

IMPROVING STUDENTS' VOCABULARY THROUGH WIZ KHALIFA SONG "SEE YOU AGAIN"

By:

Carolina Pakpahan, S.Pd, M.Pd

Lecturer of STIKOM Medan

E-mail: oline_pakpahan@yahoo.com

ABSTRAK

Penelitian ini berupaya untuk meningkatkan kosa kata siswa melalui lagu Wiz Khalifa. Penelitian dilakukan dengan menggunakan penelitian tindakan kelas. Subjek penelitian ini adalah mahasiswa jurusan sistem informasi di STIKOM MEDAN yang terdiri dari 30 siswa. Penelitian ini dilaksanakan dalam dua siklus, siklus I terdiri dari dua pertemuan dan siklus II terdiri dari dua pertemuan. Instrumen untuk mengumpulkan data adalah data kuantitatif yaitu tes kosa kata dan data kualitatif yaitu, catatan harian, lembar observasi dan lembar kuesioner. Data kuantitatif, dapat dilihat dari data yang menunjukkan skor rata-rata siswa. Dalam pre-test nilai rata-rata adalah 62,93, dan persentase dalam pre-test adalah 13,33%. Pada post-test siklus I nilai rata-rata adalah 68,13 dan persentasenya 20%. Pada post-test siklus II skor rata-rata adalah 76,53 dan persentasenya adalah 56,66%. Persentase siswa yang kompeten juga meningkat dari pra-tes hingga tes terakhir. Analisis data kualitatif dari catatan harian, observasi dan lembar kuesioner juga memberikan hasil yang mengindikasikan peningkatan dalam proses belajar mengajar dari siklus I hingga siklus II. Hasil penelitian ini menunjukkan bahwa penggunaan lagu Wiz Khalifa dapat meningkatkan kosakata siswa.

Kata Kunci : Wiz Khalifa Song, Vocabulary

Background of the Study

Communication as an essential part of life. No one can deny communicating with another that has a great role in human life. There will be nothing if we could not communicate to anyone, no way to build relationships with others, no way of passing down information throughout time and so on.

Language is one of the most important and characteristics forms of human behavior. It is used for communication either spoken or written and allows people to talk to each other, to express and to

write their thoughts and their ideas. The use of language is a social communicative interaction is unique from a culture to another culture.

Language use in people daily communications where it is an act which is giving and asking information. Communication itself can be divided into two forms; spoken and written communication. Spoken communication means the process of expressing ideas that are done orally, and written communication is done in the written form

usually find in the letter, novel, and magazine.

English has become an international language. People from different countries speak English to communicate. English is a key, which opens the door to scientific and technological knowledge. The Indonesian government has chosen English as the first foreign language to be taught in schools. English becomes one of the compulsory subjects from Junior High School up to University. Therefore, the government provides a curriculum as the guidance of English teacher in the teaching-learning process. In the English curriculum 2006, the learning activities involve listening, speaking, reading and writing. The four skills are taught cohesively. Although it is focused on the four skills, pronunciation is not separately taught from the four skills.

Vocabulary is a collection of words (Kasihani, 2008:43). All languages have words. Language emerges first as words, both historically and in terms of the way each of us learned out first and out subsequent languages. While Thornbury (2002:1) states that the coming of new words never stops. Nor does the acquisition of words. Even in our first language we are continually learning new words and learning new meanings for old words. For example, *the Indonesian* word *ibu*. Previously, this is used to mean just for a woman who gave birth to us but nowadays it also used to call an adult woman. Some words can entirely new to us. We face completely new words that are made up according to the technologies and according to the needs of real life.

The Problem of the Study

Based on the background of the study, the problem of the study is formulated as the following :

“Does the “Wiz Khalifa’s song See You Again” significantly improve students’ achievement in vocabulary?”

The Objective of the Study

The objective of the study to know whether or not wiz khalifas’ song improve the students’ vocabulary.

The Scope of the Study

The scope of this study is limited to the students' vocabulary mastery by using song lyrics see you again. There are many vocabulary. They are noun, verb, kinship, parts of the body, pronouns, numbers, adjective, universal matters. The writer just focuses on vocabulary in the verb.

There are many media in teaching vocabulary. But the writer focuses on media of song’s lyric. The song is a short musical work that sets a poetic text with equal importance given to music and to the words. And lyrics are a set of words that make up a song. This research deals to know the effectiveness of the song's lyric on students’ vocabulary mastery on second-semester students of Sistem Informasi major in STIKOM Medan. It is located at Jln. Jamin Ginting No. 285, Padang Bulan, Kota Medan.

Hypothesis

The hypothesis is the provisional answer to the problems of the research the theoretically considered possibly or highest the level of the truth. It is provisional truth determined by a researcher that should be tested and proved.

Kinds of hypothesis which are used here are: Zero hypotheses (Ho), is the

hypothesis which states that there is not any significant effect of the object of the research. It is also called with the Negative hypothesis and Alternative hypothesis (Ha), which is the hypothesis which states that there is any significant effect of the object of the research. It is also called a positive hypothesis.

The criteria of the test of the hypothesis as follow:

Ha: There is a significant effect of using Wiz Khalifa's song See You Again lyrics improve students' vocabulary of the verb in the second semester of STIKOM Medan.

