

# **IMPROVING HIGH SCHOOL STUDENTS VOCABULARY MASTERY BY USING POPULAR ENGLISH SONGS**

## **(A Classroom Action Research at the Seventh Grade of Junior High School in Banjarsari)**

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### **ABSTRACT**

The objective of this study was to find out how the use of popular English songs improve junior high school students' vocabulary mastery. A classroom action research was used in this study and the data were collected through classroom observations and tests. The steps in analyzing data based on classroom action research are: planning, acting, observing and reflecting. The primary data were collected by using tests and observation sheet; subsequently, it was analyzed descriptively. There were two cycles during the study, and every cycle consisted of three meetings. There was also a test in every cycle. The findings revealed that the mean score in the test before using popular English song was 58,1 and there were 20% (6 students) who obtain the score more than 70, the mean score in test I cycle1, after using popular English song, was 70,4 and there were 66.7% (20 students) who got the score more than 70, the mean score in test II cycle 2 after using popular English song was 80.7 and there were 90% (27 students) who got the score more than 70. It showed that that the scores and the mean in the second cycle outperformed the first cycle. Based on the observation sheet and the tests, there was an improvement that could be seen through their active participation, enthusiasm, diligence, bravery, and high spirit. Besides, the students could learn vocabulary easily through popular English songs. The conclusion is that the students' vocabulary mastery could be improved well through popular English songs.

**Keywords:** *Popular Song, Vocabulary; Vocabulary Mastery*

### **INTRODUCTION**

Vocabulary allows the students not only to convey their thoughts and effective written form but also to assist them to understand the subject guided by the teacher. The vocabulary acquisition is essential in creating a successful second language communication and thus, its role plays very important in completing both spoken and written, including all language skills (Laufer and Nation, 1999; Maximo, 2000; Read, 2000; Nation, 2011). In addition, Cameron (2001, p. 77) claims that vocabulary is a

foundation for learning foreign language.

Vocabulary can be defined as words collection of particular language and words that the speakers recognize and utilize in order to communicate effectively (Linse, 2005, p. 121; Hatch & Brown, 1995, p. 21; Neuman & Dwyer, 2009, p. 385). According to Behlol (2010, p. 40), vocabularies can be categorized into passive vocabularies and active vocabularies. Accordingly, passive vocabulary pertains to the words at which the students cannot utilize properly in different context. Meanwhile, active vocabularies are the words which can be employed by the speakers constructively in speaking and writing. Both active and passive vocabularies must be learned well by the students since it can influence the skills of language leading to students' vocabulary mastery. According to Hornby (1995, p. 95), mastery, as knowledge or skill completion allows someone to master a certain subject, including vocabulary, which becomes a crucial part of English. Therefore, it is very beneficial for the students (Lewis & Hill, 1997).

In learning vocabulary, there are four principles as a consideration (Nation, 2001, p. 135-141), among others, focusing on the most useful vocabulary first and appropriate way, giving attention to the high frequency words, encouraging learners to evaluate themselves, and being responsible to the learning. Regarding taking this responsibility, students need to be equipped by "(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 best option" (, p. 141). However, difficulties may arise due to insufficient vocabulary that is connected to students' real lives (Cameron, 2001, p. 73). It may be overcome by an informal method which is called edutainment.

Edutainment software pertains to all the applications which relies on visual materials with the principle of drawing learners' attention, keeping them emotionally, especially in stimulating students' better mood, and arising their interest of the lesson (Okan 2003, p. 255; Scrivener, 2005, p. 339). Edutainment activities are conducted through an enjoyable way because the music employed in teaching combines the words of education and entertainment (Okan 2003, p. 255).

In addition to increase students' motivation (Baoan 2008), according to Murphey (1992, p. 6), the music and songs can provide a study of language a stimulation and both of them are interrelationship positively. It means that songs, mainly some famous songs, is a way for students to learn new vocabulary which is more natural than textbook and allow them to accept the material easily. This is in line with what has been said by Paul (2003, p. 58) and Philips (1993, p. 7) that song provides the students an additional

feeling, English sound and rhythm for their language practice and lesson deeply, and assists the students to recall things without more difficulties.

