

**THE USE OF SONG LYRICS THROUGH VIDEO CLIP
TO INCREASE ENGLISH VOCABULARY MASTERY
(CLASSROOM ACTION RESEARCH AT SMP BRAWIJAYA)**

**Penggunaan Lirik Lagu melalui Klip Video untuk Meningkatkan Penguasaan Kosakata
Bahasa Inggris (Penelitian Tindak Kelas di SMP Brawijaya)**

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(Diterima 14 Maret 2018; Direvisi 10 Juni 2018; Disetujui 22 Juni 2018)

Abstract

The first thing should be mastered by learners for learning a foreign language is vocabulary. Vocabulary is a foundation besides pronunciation and grammar for the learners. The result of the preliminary study at SMP Brawijaya Smart School for the seventh B students showed that the students had a problem in mastering vocabulary. It can be seen from the results of pre-test and interview with the English teacher. In this case, the researcher tried to increase their vocabulary by using song lyrics through the video clip. The method used in this research is Classroom Action Research (CAR) based on McTaggart's theory which consisted of four stages in one cycle. They are planning, acting, observing and reflecting. This research was conducted in one cycle and consisted of three meetings to give the students' treatment by using song lyrics through the video clip. The criteria of success were 70% of the seventh B students reached equal or more than 75 (minimum passing grade). For collecting the data, the researcher used the interview guide, observation sheet, observation checklist, field-notes, questionnaires, and test. The result of this research showed that the vocabulary of the students increased by using song lyrics through video clip as a media in teaching and learning. The percentage showed that 76,19% of students passed the criteria of success. Sixteen students got equal or more than 75 as the minimum passing grade. It can be concluded that the implementation of video clips was successful and effective to increase the students' vocabulary.

Keywords: *vocabulary, audiovisual, video clip, song lyrics*

Abstrak

Hal pertama yang harus dikuasai oleh pelajar untuk belajar bahasa asing adalah kosakata. Kosakata adalah fondasi selain pengucapan dan tata bahasa untuk pelajar. Hasil studi pendahuluan di SMP Brawijaya Smart School untuk siswa kelas VII B menunjukkan bahwa siswa memiliki masalah dalam menguasai kosakata. Hal ini dapat dilihat dari hasil prates dan hasil wawancara guru bahasa Inggris. Dalam hal ini peneliti ingin meningkatkan kosakata siswa menggunakan lirik lagu melalui klip video. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK) berdasarkan teori dari McTaggart yang terdiri dari empat tahapan dalam satu siklus, yaitu perencanaan, pelaksanaan, pengamatan, dan refleksi. Penelitian ini dilakukan dalam satu siklus dan terdiri atas tiga pertemuan untuk memberikan siswa pembelajaran dengan menggunakan lirik lagu melalui klip video. Kriteria keberhasilan dalam penelitian ini adalah 70% dari siswa kelas B mendapatkan nilai 75 (minimum kelulusan) atau lebih. Untuk mengumpulkan data, peneliti menggunakan wawancara, lembar pengamatan, daftar pengamatan, catatan lapangan, angket, dan tes. Hasil penelitian ini menunjukkan bahwa kosakata siswa meningkat dengan menggunakan lirik lagu melalui klip video sebagai media dalam proses belajar mengajar. Persentase menunjukkan bahwa 76,19% dari jumlah siswa berhasil mencapai kriteria keberhasilan. Ada enam belas siswa yang mendapatkan nilai 75 atau lebih. Jadi, dapat disimpulkan bahwa penggunaan klip video sebagai media pembelajaran sukses dan efektif untuk meningkatkan kosakata siswa.

Kata-kata Kunci: kosakata, audiovisual, klip video, lirik lagu

INTRODUCTION

Formal education in Indonesia applies Curriculum 2013. Sahirudin (2013) stated, “The implementation of the new curriculum which changes the teacher from being information center to be facilitator toward their learning should gear the concept of the student-centered classroom.” Related to the curriculum, teachers should make an effort to increase the quality of teaching English, especially for listening, reading, writing and speaking. The goal of teaching English based on Curriculum 2013 in Indonesia is the students are able to communicate in oral and written forms. In other words, they are expected to have productive skills, speaking and writing, integrated with reading and listening as the receptive skills.