Ho: There is not any significant effect of using song lyrics to improve students' vocabulary of the verb in the second semester of STIKOM Medan.

Theoretical Framework

Theoretical Framework is aimed at giving some concepts in analyzing the study in research. In conducting research, there are some theories which are needed to explain some concepts or term applied in the research concerned. The concepts which are used must be clarified. The research follows some theories as; Hornby (2000: 238,959), Nunan (1991: 101), Thornbury (2002: 14), etc. So, the writer and the readers might have the same perspective of implementation on the field.

Vocabulary

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary has a role, which parallels with phonology and grammar to help the learner mastering four language skills.

The Definition of Vocabulary

There are some definitions of vocabulary proposed by linguist experts, Hornby (2000: 959) defines vocabulary as:

- 1) All the words that a person knows or uses.
- 2) All the words in a particular language.
- 3) The words that people use when they are talking about a particular subject.
- 4) A list of words with their meaning. It means that a language that people used to talk a certain topic consists of a number of words.

Vocabulary is part of a language that underlies the understanding of the language itself as stated by Nunan (1991: 101) that vocabulary is more than a list of target language words. Vocabulary is part of the language system.

Vocabulary knowledge is not something that can over the course of a lifetime. From these definitions, vocabulary is part of the language system that people used to communicate which consists of a large collection of items. Vocabulary is knowledge of how the words fit into the world.

Kinds of Vocabulary

According to Madya (1980: 13-14), there are two types of vocabulary. They are productive and unproductive vocabulary. The active vocabulary is the vocabulary made up of words that one uses in speaking and writing. On the other hand, the unproductive vocabulary is composed of words which one understands when one hears or reads them, and does not ordinarily use in one's speaking and writing or in one's daily life.

According to Tarigan (1986: 3-4), there are seven classifications of basic vocabulary. Basic vocabulary deals with words that have a small possibility to

adopt from other languages. They are:

- 1) Kinship: father, mother, son, daughter, brother, sister, etc.
- 2) Parts of the body: hand, hair, nose, hand, etc. Kinship
- 3) Pronouns: I, you, we, they, she, etc.
- 4) Numbers: 1, 2, 3, 4, 5, etc.
- 5) Verbs: walk, eat, drink, sleep, etc.
- 6) Adjective: sad, happy, sleepy, angry, etc.
- 7) Universal matters: water, land, sun, moon, animals, etc.

Furthermore, the National Reading Panel (NICHD, 2000) identified four types of vocabulary – listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Listening vocabulary is all the words people can recognize when listening to speech.

Speaking vocabulary is all the words people can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures. Reading vocabulary is a list of words or vocabulary that people use when they are reading. And the last is writing vocabulary, that is, all the words used by people to express their ideas in written form. In other word, vocabularies which are developed in each skill functions in different usage.

Roles of Vocabulary

Vocabulary has an important role in language learning. As a linguist, David Wilkins in Thornbury (2002: 13) stated that "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed". One should know a certain amount of vocabulary in order to be able to use the language productively.

A large vocabulary allows for

communicating in ways that are precise, powerful, persuasive, and interesting. In conclusion, learners have to pay greater attention to vocabulary teaching because the knowledge of vocabulary is very important. The teacher must have an effective and efficient method in order to make the goal of the teaching vocabulary successful. Someone will be able to improve achievement and enhance communication if he/ she can master vocabulary well.

Vocabulary Mastery

Vocabulary mastery is a gradual process. To reach out the good vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. The learners' vocabulary mastery is indicated by their ability in producing and understanding the words in their daily lives.

Further, Krashen and Terrel (1983) stated that vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly on the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance. Cameron (2001: 74) says that learning a word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning to increase vocabulary. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words.

He also adds that the high-frequency words have the following characteristics: (1) each high-frequency words occur very often; (2) the high-frequency words are useful. They are also important for both receptive and

productive use, for both oral and written, and for both formal and informal use; (3) the high-frequency words make up a very large proportion of the running words in all kinds of texts and language use; (4) they are a relatively small group of words (2,000) that could be covered in a school teaching program over three to five years.

Kinds of Vocabulary

Vocabulary is very useful for anyone who is studying a foreign language. In this case, that vocabulary is one important area that should not be neglected in language and learning and it is very useful for communication with other people in spoken or written form.

Vocabulary is a knowledge of words and words meaning. However, vocabulary is more complex than this definition suggests. First, words come into two forms: oral and print. Oral vocabulary that we recognize and use in listening and speaking while printing vocabulary that we recognize and use in reading and writing. Second words knowledge also comes in two forms, receptive and productive.

Receptive Vocabulary

Receptive vocabulary can understand only through listening and reading. A large number of items in receptive vocabulary are words that are very low frequency. Someone does not need to know much about the receptive vocabulary because someone to memorize all the vocabulary of a certain language but someone can understand the ideas of utterance contextually not word by word. It can be defined that receptive vocabulary contains all the words that we read or listen, but we do not use it in our writing or speaking.

Productive Vocabulary

Productive vocabulary involves knowing how to pronounce the word, how to write and spell it, how to use it in a correct grammatical pattern along with the words that usually collate with. Productive vocabulary means language items that the students understand, can pronounce correctly and use appropriately in speaking or writing.

