IMPROVING STUDENTS' MASTERY OF ADJECTIVES USED FOR DESCRIPTIVE TEXTS USING A CHILDREN SONG ENTITLED "SHE'S TALL"

An Action Research at the VII Grade of SMPN 1 Pringsurat in the Academic Year 2015/2016

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IMPROVING STUDENTS' MASTERY OF ADJECTIVES USED FOR DESCRIPTIVE TEXTS USING A CHILDREN SONG ENTITLED "SHE'S TALL"
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yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang dihasilkan melalui penelitian, bimbingan, diskusi dan pemaparan/ujian. Semua kutipan, baik yang diperoleh dari sumber kepustakaan maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan *final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, 11 Februari 2016

Yang membuat pernyataan

Septia Kurniawardani
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I will be the bird that flies the highest

I will be the bird that flies until the end of the blue sky

I will open my wings Run RunRun

(BAP – Albatross)

To my adored parents,

Bpk. Mudjiono and IbuBudiyati;

My precious sister Ayu; and

My very best friend Ira

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To my best friend Ira who has been there by my side, I appreciate your effort and our friendship. Thank you for everything and for being my friend from the very start my college life. I hope our friendship is ever lasting.

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Hopefully this final project would be useful and give many advantages to the readers.

Semarang, 11 February 2016

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ABSTRACT

Kurniawardani, Septia. 2016. Improving Students' Mastery of Adjectives Used for Descriptive Texts Using a Children Song entitled "She's Tall" (An Action Research at the VII Grade of SMPN 1 Pringsurat in the Academic Year 2015/2016). A thesis, English Department, Faculty of Languages and Arts, Semarang States University, Advisor Dra. C. Murni Wahyanti, M.A,

Key Words: media, song, vocabulary, action research

This final project is an action research. In this study, I limit the discussion by stating the following problem: "How can an English children song entitled "She's Tall" improve students' mastery of adjective used for descriptive text?" The aims of the research is to discover how English children song entitled "She's Tall" can improve students' mastery of adjective used for descriptive text. It is expected that the result of the study can enrich the teacher's strategy in teaching vocabulary using song.

The subject of the study was the students of SMPN 1 Pringsurat in the Academic Year 2015/2016. There were 33 students. There were three steps in this action research. The first step of the activity was the pre-test. The second step of was action which consisted of two cycles. Each cycle is consisted of planning, acting, reflecting and observing. The third step of the activity was giving post-test and answering questionnaire.

Based on the data analysis, it can be seen that there is significant difference in the result of the students'pre-test and post-test. The average achievement of the students' pre-test was 74.24% and 88.72% in the post-test. The main factor affecting this improvement was the students' interest in the song given. It can be proved from the questionnaire results.

Therefore, it can be suggested that the use of song can be an effective way to teach vocabulary, especially to improve the students' mastery in vocabulary. This result hopefully would motivate teachers to use a song in teaching English.

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, outline of the report, definition of key terms, significance of the study, purpose of the study, research problem

1.1 Background of The Study

English as the first foreign language in Indonesia is formally studied from junior high school to university. Basically, skills in English consist of listening, speaking, reading and writing and the elements of language include vocabulary and structures. The learners are expected to have the language competences.

Many students regard that English is a difficult subject. Especially for beginners, vocabulary mastery is the very basic knowledge to learn more about English. For young learners, vocabulary is the central of language and words are the critical importance of language learning. It cannot be separated from the other language elements in the teaching and learning process because it influences the students' ability in learning English.

In general, teaching vocabulary is not easy. There are many difficulties in teaching vocabulary in junior high school students. Based on the writer's observation, the writer decided to do the research in Junior High School 1 in Pringsurat because in this school, the students get many difficulties in learning vocabulary. According to the teacher, the students could notremember the words easily. Moreover, the mastery of vocabulary, especially adjectives, from Elementary School is almost below average. It happens because in Elementary School, English is taught as a local content, so that the material is not studied deeply. The students' score of the vocabulary test is also low. It shows that the students'

vocabulary mastery is poor. Other problems are that the students get difficulties in pronouncing words correctly and the students do not have enough interest in learning English.

Firstly, the students get difficulties in pronouncing words correctly. Pronouncing the word correctly is an important part in teaching vocabulary because incorrect pronunciation will influence the meaning of the words. Moreover, by pronouncing the words correctly, it can help the students in remembering the word longer and identifying it more readily when they hear or see it. In introducing new words, the teacher should pronounce every new word, correctly and carefully, and then repeat it in chorus by the class or by individual pupils. In fact, the students still get difficulties in pronouncing the words correctly. Because of that, the students still get difficulties in mastering vocabulary.

Secondly, the students get difficulties in remembering and finding the meaning of the words. It often appears when they do the exercises. They cannot do the exercise perfectly. Most of them fill the wrong answers. Vocabulary is mostly learned by translation at the beginning of the lesson or translation of the material containing new words or glossaries at the end.

Thirdly, the students do not have enough interest in learning English. They have not realized that English will be very useful for their future. They are also easy to get bored in having the lesson. It can be seen from the responses in doing some exercises and practices. They easily give up when they get difficult exercise.

Listening is a major component in language learning. In the classroom, students do more listening than speaking. The students tend to be passive, because they are afraid to get the wrong answer and sometimes they are shy to state their opinion. The students need

something to make them interested in learning process which can make them enjoy and motivated in the lesson. Brown (2001) states that meaningful learning will lead toward better long-term retention than rote learning. By meaningful learning, the learners will have better understanding about the lesson.

