CHAPTER I
INTRODUCTION

1.1 Background of the Study

Vocabulary is necessary for all aspects of the English language. Because vocabulary improves language acquisition, students will be unable to listen, speak, read, or write the language (Widiati, 2008). The most significant language component in the development of language skills is vocabulary, which influences most learners' four language skills: listening, speaking, reading, and writing. Language acquisition expressed daily in and out of school is linked to the importance of vocabulary learning. Vocabulary is general understanding of the meanings of words, and vocabulary assists speakers in communicating their opinions, ideas, and feelings.

Some kids have trouble with the English language. Due to their lack of enthusiasm to speak, use of their mother tongue in English lessons, and lack of practice speaking English outside of the classroom, students struggled. English speaking was difficult because of my limited vocabulary. They wanted to talk but lacked the appropriate English vocabulary. Therefore, they needed to develop their vocabulary so they could interact with others in English. The vocabulary of English was distinct from that of Indonesian in terms of pronunciation, spelling, meaning, and usage. The pronunciation of the word was also very different from how it appeared on paper. Therefore, learning vocabulary can be challenging for many people, especially English language learners, learning a word involves more than just memorization.

According to McCloskey (2014: 10), there are eight guidelines that teachers should follow when teaching English to young students. Giving students engaging, active roles in the learning process; assisting students in learning and using language through collaboration; using multi-dimensional, thematically organized activities; providing comprehensible input with scaffolding; vocabulary learning: an active approach; integrating language with content; validating and integrating home languages and cultures; and providing students with clear goals and performance feedback are examples of these. Although the answer appears simple, it must be emphasized because teaching any part of a language necessitates a solid basis. For success, all four language learning skills must be ingrained: grammar, vocabulary, and pronunciation. Actions, according to Afaisa (2014: 25), speak louder than words. However, they are the most common terminology used to convey information. It is difficult to imagine what life would be like without language.

The development of pupils' vocabulary is essential to the teaching of foreign languages because without it, they would be unable to communicate their own thoughts or understand those of others. Wilkins (1972: 111-112) summarized the importance of understanding vocabulary as follows: "Without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed." With a few helpful idioms and simple words, people can still communicate at a basic level even when they lack grammar. People who travel overseas first acquire the fundamental words of the language they will be speaking in order to communicate with locals.

Fandy (2010: 22), discusses strategies in vocabularies that encourage and stimulate students to be active in learning. The aim of this theory in students' vocal pronunciation is to learn vocabulary in 7th grade so that students want to make sounds when pronouncing the vocabulary they speak, one of which is the song method. Song media is very suitable for increasing the vocabulary of grade 7th grade junior high school because media songs tend to be easily absorbed by memory, and the songs that the author uses are children's songs that do not use words that are difficult and educational in nature. In choosing songs as a medium for increasing vocabulary so that students feel happy and enjoy the songs played in class, students easily memorize vocabulary through songs, in which they also automatically learn grammar and word pronunciation. An example of a procedure that will be carried out using song media is by first inviting students to sing, write, and then inviting students to listen to the lyrics of the song being sung. Students will also be more enthusiastic about learning. this is what then makes the author more confident that students are actually able to learn even with all the limitations.

The song method offers students to learn while singing. This learning method is very easy to use in the process of independent and group learning. Singing the right strategy like a game is one of the teaching strategy techniques that can encourage students to learn English. Aside from improving the mood in the classroom, the usage of games will make it simpler for students to study and improve their ability to remember knowledge. It must be created, validated, and tested in the opposite environment. The more fascinating and interactive the learning environment, the more

frequently teachers try to incorporate games and activities. Songs are good for introducing vocabulary, according to Griffee (1992: 5), since they provide relevant settings for language.

SMP Gajah Mada was a reputable junior high school in Medan. The kids did in fact have issues, like limited English proficiency. While working as an English teacher there, the researcher discovered that the pupils abilities were still lacking and that efforts were necessary to improve their vocabulary. The restricted vocabulary of the students made it difficult for them to communicate verbally or in writing. But the researcher understood that there is room for improvement in pupils' vocabularies. For us as teachers to effectively influence and enhance vocabulary development, we need a technique, skill, or method. "Those who use songs in the classroom believe that songs are useful tools that teachers should use during linguistic practice," wrote Stanislawczyk and Yavener in Kunierek (2016: 24). Songs can also inspire students.

Aisah (2011: 3), A syllabus is defined as a learning plan for a subject or group of subjects with a specific theme that includes competency standards, fundamental competencies, subject matter/learning, learning activities, competency achievement indicators for assessment, assessment, time allocation, and Learning Resources. A syllabus is a plan that governs class management, learning activities, and the evaluation of a subject's learning objectives. The curriculum includes this syllabus as an expansion of the Competency Standards and Basic Competency into instructional resources, instructional activities, and competency policy indicators to evaluate learning results.