In order to master the four skills, the learners should master the vocabulary first. Vocabulary is one of the essential elements of learning a foreign language besides pronunciation and grammar. Thornbury (2003:13 cited in Zahro 2010:20) said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Therefore, the learners should master vocabulary, and if the learners do not master their vocabulary, perhaps it will disturb the learner’s learning in other skills, like listening, speaking, reading and writing.

The common problems to master vocabulary are also faced by the students at SMP Brawijaya Smart School (BSS). The students actually have good motivation in learning English and a willingness to speak English, but they always mix with the Indonesian language when they do not know to say the words in English. The obstacles of the students are especially in memorizing and understanding the vocabulary as the basic learning of English. The students of VII B have unique characteristics. They were interested in learning English when the teacher used interesting, fun and attractive media in teaching and learning. Ryan, (cited in Morat 2011), also has an opinion, that the teaching

and learning of English as the second language (ESL) is undeniably challenging, for ESL instructors are often responsible in making the classes meaningful, practical and fun for the learners”. In hence, the situation for teaching and learning English process should be enjoyable and fun for the students.

Therefore, related to those problems, the researcher tried to increase the English vocabulary of VII B students at SMP BSS in the academic year of 2015/2016 by using song lyrics through video clip as one of fun and attractive media. It is supported by Harmer (2001:282) who stated that the combination of sound elements and moving visual, coupled with exciting activities, could help to stimulate learners’ interest and the students have a chance not only hear the language but also see it. It also increases the motivation and passion of the students in learning vocabulary.

Related to the background of the study, the statement of the problem in this study is how can the use of song lyrics through video clip can increase the English vocabulary mastery at seventh-grade students of SMP Brawijaya Smart School Malang. Then, the objective of the study is to know how the use of song lyrics through video-clip can increase the English vocabulary mastery at seventh-grade students of SMP Brawijaya Smart School Malang.

Some theories used by the researcher to support in answering the problem in this study.

Nunan (2005:120) states that vocabulary is the collections of words that an individual knows. Vocabulary is a foundation for the beginning learner English Foreign Language (EFL). Cambridge English Course, Swan, and Walter (cited in Thornbury, 2002:14) wrote that vocabulary acquisition is the most significant and most important task facing the language learner. Zahro (2010) also said that vocabulary plays a significant role in supporting the mastery of language skills such as listening, speaking, reading and writing which are called by four skills of language. Besides vocabulary, there are two

components other such as grammar and pronunciation. However, Richards (2001) considered that vocabulary is one of the most obvious components of language, and one of the first things applied linguists turned their attention.

Some experts have the types of vocabulary. Shepherd (cited in Setiawan 2010) classifies vocabulary into two types. The first is receptive vocabulary, and it is decided as the words known when the learner reads and listens. This type is also called as passive because the learners only receive thought and knowledge from others. This type of vocabulary will be considered as the basis of vocabulary.

The second type is expressive vocabulary or called as productive vocabulary. Expressive vocabulary is decided as the words used when learners write and speak. It means that the learners can understand, pronounce correctly and use constructively in writing and speaking. Harmer (cited in Setiawan 2010) add that active vocabulary refers to vocabulary that students have been taught or learnt and which the students will recognize when they meet them but which they will probably not be able to produce.

The video clip is a kind of audiovisual media which can be seen and heard. Audiovisual is one of the media which teacher applied for teaching and learning. The kinds of media that produce the sound and show the shape or form of unity. The duration of video-clip is shorter than the movie because the video-clip belongs to a song. Harmer (2001:282) asserted that video has a power of creation because when the students use a video, they are given the potential and chance to create something enjoyable and memorable, video can instigate the students' creative and communicative uses of the language.

In addition, based on some experts there are some advantages of using the video clip in the teaching and learning process. According to Arthur et al. (cited in Nguyet, 2012), there are some advantages.

