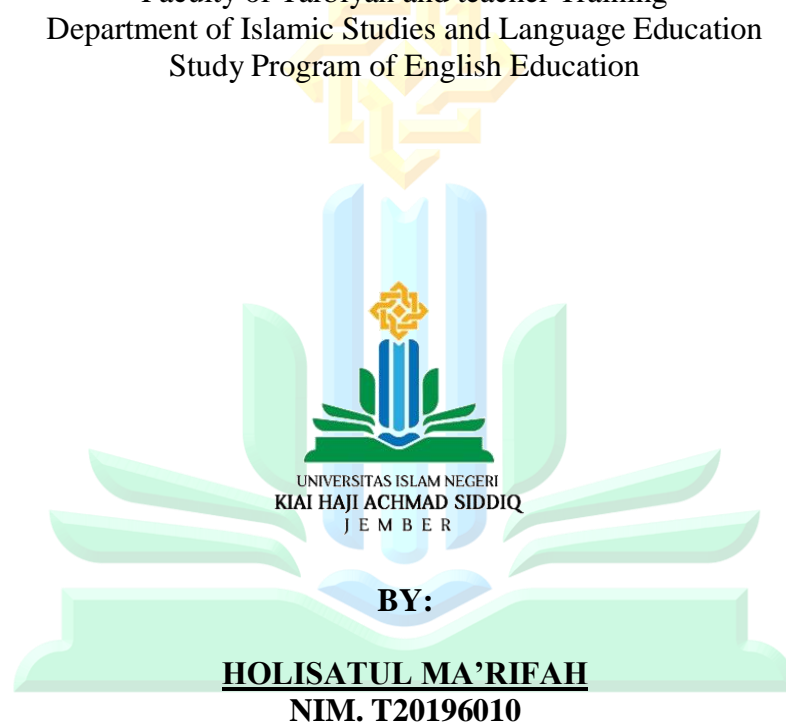


**THE USE OF ENGLISH SONGS TO MEMORIZE ENGLISH
VOCABULARY AT THE SEVENTH GRADE STUDENTS OF
*MADRASAH TSANAWIYAH NEGERI 1 BONDOWOSO***

THESIS

Presented as partial fulfilment of requirements
For the degree of Bachelor Education (S.Pd)
Faculty of Tarbiyah and teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
NOVEMBER 2023**

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UNDERGRADUTE THESIS

Has been examined and approved as the requirement to obtain a teachers' degree of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education

Day: Monday

Date: 27st of November 2023

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Dr. H. Abdul Mu'is, S.Ag., M.Si

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ رَبَّنَا لَا تُؤَاخِذْنَا
إِن نَسِينَا أَوْ أَخْطَأْنَا رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إَصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِن
قَبْلِنَا رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهِ^ط وَاعْفُ عَنَّا وَارْحَمْنَا أَنْتَ
مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ

Meaning : On no soul doth Allah Place a burden greater than it can bear. It gets every good that it earns, and it suffers every ill that it earns. (Pray:) "Our Lord! Condemn us not if we forget or fall into error; our Lord! Lay not on us a burden Like that which Thou didst lay on those before us; Our Lord! Lay not on us a burden greater than we have strength to bear. Blot out our sins, and grant us forgiveness. Have mercy on us. Thou art our Protector; Help us against those who stand against faith. (QS.Al-Baqarah, verse 286) *



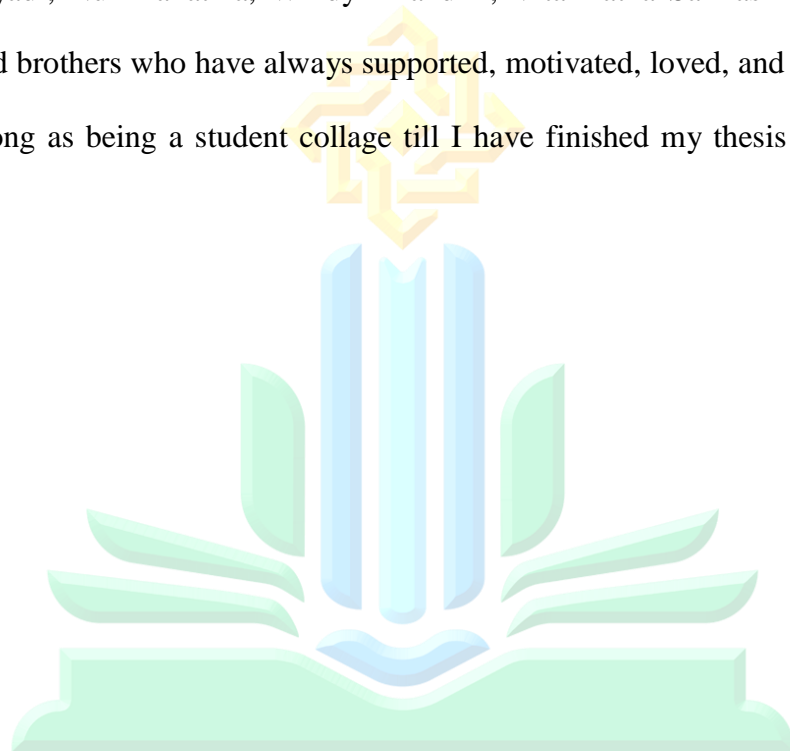
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* Muhammad Taqi-ud Din Al-Hilali & Muhammad Khan, *The Noble Qur'an: The English Translation of Meanings and Commentary* (KSA King Komplex, 2007), 286.

DEDICATION

I have proudly dedicated this thesis for My beloved family

I thanked to Mr. Ali Mustafa and Mrs. Widi Astutik, Mr. Juherman also Mrs. Aya, as my wonderful parents and Dicky Darmawan, Safiratus Salamah, Irwan Riyadi, Nur Hanatika, Windy Triandini, Vita Ratna Sari as my beloved sisters and brothers who have always supported, motivated, loved, and wished me luck as long as being a student collage till I have finished my thesis as well as possible.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Thanks and praises to Allah SWT who always gives me blessing to finished my thesis. Sholawat and Salam always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the brightness.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to following excellent people;

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6. All the students' of seventh grade Madrasah Tsanawiyah Negeri 1 Bondowoso for being cooperative to be my research subject.

I hope Allah SWT always gives blessing to all of you. I hope that this thesis will be useful for the readers. However, I realized that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestion for the improvement of this thesis are greatly appreciated.

Jember, 27 November 2023

The writer



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ABSTRACT

Holisatul Ma'rifah, 2023. *The Use of English Songs To Memorize English Vocabulary at The Seventh Grade Students of Madrasah Tsanawiyah Negeri 1 Bondowoso.*

Key words : *English song, Memorizing English Vocabulary*

The role of language becomes very necessary in every daily life. Some phenomena that the researcher found were, the English teacher at Madrasah Tsanawiyah Negeri 1 Bondowoso explained the material in verbal way, so that the students did not have spirit to study and did not understand the lesson. Students felt confused because of minim vocabulary they got, they did not remember the vocabulary because they did not memorize it. The researcher tried to help the English teacher to find the good way in memorizing English vocabulary. Thus, the researcher was interested in conducting her research the use of English song to memorize English Vocabulary.

This research focuses were : 1) How are the implementation of Using English Song to Memorize English Vocabulary at The Seventh Grade Students of Madrasah Tsanawiyah Negeri 1 Bondowoso?. 2) What are the students perceptions of Using English Song to Memorize English Vocabulary at The Seventh Grade Students of Madrasah Tsanawiyah Negeri 1 Bondowoso?. The objectives of the research were to describe about : The implementation and the students perception of the use of English songs to memorize English vocabulary at the VII grade students of Madrasah Tsanawiyah Negeri 1 Bondowoso.

This research was qualitative one, data collection technique consisted of interview, observation and document review. The subject of the research were the English teacher and the seventh grade students. The setting of this research at Madrasah Tsanawiyah Negeri 1 Bondowoso. After wards the data was analyzed by adapting Miles, Huberman and Saldana which consisted of three steps, such as : data condensation, data display, and conclusion drawing. For data trustworthiness, researcher used source triangulation and technique triangulation.

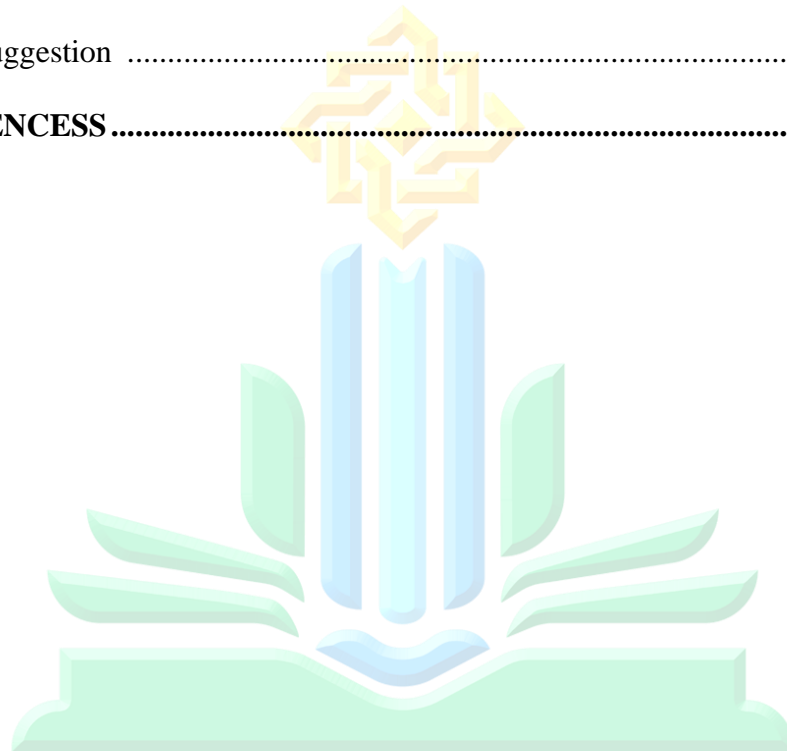
This research findings showed that : 1) The implementation of using English songs to memorize English vocabulary were : (Pre-Activity) Teacher started the learning process with praying together, checked the students' attendance list, and ordered them to sit with their partner, (Main activity) after already she gave a sheet of paper consisted the lyrics of the song and ordered them to focus on it and she asked questions based on it, she instructed them to make a simple conversation based on it and practiced it, (Post activity/ Evaluation) she gave feed back for their presentation, after they practiced its time to close the learning process by prayed. 2) The students perceptions of the use of English song to memorize English vocabulary were: They felt easy to caught the material, they were able to memorize greetings vocabulary quickly and they responded some one greetings very fast, they were more active, antusiasme and serious in learning process.

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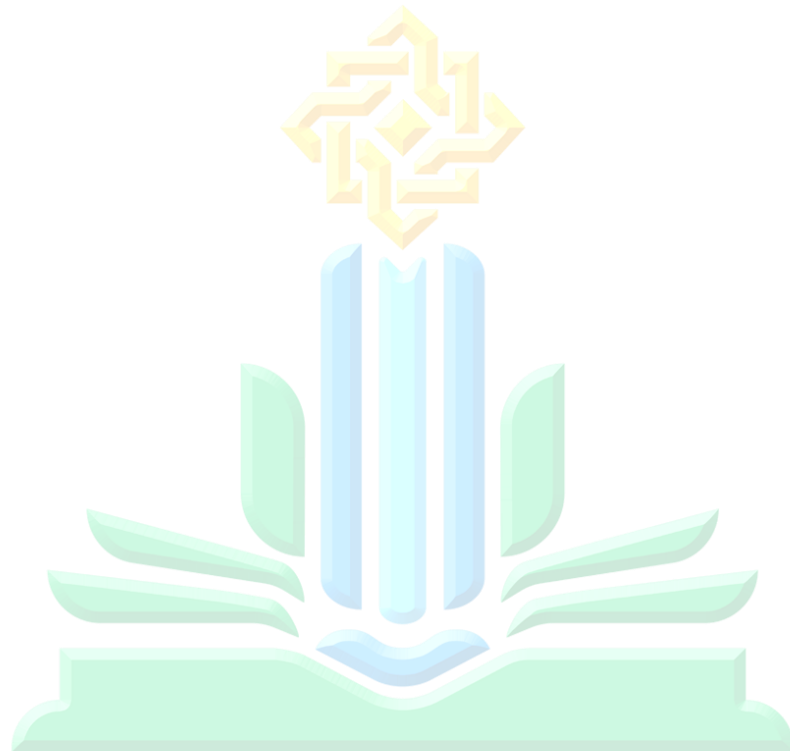
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CHAPTER I

INTRODUCTION

A. Context of the Research

Language is a tool to facilitate communication. With language we can convey messages, thoughts, feelings, goals to others and make it possible to create cooperation among humans. So that the role of language becomes very necessary in every daily life. Likewise, English is an international language. More than 2/3 countries use English as a means of communication. Even more than 75% who use English are non-native speakers². English is a bridge in different aspects such as education, economy, politics, meetings, standard international research journals using English, as a medium of communication. Everyone needs, language as a means of communication in every daily life. One means of communication is the mouth, namely by speaking, besides that according to the word of Allah QS. Al-Isra 'verse 53 which reads:

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ
كَانَ لِلْإِنْسَانِ عَدُوًّا مُّبِينًا

Meaning: " Say to My servants that they should (only) say those things that are best: for Satan doth sow dissensions among them: For Satan is to man an avowed enemy" – (Q.S Al-Isra: 53)³. In this verse, it is explained how important it is for us to speak correctly in order not to cause misunderstandings among people when we communicate. One of the efforts so that we can speak properly and correctly is to always try to learn.