Students' scores, especially in vocabulary, range from low to increasing to meet the minimum level of students with teaching and learning activities needing to be carried out in a variety of ways to arouse students' enthusiasm for learning. In learning to write research at this school, students are less enthusiastic if taught using conventional media such as books and blackboards. The results of research observations are problems related to vocabulary at Gajah Mada Middle School, namely student errors as evidenced by the low student scores and evidenced by the existence of a vocabulary exam on the topic of body part names, by filling in the meaning of the word from the test given by the researcher. From the number of questions the researcher used with 10 questions, some students could only fill in 4 answers out of 30, and some did not fill in the question paper that the researcher gave. Related problems that researchers get such as students not mastering a lot of vocabulary, found errors in writing English, and a lack of remembering vocabulary. Previous teacher efforts only used books, LKS, and blackboard media. Based on the problems that exist in schools related to the background of conventional vocabulary. Based on Widiati theory (2008: 24), vocabulary is the most important language component in developing language skills because it affects the four language skills most learners have: listening, speaking, reading, and writing. The findings of Widiati research show that song media can improve student vocabulary because song media can increase student vocabulary in student learning by listening to song media. Based on the information presented above, the researcher wishes to conduct additional research on *"The Use of Song Media to Improve Vocabularies Achievment of 7th Grade Students in SMP GAJAH MADA MEDAN."*

1.2 The Problem of the Study

The problem are formulated as follows: Does the usage of song media enhance students 7th grade vocabulary skills at SMP Gajah Mada Medan?

1.3 The Objective of the Study

The author develops a number of objectives based on the formulation of the issue, including: to comprehend how song media can enhance vocabulary development among 7th graders at SMP Gajah Mada Medan.

1.4 The Scope of the Study

Teaching vocabulary can be done using a variety of strategies and methods. The songs that the researcher used specifically for children's songs, the researcher will present 8 children's songs entitled Twinkle Twinkle Little Star, If You're Happy, Follow Songs For Children, The Princess and The Popstar, and If I Had Magic. In this lesson, later students will get additional vocabulary learning about the beauty of the universe and the majesty of God as well as children's imagination about the world and future aspirations as well as songs about body parts, learning to combine words. Later students will also learn by classifying each vocabulary obtained from the song into parts of speech. Parts of speech i.e. nouns, verbs, adjectives, etc. Learning problems in this case are limited to children's ability to absorb vocabulary through songs. Brown (2006: 13) asserts that listening helps people process the information they have received. Moreover, the author focuses on each vocabulary on the song verses in the contents of the   song   using   the   selected   song.

1.5 The Significances of the Study

A study must provide usefulness or benefits practically, so that the quality of research conducted by researchers is tested. The benefits provided are as follows:

1. The problem is stated as follows: Does the use of song media improve the language capabilities of 7th grade pupils at SMP Gajah Mada Medan? Wilkins (Thornbury, 2002:13) emphasizes the significance of mastering vocabulary in language learning, stating that "without grammar, little can be conveyed; without vocabulary, nothing can be conveyed." He also claimed that through mastering vocabulary, a person's language skills will increase swiftly.

2. Following observations, the researchers obtained the results of direct observations with the English teacher, which they discussed with the teacher. The researcher discovered that the teacher never employed song media as a learning medium to boost vocabulary, instead relying solely on books and dictionaries. in learning to increase student vocabulary. Researchers recommend song media to increase students' vocabulary because the use of songs is effective for increasing vocabulary mastery, besides training them to pronounce English expressions correctly and write with correct spelling. Observations regarding vocabulary lessons in SMP 7th grade namely that teachers in learning vocabulary use books more, thereby reducing the enthusiasm of students to learn new vocabulary.

3. The goal of this study is to expand pupils vocabularies. The purpose is to improve pupils vocabulary understanding through the use of song media.

CHAPTER II
LITERATURE REVIEW

2.1 Theoretical Framework

Theories are necessary for doing research because they clarify specific concepts or terminology employed in the investigation at hand. Some of the words employed in the study require theoretical justification. The theoretical justification for the terminology is explained in the sections that follow. In order to maintain continuity and prevent misinterpretation and misunderstanding, some references will be clarified.

2.2 Parts of Speech

The term "part of speech" in conventional grammar refers to one of the nine basic categories into which words are classified based on their activities in sentences, such as nouns or verbs. According to Crystal (2001:280), the traditional term for a grammatical class of words is part of speech. Most school grammars acknowledge noun, pronoun, verb, adverb, adjective, and other parts of speech derived from the work of ancient Greek and Roman grammar. These are the basic units of grammar, commonly known as word classes. There are 8 parts of speech, that is**:**

1. Nouns and Pronouns

In the expressions of everyday communication, we are many using nouns (nouns or nouns) and pronouns (pronoun or pronouns). We often describe, explain, mention, or tell things related to our lives in everyday conversations. Many of the things we tell are related to objects, so nouns are used a lot. Similarly, we often use denoting pronouns

actors in our daily language expressions in explaining nouns and pronouns and their use in English.

a. Countable Nouns and Uncountable Nouns

Nouns can be categorized into countable nouns (nouns can countable) and uncountable nouns (uncountable nouns). Countable nouns, according to their characteristics, can be grouped into singular (singular) and plural (plural) forms.

b. Countable Nouns

Countable nouns can be singular or plural. If one number of a noun can only be shown, it can be called as singular. Correctness is more than one number we call it plural (plural). Take a look at the following singular/plural nouns.

