

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Vocabulary

Studying language cannot be separated from studying vocabulary because it is an essential component of language. Vocabulary is one components of language beside grammar. Students who want to learn a target language, have to learn those components.

##### a. Definition of vocabulary

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

Finocchiaro explains that” the students’ vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary”. Active vocabulary refers to the words in which the students can understand and pronounce correctly can use them in speaking or in writing used by person to encode his idea. Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written.<sup>1</sup>

Another opinion by Marianne Celce and Murcia Elite Olshtain, “There are two kinds of vocabulary: they are function words and content words”.<sup>2</sup>

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<sup>1</sup> M.Finocchiaro, *English As a Second Language ''From Theory to Practice''*(New York : Regent Publishing Company,1974 )p.73.

<sup>2</sup> Marianne Celce-Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), p. 76.

- 1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).
- 2) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes:

- a) Words that refers to a person, a place or a thing that we might call them nouns.
- b) Words that express an action, an event or a state are called verbs
- c) Words are used to describe the qualities of thing or action are called adjectives and adverbs.

Thornbury (2002:13) stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>3</sup> Only with sufficient vocabulary one can express his ideas effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language.

Parts of speech are classified into its various types. The types of part of speech consist of pronoun, adjective, verb, adverb, conjunction and preposition.<sup>4</sup>

Each Part of speech will be classified into its various types. Such classification will be based chiefly on differences in structural form or in grammatical behavior, after that the part of speech will be described according to the observable signals that operate the grammar, functions, position, form, markers under functions will be a

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<sup>3</sup>Scott Thornbury, *How to Teach Vocabulary*, (London: Longman,2002), p.13.

<sup>4</sup>M, Frank, *Modern English "A Practical Reference Guide"* (New Jersey: Prentice Hall,1972) p.4.

further consideration of how part of speech serves either as part of the central core, or a modifier or connective.<sup>5</sup>

From the statements above the writer concludes that vocabulary is a list of words with their meanings that accompanies a text book in a foreign language. So, it is important to teach vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

#### **b. Teaching vocabulary**

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language.

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.<sup>6</sup> Learning language must be given special attention in order to get the goal of language learning. According to the concept and function of English state in 2006 curriculum the teaching English aims to develop the four skills, they are, listening, reading, speaking and writing. To support the developing of four language skills, English language component, vocabulary, grammar and pronunciation or spellings are also taught. Besides that in constructing a sentence, we do not need

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<sup>5</sup>Ibid. p 5.

<sup>6</sup>Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 4.

just grammar and pronunciation correctly but also the appropriateness of choosing vocabulary.

Teaching vocabulary is very significant for the students because in the increasing of vocabulary extension. More vocabularies the learners have, more chances they master the language.

In fact, teaching activities will be more fluently if the word is in a context form because students will know it clearly.

Teaching vocabulary and grammar will be more effectively if it has relation with children's environment, so they can practice them easily.

#### **c. Some Techniques in teaching vocabulary**

Teaching techniques is important in teaching learning process not only determined by teacher and students' competence but also with in appropriate technique.

We have to learn vocabulary whenever we come into contact with a new language and try to use it. However, studying language causes some problems, because many students consider learning vocabulary is a boring activity, teacher should keep looking for way to make learning vocabulary easier and more pleasant.

Teaching techniques are very helpful for teacher. It is the teachers' task to use appropriate technique of vocabulary teaching, it does not mean that if the teacher uses a certain technique.

From explanation above, its mean that techniques in teaching learning is very importance and the teacher should use appropriate technique to teach vocabulary, in order to motivate and help the students in learning process.

Ruth Gairns and Stuart Redman say, “There are many techniques of vocabulary teaching. There are: visual aids, verbal explanation, and contextual guesswork”.<sup>7</sup>

#### 1) Visual Aids.

In this technique, a teacher can use paper of song lyrics and whiteboard. The teacher use paper to song lyrics and underline the words that we need. One of the visual aids is whiteboard. It is a writing the words and their meaning on the whiteboard.