Apart from its availability, Griffiee (1992, p. 41) also states that, “songs are especially good for introducing vocabulary because songs provide a meaningful context for the vocabulary”. Specifically, there are four others advantages of the utilization of songs in vocabulary teaching (Coromina, 2006, p. 26): 1) the new vocabulary and expression are presented in a contextual way; 2) it assists the students to recognize the way the native speakers pronounce the words; 3) it provides the students the topic to be discussed; and 4) it provides a pause from the textbook and workbook routine. Meanwhile, Paul (2003, p. 58) says that song is very the valuable because it can become an additional feeling and rhythm to practice of language and it assists the students to memorize thing more easily study the lesson deeply. Accordingly, p. 57) English songs can be utilized in teaching through singing, actions, chants, background song, and between lessons (p. 57).

In addition, Lynch and Nunan (2009) tells the reasons why songs can work well in the classroom of foreign language. First, there is authentic and natural language contained in sing. Second, students are to be accustomed to recognize a variety of new vocabulary. Third, songs are available and very easy to be obtained Fourth, song can be matched to the students’ needs and interest. Thus, it is fair to say that teaching vocabulary by using songs had influenced the students’ pronunciation and their skills of English lesson, and of course effected on students’ English vocabulary mastery.

Previously, there are many research on related present study conducted by Neuman, & Dwyer (2009), Maximo (2020), Laufer, & Nation. (1999), and Behlol (2010). None of these focuses on improving high school students’ vocabulary mastery by using popular English songs employing action research as the type of research paradigm. Therefore, the present study is intended to investigate the use of popular English songs to improve junior high school students’ vocabulary mastery.

## **METHOD**

To determine how the use of popular English songs improve students vocabulary mastery, qualitative research design was used as the research method in this study. In conducting this study, the writer used Classroom Action Research as proposed by Mills (2000, p. 5), Kemmis and McTaggart (1988) in Burns (2010, p. 8).

The present classroom action research was conducted collaboratively at

which each procedure took six steps for one cycle. They are as follows: problem identification, the action plan, action implementation, action observation/ monitoring Reflection of the observation result, Revision of plan. Furthermore, the teacher of seventh grade class acted as facilitator and the observer. Meanwhile the researcher implemented the action. In this classroom action research, each procedure takes six steps that form one cycle.

This action research involved the seventh grade students of Junior High in St. Banjarsari - Tuban, Ratawangi consisting of thirty students in academic year 2017/2018. They were selected due to the availability at which there is an opportunity to improve their lack of and difficulties in vocabulary mastery comparing to other classes. In addition, one of English teacher in this school was also asked to be an observer in order to file the process of teaching and learning as well as students' activities in the class.

Regarding the primary data, a set of test and observation were employed. The test was utilized to find out the students' score of English vocabulary mastery after being taught by using popular English songs in every cycle in the class. To analyze the data from the test, the writer calculated with the following formula:

$$p = \frac{n}{N} \times 100\%$$

Based on the formula, it can be explained that *P* represents percentage of students who achieve the highest Minimum Mastery Criterion (KKM); *n* represents number of students who achieve the highest Minimum Mastery Criterion (KKM); and *N* represents number of students.

The result of test obtained by students might be categorized into the following three level of value

Students Value <KKM is ... ..%

Students Value =KKM is ... ..%

Students Value >KKM is ... ..%

While observation was employed to gain the data of the activities and the students' attitudes towards teaching and learning English vocabulary mastery by using English popular song in every cycle in the class. It was employed to diagnose the problems arouse in the field and subsequently design the plan to conduct an action of problem solution. During the action, the collaborator assisted the writer in observing the

teaching and learning process by filling in the observation checklist containing vocabulary mastery indicators and the implementation of popular English songs.

## **FINDINGS AND DISCUSSION**

### **A. Findings**

This study aimed at find out how the use of popular English songs improve junior high school students' vocabulary mastery. This section presents the results of the study. The data was analyzed qualitatively that were taken from observation sheet and tests. The observation sheet used to obtain the data about the students' activities in English teaching and learning process in the class. While the tests were used to know the students' improvements on vocabulary mastery after applying popular English songs in the process of teaching and learning in the class. This study was conducted in one class consisted of 30 students and was administered in two cycles. There were four steps of action research (planning, acting, observing and reflecting) occurred in each cycle. The first and second cycle lasted for three meetings at which they were preceded by pre-test. In the last meeting of each cycle, the post- test was given to the students.

