# DRILLING STUDENTS' VOCABULARY BY ENGLISH SONG MINI LYRIC COLLABORATION AT SMKN 2 SINGARAJA

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## ABSTRACT

Vocabulary is the most basic component of language; without a variety of terms and phrases, students cannot communicate in the target language, either orally or in written form. Students' vocabulary needs to be expanded over time; they need to learn new words and phrases in manageable chunks and they also need sufficient practice with these words and phrases before they can accept new ones. This study is focused on 1) the describing the implementation of drilling students' vocabulary by English songs MiniLyrics collaboration in learning process, 2) Identifying whether English songs MiniLyrics collaboration improve student's pronunciation. Then, the data are from the XI A 5, Culinary Class of SMKN 2 Singaraja students and the object of the study is improving student's pronunciation skill by using English songs MiniLyrics collaboration at SMKN 2 Singaraja. The implementation of English songs MiniLyrics collaboration technique conducted by using classroom action research (CAR) by Hopkins (1993:52) in Handayani (2011). Teaching vocabulary using English song Minilyric collaboration is of the creative and innovative teaching. English songs MiniLyrics collabration is a new modified and easier using to improve student's pronunciation. The result showed that The average result of the pre-test and post-test shows the significant improvement. The average of pre-test score is 58.90 while average of the last post-test score is 100. The students' motivated to practice easily learn English vocabulary. English songs MiniLyrics collaboration is appropriate to be applied to the students who passive; have children's caharacteristics and problems in the words pronouncing. Because it can make students more active, understood, easy to speak and pronounce the words also give full attention to the teacher in teaching learning process.

**Keywords***: vocabulary, teaching vocabulary, English songs Mini lyric Collaboration.*

## INTRODUCTION

Language is an important thing that has a main role in communication. Good communication can be reached if there is feedback or people understand each others. English is an International language, which has reached in human life aspects. It has an important role in globalization era nowadays. So, English is significant to be mastered

by everyone. To master English language, there are four basic skills, namely speaking, listening, reading, and writing. English is influenced by some linguistic factors consisting of many aspects, namely vocabulary, grammar, style, function, discourse and pronunciation. Vocabulary is the important aspect in English. People have paid much attention to this thing customarily. According to Richards (2002) in Silviana (2013), vocabulary is the core component of language proficiency and provides much of the basis for how well the learners speak, listen, read, and write. Nunan (1999) as cited in Alqahtani (2015) stated that vocabulary is a list of target language words.

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer vocabulary that can be mastered by the learners, the better skills that can be reached in using language. Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct way. What is meant by the meaning of a word, is determined by the context where it is formed and also determined by its relation to other words. In the teaching English, vocabulary plays important role. According to Hammer (1997) as cited in Riyana (2012), teaching vocabulary is clearly more than just presenting new words. This may, of course have its place but there are other issues too. However, not all vocabulary can be learned through interaction and discovery techniques. It implies that vocabulary cannot always be done through interaction and discovery techniques for the beginners. The reason is that, in doing such as technique, the learners are demanded to have an adequate number of vocabularies. It means that the students need to memorize and recall many vocabularies that have been mastered before.

Teaching vocabulary is a complex process and it consists of many steps, and aspects. Vocabulary helps the student express what they want to talk. It makes them communicate more easily. If they know how to arrange vocabulary together to make sentences, conversations, they will feel confident and will develop speaking ability as well as their vocabulary. Because of the importance of vocabulary, it needs a serious attention in learning vocabulary from both learners and teachers. It becomes a great challenging act for the teacher to teach vocabulary. Eventhough to make it perfect a teacher should know about the principles of teaching vocabulary.

According to (Hariadi&Amir,2014), there are five principles of teaching vocabulary as follow:

1. Allocate specific class time to vocabulary learning.

2. Help students to learn vocabulary in context.

3. Play down the role of bilingual dictionaries.

4. Encourage students to develop strategies to determine the meaning of

   words.

5. Engage in "unplanned" vocabulary teaching.

From the explanation above, in the teaching vocabulary from the first characteristics, the teacher should allocate time at least about 2 hours for teaching vocabularies. It is to drill students in improving their vocabularies, and it must be done regularly to achieve the goal that students can maximize their ability in using the vocabularies. In the second characteristics, it will be easier if the teacher can classify the vocabularies based on the context and the category. It helps the students in understanding deeply about the use of the word itself. Moreover, it is more fun to catch the words in the context. In the third characteristics, Minimizing the use of bilingual dictionary can help the students to memorize the English vocabularies quickly, because in their brain there will be only English words whenever they speak English. If bilingual dictionary involves in learning, the students will think the Indonesian words then translate them into English. It is absolutely not effective. In the fourth characteristics, in learning vocabularies, it is necessary if the students are involved in how the vocabularies are formed. The teacher can give such a fun excercise like reading comprehension which the students should find out the words meaning that they are not familiar with. They can develop it by adjust the unfamiliar words meaning and the text tone or context. In the fifth characteristics, sometimes the spontaneous strategy becomes a good trick in improving students' vocabularies. It will be more attractive in engaging vocabulary games and making the teaching situation more spontaneous. This strategy can be such a great evaluation whether the students have already used the vocabularies in the right situation or even they still need to be improved in it.