2. Pronoun

Pronouns take the place of nouns in sentences. They are more broad nouns that exclusively refer to people. Here are some examples: I, you, he, she, it, ours, them, who, which, anyone, and ourselves.

3. Verb

The verb describes the action that occurs in a sentence. Furthermore, depending on the tense (present, past) and count distinction (single or plural), verbs can express the is or was of a sentence topic. Sing, dance, believe, seem, finish, eat, and be are some examples.

4. Adjective

Adjectives describe both pronouns and nouns. They specify which one, how much, what sort, and other details. Adjectives help readers and listeners visualize what they are reading or hearing. Attractive, lethargic, entertaining, original, bright, poor, and smooth are some examples.

5. Adverb

Adverbs have the ability to characterize other adverbs, verbs, and even adjectives. They describe what occurred, when it occurred, how it occurred, why it occurred, and how frequently or in what detail it occurred. Lazily, frequently, only, gently, occasionally, and silently are some examples.

6. Preposition

Prepositions emphasize the functions of a noun or pronoun in relation to the other words in a phrase. They appear at the start of a prepositional phrase that also includes the object. Up, over, by, into, near, out of, and apart from are some examples.

7. Conjunction

Conjunctions connect words, phrases, and clauses in a sentence. There are coordinating, subordinating, and correlative conjunctions. Examples are but, so, and yet.

8. Interjection

Interjections are utterances that can be used alone or as part of a sentence. These expressions usually elicit intense emotions and reactions. Examples include: whoops, ouch, and ah!

2.3 Definition of vocabulary

In the beginning of this thesis, the definition of vocabulary should be supplied as the first definition. Undoubtedly, it is difficult to explain such a broad term because different authors use different definitions of the same language. The next section focuses on three definitions. Ur argument that "vocabulary can be defined, roughly, as the words we teach in the foreign language" (1996: 60), is a solid place to start. She claims that the term is insufficient to convey the statement's vocabulary. In some cases, more than one word is used to represent a notion, such as mother-in-law and record store. Even though these statements only contain two or three words, they all express the same notion. The author then lists multi-word idioms such as "call a day," when the meaning cannot be deduced only from the context of the constituent phrases (Ur, 1996: 60). As a result, we are unable to discuss vocabulary in terms of words alone. Finally, Ur (1996: 60) advises that vocabulary "items" rather than "words" be discussed.

According to Scrivener (2005: 227), vocabulary usually refers to single words (e.g., dog, green, wash) or very tightly related two- or three-word combinations (e.g., stock market, compact disc, sky blue, go off). The author also employs the term lexis, which "refers to our 'internal database' of words and complete'ready-made' fixed/semi-

fixed/ typical combinations of words that we can recall and use quite quickly without having to construct new phrases and sentences word by word from scratch using our knowledge of grammar" (Scrivener, 2005: 227). The distinction between vocabulary and lexis is immediately obvious. Lexis is a far broader concept than vocabulary, which is often conceived of as single words and word combinations.

Vocabulary cannot be seen as "one such key topic," as Carter and McCarthy (1988: 8). According to the authors, vocabulary "seems to have been subsumed, as it were, within other fields, such as the study of reading in a foreign language, writing, or as part of second-language acquisition more broadly conceived" (Carter & McCarthy, 1988: 7). According to McCarthy (1990: 8), vocabulary is "the single, most important component of any language course." When looking for some additional explanations, Lewis, (1992: 15), who figuratively says that "lexis is the core or heart of language but in language teaching has always been the Cinderella" (1993: 89), may be found. The author highlights the importance of vocabulary in a language, but when it comes to language training, he compares lexic to Cinderella, who was not taken seriously by her stepmother and stepsisters.

Students acquiring vocabulary must have a thorough understanding of the vocabularies, including their meanings, spoken and written forms, grammatical behavior, word origins, collocations, spoken and written registers, connotation or associations, and frequency. Declare that when evaluating pupils language proficiency, receptive and productive knowledge may be the only viable way to determine the breadth of vocabulary knowledge. In contrast to productive knowledge, which deals

with words that learners comprehend, can pronounce correctly, and can use successfully in speaking and writing, receptive knowledge refers to words that learners recognize and understand when they occur in context. The assessment of pupils receptive vocabulary is seen to be more essential because language is the first.