As Indonesians, if we want to learn to speak English, of course, we

² <https://learningenglishwithoxford.com/2022/04/20/english-as-an-international-language/>

³ Muhammad Taqi-ud Din Al-Hilali & Muhammad Khan, *The Noble Qur'an, terj. (Medinah, Darus Salam Publication), 17:53*

need to learn and expand the vocabulary that is an important part of learning and teaching the language. Vocabulary is a core component of language proficiency and provides much of the basis for how people learn to speak, listen, read dan write. Of course this affects four English skills those are; listening, speaking, reading and writing to get good results in English. If we don't have vocabulary, we can't communicate properly and effectively. So according to Richard and Renandya⁴, the first step to learning English is learning vocabulary. Teachers are also required to teach vocabulary to students because it gives students the ability to say what they want to convey, helps students understand what they read and what they hear, supports students' ability to capture ideas and helps students memorize new words in the English language.

Memorize is the process of training information into memory⁵. Memorization is typically a conscious process. Memorizing vocabulary in English is very important to facilitate communication with other people or in the teaching and learning process. Many learners do not develop adequate vocabulary mastery, memory strategies and conscious vocabulary assignment are strategies that can facilitate them to store and retrieve new vocabulary items.

There were several ways in memorizing English vocabulary. One of the way memorizing vocabulary was using song. Song is one of learning

⁴ Jack C. Richards and Willy. A Renandya, *Metodology in Language Teaching*. (New York: Cambridge University Press,2002)

⁵ Sitta Maysaroh *The Analysis of students' Ability In Memorizing English Vocabularies at The State Junior High school 4 Kampar*,(Global Journal and Applied Science. 2019), 8.

teaching media, by using song can stimulate students motivation in learning process. The song is the act of singing which produces sound which is made up of short musical compositions, we need to know that the aspect of the song is related to vocabulary. Songs are often used as a tool to convey a message to other people for example some one explain their feeling by song or teacher explain their material used song. By using song in learning activity were able to made students easy to remember the material, interested in learning process. Using songs during the learning process, students felt enjoyed and provide great motivation and help them to memorize vocabulary.

Song can make students interested and enthusiastic in learning. Many English songs that we can give to students based on the English subject. The song used in this research was about greeting song, so the students able to greet their friends from it. Using song is really important and needed because the use of using song has benefits such as, improving students memory, create a sense of calm and joy when the learning process. Anxiety and discomfort in learning will disappear and made them understand the learning material easier.

Vocabulary is very helpful to any person learning a foreign language. However, as a teacher, you have to be creative in teaching vocabulary so that students who are starting to learn can easily remember foreign words. Learning vocabulary is very important, but that doesn't mean that other components can be ignored, such as phonology, grammar, translation, etc. Even though students were able to memorized English vocabulary well, it does not guarantee that they can use English properly and correctly because

their vocabulary is only the basic for learning English. Memorization of vocabulary is an aspect of fluency in English as a foreign language. This means that students have the ability to understand and use words and meanings. Students not only memorize words, but also their meanings. Thus, students can learn English more easily and understand the meaning of these words. The more vocabulary students memorized, the better they will perform in their language. However, if students only have a limited vocabulary, it will be difficult to master English skills.

Based on the preliminary interviews that the researchers conducted with English teachers at Madrasah Tsanawiyah Negeri 1 Bondowoso⁶. The English teacher said they still had challenges and constraints. Difficulty in memorizing English vocabulary. She said that the curriculum targets had not been met with the ability of students who has some obstacles in learning the language. Proficiency in language skills has not been achieved, because students cannot use vocabulary correctly, construct vocabulary, and many students skipped the class section, there were students didn't listen to the teacher explanation. Every teacher explain the material many students speak with their friends and didn't focus to the learning process.

According to the interviews with Agustiar⁷ one of the VII grade students of Madrasah Tsanawiyah Negeri 1 of Bondowoso he said that he always skipped the class because he felt bored and confused in learning process. He didn't understand the teacher explanation because he don't

⁶ Mardiana, *Interviewed by Researcher*, Bondowoso, 10 April 2023

⁷ Bayu Agustiar, *Interviewed by researcher*, Bondowoso 10 April 2023

memorize English vocabulary.

Based on these problems, several phenomena were found by the researcher were, students experienced difficulties during English classes. Even the teacher gave an assignment to the students, they were did it carelessly and often plagiarized their friend's answered. When the teacher asked them based on the material given, they were silent and did not answered it. There were students talked with their friends but they pointed at each other so that their friends answered questions from the teacher. They didn't concentrated during the English lesson, didn't listened to the teacher's explanation, assignment given by the teacher doesn't work by them, even some students skipped classes during English lessons.

When the teacher tried to explain and asked students to complete and arrange English sentences on the blackboard, students answered it didn't seriously, they answered it by random answer, like some one playing guessing game. When the teacher asked students to read English sentences, they were read by wrong spelled and stiffed way. They were hesitant with the sentences to read. As we knew that if we wrong spelling word will got different meaning. They look confused if they had questions that invent phrases, they were not serious did the homework and there were a lot of mistakes if the teacher corrected the students' answered. One of the reasons they skipped English lessons because some of them didn't like the lesson, because it's too difficult to understand the language and some of them said it's not important because they didn't use it in their surroundings. Based on several

acquired phenomena, the researcher was interested in conducting research entitled "Memorizing English Vocabulary Using English Song at The Seventh Grade Students' of Madrasah Tsanawiyah Negeri 1 Bondowoso"

B. Focus of the Research

From the previous research context, that occurred in children which were the cause of obstacles to the process of memorizing vocabularies during English lessons. There were many problems that researchers found, but it is important for researchers to limit the problems so that they can focus on certain problems. So the research were more focused on students' ability to memorize English vocabulary. Researchers formulated the research questions as follows:

1. How are the implementation of the use of English songs to Memorize English Vocabulary at the seventh grade students of Madrasah Tsanawiyah Negeri 1 Bondowoso?
2. What are the students perceptions of the use of English songs to memorize English vocabulary at the seventh grade students of Madrasah Tsanawiyah Negeri 1 Bondowoso?

C. Objective of the Research

Based on the preceding questions, the aim of this study were;

1. To describe about the implementation of using of English songs to memorize English vocabulary at the seventh grade students of Madrasah Tsanawiyah Negeri 1 Bondowoso
2. To describe about the students perceptions of using English songs to

memorize English vocabulary at the seventh grade students of Madrasah Tsanawiyah Negeri 1 Bondowoso

D. The Significance of the Research

The significance of this research is expected to contribute as follows;

1. The Students of English Department

With a bit of luck, this research can help to be used as reference material for all students who specialize in English so that they can deepen their knowledge on something relevant to this research.

2. English Teacher

It is hoped that the results of this study can provide input to English teachers so that they can pay attention in developing English teaching skills, especially to improve students' English vocabulary memorization skills.

3. Other Researcher

It is expected that this research provides feedback and contributions to other researchers in order to generate new ideas and interest in the development of similar research.

E. Definition of Key, terms

1. Memorizing

Memorizing is individual's ability to store, process and bring back experiences, data, information that has been obtained in the past for the future by considering their own situations.

In taxonomy bloom, memorizing is the first level which is the basic level and bring changes in learner behavior. This involves students to try to absorb what is conveyed by the teacher and understand it. It make students always try to understand the material before continue to the next lesson.

Memorizing in this research means the students able to memorized, applied, and use greetings vocabulary in their daily activity. So they were able to greet some one used English language.

2. English Vocabulary

Vocabulary is an important aspect of language, because it appears in every language skill including listening, speaking, reading and writing skill. Vocabulary is a main factor in language, its mean that a person's low language skills are closely related to the amount of their vocabulary.

Vocabulary has many classes, in this research the teacher expected students to know the greetings vocabulary. Basic greetings vocabulary usually used in their daily life every they met with their friends.

3. Song

The song is the act of singing which produces sound which is made up of short musical compositions, we need to know that the aspect of the song is related to vocabulary. Songs are often used as a tool to convey a message to other people for example some one explain their feeling by song or teacher explain their material used song. By using song in learning activity were able to made students easy to remember the material,

interested in learning process. Using songs during the learning process, students felt enjoyed and provide great motivation and help them to memorize vocabulary.

Song can make students interested and enthusiastic in learning. Many English songs that we can give to students based on the English subject. The song used in this research was about greeting song, so the students able to greet their friends from it. It is appropriate with the students lesson at the first semester of seventh grade material. Using song is really important and needed because the use of using song has benefits such as, improving students memory, create a sense of calm and joy when the learning process. Anxiety and discomfort in learning will disappear and made them understand the learning material easier.

F. Systematic Discussion

The results of this study was divided into five chapters. Which were explained as follows:

Chapter I is an introduction. This chapter consisted of research background, research questions, research objectives, the significance of research, definitions of key terms.

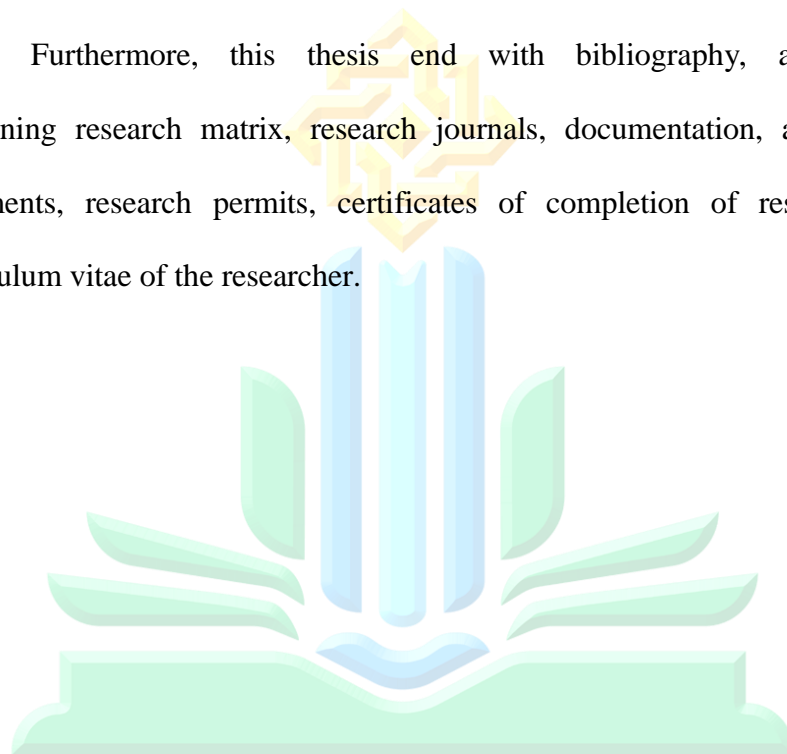
Chapter II is a review of related literature. This chapter consisted of previous research and theoretical framework.

Chapter III is a research methodology. This chapter consisted of research design, research location, data collection techniques, data analysis, instrument validity, research procedures, and research outline.

Chapter IV is the research findings. This chapter consisted of a description of the research objectives, data presentation, data analysis, findings, and discussion.

Chapter V is a conclusion and suggestions. It consisted of conclusions and suggestions.

Furthermore, this thesis end with bibliography, attachments containing research matrix, research journals, documentation, authenticity statements, research permits, certificates of completion of research and curriculum vitae of the researcher.



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CHAPTER II

LITERATURE REVIEW

A. Previous Research

Of course, this research is not the first research in implementing memorizing English vocabulary using song. Researchers found several studies related to this research, including;

1. The first study examined by Christamia, 2014, with the title "Improving Students; Speaking Skills Through English Song and puppets at Grade IV of SDN Adsucipto II". In this study, the results showed that the use of songs and dolls could improve students' speaking skills. It can be seen from the results of the study that the students' test scores increased in each cycle. However, some students also stated that they still had difficulty with pronunciation, so the researcher took the initiative to train them some vocabulary and then asked students to describe something so the researcher could check their understanding. The result is that many students get good grades, this proves that their speaking skills have improved⁸.

2. The second study was researched by Kuattiningsih, 2008, with the title "The Use of Songs to Teach English Vocabulary to Year 2 Students of SD Negeri Sekip 1 no.161 Surakarta". In this study there were 44 students as participants. In this study using quantitative methods and quantitative data collected using observation and tests. In this study it was found that the

⁸ Veronica Christamia, *"Improving Students; Speaking Skills Through English Song ang puppets at Grade IV of SDN Adsucipto II"*, (A Thesis S1 Degree, Uin Yogyakarta, Yogyakarta, 2014), 45.

use of songs to teach vocabulary to students was successful. Thus, the use of songs in vocabulary instruction can have a good impact on students and will certainly increase student performance⁹.