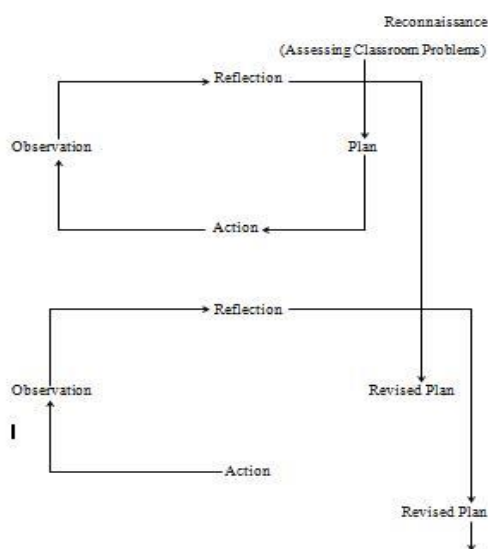
Firstly video can give the students real models, and it will increase the students' awareness of other cultures if the video is appropriate and suitable. Secondly, videos are beneficial for group work, the learners can appropriately show what have learned by the learners with higher cognition skills. Thirdly, the learners enrich their new knowledge of culture when seeing the authentic communication between native speaker.

In this research, the researcher uses one of the exciting and attractive media to teach English vocabulary. The media is song lyrics. By using this media, the students feel something different. They can acquire new vocabulary unconsciously.

According to the Cambridge English Dictionary, a song is a musical composition suggestive of a song. Millington (2011, cited in Dewi 2014) said that songs play an important role in the development of young children learning in the second language. In this case, a song can be used as a strategy to teach English in a classroom especially to teach vocabulary. A lyric of the song has a similarity with a lyric of a poem. The difference is that a lyric of a song is written and combined with music. Therefore, the lyrics will be easy to remember. The students will memorize new vocabulary without memorizing because the students will do repetition unconsciously after knowing the lyrics. Furthermore, one thing that makes lyrics of the song easier to memorize by the students is because of the process of the human brain. Guglielmino (cited in Salcedo 2002) states that songs bridge the brains hemispheres, strengthening retention through a complementary function as the right hemisphere learns the melody, the left, the words. In conclusion, the students used the right hemisphere to process the music, and they would implicitly memorize new vocabulary because the songs played in several times.

METHOD

In this research, the researcher used Classroom Action Research (CAR) as a design to conduct this research. CAR used at developing a particular instructional strategy to solve the problems in English classrooms. According to Latief (2015: 145) CAR for English learning aims at discovering teaching and learning strategies that match the learner's style and strategies in learning English. This research was conducted in VII B, the second semester in academic 2015/2016 which consists of 21 students at SMP Brawijaya Smart School in Cipayung Street number 8—10, Malang, East Java. The reason was that the researcher's experience in teaching when had the internship. The researcher got some problems especially in memorizing, understanding and limited vocabulary. That is why the researcher tried to solve those problems by using song lyrics through video clips. This research was conducted in one cycle which consist of four activities, planning, acting, observing and reflecting. See figure 1. Reseach design the classroom action research adopted from Kemmis, S., Mc. Taggart (1998, cited in Latief 2015).



In this classroom action research, the researcher collected the data qualitatively and quantitatively. A qualitative data was used for analyzing the result of observation, field notes, an interview. Meanwhile, quantitative data was used to calculate the result of pre-test and post-test by using formula from Brown (2004). Below is the formula to find out the score of pre-test and post-test students

$$S = \frac{\text{\# Of Ss answering the item correctly}}{\text{Total \# of Ss responding to that item}} \times 100$$

After the researcher calculated the score, the researcher knows how many students who reach the minimum passing grade or criteria of success that has been decided. If there was 70% of the students passed the criteria of success, the researcher stopped the action. To know the percentages, the researcher convert the whole score of the students into percentage as follow

$$\text{Percentage} = \frac{\text{Total students who pass the score}}{\text{Total of students}} \times 100\%$$

In addition, quantitative data was also used to find out the result of the questionnaire.

DISCUSSION

In conducting this research, the researcher did a preliminary study before doing cycle one in order to know the background of the students. The result showed that in observation the students got the difficulties in memorizing new vocabulary. It showed when the students were learning English in the class. Sometimes the students stopped speaking because they forgot some vocabularies. Many students felt afraid to speak up because they did not master many vocabularies. To avoid those problems, the English teacher used drilling in order to make a long memory for the students. In another case, the students need an exciting and innovative strategy or media to learn.