2.4 Teaching vocabulary

The solution is simple, yet it still needs to be addressed because teaching any part of a language requires a solid foundation. Grammar, vocabulary, and pronunciation must all be entrenched for efficient foreign language learning. Although actions speak louder than words, these terminology are frequently used to express information. It is difficult to picture what life would be like without words.

According to McCarthy (1990: 8), communication in L2 cannot occur in any meaningful way without words to represent a wide range of meaning, regardless of how well the student learns grammar or how successfully the sounds of L2 are acquired." The goal of vocabulary instruction, as seen in this reference, is thus to be able to communicate." The author emphasizes how important vocabulary is in comparison to grammar and pronunciation. Furthermore, he claims that, of all aspects of learning a foreign language, vocabulary growth is typically overlooked (McCarthy, 1990: 8).

McCarthy and Komorowska (2005: 151-152), share the belief that today's language learners' primary goal is communication, and that vocabulary is a key component of dialogue. The author continues by stating that the lack of familiarity with

key words is the cause of communication breakdown, and that it does not really matter if the statement is grammatically acceptable. She also highlights that without vocabulary development, it is impossible to improve speaking, listening comprehension, reading comprehension, and writing.

The development of students vocabulary is essential to the teaching of foreign languages because without it, they would be unable to communicate their own thoughts or understand those of others. The significance of mastering vocabulary was summed up by Wilkins (1972: 111-112) as follows: "Without grammar, very little can be conveyed, but with vocabulary, nothing can be conveyed." Even if they lack grammar, people may communicate on a basic level using a few helpful idioms and simple words. When traveling abroad, people first learn basic vocabulary so that they can speak with natives in the target language (Wilkins 1972: 112). Words have meaning, according to Ur (2012: 3). If someone wishes to communicate, only the most basic grammatical understanding is required. Vocabulary knowledge allows the future user of a language to communicate. Children would be unable to comprehend a book during reading activities if they had a suitable vocabulary. When listening with concern, similar situations may occur.

It is well documented, according to Szpotowicz and Szulc-Kurpaska (2009: 98), that students love learning new terms. They are intrigued by new words meanings as well as their appearance and sound. According to the authors, students like trying out new lexical objects, particularly sounds. Some children like practicing their pronunciation while enduring numerous pronunciation sessions. Even if children have

a tendency to forget words, the most significant teaching tactics for a mother language are acquiring new words and extending one vocabulary. However, it is also important to remember that language is essential for both learning and everyday life. Words have significance and can be used to describe things. Furthermore, connecting with others only through grammar is quite challenging, especially when working with young kids who are not yet adept in more complicated grammatical structures. Finally, the authors recommend that teachers devote more time to developing new language items as well as rehearsing current ones (Szpotowicz - Szulc-Kurpaska, 2009: 98).

There are categories for implicit and explicit vocabulary teaching strategies in the currently available literature. The tacit, indirect, and cultural acquisition of vocabulary can all be used to teach vocabulary to language learners. This method ensures that vocabulary learners naturally pick up new terms. According to the ideas presented, implicit learning is described as the act of learning by a simple, natural process that requires no conscious effort. The development of implicit vocabulary takes time, which is a drawback. English teachers must be structured if they want their students to enjoy the teaching and learning process. Uncertainty will be generated in the classroom by confusing interactions and a poorly prepared teacher. Nevertheless, there are lots of benefits to implicit learning. When the implicit learning was tested, a positive association with a number was found.

2.5 Types of vocabulary

According to De Gregory (In Nur Hidayatul, 2019: 95), there are two types of vocabulary: function words and content words. The first division includes function

words, which are words that must be taught in relation to sentence usage. These terms include sentence connectors, qualifiers, coordinators, interrogators, auxiliaries, and noun determiners. Second division words, also known as content words or lexical terms, are those whose meanings, synonyms, antonyms, and contextual justifications are recorded in dictionaries. These terms include adjectives, adverbs, verbs, and nouns.

Different types of vocabulary can be classified based on spoken and written language. Even before they learn to write or read, children begin to expand their vocabulary through chatting and listening. Each type of language has a certain purpose. However, the development of one language aids the development of another.

The following categories of vocabulary are briefly addressed below:

1. Listening Vocabulary

`The words in our listening vocabulary are those that we understand by hearing. A fetus may recognize certain phrases while still in the womb. By the time you reach adulthood, you will have learnt nearly 50,000 words. Learning new words is a constant process. Visual listening vocabulary can be introduced to deaf people who wish to learn.

2. Speaking Vocabulary

Our spoken vocabulary is made up of words that we really use in conversation. It has a word count of 5000 to 10000. These are used for both communication and instruction. This category has fewer terms than the listening vocabulary.