The result was found that the mean score of post- test I (cycle 1) was 70.4, the mean score of post-test II was 80.7. The percentage of the students who got point up 70 grew up also. In pre-test, the students who got up 70 were only 6 of 30 students or 20 %, in the post-test I, there were 20 of 30 students or 66.7 %, and then in post- test II and there were 27 of 30 students or 90% students who got up score 70. This result implied that the students' vocabulary mastery by using popular English songs had an improvement. The writer also organized all the qualitative data from each meeting through writing test. Based on the first test, the students' vocabulary mastery was still low (58.1). The problem was that they found making a proper sentences from the difficult words was confusing due to their lack of the vocabulary meaning. In addition, the students also felt difficulty in pronouncing the words which was difficult.

Next, the first cycle of classroom action research was conducted using popular English songs in teaching and learning process, yet, most of students still faced the problem in writing a good sentences and in pronouncing the words. After being taught by vocabulary through popular English songs, they understood the way to write the sentences properly as well as pronouncing the words.

The students' score of post-test I was better than pre-test. That the students' mean score in pre- test was 58.1, only 6 students (20%) who got point up  $\geq 70$ , and most of them (24 students / 80%) failed. But in post- test I, there was the improvement score,

that the mean score in post- test I was 70.4. There were 20 students (66.%) who got point up  $\geq 70$  and 10 students (33.3%) still failed in the tests, that they have not reach the minimal mastery criterion score. Despite the fact that most of students understood the lesson, there were some students who had problem in making a good sentence, and pronouncing the words. This evidence can be seen from the students' score in post- test I, at which there were 10 of 30 students still have low score. So, the writer conducted cycle 2 to assist the students to understand the difficult words or vocabularies well and also to make the students could pronounce the words well. The second cycle resulted in a better score than the first cycle was; only 3 of 30 students obtained bad score and 27 students (90%) had score  $\geq 70$ .

The writer also analyzed observation sheet as a qualitative data. The observation sheet result showed that the students responded positively and gave good attitudes during the teaching and learning process in the class. These all qualitative data supported the research finding in this study. Based on the result that the writer explained previously, it can be found that the implementation of popular English songs had successfully improved the students' vocabulary mastery in the class.

### **Preliminary study**

Preliminary study was done before the implementation of the study. The purpose of the preliminary study was to identify the problems of the students' vocabulary mastery in the class. The problem was identified by observation and test in the classroom. The preliminary study covered two steps, there were observing the process of teaching and learning and administering the test in the class.

The result of the preliminary study would be discussed here. The writer observed teaching and learning process. The writer gave the material about "The Weather". The students were still confused because the students have not been familiar with the meaning of some words in the material. Moreover, some of the students had the lesson without dictionary. Actually, there were some students who knew the meaning but they forgot because the meaning was not given attractively so the students got difficulties in memorizing and also found many difficulties in pronouncing the words well.

The next preliminary study step was test, the test was conducted in class VIIC which consisted of 30 students. The purpose of the pre-test was to know students' vocabulary mastery in the class. The material was about "The Weather". The pre-test consisted of 20 multiple choices questions. From the pre-test result, it could be

concluded that the students' vocabulary mastery was still low. It was shown from the mean score of pre-test that the mean score was 58.1 and there were only six students who got score more than 70. It implied that there were 24 students who had score under the minimum standard or under the minimum mastery criterion. The highest score in pre-test was 79, and the lowest score was 40. The result can be obtained as follows:

Students' Value <KKM is 80%.

Students' Value =KKM is 0%.

Students' Value >KKM is 20%.

It means that teaching English vocabulary mastery by using popular English songs is unsuccessful and ineffective. Because only 6 students or 20% students that have reached the minimum mastery criterion (KKM), 70. And most of the students (24 students / 80% students) have not reached the minimum mastery criterion (KKM) 70. Here, the students couldn't use the vocabulary on their speaking in their daily activities.

#### I. First Cycle

##### 1. Identifying the problem

The students' vocabulary mastery problem was identified before the writer conducted planning action. The result of identifying students' vocabulary mastery problem which was done in preliminary study was low which showed that the mean score was 58.1. The students have difficulties in memorizing vocabulary although the students search the meaning of the words in dictionary, they also found many difficulties in pronouncing the words, their tongues was still unfamiliar with the words. There was not method in teaching and learning vocabulary because vocabulary is not learned properly. Vocabulary is included in reading and writing skill. Because, the students' vocabulary is low, finally it makes the students think that English is difficult and uninteresting lesson to be learn.

