

IMPROVING VOCABULARY ACQUISITION THROUGH POPULAR SONGS

(A Study at SMP Negeri 16 Banda Aceh)

THESIS

Submitted by:

AULIANA THAHURA

NIM. 170203141

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



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by:

AULIANA THAHURA

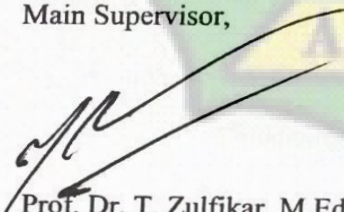
NIM. 170203141

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Co-Supervisor,


Prof. Dr. T. Zulfikar, M.Ed.


Syarifah Dahliana, Ph.D.

Date: / /

Date: / /

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper and has been
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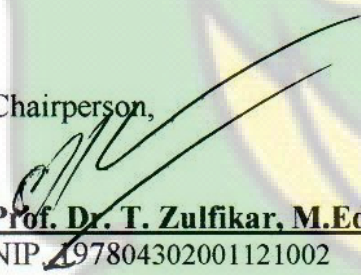
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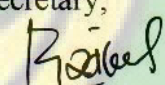
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NIP. 197804302001121002

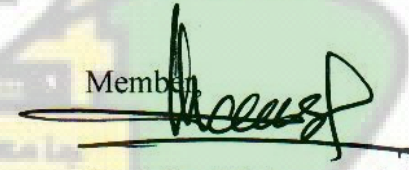
Secretary,


Riza Zulyani, S. Pd.I, M. Pd
NIP. 198201312014112003

Member,


Syarifah Dahliana, M.Ag., M.Ed., Ph.D.
NIP. 197504162000032001

Member,


Prof. Dr. Muhammad AR, M. Ed
NIP. 196007211997031001

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Auliana Thahura
NIM : 170203141
Tempat/tanggal lahir : Banda Aceh, 1 Juni 1999
Alamat : Jl. Tgk Lhong 1 No. 2, Lhong
Raya, Kecamatan Banda Raya,
Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:
Improving Vocabulary Acquisition through Popular Songs

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 8 Juli 2022

Saya yang membuat surat pernyataan,



Auliana Thahura

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Alhamdulillah rabbil ‘alamin, all praise be to Allah SWT almighty the most loving and merciful who has given me health and ability to complete this thesis, entitled " Improving Vocabulary Acquisition through Popular Songs". Shalawat and greeting we present to our prophet Muhammad saw peace be upon him who has spread Islam in this world.

First, I would like to express my appreciation and gratitude to my supervisors, Prof. Dr. T. Zulfikar, M.Ed and Syarifah Dahliana, Ph.D who have provided support and guidance in the making of this thesis to the end. Furthermore, I dedicate my gratitude to my parents and friends who always support me and encourage me in the process of completing this thesis. I also extend my most profound appreciation to all lecturers and staff of English Education who have inspired, guided, and assisted me during my studies in this department.

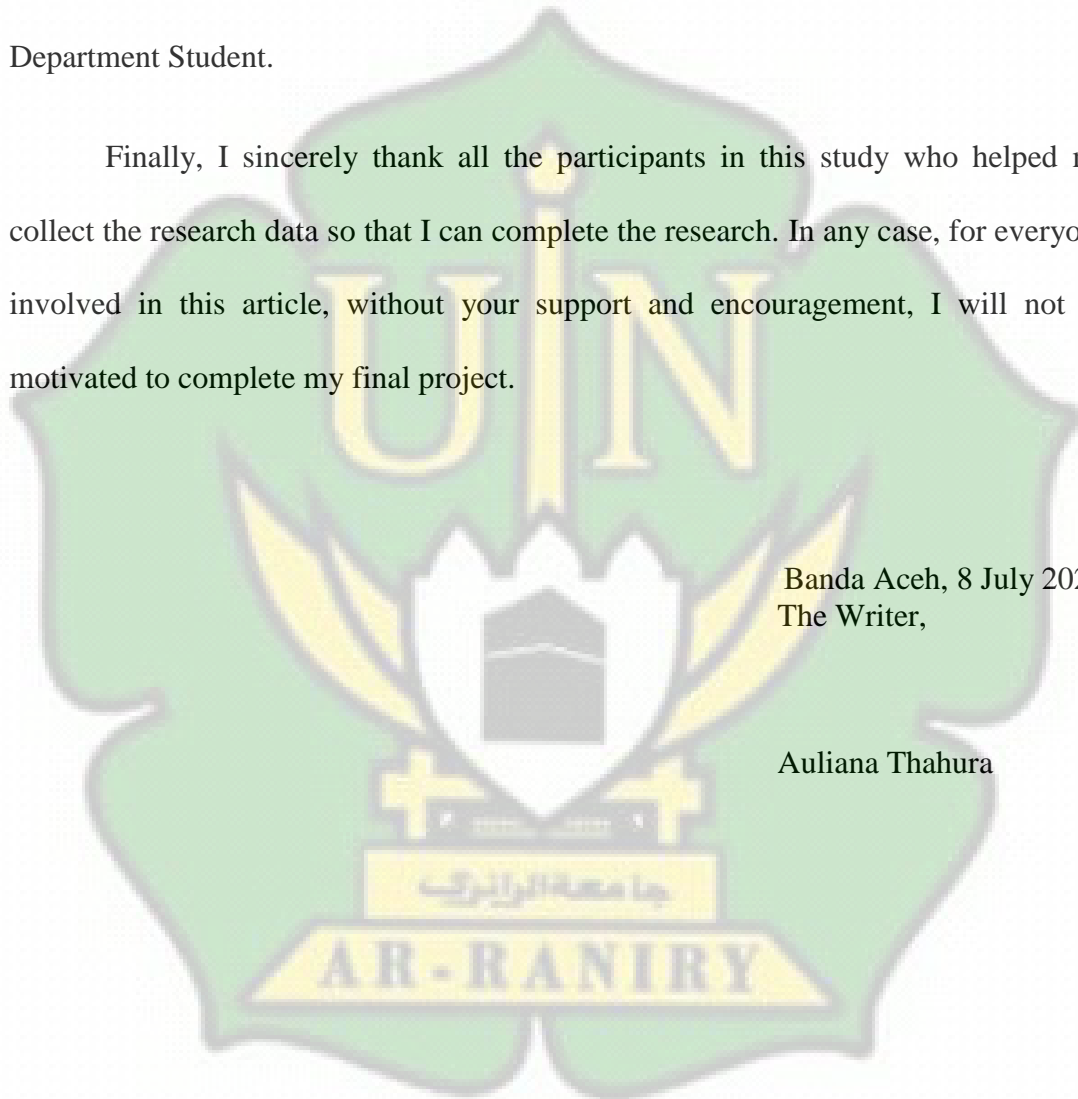
My special thanks go to my beloved parents, Azhar and Meri Hartuti, who always believed in me, prayed for me and convinced me not to be afraid of the challenges in life. I also give special thanks to my family; Om Khairil, Bunda Fakhriah, kak Meulisa, Kak Meilinda, Kak Icha and many more . Their presence motivates me to grow as a good person. May Allah reward my family with paradise for their great and sincere kindness.