3. Reading Vocabulary

Reading is an important part of vocabulary development. As you read, your vocabulary grows and deepens. The terminology we pick up when reading a text are referred to as reading vocabulary. Even though a term is used in conversation, it can be understood by reading it.

4. Writing Vocabulary

The words we use to express ourselves in writing are referred to as our writing vocabulary. Our ability to spell words often influences our writing vocabulary. We are naturally expressive verbally through intonation or facial expression, but written vocabulary is dependent on our grasp of language.

5. Final Vocabulary

Richard Rorty created the term "Final Vocabulary." Every person employs a unique collection of words to justify their actions, beliefs, and way of life. Words used to laud, dislike, express extreme emotions, hopes, doubts, and so on. Compile their final vocabulary.

2.6 Song

Song is the ideal medium for conveying emotions such as grief, happiness, and depression. People frequently express themselves through song, which shows that music may help people relax. Students who are at ease can learn more productively. "Using songs in the classroom is of the opinion that songs are advantageous tools and that a teacher should take advantage of it during linguistic practice," write

Stanislawczyk and Yavener (in Kunierek, 2016: 24). Songs can inspire students as well. Modern songs that are popular often reference personal experiences. Friendship, dreams, and love are universal human feelings that are addressed in these songs. Because the majority of young people in today's culture are interested in a range of cultural forms outside of the classroom, songs may be a highly inspirational and distinctive teaching tool (Baoan, 2008: 35). Additionally, music can create a happy ambiance. How the instructor may develop new methods and manage the classroom environment is crucial to make teaching and learning engaging. Songs can be used to calm children down because learning a new language is often an unfamiliar experience, according to Kunierek (2016: 24). The song's final benefit is its ability to convey attitudes and ideals through music. Numerous songs come in a variety of genres and styles. That type of phrase refers to the subject matter of the song's lyrics. As an illustration, even though a rock song seems belligerent and assaults the ears, the words have moral values.

2.6.1 Strength of Listening to Music While Studying

1. Motivating in Learning

Listening to favorite music can also be an option that can be done after our work is done. By listening to our favorite music, someone will be motivated to learn information. In addition, listening to music that are liked is a form of self-respect.

2. Improve Mood

Not only is music inspiring, but it may also ease tension and foster a more upbeat outlook. Numerous studies demonstrate that positive moods generally support successful learning results. It will also be much simpler for us to comprehend the material if being in a good mood. Studying might occasionally leave us feeling anxious and upset. This issue can be resolved by playing some music. Music can promote relaxation and increase productivity.

3. Improves Focus

The ability to forecast events more accurately and reasoning abilities are linked by music. Listening to music might assist in processing new information if having trouble understanding it.

4. Helps Remember New Information

Music can also stimulate the brain just as exercise can stimulate our bodies by giving the brain cognitive exercise just as strengthening the brain.

2.6.2 Weakness of Listening to Music While Studying

1. Divert Attention

Listening to your favorite music is indeed a solution when we feel sad, however, listening to music while studying can also be a distraction. When listening to music, most people have difficulties understanding and reading. For example, if being working

on a difficult math problem, then, listening to music that has a loud and fast tone, our minds will be distracted and obstructed.

2. Negative Impact on Working Memory

The knowledge we employ for learning, problem-solving, and other cognitive tasks is referred to as working memory. When attempting to recall something, working memory is used. The majority of people can handle multiple pieces of information at once. A large working memory capacity enables us to process more information. Listening to music will also make the procedure considerably more challenging if we already have trouble processing a lot of information.

3. Lowering Our Reading Comprehension

It can be challenging to comprehend and assimilate reading content while listening to fast-paced, loud music with lyrics. For example, understanding the history of Islamic empires in Indonesia will be much more difficult if we are listening to this type of music.

2.6.3 The Procedure of Applying Song Media

In order to conduct research, the research design is analyzed. The topic-based research question comes first, followed by the research design, the steps analysis, the observation, the outcome observation evaluation, and the conclusion and recommendation. Songs are a great way to learn a language since they contain repeats of vocabulary, grammar rules, and rhythm, all of which can make learning more