To solve the problem, the writer conducted an action research by implementing popular English songs as a teaching technique. This way was used by the writer in English learning to teach English vocabulary mastery to the students in the class. The writer believed that using popular English songs could improve the students' vocabulary mastery well. The writer also believed that using popular English songs could change students' assumption toward English lesson especially in learning English vocabulary mastery, memorizing vocabulary and also in pronouncing the difficult words in vocabulary.

## 2. Planning the action

Referring to identification of the problem aforementioned, the writer planned the action. There were some plans of the action in the study. The first, the writer chose the material. The material was chosen by the writer. It was about "The Weather". The second, the writer prepared all things related to the study during the teaching and learning process. The things are: lesson plan, attendance list, material, camera, speaker active, laptop and book note. The lesson plans were prepared by the writer for the meetings in every cycle. Every lesson plan had to get approval from English teacher. The writer also prepared attendance list, the attendance list was used to know the students coming to school or no. Camera also was prepared to take picture during the process of teaching and learning in VIIC class. Things were used to introduce new vocabulary to the students in the class. Speaker active was used to play the song during the lesson in the class. The laptop was used to watch the video of the song and also used to play the song in the class. The note was prepared to note all students' activities during the process of teaching and learning in the class.

## 3. Implementing the action

The writer did three meetings in the first cycle. In the first cycle, the writer divided into three meetings and every meeting spent 70 minutes. It was conducted every Wednesday on March 14th 2018, March 21st 2018 and March 28th 2018. In this cycle the writer used the topic about "The Weather". The topic that the writer used was based on the English lesson book for the first grade. This book was published in ITTC (Islamic Teacher Training College) Gontor Modern Integrated Islamic Institution. Implementation of the action in the first cycle was intended to enhance the students' competence on the knowledge they had learned before, mainly, in preliminary study. It could be seen from the test result in the first cycle held in the class meeting. As a result, there were learning progresses and a significant improvement of lesson achievement.

## 4. Observation

The result of the action done in cycle 1 was monitored by using some techniques such as: test and observation sheet in order to measure how far the students' improvement in vocabulary mastery on English teaching and learning process in the class. In the first cycle, the writer obtained the field notes from the collaborator. The writer observed the process of teaching and learning by monitoring the students' activities and their attention at the time of the process of teaching and learning occurred



in the class. The result of field notes of the teacher was that the writer prepared the material for teaching and learning well. Then, the writer convey the popular English songs as teaching technique clearly. The students felt enthusiastic in teaching and learning process in the class. The students also paid attention to the writer's explanation about the material and other things in the class. The improvement of the students' achievement could be seen from their mean score of the test. The result can be obtained as follows:

Students Value <KKM is 33.3%.

Students Value =KKM is 0%.

Students Value >KKM is 66.7%.

It means that teaching English vocabulary mastery by using popular English songs is successful and effective enough. Because, most of the students can use the vocabulary on their speaking in their daily activities. From the result, the writer felt unsatisfied because only 20 students / 66.7% who got the point up the minimum mastery criterion (KKM) 70. Therefore, the writer planned the next action for the next cycle or for the second cycle.

The mean score of pre-test is less than post-test which means that there was an improvement of English vocabulary mastery score before and after being given the action. The writer found that the implementation of using popular English song as teaching technique in the class could increase students' motivation in learning English vocabulary mastery from testing and observing in the first cycle. Using popular English songs as teaching technique made the teaching and learning process fun and enjoyable for students in the class. It gave a good atmosphere in the class. This technique could also make students easy to memorize new vocabulary and easy to pronounce the difficult words, especially in one topic material in English class.

## 5. Reflection

Based on the result of cycle 1, there were strangeness and weakness from the teaching and learning English vocabulary mastery by using popular English songs, the usefulness and the weaknesses are:

### a. Usefulness/ Superiorities

- 1)The students were enthusiast to join the class.
- 2)The students felt enjoy in English class.
- 3) The students felt easy to pronounce the difficult words.
- 4) The students improved their vocabulary mastery.

