

**LEARNING VOCABULARY FOR THE STUDENTS OF
ENGLISH DEPARTMENT OF STATE ISLAMIC
UNIVERSITY OF JEMBER THROUGH MUSIC
CLINIC PROGRAM**

THESIS



By:

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**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER**

**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER
TRAINING
2022**

APPROVAL

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DEPARTMENT OF STATE ISLAMIC UNIVERSITY OF JEMBER
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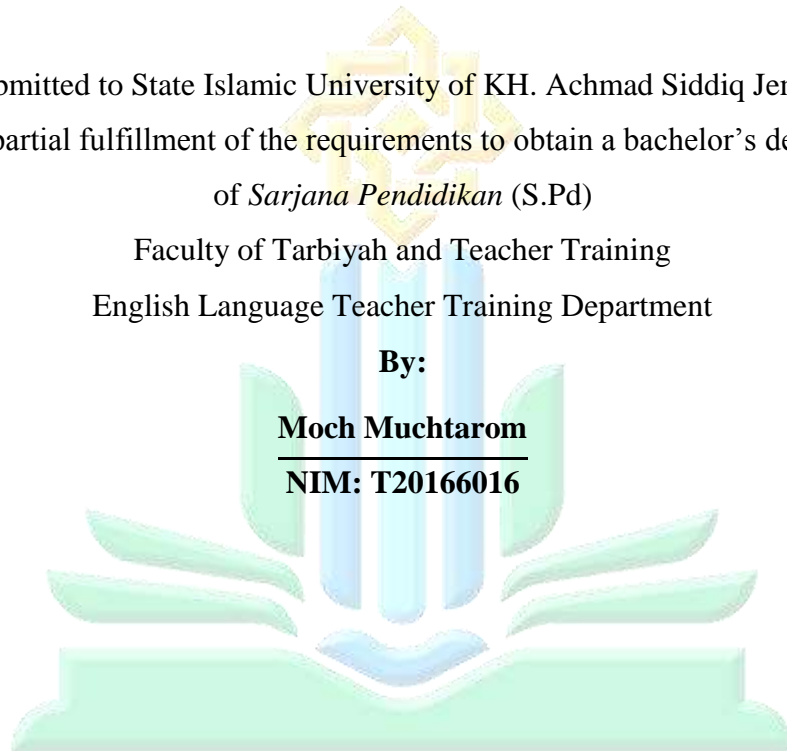
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In partial fulfillment of the requirements to obtain a bachelor's degree
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Faculty of Tarbiyah and Teacher Training
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Has been approved by Advisor

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**LEARNING VOCABULARY FOR THE STUDENTS OF ENGLISH
DEPARTMENT OF STATE ISLAMIC UNIVERSITY OF JEMBER
THROUGH MUSIC CLINIC PROGRAM**

THESIS

Has been examined and approved by the board of examiners
in partial to fulfilments of Sarjana Pendidikan (S.Pd)

Faculty of Tarbiyah and Teacher Training

English Education Department

Day: Tuesday

Date: 14th of June 2022

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MOTTO

وَإِذَا قِيلَ انشُرُوا فَاَنْشُرُوا فَاَنْشُرُوا يَرْفَعُ اللهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍ

“and when ya are told to rise up, rise up Allah will rise up, to(suitable) ranks (and degrees), those of you who believe and who have been granted knowledge. And Allah is well acquainted with all e do.”(Q.S. Al-Mujadalah : 11¹)



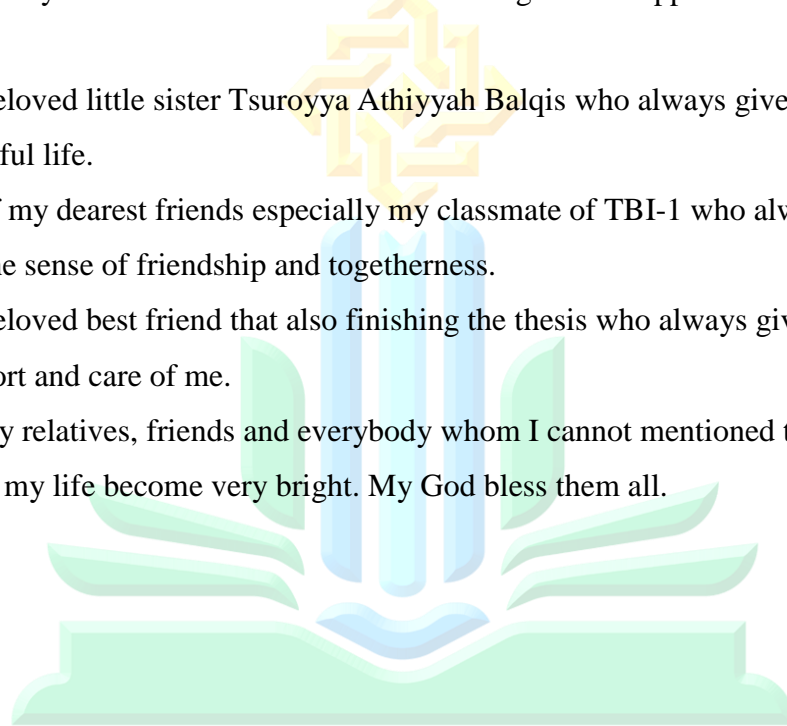
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¹ Humainah dan Arum Dwi Lasmi, Al-jamil (Al-Quran Tajwid warna, Terjemah Per Kata, Terjemah Inggris). (Bekasi Cipta Bagus Segara, 2012) 543.

DEDICATION

From deepest of my heart, I dedicate this thesis to:

1. My lovely parents, my Mom Almh. Siti Asiyatul Musyafiroh and My Dad M. Sunar who give me the greatest love, affection, prayer and everything for my life.
2. My lovely aunt Siti Fadlilatul Mustatirin who give me support and care for me.
3. My beloved little sister Tsuroyya Athiyyah Balqis who always gives me more cheerful life.
4. All of my dearest friends especially my classmate of TBI-1 who always teach me the sense of friendship and togetherness.
6. My beloved best friend that also finishing the thesis who always give me support and care of me.
7. All my relatives, friends and everybody whom I cannot mentioned that always color my life become very bright. My God bless them all.



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Alhamdulillah. Firstly, all praises due to Allah SWT for giving me mercy, blessing, Healthy, opportunity, and inspiration to finish my undergraduate thesis. Secondly, my sholawat and salam to prophet Muhammad SAW who has guided us from the darkness to the lightness and brought us from stupidity to the cleverness era.

The researcher really realized that this undergraduate thesis would not finish without help and guidance from other people who have given me an opportunity in this section. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contribution to the researcher in the process of the study:

1. Prof. Dr. H. Babun Soeharto, S.E. MM, as a Rector of University Islamic Studies of Jember who has given opportunity for me to study in this University.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training University Islamic Studies of Jember who has facilitated me to study in this faculty.
3. Mr. As'ari M.Pd.I as the Head of English Education Department who has motivated me to study English and always developing my spirit to finish all in the university.
4. My advisor H. Moch Imam machfudi M.Pd, Ph.D who helped, guided and supported me during the writing of the undergraduate thesis.
5. The Principal of English Department Students of State Islamic University of Jember Qoniatuzzakiah and her staffs for giving me permission and helping me during my research in Music Clinic Program
6. The Leader of Music Clinic Program Akbar Abnizar who gave me support and help in conducting my research in Music Clinic Program and the students of Music Clinic Program who gave their time to participate in this research.

The researcher realizes that this undergraduate thesis is still far from being perfect. However, the researcher hopes this undergraduate thesis could give contribution and be useful for improvement of the English teaching and learning process at the school and also for the other university.

Jember, 31 Mei 2022

The writer
Moch Muchtarom



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ABSTRACT

Moch Muchtarom, 2022 *Learning Vocabulary for The Students of English Department of State Islamic University of Jember Through Music Clinic Program.*

Vocabulary plays important role in language learning as an essential skill for learning to read, speak, write, and listen. It is reasonable that when the students master vocabulary well, they will be much in learning English. In this university not all of the students of English Department are good in vocabulary mastery, some of them still had less of vocabulary mastery. In learning English many ways can be used to increase someone's vocabulary mastery, one of those is by using music/song. To support the development of language in English area in UIN Jember, the English Students Association are have many programs, one of the English Students Association is music clinic, in the music clinic program the English department students are able to learning vocabulary through the English song. Therefore, the researcher was interested in conducting this study in Music Clinic program at the State Islamic University of Jember especially in English Department area.

This research focuses on: 1) How is the strategies of learning vocabulary through music clinic program ? 2) What is the impact of English song in students vocabulary mastery ?

This researcher used qualitative descriptive. The researcher used John W Creswell and Miles And Huberman for data analysis which consist of three steps, such as: data condensation, data display and conclusion drawing. While for data collection technique , the researcher used observation, interview and documentary.

The research finds that: 1) The members from music clinic employed a variety of strategies for learning vocabulary through music clinic program, including: a) Reading the English song's lyric in Google during their activities in music clinic program. b) Second, listening to English songs, either in music clinic activities or in their own time. c) For the last, utilizing a music player media with lyrics, such as Spotify and YouTube to play or listen the English songs. 2) The impact of English song that was used in music clinic program includes students vocabulary got increased by their habit in reading the song's lyric, singing, listening or playing the English song in music clinic program.

Keyword: Learning Vocabulary, Music Clinic Program

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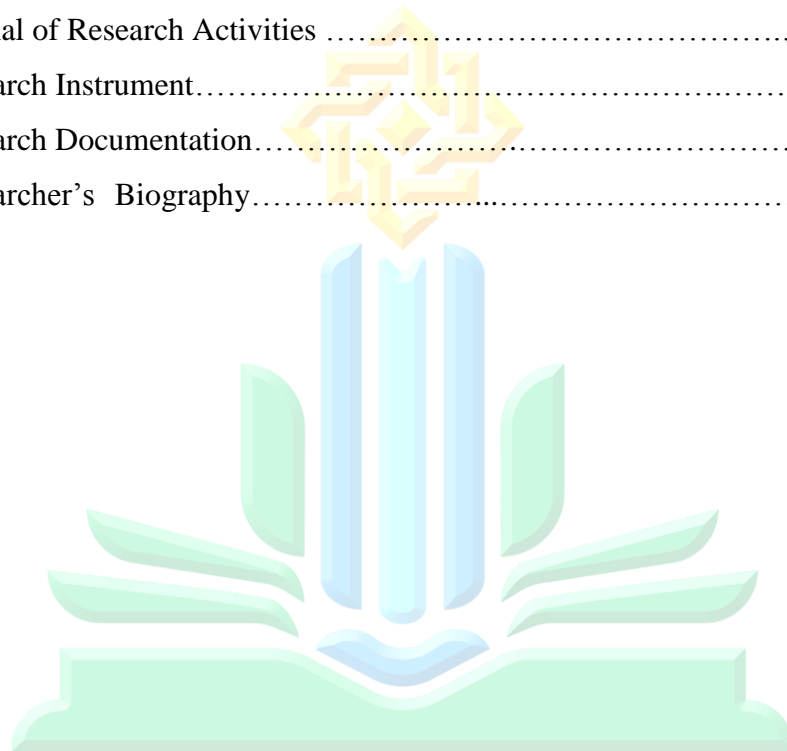
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CHAPTER I

INTRODUCTION

A. Background of the study

Vocabulary is one of English components that have to be taught to the students. It has the role as an important parts in language skills. In learning English students be ready to mastered and also practiced the basically skills in learning English such as listening, reading, writing, and speaking. Beside those basic skills there are also components of language which will help students in learning and mastering English, like grammar, vocabulary and pronunciation. One of the English components which is important to be mastered well is vocabulary. It is reasonable that when the students master vocabulary well, they will be much in learning English.

Vocabulary plays important role in language learning as an essential skill for learning to read, speak, write, and listen. People can't communicate and express their feeling both in form of spoken and written effectively. The more people master vocabulary the more they can speak, write, read and listen as they want. When we master many vocabulary it means we have the core of language it self, and by mastering many vocabulary learning English can be easier.

Vocabulary refers to the collection of words a particular person, group of people, socioeconomic group, profession, and so on, knows and uses the

technical term for vocabulary is lexis.² Vocabulary can make the student convey their idea both in oral and written form effectively. In this university, English students especially, not all of them are good in vocabulary mastery, a few students still having less of vocabulary mastery. There are various techniques and devices for teaching of vocabulary in methodology textbooks. One of the interesting technique is teaching vocabulary through music. Murphy notes that songs apparently work over short and long- term memory. “It is a common experience to forget nearly everything we learn in another language except the few songs that we learnt.”³

In addition Wilkins in Thornbury (2004: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has a very good grammar it is nonsense if they didn't good at vocabulary mastery.⁴ Based on the explanation above we know that vocabulary is play the important things then grammar. Sometimes we can find it out on the music, especially on the lyric of a song that show us grammar is not the most important things, but vocabulary. Considering explanation, this research concerns with how the students learning vocabulary from the program of English Students Association of UIN KHAS Jember .

² Muh fadlul rohman, Thesis: “*Improving Students Vocabulary Mastery Using Song Lyric*” (Surakarta: IAIN SURAKARTA, 2017), hal 14.

³ Sahar Malekian, Journal: “*The Relationship Between English Songs and Learning Vocabulary*” (Iran : IISTE, 2016), hal 14.

⁴ Rohmatillah , Journal: “*A Study on Students Difficulties in Learning Vocabulary*” (Lampung : IAIN Raden Intan, 2017), hal 70.

Mastering vocabulary is not easy, because English daily vocabulary for living requires more times. It is more difficult to master by foreign learners, the learners should concentrate on learning that most frequently used and therefore more important English vocabulary for their practical real life needs. Besides, the other difficulties in learning and using English vocabulary include fix word collocation, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. Furthermore, there are more differences in English usage and English speaking countries in terms of spelling, pronunciation, vocabulary and grammar.⁵ In addition to help someone in mastering English, many people used different methods and techniques for the same purpose, to understand, to learn, and to remember vocabulary easily. However, in some occasions the techniques that are used were not effective enough.

In learning English many ways can be used to increase someone's vocabulary mastery, one of those is by using music/song. Songs for a variety of reasons, songs stick in our minds and become part of us, and lend ourselves easily to remember our vocabulary. Based on me myself, I feel that my vocabulary is often increased by English song. I also have some friends that are musicians, they taught me that sometimes they are learning new vocabularies by the song that they listen and sing. Because for them listening and remembering the lyric of song is equal with remembering or practicing their vocabulary. When we practice to listen songs we catch new words that

⁵ Febria Arifah Rahma, Thesis "*The Effectiveness of Using English Songs from Youtube Towards Students Vocabulary Mastery*" (Jakarta: Universitas Islam Negeri Jakarta, 2015), hal 3

we never heard before, in other hand when we practice to singing we are able to read the lyrics and indirectly encourages us to learn new vocabulary.

Based on Gale's point of view, song is one element to help improve the student's ability in language skills. One of the language skills is vocabulary mastery, since it is believed that language in songs is rich and various and it can extend the student's vocabulary and enhance students ability in learning vocabulary.⁶ From the statement above, song is considered to be one of the resources to learning English, especially on learning vocabulary. So we can use songs as the media to learning vocabulary, because in the song we found various of word that arranged beautifully, it makes us more enjoy to remember the song or the lyric that include remembering vocabulary.

To support the development of language in English area in UIN JEMBER, the English Students Association are have many programs, one of the English Students Association is music clinic is a program for students that interest into anything about music, it can be singing song or just play an instrument (mostly students are interest in singing), but it is possible the students also can learn the other things from music clinic program, but the main activities in music clinic is singing. Originally music clinic program is aimed to explore non-academic students ability, and give them the place where they can rise up their ability in non-academic program. All of English

⁶ Prames Ayuningtyas, Thesis "*IMPROVING VOCABULARY MASTERY YHROUGH LISTENING TO SONGS FOR THE STUDENTS OF SMKN 2 DEPOK SLEMAN YOGYAKARTA*" (Yogyakarta : Universitas Sanata Dharma,2018), hal 2.

department students can be music clinic member, it can be for the newbies, the second semester, third semester etc. In this program the tutor is teach anything about music, singing, or playing instrument, not just learning about music, we had also sharing each other about music.

In every single week (normally) we held our routine activities, by held a meeting one each other in the English Department. Music clinic is a weekly program that held by English Students Association. At the weekly meeting, the members carry out routine activities, such as singing together accompanied by musical instruments. But sometimes when music clinic members do their routine activities (singing English song) they find new songs that they never know the lyrics. When they face the new songs, they searchs the lyric and sing a song. Actually by face this kind of condition they didn't realize it makes them remember new lyrics by repeating every new vocabulary that was ever studied before.

