

**STUDENTS' OPINIONS ON THE USE OF MODIFIED SONGS
IN LEARNING ENGLISH VOCABULARY: A STUDY IN A
PESANTREN**

A THESIS

Submitted in Partial Fulfillment of Requirements for the Degree
of *Sarjana Pendidikan* in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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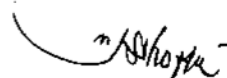
Judul : **STUDENTS' OPINIONS ON THE USE OF MODIFIED
SONGS IN LEARNING ENGLISH VOCABULARY: A
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr. Wb.

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MOTTO

“Dwell on the beauty of life. Watch the stars, and see yourself running with them.”

Marcus Aurelius

“Life is like riding a bicycle. To keep your balance, you must keep moving.”

Albert Einstein

ABSTRAK

Pembelajaran kosa kata merupakan hal dasar yang sangat penting untuk dipelajari saat belajar bahasa, namun sayangnya pembelajaran ini seringkali terasa membosankan di sekolah, Oleh karena itu sebuah pesantren di Brebes bernama Darunnajat menciptakan metode pembelajaran kosa kata dengan lagu yang dimodifikasi. Penelitian ini dilakukan dengan tujuan untuk mengetahui pendapat siswa tentang penggunaan lagu yang dimodifikasi untuk pembelajaran kosa kata. Penelitian ini melibatkan 4 siswa kelas 10 SMA yang dipilih berdasarkan jenis kelamin dan perbedaan latar belakang pendidikan. Penelitian ini menggunakan metode kualitatif dengan pendekatan analisis studi kasus, dan untuk mengumpulkan data penulis melakukan wawancara dan observasi. Penelitian ini menggunakan thematic analysis untuk menganalisis data.

Hasil penelitian ini dari pertanyaan penelitian pertama adalah tentang implementasi lagu modifikasi, lagu modifikasi diajarkan oleh pengurus dan kemudian dinyanyikan bersama oleh siswa. Siswa disediakan lirik lagu serta waktu untuk mendiskusikan kosa kata yang belum mereka ketahui. Lagu-lagu modifikasi biasanya dinyanyikan pada waktu-waktu tertentu, seperti di sela-sela kegiatan latihan public speaking, setelah atau sebelum kegiatan bercakap-cakap menggunakan bahasa asing dan setiap malam minggu khusus untuk siswa laki-laki. Media yang digunakan adalah papan tulis, spidol, alat tulis, lirik lagu atau buku kosakata dan terkadang kamus. Lagu yang dimodifikasi juga dinilai sesuai dengan usia dan kemampuan siswa, meskipun mereka juga memiliki sedikit keluhan tentang lagu modifikasi karena beberapa lagu terasa kurang menarik dan mengandung kosa kata yang dirasa agak sulit bagi mereka.

Kemudian hasil penelitian dari pertanyaan penelitian kedua manfaat yang dirasakan siswa yaitu lagu yang dimodifikasi dapat membuat suasana belajar menjadi lebih nyaman dan baik, meningkatkan minat siswa dalam belajar, membuat penguasaan kosa kata menjadi lebih baik dan membuat kosa kata lebih mudah diingat. Kendala yang dihadapi siswa dalam menggunakan lagu modifikasi adalah ada siswa yang merasa sedikit tidak suka ketika siswa beradu keras suara saat menyanyikan lagu modifikasi, siswa juga terkadang merasa bosan dengan lagu modifikasi tertentu. Selain itu, siswa juga mengalami kesulitan dalam pengucapan, jumlah kosa kata dalam lagu terkadang terlalu banyak dan lagu yang dimodifikasi terkadang tidak sempurna saat pertama kali diajarkan.

Kata kunci: pembelajaran kosa kata, lagu, lagu modifikasi

ABSTRACT

Vocabulary learning is a basic thing that is very important to learn when learning languages, but unfortunately this learning often feels boring at school, therefore a pesantren in Brebes named Darunnajat created a vocabulary learning method using modified songs. This research was conducted with the aim of knowing students' opinions on the use of modified songs for learning vocabulary. The study involved 4 high school 10th grade students who were selected based on gender and differences in educational background. This study used a qualitative method with a study case analysis approach, and to collect the data the authors conducted interviews and observations. This study uses thematic analysis to analyze the data.

