IMPROVING VOCABULARY MASTERY THROUGH LISTENING TO SONGS FOR THE STUDENTS OF SMKN 2 DEPOK SLEMAN YOGYAKARTA

A Thesis

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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SANATA DHARMA UNIVERSITY
YOGYAKARTA
2008
A Thesis On

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Rhisius Sarkim, M.Pd., Ph.D.
“The greatest thing always starts from a small thing”

This Thesis is dedicated to my beloved:
God
Mom
Dad
Siblings
Stefanus
STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that the thesis I wrote does not contain the works or parts of the works of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 22 February 2008

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Yang menyatakan,

(Prames Ayuningtyas)
ACKNOWLEDGEMENTS

None of this success would have happened without the help of a lot of great people to whom my gratitude would belong to.

First of all, I would like to deliver my gratitude to my Gracious Father, Jesus Christ, and my Holy Mother, Mother Mary. I thank Them for this day, the days in the past, and the coming days. I thank them for this beautiful talent so that I would run this far and for keeping me strong-minded in accomplishing this study.

I also want to deliver my gratitude to the students of SMKN 2 Depok Sleman Yogyakarta, III Analisis Kimia and Otomotif students and Mrs. Yohana Umiyati, S.Pd. as the English teacher at SMKN 2 Depok Sleman Yogyakarta. I really thank them for allowing me to conduct this research in their class and for the sincere participation.

In the process of finishing this thesis, Christina Kristiyani, S.Pd., M.Pd., as my major sponsor to whom my next biggest gratitude goes, I thank her for the advices and guidance, and also for checking my terrible thesis organization, structure and grammar along the thesis writing. Special gratitude also belongs to Christina Lhaksmita Anandari, S.Pd., M.Ed., as my co-sponsor, I thank her for all the patience and kindness in checking this thesis and for the consultation time during her rush hour. I would also like to give my gratitude to all PBI lecturers so I can finish my study. I thank them for inspiring me and for teaching me during my study in the whole semesters for four years. Next, I would deliver my gratitude to mba Tari and
mba Danik for arranging my thesis defense and for their kindness in helping me to deal with the schedules.

To my Mom, I am so grateful for all her supports, financially, spiritually and mentally through the years, through in the ups and downs that I had experienced in my life. I thank my Dad for his great action in supporting me. To my beloved siblings, Tindut & Gilang, I thank them for many years of love and support and for the laugh through the hardest days in finishing the thesis. To Lettu Adm Stefanus Wisnu Candra, I thank him for keeping me grounded with love, for his dazzling support during my study and in completing this final task. It is my pleasure to call him mine and for his family also, I thank them for enriching me with plenty of supports and cares. To The Children, I thank them for relieving my tense during my heaviest days.

Next, I will deliver my gratitude to all of my best friends: Nix, Bob, Tian, Inggit & Tio. I thank them for all the supports so that I can succeed in this study and for always being there for me. I want to express my gratitude also to Nana & Dini to be the nicest friends and the best supporters as long as I accomplish my study. I will give my greatest gratitude to Ipat & Ardi for helping me so much in accomplishing this thesis. It is hardly to describe what you have been done for me. I have no idea to say how grateful I am to Wisnu & Mima. I am so grateful also to Kak Glad for the time and for the advice. To papi ayam “Gendhut”, I want to thank him for the years and the days we had spent together so far. Last but no least, my gratitude also belongs
to all of my friends out there who I can not describe one by one. I wish I could spend more time with them all. Au Revoir!

I hope I did not miss anybody. But if I did, I am deeply sorry.

Prames Ayuningtyas
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ABSTRACT


This study discussed and analyzed the use of songs to help improve vocabulary mastery in listening class for the third grade students of SMKN 2 Depok Sleman Yogyakarta. The major concern was about the description of songs’ implementation in the classroom and the extent to which the use of songs could help the students improve their vocabulary mastery in listening class. Therefore, this study was conducted to investigate the students’ progress in terms of vocabulary mastery through listening to songs and the songs’ implementation in listening class.

In this study, the researcher adapted Descriptive Qualitative Research as a research method. Later, Purposive Participant Selection Method was applied to select the sample of the research. To answer those two problems, the researcher conducted an interview to provide information, and then the result of the interview was developed and analyzed. Here, the researcher also conducted an observation on the students to gain additional information related to the students’ progresses in improving the vocabulary mastery. An observation on the teacher was also conducted to investigate how songs were implemented to improve the students’ vocabulary mastery as well as to identify whether songs was well appropriate for the third grade students of SMKN 2 Depok Sleman Yogyakarta.

The research findings revealed that songs improved the students’ vocabulary mastery, particularly in terms of their memorization of the new words and their pronunciation practice during the listening process. In terms of applying the new words in a real context, several students liked using the new words spontaneously, whereas the others liked using them in written form. This implied that the students were required to be familiarized in using the new words in a real context so they would not find difficulty in using those words. From this study, it was obvious that songs’ implementation was appropriate for vocational high school students to help improve their vocabulary mastery in listening class.

As a final point, this study is expected to bring contribution as the alternative technique to enhance teaching vocabulary in listening class as well as to develop teacher’s creativity to make it work.
ABSTRAK


Skripsi ini membahas dan menganalisa penggunaan lagu untuk membantu meningkatkan penguasaan kosa kata dalam kelas menyimak bagi siswa kelas tiga SMKN 2 Depok Sleman Yogyakarta. Perhatian yang utama adalah mengenali gambaran penerapan lagu di dalam kelas serta sejauh mana penggunaan lagu dapat membantu siswa meningkatkan penguasaan kosa kata mereka dalam kelas menyimak. Oleh karena itu, sebuah studi yang bertujuan untuk meneliti peningkatan siswa dalam hal penguasaan kosa kata dengan mendengarkan sebuah lagu dan penerapan pembelajaran dengan lagu dalam kelas menyimak dilakukan.


Temuan-temuan dalam penelitian ini mengungkap bahwa lagu meningkatkan penguasaan kosa kata siswa, khususnya dalam hal peningkatan daya ingat siswa akan kata-kata yang baru dipelajari dan juga dalam hal pelatihan pengucapan selama proses menyimak. Dalam hal penggunaan kata-kata baru dalam konteks nyata, beberapa siswa menyukai menggunakan kata-kata tersebut secara spontan, sedangkan siswa lainnya lebih menyukai penggunaan kata-kata baru tersebut dalam bentuk tulisan. Hal tersebut mengindikasikan bahwa para siswa terlebih dahulu harus terbiasa menggunakan kata-kata baru tersebut dalam konteks yang nyata, sehingga mereka tidak mengalami kesulitan dalam menggunakan kata-kata tersebut. Dalam penelitian ini, jelas terlihat bahwa penerapan lagu sangatlah tepat bagi para siswa SMK dalam membantu meningkatkan penguasaan kosa kata mereka dalam kelas menyimak.

Sebagai tujuan akhir, studi ini diharapkan dapat memberikan kontribusi sebagai teknik lain untuk meningkatkan pengajaran kosa kata dalam kelas menyimak sekaligus untuk mengembangkan serta meningkatkan kreativitas pengajar agar pengajaran tersebut berhasil.
CHAPTER I

INTRODUCTION

This chapter presents a brief description of the study that is conducted by the researcher. In this chapter there are six subtitles. They are: (1) background of the study, (2) problem formulation, (3) problem limitation, (4) objectives of the study, (5) benefits of the study and (6) definition of terms.

A. Background of the Study

In this era of globalization era, it is widely known that English has become one of the important compulsory subjects taught in school. English is used widely in the world as a medium for communication. The vocational high school graduates are demanded to master English since English becomes one of the requirements and life competencies that professional graduates should have (http://www.asdc.org).

The researcher believed that one of the thriving techniques to support active and fun language learning is by using songs. Learning a foreign language with something familiar such as songs is helpful because songs are familiar in our daily life. Many people (children) listen to songs. It is believed that songs, rhymes, and chants can help the children’s language development. The teacher uses songs to make English vocabulary learning better since in songs, students are required to repeat the same words or the same structure without boring them. Thus, it encourages the students to learn new words and memorize them easily. Those are the linguistic advantages gained in songs (Gale, 1942: 27-28).
Based on Gale’s point of view, song is one element to help improve the students’ ability in language skills. One of the elements of language skills is vocabulary mastery, since it is believed that language in songs is rich and various and it can extend the students’ vocabulary and enhance the students’ ability in learning English vocabulary. Using songs can be an appropriate way to improve the students’ vocabulary mastery by actively involving the students to listen to a song and sing it. Teaching vocabulary not only deals with presenting new words; it requires the students’ ability to understand the words and to use the words correctly. Sometimes, teachers think that teaching vocabulary is simple; they ‘just’ give a list of vocabulary, and then ask the students to memorize it and next they test it. Wallace (1982: 144) states that “learning foreign vocabulary is not only memorizing the words. It requires the ability to recognize words, recall, pronounce, spell and use them appropriately.” The new words are learned unintentionally while the students read or listen to the listening material. So, the teacher teaches vocabulary in listening class. The emphasis is on understanding the listening material. Therefore, songs can be one of the alternative techniques to teach vocabulary in listening class.

Based on the observation conducted in August 2006 at SMKN 2 Depok Sleman Yogyakarta, only few teachers applied combination of learning techniques to teach English. Teachers tried to find the best technique that was appropriate to teach English. During the observation, the researcher found that songs’ implementation in listening class interested the students. It gained the students’ attention and also helped the students to learn vocabulary. In addition, the observation revealed that there were few English teachers of vocational high schools that rarely used songs as a teaching technique to encourage students to learn English actively and to enhance the students’
learning development, especially in vocabulary mastery. Songs contain words that can help the students improve their vocabulary. Therefore, from this point on, the researcher’s focus should lay on the research of the use of songs to develop the student’s learning process in English.

In this thesis, the researcher focuses on the third graders of vocational high schools. They are the third grade students of SMKN 2 Depok Sleman Yogyakarta. Here, SMKN 2 Depok Sleman Yogyakarta still implemented CBC (Curriculum Based Competences) as the curriculum. Therefore, the term third grade is still used rather than twelfth grade. Vocational high school students, especially the third graders, like to learn English in an enjoyable situation. They get bored easily with the lesson because they think that English is not important for them due to the fact that English becomes an adaptive or normative subject in SMKN 2 Depok Sleman Yogyakarta, and they are only interested in learning English when it is enjoyable for them. Therefore, the teacher can adapt any kinds of English materials and tasks for the students that are appropriate for them. So, the text book is not the only learning source for the students. The teacher can use other learning materials that can support the students in learning and mastering English vocabulary.

As observed by the researcher, it was figured out that the third grade students of vocational high schools are enthusiastic in learning English using songs. They were known as teenagers that appeared to be concerned about musical growth and were considered to be ready for foreign language learning. They normally had a higher level of language proficiency than other grades. Moreover, it is necessary for the students to learn and improve their vocabulary mastery actively due to the fact that vocabulary plays an important role for language development. Therefore song
could be one of the appropriate techniques to teach English for the third grade students of SMKN 2 Depok Sleman Yogyakarta and to help them improve their English vocabulary mastery. With the help of songs, the teaching learning process in listening class would be varied.

In this respect, based on the preliminary interview conducted in May 2007 with the students of class III Otomotif and class III Analisis Kimia SMKN 2 Depok Sleman Yogyakarta, it was found that twelve students (60 %) had difficulty in listening comprehension due to their lack of vocabulary mastery, the pronunciation was difficult, it required high concentration and an ability to understand in a short period of time. Fourteen students (70 %) admitted that they liked listening class, yet listening was considered as the most difficult subject to be mastered. Besides, based on the interview with the students, seventeen students (85 %) confessed that they preferred listening to a song than listening to a conversation. Since they believed that listening to a song could enrich their vocabulary mastery, song was fun and could relieve their boredom, also words in songs were easier to learn and memorize.

B. Problem Formulation

Referring to the background of the study above, the researcher formulated the problems into the following questions:

1. How are songs implemented in listening class to help the students improve their English vocabulary mastery?

2. To what extent does the use of songs help the students improve their English vocabulary mastery in listening class?
C. Problem Limitation

Considering the amount of time and available resources, the discussion in this study is only limited to the discussion of the progress on the students and the implementation of teaching English using songs in the attempt to improve the students’ vocabulary mastery. The participants of this study would be the third grade students of SMKN 2 Depok Sleman Yogyakarta.

The reason why the researcher chose SMKN 2 Depok Sleman Yogyakarta as the place of conducting this research was because SMKN 2 Depok Sleman Yogyakarta is one of vocational state high schools in Yogyakarta in which English is considered as an “adaptif (adaptive)” subject. It means that in teaching English, teachers have the opportunity to develop their own technique and material for the students’ interests and needs since English is a subject that can be applied widely in daily life and it supports other competences required in working world. The researcher focused on the third graders of SMKN 2 Depok Sleman Yogyakarta since the students were considered ready for L2 learning and they already had higher level of language proficiency than other grades. In addition, their cognitive development is ready to learn English actively especially in mastering English vocabulary through songs.

D. Objectives of the Study

The objectives of this study are to answer the problem previously stated. Firstly, this study aims to investigate to what extent the use of song can help the students’ mastery of English vocabulary in listening class for the third graders of vocational high school. Secondly, this study tries to see how the implementation of
teaching English using songs is in improving the students’ ability to master English vocabulary in listening class.

**E. Benefits of the Study**

This study is expected to give positive contribution in English Language Teaching (ELT). This study is expected to be able to:

1. offer new insight for ELT teachers to teach English using songs. The English teachers of SMKN 2 Depok Sleman Yogyakarta may use the result of this study as input to determine which approach is appropriate for the students’ vocabulary learning,
2. provide ELT teachers and readers with knowledge of how songs can be employed in order to promote successful and enjoyable learning,
3. give information and a new method for the students of SMKN 2 Depok Sleman Yogyakarta in learning English vocabulary in listening class using songs,
4. provide knowledge and information that can be learned by Sanata Dharma University students and can be applied as an alternative teaching technique to teach English in high schools.

**F. Definition of Terms**

1. Music

Music is one of the ways people can share feelings through expression involving the taste of art and momentum of inspiration. Music uses musical instruments, which becomes the final touch to make-real what comes through mind into such combination and arrangement (Gardner, 1983: 133).
2. Song

Song can be considered one step ahead of music-making. Since song is closely connected with music, it is strongly attached to human lives. Song, instead of combining musical art, also uses the art of language. Song has strong affection on the use of special writing. It is indeed that both the music and the words creation of the song bring the emotion and feeling to reach certain valuable connection of mind and soul (Kodaly, 1996: 131).

In this study, song is related to an art that is strongly embedded to language learning and it can be a technique to improve language skills, especially in improving vocabulary mastery.

3. Listening

Listening is an ability of language learning which is more important than reading and writing in terms of comprehension. To listen to utterances means and requires more practices and basic of learning. In listening, the learners have to carry out the process of hearing with sense, so the language learning process would be receptive since listening requires an ability of the listener to hear utterances and sentences of the language learned (information) and perceive the spoken language in a short period of time immediately. Thus, the listener can not confirm or clarify what is heard or said as in reading or writing since the words that the listener received are not under his or her control. It deals with communication or conversation (Lancaster, 1974: 79).

In this thesis, listening is an ability to perceive the spoken words and to transcript the words into the written form. Listening also is one of language skills that
can improve the students’ comprehension in spoken form.

4. Vocabulary

Vocabulary is a core component of language proficiency and it provides a basis for how well the learners speak, listen, read, and write since it is the fundamental principle in learning second language. Vocabulary can support the learners to learn other language elements and language skills. For beginners in language learning the most basic principle to be proficient in foreign language conversation is memorizing perfectly the vocabulary (Palmer, 1925: 130).

The definition reveals that vocabulary as a stock of words in a language that can support the learners to learn other language elements and language skills to be proficient in foreign language conversation.

5. Vocabulary Mastery

Vocabulary mastery consists of knowledge and language performance. It is the ability to comprehend words; comprehension includes the ability to know the meaning of the words, to memorize the words better, to pronounce the words correctly, and to use the words in context. Subsequently, teaching vocabulary is not only a matter of allowing the students to know and then memorize a stock of words but also providing the students with knowledge to comprehend and apply the words in a real context. In order to master a foreign language, vocabulary mastery is necessary so as it relates to other language skills and language focus (Bachman and Palmer, 1996:17).

In relation with the study, based on the definition, the researcher investigates
how far the students can improve their vocabulary mastery by listening to a song. This reference would be a standard in observing the influence in learning vocabulary through songs to improve the students’ vocabulary mastery.

6. Vocational High School Students

The researcher summarizes the meaning of Vocational High School Students are as those who are prepared with advantageous education and training in any field of human or industrious activity which assists the students to be ready in dealing with working world in particular field (Article 15, the policy of *Sistem Pendidikan Nasional*).

In this study, the researcher deals with vocational high school students on the third grade of class *Otomotif* and *Analisis Kimia*. They are considered as the representatives of the whole students of SMKN 2 Depok Sleman Yogyakarta as one of vocational high schools in Yogyakarta.
CHAPTER II

REVIEW OF RELATED LITERATURE

There are various components that eventually lead to such a method like using songs. This chapter is dedicated to give a deeper understanding of the study. A number of discussions on related points of the topic will therefore be clarified. There are two levels in this chapter, firstly is theoretical description which consists a set of theories to be explained and described. Secondly is theoretical framework. In this level, the theory will be explained in relation with the research findings. How the theory is linked to the result of the research.

A. Theoretical Review

This section reviews the theories related to the study, namely the Nature of Listening, the Nature of Vocabulary Teaching, Learning through Song, the Importance of Songs in Vocabulary Teaching, and the Previous Research on Related Field.

1. The Nature of Listening

People listen every time and they also have to comprehend what is being said immediately, there is no time to review. In learning a foreign language, listening is as one of major skills to be achieved well. Listening requires an active process in comprehending what is being said by the speaker. Listening is meaning based. When we listen to something, we have a purpose in doing so. It may mean
that we do not listen to a word but we listen to the meaning behind the words (Buck, 1995: 24). In order to have a good comprehension in listening, it is important to master the vocabulary as well. Due to the listener particularly can hear the word that has been said adequately without being able to understand what it means. Vocabulary plays an important role in listening. One will be hard to understand one’s conversation without having an adequate vocabulary.

a. Definitions of Listening

In this thesis, the definition of listening is based on Lancaster’s point of view, he states that listening is “an ability to hear utterances and sentences of language learned. The listener can not confirm or clarify what is heard or said as in reading or writing, so the ability to listen is far more important than the ability in reading or writing. Listening skill should be learned and practiced” (1974: 79).

Based on the definitions above it can be concluded that listening is a process of receiving oral information or message then transferring the spoken message into a response and trying to understand what the speaker means. Listening is a passive and receptive skill but it should be thought as an active one because when we listen, the listener should be able to transfer the spoken message into the brain, construct or analyze the meaning, and respond to it in a short period of time without being able to review it.

b. Successful Listening

“Listening is the most basic and perhaps most essential-component of the
language arts” (Jenkins and Savage, 1983:1). It means that listening is an important aspect in learning a language. The students’ ability to listen will affect their language learning.

Listening requires the students’ ability to listen and then respond to what they have heard. Listening happens in the mind because it requires concentration and it makes the students be aware of the importance of listening in their lives. Once the students do not concentrate when they listen to something, it will be hard to understand on what they have heard.

The problem in listening is it is impossible to gain direct access to the listening process. The teacher is not able to know what is being experienced by the students while they are listening. Whether the students pay attention to or not, whether they focus on the message or not, etc. Anderson and Lynch (1988: 7) proposed some solutions to overcome this problem. The solutions are the teacher should provide an ideal listening environment and provide practice and experience in a realistic context.

Further, they also suggested that in teaching listening, the teacher has to consider three main parts on listening process. The first is “input” which involves the words from the speaker; second is “the listening process” it involves the listener’s ability and purpose on listening information available to him; the last is “output” it involves the response or the reaction of the listener.

c. The Purposes of Listening

Normally, when we listen to something, say news broadcast; television;
radio; we usually have a purpose of why we listen to it. In listening to something, it is natural to focus on something that becomes our purpose and exclude others. This is because of the lack of concentration or interest on certain topics. In effective listening, it is important that the listener takes part in the interaction. It means that the listener can comprehend the message being heard. It is a waste of time when the students in listening class fail to understand the material being listened. So the main purpose in listening class is to gain comprehension and in-depth understanding about the information that has been listened to by the students (Nunan, 1989: 23-24).

To achieve successful listening, it is necessary to provide listening materials that are related to real life or authentic, such as conversation between two people about something happens in real life. It will encourage the students to pay attention to it fully (Nunan, 1989: 23-24).

d. Listening Difficulty

Difficulty is a major problem for the students in listening class. Listening may seem a difficult subject because the students sometimes have a difficulty in paying attention to the listening material so they fail to understand what have been heard. There are some factors that influence listening difficulties based on Anderson and Lynch (1991: 25) as presented on the next page:

1. The organization of information.

2. The familiarity of the topic.

3. The explicitness and sufficiency of the information.
4. The type of referring expressions used.

5. Whether the text described ‘static’ relationships (e.g. geometric figures) or ‘dynamic’ relationships (e.g. a road accident).

Based on Brown and Yule (1983b: 24), there are four main factors which can affect the difficulties of oral language tasks especially in listening activity. The first is “the speaker”. It is related to how many the speakers are, how quickly they speak, what types of accent they have; second is “the listener”. It involves the role of the listener, the level of the response required, and the listener interest in the topic; thirdly is “the content”. It is related to the grammar, vocabulary, information structure, and prior knowledge of the listener expected; the last is “support”. It means that whether there are supporting materials in listening tasks. It can be pictures, diagrams, or other visual aids to support the text (Nunan, 1991: 24).

To overcome the difficulty, the teacher should be aware of the materials that are appropriate to be given to the students. Contextually, the teacher should give the material based on the level of the students. Anderson and Lynch (1988: 24) also suggest that there are three principles in teaching listening to avoid difficulty. They are: (1) the type of language; (2) the purpose in listening; (3) the context in which listening takes place. Teachers should be able to recognize and consider those three principles and be able to relate the principles with the factors which can affect difficulty. By considering the type of language in the text and the purpose of listening based on the appropriate level of the students, the teacher can be able to alter the difficulty that may appear in listening class (Nunan, 1991: 24).
2. The Nature of Vocabulary Teaching

Vocabulary is an important part of language learning. Teaching vocabulary requires the students’ ability to understand the words and to use the words appropriately. Based on the observation, the teachers sometimes think that teaching vocabulary is simple. The teacher just gives some new words, exercises, asks the students to remember the words and then gives them a test. Wallace (1982:144) says 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”. So it is not only memorizing lists of words and knowing it without understanding it.

To know the words is very different from to understand the words. For example, a student knows how to pronounce the word ‘apple’ and knows its meaning, but he cannot write the word and use the word correctly. In this case, the student only knows the pronunciation and the meaning, but he does not know the spelling and how to use the word. If a student understands a new word, he understands also the pronunciation, the meaning, the spelling, and the application of the word in a real context. There is a process of learning vocabulary, from knowing a new word until understanding it.

Teaching vocabulary involves some steps, Lado (1964:121) states that there are three steps in teaching vocabulary. First, the students hear the new word for several periods of time. In this case, the teacher becomes the model of a good pronunciation. The teacher pronounces the word several times then the students will observe and imitate the teacher. Repetition has an important role of a good
pronunciation.

Second, the students should be given the opportunity to pronounce the new word. After the teacher gives the correct pronunciation of a word, the teacher then should let the students to repeat pronouncing the word that has been said by the teacher. This step will help the students remember the word in a longer period of time. When the students make a mistake in pronouncing the word, the teacher should correct it by pronouncing it again.