One of the ways in creating an enjoyable learning atmosphere is by using songs as teaching media. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening and other skills. They can also be used to teach a variety of language items, one of them is vocabulary. A Bulgarian, Georgi Lozanov, as quoted by Meier says:

"It will come true, if teacher develops good methods to accelerate training of language among giving suggestion, relaxation, and music." (2000:176)

Related to the study, the use of song as one of teaching strategies is supposed to improve students' language skills, listening in particular. Song is also expected to make the students to remember the words easily and feel more motivated in the class because they learn in an interesting way.

Songs help to build confidence in the learner. They give learners who are afraid to speak in class for fear ofmaking errors the opportunity to do so, since attention is not paid to a single individual during singing. Songs are memorable and like in his "The Song Stuck in my Head Phenomenon" Murphy (1992:6) thinks

"Songs last long in our short- and long-term memory and sometimes surprise us, popping in our unconsciousness even long after we stopped consciously repeating them."

In this study, the researcher uses an English children song entitled "She's Tall". This song is a song to help ESL/EFL students learn adjectives for describing people. This song is basically easy for kids and the adjectives on the lyric can be replaced by other adjectives, so

this song can be used by teacher to teach adjectives. Because this song is easy to learn and also interesting, the researcher hopes that this song could help the students' mastery of adjective.

Based on the reason above, the present study investigates on the use of an English Children song entitled "She's Tall" in improving students' adjectives mastery.

1.2 Reasons for Choosing the Topic

As it is believed that there are benefits of using song as an alternative media in teaching English as foreign language, the present study was conducted to find out the use of English songs in improving students' vocabulary mastery and students' response toward learning vocabulary through songs.

1. Many students in Junior High School find difficulties to remember some adjectives.
2. Songs are expected to make students remember the words effectively.
3. By using songs, the students are expected to enjoy learning English because songs are interesting.

1.3 Research Problem

This study is focused on a certain problem related to the effort to overcome the difficulties of teaching vocabulary. Based on the background explained, the problem is stated as the following question:

How can an English children song entitled "She's Tall" improve students' mastery of adjective used for descriptive text?

1.4 Purpose of the Study

The objectives of the study are:

To discover how English children song entitled "She's Tall" can improve students' mastery of adjective used for descriptive text

1.5 Significance of the Study

Here are some benefits of the study:

1. Theoretical Benefit
   a. The result of the research paper can be a useful input in English teaching process especially for teaching vocabulary.
   b. The result of the study will enrich the references for the next research.
   c. The finding of this research will enrich the theory of students' vocabulary mastery.
2. Practical Benefit
   a. The study will give the teacher knowledge about the study that can be used to improve students' mastery in vocabulary.
   b. The study is supposed to help students in mastering vocabulary, especially for middle school students.

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1.6 Definition of Key Terms

There are some terms that the researcher defined in this report. There are:

1. Adjectives

   Adjective is a word that describes about a noun. It tells something about a noun. An adjective modifies a noun or a pronoun by describing, identifying or quantifying words.

2. Descriptive texts

   According to Martin et.al (1985:143),

   "Descriptive writing is writing that describes a person, a place, an idea, an organization or an activity".

   In descriptive text, the writer describes a picture in words for the readers.

3. Song entitled "She's Tall"

   "She's Tall" is a children song that contains adjectives for describing people. This song is to help ESL/EFL students to learn adjectives.

4. Junior High School

   Junior high school, known locally as Sekolah Menengah Pertama which is abbreviated as SMP, is a school which children attend between primary school and secondary in places which use three or four levels of schooling, typically between the ages of about 10–14 although this varies. In Indonesia, junior high school covers ages 12 to 15 or Class 7 to class 9.

5. Seventh grade students

   Seventh grade students are first year students of Junior high school.

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6. Listening

According to Rubin (1995:97),

> "Listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what speakers are trying to express."

1.7 Outline of the Report

This study consists of 5 chapters. Chapter I deal with the Introduction. This includes Background of the Study, Reasons for Choosing the Topic, Statement of the Problem, Objective of the Study, Significance of the Study, and Outline of the Report.

Chapter II covers Review of the Related Literature. It relates to the Review of the Previous Studies and the Theoretical Background. The theoretical background includes the sub-sub chapters which contain the theories about Adjectives, Descriptive Texts, General Concept of Media, and Characteristic of Middle School Student

Chapter III presents method of investigation that consists of Research Design, Object of the Study, Role of the Researcher, Research Instrument, Procedure of Data Collection, and Procedure of Data Analysis.

Chapter IV presents the results of the study and discussion of the results supported by the analysis.

Chapter V presents the conclusions of the study and suggestions in relation to the results of the research.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the review of the previous studies and the theoretical background.

2.1 Review of the Previous Studies

There have been a number of studies concerning the use of songs in teaching vocabulary. One of the studies is about effectiveness of music on vocabulary acquisition, language usage, and meaning for mainland Chinese ESL learners. This study is using an experimental approach. The purpose of this study is to examine the relative effectiveness of varied use of songs (lyrics and music) on vocabulary acquisition, language usage, and meaning for adult university-level ESL students in the People's Republic of China. The results of this study showed that for these Chinese students, the subjects who were exposed to the most music obtained higher posttest scores immediately following the treatments as well as on the delayed posttest three weeks following treatment. Another results for this study also showed that ESL instruction containing no music (songs) is apparently more effective (in terms of both attitude and mastery of target language) than instruction containing a mix of music (half music and half no- music). It may be that music is most effective with ESL students when it is used intensively and far less effective when used in an intermittent basis. This study is conducted by Li, a student of Tsinghua University, and Brand, a student of Hong Kong Baptist University (Li, Brand 2009).

The second one is an experimental study about teaching vocabulary through music. This study is about using popular songs to teach English. In this study the writer is using some popular songs to teach English. This method is, however, highly successful if students like the

particular song. The test results on vocabulary learned through music of students who listed the song as their favorite were excellent. The average mark on five out of eight songs was 1. The worst results were found in those songs that were not successful in general. The population of this study is pupils of an elementary school in Kroměříž. This research is conducted by a student of English Literature and Language Department of Masaryk University in Brno, Czech Republic, Dagmar Šišková (Šišková2008).

Another study is an experimental research about the effectiveness of music video of the song One Thing by One Direction band to improve students' vocabulary. The main purposes of this research are to find out whether music video is effective to teach vocabulary to Junior High School's students and to find out whether the students are capable of mastering vocabulary using music video. When conducting the research, the writer used one-group pretest-posttest design. The writer used matching, multiple-choice, and fills in the blank test to collect the data. The result of this study showed that after the students were given treatment by using music video, there is an increasing point from pre and post test result about14 percent. It means there is a significant difference on the students' achievement before the treatment and after the treatment. The sample of this study is eighth grade students of SMP 1 Jati Kudus in the academic year 2012/2013. This research is conducted by a student of English Department of UNNES, Ningrum (Ningrum2013).

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2.2 Theoretical Background

This section consists of the general concept of adjectives, descriptive texts and media. It explains about the definition and importance of adjectives, definition of descriptive texts, definition and the usage of song, characteristic of middle school student.

2.2.1 Adjectives

Vocabulary elements are categorized by word class or part of speech. One of them is adjectives. Ur (1998: 60) maintains that vocabulary can be defined as the words that teachers teach in the foreign language. A new item of the vocabulary may be more than a single word which is made up of two or three words but express a single idea.

Hocket (in Celce-Murcia and McIntosh, 1978: 129) states that vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom. Hornby (1995: 1331) defines that:

"Vocabulary is a list of words used in book, that usually with definition and translation".

Adjective is a word that describes about a noun. It tells something about a noun. An adjective modifies a noun or a pronoun by describing, identifying or quantifying words. As with nouns, adjectives can sometimes be identified through certain formal characteristic: some suffixes, like *–ful, -less* and *–ive* are typical adjectival affixes. Most adjectives are gradable. They can be preceded by words such as *very, extremely, less,* etc. these words indicate the extent to which the adjectives applies to the word it combines with. Adjectives can also take *comparative* and *superlative* endings. The comparative form of an adjective indicates the greater extent to which the normal form of the adjectives, while the superlative form indicates the maximal extent.

Adjectives can be found in descriptive texts. Adjectives hold an important role in a descriptive text. The importance of adjectives in descriptive texts is stated below.

2.2.1.1 Importance Adjectives in Descriptive Texts

Descriptive text is a text that used to describe what something like. In order to describe something, adjectives are needed. Using adjectives means that the writer can express the quality of any person or object. Without adjectives the writer could not say how any object looks like. When reading a text which is descriptive one, adjectives would help us to picture the content.

As stated in Irem's blog [http://isener21.blogspot.com/2012/11/importance-of-adjectives-in-sentences.html], adjectives are important because they describe a noun (person, place, or thing), tell more about a noun (person, place, or thing), make sentences more interesting, and affect the meaning of sentences.

Based on the explanation above, the researcher concludes that the more knowledge about adjectives the learners have, the easier for them to develop their writing skill in write Descriptive texts.

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2.2.1.2 Teaching Adjectives

Teaching adjectives before teaching descriptive texts is very significant for the students because adjectives are really needed in descriptive texts. More adjectives the learners have the more chances they master in writing descriptive texts. Furthermore, in teaching adjectives the teacher can introduce the list of adjectives that is taken from the

book. The teacher uses and adds other adjectives which is relevant to the students. Teacher needs a good knowledge on their teaching materials.

When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

Wallace (1982:207) explains that teaching vocabulary should consider these following factors: aims, quantity, need, frequent exposure and repetition, meaningful presentation, also situation and presentation.

From the explanation above the researcher concludes that the teachers must know the different kinds of vocabulary, one of them is adjective. In addition, understanding the factors above is very important for the teacher before teaching vocabulary to elementary school.

2.2.1.3 Importance of Mastering Adjectives

Tarigan (1984: 2) says that the ability to use language depends on the vocabulary. According to Nurgiantoro (1988: 196), a person who wants to learn the language skill must have the knowledge, the structure, and vocabulary, because the function of vocabulary is to produce the sentence and explain the ideas clearly and completely both in spoken and written.

The researcher has mentioned that adjectives are important because they describe a noun. There are more roles of adjectives as stated in Edufind website [http://www.edufind.com/english-grammar/functions-adjectives/],

“Adjectives can describe feelings or qualities, give nationality or origin, tell more about a thing's characteristics, tell about age, tell about size and measurement, tell about

color, tell what something is made of, tell about shape, and express a judgment or a value."

Rzadkiewicz states in her website [https://suite.io/carol-rzadkiewicz/1zgr20v] that adjectives answer certain questions, such as which one, what kind, how many and whose. Adjectives are not necessary to a sentence, but they can add important information.

By mastering adjectives, the students can describe something or someone more specific. If the students can describe something or someone better, it will make them easier to communicate. It can be concluded that mastering adjectives can help them to communicate with other people.

2.2.2 Descriptive Texts

According to Martin et.al (1985:143),

"Descriptive writing is writing that describes a person, a place, an idea, an organization or an activity".

In descriptive text you describe a picture in words for your readers.

In descriptive text, there are two generic structures.

"Description is a text containing two components i.e., identification and description. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object". (Siahaan&Shinoda, 2008:89)

In writing descriptive text, we must pay attention to some aspects. Gerot and Wignell (1994:208) say that there are significant lexicogrammatical features in descriptive text. The first one is focusing on specific participants. The second is using *Attributive* and *Identifying Process*. The third is frequenting use of epithets and classifiers in nominal groups. The last one is using simple present tense.

The following is the general concept of the descriptive text which is adapted from Hammond et.al (1992:78):

(1) Social function
To describe a particular person, place or thing

(2) Schematic structures
a) Identification : identifies phenomenon to be described
b) Description : describes parts, qualities and characteristics
(3) Significant grammatical patterns
a) Focus on specific rather than generic participants
b) Use simple present tense
c) Verb being and having

Based on the explanation above, descriptive text can be used to describe something, such as person, place and things. In order to make learning descriptive text easier, the students should at least mastering adjectives because adjectives plays an important role in descriptive text. There are many methods that we can use to teach adjective, one of them is through song. In this study, the researcher is using audio media that is song to teach adjective.

2.2.3 General Concept of Media

In learning language, teacher needs media. There are many kinds of media, such as audio, visual, audio visual and diverse media. The word "media" is derived from Latin Medias that means "between" or mediator. Medium (plural media) is way of communicating information to people. Gerlach and Ely (in ArsyadAzhar, 2000:268) say:

"Media can be understood of man, materialistic, or an event that makes students is able to obtain the knowledge, skill, or behavioral".

Media can be used to join message and to stimulate mind, feeling and students' interest to study. Media can make students acquire knowledge, skills, science and attitude easily. Therefore, using media is one way to support teaching and learning process.

According to Kimtafsirah (1998:4), teaching language media can be classified into:

1) Games and simulation.
2) Visual media are the aids which can be seen. Some of the examples are OHP, puppet and picture.
3) Audio media is media that are useful because of its sound. The example of audio media is song.
4) Audio visual media. Audio visual media is media that are useful because its sound and picture. The examples are film, video and television.

In this study, the researcher uses the audio media that is song as the interaction media. By using song, it is expected can help students to pay attention to the material given. Media will offer enjoyable situation by increasing students' interest of the lesson. The researcher assumes that music can offer new opportunities for acquiring the objective in certain skill and competencies with the enjoyable activities. Music is sounds arranged in a way that is pleasant, written or printed signs representing the sounds to be played or sung in a piece of music.

AT.Mahmud (1995)(in Rachmawati 2011) says:

"Music is a creative activity. A child who has creativity has many characteristics like a curiosity, always try to do something new, and they always imagine it, because music is a human creativity that can develop our knowledge in music skill".

The creative process of analyzing and interpreting song lyric helps students to develop essential research like writing comprehension, critical thinking and media literacy skill. Songs are very useful to make students interested in learning. Students can

do many activities like filling in the blanks of song lyrics, listening to songs and conveying the message of song.

Based on the statement above, media is needed to help students in acquiring lessons. Media, in this study is song, also gives some resourceful teaching aids that help both teacher and students in teaching and learning process.

2.2.3.1 The Definition of Song

Music itself has some forms, and one of them is called song. Based on *Ensiklopedia* Indonesia (2004: 1940),

”Song is a musical unity composed of various tone sequential arrangement. Each track is determined by the long-short and high and low tones are. In addition, the rhythm also gives a certain pattern to a song.”

Another definition is stated by Hasibuan (2007:141) in *Copyright Regulation*,

“Song or music in the legislation is defined as work that is intact even though composed of elements of melody, poetry or lyrics, and arrangements including notation. The meaning is that the whole song or music is an integral part of the work.”

It is also stated in the Webster’(2014), there are some definitions of song:

“1. In general, that which is sung or uttered with musical modulations of the voice, whether of the human voice or that of a bird.
2. a little poem to be sung, or uttered with musical modulations; a ballad. The songs of a country are characteristic of its manners. Every country has its love songs, its war songs, and its patriotic songs.”

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2.2.3.2 The Aspects of Song

The experts list some basic elements of music. They are melody, harmony, rhythm, tone, form, texture, dynamics and lyrics. McClellan (2000:142) said,

"Two aspects of each of these parameters should be taken into consideration: the quality of each parameter at any given moment and the way in which each parameter changes as the music progresses"

It shows that these elements should be taken into consideration in a song.

(1) Melody is a succession of notes heard as some sort of unit. It is a single line of tones that moves up, down, or stays the same using steps, skips and repeated tones.

Melodies can be derived from various scales such as the traditional major and minor scales of tonal music, to more unusual ones such as the old church modes, the chromatic scale and the whole tone scale, or unique scale systems devised in other cultures around the world. Melodies can be described as:

a. CONJUNCT (smooth; easy to sing or play)

b. DISJUNCT (disjointedly ragged or jumpy; difficult to sing or play).

(2) Harmony is the relationship between two or more simultaneous pitches or pitch simultaneities, chord progression affects the key. Often, harmony is thought of as the art of combining pitches into chords (several notes played simultaneously as a "block"). These chords are usually arranged into sentence-like patterns called chord progressions. Harmony is often described in terms of its relative HARSHNESS:

a. DISSONANCE: a harsh-sounding harmonic combination

b. CONSONANCE: a smooth-sounding harmonic combination

Dissonant chords produce musical “tension” which is often “released” by resolving to consonant chords. Since people have different opinions about consonance and dissonance, these terms are somewhat subjective. Other basic terms relating to Harmony are:

a. Modality: harmony created out of the ancient Medieval/Renaissance modes.

b. Tonality: harmony that focuses on a "home" key center.

c. Atonality: modern harmony that AVOIDS any sense of a "home" key center.

(3) Rhythm is the variation of the accentuation of sounds over time.

There are several important aspects of rhythm:

a. DURATION: how long a sound (or silence) lasts.

b. TEMPO: the speed of the BEAT.

Tempo indications are often designated by Italian terms:

a. Largo = "large" or labored (slow)

b. Adagio = slow

c. Andante = steady "walking" tempo

d. Moderato = moderate

e. Allegro = fast ("happy")

f. Presto = very fast

c. METER: Beats organized into recognizable/recurring accent patterns. Meter can be seen or felt through the standard patterns used by conductors. Other basic terms relating to Rhythm are:

a. Syncopation: an "off-the-beat" accent (between the counted numbers)

b. Ritardando: gradually SLOWING DOWN the tempo

c. Accelerando: gradually SPEEDING UP the tempo

d. Rubato: freely and expressively making subtle changes in the tempo.

(4) Tone color is timbre. Although the scientific principles of musical acoustics are beyond the scope of this course, it is safe to say that each musical instrument or voice produces its own characteristic pattern of “overtones,” which gives it a unique "tone color" or timbre. Composers use timbre much like painters use colors to evoke certain effects on a canvas. For example, the upper register (portion of the range or

compass) of a clarinet produces tones that are brilliant and piercing, while its lower register gives a rich and dark timbre. A variety of timbres can also be created by combining instruments and/or voices

(5) Form is the structure of a particular piece, how its parts are put together to make the whole. The large-scale form of a musical composition can be projected via any combination of the musical elements previously studied. Traditionally, musical form in Western music has been primarily associated with the order of melodic, harmonic and rhythmic events (or the text) in a piece. Letters (i.e., A, B, C) are used to designate musical divisions brought about by the repetition of melodic material or the presentation of new, contrasting material. Some of the most common musical forms are described below:

a. Strophic Form: a design in vocal music, in which the same music is used for several different verses (strophes) of words. [Example: "Deck the Halls" has many verses of words sung to the same music.]

b. Through-composed: a structure in which there is no repeat or return of any large-scale musical section. [Example: Schubert's "Erlkönig".]

c. Binary Form: a two-part form in which both main sections are repeated (as indicated in the diagram by "repeat marks"). The basic premise of this form is contrast.

d. Ternary Form: a three-part form featuring a return of the initial music after a contrasting section. Symmetry and balance are achieved through the return of material.

(6) Texture refers to the number of individual musical lines (melodies) and the relationship these lines have to one another.

a. Monophonic (single-note) texture: Music with only one note sounding at a time (having no harmony or accompaniment).

b. Homophonic texture: Music with two or more notes sounding at a the same time, but generally featuring a prominent melody in the upper part, supported by a less intricate harmonic accompaniment underneath (often based on homogenous chords—BLOCKS of sound).

c. Polyphonic texture: Music with two or more independent melodies sounding at the same time. The most intricate types of polyphonic texture— canon and fugue—may introduce three, four, five or more independent melodies simultaneously. This manner of writing is called COUNTERPOINT.

d. Imitative texture: Imitation is a special type of polyphonic texture produced whenever a musical idea is ECHOED from "voice" to "voice". Although imitation can be used in monophonic styles, it is more prevalent in polyphonic art-music, especially from the Renaissance and Baroque periods.

(7) Dynamics is the volume of all parts as a whole and every layer in the structure. All musical aspects relating to the relative loudness (or quietness) of music fall under the general element of DYNAMICS. The terms used to describe dynamic levels are often in Italian:

a. pianissimo [pp] = (very quiet)

b. piano [p] = (quiet)

c. mezzo-piano [mp] = (moderately quiet)

d. mezzo-forte [mf] = (moderately loud)

e. forte [f] = (loud)

f. fortissimo [ff] = (very loud)

Other basic terms relating to Dynamics are:

a. Crescendo: gradually getting LOUDER

b. Diminuendo (or decrescendo) : gradually getting QUIETER

c. Accent: "punching" or "leaning into" a note harder to temporarily emphasize it.

(8) Lyric may refer to: *lyric* from Greek language, a song with a lyre and lyrics the composition in verse which is sung to a melody to constitute a song. Lyric itself is words of song; expressing strong emotion in an imaginative way. The lyric's role is not only as a complement of the song but also as important part of the musical elements which determine the theme, character and mission of the song. Lyric is word of song; expressing strong emotion in an imaginative way. As mentioned above, lyric plays an important role in determining the theme, character and message of the song.

2.2.3.3 The Usage of Song

Song as one of authentic materials is taught for variety of purposes e.g. listening, speaking, vocabulary, grammar, etc. Songs are excellent teaching tools that will engage, excite and motivate young people nowadays. Song lyric can help students to remind students' understanding in vocabulary.

There are twenty reasons why song should be considered more often in lessons that the writer found on tefltunes website [http://tefltunes.com/whyusesongs.aspx], some of them are:

(1) Most students are highly motivated by song-based activities, which they perceive to be fun.

(2) The teacher can create lessons around songs that can be used to practice any of the main language skills.

(3) Song can relax and simultaneously stimulate students. These affective responses to music are optimum for learning.

(4) Playing a song immediately affects class atmosphere.

(5) There is often a lot of repetition in songs, which can aid long-term memory.

(6) The rhythmical aspect of music also aids rote memorization.

(7) Research shows that students may retain more vocabulary when presented through a song.

(8) Students may learn to segment new words more effectively when learning through song. This could be especially beneficial in the first phase of language learning.

(9) Using songs in the lessons is a great way to encourage students to do so outside of class, providing essential extra-curricular listening practice.

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2.2.3.4 Teaching Adjectives Using Song

In teaching adjectives, technique is needed to make teaching process easier to deliver. Brown (2001:14) says,

"Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well."

Based on statement above the researcher concludes that techniques are important for teacher in the process of teaching and learning English.

Children always like play and some fun activities. However, children can learn while playing. As stated by Brumfit (1995:142),

"Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language."

Similarly, Susan Halliwell (1998:6) said,

"Children have an enormous capacity for finding and making fun."

Based on statement above, it can be concluded that in teaching vocabulary is more than just presenting new word. Sometimes it is better if the teacher has teacher's original idea to make English teaching-learning more fun and enjoyable.

In vocabulary teaching, there are many techniques used to teach English vocabulary, one of them is using song.

According to Murphy (1996:3),

"With sing a song is also a relatively easy way to see it, and in what ways, music and song might increase our students' interest and motivation learning".

Murphy (1996:3) also said that, there are two advantages of music and song in language learning:

1. Music is highly memorable.
2. It is highly motivating, especially for children.

Meanwhile, Cross (in Cross and Normale, 1991:164) said,

"The song and rhymes has been learned. It is in their minds for the rest of their lives, with all the rhythms, grammatical niceties and vocabulary."

It means that if someone learns a song, that song will stuck on their mind for a long time include all the rhythms, grammar and even vocabulary. It shows that song is an effective way to learn vocabulary.

Besides, song has been a useful tool of communication for thousands of years. As Simpson and Redmond (2002:1) stated,

"From traditions handed down through songs and dance, to popular songs that reflect current culture, music is an integral part of our lives. Music is present in the human experience from birth to death, representing every facet of our emotions. Music has also been shown to be a viable tool across the curriculum, including the area of foreign language instruction."

The benefits of learning a language through the use of songs are many. Songs create a good atmosphere in class and students look at it as part of entertainment rather than study. In the society, many people sing during work to relieve the burden and make it enjoyable. This situation could be applied into the English language classroom where songs could be used not only to teach a language lesson but also to make the lesson enjoyable, and songs can help to relieve the burden that accompanies it.

Songs are suitable for all ages. Simpson and Redmond (2002:1) implied,

"[…] Music connects students to the world beyond the classroom, serving as a cultural enrichment while providing opportunities for comparison and contrast."

From those statements, the researcher concludes that song can be used in teaching adjectives. Moreover there are many strategies that can be applied to a song so that the students will enjoy the learning process. For example, the researcher can use a song that contains many adjectives and later changing the adjectives in the lyrics with other adjectives.

However, the researcher doesn't use any random song. The researcher uses some considerations in choosing the song that will be used in this research. The consideration of choosing songs will be explained below.

2.2.3.5 The Consideration of Choosing Songs in Language Learning

Choosing the right English song for Junior High School students is not easy. Ideally, an English song is chosen should reflect the benefit for students. While utilizing a song in classroom environment, the language of that song, age and language level of the students, areas in which students and the teacher are interested in should be taken into account. In order to utilize songs in the best way, a certain amount of attention is required. Sarıçoban (2000) recommends using songs which harbor frequent repetitions or a story or interpretations on life or cultural elements. Griffe (1992) lists four elements to be considered while choosing a song to be used in the class as follows:

(1) Classroom environment (number, age and interests of students; lesson hours)
(2) Teacher (teacher's age, interest in music and aim to use the song in the class)
(3) Classroom facilities (flexibility in lesson plan, classroom equipment)
(4) Music (lesson plan and equipment such as the volume, sources of music, copying machine, board, etc.)

The content of the song chosen to be used in the classroom is also important. Some songs may contain embarrassing elements for students. Sarıçoban (2000) divides songs into two categories as those suitable for adults on advanced level of language and those appropriate for children. Meaningful and popular songs which also harbor cultural elements as well as grammatical patterns should be chosen for adult students on intermediate or advanced level, whereas more familiar or internationally-known songs should be selected for children. Griffe (1992) recommends using short and slow songs for

students on beginner level. Crosswords, drawing or picture showing exercises can be conducted with such songs. For the students with a higher language level, long and fast songs which tell a story should be used. The song to be chosen should have a clear sound and it should be comprehensible; there should not be too many instruments played with a high volume in the song. A song chosen should always contain a grammatical structure or a lingual subject. The diction of the singer should be clear so that the student will understand the lyrics more easily.

Applying these criteria above during a lesson ensures that songs are optimally utilized in the class.

2.2.3.6 She's Tall

In this study, the researcher is using an English children song entitles "She's Tall". This is a children song uploaded by MichaelSsem in his Youtube account [https://www.youtube.com/watch?v=oxsWI8C30TE]. This video is already reaching 116,289 views and there are many comments that this song is good to teach adjective. This song is even used in English language Text book 2011 in Korean public schools.

AT. Mahmud (in Dini, 2010:1), stated that there are some characteristic of children songs. They are:

1. The form is simple.
2. The theme is appropriate for children.
3. The language is easy to be understood by children.
4. The range of the tone is not too far.
5. The content of the song should be positive.

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She's Tall has all the characteristics above. The first one is about form. She's Tall is only consist of 10 lines with duration of 1 minutes 36 seconds. This song is not too long for children. The lyric is as stated below:

Doo doodoo, doo doodoodoo she's tall
Doo doodoo, doo doodoodoo she's tall
Oh, yes, she is. She is beautiful.
That's my teacher
Oh, oh, she's tall.

Doo doodoo, doo doodoodoo he's nice
Doo doodoo, doo doodoodoo he's nice
Oh, yes, he is. He is wonderful.
That's my uncle.
Oh, oh he is nice.

The second one is about theme. The theme that applied in this song is about person. Then, the language used in this song is very simple, so that the children will easily learn from it. Next is about range of the tone. The tone of this song is not very complicated. The children can easily sing along. The last one is about content. This song is telling us how to describe a person.

This song is a song to help ESL/EFL students learn adjectives for describing people. This is an interesting and easy song, so that the students can sing along with it easily. There are some repeated words in the lyric that can help students to remember the word. This song is believed can support the learning process. In this study the learning process is about adjectives, because the song is contain some adjectives that can be used to describe people. The teacher can also replace the adjectives in the lyric with other adjectives in order to enrich the students' adjective words. Besides that, this song is quite short and the tempo is not too fast. So that the students can learns adjectives through this song easily. In addition, through this song the students can learn about parts of body because this song is about describing someone. However, this study will focus on the adjectives.

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Based on the explanation above, the researcher decided to use this song to teach adjectives. Besides this song is also suit for middle school students' characteristics. Those characteristics will be explained below.

2.2.4 Characteristic of Middle School Student

Middle school students have a unique set of wants and needs that separate them from the childhood years of elementary school but they are not ready enough for the late adolescence of high school. They exhibit characteristics and behavior unique to early adolescence. Early adolescents are in a particularly difficult state of development. As stated by Smith in the website document *"Characteristics of Young Adolescents"* [http://msmooresmith.weebly.com/]:

"Youth between the ages of 10 to 15 are characterized by their diversity as they move through the puberty growth cycle at varying times and rates. Yet as a group they reflect important developmental characteristics that have major implications for those agencies that seek to serve them" (Smith).

The range of Junior High School students varied between thirteen to fifteen years old. They were in the process of changing from children to adults. Puchta and Schrats (1993:1) commented that the children of thirteen to fifteen seemed to be less lively and humorous than adults.

Harmer (1998:39) stated that teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.

Those characteristics are similar to children characteristics, they are:

(1) Busy, active, full of enthusiasm, may try too much, interested in money and its value.

(2) Eager to answer questions and look for a positive response to their ideas.

(3) Very curious; like to collect things but may jump to other objects of interest after a short time.

(4) Want more independence but look for guidance and support.

Based on the explanation above, there are some similarities between children and youth's characteristics. In addition, seventh grade of Junior High School students like to be encouraged to situation with their own thoughts and experience. The teacher needs to make an encouraging situation to attract students' interest. In this study the researcher uses an English children song to attract students' interest

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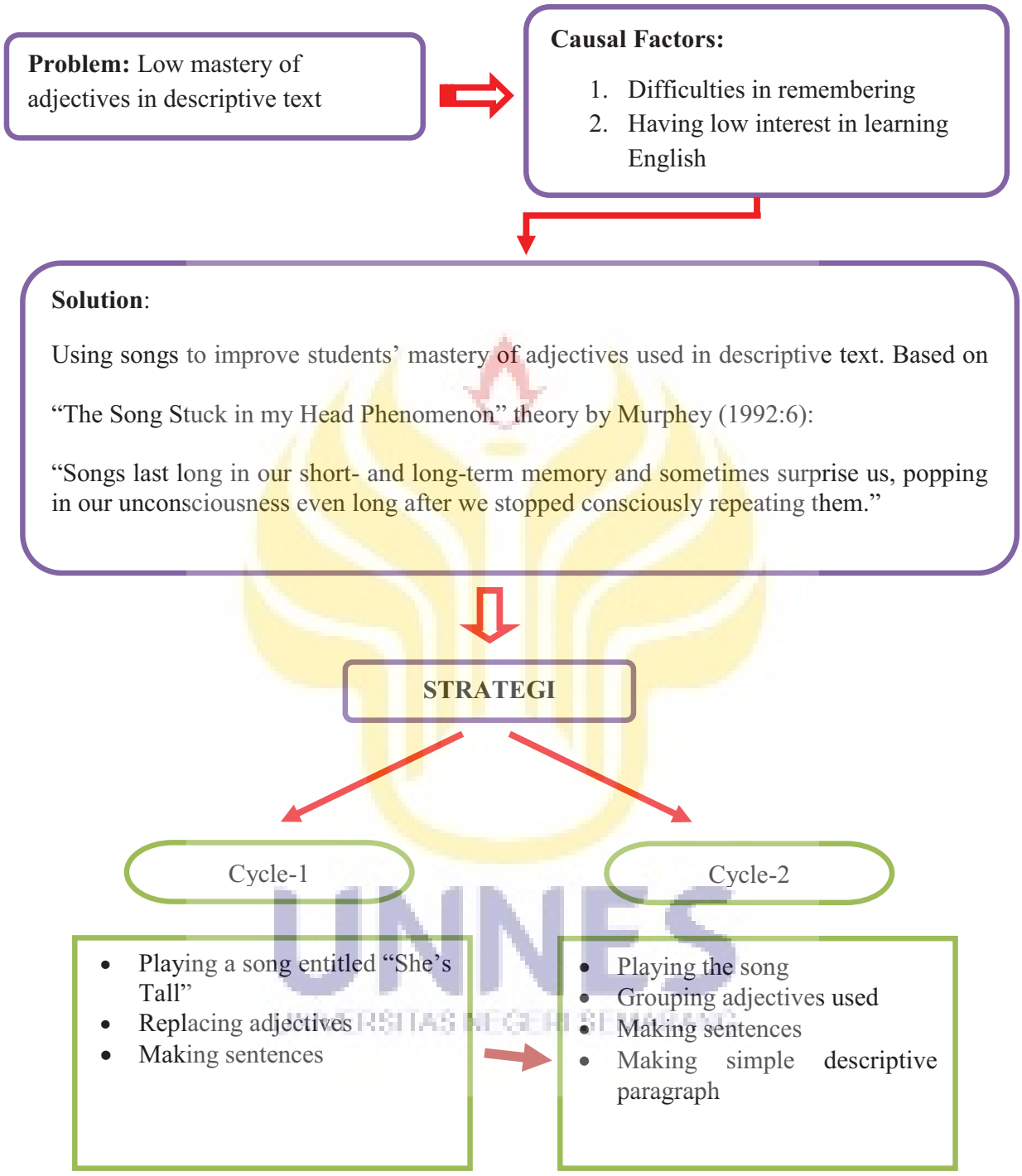

Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of conclusion of the studies and suggestions in relation to the results of the research.

1.1 Conclusion

Based on the data analysis in the previous chapter, the researcher draws the following conclusions:

This study is conducted in SMPN 1 Pringsurat. The topic is using a children song entitled "She's Tall" to improve students' mastery of adjective used for descriptive text. The purpose of this study (to discover how English children song entitled "She's Tall" can improve students' mastery of adjective used in descriptive text) have been achieved after the researcher conducted the research. Learning vocabulary, in this study is adjectives, using song was more effective. It increased students' enthusiasm in learning process. Based on the analysis and discussion in chapter IV, there was significant difference on the students' achievement before and after they got the treatment. The pre-test result showed that the students were not mastering the material well. After they got treatment in cycle-1 and cycle-2, the result showed that the students' achievement was improved. Also, the field notes that the students were enjoying the learning process. It can be seen from the students' behaviour in class and how they did the work they were asked for. From the questionnaire, the students hope that the program, learning using song, can be given continually because they think that the program really helpful and needed.

It can be concluded that the action research in using a children song entitled "She's Tall" to improve students' mastery of adjective used in descriptive text in SMPN 1 Pringsurat was successful.

1.2 Suggestions

Based on the conclusion above, the researcher likes to offer some suggestions for teachers, students, and next researchers.

For teachers, they should use more variation of media to teach adjectives. One of them is song. It has a significant effect improving students' mastery of adjectives. Song can attract students' attention and it can make the students enjoying the lesson. Song is also can make the students to remember the words easily.

For students, the researcher expects that they have to practice their English more in daily conversation to enrich their vocabulary. They do not have to be afraid to make mistake because the teacher will help them to correct their mistake. It is normal to make a mistake because they still can learn from their mistake. They can enrich their vocabulary by listening to English song and they can find the meaning by themselves.

For next researchers, the researcher hopes that they can do further studies related to song to improve students' mastery of adjectives or other aspects of learning English.

For the school, the researcher hopes that they can provide facilities to support the learning process. From what the researcher experienced that there are some schools that still not provide tools for teaching like LCD, speaker, etc so that the teacher needs to bring on their own.

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Appendix 15

OFFICIAL LETTER OF THE RESEARCH CONDUCTING

PEMERINTAH KABUPATEN TEMANGGUNG
DINAS PENDIDIKAN
SMP NEGERI 1 PRINGSURAT
Desa Kebumen Kec. Pringsurat Kab. Temanggung Telp. (0293) 321027
Tromol Pos 5 Pringsurat Kode Pos 56272

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 800 / 1664 / 2015

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Pringsurat Kabupaten Temanggung menerangkan bahwa :

Nama	:	SEPTIA KURNIAWARDANI
N P M	:	2201410016
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S 1
Judul Penelitian	:	*"TEACHING ADJECTIVES FOR DESCRIPTIVE TEXTS USING A CHILDREN SONG ENTITLED SHE IS TALL"*
Tanggal	:	2 September 2015 s.d 19 September 2015

Telah melaksanakan Penelitian di SMP Negeri 1 Pringsurat sesuai permohonan surat dari Universitas Negeri Semarang (UNES) Fakultas Bahasa dan Seni. Gedung B, Kampus Sekaran, Gunungpati, Semarang-50229, dalam rangka penyusunan Tugas.

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

Pringsurat, 19 September 2015
Kepala

DINAS PENDIDIKAN * KABUPATEN TEMANGGUNG * SMP NEGERI 1 PRINGSURAT

TRI GUNARTO BN.
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