I. INTRODUCTION

1.1 Background

We have been already familiar with songs. Since we were babies, our parents sang a tender loving song to calm us when we go to sleep. Our kindergarten teachers use song to introduce alphabet or things around us patiently. Subconciously, songs are always there to reinforce or alter every mood and emotion, as we go about our everyday lives. As what Lynch (2002) states:

> Music and song is a part of our language and life from before birth onwards as babies, we hear lullabies, as young children we play, sing and dance to a myriad of nursery rhymes. As adolescents, we are consumed by the beat of popular music artists worldwide. As adults, every form of advertising we hear every special event we experience, is in part, music is there to reinforce or alter every mood and emotion.

The contents of song not only give pleasure and fun, but also offer a new way in learning a language. Song is a natural way for people to learn a language. Through its beautiful lyrics and easy listening melody, people are easily associated with the rhythm of the song. Based on Cullen (2002) “Music has its own internal structure which can affect us emotionally in many different ways.”

Creative teachers can use songs to teach English through songs since they provide a break from the textbook and work book routine. Songs propose a change from habitual classroom actions; they motivate students to learn and could make quiet students become very talkative (Ginap, 2007).

The value of music in teaching English is undisputable. In consideration of teaching EFL students, vocabulary is crucial in learning the language because it plays an important role in clarifying the meaning of the target language in order to make people understand the language well. In language, learning vocabulary is the basic element that students should master since it links the four-language skills. According to Candlin (1990), “Vocabulary is central to language teaching and learning” In line with Candlin, Wilkins (1972:111) states, “…without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” In other words, the more vocabularies the learners have, the easier for them to develop the four basic language skills.

From many vocabulary memorization techniques, it is believed that song can be one of very useful media for introducing new English words to increase the EFL students’ vocabulary. If we expose the words used in a song, we will find lots of vocabulary. Through its lyrics and repetition rhyme, it is possible for us to know and learn some new words subconsciously and increase our vocabulary while enjoying the music. As a matter of fact, while enjoying music, the class situation will be fun and lively than that of the conventional ways

Unfortunately, most of English teachers still use a conventional way in teaching vocabulary. They usually ask the students to tap a new word through their explanation or use dictionary each time they find a new word. The teachers think it is an effective way in teaching vocabulary. In fact, by using this method in vocabulary teaching and learning, students may forget the word they have before. Thus, that is the reason the researcher is interested in using songs in teaching vocabulary. The writer hopes that it can offer an alternative method in teaching vocabulary.

1.2 Statement of the problem

The researcher would like to state the problems, as follows

1) Is song effective in improving students' vocabulary?
2) What are the students' responses to the use of song in teaching vocabulary?

1.3 Scope of the study

This study only investigates whether teaching English through song increases students' vocabulary mastery or not.

1.4 Hypothesis

According to Hatch and Farhady (1982:3) in *Research Design and Statistic for Applied Linguistic*, "Hypothesis is a tentative statement about the outcome of the research." Here the writer proposes the hypothesis:

"There are significant difference between the experimental group and the control group"

1.5 Aims of the study

This research was aimed to investigate the effectiveness of song in increasing students vocabulary

1.6 Research method

In accordance with the field of observation, this research was conducted based on pre - experimental study the intact group design, since the population of the study has been already assigned to several classes. The formula is:

Table 1.1 Design

G1	X	T2
G2		T2

The writer gave pre-test to both groups before the treatment in order to know the students' basic knowledge. The writer took two groups, the first group (G1) as an experimental group was given treatment (X), and post-test (T2). The second group (G2) as a control group only got post-test (T2) without treatment.

1.7 Population and Sample

In conducting the research, from 2nd until 28th april 2008 the researcher involved the second grade students in SMP N 43 Bandung as the population. There were nine classes of second grade all together in the school. The researcher assigned two classes to become a sample of the research; 8B as the experimental group and 8D as the control group. There were 37 students in the experimental group and 38 students in the control group.

1.8 Materials

The materials were taken from students' English textbook, *Lets Talk for Junior High School Students*, published by Pakar Raya (2005) writen by Bachtiar Bima Mustriana and Cicik Kurniawati. This student's textbook was used for choosing the vocabulary used. This research also took the materials from www.lyrics.com. the songs were :

1) *Open up your heart*(let the sunshine in) song by Frente
2) *Bizzare love triangle* song by Frente
3) *Big Big World* song by Emillia
4) *Bad day* song by Daniel Powter

The reason why the researcher used those songs is because those are pop songs with easy listening melody, the singers' pronunciation is easy to tap, and also the theme of those songs is mostly about the youngster's life.

1.9 Data collection

Some techniques were used to collect data:

Try out test was administered to select good items for pretest and post-test instrument.

Pretest and post-test, were given to both groups (experimental and control groups) before the treatment and after the treatment.

Questionnaire is aimed to investigate the students in the experimental group opinion towards the treatment.

1.10 Data analysis

The data were taken from try-out test calculated and analyzed to find out its validity and reliability. The valid and reliable items of the test further used as research instrument.