The last step is the students should predict the meaning of the unfamiliar word. It is the most important step in learning vocabulary. The teacher may give the definition to describe the word, but indirectly. So the teacher should define the word by using an indirect description of the word. Through using an indirect description of the word, the students will be encouraged to remember the word better and it helps them to notice its part of speech.

Those three steps are important in learning vocabulary and have to be considered in the learning process. Learning process involves hearing the words, pronouncing them, and understanding the meaning. The teacher should be aware of those processes. In order to be able to master and understand vocabularies, the students should experience those three teaching vocabulary steps.

a. Background of Vocabulary Teaching

There are four backgrounds of teaching vocabulary based on I.S.P. Nation, Victoria University of Wellington (New Zealand). The first is learning from meaning-focused input. It involves learning from listening and reading. Secondly
is deliberate learning. This technique is learning a language by consciously paying attention to the language features such as sounds, spelling, vocabulary, grammar or discourse. The third is learning from meaning-focused output. It involves learning through speaking and writing. The last is fluency development. In this case, the learner has already known the word that they know all. The focus is on being fluent in listening, speaking, reading and writing.

Teaching vocabulary using songs is considered as a learning method from meaning-focused input. It means that the learner has already known some words that they listen. There should be few difficult words occur in the listening material so that the learner can guess the meaning from the context and it would be easier for the learner to understand and remember better the new words given. So the text or the teaching material is determined by the level of the students’ difficulty.

b. Principles of Vocabulary Teaching

Vocabulary is considered as an important part of language learning and to overcome the difficulty in teaching vocabulary the teacher should apply the guiding principles in vocabulary teaching. There are four principles in learning vocabulary based on I.S.P. Nation, Victoria University of Wellington (2001: 135-141). They are:

1. Focus on the most useful vocabulary first (2001: 135).

Teaching useful vocabulary will give the learners the best result for their learning. It is related to vocabulary selection. The teacher needs to rely on the most useful vocabulary in order to meet the needs of various goals and conditions. In teaching
vocabulary, the vocabulary or the material must be allocated to appropriate lessons.

2. Focus on the vocabulary in the most appropriate way (2001: 138).

This relates to how the words are taught and learned by the students in an appropriate way. The teacher should be able to see what the most suitable way is in teaching vocabulary from the high frequency words to the low frequency words.

3. Give attention to the high frequency words across the four strands of course (2001: 139-141).

“High frequency words need to appear in all four strands of course.” High frequency words should be given fully attention and become priority to be taught, since they are mostly appear in listening, writing, speaking, reading also they are related to receptive and productive use.


Learners should control the learning process. Learners should be able to take responsibility for their learning. The teacher acts as a facilitator who must transfer the language skills. In order to take this responsibility, it requires: “(1) knowledge of what to learn and the range of learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options” (2001: 141). It can be concluded that, the students are the only one who are responsible to learn and carry on learning in teaching learning process.
c. Vocabulary Mastery

In vocabulary mastery, the most basic question is not on how to test vocabulary but on what we want to assess. Vocabulary is always related to dictionary’s domination. Teachers often think that it is a matter of words with their associated meanings. Vocabulary learning is considered as a matter of memorizing long lists of second language words as the target language. From this point of view, vocabulary mastery is to understand the meanings of words.

However, when we look more closely at vocabulary, it is not only a matter of knowing the meaning of words. Learners need to know more about the words and other lexical items that are acquired when they use the words in their own speech or writing.

Bachman and Palmer (1996: 17) proposed that in assessing vocabulary, teacher needs to know that language ability not only includes knowledge but also performance. Since, vocabulary mastery is ability consists of knowledge and language performance. It is the ability to comprehend words; comprehension includes the ability to know the meaning of the words, to memorize the words better, to pronounce the words correctly, and to use the words in context. Therefore, it is the ability that more than just knowing the words but also being able to perform the words to meet the learners’ communication needs. Based on Chapelle (1994:163) the definition of language ability includes “both knowledge of language and the ability to put language to use in context”. Thus, the components of vocabulary mastery are as follows:

1. The context of vocabulary use means to know the words in context of the
target language.

2. Vocabulary knowledge and fundamental processes means that learners are able to memorize the words and pronounce them appropriately. It deals with how to receive and produce the language.

3. Metacognitive strategies for vocabulary use means that learners are able to use the words in communication.

3. Learning through Song

Song can be an active or passive activity; it depends on how one uses it. It can also be productive and reproductive. It can be considered reproductive when the students reproduce words or rhythm that are made by someone else or when he or she dances following the music like what has been thought about. On the other hand, if a student creates his or her own song or even makes the rhythm by himself, it is called productive (Gardner, 1983: 15-17).

Singing is the most common musical expression. Betsy B. Lee, the author of Learning Abilities Books, states that by singing a song someone can develop their ability to learn something and also at the same time can build their creativity. In the field of psycholinguistics, songs bring positive contribution in affecting students to learn words involved in a song. Teenagers usually like to learn something through songs. They like a simple song to be learned. They can reveal what it is about in a simple song. A complicated song is not interesting for the students because it is too difficult for them. They generally like any kind of song as long as it is not difficult for them to reveal. One advantage that they can get
from listening to songs is that they can listen to a song while they are studying. Many students state that they can learn something better through songs (www.songsforteaching.com/lee/vocab.htm, accessed on August 15 2006).

The explanation above indicates that song is a big contribution for the students’ learning development. Song is a kind of entertainment that becomes an important source of knowledge for children. Through songs, students can learn a set of vocabularies and how to pronounce or read it correctly, so that they can use it to communicate with others. To be able to enjoy the music, a student is encouraged to focus on the song itself, read the lyrics, and also comprehends it by grasping and knowing the difficult words. Through this way, it can help them to develop their skills that can lead to the development of their own intelligences.

a. The Development of Song

A song is a common element in teaching the students. It enables the students to recognize and learn some vocabulary, improve their listening, reading and speaking skills, as well as practice their pronunciation.

Song is a part of musical intelligence in which musical intelligence is included as one of the seven intelligences that are known by “Multiple Intelligences”. In theory of Multiple Intelligences, song is a part of music where is defined as “One of the oldest art forms, utilizing the human voice and body as natural instruments and means of self-expression” (Gardner, 1983: 133). In another definition, song is “the manifestation of the human spirit, similar to language” (Kodaly, 1996: 131). Song is also defined as “the most natural form of
music” (Robbia, 1955: 9). Based on the definitions, song here is defined as a piece of work which involves learners in practicing the learners’ self-expression and it is perceived as positive challenges for students since it has become part of the education. Through songs, the learners can learn something from the lyrics or the words appear in a song and they can learn in performing their skills. It may appear that song can positively affect general academic achievement.

b. Song in Learning Environment

Songs can become an important part of any educational setting. They can reduce stress that commonly accompanies academic pressures, such as examinations. Songs can also be used to spell the word by reading it in rhythm while accenting certain letters which are frequently missed or confused. In this case the students’ ability in learning vocabulary will be improved.

The language in song is rich and various. There are many kinds of words that are contained in a song; both formal and informal language also can appear in a song. The students can meet any words that are rarely used or appear in daily conversation. Through song, the students can learn to predict the meaning of the unfamiliar words. The students also can learn vocabulary better through the words that appear in a song. It will be easier for the students to memorize the words that appear in a song.

Songs are also useful in learning a foreign language that consists of various intonations and stress patterns, like English. English requires the learners to learn how and where to put the correct stress with the correct intonation. It can
be boring and difficult for the vocational high school students. The use of rhyme encourages the students to explore the sounds of words, so they can learn how to pronounce it successfully. Therefore, song can be the most appropriate tool to improve the students’ pronunciation in a pleasant way (Gardner, 1983: 136).

c. Songs Selection

The main difficulty in applying songs in vocabulary teaching is in choosing the most suitable song among of those that are suitable. An English teacher should be able to choose the most appropriate song with the learning objective. According to Irene S. Coromina’s point of view, an English teacher and the author of an article in *Forum*, there are several things that the teacher should notice in choosing a song. Firstly, the lyrics should be easily discernible or noticeable. Songs that are too fast-paced should be avoided. Secondly, each word must be pronounced clearly. Thirdly, the vocabularies must be varied and rich. Fourthly, the song must carry some sort of message, at the very least the song must tell an interesting story. It is not good to choose the song that includes lyrics that are discriminating (e.g. mocking religious beliefs). The last criterion is the song should tell the students an interesting story so the students will pay attention to it (http://exchanges.state.gov/forum/vols/vol31/no3/p27.htm, accessed on August 15 2006).

4. The Importance of Songs in Vocabulary Teaching

There are some advantages of the use of songs in vocabulary teaching
according to Coromina, the first is songs are easily available. It can be found everywhere and anywhere. Secondly, songs present the new vocabulary and expression in context. Thirdly, songs can help the students to be familiar with the pronunciation of the native speakers. Fourthly, it provides topic for discussion. Fifthly, songs provide a break from the textbook and workbook routine (http://exchanges.state.gov/forum/vols/vol31/no3/p27.htm, accessed on August 15 2006).

Vocabulary teaching in class usually happens in a way that creates boredom both for the teacher and the students because there is lack of variation. Therefore, the use of songs in vocabulary teaching can be chosen as one of the variations in the teaching in order to eliminate boredom among the students and the teacher.

Besides, songs can help the students to help their listening practice because songs deal with sound, and sound related to listening. This listening practice may help the students to model a good pronunciation of the words so that the students will be able to say the words correctly. In relation to vocabulary teaching in listening class, listening to songs can enhance the students to enrich their vocabulary mastery and give the example of real-used words in daily communication. So, the students are not only being able to pronounce the words correctly but also being able to use the words.

Writing activities can also be conducted with songs. “Fill in the blanks” can be used in this phase. It is the most common activity that is applied in class when using song. The writing section may help the students to be able to master
the correct spelling of the word they learned.

Reading activity is an activity that also commonly happens in singing a song. It can be developed through song since it can help the students to know and recognize the spelling and the pronunciation of each word, especially the unfamiliar words (www.topenglishteaching.com/directory/activities/songs/using-songs/article.htm, accessed on September 20 2006).

Speaking skill can also be developed through the implementing of song in language teaching. When the students sing they will produce words and sentences. It will help them practice their pronunciation. Good pronunciation will help the students to speak clearly and they are able to produce the language correctly (www.topenglishteaching.com/directory/activities/songs/using-songs/article.htm).

Based on the explanation above, it is obvious that songs have an important role in the vocabulary teaching and learning. Traditionally, learning vocabulary was memorizing the lists of words, and then testing. It bores the students. Students naturally do not like sitting silently for a long period of time to learn and memorize something. The use of song in class can also eliminate the students’ tendency to be noisy in class, because they will enjoy singing.

5. Previous Research on Related Field

In accordance with previous research in teaching and learning using songs, Plato (1983) claims that

“Rhythm and harmony sink deep into the recesses of the soul and take the strongest hold there, bringing the grace of body and mind which is only to be found in one brought up in the right way.”
There are many examples of successful research through music conducted by several educators. For example, there was a report found by the Music Educators National Conference in 1987-1989. Students who are taking music courses are scored an average of 20 to 40 points higher on both verbal and math portions than students who are not taking such courses. In addition, a College Entrance Examination Board study found that students who took four or more years of music and the other arts scored 34 points better on verbal SAT scores and 18 points better on math SAT scores than students who took music for only one year (1996:134).

Another finding, Yamaha sponsored studies in K-1 classrooms in the United States that associate music instruction with remarkable achievement in reading. One study in the Downey Unified School District in Downey, California, showed that reading skills for first grade children who had a single year of music instruction were nearly one grade higher than those of their peers (1996:142).

Don Schlitz, a songwriter, provided testimony to the National Commission on Music Education in Nashville, Tennessee in 1990. He described how important music was for him as a secondary student:

“I’ll tell you about a class I had…music appreciation. I did not really think of it as a class. I thought of it as the period where we went and sang songs. We were learning that English precisely presents a writer’s thoughts and feelings, that songs are a form of communication. We were learning history through the songs of the nation. It was better than any other history class in my life. We were learning math, discovering the relationships between parts, and that composition followed mathematical rules. And, we were learning to listen; if you don’t listen you can’t learn. This music
appreciation connected my entire studies” (1996: 144).

As mentioned above, those are few examples of successful research of teaching and successful learning achievement using music or song. Schiltz says that those previous researches have a role as a basis to strengthen the research conducted by the researcher (1996:144).

Based on the researches above, it can be summarized that song influences and stimulates the academic success. It includes the skills of listening, speaking, reading and writing. Through song, the students can also learn a new vocabulary that never been heard and taught before. While listening to a song the students can also learn how to pronounce the words appear in a song correctly. That is why song can be a part of language teaching.

B. Theoretical Framework

This section involves the summary of the theories previously reviewed to picture the orientation of the study.

Learning technique is evidently vital for students to acquire a second language, since it allows learners to have opportunities of language acquisition. Among current techniques, teaching and learning using songs is seen as one of the most supportive for learners to learn a second language since it provides learners various vocabulary of second language acquisition and also involves real-world contexts. There is many vocabulary contain in a song. Songs also allow the students to learn English better since it allows them to practice listening in a different way and it provides them with numerous vocabulary. It appears that
songs may affect general academic achievement positively. The implication of these notions is that learners are prepared to engage in a real-world setting because of the language and learning theory adopted in teaching learning using songs and students are prepared to be skillful in vocabulary mastery.

The application of teaching and learning English using song has also been proven to be successfully by several proponents on that field. They are: Don Schiltz, Danny Deardoff, Dr. Howard Gardner, and Dr. Georgi Lazanov. However, the implementation of learning English using song in local studies is rarely to be found. There are still few schools who apply teaching using songs as an effective technique and it has not been applied broadly, which in turns makes it worth researching.

This current study tries to see what progress on the students in learning English vocabulary using songs is and how the implementation of using song to help the students improve their English vocabulary in listening class in Indonesia in spite of its success in other places. This study also attempts to figure out what learners’ feeling, attitudes, and beliefs when are taught using music. If it turns out that there are any difficulties, this study attempts to seek explanations why learners would come to such state and find out how to solve the problems. Finally, this study attempts to qualitatively clarify if the students learn with more accuracy and fluency when learning through songs. If it appears in such a way, the explanations of the occurrences will be decoded.
CHAPTER III

METHODOLOGY

This chapter tries to present the methods of the study. This chapter also provides the explanations for the kind of the data, data gathering instruments, data collection, and data analysis and interpretations required for the study. This chapter is organized into six sections. They are: (1) method, (2) research participants, (3) research instruments, (4) data gathering techniques, (5) data analysis techniques, and (6) research procedures.

A. Method

Qualitative study is interpretive and inductive in nature. It means that this research is to investigate the subject of the study in depth; it is to gain insight into the processes of students’ language learning by understanding the background and language development of the theory about the phenomena being observed (Strauss and Corbin, 1998: 426). The results of the research are attempted to investigate and it would be used as a primary data of the study. Therefore, the aim of qualitative inquiry is not to test a hypothesis, as in this study, but rather to generate one, which can be tested in a more rigorous empirical study. The reason to conduct qualitative research is of course its advantages are more numerous than its drawbacks. Qualitative study is strong in reality and is able to provide insights and interpretations into other similar situations; this implicitly marks as the transferability and generalizability of qualitative study research (Ary, Jacobs, and Razavieh, 2002: 426-457).
One of the important aspects of qualitative study is its concern for context. It assumes that human-behavior is context-bound: human behaves in a certain way because of the result of their surrounding, social, historical, and cultural behavior. Therefore, inquiry is always bounded by particular setting. This leads to be holistic in its nature for a researcher may gain the whole picture as the result of his or her research (Janesick, 1994: 212).

Another aspect is that qualitative research investigates human experience. Some qualities of this research are it employs the use of fieldwork methods such as interviews, and document analysis as the main tools of data collection. Based on the definitions above, this research uses qualitative research since it tries to see the implementation of using song to teach vocabulary in listening class and its influences. Here, the researcher wants to investigate the students’ attitude, feeling, behavior, and progress towards the use of song to improve the students’ vocabulary mastery and also the teachers’ perception, belief, feeling and attitude in applying songs to teach vocabulary in listening class. This research also deals with descriptive analysis rather than with numbers and statistics. In order that a researcher obtains such data, he or she must conduct face-to-face, personal, immediate interactions with the participants. However, since human behaviors are constantly changing due to various factors, qualitative research is often said to be on going, i.e. the research is simultaneously trace the behavior investigation.

B. Research Participants

This research was conducted at SMKN 2 Depok Sleman Yogyakarta. It
focused on the use of song in teaching English vocabulary for the third grade students of SMKN 2 Depok Sleman Yogyakarta and it took place in July 2006 until May 2007.

Research participants in this study were the third grade students of SMKN 2 Depok Sleman Yogyakarta. The grade was classified into four grades, i.e. grade one until grade four. Each grade had many kinds of study programmes, i.e. *Bangunan Gedung, Teknik Elektro, Teknik Mesin, Kimia, Geologi Pertambangan, Otomotif, and Bangunan Air*. The researcher focused this study on the third graders of class III *Otomotif* and class III *Analisis Kimia* whose ages were seventeen to eighteen. In this respect, SMKN 2 Depok Sleman Yogyakarta still applied CBC (*Curriculum Based Competences*) as the fundamental learning thus it still used the third grade students.

The researcher observed all students of the two classes but for the interview there were twenty students as the representatives. There was one vocational school that was observed in this study. In selecting the participants, the researcher selected the participants based on purposive reason. Indeed, the researcher used purposive participant selection method since the researcher observed the class who had highest level and medium level of achievement. In addition, it was appropriate to use participant selection method since it was useful and appropriate in observing the attitudes and opinion of the participants as well as knowing the characteristics of the participants. By using purposive participant selection method, the researcher was able to observe and identify the participants’ characteristics that became the representative in the group (Ary, Jacobs, and Razavieh, 2002: 161-170).
C. Research Instruments

This sub-chapter answered the questions concerned with kind of data gathered to answer the research questions and the instruments necessary to gather them. Since the data needed in this study deal with the students’ perceptions towards the use of song in teaching and learning English, the data gathering instruments employed were observation, and interviews.

“Observation, as the first instrument in this study, is commonly used in education as a tool to support understanding and development” (Nunan, 1992: 17-20). Observation was the most common type of research instrument used both in quantitative and qualitative researches. It was a complete description of behavior in a specific natural setting and in particular time. In this study, observation is used to answer the first research question. Nevertheless, the researcher also used observation to find additional information to answer the second research question. In this observation researcher did not take part in activities they were studying. In observing the participants, the observer observed the students, the activities in class, also the teacher.

The researcher observed some aspects that dealt with the teaching learning process in using songs to improve their vocabulary mastery. First was the students. The researcher wanted to observe the students’ attitude and behavior during the learning process using songs to improve their vocabulary mastery and also their ability in doing the teacher’s instruction. The researcher also wanted to know the influences in learning vocabulary using songs for the students. Second was the teacher. The teacher was observed based on her ability to handle the class and her
ability in implementing songs in order to improve their English vocabulary mastery. Third was the lesson plan focused on activity and arts. Here, the researcher investigated how to use the song in introducing the vocabulary and related it with the lesson plan, whether the song could help the students’ language development in vocabulary or not. Forth was the class. The researcher observed whether the class supported the teaching learning process or not. The fifth was the activities. At this point, the researcher tried to see whether the activities were appropriate for the students’ interest or not, whether the activities were workable in gaining the objectives or not. The last aspect was whether there were other factors that influenced the teaching learning process.

This observation was to found out the descriptions of how songs are implemented in learning English using songs for the third grade students of SMKN 2 Depok Sleman Yogyakarta in the attempt to improve the students’ vocabulary mastery. Through observation the researcher also observed the students’ attitudes and behaviors during the learning process using song in learning English, and also their improvement on English vocabulary. There were two kinds of observation. The first was “participant observation” and the second was “nonparticipant observation” (Wolcott, 1992:20). The researcher used nonparticipant observation, it means that the observer did not participate in the activities observed so that the data would be accurate.

The second instrument was interview as the most common data gathering technique. The interview was intended to find out what were the participants’ opinions and feelings of using songs in teaching-learning process. Thus, interview
would be a basic instrument to answer the first and two research questions. The subjects of the interview were some third grade students of SMKN 2 Depok Sleman Yogyakarta and the English teacher of Analisis Kimia and Otomotif classes. The researcher chose the students to be interviewed by using participant selection method. It meant that the interviewees were chosen based on their achievement in class. The researcher classified the interviewees from the highest point until the lowest. The students to be interviewed were twenty students as the representatives. Interview was a means of eliciting from the subject a report of past, present, and anticipated future responses.

Interview was divided into three categories. They were “structured interview, unstructured interview and semi-structured interview” (Wallace, 1998: 124-151). The interview conducted in this study was structured and open-ended in which the researcher had already made eliciting questions and the subjects were interviewed individually and open-ended interviews were used to dig out what the learners think of their learning difficulties. The result of the interview, then, was analyzed. Interview in this study tried to find out further information about the subjects’ beliefs, opinions, attitudes, or behaviors toward the use of songs. That way, the researcher was able to obtain more detailed information for each subject. The interview was conducted after the analysis of the materials was accomplished. The reason of applying this interview in such a way was to obtain data to support the description or the theory and helped the observer to strengthen her research.
D. Data Gathering Techniques

This sub-chapter would explain how the researcher gathered the data for this study. As having mentioned above, this research employed the use of observation, and interview. Further, it would elaborate how the instruments were done in this study and its analysis as well as the interpretation.

In observing the participants, the researcher did not interact with the participants to establish understanding the phenomena being observed and did not interfere the activities of the participants. In this study the researcher aimed to observe the activities in class in order to develop a detailed understanding of the values and beliefs held by members of the population. Observation served as the secondary data instrument. In observing, the researcher observed the students, the activities in class itself and the teacher in implementing songs. This observation had an objective that was to figure out the whole descriptions of using songs in learning English for the third grade students of SMKN 2 Depok Sleman Yogyakarta. The researcher observed the learners’ characteristics and attitudes during the class and also their learning techniques and situation. From this observation, the researcher gained a brief description about learning situation in class when listening to songs and learners’ characteristics.

Moreover, findings on the observation were then used as interview questions. Interview in this study was conducted as a main data instruments. The subjects of the interview were some third grade students in class III Otomotif and Analisis Kimia and the English teacher of those two classes. This interview tried to find out further information about the subjects’ beliefs, opinions, attitudes, and behaviors towards the
use of songs to improve the students’ vocabulary mastery. The interview was conducted individually. The researcher interviewed the students individually and in an informal situation, so the students felt comfortable and relaxed in answering the questions. In the other hand, the researcher interviewed the teacher in formal situation to find detailed descriptions about songs implementation. By interviewing the students individually and informally, the researcher was able to obtain more detailed information for each subject. The interview was conducted after the analysis of the materials was accomplished. The result of the interview then was transcribed to be analyzed. The reason of applying this interview in such a way was to obtain data to support the description or the theory and help the observer to strengthen her research.

E. Data Analysis Techniques

Moleong (1988: 88) states that data analysis is a process of organizing and ordering the data into patterns or categorizing in such away to find the theme. In this section, the researcher would like to elaborate on the process of analyzing the data. The analysis was done into several levels. The analysis of the data from the interview and the observation would be triangulated to gain the reliability and the validity of the research. In the initial level, i.e. the observation, the researcher generated tentative assumption and speculation of what the result might be in the phenomenon. In this case, the researcher reviewed and reflected each set of data gathered in every teaching learning activity and related them to theories available. To answer the first and second questions stated in the first chapter, the researcher used interview and observation as the instruments of the study.
In assessing the students’ progress in vocabulary mastery, there were four major standards employed by the researcher. Those standards, used by the researcher, were based on Bachman and Palmer (1996: 17). The four standards would be elaborated in a diagram as follows:

Table 3.1: The Four Standards of Vocabulary Mastery

<table>
<thead>
<tr>
<th>No.</th>
<th>Standards</th>
<th>Fulfilled (F)</th>
<th>Not fulfilled (NF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students understand the meaning of the new words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students are able to memorize the new words better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The students are able to pronounce the new words correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students are able to use the words in a real context.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nonetheless, the researcher was aware of the issue of acting on the first impression only when observing and it would endanger the trustworthiness of this study. Here, the fidelity of this study followed the standard procedures involving: Credibility, Transferability, Dependability, and Confirmability (Ary, Jacobs & Razavieh, 2002: 451-457). The explanation of each would be elaborated as follows:


It concerned about truthfulness of the inquiry findings involving how well the researcher had established confidence in the findings based on the research design, participants and context.

