

INCREASING STUDENTS' STOCK OF VOCABULARY THROUGH SONGS AT SMP ANUGRAH TONDANO

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Abstract: To improve students' language skills, the researcher is interested in employing English songs. If teachers use engaging teaching methods, students will be more motivated to learn English. High motivation can thus facilitate pupils' learning. This research aimed at finding out whether the use of songs could increase the students' stock of vocabulary or not. In conducting this research, quantitative research was used. The subject of this study was one class of the first grade at SMP Anugrah Tondano that consist of 20 students. 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 and multiple choice. The result of this research showed that the mean scores in the post-test was higher (77) than those of pre-test (40). Which has an increase in scores of (23) between pre-test to post-test. It could conclude that, the use of song was effective to increase students' vocabulary because it could stimulate students in learning and encourage them to be able to memorize the word.

Keywords: *Increasing, Vocabulary, Song lyrics, Improve*

INTRODUCTION

Language is a vital communication tool that can connect people with others. Someone needs language to ask questions, express opinions, and express feelings. This is the basis for the development of English language learning in educational institutions. The basic thing that is important to learn is vocabulary (Andries et al, 2019). Methods and techniques are needed because it is not easy to teach English vocabulary. The method or technique used must interesting so that learning becomes

meaningful, "Method and material are another important factors which will influence the succesfullness of the program" (Liando, 2008).

Vocabulary is crucial to increase some language that include, namely Reading, writing, speaking and listening. Without vocabulary nothing can be utterance. Learning matter in teaching English still being debated, because indonesian language is very different from the English language in the pronunciation system, vocabulary and structure.

Advantages of using song in learning can help students learn vocabulary, grammar, syntax and can train students to improve hearing in terms of learning vocabularies (Lengkoan et al, 2019). The students usually in the classrom do more hearing than speaking. Songs is one of choice because Songs are essential for helping students acquire a second language. Additionally, most language learners like singing songs, which are frequently different from the monotonous lessons they get. One of the ways in creating an enjoyable learning. To improve students' language skills, the researcher is interested in employing English songs. If teachers use engaging teaching methods, students will be more motivated to learn English. High motivation can thus facilitate pupils' learning (Karisi et al, 2021). State that neurologist have also found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed (Millington, 2011).

Based on experiences that have been carried out at SMP Anugrah Tondano, which uses K13 curriculum. where student learning outcomes in English subjects especially vocabulary are still low. This is because student learning is less effective. To improve this, innovative learning should be held to students so that students are more active in learning.

Song will be an engaging medium to teach the pupils vocabulary. By using song, the students will easily to study English especially vocabulary and aesily to remember the vocabulary. Several well-known tunes, not only child song but also maturity. The

pupil can comprehend and pick up new terminology from a few well-known songs. Songs can help pupils learn vocabulary more quickly and simply.

Applied song as media for teaching vocabulary in SMP Anugrah Tondano can lead the student build their interesting, confidence and enjoyable while in teaching learning process. Furthermore, the student can be easy improve their vocabulary by using song.

Based on the background above, The following is how the research question is written: "Can the use of song increase students vocabulary at SMP Anugrah Tondano? The study's goal is to determine whether song usage can increase students vocabulary or not.

RESEARCH METHOD

This research, the writer applied pre-experimental method. There are two test that given: pre-test. Which is the given before gives a treatment and, the Post-test, which is the test which given after given a treatment. This will be see in the following:

T1 X T2

According to Hatch and Farhady (1982:20), The design can be shown as follows:

Pre-test	Treatment	Post-test
T1	X	T2

This study uses a quantitative approach because it will use numbers and statistics.

The subject of this study at SMP Anugrah Tondano, All of the class VII pupils, totaling 20 individuals, make up the sample for this study. The techniques of data collections were used by the researcher:

1. Test

In this study, there are two tests: a pre-test and a post-test. Before adopting the song, a pre-test was conducted. After using the music, post-tests have already been completed. In this study, 20 multiple-choice questions and a fill-in-the-blank sentence exam were administered.

Some procedures that were conducted in the class.

1. First, going to school
2. Second, meet and ask the teacher to do research
3. Third, the school approved to conduct research
4. Fourth, researcher come back to school to do research
5. Fifth, the researcher greets the students and invites the students to pray.
6. Sixth, the researcher explains to the students the lesson that learns.
7. Seventh, the researcher gives pre-test to students by giving instructions to listen to songs. Students try to choose the words that appropriately fill the blanks in the lyric.
8. Eighth, the researcher play the song 3 times and was instructed to listen to the song carefully. Then the researcher provided the students an opportunity to ask any questions they might have concerning the song's lyrics.
9. Ninth, the researcher gave a post-test which is the research only played one time and they wrote correctly the words that they heard especially about nouns and verbs in the answer sheet.

