Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang

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ABSTRAK

Kosakata merupakan komponen terpenting dalam menunjang keahlian berbahasa. Namun, Kenyataan di lapangan menunjukkan bahwa siswa/siswi kelas VI SDN. 45 Bungo Pasang Padang kurang menguasai kosakata. Hasil yang didapatkan dari nilai awal siswa/siswi kosakata mereka masih rendah. Hal ini disebabkan dua faktor yaitu kurang motivasi dan teknik yang diajarkan guru. Tujuan penelitian ini adalah untuk mengambarkan dan menjelaskan apakah dengan nyanyian *(songs)* dalam pengusaan kosakata siswa/siswi kelas VI SDN. 45 Bungo Pasang Padang dapat ditingkatkan dan untuk melihat faktor-faktor apa yang mempengaruhi pengusaan kosakata siswa/siswi tersebut.

Penelitian ini adalah Penelitian Tindakan Kelas (PTK) dengan jumlah peserta adalah 25 orang siswa/siswi kelas VI. Penelitian ini dilakukan dengan dua siklus. Masing-masing siklus terdapat empat kali pertemuan dengan urutan kegiatan: *plan*, *action*, *observation* dan *reflection*. Sedangkan, dalam proses belajar mengajar dilakukan dengan tiga langkah, yaitu: *pre-teaching, whilst-teaching* dan *post-teaching*. Data dikumpulkan melalui pemberian tes pembendaharaan kosakata, observasi, wawancara dan catatan-catatan lapangan selama studi berlangsung, dan dianalisa secara kuantitatif dan kualitatif. Temuan penelitian ini menunjukkan bahwa nyanian dapat meningkatkan pembendaharaan kosakata siswa/siswi dan faktor-faktor yang mempengaruhi siswa/siswi dalam peningkatan kosakata mereka adalah: (1) seleksi dalam mencari nyanyian, (2) prkatek nyanyian di kelas, dan (3) dukungan guru kepada siswa/siswi.

Berdasarkan temuan penelitian ini, untuk itu disarankan agar guru mempergunakan lagu dalam proses belajar-mengajar, terutama guru bahasa Inggris SD untuk lebih kreaktif dalam mencari, memilih, dan mempergunakan lagu, dan bagi peneliti berikutnya untuk meneliti aspek lagu lainnya.

Key Words: Vocabulary Mastery and Songs

INTRODUCTION

A. Background of the Problem

Vocabulary is a language that is important thing to be mastered by the students in learning a foreign language because it is a foundation for other language components such as pronunciation, spelling, meaning and grammar. Therefore, since vocabulary as a foundation in language learning can improve students' vocabulary mastery, it has become priority in education. In addition, students' vocabulary mastery academically is needed language learning, because it is essential to be successfully in reading, listening, speaking and writing. In mastering vocabulary, students should master some elements of vocabulary, such as pronunciation of the word, spelling of the word is meaning of the word, and grammatical pattern of the word. Pronunciation is focused on how to pronounce or how to produce words. It is very crucial to master the vocabulary, because in English there are some vocabularies that have almost similar pronunciation but different meanings.

Therefore, students should be careful in pronouncing and spelling words. In pronunciation, students should say the word correctly and students should write the words when they said them. Besides knowing how to say a word and spell the word, students should also know what a particular word means, grammatical pattern of the word also influenced students' vocabulary mastery. Based on the writer's observation when she did practice teaching at an elementary school, students seemed to fail in mastering the vocabulary because of some factors. First, students are usually taught language as a language not to know how to use the language in communication. Especially in the classroom, students are force on having their learning activities by using English language.

On the contrary, they do not normally use the language outside of classroom. Another factor is some students are bored in studying vocabulary. They do not pay attention to the teacher's explanation because the teaching technique does not encourage the students to become independent learners as demanded by the curriculum. In elementary school, most of English teachers taught in monotonous technique, whereas there was no variation in using the media such as pictures, short stories, or songs. Because of this monotonous

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indicators of vocabulary mastery as have been explained before. The finding of the research proved the theory in chapter II that the students' vocabulary can be improved by applying songs. By using the songs the students complete the songs. Their vocabulary mastery will be much better.

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learning, the students have difficulty in their language learning. This case could be observed in sixth grade students of state elementary school of 45 Bungo Pasang Padang. The most obvious problem noticed by the researcher was students' difficulty in understanding text, especially vocabulary usage. In this case, the researcher found that her students were failed to attain the minimum standard score of 60. There were around 80% students that got 10-59 grades. Only 20% students got 80-100 grades. It meant that the students still had low scores in vocabulary mastery.

Therefore, the researcher used songs, in order to overcome this difficulty, According to Haycraft, the students could express their ideas and feeling, improve their pronunciation and speaking ability and also get many new words by using songs. Therefore, the researcher want to find out how *teaching vocabulary mastery by using songs at the Sixth Grade of State Elementary School of 45 Bungo Pasang Padang could improve student's vocabulary mastery.*

B. Review of the Related Theories

Vocabulary is a core component in studying a language and it is very necessary to be known. Some experts proposed various definition of vocabulary. Hornby (1987:959) defines that vocabulary is the total number of words (with rules for combining them) that make up a language. It means that vocabulary is a list of word that has meaning. In addition, Lado (1964:74) stated that vocabulary is the lexicon of written language that is called words. Moreover, Stahl (2005) stated that "vocabulary is the knowledge of words and words meanings also puts vocabulary knowledge as the knowledge of a word not only implies a definition, but also implies how that word fits into the context". Vocabulary knowledge is not something that can ever be fully mastered. It is something that expands over the course of a life time. Teaching vocabulary involves looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit teaching in specific words and word-learning strategies.

