ABSTRACT: This research was aimed to improve the students’ skill in vocabulary. The Research subject was the second year of Accountancy Department in Hasyim Asy’ari University of Tebuireng Jombang in the year 2015-2016. The result of the research showed that there was improvement from Cycle I to Cycle II in the students’ participation in introduction, discussion and practice. In the students’ achievement Cycle I, 11 students got 51-74, 10 students get 75-84 and no students get score 85-100 while in Cycle II, there was only 1 student got 51-74, 15 students got 75-84 and 5 students got 85-100. In conclusion, the hypothesis was accepted because there was significant improvement of students’ mastery English vocabulary using song to the second semester students’ of accountancy department in Hasyim Asy’ari University of Tebuireng.

Keywords: English vocabulary skill, Song technique

INTRODUCTION
Lado said that vocabulary is considered as an important language component because it can support the learners’ ability in developing language skills (1979: 50). It can be stated that vocabulary learning is very necessary to be conducted in the classroom because sufficient vocabulary students cannot understand others or express their own ideas.

Not only in the level of Junior High School and Senior High School, University students also face the problems of vocabulary. It was shown in a Pre Test that was conducted to the students’ of accountancy department in Hasyim Asy’ari University of Tebuireng Jombang. It was done in February 28, 2016 by the lecturer.

From the empirical data taken, the researcher got to know that only 1 student got the highest score. The 20 other were under 75. Its data was concerned the researcher to conduct research.

The different from the researcher’s research to the other research is from the research subject. This research can only be applied in the small class with 15-25 students. It can’t be applied to the larger class. The class facility should in the laboratory which is soundproof. It can’t be applied in the classroom which is not soundproof.

In improving students’ achievement and output, the researcher the students had problem in memorizing and understanding vocabulary. They easily forgot some new
words that the lecturer taught and sometimes they could not remember how to pronounce. However, based on the interview with first semester students in the first meeting, the researcher found that most of the students did not like English subject because they found that English is difficult and also challenged them with lots of unfamiliar words. This showed that their tendency to push aside the subject of English was caused by their lack of vocabulary. Thus, the researcher thinks that their English teachers and lecturers needed to find better technique to make learning vocabulary more enjoyable.

These problems can be solved by many other techniques, such as: vocabulary memorization. But vocabulary memorization can’t be applied in Accountancy Class because they are in the second semester that they have many other subjects to be studied or memorized. Other solution is using picture technique. It also can solved the problem but it can’t be applied it needs many meetings and much time to be discussed.

The one technique that can be applied to this research subjects is using song. Those are because English songs are already known enough by some students. The class also can be fun and joyful learning. It needs not too much time or meeting to do.

To do the research, the researcher gave a vocabulary pre-test to the first semester students of Accountancy on 28 February 2016 before implementing the action. From the result of the pre-test, it was found that there was only 14.2% (3 out of 21 students) who scored higher or got a score on top or equal to 75. The rest of the students, for about 85.8% out of 21 students failed to pass the minimum standard. This result encouraged the researcher to conduct a Classroom Action research to solve the problem and help the students to improve their vocabulary mastery by using English songs memorization technique.

Method
This research used Classroom Action Research. it used to improve students’ mastery of vocabulary. The procedure of this research is in cycles. There were 2 cycles. In each cycle there were two meetings. There are four steps in every cycle. They are planning, implementing, observing and reflection (Sukardi, 2013: 212).

This study was conducted at Hasyim Asy’ari University of Tebuireng-Jombang, involving 21 students with 14 females and 7 males. They are the freshmen in Accountancy department in academic year 2014-2015. The location of the research is in the Hasyim Asy’ari University of Tebuireng-Jombang. It was done in the Language Laboratorium. This location is used because it is sound proff and the place is not too big, so the researcher can control the students. This study uses Classroom Action Research (CAR) design. The design is done in two cycles adapted from Kemmis and McTaggert (1988). Each cycle consists of four steps: (1) planning of action, (2) implementing the action, (3) observing the action and (4) reflecting the action. The explanation of each stage will be presented in the following parts.