The researcher is interested to conduct the research at English student association of State Islamic of University of Jember because many English students take a part in the music clinic program presented by English student association to develop their non-academic abilities. In the music clinic program, there are some students who are not quite skilled in mastering vocabulary, but they like English songs. Therefore, by looking at this and this is what makes researchers interested in conducting this research in a music clinic. In the music clinic, the members are also fairly consistent in participating in activities every week, so that it can be added to conduct

research on the impact of English songs on the vocabulary mastery of students who take part in the music clinic program.

This research is important because, from the results of this study, we can find out the strategies of learning vocabulary through English song and how the role of English songs in improving students' vocabulary, especially for music clinic members. Therefore, the researcher wants to know how the learning strategies of the music clinic program in English students association is, as well as how the impact of English songs on students' vocabulary mastery in members of the music clinic program. So if we have know that the English song can improving students vocabulary especially in music clinic members it can be the advantage to us as the students of English Department to increase it in music clinic program. We can use music clinic program as the media to explore the English Students Department vocabulary by an enjoy way.

In fact the language in songs is rich and various can extend the student's vocabulary and enhance students ability in learning vocabulary. Song can be one of many ways to increase someone 's vocabulary, because song is stick in our minds and become part of us, and lend ourselves easily to remember the vocabulary of this song it self. Because songs have a rhythm that can make who listen to the song feel enjoy in listen every vocabulary in the song. While, Good mastery in vocabulary can support us to mastery in each language skills, including receptive (listening and reading) and productive (speaking and writing), so it is reasonable why increasing vocabulary is

important. So that is why the researcher wants to analyze about the students learning vocabulary strategies in music clinic program. That is why based on the statement above, the researcher is interested to conducting a research by the title “Learning Vocabulary For The Students of English Department of State Islamic University of Jember Through Music Clinic Program.”

B. Research Problem

1. How is the strategy of learning vocabulary through English song in music clinic program ?
2. What is the impact of English song in students vocabulary mastery ?

C. Objectives of the Study

1. To describe the strategy of learning vocabulary through English song in music clinic program.
2. To describe the impact of English song in students vocabulary mastery.

D. Significance of the study

1. State of Islamic University of KH Ahmad Siddiq Jember

This research could be used as a reference material for academic activities to explore further knowledge about something that related with this study.

2. English Teacher

The result of this study was expected to give inspiration to the English teachers in teaching vocabulary may can use song to increase student vocabulary mastery.

3. For Other Researcher

The result of this study was expected to be a reference for other researchers who are interested in conducting similar research or relevant research especially for Students of English Education Department.

E. Definition of Key Term

1. Vocabulary

Vocabulary is list or set of words for particular language with their meaning that individual knows. Vocabulary also can define as a list of words for a particular language or a list or set of world that individual speakers of language might use in their daily activities.

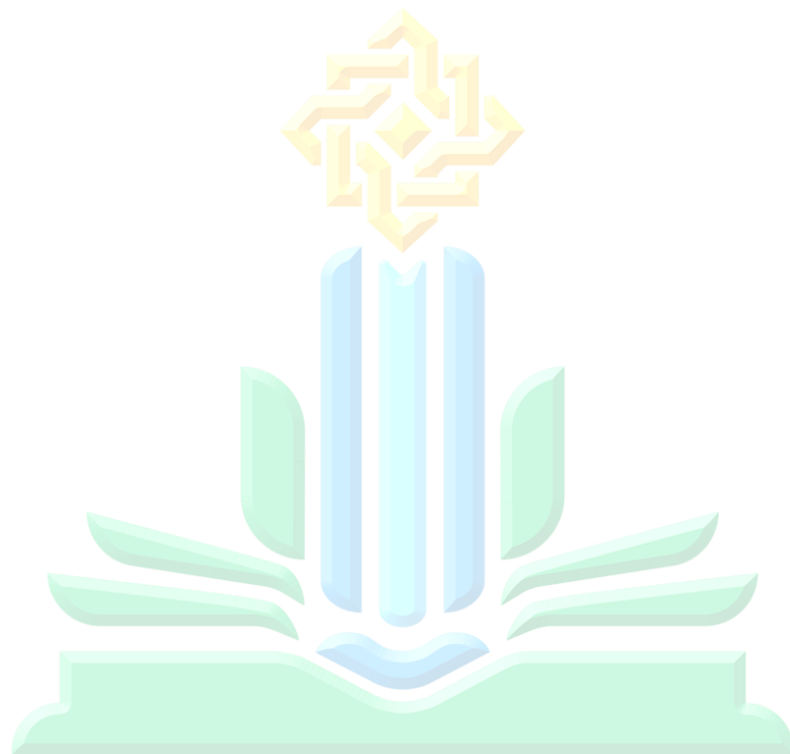
2. Song

Song is defined as a piece of music sung or composed for singing. It is used to motivate and entertain the listener. Song is short of music with words that be sung. It may be written for one or several voices and it is generally performed with instrument accompaniment. In lyrics of the song also have a melody that make songs different with poem or poetry.

3. Music Clinic

Music clinic is a program from English Student Association UIN JEMBER, this program is aimed to explore any students non-academic ability (singing a song). Music clinic is a place for students that love about music.

Once on a week music clinic were held by English Students Association UIN KHAS JEMBER and facilitate the members with the tutors that expert on music.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The researcher choose five previous studies that relevant with this study. It can help the researcher look for some references. They are : The first research is a thesis entitled “Improving the Students Vocabulary Mastery by Using English Song at Eight Grade of Mts Islamic Zending Medan”⁷ written by Ummi Kalsum Batu Bara. This study was about improving students vocabulary by using English song. The writer tried to improve students vocabulary by using song, She found that there any significant improvement in students vocabulary mastery results before and after being taught with song to improve it. Therefore song was succesfull towards students vocabulary result and it was suggested to be use in teaching vocabulary, especially at the eight grade students of Mts Islamic Zending Medan. The similarity of this research is about students vocabulary by using song/music. The difference with previous research is tried to improve students vocabulary by using song, and this thesis is analyse the learning strategies of students vocabulary mastery. The previous research was used Class Action Research as the research design, and this research is using descriptive as research design.

⁷ Ummi Kulsum Batu Bara, Thesis: “*Improving the Students Vocabulary Mastery By Using English Song at Eight Grade of Mts Islamic Zending Medan*” (Medan: UIN Sumatera Utara, 2019).

The second research is a journal entitled “The Influence Of English Song Toward Students Vocabulary Mastery and Students motivation”⁸ written by Eva Faliyanti. This research was about the influence of english song in students vocabulary and also students motivation in learning english. The writer tried to find out whether using song to teach English was effective or not. She found any significant difference on the students result before and after being taught by using song. Therefore, song was effective to improve students vocabulary and it was suggested to be used in teaching English, especially at the second semester students English Education of Muhammadiyah university of Metro. The similiarity of both research is focusing in music and vocabulary mastery. The difference between this research is the previous research used song to increase students vocabulary result and the motivation in learning English. And this thesis is focus on the analysis of how students vocabulary learning strategies by the English song.

The third research is a thesis entitled “The Effect of English Pop Songs in Building Vocabulary to Seventh grade Students of SMP Angkasa Adi Sutjipto Yogyakarta in The Academic Year of 2010/2011”⁹ written by Wahyu Dwi Widhiastuti. This research was about a significant difference about students vocabulary mastery taught using English Pop Songs ang that taught without using English Pop Songs as a media. The researcher tried to find out the effect of English Pop Songs in students vocabulary mastery was

⁸ Eva valiyanti, Journal: “*The Influence of English Song Toward Students Vocabulary Mastery and Students Motivation*” (Lampung: Universitas Muhammadiyah Metro, 2016).

⁹ Wahyu Dwi Astuti, Thesis: “*The Effect Of English Pop Songs in Building Vocabulary to Seventh Grade Students Of SMP Angkasa Adisutjipto Yogyakarta in the Academic Year Of 2010/2011*” (Yogyakarta: Universitas Negeri Yogyakarta, 2012).

effective or not (significant difference). She found that there is significant difference in the students vocabulary mastery between the experimental group who are taught using English pop songs and that taught without using English pop songs. Therefore, English pop songs was effective towards improving students vocabulary, especially to Seventh grade Students of SMP Angkasa Adisutjipto Yogyakarta in the academic year of 2010/2011. The similiarity of both thesis is the researcher focus in the relation between song and vocabulary. The difference between the thesis is the previous thesis want to know the significant difference in students vocabulary mastery by using experimental study, and this thesis is analyse the improvement of students vocabulary mastery.

The Fourth research is a journal entitled “The Relationship Between English Songs and Learning Vocabulary”¹⁰ written by Sahar Malekian. This research is aimed to consider the relationship between English songs and learning Vocabulary. The researcher tried to find out the relationship between English songs and students vocabulary, the researcher was examine students for the effectiveness of using English songs in EFL classes, to improve learning and recalling the new words as a result of making happy classes and high motivated students. Based on his research he found that there a significant vocabulary progress to the A class, and it means there is relationship between English songs and learning vocabulary. The difference between the thesis is the previous research the significant relationship

¹⁰ Sahar Malekian, Journal: “*The Relationship Between English Songs and Learning Vocabulary*” (Iran : IISTE, 2016).

between English song to the students vocabulary learning by comparing hypothesis 1 and 2, and this study is want to draw about a program to the students vocabulary.

The fifth research is a thesis entitled “The correlation Between Listening Habit to English Song to Vocabulary Mastery of Third Grade Students of SMPN 06 Kota Bengkulu”.¹¹ Written by Wardiansyah, Barnabas S and Elfrida. This research was about the correlation between listening habit to English songs to students vocabulary, this research is aimed to finding out the correlation of listening habit students in to their vocabulary mastery. This research is applied a correlational study and use a quantitative research, with using 60 students as the subject and using two instruments of data collection that was questioner and test. The result of this research showed that the score of rexy bigger than the score of r table ($0,835 > 0,254$). It means that H_a was accepted and H_0 was rejected. In conclusions, there is a positive and significant correlation between listening habit to English song and vocabulary mastery of third-grade students of SMPN 06 Kota Bengkulu. The difference between the thesis is the previous research want to know the correlation between listen habit to English song to students vocabulary mastery, and this thesis is want to analayze the students vocabulary through music clinic, which is in music clinic we are not just listen, but we also learning about music, singing and etc.

¹¹ Wardiansyah, barnabas S, Efrida, Journal: “*The correlation Between Listening Habit to English Song to Vocabulary Mastery of Third Grade Students of SMPN 06 Kota Bengkulu*” (Bengkulu : Journal of English education Teaching, 2019).

Table 2.1
Similarities and differences of previous research

No.	Title	Similarities	Difference
	1	2	3
1.	Umami Kulsum Batubara (2019), Improving the Students Vocabulary Mastery by Using English Song at Eight Grade of Mts Islamic Zending Medan	a. Both of researchers focused on students vocabulary b. Both of the researchers are using English song	a. The object of previous research is the second grade of Mts students, but this research is the students in university b. The previous research is try to improve students vocabulary by using song as media, and this thesis is analyse the improvement of students vocabulary mastery.
2.	Eva Faliyanti (2017), The Influence Of English Song Toward Students Vocabulary Mastery and Students motivation	a. Both of researchers focused on students vocabulary b. The similiarity	a. The previous research used song toward students vocabulary result and the motivation

		<p>both of the research is the researcher using song/music as the media for their research.</p>	<p>in learning English. And this thesis is analyse the improvement of students vocabulary mastery.</p> <p>b. The previous research known the improvement of students vocabulary by English Song, and this research is want to know the students vocabulary in musi clinic program.</p>
3.	<p>Wahyu Dwi Widhiastuti (2012), The Effect of English Pop Songs in Building Vocabulary to Seventh grade Students of SMP Angkasa Adisutjipto Yogyakarta in The Academic Year of 2010/2011</p>	<p>a. The similiaritiy both of thesis is the researcher using song as the media.</p>	<p>a. The previous research is want to know the significant difference in students vocabulary mastery by using experimental study, and this thesis is analyse the students</p>

			<p>vocabulary mastery.</p> <p>b. The object of previous research is the junior high school students, but this research is the music clinic members</p>
4.	The Relationship Between English Songs and Learning Vocabulary	<p>a. Both of research is using song as the focus of research</p> <p>b. Both of the researcher want to know the relation about song/music to the students</p> <p>vocabulary</p>	<p>a. The previous research want to know the significant relationship between English song to the students vocabulary learning by comparing hypothesis 1 and 2, and this study is want to draw about a program (English song) to the students vocabulary</p> <p>b. The previous research got the data by examine</p>

			the object of the research, but this research is by interview the object of the research
5.	The correlation Between Listening Habit to English Song to Vocabulary Mastery of Third Grade Students of SMPN 06 Kota Bengkulu	a. Both of the researcher is researching about vocabulary mastery under the media that using song/music	b. The previous research is used the correlation of listening habit to students vocabulary c. This research is used a music clinic program for analyze students vocabulary.

Based on the explanation above, it could be seen that all of the researches had their own ways to use music/song as a media or strategy in learning vocabulary for the students. The first research treat the students with english song in learning vocabulary to improve their vocabulary mastery. The second research is want to know the effectiveness of English song in students vocabulary and learning motivation. For the third, find out the significant difference of students vocabulary that taught by using English Pop songs. The fourth that come from an International Journal from Iran. The esearcher of this journal tried to find out the relationship between English song and students vocabulary. For the last is the researcher used the listening habit to English song in students vocablary.

Therefore, this current research is focused on the analysis the learning strategies of music clinic program in learning vocabulary, how the music clinic member's strategies in learning vocabulary through the English songs in music clinic program. and the researcher want to know impact of English song in music clinic program to students vocabulary mastery.

B. Theoretical Framework

1. English Language Learning Strategies

a. Language learning strategies

The success of the teaching and learning process is influenced by many factors. One of these factors is the use of strategy in learning, especially language education. Students and teachers need to find and apply an appropriate strategy to learn a language more effectively. According to Rubin language learning strategies are behaviors, steps, or techniques that language learners apply to facilitate language learning. Then, Oxford defined language learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Furthermore, Chamot also defined language learning strategies are the conscious thoughts and actions that learners take to achieve a learning goal. It can be

concluded that language learning strategies have an important role to develop learning achievement.¹²

Language learning styles are divided into two main parts: direct and indirect strategies. Direct strategies are those behaviors that directly involve the use of the target language, which unswervingly facilitates language learning. Direct strategies are subcategorized into memory strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect strategies are subcategorized into metacognitive strategies, affective strategies, and social strategies. Below is a further explanation of all strategies (Oxford in Murcia):

1. Direct strategies

a) Memory strategies

Memory strategies are the techniques that enable learners to store the new information and retrieve it later. It will help learners to link one L2 item or concept with another but do not necessarily involve deep understanding. The learning and retrieval can be via sounds (e.g., rhyming), images (e.g., a mental picture of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard), etc.

¹² Ridha Permatasari, Thesis: “*Vocabulary Learning Strategies Used By Students at Smp Negeri 1 Rambah Hilir*” (Pekanbaru: UIN Sunan Kalijaga Riau, 2021), hal 10.

b) Cognitive strategies

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, notetaking, summarizing, synthesizing, outlining, recognizing information to develop stronger schemas, practicing structures

and sounds formal.

c) Compensation strategies

Compensation strategies help learners to use the target language either comprehension or production, although they do not have complete knowledge about it. The strategies can be guessed from the context in listening and reading: using synonyms and talking around the missing word to aid speaking and writing strictly for speaking- using gestures or pause words. These strategies enable them to make up missing knowledge.

2. Indirect strategies

a) Metacognitive strategies

Metacognitive strategies are employed for managing the learning process overall (arranging, planning, and evaluating the learning). The strategies can be identified one's learning style preferences and needs, planning for L2 tasks, gathering and organizing materials, arranging a study pace and a schedule,

monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy.

2) Affective strategies

Affective strategies enable learners to control their emotions, attitudes, and motivations related to language learning by identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance and using deep breathing or positive self-talk, knowing how to control one's emotions and attitudes about learning may influence the language learning process positively since it will make the learning more effective and enjoyable. It is also known that negative feelings can hinder progress. The control over such factors is gained through the manipulation of affective strategies.

