

## **INCREASING THE STUDENTS' VOCABULARY MASTERY THROUGH SONGS A STUDY CONDUCTED AT THE "ETTY" TONDANO ORPHANAGE**

**I MADE DARMAWAN, NOLDY PELENKAHU, RINNY RORIMPANDEY**

***English Education Department  
Faculty Of Language And Arts  
Universitas Negeri Manado***

*Correspondence author: [noldypelenkahu@gmail.com](mailto:noldypelenkahu@gmail.com)*

*Received: 04 May 2022*

*Accepted: 24 May 2022*

*Published: 31 May 2022*

**Abstract** : English is one of the most important language in the world. It can because as a language in any part of the world. That is why it is taught at all levelzof education in our country, Indonesia. The purpose of the research was to find out whether the use of songs could increase the students' mastery of vocabulary or not. In conducting this research, quantitative research was used. The subject of this study were the childrens at the "ETTY" Tondano Orphanage that consisted of 20 children. The instrument of collecting data was in the form pre-test and post-test. The tests were in the form fill in test with missing words. The result of this research showed that the mean scores in the post-test was higher (80) than those of pre-test (46). It could be concluded that, the use of song was effective to increase students' vocabulary mastery because it could be stimulated students in learning and encourage them to be able to memorize the word. From the conclusions above, hopefully in the future this method will often be applied in the teaching and learning process so that it is easier for students to increase vocabulary.

**Keywords:** *Increasing, vocabulary, song, lyrics*

### **INTRODUCTION**

English, despite its status as a second language, has become more and more popular among scholars, bureaucrats and the elites in Indonesia as the use of information technology is increasing (Liando: 2009;146). The main problem for Indonesian English learners is the lack of vocabulary. During the teaching and learning process, most students often need more time to complete the tasks given by the teacher. Students have to translate the text word by word because their

vocabulary is limited. It takes a long time, so achieving learning objectives is less effective. In practice, language is complex for students to understand (Liando et al., 2021).

There are many acts of English instruction still puts as the remembering subject matter in Indonesia today. These instructional acts have to reject, because of English is a mean of global and intellectual communication which being the bridge to process social relationship among people (Paranduk et al, 2021). English is not a dead material, it must be applied in verbal communication process, beside written interaction (Pelenkahu, 2017).

In the current era of globalization, various matters relating to the fulfillment of the needs of life and work use computers in which most of the information sources are in English and the internet is in English (Lengkoan et al, 2022). English is needed by every citizen as a means of communication, both in terms of education or work abroad or in the need to serve foreign tourists visiting Indonesia (Rorimpandey, 2020).

English is one of the most important language in the world (Tatipang, 2022). It can because as a language in any part of the world. That is why it is taught at all level of education in our country, Indonesia. The low of competence of English knowledge might have been one of the causes that make them not able to communicate in English. Not mastering the three forms of verbs, their meanings and functions caused them enable to expressed what happened in the past present and future or they might know the structure or the pattern but do not know when to use. Made the class atmosphere become so lively and the students enjoy learning English by singing. Learning English by singing is fun (Kumayas, 2020).

In addition to vocabulary development, it provides a fun and enjoyable learning atmosphere for students. Besides that, singing songs allows them to pronounce the words as well understand the meaning of the songs (Olij, 2021).

In learning English, there are two main aspects that need to be learned, language skills and language components. Language skills consist of listening, speaking, reading, and writing, and language components consist of vocabulary, structure and pronunciation (Lengkoan, 2017).

By having many vocabularies the students can easily get the information and can enrich their knowledge by reading a lot of book. Vocabulary is one of the Language component of communication used by human in this life (Delatu et al., 2020).

Language acquisition is a very stunning thing in the first language acquisition process that a child has without any special learning about the language to them (Paranduk and Karisi, 2021). Just like a baby, it will only respond to the speech that is often heard from the surroundings of the speech of the mother who is very often listened to by the child or someone who is always together with him. The discussion of language acquisition is closely related to how people can purify and then understand the speech of others (Lumentut & Lengkoan, 2021).

