

CHAPTER IV

FINDING AND DISCUSSION

This Chapter presents the result of the research. It contains of some section. Those sections are finding and discussion about the implementation of teaching vocabulary through Hip Hop song and the advantages of using Hip Hop song in teaching vocabulary.

4.1. THE IMPLEMENTATION OF TEACHING VOCABULARY THROUGH HIP HOP SONG

4.1.1. Finding

This result of the observation is to explaining the teacher's way in teaching Vocabulary using Hip Hop Music. This result of the observation is going to explain bellow.

4.1.1.1 Pre-Activities (it can be seen at appendix III)

In this extracurricular actually start at 09.00 a.m. but the teacher started at around 09.30 a.m. it is caused by a few of the students who has attended the class and there were many of those students who did not attend or still played outside. In this section, teacher prepares some tools which will be used to teach the students. Such as: microphone, song, laptop to play the music etc. After that, the teacher played music Hip Hop loudly as background to attract the student's attentions.

4.1.1.2 The Opening (it can be seen at appendix III)

This learning was started when the teacher give “Salam” as greeting to the students. After that, the teacher gave a warming up to the students while the students were listening to Hip Hop Music. This warming up is a lyric of song which contain tongue twister and alliteration.

“ I Saw **S**ussie **S**itting in the **S**hoe Shine **S**hop”

“ **P**eter **P**iper **P**ick a **P**ack of **P**icked **P**eppers”.

A **P**eck of **P**icked **P**eppers **P**eter **P**iper **P**icked”.

This lyric contains some vocabularies that the students did not know yet. Here, the teacher asked the students what was the meaning of each word. While, the teacher explained how to pronounce it by singing, the students wrote the lyric and repeated what the teacher said. Here, when the students wrote the lyric the teacher let the students to write the lyric in everywhere which the students like. When the teacher asked students about the meaning of each word the teacher also practiced it in song while used the movement style of Hip Hop . When the students gave a right answer of the meaning of the words, the teacher appreciated them. Then, the teacher also pointed each of the students to make pair in singing’s battle on two groups.

After that, the teacher asked the students to make their own lyrics in 8 bars (a bar is one of the several short parts of the same length into a piece of music divided)

and 2 rap with theme "Study". Here, the students have already known that the lyric can write in Indonesian or English or mix both of them. Sometimes, the teacher changed the background of Hip Hop Music. Here, the teacher asked about "study", about what kinds of vocabularies or terms that related with the notion of "Study". In this section, the students only answered "students" and "studying". After that, the teacher helped the students or stimulated students used questions such as; who is he and the students answered the teacher, and the teacher asked again where is it while he pointed a hole of classroom so the students answer classroom. In this opening section, Hip Hop Music at the first time was a device to attract the students and a background to teaching the students. After that, Hip Hop became one of warming up lyric and device to teach vocabularies to students. To make the students easier to sing tongue twister lyric, the teacher also gave their tongue another warming up. That was, singing B, P, L, R, T with rap and using Hip Hop music as device to make a same tempo. In this case, the teacher not only gave new vocabularies but also through song the teacher also reviewed the vocabulary that the students already known.

4.1.1.3 Main Teaching (it can be seen at appendix III)

The teacher asked the students to make their own lyric, but some of the students still confused to choose some words (dictions) that would use in making their own lyric. Here, the teacher gave some words, those words are:

"Night", "Cat", "Shop" and "Book"

After that, the teacher asked the students to find another word that had same sound in the end of the words (alliteration). Here, the student's answer.

Night	Cat	Book	Shop	Get up
Fight	Hat	Hook	Mop	Stand up
Right	Fat	Look	Stop	Hands up
White	Flat	Cook	Hop	What's up

In this case, the teacher gave an option to the students' whether the students used these words or looked for another word for their lyric. The students also could use this rhyme in their lyric such as these rhymes "AAAA", "ABAB" or "AABB". Like what was happen before role play while the teacher was singing this words using Hip Hop Music. After that the students used these words in their own lyric. Moreover, the teacher let the students to choose where the students wanted to write their lyric, and turned around wherever the students like to ask their friends or asked the teacher.

In addition, when the students were writing the students' own lyrics the teacher turned around to see the student's work while sometimes helped them with their grammar or just gave an idea to help them and appreciated the students when the students have written a good lyric or for the students' hard work. Then, the teacher gave the students an example song using alliteration words.

Clock, Knock, Tic Toc, G-Shock.

In this case, the teacher also explained some vocabularies that the students did not know like what G-sock means. Here, the teacher not only let them know the meaning of the notion or some vocabularies but also how to use it to make a sentence in lyric to sing it in the battle at the next section.

Here, some of the students turned around to ask their friends about the lyric and vocabularies that they did not know. Some of the students only sat and wrote their lyric and some of the students who turned around and did not pay attention to the teacher, finally sat in front of the white board. Then, some boys and one girl had already come when teaching and learning process has begun in a few minutes ago and greeting the teacher and shake the teacher's hand.

