

**THE USE OF TEACHER-COMPOSED SONG
FOR TEACHING VOCABULARY:
A DESCRIPTIVE STUDY AT 7th GRADE STUDENTS
OF AEDS PROGRAM IN AL – IKHSAN ISLAMIC
BOARDING SCHOOL BEJI PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment
Requirement for *Sarjana Pendidikan* (S.Pd.) Degree**

by :

**ROFIQOTUL MUFIDAH
Student Number.1717404033**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2023**

STATEMENT OF ORIGINALITY

Here with I,

Name : Rofiqotul Mufidah
Student Number/S.N : 1717404033
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, "The Use of Teacher-Composed Song for Teaching Vocabulary (A Descriptive Study at 7th Grade Students of AEDS Program in Al-Ikhsan Islamic Boarding School Beji Purwokerto)" Is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the material from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, 03 January 2023

I who declare,



Rofiqotul Mufidah
S.N 1717404033



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

PAGE OF APPROVAL

This thesis, entitled :


**THE USE OF TEACHER-COMPOSED SONG FOR TEACHING VOCABULARY:
A DESCRIPTIVE STUDY AT 7th GRADE STUDENTS OF AEDS PROGRAM IN
AL-IKHSAN ISLAMIC BOARDING SCHOOL BEJI PURWOKERTO**

Written by Rofiqotul Mufidah (Student Number, 1717404033) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 13 Januari 2022 and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree by the examiners.

Purwokerto, January, 10th 2022

Examiner I/Head of Examiners/Supervisor,

Examiner II/Secretary,


Muflihah, S.S., M.Pd
NIP. 197209232000032001


Windharivati Dyah K., M.A., M.Pd
NIDN. 2001049001


The Main Examiner,


Dr. H. Munjin, M.Pd.I
NIP. 196103051992031003

Legalized by :

Head of Education Department,



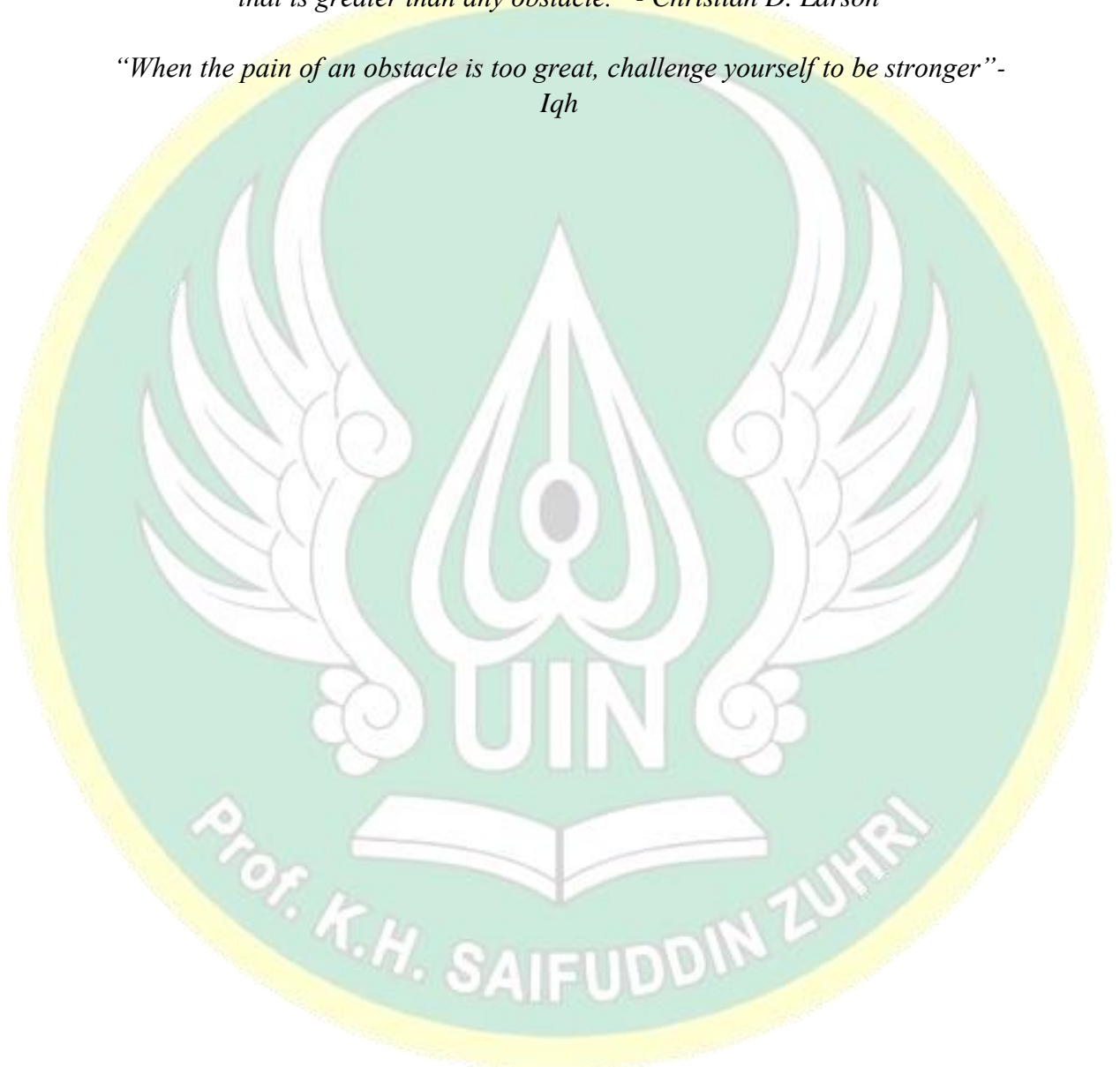

Dr. Maria Ulpah, M.Si.
NIP. 198011152005012004

MOTTO

“The best way to predict a free future is to create it.” - Abraham Lincoln

“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle.” - Christian D. Larson

*“When the pain of an obstacle is too great, challenge yourself to be stronger” -
Iqh*



DEDICATION

I dedicate this thesis to:

My Parents, Bapak Akhmad Muhajir Nartam and Ibu Tasmiyah

Even a thousand words of thanks will not pay for all affection, attention, and patience that have always been given to me. Thank you for all the struggle, I cannot imagine what I would be like without your love.

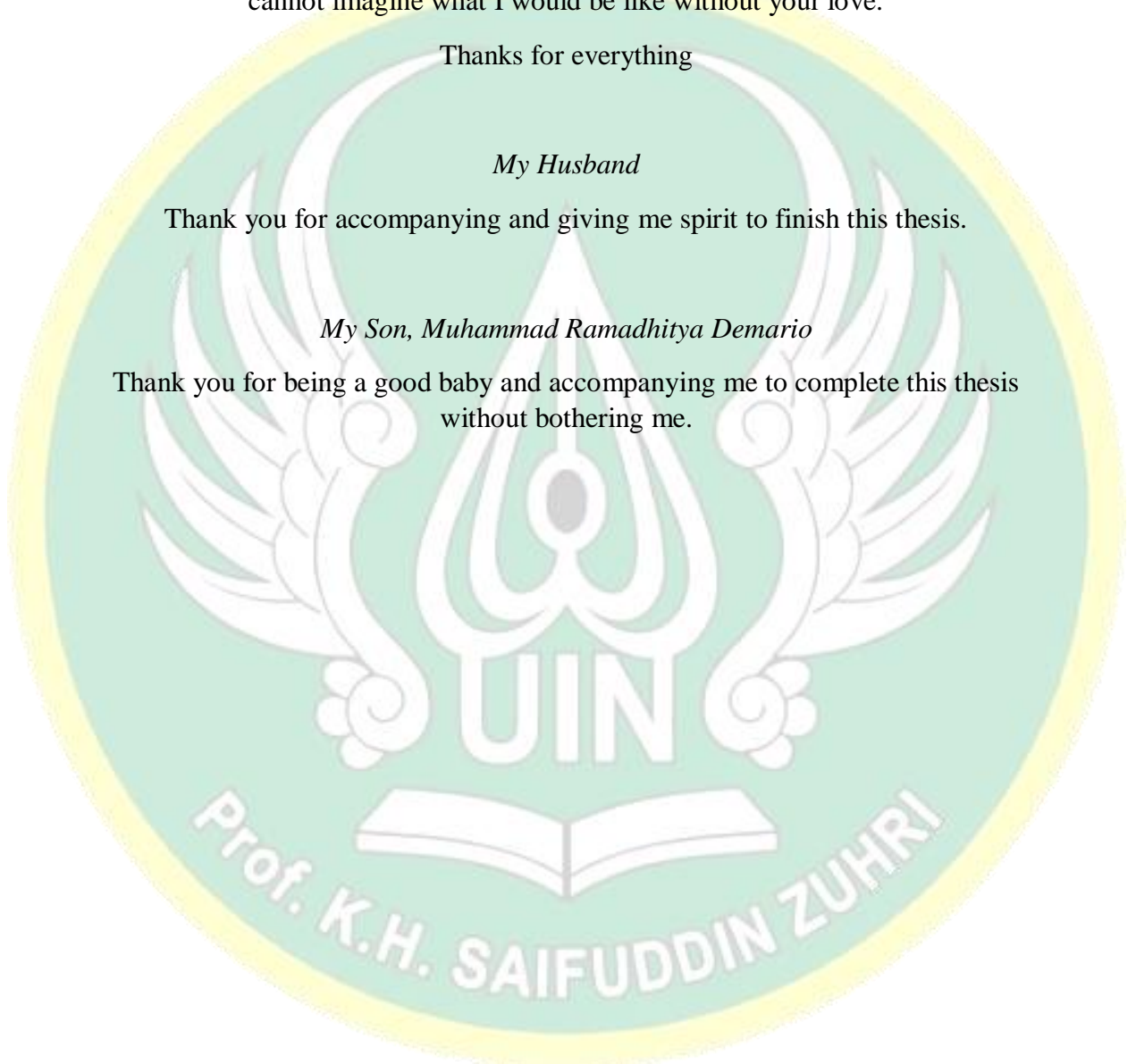
Thanks for everything

My Husband

Thank you for accompanying and giving me spirit to finish this thesis.

My Son, Muhammad Ramadhitya Demario

Thank you for being a good baby and accompanying me to complete this thesis without bothering me.



PREFACE

First and foremost, Alhamdulillahirabbil'alamin, all praises to be Allah the Almighty, the Most Gracious, and the Most Merciful, the creator of all the creations, who has neither beginning nor end. The writer is deeply grateful to Allah SWT., Who has given me His blessing, strength, and guidance in accomplishing this thesis. May the blessing of Allah flow to His last messenger, the Noble Prophet, Muhammad SAW., His family and His companions.

This thesis partially fulfils the requirement for the undergraduate education degree in the Faculty of Tarbiya and Teacher Training of State Islamic of Prof. K.H. Saifuddin Zuhri Purwokerto. However, this thesis will not be completed without individuals and institutions' support, guidance, advice, help, and encouragement. Therefore, the writer would like to express the deepest gratitude and appreciation to:


1. Prof. Dr. H. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
2. Dr. H. Suparjo, M.A., the I Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Prof. Dr. Subur, M.Ag., the II Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Dr. Sumiarti, M.Ag., the III Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M.Si., as the Head of Education Department of Faculty Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.
6. Desi Wijayanti Ma'rufah, M.Pd., as the Coordinator of English Education Study Program of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

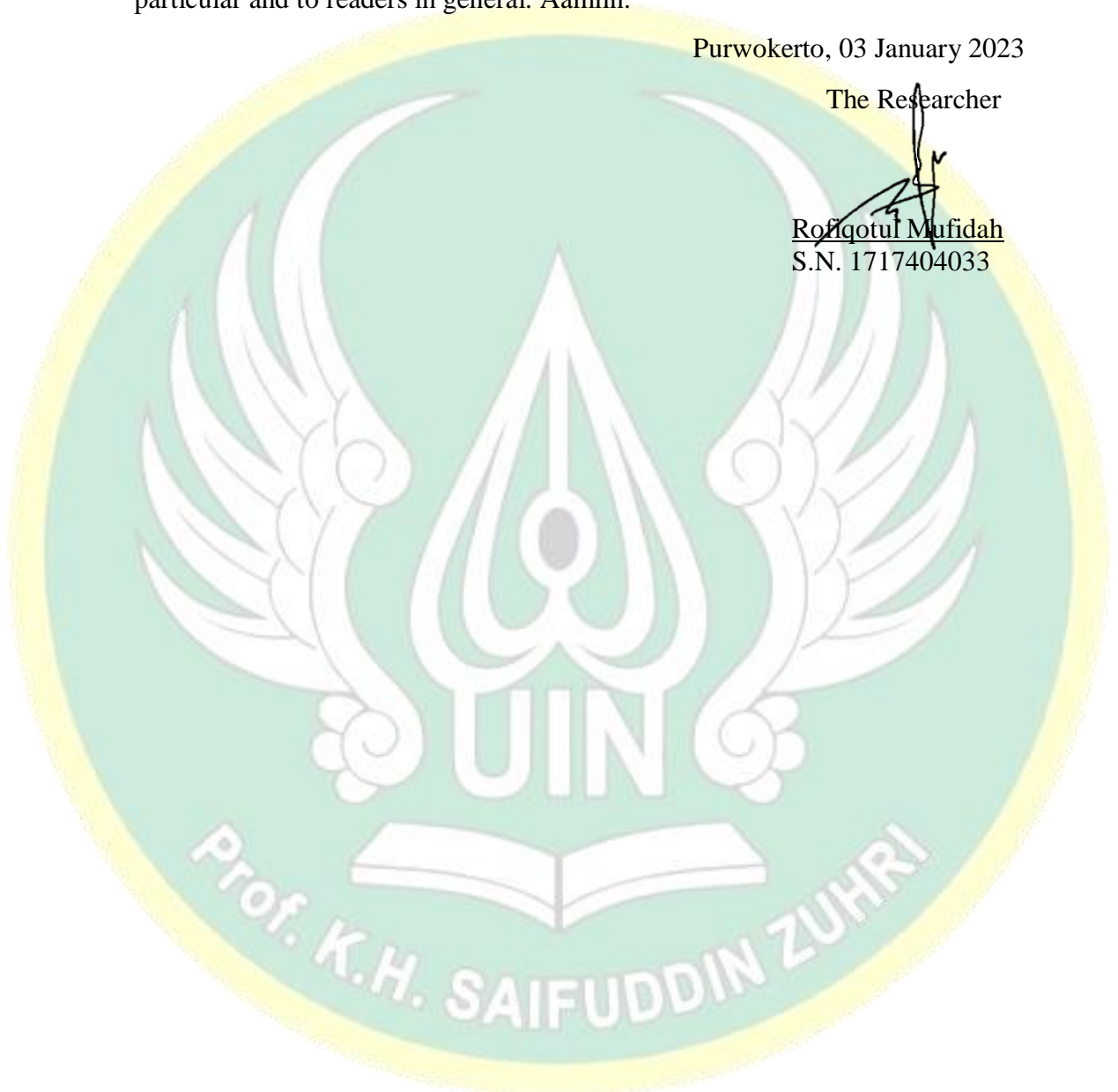
7. Muflihah, S.S., M.Pd., as my esteemed supervisor and as the academic supervisor of TBI A, has always given me guidance, encouragement, and best suggestions.
8. All the lecturers of the English Education Department of Faculty Tarbiya and Teacher Training of State Islamic University, Prof. K.H. Saifuddin Zuhri Purwokerto, have thought and shared much knowledge and new perspectives on life.
9. All official staffs of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
10. Al Ikhsan Islamic Boarding School Beji who given permission to me to do this research and 7th grade students of AEDS program as participants who have provided testimonials in learning vocabulary using songs and help the researcher to conduct the research.
11. Mrs. Aniqotul Millazakiyah, S.SI., M.M. as the Director of AEDS Program Al-Ikhsan Islamic Boarding School Beji who given information and motivation.
12. Mr. Syakur Rizky Mubarak as the English Teacher of AEDS Program who has given permission and share knowledge of how to teach vocabulary with fun methods and help me to conduct the research.
13. My beloved parents, Akhmad Muhajir Nartam and Tasmiyah have supported me through my good and bad days and always prayed for me.
14. My beloved husband, Manarul Hidayat, who have accompanied me through my ups and downs, and supported me with the best prayers.
15. My lovely son, Muhammad Ramadhitya Demario, who has accompanied me and been an encouragement in everything.
16. My brothers and sister, Zaenal Arifin, Mauludin, Anatul Afifah, Era Wahyuni, Anisatul Faizah, and all my nephews Raza, Zidan, Naura, Syafrina will always be number one and the best supporters ever.
17. All my friends of TBI 2017 have shared memories of three years of offline courses and a year of online classes.

There is no more appropriate sentence with the most profound thanks for all help and supports that the researcher can convey, except thank you and prayers to all the parties who have helped in the completion of the thesis preparations. Hopefully, this thesis will be beneficial for the writer in particular and to readers in general. Aamiin.

Purwokerto, 03 January 2023

The Researcher


Rofiqotul Mufidah
S.N. 1717404033



**THE USE OF TEACHER-COMPOSED SONG FOR TEACHING
VOCABULARY: A DESCRIPTIVE STUDY AT 7th GRADE STUDENTS
OF AEDS PROGRAM IN AL – IKHSAN ISLAMIC BOARDING SCHOOL
BEJI PURWOKERTO**

Rofiqotul Mufidah

S.N. 1717404033

English Education Program

State University of Prof. K.H. Saifuddin Zuhri

ABSTRACT

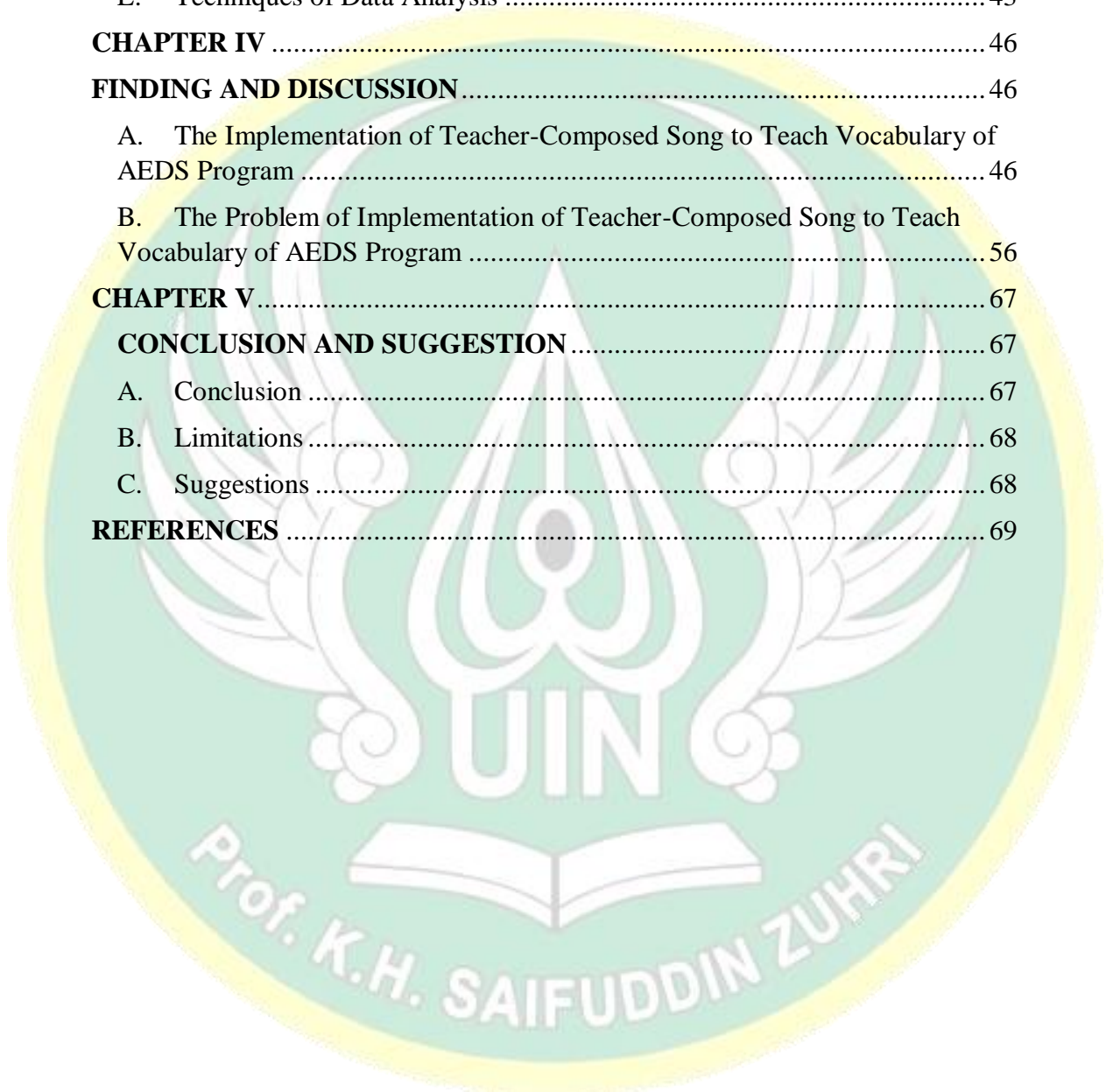
AEDS (Arabic and English Development Skills) Program at Pesantren Al Ikhsan Beji is a flagship program of bilingual Islamic boarding schools in Purwokerto that has been created the qualified alumni and has several formal and non-formal educational institutions. This research aimed to describe the implementation of the teacher-composed song for teaching vocabulary to 7th grade students of AEDS Program in Pesantren Al Ikhsan Beji by replacing the original lyrics and placing the adjusted vocabulary with students' daily lives. The song used was children's songs that are familiar and easy to understand for students. It applied to the students in the classroom by introducing the songs, asking them to write and memorize the lyrics, and singing along without the lyrics on the whiteboard to try out their memorization. The problem of the implementation, the strengths and weaknesses as the focus of this study. The research used a descriptive study method and a qualitative approach. Observation, interviews, and documentation were used to collect the data. The technique of data analysis was used by reducing, displaying, and making a conclusion. The result showed that the implementation of teacher-composed used by replacing the original lyrics and placing vocabulary into them. The problem was identified as being difficult to modify the lyrics and tone, difficult to pronounce, and challenging to organize the students. The strengths were creating long-term vocabulary memorization, relaxing students in the classroom atmosphere, and improving students' pronunciation. Meanwhile, the weakness found was that it can interfere with the adjacent class lesson and difficult in matching the lyrics and the tunes.