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Auliana Thahura



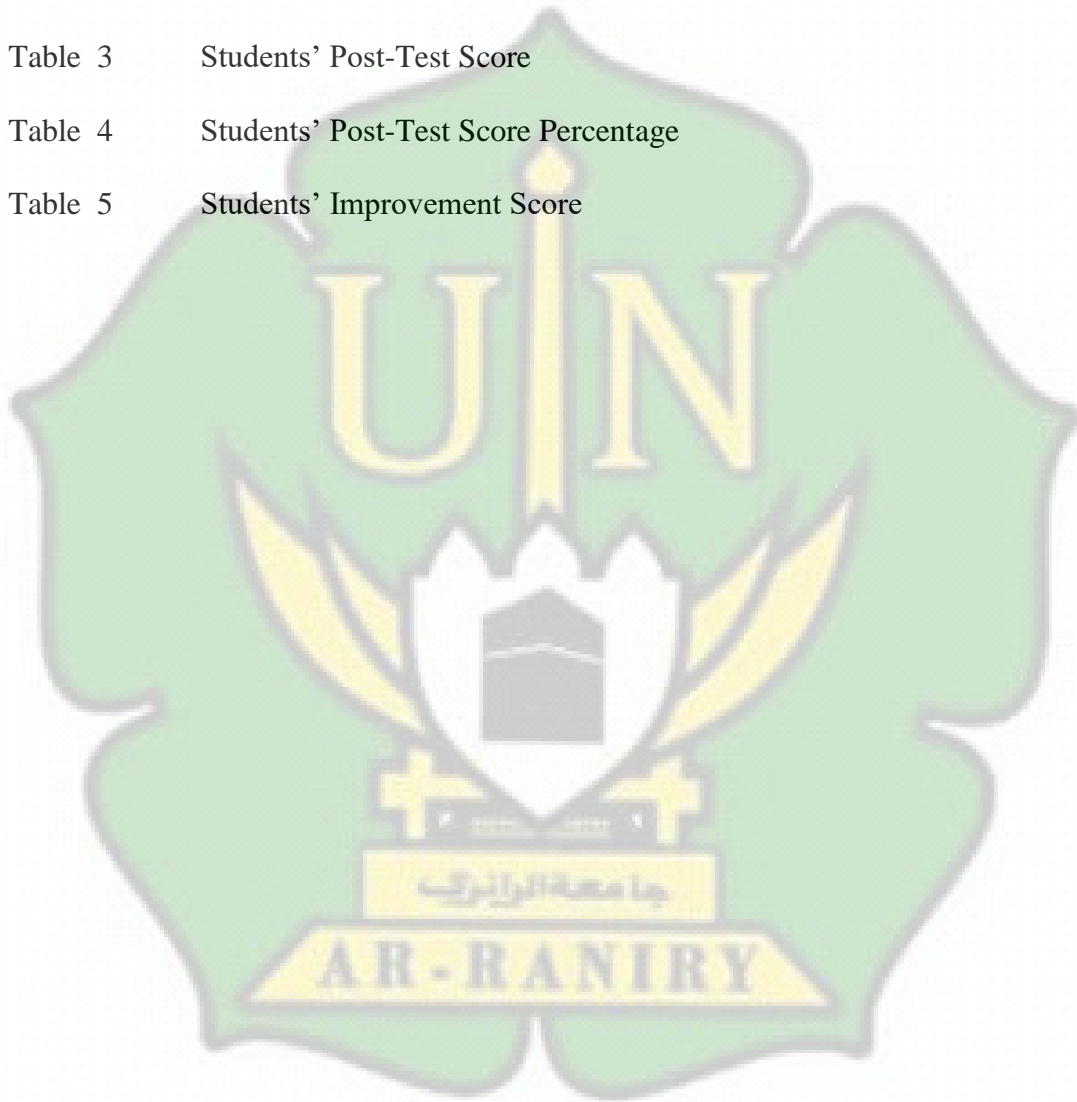
ABSTRACT

Name : Auliana Thahura
Students' Number : 170203141
Faculty : *Fakultas Tarbiyah dan Keguruan*
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Main supervisor : Prof. Dr. T. Zulfikar, M.Ed
Co-supervisor : Syarifah Dahliana, Ph.D
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This study was conducted based on the phenomena that students have problems in language learning process due lack to vocabulary. For this reason, the writer conducted a research of vocabulary acquisition process by using the popular songs in order to give the students a new insight in learning vocabulary. The aims of the research are to find out whether using popular song in teaching learning process effective to develop students' vocabulary and to discover students perception' on learning vocabulary by using popular song. In collecting the data, the writer did experimental teaching, gave pre-test and post-test, and conducted interview. The participants were 30 students of English subject in class X at SMPN 16 Banda Aceh. The results of this research indicate that there was a progress on the student while learning vocabulary through the popular song. It is proved the mean score of pre-test (53.93) and post-test (84). The finding also showed that most of students have positive responses towards learning vocabulary through popular song. Learning by using popular song helps the students easy to memorize words and song also provide the comfortable environment for them. However, some of students have better ways to learn English such as by writing down the word and memorizing them.

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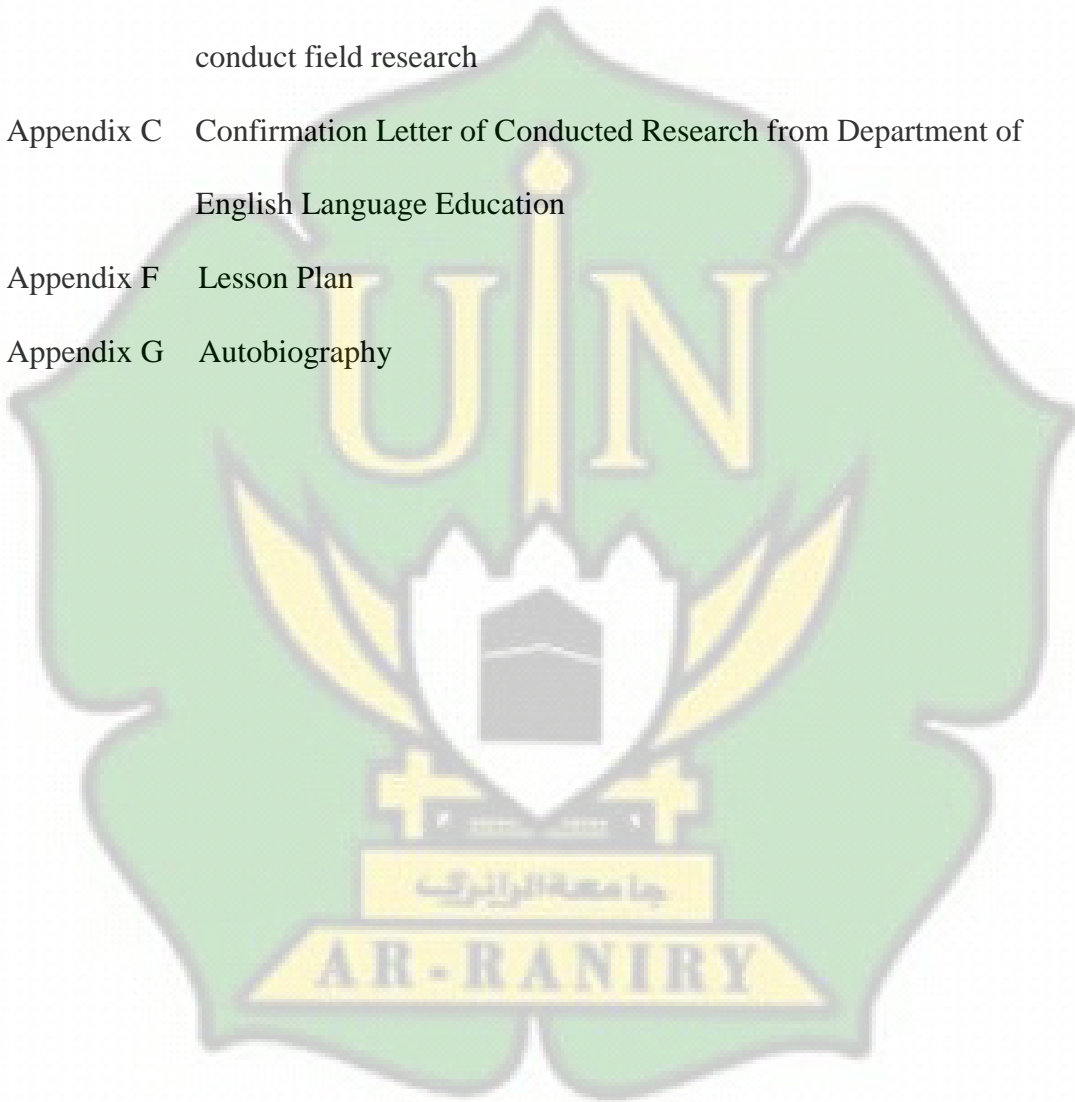
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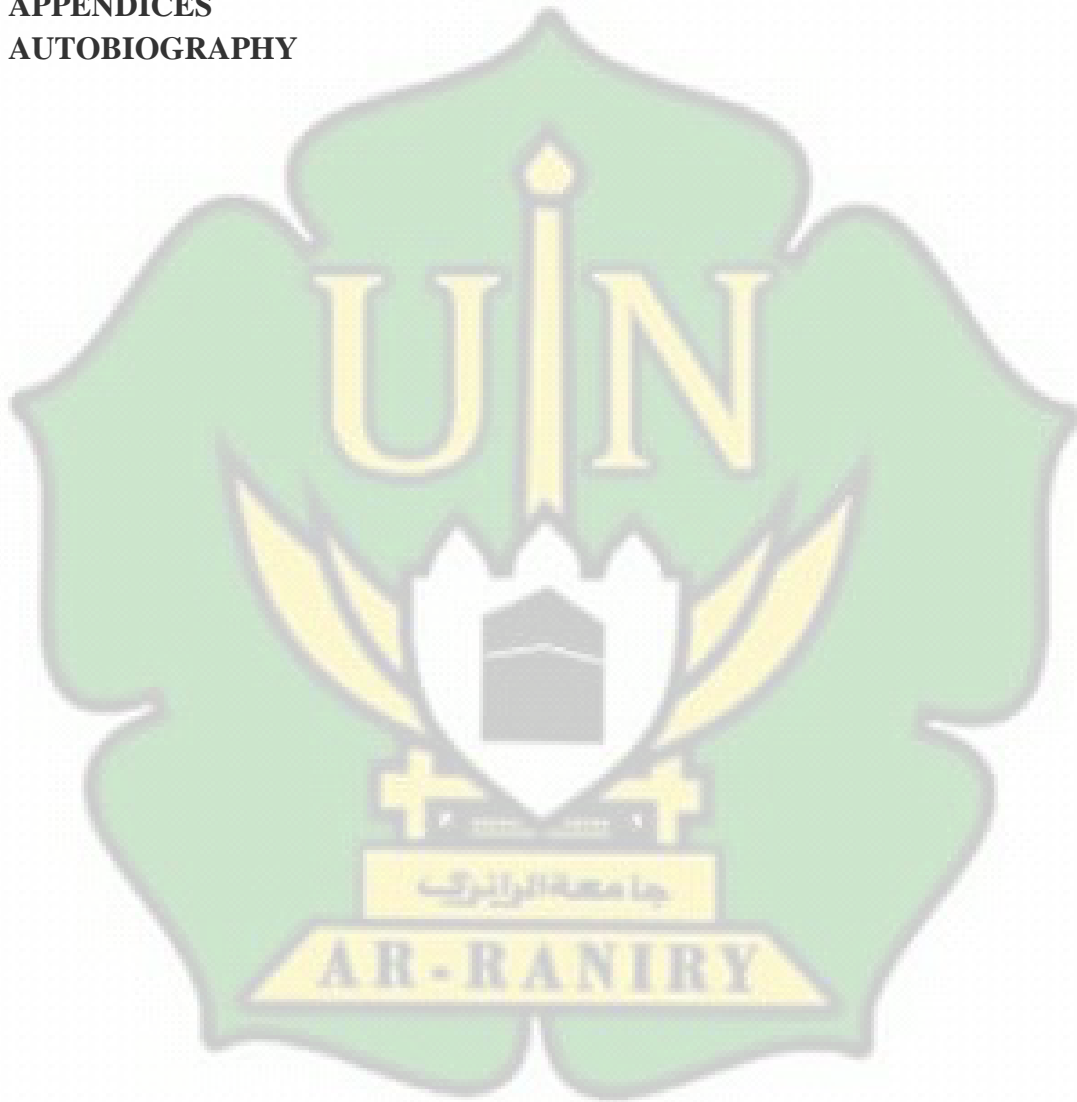


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CHAPTER I

INTRODUCTION

A. Background of Study

One of the most central aspects in English language is vocabulary. Viera (2017) believes that vocabulary is essential in second language since without the proper knowledge of it, users of the second language are not able to express their feelings. This indicates that vocabulary should be prioritized as the most important aspect to be taught at school in order to be able to use English effectively especially in oral communication. We will never speak a language without vocabulary because the language is composed by some vocabulary words- sentences.

Williams (2013) stated that little can be taught without grammar, but nothing can be taught without vocabulary (Lin Wang & Du, 2013). In addition, better communication of EFL learners depends on how much vocabulary they have (Sarani & Shirzaei, 2016; Bin-Tahir, 2012; Ostovar-namaghi & Malekpur, 2015). This shows that vocabulary acquisition is essential to bridge the use of English to form either sentences or conversations (Ivone, 2005). Of course, the way you communicate in English reflects whether someone can actually speak English or just a little English. Therefore, EFL learners need to make more efforts to master English vocabulary in order to improve communication in English.