engaging for students. The song is taken from a written piece that is performed to musical accompaniment.
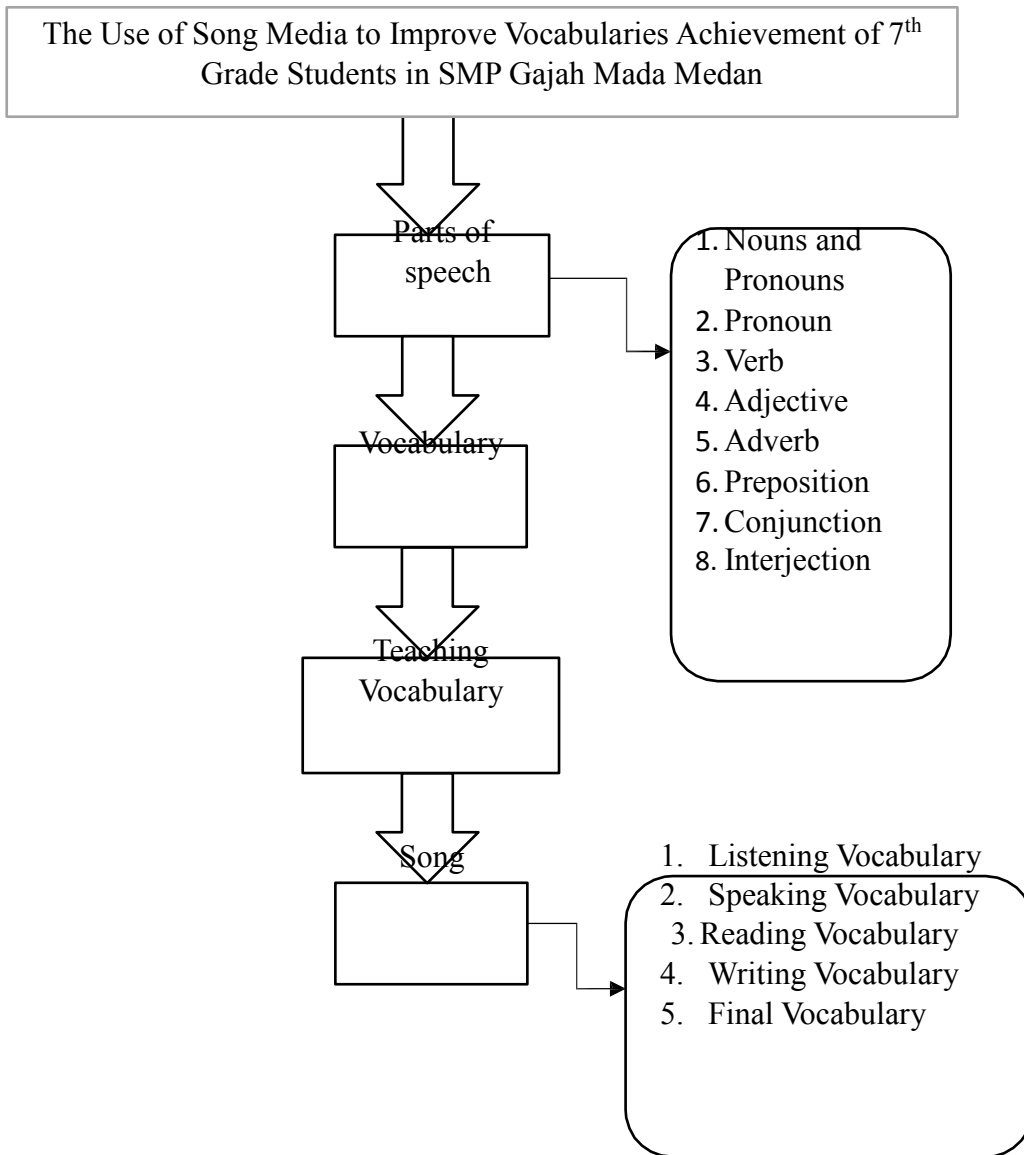
2.7 Previous related Study

First, the author employs Anna Kuniereks (2016) journal titled "The role of songs in teaching English vocabulary to students" to generate the following: Music has always played an essential part in society since it has been with people at major events and in various locales. The difference between Anna Kuniereks (2016) research and my research is that Anna Kuniereks (2016) research addresses songs that play an important function in society, whereas this research uses songs that can be used to improve interest in learning language.

Second, the author uses the journal Eicha Afriyuninda, Lulud Oktaviani, 2021, with the title "Use of English Songs to Improve English Students Listening Skills" to demonstrate that practicing listening to English songs can help students improve their listening skills as well as their ability to pronounce words correctly and learn new vocabulary. The difference between Eicha Afriyunindas research1, Lulud Oktaviani, 2021 and this research discusses listening skills to increase vocabulary, and employs English song media to increase students' comprehension levels and can last in our memories for a very long time.

Third, the author took Muhammad Rifai's journal in 2021 with the title "Vocacy Increasing Through Song Media to Collect Narrative Stories for Class 9 Students" resulting in: The implementation of learning using song media is inseparable from the

obstacles encountered. must be overcome in order to obtain the expected results, especially in fostering student motivation. The difference between Muhammad Rifais 2021 research and my research is that Muhammad Rifais 2021 research discusses increasing vocabulary for compiling narrative stories, while this research discusses the increasing vocabulary through the media of songs that students must have in learning which functions to improve communication in good language so that they can compose good   words   good.