Teaching Vocabulary

Besides the definitions, teachers need to know the principles of teaching and learning vocabulary in order to maximize vocabulary teaching. According to Wallace (1998, as cited in Shejbalova, 2006) the principles for successful teaching are:

1. Aim – what is to be taught, which words, and how many.
2. Needs – target vocabulary should respond to students' real needs and interests. The needs here mean the topic that is given by the curriculum and is found in students' daily activity.
3. Frequent exposure and repetition.
4. Meaningful presentation – clear and unambiguous denotation or reference should be assured.

Those points help teachers to know the competencies that the students should have in learning vocabulary and what to do to help the students have the competence.

Teaching Vocabulary in Junior High School

Teaching vocabulary is not easy. The teacher needs good preparation before teaching vocabulary in the classroom. Depending on the teaching goal, a teacher is required to have knowledge about what words to be taught. The teacher may refer to the levels of vocabulary described by

Beck et al. (2002) when deciding which words to teach.

1. Level I Words

These are words that are used over and over in everyday speech. Since they are used in a variety of contexts, virtually all students learn them. Level I words are sometimes referred to as 'conversational speech'.

2. Level II Words

These are likely to be learned only through reading or through instruction. They have been referred to as the vocabulary of educated persons, as 'academic vocabulary', and as 'instructional vocabulary'.

3. Level III Words

These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field.

4. Level IV Words

These are words that are interesting but so rare and esoteric. They are probably not useful even in most educational environments.

Media

Media is a tool that is used to transmit or deliver a message. In the teaching-learning process, media is used to support the process and help teachers to teach and affect the condition of the teaching-learning process. Heinrich & Rosello as cited in Suyanto (2007) say that media are any means of communication which carry the information between the source and the receivers.

Types of media

Media refers to more than just videos song lyrics in Teaching Vocabulary of Verb In this study, the writer uses one of teaching media to teach vocabulary to

make it pleasing and interesting to the students. The media is song lyrics. By using song lyrics, students feel something new and different from what they usually got in their class.

Definition of song

The song is a sort of music with words that were sung. The song is a short musical work that sets a poetic text with equal importance given to music and to the words. Song is an interesting media that offers the high imagination. The language of song usually easy to be understood. It gives motivation and makes the relation between the teacher and students closer.

Definition of lyrics

Lyrics are set of words that make up a song. Lyric can be studied from an academic perspective. Lyric can also be analyzed with respect to sense of unity it has with its supporting music. Lyric is simple word of song. The lyric or song texts do not only as a complement of the song, but also as an important part of the music elements which determine the theme, character and mission of the song. It can also make sense be stable.

A music composition is not always a sequence of melody with a lyric. The composition without a lyric on its melody called an instrumental music. On the contrary, the one with lyric is called a song. The music composition performed by a song contains an attractive aspect. The attractive aspect is language. The language which consists of a sequence of words, give new dimension of the music, which cannot be found in the other composition, instrumental music. The lyric in a song is actually non musical aspect.

Song lyrics as media to teach

vocabulary of verb

Teaching media is important in teaching learning process not only determined by teacher and students' competence but also with inappropriate media. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand. So, teacher as a facilitator in learning process should keep looking for way to make learning vocabulary easier and more pleasant.

Research Design

This research would be conducted by applying action research which will be focused on classroom action research (CAR). Classroom action research aims at developing a certain instructional strategy to solve practical instruction problem in classroom; therefore it should be done by teachers in their own classroom as English teacher they have to solve their classroom problems or improve the quality of their classroom practices to result in a better English achievement of their students. Classroom action research is focus on immediately application, not on development of theory or on general application. Its purpose to improve school practices at the same time, to improve those who try to improve practice.

In general, CAR activities involves repeated cycles, each consist of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need of the following cycle, until the problem get solved the strategy. There many possible reason for conducting classroom action research, they are:

1. We way to know more about the learners and what they motivating and challenging.
2. We might want to learn more about ourselves as teacher, how effective we were observing our own teaching.
3. We make to gauge the interest generated by certain topic, judge the effectiveness of certain activity types.
4. We might want to see if an activity would work better done in experiences and practice, most of us find discussing our situation with other helps us to sort things out in our mind.

Population

Population was defined as all members of any well defined class of people, event and object. Based on the statement the writer concluded that population was a number people that had characteristic and became subject of the research.

Sample

Sample was some of chosen population used certain procedure so that can be expected to represent its population. Sampling was the process done to chosen and took sample correctly from population so that it can be used as valid representative to the population. In this research, researcher took a class. The class consists of 30 students. Class 9G was chosen and Wiz Khalifa's song See You Again lyric became the media to improve the students' ability in vocabulary.

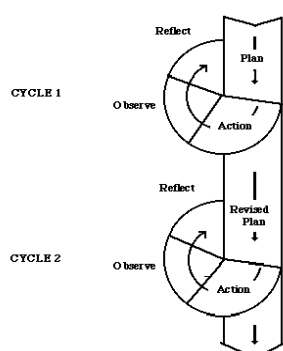
The Instrument of Collecting Data

Some instruments used in collecting data of this research were: (1) a multiple choice test would be used to assess students' vocabulary. In this test, the vocabulary test consist of 25 multiple

choice items in every exercise. All of the items were related to the song that had been listened together, (2) observation sheet would be prepared to investigate the situation and the problems found during the teaching and learning process, (3) interview sheet used to know students' background and the problems that they always faced and (4) diary notes would be written to note personal evaluation about the situation of the class while teaching-learning process related to progression achieved.