Vocabulary has a very important role in the process of learning a language, because with vocabulary a student will very well already develop his language skills. These language skills include speaking, listening, reading and writing. This was

expressed by Lin et al. (2013), Hassan and Abubakar (2015), Bin-Tahir (2015), and Bin-Tahir and Hanapi (2017) where based on their opinion it is stated that vocabulary is a very close part of a language. Based on their research, it was found that everyone who has and mastered a lot of vocabulary will also increase their ability to speak and write. Then it can be concluded that a student who wants to learn a language and improve their speaking and writing skills, they must master a lot of vocabulary in this case it is English.

As the main thing in the process of learning to teach languages, vocabulary will provide skills and abilities for each student to master the language. So with the lack of mastering vocabulary, it will be very difficult for someone to master a language. In addition to studying in the classroom, they can also learn languages through listening to the radio, listening to the speech of the native speaker, using language in different contexts, reading, and watching television (Alpino, 2017). Similarly, several studies in recent years have revealed that the close relationship between the ability to master vocabulary goes straight with students' ability to process various kinds of oral and written texts, and various other strategies used by students to understand, use, and remember these words (Suswati, 2020).

Nowdays, there are many types of material for teaching vocabulary to the student, one of the material is English song. English song materials in this teaching learning process can improve the quality of vocabulary of the students (Ainul et.al, 2020). Using songs in the classroom offers a pedagogical implication towards the English teachers. It could provide insights to the English teachers to use songs in

facilitating the students in acquiring English as a second language (Ainul et.al, 2020). That's because singing can inspire students to learn new words they've already heard. The use of songs to teach English has received a lot of attention because of its great advantages as a genuine teaching material, and because of its great advantages (Romero, 2017), the first, seconds, and even recommended for all foreign languages (Forster, 2006)), because it can improve the motivation of students and the achievement of students in learning a foreign language (Chen & Chen, 2009).

In several studies that have been carried out in the world, it has been proven that learning languages through songs provides a lot of advantages for students in improving their language skills. One of the reasons is research conducted in Turkey on the views of teachers in listening lessons using songs (Suswati, 2020). In this study, it was concluded that songs improve the learners' listening skills (Sevik, 2011). In the study, the effects of three variables including songs were measured and proved to increase learners' motivation. Other studies related to the use of songs were also conducted and a suggestion also proposed to teach grammar, vocabulary, pronunciation through songs (Roslim et al., 2011; Abdul Razak & Yunus, 2016; Akbary et al., 2016).

Another previous study related to the implementation of English songs as a teaching material for vocabulary education is from Setia (2012). In her study, she sought to find the effectiveness of using songs in English lessons for elementary school students. She found that using songs not only helps students improve their

language skills, but also stimulates and enhances their interest in learning, fun and involvement in the learning process.

Based on the background above, in this class, the researcher uses the popular songs as the material for teaching vocabulary. By using the song as material for teaching vocabulary may lead the students build their enjoyable, interesting, motivation and confidence in teaching learning process. By using English song as the material in the class, it is hoped that the students will improve their vocabulary words in English, and they will be able to communicate each other in better ways. In addition, the researcher likewise believes that the students can communicate in English easily, mastermind a few words into a decent sentence, and to be courageous to communicate in English with a decent word's course of action.

To solve the problem on improving students' vocabulary acquisition, the researcher conducted a research on vocabulary acquisition by using songs in teaching learning process. It aims at making them keen on communicating in English effectively, then, the students can improve the fluency of their speaking skill. Moreover, the popular song also is one of easy and cheap ways to arrange in teaching learning process for student in Aceh. Based on the above consideration, the researcher has chosen to discuss teaching learning process that deal with English vocabulary acquisition by using popular songs.

B. Research Questions

Based on background of the study, the researcher would like to answer the following question; to what extent does popular song develop students' vocabulary acquisition?

C. Research Objectives

The present study addressed a research objective as follows: to find out whether using popular song develop students' vocabulary acquisition.

D. Significance of the Study

The result of the research can be used as the description and information about how far the students understood what the teacher teaches from the process of the study and also can be used as a reference when the teacher wants to improve students' vocabularies. In addition, the result may provide an insight of alternative method in teaching the young student to improve their skill in English. The result of this research also gave the information for the students in term of memorizing the vocabulary. The student may use this information to their English learning process. The finding of this study also can be used for the researcher as the references for the next research. Moreover, the research also gave the new insight to the school to provide the new environment in teaching learning English.

E. Terminology

1. Vocabulary Acquisition

Alizadeh (2016) defines vocabulary as knowledge of words and their meanings. Bin Tahir (2017) is also defined by the same definition that vocabulary is

an integral part of the language. Learner vocabulary is believed to influence better speaking and writing. Based on linguistic analysis, Schmitt (2000) states that a word is a set of properties such as meaning, registration, association, collocation, grammatical behavior, spelling, pronunciation, and frequency.

Therefore, it can be concluded that vocabulary acquisition is the process of acquiring words along with all their properties to use them for effective communication.

2. Popular Songs

Allen Robert (2004) states that popular song is a generic term for a wide variety of genres of music appeal to the tastes of a large segment of the population. The song structure of popular music commonly involves repetition of sections, with the verse and chorus or refrain repeating throughout the song and the bridge providing a contrasting and transitional section within a piece (Lorinczi, 2019).

Popular song in this research is the songs that are famous and are sang by almost all people in society. The researcher uses the song to teach the students through listening to an audio. The researcher chooses some songs that are famous and familiar among the society in 2020 till 2022. The song is easy to understand and have good meaning for life. The popular songs were chosen by the researcher are you're my sunshine, to the bone and perfect. The researcher chose these songs because the songs were very popular among the society.

CHAPTER II

LITERATURE REVIEW

This chapter is allocated to review the literature related to two main topics. It deals with vocabulary acquisition definition, teaching vocabulary, vocabulary learning strategies, learning vocabulary by using song and recent study in teaching and learning vocabulary acquisition by using song. It is important to discuss those topics in order to help the researcher to conduct the research comprehensively.

A. Vocabulary Acquisition

1. Definition of Vocabulary

Learning a new language cannot be separated from vocabulary. Everyone who wants learn a new language, they still need to master as much vocabulary as possible. With a lot of vocabulary mastered, it will be easier for someone to master a language. So, many experts make definitions about the vocabulary itself. As defined by Richards and Renandya (2002, p. 255), that vocabulary is the most important thing in learning a language and by mastering many vocabulary, the ability to speak, listen, read and write will also be greatly improved. Every student who needs a new vocabulary, they must have a certain strategy to learn the language. one of them is by watching media that speaks the target language and also reading books that use the target language such as English.

Another definition of vocabulary comes from Hatch and Brown (1995, p. 1), where vocabulary refers to a list or set of words in a particular language, or a list or set of words that can be used by individual speakers of a language. Hatch and Brown

(1995, p. 1) also states that vocabulary is the only system related to alphabetical order. Ur (1994, p. 60) define vocabulary as a word we teach in a foreign language. In addition, Brown (2001, p. 377) sees vocabulary as a boring list of words that students define and remember, and vocabulary form is seen as the central role of contextual and meaningful language. Richard in Schmidt (1997, p. 241) found that knowing a word means how often the word occurs, the society in which it is adopted, its suitability in various situations, its syntactic behavior, and its basis. It states that it means knowing the form and derivation of the word, the relevance of the word, and its semantic characteristics.

The vocabulary is of central importance to the acquisition of a second language (L2). As McCarthy (1990, p. 140) points out, communication in L2 is meaningless without words that have a broader meaning. Nation in Schmitt (2000, p. 5) proposes a list of different types of knowledge that one must acquire in order to know a word. Word meaning, word writing, spoken language, word grammatical behavior, word collocation, word register, word relevance, and word frequency.

Hebert and Kamil (2005, p.3) define vocabulary as knowledge of the meaning of a word. The term vocabulary has several meanings. For example, some teachers use this term to describe the vocabulary of a sight word. Finally it can be concluded that vocabulary is the most basic thing in the components to improve language proficiency. This vocabulary includes expressions in terms of meaning, the way words are used and the forms of pronunciation and spelling.

2. The Importance of Vocabulary

Learning vocabulary is very important for people who learn English as both a foreign language and a second language. Tozcu and Coady (2004, p. 473) point out that vocabulary learning is an important aspect of foreign language and foreign language acquisition and academic performance, essential to reading comprehension and literacy, and closely related. In addition, Heubener (1965, p. 88) states that vocabulary learning is based on the formation of specific habits. It is clear that enriching the meaning of a word is just as important as being repeated frequently, as it concerns the relationship between the sign and its meaning.

Furthermore, according to Grauberg (1997, p. 15), the process of vocabulary learning consists of four phases, as follow;

a. Understanding meaning

This means understanding the concepts of foreign languages and phrases. In many cases this is easy. This is because the word is associated with the reference point by direct association, or because the corresponding word exists in English.

b. Discrimination

This is the basic step. It includes the ability to hear and read sounds, letters to distinguish them from their neighbors, and from the sounds and letters of similar words. To keep them separate while talking and writing. As we will see later, lack of differentiation often causes errors.

c. Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten.

d. Consolidation and extension of meaning

Learning a new word is not a momentary process, and if the presentation is the only important variable, the word will not be forgotten and will need to be relearned. However, as it stands, words are slowly absorbed over time and gradually become fully integrated into the contactee's vocabulary as contactees become available with the same fluency as the words used in their native language (Meara as cited in Grauberg, 1997, p. 22).

Reaching the lexical command is a slow process. When trying to analyze this process in relation to the linguistic description of vocabulary learning, pronunciation and spelling are first learned, meaning is understood, next, morphological and syntactic connections are controlled, and finally complete semantic knowledge. It can be obtained.

3. Type of Vocabulary

Hiebert and Kamil (2005, p.3) propose word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently. They also define knowledge of words in at least two forms as follows:

a. Productive vocabulary

A productive vocabulary is a set of words that a person can use when writing or speaking. They are well-known, and frequently used words.

b. Receptive or recognition vocabulary

A receptive or cognitive vocabulary is a set of words to which a person can assign meaning when listening or reading. These are words that are not well known to students and are rarely used. Individuals may be able to assign meaning to themselves without knowing the full complexity of the distinction. Usually, these are also words that individuals do not voluntarily use. But when people come across these words, they recognize them, albeit incompletely.

