

Using English Song to Improve English Vocabulary Mastery : The Case of The Eighth Grade Student of SMPN 2 Weleri

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Abstract.

This study aims to determine the vocabulary mastery of eighth grade students at SMP N 2 Weleri before and after being taught using English song, as well as whether or not there is a significant difference in grades between those who were taught using and those who were not taught using English song in teaching vocabulary. Experiment research is the research design. In this study, the population is eighth-grade pupils at SMP N 2 Weleri during the academic year 2021/2022. The research sample is VIII A, which is the experiment class, and VIII B, which is the control class. Purposive sampling was used in the research. The t test is a data analysis approach. The study's findings show that there is no difference in pupils' vocabulary knowledge when songs are used versus when they are not. The researcher utilized a t-table to compare the t-test after discovering it. The t-test value is 3,195 with $df = 62$, and the t-table value is 1,669 at the level 0.05, based on the above data. The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted if the sigma (2-tailed) > 0.05 . According to the table above, $t_{(0.05 \text{ or } 5\%)}$ is 2.01 and $t_{(0.01 \text{ or } 1\%)}$ is 2.71; this suggests that 1,669 $<$ 3,195, rejecting the null hypothesis (H_0) and accepting the (H_a). It implies that there is a major difference between kids who are taught through song and those who are not.

Keywords: song, vocabulary mastery

Introduction

The development of a student's language and communication skills is dependent on his or her vocabulary. After all, it's impossible to express thoughts, ideas, and sentiments about who we are and how the writer interprets the world around us without sufficient language. Vocabulary can be presented, explained, integrated into a variety of activities, and experienced in a variety of contexts, but it is ultimately learned by the individual. The primary foundation for mastering a language is vocabulary. The first step in learning a foreign language is to learn vocabulary. Good vocabulary mastering will have an impact on good communication (Nunan, 2006). (Nunan, 2006). To teach vocabulary, a teacher must be able to enthuse and engage pupils in the learning process. It implies that they should prioritize having fun while learning from him. It's not easy to teach English as a foreign language.

Vocabulary knowledge is fundamental to communicative ability and is an important aspect of the language. Low vocabulary knowledge causes serious challenges for the student, obstructing English language development (Alqahatani, 2015). It's understandable, given the difficulties that English teachers endure. To begin with, the pupils have many reasons for

learning English. They study English since it is a required subject in their curriculum. They simply care about passing the exam. As a result, pupils are not always motivated to achieve their goals. Obviously, there is no activity and thus no experience without motivation. Second, pupils do not hear English in their everyday lives; they only hear it at school. Students in eighth grade at SMP N 2 Weleri, for example, are expected to know all of the English rules as well as a large number of vocabulary items. They must know how to pronounce, spell, and employ words in order to grasp vocabulary items. They only have a short amount of time to study them, therefore mastering them is extremely challenging for them. Because English teachers do not customize the students by using appropriate English in their daily communication in classes, most students are bored with the method of teaching learning process which is taught by their teacher, most students still feel lazy and believe it is very difficult before trying to listen when they are listened to a kind of English dialogue.

Teaching is a multifaceted activity that can be seen in a variety of ways (Richards, 2009). It is difficult for teachers to teach vocabulary. They must select one of several instructional methods that are most beneficial to students. According to Rai (2010), vocabulary is a set of words that is usually organized alphabetically. The following are characteristics of a good vocabulary teaching technique: 1) it piques the learners' interest, 2) it encourages them to focus on the form, meaning, or application of the term, and 3) it allows for repetition (Harmer, 2006). A teacher must choose teaching media to support the presentation of the topic in the classroom in this way. In more detail, Azhar (2011) describes media education as one of the tools that teachers can use to help their students learn. According to that assertion, it is vital for the teacher to use song in the teaching learning process in this subject. As a result, it may have a positive impact on their vocabulary. After listening to the music, many students like speaking. A song is a piece of music that is sung or composed for the purpose of singing (Michael, 2000). Song lyric allows pupils to learn a wide range of gestures, expressions, and, most importantly, diverse texts from their own teachers. It allows kids to interact with a variety of characters, especially when real individuals are speaking. Songs may be an excellent medium for teaching natural language, and they can also help students relax and enjoy themselves.

