THE EFFECTIVENESS OF ACTED-OUT SONGS STRATEGY
TO IMPROVE STUDENTS' VOCABULARY MASTERY

(An Experimental Study of Fifth-Grade Students of SD Negeri Genito,

Windusari, Magelang in Academic Year of 2018/2019)

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

Era Realita

2201414088

ENGLISH DEPARTMENT

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS NEGERI SEMARANG

2019

DECLARATION OF ORIGINALITY

I, Era Realita, as the writer of this final project hereby declare that this final project entitled "**The Effectiveness of Acted-Out Songs Strategy to Improve Students' Vocabulary Mastery (An Experimental Study of Fifth Grade at SD Negeri Genito, Windusari, Magelang in Academic Year of 2018/2019)**" is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of teriary education. Information derived from the published and unpublised work for others has been acknowledge in the text and a list of references is given in the bibliography.

Semarang, February 04, 2019

Era Realita

APPROVAL

The final project has been approved by the Board of Examination of the English Department of Faculty of Language and Art of Universitas Negeri Semarang (UNNES) on February 04, 2019

Board of Examination

Chairperson
Dr. Syahrul Syah Sinaga, M.Hum.
NIP. 196408041991021001

Secretary
Bambang Purwanto, S.S., M.Hum.
NIP. 197807282008121001

First Examiner
Dra. Sri Suprapti, M.Pd.
NIP. 195911241986032001

Second Examiner
Sri Wahyuni, S.Pd, M.Pd.
NIP. 19710408200642001

Third Examiner as Advisor
Dr. C. Murni Wahyanti, M.A.
NIP. 195404231979032001

Approved by
The Dean of Faculty of Language and Arts,

Prof. Dr. M. Jazuli, M.Hum.
NIP. 196107041988031003

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MOTTO AND DEDICATION

"THE ONLY TIME YOU SHOULD EVER LOOK BACK, IS TO SEE HOW FAR YOU'VE COME"

BUTTERFLY – BTS

I wholeheartedly dedicate this to:

My Parents

ACKNOWLEDGMENTS

First and foremost, I would like to express my greatest gratitude to Allah SWT, the almighty the merciful and the creature of this universe, for all the blessings, chances and miracles of the years of my study and final project completion given to me.

Secondly, I wish to deliver my deepest gratitude to my beloved parents, Mr. Usman Setiadi and Mrs. Trisih Aryati for all the support, prays, and strength.

Thirdly, I also would like to deliver my deepest gratitude to my honorable advisor, Dr. C. Murni Wahyanti, MA, for the abundance, patience and time in giving advices for my final project. Million thanks are also delivered to all of my lecturers of English Department of UNNES for all guidance during my study.

Then, my uncountable thanks are also delivered to all of my friends, my sisters (Zahrina Lu'Aili, Rahmatika Saputri Rahayu, and Desy Fajar Faricea), my best friends (Yulia Hanifah, Dita Annisa Meilani, Putri Larasati, and Arimia Dwi Anggraeni), my kind and lovely friends in Rombel 04 and all of English Department 2014, PPL SMP N 1 Mungkid 2017 (especially my twin, Rofikoh Eradeka), KKN Desa Jati, and my special person Dwi Wahyu Subekti.

My sincere thanks also go the students and teachers at SD N Genito, Windusari, Magelang, for the kindness that has helped me doing my research.

Era Realita

ABSTRACT

Realita, Era. 2018. *The Effectiveness of Acted-Out Songs Strategy to Improve Students' Vocabulary Mastery (An Experimental Study of Fifth-Grade Students of SD Negeri Genito, Windusari, Magelang in Academic Year of 2018/2019).* Final Project. English Department, Faculty of Language and Arts, Semarang State University. Advisor: Dr. C. Murni Wahyanti, MA.