In addition, Murcia and Weigh (1979:123) describes the vocabulary as "a language that needs growth and development continuously for native and non-native speaker, after grammar and

pronunciation are under reasonable control. The quality of students' language skills both receptively and actively depend very much on quality and quantity of their vocabulary". The statement above shows that the mastery of vocabulary is very important because it will influence the student's speaking, reading, writing and listening skills. And for the reason, the teacher needs some techniques to present vocabulary to the students in order to increase their vocabulary.

1. Teaching Vocabulary

Teaching vocabulary is a process or a unit of ways to make students learn or acquire vocabulary that is presented by the teacher. There are various ways of teaching vocabulary, but there is no single "best" way for teaching vocabulary. It is because every way or technique used in teaching vocabulary has its own specific strong points. On the other hand, it also has a weakness. Therefore, it is teachers' task to find or choose a better technique that is suitable to students' condition. Nowadays, it is widely known that teaching vocabulary should be part of the syllabus and taught in a well-planned and regular basis. Some authors, led by Lewis (1993), argued that "vocabulary should be at the centre of language teaching, because language teaching consists of grammatical lexis".

From this quotation, vocabulary holds the significant place in language learning due to its necessity in comprehending grammatical lexis. It means that that the teachers teach vocabularies as the basic foundation of the students' learning.

2. Vocabulary Mastery

According to Cameron (2001:78), vocabulary skill included: pronunciation, spelling, grammar and meaning.
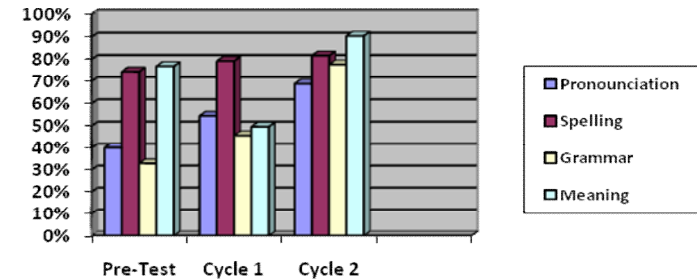
1. Pronunciation

Pronunciation is one of the aspects that have a great influence of vocabulary. "Pronunciation is the way in which a particular person pronounces the word of a language" (Wehmeler, 2003:1057). Children need to hear a new word in foreign language in order they can notice the sound at the beginning and at the end, the stress pattern of the word. There is different pronunciation between English and Indonesia vocabularies, as it is stated by Sailun (2001:24):

"Every language has special phonemes. english has different sound with indonesia/ malaysia sound. therefore, students have
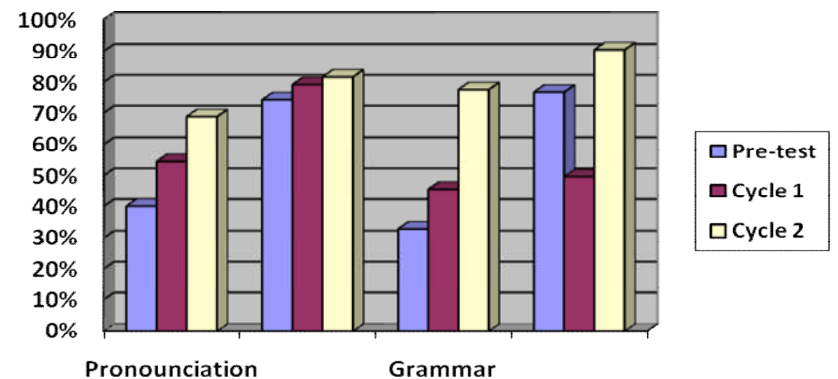
To illustrate this improvement, it could be seen in the following diagram:

Diagram 9: The increasing of percentage of students' vocabulary mastery In every tests from pre-test to cycle 2

Based on diagram above, it could be concluded that there were increasing of each indicators of students' vocabulary mastery from pre-test, cycle 1 and cycle 2 continuously. It means that the percentage of students' vocabulary mastery in cycle 1 was better than in pre-test. The percentage of students' vocabulary mastery in cycle 2 was better than cycle 1. Therefore that the increasing of students' vocabulary mastery could be seen in the following diagram:

Diagram 10: The percentage of each indicators of students' vocabulary mastery From pre-test to cycle 2
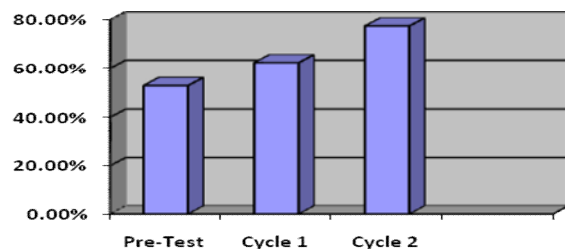

After applying songs in some meetings, the students got much improvement that was showed by the increase of percentage of each

cycle 1 and cycle 2. They were 52.8% for pre-test, 62.24% for cycle 1 and 77.44% for cycle 2. It means that there was improvement in every cycle.