Data from the class's pre-test and post-test results were used to analyze the data. The data analysis concentrated on the class experimental's post-test and pre-test score increases. The results of the pupils' vocabulary tests will yield the data. As a result, the formula utilized to evaluate the data was the mean of the students' scores:

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

In which:

\bar{X} = Mean of the score

$\sum x$ = Total of students' score

n = Number of students

After calculating the average value of pre and post-test from that class, the researcher will describe the comparison of the average value between the pre-test and post-test from the class, whether there is an improvement.

FINDINGS AND DISCUSSION

This research consists of 2 times pretest and post-test, noun and verb vocabulary material. Twenty pupils made up the study's sample. This study uses a quantitative research which is conducted in the pre-experimental method. This research just one group pre-test and post-test design. The post-test after treatment and pre-test was given before treatment.

Before analyzing the data, the researcher gave a pretest to students about vocabulary. In this study, the researcher gave answer sheets to students to fill in the vocabulary they heard through playing songs. The answer sheet consists of 20 numbers to answer and the time given is only 15 minutes. While the song was playing, the researcher found a problem with the students where they had difficulty filling out the answer sheet because of the limited vocabulary they had and they were not used to hearing English vocabulary so they had difficulty filling out the answer sheet. After time have done the researcher obtained the answer sheets from students.

Then at the second meeting the researchers gave treatment using media songs to students. When the researcher played a song for the pupils while he treated them

repeatedly (but the song that was playing was not the song that would be sampled for the data). And then the researcher distribute an answer sheet consisting of 20 numbers to be filled in by the students, after the answer sheet was distributed the researcher explained how to answer after giving an explanation, the researcher played the song that would be sampled and the song was played for 3 times. During the posttest the researcher saw the focus of the students listening and getting used to hearing English vocabulary. The researcher gathered all the response papers after the allotted time had passed. The researcher then gives pupils the option to ask about what they don't know and receive answers from them. The students responded positively when the researcher asked them at the conclusion of the session if they appreciated learning English through songs as a media learning tool.

After conducting research at Anugrah Tondano Junior High School, Pre- and post-test data are available to the researcher. The data can be seen in the table below.

Table 4.1. The scores of the students in Pre-test and Post-test

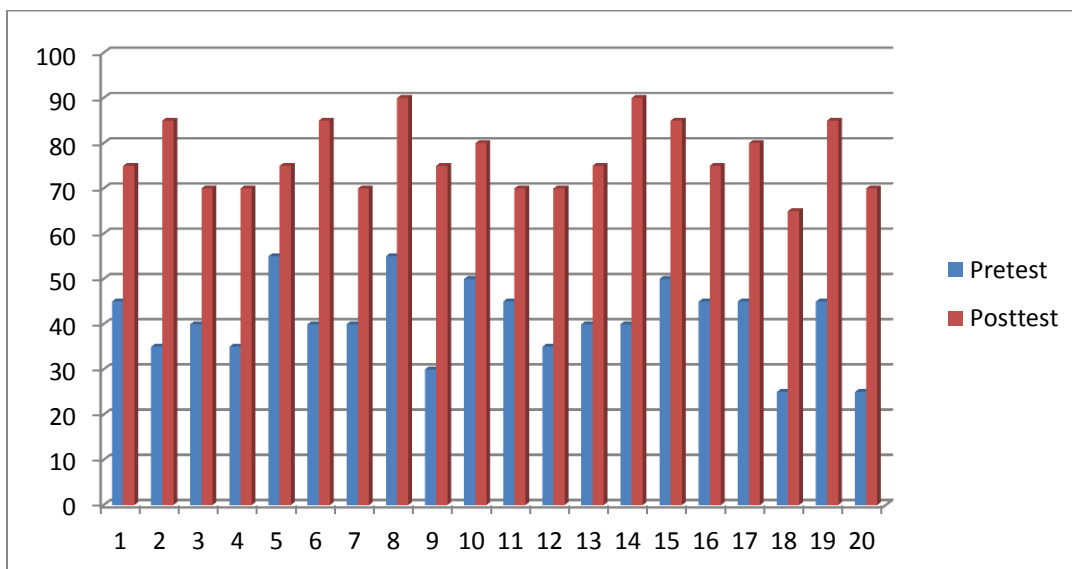
Students number	Pre-test	Post-test	Gained score
1	45	75	30
2	35	85	50
3	40	70	30
4	35	70	35
5	55	75	20
6	40	85	45
7	40	70	30
8	55	90	35
9	30	75	45
10	50	80	30
11	45	70	25
12	35	70	35
13	40	75	35
14	40	90	50

15	50	85	35
16	45	75	30
17	45	80	35
18	25	65	40
19	40	85	45
20	25	70	45
Total	815	1,540	725

From the sample data collected, it can be seen in table 4.1. where the lowest score in the pretest is 25 and the highest is 55. Meanwhile, in the posttest it can be seen in increasing the students which they can achieve the highest score of 90 and the lowest score of 65. The total sample score in the pretest is 815, and the total sample at the posttest is 1540, and the total sample is gained 725. The data obtained after applying the media song as a treatment have a difference in the increase at the pretest and posttest.