B. Teaching Vocabulary

Teaching vocabulary is an important aspect of learning a language because the language is word-based (Alqahtani, 2015). As well as we already know, without a word it is almost impossible to learn a language. Another reason is while we communicate between people is also language-based. Previous studies shows that learning and teaching vocabulary is problematic because many teachers are uncertain about best practices in vocabulary education and do not know where to start in order to prioritize classrooms that focus on learning words. There is a possibility (Berne & Blachowicz, 2008). Teachers and students are agreed that vocabulary acquisition is one of the most important factors in teaching and learning a language (Walters, 2004).

There are usually some techniques related to vocabulary instruction. The techniques used by teachers depend on several factors, including: Content, time availability, and its value to learners (Takač & Singleton, 2008). When presenting a planned vocabulary, teachers usually combined multiple techniques rather than using a single technique. Teachers are also encouraged to use the planned vocabulary presentation as widely as possible (Pinter, 2006). The followings are some techniques of teaching vocabulary as proposed by some experts:

1. Teaching by using some objects.

Teaching by using objects helps learners learn better vocabulary, as memory of objects and images is very reliable and visual techniques serve as clues to memorize words. Use of this technique includes the use of visual aids and demonstrations. (Takač & Singleton, 2008). In addition, Gears & Redman (1986) states that real object techniques are used appropriately for beginners or young learners, and for presenting concrete vocabulary. If your vocabulary is made up of concrete nouns, you can use objects to make sense. Displaying real objects and introducing new words helps learners learn words through visualization. You can use the things in the classroom or the things you brought.

2. Teaching by drilling, spelling, and active involvement.

Drills are used by learners to get used to the shape of words, especially how they sound. The drill must be clear and natural for the learner to better understand the word (Thorbury, 2002). A drill is very necessary because the learner has to say the word to their own while learning the word to get the word from memory (Ellis &

Beaton, 1993, Read, 2000; 2004). The main means of spelling is actually word memorization (Reed, 2012). The spelling of English words is not always derived from pronunciation, so you need to take into account the spelling of words. Using this technique, teachers encourage students to find the meaning of a word through a survey (Takač & Singleton, 2008). The survey serves as a way to maximize the learner's speaking opportunities and check the learner's comprehension (Thorbury, 2002). This technique also includes personalization where learners use words in contexts and phrases that are relevant to their lives. Regarding the above techniques, Pinter (2006) claims that teachers are advised to plan presentations with as diverse a vocabulary as possible, so teachers combine multiple techniques into word meanings and forms. It is better to present. In addition, Takač and Singleton (2008) points out that teachers consider time, content, or availability of materials when choosing techniques to use in the classroom.

3. Teaching by drawing and picture

Objects can be drawn on either the board or the index card. The latter can be used many times in a variety of situations if it is made of card and covered with plastic. They can help young learners easily understand and apply the key points they have learned in the classroom. Alpino (2017) points out that teaching vocabulary using photographs helps to connect students' prior knowledge to new stories and learn new words. There are many vocabularies that can be introduced with illustrations and photographs. It's a great tool for clarifying the meaning of unfamiliar words. They should be used as often as possible. The list of images includes posters,

index cards, blackboards, magazine images, blackboard drawings, stick figures, and photographs. Images of vocabulary lessons come from many sources (Alqahtani, 2015). Apart from the ones drawn by teachers and students, these are a set of colorful pictures for the school. Images cut out from newspapers and magazines are also very useful. Today, many readers, vocabulary books, and course books contain a variety of fascinating images that represent the meaning of simple words. Teachers can use the learning materials provided by the school. You can also create your own visuals or use images from magazines. Visual support helps learners understand meaning and make words more memorable (Alqahtani, 2015).

4. Guessing the context of the vocabulary.

Another method in teaching learning vocabulary is guessing the vocabulary from the context. It can be taught as a way to deal with unfamiliar vocabulary in raw choices has been widely proposed by leading L1 and L2 specialists (Dubin, 1993). Alqahtani (2015) argues that there are two types of context. The first type is context within the text, where the particular text contains morphological, semantic, and syntactic information. The second type is general or non-textual context, that is, the background knowledge that the reader has about the subject being read. Alqahtani (2015) regarded a particular context as "another word or phrase surrounding the word." Therefore, other words related to unknown words often "illuminate" their meaning. These other words can be found in sentences that contain unknown words, or in other sentences that go beyond unknown element sentences (Alqahtani, 2015).

Learning from context includes not only learning through extensive reading, but also through participating in conversations and listening to stories, movies, television and radio (Nation, 2001). To activate guessing in written or spoken text, four elements must be available: readers, texts, unfamiliar words, and textual clues that include knowledge of guessing. Without any of these factors, the learner's ability to guess can be compromised. In addition, this technique encourages learners to take risks and guess the meaning of words they do not know as much as possible. This helps build confidence in understanding the meaning of the words when they are alone. There are many clues that learners can use to identify their own meaning, such as illustrations, native language spelling and sound similarity, and general knowledge (Walters, 2004).

C. Vocabulary Learning Strategies

Strategy is the communication process that learners use to learn and use a language. Strategies also include spiritual learning processes (Nunan, 1999). Learning strategies are the thoughts and actions that individuals use to achieve their learning goals (Chamot, 2004). Subekti and Lawson (2007) stated that the effectiveness of using a particular vocabulary learning strategy provides empirical evidence of a contribution to language learners in learning new words.

Vocabulary has been long major problem for language learners, as language learners can learn how to learn new words in different ways in the classroom through the teacher's language, the language of other learners, or teaching materials. In addition to explaining new words to learners, Hedge (2000) emphasizes that the

ultimate role of teachers is to make them more self-reliant. There are several options that you may need to learn a word by teaching a good vocabulary learning strategy and building independence to learn new words and other creativity.

A comprehensive inventory of vocabulary learning strategies is developed by Schmitt (2000). He groups vocabulary learning strategies into five categories, as follows;

a. Determination strategies

Decision strategies are individual learning strategies that help students discover the meaning of a word for themselves without the help of peers and guess the word from the context (Schmitt, 2000).

b. Social strategies

Social strategies encourage students to interact with their peers. This helps students learn from each other, for example by observing their classmates and asking the teacher what the words mean (Schmitt, 2000).

c. Memory strategies

Memorization strategies are strategies in which learners learn new words through mental processing and link existing or background knowledge to new words (Schmitt, 2000).

d. Cognitive strategies

Cognitive strategies do not engage students in mental processing but is more mechanical. An example is repeating the pronunciation of new words (Schmitt, 2000).

e. Metacognitive strategies

Metacognitive strategies are processes related to processes including monitoring, decision making, and evaluation of one's progress. Metacognitive strategies help students determine the appropriate lexical language strategy for learning new words (Schmitt, 2000).

According to Cohen (1987), three major categories of vocabulary learning strategies are categorized. These include strategies for memorizing words, semantic strategies, and strategies for learning and practicing vocabulary. Word recall strategies include trying to remember the words that students are learning one at a time. Semantic strategy refers to a way for students to analyze the vocabulary they have acquired through learning and understand the relationships of the vocabulary itself.

Vocabulary strategy practice includes how students understand the vocabulary and practice each vocabulary to create new words. With reference to Cook (2001), she grasped the meaning and categorized two major categories to acquire the word. Strategies for finding meaning includes guessing meaning from situations and contexts, using dictionaries, guessing from word shapes, and linking vocabulary items to cognate words. Word strategies include repetition and memorization, organizing words in the learner's mind, and linking vocabulary items to existing knowledge.

Finally, Nation (2001) classified vocabulary learning strategies in three main categories which are planning, sources, and processes. Planning includes the

choosing of words, choosing aspects of word knowledge, and choosing strategies as well as planning repetition. Source includes the getting of information about the word. This information may include all the aspects involved in knowing a word. The processes include the establishment of word knowledge through noticing, retrieving and generating strategies.

D. Learning Vocabulary by Using Songs

Paul (2003, p. 57) states that there are several ways to use English songs in the classroom such as sing, action, background song, and between lessons. English songs can be used for educational and learning activities in a vocal language manner. There are many ways to use songs and English songs to teach learning activities such as use songs as a background while students learn lessons. There are two types of songs that can be used to teach the learning process. Use new songs or adopt popular songs. In addition, Paul (2003, p. 59) states that one way to introduce a new song is to have the students play it at the beginning of a calm lesson. We continue to do what we are doing and do not draw the attention of our students to the song. But of course, it hopes they are interested in the song and are attracted to it.

Bastian (2017) states there are many formats that can be used to present edutainment, ranging from books to such guided tours as zoological parks, museum, mall, etc. This particular branch of the education world is also extremely profitable way because they incorporate all the language skills as follows:

- a. Speaking by singing the song.
- b. Listening by determining the word of song.

- c. Reading by determining the word of lyric song.
- d. Writing by filling the lyrics

Songs can be used as an effective teaching material for vocabulary education. By using the words of the song, dictate the song, fill the gap with the song, correct it, integrate it the song into the project work, practice pronunciation, intonation, and intonation. Singing can provide students with lessons in a fun atmosphere and can have a very positive impact on language learning. Murphey (1992) and Prescott (2005) point out that music is an important subject of education. It not only helps student to study and gain knowledge, but also helps students improve their scores. There are many studies showing that music has a positive effect in the classroom (Bastian, 2017).

Music plays an important role in every stage of human life. It happened because the music reflected to the culture, history, and language of the country itself. Singing is an important tool for increasing student self-confidence (Kittiya & Metas, 2016). It gives students some fluency before they can speak successfully. Words are usually displayed in the context of text. The sound of new words is easily recalled by the melody of the song. Teachers can teach their students materials in a spoken language. This method is suitable for song-focused teaching methods. When the student listens to the song, they will hear some new vocabulary many times. Music influences speech accents, grammar, memory, and motivation (Kittiya & Panich, 2016). Proper composition of words and rhythms can help you organize your songs

and improve your mental memory. The combination of music and speech can support the process of learning vocabulary and phrases. When a song is used to teach vocabulary through popular songs, the song begins with listening and ends with communication (Kittiya & Panich, 2016).

Even students who are not familiar with the culture of the target language and have difficulty expressing it can learn the language well with music in a relaxed atmosphere. It happens to be an educational / learning process using popular songs, so we will focus on practical pronunciation (Alpino, 2017). Lyrics provide students with targeted vocabulary, grammar, and patterns, making the teaching process the easiest. By listening to English songs, students can hear native pronunciation and improve their listening skills. We also do a structural drill in the learning process. The melody and rhyme help students use good pronunciation as if they were native speakers (Stansell was quoted in Šišková, 2008).