To make clear, it could be showed in the following diagram:

Diagram 8: Increasing of students' vocabulary mastery From Pre-Test to Cycle 2

The diagram above showed that there were improvements of vocabulary mastery in every cycle too. In the test 1 (pre-test) to cycle 1 there were 9.44 and from cycle 1 to cycle 2 there were 1.52. Then, the increasing of percentage of students' vocabulary mastery in each component (indicators) in every test could be seen in the following table:

Table 12. The increasing of percentage of students' vocabulary mastery In each indicators in every test

No	Kinds of test	Pronunciation	Spelling	Grammar	Meaning
1	Pre-test	40%	74.4%	32.8%	76.8%
2	Cycle 1	54.4%	79.2%	45.6%	49.6%
3	Cycle 2	68.8%	81.6%	77.6%	90.4%

From the table above, it could be seen that the increasing of percentage of students' vocabulary mastery test. In pre-test, students got 40%, 54.4% in cycle 1 (test 1) and 68.8% in cycle 2 (test 2). For indicator 2, they got 74.4% in pre-test, 79.2% in cycle 1 (test 1) and 81.6% in cycle 2 (test 2). Next, the students got 32.8% in pre-test, 45.6% in cycle 1 (test 1) and 77.6% in cycle 2 (test 2). Finally, the students got 76.8% in pre-test, 49.6% in cycle 1 and 90.4 % in cycle 2 (test 2).

problems in pronunciation. the students have difficulties for some reason. The first reason, of course, is that some sounds of English do not exist in indonesia/malaysia. The phoneme / o / (thin) and / θ / (this) are found of course, it is not appear both English and Indonesia. Thus, in learning pronunciation, one must learn or not only to form sound correctly, but also to use them in the correctly place."

Ur (1997:54) gives his ideas in helping students' pronunciation:

1. Imitating teacher or recorded model of sound word and sentence
2. Recording of learner speech, contrasted with native model
3. Systematic explanation and instruction (including detail of the structure and movement of part of the mouth)
4. Imitation drill, repetition of sound, word and sentences
5. Choral repetition of drill
6. Varied repetition of drill
7. Tongue twister
8. Learning and performing dialog
9. Self-correction through listening to recording of own speech

2. Spelling

Children also need to know the letters and syllables that make up the word that is called spelling. "Spelling is the act of forming words correctly from individual letter or the way that a word is spelt" (Wehmeler, 2003:1293).

3. Grammar

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are not thereby abandoning grammar. (Cameron, 2001:72). Ur (1997:61) also points out that:

The grammar of vocabulary need to be taught if this is not obviously covered by the grammatical rules. When teaching a new verb, for example, we might give also its past form. If this is irregular (think, thought) and we might note if transitive or intransitive is. Similarly, when teaching a noun teacher may wish to presents its plural form, if irregular (mouse, mice) or draw student attention to the fact that it has no plural at all (advice, information). Teacher may presents verb such as want and enjoy together with the verb form that follows them (want to, enjoying) or adjectives or verb together with their following prepositions.

4. Meaning

Nation and Cameron (2001:85) argue ways to explain the meaning of new words in the young learner classroom that is by using an object, a cut-out figure, gesture, performing and action, photograph, drawing or diagram on the board, and picture from story book. actually, finding the meaning for the new foreign language word is the amount of mental work done by the learner affects well a new word is engraved in memory, the students have to think it's about word and meaning, the more likely they are to remember it. Ur (1997:62) says that to find the meaning it can be done through translation that is word in learners' mother tongue that are equivalent in meaning to the item being taught.

It can be concluded that pronunciation, spelling, grammar and meaning are the indicators of vocabulary mastery.

3. Using English Songs in Teaching Vocabulary

Songs have been parts of the human experience. By using songs, the atmosphere of classroom becomes more relaxed and comfortable. According to Nambiar (1980:80), "songs introduce an atmosphere of fun, and informality in the classroom that is a far more conductive environment for language learning than a strictly regimented atmosphere. When the atmosphere of class is fresh, it wills a guarantee that the students feel fresh in learning vocabulary". According to Oestojic (1987:50), "while listening to songs, students can experiment with foreign word, expression and in atmosphere of trust and relaxation; the students are ready to enjoy a new and precious experience. While listening to the songs, students are influenced to respond what the song tells about". It means that songs can encourage one to have motivation to learn vocabulary. In other words, we can say that songs provide an opportunity from classroom routine for vocabulary activities. And by using songs, teacher can apply their own ways to improve students' creativity. In teaching English through songs, Lo and Li in Schoepp (2001: 1) mentioned that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced. This opinion is supported by Gatbonton and Segalowitz in Schoepp (2001: 2), using songs can help automotive the language development process, the automation would occur through repetitive