Nowadays, the technology for teaching and learning is needed. In this observation, the researcher used observation sheet that was adapted from another researcher related with this study.

The second activity in this preliminary study was interview to an English teacher. The interview consists of six questions, and it can be concluded that the students got the difficulties in memorizing new vocabulary. Especially when the students were speaking and writing. The teacher said that vocabulary is a foundation for all of the skills. The teacher taught new vocabulary in implicitly way. The teacher usually used memorize method without memorizing. The students unconsciously got new vocabularies when the teacher spoke in English to explain the materials. Sometimes the students spoke honestly to the teacher that the students need something new. Something new here it can be the strategy or media that the teacher used in the process of teaching and learning.

The third is about pre-test of the students before they get the treatment. The pre-test was listened to the song and answered some questions by fill the missing lyrics and analyzed vocabulary noun, verb, and adjective. The result showed that 33,3% of 21 students reach the minimum passing grade. So seven students reach the minimum passing grade. Almost all of the students did not know what vocabulary verb, noun, and adjective were. Even the teacher had explained it before. However, some of the students got the right answer when filling the missing lyrics.

Furthermore, after did preliminary study the researcher conducted cycle one used by Mc Taggart, R theories about conducting CAR, those are planning, acting, observing and reflecting.

Planning, the first step in conducting CAR. In this step, the researcher arranged a plan before starting the research. The researcher arranged the lesson plan, prepared the material, prepared the media used in the classroom, test set and criteria of success. The

criteria of success in this research based on the minimum passing grade (KKM) of English lesson that is 75. Then, when the percentage shows that 70% of the students achieved the score equal or higher than 75, means that the researcher would stop the action, but if the students do not reach it, the action has to be continued until the score of the post-test fulfills the criteria of success.

In this stage, the researcher prepared the lesson plans, the materials, the media and the test set for the last meeting. The researcher arranged the whole instruments based on BUPENA's module which is published by Erlangga and some of the materials adapted from the Internet. The videos that used by the researcher were adapted from YouTube.

First, the lesson plans designed by the researcher before the researcher taught and it was based on Curriculum 2013. The lesson plan was appropriate with the material that exists in BUPENA, and then the researcher taught basic competence (KD) 3.11 and 3.14 about knowing and understanding a song. The researcher taught Chapter 8 entitled "Sing a Song," and the goal of this chapter is the students can understand the whole meaning of the song. In this chapter, the researcher increased the students' vocabulary and focused on three parts of speech. They are noun, verb, and adjective. Besides, the students need many vocabularies as an essential component in English, and it will influence the four skills in English. There are three lesson plans that the researcher arranged for three meetings which consist of the introduction, main acting, and closing. Introduction covered greeting and checking the attendance of the students. The main acting covered the whole activities in the class. Closing covered the conclusion of the lesson, gave the students time to ask the difficulties that the students faced, and the last was closing or greeting. The lesson plan was accepted by the English teacher.

Second, the researcher arranged the materials for each meeting. In the first meeting, the researcher adapted the material from Frank (cited in Putra, 2015) about part of speech and the examples of noun, verb, and

adjective. The researcher also asked the students to bring the dictionary to help the students seeing the part of speech. In addition, the researcher also took and adapted some materials about making sentences and the examples of sentences using the verb, noun, and adjective from the internet.

Third, the researcher prepared media. The media means that the videos which have lyrics. The researcher decided to use difference topic of song lyrics and the video clip in each meeting. There are six video-clips that the researcher used which are “Perfect two,” “Jelly on the Plate,” “Mrs. Cow,” “Humpty Dumpty,” “Froggy” and the last was “Count on me.” Those videos were animation videos and easy to understand. The video was funny and interesting for the students. Therefore, the researcher also took the lyrics from the Internet. The lyrics were based on the videos that used by the researcher.

Next, the researcher prepared the test-set which for pre-test and post-test and the task for each meeting. The researcher adapted from the internet for the task, which is appropriate with the material. The researcher has the different task for each meeting, and it is based on the videos. The questions for post-test were based on the material that already explained in three meetings.