The Procedure of the Research

Procedure of the data collection would be conducted by administrating for two cycle, they were cycle I and cycle II. One cycle will be acted in four meetings. Each cycle will be done based on the plan that have been planned. In conducting the action research, there are four steps includes such as; planning, action, observation, and reflection.



Cycle 1

In this cycle, the students read and sang the song, it used to know which student had a good in vocabulary or not.

a. Planning

Planning means program of action that would be done in the class. Planning

was needed arranged and prepare everything that would be needed in teaching learning process. Planning must be flexible because it depend on circumstance and curriculum. The activities that were done in this phase are as follow:

1. Preparing lesson plan which cover the steps at action.
2. Designing the procedure of teaching and learning
3. Preparing the instrument for collecting data; diary notes, interview sheet, and observation sheet that are used to know the class condition.
4. Preparing test as the instrument to know the vocabulary of the student.
5. Determining the collaborator who helped the researcher to do the research, to analyze the weakness in learning process and to reflect the result of teaching learning process.

b. Action

Action was the process of did something. It was the steps of implementing of all planning arranged. This was realization of education theory and teaching technique prepared before; it consisted of some action. In the first meeting, the teacher will make orientation test. In the second meeting, the teacher would made the teaching program through pre-teaching vocabulary strategy.

There were process of the action:

1. The researcher as the teacher gave the topic to the students and asked their opinion about the topic.
2. The students would be divided into six groups that consist of 5 or 7 students.
3. Prepare the students as audience and teacher gave explanation before teaching the topic.

4. Discussion the new or difficult vocabulary based on the text.
 5. Students answered the questions.
 6. Teacher evaluated the whole activity.
- c. Observation
- Observation was done whole while the action was being done. Observation was some activities that consisted of gathering data to identify the result of action. In this phase, the researcher observed all the students attitude during the researcher of cycle I, there were many things that observed as follows:
1. The situation during the teaching and learning process took place.
 2. The students activities when teacher explain the lesson or discussed with their friends.
 3. the students ability in understand the descriptive paragraph.
- d. Reflection
- Reflection was feedback process from the action that has been done. In this phase, the writer reflected everything that has been done and make conclusion. And this research succeed if it has requirements such as:
1. A big part of students (75 % of students) can understand about the teacher's explanation.
 2. A big part of students (75 % of students) are brave to give their comments in discussion.
 3. A big part of students (75% of students) succeed to get good score in the question which are given by teacher.

Cycle II

Cycle II would be done if the mean score at the first cycle was not satisfied. The cycle would be needed if the previous mean score do not fulfill the minimum completeness criteria (KKM). This cycle

consist of the same four phase like cycle I ; planning, action, observation, and reflection in cycle I. in the cycle I, it was found some aspects that should be improve. Based on the analysis, the researcher also decided to make the strategy more effective in learning process. The researcher also would like to revise the plan that appropriate to the students, did in the action, observe it, processed and reflected the result as a consideration for the next cycle.

a. Planning

Based on the reflection that was done in cycle I, the researcher arranged planning:

1. Preparing the lesson plan.
2. Preparing the designing the next that would used during this cycle and evaluation in each meeting.
3. Preparing the observation sheet, interview sheet, and diary notes that would be used to know students' reaction and class condition as whole.
4. Teacher asked the students all about the vocabulary.

b. Action

There was some activities:

1. The students taught about the vocabulary so that they became more exited in learning.
2. Teacher explained about the song and the vocabulary clearly.
3. Teacher taught about the song and the vocabulary.
4. The teacher played the song in front of the class.
5. Students would be divided into six group, ask them to discuss the song and ask them to find the vocabulary in their group like the teacher like before.

6. Each group presented their discussion result in front of the class.
 7. The teacher and other students given comments, suggestion related to the topic that had been presented.
 8. The student evaluated based on their result of discussion and also the contribution of the members in each group to finish the discussion.
 9. Students would be answered 10 question of multiple choice test about the material.
- c. Observation
Observation would be held by the researcher using observation sheet and diary notes when the class room action research take place. The researcher observes the whole process of action which involves teachers' activities (including the teacher's method, physical presence, voice rejection and quality, body language, and management procedures), students' activities (including response, behavior, cooperation and task) and the context of the situation (including the class room management).
- d. Reflection
The researcher did the reflection based on the result of the second cycle and made the third cycle if the second cycle was still fail.

The Test Specification

The writer made the test in students' vocabulary mastery by using Wiz Khalifa Song for the specification based on Thornbury (2007: 129-143). Below was the explanation:

Table 3.1 Test of Specification

	Content	Items	Kinds Of Test	Score
N O U N	Synonym	5	Multiple-Choice Completion	20
	Antonym	5	Multiple-Choice Completion	20
	Verb	5	Multiple-Choice Completion	20
	Noun	5	Multiple-Choice Completion	20
	Meaning	5	Multiple-Choice Completion	20

The Technique for Analyzing the Data

The data of this research was analyzed. To know the development of students score for each cycle, the mean of the students' test was computed by applying the following formula:

$$\bar{x} = \frac{\sum x}{N} \times 100\%$$

Where: \bar{x} : the mean of the test
 $\sum x$: the total score
 N : the data number of Student

Further, in categorizing the number of the matter students, the researcher used this formula

$$P = \frac{R}{T} \times 100\%$$

Where: P : percentage of students who got score 75
 R : the number of the students who got the score above 75
 T : the total number of Students

While the other data would be analyzed by using observation sheet, interview sheet, questioner sheet and diary notes.

