

## HARMONIZING LANGUAGE LEARNING: UNLEASHING ENGLISH SONGS FOR VOCABULARY MASTERY

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### ABSTRACT

The research is aimed to obtain the empirical data about the effectiveness of English songs to enhance students' vocabulary mastery at eight grades of SMP Kartika XX-3 Makassar in the Academic Year 2021/2022. The writer used quasi-Experimental research design which classified into a quantitative research method. The sample was chosen by using purposive sampling technique were divides into experimental class and controlled class. The sample of the research are VIIIA as Experimental class, the researcher used English songs media as teaching. While in the controlled class, the researcher did not give the treatment. The instrument of the research was doing the test were divided into a pre-test and post-test. The data obtained from the test were analyzed by using SPSS version 24. In this research, the students' mean score of post-tests in experimental class (972.13) was higher than pre-test (68.16). with gained score was 3.96. From the data analysis, the test hypothesis was determined by t-test ( $t_0 < t\text{-table}$  in significance 0.01 or 1%. Thus, the value of the  $t_0$  was 1.74, while the value of  $t\text{-table}$  with  $df$  58 in the significance 1% was 2.661. therefore,  $t_0$  score was lower than  $t\text{-table}$  score obtain from the result calculating, so the alternative hypothesis ( $H_a$ ) was accepted. It means that there was difference between the mean score before treatment and after treatment using English songs media.

*Key Words: Vocabulary Mastery, English Songs*

### INTRODUCTION

Learning is a process to get knowledge. Through learning people know things that they do not know. Based on Periodical & The, (2014), "learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction". Learning is behavior changes that tends to be relatively permanent and strengthens the result of practice. Learning English is a second language of foreign language means to learn how to communicate with other people to understand them, talk to them, read what have been written in their language, and write in their language. English is the easiest method to communication with people from other countries about many aspects in human life such as technology, economy, social, and politics. Some people think that having good speaking skill is important to communicate with others. It can be seen at school or language course where speaking skill is giving emphasis to than other skills. But the fact that people frequently have to communicate with each other in writing.

To communicate using English in oral and writing, the students should prepare themselves with vocabulary mastery. Vocabulary is one of language component to speak, write, read and listen (Yudha & Mandasari, 2021). So, vocabulary is the core component to make the students understand about language. The words that students choose in speaking will affect how well they understand what the speaker says. In writing, the students' vocabulary mastery describes how clearly, they can convey the readers' mind. In reading, the students' vocabulary mastery will affect their ability in comprehending and in understanding the writers' message through the writers' writing. For the first time, people will understand a sentence by looking at the vocabulary. In listening, the students' vocabulary mastery will influence their understanding in hearing the lecturers' explanation, the conversation of native speakers, and other speeches (Kayyis 2015:32).

Considering the importance of vocabulary mastery for students, the researcher believes that the teacher can use a media to help them in teaching and the students can improve their vocabulary. Due to this fact, the researcher wants to find the effect of English songs to increase students' vocabulary. With more vocabulary that students have, they can master the language. In finding a solution to help the teacher teaching vocabulary mastery and help the students enjoy and effective when learning in the classroom. The researcher will use interesting and creative media namely by using English songs; with English songs students can easily remember the vocabulary in those songs.

## **LITERATURE REVIEW**

### **Previous Related Studies**

previous study was conducted a thesis by Safaatun 2015, English Education of IAIN Surakarta. The title is The Effectiveness of Song Lyric to Tech Students of Mts Al Falah (An Experiment Research at the Eight Grade Students of Mts Al Falah in the Academic Year 2021/2022). It is an experiment on junior high school. The design of the research is quasi used for collecting data that a use is post-test and pre-test. While study was conducted a thesis by Widayati, 2012, school of teacher training and education Muhammadiyah University of Surakarta. The title is Using English Mini Lyrics Collaboration to Improve Student's Pronunciations in LPKM Mitra English Course Jatinom in 2021/2022 Academic Year. The research used classroom action research design. Data source from primary data and secondary data. Primary data is the data that are taken from; event, documents and informants or respondents. Secondary data are the data taken from books that related to the problem and also from the literature of the data. The result of this study, the researcher concludes that there is significant improvement from their pre-test and post-test. English song Mini Lyric collaboration can improve the student's pronunciations skill at the beginner class of Elementary School in LPKM Mitra English Course. These previous studies above give many benefits for the writer related to her topic. The first study showed that songs can be beneficial in terms of vocabulary acquisition and retrieval. The combination of the song version and the picture was most effective one. And the last previous study proved using English song will not

weaken but reinforce the effect of teaching. Thus, these studies give input for this research that song can improve student's vocabulary mastery which can be proved by the writer to the samples.

## **Some Pertinent Ideas**

### **Definition of Vocabulary**

Vocabulary is one of the core components that is supposed to be learnt a language. Learning a vocabulary is similar with learning foreign language. Vocabulary is also very important in English teaching and learning. Goundar (2019) "words are perceived as the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning". It means that if the learners do not know the meaning of words, they will meet difficulty in understanding what they listen, read and learn. They cannot practice or build the language if they are lack of vocabulary.