The data collection used by the researcher was non-verbal through score and observation checklist. There were three scores. The first is preliminary study which was conducted in March 5th. The second is post-test 1 in March 13rd. The last post-test is in March 23rd. The scoring of the observation checklist was divided into 4 points. 1 is for poor. 2 is for fair. 3 is for good. And 4 is for very good.

CAR’s Steps
1. Planning
In the planning stage, the researcher prepared the research instruments, designed the lesson plans, selected the English songs, set the criteria of success and made the research schedule.

2. Implementing
In this stage, the action was implemented in two cycles. Each cycle was
conducted in two meetings. The post-test is 30 minutes before the class end in every cycle. Then, 150 minutes was for the implementation.

**Cycle 1**

In this section, the researcher applied the treatment to the students based on the lesson plan he/she prepared through song memorization. There are several steps made in implementing the English songs memorization technique. The steps are: (1) introduce the song by playing the song video and/or singing the song by the teacher, (2) ask the students to do listening exercise given in the students’ worksheet and discuss the answer together, (3) lead the students to sing the song line by line until the students could memorize the song and could sing independently, and (4) lead the students to sing the song together with several fun supportive activities, for example: playing games, acting out the songs, and singing for group or individual competition.

a. Meeting 1

Firstly, the researcher asked the students about their favorite English song, doing ice breaking by telling the background of the band or singer of the song that would be played. The song played first was *I don’t know me* by *Simply Red*. It was played 4 times. First playing aimed the students can enjoy music first. After that, the lecture delivered the sheets which contain blank word/phrase and asked students to fill it. Then the students have to collect the sheets. After that, the lecturer delivered the second sheets. The second song was *If I were a boy* by *Beyonce*. Then, they have to fill the blank sheet again. They had to collect again. The last song was *Comeback, be here* by *Taylor Swift*. It was done by the same treatment.

b. Meeting 2

In this meeting, the students were taught about passive voice. Here, the lecturer tried to change the treatment. In this section, after ice breaking, the lecturer gave the explanation about the material first. After that, the lecturer played the song. The song played in many times (up to the students’ ability). The lecturer also gave blank sheet to the students. And the students had to answer the vocabularies. While their doing the filling, the lecturer also made a gesture of the vocab they needed. For example, they try to guest the word “run”, so the lecturer had to act “run” in front of the students. In the last minutes, they had to collect the sheets. The song would be played were *She will be loved* by *Maroon 5* and *Someone like you* by *Adelle*.

b. Meeting 2

In this meeting, the lecturer gave the same treatment to the students, as the meeting before. In this meeting, the lecturer discussed parallel structure. The song played were *Ordinary people* by *John Legend* and *Parallel Structure* by *The Rap*.

3. Observing

In this study, the observation of the students’ mastery of new vocabulary was done to get the data on how well the implementation of English songs memorization technique can achieve the goal of the study. In this observation stage, the researcher collected the data related to the action implementation using some
instruments. The first is the observation checklist that is filled by the observer. The second is the field notes made by the lecturer. Those two instruments were used to gain the data related to the students’ participation. The third is the result of vocabulary test done by the students in the end of each cycle, it aimed at gaining data about the students’ vocabulary mastery. The fourth is the result of questionnaire given to the students in the end of the research, it aimed at finding information about the students’ response to the use of English songs memorization technique.

4. Reflection

Reflecting stage dealt with the activity to reflect the implementation of the action during a cycle which was obtained through the results of the observations. The researcher reflected the data from the implementation of English songs memorization technique in the teaching and learning process. The result then compared to the criteria of success designed. The study was stopped if the criteria of success were achieved. If it is unsuccessful, the researcher would improve the strategy based on the problem during the teaching and learning process and continue the study to the next cycle.