The results of this study from the first research question is about the implementation of the modified song, it was taught by the administrators and then sung together by the students. Students are provided with song lyrics as well as time to discuss vocabulary they do not know. Modified songs are usually sung at certain times, such as in the middle of public speaking practice activities, after or before conversing in foreign languages and every Saturday night specifically for male students. The media used are blackboards, markers, writing tools for song lyrics or vocabulary books and sometimes a dictionary. The modified songs were also considered appropriate for the age and abilities of the students, although they also had a few complaints about the modified songs which were sometimes less interesting and contained vocabulary which they felt was a bit difficult for them.

Then the research results of the second research question are the benefit that students feel is that the modified song can make the learning atmosphere more comfortable and better, increase students' interest in learning, make vocabulary mastery better and make vocabulary easier to remember. The challenge that students encounter in using modified songs is that there are students who feel a bit annoyed when students compete to louder when singing modified songs, students also sometimes feel bored with certain modified songs. In addition, students also experience difficulties with pronunciation, the number of vocabularies in songs is sometimes too much and modified songs are sometimes not perfect when they are first taught.

Keywords: vocabulary learning, song, modified song

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled “**Students' Opinions on The Use Of Modified Songs in Learning English Vocabulary: A Study in A Pesantren**” can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for Sarjana Pendidikan degree at English Education Department of Faculty of Education and teacher training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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The writer

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CHAPTER I

INTRODUCTION

In this chapter, the research explores the background of study, formulation of the problem, operational definition, aims of the study, and significance of the study.

1.1 Background of the Study

Vocabulary is the most important thing to learning language. Vocabulary is needed to communicate something you want to convey such as thoughts or feelings as well as to understand what other people are saying. As cited by Maximo (2000) from Richards (1980) and Krashen (1989) second language learners bring their dictionaries instead of grammar books because they know that lack of vocabulary is the main problem. Wilkins (1972) states that only a little can be conveyed without grammar and nothing can be conveyed without vocabulary.

One of the reasons vocabulary mastery is so important is because vocabulary mastery will greatly affect comprehension, as stated by Sthal and Fairbanks (1986), who conducted a meta-analysis of vocabulary studies and found that vocabulary knowledge plays an important and very influential role in comprehension. Based on the opinions above, it can be understood that the role of vocabulary is very important to understand and use in the second or target language. However in fact learning vocabulary sometimes feels difficult and boring in school, this implies that the implementation of vocabulary

learning a strategy is needed that can make learning run well as stated by Nunan (2017) that a leading researcher in the field of L2 vocabulary emphasized that to achieve certain proficiency in vocabulary knowledge, it is necessary to use certain techniques and strategies.

One of the ways to achieve good learning outcomes is to improve the way educators teach by creating an interesting and fun learning atmosphere so that students can be enthusiastic about learning English. One of the interesting ways of teaching is through songs. Murphey (1990) suggests that teachers have long been aware that music and songs positively affect language classes. Songs can provide a pleasant atmosphere and can increase students' enthusiasm for learning. Learning with songs can also make students take a break from books and schoolwork, which of course can be a breath of fresh air for them in learning. In academics, music can help shape learning patterns, ward off distracting noise and overcome boredom. Music can also have an effect on adolescent emotional intelligence (Georgieva, 2017).

Because of how important mastery of vocabulary is for mastering language, one of the Islamic boarding schools in the city of Brebes Indonesia uses a modified song as one of the methods used for learning vocabulary. The modified song here means a song where the lyric of the song is changed to a vocabulary lesson that shows the Indonesian language first and then the English and Arabic translations with various themes. This method has been implemented in this Islamic boarding school since 2014. Based on the observations researchers made on March 12, 2021 the students seemed to have

memorized and excited when singing. Learning English like this by using songs will make learning effective as students can absorb lessons better as according to Sumardi (1992) that music and songs can suggest students to rest, relax and be free from a stressful environment. Fialoni (1993) also stated that many people are better at remembering rhyme, rhythm or melody than ordinary speech

Based on this, the researcher was interested in examining the implementation of using modified song as learning vocabulary method also students' opinions of using modified songs as vocabulary learning at the pesantren Daarunnajat in Brebes, Central Java. Because as is known, learning vocabulary is not easy.

1.2 Research Questions

Based on the background of the study, the researcher is interested in examining student opinion:

1. What do the students think about the implementation of modified songs for vocabulary learning at Pesantren Daarunajat Brebes?
2. What do the students think about the benefits and challenges of using modified song for vocabulary learning at Pesantren Daarunajat Brebes?