#### 2) Verbal Explanation.

In this technique, a teacher should select and provide words will be taught based on the students’ level, the aim and the time allocated. A teacher can explain the meaning of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching learning process.

#### 3) Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through song lyrics.

### **d. The principle of teaching and learning vocabulary**

According to Wallace, there are six principles on which teaching learning vocabulary is to be based, they are:<sup>8</sup>

#### 1. Aims

The aims have to be clear for the teacher. How many things listed does the teacher expect the learner to be able to achieve the vocabulary? What kinds of words? The aims of vocabulary items,

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<sup>7</sup> Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 2003), p. 73.

<sup>8</sup> Wallace and J Michael, *Technique in Teaching Vocabulary*, (London, Heinemann Education books, 1982), p. 27.

for both teaching vocabulary using song lyrics technique should be based on the curriculum given.

## 2. Quantity

The teacher may have to decide the number of vocabulary items to be learnt. How many new words in a lesson can be learnt by learners? If they are too many words, the learner may become confused.

From the statement above, it means that the teacher should limit the number of words that will be taught to the students. Therefore, in teaching vocabulary using song lyrics not all words should be learnt by students. He should limit the words to be learnt by underlying words or make a certain mark on the words occurred on song lyrics.

## 3. Need

In some cases, one hopes that the choice of vocabulary will relate to the aims of a course and the objective of an individual lesson, it is also possible for the teacher to take responsibility of choosing the vocabulary to be taught for her or his students. In other words, the students put in a situation where they have to communicate and get the words that they need.

## 4. Meaningful Presentation

The teacher must have a clear and specific understanding of what it denotes or refers to i.e. sit is meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and ambiguous.

The teacher must have a clear understanding about the words or phrases given to the students.

### e. Verb

In studying language, verb is a part of word classes in learning vocabulary. It is include into important component. The words of verb in English have the forms relevant to the time that they indicate.

Verb is learnt by every people in the word. It is also has important role of forming the sentences.

There are definition of verb, are such as follow:

Verb is a word which asserts that something occurs or exists. 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, verb is<sup>9</sup>:

- 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.<sup>10</sup>

#### 1) Types of verbs

In language grammatical, verb can be classified into: <sup>11</sup>

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

#### (1) Infinitive verb

Infinitive verb or v1

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<sup>9</sup> Sylvia C and Edmund W, *Oxford Dictionary Of English Grammar*, ( New York, Oxford University press,1988) p. 415.

<sup>10</sup> M, Frank, *Op Cit*, p. 47.

<sup>11</sup> Satrio Nugroho, *Complete English Grammar*, (Surabaya,Kartika,1999) p. 168.

Example: I like to sing a song

(2) Preterit

Preterit or past tense or v2

Example: They *said* farewell

(3) Past participle

Past participle or v3

Example: They will have *gone* if you come late tomorrow.

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.

Example: I'd *get* a thousand hugs

(2) Intransitive verb

An intransitive verb does not require an object<sup>12</sup>

Example: I'm asleep

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

Example: Why do I *tire* of counting sheep?

(2) Auxiliary verb

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

Example: I'm weird

(3) Linking verb

Linking verb is a verb of in complete predication; it merely announces that the real predicate follows<sup>13</sup>. The more common linking verb appear be, become, get, look, remain, seem and feel

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<sup>12</sup> M, Frank, *Op Cit*, p. 49.

<sup>13</sup> *Ibid*, p. 48.

Example: I *feel* asleep

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).<sup>14</sup> These following examples of regular verbs form from present, past tense and past participle :

<b>Simple Form</b>	<b>Simple Past</b>	<b>Past Participle</b>
Ask	Asked	Asked
Clean	Cleaned	Cleaned
Open	Opened	Opened
Play	Played	Played
Stay	Stayed	Stayed

(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.<sup>15</sup> These following examples of irregular verbs form from present, past tense and past participle:

<b>Simple Form</b>	<b>Simple Past</b>	<b>Past Participle</b>
Become	Became	Become
Bring	Brought	Brought
Drink	Drank	Drunk
Eat	Ate	Eaten
Find	Found	Found
Feel	Felt	Felt

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<sup>14</sup>Betty Schramper Azar, *Understanding and Using English Grammar Second ed*, (New jersey; Prentice Hall Regent, 1989) p. 17.