In English language teaching, Linguistic knowledge refers to knowledge of grammar and vocabulary. Of these, vocabulary is a key factor in successful language learning. Vocabulary development is important for overall success in the acquisition of a foreign language (Somba et al., 2022).

As a result, the writer attempts to alleviate the students' difficulties with mastering vocabulary and planned to discover what could be taken to assist the students in increasing their vocabulary mastery. So, in this study, the writer would like to look into the research entitled "INCREASING THE STUDENTS' VOCABULARY MASTERY THROUGH SONGS (A STUDY CONDUCTED AT THE "ETTY" TONDANO ORPHANAGE)" with following research question as follows "Can the use of song increase students' vocabulary mastery at the "ETTY" Tondano Orphanage?", and the purpose of this study was to know wether the use of song can increase students' mastery of vocabulary at the "ETTY" Tondano Orphanage. Therefore, this study want to answer the question whether songs' lyrics can improve students' listening skill or not.

## **RESEARCH METHOD**

This research was in the form of quantitative research. The data are in the form of test scores (numbers), it was pre-experimental research with pre-test and post-test

design. According to Gay and Airasian (2012:7), Quantitative research is the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest.

The researcher tried to know whether songs can increase students' vocabulary mastery at the "ETTY" Tondano Orphanage. According to (Hatch and Farhadi, 1981:20), this design is similar to the one-shot case study. The difference is that the pretest is a lot before the direction or treatment begins. In there are two tests, T1 is the pretest, and T2 is the posttest X is used to represent the treatment in the following design representation:

**T1 X T2**

### **Research Procedure**

The procedure of this study is as follows:

- Conducting the pretest to the students aims to see the prior knowledge of the students' vocabulary mastery before using the song.
- The researcher applies song as the media in teaching the student, especially in vocabulary. (treatment).
- The researcher conducting the posttest to the students aims to see the students' vocabulary mastery after using a *song*.
- The researcher compared the result of the pretest and posttest to see the improvement of the students' vocabulary mastery.
- The researcher concluded the result.

### **Subject**

This study was conducted at the "ETTY" Tondano Orphanage. The researcher chose twenty children as experimental subjects at the "ETTY" Tondano Orphanage.

### **Data Collection**

The data are being collected using the completion task. The test was used for both pretest and posttest. The items of the pretest will be randomized in the posttest. The score of each number is one point if the answer is correct and zero point if the answer is incorrect.

### **Procedure of Teaching**

The procedures are as follows:

- The researcher gave instructions about the material.
- The researcher gave lyrics before listening to songs.
- The researcher explained how to answer the test.
- The researcher gave a test about missing words in songs lyrics.

After that, the students answered the test question given by the teacher

### **Data Analysis**

In analyzing the data, the researcher wants to use the Mean Score Formula:

$$\bar{x} = \frac{\sum x}{n}$$

**(Hatch and Farhady, 1982:90)**

The data are going to be presented in a frequency distribution, computation of mean score, and standard deviation (s) of each test, and then all of the scores will be presented in frequency polygon.

$\bar{X}$  = Mean Score

$\sum X$  = All Number of Total Score

n = Total Number of Sample

## FINDINGS AND DISCUSSION

### Tabulation of Data

As described in Chapter III, the investigators used a pre-experimental design with pre-and post-tests for one group. The study sample was conducted at the ETTY Tondano orphanage and consisted of 20 children. When the investigator collected data, the pre-test and post-test scores were compared with the pre-test (before treatment) and post-test (after composition treatment). Data were collected and statistically analyzed. The data obtained were entered into a table of frequency distributions calculated using the mean score formula.

***Table 1. The Scores of Students' T1 and T2 and gain.***

<b>Students number</b>	<b>T1</b>	<b>T2</b>	<b>Gain</b>
1	40	75	35
2	55	85	30
3	35	80	45
4	35	65	30
5	35	65	30
6	45	75	30
7	45	70	25
8	40	75	35
9	55	95	40
10	60	90	30
11	40	90	50
12	45	85	40
13	30	75	45
14	35	85	50
15	60	95	35
16	30	70	40
17	60	80	20

18	55	80	25
19	60	95	35
20	60	80	20

From table 1, there were twenty (20) students who took part in the test, of twenty students, there were two students increased (20) points, there were two students increased (25) points, there were five students increased (30) points, there were four students increased (35) points, there were three students increased (40) points, there were two students increased (45) points, and the student increased (50) points was two students.