3) Social strategies

Social strategies help learners work with others and understand the target culture as well as the language. The strategies might be asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with the native-speaking conversation partner, exploring cultural, and social norms.¹³

¹³ Ridha Permatasari, Thesis: "Vocabulary Learning Strategies Used By Students at Smp Negeri 1 Rambah Hilir" (Pekanbaru: UIN Sunan Kalijaga Riau, 2021), hal 15.

b. Vocabulary Learning Strategies

Learners require vocabulary learning strategies (VLS) to assist them in developing their knowledge of vocabulary. VLS are thus essential for junior high students, because they assist students to learn new words and improve their vocabulary and encourage them to expand their vocabulary to become self-sufficient learners. However, Junior high school English classes do not provide specialized technical classes vocabulary. As a result, the students are unable to. They can always rely on their teachers. They must master their own determining strategies the definitions of unfamiliar words independently in order to improve comprehend their class materials.

To be a master of English, a person must be able to express himself clearly. As a result, he requires a large vocabulary. Because vocabulary is an important aspect of English, and having a large stock of vocabulary makes it easier to choose the words to convey it.

To be a vocabulary master, students must have a large vocabulary and the ability to communicate it clearly. Sometimes a student has a large vocabulary but is unable to communicate clearly, and other times a student has a good pronunciation but does not have a large vocabulary. Furthermore, the individual lacks a large vocabulary and poor pronunciation.

Learning vocabulary is neither simple nor difficult. Because everyone's memorized vocabularies are sometimes easy to memorize and easy to forget. As a result, there are steps to learning vocabulary¹⁴:

1. Help yourself learn by learning related words together.
2. Pictures and diagrams can also help you learn.
3. Creating a vocabulary notebook

The researchers concluded from this that good process learning strategies are required to learn vocabulary and enrich students' vocabulary.

There are numerous factors involved in learning a language; it appears prudent that language teachers provide and teach the various strategies to learners, as the majority of them are unaware of these strategies. Many studies have shown that strategy instruction influences strategy use and promotes learners' vocabulary learning.

Mastering English vocabulary is regarded as critical for learners, particularly English students. Since they are qualified to teach English, they are expected to have in the future excellent vocabulary. Furthermore, nearly all of the students' books are in English.

c. Learning Vocabulary

English as a foreign language is becoming a common language in a variety of fields. Internationalization is very important to make English

14 Michael McCharty and Felicity O'dell, English vocabulary in use (New York :Cambridge iniversity press),P.4.

the first language. Many countries speak an international language. Various countries Nobody denies it. English as a foreign language is a global language presently used language. As English becomes more popular, it is essential for international communication. People nowadays must be able to communicate and converse in English. The significance of the English Language maintain the attention of all parties, Students, parents, teachers, politicians, and others Educators and academics in all fields of education institutions. In order to function normally, Learners should do well in the second language have at least 2000 words. Without possessing the bare minimums of Vocabulary learners will face challenges.

Many researchers believe that it is critical for English as a foreign language (EFL) students to have a solid understanding of vocabulary in order to communicate and Effective English communication

Having A good foreign language storage is not a requirement¹⁵. It's a simple thing. Vocabulary is essential. language proficiency component and its Acquisition is a critical component of effective Communication abilities. Creating a wealthy the importance of vocabulary cannot be overstated. Language learners face a challenge. Language Learners must employ strategies to assist them. acquire new lexical items and to have a diverse vocabulary.

¹⁵Rabadi, R. I. (2016). Vocabulary Learning Strategies Employed by Undergraduate EFL Jordanian Students. *English Language and Literature Studies*. 6, 47-58.

Many researchers believe that it is critical for English as a foreign language (EFL) students to have a solid understanding of vocabulary in order to communicate and effective English communication having a good foreign language storage is not a requirement. Vocabulary is essential language proficiency component and its acquisition is a critical component of effective communication abilities creating a wealthy.¹⁶ Language learners face a challenge, Language learners must employ strategies to assist them. acquire new lexical items and to have a diverse vocabulary vocabulary.

In this case, one of the strategies can be used to teach vocabulary is by using English songs. Since song is one of the media that can not only increase vocabulary but also pronunciation and listening. Using songs for vocabulary mastery is considered to make it easier for the students to master vocabulary without feeling pressured and of course fun. Songs are considered as an alternative way to improve English vocabulary mastery. Beside that, songs can indirectly motivate students to learn languages because they can listen to songs while reading the lyrics.

In general, with songs students will learn, master and practice faster. singing for the students functions more as a play activity than a learning activity or message delivery. Singing can provide satisfaction, joy, and happiness for the students so that it can courage

¹⁶Nation, P. & Meara, P. (2002) Vocabulary. In N. Schmitt (ed.), *An Introduction to Applied Linguistics* Edward Arnold, 35-54.

students to study harder. Habit in listening to English song can be a practice for students in listening skill. When listening to English songs becomes a habit of the students, they will feel unfamiliar of the new words they hear because they probably ever listen to the word in the songs. As the students listen to the songs, they tend to follow the lyrics and the rhythm.¹⁷ Based on Saiful Latif And Mardia A. Rahman in Millington statetement “that listening or using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language.”¹⁸ So it can be concluced that using English song can get many benefits in learning English , sepecially in vocabulary learning. From the listening habit to the english songs students can be memorize unfamiliar words with joyful ways, so that they can get the more oppportunity to acquaire better understanding in vocabulary.

2. Vocabulary

a. The definition of Vocabulary

There are some definitions of vocabulary. Vocabulary is knowledge in knowing the meaning in every single word (list of words with their meanings). According to Thornbury in ummi kulsum

¹⁷ Zara Firsty Meutia, Abdul Asib, A. Dahlan Rais, Journal: “A Correlation Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill” (Surakarta : English Journal, 2013), hal 341

¹⁸ Saiful Latif, Mardia A. Rahman, Journal: “Students Vocabulary Mastery Through English Songs at Madrasah Aliyah Negeri 1 Halmahaera Utara” (Halmahera Utara : journal bilingual, 2020).

batubara, without vocabulary nothing can be conveyed.¹⁹ It means that without vocabulary there is not value meaning that can be transferred to the others in communication. By mastering vocabulary it helps the learners understand the message of the communication, so that the students will be easy to learn English.

Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language. Heidari et al. (2012) states that vocabulary is the core of language and the cornerstone of language learning. Through comprehending foreign words, students will understand the meaning of the words. Wessels (2011: 46) believes that knowledge of vocabulary is essential to students' academic success. "If students do not understand the meaning of the words in the text, they will have difficulty understanding the content". Therefore, comprehension of the meaning of words can help students understand the materials and the reading texts.²⁰

According to Thornbury, "vocabulary is word, and word is a microcosm of human consciousness."²¹ It denotes that the word is a part of everyone in this world can benefit from expanding their

19 Umami Kulsum Batu Bara, Thesis: *"Improving the Students Vocabulary Mastery By Using English Song at Eight Grade of Mts Islamic Zending Medan"* (Medan: UIN Sumatera Utara, 2019), hal 14.

²⁰ Kristin Natalina Nugraha Bakti, " *Vocabulary Learning Strategies Used by Junior High School Students* ", Indonesian Journal of English Language Studies Vol 3 No.2 (September, 2017) p.1

²¹ Scott Thornbury, *How to Teach Vocabulary* , (Longman: Education Pearson Limited, 2002), p.

vocabulary because Vocabulary expansion and elaboration is something that is ongoing.

According to Hornby, vocabulary is the total number of words in a language; all the words known to a person or used in a specific book, subject, etc; a list of words with their meanings, particularly one that comes with a textbook²². According to Mohammad Reza, vocabulary has been the subject of numerous studies, each of which has made its own contribution to the field²³.

b. Vocabulary Mastery

Vocabulary Mastery is a great knowledge about or understanding of a particular thing. Sunarti (2010:9) she stated that vocabulary means a group of words, which have been mastered by the students after the process of teaching and learning.²⁴ According to Bailey (2001) a word when they can recognize its meaning when they see it It means that in learning vocabulary, they have to know the meaning of it and also understand and can use it in sentence context.²⁵

In learning we have to know the meaning of words it self and can use it in sentence automatically. From the definition above, it can be

22 Hornby, As, Oxford Advanced Learner Dictionary, (New York: Oxford University Press, 1995), 1331.

23 Mohammad reza, “*the effect of using vocabulary flash card on iranian preuniversity students’ vocabulary knowledge*”, international educations studies (3, june 2012),1

24 Muh fadlul rohman, Thesis: “*Improving Students Vocabulary Mastery Using Song Lyric*” (Surakarta: IAIN SURAKARTA, 2017), hal 9.

25 Eva valiyanti, Journal: “*The Influence of English Song Toward Students Vocabulary Mastery and Students Motivation*” (Lampung: Universitas Muhammadiyah Metro, 2016) hal 79.

concluded that vocabulary mastery is the total numbers of words, a list or set of words in a particular language that a person knows or uses. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization and application.

As the saying goes, "practice makes perfect," so students should be given opportunities to practice using new vocabulary. There is no doubt that new words must be incorporated into existing knowledge – the mental lexicon. The new words are then placed in working memory and subjected to various operations to ensure long-term retention and recall. Matching, sorting, comparing, combining, and other operations may be performed. Because the terms reinforcement and practice are associated with a more mechanical and less cognitive approach to language teaching, these activities are frequently referred to as integration activities rather than reinforcement or practice activities²⁶.

c. Types of vocabulary

There are some types of vocabulary as stated by Nation, Aeborsold and Field. They are active or productive vocabulary passive or receptive vocabulary. Active or productive vocabulary refers to language items which learner can use appropriately in

26 Thornbury, Scott, 2002. How to teach vocabulary. Harlow: Longman p. 93

speaking or writing²⁷. It is in line with Nation (2002: 25) who states that productive vocabulary refers to the words that students can pronounce, spell and write. It involves how to use the words in grammatical pattern.²⁸

Shepherd classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). Further, he defines the receptive vocabulary as the words known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thought from others.²⁹In language application, the receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes.

Elfrieda H. Hiebert and Michael L. Kamil divide vocabulary into two categories³⁰:

- a. Receptive vocabulary outnumbers production vocabulary. And, as previously stated, for beginning readers, oral vocabulary far outnumbers print vocabulary.

27 Wahyu Dwi Astuti, Thesis: *“The Effect Of English Pop Songs in Building Vocabulary to Seventh Grade Students Of SMP Angkasa Adisutjipto Yogyakarta in the Academic Year of 2010/2011”* (Yogyakarta: Universitas Negeri Yogyakarta, 2012), hal 13.

28 Ibid

29 Muh fadlul rohman, Thesis: *“Improving Students Vocabulary Mastery Using Song Lyric”* (Surakarta: IAIN SURAKARTA, 2017), hal 22.

30 Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary Mahwa*, New Jersey : Lawrence Erlbaum associates, inc, 2006,3

- b. Productive Vocabulary is a collection of words that a person can use when writing or speaking. They are well-known, familiar, and frequently used words.

So, the difference between receptive and productive vocabulary is that receptive vocabulary is introduced and saved in the brain, whereas productive vocabulary is taken from the brain and used.

According to Szpotowicz and Szulc-Kurpaska³¹, it is well known that students enjoy learning new vocabulary. They want to know not only how a new word looks and sounds, but also what it means. According to the authors, students enjoy experimenting with new lexical items, particularly sounds. Some children undoubtedly enjoy practicing them while receiving varied pronunciation training. Even if children have a tendency to forget words, developing and expanding one's lexicon are the most important principles to remember when teaching a mother tongue.

However, it is important to remember that vocabulary is important both in the classroom and in everyday life. Words describe and convey information. Furthermore, communicating with others solely through grammar is nearly impossible, especially when dealing with young learners who lack advanced grammatical structures. Finally, the authors recommend that teachers devote more time to practicing and developing new language skills.

31 Szpotowicz, Magdalena – Szulc-Kurpaska, Małgorzata, 2009. *Teaching English to Young Learners*. Warszawa: PWN p.98

d. The importance of vocabulary

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because it is able to speak, write, and listen. They have to know vocabulary first. According to Bailey (2001) a word when they can recognize its meaning when they see it It means that in learning vocabulary, they have to know the meaning of it and also understand and can use it in sentence context.³² Longman in Septiani (2010) explain that vocabulary is list of words, usually in alphabet order and with explanation of their meaning, less complete than dictionary.³³ It means that they should understand the meaning.

Wilkins in Septiani (2010) say that without grammar could be conveyed, without vocabulary could not be conveyed.³⁴ So, it can be conclude that someone cannot convey anything without vocabulary. Vocabulary is the vital aspect of the language Hornby, (1953) in Yuniarti (2011).³⁵ It means that in order to able to communicate with one language, students have to process adequate its vocabulary. Based on the explanation above, it can be confirmed that vocabulary is a very important part in learning language. By knowing much vocabulary, students can understand what someone says or can

32 Eva valiyanti, Journal: “*The Influence of English Song Toward Students Vocabulary Mastery and Students Motivation*” (Lampung: Universitas Muhammadiyah Metro, 2016) hal 78.

33 Eva valiyanti, Journal: “*The Influence of English Song Toward Students Vocabulary Mastery and Students Motivation*” (Lampung: Universitas Muhammadiyah Metro, 2016) hal 79.

34 Ibid

35 Ibid

communicate with other people in a good way, without vocabulary they can't say anything because vocabulary is a to be able to speak.

Words have meaning, according to Ur³⁶ Lexis and a basic understanding of grammar are useful for communicating, not the other way around. A potential language user's ability to communicate is dependent on their vocabulary knowledge. If students do not acquire enough vocabulary items during reading activities, they will be unable to comprehend a text. Similarly, while listening apprehension, the same scenario would emerge.

3. Music

a. The Definition of Music/Song

Song is short of music with words that be sung. Song is a short musical work set a poetic text with equal importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment.³⁷ According to

Merriam Webster, song is a melody for a lyric poem or ballad.³⁸ Song, based on the oxford dictionary, is a little part of music. In addition Griffie states that song is a part of music which have words, and it has

36 Szpotowicz, Magdalena – Szulc-Kurpaska, Małgorzata, 2009. *Teaching English to Young Learners*. Warszawa: PWN p.3

37 Muh fadlul rohman, Thesis: *“Improving Students Vocabulary Mastery Using Song Lyric”* (Surakarta: IAIN SURAKARTA, 2017), hal 26.

38 <http://www.merriam-webster.com/dictionary/song> accessed on 08/11/2020

some elements that make song differ from the poetry or speech although they are have many similarity.³⁹

Redlich in Andianto (2010) state that song is a short composition usually for one voice based on lyric or poem. The lyric and the text are very various. They can be simple song or long song; can be in the form of sentences or just a word, even syllable and they usually combine with the music.⁴⁰ Song has an important thing like tone and lyric. Tone has lilting voice that make students brought in imagination. Lyric is a set of words that make up a song, Lyric is simple word of song. The lyric or song texts do not only as a complement of the song, but also as an important part of the music elements which determine the theme, character and mission of the song. It can also make sense be stable. To know the sense of the song, we can feel the rhythm and melody, harmony and voice of the singer by the singing of the song.⁴¹

Kinds of song are very various like pop, rock, jazz, classic, reggae, traditional and modern. And every student has different style in their favorite song. Based on that explanation, it can be conclude that song is combining between words to other word to be short piece, and song is different with a poem because in the song we can found

39 Ummi Kulsum Batu Bara, Thesis: *“Improving the Students Vocabulary Mastery By Using English Song at Eight Grade of Mts Islamic Zending Medan”* (Medan: UIN Sumatera Utara, 2019), hal 19.

40 Eva valiyanti, Journal: *“The Influence of English Song Toward Students Vocabulary Mastery and Students Motivation”* (Lampung: Universitas Muhammadiyah Metro, 2016) hal 78.

41 Muh fadlul rohman, Thesis: *“Improving Students Vocabulary Mastery Using Song Lyric”* (Surakarta: IAIN SURAKARTA, 2017), hal 27.

something others or something different like rhythm and melody that can make the listener more enjoy when listen the songs.

b. The Importance of Song

In Indonesia, most of students have difficulties in learning English. They are less motivation in studying English because they believe that English is difficult subject. One of media that usually used to improve english skill is song. Song is easy to find. Everyone can listen song every time and everywhere. Song does not make the students/listener bored because it is more variety. When the students do not feel bored, they will be more motivated to study. The students also do not feel sleepy when they are in learning process.

Memorizing the vocabulary is easier by listen a song than other way. Most of students like listening song. The students like listen their favorite song. They will remember it when they always hear a song. When they like with the song, they will memorize the lyric of

the song.⁴² Some researchers have conducted the study on the use of song in teaching vocabulary. The content of song is not only for entertaining, but also can offer a new way in learning a language.

