

## THE USE OF HIP HOP SONG IN TEACHING VOCABULARY AT MUHAMMADIYAH CREATIVE 16 ELEMENTARY SCHOOL SURABAYA

Febtry Yandary Ayu Kusuma, Amrin Batubara, Linda Mayasari, WaodeHamsia  
English Department, FKIP UMSurabaya, [Verbthree.ebi@gmail.com](mailto:Verbthree.ebi@gmail.com)

### Abstract

This study is to find out the implementation of Hip Hop song in teaching vocabulary to students and the advantages of using Hip Hop Song technique to teaching vocabulary. The researcher used qualitative descriptive design. The subjects of this study are both students and teacher at Creative 16 Elementary School Surabaya. The techniques to collect the data were observation and interview. To analyze the data, the adapted interactive model by Miles and Huberman was used. The findings of the implementation of Hip Hop song in teaching vocabulary are as follows: Opening, Main teaching, and Closing; the advantages of using Hip Hop Song technique are Music motivates the students in the teaching learning process, Listening to the song improves comprehension skills, Singing songs develops good pronunciation, Singing songs increases vocabulary and speech patterns, Music aids memory, Music brings culture alive, Music acts like a stress buster, Music saves time.

**Keywords:** Teaching vocabulary and Hip Hop song

English is language that is really important. The important of English is proved by the usage of English in the entire world to communicate with each other people from different countries. So, it is really important for people or student to know about English. The most important key in understanding every language in the world, including English, is able to understand the vocabularies and the other keys are to understand the usage of words correctly and effectively. According to, Wilkins in Norbert Schmitt's statement, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". (2010: 3). It showed that the important of vocabulary to understood than grammar. Because if people knew some of vocabularies without knowing the sentences ungrammatically, foreign people that knew English would still understand it. Another theory that sharpens the important of vocabulary is comes from Alderson in Norbert Schmitt states that (2010: 5):

"What [the DIALANG analysis] would appear to show is that the size of one's vocabulary is relevant to one's performance on any language test, in other words, that language ability is to quite a large extent a function of vocabulary size".

From the statement above, vocabulary has strong relationships with the language skills including writing, reading, speaking and listening. It is as evidence that people known language depends on how much they mastered vocabularies.

Most people in the world like music, some of them feel calm, sleepy, or motivated because hear some kinds of music. Caused by there is any relationship between music, emotion, intelligences, e.t.c. made music is one of the media that can be used to teach students at Elementary School which easily bore. Hip Hop is one of the kinds of music that have a fun rhythm to teach vocabulary. Based on the explanations above, the researcher is attracted to research the first extracurricular at Muhammadiyah 16 at Surabaya Elementary School or also called as Creative Muhammadiyah 16 Elementary School which used Hip Hop as media in teaching English, especially in teaching vocabulary.

This extracurricular have collaboration shown at television like TV one, and JTV. Besides they also have co-operation with other institutions. So they can perform in some shows. In this program, they can learn the aspect of some skills at particular time such as writing, reading speaking and listening.

## **Method**

In this study, the researcher used qualitative descriptive methods to answer the statements of the problems.

Qualitative descriptive research uses non quantitative methods to describe “what is”. Qualitative descriptive research uses systematic procedures to discover non quantifiable relationships between existing variables. (Best and Khan, (2006: 24). Here, means that the researcher used this method to describe the systematic procedures and the data analyzed in the form of words in extended text to explain the result of finding and discussion.

### **1.1 Data Collection Technique**

#### **1.1.1 Observation**

In this research, the researcher used this technique to find out how to implement Hip Hop Song (Music and Lyric) in teaching vocabulary and the advantages of implement Hip Hop song. The instrument of this observation is field notes and check list.

This field notes is called descriptive field notes because record a description of the events, activities, and people this field notes is to found out the implementation of teaching vocabulary using Hip Hop Song and the advantages of using Hip Hop Song in teaching vocabulary. Moreover, check list here was to complete the field notes to found out the advantages of using Hip Hop Song technique to teach vocabulary.

#### **1.1.2 Interview**

In this case, researcher tried to find out the advantages of this implementation of Hip Hop music to teach vocabulary at extracurricularat Muhammadiyah 16 Elementary School.