<sup>15</sup>*Ibid*, p. 17.

## 2) Function of verbs

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.<sup>16</sup>

## 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.<sup>17</sup>

## 2. 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.

### a. Definition of song

Song is short of music with words that be sung.<sup>18</sup> Song is a short musical work set a poetic text with equal importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment.

Song is an interesting media that offers the high imagination. The language song usually easy to be understood. It gives motivation and makes the relation between the teacher and students closer. And the relation will make the students have bravery to ask the teacher

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<sup>16</sup> M, Frank, *Op Cit*, p. 51.

<sup>17</sup> *Ibid*, p. 52.

<sup>18</sup> *Oxford Learners Pocket Dictionary*, (New York: Oxford University Press, 2000), p.

about everything including new vocabularies in song that they learn. Siti Tarwiyah states that song in foreign language classes maybe use to motivate students and to create a more relaxing foreign language classes.<sup>19</sup>

#### **b. 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.<sup>20</sup>

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. To know the sense of the song, we can feel the rhythm and melody, harmony and voice of the singer by the singing of the song.

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.<sup>21</sup>

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.<sup>22</sup>

The lyric in a song is actually non musical aspect. However, besides giving new unique dimension, its presence in music is not only

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<sup>19</sup> Siti Tarwiyah, *Game, Song and Practical Ideas to Teach Language*, (Semarang: 2008), p. 2.

<sup>20</sup> <http://wikimedia//song lyrics>. acceced 20/12/09.6.21 am.

<sup>21</sup> <http://wikimedia//composition of song lyrics> .acceced 05/01/10.4.30 pm.

<sup>22</sup> Ibid.

as an embedded element but also as a part of the music. Many songs are created from text or beautiful poem.

Basically a lyric of song is the same as lyric of a poem. The difference is that a lyric of a song is written and combined with music. We usually meet a poem as word on page and a song generally hear as sounds in the air. However we can say that a song lyric are same. A song lyric describes and show feeling, experience, imagination and etc and a poem lyric does too.

In this research, the researcher used three songs, entitled "I Believe My Heart" by Duncan James & Keedie, "As Tears Go By" by the Rolling Stones and Fireflies by Testo Letras. Researcher chooses these songs because the songs are very easy listening, not too fast and slow. It is hoped that students will enjoy with all songs.

### **c. 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 in appropriate media.

Song is very effective especially when one needs to memorize something. Often, when music is used learning a certain concept or lesson is more easily to be understood by the students.<sup>23</sup>

In Indonesia, most of English students have difficulties in learning English; they are less motivation in studying English because they believe that English is hard subject. In that case, an English teacher needs to be responsive to the students' condition, the teacher should make students enthusiastic in learning English. 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

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<sup>23</sup> Espie Estrella, *Music Education Guide*, <http://www.using music to teach other subject>. accessed on May 08,2010 /09.45.

knowledge, and causing to know or understand.<sup>24</sup> So, teacher as facilitator in learning process should keep looking for way to make learning vocabulary easier and more pleasant.

English is foreign language, so English learning for Indonesian students is not easy. The teacher is asked to use suitable media to teach effectively because an affective teaching is basic factor for the success learning process that is including in learning vocabulary.

There are many kinds of teaching media to teach English, one of them is song. Song could be used to teach vocabulary because of its lyrics, teacher could choose song which has appropriate vocabulary that would be taught.

According to Bovee as cited by Sanaky that Media is tool of format used to convey information.<sup>25</sup> While NEA Education Association as cited by Asnawir and Usman state that media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in teaching learning activity and can affect the effectiveness of instructional program.<sup>26</sup> Media in teaching learning process very importance to help students become effective and interesting in learning process.