Learning English vocabulary will be more interesting and enjoyable if songs are used. According to that assertion, it is vital for the teacher to use song in the teaching learning process in this subject. As a result, it may have a positive impact on their vocabulary. After listening to the music, many students like speaking. A song is a piece of music that is sung or composed for the purpose of singing (Estrella, 2010). Song lyric allows pupils to learn a wide range of gestures, expressions, and, most importantly, diverse texts from their own teachers. It allows kids to interact with a variety of characters, especially when real individuals are speaking. Songs may be an excellent medium for teaching natural language, and they can also help students relax and enjoy themselves. Learning English vocabulary will be more interesting and enjoyable if songs are used. For the reasons stated above, the author is interested in examining "Using English Song to Improve Vocabulary Mastery, the Case of SMP N 2 Weleri's eighth grade pupils."

Literature Review

One of the components of a language that assists the speaker in communication is vocabulary. We should have a knowledge of vocabulary relating to the issue spoken whenever we want to communicate with other people using a language. As a result, vocabulary is extremely important for communicating. The most important component is vocabulary.

Language acquisition is impossible without learning its lexis, which is subject to limitless changes in meaning due to a variety of contextual factors (Yang & Dai, 2012). Along with phonetics/pronunciation and grammar, vocabulary is one of the most important aspects of learning a foreign language (Pan & Xu, 2011).

According to Alqahtani (2015), communication in a second language gets more difficult without learning vocabulary. Furthermore, vocabulary knowledge is an essential component of communicative ability and is an important aspect of the language. Low vocabulary knowledge causes serious challenges for the learner, obstructing their ability to acquire the English language.

According to Rai (2010), vocabulary is a set of words that is usually organized alphabetically. When we talk about technical vocabulary, medical vocabulary, and legal vocabulary, we're referring to the list of words that are needed to describe concepts in those fields and are employed in their discourse.

The writer concludes from the definitions above that vocabulary is a collection of words, either individually or collectively, sorted in alphabetical order, employed in a language to make sentences or utterances, and having specific meanings for a certain person or group of people. Teachers can utilize English songs as media to help pupils enhance their vocabulary mastery.

English songs are used to express a person's religious or human feelings. Indonesian students like listening to English songs, and the majority of them will agree that listening to music has several benefits, including learning to read and write, as well as enjoying the melody and harmony of the song itself.

Estrella (2010) claims that music is particularly useful when learning anything new. When a visual aid is utilized to teach a subject or lesson, kids are more likely to grasp it. Songs and music are forms of art, however the songs must have a creative aspect. Every word in the songs, not just common words, is like poetry. They describe the events, characters, settings, and many imagery. They use emphasis, emotional colouring, and interpretation to give or take away.

Method

Experiment research is the research design. The population is the group of interest to the researcher, the group to whom the study's findings should be applied (Kothari, 2020). In this study, the population is eighth-grade pupils at SMP N 2 Weleri during the academic year 2021/2022. The research sample is VIII A, which is the experiment class, and VIII B, which is the control class. Purposive sampling was used in the research. The t test is a data analysis approach.

Finding and Discussion

The author discusses the findings of a study on teaching vocabulary using English music media to promote vocabulary mastery in eighth-grade pupils at SMP N 2 Weleri.

In the post-test, the students' vocabulary mastery in the experiment group averaged 80,625. It falls between the ranges of 80 and 90 in terms of achievement. The interval criterion was excellent.

According to the mean of the pre-test and post-test, the total number of students in the experimental group was 32, with the mean of the pre-test being 72,969 and the mean of the

post-test being 80,625. It means that the pupils in the experimental group who were taught through song improved by 7,656 points.