### **1.2 Data Collect Procedures**

#### **1.2.1 Observation**

- At the First preparation.
- Set back on the chair.
- Used field notes and check list to collect the data.
- Then, the researcher analyzed and reduced the data.
- After that, the researcher coded the data and displayed it in extended text.
- The last one is the researcher drew a conclusion.

#### **1.2.2 Interview**

the researcher using interview worksheet to gathered data from the teacher.

## **2. Data Analysis**

In the process of analyzing the data, the researcher uses the interactive model by Miles and Huberman that will explain as follows:

### **2.1 Data collection**

It means, the ways the researcher collect the data. Here, the researcher collects data through two ways. The first one is observation and the last one is interview.

### **2.2 Data Reduction**

This data reduction is continuously happen to reduce data that not needed in doing research although the data already collected but reducing is still happen.

### **2.3 Data Coding**

This process of coding the data is that the researcher coded the data from field notes, check list, transcribed video then, collected them up and coded them to answer the statement of the problems.

### **2.4 Data Display**

In this case data will present through extended text.

## 2.5 Drawing Conclusion and Verification.

Conclusions are from the first until the end of process doing research. In this study, conclusion also to verify as the analysis proceeds. And this verification has to relate with the statement of the problems and data analysis and proved that there is any relations among them.

## Finding and Discussion

### 2.6 The implementation of Teaching vocabulary through Hip Hop Song.

#### 2.6.1 Finding

- **Opening**
  - Introduction of Rhyme Battle Rap ( Freestyle )
  - Writing rhyme in similiar sound
  - Tutoring of battle rap and the technique
- **Main Teaching**
  - Making rhyme in similiar sound.
  - Matching the beat with the Rhyme
  - Doing Battle Rap using Rhyme produced
  - Singing rhyme matching with the beat
- **Closing**

One by one do rhyme with the beat in front of the other teams.

#### 2.6.2 Discussion

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).

## **The advantages of implementation teaching vocabulary trough Hip Hop Song**

### **2.6.3 Finding**

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 and 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.

## **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.

## **Conclusion & Suggestion**

### **Conclusion**

From the finding and discussion presented at previous section, it can be concluded that there are three steps to implement this method in teaching students. The first one is opening. Here, teacher has to introduce the words of vocabulary and rhyme for warming up at the similar sounds in the form of lyric and make drilling to them pronounce each of the words and tutoring students in battle rap.

Then, the “Main teaching”, teacher making rhyme in similar sound, matching the beat with the rhyme, doing Battle Rap using rhyme produced, singing rhyme matching with the beat. After teacher introduced the new vocabulary and drill students, teacher asked students to make their own lyric. Here teacher let them to choose their own diction of lyric and teacher only give some idea of words and ask them to mention words that has a same sound at the end as reference in makes lyric.

And the last one is “Closing”, here students one by one do rhyme with the beat in front of the other teams and scored by others. Here, teacher ask their students to do the battle in pairs which one student sings the warming up lyric until teacher says stop and the next student (another student's ) has to continue it. After that they sing their own lyric, teacher ask them to do the real battle and students have to answer their friends lyric in turn taking.

From the interview and observation to find out the advantages of implementation this method, the researcher concludes that there are 8 advantages teaching students through Hip Hop song. Those are; a) Music motivates to learn because through battle students would have the competitive character, tried their best in their show or in the class and hoped in their live. b) Listening to Song Lyrics Improves Comprehension Skills because, students practiced in 4 basic skills because they do not only hear theory but also practice it directly. c) Singing Songs Develops Good Pronunciation. d) Singing Songs Increases Vocabulary and Speech Patterns. e) Music Aids Memory. f) Music brings culture alive. g) Music acts like a stress buster. h) Music saves time because, students could practice 4 basic skills (writing, speaking listening and reading) English in the same times, it really saves time for teacher and makes the learning process simple for students.

### **Suggestion**

Although it is very important to make students enjoyable in learning process and make them comfortable, the teacher has to have rules in their teaching learning process. So it can be controlled the class.

And the last suggestion is to the next researcher, those aspects are; a) This method is only suitable for creative school because the environment of school is support this method. b) When the next researcher wants to apply or adapted this method in regular school and has a good effect or result, the next researcher has to get training first if he/she wants to implement this method in the next researcher's school. c) This method is good to teach speaking skill or pronunciation because, the difficult words is easier to speak through singing hip hop it is because in the hip hop songs contained of tongue twister or alliteration.