Keyword: *teacher-composed song, teaching vocabulary, songs media*

TABLE OF CONTENTS

| | |
|---|------|
| COVER | |
| STATEMENT OF ORIGINALITY | ii |
| PAGE OF APPROVAL | iii |
| OFFICIAL NOTE OF SUPERVISOR | iii |
| MOTTO | iv |
| DEDICATION | v |
| PREFACE | vi |
| ABSTRACT | ix |
| TABLE OF CONTENTS | x |
| LIST OF PICTURES | xii |
| LIST OF APPENDICES | xiii |
| CHAPTER I | 1 |
| INTRODUCTION | 1 |
| A. Background of Study | 1 |
| B. Definition of Terms | 4 |
| C. Research Questions | 6 |
| D. Objectives and Significances of the Study | 6 |
| E. Structure of the Study | 7 |
| CHAPTER II | 9 |
| LITERATURE REVIEW | 9 |
| A. Song | 9 |
| B. Teacher-Composed Song | 14 |
| C. Vocabulary | 15 |
| D. Problem in Teaching and Learning Vocabulary | 31 |
| E. Teaching Vocabulary Trough Song | 35 |
| F. The Advantages and The Disadvantages of Teaching Vocabulary Trough Song | 36 |
| G. Review of the Relevant Studies | 38 |
| CHAPTER III | 40 |
| RESEARCH METHOD | 40 |

| | |
|---|-----------|
| A. Type of the Research | 40 |
| B. Data Sources | 40 |
| C. Research Instrument | 41 |
| D. Techniques of Data Collection..... | 41 |
| E. Techniques of Data Analysis | 43 |
| CHAPTER IV | 46 |
| FINDING AND DISCUSSION | 46 |
| A. The Implementation of Teacher-Composed Song to Teach Vocabulary of AEDS Program | 46 |
| B. The Problem of Implementation of Teacher-Composed Song to Teach Vocabulary of AEDS Program | 56 |
| CHAPTER V | 67 |
| CONCLUSION AND SUGGESTION | 67 |
| A. Conclusion | 67 |
| B. Limitations | 68 |
| C. Suggestions | 68 |
| REFERENCES | 69 |



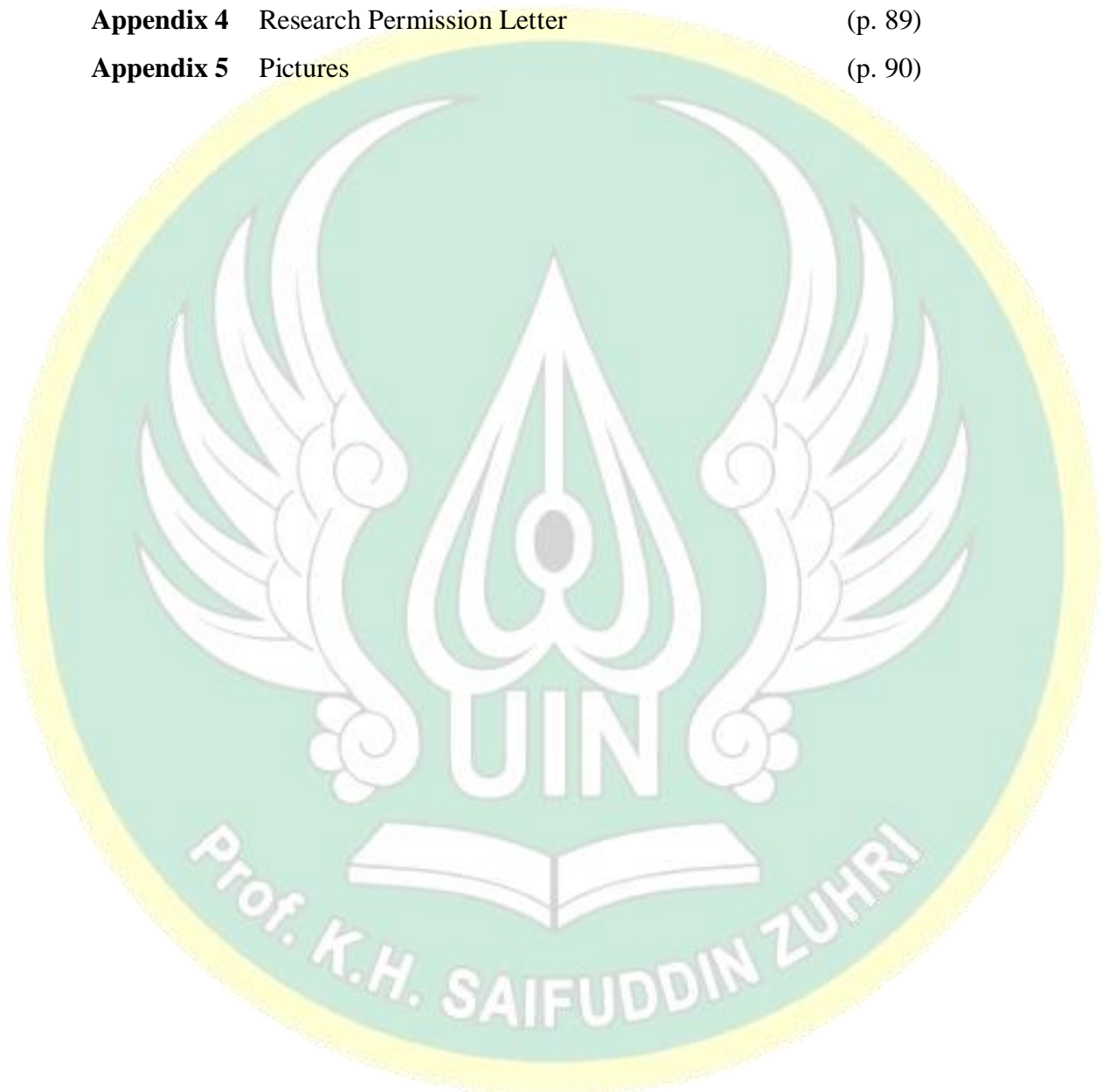
LIST OF PICTURES

- Picture 4.1** The teacher-composed song “Naik delman” (p.47)
Picture 4.2 The teacher-composed song “Menanam jagung” (p.49)



LIST OF APPENDICES

| | | |
|-------------------|----------------------------|---------|
| Appendix 1 | Research Instrument | (p. 73) |
| Appendix 2 | Transcript of Interview | (p. 76) |
| Appendix 3 | Lesson Plan | (p. 81) |
| Appendix 4 | Research Permission Letter | (p. 89) |
| Appendix 5 | Pictures | (p. 90) |



CHAPTER I INTRODUCTION

A. Background of Study

According to Hebert and Kamil, vocabulary is the knowledge of meaning words¹. The cornerstone for creating a language is its vocabulary. It demonstrates a crucial communication behavior. Moreover, Vocabulary is one of the components that is required in learning a language, according to Hatch and Brown, which means that vocabulary can enhance other English comprehension skills.² Since English is still regarded as a foreign language in Indonesia, junior high school pupils are expected to develop communicative English competency as one of their future requirements. It is harder for people to learn English as a second language than it is for them to acquire it as their mother tongue. It is because they have to learn extensive, frequently difficult vocabularies³. In line with Ur, vocabulary is one of the crucial things to be taught in learning a foreign language because it will be impossible to speak up without a variety of words⁴.

As stated by Richards and Renandya, vocabulary is a core component of language proficiency and conveyed much of the basis for how learners speak, listen, read and write⁵. Learning vocabulary is often considered as a complicated thing by junior high school students while they are learning English, because they have to memorize lots of words. In this case, teachers should be able to provide the best method to teach vocabulary to students⁶.

¹ Hebert and Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, London: Lawrence Erlbaum Associates, 2005, p. 3

² Ade Lelyana Kisworo Putri, "The Use of Song Lyrics for Teaching Vocabulary at SMP Amal Mulya Tawangmangu in 2014/2015 Academic Year", Surakarta: Universitas Muhammadiyah Surakarta, 2015.

³ Wulan Wangi, et.al, "A Descriptive Study of Using English Songs in Teaching Listening to Develop Students' Vocabulary Mastery at The Tenth Grade Students of IPA 1 of MAN Srono Banyuwangi", *Journal Sosioedukasi*, 2017, Vol. 6, No.1, p.30.

⁴ Ur, *A Course in Language Teaching, Practice, and Theory*, Cambridge: Cambridge University Press, 1996, p. 60

⁵ Richards and Renandya, *Methodology in Language Teaching*, New York: Cambridge University Press, 2002, p. 255

⁶ Ade Lelyana Kisworo Putri, "The Use of Song Lyrics for Teaching Vocabulary at SMP Amal Mulya Tawangmangu in 2014/2015 Academic Year", Surakarta: Universitas Muhammadiyah Surakarta, 2015.

Students need something which can make them interested in learning process and enjoy the class atmosphere. Since teachers' teaching methods greatly influence how well their pupils learn, it is often advised to create a fun learning environment. Additionally, learners are more likely to engage in meaningful learning when the learning environment is enjoyable. According to Brown, meaningful learning will help kids retain information longer than rote learning. Students will learn more effectively through relevant learning.⁷

One of the ways that can be done by teachers to create an enjoyable learning atmosphere is by using songs as teaching media. Songs can create an enjoyable classroom activity. They are priceless tools for helping kids improve their memorization and other skills. Additionally, they can be used to teach a variety of linguistic skills, including vocabulary. Through their lyrics and repeating rhyme, we can consciously pick up new words, broaden our vocabulary, and yet enjoy the music. Students will more readily learn vocabulary through songs since they may be indirectly enticed to look up the definitions of challenging lyrics in dictionaries.⁸ In a textbook for the seventh grade of junior high school that is based on 2013 Curriculum from the Ministry of Education and Culture, each of chapter in the book is complemented with song lyrics. The song lyrics in each chapter make students become more interested in learning English. The correlation between the song lyrics and the vocabularies which contain within it bring advantages toward English teaching.⁹

One engaging medium for teaching vocabulary, particularly to junior high school pupils, is song. Students learn words more effectively through music because the lyrics are catchy, simple to follow, and easy for them to repeat. Flexibility is one benefit of utilizing song lyrics to teach language.

⁷ Wulan Wangi, et.al, "A Descriptive Study of Using English Songs in Teaching Listening to Develop Students' Vocabulary Mastery at The Tenth Grade Students of IPA 1 of MAN Srono Banyuwangi", *Journal Sosioedukasi*, 2017, Vol. 6 (1), p.31

⁸ Wulan Wangi, et.al,, p.31

⁹ Ade Lelyana Kisworo Putri, "The Use of Song Lyrics for Teaching Vocabulary at SMP Amal Mulya Tawangmangu in 2014/2015 Academic Year ", Surakarta: Universitas Muhammadiyah Surakarta, 2015.

Songs can be utilized for a variety of activities, and they are useful for teaching for a variety of reasons. According to Murphey in Ade Lelyana, music can assist students sharpen their listening and pronunciation skills, which could then increase their memorization and speaking abilities¹⁰. According to Griffee, songs are good at introducing vocabulary because songs provide a meaningful context for vocabulary. Without a strong vocabulary, students struggle to communicate their thoughts both orally and in writing.¹¹ Songs are also effective to make students remember words easily and feel more motivated in class because they learn it in interesting way.¹²

Teaching vocabulary can be done by using songs, but teachers should choose suitable method to teach vocabulary. Teachers should not only teach the meaning of certain words, but they should also use appropriate method for each of other aspects of language.¹³ Teachers can use songs that have been available in students' textbook, or they can also make their own songs by using vocabulary which are adjusted according to students' level.

From the explanation above, the researcher conduct a research about the use of teacher-composed song for teaching vocabulary at the 7th grade students of AEDS Program (Arabic and English Development Skills) in Al-Ikhsan Islamic Boarding School Beji Purwokerto. The reason of conducting the research in this school is because Al-Ikhsan is one of bilingual islamic boarding schools in Purwokerto that has been established since 1986 and has several formal and non-formal educational institutions. Formal education that stands under the Al-Ikhsan foundation are MI MA ARIF BEJI, MTs Al-Ikhsan Beji, and MAS Al-Ikhsan Beji. Al-Ikhsan also has several non-formal

¹⁰ Ade Lelyana Kisworo Putri, "The Use of Song Lyrics for Teaching Vocabulary at SMP Amal Mulya Tawangmangu in 2014/2015 Academic Year ", Surakarta: Universitas Muhammadiyah Surakarta, 2015.

¹¹ Ade Lelyana Kisworo Putri, "The Use of Song Lyrics for Teaching Vocabulary at SMP Amal Mulya Tawangmangu in 2014/2015 Academic Year ",...

¹² Wulan Wulan Wangi, et.al, "A Descriptive Study of Using English Songs in Teaching Listening to Develop Students' Vocabulary Mastery at The Tenth Grade Students of IPA 1 of MAN Srono Banyuwangi", *Journal Sosioedukasi*, 2017, Vol. 6, No.1, p.31.

¹³ Wulan Wangi, et.al, "A Descriptive Study of Using English Songs in Teaching Listening to Develop Students' Vocabulary Mastery at The Tenth Grade Students of IPA 1 of MAN Srono Banyuwangi",... p.32.

education programs including AEDS (Arabic and English Development Skills), TOT (Training of Trainers), HTs (Hard Teaching System), JET (Junior English Training), Taks (Ta'limul Al Lughoh Al Arobiyah Al Specialiyah). The AEDS program in Al-Ikhsan Beji has created many qualified alumni and the bilingual program in Al-Ikhsan Beji Islamic Boarding School is widely known, especially in the Banyumas area. The learning methods used are always varied, even during the covid-19 pandemic. One of the technique is the English teacher in AEDS (Arabic and English Development Skills) Program composed their own song by using vocabularies which are customized according to the level of the students. The songs which are used also varied, start from children's songs to popular songs. The learning method used is not monotonous so that students enjoy doing it. In addition, this islamic boarding school has achieved many awards in English category, and most of the students also have good English skills especially in memorizing vocabulary. Based on those reasons, the researcher intends to conduct a research entitled “The Use of Teacher-Composed Song for Teaching Vocabulary (A Descriptive Study at 7th Grade Students of AEDS Program in Al-Ikhsan Islamic Boarding School Beji Purwokerto)”.

B. Definition of Terms

To help readers comprehend or perceive some terminology used in this research in the same way, the following definitions are supplied. They also seek to eliminate any room for misinterpretation or ambiguity. There are two crucial terms:

1. Vocabulary

Vocabulary is one of important language aspects that should be learnt¹⁴. According to Caroline T. Lines, "Vocabulary is the collection of words than an individual knows"¹⁵. Vocabulary means the total number of

¹⁴ Nur Indah Rusydah, “The Effectiveness of Songs to Increase Students' Vocabulary”, Thesis, Jakarta: UIN Jakarta, 2015, p.6

¹⁵ Caroline T. Linse & David Nunan, *Practical English Language Teaching: Young Learners*, New York: McGraw Hill, 2005, p.121

words or phrases of language, including single words, and idioms that individual knows.

2. Teacher-Composed Song

Teacher-composed song is a song by replacing or make up the original lyrics related to the students' daily lives (friends, school, teacher, town, country, etc)¹⁶. Changing the song lyrics is usually done for learning activities, such as a teacher changes original song lyrics by using easy vocabulary for learning English in the classroom. It concluded that the teacher-composed song is a song created by someone or a teacher by changing the original lyrics to the lyrics that the person wants. The teacher can adopt vocabulary into the song by adjusting the level of the students who will be taught. In other words, the song is intended to be composed by the teacher, with the original lyrics being changed to reflect the lesson's intended learning topic. This technique is often referred to as song arrangement.

3. AEDS Program in Al Ikhsan Islamic Boarding School

Arabic and English Development Skills (AEDS) at Al Ikhsan is an irregular program for all 7th -9th grade students of MTs AL-IKHSAN and 9th-12th grade students of MA Al Ikhsan who are staying at Al Ikhsan Islamic Boarding House. This activity aims to improve, develop and create the active students' in mastering Arabic and English as foreign language. The AEDS program is held twice a day in a week. Every morning after prayer at 05:00-06:00 am students are scheduled for learning Arabic in the class, while in the afternoon after Asr at 04:00-05:00 pm students are scheduled for learning English in the class. The AEDS Program also conducts UAS (Ujian Akhir Semester) and distribution of report cards in each semester to measure students' abilities during learning activities.

¹⁶ Jeffer Darío Ivarez Forero, “*Context-Bound Module Focusing on Songs Compiled by Teachers and Adapted for Vocabulary Learning*”, Colombia, 2019, p. 19

C. Research Questions

Based on the background of the study above, the research questions are formulated as follows:

1. How is the implementation of teacher-composed song to teach vocabulary for 7th grade students of AEDS Program in Al-Ikhsan Islamic Boarding School Beji Purwokerto?
2. What are the Problem in the implementation of teacher-somposed song to teach vocabulary for 7th grade students of AEDS Program in Al Ikhsan Islamic Boarding School?

D. Objectives and Significances of the Study

1. The objectives of the Research
 - a. To identify the implementation of teacher-composed song to teach vocabulary for 7th grade students of AEDS Program in Al-Ikhsan Islamic Boarding School Beji Purwokerto.
 - b. To describe the problem faced by the teacher in implementing teacher-composed song to teach vocabulary for 7th grade students of AEDS Program in Al Ikhsan Islamic Boarding School Beji Purwokerto.

2. The significances of the Research

The significances of this study are divided into two aspects, they are theoretical and practical significances.

- a. Theoretical Significanses
 - 1) The researcher expects this research can provide more knowledge in understanding the use of teacher-composed song for teaching vocabulary, especially in memorizing skill.
 - 2) This research can be useful to improve the quality of memorizing vocabulary, especially using teacher-composed song.
 - 3) This research can be used as a reference for further researchers.

- b. Practical Significanses

Practical significances of this research are:

- 1) For Teacher

The results of this study are expected will be useful for improving vocabulary learning methods and continuing to create a new atmosphere in learning activities.

2) For School

The results of this study are expected can maintain the quality of existing learning methods and upgrade teachers' skills and insight in teaching English.

3) For Further Researchers

The results of this study expectedly will be useful for further researchers who have related topics in the use of teacher-composed songs for teaching vocabulary.

E. Structure of the Study

To make a systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters, they will be explained as follow:

Chapter I presents introduction. It consists of background of the study, definition of terms, research questions of the study, objectives and significances of the study, and systematical of the study.

Chapter II explains the theories of Vocabulary and Teacher-Composed Song. The definition of vocabulary, the types of vocabulary, teaching vocabulary, the definition of song, the definition of teacher-composed song, the purpose of learning vocabulary using song, teaching media, and reviews of relevant studies

Chapter III explores research method which deals with design of the research, place and time of the research, subject of the study, object of the study, variables and indicators of the study, instruments for obtaining data, techniques of collecting data, techniques of analyzing data, and triangulation.

Chapter IV presents the result of the research which discusses general description of the use of teacher composed song for teaching vocabulary at 7th grade students of AEDS Program in Al-Ikhsan Islamic

Boarding School Beji Purwokerto, data analysis, result description of the study.

Chapter V presents conclusion, suggestion, and limitation of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.