5) Not only improved vocabulary mastery, but also the students could improve their English structure when the writer asked the students to make the sentences.

b. Weaknesses

- 1) There were some students who had difficulties in memorizing new vocabulary.
- 2) There were some students who had difficulties in pronouncing new words.
- 3) When the writer asked students to make a sentence, they just played with the media that the writer had, such as speaker active.

Knowing the result of the reflection above, the writer decided to make revision in some cases. It would be implemented in the action of the next cycle or in cycle 2. To get a better result at the end of the action, it was beneficial to conduct future action which is better than what has been done.

6. Revision of planning

Based on the reflection above, the writer tried to make some revision. Firstly, after treatment, the writer made the students into groups that had difficulties in memorizing new vocabulary and had difficulties in pronouncing the new words fluently by giving them treatment for the second time. The treatment that the writer gave to the students was giving them more explanation about the material that the students felt difficult to understand the material well in the class, and also giving the proper practices in pronouncing the new words that the students felt difficult to pronounce it fluently. Secondly, after giving the material, all of medias that the writer bought to the class were immediately put in the bag.

II. Second Cycle

1. Planning the action

Having made the revised plan from the first cycle, the writer planned some kinds of activities to solve the problems. The problems that the writer got after implemented the action research in the first cycle are the weaknesses that the writer mentioned previously. The first problem is some of the students still had difficulties in memorizing new vocabulary. To solve the problem, the writer gave a certain technique how to memorize new words easily. Here, the writer gave an example to those some of the students who still had difficulties in memorizing new vocabulary by explaining the meaning of the vocabulary more specific for their understanding, and then the writer gave the example to read three times for each vocabulary continually to the next words, after that the writer asked them to close their eyes and then the writer asked the meaning of each words that they have memorized it continually. The second problem is that there

were also some students who had difficulties in pronouncing new words. The students felt this problem because they still hard to spell English alphabet well.

To solve this problem, the writer gave the certain practice to those students to follow pronounce the new words after the writer explained them how to spell each word in English alphabet well. This practice gave continually to the students until they can to pronounce new words easily. The third problem that faced by the students is they felt difficult to make a sentences. Because they still felt hard to translate the words into English language. It is because their vocabulary was still lack. So, to solve this problem the writer asked the students to bring English dictionary to the class in every English subject.

The writer prepared the lesson plan consisting of three terms, namely, opening, main activity and closing. The 70 minutes time allotment was given for each meeting. The writer prepared the attendant list to check the students' attendance that day. The writer also did the action not only in front of the class but walked around the class to give more attention for all students in the class. The writer also gave more warning to the students to follow the teaching and learning process in the class well by attending the class and paid attention to the lesson well.

## 2. Implementation the action

In the second cycle implementation, the writer divided into three meetings and every meeting spent 70 minutes. The second cycle implementation was conducted on April 4th 2018, April 11th 2018, April 18th2018. In this cycle the writer used the topic about "Day and Night". The topic that the writer used was based on the English lesson book for the first grade. This book was published in ITTC (Islamic Teacher Training College) Gontor Modern Integrated Islamic Institution. The writer revised some actions based on the reflection in cycle 1.

After conducting the first cycle, the writer found that there was an increase of students' attitude and motivation in learning English although which was not maximal yet. This evidence showed a better progress than the last meeting. It could be seen from the fact that more students joined the class activity. It was unfortunate that a new problem appeared in the first cycle resulting in a discussion and advances in applying the technique. This was conducted by the writer and the teacher cover up the weakness in the forthcoming cycle. Students were only able to memorize the vocabularies given by the teacher and subsequently it was written down in the song lyric.

Meanwhile, the observation result in second cycle indicated that there was an

improvement of students' motivation that can be seen from the appearance of some motivated students indicators. In the classroom, there was a decrease of students who were not active in the lesson. On the contrary, there was an increase of students' confidence in learning and expressing their own spoken English. In short, there were some students who had a good willing to handle the task properly and students' consistency in making an effort and willing to handle some obstacles.

### 3. Observation

The result of the action done in cycle 2 was monitored by using some techniques such as: test and observation sheet. In cycle 2, the writer and the collaborator observed the process of teaching and learning by monitoring the students' activity and their attention at the time of the process of teaching and learning process occurred in the class. From the test and observation, the teaching and learning process in the second cycle showed that the students were enthusiastic well in English class and the students were happy while they were learning in the class, especially in learning English vocabulary. The writer and the collaborator watched the students enjoyed this method. There was a student, who was always enthusiastic in popular English songs as teaching technique in the class. This was the result of the observation. Furthermore, the writer analyzed the students' improvement in learning vocabulary mastery by searching the mean post-test in order to measure how far the students' vocabulary mastery improvement. It is clear, that the improvement of the students' vocabulary mastery achievement could be seen from their mean score of the test. Here the detail result of the students' vocabulary mastery score in post-test II. The result can be obtained as follows:

Students, Value <KKM is 20%.