Song is a natural way for people to learn a language. Playing song can set a positive mood of the day or the beginning of the classroom, or to maintain the positive attitude during the day (Brewer, 2005).⁴³

42 Eva valiyanti, Journal: “*The Influence of English Song Toward Students Vocabulary Mastery and Students Motivation*” (Lampung: Universitas Muhammadiyah Metro, 2016) hal 80.

43 Ibid

By the use of song, students also can learn by reading the lyric of the song, the prediction that reading skill may be related to rate of vocabulary growth is based on the premise that reading development may have a significant impact on students' exposure to song lyric. In fact, there is empirical evidence that exposure to written texts helps older children and adults learn new words⁴⁴. Because print material contains many more low frequency words than spoken language⁴⁵, reading text can provide important opportunities for vocabulary development advancement. We predict that word learning through reading will affect vocabulary as measured on both oral and written tasks because words learned through reading text will be at least as long as words learned through other means.

Based on the explanation about, we can conclude that song can be one of very useful media for introducing new English words to increase the English foreign Language students' vocabulary, because from the atmosphere that created by song, with a beautiful melody and good music, it can make the listener enjoy the song and the lyric of English song also can be a media to improve students vocabulary by the habit of listening in the lyric, so the students can remember remember the lyric with the meaning. When the students is sing asong, they are should remember the lyric and it is automatically improve their vocabulary mastery.

44 Nagy, Herman, & Anderson, 1985; Sternberg, 1987

45 Cunningham, 2005

c. The role of music in everyday life

Music has always played an important role in people's lives: it is everywhere, it surrounds us, and it is widely accepted all over the world. Whatever the extent to which the ability and sensitivity to music are either hardwired into the human brain or are byproducts of it. Other authorities and tendencies in music culture, without a doubt, it plays a fully central role and a crucial role.

It appears that a love of music is deeply ingrained in human nature. "We the people, we are a species to a lesser extent in music or speaking," Sacks⁴⁶ observes. It is currently difficult to avoid music because it is present in so many aspects of life. Various types of music can be heard almost anywhere and during major events such as the Olympic Games. When it comes to school, it is said that using songs in class is not very popular. It is perceived in this manner because, for the vast majority of people, listening to music is associated with leisure time rather than work or education⁴⁷.

Music can be found in every human culture, according to McDermott and Hauser⁴⁸. We can hear it almost everywhere, for example, while listening to the radio watching television and attending various family events such as birthday parties and weddings Ceremonies, funerals, restaurants, stores, cars, and even the streets.

46 Sacks . Muzykofilia: opowieści o muzyce i mózgu. Poznań: Zysk i S-ka. (2009: 12)

47 Murphey Music and song. Oxford: Oxford University Press 1992: 7.

48 McDermott and Hauser (2005: 29)

The authors define music as strange, but also as a form of communication.marvellous phenomenon because it has existed for so long and still surrounds people. It is well known that music can evoke a wide range of emotions. Furthermore, music is so widely accepted that people all over the world pay a high price for musical services⁴⁹. People may naturally use music and songs in their daily lives for their own purposes.

They can primarily listen to music at any time and in any location. Following that, you can sing without listening to any recordings. Nonetheless, some people enjoy humming or whistling while listening to music. People not only listen to music, but they also talk about it, as music appears to be a popular topic among teenagers, who discuss the latest news about artists or brand-new video clips they have recently seen. Some people find it beneficial to use songs and music to create a social environment, form a bond, or simply dance⁵⁰.

All of the examples above demonstrate that music is a significant phenomenon in our lives because it is present in our lives whether we want it or not. It has undoubtedly been with people for a long time and has become ingrained in our daily lives.

d. The benefits of singing in the classroom

Outside of the classroom, music is frequently the primary source of English. As a result, incorporating it into the lesson appears to be a

49 McDermott – Hauser 2005: 29

50 Murphey 1992: 9

good idea. There are affective and cognitive reasons for playing a song during a lesson.

In fact, affective reasons are linked to Krashen's Affective Filter Hypothesis. In a nutshell, it explains why some students learn while others do not. The most important thing is for students to develop a positive attitude toward learning⁵¹. According to Krashen⁵², "for effective learning, the affective filter must be weak." A positive attitude toward learning is indicated by a weak affective filter." As a result, it is the responsibility of teachers to create a positive learning environment.

Eken⁵³ lists eight reasons why song should be used in a language classroom. To begin, a song can be used to introduce a topic, new vocabulary, or a language point. After that, It can also be used as a lexis practice. Without a doubt, songs can be used as a source of information. extensive and focused listening Some teachers may employ them to concentrate on frequent learners. In a more indirect way, errors Not to mention that music is an excellent source of stimulation.

According To Hornby say "song is singing, music for the voice, while chant, often repeated tune to which slam and canticle are fined;

51 Eken, Denis Kurtoglu, 1996. "Ideas for Using Songs in the English Language Classroom", in: English Teaching FORUM 34, :46

52 Krashen, Stephen D. 1982. *Principles and practice in second language acquisition*. Oxford: Pergamon Press :45

53 Eken 1996: 46

several syllables or words to one note⁵⁴. Then, song is one of foreign language. The techniques using music with the goal to relax the student, which is believed to be essential element for the learning process to take place. Lems⁵⁵ states that song lyric should be focused on since they have common short word as well as repetition of words and structure who helps learners understand the meaning.

Feelings and attitudes are discussed. Learners may converse with one another in pairs or groups. small groups about what happened in the song and then share their thoughts with the rest of the class students. Songs can also help to create a relaxed classroom environment.

Songs also allow for the development of automaticity, which is the primary cognitive benefit of using music in the classroom⁵⁶. "A component of" is how automaticity is defined. Language fluency entails knowing what to say as well as producing language quickly.

Gatbonton – Segalowitz⁵⁷ stated to put it another way, songs can be assist in the automation of the language improvement process The students should essentially be placed. in an environment where the

⁵⁴ A . S. Hornby, Oxford Advanced Learned dictionary 7th Edition, Op. Cit., p. 337

⁵⁵ Fu Xiaowei, Strategy of Learning English Vocabulary From Pop Song, (China: Kristad University, 2010), p. 21.

⁵⁶ Schoepp, Kevin, 2001. "Reasons for Using Songs In the ESL/EFL Classroom" in: The Internet TESL Journal. 2001

⁵⁷ Gatbonton, Elizabeth – Segalowitz, Norman, 1988. "Creative Automatization: Principles for Promoting Fluency within a Communicative Framework", in: TESOL Quarterly :473

target language can be used in a communicative manner⁵⁸. In fact, it is said that the nature of songs is quite consistent, logical, and repetitive.

1) Motivation

Fundamentally, popular songs have an impact on students' lives and are linked to their various interests and daily experiences. Almost all popular songs revolve around the same themes of friendship, love, dream, sorrow, and other common human emotions. Songs can be a very motivating and unique teaching tool because most young people nowadays are interested in a wide range of cultural forms outside of school. Films, television, computer games, and popular music appear to be extremely motivating.

As a result, more time and attention in an English foreign language classroom devoted to popular music would undoubtedly increase learners' motivation, as classroom tasks would reflect their knowledge, their music, and the vocabulary they already know from the songs⁵⁹.

2) a pleasant atmosphere

Another important factor that makes a song useful for an English lesson is that it can create extremely conducive learning conditions. According to Murphey⁶⁰, "the use of music and songs

58 Ibid

59 Baoan, Wang, 2008. *Application of popular English songs in EFL classroom teaching*

60 Murphey, Tim, 1992. *Music and song*. Oxford: Oxford University Press. : 6

can stimulate very positive associations to language study, which otherwise may only be seen as a laborious task entailing exams, frustration, and corrections." People associate songs with enjoyment, which is why learning through songs is associated with a fun environment.

Suggestopaedia is known for having songs playing in the background while learners read some conversations. Georgi Lozanow invented this teaching method in Bulgaria, and its valuable component is music in the background. The Suggestopaedia method essentially involves the students' barriers and negative attitudes, such as low self-esteem, anxiety, or a lack of motivation to learn. Meanwhile, students learn subconsciously, which may be amusing to them. A relaxed atmosphere, a positive classroom environment, a new identity for learners, or music activities themselves are some important features of that teaching technique⁶¹.

3) Linguistic expertise

Another benefit of using songs in the English classroom is that they contain linguistic information such as vocabulary, pronunciation, and grammar. As a result, students frequently acquire new knowledge without intending to. Furthermore, many teachers would be quick to recognize music's educational value.

61 Larsen – Freeman Larsen-Freeman, Diane, 2000. Techniques and principles in language teaching. (2nd edition) Oxford: Oxford University Press.: 73-80

Songs can be thought of as 'distortions' of a language's normal speech patterns. Normal speech and songs, according to Jolly⁶², are on the same continuum of vocally produced human sounds. They both have melodic and rhythmic content and represent forms of communication in a linguistic sense.



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62 Jolly, Yukiko S. 1975. "The Use of Songs in Teaching Foreign Languages", in: *The Modern Language Journal* Vol. 59: 11

CHAPTER III

RESEARCH METHOD

A. Approach and Methodology of the Research

The research design that will be used in this research is a qualitative approach. According Creswell, the research designs are the specific procedure involved in the research process: data Collection, data analysis and report writing. The research design for this research is descriptive qualitative method. It is used descriptive because this research aims to describe the obtain data of the field then this data research is collected the form of word. This research is qualitative because the human as an instrument to analyze the written data in translation's text.⁶³

While the type of the research that will be used in this thesis is a descriptive research. Descriptive research is research direct to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area.⁶⁴ In this research, the researcher want to describe a music clinic program in increasing students vocabulary.

B. Location of the Research

This research will be sites in the Jember district, especially in the State Islamic University of Jember. The choice was due to the fact the they had a

⁶³ John W Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research -4th ed.*

⁶⁴ Riyanto Yatim, *Metodologi Penelitian Pendidikan*, (Surabaya: SIC, 2010), 23.

music clinic program in the English Department of State Islamic University of Jember.

C. Research Participant

Research subjects are informants who are used as data sources to report data sources that are related to the research focus. The description includes what data you want to obtain, who wants to be an informant or research subject, how the data will be captured so that its validity can be guaranteed.

The subjects in this study are :

1. The Chairman of Music Clinic program.
2. The Tutor of Music Clinic program.
3. The member of Music Clinic program.

D. Data Collection Technique

In this research, the researcher use some technique of collecting data such as interview and documentation.

1. Observation (Observation)

Observation is defined as a data collection technique that has specific characteristics when compared to other techniques, namely interviews and questionnaires. If the interview on the questionnaire always communicates with people, then the observation is not limited to people,

but also other objects⁶⁵. Observations when viewed from the involvement of observers / researchers with data sources, Types of observations that will be used in this study is Non-participant observation ,In non-participant observation the researcher only performs one function which is to double observation. ⁶⁶ the researcher choose this kind of observation to obtain the data. As for those obtained with this method are:

- a) The activities of Music Clinic program in English Department Islamic State of Institute of Jember.
- b) Learning strategies in learning vocabulary of English Department Students through Music Clinic program.

2. Interview

Interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic⁶⁷. Semi-structured Interviews are used to find out the problem that more open-ended, which the interview invites get opinion, and ideas.⁶⁸ In this study, the type of interview that will be used is a semi-structured interview. Semi-structured Interviews are used to find out the problem that more open-ended, which the interview invites get opinion,

⁶⁵ Sugiyono, *Research Methods*, 145.

⁶⁶ M. Djamal, *Paradigma Penelitian Kualitatif* (Yogyakarta: Pustaka Pelajar, 2015), 70

⁶⁷ Sugiyono, *Quantitative Qualitative Research Methods and R & D* (Bandung: Alfabeta, 2016), 317

⁶⁸ *Methodology penelitian kualitatif dan ground theory by prof dr warul walidin hal 134*

and ideas.⁶⁹

The researcher chose semi-structured interview because it is flexible, so that the question materials can be easily informed and researchers can deal directly with informants, so that communicative interactions occur.

Data that can be obtained by using interviews are:

1. A brief history of the founding of Music Clinic program in English Department Islamic State of Institute of Jember.
2. The impact of Music Clinic Program in students vocabulary.
3. The students vocabulary obtained through the Music Clinic program.

3. Document Review

Document review is a record of events that have passed. Documentary can be in the form of writings, pictures, or monumental works of a person. Documents are a complement to the use of observation and interview methods in qualitative research.⁷⁰

The data to be obtained from this study are:

- a. Vision, mission and goals of Music Clinic program in English Department State Islamic Institute of Islamic Jember.
- b. The organizer of Music Clinic program in English Department State Islamic Institute of Islamic Jember facilities and infrastructure.
- c. Music Clinic program structure of English Department State Islamic

⁶⁹ Methodology penelitian kualitatif dan ground theory by prof dr warul walidin hal 134

⁷⁰ Sugiyono, *Research Methods...* 240.

Institute of Islamic Jember.

- d. Photos of Music Clinic program activities in English Department State Islamic Institute of Islamic Jember.

E. The Procedure of Collecting Data

When the researcher has selected what type of instrument will be used to collect the data, the researcher can describe how the data will be collected as a result of this study. The researcher do the first procedure of collecting data that is observation. The instructions for doing observation are :

1. First, the researcher contacted the leader of ESA and made a schedules to do research in music clinic program and ask the research permission.
2. After asking to the leader of ESA, the researcher asked permission to the tutor and music clinic members, then the researcher explain to them that will does a research about vocabulary in English song through music clinic program.
3. The researcher attend in weekly activities of music clinic program.
4. The researcher observed the activities in music clinic, started from the tutor that give instruction to the members.
5. Next, the researcher observed the member of music clinic in singing.
6. The researcher observed the member who took apart in playing instrument.
7. After the researcher looked on the member who take a part in singing and playing instrument, the researcher observe the members when they sing the English song with whole of music clinic member.

After the researcher did the observation, the researcher moved to the next instrument that is interview. The researcher collect information through interviews from informant and documentation. This is the role of the researcher to collect the data :

1. The researcher attend in weekly activities of music clinic program
2. The researcher do the interview with the tutor clinic program and ask them about the implementation of music clinic program in the English department of State Islamic University of Jember.
3. The researcher recorded the interviews that have been done.
4. After the researcher did interview with the tutor, the researcher move to the member of music clinic program. The researcher ask them about the English song and their vocabulary in music clinic.
5. Then for the next the researcher noted what they have said during the interview.

During documentation review, the researcher provides some information in order to obtain a result from the investigation.

1. The researcher put the profile of English Students Association State Islamic University of Jember.
2. The researcher put the pictures during the researcher do the research in music clinic program.
3. The researcher put the result of interview with the informant in music clinic.

F. Data Analysis Method

Analysis is the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by organizing the data into categories. Breaking down into units, doing synthesis, compiling the depth of the pattern, choosing which ones are most important and which will be studied, and making conclusions so that they are easily understood by oneself and others.⁷¹

The data analyzed used mode of Miles and Hubberman. In qualitative research, the data were obtained by technique of collecting data that we called Triangulation and during collecting the data were continuously until the data saturated. By observation that continuously got the high data. Miles and Hubberman's data analysis consist of L data condensation, data display and conclusion drawing/verification data that was done interactively and continuously to complete, so the data research saturation.⁷²

We see analysis as three concurrent flows of activity: (1) data condensation, (2) data display (3) conclusion drawing/verification. We explored each of these components in more depth as we proceed through the book. For now, we made only some overall comments.⁷³

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting or transforming the data that appear in the full

⁷¹ Sugiyono, *Research Methods*, 244.

⁷² Prof. Dr. Sugiyono 2015. *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung ALFABETA cv.p333

⁷³ Matthew B. Miles, A Michael Hubberman, Johnny Saldana. 2014, *Qualitative Data Analysis, A Methods Source book*. Arizona State University, Third Edition.

corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By considering, we're making data stronger. In this step, the researcher focused on summarizing and selected the notes fields to observation and interview. The researcher took the data about the learning strategies in students vocabulary through music clinic program.

2. Data display

The second step is data display. Presentation of data is done in various forms such as tables, graphs, and the like. More than that, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, and the like. By displaying data, the data will be organized and arranged. From display the data, researcher can get the conclusion in order to answer all about the research question in this research. There are many different ways to present the data. In this research, the researcher described the data into narrative form in order to make the data more easily to understood.

3. Conclusion drawing or verification

The last step of analyzing the data was conclusion drawing or verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, casual flows, and propositions.⁷⁴ In the last of data analysis, the researcher give the result of problem statement then concluded after presenting the data

⁷⁴ Matthew B. Miles, A Michael Hubberman. *An Expanded sourcebook Qualitative Data Anlysis second edition*. London, New Delhi:Sage Publication, p.11.

and analyzing the data.