CHAPTER II LITERATURE REVIEW

A. Song

1. The Definition of Song

Richard defines a song as a relatively brief musical composition for human voice that incorporates words or lyrics¹⁷. It occasionally uses rhymes and a linguistic style that differs from that found in formal or scientific texts. A song's lyrics are performed in a specific tone, rhythm, tempo, and style. Music instruments are typically used to enhance and enhance the performance of a song. A song may occasionally have greater emotional impact than a poem because to the playing of musical instruments. More and more people are finding that they can enjoy songs more readily than they can poems due of the specialty.

Rhymes and rhythms are used in songs. They also portray feelings subjectively and use lovely language. According to Kamien, a song is a fairly brief musical composition for human voice that may also include other musical instruments and contains words or lyrics¹⁸. A poem's lyric that has been converted for musical expression is frequently referred to as a song in literature.

Therefore, this definition backs up the claim that songs' rhymes and rhythms are considered to be essential components of poetry.¹⁹ Pop song is one of numerous song genres that evolved from pop music, which emerged in its current incarnation in the 1950s and descended from rock and roll (a name that originally derived from and abbreviates "popular"). The terms "popular music" and "pop music"

¹⁷ Richard, Middleton. *Studying Popular Music*. Philadelphia: Open University Press. 2002

¹⁸ Kamien, Roger. *Music : An Appreciation*. Mcgraw-Hill College; 3rd edition. 1997

¹⁹ Wahyu D. Widhiastuti, "The Effect of English Pop Songs in Building Vocabulary to Seventh Grade Students of SMP Angkasa Adisutjipto Yogyakarta the Academic Year 2010/2011",... p.18.

are often used interchangeably, despite the fact that the former describes music that is popular and can be of any type, while the latter refers to a particular genre with characteristics of mass appeal.²⁰

2. Kind of Song

a. Classical

Traditional music is a significant component of songs classified as classical. Johann Sebastian Bach, Wolfgang Amadeus Mozart, and Ludwig van Beethoven, to name a few, were among the artists who first wrote the music for these songs.

b. Pop

Pop songs are ones with contemporary lyrics and a bouncy rhythm that are primarily aimed at the youth market. Michael Jackson, Madonna, Britney Spear, Justin Timberlake, Backstreet Boys, and Cher are a few of the well-known performers in this genre.

c. Rock

The most popular music among teenagers and young people is rock. The primary instruments are keyboards, drums, and a distinct lead guitar component.

d. Metal

Metal songs sound slightly softer than metal tunes. Strong drumming, strong guitar solos, and shouting vocals are all present in these tracks. Generally speaking, power chords and riffs are used in metal songs. They might be made up of arbitrary lyrics because the music is the main priority.

e. Hip-hop

Hip-hop or rap lyrics are often recited by the vocalist in an off-beat way while maintaining the rhythm. These songs focus on the

²⁰ Wahyu D. Widhiastuti, "The Effect of English Pop Songs in Building Vocabulary to Seventh Grade Students of SMP Angkasa Adisutjipto Yogyakarta the Academic Year 2010/2011",... p.19.

manner the lyrics are performed while having strong rhythmic beats and synch.

f. Ballads

Songs known as ballads feature musical narration of a story. These songs are essentially slow songs, though they might have other elements. Ballads typically have an emotional undertone due to their lyrical substance.

g. Dance

Fast tunes with a thundering pace are considered dance music. In these songs, lyrics are not given great weight.²¹

Song is one of teaching media that can be used to teach any material, it may be used to create more relaxing in learning foreign language. In the process of teaching and learning, song is crucial. Songs can be used by teachers as tools to create fun classes with creative pupils who can effectively express all of their ideas.

There are some experts of language methodology also agree that using song is a good way to learn vocabulary. Song could be used for various forms of communication to determine whether vocabulary learning through song is helpful in the classroom and whether students get anything from the experience. Additionally, it's important to consider how the music might aid in the vocabulary acquisition process and make the pupils more at ease and interested. Students need to learn a sufficient quantity of words and how to use them correctly in order to converse in a foreign language. According to Lynch, there are a number of reasons why songs can be extremely effective in foreign language instruction, including the following:

²¹ Janata Hurul Aini, "Teaching and Learning Vocabulary Through Song at the Second Semester of the Eighth Grade of SMP PGRI 6 Bandar Lampung Academic Year of 2015/2016", Thesis, Lampung: IAIN Raden Intan Lampung, 2016, p.32.

1. Songs almost always contain authentic, natural language.
2. A variety of new vocabulary can be introduced to students through songs.
3. Songs are usually very easily obtainable.
4. Songs can be selected to suit the needs and interests of the students.
5. Grammar and cultural aspects can be introduced through songs.
6. Time length is easily controlled.
7. Students can experience a wide range of accents.
8. Song lyrics can be used in relating to situations of the world around us.
9. Students think songs are natural and fun.²²

Studying a language have to be exciting, fun, interactive and interesting. In another words, the learners will get the knowledge, information, or learn something well after they experience interesting, interactive and exciting atmosphere in the teaching and learning process. It can be stated, there are some aspects considered as a cause that may influence the teachers' within the teaching learning method or technique, materials, and location. The media that using in the classroom is an important role in making the learners learn very well. In teaching and learning English we must teach use opportune technique, media in English teaching, technique in order to ease the students can interest and memorize. First we must make the learners know the direction of the lesson and happy with the vocabulary lesson.

Song is one of the media that can be used to teach vocabulary. The teacher should choose the music that will be played in the classroom and can utilize one that is simple and easy and

²² Janata Hurul Aini, "Teaching and Learning Vocabulary Through Song at the Second Semester of the Eighth Grade of SMP PGRI 6 Bandar Lampung Academic Year of 2015/2016", Thesis, Lampung: IAIN Raden Intan Lampung, 2016, p.34.

appropriate for the students' level of ability. It encourages students to sing the kinds of songs they prefer.

4. The Stages of Teaching Using Song

In Indonesia, learning English for adults or children is not easy. We have to keep students' learning interest so they don't get bored in learning English²³. One of the way that can maintain students' interest in learning is to use songs. Songs are in great demand by many people and have a great influence so that it can be used as variations in learning. Teaching method by using songs in the classroom is an innovative way. Songs provide material in English that is understandable by students. They want to be able to sing the song and understand it. Before applying the songs, it is become teacher's responsibility to provide an appropriate song.

According to Griffie, there are four categories for choosing the appropriate song are follows:

1. The class, it is including the total number of students and their ages, the time of the day, the language level of the students and their musical interests.
2. The teacher, it is including the teacher's age and musical interest, the classroom support to convey the songs, and the teacher's purpose.
3. Classroom opportunities, it is including the teacher's level of independence in determining the material of curriculum, free, class time, and lesson supplement.
4. The music, the kind of music interest, the song that requires support to the lesson and lesson plan.

²³ Adam J. Simpson, "How to use song in the English language classroom", British Council, 2015, p. 1.

Afterwards, the teacher can find and introduce the songs to improve the vocabulary. There are some stages to applying the song for teaching vocabulary in the classroom, they are:

1. Play the song with no repetition and no hands-out.
2. Ask the students to listen to the song that will be given the lyrics in a minute.
3. Give the students the lyrics of the songs.
4. When every student has a copy or writes the lyrics in a note, ask them to turn the note over and play the song again.
5. Tell them to listen to the song and circle any words or phrases they do not understand.
6. Discuss the circled words²⁴.

It can be concluded that in serving vocabulary in the classroom by using songs, it needs to concern the class, the students, and also the teacher in order to choose an appropriate song. Thereafter, the suitable stages in conveying the songs to the students start with introducing the song, giving the lyrics, and asking them to write the lyrics. Students can play the song again while turning the lyrics over in order to find any words or phrases that they do not understand and do a discussion.

B. Teacher-Composed Song

1. The Definition of Teacher-Composed Song

Teacher-composed song is a song that is created by someone or a teacher by changing the original lyrics to the lyrics that the person wants. It uses a song by replacing or making up the original lyrics with vocabulary related to the environment; school, teacher, students, friends, etc)²⁵. Changing song lyrics is usually done for learning activities, such as a teacher changes original song lyrics by using easy vocabulary for learning English in the classroom. Teachers adopt some vocabularies into

²⁴ Griffe, *Songs in Action*, Hertfordshire: Prentice Hall International, 2001

²⁵ Jeffer Darío Ivarez Forero, “*Context-Bound Module Focusing on Songs Compiled by Teachers and Adapted for Vocabulary Learning*”, Colombia, 2019, p. 19

the song by adjusting the level of students who will be taught. In other words, the song is intended to be composed by the teacher, with the original lyrics being changed to reflect the lesson's intended learning topic. This technique is often referred to as song arrangement. There are some principles of English songs, they are:

- 1) Songs and rhymes for young children should be interesting and understandable.
- 2) Songs should have a relationship to the children area.
- 3) Songs should be linked to the theme, it should be related and interesting²⁶.

Based on the considerations and principles of choosing children songs above, the researcher can conclude that teachers have to choose suitable songs according to the students' level. So, students can feel interested, enjoy, and happy in learning.

C. Vocabulary

1) The Definition of Vocabulary

Vocabulary is one of the key language skills that should be learned when learning a language²⁷. "Vocabulary is the collection of words that an individual knows," says Caroline T. Lines²⁸. The total quantity of words or phrases a person knows, including single words and idioms, is referred to as their vocabulary. Knowing merely the structure and meaning of a word without understanding how to utilize it will be meaningless²⁹. Since we cannot understand a language without vocabulary, acquiring vocabulary is essential to understanding a language. Every part of language requires vocabulary, and without it, we cannot communicate information clearly. In other words, the best

²⁶ Suyanto, Kasihani K.E, "English for Young Learners", Jakarta: Bumi Askara. 2008

²⁷ Nur Indah Rusydah, "The Effectiveness of Songs to Increase Students' Vocabulary", Thesis, Jakarta: UIN Jakarta, 2015, p.6

²⁸ Caroline T. Linse & David Nunan, *Practical English Language Teaching: Young Learners*, New York: McGraw Hill, 2005, p.121

²⁹ Janata Hurul Aini, "Teaching and Learning Vocabulary Through Song at the Second Semester of the Eighth Grade of SMP PGRI 6 Bandar Lampung Academic Year of 2015/2016", Thesis, Lampung: IAIN Raden Intan Lampung, 2016, p.14

component of a language that will make it more comprehensible and meaningful is its vocabulary³⁰. Moreover, Hatch and Brown added that vocabulary is a list or set of words which might use in individual speaker³¹.

As stated by Hornby, vocabulary is total number of word in language that used by persons³². Vocabulary is a crucial component in language learning, because vocabulary is used to express our ideas. Without words, we cannot exchange ideas with one another or with one another. Our skill can be categorized as good if we can master vocabulary well such as in speaking, writing, and reading. Therefore, vocabulary holds a very important role in language and it is very useful for our daily activity, especially while learning in the class.³³ According to the theories above, the researcher can conclude that vocabulary is a fundamental component in language learning, especially English.

2) The Types of Vocabulary

Since the Roman era and maybe before, individuals have made an effort to learn a second language. There have been many various methods for learning languages throughout the course of the past two thousand years, each having a unique viewpoint on vocabulary. Sometimes instructional techniques give vocabulary a prominent place, other times it is ignored. This examination of vocabulary types is intended to aid people in understanding the current status of vocabulary³⁴. According to Fries, there are two kinds of vocabulary:

- a. Function words belong to the closed class. Prepositions, auxiliaries, modals, and other language structure words cannot

³⁰ Janata Hurul Aini, ..., p.15

³¹ Hatch and Brown, *Vocabulary, Semantics and Language Education*, Cambridge: Cambridge University Press, 1995, p. 1

³² Hornby, *Oxford Advanced Learners Dictionary of Current English*, Oxford: University Press, 1995, p. 1331

³³ Janata Hurul Aini, ..., p.15

³⁴ Nur Indah Rusydah, "The Effectiveness of Songs to Increase Students' Vocabulary", Thesis, Jakarta: UIN Jakarta, 2015, p.7.

be added. Prepositions like "at," "in," "of," and "between," pronouns like "he," "they," and "she," determiners like "the," conjunctions like "that," "when," and "although," auxiliary verbs like "is," "am," "are," and "have," and particles like "not," "nor," and "as," are all examples of function words in the English language).

- b. Lexical or content words are those that provide the meaning or content of a phrase. It is referred to as an open-class term. New morphemes can be added to open classes by processes including compounding, derivation, inflection, coining, and borrowing. As new scientific advancements necessitate new terms and communication about new innovations, it can always be expanded³⁵.

Content words can be divided into general classes:

- a) Words with the noun meaning "things, concepts, or beings".
- b) The words "verbs" that name actions.
- c) Adjectives and adverbs used to describe the characteristics of certain objects or actions ³⁶.

The other kinds of vocabulary come from Jo Ann Aebersold that was stated by A.M. Zainuri in his book. He said that there are two kinds of vocabulary, they are active vocabulary and passive vocabulary³⁷. Here are the brief description about active vocabulary and passive vocabulary:

- a. Active Vocabulary

Active vocabulary refers to items which students can use appropriately in speaking or writing. Active vocabulary can also be called as productive vocabulary. It means that students have to know how to pronounce the words well and be able to

³⁵ Charles C. Fries, *Teaching and Learning English as a Foreign Language*, Michigan: University of Michigan Press, 1945, p.44.

³⁶ A.M. Zainuri, *Vocabulary I*, Jakarta: UIN Jakarta, 2003, p.2.

³⁷ A.M. Zainuri, *Vocabulary I*,...p.1.

use the grammar of the target language. In productive vocabulary, students should know about collocation and understand the connotation meaning of the word. Martin Manser noted that active vocabulary consists of words that people use frequently and confidently. If someone asks them to make up a sentence containing a word, they can do it for conversation or writing³⁸. Active or productive vocabulary refers to language items which learner can use appropriately in speaking or writing. It is in line with Nation who stated that productive vocabulary refers to words that students can pronounce, spell and write. It involves how to use the words in grammatical pattern³⁹.

b. Passive Vocabulary

Language components that can be recognized and understood while reading and listening are referred to as passive vocabulary. It is referred to as receptive vocabulary as well. According to Martin Manser, passive vocabulary comprises of words that individuals are familiar with so they do not need to look them up in a dictionary, but which they may not always use in everyday speech or writing. Language components that are recognizable and understandable in the context of reading or hearing are referred to as passive or receptive vocabulary.⁴⁰ According to Nation, this receptive vocabulary refers to words that pupils can group together when they hear them and are supposed to be able to tell one word from another that sounds similar.

³⁸ Nur Indah Rusydah, "The Effectiveness of Songs to Increase Students' Vocabulary", Thesis, Jakarta: UIN Jakarta, 2015, p.7.

³⁹ Wahyu D. Widhiastuti, "The Effect of English Pop Songs in Building Vocabulary to Seventh Grade Students of SMP Angkasa Adisutjipto Yogyakarta in the Academic Year 2010/2011", Yogyakarta: Yogyakarta State University, 2012, p. 11.

⁴⁰ Nur Indah Rusydah, "The Effectiveness of Songs to Increase Students' Vocabulary", Thesis, Jakarta: UIN Jakarta, 2015, p.7.

According to Thornbury in Janata's thesis, he explained that there are at least four types of vocabulary⁴¹. There are adverb, adjective, noun, and verb. Those can be described as follows:

a. Adverb

Experts have offered a number of definitions for adverbs. Adverbs are words that describe or modify verbs, adjectives, and other adverbs, according to Frank.⁴² This means that adjectives, verbs, and other adverbs can all be described or modified using adverbs. While Sjah and Enong claim that an adverb is a phrase used to describe the how, where, and when of an event.⁴³ It indicates that the adverb is connected to how the event, process, and time happen. Examples are right now, tomorrow, without a doubt, and others.

The adverb is a word that modifies verbs, adjectives, and other adverbs and can explain how, when, and where a thing happens, according to the sentence above.

b. Adjective

According to Frank, an adjective can be defined as a modifier with the grammatical function of comparison.⁴⁴ Specific derivational findings or special adverbial modifiers that come before it are frequently used to identify it. It usually appears before the noun it modifies, but it can also occupy other positions. While Sjah and Enong claim that an adjective is a word used to both broaden and narrow a noun's meaning.⁴⁵

⁴¹ Janata Hurul Aini, "Teaching and Learning Vocabulary Through Song at the Second Semester of the Eighth Grade of SMP PGRI 6 Bandar Lampung Academic Year of 2015/2016", Thesis, Lampung: IAIN Raden Intan Lampung, 2016, p.15.

⁴² Marcella Frank, *Modern English a Practical Reference Guide*, (New York: New Jersey, 1972), p.141,

⁴³ Sjah and Enong, *Modern English Grammar*, Jakarta: Cv Simplex, p.72

⁴⁴ Marcella Frank, *Modern English a Practical Reference Guide*, (New York: New Jersey, 1972), p.109

⁴⁵ Sjah and Enong, *Modern English Grammar*, Jakarta: Cv Simplex, p.27

This indicates that an adjective is a term used to describe a noun. For instance, good, little, and other adjectives. According to the above statements, an adjective is a word that describes and has the grammatical function of comparison.

c. Noun

The word "noun" is used to name things like people, places, plants, objects, animals, qualities, and abstract ideas. This indicates a relationship between the noun and the names of things like places, plants, people, and others. For instances: Student, residence, chair, rose, canine, and honesty.

d. Verb

A verb is a word that expresses the extent and state of something. It implies that a verb can be employed to demonstrate a thing's size and condition. Write, read, listen, and other examples.

From the explanation above, it can be concluded that there are different types of vocabulary. Adverb, adjective, noun, and verb are the four categories of vocabulary that make up a list of all the words that must be learned and retained. To successfully grasp vocabulary, it is necessary to be aware of and educated in all forms of language. This is relevant to the fact that people have different ways in understanding words in terms of visual, aural, oral, and written words. Not all words suit that are needed by learners, so vocabulary selection is important to be considered to teach learners.⁴⁶ Testing vocabulary consists of three indicators, they are: spelling, meaning, and part of speech. Those three indicators are included in the test of vocabulary and tested to students⁴⁷.

⁴⁶ Wahyu D. Widhiastuti, "The Effect of English Pop Songs in Building Vocabulary to Seventh Grade Students of SMP Angkasa Adisutjipto Yogyakarta in the Academic Year 2010/2011", Yogyakarta: Yogyakarta State University, 2012, p. 11

⁴⁷ Wahyu D. Widhiastuti, ..., p.12

3) The Aspect of Vocabulary

According to Lado in Mardianawati, there are some aspect in learning vocabulary, they are:

a. Meaning

In teaching vocabulary, the teacher delivers the meaning and it also should be explained that a word may have more than one meaning when it is used in different contexts. It is conducted to discover the meaning, the teacher can use the ways such as guided discovery and using dictionaries.

b. Spelling

Spelling is an important aspect of learning vocabulary because it aids in reading and is the connector between letters and sounds. As stated by Nations, spelling there may be different acceptable written forms for the same words within the same variety of English, due to the fact that they belong to different varieties as happens with many British or American English terms⁴⁸.

c. Pronunciation

Pronunciation is explained as the way in which a certain people pronounces the words of the language⁴⁹. In word pronunciation, most words only have one pronunciation, but there is a word which has two or more pronunciations. For example “present” can be pronounced /'preznt/ and /pri'zent/. Meanwhile, “read” can be pronounced /ri:d/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words. People who are able to speak English well with understandable pronunciation can communicate with others easily without the annoyance.

⁴⁸ Nations, *Learning Vocabulary in Another Language*, Cambridge: Cambridge University Press, 1990, p. 51

⁴⁹ Hornby, *Oxford Advanced Learners Dictionary of Current English*, Oxford: University Press, 2006, p. 1164

d. Word Classes

Word classes are categories of words. In line with Hatch and Brown, based on their functional categories, the word classification is called part of speech. The part of speech that should be known well by students are nouns, verbs, adverbs, adjectives, pronouns, preposition, conjunctions, and interjunctions⁵⁰.

e. Word Use

How a word, phrase, or concept is used in a language is called word use. Words may also contain grammar, thus it can be the subject of profound analysis⁵¹.

4) Teaching Vocabulary

a. Theory of Teaching Vocabulary

There are many theories of teaching vocabulary that have been stated by experts. In order for language acquisition to be successful, vocabulary is crucial. Reading, listening, speaking, and writing are the four language fundamental skills that vocabulary can help the development of. It may be claimed that vocabulary mastery is a prerequisite for each of the four language skills. Although Cameron said that word acquisition is a key component of vocabulary growth, there is much more to it than that. It is true that learning vocabulary is interdependent with learning other language components. Students must be taught how to pronounce, spell, and employ new words after becoming proficient with them. Additionally, vocabulary development is a fundamental component of language mastery. Vocabulary instruction and acquisition are more difficult than most people realize. Understanding new words is one way to expand one's vocabulary, but learning how to utilize

⁵⁰ Hatch and Brown, *Vocabulary, Semantics and Language Education*, Cambridge: Cambridge University Press, 1995, p. 218

⁵¹ Mardianawati, *Vocabulary Teaching Strategies Used by Teacher of Junior High School, Unpublished Bachelor Thesis*, Muhammadiyah University of Purwokerto, 2012, p. 11

the words in a language is another. Learning words is a cyclical process that involves encountering new words, first learning them, then encountering those words repeatedly, each time deepening understanding of the terms' definitions and usage in foreign languages⁵².