If the student does not understand the definition of every word in the song, the student can look up the meaning from the lyrics. There are many popular songs along with their music videos to help students understand the content of the lyrics. Music videos also provide a song story. Understanding words in context, as the goal of popular songs is to teach students vocabulary and grammatical patterns through dialogue so that students can express themselves quickly and accurately in response. Helps to speak in spoken language. Students also listen to words many times through songs and find their meaning through the content of the video (Šišková, 2008). All of this helps students learn new vocabulary.

Students learn a language naturally while singing and listening to songs. By listening to your favorite songs, students can be interested in and motivated to learn vocabulary. Teachers are also encouraged to participate in the drill routine of listening during the learning process. Music videos keep students interested. Video is a tool for letting students know what is happening around them (Murphey, 1992).

E. Recent Studies in Teaching and Learning Vocabulary Acquisition by Using Song

Using songs in English lessons is not a new idea, but it is popular among teachers and students because it is always interesting to people. Nihada and Alisa (2016) point out that song is a kind of listening activity with a wide range of possibilities. Music and songs are an important part of growth and learning. Children love to sing, and teachers naturally use songs to teach concepts and languages in a fun way. Some important singing qualities are that singing is fun and can attract students (Ningsih, 2019). However, the most important feature of the song is repetition. Not only do they include speech patterns, they also develop hearing, pronunciation and rhythm, ensuring a pleasant atmosphere. There are numerous aspects to a language that can be conveyed and recycled using songs. They can be used at any stage of the lesson and there are many ways to incorporate them into the lesson.

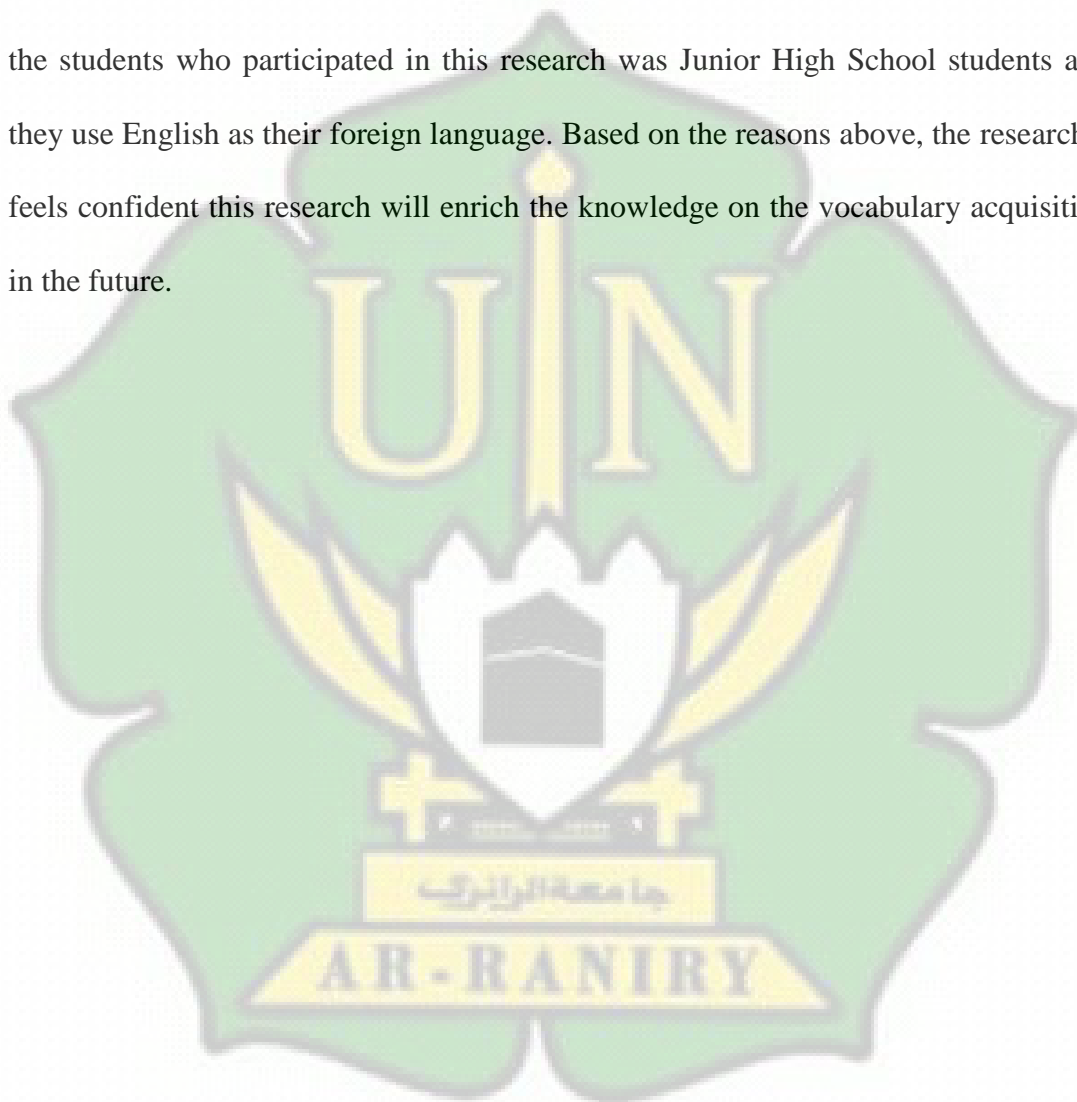
Shen and Gongshang (2009) found that using English songs in ELT can be justified on the grounds that it will emancipate full mental and affective power in language learning and promote language awareness. Listening to songs can knock down the learner's psychological barriers, such as anxiety, lack of self-confidence

and apprehension as well as fire the learner's desire to grasp the target language. Pedagogically, effective learning consists in active engagement with language. English songs are wonderful materials in this respect. EFL learners are easily moved and motivated by the singers, the music, the variety of rhythm, and the popular themes.

In addition, Shen and Gongshang (2009) point out that music and songs can be the first to be promoted as a means of stimulating emotional learning through songs. Using English songs in EFL classrooms can lead to successful emotional learning by creating a harmonious classroom atmosphere, reducing student anxiety, fostering interest, and motivating students to learn their target language. There is sex. Learning English through songs is fun and relaxing, as students see English songs as part of their entertainment, not their work.

Millington (2011) states that songs can be used as a valuable educational and learning tool. With songs, learners can help improve their listening and pronunciation. It is also useful for teaching vocabulary and sentence patterns. Perhaps the biggest advantage of using songs in class is that they are fun. Unfortunately, despite these advantages, simply singing a song does not teach learners how to communicate in another language. Using a song as an assignment could be a way to use words from the song and maximize the potential of the song as an educational and learning tool. Existing children's song adaptation is one method teachers can use to expand their song repertoire and increase their opportunities to use songs in the classroom context.

The different between the previous study and this study is located in the song used by the researcher. The researcher uses the songs that are popular and famous in Indonesia. The location of research is also different. Then the context of the student, the students who participated in this research was Junior High School students and they use English as their foreign language. Based on the reasons above, the researcher feels confident this research will enrich the knowledge on the vocabulary acquisition in the future.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a pre-experimental research in order to find out the effect of the popular song in improving students' vocabulary acquisition. The quality of practicing the method should be prioritized to attain *multiple validities legitimation* (Johnson & Christensen, 2017; Onwuegbuzie & Johnson, 2006). It provides stronger evidence for a conclusion through convergence. It uses strengths of one method to overcome the limitations in another method. It provides stronger evidence for corroboration of findings through triangulation (Johnson, et al. (2007).

Pre-experimental designs are research schemes in which a subject or a group is observed after treatment has been applied, in order to test whether the treatment has potential to cause change. Then the researcher uses one class as the experimental research class; this class receives the treatment of using English Song as material in English language teaching. Pre-test and post-test are provided to measure the progress of their vocabulary acquisition by using this language teaching. The whole class received the pre-test, treatment and post-test and there is no control group.

Before applying the experimental class, the researcher observed the class and made several criteria for the class. It is important to know the class situation before conducting the research. The researcher made an appointment with the

school and observed them in the class. After observing the whole class, the researcher considered to conduct the research in SMP 16 Banda Aceh.

B. Participants

The participants of this study were the ten grade student of regular class at SMPN 16 Banda Aceh. This class was chosen as the participants of this research based on the pre research-observation, that the students have very limited English vocabulary. The researcher chose them as the participant of this research to examine the effectiveness of song in learning vocabulary.

The participants were chosen through non probability sampling which deliberately avoids representing the wider population and only seeks particular group of participants from the research target (Cohen, Manion, Morrison, 2005). In this research, random sampling technique is used to find participants for this study. The researcher selected one group as the pre - experimental class. The group consisted 30 students then become the sample of this study.

C. Data Collection Method

The data was collected through two ways, pre-test and post-test and interview with the participants. Firstly, the all of the participants received pre-test comprising of some vocabulary tasks. Secondly, the treatment was given to the participants by teaching them the topic related to the tasks assigned in the pre-test. After giving the treatment, the participants took post-test comprising of some vocabulary tasks related to those in the pre-test. The steps of collecting data are explained more clearly as follows:

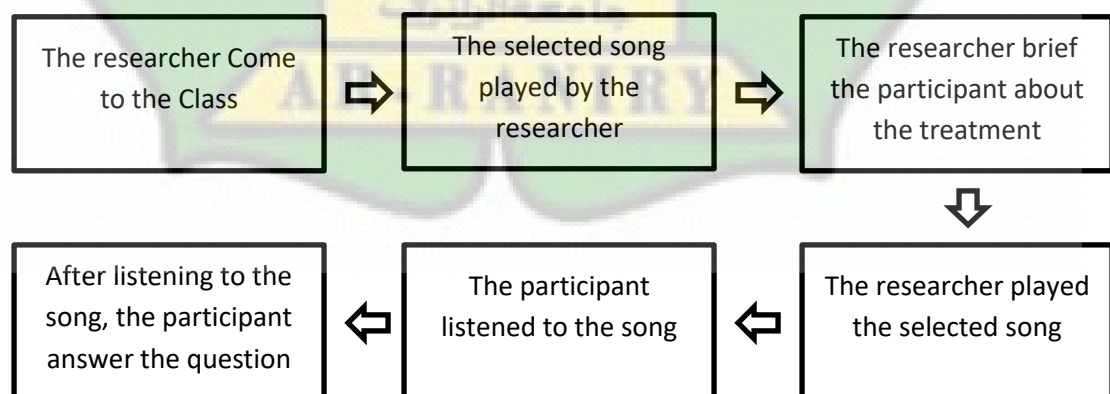
1. Pre-Test

The researcher gave the test in order to find out the students' ability before the researcher conduct the treatment by using song through Audio-Lingual Method. The time allocation was 10-15 minutes. The result of the pre-test was compared with the post-test result to find out their achievement. The pre-test consisted of talking and writing some vocabulary based on the song played. The researcher recorded every moment in pretest session. In this research, pre-test was given in order to predict the student's competence before they were given the treatment.