## References

- Best, John W & Kahn, James V. 2006. *Research in Education Tenth Edition*. United States: Pearson Education.
- Brown, H. Douglas. 2007. *Principles of language Learning and Teaching, Fifth Edition*. New York: Pearson Education.
- Cameron, Lynne. 2001. *Teaching Languages to young Learner*. United Kingdom: Cambridge University Press.
- Chen, Jian-Jun. 2011. *The Effects of Music Activities on English Pronunciation and Vocabulary Retention of Fourth-Grade ESOL (English for Speakers of Other Languages) Students in Taiwan (unpublished dissertation)*. Florida: Degree of Doctor of Philosophy, University of Florida.
- Cremin, Teressa. 2009. *Teaching English Creatively: Learning to Teach In The Primary School Series*. London and New York: Routledge.
- Creswell, John W. 2012. *Educational Research: planning, conducting, and evaluating quantitative and qualitative research Fourth Edition*. United State: Pearson Education.
- Creswell, John W. 1994.
- Epperson, Gordon. 2014. *Music. Encyclopedia Britannica (Online)*. Retrived from: <http://www.britannica.com/EBchecked/topic/398918/music> June 4, 2014.
- Fraenkel, Jack R & Wallen, Norman E. 2009. *How to Design and Evaluate Research in Education, Seventh Edition*. New York: McGraw-Hill.
- Jyothirmayee, S. M. 2011. *English Music: An Effective Tool to Teach/Learn English Language, Journal of Technology for ELT (Online)*. Retrieved from: <https://sites.google.com/sites/journaloftechnologyforelt/archive/july2011> June 13, 2014.
- Kerchner, Jody L & Abril, Carlos R . 2009. *Musical Experience in Our Lives Things: We Learn and Meanings We Make*. United State: Rowman & Littlefield Education.
- Linse, Caroline .T. & Nunan, David. 2005. *Practical English Language Teaching : Young Learners*. New York : McGraw-Hill Companies, inc.
- Little, G. 1966. *Approach to Literature*. Sydney: Science Press.
- Lowe, Michele. 2007. *Beginning Research : A guide for foundation degree students*. London and New York: Routledge.
- Ma, David. 2010. *Hip Hip 101: A University Level Course Curriculum for Examining Hip Hop In The Modern World (unpublished Dissertation)*
- Merriam Webster. 2008. *Merriam-Webster's Collegiate Dictionary, 11th Edition- Merriam-Webster*. Retrieved from: <http://www.meriam-webster.com/dictionary/sons> June, 13 2014
- Miles. Matthew B & Huberman A. Michael. 1994. *Qualitative Data Analysis*. Thousand Oaks, London & New Delhi: SAGE Publications, International Educational and Professional Publisher.
- Mora, C.F. 2000. Foreign language acquisition and melody singing. *ELT Journal (Online)*. Volume 54, Issue 2, p 146-152 April 2000 © Oxford University Press 2000 Retrieved from: <http://203.72.145.166/ELT/files/54-2-5.pdf> June 8, 2014.
- Nunan, David. 2004. *Task-Based Language Teaching*. United States: Cambridge University Press.
- Ott, Pamela. 2011. *Music for Special Kids: Musical Activities, Songs, Instruments and Resource*. London: Jessica Kingsley Publishers.
- Pidarta, Made. 2007. *Landasan Kependidikan: Stimulus Ilmu Pendidikan Bercorak Indonesia*. Jakarta: Rineka Cipta.

- Pihel, Eric. 1996. A Purified Freestyle: Homer and Hip Hop. *Oral Tradition*. Volume 11 issue 2, p 249-269.
- Rosová, Veronika. 2007. *The Use of Music in teaching English*(unpublished dissertation). Brno: Masaryk University, Faculty of Education, Department of English Language and Literature.
- Schmitt, Norbert. 2010. *Researching Vocabulary: A vocabulary Research Manual*. United Kingdom: Palgrave Macmillan.
- Siskova, Dagmar. 2008. *Teaching Vocabulary through Music* (unpublished dissertation). Brno: Masaryk University, Faculty of Education, Department of English Language and Literature.
- Nazir, Moh. 2009. *Metode Penelitian*. Bogor: Ghalia Indonesia.