It offered an explanation about the application of the findings, whether they were applicable or not.


Research findings were triangulated and were related to research and theoretical notes that were taken during the investigation. It had to do with consistency of behavior or the extent to which the data and the findings would be similar if the study were replicated.


It was the extent to which the research was free of bias in the procedures and in the interpretation of the results. So, findings were not based on the researcher’s motivation and were attained by triangulating the data in order to come to a particular distinctive pattern of learners’ behavior.

After reviewing and reflecting, the next level of analysis was transforming observation result into descriptive analysis for encoding. In this level, the researcher might be able to see the whole phenomena during the observation. From this point the researcher obtained a complete understanding and information related to the study. It consisted of the situation in learning process in class and the learners’ characteristics or behavior during the class. After the result of the observation was coded, the researcher came with the interview questions, which were used in the next level of analysis.

The last level of analysis was in the form of interview. At this point, the goal was to find extra information or data to support and strengthen the analysis or the
study about the use of song in teaching English for the third graders of SMKN 2 Yogyakarta. From the interview, the researcher knew the learners’ improvement in vocabulary mastery through the use of songs and their beliefs, opinions towards the use of songs. In analyzing the interview the researcher followed these steps: firstly generating natural units of meaning; secondly classifying, categorizing and ordering these units of meaning; thirdly structuring narratives to describe the interview contents; and the last was interpreting the interview data.

The results of the interview and the observation were triangulated to gain validity and reliability. Here, triangulation was defined as the use of two or more methods of data collection in the study of some aspect of human behavior. This technique tried to describe and explain deeper the richness and complexity of human behavior by studying it from more than one stand point of view (Campbell and Fiske, 1959: 112). Triangulation was used in interpretive research to investigate different actors’ viewpoints that would naturally produce different sets of data. The researcher used methodological triangulation which used different methods on the same object of the study.
In a schematic model, the analysis was done as follows:

1. Observational field research
2. Descriptive writing
3. Interview

The result of the observation was transformed into

For inference and eliciting interview questions

Final verification of the findings found in the earlier levels

Figure 3.1: The Schematic Model of the Analysis

F. Research Procedures

The research was carried out based on these procedures:

1. The researcher first selected two problems to investigate.
2. After the problems had been found, the researcher chose the sample and the participant as the subject of his or her study. The participants were chosen by using purposive sampling.
3. Next, the researcher had a preparation of the observation and the interview. Before conducting the observation and the interview the researcher had some preparations. The researcher asked permission letter from the secretary of the English Language Study Programme to do the research. Then the researcher proposed a proposal to the Head Master of SMKN 2 Depok Sleman Yogyakarta to gain the participants of the research and do the research. After
the all permissions were acknowledged, the researcher tried to discuss how the method was implemented by the teacher in the Otomotif and Analisis Kimia classes.

4. Then the researcher conducted the observation and the interview to gather the data needed in the study.

5. After the data were gathered, the researcher analyzed the findings from the interview and the observation to answer the research questions by triangulating the data. The first and second questions were answered by doing an interview and an observation.

6. As the next step, the researcher interpreted the findings and related this to the theory that was used as the reference of the study. Then, the researcher made conclusions based on the interpretation.

7. As the last step, the researcher would finally report the result of the research based on the observation and the interview.
The procedures could be described clearly in Figure 3.2 below:

Research problems:
1. How are songs implemented in listening class to help the students improve their English vocabulary mastery?
2. To what extent does the use of songs help the students improve their English vocabulary mastery in listening class?

Sampling: purposive sampling

Instruments:
1. Observation
2. Interview

Data triangulation

Data Analysis

Data interpretation and conclusion

Report of the results

Theory in implementing song in teaching vocabulary

Figure 3.2: Research Procedures of the Study
This chapter presents the result and the discussion of the findings of the descriptive qualitative study. There are two discussions presented in this chapter. The first is related to the descriptions of songs’ implementation in listening class. The second discussion is about to what extent the use of songs help the students of SMKN 2 Depok Sleman Yogyakarta improves their English vocabulary in listening class. This discussion includes several students’ progresses in their vocabulary mastery through listening to songs.

A. The Description of Songs’ Implementation in Helping the Students Improve Their Vocabulary Mastery in SMKN 2 Depok Sleman Yogyakarta

To answer the first question related to the implementation of songs in improving the students’ vocabulary mastery, the researcher conducted an observation and an interview as the source to gain the relevant data. In observing the teacher, the researcher discovered that in both classes the teacher gave similar tasks. Before listening to a song, the teacher explained the listening task for the students related to improving the students’ vocabulary mastery. The tasks were: (1) the teacher would play the song several times and the students were asked to listen to a song, (2) the students were asked to fill in the blanks with the correct words they heard in the song, (3) furthermore, the teacher asked the students to discuss the tasks and the song. If a student asked the meaning of an unfamiliar word, the teacher would give some clues
or invite the students to identify the part of speech of the unfamiliar word then asked the student to predict the meaning of the word. With this technique, the students were encouraged to memorize the words better and develop their vocabulary mastery, such as in terms of pronunciation. To improve the students’ pronunciation, the teacher often invited the students to practice pronouncing some unfamiliar words. If they still made a mistake in pronouncing the words, the teacher would correct it. On the other hand, if the students could not hear the pronunciation correctly, they would ask the teacher what the correct pronunciation was. In both classes, the teacher always gave opportunity for the students to practice their pronunciation. Repetition was necessary in pronunciation practice since it would also help the students to remember the words better. It also appeared that the teacher could have given variations of tasks in teaching vocabulary through songs.

Nevertheless, the teacher was quite active in encouraging the students to improve their vocabulary by asking questions related to the words learned in the previous meeting. Sometimes the teacher asked the students to explain the meaning or to give the synonym of the words or the teacher asked them to make a sentence using the word spontaneously.

The teacher also informed that in the songs’ implementation, she usually would select the most appropriate songs for the students that were performed both by a group or a band even by a soloist. The most important thing in selecting the song is in the pronunciation and the new vocabulary contained in the song. The teacher would also select famous songs or sometimes she played songs in which the singer was famous among the students. Yet, in particular time the teacher selected an old
song that was familiar with the students in order to make the students interested and motivated to learn and concentrate in the learning process. Moreover, the teacher informed that the criteria of songs’ familiarity might be based on the singer, the year it was published and the theme song. Generally, students like the theme songs about love, or it could be about friendship, family and even about life. In general, the researcher observed that they usually like themes that are closely related to their lives. By selecting the most appropriate song, the teacher would be easily invited the students to learn vocabulary through listening to the song. In selecting songs, the researcher would discuss it further in Chapter 5.

In implementing the songs, the teacher knew well when the right time to invite the students’ attention was. If the teacher noticed that the students were bored with the learning process, she would directly invite the students to have a listening session by songs. There was also a time when the students were bored with listening to a song, particularly when the song was an old song and a slow-paced song. In this situation, the teacher needed an extra effort to gain the students’ attention therefore the students were able to focus on the song. During the observation, the researcher had a checklist to summarize the description of songs’ implementation (Observation, Appendix I-J). It could be noticed from Table 4.1 on the next page.
Table 4.1: The Checklist of Teacher’s Observation

<table>
<thead>
<tr>
<th>Description</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Situation (conducive or not)</td>
<td>v</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>2. The appropriate time when songs are implemented</td>
<td>v</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>3. The way the teacher invites and motivates the students</td>
<td>v</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>4. The way she handles the students</td>
<td>v</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>5. The appropriateness of the task</td>
<td>v</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>6. The way the teacher implements the songs to help the students improve</td>
<td>v</td>
<td></td>
<td></td>
</tr>
<tr>
<td>their vocabulary mastery</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the interview with the English teacher, teaching vocabulary played an important role in language learning, including in listening class. Listening was considered as a difficult skill to be mastered, since it was considered as a skill that requires an ability to perceive and understand a spoken language. The teacher perceived that listening was a language skill that must be mastered well since she believed that it dealt with language comprehension. Listening class had a tendency to bore the students related to the materials given, thus the teacher was required to be creative in inviting the students’ attention so they would focus on the lesson. From the interview, it was obvious that the teacher had to apply variation in teaching listening so the students would not get bored easily therefore they would pay attention to the lesson (Interview, Appendix H).

It was understandable that through listening to songs teaching vocabulary could be successfully applied. There are three steps of vocabulary teaching based on
Lado (1964: 121) that could be experienced by the students during listening to a song: (1) the students hear the new words for several periods of time, (2) there is an opportunity for the students to pronounce the new words and (3) the students should predict the meaning of the unfamiliar words. From the songs’ implementation conducted by the teacher, the researcher investigated that those three steps of vocabulary teaching were successfully implemented by the teacher. Thus, it made the listening process in class through listening to a song could help the students improve and understand new vocabulary.

In spite of several progresses on the students, the researcher found other findings related to the implementation of songs. It was discovered that teacher is required to be aware of weaknesses in teaching vocabulary using songs. Teacher had to be aware of the students who did not improve their vocabulary mastery through listening to songs. From the interview with the students the researcher found that there were several students who believed that songs were difficult to recognize, there were also several students who had a difficulty in using the words spontaneously, such as in speaking. They thought that the words in a song were unclear and unfamiliar. These students would not pay attention to the learning process in class so they would not improve their vocabulary mastery. Those students would prefer listening to a conversation to listening to a song. Referring to other teaching difficulties found in the research, the teacher also must be aware of the activity given to the students. The class activity tended to be stagnant. The teacher often gave the same exercise, like “fill in the blanks” exercise, and it would make the students became easily bored with the class activity.
B. The Description of Students’ Progress on Vocabulary Mastery through Listening to Songs in SMKN 2 Depok Sleman Yogyakarta

The researcher gathered the data about the extent to which the use of songs help the students improve the students’ vocabulary mastery in listening class in the form of interview and observation.

From the interview taken from twenty students of *Analisis Kimia* and *Otomotif* class, the researcher found some information that was important to identify the students’ progress during learning vocabulary using songs in listening class and to answer the second research question as stated in the previous chapter. The result of the interview with twenty students in both classes would be presented in Table 4.2.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
### Table 4.2: The Percentage of Students’ Progress

<table>
<thead>
<tr>
<th>Students’ Progress</th>
<th>The Whole Participants</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students are able to learn a new vocabulary when listening to a song.</td>
<td>20</td>
<td>18</td>
<td>90 %</td>
</tr>
<tr>
<td>2. The students are able to practice the pronunciation during listening to a song.</td>
<td>20</td>
<td>18</td>
<td>90 %</td>
</tr>
<tr>
<td>3. - The students are able to use the new words in a real context.</td>
<td>20</td>
<td>13</td>
<td>65 %</td>
</tr>
<tr>
<td>- The students are <em>sometimes</em> able to use the new words in a real context.</td>
<td>20</td>
<td>4</td>
<td>20 %</td>
</tr>
<tr>
<td>- The students are not able to use the new words in a real context.</td>
<td>20</td>
<td>3</td>
<td>15 %</td>
</tr>
<tr>
<td>4. The students usually use the new words in:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Speaking</td>
<td>20</td>
<td>8</td>
<td>40 %</td>
</tr>
<tr>
<td>b) Writing</td>
<td>20</td>
<td>5</td>
<td>25 %</td>
</tr>
<tr>
<td>c) Writing and speaking</td>
<td>20</td>
<td>4</td>
<td>20 %</td>
</tr>
<tr>
<td>d) Never used the new words</td>
<td>20</td>
<td>3</td>
<td>15 %</td>
</tr>
<tr>
<td>5. The students are able to memorize the words for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Several days</td>
<td>20</td>
<td>3</td>
<td>15 %</td>
</tr>
<tr>
<td>b) 1-3 weeks</td>
<td>20</td>
<td>2</td>
<td>10 %</td>
</tr>
<tr>
<td>c) A month</td>
<td>20</td>
<td>3</td>
<td>15 %</td>
</tr>
<tr>
<td>d) Until the next meeting</td>
<td>20</td>
<td>9</td>
<td>45 %</td>
</tr>
<tr>
<td>e) Quite long/ unlimited period of time</td>
<td>20</td>
<td>1</td>
<td>5 %</td>
</tr>
<tr>
<td>6. - The students are able to improve their vocabulary mastery that can influence their comprehension skills in English (such as speaking, writing, and reading) through listening to a song.</td>
<td>20</td>
<td>18</td>
<td>90 %</td>
</tr>
<tr>
<td>- The students are not able to improve their vocabulary mastery that can</td>
<td>20</td>
<td>2</td>
<td>10 %</td>
</tr>
</tbody>
</table>
influence their comprehension skills in English.

7. The students are able to achieve an improvement mostly in (through listening to a song):
   a) Understanding the new words better
   b) Memorizing the new words better
   c) Pronouncing the new words correctly
   d) Using the new words in a real context appropriately
   e) All

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>b</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>c</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>d</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>e</td>
<td>20</td>
<td>5</td>
</tr>
</tbody>
</table>

- Understanding the new words better: 10%
- Memorizing the new words better: 40%
- Pronouncing the new words correctly: 30%
- Using the new words in a real context appropriately: 5%
- All: 25%
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
The result of the interview, on the previous page, showed that songs helped the students improve their vocabulary mastery. Related to their progress, eighteen students (90%) believed that they were able to improve their vocabulary through songs. The responses from the participants varied. *Otomotif* students stated that there were a lot of new words that could be learned through listening to a song and they were challenged to know the meaning of the unfamiliar words appeared in the song.

*Dalam sebuah lagu ada banyak kosa kata baru yang bisa dipelajari*  
(Interview, Participant X)

(We can learn a lot of new words appeared in a song)

*Kata-kata baru dalam sebuah lagu membuat tertantang untuk belajar*  
(Interview, Participant III)

(It is challenging to learn new words in a song)

According to *Analisis Kimia* student, it was found out that the students were interested in learning new words in a song since they were curious about knowing the meaning of new words appeared in the song.

*Lagu mengandung unsur-unsur kosa kata yang baru dan yang lebih menarik untuk dipelajari. Sehingga, ketika kita mendengarkan sebuah lagu kita pasti mau tahu arti kata yang asing bagi kita dan berusaha mencari tahu arti kata tersebut*  
(Interview, Participant VI)

(Songs consist of new words. It is interesting to learn new words through songs. When we listen to a song, we certainly want to know the meaning of the unfamiliar words appeared in the song then try to find the meaning of those words)
According to the interview with the teacher, songs succeeded in constructing the students’ motivation to learn vocabulary easily. Songs were able to facilitate the students in improving their vocabulary mastery. Moreover, the teacher explained that the students’ vocabulary mastery was able to influence their comprehension in English language skill. She believed that the students required improving their English vocabulary in order to master English well. Vocabulary could facilitate their comprehension in other language skills, such as reading, speaking, or writing.

Besides learning vocabulary, it appeared obviously that songs encouraged eighteen students (90%) to practice pronouncing the unfamiliar words after the listening process and help the students improve their pronunciation skill. This was also supported with the observation conducted both in Analisis Kimia class on August 7, 2006, 09.00 a.m.-10.20 a.m. (Appendix J) and in Otomotif class on October 2, 2006, 07.30 a.m.-08.40 a.m. (Appendix I).

One of the Otomotif students thought that pronunciation occurred automatically when they listened to a song.

*Ketika mendengarkan lagu otomatis kita bernyanyi otomatis pula kita belajar melafalkan kata-kata yang ada dalam lagu tersebut*  
(Interview, Participant I)

(When we listen to a song, we will sing the song automatically and learn how to pronounce the words in the song)
Other different opinion from Analisis Kimia student said that pronunciation was a part of English comprehension.

Pelafalan adalah salah satu dari proses pemahaman bahasa Inggris
(Interview, Participant VI)

(Pronunciation is a process of English comprehension)

However, two students (10 %) who admitted that they were not able to practice their pronunciation during the listening process since they believed that learning pronunciation through listening to a song was difficult and unclear. Thus, it made them uninterested in learning pronunciation.

Kalau katanya sulit malas untuk dipelajari
(Interview, Participant X from Analisis Kimia student)

(If the words are difficult, it will be uninteresting to learn)

Pelafalan sulit ditirukan karena seringnya tidak jelas
(Interview, Participant IV from Otomotif student)

(Pronunciation is often difficult to imitate because it is unclear)

This was relevant with the result of the interview with the teacher, indicated that there were several students who successfully improved their pronunciation through listening to a song. According to the teacher several students were successful in improving their pronunciation after they listened to a song. The teacher, as a role model, would correct them if they still made a mistake in imitating the singer’s pronunciation appeared in the song.

Ada beberapa siswa yang mengalami peningkatan dalam pelafalan mereka selama mendengarkan lagu. Ketika mendengarkan sebuah lagu, beberapa siswa tidak hanya mendengarkan lagu tersebut. Tetapi, mereka ikut pula belajar
(There are several students who are able to improve their pronunciation skill after they listen to songs. When they listened to a song, they did not only listen to the song but also learned to pronounce some words that seemed unfamiliar for them. They would follow and imitate the singer’s pronunciation then they practice it after the listening process. If they still made a mistake in pronouncing the word, I would correct it)

Those progresses described that songs helped the students learn and improve their vocabulary mastery as well as their pronunciation skill. It was relevant with the theory of learning through song according to the author of Learning Abilities Books, who stated that through songs students could learn a set of vocabularies and how to pronounce or read it correctly, so they could use it to communicate with others (www.songsforteaching.com/lee/vocab.htm, accessed on August 15 2006). The theory from Gardner also proved that song could be the most appropriate tool to improve the students’ pronunciation in a pleasant way. Also, the students could learn vocabulary better through the words appear in a song (1983: 136).

Songs also helped the students memorize the new words better. The result showed that exactly twenty students (100%) confessed that they were able to memorize the new words that had been learned from a song. The answers varied. Nevertheless, nine students (45%) said that they were able to
memorize the new words for unlimited time or it was longer than usual. Three
students (15 %) were able to memorize the words for several days and three
other students (15 %) were able to memorize the words until the next meeting.
It could be concluded that songs succeeded in helping the students memorize
the new words better. The result represented the theory based on Gardner who
stated that memorizing words appear in a song would be easier for the students
(1983: 136). Songs relieved the students’ boredom that they experienced during
the learning process (Gardner, 1983: 136). This progress was supported by the
result of the observation that indicated that songs motivated the students to
apply the new words in a real context, such as in writing or in speaking or
making a dialogue, since language in songs were often used in daily
conversation and they were simple as well as easy to memorize (Observation,
August 7, 2006 at 07.40 a.m.-09.00 a.m., Appendix I).

This progress was also strengthened by the result of the interview with
the English teacher, the researcher discovered that learning vocabulary through
listening to a song brought several progresses that influenced the students’
vocabulary mastery. The most obvious progress was able to be seen from the
students’ ability in understanding and memorizing the words better. The teacher
stated that the students liked learning through songs and songs helped them
memorize the words better.

_Siswa menyukai belajar melalui sebuah lagu karena melalui
lagu mereka dapat lebih memahami dan mengingat dengan
baik arti kata baru. Lagu membuat mereka lebih mudah
menyerap apa yang dipelajari
(Interview, Teacher)

(The students like learning through a song because through a song they are able to comprehend and memorize the meaning of the new words better. A song makes them easier in absorbing the learning material)

It was clear that songs made the students enjoyed learning in classroom. They all liked listening to an English song and they were motivated in learning the vocabulary as well. The teacher said that songs were able to gain the students’ attention and motivation to learn and memorize the new words better without having difficulty.

Lagu memancing intensi dan minat siswa untuk belajar. Siswa akan lebih mudah diajak belajar dan mengingat lebih mudah melalui lagu. Lagu membuat mereka lebih relax. Sehingga, mereka tidak perlu susah untuk memahami dan belajar kosa kata dalam lagu
(Interview, Teacher)

(Songs invite the students’ attention and motivation to learn something. Through songs, the students would be easier to learn and memorize the words better. Songs make them more relaxed. Thus, they have no difficulty to understand and learn new words in songs)

There was also another progress on the students during the learning process using songs. The students said that they were able to use the new words in a real context. Thirteen students (65%) believed that they were able to use the new words in a real context. Four students (20 %) were able to use the new words sometimes or in particular times. It was revealed that they were not accustomed to using the words in a real context. Other students confessed that
they had lack of grammar mastery. Thus, they were sometimes confused about applying the words. In general, eight students (40%) used the new words in the form of conversation or speaking. While five students (25%) used the words in writing form, it could be a sentence or poetry, etc; and the rest four students (20%) liked to apply the new words both in speaking with friends or making a conversation and in writing form. This fact was related to the theory of songs in vocabulary teaching stated that listening to songs were able to enhance the students enrich their vocabulary mastery and give a good example of real-used words in daily communication in order to help the students practice using the new words in a real context (www.topenglishteaching.com/directory/activities/songs/usingsongs/article.htm, accessed on September 20 2006).

In terms of applying the new words in a real context, there were differences between Otomotif and Analisis Kimia classes. In Otomotif class, the students had the tendency to use the new words spontaneously and they had difficulties in applying the words in the form of writing. They were also quite passive in practicing their pronunciation when listening to a song. They solely focused on the song and the content itself. In general, the students were noisy during the listening process using songs (Observation, August 14, 2006 at 07.00 a.m.-08.30 a.m., Appendix I). It was different from Analisis Kimia class, the Analisis Kimia students were quite active in applying the new words in writing form. The class was quiet throughout the listening process. Most of the students liked practicing their pronunciation during the listening process using songs.
From the teacher’s observation, the researcher also discovered that the teacher was successful in helping the students improve their vocabulary mastery by listening to songs. It appeared from the students who were able to define the words by giving the synonym or other definition related to the words (Observation, August 14, 2006 at 08.30 a.m.-10.00 a.m., Appendix J).

Moreover, from the interview it was found out that the students still had a difficulty in using those new words. Seven students (35%) admitted that they sometimes met a difficulty in applying the words. The reasons varied. One student said that he/she had to be accustomed to applying a new vocabulary in a real context.

*Karena merupakan kosa kata baru jadi belum terbiasa menggunakan*  
(Interview, Participant VI)

(It is still a new vocabulary, so we are not accustomed to using the words)

Furthermore, nine students (45%) thought that they were able to apply the new words well. It was not difficult for the students since they had known the words that were often applied in a real context.

*Sudah tahu artinya. Apalagi jika kata tersebut sering digunakan, maka tidaklah sulit untuk menggunakan*  
(Interview, Participant V from Analisis Kimia student)

(I have already known the words. Moreover, if the words are often applied in a real context, it would not be difficult to apply)
For those who had the difficulty in applying those words admitted that they were still bewildered in applying those words, the reasons taken from Analisis Kimia students were because they rarely used the words daily and they seemed lack of grammar mastery though they knew the meaning of those words.

Karena jarang digunakan dalam keseharian
(Interview, Participant I)

(The words are rarely applied in a daily context)

Karena kadang vocabnya tahu tapi pengetahuan grammarnya kurang jadi terkadang sulit
(Interview, Participant IX)

(Because of the difficulty that sometimes we know the vocabulary yet we are still lack of grammar mastery)

The result of the students’ interview was reinforced by the teacher’s opinion said that through listening to a song the students were encouraged to apply the new words that had been learned in a real context. Generally, they liked using the new words in making a sentence or in making dialogue or conversation.