Griffee (192:41) also states that, "songs are especially good for introducing vocabulary because songs provide a meaningful context for the vocabulary". According to Dobson (1997:92), English songs has following benefits: (1) as you play a recording of an English song, the students are to listen effectively, thereby improving their aural comprehension. (2) vocabulary, sentiments, and cultural background. In relation to the first purpose of the research in improving vocabulary mastery by using songs strategies, there was improvement of students' vocabulary mastery that could be seen from the findings from cycle 1 to cycle 2. It was shown by the improvement in percentage of the test result by applying songs strategies in general, and also from the field notes and interview. Below figure described the improvement clearly. The score improvement from the pre-test to first cycle achievement was 9.44. In the second cycle improved significantly, that was 1.52. This result indicated that students' vocabulary mastery could be better improved by applying songs. In first cycle, the students always heard words by the teacher of the school and role familiar this book. While, after the researcher applied songs in teaching and learning process. The students could be understand and easy to find the meaning of the words and could memorized them daily life and applied this teacher strategy in improving their vocabulary. In second cycle, three was significant improvement of the result of students' vocabulary mastery. The students' felt enjoy in vocabulary teaching- learning process. The observation checklist showed that most of students' had good willingness to be active in applying songs strategies. They could apply this strategies in their life when she/he song's text. The percentage of students' vocabulary mastery in every test, start from pre-test to cycle 2 (test 2) could be seen in the following table:

Table 11: The percentage of students' vocabulary mastery From pre-test to cycle 2 (test 2)

No.	Vocabulary mastery	The percentage of students' vocabulary mastery
1	Pre-test	52.8%
2	Cycle 1 (test 1)	62.24%
3	Cycle 2 (test 2)	77.44%

The percentage above show that the improvement of students' vocabulary mastery in every test, it started from test 1 (pre-test),

2. The factors that influence the change of students' vocabulary mastery by using songs

The second research question was about the factors influenced the change of students' vocabulary mastery by using songs. There some factors influenced the improvement of students' vocabulary mastery:

1. The selection of songs

   The selection of songs was given to students also influenced in increasing of students' vocabulary mastery. In this case, because the students are elementary level and still children, the selection of songs should be appropriated and interested for them. In fact, songs as a way to improve vocabulary mastery that the researcher conducted really helped the students. The researcher tried to find out the selection of songs that made students motivated to de the songs. The material was easy to understand by students.

2. Songs' Practice in Front of the Class

   The increasing of students vocabulary mastery in the two cycles is influenced by practicing the songs in front of the class. From the interview performed by the researcher to the students, some students said that when they were practicing the vocabulary in front of the class, they had much vocabulary before. Teachers' Support Students

   In this case, teacher's support to students in competing the songs during played the songs could influence students' improvement in vocabulary mastery. The teacher only acts as a motivator and the learning is directed as student-centered, support is given in the beginning of lesson as scaffolding by giving the example and support is also given if the students face the difficulty in learning.

B. Discussion

In relation to the theory mentioned previously, songs are precious resources to develop students' abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as pronunciation, spelling, meaning and grammar. Moreover, dealing with the characteristics of young leaner students, as it is stated by Murphey (1996:10) teachers can use songs to teach vocabulary to students. He states that "an additional thing we might do with song and music in teaching is teach vocabulary".

exercises in a non-communicative environment. It means that songs can help the beginner level for the students. And by using songs also express someone, for example: using song express sadness, fun, enjoyable, etc.

4. The Advantages and Disadvantages of Using Songs in Teaching Vocabulary

The advantages of teaching vocabulary through songs (Hill, 1999:29) are as follows:

1. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom.
2. Through using traditional folk songs the base of the learners' knowledge of the target culture can be broadened.
3. Songs may both be used for the presentation or the practice phase of the grammar lesson.

It can be concluded that the advantages of teaching vocabulary through songs may both be used for the presentation or the perform phase of the grammar class through contemporary popular and traditional folk songs. They may support widespread and concentrated listening, and inspire resourcefulness and use of imagination in an undisturbed classroom ambiance. Whereas selecting a song the teacher must take the age, interests of the learners and the language being used in the song into deliberation. To improve learner commitment, it is also advantageous to allow learners to take part in the selection of the songs.

5. Three Principles of Song Selection Criteria

According to Lynch in the website http://Ezine Articles. com/?expert=Larry_M._Lynch retrieved on September 3, 2007, the song criteria are divided into three principles:

1. Songs are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some ways making the song unusable.
2. Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.

3. Song should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available. Use these. Music pervades virtually every aspect for our lives. Students adore it. It contains numerous useful elements for language teaching and its' fun for both the teacher and students.

It can be concluded that in the selection criteria, song can be popular with the students whenever possible because it has clear and understandable lyrics and has appropriate theme.

6. Techniques for Teaching Vocabulary by Using Songs

According to Nation (2001), the teacher can use different and interesting techniques in order to make English lessons more exciting and motivating for students:

1) Realia, this word refers to the use of real objects in the classroom. These objects help to make the meaning of word clear (ex. A pen, a postcard, a ball, etc.) The teacher may also use classroom environment: a chair, a table, a board. Things in the classroom can also be "touched", what is important to V. Allen (1983), who claims that success in learning depends on the number of senses involved in the learning process and, however, realia is a vital part in presenting vocabulary at the beginners level, where pupils learn words, using concretes.

2) Pictures may be the most useful "aids" in language teaching, since they are used in different ways. There are: pictures, blackboard drawings, wall pictures, charts, photos from magazines. Those "aids" are used to explain the meaning of words or to create a situation and concept.