The Data

The data in this research were quantitative and qualitative data. The quantitative data were taken from multiple choice tests which were resulted from pre – test, cycle 1 and cycle 2 by giving 25 questions of multiple choices. While the qualitative data were taken from the observation sheet, questionnaire sheet, and diary notes. This research was conducted in one class, namely the class sistem informasi major with 30 students, and it is as sample of the research in STIKOM MEDAN. In gather the data, the researcher has conducted meetings. They were consisting of two cycles. First cycle was two meetings and the second cycle was two meetings. So, there were four meetings all together.

The Quantitative Data

The quantitative data was taken from the result during conducted research in fourth meetings. The test was given three times; a test is a pre-test and post-test in Cycle I and Cycle II. In the first meeting the writer gave pre-test to the students to know the students vocabulary. The total score of the students in pre-test is 1888 of 30 students. There were eight students who got the lowest score is 52. There were four students who got highest score is 76. After the pre test was given to the students, the writer gave once treatment before gave the post test 1. After conducting some activities, the writer gave the post test 1 to the students in order to know student's ability in vocabulary. The total scores were 2044 of 30 students. There were two students who got the lowest score is 56. There were four students who got the highest score 80. It can be seen in table

After the post test cycle I was given to the students, the writer saw that it was not enough to improve their vocabulary. It will be better if the writer do the cycle II so that the student's score could be improved significantly. The writer gave treatment one more detail before giving test in post-test II.

At the last meeting of the cycle II, the writer gave the students the post-test II in order to know student's ability in vocabulary. The total score of the students is 2296 of 30 students. There were four students who got the lowest score that is 68. There were three students who got the highest score that was 88.

The Qualitative Data

The qualitative data were taken from diary notes, observation sheets, and questionnaire sheets.

1. Diary Notes

Diary notes was to observe the students in the class, in the first meeting many student difficulties to do the test because they didnt have preparation before, some student also doing other activites while doing the test, but some of students seriously. the next meeting the writer explained about vocabulary but some of student busy and make noisy, so the teacher asked them to be calm but they weren't silent it means they still confused, then the teacher continued to explain again and they looked serious to hear, after finish the explain the teacher gave test namely post test I then the student did the test seriously because they had listen of explanation, they enjoy to do the test, but the student had get the improvement of vocabulary but the improvement still in standard of comulative score.

2. Observation Sheet

The observation which was done in the cycle I that showed that some of student make noisy and some of them listen to the explanation. The second cycle showed that most students were more active and enthusiastic that in the first cycle, after knowing the result of their vocabulary test in the first cycle, the students tried to give their attention to teacher explanation fully did what the teacher instructed to do.

3. Questionnaire Sheet

Questionnaire was used to measure the level of students' activities during teaching learning process. Questionnaire used to knew the respond and perception of the students about the song.

Data Analysis

The Analysis of Quantitative Data

The quantitative data were taken from the result of vocabulary test. The first test as pre-test was given without any treatment. The test of the post-test cycle I and cycle II were given to the students after teaching for each cycle had been completely finish.

The total score of the students in Pre-test is 1.888 and the number of the students was 30, the mean 62,93. There were 4 students who got 76 scores and the other got under 76. The percentage of the pre-test is 13,33%.

After conducting some activities, the writer gave post-test I to the students in order to know students' ability in vocabulary. The total score in post-test I is 2044 of 30 students. So, the students' mean score in post-test I is 68,13 There were six students who got above 75, and others still low. The percentage of post-test I was 20 %.

In post-test cycle II, the total score of students in reading reocunt text is 2,296

of 30 students. So, the students mean score in Post-test II was 76,53. But the students who got above 75 were 17 students. So, the percentage of the students score in post-test II is 56,66%.

Table 4.5 Students' Mean Scores

No	Test Form	Total Score	Mean
1	Pre-Test	1888	62,93
2	Post-test Cycle I	2044	68,13
3	Post-test Cycle II	2296	76,53

In pre-test, there were 4 students who got score 76 whereas in Post-test I were 6 students and in Post-test II where 17 students. The result and percentage in each cycle could be seen in the table 4.6.

Table 4.6 The result and percentage of the score 75-100

Test	Students' who got the point 75-100	
	Total of students	Percentage
Pre-test	4	13,33
Post-test Cycle I	6	20
Post -test Cycle II	17	56,66

The improvement from the Pre-test to Post-test I is 2, from Post-test I to Post test II is 11, from the Pre-test to Post-test II is 13. The percentage from the Pre-test to Post-test I is 6,67%, from Post-test I to Post-test II is 36,66 %. From Pre-test to Post-test II is 53,33%. It can be seen in the table 4.7.

Table 4.7 The Improvement of Students' Score

Test Form	Improvement	Percentage
Pre-test - Post-test I	2	6,67
Post-test I - Post-test II	11	20
Pre-test - Post-test II	13	56,66

The result in the table , the students' score increased from the first until the last test. The writer gave the students 25 multiple choice items vocabulary test for each cycle. It was found out the students' score. The students' score in the test of cycle I was higher than pre-test, and test of cycle II was higher than the test of cycle I.