There are many teaching media can be divided into various forms, they can be classified in three kinds, they are:<sup>27</sup>

- 1) Visual aids, it is media that can be seen such as picture, realia, Google earth, flashcard, newspaper, etc.
- 2) Audio aids, it is teaching media that can be heard such as radio, music or song, tape, MP3 player, etc.

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<sup>24</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, Fourth Edition, [NY: Pearson Education, 2005], p. 7.

<sup>25</sup>Hujair AH. Sanaky, *Media Pembelajaran*, (Yogyakarta : Safiria Isnania Press.2009), p.3.

<sup>26</sup>H. Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press. 2002), p. 11.

<sup>27</sup>Umi Machmudah and Abdul Wahab R, *Active Learning Dalam Pembelajaran Bahasa Arab*, (UIN-Malang Press, 2008), p. 110.

- 3) Audio visual aid, it is teaching media that can be seen and can be heard such as video clips, film, TV news etc.

From the explanation above, the researcher uses song lyrics. It can be classified as audio visual aids because it can be seen and can be heard. In Arsyad's Sudjana and Rifai said that they have benefits in it.<sup>28</sup> They are:

- 1) The teaching process will be more interesting so that the students are motivated to learn the material given by the teacher. By using media, the teacher can attract the students' attention to the material given by him/ her. From explanations above, it is expected that by using media in teaching learning process, students will be motivated in the learning the material given by the teacher by heart. If they learn by heart automatically they will get maximum result.
- 2) The material will be clear if the students can understand the material easily. Media make students easy in catching the material given by the teacher. Here, media acts as the means used by the teacher to make the teaching material easily. If the students can catch the material easily so, automatically they can understand too.
- 3) The teaching and learning process will be variatif. It makes students enjoying the teaching learning process. Students will bored if the teacher only uses the explanation when present the material during teaching and learning process. Students will not feel bored if the teacher uses media in teaching learning process.

From references definition above, the researcher concluded that teaching media are needed in teaching learning process because students are motivated to study. Students easily to catch the material from the material clearly. The teaching learning process will be more varieties so that the students enjoy it. Students also will be more active in giving responses to the material given by the teacher.

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<sup>28</sup>Arsyad, Azhar. *Media Pembelajaran*. (Jakarta: PT Raja Grafindo Persada, 2006), p. 6.

**d. The application of song lyrics in teaching vocabulary**

In this case the writer will apply song lyrics in teaching vocabulary of verbs by using procedures as follow: first, teacher explains about verb, and then teacher gives paper of song lyric, and then he plays the song and he asks the students to identify the vocabulary of verb of song lyric and asks one of students to write on the whiteboard. If the answer is wrong, the teacher will explain correctly.

**e. The advantages and disadvantages of song**

As a teaching media, song prevents students' boredom in language classroom. The use of song in teaching learning process has good implication, those are<sup>29</sup>:

- 1) Create a welcoming atmosphere. It is the function of song as a warmer, students are expected to be enthusiastic in the learning process.
- 2) Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.
- 3) Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.
- 4) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make they active again.
- 5) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live .So, students are easy to understand the material.
- 6) Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.

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<sup>29</sup>ChrisBrewer,*MusicinTheLearningCycle*,<http://www.songforteaching.com/teacingtips/musicinthelearningcycle>. accessed on May 08, 2010 /08.45.

- 7) Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyze the tenses from the lyrics of a song.
- 8) Embed new vocabulary. Students can enrich their vocabulary after listen to a song.
- 9) Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song.
- 10) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

In other hand, the use of song in teaching learning process has disadvantages. Those are<sup>30</sup>;

- 1) Music disturbs concentrations when applying to people who hate a genre of music.
- 2) Music can hurt eardrums if it is set up so loud.

According the advantages and the disadvantages above, the researcher concluded that the use of song in teaching learning process has good effect than bad effect. It gives good effects to activate understanding and make students easy to memorize the material.