So that the results of this technique, especially using song techniques, are very effective to increase students' vocabulary mastery.

The scores of post-test were bigger than those of pre-test. So in other words, the song applied in vocabulary mastery is effective.

**Table 2. Frequency distribution matrix of pre-test( $T_1$ )**

Scores	Tally	Frequency	Frequency %	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage
30	II	2	10	20	0,10%	100
35	IIII	4	20	18	0,20%	90
40	III	3	15	14	0,15%	70
45	III	3	15	11	0,15%	55
55	III	3	15	8	0,15%	40
60	IIIII	5	25	5	0,25%	25

Tabel 2 showed, from twenty (20) students there were taking part in the pre-test the highest value was (60) accomplished by five students or (25%), three students got fifty-five or (15%), three students got forty-five or (15%), three students got forty or (15%), four students got thirty-five or (20%), and two students got thirty or (10%).

**Table 3. Frequency Distribution Matrix of Post-test ( $T_2$ )**

Scores	Tally	Frequency	Frequency %	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage
65	II	2	10	19	0,10%	100
70	II	2	10	17	0,10%	90
75	IIII	4	20	16	0,20%	80
80	IIII	4	20	12	0,20%	70
85	III	3	15	8	0,15%	50
90	IIII	4	20	5	0,20%	35
95	I	1	5	3	0,5%	15

Table 3 showed that if twenty students were involved in the post-test, 3 students got ninety-five or (15%). 2 students got ninety or (10%), 3 students got eighty-five or (15%), 4 students eighty or (20%), 4 students got seventy-five or (20%), 2 students got seventy or (10%), and 2 students got sixty-five or (10%).

**Table 4. Computation of Mean ( $\bar{X}$ ) and Standard Deviation ( $S$ ) of pre-test**

Students Number	Score ( $X$ )	$\bar{X}$	$(X-\bar{X})$	$(X-\bar{X})^2$
1	40	46	-6	36
2	55	46	9	81
3	35	46	-11	121
4	35	46	-11	121
5	35	46	-11	121
6	45	46	-1	1
7	45	46	-1	1
8	40	46	-6	36
9	55	46	9	81



10	60	46	14	196
11	40	46	=6	36
12	45	46	-1	1
13	30	46	-16	256
14	35	46	-11	121
15	60	46	14	196
16	30	46	-16	256
17	60	46	14	196
18	55	46	9	81
19	60	46	14	196
20	60	46	14	196
	920			2.330

$$\bar{X} = \frac{\sum x}{n}$$

$$\sum X = 920$$

$$\bar{X} \text{ (Mean)} = \frac{920}{20}$$

$$= 46$$

$$= 46$$

$$= \frac{\sqrt{2.330}}{20-1}$$

$$= \frac{\sqrt{2.330}}{19}$$

$$= \sqrt{2,540}$$

$$= 1,59$$

**Table 5. Computation of Mean ( $\bar{X}$ ) and Standard Deviation ( $S$ ) of Post-test**

Students Number	Score (X)	$\bar{X}$ (X)	$(X-\bar{X})$	$(X-\bar{X})^2$
1	75	80	-5	25
2	85	80	5	25
3	80	80	0	0
4	65	80	-15	225
5	65	80	-15	225
6	75	80	-5	25
7	65	80	-15	225
8	75	80	-5	25
9	95	80	15	225
10	90	80	10	100
11	90	80	10	100
12	85	80	-5	25
13	90	80	10	100
14	85	80	5	25
15	90	80	10	100
16	65	80	-15	225
17	80	80	0	0
18	80	80	0	0
19	75	80	-5	25
20	80	80	0	0
	1.600			1.700

