

**THE EFFECTIVENESS OF ENGLISH SONG AND FLASHCARDS IN
TEACHING VOCABULARY AT SMPN 1 JENANGAN PONOROGO**

THESIS

**State Institute of Islamic Studies Ponorogo
in Partial Fulfillment of the Requirement
for the Degree of Sarjana in English Education**



By

**TIKA NOVITASARI
NIM. 210916079**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

2020

ABSTRACT

NOVITASARI, TIKA. 2020. *The Effectiveness of English Song and Flashcards in Teaching Vocabulary at SMPN 1 Jenangan Ponorogo*. Thesis, Tarbiyah and Teacher Training Faculty, English Education Department, The State Institute of Islamic Studies of Ponorogo. Advisor Fenty Andriani, M.Pd.

Key Words: English song, Flashcards, Teaching Vocabulary

Vocabulary is a group of words of a language that conveys meaning when the language is used. Vocabulary is important for students because all activities need vocabulary to receive and product language. It means that by mastering vocabulary, the students will produce so many sentences easily either in spoken or written also. There are many kinds of teaching media to teach vocabulary. Two kinds of attractive and effective media that can make the students interested in learning English vocabulary are English song and flashcards.

The purpose of this research was to examine whether there was a significant difference in vocabulary achievement between students who were taught by English song and flashcards and those who were not at SMPN 1 Jenangan Ponorogo in academic year 2019/2020.

This research applied quantitative approach and used quasi experimental design. This research used two classes as experimental group and control group. The population was taken from the seventh grade students of SMPN 1 Jenangan Ponorogo in academic year 2019/2020 which consist of 182 students. The sample is 62 students (31 students of experimental class and also 31 students of control class). The sampling technique was use cluster random sampling. The procedure of data collection was test. It was analyzed and processed by using statistic data calculation of T-test formula by using SPSS 23.

The result of this research showed the average of post-test from experimental class who had been taught by using English song and flashcards was 86,32 whereas post-test from control class who were not was 71,64. The result after treatment showed that Hypothesis test (t_o) at is 8,108 from the computation above would be compared to the “t” index (t_t) at is 60 with the condition below: if the $t_o \geq t_t$, H_a was accepted, it mean that the mean different of both variable was significant difference. The researcher could know than 5% significant level $t_o = 8,108$ and $t_t = 2,00$.

Based on the explanation above, it can be said that there is significant difference in students' vocabulary achievement who were taught by English song and flashcards. In other word, English song and flashcards was effective to students' vocabulary learning in the seventh grade students of SMPN 1 Jenangan Ponorogo in Academic Year 2019/2020.



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
APPROVAL SHEET

This is to verify that *Sayana's* thesis of

Name : Tika Novitasari

Student Number : 210916079

Faculty : Tarbiyah and Teacher Training

Department : English Education Department

Title : The Effectiveness of English Song and Flashcards in
Teaching Vocabulary at the Seventh Grade of SMPN 1
Jorangan Ponorogo

Has been approved by the thesis advisor for the further approval by the board of
examiners.

Advisor:

Fenty Andriani, M.Pd
NIP.198702012018012001

Ponorogo, 20 April 2020

Acknowledged by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo



Prili Rochmanusari, M.Pd
NIP.1981031020101012003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PONOROGO

PENGESAHAN

Skripsi atas nama saudara :

Nama : **TIKA NOVITASARI**
NIM : 210916079
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **THE EFFECTIVENESS OF ENGLISH SONG AND FLASHCARDS IN
TEACHING VOCABULARY AT SMPN 1 JENANGAN PONOROGO**

Telah dipertahankan pada sidang Munaqasah di Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Ponorogo, pada :

Hari : Jumat
Tanggal : 08 Mei 2020

dan telah diterima sebagai bagian dari persyaratan untuk memperoleh gelar Sarjana Tadris Bahasa Inggris, pada :

Hari : Senin
Tanggal : 18 Mei 2020



19 Mei 2020
Fakultas Tarbiyah dan Ilmu Keguruan,

Tim Penguji Skripsi :

1. Ketua Sidang : **Dr. AHMADI, M.Ag**
2. Penguji I : **Dra. ARIES FITRIANI, M.Pd**
3. Penguji II : **FENTY ANDRIANI, M.Pd**

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan dibawah ini:

Nama : Tika Novitasari

NIM : 210916079

Fakultas : Tarbiyah

Program Studi : Tadris Bahasa Inggris

Judul skripsi/thesis : The Effectiveness of English song and Flashcards in Teaching Vocabulary at SMPN 1 Jenangan Ponorogo

Menyatakan bahwa naskah skripsi/ thesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di etheses.iainponorogo.ac.id. Adapun isi keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 27 Mei 2020

Penulis



Tika Novitasari

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Tika Novitasari

NIM : 210916079

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

Judul Skripsi : The Effectiveness of English Song and Flashcards in Teaching Vocabulary at SMPN 1 Jenangan Ponorogo

Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 13 April 2020

Yang Membuat Pernyataan



Tika Novitasari
210916079

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a communication means in which people from different nations interact. Everyone can communicate every time and everywhere, but they can't always communicate well. Good communication is how to get the message across without ambiguity. It is well known that most of world population use English as a means of communication.

In Indonesia, English is regarded as the first foreign language due to the increasing of English usage in daily life. People believe that someone who has good English proficiency will get a higher income and better job than those who do not. That is only one of the reasons why English is regarded as the first foreign language taught in educational institutions. English is taught from the elementary schools until Universities. The purpose as stated in the curriculum is to make the students be able to communicate in English both orally and written in order to face the development of science and technology in the global era. They are also expected to understand and develop the four skills in the language. They are listening, speaking, reading and writing. Pronunciation, grammar, spelling, meaning and vocabulary are also taught to support the acquisition of four basic language skills.¹

¹Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press), 2001, 78.

According to Lado, vocabulary is the lexicon of written language that is called words.² Moreover, Wallace say that “learning vocabulary is a complex process which requires the ability to recognize the words, remember them, and to pronounce, spell and use them correctly”.³ So, it is not only memorizing list of the words but also knowing it with understanding it.

Vocabulary knowledge is not something that can ever be fully mastered. It is something that expands over the course of a life time. Teaching vocabulary involves looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit teaching in specific words and word learning strategies.

Vocabulary is one of important components to be taught to all students level. It is central of language teaching and learning. McCarthy explains that vocabulary is the biggest component part of any language development.⁴ All activities need vocabulary to receive and product language. It means that by mastering vocabulary, the learners will produce so many sentences easily either in spoken or written also.

Unfortunately, most of EFL students have difficulties in mastering vocabulary. There are some reasons behind this problem. Firstly, class

²R. Lado, *Language Testing: The Construction and Use of Foreign Language Test* (London: Longman Group United, 1959), 74.

³M. Wallace, *Teaching Vocabulary*, (London: Heinemann), 1987, 144.

⁴Mc Carthy, *Vocabulary*, (Oxford: Oxford University Press, 1990), 14.

condition does not support the teaching learning process. Secondly, the teaching and learning strategy used by the English teachers still monotonous. Thirdly, the students think that vocabulary is difficult to master because the media used is less attractive and effective. Regarding to this case in teaching and learning vocabulary case, the researcher found that the students of class seventh in SMPN 1 Jenangan Ponorogo also faced similar problems dealing with vocabulary mastery.

On December 27th 2019 the researcher interviewed Mrs. Pujiati, S.Pd, a teacher English class seventh at SMPN 1 JENANGAN. She explained about the students' difficulty in expressing their ideas. She also said that the students' felt vocabulary is very difficult and bored to learn. In addition, they did not pay attention to the teacher's explanation because the teaching technique did not encourage students' interests.⁵

Considering the above explanation, it is clear that the teacher must find an appropriate way to an enhance the students' vocabulary mastery. One of the ways is by using attractive media. A media is one of the important factors in teaching learning process. Sadiman states that media is something that can be used to convey message from the sender to the receiver. It will stimulate idea, feeling, attention, and interest of the students in the teaching learning. If there are any effective media, students will be motivated in the teaching learning process, and the objective of teaching learning will be

⁵ Interview at SMP N 1 JENANGAN on, 27 December 2019.

achieved.⁶ There are many kinds of teaching media to teach vocabulary. Two of kinds attractive and effective media that can make the students interested in learning English vocabulary are English song and flashcards.

English songs can be useful tools in the vocabulary learning. Using song as a media can be very helpful to make the students remember the vocabulary easily because it is familiar to them. Besides, the students can also understand and learn new vocabulary.⁷ In teaching English through songs, Lo and Li in Schoepp mentioned that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced.⁸ This opinion is supported by Gatbonton and Segalowitz in Schoepp, using songs can help automotive the language development in learning process, the automation would occur through repetitive.⁹ Griffiee also states that, songs are especially good for introducing vocabulary because songs provide a meaningful and understand context for the vocabulary.¹⁰

Flashcards are also another effective media that can enrich students' vocabulary. Flashcards are card that have words, number, or picture on it

⁶ Arif sadiman, *Media Pendidikan*, (Jakarta: Raja Grafindo Persada), 1986, 7.

⁷Rizky Gushendra, *An experimental study: Improving Students' Vocabulary Mastery by using English Song*, (Indonesian Journal of Integrated English Language Teaching, Vol. 3.No 1 June 2017). 54.

⁸ Kevin Scoepp, *Reason for Using Songs in the ESL EFL Classroom*. The internet TESL journal. Vol VII. No. 2, February 2001. Available at: <http://itselj.org/> , 1.