Next, the researcher did the second step, that was acting. The researcher prepared one cycle for this study, and it was conducted in three meetings.

First Meeting

In the first meeting, the researcher taught for 70 minutes. The researcher explained the material based on the topic and related with core competence (KI) and basic competence (KD) in the lesson plan that has been arranged by the researcher. In this meeting, the researcher taught KD 3.11 (memahami fungsi sosial dan unsur kebahasaan dalam lagu) and 4.14 (menangkap makna lagu). The first meeting was conducted on Monday, the 15th of February 2016, at 07.25—08.35 am. In this meeting, the researcher explained about part of

speech that was adapted from Frank (cited in Putra, 2015), but in this case, the focus was on noun, verb, and adjective. Then, the researcher gave some examples of noun, verb, and adjective. The indicator was the students are able to differentiate the vocabulary noun, verb, and adjective. After that, the students arranged the sentences using vocabulary noun. In the first meeting, the researcher played the video-clip entitled “Jelly on the plate” which the lyrics focused on vocabulary noun. In the last, the students were asked to sing the song using lyrics that have been already arranged using “Jelly on the plate” intonation in a group. There were some activities done by the students in this meeting as follows.

1. The students were watching the video “Jelly on a plate” and seeing the lyrics.
2. The students filling the missing lyrics on the paper that given by the teacher in a group.
3. The students make a simple sentence like a lyrics using the noun, and one group should make 4 sentences. So, one student made one sentence.
4. The students were drawing something from their sentence on a paper based on the students’ creation and idea. For example when the sentence was “water in a glass,” so the students should draw a glass with the water on their paper. (See appendix 10)
5. The students sing the sentences by using “Jelly on a Plate” intonation in front of the class in a group. So, the sentences that already made by the students became lyrics.

Based on those activities, the students could understand clearly what is the noun and how vocabulary noun used in a sentence. The video helped the students to fill the missing lyrics and know the meaning of the sentence in lyrics. So, the students could make a sentence like a lyrics easily, and precisely the students knew what the meaning of the sentence that already wrote by the students is. The researcher added drawing activities to make the activities interested enough. Therefore, the students also tried to translate what the students’ means by drawing it. In the last, the

students sang the song and showed the picture in order to memorize the vocabularies that already arrange by themselves.

Second Meeting

The second meeting was conducted on Thursday, the 18th of February 2016, at 08.35—09.45 am. In this meeting, the researcher reminded the students about vocabulary verb, noun, and adjective at the beginning of the lesson. There were three video clips used by the researcher in this meeting. Those entitled “Perfect two,” “Humpty-Dumpty” and the last “Mrs. Cow. The researcher taught how to understand the meaning of lyrics by watched the video clip. The researcher played from easy until difficult video clips. The researcher asked the students to know what is the topic of the video, what is the point of lyrics, and what kind of activity that the main character did in the video. In addition, the researcher taught about the way to translate the word from English to English. The students could see the Oxford dictionary, and it also helped the students to know what part of speech are they. So, in the second meeting, the students did some activities.

1. The students watching the video and seeing the lyrics
2. The students analyzing what is the topic of some videos, what are the lyrics tell.
3. The students were learning how to know the meaning of the word in English sentence and the part of speech by seeing the Oxford dictionary.
4. The students doing a task from the researcher to analyze the video clips (Mrs. Cow) individually.

The second meeting was a success. The video-clips helped the students to determine the topic and knowing the meaning of lyrics. The students were happy and interested with the media and the material. It can be seen from the students in which they sang a song together in the last meeting, and the students repeated the song although the time was over. Some students wanted to get more challenge activities in the next meeting.

Third Meeting

The third meeting was conducted on Monday, the 1st of March 2016, at 07.25—08.35 am. In this meeting, the researcher reviewed the whole materials by used the video clips that already watched in the previous meeting. In this meeting, the researcher showed the application of Oxford dictionary on the LCD. The dictionary showed how to pronounce and gave the meaning of the word with the part of speech. So, in the third meeting, the researcher had to make sure that the students understood the whole materials that already explained before. The researcher played some video clips again to be analyzed together and to remind the students about vocabulary noun, verb, and adjective. So, at this meeting, there were some activities done by the students.