3. The third study was researched by, Afia Rahmah, 2015, with the title "The Effectiveness of Using English Songs from YouTube Toward Students Vocabulary Mastery A Quasi Experimental Study VII Grade in Ruhama Islamic Junior High School at South Tangerang". In this study it was found that teaching English vocabulary from YouTube was effective. This is evidenced by t count (4.01) which is higher than t table at a significance level of 1% (2.39). So the null hypothesis (Ho) in this study is considered rejected and the alternative hypothesis (Ha) which states that there is a significant difference between the scores of students' vocabulary taught using English from YouTube and without using songs from YouTube in improving students' English city vocabulary¹⁰.
4. The fourth study was researched by Sagita, Ramlan and Nora Novita, 2020, with the title "The Effect of Using English Songs on the Students of SMP Negeri 1 Mila, Pidie". In this study researchers showed that there was significant difference on students' speaking skill that was taught by

⁹ Noeritta Kuattiningsih, "The Use of Songs To Teach English Vocabulary to Year 2 Students of SD Negeri Sekip 1 no.161 Surakarta", (A Thesis English Diploma Program, Universitas Sebelas Maret, Surakarta, 2008),31.

¹⁰ Febria Afia Rahmah, "The Effectiveness od Using English Songs from YouTube Toward Students Vocabulary Mastery, A Quasi Experimental Study at Seventh Grade in Ruhama Islamic Junior High School at South Tangerang Academic Year 2014-2015", (A ThesisS1 Degree, UIN Syarif Hidayatullah, Jakarta, 2015), 47.

using English song. The researchers found the result that the use of English song to improve the students speaking skill was effective¹¹.

5. For the last study was researched by Pinwan, 2012, with the title “The Effect of Teaching English Pronunciation Through Songs of Prathomsuksa 4 Students at Warachaphatigaram School”. In this study using pervasive sampling group consisted of 22 students. This study using qualitative research method and instrument used for collecting the data. The researchers alsoma made ten lesson plans and a pronunciation test that focused on the final sounds /f/, /g/, /l/, /r/, /s/, /z/, /t/, /d/,. The data in tdis research was statistically analyzed by mean, standar deviation, and t-test dependent. To find out the result the researcher use pre-test and post-test. This proven by student’s test scorethat improved between pre-testand post-test¹².

Table 2.1
Similarities and differences
Previous Research and This Research

No	Researcher and Title	Similarities	Differences
1	2	3	4
1	Veronica Christamia, 2014, the title “Improving Students; Speaking Skills Through English Song ang puppets at Grade IV of SDN Adisucipto II”.	Both of them use song for teaching media	a. The learning process from previous research used puppets and songs, while the learning process of this research used song for memorizing

¹¹ Mustakim Sagita, Ramlan, & Noravita, “*The Effect of Using English Songs on the Students’ Speaking Skill at Second Year Students of SMP 1 Mila*”, (Journal Sains Riset. Vol. 01,2020), 88.

¹² Kanlayanee Pimwan, “*The Effect of TeachingEnglish Pronunciation Through Songs of Prathomsuksa 4 Students at Watrachaphatigaram School*”, (A Thesis S1 Degree, Srinakharinwirot University, Thailand, 2012), 42.

			<p>vocabulary.</p> <p>b. The subject of the previous research is elementary level, while this research is intermediate level.</p>
2	<p>Noeritta Kuattiningsih, 2008, the title “The Use of Songs To Teach English Vocabulary to Year 2 Students of SD Negeri Sekip 1 no.161 Surakarta”.</p>	<p>Both of them use song for teaching media</p>	<p>a. The previous research using sport song, colours song, head shoulder knees and toes song, while this research using greeting song according to the material of the lesson.</p> <p>b. The subject of the previous research is elementary level, while this subject is intermediate level</p>
3	<p>Febria Afia Rohmah, 2015, the title “The Effectiveness of Using English Songs from YouTube Toward Students Vocabulary Mastery A Quasi Experimental Study VII Grade in Ruhama Islamic Junior High School at South Tangerang”.</p>	<p>a. Both of them use songs as a process of learning English vocabulary</p> <p>b. Both of them have research subjects in intermediate level</p>	<p>Previous research has described how effective learning English is to increase students' vocabulary using You can Leave Your Hat On song, while this research describes how the learning process of memorizing vocabulary using greeting song, pronoun song, and other song according to the lesson.</p>
4	<p>Mustakim Sagita (1), Ramlan (2), Nora Vita (3), 2015, the title</p>	<p>a. Both of the research use song</p> <p>b. Both of them has</p>	<p>a. The previous research compared 2</p>

	“The Effect of Using English Songs on the Students of SMP Negeri 1 Mila, Pidie”.	the same subject that was intermediate level	different classes to find the result, while this research only use one class for being the subject of the research.. b. The aim of the previous research is to reach improvement of the students speaking skill at second grade, while this research is to describe how the implementation of memorizing vocabulary by song does?.
5	Kanlayanee Pinwan, 2012, with the title “The Effect of Teaching English Pronunciation Through Songs of Prathomsuksa 4 Students at Warachaphatigaram School”.	Both of the research use song for teaching	a. Previous research teaching English pronunciation, while this research to describe memorizing vocabulary b. The subject of the previous research is elementary level, while this research is intermediate level.

According to the table above it can be concluded the differences between the previous research with this research were; the previous research focus on the implementation and also the effectiveness the use of English in teaching media while this research also focus on students perception about the use of English song in memorizing English vocabulary.

B. Theoretical Framework

In analyzing this research, it is necessary to have several theories related to this research. This theoretical research helped researchers to answer research questions. The theoretical in this research were:

1. Memorizing

a. Definition of Memorizing

The word memorizing comes from memorize which means to have memorized the lesson or able to say it off the top of your head without looking at a book or other notes¹³. So memorizing which means trying to absorb into the mind to always remember.

Memorizing is the process of doing something by remembering. Memorizing commits something to memory to be remembered¹⁴. Memorizing is a technique used by teacher and ordered students to memorize certain word.

The ability to remember is the brain's basic ability to receive information. According to Santrock, memorizing is the relationship of information over time through encoding, storage and retrieval¹⁵.

Ability remembering that there were several levels in processing something information, which begins with receiving the information itself. Furthermore, the information is stored to be processed into knowledge.

¹³ Carole wade and Carole Tavis, *Psikologi Edisi Kesembilan Jilid 1*, (Erlangga: 2007 }

¹⁴ Abdul Mujib, *Ilmu Pendidikan Islam*, (Jakarta : Kencana, 2015), 109.

¹⁵ John W. Santrock, *Psychololgy*, Mc Graw Hil, (USA, 2005), 209

Memorizing or remembering in taxonomy bloom was the lowest levels¹⁶ but is essential for the learning process because students need to have knowledge in place before they can engage to the higher cognitive level. Examples of memorizing include reciting the greetings vocabulary, naming of greetings and leave taking vocabulary. Memorizing requires no understanding of the knowledge, only to have it accurately and thoroughly in mind.

b. The Steps of Memorizing

There were three main processes that characterize how memorizing works. These processes were encoding, storage, and retrieval (or recall). Which were explained as follows¹⁷:

1) Record (Encoding)

Record means to select and focus on something you want to remember. Recording requires paying attention to information and linking it to an existing knowledge. This process incoming

information so that it can be entered into a memory. This process goes through the two human organs were sight and hearing. The two sense organs, namely eyes and ears which played important role in receiving information.

¹⁶ Niall McNulty, *Everything You've ever wanted to know about Bloom's Taxonomy*, December 31, 2019. <https://www.niallmcnulty.com/2019/12/introduction-to-blooms-taxonomy/>.

¹⁷ Kathleen B. McDermott and Henry L. Roediger, *Journal of Memory and Language*, (Washington University: 1996),35. <https://nobaproject.com/modules/memory-encoding-storage-retrieval>.

2) Retain (Storage)

Retain means to store information or keep it in your memory for later use. This process can retain information and keep it in memory for longer and longer.

3) Recall (Retrieval)

Recall means to retrieve, recognize or remember stored information. This ability to retrieve and access from memory allows to use the memories to answer questions, perform task make decisions and interact with each other. Example you may have to recall the list of items you had on your shopping list.

2. Vocabulary

a. Definition of Vocabulary

Vocabulary is very important for understanding or finding out the names of things. Shanty stated that something that we encounter in every daily life is also needed in carrying out activities and success in

learning English, students must cultivate adequate vocabulary and as we know students cannot express their ideas and emotions¹⁸, because acquiring is the most important thing when learning English.

Vocabulary is a necessity when learning a language and of course language teachers are expected to have creative ideas to teach vocabulary in a planned and fun way. Without a broad vocabulary and strategies for acquiring new vocabulary, students often reach their

¹⁸ Halim Shanty, "Students Vocabulary and Pairs Teaching", Journal on English Language Teaching, (Politeknik Ujung Padang, Ujung Padang, 2017), 02.

potential and may be discouraged from taking advantage of the language learning opportunities around them such as listening to the radio, listening to native speakers, and in a different context, reading or watching television. Wallace believes that vocabulary is one of the most important parts of the language, because when you speak a language, speakers need multiple words to transmit ideas¹⁹.

b. The Important of Vocabulary

Vocabulary training is very important for those learning English as a foreign language or as a second language. Theodore argues that learning vocabulary is based on the formation of certain habits, vocabulary will be useful for pronunciation²⁰, because it is a matter of the association of symbols and their meanings, it is clear that the enrichment of the meanings of words as important as their frequent repetition.

Moreover, according to Grauberg, the vocabulary learning process includes four steps²¹:

1) Discrimination

It's a basic stage. This involves being able to distinguish sounds, letters from those next to them, and sounds and letters of similar words when listening and reading in order to remain

¹⁹ Michael Wallace “*Teaching Vocabulary*”, (London: Heineman, 1982), 144.

²⁰ Haubener Theodore, “*How to Teach Foreign Language Effectively*”, (New York University, 1965), 27.

²¹ Walter Grauberg, “*The Elements of Foreign Language Teaching Language in Practice*”, (UK Multilingual Maters, 1997), 7.

distinct when speaking and writing. As we will see later, failure to discriminate is often a source of blame.

2) Understand Meaning

That is to understand the concept of a foreign word or expression. Often it is directly because the word can be associated with a direct reference or because there is an English equivalent.

3) Remembering

The next step after the introduction and explanation of the new material is to make sure the retention. Once learners discover the meaning of a word, they have no reason to pay attention to it anymore, and the word is forgotten.

4) Consolidation and Extinction the Meaning

Depending on Meara²² Learning new words is not an instantaneous process, meanwhile presentation is the only important variable, words are not forgotten and must be learned. However, it

seems that words are absorbed slowly over time, and only gradually do they become fully integrated into the learner's personal word stock, when he is able to use them with the same fluency that characterized the words he used in the original language.

²² Paul Meara, *Towards a New Approach to Modelling Vocabulary Acquisition*, (Cambridge: Cambridge University, 1997), 109.

c. Types of Vocabularies

In compliance with Hiebert and Kamil²³ Words come in two forms, namely verbal, which is meant here, is a set of words that we know. It explains that if we speak or read orally. Then the second is printed vocabulary consisting of words whose meaning is known when we write or read silently. They also define vocabulary knowledge as;

1) Productive Vocabulary

Productive vocabulary is a set of words that a person may use while writing or speaking. Those are well-known, familiar, and frequently used words.

2) Receptive Vocabulary

Receptive vocabulary or recognition vocabulary is a collection of words that a person can give meaning when listen it or read it. These are words students are often unfamiliar with and rarely used. Some may able to assign some kind of meaning to them, even though they may not know the subtitles of the difference. Usually, these are also the words that people didn't used spontaneously.

d. The Classes of Vocabulary

Depending on Hatch and Brown vocabulary is a group of words used to communicate in the language²⁴. They classify words

²³ Elfrieda H. Hiebert and Michael L. Kamil, *“Teaching and Learning Vocabulary ; Bring Research to Practice”*, (London: Lawrence Erlbaum Associate, 2005), 273.

²⁴ Evelyn Hatch and Cheryl Brown, *“Vocabulary Semantic and Lannguage education”*, (Cambridge:Cambridge university,1995),
<https://opac.perpusnas.go.id/DetailOpac.aspx?id=227692>

based on their nature and functional category, it is called as part of speech. Among them:

1) Noun

Nouns are the names given to the syntactic classes in which words for most people, places, or things occur. But because syntactic classes such as nouns are defined syntactically and morphologically rather than semantically, some words for people, places, and things may not be nouns, and conversely, some nouns may not be a word for people, places, or things.

2) Verb

A verb is a word that primarily functions as the predicate of a sentence. Verb is divided into several types: Regular Verb, Irregular Verb, Intransitive Verb, Ergative Verb, Stative Verb, Non-stative Verb, Volitional Verb, Copular Verb, Finite Verb, and Non-finite Verb.

3) Adjectives

Adjectives are words that describe. Explain about objects. Adjectives usually come before the noun they describe. Sometimes, the adjective comes after the noun, then later in the sentence. An adjective is a word whose main function is to describe the quality of a noun or as a complement to a noun. In modern theory, adjectives are characterized by their comparable features.

Example: She's always happy by my side.

4) Adverb

An adverb is a word or group of words as an element of an optional clause whose main function is to provide additional information to the verb or the entire clause.

Example: We ran quickly through the classroom.

5) Pronoun

Pronouns are words that come from nouns. Pronouns are used in place of nouns. The noun referred to is called "antecedent". Hatch and Brown said the pronouns refer to the names that were mentioned in the speech or point to the names we're about to mention²⁵.

6) Conjunction

There are many types of conjunctions, but when we hear the term we usually think of and, or, but. This is called a coordinating conjunction. Adverbial conjunctions (because, while, unless) are sometimes called logical connectors because they clarify the relationship between the linked clauses.

7) Preposition

Prepositions are words that help find items and actions in space and time. In this sense they share a lot with adverbs. We usually consider above, in front of, behind and below as adverbs of

²⁵ Evelyn Hatch and Cheryl Brown, *"Vocabulary Semantic and Language education"*, (Cambridge: Cambridge university, 1995)

location because they place an action or object or person in space naturally.

8) Interjection

Interjection is a part of speech that shows the emotion or feelings of the writer. These word phrases can stand alone, or be placed before or after a sentence.

3. Instructional Media

a. Definition of Learning media

Learning media was a tools or means used in the educational process to help covey information and facilitate students learning. While Learning media, according to Musfiqon²⁶, leaning media can be described as a tool used by teachers to provide material to pupils more effectively and efficiently, both physically and virtually. Learning media can take varios forms, it can be physical object, such as book, teaching aids or models. It also can be digital media such as videos, audios, animations, multimedia presentations, or interactive applications.

b. Types of Learning Media

Based on Mahajan²⁷ as for some types of teaching media that can be used in the learning process were :

²⁶ Dr. M. Musfiqon, Mpd. *Pengembangan Media dan Sumber Pembelajaran*, (Jakarta :PT. Prestasi Pustakarya, 2012), 686.

²⁷ Gourav Mahajan, *Methods and Approach*, (A Review of Methods and Approach, by Hassan Reza, International Journal of Advanced Research in Computer Science and Software Engineering, 2012), 2, 484.

- 1) Graphic Media : any printed media of any kind, for example likes book, posters, ghraps, diagrams, charts, maps, images, photographs, etc.
- 2) Display Media : a board, chalk board, white/black board, flannel board, peg board, bulletin board, etc.
- 3) Three Dimensional Media : models, puppets, specimens, items, etc.
- 4) Projected Media : a type of media in which messages are displayed via projector. Slides, films, video cassettes, filmstrip, gramophone, etc.
- 5) Audio Media : this media is only can be heard, audio cassettes, radio, audio sounds (song), gramophone, records, etc.
- 6) Video Media : this media combines visual elements and audio, such as video cassettes, television, computers, CDs, etc.
- 7) Activity Media : is a term that refers to any type of media that can be used to carry out a specific activity. Dramatization, role-playing, presentation, field trips, etc.

Based on the kinds of learning media it means that song as one of teaching media can be used as a tools to convey lessons to students so that they were able to understood the material easily.

4. The Nature of Song

a. Definition of Song

Song is a kind of music that is sung by words²⁸. Songs are an appropriate source, the songs are a good tool to help the process of learning English, the songs are also believed to motivate children in learning English. Songs are an important part of teaching and learning English because songs make students more sensitive to sounds and lessons. When the teacher teaches children to like the songs, they will be happy and enthusiastic in learning English. So that through songs in English teaching and learning activities in class can foster children's interest in being happy and learning, even students can more easily understand the teaching material presented.

According to El-Nahhal²⁹ Songs can stimulate positive emotional attitudes towards language learning using song media as a tool to help students learn English, especially to increase student motivation. Thus, learning English using songs is something that suitable for students because it makes them happy and interested in taking classes.

b. Song in the Classroom

Using songs as media when learning is a great way to learn English. Collin³⁰ state that if an educator in teaching using songs must

²⁸ Lusi Nurhayati, "Penggunaan lagu dan Pembelajaran Bahasa Inggris Untuk Siswa SD; Mengapa dan Bagaimana?", (Majalah Media Pembelajaran, 2009), Vol.5.

²⁹ El-Nahhal, "The Effectiveness of Using Children Songs on Developing the Fourth Grades English Vocabulary in Rafah Governmental School", (Gaza: Al-Azhar University, 2011)

³⁰ William Collins, "English Nursery Rhymes for Young Learners", (Hongkong:Wing King Tong, 1990), 52.

pay more attention to his students and an educator can guide his students to sing material based on the song. By using a song a teacher teaches about music, intonation, pronunciation and the teacher can also provide directions and translate even though their initial understanding of vocabulary is still not perfect.

Using songs in English teaching and learning activities is very fun for early learners and is a creative idea for introducing English. To help students build fluency and acquire new words. It also helps students to concentrate on pronunciation. Pronunciation is to focus only on individual sounds as if only using part of the language³¹. Learning pronunciation not only helps students realize the differences in sound but can also improve students' speaking skills, and concentration on sounds can make students realize where words should be emphasized.

Teacher carried out the teaching and learning process using songs, which had to know song elements such as melodies, chords, beats, rhythms, genres, styles, and lyrics. To get the attention of children before starting to learn, the teacher needs to know the steps to teach English using songs as proposed by Shopya³², such as:

³¹ JB Gilbert, *“Teaching Pronunciation Using the Prosody Pyramid”*, (New York: Cambridge University press, 2008), 9.

³² Ida Vera Sophya, *“Pembelajaran Bahasa Inggris Melalui Lagu Pada Anak Usia Dini”*, (Kudus: STAIN Kudus, 2013), 12.

- 1) Students are invited to sit well with happy hearts (not under forced circumstances). This is done by the teacher inviting the children to sing comfortably.
- 2) This singing (song) can be sung with the child sitting in a chair or in a circle on the floor. The teacher as a model must be able to liven up the classroom atmosphere so that students feel comfortable with the songs being sung together. While singing, students are supposed to understand and be capable of speaking English.
- 3) The teacher as a model must be able to liven up the classroom atmosphere so that students feel comfortable with the songs being sung together. Through singing the students are expected to understand and be able to speak English

Here are a few reasons why the use of songs within the class, namely:

- 1) Songs are easy to remember, it can make students able to remember the language.
- 2) Students can enjoy learning in class. So it is fun for students to use songs because the use of songs provides great motivation for students, especially junior students.
- 3) Songs provide an achievable challenge for all levels of students in a class of varying abilities, allowing some students to simply demonstrate understanding by performing actions while others may sing along or even improvise their own words.

- 4) Songs can be used at any stage.
- 5) They allow many logging of languages without making students bored (during teachers can add variations). This variant is designed to keep it appealing, including singing louder and slower, slower and faster.

c. Types of Songs

Various types of songs can be used and adjusted to our needs in the classroom. In the English spoken there are many types of songs. Songs can be categorized into alphabet songs, Activities, Fruit songs, animal songs, counting songs, learning songs, and so on. Please note that not all English speaking songs can be used as a learning source.

d. Advantages and Disadvantages of Song

1) Advantages of Song

Songs are an important tool in learning English. Because, songs can help students in the learning process. The advantages of the

song depending to Brewster³³ such as :

- a) Song could become a new media to introduction of new languages
- b) Song can improve students' pronunciation
- c) Song can give contribution in increasing students' motivation in speaking
- d) Song can strengthen memory of students'.

³³ J. Brewster, G. Ellis, D. Girard, *"The Primary English Teacher's Guide"*, (England: Penguin English, 2002), 162.

2) Minwhile, Murphey state that the advantages of song's are³⁴:

- a) There differences of students' characteristic, because not all children can receive which will delivered by their teacher
- b) Disturbing other class
- c) It can lose control of the class
- d) The vocabulary is too little

e. Students Perception

Students perception is a psychological capacity to process and interpret an occurrence that has been or has occurred³⁵. In this research, students perception is shown in the response to the instruction given by the teacher about the use of English song to memorize English vocabulary.

Students' perceptions are something that is very important in the learning process. Student perceptions are students' points of view or understanding of the material or information that students have received when learning activities take place. This learning perception is also how students understand and respond to subject matter that has been transferred through the learning process. Perception or Acceptance of Material by Students in Learning It is very important to ensure that students have a strong perception and correct understanding of the material. Good and correct perception or understanding of the material will enable students to understand the

³⁴ Tim Murphey, *Music and Songs Oxford University Press, 1992*, 103.

³⁵ Fara Mufrida, *Students Perceptions of Using English Songs for Listening Comprehension at Eight Grade in SMPN 1 Dau Malang*, Thesis of under graduate, (Malang: 2022), 06.

subject matter so that they can achieve competency and learning goals. This perception can be said to be the result of students' thoughts or cognitive aspects, where through the formation of students' perceptions it will influence how students behave or affective aspects to how students act or psychomotor aspects. Wrong understanding of the material or students' perceptions can give rise to misunderstandings by students. Students can apply these wrong perceptions in everyday life which can make students even more wrong. Therefore, it is very important for teachers to be able to convey material well and correctly so that it does not give rise to wrong perceptions. Regarding students' own learning perceptions, there are several basic principles that are related. Slameto³⁶ explains the basic principles regarding the perception or acceptance of material by students in learning. The basic principles of learning perception include:

1) Perception is Relative, not Absolute

Students are not always able to receive and understand everything they receive exactly as to what the information received means. Perceptions held or received from the learning process itself can also change along with information and other materials that are entered and received later. Because of this principle of relative perception, the formation of good and correct perceptions

³⁶ Slameto , *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: 2015)

in learning can be carried out. Teachers can also update and correct students' erroneous perceptions.

At the beginning of receiving the material, it may be difficult to convey good perceptions. However, then teachers can understand students better so that they can plan learning better for the next teaching and learning activities so that students can receive perceptions of the material they receive more quickly and better because perceptions have been formed from previous learning.

2) Perception is Selective

A person can only pay attention to some of the various stimuli received at any given moment. This makes the stimulus received depend and try to be connected to the stimulus or what has been learned. This means that perception has a tendency in one particular direction, also every student has limitations in their ability to learn something, especially in terms of receiving stimulation.

This means that in learning material the teacher must emphasize important things related to the material. Don't let the students' selective and limited ability to receive the material mean that the important main material cannot be understood. The selectivity of students is mainly influenced by the amount of stimulation or information and even distractions that arise during the learning process. Teachers should be able to create good learning conditions

so that there are not many distractions that divide students' attention which can result in wrong perceptions.

3) Perception of Having Order

How students receive stimulation cannot be done haphazardly. Students will receive it in the form of relationships or groups, so that if the stimulus comes incomplete, students can complete it themselves by looking for relationships so that they become more complete and clear. This indicates that in order for perceptions to be easily formed, good preparation or arrangement of material and delivery is required.

The close relationship is with how teachers are able to prepare or plan learning in a good structure. Learning planning must be outlined in learning tools that are arranged in an orderly format or arrangement taking into consideration various things that can influence learning, in this case the main thing is student perception.

Material must be presented completely and sequentially so that it can be connected to each other and does not give rise to wrong interpretations.

4) Perceptions Influenced by Expectations and Readiness

The expectations and readiness of the message recipient will determine which message will be chosen to receive which is then organized so that it can be interpreted by the student. The influence of motivation, will, interest, and routine in learning plays a very

important role in influencing students' expectations and readiness for learning. If students have high expectations and readiness, of course students will try to get a good perception of learning about the material.

- 5) The perception of a person or group can be very different from the perception of another person or group

Differences in perception can occur between one individual or group and another even though the conditions and treatment are the same. This is influenced by the differences and characteristics of each individual or group. Just look at a class's learning, there are students who are able to grasp the lesson material well and there are those who don't even though the material, methods or media used to deliver the material are the same.

In order to obtain a uniform perception, teachers should provide different treatment to each individual and group, especially to

students or groups who have quite striking differences in characteristics. For example, in a class of smart students who have a very good understanding of the material, there are also students who are less able to get a good perception, the teacher can ask for help from the smart students to help the weak students get a good perception because of the relationship between the students. Of course it will strengthen learning. Or there are also study groups or classes that have different general characteristics, so the teacher

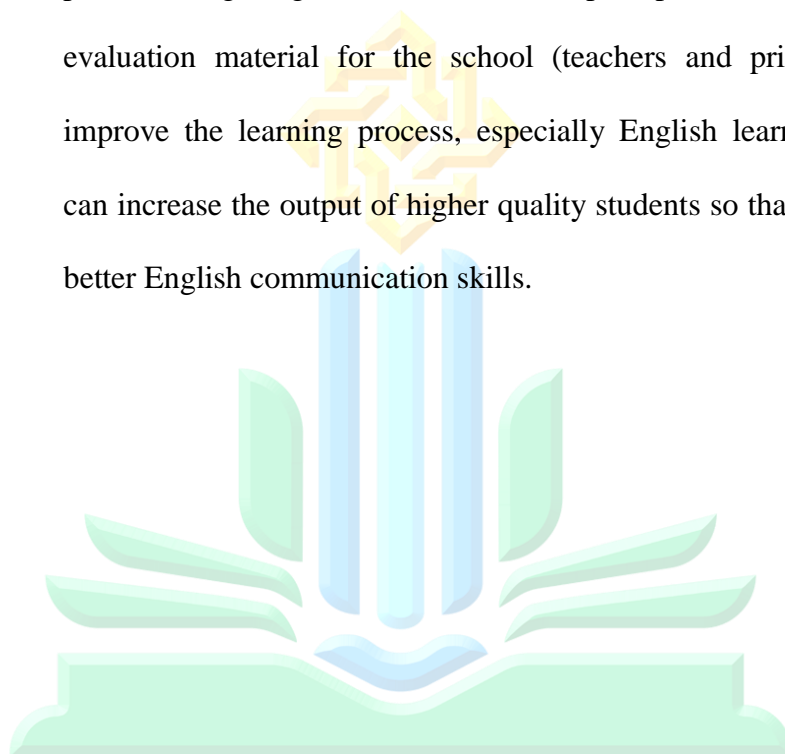
can apply different teaching methods in that class compared to other classes.

Knowledge and understanding of the basic principles regarding students' learning perceptions is very important for teachers to know. It is clear that all decisions and actions that will be taken by the teacher really need to take into account perceptions or how students are able to understand the learning material. From planning, implementation, evaluation, revision, to planning for re-learning, teachers always pay attention to students' perceptions.

Nurdiawati statement about the positive perceptions of using song for learning process those are: Song could become a media introduction of new languages, song can improve students' pronunciation, song could be give a good contribution of new languages, song can strengthen memory of students³⁷. Beside the positive of course there is the negative perceptions in learning process of using song such as the students has differences characteristic so that there were student's quick in receive the material and there is also student's take time in receiving the material which delivered by the teacher, it just disturb others lesson, it can lose control of the class, the vocabulary of the song is too poor.

³⁷ Dede Nurdiawati *Persepsi Siswa Terhadap Pembelajaran Bahasa Inggris Berbasis Lagu Di Sd Negeri 1 Jatisawit*, (Thesis Journal of FKIP Universitas Peradaban, Brebes, 2019), vol 9

So, in this findings we can concluded that there were positive and negative perceptions in teaching and learning of using song has been accordance with stated by Nurdiana. To find out how students perception learning English after the English language learning process using songs, the results of these perceptions can be used as evaluation material for the school (teachers and principals) to improve the learning process, especially English learning which can increase the output of higher quality students so that they have better English communication skills.



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CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

In this research using qualitative methods. According to Creswell explains that the qualitative method is a plan and research procedures which include steps in the form of assumptions extensive to detailed methods of collection, analysis and data interpretation³⁸ qualitative research is a writing that describes the actual situation regarding the object under study, according to actual situation at the time of direct research, the data collected not in the form of numbers but the data comes from manuscripts, interviews, field notes, personal documents, memo notes, and other documents.

This research that believes in a phenomenon or problem by focusing on the overall picture rather than breaking it down into variables. This study has the aim of a holistic and in-depth picture rather than analyzing numerical data.

Similarly, according to Lodico, qualitative research is a research that reports data in a narrative form, namely by using sentences rather than numbers³⁹. So in this study analyzing or identifying problems described in the form of text analysis. The researcher chose qualitative because the data collected described in this study. The purposes, the steps and the students perception explained in the form of a description.

³⁸ John Ward Creswell, *“Educational Research Planning, Conducting and Evaluating quantitative and qualitative research”*, (Pearson Education Bolyston, 2012), 19.

³⁹ Marguerite. G Lodico, Dean T Spaulding and Katherin, *“Methods in Educational Research”*, (San Fransisco: Jossey Bass, 2010), 264.

B. The Setting of the Research

The location of the research was carried out in one of the schools in Bondowoso where at this school there were several children's problems during English lessons. The problems experienced has been mentioned by researchers in the background of this study. This research was conducted at Madrasah Tsanawiyah Negeri 1 Bondowoso. Located At Jl. Situbondo, Ds. Traktakan, Kec. Wonosari Regency, Bondowoso Prov. East Java.

The reason the researcher choose this place was during the field introduction activities for the researcher's education took place at this school. The researcher found several problems presented by the English teacher and tried to find a way out of some of the problems presented by the teacher concerned. Therefore the researcher took initiative to help the English teacher looking for the best way teaching and learning activities in class.

C. Subject of the Research

In qualitative research, the researcher conducted observations and interviews with the people concerned with this research. Researchers determine informants using a purposive way. According to Sugiyono purposive sampling is the process of selecting a sample that has a specific purpose⁴⁰. It means that researchers will choose the right informants based on considerations for conducting interviews in this study. The informant in this study that has been decided:

⁴⁰ Sugiyono, *Metode Penelitian Kualitatif* (Bandung:Alfabeta, 2021), 210.

1. The English teacher at Madrasah Tsanawiyah Negeri 1 Bondowoso, Ustadzah Mardiana S.Pd, who is a senior teacher at this school. Ustadzah Mardiana uses many methods or media when learning English as a support for learning. Because the class to be studied was the initial class it means seventh grade
2. The researcher selected several students to be interviewed based on the teacher's recommendation. Who are able to give additional information as the complete analysis in qualitative.

D. Data Collection Technique

To obtain data, the data collection techniques needed⁴¹ in this study were;

1. Observation

Observation is an activity that aims to observe the object of research logically. In this observation the researcher make important notes related to activities in the classroom both about the behavior and activities of individual students. This generates data that can be used to verify information during face-to-face activities. In this activity the researcher notes how the teaching and learning activities take place and how the application of songs in learning English and the situations that exist with students.

In this activity the researcher has a position as an observer. Where the researcher is present as an observer and sees how the learning activities are going in the class. Seeing how the teacher applies songs in English

⁴¹ Marguerite. G Lodico, Dean T Spaulding and Katherin, "*Methods in Educational Research*", (San Fransisco: Jossey Bass, 2010), 266.

learning by not participating and interacting. The data obtained from the results of this observation are;

- a. Location of the research
- b. Situations and conditions at the time of learning in class. It can be concluded how the teacher facilitates songs as an English learning tool to increase students' English vocabulary and how students respond to these activities.

2. Interview

An interview is a meeting or interaction between two or more people to exchange information or ideas through question and answer⁴². This interview activity is also one of the data collection techniques carried out by researchers on research subjects or informants who aim to obtain information regarding the continuation of this research. The students' perceptions of implementing song activities in learning English to increase students' English vocabulary.

3. Document Review

Certainly not only observations and interviews to support this research but, researchers also used document reviews. Document review means efforts to collect data through written documents. In this study, the researcher prepared several documents in the data collection process. Some of the recommended lesson plans provide a list of attendance and some

⁴² Kristin G Esterberg, "*Qualitative methods in Social Research*", (New York: MC Graw hill, 2002),212.

important information related to this research. The researchers also documented this research activity in the form of photos and song lyrics

E. Data Analysis

After observations and interviews, the researcher analyzed the data from the results of the interviews and observations. All data from observations and interviews that had been collected were analyzed in several steps. According to Miles, Huberman and Saldana there are three steps in carrying out the data analysis process in qualitative research. These steps can be explained as follows:

1. Data Condensation

Data condensation is an activity that directs researchers to summarize, select and focus on the data that has been collected and the participants. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, or transforming data into the author's text (observation notes, interview transcripts, and documents)⁴³. In addition, researchers used data condensation by sorting, categorizing, and abstracting from field notes, interviews, and document reviews to identify similar phrases in this study.

2. Data Display

This steps is to display the information after it has been classified.

In the qualitative research, data can be presented in the form of a simple explanation, blue print, or correlation between categories. In this steps

⁴³ Mathew B. Milles, and A. Michael Huberman "Analisis Data Kualitatif", (Sage Publication : London, 1994),10-11.

researchers typically use an extend text. The researcher must consider what they demonstrate in data display.

3. Conclusions drawing & verification

The last step in qualitative data analysis is drawing conclusions and verification. In this step is to come up with conclusion and validate it. The researcher identifies the results of the interviews that have been obtained and identified. This conclusion is still temporary and will change if there is no strong evidence to support further data collection. Therefore, the conclusions obtained are credible conclusions.

In this steps, after the data were gathered and put on the data display well, researcher give conclusion that is matched the focus of the research which consist of puposes, steps and students perception of memorizing English vocabulary using English song at the seventh grade students of Madrasah Tsanawiyah 1 Negeri Bondowoso.

F. Data Validity

In qualitative research several techniques can be used to increase the validity of the data obtained by researchers. The validity of research data is important in a study. Researchers was also able to use the triangulation technique and source triangulation to validate the data⁴⁴. Moleong states that, triangulation is a technique in research that aims to check the correctness of a

⁴⁴ Nusa Putra, “*Metode Penelitian Kualitatif Pendidikan*”, (Jakarta: Raja Grafindo Persada, 2012), 103.

data by using something else to be used as a comparison with the research data⁴⁵.

The source triangulation and technique triangulation method was used to assess the credibility of data by comparing data obtained from multiple source. It was achieved by bringing together information from the English teachers at Madrasah Tsanawiyah Negeri 1 Bondowoso and the seventh grade students of Madrasah Tsanawiyah Negeri 1 Bondowoso. The technique triangulation is used to determine data credibility by comparing the same data with different techniques. The data gathered from interviews, observations, and document review was combined by researcher.

G. Procedure of the Research

In this section are the steps or research procedures that will be carried out by researchers, starting from previous research, design development, actual research and report writing. Several steps must be taken by researchers, starting with pre-field research, field work steps and data analysis steps.

1. Pre-field Steps

The stages that must be carried out by researchers as well as research ethics that must be understood, namely;

- a. Develop research design
- b. Choose a research location
- c. Manage licensing
- d. Explore and assess research sites

⁴⁵ Lexy J Moleong, “*Metodologi Penelitian Kualitatif*”, (Bandung: PT Remaja Rosdakarya, 2008), 303.

- e. Select and use informants
 - f. Preparing the instrument research
2. Field-work Steps
- a. Understand the background and research objectives
 - b. Enter the research location
 - c. Search for data sources
 - d. Participate during data collection
 - e. Complete data

3. Data Analysis Phase

This stage is the final stage of research activities. The results of all the ongoing research processes. The activities that must be carried out are;

- a. Analyze data
- b. Take care of complete research licensing
- c. Compile or present data in the form of reports
- d. Conclusion
- e. Revise the enhanced report.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. History of Madrasah Tsanawiyah Negeri 1 Bondowoso

Initially, Madrasah Tsanawiyah Negeri 1 Bondowoso was a private Islamic Junior managed by the Miftahul Ulum Sumber Kemuning Fondation, Tamanan District, Bondowoso Regency. The chairman of the foundation is kyai Hosnan. Madrasah Tsanawiyah was officially founded in 1967 with the head master of the Madrasah Mr. Alimuddin. The idea for established in MTs in Sumber Kemuning village, Tamanan District consist of the elders of Bondowoso, kyai and figures because felt pity and concern for the children of MI graduates or SD whose socio-economic situation is weak and unable to afford it and give change to the children to a higher level of education.

After running for ±2 years based on the spirit of jihad and high dedication from all elements including foundations, managers, implementers and supported by the Departement of Religion. In 1969 the madrasah already had 3 classes, such as 1, 2 and 3, and 16 teachers 4 of whom were assisted by the Bondowoso Regency Department of Religion.

Based on proposal from the Department of Religion, since 29th of July 1970 it became a State Tsanawiyah Madrasah with the name MTs AIN. Along the way they experienced quite obstacles, especially MTs AIN graduates at that time were unable to continue to public schools at higher

level such as State High School, State SPMA, etc. So the parents who wanted their sons and daughters to continue to public schools were more likely to chose to send his child to a State Islamic Junior High School. Increasingly, the State Islamic High School is experiencing a marked decline. To get around this condition, the Department of Religion in 1974, with the agreement of educational figures and administrators at that time, took the decision to propose moving the location to the Wonosari sub-district area, precisely in the village of Lombok Kulon. By occupying a building belonging to the Nurul Jadid Islamic Boarding School, which according to their description is possible in this area to develop well. After running for 1 semester and entering the second semester, it was felt there were even more obstacless that at the begining of the 1975/1976 academic year, they moved to Sumber Kalong Village, Wonosari District.

Based on SK No. 15, 16, 17 of 1978 concernng simplification of the form of school structure within Departement of Religion, then MTs AIN changed name to MTsN.

In the subsequent development of MTsN in Wonosari District its number of students increased over time especially in 1976/1977 it graduated students and community already knew that Madrasah Tsanawiyah not only provided religious knowledge but also provided general knowledge. At the next stages where MTsN graduates can continue their education to a higher level such as SMA, SPMA, etc. there

is no doubt with MTsN's existence. Even though don't have their own building the teaching program is running well.

During the journey, Madrasah Tsanawiyah Negeri 1 Bondowoso temporally occupied a location building villade. The 1990/1991 budget year received a project for 1 building unit (3 classroom) complete with furniture, followed by 1994/1995 and 1996/1997 which received 2 RKB units. All of them stand on 3200m² of land located in the hamlet of Tegal Mojo Traktakan Wonosari.

2. Profile of Madrasah Tsanawiyah Negeri 1 Bondowoso⁴⁶

a. School Identity

- 1) Name : Madrasah Tsanawiyah Negeri 1 Bondowoso
- 2) Status : State
- 3) NSM : 121135110001
- 4) Complete Address : KH. As'ad Samsul Arifin Street -
Traktakan - Wonosari - Bondowoso
- 5) Telephone Number : (0332) 422153
- 6) Postal Code : 68282
- 7) Established Year : 1970
- 8) Study Time : 06.45 -14.00 WIB

b. Organization Structure

- 1) Head Master : Santoso, S.Ag, M.Pd
- 2) Curriculum : Kusuma Wardani, M. Pd.I

⁴⁶ MTsN 1 Bondowoso, 21st of August 2023

- 3) Waka kesiswaan : Achmad Fausi, S. Ag
- 4) Waka Sarana Prasarana : H. kusnadi, S.Pd.I
- 5) Head Public Relation : Almaf Usun, S.Pd
- 6) Kaur TU : Muzayyin, S.Pd

Cordinator / Supervisor

- 7) Library : Hanik Hidayati, S.HI
- 8) Laboratory
 - Science : Ira Rahmasari, S.Pd
 - Computer : Hosnan, S.Pd.I
 - Wall magazine : Hersy Eka Chandra, S.Pd
- 9) Scout : Yulita Budi Agustina, S.Pd
- 10) Art : Hosnan, S.Pd.I
- 11) Prayer Room : Mahfudz Syamsuddin, S.Pd
- 12) Security : Eko Haryadi
- 13) Clean lines : Jumantoro

14) Night Watch Man : Dwi

15) BP/BK : Misbahul Ulum, S.Pd

16) Canteen : Rumiwati, S.Sos.I

c. Vision and misson of Madrasah Tsanawiyah Negeri 1 Bondowoso

- 1) Vission : Creating students religious, dynamic and qualified and environmentally minded madrasah people.

2) Mission :

- a) Improving the quality of learning that fosters the Islamic soul
- b) Improving students habituation in having good morals
- c) Improving the quality of science and practice in everyday life
- d) Improving an effective, innovative and fun learning process
- e) To produce students who excel, open, dynamic and innovative based on social scientific and technological developments
- f) Increasing community satisfaction with the management of accountable learning system.
- g) Improving the quality of extracurricular activities.
- h) Creating education that is environmentally conscious, has a clean culture, maintains shade, and preserves the environment.

B. Data Display

At this stage the researcher presented the data that researcher examined in detail based on the data obtained and the real existence. The data were presented in detail according to the findings of the study site, either observational or interview data. In this sections the researcher presented and described the song lyrics, the purposes, the steps, and students perceptions of English Vocabulary Using English Song at The Seventh Grade Students of Madrasah Tsanawiyah Negeri 1 Bondowoso.

The data obtained by the researchers resulted in the following:

1. Song Lyrics

Here the lyrics of songs which may be used in English classes are:

a. Greetings Song

Every day

I go to school

I meet my friends

And we all say

Hello hello, how are you?

I'm good I'm great!

How about you? Na na na na na na

Every day

I go and play

I meet new friends

And we all say

Hello hello, what's your name?

Nice to meet you

Do you want to play?

Na na na na na na na hey!

The song above can help students to memorize the vocabulary of introduction and how to greet every one we meet.

b. Greeting My Students

Good morning my students how are you? (I'm fine)

Good morning my students how are you? (I'm Great)

Good morning my students (good morning my teacher)

Good morning my students how are you? (I'm fine)

Good morning my teacher how are you? (I'm fine)

Good morning my teacher how are you? (I'm Great)

Good morning my teacher (good morning my students)

Good morning my students how are you? (I'm fine)

(I'm fine, I'm great, I'm good, I'm excellent, Alhamdulillah)

From the song above both students and teacher asking about their condition. So, the students can respond some one greetings and also give them information about their condition.

c. Hello song

Hello hello how are you?

Hello hello how are you?

Hello hello how are you?

How are you today?

I'm good, I'm great

I'm good, I'm just a great, I'm very well today!

Hello hello how are you?

Hello hello how are you?

Hello hello how are you?

How are you today?

I'm hungry, I'm tired

I'm hungry, I'm tired

I'm hungry, I'm tired I'm not so good today

From the song above students can give their information them in good or bad condition.

2. The Implementation of The Use of English Song to Memorize English Vocabulary

The Implementation of The Use of English Song to Memorize English Vocabulary, according to Mrs.Mardiana said that :

“The first step for beginning the learning and teaching activity of course we started with salam and made all the students are focused and payed attention on it. According to the lesson plan we prayed together before starting the learning process. After that I am able to checked the attendance list and they answered who's name mention by me. After all of the students already to learn I ordered them to sit with the partner, so they sat with their partner. After that I gave them a sheet of paper consist the lyrics of the song material and they tried to focused on it. We listened to the song used mini sound. After we listened to the song. I explain it, describe it, and I asked them about it”. For the next steps the teacher said :

“The next step after we learned based on material I have explained to them, I order them to make a simple conversation with their partner and they made it. After they made it I asked them to practiced the conversation go forward with their partner, and they tried to goforward practiced the conversation with their partner. From this practiced conversation it made them go forward bravely and they tried to applied the material in their simple conversation. I gave feed back for them if there were the incorrect sentence and tried to made them right in pronunciation. Of course all of teaching and learning we did according to the lesson plan.”⁴⁷

⁴⁷ Mardiana, S.Pd, *interviewed by Researcher*, Bondowoso, 21st of August 2023

Based on the interviewed above the researcher knew that the process of memorizing English vocabulary using song is does not random. There were the several steps to did it well. The teacher must knew how to did the learning and teaching process with good preparation. of course doesn't forget about the lesson plan in order the students can be developed in speaking skill, actually speak English orally.

Based on this practiced students got point easily caught the sentence by sentence and they also in pronounced the sentences according to the teacher's explanation. The teacher gave example to pronounced sentence, well the students could speak English little by little and tried to memorized little vocabulary in their learning processed.

On the other hand the teacher must be active also creative on doing the teaching and learning process in every step in the classroom, because the teaching and learning process using song is needed a good time and good condition. In order the students followed the teaching and learning process by using song be well.

It was also supported by Maizandrea, she said that :

“In learning process teacher ordered us to sit with our partner, she gives us a sheet of paper consisted lyrics of song material. We listened to the song and tried to understand the song based on the teacher instruction. We made a simple conversation based on the material with our partner. We made greetings conversation because our learning material is about greetings. Before we go forward to practiced the conversation, we tried to practiced it in our chair, if we already to practiced so we go forward for practiced it. Our teacher guided us and corrected us if there were mistakes in our conversation”.⁴⁸

⁴⁸ Aurel Maizandrea, *Interviewed by Researcher*, Bondowoso 21st of August 2023

It was strengthened by Agustin, as the students of VII grade, she said:

“We were enjoyed in following learning process in class using songs so it made us able to speak English and understand the material very fast, moreover the song is easy so we felt enjoyed and also motivated this way. We can use the sentence from the song to talk with our friend or every we meet with our teacher”.⁴⁹

It was also supported by Agustiar⁵⁰ as the VII grade students’, he said :

“What they said was right, we were able to speak English, there were several vocabulary we have memorized from the song. For example, “hello, good morning, nice to meet you answered nice to meet you too. Its really simple conversation but from this process We felt happy and enjoyed, by this learning process we motivated were able to greet with our friends used English”.

He said his classmate became motivated to speak in English and they were memorized several vocabularies from the song, it made them able to greet with their friends used English.

The students felt happy in learning process using song in memorizing vocabulary. They were able to anthusiasm in learning process. So, the teacher were able to did it for the next aim in order students can speak in English orally.

According to the interviewed above, memorizing English vocabulary using English song were to raised the students motivation to speak in English and made them were able to speak English with their classmate.

⁴⁹ Serli Agustin, *interviewed by Researcher*, Bondowoso, 21st of August 2023

⁵⁰ Bayu Agustiar, *Interviewed by Researcher*, Bondowoso, 21st of August 2023

From the observation above Mrs.Mardiana really applied step by step for the teaching and learning memorizing vocabulary using english song. Based on the interviewed it could be concluded that the memorizing English vocabulary using English song as follows : first, in encouraged students motivation to speak English. Second, it made students able to greet their friends used English and they were able to speak English orally. Third, made students memorized little by little vocabulary. Fourth, the students may had upportunnities to speak English.

3. The Cronological of Teaching and Learning The Use of English Song to Memorize English Vocabulary

At this stage the description about the chronology that occurs during learning activities in the classroom, in this stage the researcher described about the activity The Use Of English Song To Memorize English Vocabulary. The description below based on the lesson plan⁵¹ of the greetings material, the researcher got the document review of this activity from the English teacher;

a. Pre- Activity

When the lesson starts the students wait for the teacher to start the lesson. When the teacher enters the class, the teacher says hello first and opens the learning activity by reading a prayer together. There were several students who were still busy talking with their friends but the teacher warned them to focus when praying together and say their

⁵¹ MTsN 1 Bondowoso, *Rencana Pelaksanaan Pembelajaran Bahasa Inggris* , 21 of August 2023

prayers properly and correctly then the teacher checks the students' attendance by calling each student's name and of course the students respond to the name called by the teacher.

After checking the students' attendance, the teacher asked the students to sit in pairs, the students looked left and right to sit together, of course the teacher made sure that everyone got a partner and the class started to become noisy with conversations between those who wanted to sit with the friends they wanted.

b. Main Activity

If all students have got their respective partners, the teacher gives them a sheet of paper containing the lyrics of the song from the material that will be given. The teacher gives the lyric paper to each student and prepares the sound to play the songs that have been prepared, namely there are three songs including the greeting song, hello song, and greeting my students song. The teacher asks all students if they got the lyric paper to make sure no one is left behind and everyone gets the lyric paper.

Then the teacher starts the song that has been provided and instructs the students to listen to the song carefully and not forget to follow the lyrics that have been given. The teacher repeats the song 3 times and asks the students to sing the song together. The students seemed enthusiastic about singing the songs that had been provided even though there were several words that were mispronounced. After

the teacher and students sing the song, the teacher explains the lyrics to the students in terms of meaning and pronunciation, the students listened to the teacher's explanation and wrote the meaning of the lyrics that they didn't memorize or didn't know before. The teacher explains the contents of the song in detail and it can be seen that the students really listen to the teacher's explanation carefully.

After the teacher explains the content of the song based on the material being taught, then there are students who ask to sing together again before continuing the learning process. Hearing this request, of course the teacher immediately agrees because to encourage students' enthusiasm and enthusiasm for learning, they sing the song together only once in order that to continue the next step of the lesson plan.

After repeating the song, there were several children who started to memorize a little of the lyrics. This can be seen from their attitude of singing the song without looking at the lyric paper, even for a few moments looking at the lyrics on the paper, but it can be seen from this step that there was a slight improvement in some students.

The teacher provides pictures showing several different situations and asks students to say what words match the pictures provided. The students were enthusiastic in responding to questions from their teacher and scrambled to answer these questions. Their voices were boisterous in answering questions in order to get a chance to answer. This activity can be seen from the way they enthusiastically

want to answer, which means they more or less understand the context of the greeting material. The following is a picture question that the teacher asked the students.

GREETING

Match the greetings with the pictures

 <input style="width: 100%; height: 20px;" type="text"/>	 <input style="width: 100%; height: 20px;" type="text"/>	 <input style="width: 100%; height: 20px;" type="text"/>
 <input style="width: 100%; height: 20px;" type="text"/>	 <input style="width: 100%; height: 20px;" type="text"/>	 <input style="width: 100%; height: 20px;" type="text"/>

<input style="width: 100%; height: 20px;" type="text" value="Goodbye"/>	<input style="width: 100%; height: 20px;" type="text" value="Good Afternoon"/>	<input style="width: 100%; height: 20px;" type="text" value="Good Morning"/>
<input style="width: 100%; height: 20px;" type="text" value="Hello"/>	<input style="width: 100%; height: 20px;" type="text" value="Good Evening"/>	<input style="width: 100%; height: 20px;" type="text" value="Good Night"/>

JasminEt

Picture 4.1

Greetings Question for The Students

The pictures are questions in the form of pictures to attract students' interest in answering the questions and make it easier for students to remember the material. After all the picture questions have been answered by the students, the teacher continues by instructing the students to make short conversations with their partner based on the material provided, even if it is just to say hello to their friends.

The teacher gives as detailed instructions as possible so that students are not confused in carrying out the assignment. However, it cannot be denied that there are some students who are still confused

about completing the assignments given by the teacher. Then the teacher provides examples of short conversations to make it easier for students to understand the assignments given. An example of a conversation given by the teacher is as follows:

Andre : "Hello Josep, good morning!"
 Josep : "Hi Andre, good morning!"
 Andre: "How are you?"
 Josep : "I'm fine, how about you?"
 Andre : "I'm fine too, nice to meet you Josep"
 Josep : "Nice to meet you too, Andre"
 Andre : "Bye bye Josep!"
 Josep : "Bye Andre!"

This conversation becomes an example or reference for students to create conversations asked by the teacher. With these conversation examples, students are enthusiastic about creating conversations with their partners.

After all students have prepared and made their best conversation with their partners, the teacher asks them to come to the front of the class to practice it in front of the class with their respective partners.

They went forward one by one with their partners without any coercion, although there were some students who initially felt embarrassed to practice it in front of the class, but thanks to the support and enthusiasm of the students, the students finally came forward with their best performance by practicing their short conversations with their partners. At this stage the teacher really listens to the student's presentation and corrects the content and pronunciation of the student.

There are still some pronunciations that are mispronounced, but by inviting students to come forward and practice the results of their assignments, there has been an increase in students being brave and appearing to practice short conversations based on greeting material.

The results of students' conversations are very unique, the shortness of the conversations they make does not hinder students' ideas or creativity in constructing sentences that they can. Even though there are only a few dialogues, it has proven that students understand the assignments given by the teacher and understand the material presented by the teacher.

c. Post activity (evaluation)

Teachers was always the best models and instructors for students who always pay attention to students' obstacles and progress. When all students have practiced their conversations with their partners in front of the class and received feedback from the teacher, the teacher must continue to evaluate what needs to be improved, what needs to be emphasized and what obstacles students have in learning. In students' presentations in practicing their conversations, the thing that needs to be paid more attention to is the pronunciation of vocabulary, the correct use of vocabulary, for example, when greeting and responding, you must use the right words. Don't forget, the teacher also always asks what are the obstacles or which parts the students feel are still having difficulty, the teacher always asks this after every time she has

explained the material.

After everything has been explained by the teacher and there are no further questions from the students, the teacher closes the lesson by praying together, not forgetting to motivate the students to always be enthusiastic about learning, implementing it in their daily lives so they can always remember the material and the final activity closes with greetings.

4. The Students Perceptions of The Use of English Song to Memorize English Vocabulary :

Firstly the researcher asked about teacher perception about The Use of English Song to Memorize English Vocabulary, According to Mrs. Mardiana said that :

“Using songs in this English class, can be used as a medium for introducing new languages (sentence or word that they haven’t know before), improving students pronunciation, students memory is also to memorized a simple sentences using song and made a good contribution to the motivation of the students to improve their speaking skill. But sometimes, they were not able to control in class but it also can be handled properly so that the class remains effective. Of course every students has different characters there were students catched the material fast, some of them took more time to catched it. I did my best explanation for them, so that they remain effective during English class”⁵²

It was supported by Bayu Agustiar, he said :

“Based on my perception learning using song we were easy to caught the material, memorized the vocab little by little because we enjoyed in singing the song. We were able to respond some one greetings very fast and we were able to speak English little by little from the vocabulary of the song.”⁵³

⁵² Mrs. Mardiana, *interviewed by Researcher*, Bondowoso, 21st of August 2023

⁵³ Bayu Agustiar, *interviewed by researcher*, Bondowoso, 21st of August 2023

Based on the interviewed above can be seen from the students activity in learning process, he always tried to answer the question from the teacher quickly and always answer with the loud voice⁵⁴.

It was strengthened by Habibullah⁵⁵, he said that :

“I felt enjoyed in learning English using song because its very fun and made us easier to caught the material based on the song. I felt confused in learning English before using song because I don't memorized any vocabularies, while we used song in learning process and the teacher taught us by good explanation so, I got much better because there were several vocabularies I have memorized”.

Before teacher explain the material using song the students look confused because they do not understand the teacher explanation. After the teacher explained the song the students felt enjoyed in joining the learning process and always responded teacher question⁵⁶.

It was strengthened by Pratama⁵⁷, he said :

“ I felt comfortable with this learning process, I felt enjoyed joined the lesson, I got very much experienced and I felt better to study when learning using song”

“In Memorizing English Vocabulary Using Song at the Seventh Grade Students needs to be implemented with the aim of making students more active in learning English process. Students able to enthusiasm and serious in carrying out every activity in the English learning process. Students were able to speak spontaneously to greet their friends based on the situations and conditions they face in every daily life. It made them felt happy enjoyed the learning process and they able to applied it every they meet with their friends, so that they always remembered the learning material easily”.⁵⁸

⁵⁴ Observation in seventh grade classroom, Bondowoso, 21st of August 2023

⁵⁵ Ma'ryfan Habibullah, *Interviewed by Researcher*, Bondowoso, 21st August 2023

⁵⁶ Observation in seventh grade classroom, Bondowoso, 21st of August 2023

⁵⁷ Wildan Pratama, *Interviewed by Researcher*, Bondowoso, 21st August 2023

⁵⁸ Mardiana , S. Pd, *Interviewed by Researcher*, Bondowoso, 21st August 2023.

The same thing was also conveyed by Maizandrea⁵⁹ as the VII students, who said that :

“After we learned English Using Songs, we felt that there was some material could be easily to remembered because we enjoyed the song material, so that it was easy to remembered”

It was strengthened by Agustin, who said that

“Our friends became more active in learning, whether just greetings but using English. Spontaneously we greeted and spoke a little simple word using English, we can greeted our friends using English and it made us happy because this is one of our prided ”. ⁶⁰

Based on the interviewed, observation, and document review above, the researcher took the conclusion result or research findings would be explained in the following table :

Table 4.1
Matrix of Research Findings

No	Research Focus	Research Findings
1	2	3
1.	How are the implementation of using English songs to memorize English vocabulary at the seventh grade students of Madrasah Tsanawiyah Negeri 1 Bondowoso?	<p>d. Pre- Activity</p> <p>a. Teacher started the learning process with praying together, they followed the prayer section.</p> <p>b. She checked the students' attendance list, they answered who's name was mention by the teacher.</p> <p>c. She ordered them to sit with their partner, they sat with their partner.</p> <p>e. Main Activity</p> <p>a. She gave a sheet of paper consist of lyrics of the song and ordered them listened to the song, then they tried to listened the song and focused on it.</p> <p>b. She asked questions based on the material, they answered the question from the teacher.</p> <p>c. She instructed them to make a simple</p>

⁵⁹ Aurel Maizandrea, *Interviewed by Researcher*, Bondowoso 21st of August 2023

⁶⁰ Serli Agustin, *interviewed by Researcher*, Bondowoso, 21st of August 2023

		<p>conversation based on material with their partner, they made a simple conversation with their partner based on it.</p> <p>d. She instructed them to practiced the conversation go forward, they made the conversation, then go forward with the partner and practiced the conversation they have made.</p> <p>f. Post Activity (evaluation)</p> <p>a. She gave feed back and corrected to the students performed and they listened to the teachers explanation.</p> <p>b. After all go forward to practiced the conversation time close the learning process by giving motivation and by prayed together.</p>
2.	<p>How are the Students Perception of using English song to memorize English vocabulary at the seventh grade students of Madrasah Tsanawiyah Negeri 1 Bondowoso?</p>	<p>a. Students caught the material esier</p> <p>b. They were able to memorize the vocabularies little by little because they felt comfortable and enjoyed with the song</p> <p>c. They responded some one greetings used English very fast</p> <p>d. They were able to speak English little by little from the vocabulary of the song</p> <p>e. They felt happy and enjoyed in the learning process</p> <p>f. Students more active in the learning English process</p> <p>g. They were able to anthusiasm and serious in carrying out every activity in the English learning process</p> <p>h. They were able to speak spontaneously to greeted their friends based on the situations and conditions they face in their daily life</p> <p>i. They applied it every they meet with their friends and made them always remembered the learning material.</p>

C. Discussion

In this section, the researcher described and discussed the relationship between the data obtained in this field and the theories described. Field data

analyzed the previous subsection, discussion will be described in terms of previously identified research priorities to answer questions that exist in the field. The discussion result such as :

1. The Implementation of The Use of English Song to Memorize English Vocabulary

Based on the implementation the researcher was found that the use of English song to memorize English vocabulary as stated by Brown “Showing or helping someone to learn how to do something, giving instruction, guiding in the process of learning something, providing with knowledge casing how to know and understand the material”⁶¹, so in teaching and learning process the teacher did not only give task to the students’ but also teacher were able to help students in doing tasks, teacher guided them in finding the obstacles in leaning process. The seventh grade students as the beginner class were balanced because the teacher not only taught the material, she guided them in learning by loving them. Based on the stated by Sophya that before start the teaching and learning process the teacher must knew about steps of teaching using English song :

- a. Students are invited to sit well with happy hearts (not under forced circumstances). This is done by the teacher inviting the children to sing comfortably.

⁶¹ H. Doughlas Brown, “*Teaching by Principles : An Interview Approach to Language Pedagogy Second Language*”. 7.

- b. This singing (song) can be sung with the child sitting in a chair or in a circle on the floor. The teacher as a model must be able to liven up the classroom atmosphere so that students feel comfortable with the songs being sung together. While singing, students are supposed to understand and be capable of speaking English.
- c. The teacher as a model must be able to liven up the classroom atmosphere so that students feel comfortable with the songs being sung together. Through singing the students are expected to understand and be able to speak English.

Thus are the steps of teaching teaching and learning process by Shopya. We can got the conclusion from the findings and theory that there were several steps of teaching and learning process that we have to prepare in order that we can give the best teaching to the students and the student could got the material easier

2. The Students perception's of The Use of English Song to Memorize English Vocabulary

Based on the study, researcher was found the students perception of memorizing English vocabulary using English song suitable with Nurdiawati statement about the positive perceptions of using song for learning process those are: Song could become a media introduction of new languages, song can improve students's pronunciation, song could be give a good contribution of new languages, song can strengthen

memory of students⁶². Beside the positive of course there is the negative perceptions in learning process of using song such as the students has differences characteristic so that there were student's quick in receive the material and there is also student's take time in receiving the material which delivered by the teacher, it just disturb others lesson, it can lose control of the class, the vocabulary of the song is too poor.

So, in this findings we can concluded that there were positive and negative perceptions in teaching and learning of using song has been accordance with stated by Nurdiana. To find out how students perception learning English after the English language learning process using songs, the results of these perceptions can be used as evaluation material for the school (teachers and principals) to improve the learning process, especially English learning which can increase the output of higher quality students so that they have better English communication skills.



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⁶² Dede Nurdiawati *Persepsi Siswa Terhadap Pembelajaran Bahasa Inggris Berbasis Lagu Di Sd Negeri 1 Jatisawit*, (Thesis Journal of FKIP Universitas Peradaban, Brebes, 2019), vol 9

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research data analyzed presented in chapter IV, the conclusion that we can concluded were :

1. Pre-Activity

- a. Teacher started the learning process with praying together, they followed the prayer section.
- b. She checked the students' attendance list, they answered who's name was mention by the teacher.
- c. She ordered them to sit with their partner, they sat with their partner.

2. Main Activity

- a. She gave a sheet of paper consist of lyrics of the song and ordered them listened to the song, then they tried to listened the song and focused on it.
- b. She asked questions based on the material, they answered the question from the teacher.
- c. She instructed them to make a simple conversation based on material with their partner, they made a simple conversation with their partner based on it.
- d. She instructed them to practiced the conversation go forward, they made the conversation, then go forward with the partner and practiced the conversation they have made.

3. Post Activity (evaluation)
 - a. She gave feed back and corrected to the students performed and they listened to the teachers explanation.
 - b. After all go forward to practiced the conversation time close the learning process by prayed together.
2. The Students Perception of using English Song to Memorize English Vocabulary, were :
 - a. Students easy caught the material.
 - b. They were able to memorize the vocabularies little by little because they felt comfortable and enjoyed with the song.
 - c. They responded some one greetings used English very fast.
 - d. They were able to speak English little by little from the vocabulary of the song.
 - e. They felt happy and enjoyed in the learning process.
 - f. They were anthusiasm and more active in learning process.

B. Suggestion

1. For Teacher

Based on the result of the research, the important thing for the teacher is to design teaching and learning process properly and to fulfill what the students need to make teaching and learning process successful.

2. For Next Researcher

Other researcher need to conduct further research on how to memorize English vocabulary using English song in CAR or Quantitative method

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.Appendix 1

RESEARCH MATRIX

TITLE	VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METODOLOGY	RESEARCH QUESTION
THE USE OF ENGLISH SONG TO MEMORIZE ENGLISH VOCABULARY AT THE SEVENTH GRADE STUDENTS OF MTSN 1 BONDOWOSO	1. Memorizing	a) Students can recall what they had memorized b) They can mentioned important point they had memorized c) They can give meaning they had memorized	1. Primary data Interview informant : a. English teacher of MTsN 1 Bondowoso b. VII grade students of MTsN 1 Bondowoso 2. Secondary data Observation and document review	1. Approach research Qualitative research 2. Type of research Descriptive 3. Data collection technique a. Observation b. Interview c. Document review 4. Data analysis a. Data reduction b. Data display c. Conclusion drawing 5. Validity of data a. Source triangulation b. Technical triangulation 6. Research steps Pre-filed stage	1.How are the Implementation Of The Use Of English Song To Memorize English Vocabulary at The Seventh Grade Students of MTsN 1 Bondowoso? 2.Students' Perception Of The Use Of English Song To Memorize English Vocabulary at The Seventh Grade Students of MTsN 1 Bondowoso?
	2. English Vocabulary	a) Pronunciation b) Spelling c) Meaning			
	3. English Song	a) Greeting song b) Greetings my students c) Hello song			

Appendix 2

RESEARCH INSTRUMENT

A. Interview Instrument

1. The interviews guide for English teacher
 - a. How the teaching and learning process by using song in class?
 - b. What material do you use in teaching and learning process?
 - c. What is your perception about memorizing vocabulary using English song?
 - d. How are the steps of memorizing vocabulary using English song?
 - e. How is the students responded in teaching English using song?
 - f. Is there any improvement in students performance after using song in memorizing English vocabulary?




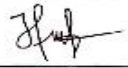
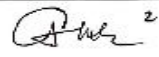
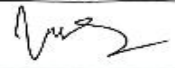
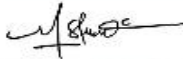
2. The interviews guide for students
 - a. Does the English teacher divided group in teaching?
 - b. Does the English teacher give you a different song?
 - c. What is your perception about memorizing English vocabulary using English song?
 - d. Do you feel better version after learning memorizing English vocabulary using English song?
 - e. What is your responded about memorizing English vocabulary using English song?

B. Document Review

1. The structure organization of MTsN 1 Bondowoso
2. Vision and mission of MTsN 1 Bondowoso
3. Document review relevant to the research at MTsN 1 Bondowoso

Appendix 3

Research Journal
Memorizing English Vocabulary Using English Song
at the Seventh Grade Students of
MTsN 1 Bondowoso

No	Hari/Tanggal	Jenis Kegiatan	Signature
1.	Monday, 17 th July 2023	The researcher do the observations and interview to the English teacher	
2.	Saturday, 5 th August 2023	The researcher confirm the research permission	
3.	Tuesday, 15 th August 2023	Observe the classroom activity in Memorizing English Vocabulary Using English Song	
4.	Tuesday, 15 th August 2023	Interview with the English teacher	
5.	Monday, 21 st August 2023	Interview with the seventh grade students	
6.	Wednesday, 23 rd August 2023	Complete there search data and document review	
7.	Tuesday, 29 th August 2023	The researcher asking a letter of research finishing	

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas / Semester : 7 / 1
Tema Pembelajaran : Greeting, Leave taking,
Alokasi waktu : 2 x 40 Menit

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN

1. Peserta didik dapat menyapa dan pamitan dengan orang lain.
2. Peserta didik dapat memperkenalkan diri sendiri dan orang lain.
3. Peserta didik dapat memahami dan melengkapi formulir data diri.
4. Peserta didik dapat menulis data diri.

D. INDIKATOR HASIL PEMBELAJARAN

1. Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dan pamitandengan orang lain dalam bahasa Inggris.
2. Mengidentifikasi ungkapan yang digunakan untuk memperkenalkan diri sendiridan orang lain.
3. Mengidentifikasi ungkapan yang digunakan untuk memaparkan jati diri sendiridan orang lain dalam bahasa Inggris.
4. Menentukan tujuan komunikatif teks memaparkan jati diri.
5. Mengidentifikasi struktur teks memaparkan jati diri.
6. Mengidentifikasi unsur kebahasaan dalam teks

E. MATERI PEMBELAJARAN

1. Common Expressions for Greeting
2. Common Expression for Introducing oneself

F. METODE PEMBELAJARAN

1. Memorizing Greeting Vocabulary Using English Song
2. Sing Together
3. Making Short Conversation

G. MEDIA PEMBELAJARAN

1. Song (greeting song, greeting my students song nds hello song)
2. Lyrics of song

H. LANGKAH – LANGKAH PEMBELAJARAN

1. Kegiatan Pendahuluan (10 menit)

- Mempersiapkan peserta didik untuk siap melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar)
- Memberikan pertanyaan untuk siswa untuk memancing peserta didik terkait menyapa orang lain
 - Mengapa kita perlu menyapa orang lain disaat bertemu?
 - Mengapa kita perlu berpamitan dengan orang yang bertemu dengan kita?
- Guru memberikan assessmen aformatif yang pertama pertanyaan :
- Guru menjelaskan tujuan pembelajaran yang akan dicapai
- Menyampaikan garis besar cakupan materi dan penjelasannya tentang kegiatan yang akan dilakukan peserta didik selama pembelajaran dan asesmennya.

2. Kegiatan inti (60 menit)
 - Building knowledge of the field
 - Peserta didik menyimak lagu ungkapan greetings dan leave takings dari audio yang berasal dari You Tube: <https://youtu.be/gVIEFEVLzP4o>
 - Guru menjelaskan materi lagu yang diberikan pada peserta didik
 - Peserta didik menyimak penjelasan dari guru
 - Guru memberi pertanyaan pada peserta didik mengenai materi yang diberikan
 - Peserta didik merespon pertanyaan dari guru
 - Guru mengintruksikan peserta didik untuk membuat kalimat sapaan bersama pasangannya dan maju kedepan untuk mempraktikannya
 - Peserta didik membuat kalimat sapaan dengan pasangan dan majukedepan untuk mempraktikannya
3. Kegiatan Penutup (10 Menit)
 - Guru memberi timbal balik terhadap presentasi siswa
 - Guru memberi motivasi pada siswa untuk selalu semangat dalam belajar dan menyarankan untuk mengaplikasikan pelajaran inggris disaat bertemu dengan teman
 - Menyampaikan rencana pembelajaran pertemuan berikutnya.
 - Guru menutup kelas dengan berdoa bersama

I. SUMBER BELAJAR

1. Buku Pegangan siswa Bahasa Inggris When English Rings a Bell
2. Youtube. <https://youtu.be/gVIEFEVLzP4o>

J. PENILAIAN

- a. Penilaian sikap : pengamatan jurnal
 - b. Penilaian : pengetahuan keterampilan asesmen formatif
1. Asesmen formatif pertama dilaksanakan awal pembelajaran

Answer the questions

1. Apa bahasa inggrisnya selamat pagi ?
2. Apa bahasa inggrisnya selamat sore ?
3. Apa bahasa inggrisnya siswa ?
4. Apa bahasa inggrisnya guru ?
5. Apa Bahasa inggrisnya teman sekolah ?

Greetings question !

GREETING

Match the greetings with the pictures



Goodbye

Good Afternoon

Good Morning

Hello

Good Evening

Good Night

UNIVERSITAS ISLAM NEGERI

JasminElt

KIAI HAJI ACHMAD SIDDIQ

J E M B E R

BASIC GREETINGS

in English



GREETING



RESPONSE

How are you?

Not too bad

How's it going?

Pretty good

How's life?

Great!

How's every
thing?

I'm OK



UNIVERSITAS ISLAM NEGERI
KIAI ACEM SIDDIQ
M B L

Leave-taking

Good bye.

Bye-bye.

Bye.

See you later.

See you.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Presensi Siswa KelasVII				
No	Nama Siswa	Selasa		Keterangan
		15-08-23	21-08-23	
1	AUREL MAIZANDREA	*	*	
2	BAYU AGUSTIAR	*	*	
3	FARHAN ABIPRATAMA	*	*	
4	KARINA AYU AMIRA	*	*	
5	KIKI MAISARAH	*	*	
6	MA'RYFAN HABIBULLAH	*	*	
7	MUH. ALFIAN AKMAL	*	*	
8	MUH. RIDWAN P	*	*	
9	NADIVA ROSYIDIANA	*	*	
10	NASYWA RAISA PUTRI	*	*	
11	NAVHA ARIKA RAHMA	*	*	
12	NURINDA AURA	*	*	
13	PUTRI MAHA DAVIKY	*	*	
14	SERLI AGUSTIN	*	*	
15	SITTI PUTRI ALISKA	*	*	
16	TALITHA LEONY BASUKI	*	*	
17	VEBBY ZORA AINUR I	*	*	
18	ZHEVANA AVRIEL C	*	*	

Bondowoso, 15 Agustus 2023

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD
JEMBER

Guru Mata Pelajaran



Mardiana, S. Pd

Appendix 5 : Surat Ijin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli Telp (0331) 428104 Fax (0331) 427005 Kode Pos 68136
Website [www http://www.uin-akhlas-jember.ac.id](http://www.uin-akhlas-jember.ac.id) Email tarbiyah.iainjember@gmail.com

Nomor : B-3198/In.20/3.a/PP.009/08/2023

Sifat : Biasa

Penhal : Permohonan Ijin Penelitian

Yth. Kepala MTSN 1 BONDOWOSO

Jl. SITUBONDO DS. TRAKTAKAN, Kec. Wonosari, Kab. Bondowoso Prov. Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196010

Nama : HOLISATUL MARIFAH

Semester : Semester sembilan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Memorizing English Vocabulary Using English Song at The Seventh Grade Students of MTsN 1 Bondowoso" selama 15 (lima belas) hari di lingkungan lembaga wewenang Bapak/Ibu SANTOSO, S.Ag, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 15 Agustus 2023

Dekan,

Maklil Dekan Bidang Akademik,



MASHUDI

Appendix 6 : Surat Selesai Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BONDOWOSO
MADRASAH TSANAWIYAH NEGERI 1
JL. KHR. As'ad Syamsul Arifin Traktakan - Wonosari Telp (0332) 422153
Web : mtsn1bondowoso.sch.id E-mail : mtsn1bondowoso1@yahoo.com
BONDOWOSO 68282

SURAT KETERANGAN PENELITIAN Nomor : B-592/Mts.13.06.01/PP.00.5/08/2023

Yang bertanda tangan dibawah ini :

Nama : **SANTOSO, S.Ag M.Pd**

NIP : 19700819200501004

Pangkat/Gol.Ruang : Pembina (IV/a)

Dengan ini kami menerangkan bahwa :

Nama : **HOLISATUL MA'RIFAH**

Tempat Tanggal Lahir : Bondowoso, 14 Januari 2001

NPM : T20196010

Alamat : Kapuran RT.2/1 Wonosari - Bondowoso

Jurusan/Prodi : Tarbiyah (Tadris Bahasa Inggris)

Adalah benar telah melakukan penelitian dalam rangka penulisan skripsinya yang berjudul : **Memorizing English Vocabulary Using English Song At The Seventh Grade Students Of MTsN 1 Bondowoso.**

Demikian surat keterangan ini kami buat agar dapat digunakan sebagaimana mestinya.

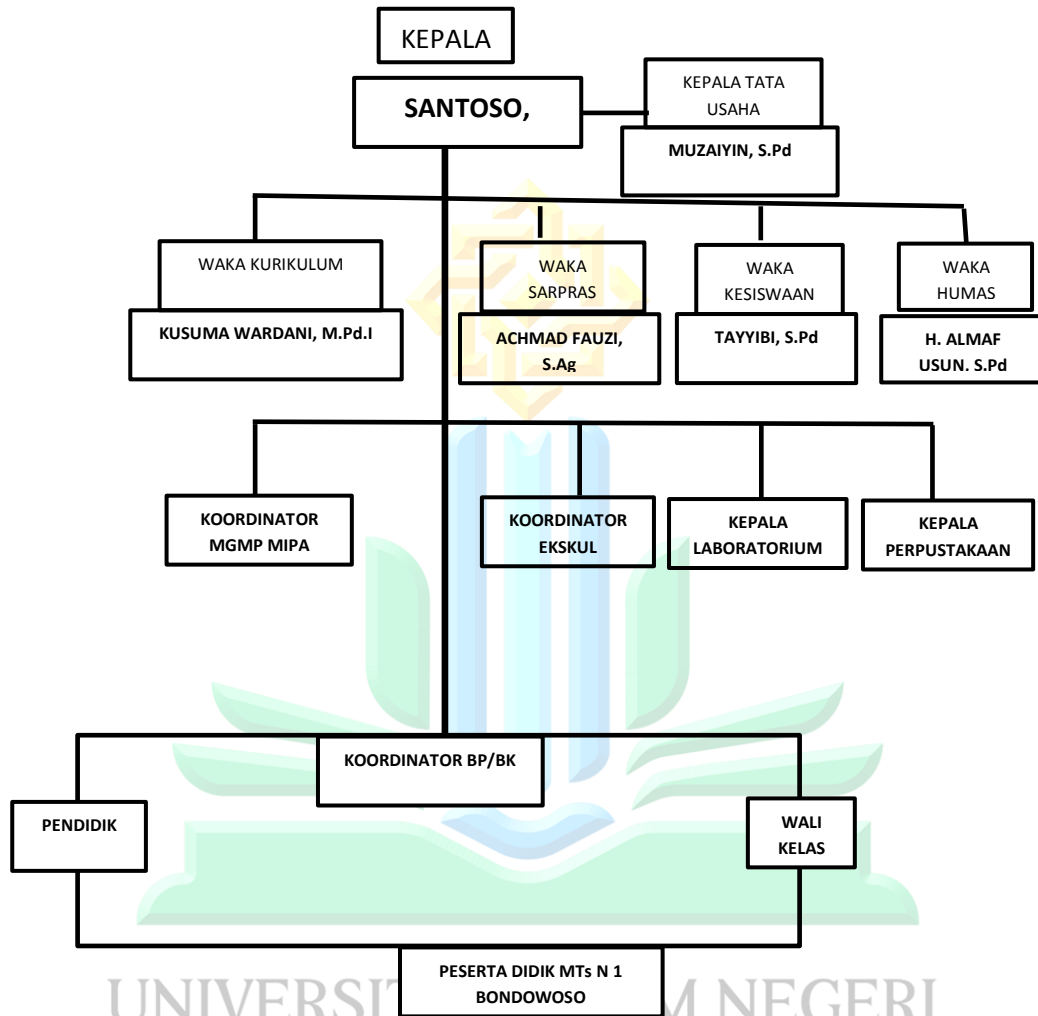
Bondowoso, 29 Agustus 2023
Kepala,



Santoso

Appendix 7 : Documents Review

MTs NEGERI 1 BONDOWOSO
Jl. KHR. AS'AD SYAMSUL ARIFIN TRAKTAKAN WONOSARI BONDOWOSO
STRUKTUR ORGANISASI



Appendix 8

DECLARATION OF AUTHENTICITY

The Undersigned below:

Name : Holisatul Ma'rifah
Nim : T20196010
Major : Tadris Bahasa Inggris
Faculty: Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

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Jember, 15 November 2023

Author



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Appendix 9 Documentation



(Interview with Bayu Agustiar about the purposes, steps and his perceptions in Memorizing English Vocabulary Using Song)



(Interview with Aurel Maizandrea & Serli Agustin about the purposes, steps and their perceptions about Memorizing English Vocabulary Using Song)



(Students Practice greetings Conversation go forward)



(Interview with Students about the purposes, steps and their perceptions about Memorizing English Vocabulary Using Song)



(Interview with Mrs. Mardiana about the purposes, steps in Memorizing English Vocabulary Using Song)

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Appendix 10

Curriculum Vitae



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