2. Teaching Experiment

Treatment was given in three times to see difference effects of the students' vocabulary achievement. The treatments' activities were given in the class by using English songs, story and speech, as follows:

Figure 1
The treatment cycle made



The song the researcher played was “*you’re my sunshine*”, “*to the bone*” and “*Perfect*”. These songs chose by the researcher because the song was the popular song in latest year. The length of treatment was 2 x 45 minute each treatment meeting. Later, the researcher gave the paper for each student to write the vocabulary from the song. Then the researcher verified the answer of students and teach them about the lyrics of song and sing a song together.

3. Post Test

The aim of this post-test is to determine the effect of the treatments towards the students’ vocabulary comprehension. This test consists of 5 questions items that consists 25 answers, the time allocation is 45 minutes. It is done in order to find out the students’ vocabulary achievement after having the treatment. The questions or the items in the post-test are the same as the pre-test which is about life and the song lyrics. Post-test was given after teaching the students by using English song to measure how far the student’s improvement after they got the treatment.

D. Data Analysis Procedure

1. Score Test Analysis

In analyzing score of test, the researcher calculated the mean of students score by using statistical formula;

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

Where

X = Mean

f_i = Frequency

x_i = middle score of frequency

Before calculating the mean of students score, the data should be distributed in frequency distribution list. The following steps are used in creating frequency distribution;

a. The range of data

Range of data is the lowest score is subtracted by the highest score. The formula is:

$$R = H - L$$

Where:

R : range
H : the highest score
L : the lowest score

b. Number of interval class

In determining the number of interval, the following formula is used:

$$I = 1 + 3.3 \log n$$

Where:

I : the amount of interval class
n : the amount of sample

c. The length of interval

In *determining* the length of interval class, I used the formula:

$$P = \frac{R}{I}$$

Where:

P : length of interval R : the range of score I : interval

CHAPTER IV

RESEARCH FINDINGS

This chapter elaborates the research findings and discussion based on the data gained from students' participants. The researcher constructed this chapter to fulfill the aim of the study. The participants contained 30 students of English subject in class X of SMPN 16 Banda Aceh. The research was conducted on January 2022. The selected participants for interview are in initial of S1, S2, S3... and S30.

A. Using popular song to develop students' vocabulary acquisition.

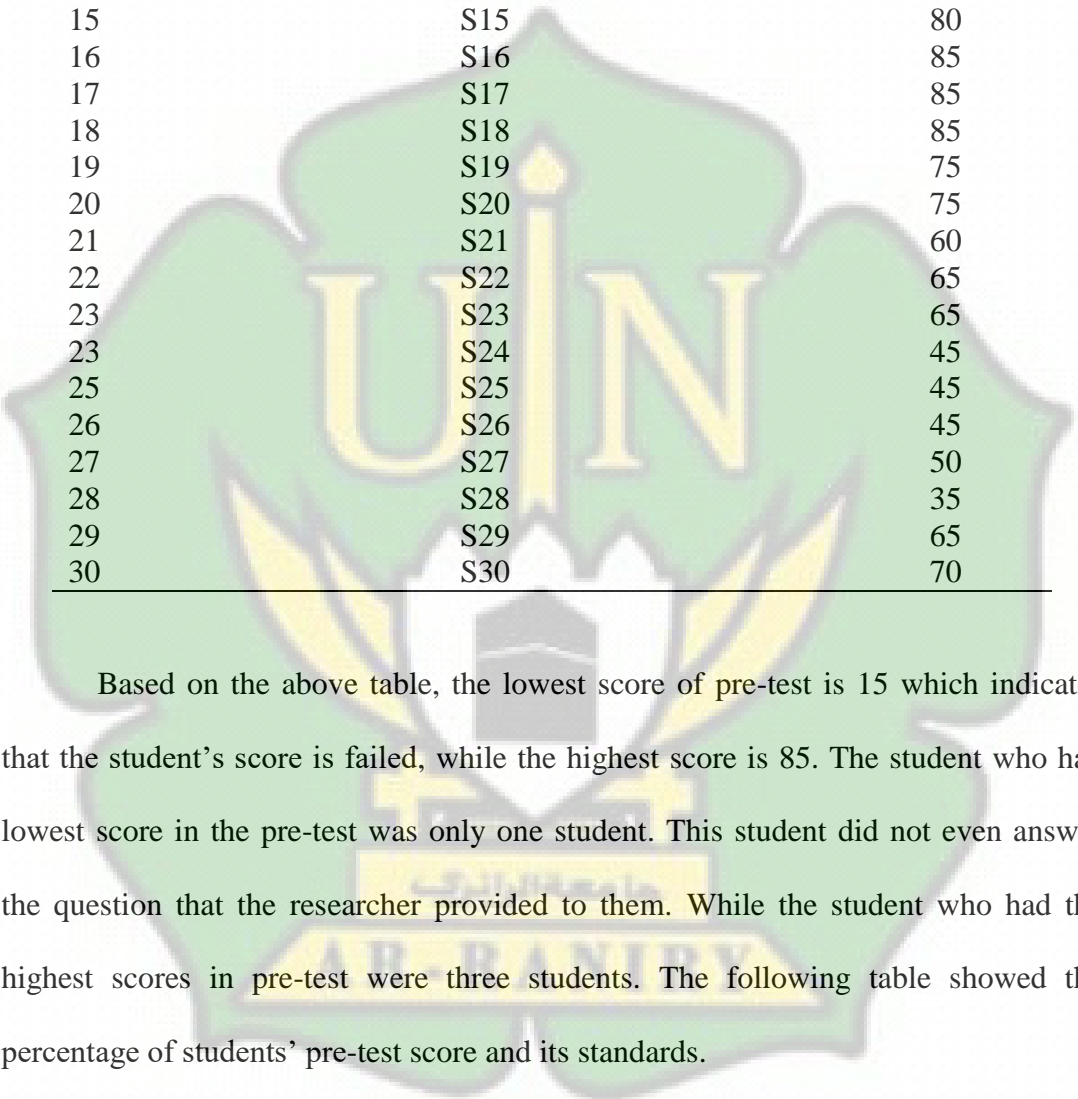
After carrying out the pre-test, the obtained data were statistically calculated in order to find out the mean of scores and to analyze whether there is a significant difference between pre-test and post-test score after treatment. The mean of pre-test score was 53.93 while the mean of post-test score was 84 (see Appendix IV).

First step of calculating data is ranging score from pre-test. The score of test could be seen in the following table;

Table 1

Students' pre-test score

No.	Name of students	Score
1.	S1	50
2.	S2	50
3.	S3	30
4.	S4	30
5	S5	30
6	S6	60
7	S7	60
8	S8	35
9	S9	55



10	S10	40
11	S11	75
12	S12	55
13	S13	30
14	S14	15
15	S15	80
16	S16	85
17	S17	85
18	S18	85
19	S19	75
20	S20	75
21	S21	60
22	S22	65
23	S23	65
23	S24	45
25	S25	45
26	S26	45
27	S27	50
28	S28	35
29	S29	65
30	S30	70

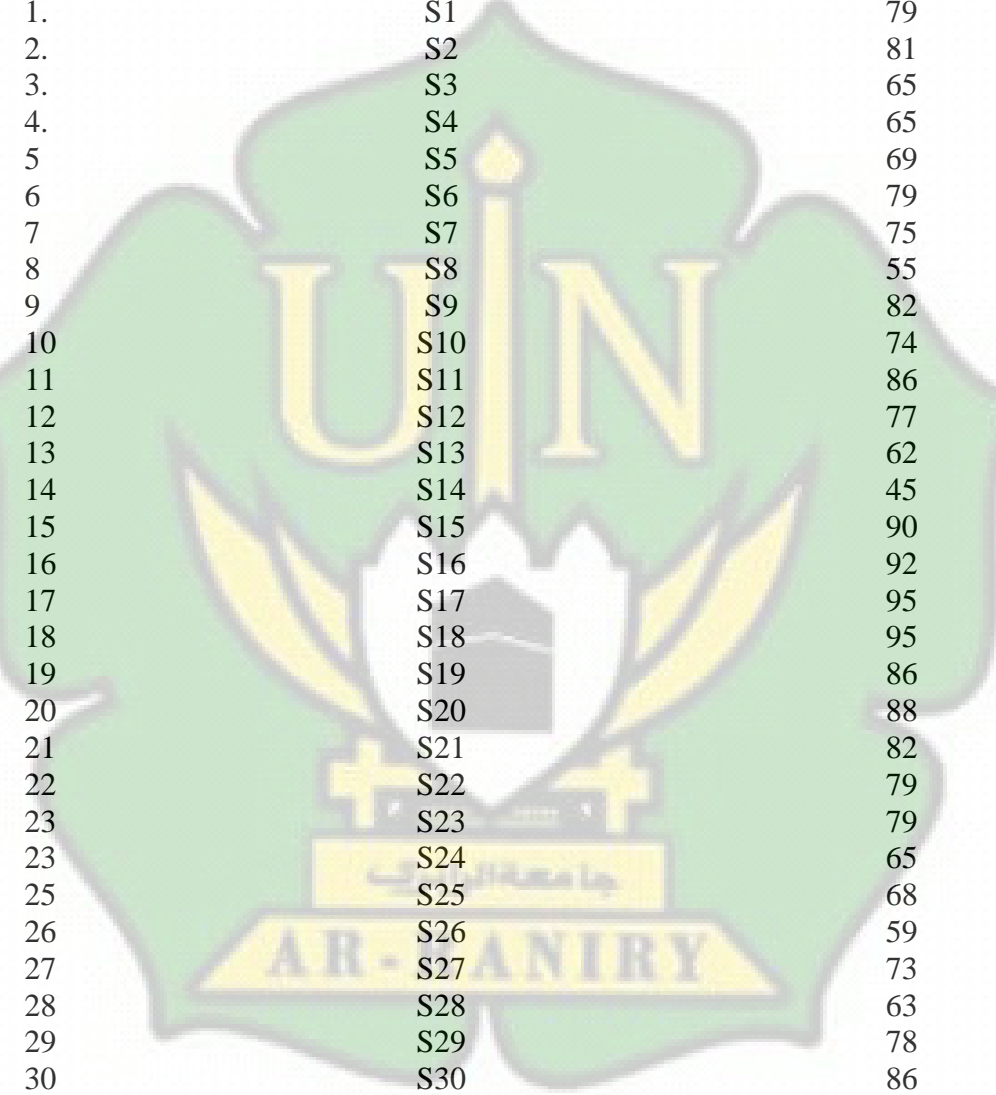
Based on the above table, the lowest score of pre-test is 15 which indicates that the student's score is failed, while the highest score is 85. The student who had lowest score in the pre-test was only one student. This student did not even answer the question that the researcher provided to them. While the student who had the highest scores in pre-test were three students. The following table showed the percentage of students' pre-test score and its standards.