⁹ Ibid, 2.

¹⁰D. Griffiee, *Songs in Action: Classroom Techniques and Resources* (ix-x). (New York: Prentice Hall, 1992), 41.

and that is used to help students learn about a subject.¹¹ Flashcards are as messages that carry information to the learners. Flashcards used in every stage of the class, especially in teaching English as foreign language. The cards have a word on one side and a picture on the other. The flashcard must always be brief, large, neat and clear so that it can be seen and the near of the rear of the room. Flashcards can be right and colorful and make a real impact on visual learners.¹²

Overall, considering all of the facts above, the researcher conducted a research entitled “*The Effectiveness of English Song and Flashcards in Teaching Vocabulary at SMPN 1 Jenangan Ponorogo*”.

B. Limitation of the Problem

Based on the background of the study that has been explained above, the researcher gives limitation of the problem. This study focused on the using of English song and flashcards for teaching vocabulary about noun, verb, adverb, adjective and pronoun for the VII E and VII F class of SMPN 1 Jenangan Ponorogo.

C. Statement of the Problem

¹¹<http://www.meriam-webster.com/dictionary/flash%20cards>. Accessed on Januari 3, 2020.

¹²Kasihani K.E. Suyanto, *English for young learners*, (Jakarta: PT. Bumi Aksara,2010), 109.

Based on the background of the study above, the writer formulates the problem as follows: Is there any significant difference in vocabulary achievement between students who are taught by using English song and flashcards than those who aren't taught by using English song and Flashcards?

D. Objectives of the Study

Based on the problem above, the objective of this research was to find out the significant difference in vocabulary achievement between students who are taught by using English song and flashcards than those who aren't taught by using English song and Flashcards SMPN 1 Jenangan Ponorogo.

E. Significances of the Study

The researcher has made two benefits of this research. They are theoretically and practically. Theoretically, the researcher hopes that the result of this research will be support and find out new ideas of the effective media in teaching vocabulary. Practically, the researcher expects to give some benefits for the students and the teachers:

1) For Students.

The students will get an enjoyable learning process in English mastery vocabulary. Consequently, they are able to master other English components and skills.

2) For the teachers.

English teachers can use English songs and flashcards as alternative and effective media in the teaching and learning process.

3) For other researchers.

For other researchers, the result of the study helps them in conducting research about teaching EFL students vocabulary especially using English song and Flashcards.

F. Organization of the Thesis

To make easier in writing the thesis, the thesis will be divided into five chapters as follow:

The first chapter tells about the explanation of introduction of the research. It contains background of the study which is important to be discussed because the researcher clarified the reasons behind selecting the title in this research. Besides, limitation of the problem, statement of problem, objective of the study, and significances of study are also discussed in this chapter.

The second chapter gives the explanation about review of related literature. It consists of theoretical background, previous study, theoretical framework and hypothesis. The theoretical background explains about the general concept vocabulary, vocabulary mastery, kind of vocabulary, definition song, song as media in teaching vocabulary, definition flashcard, and the function of flashcard. This chapter is very important to be discussed because it

is dedicated to give a deeper understanding of the study. The theory was explained in relation with the research finding and how the theory is linked to the result of the research.

The third chapter gives the explanation about research method. It is important to be discussed because the research method can guide the researcher to get data information. Besides, research design, population and sample, validity and reliability, instrument of data collection, technique of data collection and technique of data analysis are also discussed in this chapter.

The fourth chapter gives the explanation about research findings and research result. It talks about students progress in their vocabulary mastery through English song and flashcards. Besides, this chapter also contains research location, data description, data analysis and discussion about the effectiveness of using English Song and Flashcards in teaching vocabulary at the seventh grade of SMPN 1 Jenangan Ponorogo.

The last chapter consists of the conclusion and recommendation about the research result. It tells about conclusion and the answer for problem statement.

CHAPTER II

PREVIOUS RELATED STUDY, LITERATURE REVIEW, CONCEPTUAL FRAMEWORK AND HYPOTHESIS

A. Previous Related Study

Before the researcher conducted the study, the researcher found other studies to find whether there are some similar studies or not. The researcher took reviews from the following research findings:

The first one, a thesis by Muh Fadrulrohman Al Ihsani of IAIN Surakarta at the title *Improving Students' Vocabulary Mastery Using Song Lyric (A Classroom Action Research of the Seventh Grade Students of MTs Muhammadiyah 2 Karanganyar in the Academic Year 2016/2017)*.

This study attempts to solve the problems which need positive solutions, they are: to know whether Song lyric can improve students vocabulary mastery and to identify the advantages of Song lyric in improving students vocabulary mastery in MTs Muhammadiyah 2 Karanganyar.

This research was conducted in the Seventh Grade students' of MTs Muh 2 Karanganyar. It was a Class Room Action Research of qualitative research. The subjects of this research were the students in seventh grade B of Mts Muh 2 Karanganyar. The seventh Grade students in Mts Muh 2 Boyolali. VII B Class consisted 18 students. The data was collected from the Test (Pre-test and Post-test), interview, and observation. The data were

analyzed by reducing the data, presenting the data, analyzing the data This research used triangulation methodological which compared from the result of the test (Pre-test and Post-test), interview, and observation in order to get the valid data.

The findings of the study showed that using song lyric can improve that, the score of post-test is 49,88 only 4 person that passed the assignment. After the researcher did the action, the average from the score is 73,05. From the first treatment, it shows the progress, only 4 students that failed the test. Then, the researcher did the second cycle, from this cycle, the students showed the good response and more enthusiast, and the score average from this research is 80.41. Based on the test in each cycles, from the score in cycle 1 is 73,05 and score in cycle 2 is 80,41. Based on the explanation above, the researcher concludes that there is improvement in student's achievement. The researcher concludes that the advantages of using song lyric can reach the students' attitude or behavior to the lesson, there were some positive progressions that supported them in mastering the vocabulary. Based on those findings, the ability of the students in vocabulary mastery was good. ¹³

The difference between the previous research and this research is that the previous research used classroom action research of qualitative

¹³ Muh Fadrulrohman Al Ihsani, *Improving Students' Vocabulary Mastery Using Song Lyric (A Classroom Action Research of the Seventh Grade Students of MTs Muhammadiyah 2 Karanganyar in the Academic Year 2016/2017)*, (Journal of Institute of Surakarta).

research with Song lyric media, while this research used quantitative research with English song and flashcards media.

The second one, a thesis by Ika Apriliani of IAIN Surakarta at the title *A Study on Flashcards in teaching vocabulary for seventh grade students' at Mts Negeri II Surakarta in academic year 2015/2016.*

The aims of this research are to know the implementation of flash cards on the teaching English media in vocabulary, the problem solve of flash cards on teaching vocabulary and the teacher try to solve the problem of teaching vocabulary by the teacher in teach vocabulary.

The research design is descriptive qualitative research. There are many instruments of the research, they are the researcher herself, hand phone, laptop, camera, syllabus, lesson plan, material, text book, and students score. The researcher can collect the data from the observation, interview and document analysis. To analyze the data, the researcher did three steps, they are the data reduction, the data representation/display, and the drawing conclusion. To prove the trustworthiness data, the researcher used triangulation technique. The triangulation technique that used is data triangulation. These data were compared and analyzed to get he conclusion as the result of the research. The subject is the seventh grade students of MTs Negeri II Surakarta.

The findings, researcher found that implementation of Flashcard in teaching vocabulary for the seventh grade of MTs Negeri II Surakarta runs well. Flashcards is one of media that appropriate to the students. Flashcards

is simple media to teach vocabulary, with flashcards the students can master in vocabulary mastery, the students can easily to understand about the material. So, flashcards is simple media to teach vocabulary mastery.¹⁴

The similarity between the previous research and this study is in using flashcards in teaching vocabulary at seventh grade junior high school. Whereas the difference between the previous research and this research is that the activities of previous research used flashcards while this research used English song and Flashcards.

The third one, the journal from Mahboubeh Taghizadeh, Shahin Vaezi and Maria Ravan at the title *Digital Games, Songs and Flashcards and their Effects on Vocabulary Knowledge of Iranian Preschoolers, Department of Foreign Languages, Iran University of Science and Technology Hengam Street, Resalat Square, Tehran, Iran.*

This study aimed to investigate the effects of digital games, songs, and flashcards on foreign language vocabulary knowledge of Iranian preschool learners. In addition, the young learners' performance on mid-course tests of vocabulary with different topics was examined. Regarding the objectives and the research questions of this study, the following findings were determined: (a) there was a significant improvement in vocabulary knowledge of all participants from pretest to posttest; (b) there was not a statistically significant difference among learners' vocabulary

¹⁴ Ika Apriliani, *A Study on Flashcards in teaching vocabulary for seventh grade students' at mts Negeri II Surakarta in academic year 2015/2016*, (Journal of Institute Surakarta).

knowledge in the three groups that learnt English vocabularies via digital games, songs, and flashcards; (c) learning vocabulary through digital games showed the highest effect size; and (d) there was a significant difference in the young learners' mid-course tests with different topics not only in each group separately, but also when comparing the three groups with each other.

The participant includes 350 preschool female learners in Oshnaviyeh, a town in Western Azarbaijan Province and were divided into three tablet, song, and traditional group. Pre-test and post test of vocabulary and four mid-course tests based, on the learnt vocabularies, were administered during the research. The material also consisted of digital game, 16 songs, a structure students book, a workbook, and 60 flashcards.