For the teacher, using songs in the classroom can also be a nice break from following a set curriculum. It means that, songs can be taught to any number of students and even those teachers with the most limited resources can use them effectively. According to Widayati (2012), MiniLyrics is application lyrics software of language teaching. It includes one way to develop competence aspects. It displays lyrics automatically; it comes in the form of a plug in for media player, with support for the most popular ones. They are advanced features, such as Winamp, Window Media Player, iTunes etc. It is the easiest-to-use Lyrics viewers; because the lyrics can find in the internet browser. English songs MiniLyrics collaboration is a new modified and easier using to improve student's vocabulary and pronunciation. It means students can drill their vocabulary and pronunciation by imitating the sound when they listen and sing the song.

**METHOD**

In this occasion, the researcher used Classroom Action Research. According to Arikunto (2006) in Wijayanti (2011) action research is a form of self- reflection inquiry undertaken by participant in social situation in order to improve rationally and justice their own social or educated practices as well as their understanding of this practices and the situation in which these practiced are accurate. The subject of the study is students who follow English Vocational of Language Education Center (LEC) at

SMKN 2 Singaraja, especially from class XI A 5, Culinary class. The object of the study is improving student's pronunciation skill by using English songs MiniLyrics collaboration English Vocational of Language Education Center (LEC) at SMKN 2 Singaraja**.** The example of minilyric collaboration:



The procedures of teaching vocabulary using English song minilyric collaboration for student English Vocational of Language Education Center (LEC) at SMKN 2 Singaraja, especially from class XI A 5, Culinary class. The procedures as follows:

1. Teacher introduces the song, entitled I Have A Dream from Westlife and tells a little about it.
2. Teacher gives a piece of paper to fill the missing lyric
3. Teacher opens the Winamp application, and then adds a song I Have A Dream from Westlife. This media player will be displayed on screen
4. Teacher plays this song and it displays lyrics automatically three times
5. Teacher asks student to focus on screen when the song and lyric played, and they must fill in the blank.
6. Teacher ask the student to guess what words have been written
7. Teacher should give the students the opportunities to sing a song to drill the vocabulary. Finally, teacher evaluates their courage and vocabulary.

## DISCUSSION

The implementation of English songs MiniLyrics collaboration technique had been conducted by using classroom action research. According to Hopkins (1993:52) in Handayani (2011) the cycles of classroom action research (CAR) are planning, acting, observing, and reflecting. The researcher applied three cycles in this research. The problems are found in pre-test and cycle I has been solved in cycle II and III. Each

cycle consists of three meetings. From all cycles, the researcher concluded that English songs MiniLyrics collaboration is appropriate to be applied to students who rather passive have children's characteristic. The researcher applied English songs MiniLyrics collaboration well because it was done in different and modification ways for example by relating it with videos, English songs, song, pictures and games. The students became more active in understanding, memorizing, and responding information and knowledge from the song lyrics. To measure the students' improvement in pronunciation skill, the researcher conducted pre-test and post-test. The post-test was conducted two times; the first post-test is in the third meeting of second cycle, while the second post-test is conducted in third meeting of third cycle. The result of pre-test shows that the highest score in pre-test is 70 while the lowest score is 50, highest score in post-test I is 87 while the lowest score is 60, and highest

score in post-test II is 98 while the lowest score is 72. The average score in pre-test is 58, 90. While after the researcher conducted a research the averages score is 75, 55 for the first post-test and 100 for the second post-test. Speaking achievement in pronunciation skill increased. It can be seen from the pretest, the post-test I and post-test II. In pre-test, the average score is 50,91%. Based on the result above, the researcher concluded that there are some significant differences between the students' achievement before and after conducting the cycle. It can be seen that there is significant improvement from their pre-test and post-test. The use of English songs MiniLyrics collaboration in teaching pronunciation can overcome the researchers' problem that is how to make students more motivated in pronunciation activity. The students have a positive response to the implementation of pronunciation by using English songs MiniLyrics collaboration. The students' pronunciation skill can be improved through English songs MiniLyrics collaboration. Because in English songs MiniLyrics collaboration, they can get information, knowledge and the real example of English pronunciation with the song plus lyrics

collaboration and can practice in front of the class. And if they get difficulty in pronuncing the words, lack of vocabularies and low confidence, of course through English songs MiniLyrics collaboration they can reduce those problems. They can get real examples of the words and its pronunciation also sing together or individully to remind each other with happily. Beside that, English songs MiniLyrics collaboration is modified with videos, English songs, song lyrics, pictures and games, so it is fun and interesting. The students can be motivated and more easily in learning English pronunciation.


**CONCLUSION**

Vocabulary is the most basic component of language; without a variety of terms and phrases, students cannot communicate in the target language, either orally or in written form. Students' vocabulary needs to be expanded over time; they need to learn new words and phrases in manageable chunks and they also need sufficient practice with

these words and phrases before they can accept new ones. Teaching vocabulary is a complex process and it consists of many steps, and aspects. Vocabulary helps the student express what they want to talk. It makes them communicate more easily. If they know how to arrange vocabulary together to make sentences, conversations, they will feel confident and will develop speaking ability as well as their vocabulary. Because of the importance of vocabulary, it needs a serious attention in learning vocabulary from both learners and teachers. It becomes a great challenging act for the teacher to teach vocabulary. Eventhough to make it perfect a teacher should know about the principles of teaching vocabulary. Teaching vocabulary using English song minilyric collaboration is of the creative and innovative teaching. In conclusion, creative and innovative teaching vocabulary can be applied by simple method. The goal is only to make students care about their good vocabulary. It needs drilling and practicing not only at class but also at their home to avoid misunderstanding whenever they speak with either natives or others.

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