Table 2*Students' pre-test score percentage*

Standard	Range of Score	Number of Students	
		Pretest	Percentage
Excellent	86 – 100	0	0 %
Very Good	72 – 85	7	23,3%
Good	61 – 71	3	10%
Enough	50 – 60	7	23,3%
Failure	0 – 49	13	43,3%

Based on the table above, 43,3% of students got the failure standard score, 23.3% got enough score, 10% got good as standards score. Then 23,3% student got the very good score as the standard. Moreover, the student who got excellent score is 0 %. The student who got failure score because he/she didn't adapted yet with the environment of learning English by song. Another reason is he/she did not familiarize with English song. Following this percentage, it inferred that most students had failed to answer the pre-test questions.

The second step of calculating data is ranging score from post-test. The score of tests could be seen in the following table:

Table 3*Students' post-test score*


No.	Name of students	Score
1.	S1	79
2.	S2	81
3.	S3	65
4.	S4	65
5	S5	69
6	S6	79
7	S7	75
8	S8	55
9	S9	82
10	S10	74
11	S11	86
12	S12	77
13	S13	62
14	S14	45
15	S15	90
16	S16	92
17	S17	95
18	S18	95
19	S19	86
20	S20	88
21	S21	82
22	S22	79
23	S23	79
23	S24	65
25	S25	68
26	S26	59
27	S27	73
28	S28	63
29	S29	78
30	S30	86

Based on the table above, the result of post-test showed that the lowest score was 45 and the highest score was 95. Then, the researcher transformed the score into percentage score as following the table below:

Table 4*The percentage of students post-test score*

Standard	Range of Score	Number of Students	
		Posttest	Percentage
Excellent	86 – 100	8	26.6%
Very Good	72 – 85	12	40%
Good	61 – 71	7	23.3%
Enough	50 – 60	2	6.6%
Failure	0 – 49	1	3.3%

The percentage of student post-test score showed that 26,6% students got “excellent” for their score, 40 % was for “very good” score and 23,3% got “good” for their score, then 6,6% student got the “enough” score. Moreover, the student who had “failure” score is 3.3 %. The reason only one student got failure because this student did not engage enough with English environment. Following this percentage, it inferred that most students obtained “very good” score in the post-test.

Based on the tables above, the highest score for pre-test was 85 and the lowest was 15. The student who had the highest score in pre-test was S16, S17 and S18 while the lowest one was S14. Whereas, the highest score for post-test was 95 and the lowest score was 45. The student who had the highest score in post-test was S17 and S18 while the lowest one was S14. The student who got the lowest score in pre-test

and post-test was the same student. This student has tried his/her best to answer the question but he/she did not get the enough score to past the target. Although this student had a low grades, the student's learning progress was still visible, his score had improved from 15 to 45. The detail of improvement score can be seen in the following table:

Table 5

Students' Improvement score

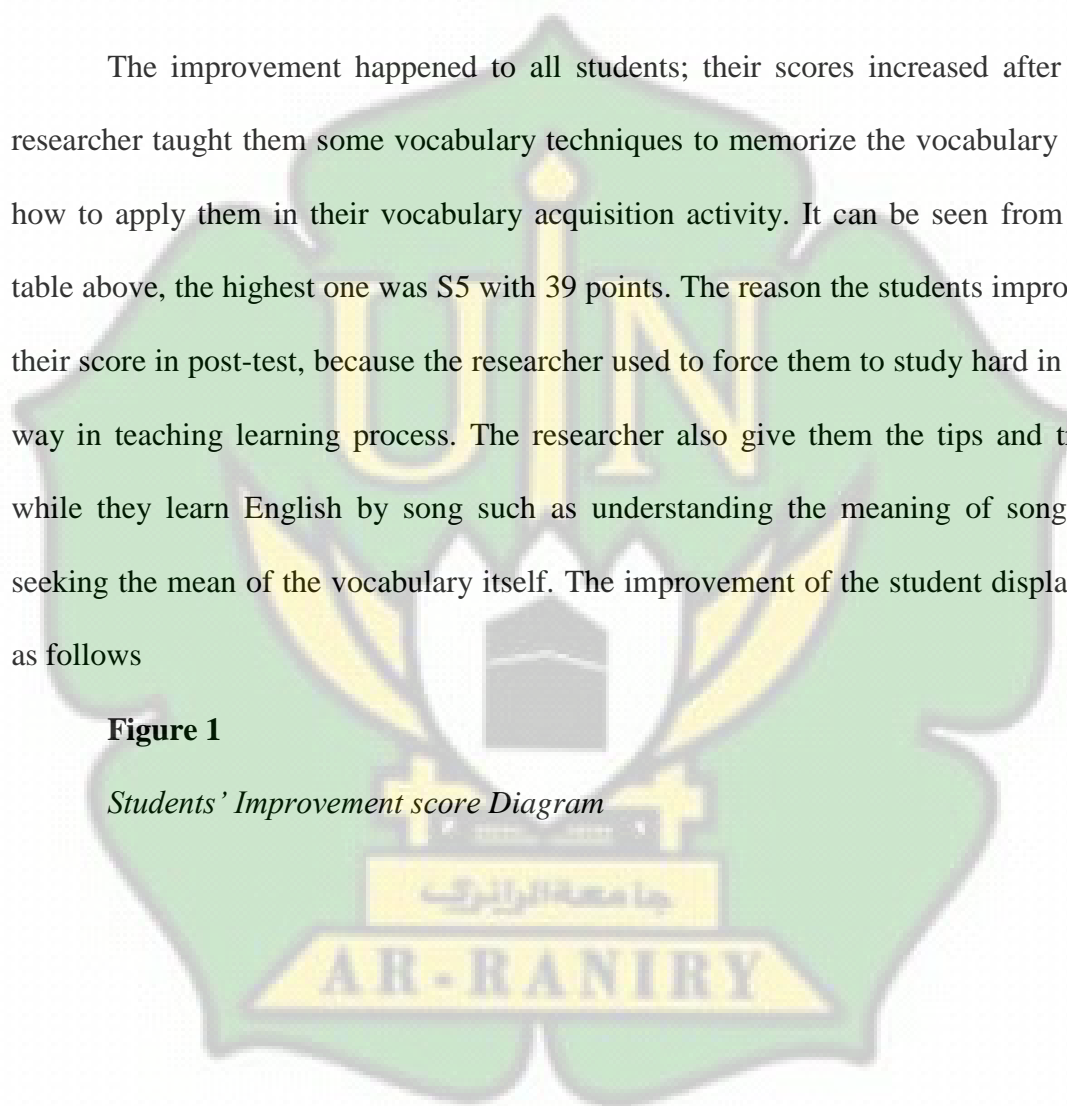
No.	Name of students	Pre-Score	Post-Score	Improvement Score
1.	S1	50	79	29
2.	S2	50	81	31
3.	S3	30	65	35
4.	S4	30	65	35
5	S5	30	69	39
6	S6	60	79	19
7	S7	60	75	15
8	S8	35	55	20
9	S9	55	82	27
10	S10	40	74	34
11	S11	75	86	11
12	S12	55	77	22
13	S13	30	62	32
14	S14	15	45	20
15	S15	80	90	10
16	S16	85	92	7
17	S17	85	95	10
18	S18	85	95	10
19	S19	75	86	11
20	S20	75	88	13
21	S21	60	82	22
22	S22	65	79	19
23	S23	65	79	19
23	S24	45	65	20
25	S25	45	68	23
26	S26	45	59	14

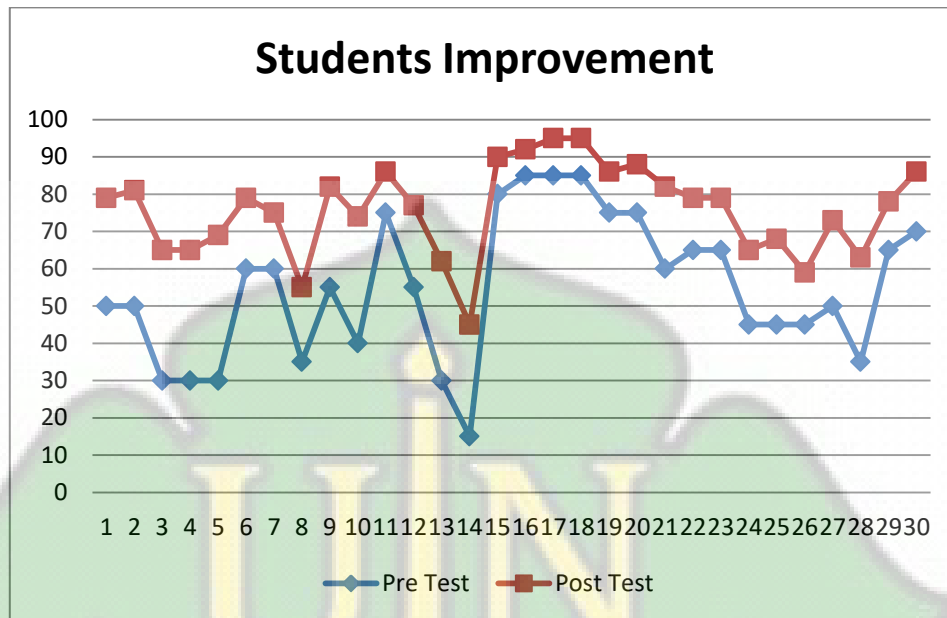
27	S27	50	73	23
28	S28	35	63	28
29	S29	65	78	13
30	S30	50	86	36

The improvement happened to all students; their scores increased after the researcher taught them some vocabulary techniques to memorize the vocabulary and how to apply them in their vocabulary acquisition activity. It can be seen from the table above, the highest one was S5 with 39 points. The reason the students improved their score in post-test, because the researcher used to force them to study hard in fun way in teaching learning process. The researcher also give them the tips and trick while they learn English by song such as understanding the meaning of song by seeking the mean of the vocabulary itself. The improvement of the student displayed as follows

Figure 1

Students' Improvement score Diagram





B. Discussion

The aims of this study are to find out whether using popular song develop students' vocabulary acquisition by using popular song. In particular, this research reported that songs were effective in students' vocabulary acquisition with regard to amount of words, retention, increased attention, friendly environment, practice opportunities, and meaningful contexts. These positive aspects suggest that songs serve as a useful tool for promoting students' vocabulary.