3) Mime, Action and Gesture, this technique is useful for explain of the actions and grammar items. Such concepts as: jumping, smoking or the words:"from, on, to" etc. Are easy items to explain through performing those actions. Mime, action is a great fun for children who like acting and moving very much. All techniques introduced above are good for presenting new vocabulary to students at the beginners level because they are interesting and involving for them. The following several techniques can be used only with those
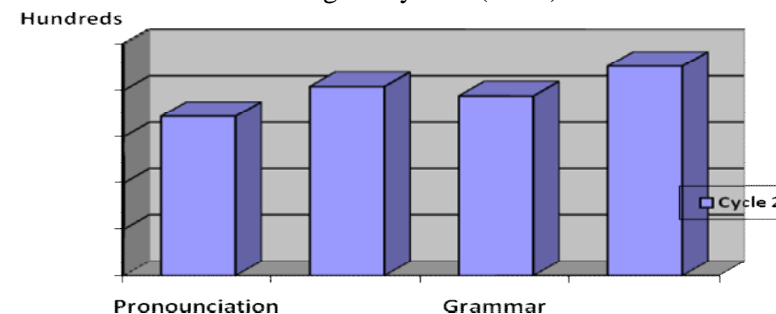
Table 10. The increasing of percentage students' vocabulary mastery From pre-test to cycle 1 and cycle 2

No	Indicators of vocabulary mastery	Pre-test	Cycle 1	Cycle 2
1	Pronunciation	40%	54.4%	68.8%
2	Spelling	74.4%	79.2%	81.6%
3	Grammar	32.8%	45.6%	77.6%
4	Meaning	76.8%	49.6%	90.4%

The table above explained that the percentage of each indicators or component of vocabulary mastery from pre-test to cycle 1 and cycle 2 were 40%, 54.4% and 68.8% for pronunciation. Then, spelling, they got 74.4%, 79.2% and 81.6%. Moreover, Grammar was 32.8%, 45.6% and 77.6%. Finally, for meaning, they got 76.8%, 49.6% and 90.4%.

Vocabularies component have been achieved by the students. It can be seen in the percentage of students' vocabulary mastery after songs strategies on the following diagram:

Diagram 7
The percentage of students' vocabulary mastery
After songs in cycle 2 (test 2)

Based on the diagram above, the students' score in doing the test in cycle 2 can be seen that the percentage of students' vocabulary mastery after songs were they got 54.4% for indicator 1, 79.2% for indicator 2, 45.6% for indicator 3, and 49.6% for indicator 4. From the explanation, it could be concluded that all of vocabulary components have reached up the target of minimum standard score (60).It means that the research questions have been answer and students problems have been solve. Therefore, the researcher thought that this classroom action research should be stopped.

11	11	24	20	12	16	72
12	12	24	16	16	20	76
13	13	40	20	12	20	92
14	14	16	12	12	20	60
15	15	40	20	20	20	100
16	16	40	20	16	20	96
17	17	16	12	16	20	64
18	18	40	16	16	20	92
19	19	24	16	16	20	76
20	20	32	12	20	20	84
21	21	16	16	12	20	64
22	22	16	12	12	20	60
23	23	16	20	12	12	60
24	24	16	12	12	20	60
25	25	40	20	12	12	84
Sum		688	408	388	452	1936
Average		27,52	16,32	15,52	18,08	77,44
Percentage (%)		68,8%	81,6%	77,6%	90,4%	77,44%

The diagram below showed that there was increasing point from test 1 or cycle 1 to test 2 or cycle 2. It was from 62.24% (the score of students' vocabulary mastery at cycle 1) to 77, 44% (the score of students' vocabulary mastery at cycle 2).

Diagram 6
Increasing of Students' Vocabulary Mastery of Average Score
from Cycle 1 to Cycle 2

To make clear, the score of each indicators from vocabulary mastery that student' reached from pre-test to test 2 or cycle 2 can be seen in the following table:

students, who have some knowledge of English, so those techniques can be used at the upper-beginners level.

4) Contrast, as Y. Fenging states in "Forum" (July 1994), contrast usually shows the similarities and differences between persons ideas and things e.g. "The major points of your plan are clear to me, but details are still hazy". "But" introduces a clause that contrasts is meaning with the previous one and "hazy" is opposite of "clear".

5) Enumeration, this technique helps when any word is difficult to explain visually. We can say 'clothes' and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. a dress, a skirt, trousers etc, and then the meaning of the word will became clear. The same is true of 'vegetable' or 'furniture, 'for example. (Harmer 1991).

6) Explanation, this is such a technique which is assigned to be utilized with upper-beginners, who already have some knowledge of English. It is essential for the teacher to bear in mind, that while explaining certain words he should use the language, that is comprehensible for the students. Moreover, the information about the frequency of the word should be included.

7) Synonyms, this technique relies on explanation of meaning of new word by giving other word, which students know and understand, and which means nearly the same. For example: little-small, huge-big etc. The number of synonyms appearing in textbooks is reasonable, in this way they can be introduced rather early.

8) Antonyms, in this technique teacher explains the meaning of the word, by giving its opposite, if students know the word meaning contrary feature e.g. Warm- is not cold. With saying the antonym the gesture of dent should be combined.

9) Definition, is suitable method for upper-beginners and relies on giving the definition of given word. It can be simple, unnecessary precise and scientific definition, given by the teacher. It can be the definition from the dictionary.