G. Validity of Data

In this research, the researcher use triangulation to test the validity of data. Creswell stated that triangulation of data will be collected through multiple sources to include interviews, observations, and document.⁷⁵ It means the researcher used two or more technique in collecting the data to get validity. The purpose of triangulation is to increas the credibility and validity of the finding. The data was taken from an informant was compared to the data from the other informant. Here, the researcher takes the data from the teacher and the students

H. Research Procedure

This section outline the research implementation plan that will be carried out by researchers, starting from preliminary research, design development, actual research, and to writing reports. The research phase in this study are as follows:

1. Pre-field step

The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of the study object.

a. Arrange the Research Design

In compiling this plan the researcher establishes the following: the title of the study, the reasons for the research, the focus of the study, the

⁷⁵ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Third Edition* (California: Sage Publication, 2009), 199

purpose of the study, the benefits of the study, the object of the study, and the method used.

b. Choosing Research Field

Before conducting research, a researcher must first choose a research field. The chosen research field is State Islamic of Institute of Jember.

c. Permit Processing

Before conducting research, researchers take care of licensing in advance to the campus. This researchers can immediately carry out the stages of research after getting permission to conduct research at the site.

d. Assess the State of Field

After being given permission, researchers began to explore and assess the field to better know the background of the research object. This was done in order to make it easier for researchers to dig up data.

e. Prepare Research Equipment

After all is done the researcher prepare the equipment needed in the study before plunging into the field starting from preparing notebooks, papers and so on.

2. Stage of Field Work

After all preparations are considered mature, the next step is to carry out research. In carrying out this stage, the researcher collect the data needed by using several methods, including interview and documentation.

3. Data Analysis Stage

After all the data collected, analyze the whole data and then describe it in the form of a report and consult with the supervisor. This activity continues to be carried out by researchers so that the supervisor states the results of this study are ready to be tested.



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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter cover research finding and discussion of the research. The finding is the information found from the field, while the discussion is a process of making a decision or a conclusion about the topic of this research that is students vocabulary through music clinic program.

A. General Description of Research Object

This research was conducted in English Department State Islamic of University of Jember especially in English Department, which is

1. The Profile of English Students Association (ESA)

The Department of English Education is a new department at UIN KHAS JEMBER since 2015. This department was one of the many new majors at that time, such as mathematics, science, social studies, biology and many more. Similar to these majors, the English department has an association for students to support the development of students. With a community like this, students can improve their skills in academic or non-academic fields, so, it is not only the learning process at the university but also provides a community to explore their knowledge, experience, and achievements. For this reason, English students at UIN Jember were initiated to establish an English student association as a legal community on the university.

In addition, it is as a coordinating institution for English students to improve their skills of English academically and non-academically. Then, Student Executive Institution of IAIN Jember established the organizer of English student association at the first time with the leader is Diya'ul Akbar Lil Umam. This student association is called English Student Association with the abbreviation ESA which is inaugurated on 15th December 2016. This institution was inaugurated by the third Dean of Dekan, Mr. Hafidz, S.Ag, M.Hum in theater building together with 5 Student Associations namely Social, Mathematic, Biology, Science students association.

In such an organization, the members of ESA who also include students from the English department has many programs to develop the ability of all English department students, both in academic and non-academic. In ESA, there are various divisions such as kaderization which assists, protects, and creates harmony among English Department students. Scientific that facilitates English Department students residents in developing knowledge / skills, especially in English. Communication and information that develops relationships and networks. Then there is also talent and interest, a forum for expression and channeling the talents and interests of students in the tadriss study program in English. Where all of each of these fields has a work program that is in accordance with their respective fields.

2. Vision and mission

a. Vision

To make the student association of the study program a forum for English Department students in optimizing competence, creativity, innovation and excellence in academic and non-academic fields based on the principle of kinship.

b. Mission

1. Helping English department students to develop their talents and interests, both in academic and non-academic fields.
2. Provide a platform, motivation, and full opportunities for English department students to innovate in developing and maintaining abilities based on the principle of kinship.
3. Building ties of friendship and solidarity between RM UIN KHAS JEMBER and the external English Student Association UIN KHAS JEMBER.

3. Organizational Structure of English Student Association (ESA)

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Table 4.1
Organizational Structure of English Student Association

Executive Organizer	
Leader of ESA	Qoniatuzzakiyah
Vice Leader	Yulio Hady Permana
Secretary	Wafa Shawan Syahid
Treasurer	Achmad Fawas
Caderization	
Leader	Fahmi dafi Dzulqornain
Secretary	Muhammad musawwimin
Member	Marisa Nur Izza

Member	Achmad Hanuji A
Member	Ade Irma L
Member	Siti Kholila
Member	Fika Nur Fatika
Member	Tanty dewi S
Scientific	
Leader	Syamsul Anam
Secretary	Revy Wahyu Rakhmadiah
Member	Fiki Dwi Sembilan
Member	M. Ari Firdaus
Member	Fika Dwi Sembilan
Member	Hanum Kurnia R
Member	Lutfi Hasan
Member	Ismi Durrotul M
Talent and Interest	
Leader	Ali Imron Syahroni
Secretary	Moch. Akbar Abinizar
Member	Aldi Fajar S
Member	Alifyah Ismi
Member	M. Baitur Zidan
Member	Permata Kamila
Member	Fairuz Maulidi
Member	Maya Widya
Communication and Information	
Leader	Shovy Nuril Laili
Secretary	Bintang Irar Rochmatullah
Member	Siti Fatimatus Zahro
Member	Noviana Dwi
Member	Ulfa Diana Riska
Member	Ismi Fauziah Hanum
Member	Muhammad Rizqi M
Member	Reta Prasasti

**Chart 4.1 Structure of English Student Association (ESA)
Organizer**

B. Research Findings and Data Analysis

1. The vocabulary learning strategies through music clinic program

Music clinic program is one of the programs offered by English Students Association of UIN JEMBER to support and assist students in

their growth, especially in the non-academic field. In carrying out the program, the PSDM (talent and interest) division is in charge of music clinic program. Because music clinic program is one of the labor programs offered to English department students by them.

In the field of music clinic, English Students Association of UIN JEMBER members are in the field of talent and interest, providing music clinic members with tutors to help carry out activities in music clinic programs. In music clinics. To carry out routine activities they provide tutors according to their respective fields, such as singing and playing instruments Ika said

“So the music clinic is once a week, later we will meet with the field we want, if I sing, so there at every meeting we will hone practice skills by relying on a song that is sung”⁷⁶

From the explanation of interviews conducted by researcher, researcher found an explanation that the music clinic is a weekly program that runs once a week, where the program is hold by the English Student Association (ESA). The music clinic is divided into two parts, that is the singer and member who playing instrument.

The researcher also have the documentary of music clinic tutor that carry out the member of music clinic program⁷⁷

⁷⁶ Rizka Hartati, Interview, 16 March 2022

⁷⁷ Documentary, Music Clinic Activity. Wednesday, 09 of March 2022



Picture 4.1
Tutor carry out music clinic program

So, at the music clinic, the members are asked by a tutor who is basically in accordance with the field they take, and then after that based on the observation they (music clinic member) are usually combine between singing with the accompaniment of music instruments, with the goal of building chemistry among music clinic members so that they can collaborate as a unit that is music clinic program⁷⁸. this corresponds to one of the interviewed members' statement :

“Yes, it's true, personally, then singing and singing music is mixed and matched, so there is chemistry that is built too” (ika said)⁷⁹

Based on the interview above, the researcher also found that music clinic activities that were held once a week could combine members who were singing and playing instruments, it is aimed to build chemistry between the members that playing instrument and singer.

There is the documentary of music clinic members while they collaborate between singing and playing music instrument.⁸⁰

⁷⁸ Observation, Music Clinic Activity. Wednesday, 23 March 2022

⁷⁹ Rizka Hartati, Interview, 16 March 2022



Picture 4.2
Collaboration between singing and playing instrument

This routine activities usually prepared for many events that will be held by English Students Association of UIN JEMBER. As a result, they (music clinic members) frequently prepare for the English Department Students' event, but because of covid-19 now there is no English Students Association event that attended by music clinic program.

There is a documentary that researcher have from the event that held by English Student Association before pandemic era.⁸⁰



Picture 4.3
Music clinic in Englis Students Association's event

In learning English there are various methods to improve students English abilities English Department of UIN Jember's, especially for members of the English Student Association, which has many programs to support the development of students both in academic and non-academic fields. One of them is in the field of PSDM, they have a program namely

⁸⁰ Documentary, Singing and Playing Instrument Activity. Wednesday, 16 March 2022

⁸¹ Documentary, International Workshop. Friday, 28 of September 2018

music clinic. Many students from the English Department attended the music clinic, and those who took part were not only from one class, but also from different generations.

In this section, the researcher conducted one-to-one interviews to the music clinic members to gain some answers related to their responses about the music clinic program and also about the impact of English in their vocabulary mastery. The members of music clinic stated that music clinic was enjoyed, because of except they like about music they also were able to spend time with their friends who were also members of the music clinic. Ahmad Zainuri explain his reasons why did she join music clinic program :

Interviewer : *Apakah alasan anda mengikuti program musik klinik?*
(what is your reason in joining music clinic program?)

Informant : *Dulu lebih mengisi waktu luang, terus kebetulan saya suka sama musik. Ya sudah saya coba aja, toh kegiatannya bagus. Selain itu nambah relasi juga... begitu.*

(I used to spend more time in my spare time, then I also like music. Yes, I've tried it, but the activity is good. Besides that, it adds relationships too... that's it)

Interviewer : *Waaah, berarti ada juga banyak hal yang bisa kita dapatkan ketika ikut musik klinik?*

(waaah, so there is also manythings can be got when we are join music clinic ?)

Informant : *Tentu kak, menurut saya program ini bagus juga untuk mendukung kegiatan mahasiswa Tadris Bahasa Inggris.*

(of course, in my opinion this program is support the students of English Department Students)⁸²

⁸² Ahmad Zainuri, Interview, 09 of March 2022

According to an interview with one of the music clinic participants above, Ahmad Zainuri showed the reason why he engaged in the music clinic activity was to fill his spare time at first, but he eventually found the useful activity like he enjoys in music clinic activities.

Basically there is a member that join in music clinic by spending their spare time in a good activity. It can be add more relationship between another member that join and enjoy together in music clinic program. Beside of they can enjoy by the activity in it, The members of music clinic can learn a lot about music. They can learn to sing, play music, or a combination of the two. Ahmad Zainuri stated :

"In the past, I was more of a singer," Ahmad Zainuri explained, "but I also studied musical instruments such as the guitar." Because at the time, I was interested in learning to play the guitar".⁸³

Based on the Ahmad Zainuri statement, in music clinic program, we do not only learn about singing or playing an instrument, we can also learn the combination of two. Ahmad Zainuri was the first member I interviewed, he was at the music clinic studying to sing, but he also learn to play an instrument (guitar). he said why she selected guitar to play because he enjoys playing guitar. To join a music clinic, you don't have to be a pro or brilliant musician; all English Department students can join the program even if they are regardless of talent, are welcome to participate.

⁸³ Ahmad Zainuri, Interview, 09 of March 2022

The most essential thing is that they have an interest in music or singing and desire to learn, as a participant of the music clinic Dina Wasilatul Rofiqoh also explain more about her reasons why she join music clinic :

Interviewer : *Jika boleh tahu Apakah motivasi atau alasan anda mengikuti program musik klinik?*

(what is your reason join in music clinic?)

Informant : *Sebelumnya saya tergabung dalam organisasi paduan suara, beberapa tutor meminta saya untuk bergabung bersama music clinic. Dari situ saya coba mengembangkan hal yang menurut saya pribadi suka dengan hal itu, meskipun saya tidak berbakat.*

(Previously I was a member of a choir organization, some tutors asked me to join a music clinic. From there I tried to develop things that I personally like about it, even though I am not talented enough.)⁸⁴

Based on the results of the interview, Dina Wasilatul Rofiqoh as one of the members of the music clinic said that her motivation for joining the music clinic program was because there were several music clinic tutors who invited her to join the activity, and she also decided to develop something she likes (music).

Everyone in English Department Students are able to join in music clinic. The Members of the music clinic who participate in the program have a variety of reasons for joining music clinic program. One of member that researcher have interviewed is Dina Wasilatul Rofiqoh, she picks a singing part in the music clinic, despite the fact that she claims she is not particularly skilled, but because some of tutor want her to join, so she join

⁸⁴ Dina Wasilatul Rofiqoh, Interview, 09 March 2022

in music clinic program; nonetheless, this is not a problem because we are all there to learn, therefore it doesn't matter.

In the music clinic program, the most activity is practice singing together, the members that participate in singing at the music clinic frequently perform a variety of songs from different genres and also in a variety of languages. The songs that are frequently employed in the music clinic are English song. Ika remarked the statement :

"Yes, most of the time, the songs chosen are in English, especially if they are to be sung at university events. Indonesian music were only utilized once or twice, and usually just for weekly activities, although English songs were used far more frequently."⁸⁵

Based on the results of the interview, the researchers found that the English song was the most frequently chosen song in the music clinic, although sometimes the music clinic members also chose Indonesian songs. English song is the main song that usually used by members of music clinic program in doing their activities. Furthermore, members of the music clinic can also sing Islamic songs, folk songs, and the national anthem. according to Dina Wasilatul Rofiqoh :

⁸⁵ Rizka Hartati, Interview, 16 March 2022

"We are indeed from the English study program, but when there are study programs that require the music clinic to appear to sing the national anthem, we are also capable, Islamic songs are the same " she said. ⁸⁶

In conclusion music clinic program not only learn about English song, they also can sing the another songs, although the main song that they use is still English song. They also learn to sing another of genre, like Islamic songs, national anthem etc.

Music clinic is a venue for them to enhance their non-academic abilities. They can learn about music and they can enjoy to enhance their non-academic abilities. Besides of they enjoy music clinic activities, the member of music clinic also enjoy the English Song in the another time, outside of the music clinic, they are frequently listen to or play English songs by using various media or programs such as YouTube, Spotify, and YouTube Music. This is in accordance with the statements of the members when interviewed, Ahmad Zainuri explained :

Interviewer : *Biasanya anda menggunakan media apakah untuk mendengarkan lagu yang berbahasa inggris ?*

(Usually, what media that you use in listening the English song?)

Informant : *Kalo dulu lebih ke search di google, tapi sekarang youtube, spotify, youtube music gitu karena disana juga disediakan liriknya beserta musicnya.*

(In the past, I used to search the lyric on google, but now it's youtube, spotify or youtube music because there are also lyrics and music available in this kind of media.)

⁸⁶ Dina Wasilatul Rofiqoh, Interview, 09 March 2022

Interviewer : *Jadi untuk sekarang lebih memilih platform tersebut karna bisa membantu untuk melihat liriknya juga?*

(So, for now you prefer to used this kind of platform to help read the lyric?)

Informant : *iya seperti itu jadi memudahkan saya*

(Yes, it is make me easier)⁸⁷

Another member of music clinic also stated something that she also using various media to listen or play the song "Sometimes youtube sometimes also spotify"⁸⁸ Ika added. They also frequently play music or video songs with lyrics in English because, because except being able to hear the song, they can visualize the song by viewing the video and reading the lyrics of the song in the video.

Based on the results of interviews with the two members of the music clinic, the researcher found that members of the music clinic usually listen or play music with various media that can be used, but YouTube and Spotify are the media they most often choose to use, because in these media they are not only hear a song but they can also read the lyrics of an English song.

The music clinic program member use variety of media to listen the English songs, but YouTube platform is one of the most commonly used platforms since we can find English songs or videos with lyrics on YouTube. According to the members of music clinic they agree with this kind of statement, Rizka Hartati stated :

⁸⁷ Ahmad Zainuri, Interview09 March 2022

⁸⁸ Rizka Hartati, Interview, 16 March 2022

"Yeah, I often use lyrics, but if I already know the lyric, I do not use this lyric figure."⁸⁹

This kind of way can also help in various things not only to help them to sing and add new vocabulary, they can also practice their pronunciation only in English sentences. Dina Wasilatul Rofiqoh also stated :

"I'm the kind of person who never memorized song lyrics, besides reading English lyrics, I can practice how to pronounce words and know word spells."⁹⁰

So it can be explained that the use of song's lyric except to learn about vocabulary sometimes the members of music clinic program also can practice their pronunciation by singing the English song.