The material of teaching and learning process, in the case of song, not only helps the teacher to teach English but also provide an interesting way for the students to achieve the learning goals. The material has contributed a lot in making the students understand well the delivered lesson. The content of the songs may become one of influential factors which may determine the improvement of the students' ability in vocabulary acquisition. The use of songs also should consider students'

need so that it will help students to learn and achieve the learning objective. The teacher ability in selecting teaching material will also influence the use of songs in improving the students' English vocabulary ability.

Based on the aim of the research above, the researcher inferred that the students' increased their ability in vocabulary acquisition progressively. In the first meeting, the students tried their best to understand the vocabulary and tried to follow the workflow teaching learning process. While the researcher played the song to them, they really enjoyed the process. In the pre-test some students did not familiarize with the method that researcher presented to them. After calculating the result of pre-test, the mean of student score was 53.93 point. Finally, the result of pre-test was quite low than the post-test but it was not a big problem because they tried to adapt and tried to practice the materials.

In next two meeting the researcher gave them treatment by using the song. The students got new environment for learning vocabulary through the popular song. After carrying the treatment, the researcher conducted the post-test. Post-tests' question also about the learning vocabulary through the popular songs. In the process of the post-test, the students more comfortable to answer the questions because they adapted and adopted the way to learn vocabulary through the song. After calculating the result of post-test, the mean of student score was 84 point. Based on the mean of student score, it can be inferred that the student improved their ability in learning vocabulary progressively. They adapted with the environment and material fast.

Tien and Huan (2020) claimed that songs are a valuable resource for teachers to promote lexical knowledge and improvements of young learners through their exposure and repeated occurrences or practices. The study also provides insights into how teachers' perceptions can influence their decision-making in selecting songs and appropriate strategies in order to involve young learners in interactive, entertaining, and motivating learning process of vocabulary gains.

Furthermore, Ma'rifat (2017) found that there are four stages of using song in teaching vocabulary to students as follow; covering opening, main, follow up and closing stages. The opening includes singing good morning song and the introducing new vocabulary. While in the main stage the activity was mainly choral singing. Next follow up stages covers a guessing game and vocabulary worksheet activity. The last activity was closing in which the lesson ended with goodbye song. Those stages were similar with Millington (2011) stages in using song as task in learning English. Students' response towards the use of song was positive. This happened because the use of song make the students feel more relaxed and enjoyed the teaching and learning process better. Song also helps the student to learn English vocabulary better than conventional method.

In addition, there is a study conducted by Andi et.al (2021) where his research aims to determine the influence of the song used as an instrument for English learning and its influence on improving the English language skills of these students. Research conducted on students in Makassar showed the results that songs as an instrument to

improve the skills of young English learners are effective when English students want to improve their abilities in pronunciation, grammar, listening acuity, and vocabulary.

The other research conducted by Hadi (2019) also found that student can increase their vocabulary by learning through the song. Based on his investigation in Darma Karya Junior High School, the student feel comfortable to understand the vocabulary and the researcher recommended the method to implement in the school. Based on the result, student can develop their vocabulary and develop the language skills.

As language learners, many students get the experience of learning a language in various ways. Some of them learn languages only in the classroom, some through social media and others. From this, it was found that vocabulary is a difficult thing for them to learn languages. Hedge (2000) says that there are several things that influence this such as the main role of a language teacher. He argues that in addition to explaining the latest vocabulary for the students, a teacher also needs to make these learners independent in learning the language. He continued that a student needs to be given certain strategies so that they can practice learning a language.

As the conclusion, this strategic has developed the student vocabulary acquisition in this research. The student also got new strategy to learn English by memorizing and imitating the song. By imitating the vocabulary from the song, the students will be easy to pronounce each vocabulary from the song. At the end, based on the result, the researcher suggested the teacher to use this strategy to improve their student vocabulary acquisition in the class.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was aimed to find out whether using popular song in teaching learning process effective to develop students' vocabulary, and to discover students perception' on learning vocabulary by using popular song. The participants consist of 30 students of English subject in class X of SMPN 16 Banda Aceh. The research was conducted on January 2022. The data were collected by using tests and interview.

The result showed that student enjoyed learning vocabulary acquisition through the popular song. The songs help them to understand some familiar vocabulary and later on they can use in their daily life. In the pre-test, the student do not familiar with the technique in learning English through the song but after the researcher gave the treatment, the student started to understand the technique then they answered the post-test question easily. In the pre-test examination, the mean of their score was only 53.93 point but they had very good progress in the post-test examination, the students' mean score was 84 point. It can be concluded that teaching students' with popular song can develop students' vocabulary acquisition.

The students also have positive response towards learning vocabulary through popular song. For some students, the songs are very closed to their daily life. They often practice their English vocabulary through the song. They believe the song was one of the easier ways to learn and practice English vocabulary. The other fact was the student experienced the new environment in learning vocabulary through the

song. Based on their confession, the song made them easy to pronounce the word, easy to understand the meaning of vocabulary itself and they can enjoy its learning environment. However, some of students do not really like practicing English with the song, but in some way, song is one popular technique to get closer and increase the ability in vocabulary acquisition.

B. Suggestion

After conducting this study, the researcher proposed some suggestions for students, or other researchers who are interested in teaching vocabulary through popular song:

1. For the teachers it is important to introduce various materials to the students. One of the good materials in teaching learning vocabulary is by using song. By using the song, the student can learn pronunciation, grammar, also increase their listening skill.
2. For school, the researcher suggested the school to provide the facilities that can develop the ability of teacher in teaching learning English, such as the instructional multimedia so that the teacher can maximize all their competency to apply various method in teaching. By developing teachers' ability, it also helps to develop the student ability.
3. For the researchers, the researcher believed that this study was still incomplete and imperfect and it is still needed further discussion because the research about vocabulary is very wide to search more and

more. However, this study can be used for further references of next research.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2107/UN.08/FTK/KP.07.6/02/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 - Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 - Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** :
- Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Desember 2020

MEMUTUSKAN

Mencabut

Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Nomor: Nomor: B-2114/Un.08/FTK/KP.07.6/02/2020 tanggal 15 Februari 2021

Menunjuk

Saudara:

- Prof. Dr. I. Zulfikar, M. Ed
- Syarifah Dahlia, M. Ag., M. Ed., Ph.D

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Auliana Thabura

NIM : 170203141

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Vocabulary Acquisition Through Popular Song

KETIGA

Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;

KEMPAT

Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KELIMA

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 29 Juli 2021

An. Rektor
Dekan,

Muslim Razali

Tembusan

- Rektor UIN Ar-Raniry (sebagai laporan)
- Ketua Prodi PBT Fak. Tarbiyah dan Keguruan.
- Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan.
- Mahasiswa yang bersangkutan.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-16281/Un.08/FTK-I/TL.00/10/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar
2. Kepala Sekolah SMPN 16 Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AULIANA THAHURA / 170203141**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat Sekarang : Jl.Tgk di Lhong 1 nomor 227. Desa Lhong Raya, Kecamatan Banda Raya, Kota Banda Aceh

Saudara yang tersebut nama nya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan peneitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Improving Vocabulary Acquisition Through Popular Songs***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yag baik. Kami mengucapkan terimakasih.

Banda Aceh, 27 Oktober 2021

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. M.Chalis, M.Ag.

Berlaku sampai : 20 Desember 2021



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 16

JALAN TAMAN MAKAM PAHLAWAN TELP. 22436
E-mail: smpn16@disdikporabna.com Website: www.disdikporabna.com

Kode Pos 23241

SURAT KETERANGAN PENELITIAN

Nomor : 074 / 016 / 2022

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 16 Banda Aceh menerangkan bahwa :

Nama : AULIANA THAHURA
NIM : 170203141
Jurusan : Pendidikan Bahasa Inggris
Jenjang : S1

Sesuai dengan isi surat Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh Nomor : 421.7 / A4 / 1406 Tanggal 20 Desember 2021

Benar yang tersebut namanya diatas telah melaksanakan Pengumpulan Data pada SMP Negeri 16 Banda Aceh mulai tanggal 28 Desember 2021 s/d 10 Januari 2022 dengan judul “ **IMPROVING VOCUBALARY ACQUISITION THROUGH POPULAR SONGS**”

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Banda Aceh, 26 Januari 2022
KEPALA SEKOLAH

TIRABIBAH, S.Pd., M.Pd
Pembina Utama Muda
Nip. 19661231 199103 2 026



LESSON PLAN

Name of University : SMP N 16 Banda Aceh

Lesson/Meeting : Vocabulary Acquisition

Time Allocation : 90 Minutes

1. Topic of material

- Comprehending to song materials (Chosen Song Material)

2. The aim of teaching

- To make the students able to understand the meaning of vocabulary and increase their ability in learning language from the vocabulary on the song lyric.

4. Procedure of Teaching

✓ Introduction

- Greeting (5 minutes)
- Check the attendance list (5 minutes)
- Introduction and explain the writer's purposes (5 minutes)

✓ Main activity

- Asking the students to listen the materials that has provided in order to obtain the information directly (20 minutes)
- Asking them to answer the question based on the material listened from the song (45 minutes).
- Asking the students about their obstacle in practicing the materials (5 minutes)

✓ Conclusion

- Concluding the material (5 minutes)
- Suggesting the students to prepare themselves for the next meeting (5 minutes)

5. Materials

- Popular Songs (**You're My Sunshine**)

6. Assessment

List of Question

- Mention 2 adjective vocabularies you already listened on the song?
- Mention 4 noun vocabularies you already listened on the song?
- Mention 4 verb vocabularies you already listened on the song?
- Write the meaning of ten vocabularies you already listened on the song?
- Put five above vocabularies into the sentence!