RESULT AND DISCUSSION

1. The students’ participation in the English songs’ introduction part

There are three points that showed the English songs’ introduction part was affecting the students. Those three indicators are:

(a) The students listen to the song carefully
(b) The students enjoy the song and do the exercise given excitedly and
(c) The students have a strong willing to answer the questions from the listening exercise given.

a. The students’ participation in the English songs’ introduction part in Cycle I

In this section, the students were observed to know that three points are affecting the students or not. Here is the table.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Cycle I Meeting I</th>
<th>Cycle I Meeting II</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>(b)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>(c)</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

Note:
1 (Poor) : 0%-25% of the students do
2 (Fair) : 26%-50% of the students do
3 (Good) : 51%-75% of the students do
4 (very Good) : 76%-100% of the students do

And the diagram is shown in the following.

![Diagram 1. The Students’ Participation in the English Songs’ Introduction Part in Cycle I](image)

From the diagram in Cycle I Meeting I, we know that students’ listen to the song carefully were in 25% means that they have poor quality. They didn’t care to what the lecturer instructed. It may because they think that the song will be difficult to understand. There were only 5 students who interested in lecturer’s introduction part. It was because they may already like English subject before and they also interested in English song. While in the Cycle I Meeting II, they had fair quality in English songs’ introduction part. It was because they may already like English subject before and they also interested in English song. Ten from 21 students were interest in what song will be played by the lecturer. It shows improvement. In the point (b), the students’ enjoy the song and do the exercise given excitedly, it was seen that a half of a class enjoyed the song but some were not. It may because they listen while doing exercise. It might make them unsatisfied. There was also no improvement in the Cycle I Meeting II.
The last point also showed no difference in students having a strong willing to answer the questions from the listening exercise given. They tend to answer up to them without considering the song.

b. The students’ participation in the English songs’ introduction part in Cycle II

Table 2. The Students’ Participation in the English Songs’ Introduction Part in Cycle II

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Cycle II Meeting I</th>
<th>Cycle II Meeting II</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>(b)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>(c)</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

And the diagram is shown in the following.

![Diagram 2. The Students’ Participation in the English Songs’ Introduction Part in Cycle II](image)

In the diagram of Cycle II above, it was shown that there was improvement from Cycle I. In point (a) before, they only get 50% or a half of the class who enjoyed the song. While in Cycle II Meeting I, there was a raising level to 75%. It also showed in the Cycle II Meeting II. It was because they had already experience it before. In point “students enjoy the song and do the exercise given excitedly”, the students were really enjoyed the song and do the exercise given excitedly. Those were shown when the lecturer also did some movement and happy situation to the students as treatment. It was shown also that there was improvement from Meeting I to Meeting II. It was shown that in Meeting I, there were 15 students enjoyed it and in Meeting II shown that all the students were enjoyed to the song. From point “students have a strong willing to answer the questions from the listening exercise given”, the students seemed excitedly answering the question. Although there was no difference from Meeting I to Meeting II, but it showed difference from Cycle I.

c. The Development of students’ participation in the English songs’ introduction part from Cycle I to Cycle II

In this section, it was shown that there was a development from cycle I to cycle II. It was because there was also some adding action that was implemented to the students’. There was improvement in point a and b. In point a (the students listen to the song carefully), there was only 9 students who listen to the song carefully. Others 12 students did not listen carefully. They tended to do something else. It was because the lecturer was not active to mimicking the song. In the introduction part, the students’ should listen well and carefully. The students’ also need some excitement teaching and learning process.

2. The students’ participation in the English songs’ discussion part

The next point was showing the success indication of the students’ participation in the English songs’ discussion part. Those can be measured by using three indicators. They are:
(d) The students actively answer the question from the exercise and/or the lecturer
(e) The students can ask some questions related to the song given
(f) The students pay a good attention to the teachers’ explanation (feedback).

a. The students’ participation in the English songs’ discussion part in Cycle I

Table 3. The Students’ Participation in the English Songs’ Discussion Part in Cycle I

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Cycle I Meeting I</th>
<th>Cycle I Meeting II</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>(e)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>(f)</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>
And the diagram is shown in the following.