When participating in their routine activities, sometimes they face a new song that they ever known before, when they face this kind of condition the members of music clinic program do almost the same thing, they use Google to look up song lyrics that they haven't remembered when they come across an English song that they haven't heard before. Then they started reading the song's text on Google to learn how to sing it. Dina Wasilatul Rofiqoh expressed her thoughts

⁸⁹ Rizka Hartati, Interview, 16 March 2022

⁹⁰ Dina Wasilatul Rofiqoh, Interview, 05 February 2022

"Sure, I searched for it via google. Even if I knew the song, I would still open google to look for the lyrics of the song." ⁹¹

Another member, Rizka Hartati, who favors video as a medium for reading lyrics, stated,

"If I don't know, I will find out the meaning of the lyrics first, but if I seek for the meaning of the lyrics, it's like a lyric video with a translation that I look for knowing the meaning of the lyrics." ⁹²

Slightly different from the other members, who has a habit of following other friends singing an unknown song, namely Ahmad Zainuri.

"I generally follow my friends singing by looking for the lyrics, and if I can't find them, I listen to the original song again," Ulik Tasniati said. ⁹³

As a result, each member of the music clinic has a unique approach to dealing with this, they employ a manner that they are comfortable with in order to enjoy these activities even more it can be by looked up the lyric in Google or just following the other friends in singing and so on, but whatever the way they choose, it is give an impact on their vocabulary mastery, because of their habitually activity in singing English, their vocabulary got increased unconsciously.

⁹¹ Dina Wasilatul Rofiqoh, Interview, 09 March 2022

⁹² Rizka Hartati, Interview, 16 March 2022

⁹³ Ahmad Zainuri, Interview, 09 March 2022

The use of English song in music clinic program can be improve their members vocabulary, Mrs Meria as a tutor in music clinic program stated that :

Interviewer : *apakah english song bisa improve vocabulary dari anggota musik klinik?*

(Can English songs improve music clinic members vocabulary?)

Informant : *Bisa banget kak*

(of course)

Interviewer : *Bagaimana untuk para anggota yang bermain alat musik ?Apakah mereka juga terbantu vocabulary nya ?*

(How about the members who play music instruments? Will their vocabulary help too?)

Informant : *Anggota yang bermain alat musik pun juga suka bernyanyi kak, terlepas suara mereka bagus atau tidak, semua anggota music clinic suka bernyanyi, Kalaupun mereka tidak suka bernyanyi, mereka bisa mendengar kan temannya bernyanyi sehingga mau tidak mau vocab mereka juga bertambah, meskipun tidak sebanyak para anggota yang memilih bagian bernyanyi.*

(Members who play music instruments also can to sing, sis, regardless of whether their voices are good or not, all members of the music clinic can to sing, even if they don't like singing, they can hear their friends singing so that they can't help but increase their vocabulary, although not as much as the other members that choose in singing part.)⁹⁴

Based on the observation and interview above, it can be concluded that, music clinic is a program that running weekly form English Department Students Association, in this program every member are be prepared by tutor in learning music. In music clinic program the members is not just learn about music , they also study about English especially

⁹⁴ Meria Nur Astuti, Interview, 16 March 2022

vocabulary by English song. English can be a media in learning vocabulary in music clinic program, beside of they learn vocabulary, they also can learn the pronunciation by singing English song.

Many activities they did in music clinic program, the members of music clinic program had increased their vocabulary mastery as a result of the many activities they participated in during the program. Their vocabulary increased because they mostly used English songs in the music clinic, and they also carried out other activities that supported this. such as listening to English song with lyrics on media that usually they used to be. looking for lyrics when they hear a new song they haven't heard before, and so on. Songs also can be used to introduce a new vocabulary that the students never known before.

Habit in listening to English song can be a practice for students in listening skill. When listening to English songs becomes a habit of the students, they will feel unfamiliar of the new words they hear because they probably ever listen to the word in the songs. As the students listen to the songs, they tend to follow the lyrics and the rhythm.⁹⁵ By doing a listening habit to English song, it can helps the students of English Department to catch the word in English that exist in the lyric of song easily. Because the sensitivity in rhythm bring them to the necessary step in learning language.

There are the differences in how each member of music clinic program learn about vocabulary mastery. There are several reasons for

⁹⁵ Zara Firsty Meutia, Abdul Asib, A. Dahlan Rais, Journal: “A Correlation Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill” (Surakarta : English Journal, 2013), hal 341

their disparity in vocabulary learning, including: first, it is dependent on their practice of listening to music through media, the individuals who utilize media containing song lyrics have a larger vocabulary mastery than those who exclusively listen to songs without seeing words. Second, the part that have been picked by the member of music clinic program also can be the factor that makes differences between singers and those who play instruments. This is because when the singers sing an English song, they pronounce or speak many vocabulary than the member who play instrument, and the singers also understand more about each phrase contained in a song, whilst those who play instruments do not.

From the results of these interviews, researcher can conclude that the activities that run in the music clinic program can be one of the way to learn vocabulary for the members of music clinic program, both of those who take part in singing or those who only play instruments. The members who only play instruments also can learning about vocabulary by listening habit to the English songs from the member who take part in singing, so they can also improve their vocabulary. When listening to English songs becomes a habit of the students, they will feel unfamiliar of the new words they hear because they probably ever listen to the word in the songs. As the students listen to the songs, they tend to follow the lyrics and the rhythm.

2. The impact of English song in students vocabulary mastery

In learning English, There are numerous things that may be used to help students learn English, and there are also many things that can be used to improve students' motivation to study English, one of which is English songs. English songs can be one way to increase motivation to learn in English, especially helping learners in learning vocabulary. Because we may learn in a fun way by listening to English music, there are even some people who enjoy listening to English songs. According to a statement made by one of the music clinic members, Ahmad Zainuri Explained :

Interviewer : *Apakah menurut anda English song is motivate you in learning ? Especially for learning vocabulary*

(Do you think English song is motivating you in learning? Especially for learning vocabulary)

Informant : *Ya of course, soalnya tujuan saya dengan suka bernyanyi bahasa inggris adalah cara saya memahami vocab dengan hal yang saya senang yaitu bernyanyi*

(Yes of course, because my purpose by liking to sing in English is how I understand vocabulary with what I like, that is singing.)⁹⁶

Based on the statement above, English song can motivated music clinic members in learning English, because it is the way they learning vocabulary with something they enjoy it is suitable with the statement of Ria Antika that stated “One of the techniques which can be used is by

⁹⁶ Ahmad Zainuri, Interview, 09 March 2022

using song. This is based on the characteristics of young learners who like something fun and enjoyable.”⁹⁷

On the other side, singing an English song is a means for them to learn English without recognizing it, since they acquire vocabulary without realizing it. This might happen due to the repetition in singing or listening an English song. Saiful latif and Mardia A. Rahman stated in their research journal, “they found that the students vocabulary were improved step by step with listening the English song.”⁹⁸ They give the students a pre-test vocabulary before they give the treatment in learning vocabulary by listening English song. The result of their research, students vocabulary were increased by the treatment that were given by them. It is also based on the experience when the researcher do an interview with the members of music clinic, they said that their vocabulary were improved by the English song.

The English song is the song that is most frequently used by the members in music clinic program, therefore it has become a habitually activity for them in every meeting, although they also use another songs but English song still the most. Because of this habit in using English song in every meetings, the members of music clinic can be helped in terms of

⁹⁷ Ria antika, journal: “*The Effects of English Songs in Learning Vocabulary for Young Learners*” (Banten: The 10th NOSLLTL, 2021) hal 119

⁹⁸ Saiful Latif, Mardia A. Rahman, Journal: “*Students Vocabulary Mastery Through English Songs at Madrasah Aliyah Negeri 1 Halmahaera Utara*” (Halmahera Utara : journal bilingual, 2020). Hal 54

improving their vocabulary. This is in line with a statement made by one of the music clinic teachers, Mrs. Meria stated :

"Most of us use English songs, because music clinic activities are not only used for entertaining but also can be good for developing English vocabulary as well as enjoyable."⁹⁹

From the results of the interview, Mrs. Meria stated that the most song used in the music clinic program is an English song, Mrs. Meria also said that the English song is not only intended to entertain, but can also be a good way in developing English vocabulary.

It is suitable with the statement from that stated "Habit in listening to English song can be a practice for students in listening skill. When listening to English songs becomes a habit of the students, they will feel unfamiliar of the new words they hear because they probably ever listen to the word in the songs. As the students listen to the songs, they tend to follow the lyrics and the rhythm. It helps students catch the word in English easily."¹⁰⁰

By the habit in repetitions English song, it can develop English vocabulary for the student in enjoy ways. In her statement Mrs. Meria also believes that, in addition to being a signature for us that is English department students, English music can also be used for entertainment.

⁹⁹ Meria Nur Astuti, Interview, 16 March 2022

¹⁰⁰ Zara Firsty Meutia, Abdul Asib, A. Dahlan Rais, Journal: "A Correlation Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill" (Surakarta : English Journal, 2013), hal 341

Because music clinic program usually also invited to the English Students Association events to entertain the participant in this kind of event.

In the other hand, music clinic members who take part in playing music can also do this, even if they are not singers, they can sing along to the music of the music clinic members who take part in singing, even though they are really can't sing, at least they can listen to the songs they sing, so they can also improve their vocabulary. Mrs. Meria stated

"Members who play musical instruments also can sing, regardless of whether their voices are good or not, all members of the music clinic like to sing, even if they don't like singing, they can listen their friends singing so that they also increase their vocabulary by this kind of way too."¹⁰¹

Based on the interview, Mrs meria said that all members in the music clinic can learn about vocabulary through the English song that is sung in their weekly activity. Include the member who take a part in playing instrument.

Based on Saiful Latif And Mardia A. Rahman in Millington statemement "that listening or using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language."¹⁰² So, eventhough the member of music clinic that playing an instrument, their vocabulary still can improved by listen their friend that

¹⁰¹ Meria Nur Astuti, Interview, 16 March 2022

¹⁰² Saiful Latif, Mardia A. Rahman, Journal: "*Students Vocabulary Mastery Through English Songs at Madrasah Aliyah Negeri 1 Halmahaera Utara*" (Halmahera Utara : journal bilingual, 2020).

take apart as the singer and they got the same opportunity to understand more about English.

In addition to the various things above that researcher have found in the music clinic, the researcher also found something more in music clinic with many activities in it. After the researcher conducted interviews with several members of music clinic, The researcher discovered that activities in music clinic could help members improve their vocabulary mastery. This could happen because their various activities at the music clinic could support the members in increasing their vocabulary mastery. Such as when they listen the English song, and when they face a new song, then they look for the lyrics of a song that they didn't know before, not only looking for new song lyrics, they can also find out the meaning of the lyrics of the song, so that it can help the members of music clinic increase their vocabulary mastery. This is supported by a statement from a music clinic member, Dina Wasilatul Rofiqoh, who explained :

Interviewer : *Untuk pertanyaan terakhir, Sebagai member dari musik klinik, Apakah aktifitas yang dilakukan dalam musik klinik membantu anda dalam meningkatkan penguasaan vocabulary anda ? Berikan alasannya*

(For the last question, As a member of music clinic, do the activities carried out in music clinic help you to improve your vocabulary mastery? Give the reason)

Informant : *Sangat membantu. Dengan sering membaca lirik lagu, mencoba untuk menghafal, berusaha mencari arti sebuah*

kata dalam lirik lagu yang sebelumnya belum difahami atau sudah tau tapi lupa itu bisa menguatkan dan menambah vocab. Jadi memang music clinic sangat membantu dalam penguasaan vocab para anggota.

(It is very helpful. It can strengthen and add vocabulary by reading song lyrics frequently, trying to memorize them, and trying to determine the meaning of a word in song lyrics that was previously unknown or already understood but forgotten. As a result, the music clinic is extremely beneficial in improving the members' vocabulary.)¹⁰³

Based on the results of interviews conducted by researcher, researcher found an explanation that activities in music clinics can increase students' vocabulary, this can happen because the repetition in listen, play or sing the English song that has been sung in music clinic activities.

This thing could be helpful for the member of music clinic program because, they can learn English in an enjoy way that they loved. It is become a good way for them. It is the same the statement from Ahmad Sauki, he stated in his research that “The students behaved passively during the lesson. They just listen to the teacher and followed the class inactively. These behaviors were changed dramatically during the treatment. The students feel that they had new innovation when they learned English by using song lyric. They could increase their vocabulary from this technique. They could be more active when they applied the

¹⁰³ Dina Wasilatul Rofiqoh, Interview, 09 March 2022

technique.”¹⁰⁴ So it can be concluded that the students vocabulary can be increased by reading the lyric of English song especially for music clinic members.

This is also a viewpoint of another member that said music clinic is a useful program that can increase students vocabulary, Ulik Tasniati, who stated,

"Yes, it is completely useful, at least we have a place for English Department students is offered here, apart from enhancing their musical skills, we can also receive a plus point when singing English songs during practice in music clinic program." ¹⁰⁵

From the interview above, Ahmad Zainuri stated that besides of being able to improve musical skills, the members of music clinic program can also get other plus points from the activities that take place in the music clinic.

Music clinic is an useful program that being a place of English Department Students in enhancing their musical skills, beside of this they also receive many plus point such as have a new relationship, increasing vocabulary and so on. So, it can be concluded that beside of to improving our singing skills, music clinic program can also assist the members to increase their vocabulary mastery either by listening or reading the lyric.

¹⁰⁴ Ahmad Sauki Puttaki Bahri, Thesis :“*The Effectiveness of Using Song Lyric Toward Students Vocabulary Mastery at The Eight Grade of MTS Negeri Muara Bungo in The Academic Year 2016/2017*” (Jambi : Universitas Negeri Sulthan Thaha Saifudin : 2018)

¹⁰⁵ Ahmad Zainuri, Interview, 02 February 2022

Furthermore, while they are members of music clinic program studying English through the use of English songs can make them happy while learning English and also can increasing their motivation to learn English. Dina wasilatul rofiqoh explained :

Interviewer : *Apakah English song menambah motivasi anda ? Khususnya dalam belajar bahasa inggris*

(Do the English songs help you stay motivated? Particularly when learning English)

Informant : *Tentu, Dengan belajar lagu bahasa inggris secara tidak langsung saya juga belajar bahasa inggris. Dari beberapa kata yang saya tidak tau sebelumnya dengan melihat lirik saya jadi tau apa artinya. Karena belajar dengan happy dan tidak terlalu mengeluarkan tenaga bisa menjadikan motivasi saya untuk terus belajar bahasa inggris. Karena jika tidak lewat lagu pasti malas sekali utk belajar bahasa inggris.*

(Of course, by learning English songs indirectly I also learn English. From some words that I didn't know before, by looking at the lyrics I knew what they meant. Because learning English while having fun and not expending too much energy can drive me to keep going. Because you will be really lazy to learn English if you do not go through songs.)¹⁰⁶

From the explanation above, Dina Wasilatul Rofiqoh explained that English songs can increase motivation in learning English, this can be happen because we can learning English in a way that makes us happy.

This is accordance with the statement from Millington based on Ria Antika in Millington (2011) points out that “the main influence of using songs is to help learners to be more enjoyable in learning. Then, he found that songs can be used to help learners improve their pronunciation and

¹⁰⁶ Dina Wasilatul Rofiqoh, Interview, 09 March 2022

listening skills. Songs can also be used to teach vocabulary and sentence structure.”¹⁰⁷ it’s means that English song can give music clinic members more motivation in learning English, especially in learning vocabulary. Because the learners (music clinic members) can be more enjoy when they learning English by using English song in music clinic program. Beside of can be improve music clinic members vocabulary English song also can be used to improve the pronunciation in music clinic members.

There is also another reason why did English song can motivate students to learn English, it is because fundamentally, popular are linked to their various interests and daily experiences songs have and an impact on students' lives. Songs can be a very motivating and unique teaching tool because most young people nowadays are interested in a wide range of cultural forms outside of school. Films, television, computer games, and popular music appear to be extremely motivating.

The member of music clinic also enjoy to learn in music clinic. There is several reasons why did the member of music clinic program are enjoy to learn in music clinic program. The first reason why did they enjoy to learn vocabulary in music clinic program is because firstly they join in music clinic program are come from their passion, that is music like what they said before in the interview. So when they did the activity in music clinic program, they are really enjoy in it, because they do something they

¹⁰⁷ Ria antika, journal: “*The Effects of English Songs in Learning Vocabulary for Young Learners*” (Banten: The 10th NOSLLTL, 2021) hal 119

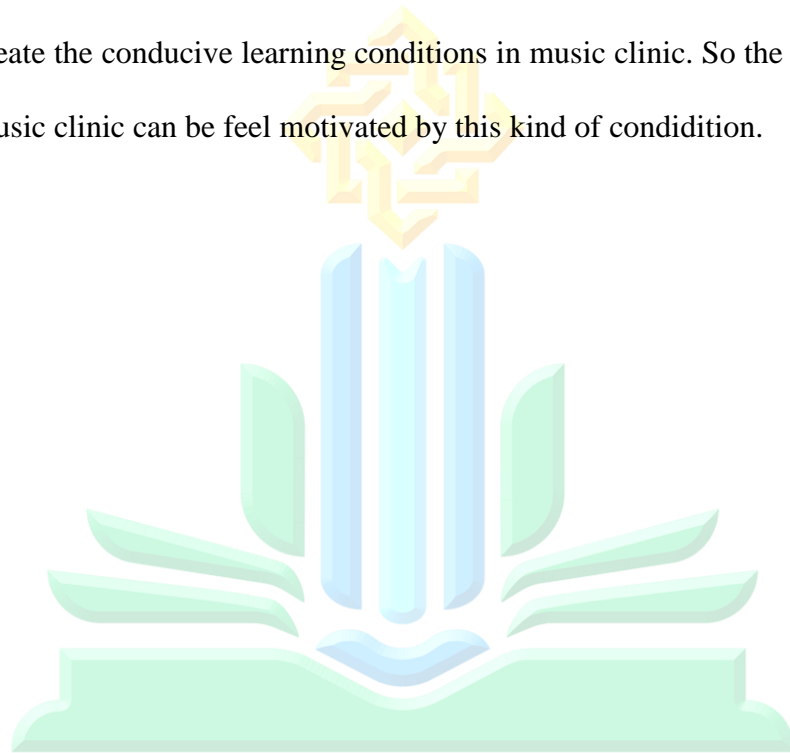
love, and they also can learn English while this program running. The second reason is because the people in music clinic program are primarily interested in music/singing, and they found the other people that have something similar with them, so they feel more enjoy in learning in music clinic program.

Besides the two factors above, there is also another factor that was discovered other motivating factors that enhanced their enjoyment of the music clinic program. Didin Eka Nurpratama stated that “People usually listen to a song which is suitable to their mood whether they are happy, sad, excited, or any other feelings. This benefit is also utilized by the students to encourage their mood in the learning activity”¹⁰⁸ The benefit of English song can make someone in to a good mood, because usually they choose songs based on their feeling, so it can be the reason they encourage their mood in learning English. Music also can be used to relax students, as a learning new language for the ledarners.

In conclusion the factors that make the members of music clinic program motivated in learning is coming from themselves, music clinic members are basically like the English music/song, music is one of media that can make someone more motivated in learning, like what Millington stated before, that the learners can be more enjoy in learning by the influence of music. Except this kind of reason, there also another reasons

¹⁰⁸ Didin Eka Nurparatama, Thesis: “*learning vocabulary through song*” (Salatiga : Universitas Kristen Satya Wacana, 2019)

why did they get more motivated in learning, it is because they are learning in the way that they love that is using music, and they love the activities that they do in music clinic program, so it can be a motivation in learn, because they did not forced anymore in the way they learn, and of course they got more motivated in learning. This kind of atmosphere can create the conducive learning conditions in music clinic. So the member of music clinic can be feel motivated by this kind of condidition.



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what has analyzed and discussed. It has correlated with the title “Learning Vocabulary for The Students of English Department of State Islamic University of Jember Through Music Clinic Program”

A. Conclusion

from the result of the study that has been discussed in chapter IV, the researcher can conclude that :

1. The Vocabulary Learning Strategies Through English Song in Music Clinic.

Music clinic program is a weekly program that held by English Students Association of English Department. In their weekly meetings eEvery member of music clinic program learning and combine between singing and playing instrument to hold their chemistry to have a good performance, usually music clinic program frequently prepare for the English Department Students' event, but because of covid-19 now there is no English Students Association event that attended by music clinic program.

The researcher can conclude that the learning strategies that were used in music clinic program is by the use of English songs. In music clinic program mostly used English song, by the use of this kind of songs,

music clinic members can also learn about English, especially in learning vocabulary. Members of the music clinic can acquire language by reading the lyric of the songs they will sing on Google, and members who perform as instrument players can listen to other members sing English songs. Members of the music clinic also frequently listen to English songs on various platforms such as Youtube, Spotify, and YouTube music, where they can not only listen to songs but also read the lyrics.

Habit in listening to English song can also be a practice for students in listening skill. When listening to English songs becomes a habit of the students, they will feel unfamiliar of the new words they hear because they probably ever listen to the word in the songs. As the students listen to the songs, they tend to follow the lyrics and the rhythm. So the strategies that used by music clinic program in learning vocabulary is by reading, listening and singing the english songs.

2. The Impact of English Song in Students Vocabulary Mastery

In learning English, There are numerous things that may be used to help students learn English, and there are also many things that can be used to improve students' motivation to study English, one of which is English songs. By the habit in listening or repetitions it can develop English vocabulary for the students in enjoy ways so they wouldn't be bored in learning. In addition to the various things above that researcher have found in the music clinic, the researcher also found something more in music clinic with many activities in it. After the researcher conducted

the research in music clinic program the researcher discovered that activities in music clinic could help members improve their vocabulary mastery. This could happen because their various activities at the music clinic could support the members in increasing their vocabulary mastery.

The main influence in using English song actually is for helping students learning English more enjoyable, including in learning vocabulary, so the students more enjoy in learning by the way they love. Then the researcher also found that songs also can be used to learn vocabulary. In conclusion the vocabulary of music clinic program is getting increased by the English song, it caused by the repetition in listening or singing English song as the habitually activities in music clinic program.

B. Suggestion

The researcher would like to give suggestions related to this research which will hopefully be useful for the administrators of English Students Association, English students of State Islamic University of Jember and also other researchers :

1. For the administrator of music clinic program

The Administrator is recommended to rearrange weekly meetings, Especially during the covid pandemic. because their meeting was a little less conducive during the pandemic. The administrator also recommends paying more attention to members who play musical instruments, not only take apart in playing instrument, give them something more so they

can learn more about vocabulary. The administrator also recommend to find the following up program in the activity of music clinic, so the students can be more interested to join in music clinic and learning English through music clinic program.

2. For the English Department Students (music clinic members)

By using English song the students can increase their achievement in learning vocabulary. The students are suggested to be spirit and active in the music clinic program because music clinic activity can increase the ability in vocabulary by listening habit, or singing the English song.

3. For the next researcher

As this researcher is not perfect yet, it is suggested for the next researcher to conduct further research on the similar area, especially in using English song, of course with a variety of more mature preparations in order to find out something more that has not been found in this research yet.

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APPENDIX I

DECLARATION OF AUTHORSHIP

APPENDIX I

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Moch Muchtarom
Place, date of birth : Jember, 14th february 1998
Address : Jombang Krajan 1, kecamatan Jombang-Jember
Faculty : Education and Teacher Training
Program : English Education

States that thesis entitled "Learning Vocabulary for The Students of English Department of State Islamic University of Jember Through Music Clinic Program" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 31 Mei 2022



Moch Muchtarom

NIM. T20166016

APPENDIX II

Matrix of Research

Title	Variable	Sub Variable	Indicator	Source of data	Research Method	General Question:
LEARNING VOCABULARY FOR STUDENTS OF ENGLISH DEPARTMENT OF STATE ISLAMC UNIVERSITY OF JEMBER THROUGH MUSIC CLINIC PROGRAM	MUSIC CLINIC	1. English Song	1. Students motivation in English song 2. Listening and singing the English song	1. An analysis of students vocabulary in music clinic program 2. Informant	1. Approach and kinds of research a. Qualitative b. Descriptive 2. Data collection method a. Observation b. Interview c. Documentatar y	1. How is the implementation of learning vocabulary through music clinic program ? 2. What is the impact of English song in students vocabulary mastery ?
	STUDENTS VOCABULARY	1. Vocabulary Mastery 2. The importance of vocabulary	1. Pronunciation 2. Quantity of students vocabulary 1. Students vocabulary mastery	a. The tutor of music clinic program b. The member of music clinic program	3. Data analysis based on Milles, Huber man - Data Reduction - Data Display - Conclusion 4. Validaty of data : Triangulation	

APPENDIX III



APPENDIX IV



PENGURUS HARIAN
HIMPUNAN MAHASISWA PROGRAM STUDI (HMPS)
TADRIS BAHASA INGGRIS (TBI)
FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK)
REPUBLIK MAHASISWA (RM)
INSTITUT AGAMA ISLAM NEGERI (IAIN) JEMBER
Periode 2020/2021



Sekretariat : Jl. Mataram, No. 01 Mangli, Kaliwates-Jember, Hp : 085935254704

SURAT KETERANGAN

Yang bertanda tangan di bawah ini, kami ketua HMPS Tadris Bahasa Inggris Universitas Islam Negeri Jember menerangkan dengan sesungguhnya bahwa :

Nama : Moch Muchtarom
NIM : T20166016
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan penelitian/Riset di HMPS Tadris Bahasa Inggris Universitas Islam Negeri Jember mulai tanggal 23 Februari 2022 sampai dengan tanggal 23 Maret 2022, dengan judul penelitian "Learning Vocabulary for Students of English Department State Islamic Institute of Jember Through Music Clinic Program"

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Jember, 23rd march 2022

The leader of ESA



APPENDIX V

APPENDIX V




Journal of Research Activity





Name : Moch Muchtarom

NIM : T20166016

Title : Learning Vocabulary for The Students of English Department of
State Islamic University of Jember Through Music Clinic Program

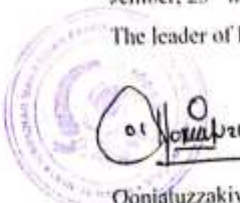
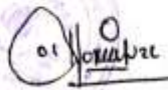
Location : State Islamic University Of Jember

No.	Day, date	Activities	Initials
1.	On Wednesday, 23 rd February 2022	The researcher went to university to ask the permission to conduct research at the music clinic program by bringing a research permit from the faculty.	
2.	On Tuesday, 24 th February 2022	The researcher met with the leader of music clinic program . and explain the research that would be carried out in the future.	
3.	On Wednesday, 02 nd March 2022	The researcher start the research by doing interview with the member of music clinic program about the music clinic.	
4.	On Wednesday, 9 th March 2022	The researcher went in to music clinic again, to get	

		more information by doing interview with the tutor and member of music clinic program	
5.	On Wednesday 16 th March 2022	The researcher went to music clinic weekly meeting to conduct the observation in their weekly activities.	
6.	On Wednesday 23 rd March 2022	The researcher went to music clinic weekly meeting to conduct the observation in their weekly activities.	
7.	On Wednesday 23 rd March 2022	The researcher returned to the music clinic program to ask the permission to leaving the research in the music clinic, by bringing a journal or the research activities that would be signed by the leader of English Students Association of State Islamic University of Jember.	

Jember, 23rd march 2022

The leader of ESA



Qoniatuzzakiyah

APPENDIX VI

Interview 1

Meria Nur Astuti (tutor)

A : Assalamualaikum . Saya Muchtarom dari PBI 16, mau melakukan wawancara untuk tugas akhir. Apakah benar ini dengan saudara meria ?

B : Waalaikumsalam, Iya saya Meria kak, Silahkan

A : Sebelum berlanjut pada pertanyaan berikutnya , dapatkah saya mengetahui posisi anda dalam musik klinik?

B : Sebenarnya saya dulu hanya sekretaris di bidang PSDM HMPS Tadris Bahasa Inggris yang salah satu program kerja kami adalah kegiatan music clinic kak, Jadi bisa dikatakan saya yang bertanggung jawab dengan kegiatan tersebut sekaligus menjadi pendamping adik tingkat yang mengikuti kegiatan music clinic

A : Baik, jadik bisa dikatakan anda selain sebagai anggota HMPS yang menjalankan program tersebut, anda juga sebagai tutor dalam musik klinik?

B : Benar kak

A : Baik. Dari angkatan berapakah anda ?

B : 2018

A : Ms meria , bisakah anda menyebutkan kepada saya kegiatan yang ada dalam musik klinik apa saja ?

B : Setiap malam Rabu kami anggota music clinic rutin mengadakan perkumpulan untuk latihan musik, baik menyanyi berbagai genre musik, bermain gitar, kajor , latihan rutin ini biasanya disiapkan jauh hari untuk memeriahkan kegiatan HMPS yang akan datang

A : Jadi musik klinik mempunyai kegiatan rutin dan juga kegiatan yang dilakukan untuk event jangka panjang?

A : Lantas untuk kegiatan rutin kapankah pelaksanaannya ? Apakah bersifat mingguan , bulanan atau bagaimana ?

B : Benar kak. Music clinic mempunyai kegiatan rutin dan juga jangka panjang

A : Biasanya malam Rabu kak, tp apabila teman2 memiliki kegiatan mendadak secara bersamaan, biasanya teman teman mengganti dengan hari lain

A : Berarti untuk kegiatan rutin dilakukan setiap satu minggu sekali ?

B : Benar kak

A : Baik, lalu apakah setiap minggu ada planning untuk kegiatan di musik klinik?

B : Iya kak, terkadang kami juga mentarget untuk Minggu kedepannya untuk menguasai satu lagu baru

A : Jadi para anggota bisa belajar lagu lagu baru setiap minggunya ?

B : Benar kak

A : Untuk lagu, Apakah dalam musik klinik menggunakan lagu lagu berbahasa inggris dalam kegiatan bernyanyi?

B : Kebanyakan kami menggunakan lagu2 bahasa Inggris, karena kegiatan music clinic selain digunakan untuk entertaining namun juga bisa berguna untuk mengimprove kosa kata bahasa Inggris,

A : So the english song bisa improve vocabulary dari anggota musik klinik?

B : Bisa banget kak

A : Bagaimana untuk para anggota yang bermain alat musik ? Apakah mereka juga terbantu vocabulary nya ?

A : Anggota yang bermain alat musik pun juga suka bernyanyi kak, terlepas suara mereka bagus atau tidak, semua anggota music clinic suka bernyanyi, Kalaupun mereka tidak suka bernyanyi, mereka bisa mendengar kan temannya bernyanyi sehingga mau tidak mau vocab mereka juga bertambah, , meskipun tidak sebanyak para anggota yang memilih bagian bernyanyi.

A : Jadi baik dari yang bernyanyi maupun pemain alat musik mereka juga mendapat impact dari hal tersebut?

B : Benar kak

A : Is there any difficultnes faced in music clinic?

B : Saya fikir kami butuh wadah yang lebih luas untuk mengembangkan kegiatan kami, saya berfikir bahwa harusnya musik clinic perlu channel

YouTube sendiri agar kegiatan dilakukan bukan hanya menunggu untuk mengisi kegiatan hmps. Saya juga berpikir bahwa musik clinic perlu pelatih tetap yang expert di bidang musik, jadi teman2 tetap semangat dalam kegiatan tersebut dan terus meng upgrade skill

A : Jadi selain butuh media lebih , menurut anda musik klinik juga butuh pelatih expert yang tetap ?

B : Iya kak

A : Next semoga hal tersebut bisa segera terealisasi untuk kepengurusan selanjutnya, saya rasa untuk wawancara sudah cukup sampai disini

A: Terimakasih banyak untuk waktu yang sudah anda sediakan jika ada kata yang kurang berkenan, kuramg lebihnya saya memohon maaf , sekian wassalamualaikum

B : Iya kak,sama2, Waalaikumsalam

Interview 2

Ulik Tasniati (Member)

A : Assalamualaikum. Saya Muchtarom dari PBI 16, mau melakukan wawancara untuk tugas akhir. Pertama , siapakah nama anda? Dan dari angkatan berapa?

B : Waalaikum salam. Nama saya Ulik Tasniati dari angkatan TBI 17

A : Baik, Apakah benar anda mengikuyi program musik klinik?

B : Iya benar

A : Dalam musik klinik bagian apakah yang anda pilih? Apakah sebagai penyanyi atau pemain intrumen musik?

B : Kalo dulu lebih ke penyanyi tp saya juga belajar di instrumen musiknya seperti gitar. Karena saya tertarik bermain gitar waktu itu

A : Well, berarti anda selain bernyanyi juga bisa bermain musik?

B : Iya kak, tp untuk alat musik gitar saja

A : Baik. Apakah motivasi anda mengikuti program musik klinik?