The result of all scores can be concluded that the students' vocabulary had been improved. It could be proved from their score which has been improved from each test. All of them have been improved; it was because of teaching and learning by using Wiz Khalifa song. All of the students were so active during the teaching process and they always paid attention. In overall, they were really enthusiastic and serious.

The result of scoring for vocabulary assessment of pre- test, There were 4 students who got the score 75 – 89 , and the percentage 57,14 % , 12 students who got score 65 – 74 and the percentage 34, 28 % , 2students who got score 55 – 64 and the percentage 42, 85 % , and 12 students who got score 45 – 54 and the percentage 17,14%. It can be seen in table 4.8

Table 4.8
Data Frequency Distribution for Score Pre-test vocabulary Assesment

N O	Score Interval	Frequency	Percentage	The quality	Category
4	90 – 100	0	0 %	A	Very Good
3	75 – 89	4	57, 14 %	B	Good
2	65 – 74	12	34, 28 %	C	Enough
1	55 – 64	2	42, 85 %	D	Low
0	45 – 54	12	17, 14%	E	Fail
Total		30	100 %		-

Then, the result of scoring for vocabulary assessment of post-tes I has improvement from pre test, There were 6 students who got the score 75 – 89 , and the percentage 42,85 % , 11 students who got score 65–74, and the percentage 34,28 % , and 13 students who got lowest score 54 - 64 and the percentage 22,85 % . It can be seen in table 4.9.

Table 4.9
Data Frequency Distribution for Score reading Assesment of Post-test I

N O	Score Interval	Frequency	Percentage	The quality	Category
4	90 – 100	0	0 %	A	Very Good
3	75 – 89	6	42,85 %	B	Good
2	65 – 74	11	34,28 %	C	Enough
1	55 – 64	13	022,85%	D	Low
0	45 – 54	0	0 %	E	Fail
Total		30	100 %		-

Then, the result of scoring for vocabulary assessment of post-tes II has improvement significantly, There were 1 students who got the score 90-100, and the percentage 2,85 % , 27 student who got score 75 – 89, the percentage 77,14 % and 16 student who got lowest score 65 – 74 and the percentage 45.71 % . It can be seen in table 4.10.

Table 4.10
Data Frequency Distribution for Score vocabulary assesment of Post-test II

N O	Score Interval	Frequency	Percentage	The quality	Category
4	90 – 100	0	0%	A	Very Good
3	75 – 89	17	77,14 %	B	Good
2	65 – 74	13	20 %	C	Enough
1	55 – 64	0	0 %	D	Low
0	45 – 54	0	0 %	E	Fail
Total		30	100 %		-

The Analysis of Qualitative Data

The qualitative data were taken from interview sheet, observation sheet, and questionnaire sheet both teacher and students' behaviour during the process of teaching and learning process in classroom were evaluated in the qualitative data.

Diary Notes

The result of diary notes had written from each meeting show many improvements of students. In the first meeting the students got difficulties in vocabulary. In the second meeting, the researcher explains about kinds of vocabulary and verb. Fortunately, in the next meeting the students learnt about vocabulary through song. Based on the diary notes, in every meeting the students showed the improvement in their behaviour during teaching learning process and their in vocabulary achievement. The explanation of the diary notes were shown in Appendix D.

Observation Sheet

Observation sheet got in the first cycle performed that the researcher not success although the students get had done all of the process of teaching and learning in a good way. It was because Wiz Khalifa song was still new to teach to the students so they need more time to adapt with the treatment. In the second cycle, they could use Wiz Khalifa song in vocabulary test. The complete information about the observation sheet can be seen in appendix E.

Questionnaire Sheet

Questioner sheet to got the respond of the student while during teaching learning process. The researcher used questioner sheet to know the perception of

student while during teaching learning by using Wiz Khalifa song.

The Activities of the Research

The quantitative data were taken from multiple choice test. The qualitative data were taken from observation sheet, questionnaires sheet and diary notes. The data were taken from pre test, post test 1 (cycle 1) and post test 2(cycle 2).

1. Pre test (Orientation Test)

The writer made an orientation test or pre test In the first meeting. In pre test the writer gave a test multiple choice. The writer found the problems that the students had difficulties in vocabulary. Moreover some of them seemed very difficult to do the test .

2. Post test I (cycle I)

In this cycle the writer did this first cycle in two meeting. They are:

a. Planning

Before doing this research, the writer did the planning. Firstly, the writer prepared the lesson plan and the test.

b. Action

In this phase, the writer became a teacher and explained the kindsof the vocabulary. Then explained about the verb.

c. Observation

In this step, the writer noted the students' and teachers' behavior. It showed that the students had participated at the teaching learning process even some of students made noisy. The writer observed the condition of class, students' attitude, behavior and their activity at the class. It could be seen that the some students were noisy and other still confused.

d. Reflecting

Based on the result of the first test in cycle I and observation sheet the

students' score were increased or better than the orientation test or pre test. The writer still did the second cycle with some changing based on some consideration to get better improvements at scores of the students at the next cycle.