$$\bar{X} = \frac{\sum x}{n}$$

$$\sum X = 1.600$$

$$\bar{X} (\text{Mean}) = \frac{1.600}{20}$$

$$= 80$$

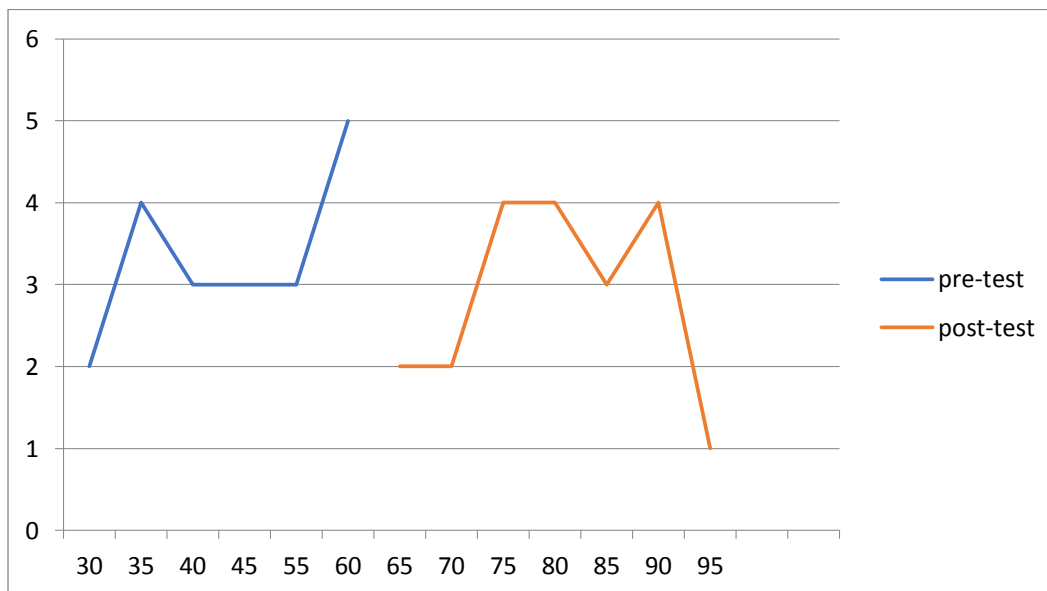
$$= \frac{\sqrt{1.700}}{20-1}$$

$$= \frac{\sqrt{1.700}}{19}$$

$$= \sqrt{2,170}$$

$$= 1,47$$

**Figure 1. Graphic Polygon of Pre-test ( $T_1$ ) and Post-test ( $T_2$ )**



## Discussion

The researcher used to fill in tests and missing words to determine the effect of the treatment. In the pre-test, the percentage of the lowest score was (30) achieved by 2 students or 10% and the highest score was (60) achieved by 5 students or 25%. In the post-test, the lowest score (65) was scored by 2 students or 10% and the highest score (95) was scored by 1 student or 5%.

## CONCLUSION AND SUGGESTION

After analyzing and discussing the data in the previous chapter, the researcher concluded that the used song can increase the students' mastery of vocabulary. It can be seen from the result of the mean score in the post-test was higher (80) than in the pre-test (46). Standard deviation in the post-test (1.700), and standard deviation in the pre-test was (2.330). It means that the student's mastery of vocabulary was increased. Teaching vocabulary by using songs could help the students to increase their mastery of vocabulary and help them to express their ideas and knowledge. So, using songs was effective to be used in teaching vocabulary.

Based on the result of this study it can be suggested for the :

1. English teachers who face the same problem with the researcher to use this media in increasing their students' of vocabulary.
2. For the others researcher this research can be one of the references to increase learning process.

## REFERENCES

Delatu, T. A., Wowor, D. J., & Kamagi, S. (2020). *E-Clue Journal of English, Culture, Language, Literature, and Education published by English Education Department Faculty of Languages and Arts, Universitas Negeri Manado, Vol. 8 No. 2, pp. 88-96. 8(2), 88–96.*

Gay,L.R and Airasian. (2012). Educational research: *Competencies analysis and*

*applications*. America: Library of Congress Cataloging-in-Publication Data.

