

**OPTIMALIZING VOCABULARY MASTERY THROUGH ADAPTED  
SONGS AT CLASS VIII 1 AT SMPN 3 BATANG ANAI  
KABUPATEN PADANG PARIAMAN**

**THESIS**



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## **ABSTRAK**

**Netwa Kesriati. 2012. Mengoptimalkan Penguasaan Kosa Kata Melalui Lagu-lagu yang di Adaptasi pada Siswa Kelas VIII 1 SMP N 3 Batang Anai. Tesis. Program Pascasarjana. Universitas Negeri Padang.**

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Prof. Dr. Jufrizal, M. Hum.

Penguasaan kosakata bahasa Inggris siswa SMPN 3 Batang Anai pada kelas VIII 1 masih sangat rendah. Hal ini menyebabkan para siswa kesulitan dalam mengikuti pembelajaran Bahasa Inggris. Oleh karena itu peneliti melakukan sebuah penelitian dengan menggunakan lagu-lagu yang di adaptasi guna mengatasi masalah ini. Tujuan dari penelitian ini adalah untuk menjelaskan bagaimana lagu-lagu yang di adaptasi dapat mengoptimalkan penguasaan kosakata siswa kelas VIII 1 SMP N 3 Batang Anai dan faktor-faktor apa saja yang mempengaruhi peningkatan penguasaan kosakata siswa melalui strategi ini.

Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Instrumen yang digunakan dalam mengumpulkan data adalah lembar observasi, catatan lapangan, interview dan hasil tes kosakata yang digunakan untuk melihat hasil perkembangan penguasaan kosakata siswa melalui lagu-lagu yang di adaptasi. Penelitian ini terdiri dari 9 kali pertemuan dalam 3 siklus. Setiap siklus terdiri dari 3 kali tatap muka yang terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Pada penelitian ini, peningkatan tidak hanya terlihat pada perolehan nilai penguasaan kosakata siswa namun kegiatan dan partisipasi siswa di dalam proses pembelajaran juga meningkat. Hal ini dapat dilihat dari format observasi, catatan lapangan, dan wawancara yang dilakukan peneliti dan kolaborator.

Dari penjelasan di atas, dapat disimpulkan bahwa dengan menggunakan lagu-lagu yang di adaptasi bisa mengoptimalkan penguasaan kosakata siswa. Diharapkan penelitian ini dapat memberikan kontribusi bagi guru bahasa Inggris dalam pengajaran penguasaan kosa kata khususnya bagi siswa Sekolah Menengah Pertama.

## **ABSTRACT**

**Netwa Kesriati. 2012. Optimizing Vocabulary Mastery through Adapted Songs at the Grade VIII 1 of SMP N 3 Batang Anai. Thesis. Graduate Program. State University of Padang.**

**Pembimbing** : Prof. Dr. Hermawati Syarif, M. Hum.  
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Having limited vocabulary became problem at grade VIII 1 of SMP N 3 Batang Anai, Padang Pariaman. This problem made the students get difficulties in learning English. Therefore, the researcher conducted a research through adapted songs strategy to solve this problem. The purpose of this research was to explain about how do the adapted songs optimize the students' vocabulary mastery, and also to explain the factors that influenced the changes of students' vocabulary mastery.

In doing this research, the researcher carried out Classroom Action Research (CAR) through Adapted Songs. Instrument used in this research to collect data were observation sheet, field note, interview, and vocabulary test which were used to see the result of students' vocabulary mastery development after conducting the research through Adapted Songs. This research consisted of 9 meetings of 3 cycles. Each cycle consisted 3 meetings. In each meeting was applied plan, action, observation, and reflection. On this research, the increasing was not only could be seen on the students' mark but also could be seen on the students' activity and participation in teaching and learning process. The result can be seen on the students' activity on observation sheet, field notes, and interview.

From the explanation above, it can be concluded that by using adapted songs can optimize the students' vocabulary mastery. Hopefully, this research could be significant input for English teachers in teaching vocabulary mastery especially at Junior High School.

## SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa :

1. Karya tulis saya, tesis dengan judul **“Optimalizing Vocabulary Mastery through Adapted Songs at the Grade VIII 1 of SMP N 3 Batang Anai”** adalah asli dan belum pernah diajukan untuk mendapat gelar akademik baik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.
2. Karya tulis ini murni gagasan, pemikiran, penelitian, penilaian, dan rumusan saya sendiri, tanpa adanya bantuan tidak sah dari pihak lain, kecuali arahan dari Tim pembimbing dan Tim Penguji, serta masukan dari mahasiswa yang hadir pada seminar proposal dan seminar hasil.
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4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma hukum yang berlaku.

Padang, 1 Februari 2012

Saya yang menyatakan

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The researcher realized this thesis is far from being perfect. Therefore constructive, advice, critics, and suggestion from the readers will be much appreciated. The researcher expects that this thesis can give valuable contribution for the readers.

Padang, 1 Februari 2012

The researcher,

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Teaching and learning English in Indonesia is aimed at enabling students to participate in discourse or to communicate ideas and feelings in spoken and written English accurately, fluently, and acceptably. These demands suggest that students are required to be able to communicate in either spoken or written English.

The students need to master vocabulary well in order to understand spoken and written language and to produce language forms by speaking and writing to convey messages to others. The mastery of vocabulary is the key to comprehend reading texts, and in writing the language itself. Related to the idea above, teachers as facilitators in the classroom during the process of teaching and learning should be able to facilitate the students to master vocabulary as often as possible.

National Education Minister's Regulation No.22/2006 on Education Content Standard (No. 23/2006 on Passing Grade Competency Standard) introduces The School Based Curriculum in Indonesia is called *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Based on KTSP, the development of communicative competence covers linguistic competence, discourse competence, socio- cultural competence, and the strategic competence. Linguistic competence, in particular, includes such components as grammar, vocabulary, and pronunciation. Under the four stages teaching and learning

process suggested by the curriculum, namely Building Knowledge of the Field (BKOF ), Modeling of The text (MOT) , Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT), vocabulary teaching is supposed to be dealt with the very first stage.

In the BKOF step, teachers are expected to focus on grammar, to elicit students' vocabulary, and sharing activities of the topic. However, the word focus is depending on teachers to decide. This implies that teachers need to work on developing students' vocabulary. Nevertheless, the vocabulary used by the teachers to help learners is influenced by teachers' understanding of the existing curriculum. Sometimes, the uniformity of word lists to teach makes easier for teachers to work on the vocabulary development. At some other time, when the existing curriculum does not suggest explicitly what word list to teach, teachers' sensitivity of what vocabulary the students might need is highly required.

English teaching has been focused on the teaching of function of communication and genre-based approach. These types of teaching are hoped to be as a point of departure for students in Junior High School in developing their English masteries as communication uses. During the teaching of English as communication, there would be a bundle of problems faced by teachers. These are normal since such a teaching is so-called as a brand-new teaching in Indonesia, especially in Junior High Schools.

Based on the researcher's experience and observation as an English teacher in *Sekolah Menengah Pertama (SMP) Negeri 3 Batang Anai*, the



problem that frequently faces by the teachers is students' lack of vocabulary. The lack of students' vocabulary itself caused by the least strategy they have in order to optimize the limited vocabulary they had already mastered. Therefore, if they want to be more successful in acquiring many vocabularies, it is important for them to be more active in learning vocabularies, due to the technology development, TV, Radio, and Internet.

As Moon (2000:14) states that in foreign language teaching and learning the only sources is teacher. So the teacher should give the learning strategy to the students to optimize their vocabulary. Simply, strategy is the step or action to make the students more effective, easier, enjoyable, understandable, and faster in achieving a goal of teaching learning process.

The teaching strategy for the students of grade VIII 1 *SMP Negeri 3 Batang Anai* does not work well yet. As a result the students have difficulties in optimizing themselves in learning vocabularies. However, the roles of a teacher are extremely demanded as a motivator, facilitator, and educator. As the facilitator, the teacher should facilitate the students to use the effective strategy in teaching vocabulary in order to stimulate the students to use the vocabulary in daily life.

Moreover, the students are expected to practice English in and outside the classroom, but most of them still spoke Indonesian in learning English. On the other hand, when the English teacher try to speak English and uses teachers' scaffolding talk in teaching learning process, they can not catch the ideas yet because of their limited vocabulary mastery. The students also have

no effort to memorize and practice the vocabularies that had been taught to them, and they also never try to find a strategy to get the vocabularies outside of the classroom by themselves.