10) Polish equivalent, in this method the teacher gives the translation of given word in the national language. The translation is the quickest way of demonstrating the meaning of vocabulary items. However, being often exposed to this

presentation technique, the students may be discouraged from interacting with words. Thus, when presenting vocabulary, the teacher is obliged to bear in mind the techniques and also the fact, that words are learnt better if introduced in groups (when one word can be associated with another). Furthermore, the lexical item, as is quoted above, must be taught in context. The reason is, that the meaning of many words can change, according to their use in particular sentences and particular context.

Teacher should not ignore these facts, but present the vocabulary and then enable students to practice the language in meaningful ways.

B. Research Method

The type of this research was Classroom Action Research (CAR). The participants of this research were the grade six students of state elementary school of 45 Bungo Pasang Padang. This school was located at Jln. Gunung Kawi Street Wisma Indah V Tabing. The class had 25 students that consisted of 9 females and 16 males. In this research, the researcher was accompanied by a collaborator who was also an English teacher at grade six students of state elementary school of 45 Bungo Pasang Padang.The key instrument of this action research was the researcher herself. She got involved in every step in the three cycles of research and was helped by the collaborator. In collecting the data, the researcher applied four instruments during the research, as follows:
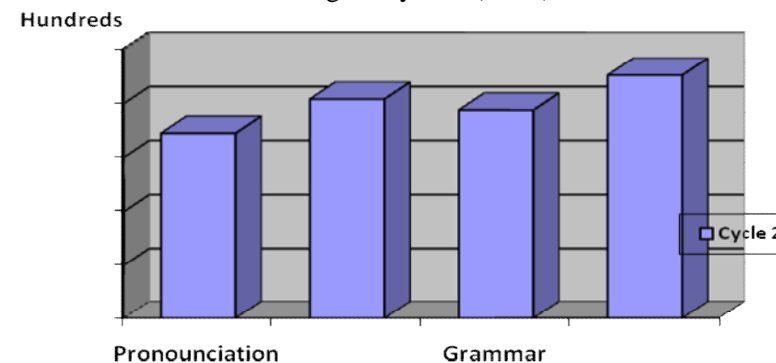
1. Test

Vocabulary test was based on the indicators in the theory of teaching vocabulary studied before. It has given to the students at the end of every cycle to measure the student improvement in their vocabulary mastery. There were three indicators which applied during the test:

Table 1. The Indicators of Vocabulary Mastery

Variable	Indicators
Vocabulary	Pronunciation
	Spelling
	Grammar
	Meaning

(Cameron 2001:78)

Diagram 7
The percentage of students' vocabulary mastery
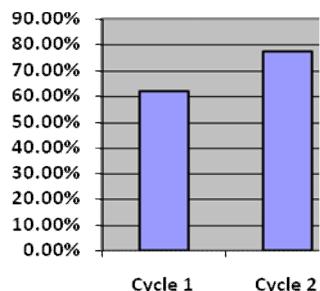After songs in cycle 2 (test 2)

Based on the diagram above, the students' score in doing the test in cycle 2 can be seen that the percentage of students' vocabulary mastery after songs were they got 54.4% for indicator 1, 79.2% for indicator 2, 45.6% for indicator 3, and 49.6% for indicator 4. From the explanation, it could be concluded that all of vocabulary components have reached up the target of minimum standard score (60).It means that the research questions have been answer and students problems have been solve. Therefore, the researcher thought that this classroom action research should be stopped.

Table 9
The Result of Students' Vocabulary Mastery after Songs in Cycle 2

No.	Students' Code	Pronunciation	Spelling	Meaning	Grammar	Total score
1	01	40	16	20	20	96
2	02	40	16	20	20	96
3	03	16	12	16	12	56
4	04	40	12	20	20	92
5	05	40	16	16	20	92
6	06	16	20	16	16	68
7	07	16	20	12	12	60
8	08	16	16	16	20	68
9	09	24	20	20	12	76
10	10	40	16	16	20	92

The diagram below showed that there was increasing point from test 1 or cycle 1 to test 2 or cycle 2. It was from 62.24% (the score of students' vocabulary mastery at cycle 1) to 77, 44% (the score of students' vocabulary mastery at cycle 2).

Diagram 6
Increasing of Students' Vocabulary Mastery of Average Score
from Cycle 1 to Cycle 2

To make clear, the score of each indicators from vocabulary mastery that student' reached from pre-test to test 2 or cycle 2 can be seen in the following table:

Table 10. The increasing of percentage students' vocabulary mastery
From pre-test to cycle 1 and cycle 2

No.	Indicators of vocabulary mastery	Pre-test	Cycle 1	Cycle 2
1	Pronunciation	40%	54.4%	68.8%
2	Spelling	74.4%	79.2%	81.6%
3	Grammar	32.8%	45.6%	77.6%
4	Meaning	76.8%	49.6%	90.4%

The table above explained that the percentage of each indicators or component of vocabulary mastery from pre-test to cycle 1 and cycle 2 were 40%, 54.4% and 68.8% for pronunciation. Then, spelling, they got 74.4%, 79.2% and 81.6%. Moreover, Grammar was 32.8%, 45.6% and 77.6%. Finally, for meaning, they got 76.8%, 49.6% and 90.4%.