The term of vocabulary is also stated on Hao et al., (2019) "Vocabulary is collection words that you hear and read throughout your life. Your own vocabulary will never stop growing. The larger your vocabulary is, the more you will understand what you hear and read. Your writing and speaking will improve too". This statement is supported with the reality that songs are fun and familiar to students, because songs easy to find. And the students can always improve their vocabulary.

From the statement above, it shows that vocabulary is the basic to learn language. The words are very important tool to master a language. Vocabulary acquisition is needed to learn a foreign language by language learner especially young learner. So, it is important to know the aspects to be taught to learn vocabulary at the basic level by knowing a word such as its form and its meaning.

## **Teaching technique**

### **Definition of Imperative Sentence**

From the fact, Korkmaz & Toraman, (2022) reveals that "many teachers assume that vocabulary can be developed in teaching learning process". However, the students, in reality, encounter the problems to find out the meaning of words. If this problem still exists, teacher adds that there are two factors that will affect the failure of the students in understanding the meaning of words. Those are they do not have any skill incomprehending the meaning of words, and they do not have enough the basic competency to translate both a word and sentence in text.

English teacher should be able to teach the English vocabulary as many as possible in order to the student can actualize the target vocabulary. And the teacher should be in command the language skills and the language components, such as speaking, writing, grammar, pronunciations and spelling.

In presenting vocabulary, the teacher is also supposed to transfer the meanings of the words. Then the students are taught to use the words properly in full sentences. There are several references which are offered (ruth and gains, 1998:17-18) as follows:

- a. The vocabulary item should be centered about one topic

- b. Whenever a familiar word is met in a new context or situation, it should be taught a practice
- c. Vocabulary item are taught in the same way we teach everything else; we give our students an understanding of the meaning in many ways; we dramatize, paraphrase, and give the equivalent if necessary and we use only appropriate technique.
- d. We practice vocabulary as we practice structure. In substitution drills, transformation drills, question and answer, etc.
- e. Reintroduce the same vocabulary items many times with all the structures in all situations in which they can logically be used.

Vocabulary teaching is how the teachers teach a list of a word with their meanings, especially in a book for learning foreign language to the students. Vocabulary teaching includes some of the most complex problem in the field

education. It is influenced by ideas on the nature of language in general, by ideas on particular language being taught, and by ideas on how the language learned.

### **Definition of songs**

As Abdumutalibovich & Urmavi, (2022) that “songs have elements in common with speech and poetry, they are a unique form. Both songs and speech are vocally produced, are linguistically meaningful and have melody. Both songs and poetry use words to convey meaning. Both are usually writtendown before publication, both can be put to music and both can be listened to.” It shows that a song is a piece of musical composition of words, verse, or poem which is sung or uttered with modulation of the voice which expresses the thought and feeling. Song has personal quality that makes the listener react as if the songs were being sung for the listenerpersonality.

Therefore, the writer assumes that listening English songs can be one of alternative media in concerning junior school student’s enhancement to their learning English ability.

### **Teaching vocabulary using songs**

Using songs in the classroom to improve student’s vocabulary is a special way. Songs provide material in English those students easy to understand. They want to be able to sing the song and understand them. It is become teacher responsibility to provide an appropriate song. In choosing appropriate song, Griffiee (1992:6-8) lists four categories:

1. The class, it is including the total number of the students and their age, the time of the day, the language level of students, and their musical interest.
2. The teacher, it is including the teacher’s age and musical interest, the classroom support to convey the songs, and teacher’s purpose.
3. Classroom opportunities, it is including the teacher’s level of independence in determining the material of curriculum, free class time, and lesson supplement.
4. The music, the kind of music interest, the songs those requires support to the lesson, and lesson plan.

After deciding the criterion of appropriate songs, we prepare songs that we choose. Then, we can use one of many ways to introduce the songs and to improve vocabulary in the classroom (Griffe, 1992:26) as follows: Vocabulary songs

- a. Tell the students to listen carefully the songs that you will give them in a minute.
- b. Give the students a paper of lyric that song.
- c. Tell them to listen the song and circle any word or phrase they do not understand.
- d. Play the songs with no repetitions.
- e. Discuss and understanding the circle word

There are so many ways in serving vocabulary in classroom by using song. We need to be well-prepared in teaching vocabulary by using songs. We need to concern about the class, the students, the teacher in order to choose an appropriate song. After that, decide the suitable ways in conveying the song to the students.

## RESEARCH METHOD

The research design of this study is quantitative-experimental research, using comparison or control group to investigate research question (without random assignment), which aims to know whether English songs is effective toward student's vocabulary mastery. This research will be conducted for eighth grade of SMP Kartika XX-3 Makassar. It is located on Jl. Sungai Lariang No.1, Sawerigading, Ujung Pandang, Makassar, and the time will be held in the academic year 2021/2022.

The researcher uses purposive sampling to choose students as the sample of the research. The purposive sampling, sample was selected based on particular elements of the population that will be representative or informative about the topic or interest. The sample of the study was students of VIII A and VIII B. the writer chose VIIIA as an experimental class which taught use songs and VIIIB as a control class which was taught without songs.