Seringkali saya temukan para siswa dapat menggunakan kata yang baru dalam membuat percakapan atau kalimat. Tetapi, kalau secara spontan mereka masih mengalami kesulitan. Hanya sedikit yang bisa menggunakankanya karena kata tersebut masih baru. Mungkin mereka masih belum terbiasa mengucapkannya
(Interview, Teacher)

(Frequently, I found there were several students were able to use the new words in making a conversation or a sentence. On the other hand, if they were asked to use the words spontaneously, they still had a difficulty. There were very few students who were able to use the words. It might be
because they have not been accustomed to using the words orally)

From the whole data gathered from the interview with the students, it was summarized that eight students (40%) believed that their memorizations of the new words appeared in a song were improved through listening to a song. They admitted that they were able to memorize the words better through a song. On the other hand, six students (30%) assumed that they were able to practice their pronunciation through listening to a song. Meanwhile, five students (25%) considered that they experienced all progresses during listening process using songs. All of those progresses influenced the students’ comprehension in English language skills. The result, gathered from the interview, showed that seventeen students (85%) acknowledged that their improvement in vocabulary mastery influenced their comprehension skills. Four students (20%) assumed that it influenced their speaking comprehension, three students (15%) agreed that the improvement influenced their English skills and the other three students found that it influenced all English skills. While other students believed that songs influenced their listening, writing as well as pronunciation skills.

To conclude the data about the students’ progress in improving their vocabulary mastery, the researcher summarized that songs were appropriate to help students improve their vocabulary mastery. This was in appropriate with the theory of Gardner which stated that “Songs helped the students to learn something better” (1983: 15-17). Most of the students, from the interview, also
agreed that songs were good and appropriate to be applied in attempt to help them improve their vocabulary mastery. While based on the teacher’s point of view, the researcher concluded that songs were appropriate materials to improve the students’ vocabulary mastery. The teacher assumed that songs were appropriate to implement at schools.

The teacher also informed that in learning a foreign language, the students were required to be accustomed to being familiar with native speaker pronunciation in order to improve their language skills. One way that was able to support and facilitate the students to be familiar with the spelling of the native speaker was by listening to as many songs as possible. The teacher believed that songs were able to help the students improve their vocabulary mastery, through songs the students were able to practice their pronunciation and also practice their ability in listening skill. According to the teacher, vocabulary and pronunciation were the most important things that were able to be learned through listening to a song. This was a new technique and appropriate to be applied in schools nowadays. Vocabulary was not always supposed to be taught conventionally in class. There were many things that were able to learn through songs.

All of those progresses experienced by the students indicated that songs were able to construct their motivation and help them memorize the new words better. This would make the students be able to improve their vocabulary. In addition, the students also had time to have pronunciation practice during
listening to a song. Songs also practiced the students to apply the new words in a real context, though there were several students who were able to apply them. These were relevant with the theory in assessing vocabulary mastery following the four standards including: (1) the ability to comprehend the words, (2) the ability to memorize the words better, (3) the ability to pronounce the words correctly and (4) the ability to use the words correctly in context. So, vocabulary mastery is “ability consists of knowledge and language performance” (Bachman and Palmer, 1996: 17).

Nevertheless, among all progresses on the students, there were some standards which were not achieved effectively. They were: (1) the ability in using the new words in context and (2) the ability in pronouncing the new words correctly. It implied that the theory was different from the implementation. The researcher noticed that the students were successfully able to memorize and understand the new vocabulary better through listening to a song. On the other hand, there were only several students who were successfully able to improve their pronunciation during listening to a song and who were able to apply the new words in a real context. It was discovered that there were some students should be accustomed to learning vocabulary using songs and applying the new words in a real context.

C. Other Findings

Other findings in terms of their listening comprehension, eight students
(40%) said that they sometimes had trouble in recognizing the words appeared in a song. It was because they lack of vocabulary mastery, the pronunciation was unclear, and the songs were too fast. While the exact seven students (35%) confessed that they had a difficulty in recognizing the words appeared in a song.

In both classes, the students liked best predicting a new word appeared in a song. Twelve students (60%) preferred predicting than consulting a dictionary. The reasons gained from the interview were because the students preferred to predict the meaning directly than open the dictionary, since predicting help the students improve their comprehension skills about the whole song besides that predicting is more practical and easier for them.

Karena malas membuka kamus dan dengan cara ini kita sekaligus belajar memahami isi lagu secara keseluruhan dengan menebak arti kata yang sulit  
(Interview, Participant V)

(We are quite lazy to open the dictionary. We are also able to learn to comprehend the whole song by guessing the meaning of the unfamiliar words)

Karena lebih praktis dan lebih mudah untuk langsung memprediksikan artinya  
(Interview, Participant VIII)

(It was more practical and easier to predict the meaning directly)

The other three students (15%) who chose predicting first then consulting to a dictionary thought that this way was useful in analyzing how far they knew and comprehended the words in a song.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

The last chapter presents the conclusions from the study and the suggestions for the English teacher and/or other parties who have deep concern in teaching English for the third grade students in vocational high school or senior high school in general and also for further researchers to conduct further studies.

A. Conclusions

The researcher conducted a study on *Improving Vocabulary Mastery through Listening to Songs for the Students of SMKN 2 Depok Sleman Yogyakarta*. The reason was the researcher believed that the students need to improve their English vocabulary to support other language skills. This study was intended to answer two basic questions in Chapter I, (1) How are songs implemented in listening class to help the students improve their English vocabulary mastery?, and (2) To what extent does the use of songs help the students improve their English vocabulary mastery in listening class?

Throughout the study, several phenomena related to the implementation of songs in listening class were identified. They were related to the technique of applying songs in classroom and the students’ progress. The first finding was that in improving the students’ vocabulary mastery using songs in listening class, the researcher identified that there were several steps conducted by the teacher. This
would be the answer to the first research question. Firstly, before the teacher invited
the students to listen to a song, the teacher would explain the tasks for the students
after they listened to the song. The students would listen to the song several times to
get familiar with the pronunciation of the native speaker, especially the pronunciation
of the unfamiliar words and then did the listening tasks given by the teacher. Second,
the teacher would ask the students to discuss the tasks and the song. The teacher also
would ask the students to observe the pronunciation of the words appeared in the
song. Here, the students were able to practice their pronunciation during listening
process. If they made a mistake in pronouncing the words, the teacher would become
a good model of pronunciation by correcting their pronunciation.

In both classes, the teacher gave opportunities for the students to pronounce
the words correctly. Repetition played an important role in pronunciation since it
would help the students to remember the words better. Later, if there were several
difficult words, the teacher would ask the students to predict the meaning of those
unfamiliar words by translating the song and relating the words in context. In this
case, the teacher also invited the students to identify the part of speech of the words.
It would help the students to remember the words better and also develop their
vocabulary.

After all the words were identified, the teacher asked the students to sing the
song as the final task. In this part, the teacher helped the students to practice their
pronunciation. Finally, at the end of the class the teacher would review the words
learned by giving several questions for the students.
In teaching using songs in the classroom, the teacher did not fully implement songs for the whole two hours. The song was implemented as a supplementary technique to regain the students’ learning motivation or to invite the students’ attention during the learning process. It was a good technique in avoiding the students’ boredom in classroom. Nevertheless, the researcher found that there were several considerations in choosing the most appropriate song to be implemented in the classroom.

The answer to the second research question revealed that learning using songs were able to improve the students’ vocabulary mastery; it was measured from the ability of the students to know the meaning of the words, to memorize the words, to pronounce the words correctly, and to use the words in context. It appeared that learning vocabulary using songs can be employed in an Indonesian classroom since there were many benefits acquired through this technique. However, in fact, it required several considerations from the teacher in selecting the most appropriate song as a material and in conducting the classroom activities related to the implementation of songs in improving the students’ vocabulary mastery.

From the study, it was revealed that learners gained an improvement in their vocabulary mastery and in their listening proficiency. It was obvious that songs help the students memorize the meaning of the words better. The result showed that most students admitted that they were able to memorize the words better appeared in a song. Students were motivated in learning vocabulary using songs; their memorization improved through listening to a song. Songs were able to actively relax
their mind to remember the words better. In terms of practicing pronunciation, most of the students practiced their pronunciation with the help of songs. It was also investigated that the implementation of learning using songs also had its influence in developing students’ motivation to learn produce the new words actively. The students practiced using the new words in writing or speaking during the learning process in the classroom. Several students revealed that they were able to apply the new words in a real context. Songs gave the students a good example of how the words used in terms of communication since the words used in songs were often used in daily conversation so the students later on were able to produce words and sentences in real context. The result exhibited that eight students used the new vocabulary in speaking, the other students liked using the new vocabulary in writing, while the rest students often used the new vocabulary in writing and speaking.

From this study, it was also discovered that several students liked using the new words spontaneously, such as in making a sentence directly, while the others liked using them in written form. Moreover, the students were required to be familiar with the implementation of the new words. It indicated that the students were quite active during the learning process. The possible explanation of this finding is that song provides support, motivation and learning resources to the learners. However, the result also showed that there were some passive students who talked a little due to their lack of L2 proficiency, hence they did not know how and what to say about the song.
B. Suggestions

1. Suggestions for Teacher

From this study, it was discovered that learning vocabulary by listening to a song is considered as a new technique for the students of SMKN 2 Depok Sleman Yogyakarta. Nevertheless, there were some limitations in terms of listening comprehension through songs. Students sometimes had trouble in recognizing the words appeared in a song. It was because: (1) they lack of vocabulary, (2) the pronunciation was unclear and (3) the songs were too fast. Thus, teachers might make some adaptation before applying it to the students. This means that rigorous needs analysis should be carefully set out and conducted. It is recommended that the implementation of teaching learning vocabulary using songs should be accompanied by other techniques to support the teaching learning process. Teachers should make use any technique available as long as learning takes place and learners would see learning as an enjoyable experience.

From this study, it was found out that in gaining successful listening depends on the materials given. Songs might be one of the authentic materials that are closely related to the students’ daily life. Songs are the representation of a real world language context to learn new vocabulary. Therefore, teachers should spend a little time for the students to learn vocabulary after listening session was done. Students should not only be taught about the vocabulary since songs offered the students to experience unpredictable and unfamiliar words. This is to say that a teacher should help students set their own goal in learning the target language and understand their
learning strategies. Teachers also need to carefully select and adapt as many tasks as authentic materials, like songs, any material written or spoken in the target language based on the level of the students. This would provide more time for learners to have interaction rather than instruction preventing them to use and experiment with the language.

The use of songs in teaching and learning process should be familiarized and improved since there are many things to learn through songs, songs are able to be applied to improve other language skills or other language focus. Nevertheless, teachers need to be aware of several weaknesses in applying this technique.

There are four weaknesses found in this study. The first is teachers should concern about the students who did not improve their vocabulary mastery through listening to songs since from this study there were several students who believed that songs were difficult to recognize. They thought that words in songs were unclear and unfamiliar, thus these students would not pay attention to the learning process in class and they would not improve their vocabulary mastery. Those students would prefer listening to conversation to listening to a song. In respond to this problem, teacher should be able to motivate the students and grab their attention to concentrate in learning process using songs. Anderson and Lynch (1988: 24) suggest three principles in teaching listening to avoid difficulty. They are: (1) “the type of language”, (2) “the purpose in listening” and (3) “the context in which listening takes place”. Teachers should be able to recognize and consider those three principles and be able to relate the principles with the factors which may affect difficulty. By
considering the type of language in the text and the purpose of listening based on the appropriate level of the students, the teacher can be able to alter the difficulty that may appear in listening class (Nunan, 1991: 24).

The second is teachers must be able to select and decide the most appropriate songs that contained simple words and clear pronunciation in attempt to avoiding the difficulty faced by the students in recognizing the words and also avoiding drowsy atmosphere in class. It is due to the fact that the students might be sleepy if the songs are not appropriate for them. The researcher assumes that slow songs are not always appropriate to be taught for the students.

Teachers usually have a difficulty in selecting the most appropriate songs to be taught for the students. This would be the most difficult thing in songs’ implementation according to the teacher. Thus, there are several criteria for teachers in selecting songs as the learning material based on Irene S. Coromina, an English teacher and the author of an article in *Forum*. The criteria are: (1) “the lyrics should be easily discernible or noticeable. Songs that are too fast-paced should be avoided”, (2) “each word must be pronounced clearly”, (3) “the vocabularies must be varied and rich”, (4) “the song must carry some sort of message, at the very least the song must tell an interesting story. It is not good to choose the song that includes lyrics that are discriminating (e.g. mocking religious beliefs)”, (5) “the song should tell the students an interesting story so the students will pay attention to it (http://exchanges.state.gov/forum/vols/vol31/no3/p27.htm, accessed on August 15 2006).
The most important thing in selecting songs is the pronunciation. The lyrics should be pronounced clearly so the students would not spend much time to recognize the words. Teachers might select songs that are not too slow, as long as the pronunciation is clear. Teachers also must select new songs that are familiar with the students, because the students might not be able to achieve the learning objective if they have already known the songs well. Yet, in particular time teacher is able to play an old song that is familiar with the students in order to make the students interested and motivated in the learning process. There are several criteria of songs’ familiarity: it could be based on (1) the singer, (2) the year it was published and (3) the themes that are closely related to their lives.

Referring to the class activity, the third concern is teachers must be creative in giving the tasks. It might be varied as well. The class activity using songs tends to be stagnant. The teacher often gave the same exercise, like “fill in the blanks”, particularly it would make the students turned to bore easily with the class activity. So, teachers need to be creative in giving the tasks for the students and in conducting class activity in order to avoiding class boredom.

The last concern, gained from this study, is teachers should be careful in controlling the students’ behaviors and attitudes during listening to songs so the class would be conducive for the learning process. Teaching using songs usually would invite the students to get noisy during listening to the song, in this case teachers must be strict in handling the students so they would not create noise during the listening process and they are able to focus and pay attention to the listening material. Teachers
also need to give the instruction clearly, in attempt to avoid confusions on the students.

2. Suggestion for Future Researchers

The current study is only limited to the implementation of the technique. The implementation of teaching learning using songs in other aspects is potent to arise several different problems in the Indonesian EFL context. It should be further investigated to find out the relation between the implementation of songs in teaching learning process and L2 learning, also the learning difficulties that might arise during the implementation of this technique. Therefore, from this study the future researchers can carry out further research about the use of songs as one of the alternative teaching techniques.
REFERENCES


Homepage:

Appendix A
Permission Letter
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix B

Guiding Questions of Students’ Interview
INTERVIEW WITH THE THIRD GRADE STUDENTS OF ANALISIS KIMIA AND OTOMOTIF CLASSES OF SMKN 2 DEPOK SLEMAN YOGYAKARTA

The Description of Learning English in SMKN 2 Depok Sleman Yogyakarta
1. Do you like learning English? There are speaking, listening, reading, and writing. What skill do you like best? Please answer it from skill that less you like to the most you like!

The Description of Listening Class Using Songs in SMKN 2 Depok Sleman Yogyakarta
2. Do you like listening class? Why?
3. Is listening skill to an English language difficult to master? What is your opinion? Why?
4. Which one does you like best in a listening class: listening to a conversation or listening to a song? Can you give the reason?
5. Can you learn a new vocabulary when you listen to a song? Why?
6. While you listen to a song, do you usually practice the pronunciation in the song? Why?
7. Is it difficult to recognize words appear in a song? Why?
8. When you learned a new word in a song, can you memorize it after several periods of time? For how long are you usually able to memorize the word?
9. If you find a new word in a song, will you consult the dictionary directly or predict the meaning? Why?
10. After you know the meaning of the unfamiliar word, are you able to use it in a real context? In what context?
11. Do you find any difficulty in using the words? Why?

Songs are Appropriate to Teach Vocabulary in SMKN 2 Depok Sleman Yogyakarta
12. From these competences, which one does show an improvement when you listen to a song (you can answer it more than one answer)? Give the example!
a. Understanding the new words better
b. Memorizing the new words better
c. Pronouncing the new words correctly
d. Using the new words in a real context appropriately
13. Do you think that listening to a song can help you to improve your vocabulary mastery? Does it influence your comprehension skills in English? In what way?
14. Based on your experience, what do you think about teaching vocabulary using songs that has been applied by the teacher? Is it good and appropriate enough to improve your vocabulary mastery? Is it appropriate to be applied? Do you have any suggestion? Explain your opinion!
WAWANCARA DENGAN SISWA KELAS TIGA ANALISIS KIMIA DAN OTOMOTIF SMKN 2 DEPOK SLEMAN YOGYAKARTA

Gambaran Pembelajaran Bahasa Inggris di SMKN 2 Depok Sleman Yogyakarta

Gambaran Kelas Listening Dengan Menggunakan Lagu di SMKN 2 Depok Sleman Yogyakarta
2. Apakah kamu suka kelas Listening? Mengapa?
3. Apakah kemampuan menyimak sulit untuk dikuasai? Apa pendapat anda? Mengapa?
4. Mana yang lebih kamu suka dalam kelas Listening: mendengarkan sebuah percakapan atau mendengarkan sebuah lagu? Dapatkan kamu berikan alasannya?
5. Dapatkah kamu belajar kosa kata baru ketika kamu mendengarkan sebuah lagu? Mengapa?
6. Ketika kamu mendengarkan sebuah lagu, apakah kamu selalu berlatih pelafalan yang ada dalam sebuah lagu? Mengapa?
7. Apakah sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu? Mengapa?
8. Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu? Seberapa lama kamu biasanya dapat mengingat kata tersebut?
9. Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamsu secara langsung atau memprediksikan artinya? Mengapa?
10. Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakan kosa kata yang muncul dalam konteks yang nyata? Dalam konteks seperti apa?
11. Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut? Mengapa?

Lagu Merupakan Materi Yang Sesuai untuk Mengajar Kosa Kata di SMKN 2 Depok Sleman Yogyakarta
12. Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu (kamu dapat menjawabnya lebih dari satu)? Berikan contoh!
   a. Memahami lebih baik kata-kata yang baru
   b. Mengingat lebih baik kata-kata yang baru
   c. Melafalkan kata-kata yang baru dengan benar
   d. Menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata
13. Menurut kamu, apakah dengan mendengarkan sebuah lagu dapat membantumu meningkatkan penguasaan kosa katamu? Apakah itu mempengaruh kemampuan pemahamanmu dalam bahasa Inggris? Dalam hal apa?
Appendix C

The Tape Script of Interview with Otomotif Students’
Participant I

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Ya.
R : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kamu suka!
P : (berpikir) Berbicara, menulis, menyimak, membaca.
R : Apakah kamu suka kelas listening?
P : Ya.
R : Mengapa?
P : Karena semakin cepat mengerti dalam belajar bahasa Inggris.
R : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P : Ya, sulit.
R : Alasannya apa?
P : Karena, terkadang terlalu cepat.
R : Maksudnya terlalu cepat?
P : Ya kadang percakapan yang didengarkan itu terlalu cepat. Ada beberapa native speaker yang bicaranya sulit untuk dimengerti karena terlalu cepat dan tidak jelas.
R : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P : Mendengarkan lagu.
R : Mengapa?
P : Karena lagu lebih asyik, lebih fun, dan ga bikin boring. Disamping itu, saya adalah vokalis (tertawa).
R : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P : Ya, tentu saja.
R : Mengapa?
P : Karena saya sering menghafal sebuah lagu, jadi saya juga harus mengerti arti kata tersebut.
R : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P : Ya.
R : Mengapa?
P : Karena secara tidak langsung ya begitu. (berpikir sejenak) Maksudnya ketika mendengarkan lagu otomatis kita beryanyi, otomatis pula kita melafalkan kata-kata yang ada dalam lagu tersebut.
R : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P : Ya, tentu saja.
R : Mengapa?
P : Untuk beberapa lagu yang dinyanyikan dengan cepat sulit sekali untuk mengenali beberapa kata dalam lagu tersebut.
R : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P : Ya.
R : Berapa lama biasanya?
P : Hhhmm…kira-kira 10-20 kali.
R: Berarti dalam jangka waktu lumayan lama ya kamu dapat mengingat sebuah kata baru dalam sebuah lagu?
P: Ya.
R: Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P: Melihat kamus secara langsung.
R: Mengapa?
P: Karena penasaran (tertawa).
R: Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P: Ya, tentu saja.
R: Konteks seperti apa?
P: Puisi dong (tertawa terbahak-bahak).
R: Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P: Tidak juga.
R: Mengapa?
P: Karena, ada kamus dan orang untuk ditanya (tertawa), maksudnya karena sudah mengerti artinya jadi ya gampang aja untuk menggunakankannya.
R: Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu? Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P: Mengingat lebih baik kata-kata tersebut.
R: Contohnya?
P: (berpikir) Honestly, guilty, obvious, stranded, unwell, complicated, dan banyak lagi.
R: Menurut kamu, apakah mendengarkan sebuah lagu dapat membantumu meningkatkan penguasaan kosa katamu?
P: Ya, tentu saja.
R: Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P: Ya.
R: Dalam hal apa contohnya?
P: Berbicara, menulis tentunya, dan mengerti percakapan orang-orang terlebih native speaker.
R: Berdasarkan pengalamanmu, apa pendapatmu menengai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P: Ya, menurut saya sudah cukup baik. Guru yang mengajar juga cukup enak dan asyik. Walau kadang-kadang suka membuat ngantuk bila lagunya terlalu slow dan tidak up-to-date (tertawa).
R: Apakah sudah tepat untuk diterapkan?
P: Ya.
R: Apakah kamu mempunyai saran?
R : Okay, terima kasih ya atas waktunya.
P : Sama-sama mbak.
Participant II

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Iya.
R  : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kamu suka!
P   : Membaca, menyimak, menulis, berbicara.
R   : Apakah kamu suka kelas listening?
P   : Ya.
R   : Mengapa?
P   : Karena, melatih kita agar lebih peka terhadap bahasa Inggris.
R   : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P   : Ya.
R   : Alasannya apa?
P   : Karena, memerlukan kepekaan dan konsentrasi yang tinggi.
R   : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P   : Mendengarkan lagu tentunya.
R   : Mengapa?
P   : Karena, selain lagu menghibur, juga dapat meningkatkan kemampuan kita dalam mendengar.
R   : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P   : Ya.
R   : Mengapa?
P   : (berpikir) Karena, ketika kita merasa bingung dengan arti kata baru kita akan segera mencari tahu.
R   : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P   : Ya.
R   : Mengapa?
P   : Karena, agar melatih juga kemampuan berbicara.
R   : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P   : Ya, terutama untuk kata-kata yang belum dimengerti.
R   : Mengapa?
P   : Karena, kata-katanya kurang begitu familiar.
R   : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P   : Ya.
R   : Berapa lama biasanya?
P   : Sampai pertemuan berikutnya biasanya masih ingat.
R   : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P   : Melihat kamus secara langsung.
R   : Mengapa?
P   : Penasaran sih mbak. Terdorong rasa ingin tahu (tertawa).
R   : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P : Ya, tentu saja.
R : Konteks seperti apa?
P : Dalam konteks speaking biasanya.
R : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P : Tidak juga.
R : Mengapa?
P : Karena sudah tahu artinya jadi tidak sulit lagi untuk menggunakan.
R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu?
Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P : Mengingat lebih baik kata-kata yang baru.
R : Contohnya?
P : Surrender, scare, recognize, stranded, wonder.
R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa katamu?
P : (terdiam) Ya.
R : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P : Ya, tentunya.
R : Dalam hal apa contohnya?
P : Dalam hal listening dan vocabulary.
R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P : Menurut saya, mempelajari kosa kata baru dengan lagu sangat membantu kita dalam memahami kata-kata tersebut dan sangat mempengaruhi peningkatan kemampuan penguasaan kosa kata.
R : Apakah sudah tepat untuk diterapkan?
P : Ya, tepat untuk diterapkan.
R : Apakah kamu mempunyai saran?
P : Saya rasa pengajaran dengan menggunakan lagu sudah cukup baik. Dipertahankan saja.
R : Okay, terima kasih.
P : Sama-sama.
Participant III

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Yups.
R   : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kamu suka!
P   : Menyimak, membaca, menulis, berbicara.
R   : Apakah kamu suka kelas listening?
P   : Yes, of course (tersenyum).
R   : Mengapa?
P   : Untuk menambah vocabulary.
R   : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P   : Ya, tentunya.
R   : Alasannya apa?
P   : Karena, menyimak sangat membosankan dalam hal aktivitas di kelas.
R   : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P   : Mendengar lagu.
R   : Mengapa?
P   : Karena, saya suka lagu-lagu barat sekalian untuk menambah kosa kata bahasa Inggris.
R   : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P   : Ya (menganggukan kepala).
R   : Mengapa?
P   : Karena, kalau ada kata-kata baru dalam sebuah lagu membuat saya tertantang untuk belajar.
R   : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P   : Ya.
R   : Mengapa?
P   : Karena dengan melafalkan kata-kata dalam lagu tersebut, saya semakin terlatih dalam pelafalan atau pengucapan bahasa Inggris dan ngerti arti katanya.
R   : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P   : Tidak juga.
R   : Mengapa?
P   : Hhhmmm... Karena, saya suka tantangan jadi tidak dianggap sulit.
R   : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P   : Ya.
R   : Berapa lama biasanya?
P   : Kalau, saya hafal dengan liriknya pasti secara tidak langsung hafal juga artinya. (terdiam) Yah... biasanya lumayan lama.
R   : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P   : Memprediksikan artinya dulu.
R   : Mengapa?
P : Karena, kalau langsung lihat kamus mah ga ada gunanya belajar Inggris (tertawa).

R : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?

P : Ya.

R : Konteks seperti apa?


R : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?

P : Tidak (menggelengkan kepala).

R : Mengapa?

P : Karena sudah terbiasa dan dibiasakan.

R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu?

Kamu bisa jawab lebih dari satu.

a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.

P : Semuanya saya pilih.

R : Contohnya?

P : Banyak mbak.

R : Berikan contohnya satu saja?

P : Reflection, obvious, stranded, unbelievable, shape.

R : Menurut kamu, apakah mendingarkan sebuah lagu dapat membantu kamu meningkatkan penguasaan kosa kamimu?

P : Ya.

R : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?

P : Ya, sangat mempengaruhi.

R : Dalam hal apa contohnya?

P : Dalam bahasa sehari-hari saya. Apalagi sekarang adalah era globalisasi, jadi kalau tidak bisa bahasa Inggris ke laut aja deh (tertawa).

R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa kamumu?

P : Sangat baik, it's very nice untuk dipakai dalam pengajaran (tersenyum).

R : Apakah sudah tepat untuk diterapkan?

P : Ya.

R : Apakah kamu mempunyai saran?

P : English itu lebih baik banyak praktek dari pada daripada teori apalagi praktek speaking dan listening, itu membantu sekali dalam penguasaan bahasa Inggris. Belajar bahasa Inggris kenapa harus takut!

R : Terima kasih ya...

P : You're welcome.
Participant IV

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Ya.
R : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kamu suka!
P : Menulis, menyimak, berbicara, membaca.
R : Apakah kamu suka kelas listening?
P : Ya, tentu saja.
R : Mengapa?
P : Karena, lebih menyenangkan daripada mempelajari terminologi gramatikal (tertawa).
R : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P : Tidak.
R : Alasannya apa?
P : (berpikir) Karena, ini masalah kebiasaan untuk menyimak. Maksudnya, menyimak itu perlu dibiasakan agar kita dapat mengenal pengucapan orang asing.
R : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P : Mendengarkan lagu donk.
R : Mengapa?
P : Lebih fun dan ga boring.
R : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P : Ya.
R : Mengapa?
P : Karena, secara tidak langsung dengan mendengarkan sebuah lagu kita juga diajak belajar kosa katanya.
R : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P : Tidak (menggelengkan kepala).
R : Mengapa?
P : Pelafalan sulit ditirukan karena seringnya tidak jelas.
R : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P : Tidak.
R : Mengapa?
P : Karena, kalau sudah terbiasa tidak akan sulit.
R : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P : Ya.
R : Berapa lama biasanya?
P : (terdiam sejenak) Kira-kira 2 minggu.
R : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P : Memprediksi.
R : Mengapa?
P : Karena, sewaktu mendengar tidak sempat melihat kamus. Kadang-kadang malas juga sie mbak kalau melihat kamus (tersenyum).
R : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P : Tidak.
R : Konteks seperti apa?
P : -
R : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P : Ya, tentunya.
R : Mengapa?
P : Karena, jarang dipraktekan.
R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu?
   Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P : Mengingat lebih baik kata-kata tersebut.
R : Contohnya?
P : Suddenly, wonder, obvious, reflection, shape, hide, dan lain-lain.
R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa katamu?
P : Dapat, tapi agak lama.
R : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P : Ya berpengaruh.
R : Dalam hal apa contohnya?
P : Dalam memahami bahasa Inggris. Terutama bagi orang yang agak passive bahasa Inggrisnya.
R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P : Cukup baik.
R : Apakah sudah tepat untuk diterapkan?
P : Ya, apalagi untuk meningkatkan penguasaan kosa kata bahasa Inggris.
R : Apakah kamu mempunyai saran?
P : Pengajaran dengan lagu sudah baik diterapkan oleh guru. Hanya saja kalau ingin belajar kosa kata mengenai kosa-kata dalam bidang ilmu sangatlah sulit untuk dicari dalam sebuah lagu. Misalnya dalam istilah farmasi dikenal kata miscible. Pengajaran dengan lagu sangatlah tepat untuk diterapkan untuk menambah kosa kata untuk pergaulan atau komunikasi secara umum.
R : Terima kasih ya.
Participant V

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Iya.
R   : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kamu suka!
P   : Membaca, menulis, berbicara, menyimak.
R   : Apakah kamu suka kelas listening?
P   : Ya.
R   : Mengapa?
P   : (terdiam sejenak) Karena, dapat melatih kemampuan mendengar.
R   : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P   : Ya.
R   : Alasannya apa?
P   : Karena, butuh perhatian dan konsentrasi yang lebih.
R   : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P   : Percakapan sepertinya.
R   : Mengapa?
P   : Karena, dalam sebuah lagu banyak kosa kata baru.
R   : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P   : Ya.
R   : Mengapa?
P   : Karena, belajar pelafalan bahasa Inggris itu sangat penting.
R   : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P   : Ya.
R   : Mengapa?
P   : Karena, bagi saya terkadang penyanyinya terlalu cepat.
R   : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P   : (terdiam sejenak) Dapat.
R   : Berapa lama biasanya?
P   : Sampai pertemuan berikutnya biasanya masih hafal.
R   : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksi artinya?
P   : Menebak-nebak dulu.
R   : Mengapa?
P   : Karena, malas membuka kamus (tertawa) sekalian belajar memahami juga arti lagunya kalau dengan menebak-nebak arti kata baru.
R   : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P   : (berpikir) Tidak pasti.
R   : Konteks seperti apa?
R   : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P   : Tidak juga.
R : Mengapa?
P : Tergantung katanya. Kalau sulit untuk diingat ya akan sulit untuk menggunakan kata tersebut.

R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu? Kamu bisa jawab lebih dari satu.
   a. memahami lebih baik kata-kata yang baru.
   b. mengingat lebih baik kata-kata tersebut.
   c. melafalkan kata-kata yang baru dengan benar.
   d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P : Melafalkan kata-kata baru dengan benar.
R : Contohnya?
P : Suddenly, staring, glance, stranded, obvious.

R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa kamamu?
P : Ya, tentu saja.
R : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P : Ya sangat.
R : Dalam hal apa contohnya?
P : Dalam hal memperbanyak pengetahuan kosa kata baru.
R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa kamamu?
R : Okay, terima kasih atas waktunya.
Participant VI

R (Researcher): Kamu suka belajar bahasa Inggris?
R: Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kamu suka!
P: Menyimak, membaca, menulis, berbicara.
R: Apakah kamu suka kelas listening?
P: Tidak.
R: Mengapa?
P: Karena sulit dan sound systemnya kurang bagus.
R: Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P: Sulit.
R: Alasannya apa?
P: Karena, butuh konsentrasi yang tinggi.
R: Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P: Mendengarkan lagu tentunya.
R: Mengapa?
P: Karena, dengan mendengarkan lagu dapat melepas stress.
R: Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P: Ya.
R: Mengapa?
P: Karena, terdapat banyak kosa kata baru dalam sebuah lagu.
R: Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P: Iya.
R: Mengapa?
P: Karena belum tahu artinya maka sekaligus belajar untuk melafalkan kata tersebut.
R: Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P: Tidak.
R: Mengapa?
P: Kalau kata tersebut familiar tidak sulit untuk mengenali kata tersebut. Tetapi kalau katanya tidak familiar maka sulit untuk dikenali.
R: Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P: Ya.
R: Berapa lama biasanya?
P: Beberapa hari. Tergantung katanya sulit untuk dimengerti atau tidak.
R: Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P: Memprediksi artinya terlebih dahulu.
R: Mengapa?
P: Karena, lebih mudah dibandingkan membuka kamus dulu. Hanya membuang-buang waktu saja.
R   : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P   : Iya, kadang-kadang.
R   : Konteks seperti apa?
P   : Dalam menulis, kadang-kadang berbicara kalu katanya mudah diingat.
R   : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P   : Iya, kadang-kadang.
R   : Mengapa?
P   : Karena merupakan kosa kata baru. Jadi belum terbiasa menggunakankannya.
R   : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu?
   Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P   : (berpikir sejenak) Memahami lebih baik kata-kata baru.
R   : Contohnya?
P   : Tahu arti kata obvious, reflection, stupid call out, glance, guilty. Tahu bedanya breathe dan breath.
R   : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantumu meningkatkan penguasaan kosa katamu?
P   : Ya.
R   : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P   : Ya.
R   : Dalam hal apa contohnya?
P   : Dalam hal berbicara, menyimak, dan menulis.
R   : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P   : Sudah cukup baik untuk diterapkan di sekolah. Lagu banyak membantu dalam mempelajari kosa kata baru.
R   : Apakah sudah tepat untuk diterapkan?
P   : Ya, sudah tepat.
R   : Apakah kamu mempunyai saran?
R   : Terima kasih atas waktunya.
P   : Ya.
Participant VII

R (Researcher): Kamu suka belajar bahasa Inggris?
P (Participant) : Tidak.
R   : Ada kemampuan berbicara, menyimak membaca, dan menulis. Tidak adakah dari kemampuan-kemampuan tersebut yang kamu suka?
P   : Tidak.
R   : Baiklah kalau begitu. Apakah kamu suka kelas listening?
P   : Tidak sama sekali.
R   : Mengapa?
P   : Karena, sulit dipahami.
R   : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P   : Mendengarkan lagu tentu saja.
R   : Mengapa?
P   : Lebih menyenangkan untuk didengar dibandingkan mendengarkan percakapan yang sulit dimengerti.
R   : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P   : Tidak.
R   : Tidak sama sekali?
P   : Ya.
R   : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P   : (berpikir) Sepertinya ya.
R   : Mengapa?
P   : Karena lebih mudah untuk diiikuti.
R   : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P   : Ya, kadang-kadang.
R   : Mengapa?
P   : Kalau lagunya cepat terkadang susah untuk dikenali. (berpikir sejenak) Penyanyinya juga kadang kurang jelas dalam melafalkannya.
R   : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P   : Ya.
R   : Berapa lama biasanya?
P   : Kira-kira sebulan.
R   : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P   : Langsung melihat kamus.
R   : Mengapa?
R   : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P   : Ya.
R   : Konteks seperti apa?
P   : Dalam komunikasi sehari-hari. Biasanya dalam pergaulan.
R   : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P : Tidak.
R : Mengapa?
P : Karena kan sudah tahu artinya.
R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu? Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P : Melafalkan kata-kata baru dengan benar.
R : Contohnya?
P : People, hurt, heart, drag, suddenly, pretend, dan bullshit (tertawa).
R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa katamu?
P : (menganggukan kepala) Ya, tentu saja. Mudah diingat soalnya.
R : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P : Ya.
R : Dalam hal apa contohnya?
P : Dalam hal speaking.
R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P : Ya, pengajaran sudah cukup baik.
R : Apakah sudah tepat untuk diterapkan?
P : Ya.
R : Apakah kamu mempunyai saran?
P : Tidak.
R : Okay, terima kasih.
P : Terima kasih juga.
**Participant VIII**

R (Researcher): Kamu suka belajar bahasa Inggris?

R: Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kamu suka!
P: Berbicara, menulis, (berpikir) menyimak, dan membaca.

R: Apakah kamu suka kelas *listening*?
P: Ya.

R: Mengapa?
P: Karena mudah.

R: Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P: Tidak.

R: Alasannya apa?
P: Kalau kita konsentrasi dalam menyimak pasti akan mudah-mudah saja (tersenyum).

R: Mana yang lebih kamu suka dalam kelas *listening*: mendengarkan lagu atau mendengarkan percakapan?
P: Mendengarkan lagu.

R: Mengapa?
P: Karena menurut saya melalui lagu bisa lebih banyak mengetahui vocab.

R: Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P: Ya.

R: Mengapa?
P: Karena, akan ada banyak kata-kata baru yang bisa kita ketahui.

R: Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P: Ya.

R: Mengapa?
P: Supaya lebih lancar berbicara, karena kalau mendengarkan lagu secara tidak langsung kita juga ikut menanyai nah secara tidak langsung juga kita belajar melafalkan kata-kata yang ada dalam lagu tersebut.

R: Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P: Tidak.

R: Mengapa?
P: Bila diucapkan dengan jelas oleh penyanyinya maka tidak akan sulit untuk dikenali. Seringnya guru memberikan lagu yang pelafalannya jelas.

R: Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P: Ya.

R: Berapa lama biasanya?
P: Sampai pertemuan berikutnya biasanya masih ingat.

R: Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P: Mempredikiskan langsung deh.

R: Mengapa?
(terdiam) Karena lebih praktis dan lebih mudah untuk langsung memprediksikan artinya meskipun belum tentu benar.

Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?

: Ya.

: Konteks seperti apa?

: Hhmmmmm...Dalam percakapan biasanya.

: Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?

: Tentu saja tidak.

: Mengapa?

: Karena sudah mengetahui artinya.

Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu? Kamu bisa jawab lebih dari satu.

a. memahami lebih baik kata-kata yang baru.

b. mengingat lebih baik kata-kata tersebut.

c. melafalkan kata-kata yang baru dengan benar.

d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.

: Memahami lebih baik kata-kata baru.

: Contohnya?

: Waduh banyak mbak. Hhmmmmm...contohnya unwell, shape, obvious, stranded, dan masih banyak lagi.

Menurut kamu, apakah mendengarkan sebuah lagu dapat membantumu meningkatkan penguasaan kosa katamu?

: Ya.

: Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?

: Ya, karena kita lebih banyak tahu tentang kosa kata baru.

: Dalam hal apa contohnya?

: Dalam hal berbicara.

Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?

: Ya. Pengajaran kosa kata dengan menggunakan lagu sangat membantu kita dalam memahami bahasa Inggris dan ini sangat mempengaruhi peningkatan kemampuan kita dalam berbicara bahasa Inggris.

: Apakah kamu mempunyai saran?

: Tidak. Selama ini sudah cukup bagus penagajaran yang telah dilakukan guru. Lebih ditingkatkan saja dan dipertahankan.

: Terima kasih atas waktunya ya?

: Sama-sama mbak.
**Participant IX**

R (Researcher): Kamu suka belajar bahasa Inggris?
R: Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kamu suka!
P: Membaca, menulis, berbicara, dan menyimak paling tidak suka.
R: Apakah kamu suka kelas *listening*?
P: Tidak begitu suka.
R: Mengapa?
P: Karena, sulit memahami artinya.
R: Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P: Ya, sulit sekali.
R: Alasannya apa?
P: Karena, tidak tahu vocab nya dan pengucapannya kadang-kadang sulit.
R: Mana yang lebih kamu suka dalam kelas *listening*: mendengarkan lagu atau mendengarkan percakapan?
P: Mendengarkan lagu.
R: Mengapa?
P: Karena lebih asyik.
R: Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P: Ya.
R: Mengapa?
P: Karena, dalam lagu biasanya ada banyak kosa kata baru yang bisa dipelajari.
R: Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P: Ya.
R: Mengapa?
P: Karena sekaligus melatih berbicara dan pengucapan dalam bahasa Inggris.
R: Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P: Ya.
R: Mengapa?
P: Kalau kata-katanya mengandung idiom sulit untuk dipahami.
R: Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P: Ya.
R: Berapa lama biasanya?
P: Tidak terbatas mbak.
R: Maksudnya?
R: Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P: Langsung lihat kamus.
R: Mengapa?
P: Supaya langsung tahu artinya.
R : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P : Ya.
R : Konteks seperti apa?
P : Dalam membuat kalimat bahasa Inggris.
R : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P : Ya, kadang-kadang.
R : Mengapa?
P : Karena, kadang vocab nya tahu tapi pengetahuan grammarnya kurang jadi terkadang sulit.
R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu? Kamu bisa jawab lebih dari satu.
   a. memahami lebih baik kata-kata yang baru.
   b. mengingat lebih baik kata-kata tersebut.
   c. melafalkan kata-kata yang baru dengan benar.
   d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P : Semuanya.
R : Contohnya?
P : Obvious, hide, Unwell, reflection, stranded. Masih banyak lagi, mbak.
R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa katamu?
P : Tentunya iya.
R : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P : Ya sangat apalagi dalam hal menambah vocab.
R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P : Ya, cukup baik meskipun jarang terlalu diterapkan.
R : Apakah sudah tepat untuk diterapkan?
P : Ya.
R : Apakah kamu mempunyai saran?
P : Sering-sering aja ada pelajarn dengerin lagu biar pelajarannya tidak terlalu ngebosenin.
R : Okay, terima kasih.
P : Sama-sama.
Participant X

R (Researcher): Kamu suka belajar bahasa Inggris?
R: Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kamu suka!
P: Hhhhhmmmm....suka semuanya.
R: Apakah kamu suka kelas *listening*?
P: Ya.
R: Mengapa?
P: Karena, melatih kita untuk belajar mendengar native speaker.
R: Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P: Ya.
R: Alasannya apa?
P: Karena sulit berkonsentrasi dalam kegiatan mendengar.
R: Mana yang lebih kamu suka dalam kelas *listening*: mendengarkan lagu atau mendengarkan percakapan?
P: Mendengarkan lagu.
R: Mengapa?
P: Karena, lebih enak dan mudah dinikmati sehingga belajarmnya juga enak dan semangat.
R: Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P: Ya.
R: Mengapa?
P: Karena, dalam sebuah lagu banyak kosa kata baru yang bisa dipelajari.
R: Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P: Ya.
R: Mengapa?
P: Karena, untuk meningkatkan kemampuan saya dalam berbicara bahasa Inggris.
R: Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P: Ya, terkadang.
R: Mengapa?
P: Karena, kurangnya kemampuan dalam hal vocab dan kalau lagunya terlalu cepat maka sulit dikenali padahal kata-katanya sudah familiar.
R: Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P: Ya.
R: Berapa lama biasanya?
P: Lumayan lama biasanya. (berpikir sejenak) Kira-kira sekitar 3 atau 4 minggu.
R: Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P: Langsung melihat kamus.
R: Mengapa?
P : Karena penasaran dan segera pengen tahu artinya.
R : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
R : Konteks seperti apa?
P : Menulis biasanya. Soalnya kalau dalam hal berbicara belum begitu pede menggunakan kata-kata baru.
R : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P : Ya, terkadang.
R : Mengapa?
P : Karena, masih dalam proses belajar jadi terkadang masih bingung.
R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu?
Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P : Melafalkan kata-kata baru dengan benar.
R : Contohnya?
P : Tahu pengucapan think and thought, stranded, suddenly, hide, conceal.
R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa kamamu?
P : Ya, pastinya.
R : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P : Ya, donk.
R : Dalam hal apa contohnya?
P : Dalam segala sesuatu yang berhubungan dengan bahasa Inggris. Ya speaking, listening, reading, writing, dan pronunciation. Vocab juga.
R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa kamamu?
P : Ya.
R : Apakah sudah tepat untuk diterapkan?
P : Ya.
R : Apakah kamu mempunyai saran?
R : Okay, terima kasih.
P : Sama-sama.
Appendix D

The Tape Script of Interview with Analisis Kimia Students
Participant I

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Tidak.
R : Ada kemampuan berbicara, menyimak, membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kurang kamu suka!
P : Berbicara, menyimak, menulis, membaca.
R : Apakah kamu suka kelas *listening*?
P : Ya.
R : Mengapa?
P : Karena, kadang di kelas *listening* kadang kita mendengarkan lagu.
R : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P : Ya.
R : Alasannya apa?
P : Karena dalam bahasa Inggris antara tulisan dan ngomong beda.
R : Mana yang lebih kamu suka dalam kelas *listening*: mendengarkan lagu atau mendengarkan percakapan?
P : Mendengarkan lagu.
R : Mengapa?
P : Karena, saya lebih suka mendengarkan musik. Lebih cepat ngerti kalau belajar vocab.
R : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P : Ya.
R : Mengapa?
P : Karena, jika kita mendengarkan lagu pasti kan kita sekaligus belajar kosa kata baru.
R : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P : Tidak selalu.
R : Mengapa?
P : Karena, kalau katanya sulit malas belajar pelafalannya. Yang penting ngerti vocabnya dulu baru artikulasi.
R : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P : Ya, terkadang.
R : Mengapa?
P : Karena, kadang dalam sebuah lagu ada kata yang diucapkan dengan cepat jadi sulit didengar.
R : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P : Ya.
R : Berapa lama biasanya?
R : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P : Memprediksikan arti.
R : Mengapa?
P: Karena kalau buka kamus kelamaan dan tidak praktis (tertawa).
R: Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P: Tidak.
R: Mengapa?
P: Karena, saya tidak begitu suka bahasa Inggris. Disitulah kelemahan saya (tertawa).
R: Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P: Ya.
R: Mengapa?
P: Karena, jarang digunakan dalam keseharian.
R: Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu? Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P: Melafalkan kata-kata baru dengan benar.
R: Contohnya?
P: Banyak. Hide, think, breathe, perfect, lonely, suddenly, hhhmmmm lupa mbak (tertawa)
R: Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa katamu?
P: Ya.
R: Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P: Tidak. Karena, saya tidak tertarik menguasai bahasa Inggris.
R: Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P: Ya, sudah cukup baik.
R: Apakah sudah tepat untuk diterapkan?
P: Lumayan tepat.
R: Lho kok lumayan?
P: Karena, saya tidak terlalu suka bahasa Inggris jadi ya tepat-tepat saja (tertawa).
R: Apakah kamu mempunyai saran?
P: Tidak.
R: Terima kasih ya atas waktunya.
P: Sama-sama.
Participant II

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Ya.

R : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kurang kamu suka!
P : Menulis, berbicara, menyimak, membaca.

R : Apakah kamu suka kelas listening?
P : Ya.

R : Mengapa?
P : Karena, dari listening kita bisa belajar mentranslate secara verbal.

R : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P : Tidak.

R : Alasannya apa?
P : Karena dalam menyimak yang penting konsentrasi dan harus tidak asing dengan belajar bahasa Inggris. Maksudnya banyak belajar dari film atau musik.

R : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P : Mendengarkan lagu.

R : Mengapa?
P : Karena, dengan lagu akan lebih relax dan tidak tegang.

R : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P : Ya.