B : Dulu lebih mengisi waktu luang, terus kebetulan saya suka sama musik. Ya sudah saya coba aja, toh kegiatannya bagus. Selain itu nambah relasi juga... begitu

A : Waaah, berarti ada juga banyak hal yang bisa kita dapatkan ketika ikut musik klinik?

B : Tentu kak, menurut saya program ini bagus juga sii. HMPS kita sudah bagus menyediakan wadah bagi anak TBI yang berbakat dibidang music. Nyanyinya juga kebanyakan juga pakek lagu bahasa inggris. Jadi dengan begitu setidaknya kita juga nambah kosa kata

A : Kalau boleh sharing, apa saja kegiatan dalam musik klinik?

B : Biasanya nyanyi bersama terus kalo udah bagus dibagi per part gitu. Kalo misal ada yg mau belajar alat music ya ya belajar gitu sama kakak disana. Tp lebih sering k nyanyi barengnya

A : Jadi bisa dibilang mostly adalah bernyanyi ?

B : Yupp betull, soalnya yg belajar alat musiknya itu jarang

A : Apakah anda enjoy dengan kegiatan di musik klinik?

B : Tentu kak, selain saya suka music saya juga suka teman2 yang ada disana maka dari itu saya sangat enjoy disana

A : Jadi selain faktor suka terhadap musik, juga ada faktor pendukung yaitu perihal tan yang membuat semakin enjoy

B : Lalu seperti yang sudah anda bilang tadi , bahwa di musik klinik para anggota kebanyakan adalah penyanyi, dan itu kebanyakan lagu berbahasa inggris

A : My question is , did you enjoy english song?

B : Iya kak begitu

A : Apa alasan anda enjoy the english song?

B : Pertama suka dengan lagu barat, karena pelafalannya itu bikin saya lebih bagus lagi, kedua vocabulary yang mendukung saya berbahasa inggris ketiga karena saya suka bernyayi

A : Lalu, untuk your favourite english apa ?

B : Banyak sii sebebenernya, Lagu One direction, katty perry, selena gomez dan masi banyak lagi

A : Waaah, intinya banyak lagu yang menjadi favorit . Lantas , biasanya menggunakan media apakah untuk mendengarkan lagu? Apa mungkin video di youtube yang bisa disertai lirik, atau platform yang lain ?

B : Iya kak, Kalau dulu lebih ke search di google, Tp sekarang youtube, spotify, youtube music gituu karena disana juga disediakan liriknya beserta musicnya

A : Jadi untuk sekarang lebih memilih platform tersebut karna bisa membantu untuk melihat liriknya juga?

B : iya seperti itu jadi memudahkan saya

A : Biasanya seberapa sering anda mendengarkan lagu bahasa inggris?

B : kalo dulu setiap malam mau belajar malam hari, kalau waktu kuliah sih jarang

A : Berarti bisa dikatan setiap hari

B : iya begitu

A : Perihal musik klinik , Misalkan saat dalam musik klinik anda menemui sebuah lagu baru yang sebelumnya anda tidak ketahui, apakah yang anda lakukan? Apakah akan mencari liriknya di google atau bagaimana?

B : biasanya saya ngikuti teman2 bernyanyi dengan mencari lirik terus kalo saya masih belum bisa saya mendengarkan lagu aslinya lagi

A : Jadi sembari mencari lirik, juga mendengarkan lagu aslinya ?

B : iya, dengan begitu saya bisa lagunya

A : Lantas apa menurut anda english is motivate you in learning ? Especially for learning Vocabulary

B : ya of course, soalnya tujuan saya dengan suka bernyanyi bahasa inggris adalah cara saya memahami vocab dengan hal yang saya senangi yaitu bernyanyi

A : Okay untuk pertanyaan terakhir, sebagai member dari musin klinik apakah aktifitas yang dilakukan dalam musik klinik membantu anda dalam meningkatkan penguasaan vocabulary anda ? Berikan alasannya

B : Iya meskipun itu tidak 100% membantu tp setidaknya disini disediakan wadah untuk anak TBI selain untuk meningkatkan skill dalam bermusik kita juga dapat nilai plus dapat vocab disaat bernyanyi english song saat latihan

A : Jadi bisa saya simpulkan Setidaknya musik klinik selain sebagai wadah untuk warga TBI , kita juga bisa meningkatkan vocab saat bernyanyi English song,

A : Baik terimakasih atas waktunya , dan big thanks karna sudah mau diwawancara Jika ada kurang lebihnya saya mohon maaf, Wassalamualaikum wr wb

B : Waalaikummsalam

Interview 3

Dina Wasilatul Rofiqoh (member)

A : Assalamualaikum , Saya Muchtarom dari PBI 16, mau melakukan wawancara untuk tugas akhir. Apakah benar ini dengan saudara dina ?

B : Waalaikumsalam. Benar, ada yang bisa saya bantu?

A : Saya hendak melakukan wawancara . Untuk mendapatkan data perihal penelitian saya dalam program musik klinik

A : Apakah benar anda mengikuti program musik klinik?

B : iya kak, boleh. Iya saya bergabung di music clinic

A : Dalam musik klinik bagian apakah yang anda pilih? Apakah sebagai penyanyi atau pemain intrumen musik?

B : Saya lebih ke penyanyi meskipun tidak terlalu berbakat sebagai penyanyi

A : Baik , berarti bisa saya catatatkan kalau anda memilih bagian bernyanyi pada musik klinik

A : Lalu jika boleh tahu Apakah motivasi anda mengikuti program musik klinik?

B : Boleh, sebelumnya saya tergabung dalam organisasi paduan suara, bbrp tutor meminta saya utk bergabung bersama music clinic. Dari situ saya coba mengembangkan hal yang menurut saya pribadi suka dengan hal2 itu

meskipun tidak berbakat. Mungkin bbrp hal itu yang bisa saya jadikan motivasi untuk terus bergabung di music clinic

A : Jadi bisa dikatan anda suka terhadap kegiatan bernyanyi ?

B : Tidak terlalu, tapi saya ingin mengembangkan kemampuan bernyanyi sy

A : Waaah , semoga kemampuan anda semakin berkembang

A : Bagaimana kah kegiatan anda di musik klinik?

B : Aamiin. Terimakasih banyak

B : Yang saya jalani di music clinic tidak hanya bernyanyi. Ya memang lebih sering bernyanyi (dr model paduan suara, solo, group, duet dg musisi, dll) tapi seiring berjalannya waktu bertemu dg anggota2 lain saya baru menyadari bahwa saya juga bisa memainkan alat music. Music clinic juga sangat membantu untuk up skill saya memang

A : Jadi dalam musik klinik selain para anggota belajar bernyanyi , juga bisa belajar alat musik?

B : Benar. Meskipun tdk ada program yang memang diadakan utk mengembangkan kemampuan bermusik, kami para anggota sering sharing2 seputar alat music dan bgmn cara memainkannya

A : Its sounds great, tapi apakah dalam musik klinik hanya bernyanyi lagu berbahasa inggris ?

B : Tidak. Kita memang dari prodi bhs inggris, tapi ketika ada kegiatan prodi yang memang mengharuskan music clinic tampil utk mengeluarkan lagu kebangsaan kita juga mampu. Lagu2 islami pun begitu. Lagu daerah juga terkadang kami selipkan

A : Owh jadi begitu Tapi apakah lagu berbahasa inggris adalah yang paling sering digunakan ?

B : Benar kak.

A : Did you enjoy the english song?

B : Sure, i did

A : What do you think about english song?

B : There was a lot of hidden message inside english songs, thats why i do love it

A : Heem I think so, may I know your favourite english song?

B : Sorry i don't have specific fav of english songs

A : Maybe you like the most for now ?

B : Ok, happier by olivia rodrigo

A : Wow , saya rasa anda mempunyai selera yang bagus , Saya juga suka dengan lagu tersebut

A Tar: Berbicara mengenai lagu berbahasa inggris, apakah anda sering memutar lagu berbahasa inggris ? Mungkin menggunakan beberapa media seperti , spotify, YouTube atau yang lain?

B : Pasti kak. Sering sekali

A : Apakah anda juga sering melihat video yang disertai dengan lirik ?

B : Bahkan jika dibandingkan melihat mv atau hanya audionya sj, saya lebih sering melihat lirik video

A : Apakah anda bisa menjelaskan alasannya? Mengapa?

B : Saya tipikal orang yang tidak pernah hafal lirik lagu, selain itu dengan membaca lirik yang berbahasa inggris bisa melatih the way how to pronounce words and know the spell of words

A : So selain anda belajar lirik lagu , anda juga belajar mengenai vocabulary? Is it right?

B : Of course, that's right

A : Lalu , ketika sedang berada di musik klinik, ketika anda menemui lagu berbahasa inggris yang baru anda ketahui, apakah yang anda lakukan? Apakah mencari liriknya di google mungkin, atau bagaimana ?

B : Tentu, saya mencarinya lewat google, Sekalipun tau lagunya, pasti saya ttp membuja google utk mencari lirik lagu. Kembali lagi tidak ada lagi yang saya hafal liriknya

A : Jadi terkadang teman teman musik klinik juga memakai bantuan google?

B : Iya benar

A : Baik Untuk pertanyaan selanjutnya, Apakah English song menambah motivasi anda ? Khususnya dalam belajar bahasa inggris

B : Tentu, dengan belajar lagu bahasa inggris secara tidak langsung saya juga belajar bahasa inggris. Dari bbrp kata yang saya tidak tau sebelumnya dengan melihat lirik saya jadi tau apa artinya. Karena belajar dengan happy dan tidak terlalu mengeluarkan tenaga bisa menjadikan motivasi saya utk terus belajar bhs inggris. Karena jika tidak lewat lagu pasti malas sekali utk belajar bahasa inggris

A : It's sounds great, Jika begitu , lanjut kepada pertanyaan terakhir. Untuk pertanyaan terakhir, Sebagai member dari musin klinik, Apakah aktifitas yang dilakukan dalam musik klinik membantu anda dalam meningkatkan penguasaan vocabulary anda ? Berikan alasannya

B : Sangat membantu. Dengan sering membaca lirik lagu, mencoba untuk menghafal, berusaha mencari arti sebuah kata dalam lirik lagu yang sebelumnya blm difahami atau sudah tau tapi lupa itu bisa menguatkan dan menambah vocab. Jadi memang music clinic sangat membantu dalam penguasaan vocab para anggota

A : Jadi bisa saya simpulkan bahwa musik klinik dapat membantu para membernta untuk meningkatkan penguasaan vocabulary mereka

B : Iya kakak

A : Baik terimakasih atas waktunya , dan big thanks karna sudah mau diwawancara, Jika ada kurang lebihnya saya mohon maaf

B : Wassalamualaikum wr wb

B : Sama sama Terimakasih kembali. Waalaikumsalam

Interview 4

Riska Hartati (member)

A : assalamualaikum selamat sore, ini saya muchtarom dari TBI 16, hendak melakukan wawancara perihal musik klinik untuk memenuhi tugas akhir kuliah

B : Waalaaikumsalam, monggo

A : apa benar ini dengan saudari ika ?

B : iya benar

A : baik, bisakah saya bertanya perihal musik klinik untuk saat ini ?

B : Boleh kak silahkan

A : baik terimakasih

A : untuk pertanyaan pertama , dalam musik klinik , bagian apakah yang anda ambil? apakah sebagai penyanyi, atau pemain alat musik ?

B : Baik, kalau di music clinic saya ada di bagian penyanyi

A : lalu apakah motivasi anda mengikuti program tersebut ?

B : Sebenarnya ikut program music clinic itu karna hobi nyanyi si kak

A : waaah berarti dek ika ini memang sebelumnya sudah suka atau hobi bernyanyi ?

B : Iyaa kak begitu

A : lalu dapatkah anda menjelaskan secara singkat bagaimana kegiatan anda di musik klinik ?

B : Jadi music clinic itu kegiatannya seminggu sekali kak, nanti disana kita dilatih sesuai bidang yg kita mau, kalo saya pribadi menyanyi, jadi di sana di tiap pertemuan kita akan mengasah kemampuan kita dengan bertumpuan pada sebuah lagu yang dinyanyikan. Begitu si kak menurut saya

A : jadi dalam kegiatan musik klinik para member dilatih oleh para tutor sesuai bidangnya mereka ?

B : Iyaaa bener kak begitu, kemudian yg nyanyi dan yg bermusik dipadukan, jadi ada chemistry yg dibangun juga

A : its sounds great I think

A : nah ini kan dek ika ketepatan dalam musik klinik memilih sebagai penyanyi, apakah dalam musik klinik itu yang digunakan semua lagunya berbahasa inggris ?

B : Kebanyakan si iya ya kak pemilihan lagu yg digunakan itu bahasa inggris, apalagi kalau untuk di tampilkan pada acara" kampus. Pernah sekali duakali lah lagu indonesia digunakan dan itupun hanya pada latihan2 biasa, tapi lebih sering ke lagu bahasa inggris

A : jadi tetap lagu bahsa inggris yang paling sering digunakan ?

B : Iya kakk benar

A : sejauh ini apakah anda enjoy mengikuti musik klinik ?

B : Alhamdulillah enjoy banget ya kak

A : kalau english song ? did you also enjoy it ?

B : Yeah of course kakk

A : apa alasan anda enjoy the english song ?

B : Karna kebanyakan lagu bahasa inggris itu instrumennya bagus ya kak, selain itu artinya dari lagunya bahasa inggris itu bagus, banyak yg related ke kehidupan atau perasaan yg lagi dialami

A : waaah it is a good reason

A : what is your favourite song ?

B : Lagunya lady gaga kak, yg remember us this way sama shallow

A : apakah anda sering mendengarkan lagu nahasa inggris juga ?

B : Iyaa sering kakk

A : dengan media apa biasanya ?

B : Kadang youtube kadang juga spotify kakk

A : ketika menggunakan youtube , apakah yang anda putar juga termasuk video yang disertai lirik lagu ?

B : Iyaaa seringnya pake lirik si kak, Tapi kalo yg udah hapal jarang pake lirik

A : seberapa sering anda melihat video di youtbe ?

B : Sering si kak, sering banget kayanya

A : waaah bisa dikatana setiap hari ?

B : Iyaa kakk hampir tiap hari dapet aja liat vidio di youtube

A : lalu perihal musik klinik , Misalkan saat dalam musik klinik anda menemui sebuah lagu baru yang sebelumnya anda tidak ketahui, apakah yang anda lakukan?

A : apakah mencari liriknya di google atau bagaimana ?

B : Kalo belum tau saya nyari tau aeri liriknya dulu ya kak, tapi saya kalo nyari arti liriknya itu langsung gitu kaya vidio lirik yg ada terjemahnya gituu

A : ohh jadi , ada 2 hal yang biasa anda lakukan ketika menemui hal tersebut

A : lalu apakah menurut anda english motivated you in learning vocabulary ?

B : Kalo menurut saya iyaa ya kakk

A : bisakah anda menyebutkan alasannya ?

B : Ya alasannya karna secara tidak langsung kan ketika kita mencari meaning dari lagu lagu bahasa inggris kita juga harus belajar arti dari tiap katanya begitu kak

A : baik, untuk pertanyaan yang terakhir, sebagai member dari musin klinik apakah aktifitas yang dilakukan dalam musik klinik membantu anda dalam meningkatkan penguasaan vocabulary anda ?

B : Sangat membantu ya kakk, karna tiap ada lagu baru yg ditraining pasti kita selalu cari arti dari tiap liriknya

A : berarti vocabulary anda juga bertambah dengan seringnya melakukan hal tersebut ?

B : Iyaaa kak tentunya bertambah

A : baik, terimakasih ya dek atas waktunya

B : Iyaa sama sama kak

A : wassalamualaikum

B : waalikumsalam

APPENDIX VII

The Researcher interviewed with Tutor and Members of Music Clinic Program

1. Interview with member 1



2. Interview with member 2



3. Interview with member 3



4. Interview with tutor



APPENDIX VIII

RESEARCHER'S BIOGRAPHY



Personal Information:

- Full Name : Moch Muchtarom
- NIM : T20166016
- Gender : Male
- Place, Date of Birth : Jember, 14 February 1998
- Address : Jl. Gatot Subroto No.68 Krajan I Desa
Jombang, Kec. Jombang Kab. Jember
- Religion : Islam
- Department/Majors Courses : English Department
- E-mail Address : mochmuchtarom@gmail.com

Education Background:

- 2002 - 2004 : TK Dewi Masyithoh Jombang
- 2004 - 2010 : MI Al Maari 02 Jombang
- 2010 - 2013 : Mts Maarif NU Kencong
- 2013 - 2016 : MAN 3 JEMBER