3. Post Test II (cycle II)

The writer found the problem based on the first cycle. The writer gave more motivation and explanation of the material to the students slowly to get better Improvement at the score of second cycle test.

a. Planning

The writer was almost did the same process like the process of first cycle. the writer prepare the test.

b. Action

In this step, the writer became a teacher and gave the motivation. The explained about kinds of vocabulary. after finished the explain the writer ask some students to say some verb, and the writer ask them to action the verb which is their say before.

c. Observation

The observation was still done at this phase. The students' activity showed the students were more enthusiastic and interested by learning vocabulary by using Wiz Khalifa song.

d. Reflecting

The writer reflected the students' score evaluation. It showed the second cycle had better score than the first cycle. Based on the observation and the students' score result reflects that the students' vocabulary improved using Wiz Khalifa song.

The Research Finding

The result of the quantitative data indicated that there was an improvement of students' vocabulary, which was taught through KizKhalifa song. Students' data in the last test of cycle II was improved than the test of cycle I and also improved than the orientation test. In the last test of cycle II from 30 students, there were 17 students who got the score ≥ 75 point up and the mean was 76,53 and percentage 56,66 %. In the test cycle I, there were 6 students who got the score ≥ 75 point up and the means was 68,13 and percentage 20%. While in the pre test, there were only 4 students who got ≥ 75 point up and the mean was 62,93 and percentage 13,33 %. Based on the result of quantitative and qualitative data, it was found that uses Wiz Khalifa song significantly improved students' vocabulary.

Research Discussion

As explained in the literature review, listening is one of the main part of English skill in a language. There are four language skills, namely listening, speaking, reading, and writing. Writing skill influences the students' learning process and their ability. Listening help a person to study more in English especially listening can improve our vocabulary, to explore and explains ideas, and to assess the claim of other people. Listen a song is a media to help students to improve their ability.

There are some definitions of vocabulary proposed by linguist experts, Hornby (2000: 959) defines vocabulary as:

1. All the words that a person knows or uses.
2. All the words in particular language.
3. The words that people use when they are talking about a particular subject.

4. A list of words with their meaning. It means that a language that people used to talk a certain topic consists of a number of words.

These procedures of learning derive from the adaptation of the four learning styles using right and left brain dominance. Alternation between right and left brain activities is crucial for the whole brain functioning. Richard and Renadya (2002: 255) proposed that vocabulary is an important part of language proficiency and grant much of the basis for how well learners listen, speak, read, and write. Especially, when they make an assignment given by their teacher. In translating the words, the Teachers guides the students starts from know the meaning of vocabulary until the meaning of the words and the action of the words. It can make them have high motivation in vocabulary subject.

According to Wallace (1998, as cited in Shejbalova, 2006) the principles for successful teaching are:

1. Aim – what is to be taught, which words, and how many.
2. Needs – target vocabulary should respond students’ real needs and interests. The needs here mean the topic that is given by the curriculum and is found in students’ daily activity.
3. Frequent exposure and repetition.
4. Meaningful presentation – clear and unambiguous denotation or reference should be assured.

The writer provided the test of specification in report text in this study, in order it can be as the description of students test and also scoring in that test. The writer gave the students multiple

choice test based on elements of vocabularies text and some items.

Verb

This means that the verb either narrates an action or affirms a state of being. According to Oxford Dictionary of English Grammar by Sylvia Chalker and Edmund Weiner, verbs are:

1. A member of a major word class that is normally essential to clause structure and which inflects and can show contrasts of aspect, number, person, mood, tense and voice.
2. A major and usually essential, element of clause structure. Verb is the most complex part of speech. Its varying arrangements with noun determine the different kinds of sentences statements, question, commands, and exclamation. Like the noun, the verb has the grammatical properties of person and number. Properties which require agreement with the subject.

But the verb also has several other grammatical properties that are shared with no other part of speech.

1) Types of verbs

In language grammatical, verb can be classified into:

a) Based on the usage, verb is divided into :

1. Infinitive verb
2. Preterit
Preterit or past tense or v2
3. Past participle
Past participle or v3

b) Based on the object, verb is divided into:

1. Transitive Verb
A transitive verb is the verb that needs object to complete the meaning of sentences.
2. Intransitive Verb

An intransitive verb does not require an object.

c) Based on the function of the sentence, verb is divided into:

1. Full verb or ordinary verb

Full verb is verb used to express an action and this verb has complete meaning without using to.

2. Auxiliary verb

Auxiliary verb is verb that helping other verb to complete sentence.

3. Linking verb

Linking verb is a verb of in complete predication; it merely announces that the real predicate follows. The more common linking verb appear be, become, get, look, remain, seem and feel.

d) Based on the form, verb is divided into:

1. Regular Verb

Regular verb is change of verb which systematic, that is adding -d or -ed of first verb so to be v2 (past tense) and v3 (past participle). These following examples of regular verbs form from present, past tense and past participle.

2. Irregular Verb

Irregular verb is verb that have some functions with regular verb, Irregular verb different with regular verb, in regular verb the verb just added by ed, but in irregular verb, the change of verb which not systematic. These following examples of irregular verbs form from present, past tense and past participle:

2) Function of Verb

The verb functions as the grammatical center for the predication about the subject. As

we have seen, it may be grammatical center expressing mere linkage, or it may be the strongest predicating word in the central core of the sentence. The verb is so basic that other functions (subject, object, complement) are determined in relation to it.