R : Mengapa?
P : Karena, saya termasuk orang yang suka dengan lagu bahasa Inggris dan begitu ada kata baru yang tidak dimengerti pengen langsung tahu.

R : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P : Ya.

R : Mengapa?
P : Supaya, pada saat nyanyinya lagunya tidak salah pelafalan. Malu donk kalau salah (tertawa).

R : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P : Agak sulit.

R : Mengapa?
P : Karena, orang asing berbeda melafalkannya. Ada yang ngomongnya cepat dan tidak jelas. Itu yang bikin susah.

R : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P : Ya.

R : Berapa lama biasanya?
P : Sangat lama biasanya. Karena, kalau melalui lagu gampang ingat.

R : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P : Kadang-kadang memprediksi. Kalau artinya tidak pas baru lihat kamus.
R: Mengapa?
P: Karena akan lebih enak kalau dengar lagu terus tahu the whole song.
R: Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P: Ya.
R: Dalam konteks seperti apa?
P: Dalam hal berbicara dengan orang lain.
R: Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P: Agak sedikit sulit.
R: Mengapa?
P: Karena, belum tentu partner yang diajak bicara ngerti, meski saya sudah tahu artinya.
R: Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu? Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P: Melafalkan kata-kata baru dengan benar.
R: Contohnya?
P: Banyak. Obvious, think, perfect, guilty, suddenly, wonder.
R: Menurut kamu, apakah mendengarkan sebuah lagu dapat membantumu meningkatkan penguasaan kosa katamu?
P: Ya.
R: Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P: Tidak. Karena, saya tidak tertarik menguasai bahasa Inggris.
R: Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P: Ya, sudah cukup baik.
R: Apakah sudah tepat untuk diterapkan?
P: Ya, cukup tepat.
R: Apakah kamu mempunyai saran?
P: Pertahankan saja mengajar dengan metode menggunakan lagu. Karena, dampaknya sangat baik dalam menambah penguasaan kosa kata siswa. Semakin sering semakin baik.
R: Terima kasih ya atas waktunya.
P: Sama-sama.
Participant III

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Ya.
R : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kurang kamu suka!
P : Membaca, menulis, menyimak, berbicara.
R : Apakah kamu suka kelas *listening*?
P : Ya.
R : Mengapa?
P : Karena, dari *listening* kita bisa belajar mengerti dan berbicara.
R : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P : Tidak terlalu sulit.
R : Alasannya apa?
P : Karena untuk pertama kali menyimak memang sulit tetapi dengan mendengarnya beberapa kali pasti akan langsung menguasai.
R : Mana yang lebih kamu suka dalam kelas *listening*: mendengarkan lagu atau mendengarkan percakapan?
P : Dua-duanya.
R : Mengapa?
P : Karena, dengan lagu bisa menambah kosa kata, sedangkan dengan percakapan bisa belajar untuk mengaplikasikan dalam kehidupan sehari-hari.
R : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P : Dapat.
R : Mengapa?
P : Karena, dalam sebuah lagu biasanya ada banyak kosa kata baru yang bisa dipelajari.
R : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P : Ya, otomatis. Sekaligus belajar pelafalannya.
R : Mengapa?
P : Biar lafalnya bisa seperti native speaker. Setidaknya kita dapat mengaplikasikannya bila bertemu orang asing (tertawa).
R : Apakah kamu suka sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P : Terkadang.
R : Mengapa?
P : Karena, perbendaharaan kata yang kurang.
R : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P : Dapat.
R : Berapa lama biasanya?
R : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P : Pertama memprediksi kemudian untuk memastikan artinya baru lihat kamus.
R : Mengapa?
P : Karena, saya harus tahu inti lagu sehingga harus tahu arti per katanya.
R : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P : Biasanya.
R : Dalam konteks seperti apa?
P : Misalnya dalam membuat puisi atau percakapan.
R : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P : Terkadang.
R : Mengapa?
P : Karena, penguasaan grammar yang kurang baik dan penyusunan tata bahasa yang belum begitu baik.
R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu? Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P : Semuanya.
R : Contohnya?
P : Reflection, stranded, thought, dan masih banyak lagi.
R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu kamu meningkatkan penguasaan kosa katamu?
P : Yup.
R : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P : Ya.
R : Dalam hal apa?
P : Dalam listening, conversation, dan writing.
R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P : Ya, sudah cukup baik menerapkan pengajaran kosa kata dengan menggunakan lagu. Karena, lagu hampir disukai oleh semua orang dan secara tidak langsung orang yang mendengar lagu langsung menirukan lagu itu walaupun dengan pelafalan yang salah. Tetapi dengan mendengarnya beberapa kali maka dia akan belajar dengan pelafalan yang benar dan secara tidak langsung dia belajar kosa kata itu dan bisa mengingat dengan lebih baik serta mengaplikasikan secara langsung kosa kata baru tersebut.
R : Apakah kamu mempunyai saran?
P : Sarannya lagu-lagu yang didengarkan pertama kali kosa katanya yang umum saja dan mudah dimengerti, kemudian baru lagu yang pengucapannya cepat, misalnya: pertama lagu pop, R&B, jazz, rock, setelah itu rap.
R : Terima kasih ya atas waktunya.
P : You’re welcome.
Participant IV

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Ya.
R : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Cobalah urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kurang kamu suka!
P : Menulis, membaca, menyimak, berbicara.
R : Apakah kamu suka kelas listening?
P : Ya.
R : Mengapa?
P : Karena, mendengarkan memang lebih sulit tetapi juga lebih menarik.
R : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P : Cukup sulit.
R : Alasannya apa?
P : Karena menyimak butuh kemampuan untuk tahu cara pengucapan dan juga harus mengerti dengan cepat.
R : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P : Mendengarkan sebuah lagu.
R : Mengapa?
P : Karena, sudah terbukti lagu adalah bahasa universal. Bayi saja belajar dan tahu dengan musik dan mendengarkan lagu.
R : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P : Bisa.
R : Mengapa?
P : Karena, lagu sangat menarik kalau tahu semua maksudnya. Kalau ada kosa kata baru lebih mudah dimengerti.
R : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P : Ya.
R : Mengapa?
P : Karena dengan begitu kita bisa menyanyi dengan pelafalan yang benar. Pelafalan itu penting dalam belajar bahasa asing lho...
R : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P : Kadang-kadang.
R : Mengapa?
P : Karena, tidak semua penyanyi atau aliran musik memunculkan kata yang mudah dikenali.
R : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P : Ya.
R : Berapa lama biasanya?
P : Sampai seterusnya bisa ingat kalau lagunya bagus (tertawa).
R : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P : Saya lebih suka memprediksikan langsung.
R : Mengapa?
P : Karena, lagu lebih menarik kalau saat kita tahu artinya jadi bisa menghayati lagu tersebut. Buka kamus kalau memang sudah stuck banget dengan artinya.

R : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?

P : Ya.

R : Dalam konteks seperti apa?

P : Dalam hal berbicara.

R : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?

P : Tidak.

R : Mengapa?

P : Karena, kalau sudah tahu artinya sudah tahu konteksnya pasti bisa menggunakan.

R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu? Kamu bisa jawab lebih dari satu.
   a. memahami lebih baik kata-kata yang baru.
   b. mengingat lebih baik kata-kata tersebut.
   c. melafalkan kata-kata yang baru dengan benar.
   d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.

P : Mengingat lebih baik kata-kata baru.

R : Contohnya?

P : (berpikir sejenak) Stranded, obvious, completely, reflection.

R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa katamu?

P : Ya.

R : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?

P : Ya.

R : Dalam hal apa?

P : Hhhmmmm (berpikir sejenak) speaking, writing, (berpikir sejenak) dan pronunciation.

R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?

P : Ya, cukup baik.

R : Apakah sudah tepat untuk diterapkan?

P : Ya.

R : Apakah kamu mempunyai saran?

P : Gunakan lagu yang easy listening dan enak dinyanyikan. Jadi, tujuan pengajaraninya lebih kena, karena siswa lebih suka lagu itu dan bersemangat untuk belajar. Jangan memberikan lagu yang kuno dan bikin ngantuk. Malah bikin kita ngantuk juga. Setiap unit pelajaran ada sesi mendengarkan lagu donk??

R : Okay...Terima kasih ya.

P : Sama-sama.


Participant V

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Suka.
R   : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kurang kamu suka!
P : Membaca, menyimak, berbicara, menulis.
R   : Apakah kamu suka kelas listening?
P : Suka.
R   : Mengapa?
P : Karena, dengan kelas listening saya dapat mempelajari penggunaan dan pelafalan kata-kata bahasa Inggris.
R   : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P : Tidak.
R   : Alasannya apa?
P : Asal kita fokus dan berkonsentrasi, menyimak mudah dikuasai.
R   : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P : Mendengarkan percakapan.
R   : Mengapa?
P : Karena, dapat didengar lebih jelas ketimbang lagu.
R   : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P : Dapat.
R   : Mengapa?
P : Karena untuk mengetahui maksud lagu itu, harus menguasai dan mengartikan kata-katanya.
R   : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P : Ya.
R   : Mengapa?
P : Agar waktu menyanyikan terdengar lebih jelas dan benar.
R   : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P : Terkadang sulit.
R   : Mengapa?
P : Lagunya terlalu cepat.
R   : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P : Dapat.
R   : Berapa lama biasanya?
P : Bisa lama jika sering digunakan.
R   : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P : (berpikir sejenak) Memprediksikan, baru lihat kamus.
R   : Mengapa?
P : Untuk tahu seberapa jauh saya mengerti arti kata-kata dalam lagu tersebut.
R   : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P : Dapat.
R : Dalam konteks seperti apa?
P : Berbicara dalam kehidupan sehari-hari atau dalam menulis.
R : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P : Tidak.
R : Mengapa?
P : Karena, sudah tahu artinya. Apalagi jika kata tersebut sering digunakan maka tidaklah sulit untuk menggunakankannya.
R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu?
   Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P : Mengingat lebih baik dan menggunakan kata-kata baru tersebut.
R : Contohnya?
P : (berpikir sejenak) Stranded, obvious.
R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa katamu?
P : Dapat.
R : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P : Ya.
R : Dalam hal apa?
P : Penggunaan kata dalam konteks kalimat.
R : Berdasarkan pengalamannya, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P : Ya belum begitu baik. Karena, belum begitu sering diterapkan.
R : Apakah sudah tepat untuk diterapkan?
P : Ya, sangat tepat.
R : Apakah kamu mempunyai saran?
P : Pembelajaran bahasa Inggris dapat dilakukan dengan lagu. Karena, ketika mendengarkan lagu dalam bahasa Inggris kita bisa menambah perbendaharaan kata dalam bahasa Inggris dan tahu bagaimana cara pengucapan yang benar. Pembelajaran lewat lagu juga terkesan menyenangkan dan tidak membosankan sehingga tujuan pembelajaran dapat tercapai. Selain itu banyak yang merasa lebih cocok dengan pembelajaran lewat lagu daripada pembelajaran yang terlalu berpedoman pada teks atau percakapan. Terlalu kuno. Oleh karena itu, pembelajaran lewat lagu harus lebih sering diterpakan dan dimasyarakatkan pada murid SMU.
P : Sama-sama, mbak.
Participant VI

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Sedang-sedang saja.
R : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kurang kamu suka!
P : Menyimak, membaca, menulis, berbicara.
R : Apakah kamu suka kelas listening?
P : Ya.
R : Mengapa?
P : Karena, mengasah dan melatih kelemahan konsentrasi saya.
R : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P : Ya.
R : Alasannya apa?
P : Menyimak lebih menekankan pada fokus dan konsentrasi.
R : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P : Lagu.
R : Mengapa?
P : Karena, percakapan menuntut sinergi pemahaman cerita. Lagu lebih pada setiap kata sehingga lebih mudah.
R : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P : Ya.
R : Mengapa?
P : Karena lagu mengandung unsur-unsur kosa kata yang baru dan yang lebih menarik untuk dipelajari. Sehingga, ketika kita mendengarkan sebuah lahu kita pasti mau tahu arti kata yang asing bagi kita dan berusaha mencari tahu arti kata tersebut.
R : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P : Ya.
R : Mengapa?
P : Pelafalan adalah salah satu dari proses pemahaman bahasa Inggris.
R : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P : Ya, terkadang.
R : Mengapa?
P : Lagunya cepat dan pelafalannya kurang jelas.
R : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P : Ya.
R : Berapa lama biasanya?
P : Setidaknya lebih dari sehari.
R : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P : Memprediksikan.
R : Mengapa?
P : Malas buka kamus.
R : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P : Terkadang ya.
R : Dalam konteks seperti apa?
P : Berbicara.
R : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P : Terkadang ya.
R : Mengapa?
P : (berpikir) Kalau lupa artinya (tertawa).
R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu? Kamu bisa jawab lebih dari satu.
   a. memahami lebih baik kata-kata yang baru.
   b. mengingat lebih baik kata-kata tersebut.
   c. melafalkan kata-kata yang baru dengan benar.
   d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P : Mengingat lebih baik dan melafalkan kata-kata baru tersebut.
R : Contohnya?
P : Reflection, obvious, hide, dan lain-lain.
R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantumu meningkatkan penguasaan kosa katamu?
P : Ya.
R : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P : Belum tentu.
R : Alasannya?
P : Kalau hanya terbatas pada mengingat kata dan cara pelafalan serta tahu artinya belum tentu dapat memahami arti. Bahasa Inggris kan tidak terpatok pada satu arti bisa macam-macam maksudnya.
R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P : Kurang.
R : Apakah sudah tepat untuk diterapkan?
P : Tidak sepenuhnya.
R : Apakah kamu mempunyai saran?
P : Penggunaan lagu dalam memahami pengajaran tertentu contohnya kosa kata akan lebih efektif bila diimbangi dengan pengajaran lain, misalnya studi sosial atau politik gitu.
R : Okay... Terima kasih.
P : Sama-sama.
**Participant VII**

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Suka.
R : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kurang kamu suka?
P : Berbicara, menyimak, menulis, membaca.
R : Apakah kamu suka kelas *listening*?
P : Ya.
R : Mengapa?
P : Karena, melalui *listening* kita dapat belajar dan membiasakan diri untuk mendengar native speaker.
R : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P : Tidak.
R : Alasannya apa?
P : Awalnya memang sulit. Tapi kalau sering berlatih dan fokus dalam kelas *listening* maka tidaklah sulit.
R : Mana yang lebih kamu suka dalam kelas *listening*: mendengarkan lagu atau mendengarkan percakapan?
P : Mendengarkan lagu.
R : Mengapa?
P : Karena, lagu lebih bikin relax dan gampang diingat.
R : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P : Ya, tentunya.
R : Mengapa?
P : Karena lagu mengandung banyak kosa kata asing yang bisa dipelajari.
R : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P : Ya.
R : Mengapa?
P : Karena ketika mendengarkan lagu kita biasanya ikut menyanyi dan secara tidak langsung belajar mendengarkan dan mengikuti pelafalan kata yang benar.
R : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P : Ya, kadang-kadang.
R : Mengapa?
P : Kalau lagunya cepat dan pelafalannya kurang jelas butuh waktu lama untuk menangkap katanya.
R : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P : Ya.
R : Berapa lama biasanya?
P : Biasanya ingat dalam waktu lama. Apalagi kalau kata tersebut umum dan sering digunakan.
R : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P : Memprediksikan artinya.
R : Mengapa?
P : Malas buka kamus kalau tidak kepepet (tertawa).
R : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakan kannya dalam konteks yang nyata?
P : Ya.
R : Dalam konteks seperti apa?
P : Berbicara biasanya dan menulis.
R : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P : Ya ga lah.
R : Mengapa?
P : Karena sudah tahu artinya.
R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu?
Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P : Semuanya.
R : Contohnya?
P : Obvious, stranded, you’ve got. Udah ya itu aja (tertawa).
R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa katamu?
P : Ya, tentunya.
R : Apakah itu mempengaruhi kemampuan pemahamanku dalam bahasa Inggris?
P : Ya, secara tidak langsung.
R : Dalam hal apa?
P : Dalam kemampuan bahasa Inggris yang lainnya. Kalau kita kosa katanya kuat setidaknya bisa mendukung untuk kemampuan bahasa Inggris lainnya, seperti writing, speaking, reading.
R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P : Ya, sudah ok.
R : Apakah sudah tepat untuk diterapkan?
P : Ya.
R : Apakah kamu mempunyai saran?
P : Guru harus lebih kreatif dalam soal latihan, guru jangan membawakan lagu yang terlalu slow dan oldies karena bisa mbikin ngantuk dan susah konsen. Kalau kelas ribut guru juga harus bisa menghandle supaya kelas tetap konsen ke listening.
R : Terima kasih atas waktunya.
P : Sama-sama.
Participant VIII

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Biasa saja.
R   : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kurang kamu suka!
P   : Menyimak, berbicara, menulis, dan membaca.
R   : Apakah kamu suka kelas listening?
P   : Biasa saja.
R   : Mengapa?
P   : Karena susah dan saya tidak terlalu pandai bahasa Inggris (tertawa).
R   : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P   : Hhhhhmm...iya.
R   : Alasannya apa?
P   : Karena, itu tadi saya tidak pandai bahasa Inggris (senyum-senyum).
R   : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P   : Mendengarkan lagu.
R   : Mengapa?
P   : Karena, lagu ada iramanya jadi lebih asyik.
R   : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P   : Bisa.
R   : Mengapa?
P   : Karena, bila kita menyukai sebuah lagu maka saya akan mencari arti kata yang tidak dimengerti dalam lagu tersebut.
R   : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P   : Iya.
R   : Mengapa?
P   : Karena, pengucapan dalam bahasa Inggris sangat susah jadi sekaligus berlatih sekaligus mendengarkan lagu.
R   : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P   : Iya.
R   : Mengapa?
P   : Kalau beatnya terlalu cepat terkadang sulit dikenali katanya.
R   : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P   : Iya.
R   : Berapa lama biasanya?
P   : Hhhmmmm...berapa ya?? (berpikir) 1 bulan lah biasanya. Lebih dari sebulan harus ngafalin lagi mbak (tertawa).
R   : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P   : Memprediksikan artinya.
R   : Mengapa?
P   : Karena, malas membuka kamus.
R: Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakannya dalam konteks yang nyata?
P: Tidak.
R: Sama sekali tidak pernah?
P: Tidak.
R: Mengapa?
R: Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu? Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P: Mengingat lebih baik kata-kata yang baru dipelajari.
R: Contohnya?
P: Conceal, pretend, hide.
R: Menurut kamu, apakah mendengarkan sebuah lagu dapat membantumu meningkatkan penguasaan kosa katamu?
P: Ya.
R: Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P: Ya.
R: Dalam hal apa?
P: Dalam hal menambah kosa kata saja (tertawa).
R: Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P: Ya, cukup baik. Karena, membuat siswa lebih tertarik dan menarik perhatian.
R: Apakah sudah tepat untuk diterapkan?
P: Ya.
R: Apakah kamu mempunyai saran?
P: Sarannya lebih dipersering saja pengenalan dan belajar kosa kata melalui lagu. Karena, itu lebih dapat dipahami dan menarik perhatian siswa.
R: Terima kasih atas waktunya.
P: Sama-sama.
Participant IX

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Ya.

R : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Coba urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kurang kamu suka!
P : Membaca, menulis, menyimak, dan berbicara..

R : Apakah kamu suka kelas listening?
P : Lumayan.

R : Mengapa?
P : Karena, listening merupakan salah satu kegemaran saya. Terutama kalau listening lagu-lagu bahasa Inggris.

R : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P : Tidak.

R : Alasannya apa?
P : Karena, saya suka dengan pelajaran bahasa Inggris.

R : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P : Mendengarkan lagu.

R : Mengapa?
P : Karena, saya suka dengan lagu-lagu berbahasa Inggris.

R : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P : Yup. Dapat.

R : Mengapa?
P : Karena, saya suka dengan lagu-lagu berbahasa Inggris.

R : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P : Ya.

R : Mengapa?
P : Karena, saya suka dengan lagu-lagu berbahasa Inggris.

R : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P : Mengapa?
P : Karena, saya suka dengan lagu-lagu berbahasa Inggris.

R : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P : Dapat.

R : Berapa lama biasanya?

R : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksi artinya?
P : Memprediksi sendiri artinya.

R : Mengapa?
P : Hehehehe (tertawa)...biasa mbak malas buka kamus.
R : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P : Dapat donk.
R : Dalam konteks seperti apa?
P : Dalam konteks sehari-hari, misalnya berbicara.
R : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P : Lumayan.
R : Mengapa?
P : Karena, terkadang tahu artinya tapi mau ngomongnya itu bingung karena grammar nya kurang bagus.
R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu? Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P : Kempat-empatnya.
R : Contohnya?
P : Obvious, wherever, exactly, surrender, suddenly, dan lain-lain.
R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa katamu?
P : Ya.
R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa katamu?
P : Ya.
R : Dalam hal apa?
P : Dalam hal berbicara.
R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P : Lumayan..
R : Apakah sudah tepat untuk diterapkan?
P : Ya.
R : Apakah kamu mempunyai saran?
P : Tidak.
R : Terima kasih ya.
P : Sama-sama.
Participant X

R (Researcher) : Kamu suka belajar bahasa Inggris?
P (Participant) : Tidak.
R   : Ada kemampuan berbicara, menyimak membaca, dan menulis. Kemampuan mana yang lebih kamu suka? Cobalah urutkan dari kemampuan yang kurang kamu suka ke kemampuan yang kurang kamu suka!
P   : Menyimak, berbicara, menulis, membaca.
R   : Apakah kamu suka kelas listening?
P   : 15% suka, 85% tidak suka. Jadi kesimpulannya, tidak begitu suka (tertawa).
R   : Mengapa?
P   : Karena, saya tidak suka belajar bahasa Inggris.
R   : Menurut kamu, apakah kemampuan menyimak sulit untuk dikuasai?
P   : Tergantung.
R   : Alasannya apa?
P   : Kalau, bahannya sulit ya sulit tapi kalau mudah ya tidak sulit mbak (tertawa).
R   : Mana yang lebih kamu suka dalam kelas listening: mendengarkan lagu atau mendengarkan percakapan?
P   : Mendengarkan lagu.
R   : Mengapa?
P   : Karena, saya suka musik.
R   : Dapatkah kamu belajar sebuah kosa kata baru melalui sebuah lagu?
P   : Sedikit bisa.
R   : Mengapa?
P   : Karena, saya tidak suka belajar bahasa Inggris.
R   : Ketika kamu mendengarkan sebuah lagu, apakah kamu juga berlatih pelafalan yang ada dalam lagu tersebut?
P   : Ya, kadang-kadang.
R   : Mengapa?
P   : Karena, kalau katanya sulit malas untuk dipelajari.
R   : Apakah kamu sulit untuk mengenali kata-kata yang muncul dalam sebuah lagu?
P   : Sedikit.
R   : Mengapa?
P   : Karena, terlalu cepat musiknya.
R   : Ketika kamu belajar sebuah kata baru dalam sebuah lagu, dapatkah kamu mengingatnya setelah beberapa waktu?
P   : Dapat.
R   : Berapa lama biasanya?
P   : Wah, cukup lama biasanya mbak.
R   : Jika kamu menemukan sebuah kata baru dalam sebuah lagu, apakah kamu akan melihat kamus secara langsung atau memprediksikan artinya?
P   : Memprediksikan artinya.
R   : Mengapa?
P   : Kalau buka kamus malas.
R   : Setelah kamu mengetahui arti kata asing tersebut, apakah kamu dapat menggunakankannya dalam konteks yang nyata?
P : Ya.
R : Dalam konteks seperti apa?
P : Percakapan dengan guru di sekolah.
R : Apakah kamu menemui kesulitan dalam menggunakan kata-kata tersebut?
P : Sedikit.
R : Mengapa?
P : Karena, kurang menguasai.
R : Dari kemampuan-kemampuan berikut, kemampuan mana yang menunjukkan peningkatan ketika kamu mendengarkan sebuah lagu?
   Kamu bisa jawab lebih dari satu.
a. memahami lebih baik kata-kata yang baru.
b. mengingat lebih baik kata-kata tersebut.
c. melafalkan kata-kata yang baru dengan benar.
d. menggunakan kata-kata baru tersebut secara tepat dalam konteks nyata.
P : Mengingat lebih baik kata-kata yang baru.
R : Contohnya?
P : Obvious, same, dan kata-kata gaul atau slang.
R : Menurut kamu, apakah mendengarkan sebuah lagu dapat membantu meningkatkan penguasaan kosa katamu?
P : Sedikit.
R : Apakah itu mempengaruhi kemampuan pemahamanmu dalam bahasa Inggris?
P : Ya.
R : Dalam hal apa?
P : Dalam hal pelafalan sedikit banyak meningkat.
R : Berdasarkan pengalamanmu, apa pendapatmu mengenai pengajaran kosa kata dengan menggunakan lagu yang telah diterapkan oleh guru di sekolahmu? Apakah sudah cukup baik dalam meningkatkan penguasaan kosa katamu?
P : Ya.
R : Apakah sudah tepat untuk diterapkan?
P : Ya.
R : Apakah kamu mempunyai saran?
P : Ga ada.
R : Terima kasih atas waktunya.
P : Sama-sama.
Appendix E
Research Data of the Students’ Interview
## Research Data of the Students’ Interview

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answers</th>
<th>Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you like learning English?</td>
<td>Yes</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not really</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>Do you like listening class?</td>
<td>Yes</td>
<td>14</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not really</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Why?</td>
<td>Yes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• It is more fun than learning grammar</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practicing the students’ hearing ability in English language.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Helping the students to understand English easier.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Enriching the students’ vocabulary.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practicing the students to get accustomed to listening to native speaker’s pronunciation.</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• It is more difficult but also much more interesting.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Helping the students to learn their listening comprehension and</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>
4. Is listening skill to an English language difficult to master?