Based on research into learners' techniques, Hatch and Brown described five crucial processes in vocabulary learning in Cameron:

- 1) Access to resources for learning new terms.
- 2) Developing a distinct mental picture of the new words' shapes, either visually or audibly or both.
- 3) Understanding the words' definitions.
- 4) Establishing a solid mental link between the meanings of the words and their forms.
- 5) Using the words.

According to the aforementioned assertions, acquiring new words is a continuous process. To pique students' interest, a skilled teacher should employ the appropriate presentations, tactics, approaches, and medium for particular words.⁵³ The students should know the difficulty or complexity of word, and as the teacher should decide how to teach vocabulary more interesting on the class.

b. The Goals in Teaching Vocabulary

One of the goals in teaching English has aim giving introduce vocabulary. In line with wallace, there are six concepts on which teaching vocabulary is to be primarily based, they are:⁵⁴

⁵² Wahyu D. Widhiastuti, ..., p.12

⁵³ Wahyu D. Widhiastuti, "The Effect of English Pop Songs in Building Vocabulary to Seventh Grade Students of SMP Angkasa Adisutjipto Yogyakarta the Academic Year 2010/2011",... p.13.

⁵⁴ Michael J. Wallace, *Teaching Vocabulary*, London:Biddles Ltd, 1982, p.2

1) Aims

The aim must be clear for the teacher, she or he have to don't forget how many list of words, and the teacher expects the inexperienced students to gain and what sort of phrases they are.

2) Quantity

The amount of vocabulary words that must be learned may need to be determined by the teacher. How many new words can students learn from the lesson? If there are too many words, the kids may become frustrated, discouraged, and confused.

3) Need

In any case, the choice of vocabulary relate to the aims of learning, it also possible for the teacher to take responsibility of choosing the vocabulary to be taught for the students. In other words, the students have to communicate and get the words they need.

4) Frequent Exposure and Repetitions

Sometimes, repetitions are needed to remember a new word when hearing at the first time. Repetition must continue until students memorize the vocabulary.

5) Meaningful Presentation

The students must have a clear and specific understanding of what it explain before. The vocabulary can be presented in such a way that it reference is perfectly clear and easy to understand by the students.

6) Situation Presentation

Depending on the context in which we are speaking, we can employ either formal or informal language.

c. Strategies on Teaching Vocabulary

There are various vocabulary teaching techniques that have been noted by numerous authors. The tactics are divided into three areas, including training strategy, practical strategy, and presenting approach.

1) Presentation strategies

Presentation techniques are those that first use the intended terminology. These will either involve the form or the meaning (or notion) being presented. According to Cross, the meaning presentation is separated into three tactics.

- a) Visual strategies (i.e. pictures, body, actions, real objects or video.)
- b) Verbal presentation strategies (i.e. definition, translation, and explanation), and
- c) Audio strategies (i.e. imitation of sound or having learners to listen to a tape-recording).

Additionally, Gairns and Redman claimed that there are two types of vocabulary teaching methodologies. They are both verbal and visual (images, actual objects, gestures) (definitions and illustrative sentence, synonyms and antonyms, scales, explanations, translations).⁵⁵

2) Practical strategies

As suggested by Redman, Gains, and Nation. In addition to homework, it comprises frequent classroom reviews of the previously covered terminology (i.e. classroom test, games, and semantic maps, written repetition). It is confirmed that repetition is beneficial when carrying out classroom exercises (such as matching words with pictures and completing sentences) to aid students in memorizing vocabulary for as long as feasible..

⁵⁵ Wahyu D. Widhiastuti, ..., p.14

3) Training strategies

As Cross and Allen suggested. The goal of strategy training is to teach students how to learn vocabulary on their own. This includes teaching them how to build words, use dictionaries, and keep vocabulary lists. The fourth concept presented by Linse is supported by keeping a vocabulary notebook. Schmitt also provides a strategy for instructing students on how to set up a vocabulary notebook.

To put it another way, there are certain methods for teaching vocabulary. The utilization of pop songs is the subject of this study. Pop tunes or a song written by the teacher will be used to facilitate the discussion in the next segment.⁵⁶ The teacher must take into account five criteria associated to teaching a collection of words in Thornbury:

1. The students' academic level
2. Probability of word familiarity among the students
3. The difficulty of item
4. Their teaching ability
5. Whether information is being learnt solely for recognition or for production (in speaking and writing) (in listening and reading)⁵⁷.

The teacher acts as a guide for the students as they learn word meanings. Learning new words is meant to help you utilize them in sentences and grasp their meaning. The teacher must devise more efficient methods of teaching vocabulary in order to help the students memorize words more quickly.⁵⁸

⁵⁶ Wahyu D. Widhiastuti, ..., p.14

⁵⁷ Scott Thornbury, *How Teach Vocabulary*, London : Longman L.td, 2002 , p. 75-76

⁵⁸ Jeremy, Harmer, *How to Teach English*, London: Longman, 1998, p.34

d. Media for Teaching Vocabulary

The current societal trend is music or song. The majority of students wish to study English in a unique way. They like learning through enjoyable activities like singing and listening to music. Students are already quite accustomed to songs. They can expand their vocabulary, in particular, by employing English songs as learning materials. These songs give them the English language content they need to grasp. They are able to sing the songs and comprehend the lyrics.

There are two justifications for recommending songs or music as language-learning resources. First, it is an idiom that many young learners in academic and nonacademic settings are familiar with. The second reason why music and songs represent quite a different aspect of life than do other forms of media is that learning songs takes precedence over all other activities. Songs can be used as presenting contexts, reinforcing materials, teaching tools for all language skills, and media that permeate and influence modern life.⁵⁹

An image is one of the visual aids that may be used by teachers to help students learn language. This is just one example of a strategy used to teach vocabulary. There are numerous types of images that can be utilized to improve pupils' vocabulary proficiency. Teachers or students may draw them on a board. Newspapers, magazines, and a variety of books are other sources of information for teachers. Second, by translating a term into the students' native tongue, teachers teach English in the classroom. Third, pupils are instructed to memorize the terms on a list of words with their definitions. They are then required to recollect their memorization in front of the class. Fourth, learning

⁵⁹ Nur Indah Rusydah, "The Effectiveness of Songs to Increase Students' Vocabulary", *Thesis*, Jakarta: UIN Jakarta, 2015., p.12.

vocabulary through song listening⁶⁰. Students regularly sing and listen to a song to help them memorize it and understand the words in the lyrics.

e. The Method of Teaching Vocabulary

1. Drills

A drill, according to the Malawi Institute of Education, is the repeated hearing and application of specific items. Drills allow one to precisely focus on grammar, vocabulary, pronunciation, and spelling points through repetition. According to Harmer, drill is a strategy that involves repeating what is heard after hearing a model read by a teacher, a tape, or another pupil.⁶¹ When a teacher uses a technique to engage students and pique their interest, it can be enjoyable:

- 1) Give students a word or phrase or sentence.
- 2) Let them say it after the teacher or respond to it or write it down.
- 3) Repeat each item up to six times.
- 4) Ask the students to practise as individuals rather than as a whole class.

2. Memorization

Based on Richards and Platt, memorizing is the process of establishing information in memory⁶². Memory strategy consist of rehearsal and encoding. Rehearsal strategy is students make list of words and understand the meaning by repetition of the words. The example is students will repeat aloud or write repeatedly in order to memorize the words.

⁶⁰ Wahyu D. Widhiastuti, "The Effect of English Pop Songs in Building Vocabulary to Seventh Grade Students of SMP Angkasa Adisutjipto Yogyakarta in the Academic Year 2010/2011", Yogyakarta: Yogyakarta State University, 2012, p.25.

⁶¹ Harmer, *The Practice of English Language*, New York: Longman, 1991

⁶² Richards and Platt, *Dictionary of Language Teaching and Applied Linguistics*, Harlow England: Longman Group U.K Limited, 1992, p. 226

Memorization method also allow students to store vocabulary and retrieve it when needed for communication. Thus, by using the memorization for teaching vocabulary are given some list of target language vocabulary and their native language equivalents and asked to memorize them. As stated by Tiara, the stage of memorization for teaching vocabulary are:

- 1) Teacher writes some of the words and asked the students to pronounce it and told the meaning.
 - 2) Give students time to spend for reading vocabulary is about 13 minutes.
 - 3) After that, ask students to memorize the vocabulary in 12 minutes.
 - 4) The teacher calls the students and come forward one by one in random to memorize their vocabulary⁶³.
3. Songs

In teaching vocabulary, a teacher needs to find a suitable method that can make students pay attention and be interested. According to Dedin, there is a method that is the most beneficial and understandable to students. It is found in new vocabulary in the lyrics of the songs. Some advantages are also found while learning it compared to the other method of learning vocabulary⁶⁴.

The method that used by song for teaching vocabulary are:

- 1) Listening songs while reading the lyrics.
- 2) Translating the lyrics.
- 3) Using the new vocabulary in communication⁶⁵.

⁶³ Mutiara Dewi, *Teaching English Vocabulary Using Memorization Strategy for the Eight Year Students at SMP PGRI 01 Karangploso*, 2016, p. 34

⁶⁴ Dedin, "Learning Vocabulary through Songs", *A thesis*, Universitas Kristen Satya Wacana, 2019, p. 24

⁶⁵ Dedin, "Learning Vocabulary through Songs", *A thesis*, Universitas Kristen Satya Wacana, 2019, p. 19

f. The Purpose of Teaching Vocabulary Using Song

Heubener claims in Rohmatillah that developing particular habits is the foundation of language learning. Since this includes connecting symbols and their meanings, it is obvious that enhancing the meaning of the word is just as important as its constant repetition⁶⁶. Additionally, developing one's vocabulary is crucial for academic success, learning a foreign language, and improving one's reading comprehension and ability, all of which are closely related⁶⁷. The goal of using songs to teach vocabulary is to pique students' interest so they won't become bored while taking the class, enjoy themselves while learning, and retain words more quickly. Some teachers undervalue the use of songs in the classroom, yet the repetitive nature of songs and their rhythm are important because they can aid language learners in learning vocabulary and rhythm. The process of unconsciously hearing music will increase language development in students. According to Lynch, songs are typically written for native speakers, hence they frequently use modern terminology, idioms, and expressions⁶⁸.

Additionally, employing music to teach vocabulary aids teachers in imparting English in a way that is more enjoyable, readable, and less frustrating than traditional textbook learning. Since songs are a fun and enjoyable way to teach vocabulary, Wilcox advises teachers to include them often in their lesson plans. Wilson agreed with Norton when he said that using songs to teach vocabulary gave kids an alternative way to acquire it. One benefit is that it is less intimidating while still giving them the repetition

⁶⁶ Rohmatillah, "A Study on Students' Difficulties in Learning Vocabulary", *Journal Tadris Bahasa Inggris*, Vol. 6(1), 2014, p. 72

⁶⁷ Tozcu and Coady, *Successful Learning of Frequent Vocabulary through CALL also Benefits Reading Comprehension and Speed*, Retrieved from <http://www.tandfonline.com>, 2004, p. 473

⁶⁸ Wahyu D. Widhiastuti,, p.19.

they need to learn new words. Additionally, it offers pupils the option to use their musical intelligence. Since the lesson's objective is to provide students with a framework and a way to learn and use new vocabulary words.

The use of music in vocabulary instruction has been studied by several researchers. Songs are an excellent teaching tool, especially when instructors must introduce new subject. Using music during instruction and learning can inspire pupils and help them unwind. According to Sonianingsih, pupils who are interested in English songs can aid in vocabulary development. She discovered that the majority of respondents learned English through songs because they thought that songs' repetitious lyrics could be memorized in a variety of ways.

Domoney also advocated the use of English songs to instruct students on phonetics, grammar, vocabulary, and speaking. He discovered during his investigation how fascinating the idea of teaching vocabulary through music is. Words will be simpler for students to recall, and they'll be more engaged in class. Due to the fact that song is an easier method of learning a new language, it meets all of the needs of both teachers and students when teaching and learning a language⁶⁹.

D. Problem in Teaching and Learning Vocabulary

1. Teacher's Problem in Teaching Vocabulary

Presenting new terms is only one part of teaching vocabulary. When choosing terminology to teach, the teacher must be careful. If a teacher wishes to educate, they must understand the language and vocabulary that will be used in the learning and teaching process. Teachers are required to know more vocabulary than pupils do. However, there are some issues the instructor runs into when teaching

⁶⁹ Wahyu D. Widhiastuti, "The Effect of English Pop Songs in Building Vocabulary to Seventh Grade Students of SMP Angkasa Adisutjipto Yogyakarta the Academic Year 2010/2011",... p.20-21.

vocabulary that have an impact on the results of vocabulary learning in the classroom. According to Thakur, some of such issues include the following:

a. Over-crowded classes'

The management of such a large class presents many challenges for English teachers. It is challenging to focus on particular students.

b. Lack of Component Teachers

When it comes to the English language instruction in schools, component teachers are the biggest problem. They either gain new information but never put it to use in actual teaching and are content with regular ways, or they are taught in outdated tactics and have never cared to look for something better in more modern ones.

c. Faulty methods of teaching

Sometimes when teaching English, the teacher will not properly prepare the learning techniques, which results in ways that are not in line with the objectives of teaching and learning and affect students' comprehension. The translation approach is the teachers' only favorite in the majority of schools. All the teacher does is pick up the reader, translate the paragraph, write the definitions of challenging words on the board, and give homework. They never receive instruction in pronunciation, listening comprehension, or grammar, so when they graduate, they are just as ignorant as when they initially entered the English class.

d. Non-available of good textbook

The English textbooks used in schools are of poor quality. The books are either edited or written by people who aren't actually working as teachers. No attempt is made to choose

terminology that has already been graded for inclusion in the textbooks.

e. Apathy to New Technique and procedures

The majority of middle and high school instructors lack knowledge of and disinterest in the most recent methods and practices for teaching English. Although the new generation of teachers is being trained in innovative techniques, when they are really put in the classroom, the teachers utterly fail.

f. Inadequate provision of teaching Aids

The majority of instruction in schools is carried out without the use of any aid, according to a general study of classroom activities. Few English teachers make the effort to create even straightforward charts or flashcards, which would considerably aid them in effectively teaching their topic⁷⁰.

The aforementioned explanation leads to the conclusion that some of the issues teachers encounter when teaching vocabulary include crowded classrooms, a lack of teachers, poor teaching techniques, the lack of quality textbooks, apathy toward new methods and procedures, and an inadequate supply of teaching aids. To make the teaching process successful in the classroom, all of those issues need to be resolved.

2. Student's Problem in Learning Vocabulary

In every language learning activity, a student tries to use the language by incorporating vocabulary into specific phrases in order to be able to communicate and express their ideas. Students may run into issues while acquiring language such as:

a. Pronunciations

According to the research, words that are hard to say are harder to learn. Usually, words with sounds that some student

⁷⁰ Jyati Thakur, Challenges and Prospects in Teaching English, (India : Chitkara University, 2013), pp. 127-128

groups are unfamiliar with will be those that could be challenging.

b. Spelling

Mismatches between the sounds in a word's pronunciation and its spelling are likely to be the root of errors, both of which can affect a word's difficulty. Silent letters are particularly challenging in words.

c. Length and complexity

It seems that learning long words is more challenging than learning short ones. Additionally, it is typically more difficult to deal with complex words than simple ones.

d. Grammar

Grammar related to the word is also challenging, but phrasal verbs are particularly difficult. Phrasal verbs can be separated in some cases but not in others.

e. Meaning

Students are likely to mix up two terms when their meanings overlap. Words with many meanings might cause learners problems as well. Words having a broad range of context-use, connotation, and idiomaticity are typically seen as simpler than those with a restricted range. Problems could also arise from words' unclear implications.

Students may encounter certain issues and challenges when acquiring vocabulary. Some of these issues include the fact that pupils find the teacher's explanations uninteresting and that they only acquire the basic definitions of new vocabulary. Typically, students only learn new terms from their textbooks or from teachers when they are introduced in class and the instructor does not utilize an engaging technique.

E. Teaching Vocabulary Through Song

The teacher's knowledge, experience, and content are shared with the pupils during the teaching process⁷¹. The teacher's knowledge, experience, and content are shared with the pupils during the teaching process.

There are many kinds of media is used for teaching vocabulary especially to increase students' interest. Teaching and learning using the interesting method is needed to increase students' enthusiasm. The use of songs can improve the quality of vocabulary in teaching and learning process. As stated by Yunita et al., song can stimulate the students to achieve the new words that they had listened⁷².

Music is a powerful stimulus for students' engagement precisely. In line with that, Griffe explained that song is a part of music that people sing through words⁷³. Moreover, Cebula added that the students who participate in learning through songs usually express themselves easily and pick up a lot of new words⁷⁴. This means that a song or piece of music can change the mood or get the kids ready for a new task in the classroom. Eight methods for using music in the classroom:

1. Declare the lesson to be a fun and simple approach to learn new terms.
2. Request that the students work in pairs.
3. Dispense a piece of paper. There are words on the page.
4. Play the song for the students.
5. Request that the kids circle the word they just heard. The kids need to pay close attention in order to understand the actual lyrics being sung.

⁷¹ Jeremy Harmer, *The Practice Of English Language Teaching*, (Malaysia, Pearson Educated Limited, 2007), p. 263

⁷² Yunita Gasma, Hery, and Sukirian, Teaching Vocabulary Through Song at the the First Grade of Senior High School, *Unila Journal of English Teaching*, FKIP University of Lampung, 2017, p. 3

⁷³ Griffe, *Songs in Action*, Hertfordshire: Prentice Hall International, 2001

⁷⁴ Cebula, *Songs and Rhymes in Language Teaching*. <http://iatefl.org.pl.tdal.n9songs.htm>, 2008, online accessed on 24th Desember, 2022

6. Until the children have finished circling the word, play the song three more times.
7. Checks each individual piece of work. Following a final review of their work, the teacher hands out a copy of a song's lyrics.
8. The instructor asks the class to define a word and provides cues by using an animated tone of voice and relevant facial gestures⁷⁵.

According to the aforementioned techniques, the researcher anticipates that students will find it simpler to comprehend and recall the terminology and that they won't get bored in class.

F. The Advantages and The Disadvantages of Teaching Vocabulary Through Song

1. The Advantages of Teaching vocabulary through Song

Music is a source of motivation, interest, and enjoyment, It is simpler to mimic and recall language in music than it is in just spoken words. According to some theories, language learners have a natural affinity for music. As a result, English teachers all over the world employ fun and encouraging methods to help students learn and master the language⁷⁶. Songs and music in general have the power to evoke intense our emotions, listening to a song might cause our cry, smile, or experience other emotional feelings. Song has several benefits in the teaching and learning process, as can be observed from the reasons listed above, including :

- a. Establish a friendly atmosphere (songs serve as warmers and pique pupils' interest in the learning process).
- b. Encourage a good learning environment and inspire students In education (music helps students to focus on the material and raise their concentration in the learning activities).

⁷⁵ Kuran Puasa, *Teaching English Through Song*, Bandung : Yrama Widya, 2013, p.16-17

⁷⁶ Shaheen Ara, Use of songs, Rhymes and games in teaching learning, The Dhaka University Journal of Linguistics: Vol.2.p.168

- c. Establish connections between students and subject matter (students are supposed to comprehend the subject they studied through song lyrics),
- d. Reduce learning stress levels (as a filler, when students are boring, teacher can stimulate them by playing music to make they active again).
- e. Encourage pupils' originality and imagination (music is a good way to get them to think creatively).
- f. Reiterate grammatical constructions (students easily comprehend musical sentence structures).
- g. Integrate new vocabulary (students can improve their vocabulary through song).
- h. Make English class enjoyable for students (it makes teaching learning atmosphere have fun for students, so they feel enjoy in the class)⁷⁷.

According to the benefits of song use listed above, the researcher draws the conclusion that song use in the teaching and learning process has a positive impact on understanding, student excitement, and enjoyment of the learning process.

2. The Disadvantages of Teaching Vocabulary Through Songs

Songs can be used to teach and learn in a variety of ways, but they also have disadvantages that will be discussed below:

- a. Song disturb concentration when applying to people who hate a song.
- b. Song can hurt eardrum if it is so loud.

According to the aforementioned drawbacks, we can conclude that using music in the teaching and learning process has more positive effects than negative ones. Song has a positive impact on comprehending and helps students remember the subject.