Besides, it was caused by there were many of the students who follow another extracurricular, such as dancing and would show up in another event, so some of the students which followed Hip Hop extracurricular get out of the class and practiced dancing with another teacher. But, other students who did not follow it still wrote their lyric. And at that time, the teacher let the students to take a rest. And for other students that still wanted to write the teacher still in the class for them to answer their questions and help them in their lyric. And some of the students who already finished it turn around for several times.

4.1.1.4 Closing (it can be seen at appendix III)

While the teacher was waiting the students until all of them ready to battle, once more time teacher checked the background of music Hip Hop that will be used by the students to sing their lyric in battle. Here, some of the students still turned around and asked the teacher again about how to sing the warming up lyric. Some of the students danced while humming their lyric. The students who will be the first performer in front of the white board and other students followed to ask the teacher how to sing the warming up again. Then the teacher gave a sign to the students to sit down but, the students ignored it and still turned around or still tried to singing the warming up lyric. Here, the teacher was not made the students followed the rule and the teacher cannot manage the time. Sometimes, the teacher let the students do what the students wanted to do. The students would not sat at the appropriate place, they always turned around, teacher also waited until the students ready to do the battle without strict rule when the students had to finish their own lyric.

In the last section, like what the teacher instructions before, two groups which each of them had pair to battle sing would do their battle in front of the classroom. The first pair was showing their ability up. One of the students sang the warming up lyric first, until the teacher say stop and the opposite of the students had to continue it directly. Here, the teacher also asked the students to act when they sing like the style of Hip Hop people such as walk in front of the enemy when battle while move their hands up down. After the warming up lyric each of them had to show their own lyric

through singing. In this section the winner of each pairs was chosen from who can answer their friends' battle by using good lyric that contains tongue twister, alliteration or same rhyme and appropriate tempo. The winner of this section got the prize. It will be continued until the end of the pairs.

If some of the students still confused or shame to answer the battle the teacher would encourage them or gave them an idea or ask them to use lyric that teacher had already given in the last meeting before. When they had already finished and got their prize, the teacher gave salam to finish the study. Here, the teacher not only let the students knew the vocabulary meaning but also made them and encourage to use their vocabulary in writing their own lyric even in singing the lyric in front of the class.

While the battle begun, some of the students enjoy the learning process while dancing, but here, the teacher only gave attention to the students who was performing the song in front of the class, other students who did not perform only sat, turned around and concentrated with their own activities so it could cause this class was uncontrolled.

4.1.2. Discussion

One thing that all of the partners involved in the learning process (students, teachers, materials writers, and researchers) can agree upon is that learning vocabulary is an essential part of mastering a second language. The importance of vocabulary is highlighted by the oft-repeated observation that learners carry around dictionaries and not grammar books. (Schmitt, 2010: 04).

As described at the previous section, all of the people in the learning process deal with the important vocabulary.

From the observation that the researcher get in this study, the way teacher implement Hip Hop music to teach vocabulary is to make the students motivate, imaginative, active ,creative and make them not only understand the meaning of the words but also the use, apply and practice it in another skill of language such as speaking (through singing and battle), writing (they write their own lyric), listening (listen what teacher how to pronounce each words and gave the students example to sing the lyric) and the last one is reading (through they read the warming up lyric and their own lyric while they sing). This result of the study is appropriate with what Cremin says that, Teaching and learning English is, at its richest, an energizing, purposeful and imaginatively vital experience for all involved, developing youngsters' competence, Confidence and creativity as well as building positive attitudes to learning. (2009: 1).

Besides, it also appropriate with what Ott state,

“According to Ott, Singing together can stimulate growth in many areas of a child’s development and in several areas simultaneously. By singing with your child, you may help stimulate language and communication skills, encourage interaction, assist in learning academic concepts, encourage self expression, increase self esteem, help him relax, and help establish routines “. (Ott, 2011: 17).

In addition, the result of this study is also to make the student show up in front of the class through battle. It will make the students more confident and have competitive character. At this case, the result from this study is also appropriate with statement of Ott that said: playing music, singing songs and participating in music can be amazing self esteem boosters. (p. 20). In this teaching is also appropriate with the developing of the student's aspect one of them is confident, competitive, desire and ability through battle, wander the meaning of the words and ability to create something. All of those development are appropriate with what Crinj in Pidarta (2007) said that,

The period of the development children around 9-13 (called Robinson Crusoe stage) are has: critical thinking, competitive, desire, and ability. They want to know all of things deeply, always ask question, and investigate. They lived in grouping and separated between girls and boys. They imitate roles play like what were they ever seen in environment.... (p.197).