The researcher also found that students do not have high motivation in learning English. It can be seen from the fact that they were passive; they did not pay much attention in English class, they were afraid of English, and gave up easily in facing of challenges. It is caused by their lack of vocabulary itself, and they did not know the strategy in learning vocabulary.

In the process of teaching and learning English during the semester course, researcher found that the students of grade VIII 1 SMP N 3 Batang Anai found difficulties in reaching one of based competence (*Kompetensi Dasar*). It was caused by their lack of vocabularies. The students still had difficulty in remembering new vocabularies that made them unable to identify the meaning. The students also got difficulty to spell English words, and to use appropriate words into sentences.

Moreover, the direct observation previously done in class VIII 1 when the teacher reviewed the lesson by giving them some questions concerning the vocabularies formerly taught, only few students could answer them and the others tended to keep silent. As the result, on the students' English achievement in the formative and summative test administered by the teacher in the first semester of 2010-2011 academic year, most of the students still have difficulty in answering the test. They have difficulties in understanding the test given because of their lack of vocabulary. Most of the students (65%)

got 5.3 which was under the minimum standard score i.e 70. Only 35% of them got higher than the minimum standard score.

Related to the facts above, one of the possible solutions to overcome the problem was the teacher should be able to create the suitable strategy, especially to optimize the students' vocabulary mastery. So that, the students did not always depend on dictionary or just waiting for the teacher in understanding the meaning of one word, and it would be easier for them to reach the based competences in curriculum.

Moreover, Classroom atmosphere also has to give useful contribution for optimizing students' vocabulary. For this reason, the teacher is expected to create a good atmosphere or a good learning atmosphere by using appropriate strategies for the remarkable progress for the students. Nation (2009:4) suggested that psychological conditions lead to the effective learning that is influenced by the design of vocabulary learning activities.

To overcome the problems faced by the students, the researcher taught vocabulary by adapted songs. Adapted songs is the strategy of learning vocabulary by inserting list of words (as a lyric) in the rhythm that is liked by the students as modification strategy that has been used. The researcher expected that adapted songs can be employed in order to optimize students' vocabulary mastery. Using rhythm as a vehicle for second language learning is consistent with Gardner's theory of multiple intelligences. Gardner (1993) in Medina has discovered eight distinct domains of intelligence, including

verbal-linguistic, mathematical-logical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, and naturalistic.

Language acquisition subsumes memorization. The ability to memorize is critical to the language acquisition process, since it would be virtually impossible to acquire language without memory. Music reportedly enhances rote memorization. According to Medina in Lalas, J. & Lee, S. (2002) Music and its subcomponent, rhythm, have been shown to benefit the rote memorization process, and the psychology literature also indicates that the retentive effects of rhythm can be maximized when the targeted verbal information carries meaning.

Thus, due to the significance of mastering English vocabulary, the researcher believes that through adapted songs the students' vocabulary can be optimized. Adapted songs give a way to make teaching vocabulary easily, effectively, and fun. And hopefully it can help the students to optimize their vocabulary as well as bring the better result of learning English.

## **B. Identification of the Problems**

Based on the background of the problem mentioned above, it can be identified that there are some factors that cause lack of vocabularies:

1. The teacher who teaches with inappropriate material, media, method, technique, and strategy in teaching vocabulary. The classroom atmosphere was not good enough. As the result, the students are bored with the lesson.

In other words, they have low interest and motivation to the English lesson.

2. Many students still have difficulties in identifying some word forms, for example words spelling. The lack of vocabulary itself also makes the students find difficulties in getting the word meaning. The students also find difficulties to use some familiar words into phrases or sentences. The students never try to find their own way to get the vocabularies outside the classroom by themselves. They also do not want to practice what they have studied in the classroom outside. Furthermore, while reading or writing activity, they tend to find the meaning of the words directly in the dictionary. They do not want to guess the meaning from the context or other clue given in the text. As a result, their English vocabulary is limited.

Based on the researcher's experiences, and diagnoses in teaching English for the students at grade VIII 1 of *SMP N 3 Batang Anai*, it can be identified that there are some factors that caused students' lack of vocabularies. The teacher who taught vocabulary by using inappropriate strategy that might not optimize students' vocabulary. As the result, many students still have difficulty in identifying some word forms, for example words spelling. The students also found difficulties in getting the word meaning, and using some familiar words into phrases or sentences.