1.3 Aims of Study

The aims of the study are listed as follows:

1. To find out how the implementation of modified songs for vocabulary learning according to students at pesantren Darunnajat Brebes.
2. To find out how the benefits and challenges faced by students in using modified songs for vocabulary learning at pesantren Darunnajat Brebes school.

1.4 Definitions of key terms

Some key terms in this research are briefly defined as follows:

1. Opinion: According to Mitchell (1977) opinion is an implicit verbal response or answer that an individual gives in response to a particular stimulus situation in which some general question is raised
2. Song: According to Hornby (1995) songs are words sung with a piece of music.
3. Vocabulary: according to Neuman and Dwyer (2009) vocabulary can be defined as words that really need to be known in order to communicate effectively; words in listening (receptive vocabulary) and words in speaking (expressive vocabulary)

1.5 Significances of the Study

The significances of this research are explained as follows:

1. Theoretical significance:

The results of these findings are expected support to Fonseca & Herrero (2016) and Wallace (1994) theory about music that can help in learning vocabulary

2. Empirical significance:

This research is expected to provide an empirical view of the use of songs to help vocabulary learning

3. Practical significance:

The results of the study are expected to provide references for other ways of learning vocabulary in an interesting way, such as modified songs. The results of this study are also expected to be used as reference material in improving and developing the vocabulary teaching method that has been applied at pesantren Darunnajat so far.

CHAPTER V

CONCLUSION

5.1 Summary of Findings

This conclusion section will be based on the results and discussion of research regarding students' opinions on the use of modified songs for vocabulary learning. The findings of this research are summarized as follows:

1. The first is regarding the implementation of modified songs for learning vocabulary. The implementation was carried out by introducing the modified song first by the administrator in front of the students then after that the students were asked to sing the song together. Before the song is taught, usually students will be provided with song lyrics first. When the song is taught students will be given time to discuss words or something they don't understand about modified songs. The time when the modified song is usually sung is in the middle of muhadhoroh activities (public speaking practice activities), before or after muhadatsah activities (speaking practice activities using foreign languages), but in muhadatsah activities sometimes the modified song was not sung because there was not enough time. Then on Saturday night specifically for male students.

The media used to learn modified songs are whiteboards, markers, song lyrics or vocabulary books, writing tools such as books and pens and sometimes they use a dictionary to make sure the lyrics of the songs that are written are correct. All students agreed that the modified songs were appropriate to the age and abilities of the students, but some students

complained a little about the songs used as modified songs because some songs had been used for a long time and less interesting, the vocabulary in the songs sometimes felt too easy or too difficult for students and sometimes the amount of vocabulary in the song is too much

2. Then for the benefits felt by students, students feel that modified songs can make the learning atmosphere comfortable and better because modified songs can make the learning atmosphere more relaxed, fun and can reduce boredom. It can also increase their interest in learning because modified songs can make learning fun and make vocabulary easier to remember. The modified songs are also considered to be able to help their vocabulary mastery to be better because the modified songs provide a lot of vocabulary that is easy to learn also the vocabulary in the modified songs is vocabulary that is commonly used everyday. Another benefit is that modified songs make vocabulary easier to remember because the group of vocabulary is made in the form of songs so that it makes vocabulary easier to remember, also singing modified songs is a fun way to learn vocabulary

Then the students also found the challenges and difficulties they encountered when using the modified song. When using modified songs students often compete to raise their voices, they also sometimes beat books or tables, though most of them are not bothered by it and instead like it, only very few of them are somewhat disturbed. Students also sometimes feel bored because sometimes a song would always be sung for a long time. They also had difficulties with pronunciation and the amount

of vocabulary in songs was sometimes felt to be too much so they had a bit of difficulty to sing and memorizing it. Then the last thing is that students sometimes find it difficult when there are new songs being taught because sometimes the modified songs are not finished perfectly, this makes the students sometimes help the administrators to fix the modified song so that the modified song sounds more appropriate.

5.2 Recommendations

This research is limited to discussing students' opinions on the use of modified songs for learning vocabulary. From these limitations there are also deficiencies found in this study, there are other things that can still be explored more deeply regarding the use of modified songs for vocabulary learning. The following are recommendations that I can give for further research:

1. This research only involved 4 students, it would be better if the research was carried out with more participants in order to get more varied research results and information
2. This research was conducted using a qualitative method, for future research it can use a quantitative method
3. This research was conducted with students as participants, for the future it can use other participants such as the administrators of the pesantren which is useful to find out more information from other points of view, the way the administrators overcome their problems in using this modified song method and so on.

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