4.2. THE ADVANTANGES OF IMPLEMENTATION TEACHING

VOCABULARY THROUGH HIP HOP SONG

4.2.1. Finding

This step of interview and observation, the purpose is to find out the advantages of teaching trough Hip Hop Song. Based on the result of the interview

and observation, there are some advantages using Hip Hop Song (Music and lyric) to teach Vocabulary. Those advantages are: a) Make the students used their imagination to apply the words (vocabulary) to make their own lyric related with the theme. b) This technique was edutainment. This technique teaching of vocabulary through song contains enjoyable learning because applies unconsciousness method through lyric of song and singing. c) Students can find new words quickly. It happens when the students were asked by teacher for writing their own lyric. The students would turn around to ask their friends or teacher about some words that they don't know. d) Students can remember vocabulary quickly. e) By using this method the students were motivated to look for the meaning of the words. f) Four of basic skills (reading, writing, speaking and listening) occurs in this teaching learning process and can be applied through this method. Besides, vocabulary can be applied or used as the part of those skills. g) This method also bring the culture of Hip Hop alive such as the style of speak or costume, the way they act or movement when doing battle such as the movement of their body or hands up down etc.

From the result of this observation (field notes and checklist), there are some relationships between the result of interview and the result of observation. All the advantages are shown up in the teaching-learning process.

Moreover, those advantages which occurred in this teaching learning process that contained some difficult vocabularies such as; tongue twister and alliteration those can be used easier in some skills such as speaking (here means song). When the teacher asked the students to sing the lyric that contained difficult words in a slow

tempo of hip hop music, the students could be easier to sing it although some of them are still confuse to adapt lyric and tempo or some of them are still shame to sing. But, it did not take a long time some of them felt challenging in battle with their friends and continued to sing. This method also can build competitive character to students. It can be seen in their effort to try to be the first in battle. This method also can make students creative to create new lyric. It can help students enrich their vocabulary because they have to try to find new words. It can make them proud and improve their self booster.

4.2.2 Discussion

Based on the findings above, both from interview and observation are has any relationship with what Jyothirmayee (2011) said about some advantages in teaching using music (song).

In this research also proves some evidences that this method, teaching vocabulary through Hip Hop song has some advantages. This analysis is based on Jyothirmayee statement (2011: 3) that, there are 8 advantages of teaching English through music (in this study means song).

a. Music motivates to learn

In this study it's true that music motivates students to learn vocabulary. Through teaching vocabulary using Hip Hop song here, when the teacher asked student to battle, students would try to perform the best in competition and show up their ability. Besides, they would try to make a wonderful or the best lyric. Although they didn't know how to translate it in English, they would ask the teacher or their

friends. In addition, in this battle, students not only singing but also they have to use their body and hands follow the music and dance like the way American and African people which followed Hip Hop although just a little movement.

b. Listening to Song Lyrics Improves Comprehension Skills.

In this study, the researcher also find listening to song lyric (contain vocabulary) improves students comprehension skill. In the battle when” A” friends singing their lyric so the “B “students would listen (in turn taking) after that, they would do the real battle. The real battle here, means when student “A” singing the student “B” have to answer that related with the question. Here, students train to make a new lyric directly and memorizing some vocabulary which they know in the same alliteration or same the end of sound to become a good lyric.

c. Singing Songs Develops Good Pronunciation

When teacher introduced some new words (vocabulary) to students, the teacher also drilled them to pronounce it clearly with slow tempo and fast tempo. After that, the teacher drilled the students and the teacher practiced it with sing used slow tempo and asked the student to follow it. Then, the teacher faster and ask student do the same thing, and it happened several times until the teacher believe that students can sing it fluently.

d. Singing Songs Increases Vocabulary and Speech Patterns

Like was already discussed above, when students do battle, write their own lyric and performed it, those activities would increase their vocabulary and speech patterns.

e. Music Aids Memory

Through song, the students can remember the vocabulary that they already get easily. In this case when the teacher asked student to battle teacher also suggest students who did not ready to perform or not confidence, to use lyric that teacher gave in the meeting before.

f. Music Brings Culture Alive

From interview, the researcher found that this culture that brought through this method to teach students is the culture of Hip Hop itself. It is not the culture of African or American people although adopted the way they dressed when they sing Hip Hop such as wear accessories when they attended in some shows or wear a clean T-shirt or wear something sparkling. Not only how the way they dressed that students adopted, but also the style when they walk or their move or act (such as: swept their shoulders when they sing and make their hands up down), encourage, discipline or the way American and African speak or sing in the battle.

g. Music acts like a stress buster

The researcher here found that music that which is combining with lyric and becoming song break the stress of students. Because, when the teacher teach vocabulary through song they did not feel bore, seems they enjoy the process of teaching and learning. They feel challenge to become the best performing when in battle to sing their own lyric. It is really competitive, motivated and challenge them.

h. Music saves time

It is true when Music can save time in teaching. In this study, the researcher finds that the teacher use music and lyric to teach vocabulary and apply it in four basic skills at the same times in only one meeting.