## B. Previous research

The previous reseaches that used by the reseacher are:

1. A thesis by Kustiana Dewi, student's number 05420142, English Education of IKIP PGRI Semarang 2009. The title is *Improving Students' Vocabulary Mastery Through Listening English Song of the Eighth Year Students of SMPN 25 Semarang 2009/ 2010*.<sup>31</sup> She was using listening English song to improve students' vocabulary mastery. The population of her study was the eighth year students of SMPN 25 Semarang 2009/ 2010.

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<sup>30</sup><http://www.eslbase.com/articles/songs.asp> accessed on May 08, 2010/ 15.45.

<sup>31</sup>Kustiana Dewi, unpublished thesis under title *Improving Students' Vocabulary Mastery Through Listening English Song*, (Semarang: IKIP PGRI, 2009).

She chooses two classes to be result. One class as a control class and one class as experimental class.

For the experimental class, she used listening English song for students and other class she did not use game. And the result was significant. There is significance difference in score of Vocabulary test achieved by the students after they have been taught using Listening English Song. Song could give contribution in teaching vocabulary. Song that used in this study can motivate the students to learn more about vocabulary. The differences between this research and my research will be in specification of the vocabulary, she did the research to know the vocabulary mastery of students and to find out whether listening to English song can improve their vocabulary mastery whereas the writer will do the research to know whether or not song lyrics is effective to improve students' Vocabulary of verb. Besides that, this research was conducted with eighth grade of SMPN 25 Semarang 2009/ 2010 and the writer will do the research with eighth grade of MTs. Uswatun Hasanah Mangkang Semarang in the academic year of 2009/2010.

2. A thesis by Agus Riyanto, student's number 220 140 1092, Language And Art Faculty State University of Semarang, 2006. The title is *Teaching Vocabulary Through Real Thing at Elementary School at Case of Study on the Fifth Grade of SDN 1 Surodadi Kedung Jepara in Academic year 2005/2006*.<sup>32</sup> He used real thing to teach vocabulary. The objectives of his study are, finds out the effectiveness using real thing to teach vocabulary. The population of his study was the fifth grade of SD. He chooses one class and divided into two groups. And the result was significant. The differences between this research and my research will be in specification of the vocabulary. The population of his study was the fifth grade of SD Surodadi Kedung in Academic year of 2005/2006. and the writer will do

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<sup>32</sup>Agus Riyanto, unpublished thesis under title *Teaching Vocabulary Through Real Thing at Elementary School at Case of Study on the Fifth Grade of SDN 1 Surodadi Kedung Jepara*, (Semarang: UNNESS, 2006).

the research with eighth grader of MTs. Uswatun Hasanah Mangkang Semarang in the academic year of 2009/2010.

Basically, this study is almost the same to teach vocabulary. But it has different media and focus. Kustiana Dewi used Listening English Song to improve students' vocabulary and Agus Riyanto used Real Thing to teach vocabulary. But in this research, the writer will try to do another research related to them. The writer will do another research to teach vocabulary through song lyrics. In those two studies, my research will be further research of those studies in order to improve students' vocabulary of verb.

### C. 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 researcher that should be tested and proved.<sup>33</sup>

Kinds of hypothesis which are used here are: Zero hypothesis ( $H_0$ ), is the hypothesis which state that there is not any significant effect of the object of the research. It is also called with Negative hypothesis and Alternative hypothesis ( $H_a$ ), is the hypothesis which state that there is any significant effect of the object of the research. It is also called with positive hypothesis.<sup>34</sup>

The criteria of the test of hypothesis as follow:

$H_a$  : There is a significant effect of using song lyrics to improve students' vocabulary of verb at the eighth grade of MTs. Uswatun Hasanah Mangkang Semarang in the academic year of 2009/2010.

$H_0$  : There is not any significant effect of using song lyrics to improve students' vocabulary of verb at the eighth grade of MTs. Uswatun Hasanah Mangkang Semarang in the academic year of 2009/2010.

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<sup>33</sup>Suharsimi Arikunto, *Prosedure Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 71.

<sup>34</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2003), p. 65-66.