In the post-test, the control group's vocabulary competence had a mean score of 69,688. It belongs to the interval > 60 based on the level of achievement. The interval's requirement was insufficient/unsatisfactory. According to the pre-test and post-test means, the total number of students in the control group was 32, with a pre-test mean of 56,250 and a post-test mean of 69,688. It means that pupils in the control group who were not taught with music improved by 13,438 (69,688-56,250), but not as much as those in the experimental group. The researcher utilized a t-table to compare the t-test after discovering it. The t-test value is 3,195 with $df = 62$, and the t-table value is 1,669 at the level 0.05, based on the above data. The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted if the sigma (2-tailed) > 0.05 . According to the table above, $t_{(t0\ 0.05\ or\ 5\%)} is 2.01$ and $t_{(t0\ 0.01\ or\ 1\%)} is 2.71$; this suggests that 1,669 $<$ 3,195 $<$ 1,669, rejecting the null hypothesis (H_0) and accepting the (H_a). It implies that there is a major difference between kids who are taught through song and those who are not.

The t-test t-value is higher than the t-table t-value ($3,195 > 1,669$). This indicates that song media has a good impact on pupils' vocabulary mastery. Furthermore, the experimental group's mean post-test result is greater than the control group's mean post-test result ($M_1 = 80,625 > M_2 = 69,688$). It may be stated that pupils who are taught through song improve significantly more than kids who are not taught through song. There is a difference of 11,180. (80,625-69,688).

The vocabulary mastery of students who were taught using song media differed from students who were not taught using song media. The results of both classes' post-tests show this. The following graph depicts the significant difference in mean post-test scores between the experimental and control groups:

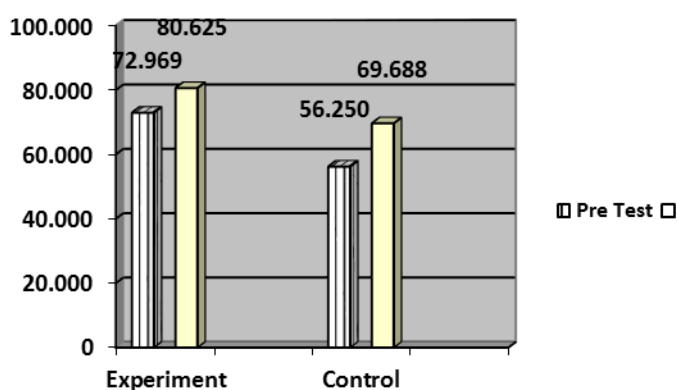


Figure 1. The Significant Difference between Mean Score of Post-test of Experimental Group and Control Group

The mean score of post-test results of the experimental and control group were: experimental group: 80,625; control group: 69,688.

One of the language components is vocabulary. In English, vocabulary is very essential. It is a complicated information processing skill in which the reader interacts with literature to understand the meaning of the text employing music in vocabulary mastery.

One of the receptive skills is vocabulary mastering, which is the process through which people extract meaning from the conversation they see or hear. Vocabulary is vital for improving our English language skills in general and for helping us enhance our English skills in particular. Students will listen to vocabulary that will connect them to new language meanings through music.

During the teaching and learning process, pupils generally respond to the teacher's explanation or instruction, according to the writer's observations. When the teacher explained the vocabulary exam and gave the students a good test, the students exhibited their interest. The teaching and learning process appeared monotonous before employing song as a remedy. Others pupils did not listen to the teacher's explanations or instructions, and some even engaged in conversation with their peers. The students appeared to be bored. However, when the teacher explained how song may be used to teach vocabulary, the pupils were intrigued.

Songs can also assist children increase their vocabulary by allowing them to practice listening to different types of intonation and rhythm. Songs can assist build an emotion in English since it has a stress-timed rhythm. Children are frequently forced to learn new sounds, which might take a lot of practice. They are frequently centered on a theme or topic that might serve as a background for learning vocabulary.

The teacher prepared the lesson plan, song, vocabulary test, and room when teaching vocabulary through song. After then, the teacher began by praying in front of the students. After then, the teacher employed song media to control the classroom atmosphere and make it more interesting. In the core activity stage, the teacher is given the purpose of the work, which is to sing the song; in the preparation stage, it is useful to activate vocabulary and form basic sentence structures. The goal of the study was outlined by the teacher. The teacher administered a vocabulary exam to the students during the main activity. The pupils carefully listened to the song and used the vocabulary exam to find synonyms for the words. Finally, the teacher explained the test to the students. When necessary, the teacher will bring the song's text to the class; they will then recite it in front of the class depending on the situation. The vocabulary test was completed by the students. Finally, the teacher and pupils came to a decision based on the book.