Diagram 3. The Students’ Participation in the English Songs’ Discussion Part in Cycle I

In this diagram, it was shown that there were two improvements from Cycle I Meeting I to Meeting II. In (d) point, it was said that students actively answer the question from the exercise and/or the lecturer. From the Meeting I, it was shown that students had poor motivation in answering the question but there was improvement in the Meeting II. The students answer the question from the exercise given by the lecturer was about 50%. In Point (e), in Meeting I there was only 25% of students can ask some questions related to the song given. It might because the students’ were afraid or shame to ask. But I Meeting II, there was also improvement into 50% of the students’ were actively ask the question to the lecturer. However, there was no significant improvement from point (f) from Meeting I to Meeting II. The number of students who pays a good attention to the lecturers’ explanation (feedback) was in column 2 which is fair enough.

b. The students’ participation in the English songs’ discussion part in Cycle II

<table>
<thead>
<tr>
<th>Indicators</th>
<th>SCORE</th>
<th>Cycle II Meeting I</th>
<th>Cycle II Meeting II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(d)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

And the diagram is shown in the following.

Diagram 4. The Students’ Participation in the English Songs’ Discussion Part in Cycle II

In the discussion part of Cycle II, there were also shown many improvements. In Cycle II Meeting I, the students got more actively to answer the question from the exercise and/or the lecturer. It was in 75%. And in Meeting II, it showed the improvement to the 100%. It meant that all the students didn’t feel afraid again to English song. In point (e) Meeting I to Meeting II, the students showed no improvement, the improvement was only from Cycle I to Cycle II. And for the (f) point, the students showed improvement from Meeting I to Meeting II. The students paid a good attention to the teachers’ explanation (feedback). They even ask actively without afraid and doubt. It meant successful.

c. The Development of students’ participation in the English songs’ Discussion part from Cycle I to Cycle II

In English songs’ discussion part, the students showed many improvements. It should be like that because the main point of the discussion part is the lecturer can share the knowledge fluently without any objection. It was students’ right to get the knowledge and the technique can be applied was the song memorization. It was shown in point d,e and f. The students can actively answer the question from the exercise and/or the lecturer. Answering the question given from the lecturer meant they understand to what the lecturer explained. It showed the successful indicator was achieved. The students also can ask some questions related to the song given. In many factors, the students tend to be shy to ask to the lecturer. It might because their character and habit. So by this treatment,
students’ are asked to be more active in English class by implementing this method. The students also pay a good attention to the teachers’ explanation (feedback). It was shown from Cycle I Meeting I to Cycle II Meeting II. There was improvement in every meeting. It meant successful to the lecturer and the observer.

3. The students’ participation in the singing practice part

And the last four points were showing the success indication of the students’ participation in the singing practice part. It can be measured by the following

(g) The students can sing the song enthusiastically
(h) The students are not reluctant to demonstrate the song (sometimes with gesture and action)
(i) The students can sing the song with proper pronunciation
(j) The students showing confidence to sing in the class activity.

a. The students’ participation in the singing practice part in Cycle I

Table 5. The Students’ Participation in the English Songs’ Practice Part in Cycle I

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Cycle I Meeting I</th>
<th>Cycle I Meeting II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

And the diagram is shown in the following.

Diagram 5. The Students’ Participation in the English Songs’ Practice Part in Cycle I

From singing practice part, the students also showed some improvement. In g point which ask the students to sing the song enthusiastically. They showed there is no difference between Cycle I Meeting I to Meeting II. There were only 25% of the students participate in singing the song enthusiastically. It might because they were still weird and afraid to pronounce well. While in point (h), the students are not reluctant to demonstrate the song (sometimes with gesture and action), the diagram showed no difference too. It might because they don’t know the meaning so they difficult to do the gesture. Next in point (i), there were only 5 students can sing the song with proper pronunciation. It might because they were still new with the song, English song especially. But in point (j), the students showed the improvement. They tended to be more confidence to sing in the class activity. They didn’t care with their voice. They seemed like to sing the song.

b. The students’ participation in the singing practice part in Cycle II

Table 6. The Students’ Participation in the English Songs’ Practice Part in Cycle II

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Cycle II Meeting I</th>
<th>Cycle II Meeting II</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>(h)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>(i)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>(j)</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

And the diagram is shown in the following.