The results showed that there was a significant difference in the three groups mid-course tests with different topics. The findings recommended that using different techniques in the classroom considering learners interest and needs can improve vocabulary knowledge of young learners.¹⁵

The similarity between the previous research and this study is in using songs and flashcards effect on vocabulary. Whereas the difference between the previous research and this research is that the previous research used game in preschool students while this research used English song and flashcards in Junior High School.

¹⁵M. Taghizadeh, S. Vaezi & M. Ravan, *Digital Games, Songs and Flashcards and their Effects on Vocabulary Knowledge of Iranian Preschoolers*, International Journal of English Language & Translation Studies. 5(\$). 156-171.

B. Literature Review

1. Vocabulary

a. Definition Vocabulary

Vocabulary is a total number of words which (with roles for combining them) make up a language. All of all English skills needs vocabulary.¹⁶ In writing, listening, reading, and speaking need vocabulary to receive and product language.

Vocabulary is important for human interaction activities. Vocabulary is a basic of the language because limited vocabulary causes the students can't communicate effectively. Vocabulary is central of language teaching and learning. It means that by mastering vocabulary, the learners will produce so many sentences easily either in spoken or written also. They can also communicate with other people fluently and express their opinion or ideas conveniently. The problem that usually students did is a lack of vocabulary when they are using foreign language.

According to Lado, vocabulary is the lexicon of written language that is called words.¹⁷ Moreover, Stahl stated that “vocabulary is the knowledge of words and words meanings also puts vocabulary knowledge as the knowledge of a word not only implies a definition, but also implies how that word fits into the context”.

¹⁶Hornby, AS, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford:University Press, New York, 1987), 959.

¹⁷R. Lado, *Language Testing: The Construction and Use of Foreign Language Test* (London: Longman Group United, 1959), 74.

Vocabulary knowledge is not something that can ever be fully mastered. It is something that expands over the course of a life time. Teaching vocabulary involves looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit teaching in specific words and word learning strategies.

Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an

active process, because the learners can produce the words to express their thoughts to others.¹⁸

It can be concluded that vocabulary is a group of words of a language that conveys meaning when the language is used. Vocabulary is important for students, it is more important than grammar for communicative purpose.

b. Vocabulary mastery

According to Cameron, vocabulary skill included: pronunciation, spelling, grammar and meaning.¹⁹

1) Pronunciation

Pronunciation is one of the aspects that have a great influence of vocabulary. “Pronunciation is the way in which a particular person pronounces the word of a language”.

2) Spelling

Children also need to know the letters and syllables that make up the word that is called spelling. “Spelling is the act of forming words correctly from individual letter or the way that a word is spelt”.

3) Grammar

¹⁸ Evelyn Hatch & Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press, 1995).

¹⁹ Lynne Cameron, *Teaching Language to Young Learner*, Cambridge: Language Teaching Library, (Cambridge: Cambridge University Press, 2001), 78.

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are not thereby abandoning grammar.

4) Meaning

Nation and Cameron argue ways to explain the meaning of new words in the young learner classroom that is by using an object, a cut-out figure, gesture, performing and action, photograph, drawing or diagram on the board, and pictures from story books.

c. **Kinds of vocabulary**

There are some kinds of vocabulary:

1) Nouns

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence.

2) Pronouns

A word that takes the place of noun is applicable to some types of pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun-its antecedent but to a larger part of discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.

3) Verbs

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentence-statements, questions, commands and exclamations. Like the noun, the verb has the grammatical properties of persons and number, properties which require agreement with the subject. But the verb also has several other grammatical properties that are shared with no other part of speech.

4) Adjective

The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifier that precede it. Its most unusual position is before the noun it modifies, but it fills other positions as well.

5) Adverb

Adverbs range in meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such meaning at the time and place) to those used merely for emphasis. They range in function from close to loose modifiers of the verb; from close modifiers of single words, prepositional phrase or clauses, to loose modifiers of the entire sentence.

6) Preposition

The preposition is classified as a part of speech in traditional grammar. However, preparation as well as conjunctions differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristic ending; (2) each signals syntactic structure that function as one of other parts of speech.²⁰

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.

2. Song

a. Definition song

According to Richard a song is a relatively short musical composition for the human voice, which features words or lyrics.²¹ The words within a song are sung in particular tones, rhythms, speed and style. Song is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. The touch of music instruments sometimes makes a song have more emotion value than a poem. Because of the specially, more and more people can enjoy songs easier than they can enjoy poems.

Songs have rhymes and rhythms. They also use beautiful words and convey subjective feelings. Kamien stated that song is a relatively

²⁰ Marcella Frank, *Modern English A Practical Reference Guide*, (United States of Amerika: Prentice-Hall, 1972), 6.

²¹ Richard Middleton, *Studying Popular Music*, (Philadelphia: Open University Press, 2002).

short musical composition for the human voice that is possibly accompanied by other musical instrument which features words or lyrics.²² This definition, supports the previous statement which declares that songs have rhymes and rhythms are considered as inevitable parts of poem.

b. Song as Media in Teaching Vocabulary

One of the big problems whether teaching English to children, teenagers or adults, is maintaining learners' interest through out our lessons. Consequently, we often have to be very creative in the techniques we use. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages.

This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner. The part of the song is a rhyme. A rhyme is more than an ornament in poetry or songs. Song is an ideal vocabulary learning media for students. It is because song helps students remember the vocabulary easily.

Some teachers underestimate the value of songs in the classroom, whereas the repetitive nature of songs and rhythm mean a lot because it could help learners to learn vocabulary and rhythm of a language. The activity of hearing song, subconsciously will enrich learners' vocabulary. Lynch says, 'songs are usually directed to the native-

²²Roger Kamien, *Music : An Appreciation*, (Mcgraw-Hill College; 3rd edition 1997).

speaking population so they usually contain contemporary vocabulary, idioms, and expressions."²³

c. **Teaching English Song Procedure**

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher. At the primary level of singing the song, the prosodic features of the language are emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are:

- a) Gap fills or closes texts
- b) Focus questions
- c) True-false statements
- d) Put these lines into the correct sequence
- e) Dictation
- f) Add a final verse
- g) Circle the antonyms/synonyms of the given words
- h) Discuss

On the other hand, procedure of songs activity can be done by steps below:

- a. Pre-listening

²³ Larry Lynch, *Using Pop Songs to Improve Language Listening Comprehension Skills*, Retrieved August. 2002. <http://EnzineArticles.com/?expert=Larry M.Lynch>.

- 1) As a warm-up or schema building activity, ask students what they know about American pop culture. You might also want to bring some pictures or CD's of popular actors or singers to class.
- 2) Pass out the cloze activity handout, and have students read the lyrics and figure out what the missing words might be by using their knowledge of grammar. Have the students compare their guesses with their neighbors. Then, ask for volunteers to share their guesses with the class.

b. While-listening

Students listen for the missing words. Play the song once, and ask students whether they need to listen to the song again. If they do, play it one more time.

c. Post-listening

After the second listening, go over the answers with the class.

If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary.

However, in teaching listening by songs, there are three stages; prelistening, while-listening, and postlistening. Beside of that, the activity can be formed gap fills or close texts, true-false statements, and dictation.²⁴

²⁴ Rizky Gushendra, *An Experimental study: Improving Students' Vocabulary Mastery by using English Song*, (International Journal of Integrated English Language teaching) Vol.3 No. 1 June 2017, 57.

As we know the comprehension of vocabulary relies on strategies that permit one to understand words and store them, to commit them to memory. Furthermore, the use of song in vocabulary teaching also helps the teacher in teaching English in a way that is readably absorbed, fun, and much less frustrating than standardized textbook instruction. Some researchers have conducted the research on the use of song in teaching vocabulary. Using songs could motivate students and make them feel relax during teaching and learning process. In this research the researcher use English song to find out students vocabulary achievement in their learning activity.

3. Flashcards

a. Definition Flashcard

Flashcard is one of simple media that can make students understand about vocabulary. Flashcards are cards that have words, number, or picture on it and that are used to help students learn about a subject.²⁵ Flashcard is as message that carries information to the learners. Flashcards used in every stage of the class, especially in teaching English as foreign language.

The cards have a word on one side and a picture on the other. The flashcard must always be brief, large, neat and clear so that it can be seen

²⁵<http://www.meriam-webster.com/dictionary/flash%20cards>. Accessed on Januari 3, 2002

and the near of the rear of the room. Flashcards can be right and colorful and make a real impact on visual learners.²⁶

b. The Function of Flashcard

The use of flashcard in the English teaching learning process used to help the teacher:²⁷

- 1) To be familiar and stable with singular and plural concept.
- 2) To be familiar and stable with numbers.
- 3) To be familiar and stable with a few and a lot of concept.
- 4) To get the students attention using extract pictures with appropriate.
- 5) To give variation in the teaching learning process.

c. The Procedure Uses Flashcards

According Kasihani Suyanto, there are procedure uses flashcards:

- a) Sit comfortably facing the students.
- b) Arrange the flash cards in the order she would like to present them.
- c) Starting with the first flash card, hold it up so students can clearly see the front.

²⁶Kasihani K.E. Suyanto, *English for Young learners*, (Jakarta: PT. Bumi Aksara,2010), 109.

²⁷ Ibid, 108.

- d) Shows the flash card front to students that consist of words cards and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation.
- e) Give question to them by showing flashcards one by one randomly.
- f) If students give an incorrect response or no response, tell him the correct answer, and place these flash cards in a pile on your right side.
- g) After you have finished showing your students all of the flash cards, you may continue your flash card teaching session by using the stack of incorrectly answered cards.²⁸

Flashcards is so useful to help the teacher in the English learning. Flashcards is so useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher.

C. Conceptual Framework

Vocabulary supports the mastery of four basic language skills: listening, speaking, reading and writing. As mentioned before, the students should master the vocabulary in order to master the four major skills that are listening, speaking, reading and writing.

²⁸ Ibid, 112

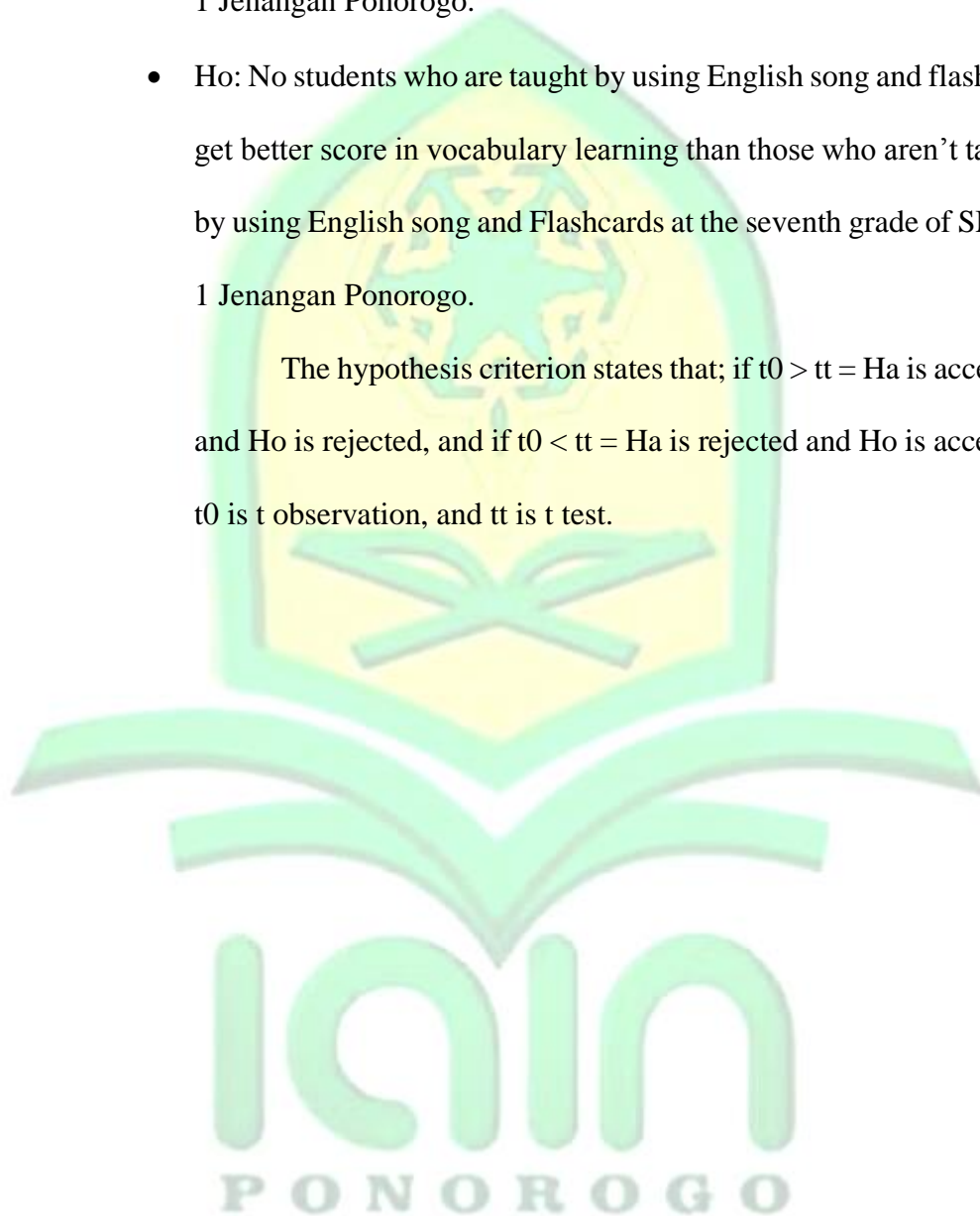
In order to achieve the objective of learning vocabulary, it needs a strategy in teaching vocabulary in order to make an effective vocabulary teaching. Nevertheless, there are some obstacles related to the teaching and learning vocabulary in the class. The class that uses conventional teaching method make students often get bored if they have to follow English vocabulary lesson. In this class, vocabulary is taught in monotonous and uninteresting technique. The teacher usually shows the picture, and then he or she mentions what the picture is, finally he or she will translate it into Indonesian or English. As a result, the students are low in the vocabulary mastery and they are lazy to follow this lesson in the classroom. The use of interactive media can give a stimulus to students to learn. One of them is English songs, there are many genres of songs can be used as media, but in this research the researcher use English song. The same as other English songs, English songs, contain lyrics or words in it. Indirectly those become probable means to learn the vocabulary complete with the way to pronounce it. Besides, flashcard is another simple media that can make students understand about vocabulary. Flashcard is card that has words, number, or picture on it and that is used to help students learn about a subject.

D. Hypotheses

Hypothesis in the research can be stated based on the theoretical analysis and conceptual framework. The hypothesis as follow:

- Ha: Students who are taught by using English song and flashcards get better score in vocabulary learning than those who are not taught by using English song and Flashcards at the seventh grade of SMPN 1 Jenangan Ponorogo.
- Ho: No students who are taught by using English song and flashcard get better score in vocabulary learning than those who aren't taught by using English song and Flashcards at the seventh grade of SMPN 1 Jenangan Ponorogo.

The hypothesis criterion states that; if $t_0 > t_t = H_a$ is accepted and H_o is rejected, and if $t_0 < t_t = H_a$ is rejected and H_o is accepted t_0 is t observation, and t_t is t test.



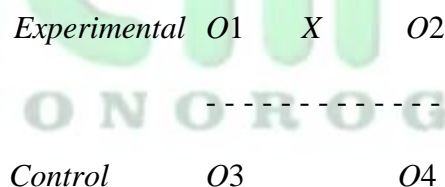
CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied a quantitative research design. This research employed quasi-experimental design. The design has a control group, but can be fully controlling variables during experiment held on. Quasi-experimental design are similar to randomized experimental design in that involves manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups. In this research, the researcher used nonequivalent (pre-test and post-test) control group design. In this design, a popular approach to quasi-experiments, the experimental group A and the control B were selected without random assignment. Both groups took a pre-test and post-test. Only the experimental group received the treatment.²⁹

One of the most commonly used quasi experimental designs in educational research can be represented as:³⁰



²⁹ Donald Ary et al., *Introduction to Research in Education*, 8th Edition (Canada: Wadsworth, CEng age Learning, 2010), 316.

³⁰ Louis Cohen, Lawrence Manion, and Keith Morrion, *Research Methods in Education*, (London and New York: Routledge, 2007), 283.

Notes:

X : Treatment by using English song and Flashcards

O1 : Pre-test for the experimental class

O3 : Pre-test for the control class

O2 : Post-test for the experimental class

O4 : Post-test for the control class

B. Population and Sample

1. Population

The large group about which generalization is made is called a population. A population is defined as all members of any well-defined class of people, event, or objects.³¹ In this research, the population of study was the seventh grade students of SMPN 1 Jenangan Ponorogo in the academic year of 2019/2020. It can be shown at the following table:

Table 3.1

The population of study

No	Class	Students
1	VII A	29
2	VII B	29
3	VII C	31
4	VII D	31
5	VII E	31
6	VII F	31
Total		182

³¹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition* (USA: Wadsworth Cengage Learning, 2010), 148.

2. Sample

The smaller group or subject of the population is the sample.³²In selecting samples, researcher used cluster random sampling. It means that the experimental and control class were chosen randomly by using a small pieces of paper and the name of each class was written in a small pieces of paper and then the papers rolled and shaken. In conducting the research, the researcher obtained two parallel classes as samples, namely VII E as a control class consist of 31 students. Class VII F as an experimental class consists of 31 students. So, the total of the sample are 62 students. It can be displayed in the following table:

Table 3.2

The sample of study

Class	Students in each class
VII E	31
VII F	31
Total	62

C. Research Instrument

Instrument is tool used by the researcher in collecting the data to make the result is better, accurate, complete, and systematic, so that the data are easy to be processed. In this research, the instrument of data collection was test. The data in this research was the result of test. The test consisted of three parts. The first part was multiple choice. Each correct number got

³² Ibid, 100

2 points and the total number of part one was 25. The second part was cloze procedure text. Each correct number got 2 points and the total number was 10. The third part was matching the pictures with the descriptions. Each correct number got 3 points and the total number was 10. In third part students got 3 points because the question more difficult than part B.

Before the instrument used in this research, the researcher tested the instrument with two tests: validity and reliability test.

a) Validity

According to Gronlund, by far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.³³ In this study, to determine the validity of instrument the researcher used formula Karl Person product moment.

The validity was measured with SPSS, SPSS is probably the most common statistical data analysis software package used in education research.³⁴ With df or db is (n) 29 in 5% significance the price of r table is 0,355. When the price of rxy or r count is under r table it could be concluded that the grains were not valid instrument. Thus, the item said to be valid instruments if the coefficient of correlation (r count) of magnitude more than 0,355. To validity and reliability instruments

³³ James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment*, (New York: McGraw-Hill ESL/ELT, 2005), 175

³⁴ Daniel Mujis, *Doing Quantitative Research in Education with SPSS* (California: Sage Publication, 2004) 85.

research, the researcher put the total sample 29 responds in students class VII E in this validity test research, the researcher gave 45 questions for this class. So, the researcher calculated the validity test. From of result the test validity instrument, all questions or scoring rubric were valid. To know the score of validity test, the researcher used program of SPSS 23 for windows. Finally, the result calculation item validity instrument above could be concluded in the following table:

Table 3.3

The Result of Validity Calculation

No. Item	r calculated	r table	Criteria
1	0,482	0,355	Valid
2	0,377	0,355	Valid
3	0,440	0,355	Valid
4	0,432	0,355	Valid
5	0,440	0,355	Valid
6	0,451	0,355	Valid
7	0,471	0,355	Valid
8	0,468	0,355	Valid
9	0,586	0,355	Valid
10	0,492	0,355	Valid
11	0,556	0,355	Valid
12	0,434	0,355	Valid
13	0,402	0,355	Valid
14	0,410	0,355	Valid
15	0,502	0,355	Valid

16	0,387	0,355	Valid
17	0,462	0,355	Valid
18	0,434	0,355	Valid
19	0,434	0,355	Valid
20	0,401	0,355	Valid
21	0,409	0,355	Valid
22	0,410	0,355	Valid
23	0,401	0,355	Valid
24	0,400	0,355	Valid
25	0,492	0,355	Valid
26	0,404	0,355	Valid
27	0,462	0,355	Valid
28	0,392	0,355	Valid
29	0,498	0,355	Valid
30	0,488	0,355	Valid
31	0,529	0,355	Valid
32	0,452	0,355	Valid
33	0,375	0,355	Valid
34	0,444	0,355	Valid
35	0,416	0,355	Valid
36	0,410	0,355	Valid
37	0,376	0,355	Valid
38	0,395	0,355	Valid
39	0,372	0,355	Valid
40	0,381	0,355	Valid
41	0,397	0,355	Valid

42	0,401	0,355	Valid
43	0,442	0,355	Valid
44	0,461	0,355	Valid
45	0,435	0,355	Valid

Based on the table, all of the 45 questions were valid.

b) Reliability

A reliable test is consistent and dependable if you give the same of test to the same student or matched students on two different occasions, the test should yield similar result. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test.³⁵ The reliability data was measured with SPSS because it was most commonly used statistical data analysis software. The instruments reliable if alpha is more than r table, if alpha is under the r table the instrument is unreliable.³⁶

The sample is (n) seventh grade students, n = 29 and the significance the price of r table is 0,355. Finally the result of calculation reliability instruments was presented below:

³⁵ *Ibid.*, 20-21

³⁶ Daniel Mujis, *Doing Quantitative Research in Education with SPSS* (California: Sage Publication, 2004) 85.

Table 3.4

The result of Reliability using SPSS 23

**Case Processing
Summary**

		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	0.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.904	45

Table 3.5

Test Item Reliability

r alpha	r table	Criteria
0,904	0,355	Valid

In this research, the researcher used a set of test as instrument research to collect the data. In order to measure the capability of the students, the research used the score of pre-test and post-test as research instrument for both the experimental and control classes. There were 45 questions for pre-test and post-test.

D. Data Collection Technique

Test is method of measuring of person's ability, knowledge, or performance in a given domain.³⁷ The test in this research were divided into two parts, those are pre-test and post-test. Pre-test was used to know the students' previous level of the vocabulary, while the post-test was used to know the students' level of their vocabulary after the research give a treatment of English song and flashcards.

In collecting data, the writer taught vocabulary by using English song and flashcards media for the experimental class and conventional teaching in control class at seventh grade students at SMPN 1 JENANGAN.

For the first meeting, the writer distributed pretest in control and experimental class. After conducting pretest in experimental class, in the second meeting, the writer asked the students what they knew about familiar vocabulary. Then, the researcher played English song for students. She passed out the cloze activity handout, and had students read the lyrics and figure out what the missing words in flashcard might be by using their knowledge of word. Then, she had the students compare their guesses with their friends. While in second meeting at control class, the researcher only used conventional teaching by English book.

Then, the researcher taught vocabulary in the third meeting by using English Song and flashcards as the treatments too. Students listened to the

³⁷ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (San Francisco: Pearson Education, 2003), 3.

missing words song and found the answers at the flashcards. Then, the writer played the song and asked students whether they needed to listen to the song again or not. If they did, she played it once more. While in the third meeting at control class, the researcher only used conventional teaching by English book.

In the last meeting, the writer gave posttest in control and experimental class. The students post-test was assessed by the writer. After both scores of pretest and posttest were collected, the data was compared to find out whether the treatment increased students' achievement in vocabulary learning or not. It was done to prove the hypothesis.

E. Data Analysis Technique

Test is a method of measuring a person's ability, knowledge, or performance in a given domain. It is an instrument a set of techniques, procedures, or items that requires performance on the part of the test-taker. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing prompt with a scoring rubric; an oral interview based on a question script and a checklist of expected responses to be filled in by the administrator.³⁸ The researcher conducted the test to collect data. The test consisted of three parts. The first part was multiple choice consisted of 25 questions. The second part was cloze procedure text consisted of 10 questions. The third part was matching

³⁸ *Ibid.*, 3.

the pictures with the descriptions consisted of 10 questions. The text genre of test was descriptive text.

1. Assumption Test

After the test was given to the students in pre-test and post-test, the results of test was analyzed by using assumption test. There were two tests, covering Normality and Homogeneity test.

1) Normality test

The purpose of normality test is to know the data distributed normal or not. Normality test was used to know whether the data from both group sample which examined comes from the population or distribution or not.³⁹ In this research, the researcher used SPSS 23 program for windows to calculate the normality test.

2) Homogeneity Test

Homogeneity test was used to know the similarity of the populations. Homogeneity test was used to know before comparing some groups. In this research, the researcher used SPSS 23 program for windows to calculate the homogeneity test.

Calculated SD formula:

$$SDx = \sqrt{\frac{\sum fx^2}{nx} - \left(\frac{\sum fx}{nx}\right)^2}$$

³⁹ James Dean Brown, *Testing Language Programs: A Comprehensive Guide To English Language Assessment*, (New York: Mc Graw Hill, 2005), 27.

$$SDy = \sqrt{\frac{\sum fy^2}{ny} - \left(\frac{\sum fy}{ny}\right)^2}$$

2. Testing Hypothesis

Hypothesis Test Statistical analysis based on a “null” hypothesis (labeled H_0) that there is no effect. An experiment is designed to determine whether evidence refutes the “null” hypothesis.

□□T-test, the research compared the mean score of students' vocabulary score who were taught by using English song and flashcards (X) and the students' vocabulary score who were not taught by using English song and flashcards (Y). This test was measured by using SPSS.

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. Historical Background of SMPN 1 Jenangan

SMPN 1 Jenangan is one of the first public secondary levels of educational institutions in Jenangan. SMPN 1 Jenangan established in 1983. The location of the first building was in the Dongeng hamlet of Jimbe Village, precisely that was still joining SD 3 Jimbe because it had not been able to build buildings independently. SMPN 1 Jenangan joined SD 3 Jimbe for 2 years until finally getting a recommendation to build a building independently. After experiencing lengthy discussions about finding the right location for the construction of the SMPN 1 Jenangan building, finally, the head of the village of Jenangan proposed to set up a new building for the SMPN 1 Jenangan sub-district in Hamlet of Sawur, Jenangan village. This location is right to set up a new building with wide as 1.5 hectares. The process of establishing this new building takes two years, from which the construction has managed to stand up to 6 rooms, namely 1 teacher office room, 1 science laboratory room, 1 library room, and 3 classrooms. After going through the development process for the next 2 years, the new building in SMP 1 Jenangan was finally ready

and could be used for all classes at that time, so it was no longer joining SD 3 Jimbe.

2. Geographical Location

SMPN 1 Jenangan is located in the countryside, approximately 10 km to the east of the capital city of Ponorogo Regency, precisely on Jalan Raya Jenangan - Kesugihan, Jenang Village, Jenang District, Ponorogo Regency, East Java, Phone 0352- 531171. SMPN 1 Jenangan subdistrict is one of the junior high schools in the Jenangan subdistrict with an area of 15,000 m² or approximately 2.5 ha. In Jenangan sub-district, there are several elementary schools including SDN 1 Jenangan, SDN 2 Jenang, SDN Nglayang, SDN Jimbe, SDN Plalangan, SDN Semanding, and SDN Tanjungsari. Nearly 75% of public elementary school graduates from the Jenangan subdistrict went to SMPN 1 Jenangan, while around 25% went on to junior high schools outside Jenangan sub-district. 85% of graduates from SMPN 1 Jenangan continue to higher education levels both to high school, vocational school, public and private MA in the Ponorogo Regency area. Based on the data above, the education quality of SMPN 1 Jenangan is strongly influenced by the quality of education in primary schools from students.⁴⁰

⁴⁰ Profile SMPN 1 Jenangan in academic year 2019/2020.

B. Data Description

In this research, the researcher took the seventh grade students of SMPN 1 Jenangan as population. Then the research took two classes as sample, one class as a control class that was VII E and one class as an experimental class that was VII F. The total number students of two classes were 62 students; experimental class consisted of 31 and control class consisted of 31 students. In experimental class, the students were taught by using English song and flashcards, while in the control class students were not taught by using English song and flashcards. In the end of this research, the researcher wants to compared the achievement between students who were taught by using English song and flashcards and those who were not.

1. Schedule of the research

There were two meetings of this research. The meeting covered: giving pre-test, giving first treatment and second treatment with sustained English song and flashcards, and giving post-test. For control class, the learning consisted of two meetings. They were pretest, first meeting, second meeting and the post-test. The research schedule could be seen in the table below:

Table 4.1

Research schedule of experimental class

Date	Activities
February, 18 th 2020	Pre-test
February, 19 th 2020	First treatment
February, 22 th 2020	Second treatment
February, 29 th 2020	Post-test

Table 4.2

Research schedule of control class

Date	Activities
February, 17 th 2020	Pre-test
February, 19 th 2020	First treatment
February, 25 th 2020	Second treatment
February, 26 th 2020	Post-test

2. The Procedure of the Research

The researcher conducted the test to collect data. The test consisted of three parts. The first part was multiple choice consisted of 25 questions. The second part was cloze procedure text consisted of 10 questions. The third part was matching the pictures with the descriptions consisted of 10 questions.

In collecting data, the writer taught vocabulary by using English song and flashcards media for the experimental class and conventional teaching in control class at seventh grade students at SMPN 1 JENANGAN.

For the first meeting, the writer distributed pretest in control and experimental class. After conducting pretest in experimental

class, in the second meeting, the writer asked the students what they knew about familiar vocabulary. Then, the researcher played English song for students. She passed out the cloze activity handout, and had students read the lyrics and figure out what the missing words in flashcard might be by using their knowledge of word. Then, she had the students compare their guesses with their friends. While in second meeting at control class, the researcher only used conventional teaching by English book.

Then, the researcher taught vocabulary in the third meeting by using English Song and flashcards as the treatments too. Students listened to the missing words song and found the answers at the flashcards. Then, the writer played the song and asked students whether they needed to listen to the song again or not. If they did, she played it once more. While in the third meeting at control class, the researcher only used conventional teaching by English book.

In the last meeting, the writer gave posttest in control and experimental class. The students post-test was assessed by the writer. After both scores of pretest and posttest were collected, the data was compared to find out whether the treatment increased students' achievement in vocabulary learning or not. It was done to prove the hypothesis.

3. The Result of Students' Pre-test and Post-test of Experimental class and Control class

- a. Data of Students' vocabulary achievement in Experimental Class (VII F) .

The table below showed the score of students' vocabulary in experimental class;

Table 4.3

The Students' Vocabulary Learning Score of Experimental Class

No.	Name	Pre test	Post test
1	ABR	60	74
2	ADNRI	45	94
3	ANNW	44	79
4	APP	43	88
5	AIT	61	90
6	AAD	60	92
7	AA	53	98
8	AADPM	55	77
9	AWAD	34	84
10	AAS	28	90
11	AMF	70	88
12	BCL	79	96
13	DNA	70	96
14	DSE	91	98
15	DSM	30	92
16	EAFB	39	71
17	FHS	29	94
18	FEM	47	73
19	FR	25	84
20	K	20	82
21	MF	37	86
22	MIMR	83	92
23	MNM	75	86
24	NCW	92	98
25	PAAT	87	98
26	RSI	34	82

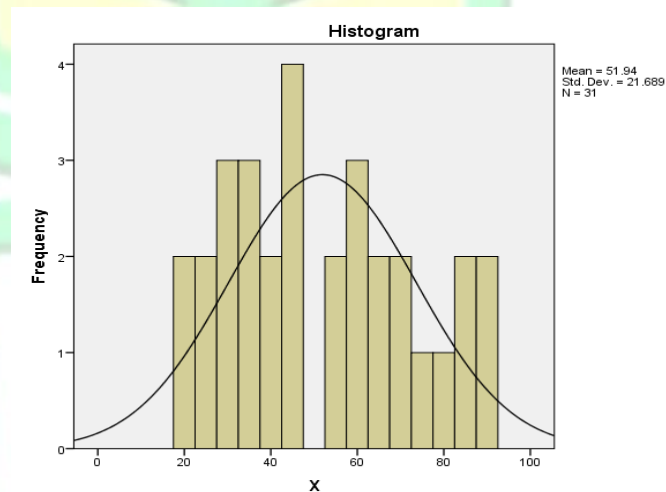
27	RRP	64	71
28	RPP	26	72
29	RACIB	21	81
30	RKAS	42	86
31	TNS	66	84
Total		1.610	2.676
Mean		51.93	86.32

From the table above, it could be seen that the score of the students before and after using English song and flashcards was varied.

Then, the following figure illustrated the histogram of the pre-test experimental class:

Figure 4.3

Histogram of the Pre-test Experimental Class



From the histogram above, it was known that $M = 51.94$ and $SD = 21,689$. To determine the category of the students' vocabulary was good, medium or low, the researcher grouped the scores by using the standard as follows:

- a) More than $M + 1.SD$ ($51.94 + 21.689 = 73.629$) is categorized into good
- b) Between $M - 1.SD$ to $1.SDx$ is categorized into medium
- c) Less than $M - 1.SD$ ($51.94 - 21.689 = 30.251$) is categorized into low

Thus, it could be seen that the scores which were more than 73.629 were categorized good, the scores between 31-73 was categorized medium, meanwhile the score which were less than 30.215 was categorized low.

The following table illustrated the categorization of students' pre-test in experimental class:

Table 4.4

The Categorization of Students' Pre-test in Experimental Class

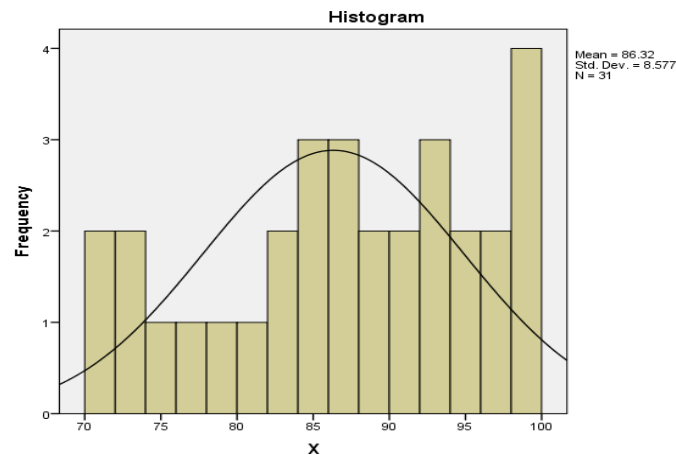
No.	Score	Frequency	Percentage	Category
1	More than 73	7	22.58%	Good
2	Between 31-73	17	54.83%	Medium
3	Less than 30	7	22.58%	Low
Total		31	100%	

Based on the above table, it was found that the score of students' who were taught by using English song and Flashcards in pre-test shows that 22.58% in the good category, 54.83% in the medium category and 22.58% in the low category.

Then, the following figure illustrated the histogram of the post-test experimental class:

Figure 4.3

Histogram of the post-test experimental class



From the histogram above, it was known that $M = 86.32$ and $SD = 8.577$. To determine the category of the students' vocabulary was good, medium or low, the researcher grouped scores by using the standard as follows:

- More than $M + 1.SD$ ($86.32 + 8.577 = 94.897$) is categorized into good
- Between $M - 1.SD$ to $1.SDx$ is categorized into medium
- Less than $M - 1.SD$ ($86.32 - 8.577 = 77.743$) is categorized into low .

Thus, it could be seen that the scores which were more than 94.897 was categorized good, the scores between 78-94 was categorized medium, meanwhile the scores which were less than 77.743 was categorized into low.

The following table illustrated the categorization of students' post-test in experimental class:

Table 4.5

The Categorization of Students' Post-test in Experimental Class

No.	Score	Frequency	Percentage	Category
1	More than 94	8	25.80%	Good
2	Between 78-94	17	54.83%	Medium
3	Less than 77	6	19.35%	Low
Total		31	100%	

Based on the above table, it was found that the score of students' who were taught by using English song and Flashcards in post-test shows that 25.80% in the good category, 54.83% in the medium category and 19.35% in the low category.

b. Data of Students' vocabulary achievement in Control Class (VII E) .

The table below showed the score of students' vocabulary in control class;

Table 4.6

The Students' Vocabulary Learning Score of Control Class

No.	Name	Pre test	Post test
1	ANB	57	76
2	AAF	42	68
3	ARD	41	72
4	AI	40	72
5	ALF	57	80
6	AUS	57	78
7	DNA	50	76
8	DA	52	74
9	FNF	31	69

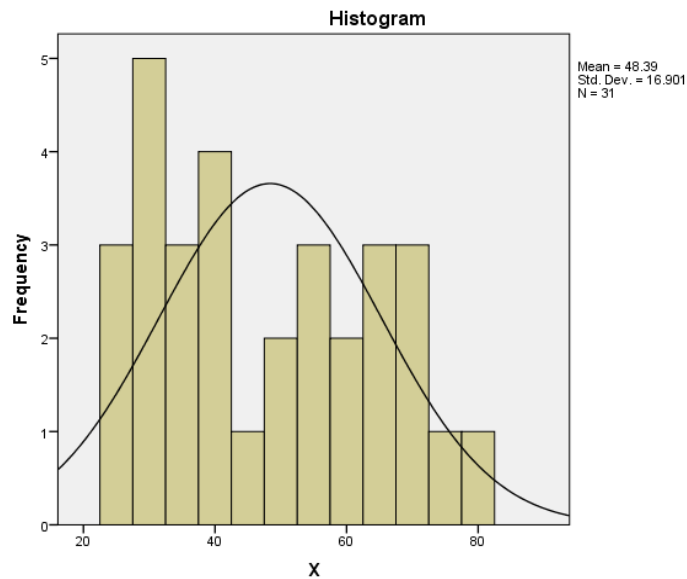
10	IIS	25	73
11	LMA	67	70
12	MA	76	72
13	MGR	67	68
14	MRAP	80	58
15	MWF	27	67
16	NY	36	84
17	OFN	25	78
18	PR	45	70
19	PVA	30	74
20	RM	30	70
21	RMN	35	76
22	RP	70	63
23	RAF	70	76
24	RAN	71	70
25	RAAZ	63	72
26	RUD	36	68
27	TDA	58	69
28	TH	30	70
29	VCHS	30	72
30	WR	40	74
31	YBS	62	62
Total		1.500	2.221
Mean		48.36	71.64

From the table above, it could be seen that the score of the students before and after in control class was varied.

Then, the following figure illustrated the histogram of the pre-test control class:

Figure 4.6

Histogram of the pre-test control class



From the histogram above, it was known that $M = 48.39$ and $SD = 16.901$. To determine the category of the students' vocabulary was good, medium or low, the researcher grouped scores by using the standard as follows:

- a) More than $M + 1.SD$ ($48.39 + 16.901 = 65.291$) is categorized into good
- b) Between $M - 1.SD$ to $1.SDx$ is categorized into medium
- c) Less than $M - 1.SD$ ($48.39 - 16.901 = 31.489$) is categorized into low

Thus, it could be seen that the scores which were more than 65.291 was categorized good, the scores between 32-65 was categorized medium, meanwhile the scores which were less than 31.489 was categorized low.

The following table illustrated the categorization of students' pre-test in control class:

Table 4.7

The Categorization of Students' Pre-test in Control Class

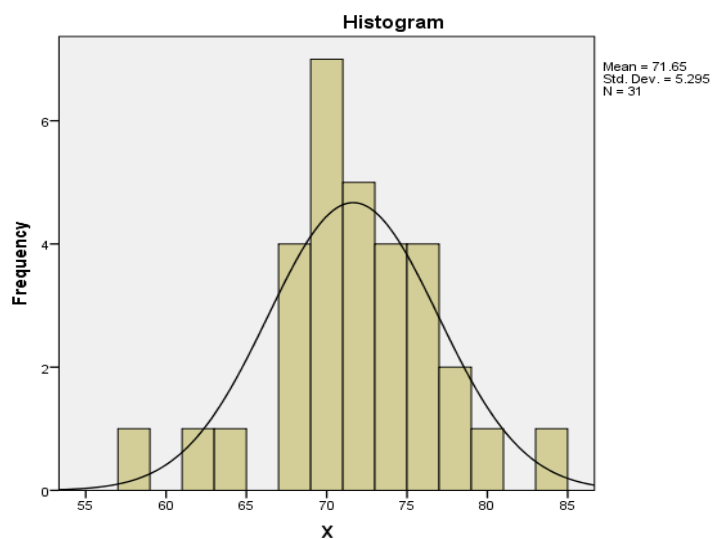
No.	Score	Frequency	Percentage	Category
1	More than 65	7	22.58%	Good
2	Between 32-65	16	51.61%	Medium
3	Less than 31	8	25.80%	Low
Total		31	100%	

Based on the above table, it was found that the score of students' who were not taught by using English song and Flashcards in pre-test shows that 22.58% in the good category, 51.61% in the medium category and 25.80% in the low category.

Then, the following figure illustrated the histogram of the post-test control class:

Figure 4.6

Histogram of the post-test control class



From the histogram above, it is stated that $M = 71.65$ and $SD = 5.295$. To determine the category of the students' vocabulary was good, medium or low, the researcher grouped score using standard as follows:

- a) More than $M + 1.SD$ ($71.65 + 5.295 = 76.945$) is categorized into good
- b) Between $M - 1.SD$ to $1.SDx$ is categorized into medium
- c) Less than $M - 1.SD$ ($71.65 - 5.295 = 66.355$) is categorized into low

Thus, it can be seen that the scores which are more than 76.945 is categorized into good, the score between 67-76 is categorized into medium, meanwhile the score which are less than 66.355 is categorized into low.

The following table illustrated the categorization of students' post-test in control class:

Table 4.8

The Categorization of Students' Post-test in Control Class

No.	Score	Frequency	Percentage	Category
1	More than 76	6	19.35%	Good
2	Between 67-76	22	70.96%	Medium
3	Less than 66	3	9.67%	Low
Total		31	100%	

Based on the above table, it was found that the score of students' who were not taught by using English song and Flashcards

in post-test shows that 19.35% in the good category, 70.96% in the medium category and 9.67% in the low category.

C. Data Analysis

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally distributed and homogenous. Therefore, normality and homogeneity test were provided.

1. Normality Test

Normality test is used to find out whether the data are normally distributed or not. There are many ways to conduct normality test; they are Kolmogorov Smirnov, Lilifors, and Chi Square. In this study, the researcher used SPSS 23 with Shapiro-Wilk to analyze normality test.⁴¹

Table 4.9

Result Normality test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Experimental class	.101	31	.200*	.938	31	.071
Control class	.117	31	.200*	.973	31	.618

⁴¹Retno Widyaningrum, *Statistika*, (Ponorogo: STAIN Ponorogo Press 2011), 204.

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normality test of experimental class and control class described that the data of experiment and control group was normally distributed. It could be seen from the value of Sig. (2-tailed) that was higher than significances test ($0,071 & 0.618 > 0,05$).

2. Homogeneity Test

Homogeneity test is used to know whether the data come from the homogeneous variance or not. To calculate the data, the researcher used SPSS 23. The result of calculation was as below:

Table 4.10

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
2.334	1	60	.132

Based on the table 4.10 above, the researcher concluded that the data was homogeneous distributed, because the value of statistic was higher than significances test ($0.132 > 0,005$).

3. T-test

The researcher calculated t-test by using SPSS 23 to find out if there was a significant difference or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of experimental class and control class were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS 23. The result of the calculation as follow:

Table 4.11
Group Statistic

Group Statistics

CLASS	N	Mean	Std. Deviation	Std. Error Mean
RESULT TEST EXPERIMENTAL CLASS	31	86.3226	8.57666	1.54041
CONTROL CLASS	31	71.6452	5.29496	.95100

Based on the table above, the result of data analysis showed that the means score students of experiment class (students who were taught by using English song and flashcard) was 86.32 while the means score of control class (students who were not taught by using English song and flashcard) was 71.64. So, this research results states that English song and flashcards can be increased students' score and very useful media for teaching vocabulary.

Table 4.12

The result of t-test Calculation

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
RESULT	Equal									
TEST	variances assumed Equal variances not assumed	8.708	.005	8.108	60	.000	14.67742	1.81033	11.05623	18.29861
				8.108	49.968	.000	14.67742	1.81033	11.04121	18.31362

From the table above, it could be seen that the value of t-test was 8,108 and the degree of freedom was 60. The value of significance 5% of t-table of db=60 was 2,00. To interpret the data above, formulated the test of hypothesis as follow:

H1 : There is significant difference in vocabulary score of students after being taught by using English song and flashcards.

H0 : There is significant difference in vocabulary score of students before taught by using English song and flashcards.

The research result, $t = 8,108$, with $df = 60$, on level significance 5%. Pursuant to the table value " t " = 2,00. Then " t " account was more than t-table ($8,108 > 2,00$). It could be concluded that the students who were taught by using English song and flashcards got better score in vocabulary mastery then the students who were not taught by using English song and flashcards.

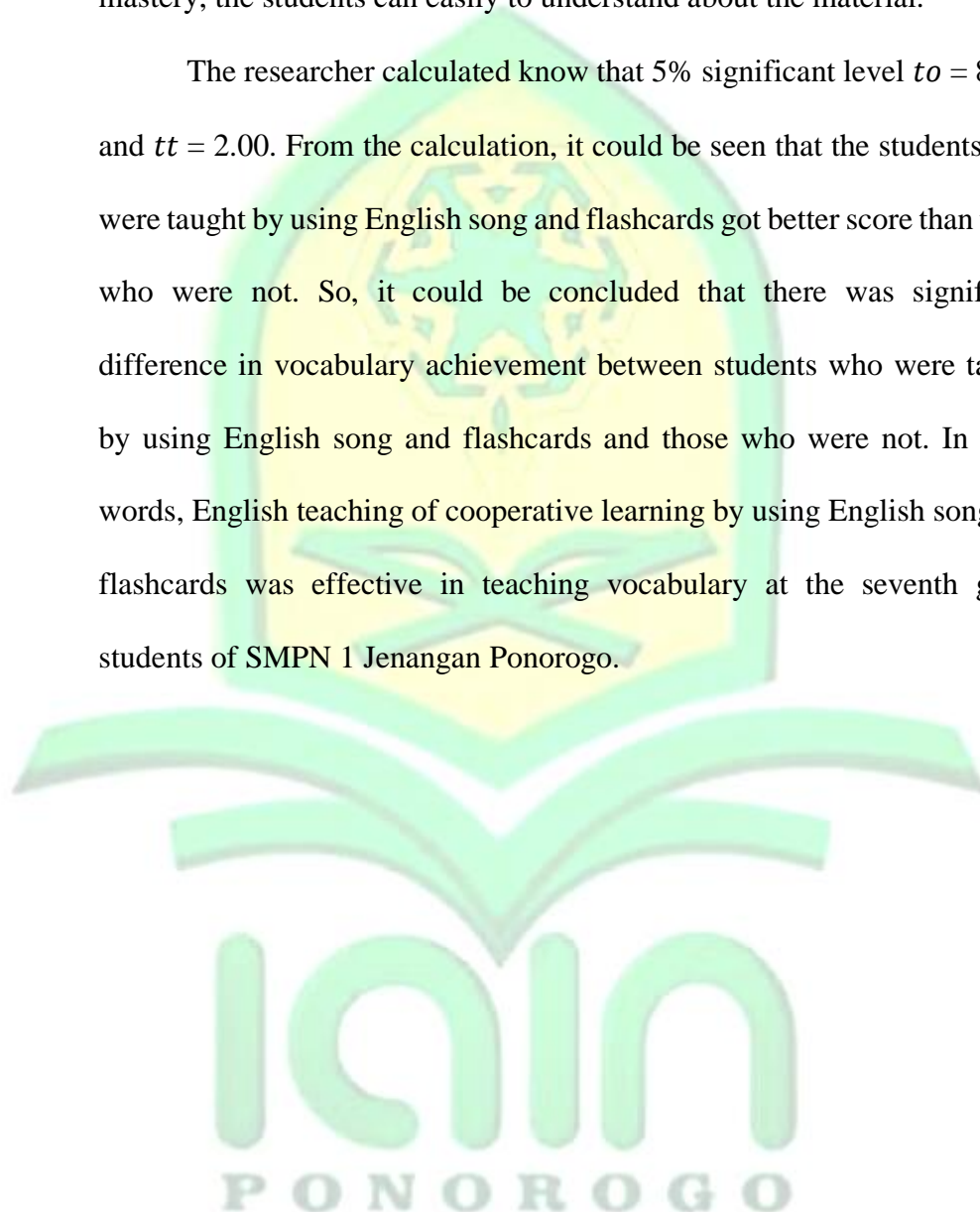
D. Discussion and Interpretation

From the calculation above, it was concluded that the difference coefficient of students before being taught by using English song and flashcards and after being taught by using English song and flashcards was 8,108. That result was used to find out whether there was a significant coefficience or not. Besides, it also could be used to generate the population. Hypothesis test(t_0) was 8,108 from the computation above would be compared to the " t " index (tt) was 60 with the condition below: if the $t_0 \geq tt$, H_α was accepted, it meant that the mean different of both variables was significant different.

Overall, English songs can be useful tools in the vocabulary learning. Using song as a media can be very helpful to make the students remember the vocabulary easily because it is familiar to them. Besides, the

students can also understand and learn new vocabulary. Than flashcards is one of media that appropriate to the students. Flashcards is simple media to teach vocabulary, with flashcards the students can master in vocabulary mastery, the students can easily to understand about the material.

The researcher calculated know that 5% significant level $t_o = 8,108$ and $t_t = 2.00$. From the calculation, it could be seen that the students who were taught by using English song and flashcards got better score than those who were not. So, it could be concluded that there was significant difference in vocabulary achievement between students who were taught by using English song and flashcards and those who were not. In other words, English teaching of cooperative learning by using English song and flashcards was effective in teaching vocabulary at the seventh grade students of SMPN 1 Jenangan Ponorogo.



CHAPTER V

CLOSING

A. Conclusion

Based on the data described previously, the researcher took the conclusion that there was significant difference in students' achievement between students who were taught by using English song and flashcards and those who were not taught by using English song and flashcards in teaching Vocabulary on the seventh grade students of SMPN 1 Jenangan Ponorogo in academic year 2019/2020. The students who were taught by using English song and flashcards had better score than those who were not taught by using English song and flashcards. It was analyzed by using SPSS 23.

The result of this research indicated the post-test from the experimental class was higher (86,32) than post-test from control class (71,64). The comparison value (t_0) between students' vocabulary mastery who were taught using English song and flashcards and who were not 8,108. This was higher than (tt) value in the table, which was (tt) = 2,00 at the level of significant 5% with $db=60$. So, H_a was accepted. In the other words, English song and flashcards has significant difference on students' achievement in improving vocabulary mastery of the seventh grade students in SMPN 1 Jenangan Ponorogo.

B. Suggestion

Considering the conclusion above, the researcher would like to suggest:

1. For the school

The school is suggested to improve the system and facilities for a better condition in teaching and learning especially for students. So, they will maximize their skill for a good achievement.

2. For students

The researcher hopes that the students should have a great motivation to learn English. They need to consider that they have to improve their language skills.

3. For readers

For the other readers, the researcher hopes that the result of this study can be useful as a reference for a future research concerning with vocabulary.

4. For the English teacher

Teachers should be creative to choose the best media to apply in learning process in order to make students interested in attending the lesson, the teachers should present the language in an enjoyable, mixed with Indonesian language, relax and understandable. The teacher is not only as the information giver but also as a facilitator. They have to give students guidance and direction how to comprehend a text, the teachers should teach by using appropriate technique and choose unique strategy and method for teaching, because students are very easy to get bored. The teacher could also give some reward to students who get the best

point or another activity, so it can make students more active and feel confident in every teaching learning activity.



REFERENCES

- Al Ihsani, Muh Fadrulrohman. *Improving Students' Vocabulary Mastery Using Song Lyric (A Classroom Action Research of the Seventh Grade Students of MTs Muhammadiyah 2 Karanganyar in the Academic Year 2016/2017)*. Journal of Institute of Surakarta.
- Apriliani. Ika. *A Study on Flashcards in teaching vocabulary for seventh grade students' at mts Negeri II Surakarta in academic year 2015/2016*. Journal of Institute Surakarta.
- Ary, Donald et al., *Introduction to Research in Education*, 8th Edition. Canada: Wadsworth, CEng age Learning. 2010.
- Ary, Donald., Jacobs, Lucy Cheser, and Sorensen, Chris. *Introduction to Research in Education 8th edition*. USA: Wadsworth Cengage Learning. 2010.
- Brown, H. Douglas. *Language Assessment: Principles and Classroom Practice*. San Francisco: Pearson Education. 2003.
- Brown, James Dean. *Testing Language Programs: A Comprehensive Guide To English Language Assessment*. New York: Mc Graw Hill. 2005.
- Cameron, Lynne. *Teaching Language to Young Learner*, Cambridge: Language Teaching Library. Cambridge: Cambridge University Press. 2001.
- Carthy, Mc. *Vocabulary*. Oxford: Oxford University Press. 1990.
- Cohen., L. Manion, L., & Morrion, K. *Research Methods in Education*. London and New York: Routledge. 2007.
- Frank, Marcella. *Modern English A Practical Reference Guide*. United States of Amerika: Prentice-Hall. 1972.
- Griffee, D. *Songs in Action: Classroom Techniques and Resources (ix-x)*. New York: Prentice Hall. 1992.
- Gushendra. Rizky. *An experimental study: Improving Students' Vocabulary Mastery by using English Song*, (Indonesian Journal of Integrated English Language Teaching, Vol. 3.No 1 June 2017).

- Hatch, Evelyn and Brown, Cheryl. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press. 1995.
- Hornby, AS. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: University Press, New York. 1987.
- Kamien, Roger. *Music : An Appreciation*. Mcgraw-Hill College; 3rd edition. 1997.
- Lado. R. *Language Testing: The Construction and Use of Foreign Language Test*. London: Longman Group United. 1959.
- Lynch, Larry. *Using Pop Songs to Improve Language Listening Comprehension Skills*, Retrieved August. 2002. <http://EnzineArticles.com/?expert=Larry M.Lynch>.
- Middleton, Richard. *Studying Popular Music*. Philadelphia: Open University Press. 2002.
- Mujis. Daniel. *Doing Quantitative Research in Education with SPSS* (California: Sage Publication. 2004.
- Profile SMPN 1 Jenangan in academic year 2019/2020.
- Sadiman, Arif. *Media Pendidikan*. Jakarta: Raja Grafindo Persada. 1986.
- Scoepp, Kevin. *Reason for Using Songs in the ESL EFL Classroom*. 2001. The internet TESL journal. Vol VII. No. 2, February 2001. Available at: <http://itselj.org/>.
- Suyanto, Kasihani K.E. *English for Young learners*, (Jakarta: PT. Bumi Aksara. 2010.
- Taghizadeh, M., Vaezi, S. & Ravan, M. *Digital Games, Songs and Flashcards and their Effects on Vocabulary Knowledge of Iranian Preschoolers*. International Journal of English Language & Translation Studies. 5(4). 156-171.

Wallace, M. *Teaching Vocabulary*. London: Heinemann. 1987.

Widyaningrum, Retno. *Statistika*. Ponorogo: STAIN Ponorogo Press. 2011.

<http://www.meriam-webster.com/dictionary/flash%20cards>. Accessed on Januari 3, 2020.