2.8 Conceptual Framework

The Use of Song Media to Improve Vocabularies Achievement of 7th Grade Students in SMP Gajah Mada Medan

Parts of speech

Vocabulary

Teaching Vocabulary

Song

1. Nouns and Pronouns
2. Pronoun
3. Verb
4. Adjective
5. Adverb
6. Preposition
7. Conjunction
8. Interjection

1. Listening Vocabulary
2. Speaking Vocabulary
3. Reading Vocabulary
4. Writing Vocabulary
5. Final Vocabulary

Scheme 2.8 The conceptual Framework in the research entitled "The Use of Song Media to Improve Vocabularies Achievement of 7th Grade Students in SMP GAJAH MADA MEDAN.

According to the system below, the conceptual framework in this study is as follows: The usage of song media at Gajah Mada Middle School in Medan can improve students' ability to use vocabulary through the song method because, first and foremost, students' difficulties in acquiring language in song texts increase vocabulary, making the learning process more effective. Second, songs in texts are entertaining and interesting activities, often challenging, and activities where students play with words and usually add new words. Third, children can acquire vocabulary not only in class but also at home by employing songs. They can learn language independently whenever and wherever they choose to increase pupils vocabulary mastery because repetition is a normal behavior in early childhood that is good for vocabulary learning. Based on the rationale above, it is possible to deduce that songs can help pupils expand their vocabulary. As a result, the author intends to pique pupils enthusiasm in studying vocabulary.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This study combine qualitative and quantitative methodologies. Classroom action research study methodology or classroom action research is learning that takes place in the classroom in order to perfect or improve the way of learning activities. The subjects of the study were students from SMP Gajah Mada Medan class VII. This location was chosen for several reasons, including: (1) the school proximity to the researchers current location; (2) the text media song was never used by the English teacher to teach English vocabulary; and (3) older teaching and learning techniques are still used in the classroom by English teachers.

3.2 The Population and sample

A sample is an object or an individual chosen to represent the population. In this study, researchers employed a cohort of 7th grade kids and one class for the sample. Because the population size is quite small (30 students), saturation sampling is used. Sugiyono (2016: 85) defines saturated collection as a sampling approach that uses the entire population as a sample. When the population is less than 100 people.

3.3 The Instrument of Collecting Data

Students in grade 7 at SMP Gajah Mada Medan were observed as part of the data collection for this study as they learned to expand their vocabulary via the use of songs. The data equipment used for this study included observation as well as tests. While using tests and interviews to gather quantitative data, the writer uses observation to

gather qualitative data. According to Sugiyono (2016: 111), research instruments and data collecting strategies are deliberate actions done by researchers to gather information about their research activity. The following is a more detailed description of the research tool:

1. Observation

Observation is utilized in the teaching and learning process to collect data, as are methods for observing classrooms, researchers, and student activities. The direct observation method, which was used in this study, entails distributing the observation sheet based on what is actually happening in the classroom. The observation sheet is used as a guide to gather data regarding the acceptability of the suggested plan and its execution, as well as to analyze the impact of planned adjustments, when conducting a research observation.

2. Test

Test used to gather information for research and student projects for education. Tests are given both before and after Context Clue is used to teach vocabulary. The test is being administered to students to evaluate their vocabulary proficiency both prior to and following the use of Context Clue to learn new words. This study employed two tests, which are as follows:

a. A pre-test is administered prior to the deployment of Class Action Research (CAR);

b. A post-test is administered following the implementation of Class Action Research (CAR).

3. Interview

The writer also use interviews to complete the data. Structured interview were used by the authors in this study, interview addressed to English teachers who teach Grade 7th. This is a source for analyzing how contextual clues work on student learning obtained from responses after implementing research. The researcher conducted interviews on specific aspects as context guide questions in building students' vocabulary. These aspects are their opinion about the use of context clues, advantages, disadvantages and struggles, the researcher asks their opinion if they face difficulties and in the end, the researcher also asks them how their abilities are in vocabulary in using context clues. Structured interviews were done to learn about the teacher experience with vocabulary teaching. The writer needed to know the challenges pupils had when acquiring vocabulary from this interview. Following the action research class, structured interviews are done to ascertain the teacher reaction to the idea of employing contextual hints as an approach for acquiring vocabulary.

3.4 Procedure of Collecting Data

Data collection is the process of obtaining information that is the target of researchers to achieve goals. This study was carried out in two stages. The researcher uses classroom action research (CAR) in this case, which follows the four-step Kemmis and McTaggart model and comprises of planning, conducting research, monitoring the results, and reflecting on the findings. An orientation test is given to determine the fundamentals   prior   to   cycle   I   starting.