Diagram 6. The Students’ Participation in the English Songs’ Practice Part in Cycle II

In Cycle II in point (g) from Meeting I to Meeting II, the students showed significance improvement to sing the song enthusiastically. Although the still stuck in good level which means there were 15 students participated in it. Next is point (h) in the students are not reluctant to demonstrate
the song (sometimes with gesture and action), from Meeting I to Meeting II showed the improvement until 100%. They copy the gesture of the vocabularies and also mimic it. After that in point (i), the students can sing the song with proper pronunciation. Although they still reach in 75% of the class but it get improvement from Meeting I to Meeting II. It might because they were still unfamiliar with the vocab. And the last was point (j) which shows the students confidence to sing in the class activity. From the diagram it can be seen that they have high level of confidence that was very good, while confidence is good for them.

4. The students’ Achievement

In students achievement (score), the researcher here divide the score rank in three part. Those who got 50-74, 75-84 and 85-100. Students’ score was taken in the last session of each meeting.. In Cycle I, there was 11 student got 51-74, 10 students get 75-84 and no students get score 85-100. It showed improvement but still did not reach the level of success because there is still no one who got high score (85-100). There also showed improvement in Cycle II because from 21 students, there was only 1 student got 51-74, 15 students got 75-84 and 5 students got 85-100.

Table 7. T Test to show the significance improvement from pre-test to post-test 1 to post-test 2.

<table>
<thead>
<tr>
<th>Test Value = 0</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAR00001</td>
<td>60.328</td>
<td>20</td>
<td>.000</td>
<td>70.95238</td>
<td>68.4991 - 73.405</td>
</tr>
<tr>
<td>VAR00002</td>
<td>39.041</td>
<td>20</td>
<td>.000</td>
<td>82.61905</td>
<td>78.2047 - 87.033</td>
</tr>
</tbody>
</table>

From the T test above, it was said that there was significance improvement from pre-test to post-test 1 and from post-test 1 to Post-test 2. It was proved in the column (Sig. (2-tailed) that the result is under 0.5. It can be concluded that by using song technique, students can master the English vocabulary skill. It can answer the hypothesis in the chapter 2 above. The hypothesis stated that using song method improves the students in mastering vocabulary skill in the second semester of accountancy department in Hasyim Asy’ari University of Tebuireng Jombang. So, the hypothesis can be accepted.

CONCLUSION

The researcher here made the conclusions into some. First, it can be one appropriate technique if teachers or lecturers use English songs memorization to improve the students’ vocabulary mastery. It can be seen from the students’ score on vocabulary test which increased from the tests given in the preliminary study, Cycle 1, and Cycle 2.

Second, English songs memorization could be a good choice of technique in building classroom atmosphere to ask the
students’ participation in teaching and learning activity. This is because, from the observation checklist, it was shown that the students could actively participate in the teaching and learning activity that was conducted by using English songs memorization.

Third, from the teaching strategy revised in Cycle 2, it was found that English songs memorization technique would be more promising in helping the students’ vocabulary mastery problem if it is completed by the use of additional media in the teaching and learning activity. The additional media that could complete the use of English song are picture and gesture. The picture could be used in the English song’s introduction and discussion part to help the students in understanding and memorizing the words meaning. The gesture could be implemented in the singing practice part to ease the students in understanding and memorizing the words meaning. Therefore, the students’ mastery of vocabulary could be improved by the use of English song which is completed by picture and gesture in the teaching and learning activity.

The last was the active participation of the students in learning shows their motivation that would be able to build their enthusiasm in learning. Thus, it could be considered that English songs memorization can be a good choice of technique in teaching and learning vocabulary. This is because, from the questionnaire result, the students express their opinion toward the use of English songs memorization. They stated that English songs memorization is very interesting teaching technique to be used, because the material of English songs are fun, easy to be followed, listened and sung.

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