1. Learning how to pronounce some words in the lyrics correctly by using the application of the Oxford dictionary.
2. Not only pronouncing, the students were attractive to mention vocabulary noun, verb, and adjective that they were understood to check in the Oxford dictionary and seeing the meaning in English.
3. Mentioning the videos that already watched in the previous meeting with the topic of each video and they still remember. From those activities, the researcher determined that next meeting the students will get post-test to measure the ability in mastering vocabulary through video clips and the lyrics.

Fourth Meeting (Post-Test)

In this meeting, the researcher gave the students post-test to measure the vocabulary achievement after the students got the treatment. The post-test was written test. The result of post-test was compared with the result of pre-test in order to know whether the students' vocabulary was increased or not. The researcher accounted for the score of each student and decided the successful based on the criteria of success that has been decided.

Post-test was the last meeting in this cycle. Post-test was conducted on Thursday, the 3rd of March 2016. The researcher conducted 70 minutes started from 08.35 until 09.45 am. The video clip that the researcher used was "Froggy-Froggy." It is an animation video clip. The researcher chose this video clip because this lyrics was not too complicated and not too easy. The song was nursery song which is appropriate for seventh-grade students. In post-test, the students filled the missing lyrics by watched the video clips, analyzed the vocabulary noun, verb, and adjective. Then, determined the topic and the meaning of the song shortly.

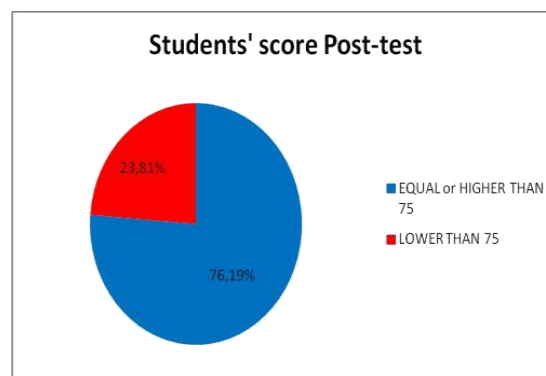
Finding of Test Result

Through post-test in the fourth meeting of cycle one, the researcher measured the ability of the students in mastering vocabulary. Especially for vocabulary noun, verb and adjective by song lyrics and watched the video clips. There were criteria of success that already determined after the students did pre-test in the preliminary study. The criteria of success were 70% of students class VIIB reach the minimum passing grade. The students who got equal or higher than 75 means that they were successful.

There were 15 blank words, five multiple choices, 15 analyzed vocabularies and one essay. The result showed that 16 of 21 students were passed the minimum passing grade. So, there were 16 students got equal or higher than 75 scores. After the researcher calculated the score, the researcher made it into percentages which used formula by Brown (2004) below

$$\begin{aligned} & \text{Percentage} \\ &= \frac{\text{Total students who pass the score}}{\text{Total of students}} \times 100\% \\ &= \frac{16}{21} \times 100\% = 76,19\% \end{aligned}$$

It can be concluded that the percentages were higher than the criteria of success. Based on the criteria of success, in this research 70% of the students reach the minimum passing grade. Meanwhile, the percentages score of the students after got the treatment was 76,19 %. It means that this research was successful. The graphics of the students' post-test is shown below.



Graphics of Students Score of Post-test

After that, the researcher did the observation. Observing was the third stage in this cycle. In this stage, the researcher collected the data implemented in the media or during teaching and learning in the class. There were some instruments used by the researcher, such as observation checklist, field notes, and questionnaires. The observation checklist and fieldnotes were belonged to the observers, while the questionnaire was given in the last meeting after the students got the treatment and did the post-test. The result of the observation checklist and field note described in the qualitative while for questionnaire described in qualitative and quantitative.

The questionnaire was the last instrument during the treatment. The questionnaire was given in the last meeting after the students got the post-test. All students have already answered all questions. There are eight questions related to the media used by the researcher, and by questionnaire the researcher knew the students' perspective. The questionnaires were multiple choices which are yes, no or another. So, the students just

chose A for no, B for yes and C for another reason.