Key words: *Acted-Out Songs, Young Learner, Vocabulary Mastery*

The aim of this study is to show the significant improvement in students' vocabulary mastery taught using acted-out songs strategy and comparing with students taught using conventional or drill method. This study is a quantitative research using quasi-experimental method. In this study, the data was taken from the pre-test, post-test, and questionnaire. The SPSS 16th was used as the program to analyze the validity, reliability, normality, homogeneity, and t-test. The result shows that the means of pre-test of the control class and experimental class were 47 and 50. The means of post-test of the control class and experimental class were 62 and 67. The independent sample t-test analysis of post-test from both classes showed that the value of significance (2-tailed) was 0.000, the value was lower than 0.05. Therefore, it could be concluded that there was a significant difference between the students taught using acted-out songs strategy and students taught using drill method. The students taught using acted-out songs strategy has higher achievement, in other words the acted-out songs strategy is effective enough to improve students' vocabulary mastery.

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CHAPTER 1

INTRODUCTION

This chapter presents the discussion on the background of the study, my reasons for choosing the topic, research problems, the objective of the study, the significance of the study, and definition of the key terms.

1.1 BACKGROUND OF THE STUDY

Many researchers found that learning a second language is better given since young ages, because children learn the new language better than the adult. "The differences between teaching English as a second language for children and adult is children are often more enthusiastic and lively as learners" (Cameron 2001:1). They want to please the teacher rather than their peer group. When we teach young learners, we must be aware of children's basic physical and psychological needs. "Teacher of young learners has two jobs: to provide care and to provides instruction" (Linse 2006:2). Although in Indonesia according to curriculum 2013, English subject is not a compulsory subject for elementary schools, some elementary school still give English subject as local subject for the students.

Language consists of words. Vocabulary is the entire words that make up a language. Very young children learn vocabulary items related to the different concepts they are learning. It is important to help children expand their

vocabularies. Wilkins (1972:97) states that: "there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed". There are many strategies that can be used by the teachers to teach vocabulary to young learners. One of them is learning through song and action strategy. Thomson (2010:8) added that "activities such as oral work, competition, games or any activity that requires the students to stand up and move about all stir the classroom".

Song, chants, and rhymes help children's language development, and also their physical development when used in conjunction with dance and mime. The use of rhyme in a song encourage children to explore the sound of words, and the use of imagery enriches their perception of the world and their ability to express what they feel. According to Reilly and Ward (2003: 23) "when words are linked to rhythm and music they seem to have more emotive and personal significance and so are remembered better".

From my experience in teaching internship program, the students sometimes found difficulties in remembering English words. Basically, English language is different from their mother tongue. But, when I used a song as a strategy to teach new vocabularies and also combined it with some movements the students got enthusiastic and easily remembered the vocabularies on the song lyric. So, based on the facts above I wanted to show that acted-out songs strategy will be appropriate enough to teach English as the foreign language for the

children at elementary school level that basically require fun ways of the learning process.

1.2 REASONS FOR CHOOSING THE TOPIC

I choose acted-out songs as strategy to improve the students' vocabulary mastery based on the considerations:

(1) Acted-out songs strategy is expected to be a fun way to learn the new language.

(2) Students are expected to enjoy their learning process and will be more active.

(3) Acted-out songs strategy is expected to make the students easier to remember new words.

(4) Acted-out songs strategy is expected to be a simple strategy that can inspire teachers in the classroom.

1.3 RESEARCH QUESTIONS

Based on the explanation above, the questions of the study is as follows:

(1) How effective is the acted-out songs strategy to improve students' vocabulary mastery?

(2) Is there any significant difference in vocabulary mastery achievement between students taught using acted-out songs strategy and students taught using drill method?

1.4 THE OBJECTIVE OF THE STUDY

The objectives of the study are:

(1) To show whether acted-out songs strategy is effective enough to improve the students' vocabulary mastery.

(2) To know whether there are significant differences in vocabulary mastery between the student that taught using song and action strategy with the students that taught in conventional or drill method.

1.5 SIGNIFICANCE OF THE STUDY

This study is expected to have a significant contribution for:

(1) Theoretically

The result of this study is expected to be such a support for the previous theories related to acted-out songs strategy to improve students' vocabulary mastery.

(2) Practically

The result of this study is expected to be an inspiration for teachers to apply the acted-out songs strategy to increase student's competence in English vocabulary mastery.

(3) Pedagogically

The result of this study is expected to show that student will be more active mentally and physically. The students will be easier to remember the new words they learn.

1.6 DEFINITION OF KEY TERMS

In order to clarify the key terms used in this study, some definitions are put forward:

(1) Young Learners

According to Cameron (2001:12) "young learner is being learner aged between five and twelve years old, so the young learner's ae is in elementary school". Another statement by Mc Keown and Beck (2003) said that "young learners are the students of Elementary School who are at grade four up to grade six. Their ages range from ten to twelve years of age. They have learn English for about one up to four years".

(2) Acted-Out Songs Strategy

Acted-out songs is one of the activities on the Total Physical Response (TPR) that uses a song and some movements to teach English to children. TPR developed by James J. Asher in 1977.

(3) Vocabulary Mastery

Hornby (1975:985) states that vocabulary mastery is the number of words someone knows. According to this study, vocabulary mastery refers to the students' achievement in recognizing and memorizing new words after getting a treatment.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some relevant literature for the sake of strengthening my perspectives of the acted-out songs strategy to improve students' vocabulary mastery.

2.1 Review of Previous Studies

There have been a number of previous researches that discuss the use of song to improve vocabulary mastery. They became references for me in conducting this research.

A research by Muflihah (2017) entitled "Using Song to Improve Students' Vocabulary Mastery" aims to examine the use of English song to motivate students in learning English. It focused in improving students' vocabulary mastery of fifteen elementary students ages 7-12 years old of community groups of orphans *An-Nur* Surabaya. The researcher got the data by assessing the students' vocabulary mastery through pre-test and post-test, then analyzing it to identify students' vocabulary mastery. The result shows that students could get along the activity well and indicated improvement in vocabulary mastery.

The previous study has similarity with this study. Both have some purposes to show how a song can be a motivation to learn English and improve students' vocabulary mastery. The previous study also used a post-test and pre-test in assessing the students' vocabulary mastery which also will be used by the writer in this research. In the previous study, the researcher used a song with title "Head Shoulder Knees and Toes" because it concern about part of human body material while in this study used more than one song related with part of human body and daily activities. The present study combined some movements in the song, so the activity will be more active and fun.

Another similar study by Kurnia (2017) entitled "Increasing Young Learners' Vocabulary Mastery by Using English Songs" conducted for young learner in early age (approximately 3-4 years old) of *Tungga Dewi* day-care. This research has the aim to increase learners' vocabulary mastery to get prepared to study at the higher level. The researcher used two cycles, each cycle of classroom action research was planning, acting, observing and reflecting. The instruments to gather the data were field notes and observation checklists. On the first cycle, songs were applied in the activities but the result was not satisfying, so the second cycle was conducted by combining the songs with body movement. The result of the second cycle was successful with the average of post-test score 77,78.

The previous study purpose is the same as this present study. The differences are that the previous study using two cycles of classroom action while the present study will divide the class into two groups, experimental and control group. Field notes and observation checklist was used in the previous study to gather the data while the pesent study used a pre-test and post-test result to get the data.

The next study was done by Haghverdi (2014) entitled "The Effect of Song and Movie on High School Students Language Achievement in Dehdasht" examine the effect of song and movie on the language achievement of high school students. The researcher divided 60 high school male and female students into two groups, experimental and control at Saee learning English institute in Dehdasht. Pre-test and post-test were used as the instrument to collect the data. The result showed that song and movie has a significant effect on student's language achievement, including their listening, reading, vocabulary and grammar.

The previous study's method and instrument of collecting data will also be used on this present study. The previous study used song and movie as the treatment for the experimental group while in this present study the writer will use song combine with action or movement as the treatment. The previous study, not only examines vocabulary mastery but also other skill

such as listening, reading, and grammar while in this present study, I focus only on vocabulary mastery.

The next study by Faliyanti (2017) entitled "The Influence of English Song Toward Student' Vocabulary Mastery and Students' motivation" was conducted after the researcher realized that the students needed a fresh method to make them enjoy in learning process. The objectives of this research were to know how English song influences towards second semester of the English education study program in University of Muhammadiyah Metro. The study took 40 students as the population and divide it into two groups. The result of the study proved that the value of t-test (t_{obs} is 8,742 and t_{table} is 2,021). It means that t_{obs} is higher than t_{table}(8,742>2,021). Based on the criteria for testing hypothesis was if the value of t obtained is higher than t table at significant level 0,05 the null hypothesis (Ho) is rejected and hypothesis alternative (HI) is accepted. After viewing the result of One Sample t-test, the writer came to conclusion that "there was significant Influence of English Song Toward Students' Vocabulary Mastery and students' motivation.

Quasi-experimental used in the previous study which also be used in this present study. In the previous study the main purpose is to know whether English song can influence students' vocabulary mastery and students' motivation in learning English vocabulary which same with the present

study's purposes. The previous study use respondent from adult learners while in this present study, the writer will use young learner from fifth-grade of elementary school.

Another study by Wahyuni (2012) entitled "Improving Students' Vocabulary Mastery Through Popular Songs" was a classroom action research in SDN 2 Telomoyo, Wonosari. This study focused on how popular song could affect students' participation in learning process especially in learning new vocabularies. This research used classroom action research in three cycles. The data were collected quantitatively and qualitatively. The research findings were: first, popular song could improve the student's vocabulary construction. The second, the popular song could improve the effectiveness of students' learning. The third, the popular song could improve the students' participation.

The previous study had a similar purpose and used young learners at the elementary level as the population which is same with this present study's population. The treatment at the previous study only used popular song at that time which is somehow not related with the learning material, in this study the treatment is songs that combined with action or movement that related to the learning material. The previous study used three cycles to collect the data while in this present study used quasi-experimental.

Based on the previous studies, using song to improve students' vocabulary mastery is highly recommended. A song can increase student's motivation in learning process and make them remember better. Thus, this study is inspired to do a quasi-experimental study using songs combined with some actions or movements. It is because the previous studies mostly only focused on the song lyrics to teach vocabulary without combining it with some movements to make the students more active and also improved physically.

2.2 Review of Theoretical Studies

This sub-chapter discussed some theories which support this study. There are some relevant theories related to the topic of this study from many resources.

2.2.1 The Importance of Vocabulary Mastery

Vocabulary is the central of language teaching and also a paramount importance to a language learner. Neuman and Dwyer (2009:385) define vocabulary as "Word we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary knowledge influenced impedes successful communication. Schmitt (2000:55) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of second language". In producing sentences, when we

have to express a meaning or concept that we wish, we need to have a store of words from which we can select to express this meaning or concepts. Wilkins (1972:97) states that "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say, while without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

My experience indicate that teaching and learning vocabulary can be problematic. Problems in teaching vocabulary occur because many teachers are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne and Blachowicz, 2008:314). On the other hand, vocabulary has been acknowledged as second language learners' greatest single source of problems (Meara, 1980:221). Despite these difficulties that language learners face in second language vocabulary, they still have to deal with it in their examinations as Schmitt (1999: 189) states that "Vocabulary has traditionally been one of the language components measured in language test."

From the facts above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why vocabulary is important to be mastered by the learners. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.

If we combine all the definition, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation. Vocabulary plays an important role in the four langaue skills and it has to be considered that vocabulary mastery is one of the needed components of language.

2.2.2 Teaching Vocabulary

Commonly, there are several techniques concerning in learning vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. Then, it needs to be learned, practiced and revised to prevent students from forgetting. It will kind of challenge for the English teacher itself.

There are some principles or guidelines that can be used as consideration by teachers in teaching vocabulary. Wallace (1982:27) describes the principles or guidelines in teaching vocabulary, which include: aims, quantity, need, frequent exposure and repetition, meaningful presentation, presentation in situation and context. According to Nation (2001:107-108) "at the second-hand cloze, vocabulary teaching procedure includes three steps, namely the students read the text that contains the uptake vocabulary, students deliberately learning vocabulary and students are given cloze passage from the summary of what they actually read".

Selection of appropriate learning methods can be done by considering various things and aspect. Surakhmad in Djamarah (2006:78) explain that "in choosing learning method, it needs to consider the students, learning objectives, learning situation, facilities, and the ability of teachers themselves to manage learning methods used".

From the explanations above, it could be concluded that in teaching English vocabulary, the teachers must be observed first from the competence of teachers, students, and the learning environment. Then, the teacher must be consider the teaching method that include aims, quantity, need, frequent exposure and repetition, meaningful presentation, presentation in situation and context.

2.2.3   Acted-Out Songs Strategy

The use of songs in the English language-learning classroom is not new. Sometimes, when the teachers lack of the idea to break the ice in the classroom, songs always became the best choice. Engh (2013:9) in her journal suggest that "the use of song in the language-learning classroom is both supported theoretically to increase linguistic, sociocultural and communicative competencies". From the educational standpoint, music and language can be studied together. Kurnia (2017: 11) concluded that "the using of songs was flexible and implemented the techniques in appropriate

way. This technique can be combine with games or using pictures or involving body movements".

"Children benefit greatly when adults interact with them using nursery rhymes and song of language play" (Cobb, 2007). It can be said that nursery rhymes can be the best choice to teach new vocabulary to students. Nursery rhymes have simple lyrics and repetition of words that will be easy to be remembered by young learners. Nursery rhymes mostly combine with some movement which makes it more interactive. According to Mullen (2017:51) "the content within the rhymes and songs introduces children to words, numbers, and concepts, aiding their language and cognitive development".

From the explanations above I choose acted-out songs strategy to improve students' vocabulary mastery because it is more emphasize on activities directly related to physical activity movement. It means more frequent or more intense stimulation of memory a person is given the stronger the memory associations connected and easier to remember.

2.3 Theoritical Framework

This study is inspired by the theory of Total Physical Response method by Asher (1968), memorizing is done verbally by the motion activity or motor activity. Children listen and then understand the messages, decide

whether they are right or wrong, and finally act accordingly. Larsen and Freeman (2000:107) revealed that "the TPR is an approach to understanding a foreign language with instruction or order. Larsen and Freeman called the TPR as an approach to understanding because in practice the students are given instructions or commands that can enhance students' understanding of the material presented.

This study has an aim to show that acted-out songs strategy can be an effective way of improving students' vocabulary mastery. the reasons why I use acted-out songs strategy supported by Halliwell's (1992:20) assumption that:

> "teachers can adapt lessons through the use of stir and settle activities. When a teacher finds that students' attention begins to wander, or they are becoming more reticent, the activity needs to be switched to one that is more active. The teacher can renew interest in the lesson. Activities such as oral work, competitions, games or any activity that requires the students to stand up and move about all stir the classroom".

Based on the theories above, it could be concluded that acted-out songs strategy is considered to be one of the alternative strategy to improve students' vocabulary mastery, especially for the young learner at the elementary level.

Figure 2.1 Theoritical Framework of The Study
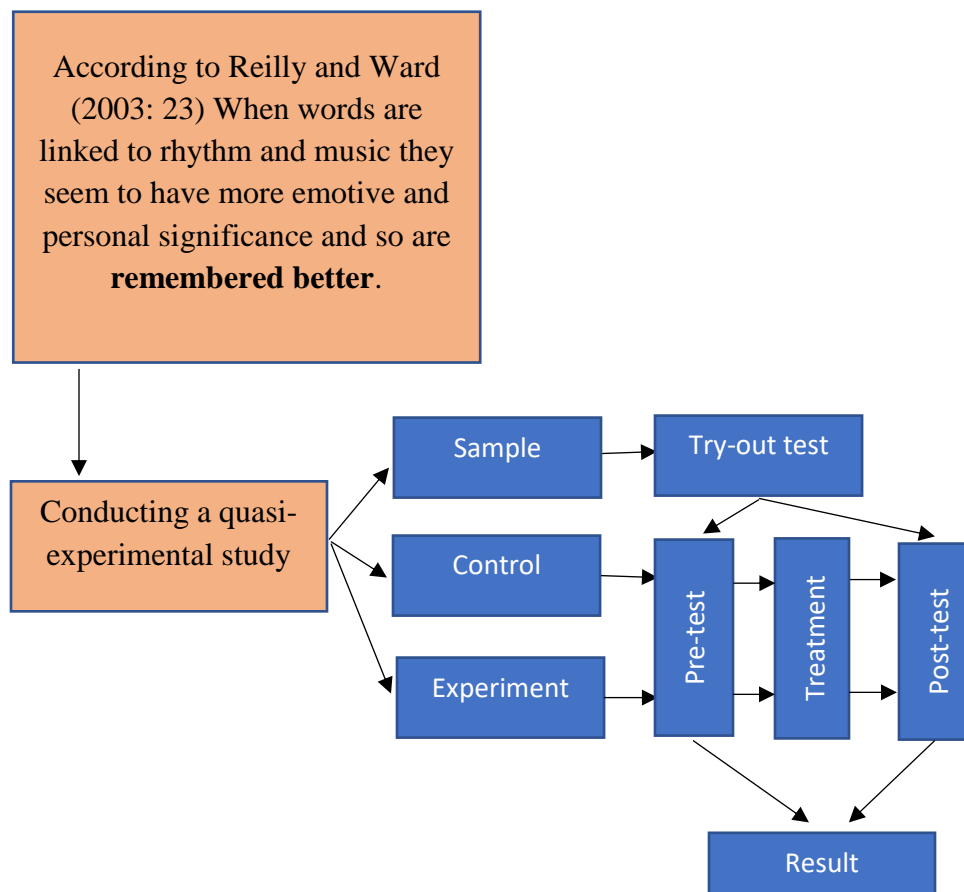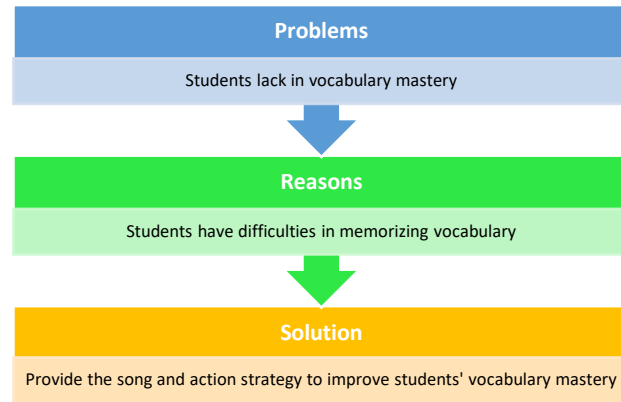
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The conclusion of this study is taken in accordance with the result of the data analysis. The data analysis shows that the H_a, which says "There is an improvement of students' vocabulary mastery after being treated by using acted-out songs strategy" and "There is a significant difference between the students' vocabulary mastery achievement between those treated by using acted-out songs strategy and those who are taught by using conventional or drill method". Based on the data analysis, the Mean of the experimental class was 67 and the mean of the control class was 62. And based on the independent sample t-test the significance value (2-tailed) were 0.00, which is lower than $\alpha = 0.05$. The result of the questionnaire also shows that students prefer to learn new vocabulary using acted-out songs strategy than the conventional method. Using song and action strategy in learning new vocabulary can increase not only the students' achievement but also their motivation to learn English. The students enjoy the learning activities using acted-out songs strategy because it was very fun for the age of young learner students. Therefore, the conclusion of this study is as follows:

There is an improvement of the students taught using acted-out songs strategy and there is a significant difference between the students taught using acted-out songs

strategy and the students who were taught using the conventional or drill method. The score of the students taught using the acted-out songs strategy was higher than the students taught using the conventional method, it means that the acted-out songs is more effective to improve students' vocabulary mastery than the conventional method.

5.2 Suggestions

Based on the conclusion above, I would like to suggest that the acted-out songs strategy could be a best choice for English teachers to make the class activities become more fun and active. The students will enjoy the activity and remember better the learning materials.

I also suggest that the English teachers should be trained before, to operate the tools such as LCD projector and computer, also searching for songs that appropriate to the learning materials. This strategy requires the teacher's participation to make the strategy meet the goal. The teachers should understand well the song and action that will be introduced to the students. The teacher should be well prepared before teach using song and action.

The students were suggested to be more active during the learning activities, but do not be too noise, because it can disturb another class. If the teacher asks to sing along then the students must sing along, do not just sit in silent or do another unimportant activity. If there is meaning of a word that the students do not know,

they should look up at the dictionary by themselves or asking the teacher. The students should practice the songs given by the teacher not only in school but also outside the school. It is better for the students to write down the song lyric in their notebook to make them easier to remember the words.

For the next researcher, I hope that this study can be such an inspiration to do another research. I want to suggest the next researcher to investigate more about the effectiveness of acted-out songs strategy especially for another age range such as for adult learners and comparison between the acted-out songs to another kind of English learning method.

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