3) Position of Verb

The verb is used after a subject, or before an object or complement. The verb appears before the subject in most questions, and in sentences or clauses that begin with certain types of negative adverb.

Noun

A noun is a part of speech that identifies a person, place thing, or idea. Noun is a word that is the name of something such as a person animal or place and is typically used in a sentence as subject or object of a verb or as object of a preposition noun also any member of a class that typically can be combined with determiners to serve as the subject of a verb, can be interpreted as singular or plural, can be replaced with a pronoun, and refer to an entity, quality, state, action or concept.

Types of Nouns

A nouns refers to a person, animal or thing, some the examples are:

Identifying Nouns

It is not always possible to identify a noun by forms. However, some word endings can show that the word is probably a noun.

Compound Nouns

Some nouns consist of more than one word. These are compound nouns.

Compound nouns can be formed in different ways. The most common way is to put two nouns together (noun = noun) ; other common types are adjective = noun and verb = noun.

Countable and Uncountable

Countable Nouns

Some nouns refer to things which, in English, are treated as separate items which can be counted. These are called countable nouns.

Uncountable Nouns

In English grammar, some things are seen as a whole or mass. These are called uncountable nouns, because they cannot be separated or counted.

Synonym

Synonym is the same meaning of the words, synonym is a word which is a different word in the same meaning. Synonym can be a noun, verb, adjectives, or adverb, so synonym is a different word in the same meaning. Synonym also a word that has the same meaning as another words in the same language.

Synonym is one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses.

Antonym

Antonym is a word that has the exact opposite meaning of another word is its antonym. Life is full of antonyms, from the stop and go of traffic signal to slide by slide restroom doors labeled man and woman.

An antonym is a word that means the opposite of another word. For instance, the antonym of 'hot' may be 'cold'. The root words for the word 'antonym' are the words 'anti' meaning 'against' or 'opposite' and 'synonym' meaning name.

In order to be better in understand antonyms, let's take a look at what the word 'synonym' means. A synonym is a word that has a similar meaning to or exactly the same meaning as another word. Synonyms and antonyms are exactly the opposite.

Meaning

Meaning is the first meaning of a word, which is thinking by human, meaning is the first thinking of human being for example, if someone say elephant, so we are as the hearer will answer elephant is a big animal which is has ivory. Every sentences from every information was given ten score in the test of spesification.

Meaning is the thing one intends to convey especially by language and meaning also the idea that is represented by a word phrase or statement, what is intended to be or actually is expressed or indicated and the end purpose, or significance of something.

Conclusion

Based on the result of the study, the conclusions are the vocabulary of class *Sistem Informasi* major in STIKOM MEDAN significantly improve based on the data analyzing that have been presented in the previous chapter. It is showed by the mean of the students' score I, and score II, and the students have fun and interesting in learning vocabulary by using *Wiz Khalifa Song*. The students understand the meaning of the vocabulary, they could answer the question well.

Therefore, by using *Wiz Khalifa Song* significantly improve the *Sistem Informasi* major in STIKOM MEDAN.

REFERENCES

- Brown, D. 2000. *Principles of language learning and teaching*. 4th Edition. White Plains, NY: Pearson Education.
- Burns, A. 1999. *Collaborative action research for English language teachers*. UK: Cambridge University Press.
- Burns, A. 2010. *Doing Action Research in English Language Teaching (A Guide for Practitioners)*. New York: Taylor and Francis e-Library.
- Burton, S. H. 1982. *Mastering English language*. Hongkong
- Cameron, L. 2001. *Teaching language to young learners*. UK: Cambridge University Press.
- David Nunan. 1991. *Language Teaching Methodology*. Prentice Hall.
- Dewi, Kustiana. 2009. *Improving Students' Vocabulary Mastery through Listening English Song*, Semarang: IKIP PGRI.
- Garry Hornby. 2000. *Improving Parental Involvement*. Continuum Education.
- Harmer, Jeremy, 2002. *The Practice of English Language Teaching* (3Ed), United Kingdom: Longman Publishing,
- Harmer, J. 2001. *The practice of English language teaching*. China: Addison Wesley Longman Ltd.
- Hughes. 1981. *A handbook of classroom English*. Walton Street, Oxford: Oxford University Press.
- Hornby, A. S. 2000. *Oxford advance learners' dictionary of current English*. Oxford: Oxford University Press.
- Kasihani Kasbolah. 2008. *Teaching English for Young Learners*. Malang: FPBS UM.
- Madya, S. 1994. *Competencies required of foreign language teachers*. Yogyakarta: UNY
- Mark, Wakely. 2003. *Dream Home*. Allen and Unwin.
- Michael J Wallace. 1998. *Action Research for Language Teachers*. New York: Cambridge University Press.
- Nation, I.S.P. 2001. *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Richard, J. and Renadya, W. 2002. *Methodology in language teaching*. Cambridge: Cambridge University Press.
- Sugiyono, 2008. *Metode Penelitian Kuantitatif Kualitatif dan R n D*, Bandung: Alfabeta,
- Tarigan, Henry, Guntur. 1986. *Psycholinguistic*. Bandung: Angkasa.

Thornbury, Scott. 2002. *How to Teach Vocabulary*, London: Longman.

Wallace, J.M.1982.*Technique in Teaching Vocabulary*, London: Biddles Ltd.