Students, Value =KKM is 0%.

Students, Value >KKM is 80%.

It means that the teaching vocabulary mastery by using popular English song was successful and effective. Because most of the students (27 students / 80% students have achieved or reached and better score than the minimum mastery criterion (KKM) score, 70. It can be concluded that the students were able memorize the new words, they were also able to use the vocabulary on their speaking in their daily activities. Besides, the students were able to pronounce the English word well. They also knew the meaning of the English words and they were able to make some sentences with the English words well.

The mean score of students' vocabulary mastery was obtained by using

popular English songs from the pre-test and post- test in cycle 1 to the post-test II in cycle 2 which means that there was an improvement of English score between before the action and after the action in every cycle after test. The writer observed that pre-test and post-test have significant difference, where the post-test II is greater than the score of pre-test and post- test 1 of students' vocabulary mastery in cycle 1. The mean score showed that in pre- test, the mean score was 58.1. In post- test I cycle 1 the mean score was 70.4, and the mean score in post- test II cycle 2 was 80.7.

It concluded that using popular English songs in teaching and learning English vocabulary mastery in cycle 2 can improve the students' vocabulary mastery. It is due to most of the students enjoyed the process of English teaching and learning in the class, and most of the students also like the song and also like to sing a song. These are the reasons why that students' vocabulary mastery in English lesson improved better. Teaching English especially in vocabulary learning by using popular English songs was a good technique to be used in the class.

#### 4. Reflection

After analyzing the result of cycle 2, the writer concluded that using popular English songs can improve the students' vocabulary mastery well. In previous cycle, the result of post-test I showed that just 20 students had the score more than 70. From this result, the writer feels happy, because there was an improvement in cycle 2. In second cycle, the results of post-test II showed that almost of the students achieved the Minimal Mastery Criterion. It can be proved by the score of post-test II in cycle 2. There were 27 out of 30 students who had the score by 70 or more than 70.

In relation to the theory mentioned previously, songs can be considered as valuable resources to foster students' skill of listening, speaking, reading, and writing. Song also can be utilized to teach a variety of language aspects such as pronunciation, spelling, meaning and grammar. Dealing with vocabulary mastery, as stated by Murphey (1996, p. 10), songs can be employed by teacher in teaching vocabulary. It means that in teaching and learning vocabulary, especially English vocabulary mastery, the teachers might use or apply the song and music in the class.

Basically, popular songs effect the learners lives and connects to their assorted interests and daily experiences such as friendship, love, dream, sorrow, and the other human feeling. The students' high frequency and concentration on listening to

English popular songs in the language classroom increase learners' motivation and knowledge as reflected on classroom tasks (Baoan 2008). According to Philips (1993, p. 7) song can be used more than to have fun; it is also employed to teach children the sound and rhythm of English to make structure reinforcement and vocabulary. The reason is that English songs are also effective to make the students to remember the words easily, rise students' motivation in the class. It means that teaching English in the class by using songs as a technique is useful to improve students' vocabulary mastery because the learning process is interesting. Griffiee (1992, p. 41) also stated that songs are especially good for introducing vocabulary because songs provide a meaningful context for the vocabulary. It means that the teacher had better songs to introduce vocabulary to the students in their teaching and learning process in the class. Because teaching and learning vocabulary by using songs are good for beginner. It also gives meaningful context in their vocabulary learning in the class.

#### B. Discussion

From the findings, related to the previous study that the writer learned, showed that the students at the beginner still felt difficult in mastering vocabulary on their English learning. The cause that the students felt difficulties in memorizing the new words is because the researcher in the previous study haven't applied popular English songs in the teaching and learning process. It means that the songs used by the researcher before was traditional songs. That makes the students felt less active and enthusiastic in their English learning, especially in their learning vocabulary mastery because the words in the song lyric were too difficult to understand by the students and they were not familiar by those songs. Although the result of the research in the previous study was good, the writer felt unsatisfied. Because the students' habit in English learning improved well by the teacher.