Vocabularies component have been achieved by the students. It can be seen in the percentage of students' vocabulary mastery after songs strategies on the following diagram:

The researcher made oral test and written test to explain the students' progress in vocabulary mastery that students got during song activities.

2. Observation

Observation was done to make diagnoses about the problems found in the field, and then designs the plan to do an action in order to solve the problems. While the researcher held the action, the collaborator helped her observe the teaching learning process to collect the data by filling in the observation checklist which contains indicators of vocabulary mastery and the implementation of songs.

Table 2. Observation Checklist of Vocabulary Mastery

No.	Students' Code	Indicators			
		1	2	3	4
1					
25					

Note: The indicators of vocabulary mastery are:
1. Pronunciation   3. Grammar
2. Spelling   4. Meaning

Table 3. Observation Checklist of Teaching Steps on Vocabulary Mastery through Songs

No.	Indicators	Yes	No
1.	The teacher says hallo in greeting step.		
2.	The teacher introduces the title of the song before the students start singing the song.		
3.	The teacher asks some questions about the song to the students, such as: Do young know this song?		
4.	The teacher writes some difficult words on the board.		
5.	The teacher explains the meaning of the difficult words existing in the song.		
6.	Students listen to the song		
7.	The teacher distributes the incomplete lyrics.		
8.	Students complete the lyric of the song with the correct spelling of the words.		

9.	The teacher and student discuss the complete in the song.		
10.	The teacher demonstrates how to pronounce the words in the song by singing in front of the class, and asks them to listen.		
11.	The teacher asks them to repeat and sing together.		
12.	Students retell about the songs again.		
13.	The teacher asks them to do exercises in order to know their understanding about some words in song		
14.	The teacher monitors them during exercises		
15.	The teacher asks two or more students to read their sentences		
16.	The teacher instructs the students to practice using the words in the song through various tasks.		

3. Field Notes

The collaborators noted the events that happen in the field. It explained something that happens during teaching and learning process and described the student's behaviors in learning process. Holly, at all (2005) defined that field notes are direct observation of what being said and done as well as impression or hunches of the observer.

4. Interview

The researcher used the interview to collect the data related to the factors that influenced the students in mastering vocabulary. Besides that, interview data was used to know about students' progress after the action. The question that was asked to students as follows:

Table 4. Interview

No.	Interview	Yes	No	Explanation
1	Are you happy studying vocabulary through songs?			
2	Do songs help you to pronounce the word?			
3	Do songs help you to spell the word?			
4	Do songs help you to find the meaning of word?			
5	Do songs help you to understand the grammar of the word?			

In the second cycle, the percentage of total score of the second cycle test was 77.44%. The higher score was 100 and the lowest score was 56. In this test, there were 24 students (46%) who complete or passed the minimum standard score. Meanwhile, there was only 1 student (4%) who was not complete or passed the minimum standard score.It means that there was increasing point this cycle from cycle 1.

Table 9
The Result of Students' Vocabulary Mastery after Songs in Cycle 2

No.	Students' Code	Pronoun ciation	Spelling	Meaning	Grammar	Total score
1	01	40	16	20	20	96
2	02	40	16	20	20	96
3	03	16	12	16	12	56
4	04	40	12	20	20	92
5	05	40	16	16	20	92
6	06	16	20	16	16	68
7	07	16	20	12	12	60
8	08	16	16	16	20	68
9	09	24	20	20	12	76
10	10	40	16	16	20	92
11	11	24	20	12	16	72
12	12	24	16	16	20	76
13	13	40	20	12	20	92
14	14	16	12	12	20	60
15	15	40	20	20	20	100
16	16	40	20	16	20	96
17	17	16	12	16	20	64
18	18	40	16	16	20	92
19	19	24	16	16	20	76
20	20	32	12	20	20	84
21	21	16	16	12	20	64
22	22	16	12	12	20	60
23	23	16	20	12	12	60
24	24	16	12	12	20	60
25	25	40	20	12	12	84
Sum		688	408	388	452	1936
Average		27,52	16,32	15,52	18,08	77,44
Percentage (%)		68,8%	81,6%	77,6%	90,4%	77,44%

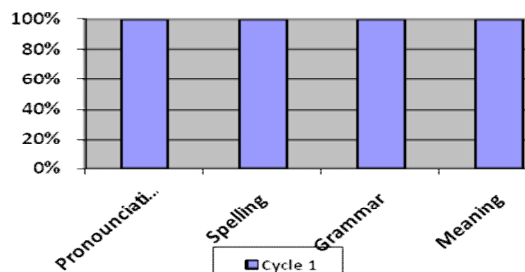Table 8. The Percentage of Students' vocabulary mastery Before songs (pre-test) to cycle 1 in each indicators

No	Indicators of vocabulary mastery	Pre-Test	Cycle 1
1	Pronunciation	40%	54.4%
2	Spelling	74.4%	79.2%
3	Grammar	32.8%	45.6%
4	Meaning	76.8%	49.6%

The table above explained that the percentage of each indicators or component of vocabulary mastery from pre-test to cycle 1 was from 40% to 54.4%. Then, spelling was from 74.4% on to 79.2%. Next, grammar was 32.8% to 45.6%. Finally, for spelling, they got 76.8% on pre-test to 49.6% on cycle 1.