⁷⁷ Ulfatul Qurnia, The Use of Songs to Improve Students' Pronunciation for Student of Walisongo State for Islamic Studies, 2008/2009

G. Review of the Relevant Studies

Based on several sources related to this research, the researcher presents some previous studies which relate to this research. Here are the results comparison among this research and the previous studies:

1. A thesis entitled "*Teaching and Learning Vocabulary Through Song at the Second Semester of the Eighth Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2015/2016*". This thesis was written by Janatul Hurul Aini in 2016. This research was conducted at the eighth grade students of SMP PGRI 6 Bandar Lampung which aimed to describe the teaching and learning process in learning vocabulary through songs, and focused on vocabulary mastery. The research written by Janatul has a similarity in vocabulary learning using songs, and has a difference in the type of songs used. Janatul used original song from the singer, while the researcher will use songs which the lyrics are modified according to the level of the students.
2. A thesis entitled "*The Effectiveness of Songs to Increase Students' Vocabulary at Second Grade Students of SMP Al Huda Jakarta*" that was written by Nur Indah Rusydah in 2015. The objective of this study is to find out the empirical evidence whether songs are effective to increase students' vocabulary at the 2nd grade of SMP Al Huda Jakarta. This research was conducted by Nur Indah by using popular songs. Nur Indah also conducted her research by measuring the effectiveness of learning vocabulary using songs. It can be said that her research is different from this research, because this research will discuss about the use of vocabulary using teacher composed songs that have been running for several years, and the methods that have been used are also able to increase students' interest in learning.
3. A thesis entitled "*The Use of Song Lyrics for Teaching Vocabulary at SMP Amal Mulya Tawangmangu in 2014/2015 Academic Year*" which was written by Ade Lelyana Kiswoyo Putri in 2015. The

research conducted by Ade aimed to observe the procedure of using song lyrics contained in students' book based on 2013 Curriculum for teaching vocabulary. It also aimed to observe the problems faced by the teacher in using song lyric for teaching vocabulary. The similarity between the research conducted by Ade and this research is both of them discuss the use of song to teach vocabulary used by English teacher. Meanwhile, the difference is found in the research focus. The research conducted by Ade focused on songs contained in students' book based on 2013 Curriculum, while this research will focus on the use of teacher-composed songs to teach vocabulary.

Based on three previous studies, it was clear that the teacher used the song method in learning vocabulary. The songs used include a popular song, a song contained in the 2013 curriculum book and also a children's song called "bingo". The teacher used the original lyrics in the song without changing the lyrics, different from this study, this study used children's songs whose lyrics were changed according to the students' level. The research above shows the effectiveness and the implementation of the use of vocabulary songs in junior high school students. The research shows that the use of vocabulary songs in the teaching and learning process in the classroom can arouse students' enthusiasm. The teacher must be able to understand what methods are easily accepted by students so that the teaching and learning process can run smoothly, as is the case in current research which also focus on implementing vocabulary songs created by the teacher by changing the original lyrics into lyrics according to the student's level.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research is a case study which will be conducted at the seventh grade students of AEDS Program in Al-Ikhsan Islamic Boarding School Beji Purwokerto. This study was carried out using the qualitative approach to analyze the use of teacher-composed song for teaching vocabulary. This research will be conducted in the form of descriptive study which aims to determine the strengths and weaknesses of vocabulary learning using teacher-composed songs according to the level of each class.

B. Data Sources

1. Research Setting

This research was conducted at AEDS (Arabic and English Development Skills) Program in Al-Ikhsan Islamic Boarding School. This program is located at Jl. Satria RT 04 RW 02 kedungbanteng Banyumas. The subject of this research was taken from the seventh-grade students of AEDS Program in the academic year of 2021/2022, the director of AEDS Program, and the English teacher.

2. Subject of the Research

a. Director of AEDS Program

The director in AEDS program became a source of information about the general description of foreign language development programs and an overview of the teaching methods used in the AEDS program in Pesantren Al Ikhsan Beji

b. English Teacher

The English teacher as a source of information about the methods which used and process of the implementation methods for English teaching in AEDS program.

c. Student (Santri)

The 7th grade students of AEDS Program consist of 23 students in a class. They as a source of information to know how students respond about their teachers when teaching using vocabulary song and know if the method can make the students more active and easier to understand the material given by the teacher.

They have been chosen as the research subject because they have the main role and can provide beneficial information related to the topic of this research. The seventh grade students of AEDS Program in Al-Ikhsan consist of 101 students who are divided into two male classes and two female classes.

3. Object of the Research

The object of this research is the use of teacher-composed song for teaching vocabulary in AEDS Program of Al-Ikhsan Islamic Boarding School Beji Purwokerto. It decided to be the object of this research because the vocabulary learning method here uses teacher-composed song that has been running for a long time and it has an interesting learning method in classroom.

C. Research Instrument

According to Arikunto, research instrument is a tool to collect the data aimed to make the works be easier and get the good result⁷⁸. Some kinds of research instrument which can be used, they are: test, questionnaires, checklist, interview, observation, and documentation. The instrument used in this research were observation, interviews and documentation.

D. Techniques of Data Collection

In this study, the researcher decides the observation, interview, and documentation as the techniques of data collection. The observation and interview are conducted to ensure what is going on in the classroom

⁷⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p. 203

and validate it to the relevant respondents. Meanwhile, the documentation is used as evidence, a description of what happens in the classroom. It is also as the notes of past events which we can find as notes, pictures, or monumental art of somebody. It supports the data the researcher has gained from the interview and observation.

1. Observation

Observation is a basic method for obtaining data in qualitative research and its purpose is to find out the understanding of complex interactions in a natural setting⁷⁹. In this research, observation was used to obtain data about the use of teacher-composed song for teaching vocabulary at 7th grade students of AEDS Program in Al Ikhsan Islamic Boarding School. It was also aimed to get inspiration in designing the questions for the interview. To obtain valid data, the researcher uses a participant observation model (passive participant), means the research presented at the scene of action but the researcher did not interact and participate with the subject research.

The observation was conducted 4 times; 10th-11th of August and 24th-25th of August. The field notes contained the implementation of the teacher-composed songs for teaching vocabulary in classroom activity, the problem that was a hindrance to it, and the strengths and weaknesses of the media application.

2. Interview

As stated by Ary et al., interviews may provide information that can be obtained through observation, or they can be used to verify observations⁸⁰. Moreover, interview is a meeting of two person to exchange information and idea by asking question and get the responses⁸¹. In line with Arikunto, an interview is a dialogue

⁷⁹ Ary et al, *Intoduction to Research in Education*, Canada: Thompson Wadsworth, 2010, p. 431

⁸⁰ Ary et al,, p. 438

⁸¹ Moleong, *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya, 2007, p. 186

conducted by the interviewer to obtain information through questions and answers from the interviewee⁸². This method is used to obtain data through direct, guided interviews between the author and the person providing information using an interview list. Interviews are used to find out more in-depth things from the respondent and explore the data obtained from observations. The interview will stop until it finds data saturation⁸³.

3. Documentation

To support the data of research, documentation is needed. Documentation is a record of events that have already passed either in the form of writing, drawings, or monumental works from someone. It also can be into valid data that more credible such as audio record, notes, lesson plan, and some pictures of students' activities during the learning process.

E. Techniques of Data Analysis

Data analysis is a process of categorizing, structuring, manipulating, and summarizing data to obtain answers to research questions⁸⁴. The analysis of the data in qualitative research is an ongoing activity that takes place throughout the entire investigative process, rather than being done at the end of the process. According to Miles and Huberman, data analysis involves three steps: data reduction, data display, and conclusions⁸⁵. These are clear explanation about data analysis process of this research:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in

⁸² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p. 155

⁸³ Samsu, S.Ag, M.Pd.I., Ph.D, "metode penelitian teori dan aplikasi penelitian kualitatif, kuantitatif, mixed methods, serta research development : pusaka jambi", Z-lib.org, 2017, p.96

⁸⁴ Samsu, S.Ag, M.Pd.I., Ph.D, "metode penelitian teori....", p.103

⁸⁵ Matthew B. Miles and A. Michael Huberman, "Drawing Valid Meaning from Qualitative Data: Toward a Shared Craft", *Educational Researcher*, 1984, Vol. 13, p.20-30

written-up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured. In this case, it had been selected the data derived from observation of the teaching and learning process, documentation, and interview with the teacher and students. Data reduction is needed to choose which data that appropriate to be used in research. Focus on data that is related to the research is important in order to avoid the things that are out of the research. Things which were written on field notes were the date, time, place, and explanation of the activities during the teaching and learning process. Field notes were also used as proof of observation and a tool to recall what had been observed. And a quick interview after each observation also was needed to clarify some events which had happened. Then data from the interview were collected and transcribed into written format.

2. Data display

As the next step, the data will be displayed or presented which is organized into a research paper after getting the data. According to Miles and Huberman, a display is an organized, compressed, and assembly of information that permits conclusion drawing and action. The purpose of the data display is to analyze the result of the observation and interview. This step is conducted by presenting a set of information that is structured and possible of drawing conclusions because the data obtained during the process of qualitative research is usually in the form of a narrative. Thus, requiring simplification without reducing its contents. After the data is displayed, a conclusion is drawn. Some activities in analyzing the data that will be done by the researcher in data display are:

a. Observing the teaching and learning process

In this step the researcher observed the teaching and learning process by noting in the observation sheet to know how is the process of teaching and learning vocabulary through song. By

observing the class the researcher will know how is the process of teaching and learning vocabulary through song.

b. Interviewing the director, teacher and students

In this step, the researcher interviewed the director, teacher and students to get information about the general description of foreign language development programs and an overview of the teaching methods used in the AEDS program and what are the teacher's and students' problems in teaching and learning vocabulary through song by asking some question. By interviewing the teacher and students, the researcher knew what are the teacher's and students' problems in teaching and learning vocabulary through song.

c. Documentation

Documentation is carried out by researchers as evidence and accuracy of data related to information obtained during research. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

3. Conclusions

The last step of data analysis was drawing conclusion. Conclude and verified the data is needed to be done in order to check whether the evidence that support the research is valid. However, conclusion is written based on what happened in the field.

CHAPTER IV FINDING AND DISCUSSION

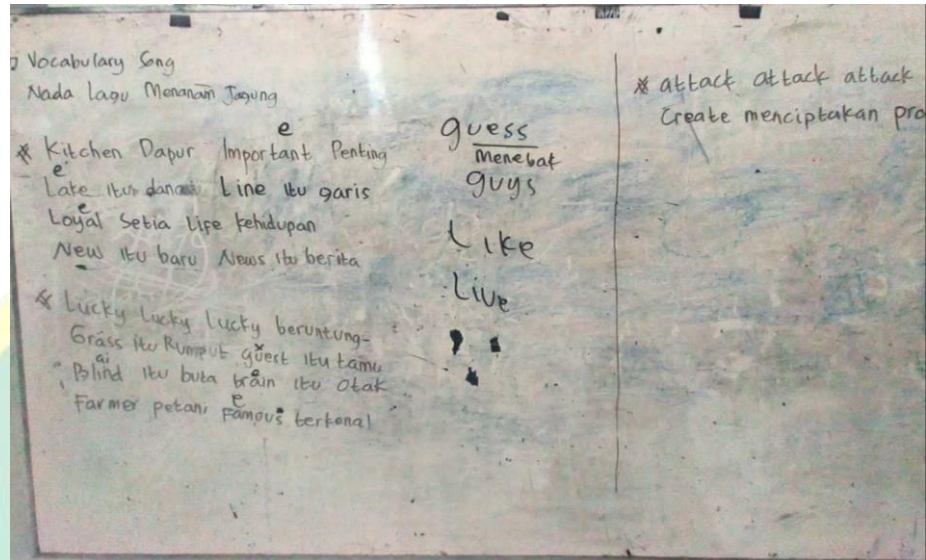
A. The Implementation of Teacher-Composed Song to Teach Vocabulary of AEDS Program

1. Classroom Activity

Arabic and English Development Skills (AEDS) at Al Ikhsan is an irregular program for all 7th until 9th grade students of MTs AL-IKHSAN and 10th until 12th grade students of MA Al Ikhsan who are staying at Al Ikhsan Islamic Boarding House. This activity aims to improve, develop and create the active students' in mastering Arabic and English as foreign language. The AEDS program is held twice a day in a week. Every morning after prayer at 05:00-06:00 am students are scheduled for learning Arabic in the class, while in the afternoon after Asr at 04:00-05:00 pm students are scheduled for learning English in the class was held by the teacher.

The first observation was conducted on Wednesday, 10th of August 2022 among 7th-grade female students of AEDS Program in Al Ikhsan Beji. In the early meeting, the teacher started the class by greeting and praying together. He was calling the roll students one by one to know the presence of the students and there were 21 students in the class. He wrote the composed song that contains vocabulary on the whiteboard. It is enough to stimulate the students' attention because they did not know what was the song before. *Menanam Jagung* was used as the teacher-composed song to teach vocabulary. The song has been familiar to the students because it was a children's song.

Picture 4.1
The Teacher-Composed Song “Menanam Jagung”



Thereafter, students were asked to write them down in their own books. The composed song was sung by the teacher first. It was done twice to let the students know how to sing the lyrics with the vocabulary applied. The teacher and students sing along to the composed song about twice until three times. Afterwards, the students were asked to sing along without the teacher's guide to ensure they can memorize the lyrics that consist of vocabulary.

The teacher deleted the song that has been written on the whiteboard and asked the students to close their own books. Thus, they were sing together without the text. Before the class ended, the teacher reviewed and recalled what things that has been given by mentioning the vocabulary without using the song and asked them to translate it in English. For the last time, they were asked to sing the song in the next meeting before they start the class in order to memorize it fastly. Thereafter, he guided them to pray and close the class.

According to griffe, the suitable stages in conveying the songs to the students start with introducing the song, giving the lyrics, and

asking them to write the lyrics⁸⁶. The stages of teaching between the teacher and griffe have the same way, only have differences in the delivery of the material. Griffe used hands-out while the teacher wrote the material on the whiteboard and it was a bit of a waste of time because the teacher had to wait the students to finish writing in their books after the teacher finished writing down the material on the whiteboard.

In the second observation on Thursday, 11th of August 2022, the students were sing the vocabulary composed song before start the learning activities. The teacher made great interactions to his students during the learning activities. It can be seen from the students' enthusiasm in participating the class. In line with Adam, learning English for adults or children is not easy. We have to keep students' learning interest so they don't get bored in learning English⁸⁷. The teacher held an outdoor activities to conduct a quiz. The quiz was about the vocabulary composed song that has been given by the teacher. Technically, the students sing a song and the teacher asked them to guess Indonesian vocabulary to be translated into English. It made the students were scrambling to answer the vocabulary. However, he sometimes gave chances to the other students. If one of them answerd right and well, he confirmed it and gave them points.

The teacher also conducted a memorize test by asking the students one by one turn. It was aimed to know the students among who has been mastered the vocabulary and not yet. Some students were afraid but many of them were very enthusiastic about waiting their turn. This made the classroom atmosphere lively and active. As a compliment, the teacher didn't doubt saying "That's good" or "Good job!" to the students. It made the students feel appreciated because of

⁸⁶ Griffe, *Songs in Action*, Hertfordshire: Prentice Hall International, 2001

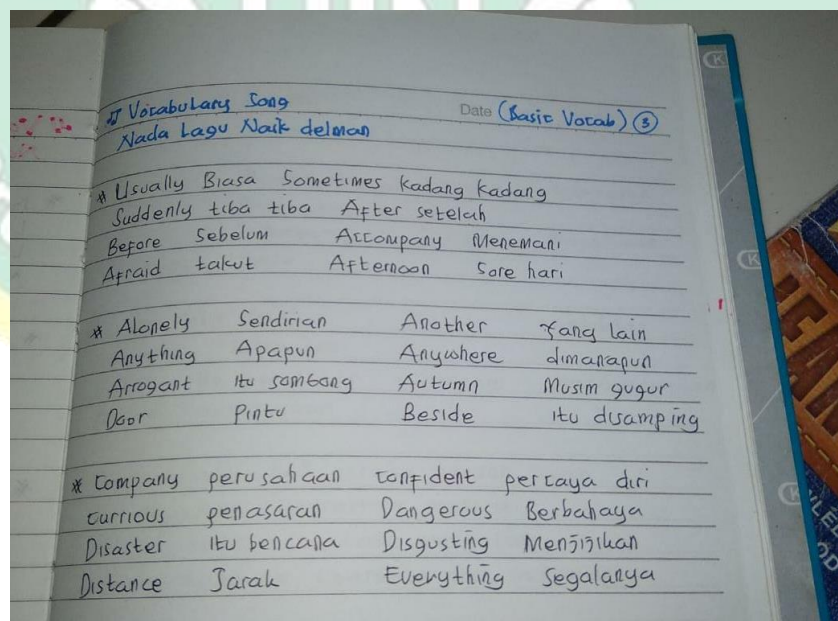
⁸⁷ Adam J. Simpson, "How to use song in the English language classroom", British Council, 2015, p. 1.

their effort to memorize the vocabulary. It also built the students' motivation to more learning in English especially in vocabulary.

The third observation was held on Wednesday, 24th of August 2022. The teacher started the class by greeting the students and said *before we go to the material, let's open our meeting by reciting basmalah together.* The teacher called them one by one which aimed to know the presence of his students. He sometimes conducted brainstorming by singing along to the composed song that has been given before. This aimed to ensure the students were ready to receive the next material about vocabulary.

As the main activity of vocabulary class, the teacher wrote a new vocabulary song which consist with another vocabulary. The students seemed interested to wait what was the song that wrote there. They volunteered to answer at the teacher's question to guess the song. The song that was used for the teacher-composed song at that time was *Naik Delman*. He was involved himself to sing his composed song to guide the students on how to pronounce it well.

Picture 4.2
The Teacher-Composed Song "Naik Delman"



Hereafter, the students were asked to write the composed song and then sing along with the teacher. During the learning activities, the students followed the teacher well and they did not find the hard to understand the song. The vocabulary that was used was simple vocabulary so that the students can easily understand. According to Suyanto, the teachers have to choose suitable songs according to the students' level. So, students can feel interested, enjoy, and happy in learning⁸⁸. The teacher also gave them 3 minutes to know the lyrics very well. After the time memorizes was out, the students conducted to sing without the text. It means that the students need to close their book, delete the song on a whiteboard and try to memorize the song without looking at the text. It went on several times because they were required to memorize vocabulary both in Indonesian and English. Most of them immediately memorized and could sing the song.

Before ended the class, the teacher asked the students to volunteer to come forward to mention and write the vocabulary on the whiteboard. It was easy for students to do because they have been mentioned by singing the song. Eventually, the teacher ended the class by reciting *Hamdalah*, prayer, and said *Wassalamu'alaikum Warahmatullahi Wabarakatuh*.

As reinforcement, in every meeting before starting the class, the students were singing the teacher-composed song that has been given before. The last observation was held on Thursday, 25th of August 2022 when the teacher held the outing class. The procedure was the teacher wrote an incomplete song lyric on the whiteboard and the students were asked to re-write and complete it on a piece of paper. The paper that been answered by the students gave to their friends in order to correct it. If the correction was correct then the corrector got points. If the corrector was wrong, they would not get points.

⁸⁸ Suyanto, Kasihani K.E, "English for Young Learners", Jakarta: Bumi Askara. 2008

After finished with the activities, all students were asked to stand up and the teacher played music then students were asked to walk around the class. They had to stop when the music stopped. The students were required to find a friend to make a partner in memorizing vocabulary that has been given without using the song. As usual, those who memorize it would get points, and those who did not memorize would not get points. The teacher also commanded them to correct each other mistakes in pronouncing the vocabulary.

Points are collected every meeting and those who get more than 20 points would get a reward from the teacher at the end of the semester. So the points are collected until the end of the semester. In this way, students feel challenged and motivated to get lots of points. They also did not feel burdened because the vocabulary memorization method was very easy to do by singing a song. The class ended, they did not forget to reciting *Hamdalah* and prayer.

2. The Teacher-Composed Song for Teaching Vocabulary in AEDS Program

In teaching language especially English, each teacher applies different methods and approaches so that learning English can run successfully and can be understood by students. One of methods which was often used in Arabic and English Development skills (AEDS) at Al Ikhsan was vocabulary song methods or teacher composed-song for teaching vocabulary.

In learning English, the method must be appropriate to the purpose of the study. The teacher must be considered the method which will use, because not only about the good method but also the appropriate method with the condition of students. From the result of the research, the researcher found that the teacher used a vocabulary song method. This method has been applied by teacher since 2018. The teacher creates a vocabulary using songs by changing the original lyrics by using easy vocabulary for learning English in the classroom.

In line with the theory by Jeffer that mentioned teacher-composed song conducted by replacing or make up the original lyrics related to the students' daily lives⁸⁹.

The teacher adopt vocabulary into the song by adjusting the level of the students who will be taught. The songs used are mostly children's songs that are familiar because easy to learn and easy to speak so that the students can more easily memorize vocabulary. Not only children's songs, there are several Indonesian/English pop songs that are used, especially songs that are currently viral and easy for students to pronounce so that students will easily understand and remember the vocabulary. This method is used because it can increase students' enthusiasm in learning vocabulary and can be easier to remember, as the teacher said in the interview:

I used a vocabulary song method since 2018. I created a vocabulary using songs by changing the original lyrics by using easy vocabulary for learning English in the classroom. This vocabulary song adopt vocabulary into the song by adjusting the level of the students who will be taught. The songs used are mostly children's songs that are familiar because easy to learn and easy to speak so that the students can more easily memorize vocabulary. Not only children's songs, I also used several Indonesian/English pop songs, especially songs that are currently viral and easy for students to pronounce so that students will easily understand and remember the vocabulary. This method is used because it can increase students' enthusiasm in learning vocabulary and can be easier to remember the vocab.

There were several reasons behind the teacher use the vocabulary song in learning method in the class. The teacher wanted to create a different atmosphere in the classroom so it can increase students' enthusiasm in learning vocabulary and can be easier to remember the vocabulary. The teacher believed that using vocabulary song method,

⁸⁹ Jeffer Darío Ivarez Forero, "Context-Bound Module Focusing on Songs Compiled by Teachers and Adapted for Vocabulary Learning", Colombia, 2019, p. 19

it can make the students remember the vocabulary longer and the students can enjoy in learning.

In the AEDS Program in Al Ikhsan, not all teachers use the singing method in learning vocabulary, some teacher still use other methods such as the drilling method. Learning vocabulary using songs in Al Ikhsan is a teacher-composed song made by the teacher which is planned to be inaugurated and made into a book so that it is more organized and useful for teachers and other students. According to interview with the teacher, in interview:

The reason I used songs in learning vocabulary was because students can memorize vocabulary easily, can memorize quickly and their memorization can be instilled in the heart. Every student has different understanding and memorization, but when memorizing using songs, most students can memorize quickly. Vocabulary songs are part of the teacher's creativity and not all teachers use this method. Some teachers still use other methods such as the drilling method. I also have plans to be formalized and made into a book so that it is more organized and useful for teachers and other students.

Every student has different understanding and memorization, so the teacher used a method that is easy to follow for the most students. Learning vocabulary using songs is chosen by the teacher as a technique of learning vocabulary in the classroom. Vocabulary learning methods using songs can be carried out well if students can enjoy learning and easily understand what is explained by the teacher. As well as students in the 7th grade students of AEDS Program in Al Ikhsan Beji, they can follow the lessons well because they know the songs given by the teacher; understandable and memorize the contents of the songs quickly.

The procedure of implementation of teacher-composed songs were related to the stages that mentioned by Griffé. The teacher played and introduced the teacher-composed song to the students, asked the students to listen and understand the song first. Thereafter,

the teacher told the students to write it down the lyrics in their own books. They sang along over the songs to more understand about the lyrics that contain of vocabulary. When the students felt that they were remember enough, the teacher asked them to close the book. They sang without the lyrics on the whiteboard⁹⁰. In this way, the students would be memorize the vocabulary that applied in the song.

Moreover, the methods used by teachers in the past and now were quite different; they had developments over years. The reason was most teachers in the past still used conventional methods which tended to be monotonous. This makes students feel bored and not enjoy learning. Meanwhile, most teachers nowadays had been more creative and innovative competencies in order to create learning activities that make students feel comfortable, happy, and understand the material presented. The teachers have the freedom to use any method to support learning activities, especially in English. This is quite relevant to the teacher in the AEDS Program who had the autonomous right to create the teacher-composed songs as a vocabulary teaching method. As stated by the director of AEDS in the interview,

Teachers have the freedom to use any method of learning, as long as the method can make children happy, enjoy learning and not feel bored. A teacher has the autonomous right how to create the class to be more fun, the important thing is that the method used can be enjoyed by the students and connected with the material provided. We used to use the method that was very monotonous, such as the grammar translation method, but teachers nowadays should be innovative and creative. As an observer has seen before, teachers have started to develop and convey learning strategies that can make children think that learning English is not difficult to learn.

Furthermore, the important thing was that the class atmosphere or student conditions made the AEDS teacher try to change to be more comfortable and make the students think that English is easy. It also helped students to believe that they could be successful in learning

⁹⁰ Griffe, *Songs in Action*, Hertfordshire: Prentice Hall International, 2001

and built the student motivation to master English. In that, in learning activities, not all students could concentrate well, the teacher needed to make the atmosphere of class more relaxed, but with a serious and detailed explanation so that the material can be delivered well.

3. Students' Responses on Teacher-Composed Song for Teaching Vocabulary in AEDS Program

According to the result of observation and interview, the students of the 7th grade at Pesantren Al Ikhsan Beji admitted that the teaching and learning process by using the teacher-composed songs towards vocabulary was fun and interesting. It was understandable because the teacher taught them in a fun way. Students felt happy because easy to know many words by learning vocabulary using songs. They were able to memorize the words better appeared in a song. As stated from the interview,

I enjoy learning vocabulary using songs because it's fun. It can prevent drowsiness during lessons, and I feel enthusiastic. It's easier to learn Vocab using songs than using the usual method because learning is easy, even though you have to memorize a lot of words but it doesn't feel heavy.

Besides, using teacher-composed songs reduced the level of boredom of students and helped them memorize vocabulary to easy thing to do. Students will need to make connection between new language and meaning by relating the vocabulary with the movements made⁹¹. Students can do it anywhere at any time. They only need to remember songs that contain vocabulary. In line with a study by Maimunah and Yunus, as stated that students' perception on the use of action songs in enhancing them to acquire the vocabulary which leads to the positive perceptions and feedback from students⁹². The songs

⁹¹ Razak & Yunus, Using action songs in teaching action words to young ESL learners, *International Journal Language Education and Applied Linguistics*, 2016

⁹² Maimunah & Yunus, Pupil's Perceptions on the Use of Action Songs in Teaching and Learning Vocabulary, *International Journal of Innovative Research Creative Technology*, 2018, Vol. 4 (6), p. 117

that were used in this study were considered familiar and they were often heard. The teacher explained that the students' response to the song he composed which was used for teaching vocabulary was very receptive and enthusiastic. As he said in interview,

Student responses in vocabulary learning use the songs that they received were make them feel happy. They were also curious but enjoy the learning. They also feel that there is no burden when they have to memorize vocab because the method that has been received was comfortable and happy. That is not such a problem when they have to memorize the vocabulary. Learning vocabulary by using songs can also be an alternative so that students do not feel a sleep in class.

In addition, the things that made students not feel difficult because the songs used were children's songs or English pop songs that were currently viral so they would catch on quickly and understand easily. As reinforcement, the implementation of the teacher-composed song as a teaching vocabulary method was also supported by the director of the AEDS Program in Al Ikhsan Beji. It proved through the interview with Mrs Aniqotul, "We really appreciate the method that the teacher has used and it is a good chance and a good opportunity for the development of the quality and credibility of teachers in developing their methods for teaching English to their students."

B. The Problem of Implementation of Teacher-Composed Song to Teach Vocabulary of AEDS Program

Based on the explanation above, the application of teacher-composed songs towards vocabulary learning was a fun and easy method to apply. However, in every application of learning media, there must be obstacles or problems. And here is a further explanation of the problem in the implementation of a teacher-composed song.

According to the interview, the problem faced by the teacher was usually the difficulty of adjusting the tone and lyrics of the songs that were made. It took time to match the lyrics with the pronunciation; English was more difficult and complicated than Indonesian. As stated by

Terhune in Chung, the problem that found in the implementation of songs is the songs are too fast or too slow compared to normal speech⁹³. It can be said that the students need to master the song well in order to adjust the tone and the lyrics. Another obstacle that exists with the implementation of songs in vocabulary learning was the students knew the songs that were used but when they tried to sing, the note did not match the lyrics. As stated by the teacher from the interview,

The difficulty I faced in making the song was when adjusting the tone to the lyrics that I made. It takes time to match the lyrics with the pronunciation because English is more difficult to pronounce than Indonesian. In addition, sometimes the students know the song but when they just try it once or twice the tone they sing does not match the lyrics. It needs many times over and over again so that the song fits and is pleasant to sing according to the existing lyrics. In this way, it can affect their memorization because they are also not comfortable singing, so it needs to be repeated many times until it is comfortable to sing.

Moreover, the students usually faced difficulties in pronouncing and memorizing the words. Actually, it was not a serious obstacle, because they only need to tell their anxiety to the teacher and he would immediately teach them to set the right example. As stated in the interview, "In pronouncing the vocabulary sometimes we got the difficulties, but the teacher directly will come and show us how to pronounce it well".

Furthermore, the problem found even though the percentage was very small was the difficulty in organizing students. Some students had anxiety when asked to sing or present the songs that have been given. They were nervous or had a fear of making mistakes. Sometimes students were also too shy to express themselves to deliver the content of the songs and were only interested to enjoy it because they hear the tone produced. In line with the theory by Romadhon, explained that instead of

⁹³ Chung, Using pop songs in EFL classroom, 2010, Retrieved from http://www.library.pcu.ac.kr/paichai_articles/U17C0830.pdf, accessed on 31th Desember 2022, p. 113

comprehending the content of the songs, students are more interested in listening to the music of the songs⁹⁴.

Meanwhile, based on the observation and interview the weakness of the implementation of the teacher-composed songs were explained as:

1. Interfere with the Adjacent Class Lesson

One of the crucial aspects that affected teaching and learning activities in the classroom is the interaction created between students and teachers. Moreover, the factors that affect during the lesson are classroom conditions and students' listening ability. The level of noise that occurred in the classroom is caused from outside the class or a class which is alongside. Using songs not all the students felt happy, enthusiastic, or enjoy the following learning activities. It is because each student had differences in the characteristic. It gave the impact to the classroom situations, it will be crowded, lost control, and uncomfortable for some parties.

Not all students can receive the learning of English language and can enjoy also getting enthusiasm by using songs. As stated by Sri Nurvia in her study, there is a student who wants to learn in a calm situation, and there is a student who wants to learn in a crowded situation. It depended on whether the teacher was using the media, strategy or technique that was used in the learning process⁹⁵. Therefore, using the teacher-composed song in learning English, especially in teaching vocabulary had disadvantages, one of them is not all parties can receive the noising that caused by songs.

Based on the observation, during the vocabulary lesson using the teacher-composed song took place, the students sing the song simultaneously and they were heard by the adjoining class. the students conducted to sing repeatedly and it interrupted the people

⁹⁴ Romadhon, "The effects of Using English Pop and Rock Songs on the Tenth Grade: Vocabulary Mastery", *A Thesis*, UNESA, 2005, p. 16-17

⁹⁵ Sri Nurvia, "Using Song in Teaching English Speaking Skills for Young Learners," *A Thesis*, IAIN Syekh Nurjati Cirebon, 2016, p. 54

around the class. They would be uncomfortable and annoyed because they could not focus in their own class. As stated by a student in the interview,

When the song method was carried out in other classes, at first I felt excited and curious about the material they were getting. However, when they started singing continuously I couldn't focus on the lessons in my own class.

In line with Murphey, the disadvantages of song are: not all students can receive which are delivered by the teacher, song can disturb the class adjacent lessons, and song can lose control in the classroom⁹⁶. As reinforcement, Romadhon stated that during the classroom activity, teaching English by using songs can disturb another class because of the sound⁹⁷. Therefore, it needed understanding between the two parties to maintain the comfort of learning. Teachers should organize their students to sing according to instructions, not to sing loudly at will, and not to sing while other lessons are taking place. It also supported by Shopya, who claimed that song such a tool to help students in learning English and able to improve the students' motivation⁹⁸.

2. Difficult in Matching Lyrics and Tunes

In teaching English, there will always be deficiencies in the method. The teacher-composed song had another weakness that can be explained. One of them is the difficulty in matching the lyrics and the tunes of the songs. The teacher must choose songs that are suitable and easy in conveying vocabulary material. Vocabulary that was used also had to be simple but clearly mentioned.

Moreover, the lyrics of the original song were replaced using a vocabulary that matches the tune of the original song. This is not easy,

⁹⁶ Murphey, *Music and Songs*, Oxford, England: Oxford University Press, 1992, p. 103

⁹⁷ Romadhon, "The effects of Using English Pop and Rock Songs on the Tenth Grade: Vocabulary Mastery", *A Thesis*, UNESA, 2005, p. 16-17

⁹⁸ Shopya, "Pembelajaran Bahasa Inggris Melalui Lagu Pada Anak Usia Dini", *A Thesis*, STAIN Kudus, 2013, p. 8

because the teacher had to match the vocabulary that can be used according to the tunes. It was proved by statements from the teacher that he need more time to match up the vocabulary with the tunes of the songs. “It needs more time to match the lyrics and tunes in order to easy to listen. Students will find it easy if the song is sung according to the original tone.”

The difficulty in adjusting lyrics and tunes was not only experienced by the teacher in composing songs. However, difficulty was also experienced by students who sang the songs composed by the teacher. In practice, students often had problems matching lyrics and tunes because they were still tied to memories of the lyrics of the original song. Moreover, other reasons were also found in students who had difficulty singing songs because they did not know the song or did not like the song. In line with Terhune in Chung that pointed out the weakness of songs in teaching English, students may have different learning styles, have different tastes in music or may not like the songs chosen by the teacher⁹⁹.

As explained by the teacher, “There are still students who are shy and nervous during the learning process, they are too afraid of making mistakes. As a teacher, I usually pay more attention to them so that they are comfortable and enjoy the learning activities. I ask students to make a group randomly and correct each other's mistakes. In that way, they will confident.”

Song is frequently used by teachers to help the student to get a new word. This is not surprising since the literature abounds with positive statements regarding the efficacy of song as a vehicle for first and second language acquisition. According to Parker, the use of songs is an effective way for teaching English grammar and pronunciation because of the

⁹⁹ Chung, Using pop songs in EFL classroom, 2010, Retrieved from http://www.library.pcu.ac.kr/paichai_articles/U17C0830.pdf, accessed on 31th Desember 2022, p. 113

grammatical features involved as well as language skills areas¹⁰⁰. Nevertheless, the implementation of teacher-composed songs in teaching vocabulary has both strengths and weaknesses. Based on the observation and interview, here is further elucidation of the strengths of songs:

1. Create Long-term Vocabulary Memorization

During learning, the students do not usually pay attention to the lessons given by the teacher, they just talk to each other and made noise in the class. The discipline of students in the classroom is related to students' motivation itself. Motivation is a kind of internal drive which pushes someone to do things in order to achieve something. If the students have low motivation, it would affect that students have low enthusiasm for participating in the learning process. Meanwhile, if the students have high motivation, it would affect that students have high enthusiasm for participating in the learning process.

As similarly if students' motivation is low towards vocabulary learning, it would be impacted all related aspects; memorising vocabulary. The teacher wants their students to have a good memory and can be detained for up to a lifetime. However, there are some students who have a low memory caused by physical situations, as well as the way of learning being less effective. Afterwards, the factors that must be considered are to use an effective way of learning or using media that can help improve students' in memorizing. Students need motivation so that they do something to achieve it. The application of teacher-composed songs can attract students' interest and increase the student's motivation in learning. It also influenced the students in memorizing vocabulary. This supported by Sevik, who claimed that the use of songs can motivate and help the students to overcome their feelings of shyness and hesitation in learning the language¹⁰¹.

¹⁰⁰ Maria Parker, "Pronunciation & Grammar: Using Video & Audio Activities," *English Teaching Forum*, 2000, p. 25

¹⁰¹ Sevik, Young EFL learner beliefs about classroom songs, *International Journal of English and Education*, 2014, Vol. 3 (1), p. 51

The teacher-composed song that was made might be one of the authentic materials that are closely related to the student's daily life. It was the representation of a real-world language context to learn new vocabulary. The vocabulary contained in the song also adapted to words that were often found in students' daily life. Hence, the songs would be easy to remember and they would continue to be imprinted in their memory. As stated from interview,

The advantage that is felt after using this method is that the songs and their memorization last a long time in their memory. In 2018, I taught grade 7 students and now they are in grade 2 MA, when I tried to enter their class in 2 MA and tried to repeat the song I gave in 2018, it turned out they all still remember the song. It seems like it is already embedded in the heart so that it can continue to be remembered in the head. They also often sing the song outside the classroom, such as at home and also in the cottage.

It concludes that the use of teacher-composed songs in English language learning created the students' memorization of the vocabulary easily. This can be linked with a study by Razak and Yunus, as mentioned that action songs contain repetitive lyrics which facilitate the students' memorization¹⁰². Songs were an appropriate medium in language learning, especially English language. One of the advantages of using composed songs by teachers is songs could be given a good contribution in increasing students' motivation, stimulate a brain, so that affect in created long-term vocabulary memorization.

2. Relaxed Students in the Classroom Atmosphere

In the field, many teachers complained because they have difficulties in organizing class as the students play around with their friends, the students are overactive, the students are often bored, the students often lose concentration. Moreover, many students felt less happy and less enthusiastic about learning English because the

¹⁰² Razak & Yunus, Using action songs in teaching action words to young ESL learners, *International Journal Language Education and Applied Linguistics*, 2016

teacher's explanation was too structuralist and monotonous. In conveying of teaching English to students as well as possible, a teacher must be more pay attention to each student's ability. Using varied media is able to affect students to not feel bored because the students participated in the learning activity, such as the teacher asking the student to make a group discussion, scramble to answer a question, conduct a quiz, and so on.

There are many efforts that a teacher should be done to deliver English material. The success of learning is influenced by the ability of a teacher to use or choose the suitable media to be used in the teaching and learning process. as hoped, it is able to create a classroom atmosphere during learning to be conducive, relaxed, and students are able to understand the material presented by the teacher easily. One of the varied media that be able to affect the classroom atmosphere during the learning process is the teacher-composed songs that used in the AEDS Program Al Ikhsan Beji.

The implementation of teacher-composed songs motivated students in learning vocabulary; their memorization improved through listening to a song. The simple songs that were created were able to actively relax their mind to remember the words better. Learning by using songs can stimulate the students' attention; they would be interested towards the learning material. It also made students get the spirit to master the skills of English.

As stated by the teacher in the interview, “The application of this method is enough to build a class atmosphere, they do not feel hard or afraid of the material that I will deliver. In fact, they seem more relaxed and not pressured if I ask them to memorize vocabulary.” In line with that, the students added “If we learn by singing we are happier because we don't feel afraid, it will affect our mood which will make us happy during the lesson.” This can be linked with one of the advantages of songs as stated by Ulfatul Qurnia, the song make

learning English becomes more fun for students, build the teaching learning atmosphere becomes enjoy for students in the classroom¹⁰³. In line with study by Choo and Razemi, with the use of suitable songs during the lesson increased the students' motivation. The students' felt less burderned and stay-focused to learning English language when they were familiarized and enjoyed with the songs¹⁰⁴.

Based on the explanation above, to create a more comfortable and lively classroom atmosphere, the teacher mentioned his willingness to conduct socialise the teacher-composed songs with other teachers. It was also supported by the creation and inauguration of a book that contained songs composed by teachers so that it would be more organized and useful for both teachers and students. As stated in interview,

Vocabulary songs are part of the teacher's creativity and not all teachers use them because some of them still use conventional methods. There is a plan to be formalized and booked so that it can be more organized and useful for teachers and students. I will disseminate it to other teachers later.

In addition, the statement from the teacher was supported by the director of AEDS, "We already have plans to make books that contain tenses material along with expressions that are commonly used every day, types of games that can be used in learning, and fun methods that can be used in learning. One of them is the teacher-composed song as a technique of teaching vocabulary that the teacher created".

¹⁰³ Ulfatul Qurnia, The Use of Songs to Improve Students' Pronunciation for Student of Walisongo State for Islamic Studies, 2008/2009

¹⁰⁴ Choo & Razemi, Using Action Song to Improve the Ability in Using Punctuation Among Year Three Pupils, *Journal of English Education*, 2016, Vol. 1 (2), p. 124

3. Improve Students' Pronunciation

In English there are four skills, they are listening, speaking, writing, and reading. As an important component, vocabulary is also an important thing to master in English. The reason is vocabulary such as the body of words that make up a language. One aspect of vocabulary that should be mastered by students is the ability to pronounce the words well. Pronounce a word in English is very important to mastery because the meaning of a word that is pronounced has its own meaning.

There are some methods to increase good and correct vocabulary pronunciation. It can be conducted by repeating the pronunciation using the song as the media. In line with Millington, song can help students to increase their listening skill and pronunciation, therefore potentially helping them to improve their speaking skill¹⁰⁵. Moreover, the teacher-composed song becomes one of the methods that English teachers in Al Ikhsan Beji used to teach the students' vocabulary which can increase the mastery of pronunciation of the words. Here the teacher and students' perceptions about the teacher-composed songs can improve students' pronunciation,

#1 Yes of course, because the song indirectly teaches pronunciation properly and correctly. In other words, the teacher-composed song can improve the students' pronunciation.

#2 In my opinion, it is exactly right, indirectly to singing we have repeated the pronunciation of the vocabulary so that we can ensure the right one of the pronunciation of the words.