### **C. Focus of the Problem**

Referring to the identification of the problems above and the consideration of limited time, this research was focused on the problem of teacher's strategy on teaching vocabulary mastery (word form, word meaning, and word use). Therefore, the researcher conducted the research on the application of adapted songs at grade VIII 1 *SMPN 3 Batang Anai* in order to optimize students' vocabulary mastery.

### **D. Formulation of the Problem**

From the explanation above, the research questions can be formulated as in the following:

1. How do the adapted songs optimize students' vocabularies mastery at grade VIII 1 of *SMPN 3 Batang Anai Kabupaten Padang Pariaman*?
2. What factors influence the changes of students' vocabulary mastery at grade VIII 1 of *SMPN 3 Batang Anai Kabupaten Padang Pariaman*?

### **E. Purposes of the Research**

The purposes of this research are:

1. To explain the use of adapted songs in optimizing students' vocabularies mastery at the grade VIII 1 of *SMPN 3 Batang Anai Kabupaten Padang Pariaman*.
2. To explain the factors that influences the changes of students' vocabularies mastery at the grade VIII 1 of *SMPN 3 Batang Anai Kabupaten Padang Pariaman*.

## **F. The Significance of the research**

This research is expected to be beneficial to the following:

1. Theoretically, the results of this study is expected would be useful for enriching the theory of teaching strategy on teaching vocabulary mastery through adapted songs as a reference for further researchers who plan to conduct a research on other skills in English.
2. Practically, the result of this study is expected to give the English teachers a model of teaching strategy on teaching vocabulary mastery through adapted songs in Junior High School.

## **G. Definition of Key Terms**

To avoid ambiguity to the readers, the researcher defines the terms used in this research as follows:

1. Vocabulary Mastery : The knowledge of understanding vocabulary items defined as the words that should be mastered by Junior High School Students based on curriculum.
2. Adapted songs : The songs that has new lyrics from the arrangement of words (new vocabulary learned by the students) for the songs to replace the original lyrics of the original songs.

## **CHAPTER V**

### **CONCLUSION, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusion**

Based on the findings of this research that have been discussed in the previous chapter, it can be concluded that:

1. The implementation of Adapted Songs can optimize the students' vocabulary mastery at grade VIII 1 SMP Negeri 3 Batang Anai in 2010-2011 academic years. The improvement is shown by the increasing of average score of the students in every cycle and the process of teaching and learning which were collected from the observation sheets, field notes, and interview.
2. The factors that influenced the changes of students' vocabulary mastery focused on word form, word meaning, and word use were:
  - a. The first factor influenced the changes of students' vocabulary mastery was motivation. This research showed that the motivation from the teacher could increase students' motivation in learning.
  - b. The second factor influenced the changes of students' vocabulary mastery was interesting teaching media.
  - c. The third factor influenced the changes of students' vocabulary mastery was interesting material. By having interesting materials, the students had willingness to have discussion and wanted to master the vocabularies given.



- d. The fourth factor influenced the changes of students' vocabulary mastery was the attractive classroom activities. The various activities done by the researcher could lead the students became more active in the classroom.
- e. Finally, enjoyable classroom management also influenced the changes of students' vocabulary mastery.

## **B. Implications**

This research implied that Adapted Songs can be chosen as a strategy to solve some learning problems which related to maximize student's vocabulary mastery. The result of this research can be considered by English teacher since it has been proved that by applying Adapted Songs strategy, the students' vocabulary mastery at grade VIII 1 of SMP N 3 Batang Anai can be optimalize.

## **C. Suggestions**

In accordance with the conclusions and implication, the suggestions can be given as follows:

1. The researcher herself as an English teacher should continue using or applying Adapted Songs in teaching vocabulary as an alternative strategy in teaching vocabulary mastery since it has been proved that Adapted Songs can optimalize students' vocabulary mastery.

2. Other English teachers who have the same problem with the researcher to apply Adapted Songs in their own classes to optimize their students' vocabulary mastery.
3. It is also suggested to other English Teacher to conduct the similar research in their own classes as an attempt to improve their own teaching especially teaching vocabulary.
4. Because of the limitation of the research, further and longer studies about the implication of Adapted Songs are highly recommended to investigate whether this strategy can be a solving problem at the other classes or other institution.

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