Even though, the student's score of percentage had passed the minimum achievement criteria, the researcher did not satisfy yet because all of vocabularies component had not achieved by them. It could be seen in the percentage of students' vocabulary mastery after songs on the following diagram:

Diagram 5
The percentage of students' vocabulary mastery
After songs in cycle 1 (test 1)

Based on the diagram above, the students' score in doing the test in cycle 1 test, it could be seen that the percentage of students' vocabulary mastery after songs were 54.4% for first indicator, 79.2% for second indicator, 45.6% for third indicator, and 49.6% for fourth indicator .

From the explanation, it could be concluded that four indicators, one of them had reached the target of minimum standard score (60). Meanwhile, the other three had not yet reached it. More explanation and exercises were given in the next cycle.

C. Findings and Discussion
1. Findings

This chapter presents findings and discussion of the research in cycle 1 and cycle 2 in order to answer the research question: (1) To what extent can songs improve student's vocabulary mastery at Grade Six of State Elementary School of 45 Bungo Pasang Padang? (2) What factors influence the change of student's vocabulary mastery by using songs at Grade Six of State Elementary School of 45 Bungo Pasang Padang?

1. The extent of songs improve students' vocabulary mastery

Based on the research finding in the first cycle, the result of students' vocabulary mastery before using songs shows that the percentage of total score was 52.8%. The highest score was 96 and the lowest score was 24. In this test, there were 9 students (23%) who completed or passed the minimum standard score. It was still low to reach the minimum standard score (60) at elementary school Padang. Among four indicators, the highest indicator score was the aspect of meaning that they could reach 76.8%. While the lowest indicator score they could reach was grammar, it was only 32.8%.
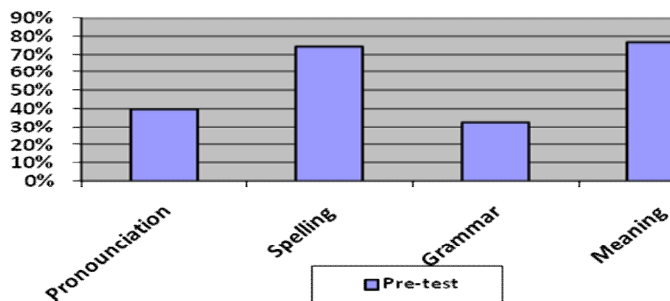
Table 5. The Result of Students' Vocabulary Mastery before Songs

No.	Students' Code	Pronunciation	Spelling	Meaning	Grammar	Total Score
1	01	16	12	12	12	52
2	02	16	16	4	12	48
3	03	0	16	0	16	32
4	04	40	20	4	12	76
5	05	40	20	12	16	88
6	06	16	20	16	16	68
7	07	0	16	0	20	36
8	08	0	16	0	16	32
9	09	8	12	0	4	24
10	10	32	20	4	16	72
11	11	16	16	8	16	56
12	12	0	16	4	16	36
13	13	40	20	0	16	76

14	14	0	4	12	20	36
15	15	40	16	20	20	96
16	16	40	12	16	16	84
17	17	0	4	0	20	24
18	18	40	16	12	12	80
19	19	0	16	12	12	40
20	20	16	20	0	16	52
21	21	0	0	12	20	32
22	22	0	20	8	12	40
23	23	0	16	0	16	32
24	24	0	8	8	16	32
25	25	40	20	0	16	76
Sum		400	372	164	384	1320
Average		16	14.88	6.56	15.36	52.8
Percentage (%)		40%	74.4%	32.8%	76.8%	52.8%

The diagram below showed that the percentage of every vocabulary component achieved by the students in pre-test were still low. Their percentages scores under was 70%. It means that the achievements of students' vocabulary mastery had not reached the target of minimum standard score (60%) and other components were still needed to be improved.

Diagram 3
The percentage of students' vocabulary mastery
Before songs (Pre-test)

The score of each indicator that the students' reached in the pre-test was explained in the following table:
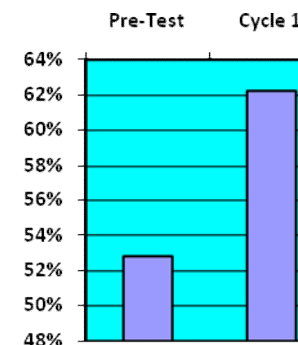
Table 6
The percentage of students' vocabulary mastery
Before songs (pre-test)

No	Indicators of vocabulary mastery	Percentage
1	Pronunciation	40%
2	Spelling	74.4%
3	Grammar	32.8%
4	Meaning	76.8%

The table above explained that the percentage of each indicators or component of vocabulary mastery was 40% for pronunciation. Then, Spelling was 74.4%. Next, Grammar was 32.8%. Finally, meaning was 76.5%.

On the first cycle, the percentage of total score the first cycle test was 62.24%. The highest score was 100 and the lowest score was 36. In this test, there were only 10 students (40%) who completed the minimum standard score. Meanwhile, 15 students (60%) were not completed the minimum standard score. It means that there was improvement of score point in this cycle from pre-test or before applying songs.

Diagram 4
The percentage of increasing students' vocabulary mastery
From the pre-test to cycle 1

To make clear, the score of each vocabulary mastery indicators that students reached in test 1 or cycle 1 can be seen in the following table: