

# Proceedings



## INTERNATIONAL CONFERENCE ICEL 2013

The First International Conference on  
Education and Language (ICEL)

28,29,30 January 2013

Bandar Lampung University (UBL)  
Indonesia



Faculty of Teacher Training and Education (FKIP)

English Education Study Program, Bandar Lampung University (UBL), Indonesia

# PROCEEDINGS

**THE FIRST INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE**

# ICEL 2013

28 -30 January 2013



**Organized by:**

**Faculty of Teacher Training and Education (FKIP), English Education Study Program  
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## **PREFACE**

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

**Mustofa Usman, Ph.D**  
**ICEL 2013 Chairman**

## **PROCEEDINGS**

The First International Conference on Education and Language  
(ICEL 2013)

**BANDAR LAMPUNG UNIVERSITY**

Bandar Lampung, Indonesia

January 28, 29, 30, 2013

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## Table Of Content

Preface.....	ii
Steering Committee .....	iii
International Advisory Board .....	iii
Organizing Committee.....	iv
Table of Content .....	v
Paper Presenter :	
32. Learning English Through Linguistic And Musical Intelligences - Nila Sari.....	230-236
33. An Action Research On Metacognitive Strategies To Teach Listening – Ni'matu Tasriyah .....	237-243
34. The Strategies Of English Pragmatic Competence Of Pre-School Aged Children - Nur Arifah Drahati .....	244-251
35. Effective Teaching Learning In Marketing Management Studies – Nur Hayati.....	252-257
36. The Role Of Articulatory Phonetics In Improving Listening For The First- Year Students Of English At Siba Saraswati Denpasar - Denok.....	258-264
37. The cross-cultural issues in the process of teaching English as a second language - Potemkina Victoria.....	265-268
38. Ideas Of Carrying Out Character Education In Speaking 1 Class- Putu Ayu Prabawati Sudana.....	269-275
39. Students' Coherence Development In Learning English A Case Study In Writing Class At English Department Year 2009-2008 In FKIP UHN Pematang Siantar - Reina Adelina Sipahutar .....	276-283
40. English Course Design For Students Of Non-English Departments - Hompuraja Frans Susesco Saragih.....	284-295
41. Relationship Pattern Of S1 PGSD Students' Learning Readiness And Academic Integration For Distance Education Management In Remote Islands – Suhartono.....	296-302
42. Intergrating The English Language Teaching And Learning Process With Soft Skills – Sunardi.....	303-310
43. Scenario Of Mathematic Learning Based On Bruner At School – Suprpto Manurung.....	311-315
44. Understanding Some Aspects Of Discourse Acquisition In NNs Setting - Tagor Pangaribuan .....	316-325
45. Culture Based Learning To Respond Lineslide Disaster - Ucu Rahayu.....	326-331
46. Designing Management Education Framework Using IWA-2 Approaches - Agus Sukoco .....	332-338
47. Distance Learning Implementation Strategies For High School In Indonesia - Ahmad Cucus.....	339-344
48. Implementation Of Science Practical Work At Faculty Of Teacher Raining And Educational Science, Universitas Terbuka, Indonesia - Amalia Sapriati .....	345-350
49. Communicative Approach In Language Teaching: A Method To Improve Students' Interpersonal Skills- Ana Elvia Jakfar .....	351-355

50. Intergrating The English Language Teaching And Learning Process With Soft Skills - Azwar Abbas .....	356-371
51. The Correlation Study Between Debate Mastery And Writing Ability Of Jogja Debating Forums' Members In Year 2012 - Furqanul Hakim .....	372-374
52. Multi Media For Receptive And Productive Second And Foreign Language Skill Development – Hery Yufrizal. ....	375-382
53. Media-Literacy Rate Of Certified Elementary School Teachers In Bandar Lampung City – Herpratiwi .....	383-388
54. Thematized Integrated Task For English Conversation Class Setting - Indah Fajaria .....	389-393
55. The Influence Of Series Picture On The Students' Writing Recount Text Ability – Kurniawati .....	394-402
56. “Guru Pintar Online” As Open Education Resources To Improve The Quality Of Mathematics Instruction In Elementary School - Mery Noviyanti .....	403-406
57. Taking A Closer Look At Communication Strategy And Its Pedagogical Implication In EFL Class - Muhammad Sukirlan.....	407-412
58. Re-Thinking: Violence, Education, And Teachers In Indonesia - R. Nadia R. P. Dalimunthe .....	413-416
59. On Translating 2 <sup>nd</sup> Person Pronoun (English And Indonesian) : A Case Study on BPPT Parallel Corpus – Prihantoro .....	417-422
60. 21 <sup>st</sup> Century Language Teachers With Freeware For Language Learning - Rahman Hakim .....	423-429
61. Development Of Teaching Learning Method With The Problem Solving To Improve Soft Skill - Sarjito Surya .....	430-434
62. Analysis Of Students' Gramatical Error In Using Present Continuouse Tense - Septi Nurlela .....	435-439
63. Webinars For Language Teaching Experience The Essences Of The International Seminar Through Internet - Syafrizal Tabi'i Rahman.....	440-443
64. Cooperative Learning: Theories, Principles, and Techniques - Yanuar Dwi Prastyo.....	444-447
65. Students' Meta-Cognitive Learning Strategiestoward Speaking Proficiency In Efl Class - Ika Handayani .....	448-454
66. Classroom Scaffolding: Teaching Reading And Writing In English - Widia Resdiana.....	455-462
67. Profile Of Speaking Instruction: A Case Study At English Language Instruction At Elementary Schools In Bandar Lampung - Akhmad Sutiyono .....	463-467
68. The School-Level Curriculum Policy Transfer Process: Learning From A Rural School In Indonesia - Eny Winarti.....	468-473
69. Linguistically Grounded Techniques for English in the Professional Institutions of Rural India - Kumari Pragyan .....	474-478
70. Developing Vocabulary By Contextualizing: An Effective Way For Retention - Latha Mutyaboyina.....	479-481
71. Recontextualization: Schema-Based Pre-Reading Activity - Milagros Villas .....	482-485
72. Parents' Perceptions of School Excellence - Wasal Khan.....	486-491

## LEARNING ENGLISH THROUGH LINGUISTIC AND MUSICAL INTELLIGENCES

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“Music is the manifestation of the human spirit similar to language” (Zoltan Kodaly)<sup>2</sup>

<sup>1</sup> Foreign Language Academy DCC Bandar Lampung, Lampung, Indonesia

<sup>2</sup> Campbell, Linda et al. 1996. Teaching and Learning Through Multiple Intelligences. USA; Allyn & Bacon.

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### Abstract

The objective of this research was to describe; (1). the process of learning English by using English songs video as media, (3). the system of learning evaluation, and (4). the improvement of students' vocabulary learning achievement.

The methodology of this research was Classroom Action Research that involved students of Foreign Language Academy Dian Cipta Cendikia Bandar Lampung for D3-BI-IA class and D3-BI-IB class in period 2011/2012. The subject was Vocabulary Building. This action research consisted of 2 cycles. The first cycle, students did activities such as listening to the song in audio, reading the lyrics of song, understanding the words meaning, and selecting the function of words in the sentences. The second cycle, students did activities as listening to the song and doing the task (cloze procedure), reading the text of song through audio visual, understanding sentences' meanings, producing sentence and retelling the content of song. The instruments of research were observation and test.

The research findings indicated that; (1) there were improvement of active students in learning activities, that was; D3-BI-IA class, in the first cycle, the first meeting had 12 students or 60% and the second meeting had 14 students or 70%, and in the second cycle, the first meeting had 14 students or 70% and the second meeting had 18 students or 90%. Meanwhile, D3-BI-IB class, in the first cycle, the first meeting had 10 students or 50%, and the second meeting had 13 students or 65%, and in the second cycle, the first meeting had 14 students or 70%, and the second meeting had 17 students or 85%, (3). The learning evaluation used Simpel PAS (Program Analisis Soal). In the first cycle, the test validity was 0,2 (low), the test reliability was 0,59 (moderate), the level of difficulty was 0,54 (moderate) and the discrimination power was 0,36 (moderate). In the second cycle, the test validity was 0,41 (moderate), the test reliability was 0,78 (high), the level of difficulty was 0,68 (moderate) and the discrimination power was 0,36 (moderate), (4). the achievement of vocabulary mastery in the first cycle, students of D3-BI-IA class who passed the test were 10 students or 50% and D3-BI-IB class was 12 students or 60%. The second cycle, students of D3-BI-IA class who passed the test were 16 students or 80%, and D3-BI-IB class was 16 students or 80%.

*Keywords* : English songs video, learning achievement, learning evaluation

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## 1. INTRODUCTION

### 1.1. Background of Study

Language is a means of communication to convey thought, idea, and feeling in human life, because most human knowledge and culture are stored and transmitted in a language. Students are able to use English as a means of communication both in spoken and written form. Learning English needed to learn vocabulary, Tarigan (1993:2-3) stated, “*keterampilan berbahasa membutuhkan penguasaan kosakata yang memadai. Penguasaan kosakata yang memadai itu menentukan kualitas orang seorang dalam berbahasa. (learning a foreign language is basically learning vocabulary of that language, and this defines the one's quality in language)*” From this statement, we can see in communication, the message can be recognized clearly if the vocabulary usage is accurate. If students have lack of vocabulary mastery, they inhibit themselves to produce and receive some information both in spoken and written. As the basic language skills (listening, speaking, reading, and writing), vocabulary has to be mastered by learners. Vocabulary is the main point to learn English. Without having adequate vocabulary we will get difficulty to learn English.

Based on the instruction experience at ABA (*Akademi Bahasa Asing*) DCC (*Dian Cipta Cendikia*) Bandar Lampung, students' vocabulary mastery was still low. It can be seen from the final result of first and second semester. It can be explained that in *Vocabulary Building* subject for D3-BI A class and D3-BI-B class had 40 students. Students who got score A were 2 students or 5%, score B were 10 students or 25%, score C were 25



students or 62,5%, and score D were 3 students or 7,5%. Therefore, the highest percentage was score C (moderate). Furthermore, the T-L process of vocabulary was still centered to the lecturer with conventional method. Students also got difficulties in word memorization, good pronunciation, and also lack of variety media.

In fact, students should gain English skills such as listening, speaking, reading, and writing. The teacher-centered must be changed into students-centered by combining suitable technique and media of teaching learning. Here, the writer conducted linguistic intelligence to practice those English skills but it focused on vocabulary. Gardner in [2] suggested that language is a preminent instance of human intelligence. From this statement, the use of words is to communicate and to express powerfull of human brain in listening, speaking, reading, and writing. And Gardner said that babies before birth have a head start on the development of linguistic intelligence. Students can grow their English learning by these four skills.

Gardner in [2] also stated that music is undoubtedly one of the oldest art form. We live with the rhythms of our own heartbeat and respiration and the more subtle rhythm of metabolic and brain wave activity. Music in the classroom can help to create a positive emotional environment conducive to learning. Furthermore [7] stated that music lends a natural rhythm to words and phrases , helping language learners to use good pronunciation. Melodies and rhymes guide learners to speak in a native. In popular songs, you are exposing your students to native speakers who model correct pronunciation. Based on this statement, the lecturer should choose an effective media to reach the learning objective. An effective media can build students' motivation in learning. The lecturer can apply varieties of media like as audio, visual, audio-visual, multimedia and the like, therefore, in this study, the writer is interested in teaching vocabulary by using English song video as the media to practice four English skills.

Dealing with the characteristics of students, as it is stated by Murphey (1996: 10) in [3] “ 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”. And Griffiee (1992: 41) in [3] also states that, “songs are especially good for introducing vocabulary because songs provide a meaningful context for the vocabulary”. Song video as media can also add warmth and a welcoming atmosphere in the classroom. By using musical intelligence, students can connect to language intelligence by practising four skills with English songs. And this was supported by [6] that “introducing song in the classroom can solve most of the problems concerning motivation. singing a song is one activities which generate enthusiasm and pleasant and stimulating approach to culture of foreign language”. Based on this statement, students who were auditory learners, can learn more both inside or outside classroom by listening songs repeatedly.

At the end of study, students did final test to know students' achievement. Then, the test was evaluated for learning evaluation. [1] stated that “*Evaluasi merupakan kegiatan pengumpulan data untuk mengukur sejauh mana tujuan tercapai* (evaluation is data collecting activity to measure how far the objective was reached).” From this statement, the aim of evaluation was to prepare an information as the base to take decision for arranging instructional objective for the future. The writer used SIMPEL PAS (*Sistem Pengelolaan Program Analisis Soal*) to analyze the test.

## 1.2. Objective of the Study

This study aims to describe 1) the T-L process, 2) the learning evaluation and 3) the improvent of students vocabulary achievement

## 1.3. Benefits of the Study

The writer really hopes that this research has some benefits to the writer herself and the reader as general. The benefits of the study as follows:

### 1.3.1. Theoretical Benefit

- a. The writer hopes that the result of research is useful for teachers, lecturers, readers so that they understand that English teaching-learning through English song video is effective in improving vocabulary mastery.
- b. The writer can know whether or not the media is suitable to the students in English learning

### 1.3.2. Practical Benefit

- a. The reader will get large knowledge about teaching learning vocabulary using English song video
- b. The finding of this research will be useful to the readers who are interested in analyzing English learning and to evaluates the students' vocabulary mastery.

## 2. RESEARCH METHODOLOGY

This research was *Classroom Action Research (CAR)*, which the lecturer did teaching learning activity to improve the quality of students' learning and to solve teaching learning problems in the class. Kurt Lewin model, CAR consisted of four steps such as: (1). planning, (2). acting, (3). observing, and (4). reflecting.

This research was done at ABA DCC Bandar Lampung, in D3-BI-IA and D3-BI-IB which consisted 20 students each class. The research was done in period 2011/2012.

## 3. RESULT AND FINDINGS

### 3.1. Result of Study

Indicators of study were the followings as;

1. The teaching learning process would be success if there was an improvement of students' activity. The cycle would be stopped if active students had reached 75% in each class.
2. Learning evaluation would be given each cycle. The test analysis were given through 1) test validity, 2) test realibility, 3) level of difficulty, and 4) discrimination power by using SIMPEL PAS program.
3. The increasing of students' learning achievement was observed by the result of test on each cycle. The cycle would be stopped if 70% students had passed the standard score 61, with the score criteria as; A (100-81), B (80-71), C (70- 61), D (60-51) and E (50-0). (source: *BAAK DCC Bandar Lampung*).

#### 3.1.1 The Teaching-Learning Process

##### A. The Action Research Cycle I

##### 1. Planning

- 1) Making lesson plan/SAP.
- 2) Preparing the instrument of students' observation and lecturer's observation.
- 3) Preparing the media and teaching aids such as songs in an audio form, computer, slide, LCD, and *room speaker*.

##### 2. Acting

She explained the learning objective and steps of learning in *pre-activity*, *while- activity*, and *post-Activity*. In *pre-activity*, Lecturer gave motivation to students in lead-in activity to the topic.

In *while-activity*, the lecturer showed the text by LCD and played the song in audio. She paused the lyric per paragraph and the students did repetition drills. There were few words that few students still made error of pronunciation like as the words *knew*, *freeze*, *touch*, *without a single word*, *piece*, so the lecturer helped them to revise the good pronunciation or review the melody by singer/native speaker. For the second song, the problem of pronunciation was in the words *about*, *younger*, *wild*, *road*, *lying*, *turn*, *arrive*, *through* . After the lecturer helped them in good pronunciation, student can pronounce all the words of song well. Then, lecturer and students discussed the material together. She let students to find content words in the text of song. Students discussed the words meaning in the text. Finally, the song was replayed and students followed the song to practice their pronunciation and word memorization. The activities above can be repeated for another song to improve students' vocabulary mastery.

In *Post-activity*, lecturer and students made conclusion of learning in stimulus and response activity.

##### 3. Observing

At the first cycle, the active students on the first meeting for D3-BI-IA class had 12 students and D3-BI-IB class had 10 students. And the second meeting for D3-BI-IA class had 14 students and D3-BI-IB class had 13 students. The result of percentage of active students can be seen on the table below :

Table 1: The Percentage of Active Students at Cycle I (%)

Class	Meeting I	Meeting II
D3-BI-IA	60%	70%
D3-BI-IB	50%	65%

##### 4. Reflecting

At the end of cycle I, Lecturer gave test in multiple choices. The data indicated that D3-BI-IA class had 10 students or 50% who passed the test, and D3-BI-IB class had 12 students or 60%. It means that the students' learning achievement had not reached indicator 70 %.

After knowing the result of test, the students' score would be entered in SiMPEL PAS program. The result of evaluation was:

- 1) The result of item validity  $r$  table was 0,312, valid items were 31 items and unvalid items were 19 items. The score of test validity was 0,2 (low).
- 2) The result of test reliability was 0,598 (according to KR-20) with the moderate category.
- 3) The result of level of difficulty was 0,5492 (moderate).
- 4) The result of discrimination power was 0,3626 (moderate)

From the data above, the researcher would revise all data in the second cycle by preparing song as media through *audio visual* which can be got from <http://www.youtube.com/> or be made by Sony Vegas 7 program, meanwhile the lecturer used windows media player and the like to play the songs.

## B. Action Research Cycle II

### 1. Planning

The plannings of research were as;

- 1) Making lesson plan/SAP.
- 2) Preparing the instrument of students' observation and lecturer's observation.
- 3) Preparin pop western songs in audio visual from <http://www.youtube.com/> or making by Sony Vegas 7 program, computer, slide, LCD, and *room speaker*

### 2. Acting

In *pre-activity*, lecturer gave motivation to students in brain storming activity to the topic. In *while-activity*, the lecturer played the song in audio visual and paused the lyric per paragraph, then the students did repetition drills. Studends can pronounce the words well. Then, lecturer and students discussed the material together, like as the function of nouns can be as subject in the sentence, eg; "*your eyes* see everything", as object, e.g; "*I would like to stop the clock*" and after auxiliary verb, eg; "*I am an English student*". She let students to find content words in the text of song. Students then discussed the words meaning in the text. For improving their English vocabulary, students retold the content of song by their own words both written and spoken form. Finally, the song was replayed and students followed the song to practice their pronunciation and word memorization. The activities above can be repeated for another song to improve students' vocabulary mastery. In *Post-activity*, lecturer and students made conclusion of learning in stimulus and response activity.

### 3. Observing

The second cycle, the data was got from active students in learning that first meeting, D3-BI-IA class had 14 students and D3-BI-IB clas had 14 students. The second meeting, D3-BI-IA class had 18 students and D3-BI-IB had 17 students. The result of percentage of active students can be seen on the table below;

Table 2. The percentage of Active Students Cycle II (%)

Class	Meeting I	Meeting II
D3-BI-IA	70%	90%
D3-BI-IB	70%	85%

### 4. Reflecting

The data was got from final test of cycle II. It indicated that D3-BI-IA class had 16 students or 80% who passed the test and D3-BI-IB class had 16 students or 80%. It means that the increasing of stuents learning achivement hsd reached indicator 70% from each classes.

After that, the data was evaluated by SIMPEL PAS program. The result was ;

- 1) The result of item validity  $r$  table was 0,312, valid items were 40 items and unvalid items were 10 items. The score of test validity was 0,41 (moderate).
- 2) The result of test reliability was 0,788 (according to KR-20) with the high category.
- 3) The result of level of difficulty was 0,684 (moderate).
- 4) The result of discrimination power was 0,368 (moderate)

From the data above, the second cycle has reach all indicator of T-L process, so the action research was stopped at the second cycle.

### 3.2 Findings

In etymology, language can be *bhasa* (Sanskrit), *bahasa* (Indonesia), *lughah* (Arabic), *langue* (French), *taal* (Dutch), *sprach* (Deutsch) dan *kokugo* (Japan), and the like. English was learnt in integrated skills such as listening, speaking, reading and writing.. The learning objective was in order to students be able to communicate both spoken and written form. Integrated has superiority for the followings:(1) to enrich and develop learning; (2) to motivate students in learning; (3) to build an efficiency and effective learning ; And the lack of integrated was; (1) teacher must master with the concept of skills; (2) difficult to apply all at once; (3) variety of learning source

Suyanto (2010;47-49) stated about vocabulary learning in integrated consists of four steps were as;

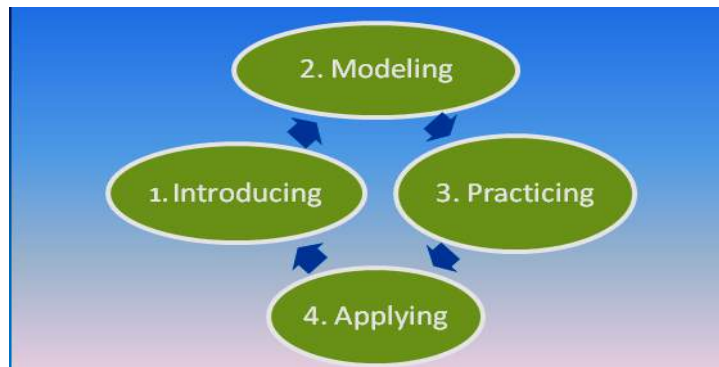


Fig 1. Vocabulary Learning Process

1. Introducing → Lecturer introduces new words in good pronunciation by native speaker
2. Modeling → Lecturer can give a model to help students' problem in learning
3. Practicing → Lecturer practiced students to pronounce and memorize words well
4. Applying → Students applied the usage of words in sentences

Vocabulary is the base of language in communication, in other words, students should get some vocabularies as the introduction of a language. vocabulary is to build a language, it is a prominent element in communication. We can see that learning vocabulary plays an important role in understanding the language whether in written or spoken form. Furthermore [8] stated that it is impossible to learn a language without words, without vocabulary. Referring to the statement, we can deduce that vocabulary is the essential thing of language learning. By knowing vocabulary, we understand someone's opinion, be able to communicate to others, and be successful in learning English. It can be inferred that students who learn a language, should learn vocabulary. Basically, the teacher should teach the form and the meaning of words in vocabulary in order to use those vocabularies in communicative purpose. In the *Vocabulary Building I*, the material prepared word classes including functional words/grammatical words and content words/lexical words.

This is an example of song as media;

#### **My Heart will Go on**

By : Celine Dion

Every night in my dreams.

I see you. I feel you.

That is how I know you go on.

Far across the distance

And spaces between us

You have come to show you go on.