## Data analysis

Data is very important in doing such research. The researcher can use many of data collecting like pre-test and post-test. The pre-test was done before the treatment. The post-test was done after the treatment. It will be given to both experimental class and controlled class to find out their achievement in vocabulary mastery.

After getting data of pre-test and post-test to the different groups, the researcher analyse the result of the test. In this study, the writer uses T-test to find out the differences between students' score which are taken from pre-test and post-test in experimental class and control class. The data between experimental class and control class were analysed and compare automatically by using SPSS version 24. Before calculating the T-test, the researcher would analyze the data through normality and homogeneity test.

## RESULT AND DISCUSSION

### Findings

#### The Data of Control class

The score of pre-test and post-test of control class showed that the highest score on the pre-test was 93 and lowest score was 47 with the average 66,3. And then, the average of the post-test was 82,9, the highest score was 96 and the lowest score was 32. And the gained score of control class only 16,6 points.

#### The Data of Experimental Class

The score of pre-test and post-test of experimental class showed that the highest score on the pre-test was 73 and lowest score was 40 with the average 65,2. And then, the average of the post-test was 82,2, the highest score was 96 and the lowest score was 68. And the gained score of experimental class 17,0 points. It was explained as follows

##### 1. Pre-test Finding

Pre-test is test held before giving the treatment in order to find out the prior knowledge or ability of the test takers. In this case, the purpose of giving pre-test is to investigate the students' vocabulary mastery. The pre-test was conducted on Tuesday, February 4th, 2022 in VIIIA as experimental class and VIIB as control class. Those two classes consists VIIIA of 30 and VIIB of 31, who participated in this research.

##### 2. Treatment in the Experimental Class

The treatment was conducted on February 9, 2022 for VIIC class as the experimental class with the capacity 30 students. The students were taught by researcher which is used songs as media. Before doing the treatment, the researcher did observation in first meeting to know the classes environments and to introduce the students to the research.

In the first, the researcher explained objective of the study. The activities were to know some vocabularies. In second, they collected the task to the researcher. Then they were instructed to try to make some sentence from new vocabularies.

##### 3. Post-test Finding

The post-test is held on Tuesday February 11, 2022 at VIIIA (experimental class) and VIIB (control class). It purposed was to know the students' vocabulary mastery after treatment were given. The result post-test can be appendix with gained score added.

### Discussion

#### 1. The result of mean calculation

The pre-test mean of experimental class was 68.17. based on the evaluation criteria; there average was classified as average. Whereas the result pre-test mean pre-test of control group was 67.90. based on evaluation criteria, the average was classified as average. It means that the result of the mean pre-test of experimental group and pre-test of control group was different but has same criteria that were average. The pre-test of experimental class higher than pre-test of control group ( $68.17 > 67.90$ )

The post-test mean of the experimental class was 72.13. based on the evaluation criteria, the average was classified as good. Whereas the post-test mean of control group was 68.96. Based on the evaluation criteria, the average was classified as average. It means that the result of the post-test means of the experimental class and the post-test of control class were different criteria, that the experimental class as good and control class as average ( $72.13 > 68.9$ )

The result of T-test

From the result of statistical calculation above, it can be seen that the value of  $t_0$  or  $t$ - test is 1.74 and degree of freedom ( $df$ ) was 59. The value of  $t$  in the degree of freedom of 59 and at the degree of significance 1% or  $t_{table}$  of  $df$  59 with  $\alpha = 1\%$  is 2.661.

Then  $(t_0) < (t_i)$  was  $1.74 < 2.661$ . The  $H_0$  is accepted and  $H_a$  is rejected. It is mean that the research found revealed that there is a significant difference between teaching using English songs to enhance students' vocabulary mastery was accepted. However, the result of this research shows that the T-test was lower than T-table and the  $t_0$  was higher than 0.05, so there was significant differences between teaching using songs to enhance students' vocabulary mastery. The reason was because of the media was relatively.

## Conclusion

From the data using SPSS v.24 software, it is shown that teaching vocabulary using song is appropriate to be implemented in the classroom. In this research, the students' mean score of post-test in experimental class (72.13) was higher than pre-test (68.16). with gained score was 3.96. From the data analysis, the test hypothesis was determined by  $t$ -test ( $t_0) < t$ -table in significance 0.01 or 1%. Thus the value of the  $t_0$  was 1.74, while the value of  $t_i$  with  $df$  58 in the significance 1% was 2.661. therefore,  $t_0$  score was lower than  $t_{table}$  score obtain from the result calculating, so the alternative hypothesis ( $H_a$ ) was accepted. It means that there was difference between the mean score before treatment and after treatment using English songs media.

Therefore, English song is effective to improve students' vocabulary mastery at second grade students' of SMP Kartika XX-3. From the result, the mean score of experimental class higher than controlled class. The lowest score achieved in experimental class was 65 and the highest one is 81. In addition, the lowest score achieved in controlled class was 60 while the highest score was only 77

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