According to the statements above, teacher-composed songs can improve students' pronunciation. It related to the theory stated by Brewster, one of the advantages of song is that song can improve

¹⁰⁵ Millington, *Using Songs Effectively to Teach English to Young Learners*, Japan: Ritsumeikan Asia Pasific University, 2011, p. 134

students' pronunciation¹⁰⁶. The correct pronunciation will allow the students able to communicate in English. Every vocabulary contained in the teacher-composed song can be an example of the different aspects of pronunciation. However, a teacher must choose a suitable and familiar song with clear vocabulary, so that the students can be remembered easily.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data collection and data analysis, it was found that the implementation of teacher-composed songs has been going on since 2018. The songs used are songs composed by English teachers by replacing the original lyrics and placing vocabulary into them. The teacher adjusts the song and vocabulary by students' daily lives. The songs used are mostly children's songs that are familiar and also several Indonesian/English pop songs that are easy to understand by students. The procedure of the implementation of teacher-composed songs are:

1. The teacher plays and introduces the teacher-composed song to the students.
2. Students are asked to listen and understand the song first.
3. Thereafter, the teacher tells the students to write down the lyrics in their own books.
4. They sing along over the songs to more understand about the lyrics that contain vocabulary.
5. When the students feel that they remember enough, the teacher asks them to close the book.
6. They sing along without the lyrics to try out the students' memorization.

In the implementation of the teacher-composed song, some problems faced by teachers are the difficulty of adjusting the tone and lyrics, the students' singing did not match the lyrics, the students had difficulties in pronunciation, and the teacher's difficulty in organizing the students.

Besides, the strength of the implementation of the teacher-composed songs was found; to create long-term vocabulary memorization, relaxed the students in the classroom atmosphere, and improve students' pronunciation. Meanwhile, the weakness also was found, the

implementation of the teacher-composed song can interfere with the adjacent class lesson and difficult in matching the lyrics and the tunes.

B. Limitations

Like any other study, this study has limitations regarding the scope, scale, methodology, and breadth of data collected and analyzed. The study focuses on the use of teacher-composed song for teaching vocabulary at 7th grade students of AEDS Program. The following are the limitations of the study:

1. This study only focuses on the descriptive in implementation of teacher-composed song for teaching vocabulary. So there was no follow-up on how to measure the effectiveness of using this technique in learning vocabulary songs.
2. This study only interviewed a teacher and two students so as not to get complex data

C. Suggestions

The implementation of the teacher-composed song to teach vocabulary to the 7th grade in AEDS Program of Pesantren Al Ikhsan Beji was good. However, based on the analysis above, there are some suggestions offered as follows:

1. The English teacher should find suitable songs and choose clearly vocabulary in order to avoid some misunderstanding words by students.
2. The English teacher should perform better in conveying the composed song or combine it with other methods such as pictures or flashcards in order to get more students' attention.
3. The English teacher must be considering the time allocation and place in conveying the composed song in order to not interfere with the other class learning activities.

REFERENCES

- Aini, Janata Hurul. 2016. "Teaching and Learning Vocabulary Through Song at The Second Semester of the Eighth Grade of Students of SMP PGRI 6 Bandar Lampung Academic Year of 2015/2016", Thesis. Lampung: IAIN Raden Intan Lampung.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Ary et al. 2010. *Intoduction to Research in Education*. Canada: Thompson Wadsworth
- Brewster, J., Ellis, G., Girard, D. 2002. *The Primary English Teacher's Guide*. England: Penguin English
- Cebula, D. 2008. *Songs and Rhymes in Language Teaching*. <http://iatefl.org.pl.tdal.n9songs.htm> .Online accessed on 24th Desember 2022
- Choo, Y.B., & bte Razemi, N. 2016. Using Action Song to Improve the Ability in Using Punctuation Among Year Three Pupils. *Journal of English Education*. 1(2). p. 124-132
- Chung, Eunhee. 2010. Using pop songs in EFL classroom. Retrieved from http://www.library.pcu.ac.kr/paichai_articles/U17C0830.pdf accessed on 31th Desember 2022
- Eka, Dedin N. 2019 "Learning Vocabulary through Songs", *A thesis*, Universitas Kristen Satya Wacana
- Fries, Charles. C. 1945. *Teaching and Learning English as a Foreign Language*. Michigan: University of Michigan Press.
- Gasma, Y, Hery Yufrizal, Sukirlan, Muhammad. 2017. "Teaching Vocabulary Through Song at the the First Grade of Senior High Schoo"l. *Unila Journal of English Teaching*. FKIP University of Lampung.
- Griffe, D.T. 2001. *Songs in Action*. Hertfordshire: Prentice Hall International.
- Harmer, J. 1991. *The Practice of English Language*. New York: Longman
- Hatch, E.M and Brown, C. 1995. *Vocabulary, Semantics and Language Education*. Cambridge: Cambridge University Press
- Hiebert, E.H.and Kamil, M.L. 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice*. London: Lawrence Erlbaum Associates

- Hornby, A. 1995. *Oxford Advanced Learners Dictionary of Current English*. Oxford: University Press
- Linse, Caroline, T., & Nunan, David. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.
- Parker, Maria. 2000. "Pronunciation & Grammar: Using Video & Audio Activities." *English Teaching Forum*. 24-28
- Maimunah, B. S., and Yunus, Melor. 2018. Pupil's Perceptions on the Use of Action Songs in Teaching and Learning Vocabulary. *International Journal of Innovative Research Creative Technology*. 4 (6). 117-120
- Mardianawati, L. 2012. Vocabulary Teaching Strategies Used by Teacher of Junior High School. *Unpublished Bachelor Thesis*. Muhammadiyah University of Purwokerto
- Millington, Neil T. 2011. *Using Songs Effectively to Teach English to Young Learners*. Japan: Ritsumeikan Asia Pasific University
- Moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya
- Murphey, T. 1992. *Music and Songs*. Oxford, England: Oxford University Press
- Nations, ISP. 1990. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press
- Nurvia, Sri. 2016. "Using Song in Teaching English Speaking Skills for Young Learners." *A Thesis*. IAIN Syekh Nurjati Cirebon
- Putri, Adhe Lelyana Kisworo. 2015. "The Use of Song Lyrics for Teaching Vocabulary at SMP Amal Mulya Tawangmangu in 2014/2015 Academic Year". Surakarta: Universitas Muhammadiyah Surakarta.
- Razak, N. A, N. A., & Yunus, M. M. 2016. Using action songs in teaching action words to young ESL learners. *International Journal Language Education and Applied Linguistics*
- Renandya, W.A., Richards, J.C. 2002. *Methodology in Language Teaching*. New York: Cambridge University Press
- Richards, J.C., Platt, J., and Platt, H. 1992. *Dictionary of Language Teaching and Applied Linguistics*. Harlow, England: Longman Group U.K Limited
- Rohmatillah. 2014. "A Study on Students' Difficulties in Learning Vocabulary." *Journal Tadris Bahasa Inggris*. 6(1)
- Romadhon, Fauzy, Amin. 2005. "The effects of Using English Pop and Rock Songs on the Tenth Grade: Vocabulary Mastery". *A Thesis*. UNESA

- Rusydah, Nur Indah. 2015. "The Effectiveness of Songs to Increase Students' Vocabulary at Second Grade Students of SMP Al Huda Jakarta". *Thesis*. Jakarta: UIN Syarif Hidayatullah.
- Scott, Thornbury. 200. *How to Teach Vocabulary*. London: Longman
- Sevik, M. 2014. Young EFL learner beliefs about classroom songs. *International Journal of English and Education*. 3 (1). 50-59
- Shopya, Ida Vera. 2013. "Pembelajaran Bahasa Inggris Melalui Lagu Pada Anak Usia Dini". *A Thesis*. STAIN Kudus
- Tozcu, A and J. Coady. 2004. *Successful Learning of Frequent Vocabulary through CALL also Benefits Reading Comprehension and Speed*. Retrieved from <http://www.tandfonline.com>
- Ur, Penny. 1996. *Course in Language Teaching, Practice, and Theory*. Cambridge: Cambridge University Press
- Wangi, Wulan, et.al. 2017. "A Descriptive Study of Using English Songs in Teaching Listening to Develop Students' Vocabulary Mastery at The Tenth Grade Students of IPA 1 of MAN Srono Banyuwangi". *Jurnal Sosioedukasi*, Vol. 6, No. 1.
- Widhiastuti, Wahyu D. 2012. "The Effect of English Pop Songs in Building Vocabulary to Seventh Grade Students of SMP Angkasa Adisutjipto Yogyakarta in the Academic Year 2010/2011". Yogyakarta: Yogyakarta State University.
- Zainuri, A. M. 2003. *Vocabulary I*. Jakarta: UIN Jakarta.



APPENDICES

Appendix 1
RESEARCH INSTRUMENT
(Observation)

A. Hasil observasi (10 Agustus 2022)

1. Teacher masuk memberi salam, kemudian membuka kelas dengan berdoa "before we go to the material let's open our meeting by reciting basmalah together". Setelah itu teacher mengabsen siswa dan masuk ke pembelajaran.
2. Teacher menulis lagu vocabulary di papan tulis
3. Siswa menulis di buku setelah selesai guru mencontohkan bernyanyi
4. Guru menyanyikan lagu vocab sendiri untuk memberikan contoh kepada siswa. Diulang 2x lalu siswa mengikuti
5. Siswa dan guru bernyanyi bersama dengan mengulang nyanyian 2-3x kemudian setelah nya siswa bernyanyi sendiri tanpa guru untuk mengetahui apakah siswa sudah bisa menyanyikan nya atau belum
6. Bernyanyi di ulang hingga siswa hafal
7. Setelah siswa paham dan hafal lagunya Mr. Syakur mencoba untuk menghapus lagunya di papan tulis dan menutup buku siswa kemudian bernyanyi bersama tanpa teks
8. Sebelum pulang Mr. Syakur mencoba mengetes siswa dengan menyebutkan kosakata yang ada di lagu dengan bahasa Indonesia tanpa menggunakan lagu dan siswa mentranslate menggunakan bahasa Inggris
9. Pulang, dan Mr. Syakur meminta anak menyanyikan lagu yang sudah di berikan sebelum pembelajaran dimulai agar siswa bisa lebih cepat menghafal dan bisa terus mengingat lagunya, berdoa dan pulang

B. Hasil Observasi (11 Agustus 2022)

1. Sebelum teacher masuk, siswa menyanyikan lagu vocabulary yang sudah di berikan
2. Teacher masuk, berdoa, dan diabsen

3. Guru memberikan informasi tentang pembelajaran yang akan di lakukan
4. Game diluar kelas untuk mereview lagu vocabulary yang sudah di berikan kemarin
5. Gamenya anak-anak bernyanyi bersama lagu vocabulary yang sudah diberikan kemudian Mr. Syakur menyebutkan beberapa vocabulary versi bahasa Indonesia dan siswa berebut untuk menjawab menggunakan bahasa Inggris. Untuk siswa yang bisa menjawab akan mendapatkan poin, dan setelah sesi rebutan selesai, dilanjutkan dengan di tanya 1 1 oleh Mr. Syakur agar dia tau mana siswa yg sudah paham dan hafal, mana yang belum. Dipertengahan game tiba-tiba hujan jadi di lanjut di dalam kelas
6. Selesai game pulang, berdoa

C. Hasil observasi (24 Agustus 2022)

1. Sebelum teacher masuk, siswa menyanyikan lagu vocabulary yang sudah diberikan
2. Teacher masuk memberi salam, membuka kelas dengan berdoa "before we go to the material let's open our meeting by reciting basmalah together" Setelah itu teacher mengabsen siswa dan masuk ke pembelajaran
3. Teacher menulis lagu vocabulary di papan tulis
4. Siswa menulis di buku setelah selesai guru mencontohkan nyanyiannya
5. Guru menyanyikan lagu vocabulary sendiri untuk memberikan contoh kepada siswa. Diulang 2x lalu siswa mengikuti
6. Siswa dan guru bernyanyi bersama dengan mengulang bernyanyi 2-3x kemudian setelah nya siswa bernyanyi sendiri tanpa guru untuk mengetahui apakah siswa sudah bisa menyanyikan nya atau belum
7. Bernyanyi di ulang hingga siswa hafal
8. Setelah siswa paham dan hafal lagunya Mr. Syakur mencoba untuk menghapus lagunya di papan tulis dan menutup buku siswa kemudian bernyanyi bersama tanpa teks
9. Sebelum pulang Mr. Syakur mencoba mengetes siswa dengan menyediakan 3 buah spidol di meja guru lalu menyuruh siswa rebutan

maju menulis 2 vocabulary beserta artinya di papan tulis. Untuk 10 siswa yg maju pertama akan mendapatkan poin. Setelah permainan selesai

10. berdoa dan pulang

D. Hasil Observasi (25 Agustus 2022)

1. Sebelum teacher masuk, siswa menyanyikan lagu vocabulary yang sudah diberikan
2. Teacher masuk, berdoa, dan diabsen
3. Guru memberikan informasi tentang pembelajaran yang akan di lakukan
4. Game di dalam kelas untuk mereview lagu vocabulary yang sudah di berikan kemarin
5. Game nya teacher menulis lagu rumpang di papan tulis lalu siswa menulis nya di secarik kertas beserta jawabannya dan kertas yg sudah di jawab oleh siswa di berikan ke teman nya untuk d koreksi. Apabila koreksiannya benar maka yg mengoreksi akan mendapatkan poin. Apabila yg mengoreksi salah maka tidak mendapatkan poin. Setelah selesai semua siswa di minta untuk berdiri, teacher memainkan musik lalu siswa berjalan memutar kelas dan ketika musik berhenti siswa di haruskan untuk menemukan satu teman untuk dijadikan pasangan lalu mereka hafalan vocabulary yang sudah diberikan tapi tidak menggunakan lagu. Seperti biasa, yang hafal dapat poin yang tidak hafal tidak mendapatkan poin dan satu sama lain wajib mengoreksi kesalahan pasangan masing-masing. Poin di kumpulkan setiap harinya lalu yg mendapatkan poin di atas 20 akan mendapatkan reward dari Mr. Syakur di akhir semester. Jadi poinnya di kumpulkan sampai akhir semester
6. Selesai game pulang, berdoa

Appendix 2

TRANSCRIPT OF INTERVIEW

A. HASIL WAWANCARA GURU

1. Metode seperti apa yang anda gunakan untuk memberikan materi kosa kata bahasa inggris?

Answer: metode yang digunakan yaitu metode menggunakan lagu. lagunya itu lagu anak-anak yang sudah familiar dan direcreate menjadi vocabulary dengan artinya maksudnya itu lagunya saya recreate dengan kosakata bahasa Inggris beserta artinya dan lagu yang digunakan kebanyakan lagu anak-anak karena easy to leason and easy to speak. Ada juga beberapa lagu pop Indo atau Inggris yang digunakan khususnya itu lagu-lagu yang sedang viral dan mudah diucapkan dan anak akan cepat menangkap lagu tersebut sehingga akan mudah dipahami dan diingat

2. Apakah siswa dapat mengikuti dengan baik metode yang anda berikan?

Answer: Siswa bisa mengikuti pembelajaran dengan baik karena siswa tau lagunya jadi lebih mudah untuk menangkap materi yang di berikan. Selain metode lagu ada metode lain juga yang di gunakan sebagai metode pendamping dari metode vocabulary song. Metode pendamping yg di gunakan adalah drilling metode. Drilling metode digunakan ketika siswa sudah dikasih materi menggunakan lagu, nanti lagu yang sudah diberikan di nyanyikan berulang kali, apabila siswa sudah hafal nanti akan saya coba dengan metode drilling seperti siswa di cek hafalannya tanpa menggunakan lagu agar saya tau apakah siswa bisa tetap menghafak tanpa menggunakan lagu. Agar hafalannya bisa lebih nyantel, siswa diminta untuk lebih sering bernyanyi sebelum pembelajaran dimulai

3. Sudah berapa lama anda membuat lagu vocabulary menggunakan ciptaan sendiri?

Answer: Saya menggunakan metode lagu ini dari tahun 2018. Lagu yang digunakan adalah lagu ciptaan saya sendiri, Saya juga membuat lagu terkadang mendapat inspirasi dari teacher arab yang sedang bernyanyi dengan lagu arab dan sepertinya lagu itu bisa juga diaplikasikan di lagu-lagu vocabulary saya terus diciptakan lagunya versi Inggris. Saya biasanya merekomendasikan lagu yang saya ciptakan kepada teacher-teacher lainnya, jadi tidak hanya kelas saya saja yang dapat lagunya tapi kelas lain juga dapat. Saya belum pernah menggunakan lagu ciptaan dari teacher lain karena sejauh ini dari teacher inggris baru saya saja yang menciptakan, jadi saya merekomendasikan lagu saya kepada teacher yang lain

4. Kesulitan apa yang anda hadapi ketika membuat lagu vocabulary?

Answer: Kesulitan yang saya hadapi dalam membuat lagu itu ketika menyesuaikan nada dengan lirik yang kita buat. Butuh waktu untuk mencocokkan lirik dengan pengucapannya karena bahasa Inggris kan lebih sulit pengucapannya dari bahasa Indonesia. Kalau untuk kesulitan pada saat pengaplikasiannya itu terkadang anak tau lagunya tapi ketika baru nyoba 1/2 kali nada yang mereka nyanyikan belum klop dengan liriknya, butuh waktu berulang agar lagunya pas dan enak untuk dinyanyikan sesuai dengan lirik yang ada karena itu bisa berpengaruh dengan hafalan mereka karena mereka juga tidak nyaman dalam menyanyikannya sehingga perlu diulang berkali-kali sampai enak untuk dinyanyikan

5. Kelebihan apa yang anda rasakan terhadap siswa setelah anda memberikan metode pembelajaran vocabulary menggunakan lagu?

Answer: Kelebihan yang dirasakan setelah menggunakan metode ini adalah lagunya dan hafalannya long lasting di ingatan mereka. Pada tahun 2018 saya mengajar siswa kelas 7 dan sekarang siswanya sudah masuk kelas 2 MA, ketika saya mencoba untuk masuk ke kelas mereka 2 MA dan mencoba untuk mengulang lagu yang saya berikan pada tahun 2018 ternyata mereka semua masih mengingat lagu tersebut, jadi lagunya seperti sudah tertanam di dalam hati sehingga bisa terus di ingat di kepala. Dan mereka juga sering menyanyikan lagu tersebut diluar kelas seperti dirumah dan juga dipondok.

6. Bagaimana respon siswa ketika anda mengaplikasikannya ke dalam kelas?

Answer: Respon siswa dalam pembelajaran vocabulary menggunakan lagu mereka menerima karena mereka merasa happy, fun dan enjoy dalam pembelajaran. Mereka juga merasa tidak ada beban ketika harus menghafal vocabulary karena metode yang mereka terima sudah membuat mereka nyaman dan bahagia, jadi bukan suatu masalah ketika mereka harus menghafal vocab tersebut dan pembelajaran vocab menggunakan lagu juga bisa jadi alternatif agar anak tidak tidur dikelas

7. Berapa kali seminggu anda memberikan materi vocabulary di dalam kelas?

Answer: Materi vocabulary diberikan satu sampai dua kali seminggu, tapi biasanya anak-anak selalu menyanyikan lagu yang sudah diberikan sebelum pembelajaran dimulai. Mereka harus menyanyikan lagu tersebut agar mereka bisa dengan cepat menghafal lagu vocab tersebut

8. Apakah siswa tetap bisa menghafal kosakata ketika diberi pertanyaan secara lisan tanpa menggunakan lagu?

Answer: Siswa bisa tetap menghafal ketika di test secara lisan karena setelah dikasih lagu biasanya saya outing class untuk game dan di cek semua vocabulary yang sudah saya kasih tanpa lagu. Game yang saya berikan juga menyesuaikan dengan materi yang saya berikan ke siswa. Untuk hafalan tanpa menggunakan lagu biasanya saya menanyakan kosa kata dalam bahasa Indonesia lalu siswa mentranslate ke dalam bahasa Inggris dan begitu sebaliknya. Kebanyakan anak hafal dan bisa tanpa lagu karena sudah sering di nyanyikan setiap hari. Lagu vocab yang di buat disesuaikan dengan grade nya. Untuk kelas 7,8 biasanya masih menggunakan vocab dasar, beda lagi untuk kelas MA, walaupun lagunya lagu anak-anak tapi isinya jauh lebih berbobot, vocabulary yang memang diperuntukkan untuk tingkatan MA. Beda grade beda kosakata yang diberikan

9. Mengapa anda memilih menggunakan metode seperti ini dalam pembelajaran vocabulary di dalam kelas?

Answer: metode menggunakan lagu Saya pilih itu karena lebih long lasting ya untuk diingat dalam kosakata tersebut. Setiap siswa memang memiliki pemahaman dan hafalan yang berbeda-beda tapi ketika pakai lagu sebagian besar anak bisa menghafal dan jarang yang tidak bisa. lagu-lagu vocabulary adalah sebagian dari kreativitas teacher dan belum semua teacher menggunakannya karena masih ada yang menggunakan metode lain. ada rencana untuk diresmikan dan dibukukan jadi bisa lebih tertata dan berguna untuk teacher dan siswa-siswa yang lainnya juga. karena ini saya yang buat jadi nanti saya juga yang mensosialisasikan untuk teacher yang lainnya.