Question number one was the opinion about using song lyrics through video clips. There are 71,4% of the students like to use song lyrics for learning English. Then, there are 80,9% of the students also said that song lyrics and video-clips helped the students to memorize new vocabulary. The third question was the opinion of the students about understanding the meaning of song by seeing video-clips, and the result showed that 85,7% of the students said yes. Teaching and learning by using video clips were interesting, and it supports the result of question number 4. There are 85,7% said yes, that song lyrics and video clips were interesting.

Next question has 61,9% of the students who said yes, that memorizing vocabulary by seeing video-clips was interesting because the lyrics also repeated frequently. Almost all the students like to learn English, and it can be seen from the result of question number six. There are 90,4% students who like English lesson, and it supports the students to listen to the English song. There are 80,9% students said yes, that they like to listen and sing an English song. In the last, the students felt that their vocabularies were increased after using song lyrics and video-clips. It proved that there are 95,2% said yes in the last question.

It can be concluded that all of the percentages showed that the students answer yes were more than 50% in each question. It means that almost all of the students agree about the pronouncements of questionnaires. The students were satisfied with the new strategy, and the students felt that the media was interesting, attractive and fun for teaching and learning. The students felt that they increased their vocabularies by watched the video clips and listened to the song lyrics.

The last steps in this research were reflecting. Based on Latief (2015) reflection is the last stage of classroom action research and is about the process of analyzing the whole data to determine how far the strategy will succeed in solving the problems. There are some factors that support this research to be

the success. Then, the aims of the reflection's result are used to determine which part of the strategy needs improvement.

There were three instruments used by the researcher during implementation. The first was the observation checklist, the second was field notes, and the last was questionnaires for the students after got the post-test. By observation checklist and field notes, the researcher could see the weaknesses in each meeting to fix in the next meeting and also know how many students followed the lesson with enthusiastic and active. Besides the instrument, other factors that supported this research become a success was because the participation of the students VII B who active and interested with the lesson especially because the media that used by the researcher was interested enough. It can be seen from the result of questionnaires. There was 85,7% of the students agreed that video clips are kind of exciting media to learn English especially to increase the vocabularies. In this research, the criteria of success have a big deal to determine whether the research success or not. The criteria of success of this research were 70% of the students got equal or higher than 75 as the minimum passing grade. Finally, based on the result of students' post-test, the percentages showed that 76,19% of the students got equal to or higher than 75. So, it can be concluded that this research was successful. However, on other hands there is a point should be underlined that the election of video clips should be appropriate for the grade of the students. In order to make the students get interested in the media and the situation in the class will be pleasant, enjoyable and fun.

CONCLUSIONS

Based on the result of this research on findings and discussion in the previous chapter, the researcher concluded some points. The media that the researcher used in this research was interesting and attractive. Video clips can be used as a media to teach English vocabulary in a class. Almost all of the students were satisfied because the students can increase and

memorize the vocabularies by watching the video clips and the lyrics of the song.

The researcher also satisfied because the video-clip helped the students to increase the vocabulary and the meaning. It showed by the percentages of the post-test score. There is improvement score in students pre-test score and post-test score. The percentages of post-test showed 76,19% of the students reach the criteria of success that already decided before. Although it is proven that the use of song lyrics through video clips as a media could increase the English vocabulary, this research still has weaknesses. In this case, the researcher would like to suggest to minimize the problems that may occur during the implementation of video clips.

First, for the teacher, the result of this research can encourage the teacher to choose the appropriate video and song lyrics based on the students' background and needed to make the students attention during teaching and learn in the class and also avoid the students bored in the class.

Second, the result of this research can motivate the students to learn and increase the vocabulary through song lyrics and watch the video-clips to know the meaning of lyrics. Even, sometimes not all of the video-clips are educating. However, by listen and watch the video, implicitly the students will get the new vocabulary, and it will be easy to memorize.

The last is for the next researchers, the result of this research can be as references to do another research on the same topic. Hopefully, the next researchers can adapt the idea of this research become a new idea which has different aspects and better than before.

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