Therefore, in this study the writer used more interesting popular songs that. Because popular songs were known by the students familiarly, and it will make the students feel more interesting and active also enjoy in their learning, especially in learning English vocabulary. It also due to the words in the popular English songs are easy to understand by the students.

As observed in Cycle 1, in the first meeting between the writer and the students of VIIC class of junior high school, the students seem to be scared and shy. In the action of applying popular English songs, the students had more enthusiasm and a feel of comfort in the process of learning. This technique is utilized to assist and build encouragement

for many learners or many students to have sustainable interest in their English learning process.

Popular English song is a medium that uses voice in the beginning of the classes. Popular English song as a technique that helps the students to add their vocabulary with fun learning and they can learn vocabulary easily in the class. In this treatment, when the writer explained popular English songs technique, the students looked interest because it was such a very interesting technique so that it made the students happy and this media and technique are enjoyable for their English learning in the class. There were 2 students who have big spirit in the first cycle. They immediately memorize the vocabulary well. Several data were taken from the field notes indicating that in the first cycle, the students felt interested in the popular English song as teaching technique.

Regarding the first purpose of the study, there was improvement of students' vocabulary mastery that could be indicated by the findings of cycle 1 to cycle 2. It was seen from the increasing score of the test result by applying popular English songs in general figure that described the improvement clearly. In the first cycle, the test instrument showed that the students got improvement in class. The mean score of pre-test was 58.1 and the post-test I is 70.4. The best score of pre-tests was 79 and the worst score of pre-test was 40. Then, the best score of post-test I was 85 and the worst was 57. It means that the students' competences increased their vocabulary mastery by using popular English songs in the class.

Subsequently, the writer continued to the next cycle for getting more data. In this cycle, the students had more spirit and relax, because they knew popular English songs. In applying this technique, most of the students participated actively in the process of teaching and learning in the class. When the popular English songs were applied, they looked happy, fun and more relax. They had a spirit to memorize new vocabularies, they looked happy, and many students became active to speak up in the class because they felt easy to pronounce the words. The test instrument in second cycle also showed that the students achieved their improvement. The mean score of the post-test was 80.7. The best score in post-test was 90 and the worst was 65. It means that the students' achievements increased in their vocabulary mastery.

This result showed that students' improvement in vocabulary mastery could be better after applying popular English songs. In the first cycle, after the writer presented popular English songs in the process of teaching and learning in the class, the students could understand and found the word meaning easy. Consequently, they

became accustomed to memorize them in daily life. In second cycle, there was significant improvement of students' vocabulary mastery at which they enjoyed the process teaching and learning vocabulary. Based on the observation checklist, it indicated that most of students' were willing well to be active to apply popular English songs. The writer concluded that the students felt happiness and comfort, more active to speak when they were taught English vocabulary mastery by using popular English songs. So, they easily understood the material of what they had learned in the class.

Dealing with the ideas of using music in the classroom, song is a good way to create students' better mood especially in learning English in the class (Scrivener, 2005, p. 339). Moreover, the edutainment principle is to attract learners' attention, keep their engagement emotionally in the lesson (Okan, 2003, p. 255). Based on the research findings, it can be concluded that it is convincing that popular English song can improve students in teaching and learning process, in particular, vocabulary mastery; so the writer took two cycles in this study. The first cycle was with the standardized of score 70 resulting the students' mean score of 70.4. To be more convincing, the writer continued to the second cycle resulting in the students' mean scores of 80.7. Using popular English songs as a teaching technique in the class provided the students the good atmosphere and also could motivated students to improve their vocabularies mastery well. Therefore, the result of present study committed Philips (1993), Baoan (2008), and Griffee (1992) on the beneficial value of popular song in improving students' vocabulary mastery which was proven well.

## **CONCLUSIONS**

It has been revealed that students gained an improvement in their English vocabulary mastery through English popular song. The students can memorize the meaning of the words better, pronounce the new words well, and speak English more fluently than before. Based on the positive result of this study, it is indicates that the use of popular English songs could improve the students' vocabulary mastery.

For other researcher, it is suggested to use the various popular English songs as one of the reference in teaching and learning vocabulary mastery in the class. The further research also can be carried out with the broad methodology and other areas of language aspect and skill.



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