A. Cycle I

a. Planning

These are the requirements for the initial cycle planning:

1. Hold three meetings with cycles;

2. Carrying out the lesson plans for the vocabulary acquisition process;

3. Giving students a pre-test to ascertain their fundamental vocabulary mastering skills;

4. Creating song-based vocabulary study materials;

5. At the previous meeting, test attendees' vocabulary knowledge by playing the song;

6. Make interview sheets, observation logs, and other data collecting tools;

b. Action

Students will be learn how to comprehend vocabulary mastery in this level by playing a song media riddle game.

c. Observation

All phases and circumstances of language acquisition and learning will be observed. Researchers are interested in understanding about the general circumstances that   exist   when   learning   occurs.

d. Reflection

In addition to providing solutions, reflection includes an appraisal of the effects of significant obstacles. Feedback on this vocabulary learning and mastery process will be taken is given to the researcher by the observation findings, problems that are present, and their reasons. The researcher decides that cycle II of the inquiry is required if the results fall short of the intended aim.

B. Cycle II

Action research follows a cycle. Cycle II would be carried out based on the results of Cycle I. If the average score in cycle I does not exceed the minimal completeness criteria (KKM), cycle II would be carried out using the same processes as cycle I, namely preparation, action, observation, and reflection. mastery of the vocabulary content. Nonetheless, based on the defects or concerns detected in cycle I, other techniques must be implemented.

a. Planning

The justification for planning is found in planning research. The following are the advantages of planning:

1. Researchers will be carry on with the activities that they began in cycle I;

2. The researcher will be correct the flaws in cycle I;

3. The researcher will be re-plan the learning process scenario based on the cycle I reflection results;

4. The researcher will be make a list of observations to observe students' vocabulary mastery;

5. Prepare data collection instruments such as diaries, observations, as well as interview forms.

b. Action

In this level, pupils are retaught vocabulary competence through the use of music media.

c. Observation

The learning process and all procedures related to vocabulary mastery will be observed once more. Here are interested in understanding about the general circumstances when exist when learning occurs.

d. Reflection

The outcome of the observation, the problems that are present, and the causes of problems provide the researcher with feedback on this vocabulary learning and mastery process.

3.5 The Technique of Analyzing the Data

Data analysis, according to (Juanda, 2016), is a method that researchers can use to accurately summarize the data that has been gathered. The stage of data analysis is when a researcher examines data that has been gathered during data collection as a result of study that has been done. In Classroom Action Research (CAR), both

quantitative and qualitative data are analyzed. According to Sanjaya in (Juanda, 2016: 110), quantitative data in CAR is used to ascertain the improvement in student learning outcomes as a result of the teacher's actions. The study's quantitative data came from evaluations of students' cognitive learning outcomes, namely their responses to the test questions that had been given. While the qualitative data also includes information derived from observational results. The following data analysis procedures were employed in this study:

1. Qualitative Data Analysis

The data analyzed came from an analysis of qualitative data that was done in a descriptive manner. While employing the mind mapping learning model in process, the researcher observed the teacher and students' actions. Observations made by researchers namely, observing student activities while using the *mind mapping* learning model while the teacher activities as researchers are observed by class teachers at the school or by colleagues. Criteria in determine scores on teacher and student activities according to (Citation), that is:

$$\text{Activity value} = \frac{a\square\square\square\square\square\ \square a\square\square\square\square}{\square_{\alpha}\ \square\square\square\square\square} \times 100$$

Quantitative data in scores, then interpreted in the form of qualitative data, according to Sudjana (2016: 13) has the following provisions:

Presentation acquisition	Description
0-34%	very less
35-69%	less
70-74%	enough
75-84%	good
85-100%	very good

2. Quantitative Data Analysis

Researchers gathered quantitative data from student test results taken prior to the activity and at the conclusion of each cycle. Data on students' cognitive learning outcomes abilities are analyzed as part of the quantitative data analysis process using the evaluation results from each action's evaluation procedure. Next, from the data been obtained look for the average of each cycle. The formula used to calculate the average of the data obtained according to Sudjana (2016: 15) is:

a. Calculating Average

The average value is obtained from the total score or student scores. Find the average according to Sudjana (2016: 220), that is:

$$X = \frac{\sum X}{N}$$

Explanation:

X = Average score;

$\sum X$ = Student overall value amount;

N = Number of students

b. Calculating student learning completeness

Mastery learning is the foundation for student teachers to assess students' abilities. In this study, measuring students' abilities obtained from students' cognitive understanding tests. According to Trianto (2012: 241), for calculating student learning completeness, that is:

$$KB = \frac{T}{Tt}$$

Explanation:

KB = Quick study;

T = the total score obtained;

Tt = Total score

c. Classical Mastery

According to Trianto (2012: 241), the formula for calculating the average is as follows:

$$DSK = \frac{X}{N} \times 100\%$$

Explanation:

D = The percentage of classical learning mastery;

X = The number of student who obtained ≥ 70;

N = Lots of data

3.6 Criteria of the Succeeded Action

In determining succeeded action if criteria of action success in the study were successful or not. In this study, Student vocabulary scores that achieve or surpass the Minimum Mastery Criterion (KKM) in English (75.0) were used as the researcher's success criteria. If 75% of the class's individual vocabulary scores reached 75 or higher, it was deemed effective.