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>Depends on the material</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Yes: The pronunciation is difficult and unknown vocabulary.</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>

5. Why?

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping the students learning to translate verbally.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Helping the students learning to use and pronounce English words correctly.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Practicing the students in concentrating.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>It is easier.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Not Really:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is difficult and I do not like learning English.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>I like it, especially in listening to an English song.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>No:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is difficult to understand the meaning.</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>I do not like learning English.</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>
6. Which one does you like best in a listening class: listening to a conversation or

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requiring high concentration.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Difficult to comprehend.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Too fast.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>The class activity is boring.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Difficult to concentrate and lack of practice in listening.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>It is different between written and spoken form.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Requiring ability how to pronounce and understand in a short period of time.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Lack of ability in mastering English language.</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>

Depends:
- Depends on the material given whether it is difficult or not. | 1 | 5%  |

No:
- It would be easier if the students concentrated. | 3 | 15%  |
- It is a matter of habitual activity. | 2 | 10%  |
- The more often we practice and focus then it would be easier. | 1 | 5%  |
- I like learning English. | 1 | 5%  |

Listening to a song | 17 | 85% |
Listening to a conversation | 2 | 10% |
7. Can you give the reason?  

<table>
<thead>
<tr>
<th>Reason</th>
<th>Yes</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to a song:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enriching vocabulary mastery.</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>More fun and erased boredom.</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Relaxing and relieving stress.</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Improving listening ability and it is entertaining.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Motivated the students to learn in a different and pleasant way.</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>I like music.</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>It is easier to learn and memorize.</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Listening to a conversation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is clearer.</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Both:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to a song can enrich our vocabulary, while listening to a conversation can help the students to learn how to apply the words in our daily life.</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>

8. Can you learn a new vocabulary when you listen to a song?  

<table>
<thead>
<tr>
<th>Level</th>
<th>Yes</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>A little</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>

9. Why?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>8</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A song consists of new words that</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. While you listen to a song, do you usually practice the pronunciation in the song?

Yes: 18 90%
No: 2 10%

Why?

Why?

• Easier to follow the pronunciation through songs.
• In order to speak English fluently indirectly and practice the students to speak and pronounce English correctly.
• It is important to learn how to pronounce correctly.
• Pronunciation is the same as the process of comprehension.

11. Why?

Yes:

• Listening to a song at the same moment learning the vocabulary.
• If we got confused of the new words, we will find out the meaning directly.
• I like reading and mastering vocabulary.

A little:

• I do not like learning English.

No: 1 5%

Yes: 1 5%

No: 1 5%

Yes: 4 20%
No: 5 25%
<table>
<thead>
<tr>
<th></th>
<th>Is it difficult to recognize words appear in a song?</th>
<th>Why?</th>
</tr>
</thead>
</table>
| 12. | No:  
- It is difficult to imitate because it is unclear.  
- Learning pronunciation is difficult and lazy. |
| 13. | Yes:  
- If the words contains of idiom, it would be difficult to recognize.  
- Unknown words.  
- If the beat of the song is rather fast, it would be difficult to recognize.  
- It is fast and unclear. |
|    | Sometimes:  
- It depends on the pronunciation and the song itself.  
- Lack of vocabulary mastery. |
|    | No:  
- If it is pronounced clearly, it would not be difficult.  
- The words are familiar. |
### Questionnaire Results

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Several days</th>
<th>1-3 weeks</th>
<th>A month</th>
<th>Until the next meeting</th>
<th>Unlimited/ quite long</th>
<th>Depends on the words</th>
<th>Consulting the dictionary directly</th>
<th>Predicting the meaning</th>
<th>Predicting then consulting the dictionary</th>
<th>Consulting the dictionary directly:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>When you learned a new word in a song, can you memorize it after several periods of time?</td>
<td>20</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>For how long are you usually able to memorize the word?</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>5%</td>
<td></td>
<td>15%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>16.</td>
<td>If you find a new word in a song, will you consult the dictionary directly or predict the meaning?</td>
<td>5</td>
<td>12</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Consulting the dictionary directly:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Why?</td>
<td>5</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18. After you know the meaning of the unfamiliar word, are you able to use it in a real context?
   - Yes 13 65%
   - Sometimes 4 20%
   - No 3 15%

19. In what context?
   - Speaking/Communication 8 40%
   - Writing 5 25%
   - Writing and (sometimes) Speaking 4 20%

20. Do you find any difficulty in using the words?
   - Yes 3 15%
   - Sometimes 7 35%
21. Why?

From these competences, which one does

<table>
<thead>
<tr>
<th>Yes:</th>
<th>No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Because, it is rarely used practically in daily life.</td>
<td>- Having already known the words.</td>
</tr>
<tr>
<td>- Sometimes:</td>
<td>- Having accustomed to using the words.</td>
</tr>
<tr>
<td>- It is still confusing because we are still in the process of learning.</td>
<td>- Understanding the new words better.</td>
</tr>
<tr>
<td>- Though we know the vocabulary, we are lack of grammar mastery so the words organization is still weak.</td>
<td>- Not mastering the vocabulary.</td>
</tr>
<tr>
<td>- We are not accustomed to using the words.</td>
<td></td>
</tr>
<tr>
<td>- We know the words, but our partner that we are talking to probably does not.</td>
<td></td>
</tr>
<tr>
<td>- If we forget the meaning of the word.</td>
<td></td>
</tr>
<tr>
<td>- Not mastering the vocabulary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>45%</td>
</tr>
</tbody>
</table>

22. From these competences, which one does

<table>
<thead>
<tr>
<th>a. Understanding the new words better.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>

40%
<table>
<thead>
<tr>
<th>Question</th>
<th>Option A</th>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Do you think that listening to a song can help you to improve your vocabulary mastery?</td>
<td>Yes</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>A little</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>24. Does it influence your comprehension skills in English?</td>
<td>Yes</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Not/ Not Always</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>25. In what way?</td>
<td>In all English skills</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>In vocabulary mastery</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>In pronouncing</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>In speaking, listening, writing skills</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>In speaking comprehension</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>In writing skill</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>In speaking and writing skills</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>In listening and vocabulary</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>26. Based on your experience, what do you think about teaching vocabulary using songs that has been applied by the teacher?</td>
<td>Yes, it is.</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>No, it is not.</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>27.</td>
<td>improve your vocabulary mastery?</td>
<td>Yes, it is appropriate. No yet appropriate.</td>
<td>18</td>
</tr>
<tr>
<td>27.</td>
<td>Is it appropriate to be applied?</td>
<td>Yes, it is appropriate. No yet appropriate.</td>
<td>2</td>
</tr>
</tbody>
</table>
Appendix F
Guiding Questions of Teacher’s Interview
INTERVIEW WITH THE ENGLISH TEACHER OF SMKN 2 DEPOK SLEMAN YOGYAKARTA

The Description of Teaching Vocabulary using Songs in SMKN 2 Depok Sleman Yogyakarta
1. What do you think about teaching vocabulary in listening class?
2. In your opinion, is it necessary to apply many variations in vocabulary practice to get the students’ attention in learning English vocabulary? Why?
3. Do the students like learning English vocabulary through listening to a song? Why do you think so?

Students’ Lack
4. What kind of difficulties that you usually face in teaching vocabulary using songs?
5. How do you overcome that problem?
6. Do you succeed to overcome that problem?

Criteria in Selecting Songs
7. Is there any criterion in selecting the songs for the students? Can you mention it?
8. In selecting the songs, do you usually give songs that are familiar or unfamiliar for the students? Why?
9. What are the criteria for familiar?

Students’ Progress
10. Do you think that the students’ vocabulary mastery can influence their comprehension in English skills? Why?
11. In your opinion, can listening to an English song help the students to understand and memorize the meaning of the new word better? Why?
12. Can the students improve their pronunciation during listening to a song? Why?
13. Can the students use the new words given in a real context after you explain them about the unfamiliar words?

Songs are Appropriate Materials according to the Teacher
14. In your opinion, what do you think about teaching vocabulary using songs in general?
WAWANCARA DENGAN GURU BAHASA INGGRIS
SMKN 2 DEPOK SLEMAN YOGYAKARTA

Gambaran Pengajaran Kosa Kata Dengan Menggunakan Lagu di SMKN 2 Depok Sleman Yogyakarta

1. Apa pendapat anda mengenai pengajaran kosa kata di kelas listening?
2. Menurut pendapat anda, apakah perlu untuk menerapkan banyak variasi dalam latihan kosa kata untuk menarik perhatian siswa dalam belajar kosa kata bahasa Inggris? Mengapa?
3. Apakah para siswa suka belajar kosa kata bahasa Inggris dengan mendengarkan sebuah lagu? Mengapa anda berpendapat demikian?

Ketidakmampuan yang Dimiliki Siswa

4. Kesulitan-kesulitan seperti apa yang biasa anda hadapi dalam mengajar kosa kata menggunakan lagu?
5. Bagaimana anda mengatasi masalah tersebut?
6. Apakah anda berhasih dalam mengatasi masalah tersebut?

Criteria dalam Memilih Lagu

7. Apakah ada kriteria dalam memilih lagu bagi para siswa? Dapatkah anda menyebutkannya?
8. Dalam memilih lagu, anda biasanya memberikan lagu yang familiar atau tidak bagi para siswa? Mengapa?
9. Kriteria lagu seperti apa yang bisa dikatakan familiar?

Kemajuan Siswa

10. Menurut anda, apakah penguasaan kosa kata siswa dapat mempengaruhi pemahaman mereka dalam kemampuan berbahasa Inggris? Mengapa?
11. Menurut pendapat anda, dengan mendengarkan sebuah lagu dapatkah hal tersebut membantu siswa dalam memahami dan mengingat arti sebuah kata baru dengan lebih baik? Mengapa?
12. Dapatkah para siswa meningkatkan pelafalan mereka pada saat mendengarkan sebuah lagu? Mengapa?
13. Dapatkah para siswa menggunakan kata-kata baru yang diberikan dalam konteks nyata setelah anda menjelaskan kepada mereka mengenai kata-kata yang tidak familiar?

Lagu Merupakan Materi yang Tepat Menurut Guru

14. Bagaimana pendapat anda mengenai pengajaran kosa kata dengan menggunakan lagu secara umum?
Appendix G

The Tape Script of
Interview with
The English Teacher
HASIL WAWANCARA DENGAN GURU BAHASA INGGRIS
SMKN 2 DEPOK SLEMAN YOGYAKARTA

P (Prames) : Apa pendapat anda mengenai pengajaran kosa kata di kelas listening?
T (Teacher) : Kosa kata dalam kelas listening memegang peranan penting. Maka, dalam kelas listening sangatlah perlu untuk diberikan waktu pada siswa untuk belajar kosa kata yang muncul dalam materi listening yang diberikan.

P : Menurut pendapat anda, apakah perlu untuk menerapkan banyak variasi dalam latihan kosa kata untuk menarik perhatian siswa dalam belajar kosa kata bahasa Inggris?
T : Ya, sangatlah perlu.

P : Mengapa?
T : Supaya, siswa tetap mempunyai minat untuk belajar dan siswa tidak jenuh dalam proses belajar mengajar di kelas. Agar, apa yang dipelajari mudah diresapi dan diingat oleh siswa.

P : Apakah para siswa suka belajar kosa kata bahasa Inggris dengan mendengarkan sebuah lagu?
T : Ya, sangat suka sekali menurut pengamatan saya.

P : Mengapa bu?

P : Kesulitan-kesulitan seperti apa yang biasa anda hadapi dalam mengajar kosa kata menggunakan lagu?
T : Kesulitan dalam hal memilih lagu yang sekiranya tepat dan dalam mengatasi anak-anak apabila ribut di kelas.

P : Bagaimana anda mengatasi masalah tersebut?
T : Kalau dalam memilih lagu, biasanya saya akan memilih lagu yang tidak terlalu slow dan tidak terlalu cepat. Disesuaikan dengan kemampuan siswa. Lagu-lagu yang banyak mengandung kosa kata baru juga biasanya saya pilih untuk diajarkan pada siswa. Apabila siswa ribut, saya akan diam dan menunggu siswa siap uutk memulai pelajaran. Lalu, saya akan meminta siswa untuk fokus pada pelajaran. (berpikir sejenak) Biasanya siswa akan mengerti.

P : Apakah anda berhasil dalam mengatasi masalah tersebut?
T : Ya, kurang lebih begitu.

P : Apakah ada kriteria dalam memilih lagu bagi para siswa?
T : Ya, tentunya.

P : Apa saja kriterianya bu?
T : Biasanya saya akan memilih lagu yang dengan tempo sedang atau kadang-kadang agak cepat lalu pronunciationnya harus jelas. Lagu yang saya pilih biasanya bisa dinyanyikan oleh seorang penyanyi band atau group, asalkan jelas pelafalannya. Jadi tidak harus penyanyinya

P: Dalam memilih lagu, anda biasanya memberikan lagu yang familiar atau tidak bagi para siswa?

P: Mengapa?
T: Supaya siswa tidak bosan. Setidaknya kalau siswa familiar dengan penyanyinya atau even lagunya, maka mereka akan tertarik dan akan lebih mudah untuk diajak belajar dan berkonsentrasi dalam pelajaran.

P: Kriteria lagu seperti apa yang bisa dikatakan familiar?
T: Bisa penyanyinya, bisa tahun munculnya lagu tersebut. Bisa juga temanya. Biasanya temanya yang disulaimi siswa pada umumnya tentang cinta ya. Apalagi mereka bisa dikatakan anak remaja, jadi tema-tema yang dekat dengan kehidupan mereka ya tentang cinta atau tentang friendship, tentang family, or even tentang life itu sendiri.

P: Menurut anda, apakah penguasaan kosa kata siswa dapat mempengaruhi pemahaman mereka dalam kemampuan berbahasa Inggris?
T: Tentu saja bisa.

P: Mengapa?
T: Karena dalam mempelajari bahasa, jika seorang siswa mempunyai penguasaan kosa kata yang luas maka itu akan membantu dia dalam memahami skill bahasa Inggris lainnya. Seperti dalam hal reading, speaking atau writing, kosa kata akan sangat membantu dan berpengaruh.

P: Menurut pendapat anda, dengan mendengarkan sebuah lagu dapatkah hal tersebut membantu siswa dalam memahami dan mengingat arti sebuah kata baru dengan lebih baik?

P: Mengapa?
T: Menurut saya, lagu membuat para siswa lebih relax sehingga mereka tidak merasa terbebani dan tidak merasa sulit dalam menangkap apa yang dipelajari. Lagu membuat mereka mudah dalam menyerap apa yang dipelajari.
P : Dapatkah para siswa meningkatkan pelafalan mereka pada saat mendengarkan sebuah lagu?

T : Ya, untuk beberapa siswa.

P : Mengapa?


P : Dapatkah para siswa menggunakan kata-kata baru yang diberikan dalam konteks nyata setelah anda menjelaskan kepada mereka mengenai kata-kata yang tidak familiar?


P : Bagaimana pendapat anda mengenai pengajaran kosa kata dengan menggunakan lagu secara umum?

T : Sangatlah baik untuk diterapkan. Dalam belajar bahasa, mendengarkan lagu perlu lebih dikenalkan dan lebih sering diperdengarkan kepada siswa. Karena, dapat melatih siswa untuk meningkatkan penguasaan kosa kata mereka, melatih pelafalan mereka, serta melatih kemampuan mereka dalam menyimak. Saya rasa kosa kata dan pelafalan itualah hal yang paling penting yang bisa dipelajari lewat lagu. Ini merupakan hal yang baru dan jarang diterapkan di sekolah-sekolah saat ini. Pelajaran vocabulary itu seringnya diberikan secara konvensional. Siswa hanya diberi list of words lalu diminta menghafalkan. Melalui lagu, ada banyak hal yang bisa dipelajari. Dan menurut saya, ini metode yang cukup kreatif.

P : Terima kasih bu atas waktunya.

T : Kembali.
Appendix H
Research Data of the Teacher’s Interview
# Research Data of the Teacher’s Interview

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What do you think about teaching vocabulary in listening class?</td>
<td>It is necessary to learn or to have vocabulary learning in listening class. Thus, the teacher should give the students some times to learn about vocabulary appeared in the material given.</td>
</tr>
<tr>
<td>2.</td>
<td>In your opinion, is it necessary to apply many variations in vocabulary practice to get the students’ attention in learning English vocabulary?</td>
<td>Yes, absolutely.</td>
</tr>
<tr>
<td>3.</td>
<td>Why?</td>
<td>In order to make the students motivated in learning English, so the students would not get bored easily in teaching learning process in class. Thus, the students would easily absorbed and memorize the words that have just been learned.</td>
</tr>
<tr>
<td>4.</td>
<td>Do the students like learning English vocabulary through listening to a song?</td>
<td>As I observed, so far they like it very much.</td>
</tr>
<tr>
<td>5.</td>
<td>Why do you think so?</td>
<td>Since, songs invited their motivation and intention to learn. It is easier for the teacher to invite the students to learn and they are able to memorize the words easily through songs. Songs make them more relax, so they have no difficulty in learning and understanding new words appeared in a song.</td>
</tr>
<tr>
<td>6.</td>
<td>What kind of difficulties that you usually face in teaching vocabulary using songs?</td>
<td>I found a difficulty in selecting a song that is appropriate for the student and in handling the students if they are noisy during the learning process.</td>
</tr>
<tr>
<td>7.</td>
<td>How do you overcome that problem?</td>
<td>In selecting the song, I usually select the songs that are not too slow and not too fast for the students. It is adjusted with the students’ ability. I also would select songs that consist of numerous vocabulary to be given for the students. While, if the students are noisy, I would keep silent for a moment and wait for the students to be ready for the learning process. Usually, it</td>
</tr>
<tr>
<td>No.</td>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8.</td>
<td>Do you succeed to overcome that problem?</td>
<td>Yes, I believe so.</td>
</tr>
<tr>
<td>9.</td>
<td>Is there any criterion in selecting the songs for the students?</td>
<td>Yes, of course.</td>
</tr>
<tr>
<td>10.</td>
<td>Can you mention it?</td>
<td>Actually in selecting the songs, the rhythm should be not too slow and not too fast. Sometimes, it can be rather fast. But, the pronunciation should be clear. I usually select songs that are performed by a group or a band, as long as it is pronounced clearly. So, it does not have to be performed by a solo singer. Pronunciation is very crucial in listening. Thus, it should be clearer. I also would like to give songs that the singer is familiar with the students, but not with the song. The students should not be familiar with the song; otherwise the students can achieve the learning objective.</td>
</tr>
<tr>
<td>11.</td>
<td>In selecting the songs, do you usually give songs that are familiar or unfamiliar for the students?</td>
<td>Sometimes I give the students a song that is familiar with them. But, the song was already past. It means, the song could be famous in several years ago. If, I give the students a song that is famous recently, it would be wasting. Since, I am sure enough that the students know well about the song though they have not known about the meaning yet. To make the students interested and also invited easily to learn and concentrate in the learning process.</td>
</tr>
<tr>
<td>12.</td>
<td>Why?</td>
<td>It could be the singer, the year it is published, and the theme song. Usually, the students like songs that are about love, or about friendship, family, or even about life. They like themes that relate to their life closely.</td>
</tr>
<tr>
<td>13.</td>
<td>What are the criteria for familiar?</td>
<td>Yes, of course it can.</td>
</tr>
<tr>
<td>14.</td>
<td>Do you think that the students’ vocabulary mastery can influence their comprehension in English skills?</td>
<td>Yes, of course it can.</td>
</tr>
</tbody>
</table>
15. **Why?**

Because, in learning a foreign language if the students can master vocabulary broadly then it can help them understanding and comprehending other language skills, like in reading, speaking, or writing. Vocabulary would definitely be helping and influencing.

16. **In your opinion, can listening to an English song help the students to understand and memorize the meaning of the new word better?**

Yes. The students like to learn through listening to songs, since I believe that songs can help them understand and memorize the new words better. I found it successfully worked in my class.

17. **Why?**

I think that songs made the students more relax so they did not feel difficult in seizing what has been learned. They could absorb what has been learned easily.

18. **Can the students improve their pronunciation during listening to a song?**

Yes, for several students.

19. **Why?**

There are several students that experience some progresses in their pronunciation during the listening process through a song. When they were listening to a song, it seemed that several students did not only listen to the song, but also they followed a song to practice their pronunciation, especially words that were unfamiliar for them. They would imitate the singer in pronouncing the words then they would practice it later. If they still made a mistake, I would then correct it.

20. **Can the students use the new words given in a real context after you explain them about the unfamiliar words?**

Yes, they can. Usually in making a sentence. I often found that the students could use the new word in making a sentence or a conversation. But, they still had a difficulty in using the new word spontaneously. There were only few students who could apply it, because it was still new for them. They needed to be accustomed to using it.

21. **In your opinion, what do you think about teaching vocabulary using songs in general?**

It was appropriate to implement. In learning a language, listening to a song is required to be familiar for the students. I
assume that it can help them improving their vocabulary mastery, practicing their pronunciation, also practicing their ability in listening skill. I believe that vocabulary and pronunciation are the most important things that can be learned through listening to a song. This is a new way and rarely applied in schools nowadays. Vocabulary is often taught conventionally in class. The students are only given lists of words then they are asked to memorize it and then test it. There are many things to learn through songs.
Appendix I
Research Data of Observation at *Otomotif* Class
Observation at *Otomotif* Class

**Meeting I: Monday, July 31, 2006, 07.40 a.m.-09.00 a.m.**

<table>
<thead>
<tr>
<th>Problems</th>
<th>Observation</th>
<th>Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research question 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The students understand the new words given.</td>
<td>NF</td>
<td>F</td>
</tr>
<tr>
<td>2. They could memorize the words better.</td>
<td>NF</td>
<td>F</td>
</tr>
<tr>
<td>3. Their pronunciation was improved.</td>
<td>NF</td>
<td>F</td>
</tr>
<tr>
<td>4. The students could apply the new words given in a real context.</td>
<td>NF</td>
<td>F</td>
</tr>
<tr>
<td><strong>Research question 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery.</td>
<td>F</td>
<td>F</td>
</tr>
</tbody>
</table>

**Notes:**
- The students were noisy. While listening to a song they did not concentrate fully and they also did not practice their pronunciation during the listening process.
- The song was played three times. At the first time, the students were difficult to recognize the words. Later on, they tried to recognize the words though there were so many mistakes. They were still confused between the words that had been heard and written, though they knew the meaning or the pronunciation.
- In doing the task, they were difficult to follow teacher’s instruction. The teacher was difficult to make them kept silence. Nevertheless, they would do the task.
- Teacher had to encourage the students to predict the meaning of the new words. If the teacher asked them the synonym of several words, they were passive. Students had not accustomed to using the new words yet.
- The students still had a difficulty in memorizing the words at the first meeting. When the teacher reviewed the song, few students could retell the song well.
Their willingness to practice or ask the correct pronunciation was less (the students were passive).

The students liked predicting the new words appeared in a song than consulting the dictionary.

Post-test: 10 words. The highest: 40 points (4 words), the lowest: 10 points (1 word).

Meeting III: Monday, August 7, 2006, 07.40 a.m.-09.00 a.m.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Observation</th>
<th>Interview</th>
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<tbody>
<tr>
<td>Research question 1</td>
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</tr>
<tr>
<td>1. The students understand the new words given.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>2. They could memorize the words better.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>3. Their pronunciation was improved.</td>
<td>NF</td>
<td>F</td>
</tr>
<tr>
<td>4. The students could apply the new words given in a real context</td>
<td>NF</td>
<td>F</td>
</tr>
<tr>
<td>Research question 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery.</td>
<td>F</td>
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</tr>
</tbody>
</table>

Notes
The class was still noisy.
The song given was still a slow old song. The students learned to listen to a song carefully. They tried hard to recognize the words.
They were quite active than before when they were asked about the synonym of the difficult words. They gave several variations of the synonym. On the other side, they were passive when they are asked to pronounce the words.
Their memorizations about previous words were quite good.
They still made a mistake in writing the correct words. Hence, they used the new words in making a sentence directly/spontaneously.
They were also passive in retelling the song, only few students who were active.

The students preferred predicting the new words than consulting the dictionary.

Post-test: 10 words. The highest: 80 points (8 words), the lowest: 20 points (2 words).

Meeting V: Monday, August 14, 2006, 07.00 a.m.-08.30 a.m.

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<tr>
<th>Problems</th>
<th>Observation</th>
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<tbody>
<tr>
<td><strong>Research question 1</strong></td>
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<tr>
<td>1. The students understand the new words given.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>2. They could memorize the words better.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>3. Their pronunciation was improved.</td>
<td>NF</td>
<td>F</td>
</tr>
<tr>
<td>4. The students could apply the new words given in a real context</td>
<td>F</td>
<td>F</td>
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<tr>
<td><strong>Research question 2</strong></td>
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<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery.</td>
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</table>

Note: The song was played four times as the song was rather fast. Nevertheless, the teacher succeeded in gaining the students’ attention.

The class was noisy when the discussion.

Several students were quite active, while the others were rather difficult. So the teacher required extra effort to invite the students.

During the listening process, the class was noisy but the students still focused on the listening task.

Their abilities in transforming what had been heard into the written form were still weak. They made more mistakes than other class.

Lack of pronunciation practice.

Though the song was fast, the students could understand what the song was about.
The students were excited in making a sentence spontaneously or in giving the synonym of unfamiliar words. When the teacher asked them to make a sentence in written form, they seemed uninterested.

Teacher required asking the students directly or spontaneously.

In reviewing, the students could answer teacher’s question and retell the song.

Post-test: 15 words + 5 sentences. The highest: 18 points. The lowest: 5 points.

**Meeting VII: Monday, August 28, 2006, 10.35 a.m.-11.55 a.m.**

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<th>Problems</th>
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<tr>
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<tr>
<td>1. The students understand the new words given.</td>
<td>F</td>
<td>F</td>
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<tr>
<td>2. They could memorize the words better.</td>
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<td>F</td>
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<tr>
<td>3. Their pronunciation was improved.</td>
<td>NF</td>
<td>F</td>
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<tr>
<td>4. The students could apply the new words given in a real context</td>
<td>F</td>
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<tr>
<td><strong>Research question 2</strong></td>
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<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery</td>
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</table>

Notes: Pre-test: 30 words. The highest: 25 points. The lowest: 10 points.
The song was still rather fast.
Student who got the lowest score was always the same. He actually knew the definition but he forgot the exact word.
Their vocabulary mastery in general improved. It influenced their reading skill. They learned to predict difficult words also.
Usually, the students were difficult if the teacher asked them to memorize some vocabulary theoretically. Yet, through song they could memorize it easily.
Teacher admitted that her students improved their vocabulary mastery.
The students admitted that song made them able to memorize the vocabulary easily though there were some words difficult to recognize. The words also were often used in daily conversation. Their pronunciation skill slightly improved, although it was not as much of other class. Their retelling and predicting skills were also better than the previous one. During review session, the students could give several synonyms related to the unfamiliar words. More or less, their written skill was still decreased.

Meeting IX: Monday, September 4, 2006, 07.40 a.m.-09.00 a.m.

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<tr>
<th>Problems</th>
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<tbody>
<tr>
<td><strong>Research question 1</strong></td>
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<tr>
<td>1. The students understand the new words given.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>2. They could memorize the words better.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>3. Their pronunciation was improved.</td>
<td>NF</td>
<td>F</td>
</tr>
<tr>
<td>4. The students could apply the new words given in a real context</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td><strong>Research question 2</strong></td>
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<td></td>
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<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery</td>
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</tbody>
</table>

Notes: The students were still difficult to invite in practicing their pronunciation. However, it was better than the previous. Students were quite active in answering teacher’s question and in giving synonyms of several unfamiliar words unless the teacher would give a reward or point plus for those who were active and gave the correct answer. Their written skill in fill in the blanks improved. The song was played four times since the teacher played song that was faster than the previous meeting.
The students improved their written skill in making a sentence. Most of them knew how to pronounce it well but they were still confused in writing it.

Post-test: 30 words. The highest: 30 points. The lowest: 18 points.

Meeting XI: Monday, September 11, 2006, 07.40 a.m.- 09.00 a.m.

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<thead>
<tr>
<th>Research question 1</th>
<th>Observation</th>
<th>Interview</th>
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<tbody>
<tr>
<td>1. The students understand the new words given.</td>
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</tr>
<tr>
<td>2. They could memorize the words better.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>3. Their pronunciation was improved.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>4. The students could apply the new words given in a real context</td>
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</table>

<table>
<thead>
<tr>
<th>Research question 2</th>
<th>Observation</th>
<th>Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery</td>
<td>F</td>
<td>F</td>
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</tbody>
</table>

Notes: The class was noisy during the listening process. Yet, the students could focus on the listening material.

The students were still difficult to invite in pronunciation practice. But, they seemed tried to practice the correct pronunciation after the listening process. Though, it was still less.

Their listening comprehension was quite good. It improved well.

Their written form was also better. Most of them did it correctly.

Their memorizing words also improved.

The students, who were passive previously, began to be active. The student, who always gained the lowest score previously, seemed improving his skill.

Post-test: 40 words. The highest: 35 points. The lowest: 19 points.
### Meeting XIII: Monday, September 18, 2006, 07.40 a.m.-09.00 a.m.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Observation</th>
<th>Interview</th>
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<tbody>
<tr>
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<td></td>
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</tr>
<tr>
<td>1. The students understand the new words given.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>2. They could memorize the words better.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>3. Their pronunciation was improved.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>4. The students could apply the new words given in a real context</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td><strong>Research question 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery</td>
<td>F</td>
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</table>

**Notes:** The learning situation was better than the previous. The students were still noisy during the listening process. If the teacher asked them to practice their pronunciation as well they seemed still difficult to invite. Thus, the teacher had to be able to motivate the students greater than the other class. The students also improved their written skill. It appeared on their test result and in doing the task. The class was quite active. Though, sometimes the students looked bored with the lesson or the class activity. Their knowledge about words learned previously improved. They could memorize them until several meetings. Post-test: 40 words. The highest: 36 points. The lowest: 21 points.

### Meeting XV: Monday, October 2, 2006, 07.30 a.m.-08.40 a.m.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Observation</th>
<th>Interview</th>
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</thead>
<tbody>
<tr>
<td><strong>Research question 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The students understand the new words given.</td>
<td>F</td>
<td>F</td>
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</tbody>
</table>
words given.  
2. They could memorize the words better.  
3. Their pronunciation was improved.  
4. The students could apply the new words given in a real context

<table>
<thead>
<tr>
<th>Research question 2</th>
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</thead>
<tbody>
<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery</td>
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</table>

Notes: Pre-test: 50 words. The highest: 49 points. The lowest: 33 points.

The students seemed improved their vocabulary mastery. It was obvious from the result of the pre-test. Their written form was also better.

Their pronunciation was also better than the previous one, though the teacher required extra effort to invite the students to practice their pronunciation. The students required to practice more their pronunciation skill.
Appendix J
Research Data of Observation at Analisis Kimia Class
Observation at *Analisis Kimia* Class

Meeting I: Saturday, August 5, 2006, 11.45 a.m.-13.15 p.m.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Observation</th>
<th>Interview</th>
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<tbody>
<tr>
<td><strong>Research question 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The students understand the new words given.</td>
<td>Fulfilled (F)</td>
<td>F</td>
</tr>
<tr>
<td>2. They could memorize the words better.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>3. Their pronunciation was improved.</td>
<td>Not Fulfilled (NF)</td>
<td>F</td>
</tr>
<tr>
<td>4. The students could apply the new words given in a real context.</td>
<td>NF</td>
<td>F</td>
</tr>
<tr>
<td><strong>Research question 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery.</td>
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</table>

Notes: Their listening comprehension was quite good. It made the teacher was not difficult in gaining the students’ attention. The students were also quite active.

: Their listening concentration was also good.

: The students were confident in doing the task. When the song played twice, they seemed able to recognize the words better. However, their pronunciation practice did not happen during or after the listening process. If the teacher asked them about the synonym or other definition of some unfamiliar words, the students began passive.

: The students preferred to use the new words in writing form rather than in speaking or making a sentence spontaneously.

: In reviewing the words, the students could memorize the words better than other class. Surprisingly, they seemed able to understand and memorize the words better. Yet, in using the new words they were still afraid or unconfident in applying them.

: Post-test: 10 words. The highest: 60 points (6 words). The lowest: 10 points (1 word).
Meeting II: Monday, August 7, 2006, 09.00 a.m.-10.20 a.m.

<table>
<thead>
<tr>
<th>Research question 1</th>
<th>Observation</th>
<th>Interview</th>
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<tbody>
<tr>
<td>1. The students understand the new words given.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>2. They could memorize the words better.</td>
<td>F</td>
<td>F</td>
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<tr>
<td>3. Their pronunciation was improved.</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>4. The students could apply the new words given in a real context</td>
<td>NF</td>
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<th>Research question 2</th>
<th>Observation</th>
<th>Interview</th>
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<tbody>
<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery.</td>
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</table>

Notes: The students were still in learning process. The teacher did not require extra effort in inviting the students. They admitted that they loved learning using songs since it motivated them in learning English. Though songs were difficult to recognize, the confessed that words in songs were easier to learn rather than in conversation. If they found difficult words, they liked predicting the words directly or asking the teacher. However, there were some students preferred to open the dictionary after the listening process. At this meeting, the students seemed motivated to practice their pronunciation during the listening process. If they were uncertain about the pronunciation of some words, they would ask the teacher about the correct pronunciation. If the teacher asked the synonym or other definition of certain words, the students were getting passive. It also happened when the teacher asked them to make a sentence spontaneously. The students seemed afraid and unconfident in applying the new words. The students were active in retelling the song.
Meeting III: Saturday, August 12, 2006, 11.45 a.m.-13.15 p.m.

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<thead>
<tr>
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<th>Interview</th>
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<tbody>
<tr>
<td><strong>Research question 1</strong></td>
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<tr>
<td>1. The students understand the new words given.</td>
<td>F</td>
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<td>3. Their pronunciation was improved.</td>
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<tr>
<td>4. The students could apply the new words given in a real context</td>
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<td><strong>Research question 2</strong></td>
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<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery.</td>
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Notes: The song played four times since the song was rather fast. The students seemed able to recognize the words after the song played twice.
: The students were accustomed to listening to a song.
: Their written ability was quite good. Yet, they were quite passive in answering the teacher’s questions spontaneously.
: The students began active in giving synonym or other definition of some words.
: The teacher could invite the students effortlessly.
: The class was noisy during the discussion. Their concentration during the listening process was quite good.
: If they found difficult words, they often asked the teacher or predicted them directly. There were only few students who liked consulting with the dictionary.
: The students tried improving their pronunciation practice.
Post-test: 15 words + 5 sentences. The highest: 20 points. The lowest: 8 points.

Meeting IV: Monday, August 14, 2006, 08.30 a.m.-10.00 a.m.

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<th>Research question 1</th>
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<tr>
<td>1. The students understand the new words given.</td>
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<tr>
<td>2. They could memorize the words better.</td>
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<td>3. Their pronunciation was improved.</td>
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<td>4. The students could apply the new words given in a real context</td>
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</table>

Notes: Pre-test: 30 words. The highest: 30 points. The lowest: 18 points.

- The students were active in practicing their pronunciation while listening to a song.
- Their ability in giving the synonym of words improved.
- Their written skill also improved, though they sometimes made several mistakes.
- The students’ ability in relating words when predicting difficult words was better.
- The students liked applying the new words in written form rather than spontaneously. There were only few students who could answer the teacher’s questions spontaneously.
- The students were easily controlled than other class.
- Their vocabulary mastery improved. It appeared when the students retold the song, they used new words in varied.
Meeting V: Saturday, September 2, 2006, 11.45 a.m.-13.15 p.m.

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<tbody>
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<tr>
<td>1. The students understand the new words given.</td>
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<td>2. They could memorize the words better.</td>
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<td>3. Their pronunciation was improved.</td>
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<tr>
<td>4. The students could apply the new words given in a real context</td>
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<td><strong>Research question 2</strong></td>
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<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery</td>
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Notes:
- The song was rather fast and it was played three times.
- The students’ listening comprehension was good. It was getting better.
- Their skills were equal in average. There is no student who always active all the time. They were even in class participation.
- They were rather confident in answering the teacher’s questions spontaneously. They also got accustomed to use the new words in sentences spontaneously. It influenced their written skill also.
- Their pronunciation skill was getting better.
- Almost most of the students could fill all the blanks after they listened to the song twice. The last time, they just checked the written form and made sure that they listened to clearly.
- Post-test: 30 words. The highest: 30 points. The lowest: 22 points.
Meeting VI: Monday, September 4, 2006, 09.00 a.m.-10.20 a.m.

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<tr>
<td>1. The students understand the new words given.</td>
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<tr>
<td>2. They could memorize the words better.</td>
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<tr>
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<tr>
<td><strong>Research question 2</strong></td>
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<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery</td>
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</table>

Notes:
- Their skills were even in average.
- The students improved their written skill and also their pronunciation.
- The students began accustomed to using the new words both in written and also in speaking.
- They vocabulary mastery improved well. When retelling the song, the students used many variations of vocabulary. It meant that song improved their vocabulary memorization.
- The students were active in listening and learning process.
- Post-test: 40 words. The highest: 40 points. The lowest: 28 points.

Meeting VII: Saturday, September 23, 2006, 11.15 a.m.-12.25 p.m.

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<tbody>
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<tr>
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<td>F</td>
<td>F</td>
</tr>
<tr>
<td>2. They could memorize the words</td>
<td>F</td>
<td>F</td>
</tr>
</tbody>
</table>
better.
3. Their pronunciation was improved.
4. The students could apply the new words given in a real context

<table>
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<th>Research question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The implementation of teaching vocabulary using songs was appropriate in helping the students’ vocabulary mastery</td>
</tr>
</tbody>
</table>

Notes: The students’ listening comprehension was better than before.
: In transforming the spoken word into the written form was better.
: The students began accustomed to using the new words in speaking or in writing.
: Song succeeded in gaining the students’ motivation and in improving the students’ vocabulary mastery. In this class, the students’ vocabulary mastery was obviously improved the students’ ability in English language comprehension.

**Meeting VIII: Monday, October 2, 2006, 08.40 a.m.-09.50 a.m.**

<table>
<thead>
<tr>
<th>Problems</th>
<th>Observation</th>
<th>Interview</th>
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</thead>
<tbody>
<tr>
<td><strong>Research question 1</strong></td>
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</tbody>
</table>

| F | F |
Notes: Pre-test: 50 words. The highest: 47 points. The lowest: 31 points.

The students’ vocabulary mastery improved, it could be seen from the result of the pre-test. Song definitely helped the students improved their vocabulary mastery.

Their prediction skills also improved. It affected the students’ ability in memorizing the difficult words. Predicting made the students able to memorize the words well rather than consulting the dictionary directly after finding the difficult words.
Appendix K
Samples of Song Materials
You’ve Got a Friend

When you’re _______ and _______
And you need a _______ hand
And ______, oh nothing is going _______
Close your_______ and ______ me
And ______ I will be there
To ______ even your ______ night.

Chorus
You just ______ my name,
And you know _______ I am
I’ll come ______,
To see you again
______, Spring, ______ or Fall
All you ______ to do is call
And ______ be there, yeah, yeah yeah
______ got a friend

If the ______ above you
Should turn ______ and full of ______
And that ______, North ______ should begin to ______
Keep your ______ together
Call my name out ______, yeah
Soon I’ll be ______ upon your door

Chorus
You just ______ my name,
And you know _______ I am
I’ll come ______,
To see you again
______, Spring, ______ or Fall
All you ______ to do is call
And ______ be there, yeah, yeah yeah
______ got a friend

Hey ______ it good to know that you’ve ______ a friend
People can be so ______
_______ hurt you, and ______ you,
Well they’ll take your_______ if you ______ them, oh yeah
But ______ you ______ them

You just ______ my name,
And you know _______ I am
I’ll come ______, to see you again
Oh ______ don’t you know that
Winter, ______, Summer or ______
Hey now, ______ you got to do is ______
_______ I’ll be ______, yes I will
You’ve got a ______
______ it good to know, you’ve got a friend
______ it good to know, you’ve got a friend
Oh yeah, you’ve got a friend
Stranded

You _____ it only _____ my heart
To _____ you _____ in the _____
_____ waiting _____ for me to _____ back
I’m too _____ to _____

Chorus
_____ it’s coming _____ you
____ it’s coming over _____
I’m_____ like a _____ wave
That _____ me _____ to _____
I _____ be with you
If you_____ be with me _____
like a tidal _____
I _____ wanna be _____
(3x)
So _____ come _____ to me (2x)

I _____ so _____
These _____ are _____ me to _____
I know you’re _____ there for me to _____ back
I’m _____ afraid to _____

Chorus
_____ it’s coming _____ you
____ it’s coming over _____
I’m_____ like a _____ wave
That _____ me _____ to _____
I _____ be with you
If you_____ be with me _____
like a tidal _____
I _____ wanna be _____
(3x)
So _____ come _____ to me (2x)

I _____ you
Oh _____
_____ you
I’m _____
I _____ you
So come back
I’m not _____ to show

_____ like a tidal _____
_____ me out to _____
I _____ be with you
You_____ be _____ me _____
like a tidal _____
I don’t wanna be

It’s _____ over _____
It’s _____ over _____
It’s _____ over _____
Reflection

Look _____ me
You _____ think you _____
Who I _____ am
But _____ never _____ me
_____ it’s ____ I _____ a _____
Now I _____
If I _____ a _____
I can _____ the _____
But I _____ fool my _____

Chorus
_____ is that _____ I see
_____ straight____ at me?
_____ will my _____ show
Who I am _____?

I am _____ in a _____ where I have to _____ my heart
And what I _____ in
But _____ I will _____ the world
What’s _____ my heart
And be _____ for who I am

Chorus
_____ is that _____ I see
_____ straight____ at me?
Why is my_____ someone I don’t _____?
Must I _____ that I’m _____ else for _____ time?
_____ will my _____ show
_____ I am inside?
_____ a heart that _____ be free to _____
That _____ with a _____ to know
The _____ why
Why _____ we all _____
What we think
How we _____?
Must there be a _____ me
I’m _____ to _____?

I _____ pretend that I’m someone _____ for all time
When will my _____ show
_____ I am inside?
_____ will my _____ show
Who I am _____?
Obvious

Can you _____ it in my _____
_____ it something I let _____
Does the _____ world _____
_____ it _____?

I’m the_____ who is in _____
Now I’m _____ like a _____
Do me ____ show
_____ my____ glow
_____ it _____?

**Chorus**

That I don’t_____ what I’m doing _____
I’m feeling _____ a little _____
_____ up in _____
I’m _____ of _____
_____ it _____?

Do you _____ my____, they _____
_____ why I_____ look you in the _____
don’t know _____ long
I can _____ this_____ _____ it _____?

**Chorus**

That I don’t_____ what I’m doing _____
I’m feeling _____ a little _____
_____ up in _____
I’m _____ of _____
_____ it _____?

_____ these _____ are in _____ of my heart
Can you _____ it in my _____
Every _____, every _____ must _____ me
And I _____ so _____ I can’t _____

**Chorus**

That I don’t_____ what I’m doing _____
I’m feeling _____ a little _____
_____ up in _____
I’m _____ of _____
_____ it _____?
Show Me the Meaning of Being Lonely

Show me the meaning of being lonely
So many _____ for the _____ heart
It’s _____ to see in a _____ love
So hard to _____
_____ with me, and _____
_____ of _____ so soon become
_____ and _____ I could feel the _____
_____ every _____ will be _____
They tell me.

Chorus
Show me the meaning of being lonely
Is this the _____ I _____ to _____ with
_____ me _____ I _____ be there _____ you are
_____ something _____ in my heart
_____ goes on as it never _____
of stone _____ the _____
They never say forever _____
_____ roads to an _____ love
There’s no _____
_____ you with me now
Your _____ wish will be _____
They tell me.

Chorus
Show me the meaning of being lonely
Is this the _____ I _____ to _____ with
_____ me _____ I _____ be there _____ you are
_____ something _____ in my heart
there’s _____ to _____
I have no _____ to go
_____ my heart, _____ and
_____ can it be you’re _____ to feel the _____ you _____ show
You are _____ in my heart
Tell me _____ I can’t be there _____ you are
(Back to chorus)
The Perfect Fan

It _____ a _____ to know what is _____
It’s not the big _____, but the _____ things
That can _____ enough
A lot of _____ to get me _____
And there is never a _____ that _____
I don’t _____ of you
You _____ always there for me
____ me and _____ me
Always to _____

Chorus
You _____ me
When I was _____ just how to _____
You _____ me
____ that I _____ know
You _____ me
Just how to _____ without your _____
‘Cause _____ you always _____
The perfect fan
_____ has been so _____
_____ me with a _____
Who did _____ they
And _____ had many years of
And it _____ me when I see _____ on your _____
I wanna _____ you for what _____ done
In _____ I can give _____ to you
And be the perfect _____

Chorus
You _____ me
When I was _____ just how to _____
You _____ me
____ that I _____ know
You _____ me
Just how to _____ without your _____
‘Cause _____ you always _____
The perfect fan
You _____ me _____ to love
You _____ me how to _____
And you _____ me that you _____ always be there
I wanna _____ you for _____ time
And I’m _____ to say you’re _____
(Back to chorus)

‘Cause _____ you always _____, _____ you always _____
you always, you always you always
‘Cause you always
The perfect fan

I you