- Hatch, E. , & Farhady, H. (1981). *Research Design & Statistics for Applied Linguistics*. Tehran: Rahnama Publications.
- Komorowska. (2005). *Metodyka Nauczania Języków Obcych*. Warszawa: Fraszka Edukacyjna, 151.
- Kumayas, T. A. (2020). The Effect of Familiar Songs' Tune to Improve Students' Understanding in Irregular Verbs. *Journal of International Conference Proceedings*, 3(2), 171–176. <https://doi.org/10.32535/jicp.v0i0.917>
- Lavery, Clare. 2001. *Language Assistant*. England: The British Council Department
- Lengkoan, F. (2017). A Study on the Use of Songs to Improve Students' Pronunciation and Listening Skill. *Journal of English Language and Literature Teaching*, 2(02), 217–228. <https://doi.org/10.36412/jellt.v2i02.14>
- Lengkoan, F., Andries, F. A., & Tatipang, D. P. (2022). A STUDY ON LISTENING PROBLEMS FACED BY STUDENTS OF HIGHER EDUCATION. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 11(1), 41-50.
- Liando, N. V. F., Mangare, A. R. D., & Oliy, S. T. (2021). Using Bright–English for Beginners Application to Enrich Students' Vocabulary. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(3), 290. <https://doi.org/10.23887/jpbi.v9i3.39126>
- Liando, V. F. Nihta. (2009). *Success in Learning English as a Foreign Language*. LITERA, 8(2), 146-164.
- Limbong, R. (2012). Enriching Students ' Vocabulary Using English Pop Songs. *Journal of English Teaching*, 57, 223–237.
- Linse, T. C., (2006). *Practical English Language Teaching Young Learners*. New York, NY 10020.
- Lumentut, Y., & Lengkoan, F. (2021). the Relationships of Psycholinguistics in Acquisition and Language Learning. *Journal of English Culture, Language, Literature and Education*, 9(1), 17–26. <https://doi.org/10.53682/eclue.v9i1.1894>
- Michael, K. H. H. E. (2005). *The Teaching and Learning of Vocabulary*. 1–23
- Oliy, S. T. (2021). The Use of Songs as Teaching Media to Improve Students' Pronunciation Fluency. In *International Journal of Applied Business and International Management* (Vol. 6, Issue 1). <https://doi.org/10.32535/ijabim.v6i1.1087>
- Paranduk, R., Rombepajung, P., K, Y., (2021). Enhancing Students' Speaking Skill in Facing The Revolution ERA 4.0. *E-Clue Journal of English, Culture, Language, Literature, and Education*. Vol.9 No(2). 103-116

- Paranduk, R., & Karisi, Y. (2020). The effectiveness of non-verbal communication in teaching and learning english: a systematic review. *Journal of English Culture, Language, Literature and Education*, 8(2), 140-154.
- Pelenkahu, N. (2017). Improving Speaking Skill Through Joyful, Active, Creative, Effective Approach (JACEA): Classroom Action Research at Fourth Grade Student. *World Journal of English Language*, 7(4), 31. <https://doi.org/10.5430/wjel.v7n4p31>
- Richard, Middleton 2002. *Studying Popular Music*. Philadelphia: Open University Press.
- Rorimpandey, R. S. (2020). PKM Pemanfaatan Media Pembelajaran Flashcard dalam Meningkatkan Kosakata SD Inpres Raanan Baru. *Abdimas: Jurnal Pengabdian Kepada Masyarakat*, 13(1), 370-379. <http://ejournal.unima.ac.id/index.php/abdimas/article/view/3103>
- Shen, C. (2003). Using English Songs : an Enjoyable and Effective Approach to ELT. *English Language Teaching*, 2(1), 88–94.
- Somba, Y. Y. R., Liando, N. V. F., & Kumayas, T. A. (2022). *JoTELL Journal of Teaching English, Linguistics, and Literature published by English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Manado* , Vol. 1 No. 4, pp. 528-549. 1(4), 528–549.
- Suyanto, Kasihani K. E, *English for Young Children*, Jakarta: PT Bumi Aksara 2007.
- Tatipang, D. P. (2022). William Shakespeare and Modern English: To What Extent the Influence of Him in Modern English. *Journal of English Language Teaching, Literature and Culture*, 1(1), 61-71.