The teachers encountered various difficulties in the classroom when teaching vocabulary through song. The problems of the teacher in greeting. It's similar to piqueing students' interest, controlling the class, and maintaining control over the classroom's situation. The pupils became dissatisfied. Some kids appeared fatigued, lethargic, and perplexed by the teacher's explanation.

To compensate for the flaws, the teacher attempted to maintain control over the classroom atmosphere. The students' attentiveness was sometimes uncontrollable. They were far too eager to try anything new. The teacher attempted to keep them calm at all times. Furthermore, because they rarely practiced their participation, the teacher needed to be able to work extra hours. It also necessitates the teacher's expertise. The song was repeated by the teacher. To keep the students' attention, the teacher used a lot of variety and asked them some questions. When they couldn't see the scene clearly, the teacher asked them to move to the front of the class so they could see and hear the teacher. In terms of materials, the school has prepared several materials and media for the process of teaching vocabulary through song. As a result, the teacher had addressed the issue of funding for the storage of some equipment and media.

As previously discussed, teaching vocabulary through song is effective. A novel approach of teaching vocabulary is through song. For eighth grade pupils at SMP N 2 Weleri, song is a novel method that helps them improve their vocabulary mastery. The writer deduced this from their facial expressions while the lesson was in session. Their expressions indicated that they

were looking forward to the lesson. They discovered something new in English learning that helped kids understand the meaning of words and gain new vocabulary. There must be some advantages and downsides to teaching vocabulary via songs, and all teachers who conduct in the class must be aware of them. The songs' benefits include therapy for improving speech clarity and attracting attention. Furthermore, songs aid in the reinforcement of vocabulary, allow students to have fun while learning a language, provide repetition, making it much easier for students to imitate and remember language than simply speaking words, and provide ample opportunities for students to practice their English skills and components by singing a song. Songs have downsides as well; they demand a lot of teaching media to play the songs, they take a lot of time because the teacher not only teaches but also sings songs, and they might be noisy in the classroom if there is no language laboratory in the school.

According to Sudjana and Rivai (2019), the advantages of employing the media of education include that the students will be more interested as a result of the media. It can motivate kids to learn, for example, when the teacher employs a media set as an instructional medium. Music should not be played too loudly because it may disrupt other classrooms. Because some rooms are vast and seem to absorb sound, selecting an ideal classroom should be taken into account. Furthermore, in a prior study by Andyani (2020), songs were proven to be beneficial in English classes. Songs can be a useful tool for teaching and learning. Using songs as assignments could be one technique to aid in the transfer of words from songs to utilize and maximize the value of songs as teaching and learning aids.

Conclusion

The writer would like to draw some conclusions from the previous chapter in this chapter. The writer concludes that the results of this study reveal that the students' vocabulary mastery after conducting a research through classroom observation with the English instructor and giving a vocabulary exam to eighth grade students of SMP N 2 Weleri in the academic year 2020/2021.

1. English Song is used to teach vocabulary mastery to eighth-grade students at SMP N 2 Weleri.

According to the mean of the pre-test and post-test, the total number of students in the experimental group was 32, with the mean of the pre-test being 72,969 and the mean of the post-test being 80,625. It means that the pupils in the experimental group who were taught through song improved by 7,656 points.

2. The Eighth Grade Students of SMP N 2 Weleri's Vocabulary Mastery without the Use of English Songs

According to the mean of the pre-test and post-test, the total number of students in the control group was 32, with the mean of the pre-test being 56,250 and the mean of the post-test being 69,688. It means that pupils in the control group who were not taught with music improved by 13,438 (69,688-56,250), but not as much as those in the experimental group.

3. The Difference Between Students' Vocabulary Mastery When They Use Songs and When They Don't

The t-test value is 3,195 with $df = 62$, and the t-table value is 1,669 at the 0.05 level. The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted if the sigma (2-tailed) > 0.05 . According to the table above, $t_{(0.05 \text{ or } 5\%)}$ is 2.01 and $t_{(0.01 \text{ or } 1\%)}$ is 2.71; this suggests that 1,669 $<$ 3,195 $>$ 1,669, rejecting the null hypothesis (H_0) and accepting

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