10. Apakah ada siswa yang menolak untuk berpartisipasi dalam menggunakan metode seperti ini selama pelajaran berlangsung dan bagaimana mengatasinya?

Answer: Masih ada siswa yang malu dan grogi saat pembelajaran, mereka takut melakukan kesalahan. Sebagai seorang guru, saya memperhatikan mereka agar mereka nyaman dan menikmati kegiatan pembelajaran. Saya meminta siswa untuk membuat kelompok secara acak dan saling mengoreksi kesalahan. Dengan begitu, mereka akan percaya diri/

11. Apakah penerapan metode ini berpengaruh kepada proses pembelajaran dikelas?

Answer: Penerapan metode ini cukup membangun suasana kelas, mereka tidak merasa berat atau takut dengan materi yang akan saya sampaikan. Bahkan, mereka terlihat lebih santai dan tidak tertekan jika saya meminta mereka untuk menghafalkan kosa kata.

12. Apakah dengan metode ini dapat membantu meningkatkan pengucapan kosakata dalam bahasa inggris dengan benar?

Answer: Ya tentu saja karena lagu tersebut secara tidak langsung mengajarkan proounciation yang baik dan benar. Dengan kata lain, lagu ciptaan guru dapat meningkatkan pronunciation siswa

B. HASIL WAWANCARA SISWA

1. Bagaimana metode pembelajaran vocabulary yang sudah kalian terima?

Answer: metodenya menggunakan lagu

2. Apakah vocabulary itu sulit?

Answer: vocabulary tidak terasa sulit karena menggunakan metode yang menyenangkan

3. Apakah anda mengalami kesulitan dalam belajar vocabulary?

Answer: dalam belajar vocabulary selama menggunakan lagu tidak mengalami kesulitan

4. Apakah anda kesulitan dalam mengucapkan vocabulary dalam bahasa inggris dengan benar?

Answer: dalam pengucapan vocabulary terkadang susah dalam pengucapan tapi nanti guru langsung memberikan contoh pengucapannya

5. Apakah anda senang belajar vocabulary menggunakan lagu?

Answer: senang belajar vocabulary menggunakan lagu Karena asyik tidak bikin ngantuk dan menjadi semangat dalam pembelajaran

6. Apakah lebih mudah belajar vocabulary menggunakan lagu?

Answer: lebih mudah belajar vocab menggunakan lagu daripada menggunakan metode yang biasa Karena pembelajarannya lebih mudah, menghafalkan banyak kata tapi tidak terasa berat

7. Apakah belajar vocabulary menggunakan lagu dapat membantu anda menghafal vocabulary?

Answer: iya lebih mudah dihafalkan dan tidak merasa terbebani apabila harus menghafalkan banyak kosakata, lebih merasa senang dan mempengaruhi mood dalam belajar

8. Ketika anda diminta untuk setoran kosa kata tidak menggunakan lagu apakah anda masih tetap bisa untuk mengingatnya?

Answer: masih tetap bisa menghafal kosakata walaupun tanpa lagu Karena lagu vocab sering dinyanyikan jadi lebih cepat untuk menghafal kosakata

9. Apakah anda belajar kosa kata menggunakan lagu setiap hari?

Answer: di kelas belajar vocab menggunakan lagu satu sampai dua kali seminggu tapi setiap hari sebelum pembelajaran dimulai kita diharuskan menyanyikan lagu yang sudah pernah diberikan.

10. Apakah dengan metode ini membantu meningkatkan pengucapan kosa kata bahasa Inggris dengan benar?

Answer: Menurut saya tepat sekali, secara tidak langsung bernyanyi dengan mengulang berkali-kali dapat melatih pronunciation hingga fasih, sehingga kita bisa memastikan pronunciation kata yang tepat.

11. Apakah dengan penerapan metode ini mengganggu fokus dalam menerima materi pembelajaran?

Answer: Ketika vocabulary song dilakukan di kelas lain, awalnya saya merasa senang dan penasaran dengan materi yang mereka dapatkan. Namun, ketika mereka bernyanyi terus menerus, saya tidak bisa fokus pada pelajaran di kelas saya sendiri.

C. HASIL WAWANCARA DIRECTOR AEDS

1. Bagaimana gambaran mengenai metode pembelajaran yang digunakan di AEDS ?

Answer: Teacher punya kebebasan untuk menggunakan metode apapun dalam pembelajaran yg penting metode itu bisa buat anak-anak bahagia, senang dalam pembelajaran dan tidak merasa bosan. Jadi teacher punya hak otonom untuk bagaimana meng create kelasnya supaya lebih seru yg penting metode yg di gunakan bisa di nikmati anak-anak dan nyambung dengan materi yg di berikan. Kalau dulu metode nya sangat monoton seperti grammar translation method, kalau sekarang lebih variatif seperti yang sudah observer lihat sebelumnya, teacher sudah mulai mengembangkan dan memberikan strategi-strategi pembelajaran yg bisa

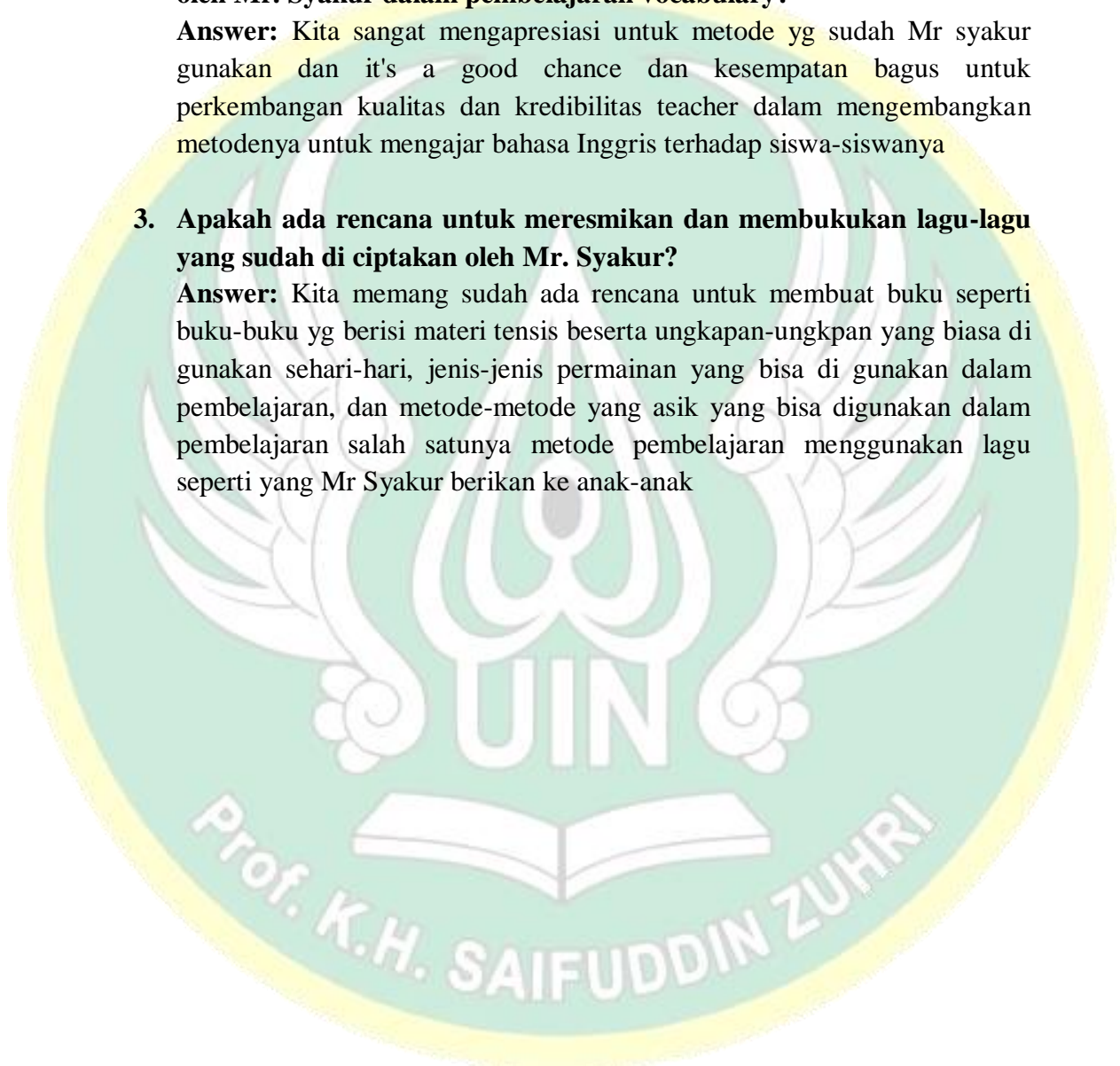
membuat anak berpikir kalau belajar bahasa Inggris itu tidak sulit untuk dipelajari

- 2. Di AEDS, khususnya teacher inggris baru Mr Syakur yang menggunakan metode lagu dalam pembelajaran vocabulary, bagaimana tanggapan Miss Aniq mengenai metode yang digunakan oleh Mr. Syakur dalam pembelajaran vocabulary?**

Answer: Kita sangat mengapresiasi untuk metode yg sudah Mr syakur gunakan dan it's a good chance dan kesempatan bagus untuk perkembangan kualitas dan kredibilitas teacher dalam mengembangkan metodenya untuk mengajar bahasa Inggris terhadap siswa-siswanya

- 3. Apakah ada rencana untuk meresmikan dan membukukan lagu-lagu yang sudah di ciptakan oleh Mr. Syakur?**

Answer: Kita memang sudah ada rencana untuk membuat buku seperti buku-buku yg berisi materi tensis beserta ungkapan-ungkapan yang biasa di gunakan sehari-hari, jenis-jenis permainan yang bisa di gunakan dalam pembelajaran, dan metode-metode yang asik yang bisa digunakan dalam pembelajaran salah satunya metode pembelajaran menggunakan lagu seperti yang Mr Syakur berikan ke anak-anak



Appendix 3
LESSON PLAN AEDS FOR BEGINNER

| NO | TANGGAL | TOPIC | KETERANGAN |
|-----------|----------------|--------------------------|--|
| 1. | | Introduction | Guru memberikan contoh introduction dan pengucapannya dan ditirukan oleh seluruh santri |
| 2. | | Introduction | Guru meminta santri untuk maju kedepan memperkenalkan diri di depan teman-temannya |
| 3. | | Alphabet & alphabet song | Guru memberikan materi tentang alphabet dan menunjukkan cara pengucapannya kemudian juga diajarkan menggunakan lagu |
| 4. | | Spelling | Setelah santri diperkenalkan tentang alphabet dan cara membacanya, kemudian diajarkan tentang speeling. Practice : santri saling berkenalan dengan mengeja nama mereka masing-masing. (dibuat list nama dan tandatangan) |
| 5. | | Greeting | Guru memberikan materi greeting dan menjelaskan penggunaan serta cara pengucapannya |
| 6. | | Human character | Guru memberikan materi human character dan mempraktekkan cara membacanya |
| 7. | | Number | Guru memberikan materi tentang number dan cara pelafalannya. |
| 8. | | Number | Guru memberikan contoh dialog meminta nomor telephone dan mencontohkannya, kemudian santri mempraktekkannya dengan teman |
| 9. | | Occupation | Guru memberikan materi tentang pekerjaan dan santri diminta |

| | | | |
|-----|--|---------------------------------|---|
| | | | memberikan beberapa contoh mengenai jenis pekerjaan yang mereka sukai |
| 10. | | My days in boarding school | Guru memberikan contoh conversation yang sering dipraktikkan di pondok dan menunjukkan cara melafalkannya, kemudian santri mempraktekkannya |
| 11. | | Sing a song “we are moeslim” | Santri diberikan teks lagu kemudian menyanyikan lagu tersebut bersama-sama |
| 12. | | | Guru memberikan materi tentang demonstrative pronon dan santri diminta untuk membuat contoh dan mempraktekkannya |
| 13. | | Noun | Guru memberikan materi tentang noun dan siswa diminta untuk menyebutkan kata benda disekitar mereka/dikamar/dimanapun dalam bahasa inggris |
| 14. | | Adjective | Guru memberikan materi tentang adjective dan siswa diminta untuk menyebutkan kata sifat yang belum dicontohkan (cari di kamus) |
| 15. | | Adverb | Guru memberikan materi tentang adverb (time, place, manner) dan siswa diminta untuk menyebutkan kata keterangan |
| 16. | | Demonstrative pronoun | Guru memberikan materi tentang demonstrative pronon dan santri diminta untuk membuat contoh dan mempraktekkannya |
| 17. | | Expression “hobby” | Guru memberikan materi tentang ekspression hobby dan vocabularies, kemudian santri menghafalkan dan mempraktekkannya |

| | | | |
|-----|--|----------------------------|--|
| 18. | | Daily expressions | Guru memberikan materi daily expressions dan menjelaskan penggunaan serta cara pengucapannya |
| 19. | | Expressions of thanking | Guru memberikan materi tentang expression berterimakasih dan cara melafalkannya kemudian santri mengulangnya dan mempraktekkannya dengan teman |
| 20. | | Expressions of apologizing | Guru memberikan materi tentang expression meminta maaf dan cara melafalkannya kemudian santri mengulangnya dan mempraktekkannya dengan teman |

1. CONTOH SELF INTRODUCTION

Hello everyone.....

Let me introduce myself

My name is _____ and you can call me _____ .

I am (the first/second/third/last children). I was born in (banyumas), 4th of January 2008.

I am from (daerah asal) and now I stay at al-ikhsan Islamic boarding school.

Thank you

2. ALPHABET

| | | | | | |
|---|-------|---|-------|---|--------------|
| A | : ei | J | : je | S | : es |
| B | : bi | K | : key | T | : thi |
| C | : si | L | : el | U | : yu |
| D | : di | M | : em | V | : vi |
| E | : i | N | : en | W | : double you |
| F | : ef | O | : ow | X | : ex |
| G | : ji | P | : pi | Y | : way |
| H | : eij | Q | : qyu | Z | : zi/zed |
| I | : ai | R | : a:r | | |

Now you know your ABC

Next time will you sing with me

3. CONTOH CONVERSATION

- Q : Hello, what is your name?
 A : my name is SINTA
 Q : can you spell your name , please?
 A : ok, my name is ES; AI; EN; THI; EI
 Q : may I ask your signature
 A : oke....

4. GREETING

- ❖ Good morning : selamat pagi (jam 4 pagi – 12 siang)
- ❖ Good Afternoon : selamat sore (jam 1 siang – 6 sore)
- ❖ Good evening : selamat malam (jam 6 sore – 12 malam)
- ❖ Good night : selamat tidur
- ❖ Good bye : selamat tinggal
- ❖ How do you do? : salam perkenalan
- ❖ How do you do : salam perkenalan (jawaban)
- ❖ How are you/how have you been : bagaimana kabarnya?
- ❖ I am fine/I am great/I am okay : saya baik-baik saja

5. HUMAN CHARACTER

- Diligent : rajin
- Kind : baik hati
- Polite : sopan
- Smart : cerdas
- Brave : berani

- Arrogant : sombong
- Lazy : malas
- Stingy : pelit
- Funny : lucu
- Naughty : nakal

6. NUMBER

- 1 : one
- 2 : two
- 3 : three
- 4 : four
- 5 : five
- 6 : six
- 7 : seven
- 8 : eight
- 9 : nine
- 10 : ten
- 11 : eleven
- 12 : twelve
- 13 : thirteen
- 14 : fourteen
- 15 : fifteen
- 16 : sixteen
- 17 : seventeen
- 18 : eighteen
- 19 : nineteen
- 20 : twelve



7. David : hay galih, what's your phone number?
 Galih : hay david, my phone number is zero-eight-five-seven-four-seven-four-six-one-one-six.
 David : thanks galih, good bye...
 Galih : byee...

Cara lain menanyakan nomor telepon

- What's your phone number?
 What's your cellphone number?
 May I have your phone number, please?

8. OCCUPATION

| OCCUPATION | MEANING |
|------------|--------------|
| Driver | Sopir |
| Tailor | Penjahit |
| Barber | Tukang cukur |
| Employee | Karyawan |
| Dentist | Dokter gigi |
| Oculist | Dokter mata |
| Lecturer | Dosen |
| Midwife | Bidan |
| Carpenter | Tukang kayu |
| Judge | Hakim |

9. What do you get up? Kapan engkau bangun tidur?
 I get up at 4 o'clock tepat aku bangun tidur jam empat tepat
 Then, what do you do? Setelah itu apa yang kamu lakukan?
 I go to mosque to have subuh prayer saya pergi ke masjid untuk sholat subuh
 I read the holly quran saya membaca al-quran
 What time do you have breakfast? Jam berapa kamu sarapan?

I have breakfast at 6 o'clock in the morning aku makan pagi jam 6
 What time do you go to school? Jam berapa kamu pergi ke
 sekolah?
 I go to school at six thirty saya pergi ke sekolah
 setengah 7
 How long do you usually sleep? Berapa lama kamu tidur?
 I sleep for forty minutes, or a little bit more lama tidur 40 menit atau lebih
 sedikit

10. WE ARE MOSLEM

*We are as moslem
 Helping one another
 Doing something good
 Avoiding something bad*

*Respecting to the older
 And caring to the younger
 Love science hate to stupidity
 Must love peace and must hate a war*

11. ASKING ABOUT HOBBIES

- What is your favorite hobby?
- My favorite hobby is running
- What do you do in your free time?
- I play soccer
- What are your hobbies?
- My hobbies are cooking and playing chess
- Do you like shopping?

12. DAILY EXPRESSIONS

| | |
|--|---|
| How is your mother? | Bagaimana kabar ibumu? |
| She is pretty well | Dia baik-baik saja |
| How is your best friend? | Gimana kabar sahabatmu? |
| He is fine too | Dia baik juga |
| How many brother and sister do you have? | Berapa saudara lk dan pr yang kamu punya? |

| | |
|--|-------------------------------------|
| I have 4 brothers | Saya punya 4 saudara lk |
| What number are you in your family? | Nomor berapa kamu dalam keluargamu? |
| I am the first/second/last number | Saya anak pertama/kedua/terakhir |
| Where do you stay? | Dimana kamu tinggal? (sementara) |
| I stay in al-ikhshan Islamic boarding school | Saya tinggal di ponpes al-ikhshan |

13. EXPRESSIONS OF THANKING (UCAPAN TERIMA KASIH)

- Thanks in advance
- Thanks a bundle
- Thanks a lot
- Do thanks
- Big thanks

RESPONSES

- Don't mention it
- With my pleasure
- You're welcome

14. EXPRESSIONS OF APOLOGIZING

- Sorry
- I'm sorry
- I'm really sorry
- Forgive me please
- Please accept my apology
- I owe you an apology

RESPONSES

- Nevermind
- It's okay
- No problem
- Not at all
- I'm alright
- That's fine

Appendix 4 RESEARCH PERMISSION LETTER



المعهد الإسلامي السلفي الإحسان يحيي

PONDOK PESANTREN AL IKHSAN BEJI
BEJI-KEDUNGBANTENG-BANYUMAS

Alamat : Jl. Satria Beji I, Kedungbanteng, Banyumas, Jawa Tengah K.P. 53152, E-Mail: alikhsan1986@gmail.com

SURAT KETERANGAN

Nomor: C.034/PPAI/XII/2022

Assalamualaikum Wr. Wb.

Yang bertandatangan di bawah ini Pengasuh Pondok Pesantren Al Ikhsan Beji menerangkan bahwa:

Nama : Rofiqotul Mufidah
NIM : 1717404033
Fakultas/ Jurusan : FTIK/TBI
Instansi : UIN Prof. K. H. Saifudin Zuhri Purwokerto

Yang tersebut di atas benar-benar telah melakukan observasi dan penelitian guna penyusunan skripsi pada tanggal 10 Agustus 2022 s/d 17 November 2022 dengan judul **The Use of Teacher-Composed Song For Teaching Vocabulary : A Descriptive Study at 7th Grade Students Of AEDS Program In Al Ikhsan Islamic Boarding School Beji Purwokerto**

Demikian surat keterangan ini kami sampaikan, agar dapat dipergunakan sebagaimana mestinya.

Wassalamualaikum Wr. Wb.

Purwokerto, 27 Desember 2022

Pengasuh Pondok Pesantren Al Ikhsan Beji



Muhammad Najib Syarif

Appendix 5
PICTURES



Interview session with the teacher of AEDS Program



Interview session with the 7th grade students of AEDS Program



Learning activities in the classroom

IAIN PURWOKERTO
Jl. Jend. A Yani No. 40A Telp. 0281-635624 Fax. 0281-636553
Purwokerto 53126
website : www.iainpurwokerto.ac.id

syariah

IAIN PURWOKERTO " EXCELLENT, ISLAMIC, CIVILIZED "

1717404033
ROFIQOTUL MUFIDAH
Banyumas, 26-09-1997
FTIK

1717404033

ELECTRONIC USE ONLY

Scanned by TapScanner