Near, far wherever you are

I believe that the heart does go on

Once more you open the door

And you're here in my heart

And my heart will go on and on

Love can touch us one time

And last for a lifetime

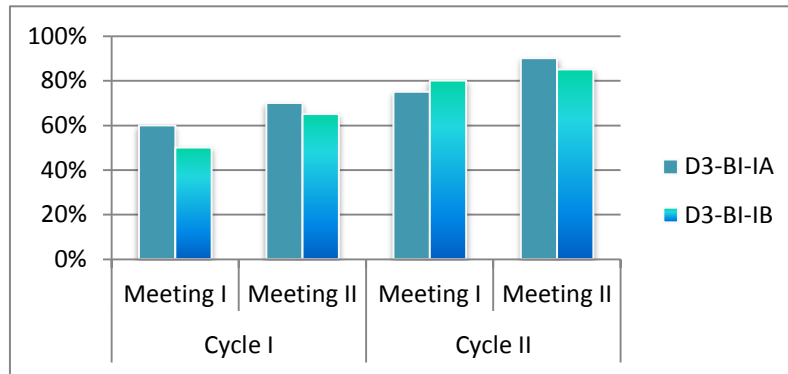
And never go till we're one



Love was when I loved you  
 One true time I hold to  
 In my life we'll always go on

Based on the content of song above, students can learn about the function of 'verb' and other words like as "Every night in my dreams. I see you. I feel you". The function words of "verb" in this sentence are the words 'see' and 'feel'. Students can learn its utterance by listening, its meaning, pronunciation, structure, function words and the like both in spoken and written form.

The improvement of students' activity in English learning that had been got in first and second cycles can be shown in the graphic below;



Graphic 1. The improvent of students' learning activity

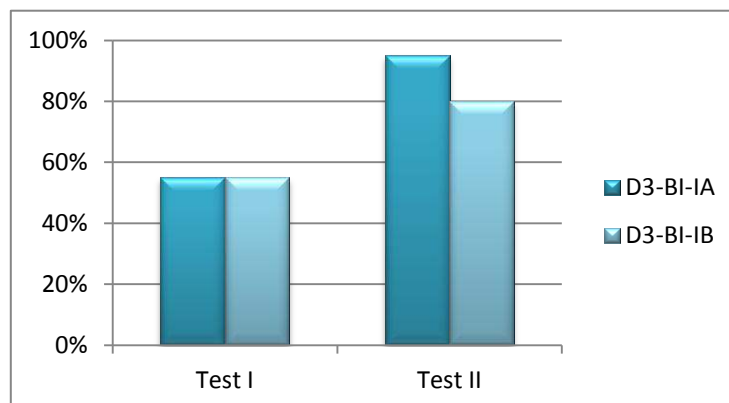
The advantages of learning activity in the first and second cycles are;

- a. English learning is the learning of language acquisition for sound, words and structure;
- b. Drilling for teaching strategy;
- c. Involving native speaker by the singer;
- d. Learning Integrated skills;
- e. Learning language is habitual, so it must be repetition;
- g. Building intrinsic motivation through the songs;

and the disadvatages are;

- a. Variety activities make longer time study;
- b. Institution must prepare audio-visual facilities.

Beside improving in students' learning activity, students can increase their learning achievement. It can be shown in the graphic below;



Graphic 2. Increasing tudents' learning achievement

#### 4. CONCLUSION

Based on the analysis of findings that the action research was done in two cycles in implementing songs as media for learning vocabulary mastery. It can be concluded as follows:

1. The students were active in T-L process. Data indicated in the first cycle that D3-BI-IA class, the first meeting had 12 students or 60% and the second meeting had 14 students or 70%. In the second meeting for D3-BI-IA

- class, the first meeting had 14 students or 70%, and the second meeting had 18 students or 90%. Meanwhile D3-BI-IB class in the first cycle, the first meeting had 10 students or 50% and the second meeting had 13 students or 65%. In the second cycle, the first meeting had 14 students or 70% and the second meeting had 17 students or 85%. It means that the data has reached indicator 75.
2. The data of students' learning evaluation indicated that the test validity was 0,41 (moderate), the test reliability was 0,78 (according to KR-20) with high category, the level of difficulty was 0,68 (moderate) and discrimination power was 0,36 (moderate).
  3. The increasing of students' learning achievement indicated that D3-BI-IA class for the first cycle was 10 students or 50% and the second cycle was 16 students or 80%, and D3-BI-IB class for the first cycle was 12 students or 60% and the second cycle was 16 students or 80% who passed the test.

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