1.10.1 The Validity of the trying out test

Based on Nasution (1986:169) a good test must be valid, it means that the test consistently judges whatever it judges. In order to know the test validity, the steps are:

- Arranging each subjects try out test scores from the highest to the lowest score
- Determining the difficulty level of each item's with the following formula:

$$P = \frac{B}{JS}$$

Note: P = the difficulty index

B = the item that could be answered by the testee

JS = the testee

Table 1.2 Criteria of the difficulty index

Difficulty index	Interpretation
0.00 – 0.30	Difficult
0.30 – 0.70	Good
0.70 – 1. 00	Easy

(Arikunto, 2005:210)

- Determining the upper group and the lower group with calculating 27% from the testee, with the formula :

$$N = \frac{27}{100} \text{ x T}$$

Note: N = the number of each group

T = the number of testee

- Determining the discrimination of each items with the formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Note: D = discrimination index

J = the students

J_A = the number of students in upper group

J_B = the number of students in lower group

B_A = the right answer of the upper group

B_B = the right answer of the lower group

Table 1.3 Criteria of the discrimination index

Discrimination index	Interpretation
0.00 – 0.20	Poor
0.20 – 0.40	Satisfactory
0.40 – 0.70	Good
0.70 – 1.00	Excellent

(Arikunto, 2005:210)

- Determining the validity item

The researcher used the point biserial correlation formula to determine the validity item. The formula is:

$$\gamma_{pbi} = \frac{M_p - M_t}{S_t}\sqrt{\frac{p}{q}}$$

(Arikunto, 2005:79)

Note: γ_{pbi} = coefficient of point biserial correlation

$M\,p$ = the mean score on the total test of students answering the item right

$M\,t$ = the mean of the total score

p = proportion of students answering the item right

$$\left[P = \frac{\text{Number of students who answer the item correctly}}{\text{Number of students}}\right]$$

q = proportion of students answering the item wrong

S_t = standard deviation of the sample on test

- Then, continuing to the significant correlation level using the students distribution formula, the formula is:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

(Sujana, 1992:380)

Note: t = test of the significant correlation

r = the result of coefficient correlation

n = the data

- Comparing the data from t_{obs} with t_{table} on the significant level 95% with degrees of Freedom (df) = n – 2. The data becomes valid if t_{obs} more than t_{table} and not valid if t_{obs} less than t_{table}.

1.10.2 The Reliability of the trying out test

According to Hatch and Farhady (1982, p.244), reliability is the extent to which a test produces consistent results when administered under similar conditions. The writer used split half method to define reliability of each item. The items are divided into two similar parts, the odd numbered items become one half and the even numbered items become the other half. Then, the researcher correlates the scores of the students on the two halves of the test. The Pearson product moment correlation raw score is used to check the half test reliability. The formula is:

$$r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

After the researcher has obtained the reliability of the half of the test, the researcher uses Spearman Brown prophecy formula to get the reliability of the full test, the formula is:

$$r_{11} = \left[\frac{2r_{\frac{1}{2}\frac{1}{2}}}{1 + r_{\frac{1}{2}\frac{1}{2}}}\right]$$

(Arikunto 2005: 93)

Note: $r11$ = the reliability of the full test

$r\ ½½$ = the reliability of half of the test

After gaining the reliability index of the test (r_{11}), which is called t_{obs}, then comparing with r product moment as t_{table} on significant level 95%. The test becomes reliable if t_{obs} is more than t_{table} and the test is not reliable if t_{obs} is less than t_{table}.

1.10.3 Analyzing the Data of Pretest and Post-test

1.10.3.1 The Normality of Data

The researcher used Kolmogorov-Smirnov test in SPSS program, to prove the normal distribution of the data. The conclusion of the data will be taken based on the probability (Asymp. Sig 2-tailed) that is:

- If the probability > 0.05, means that the distribution of the data is normal
- If the probability < 0.05, means that the data doesn't have a normal distribution

1.10.3.2 The Homogeneity of Variance

In testing the homogeneity of variance, F-test was used. The steps were as follows:

- Setting the null hypothesis (H_o): $S_1 = S_2$
- Setting the alpha level at (0,05)
- Calculating the data using F formula :

$$F = \frac{S_1^2}{S_2^2}$$

Note: F= variance Value

S_1^2 = higher variance

S_2^2 = lower variance

- Determining the Degrees of freedom(df): $df_1 = n_1 + n_2 - 2$
- Determining F_{value} in the table F (0,05). If $F_{value} < F_{table,}$ it means that the variance is homogenous, and if $F_{value} > F_{table,}$ it means that the variance is not homogenous.

1.10.3.3 The Independent T-test

The independent T-test in SPSS program is used to find out the differences between the experimental group and the control group, the steps are:

- Setting the null hypothesis (H_o) $\overline{X_e} = \overline{X_c}$
- Setting the alpha level at (0,05)
- Comparing the probability score and the alpha level. If the score of probability more than the alpha level, the null hypothesis is accepted, and if the score of probability less than the alpha level the null hypothesis is rejected and the alternative hypothesis accepted.