All sample scores of 4.1 show by the histogram in figure 4.1 below.

Figure 1, Score of Pre-test and Post-test



In this figure it can be seen that post-test was higher than pre-test.

The Calculation of Mean Score in pre-test and post-test are show below.

The Calculation of Pre-test mean score:

$$n = 20$$

$$\Sigma x = 815$$

$$\begin{aligned} M &= \frac{\Sigma X}{N} \\ &= \frac{815}{20} \\ &= 40 \end{aligned}$$

The Mean score of Pre-test are 40.

The calculation of Posttest:

$$n = 20$$

$$\Sigma x = 1.540$$

$$\begin{aligned} M &= \frac{\Sigma X}{N} \\ &= \frac{1.540}{20} \\ &= 77 \end{aligned}$$

The Mean score of Post-test are 77

Note : n = Total Sample

Σx = Total Score

M = Mean Score

Table 2, The Mean Score of Pre-test and Post-Test

	Pre-test (Y1)	Post-test (Y2)
Mean Score (M)	40	77

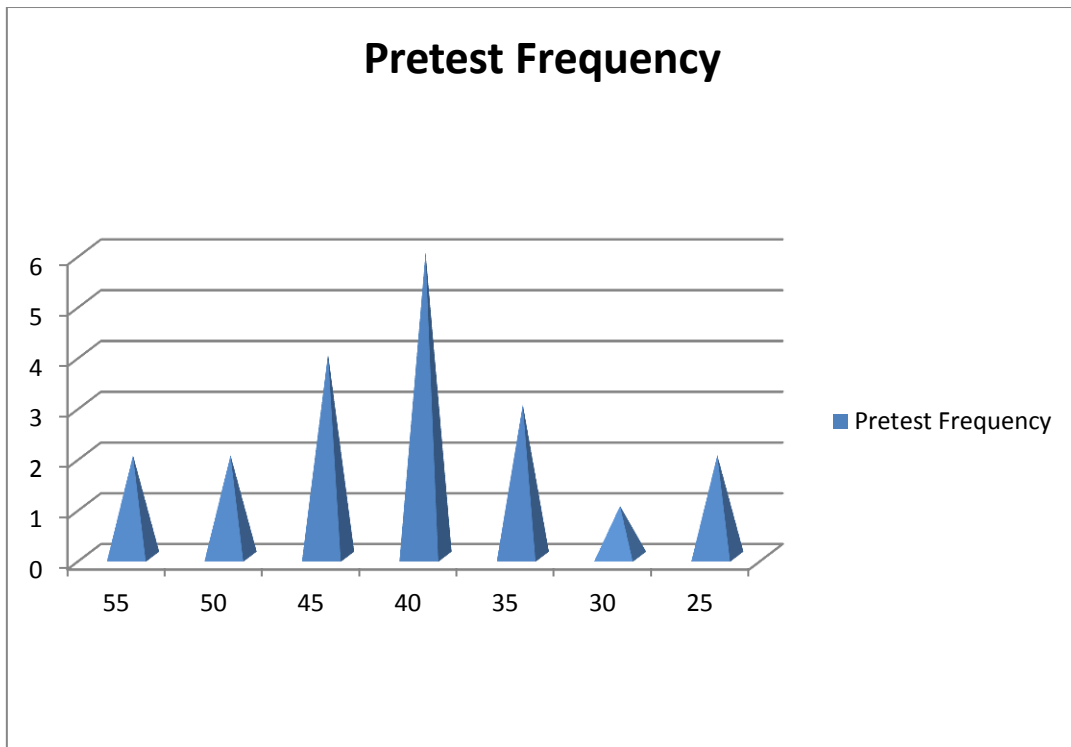
The calculation result on Frequency distribution of Pretest was presented in Table 4.3 below.

Table 3, Frequency Distribution of Pre-test

Score Pre-test	Tally	Frequency	Freq%	Cumulative proportion	Cumulative presentation
55	<i>II</i>	2	10%	20	100%
50	<i>II</i>	2	10%	18	90%
45	<i>IV</i>	4	20%	16	80%
40	<i>VI</i>	6	30%	12	60%
35	<i>III</i>	3	15%	6	30%
30	<i>I</i>	1	5%	3	15%
25	<i>II</i>	2	10%	2	10%

Based on the table 3, Frequency distribution of Pre-test is presented in polygon figure 2 below:

Figure 4.4 Frequency Polygon of Pretest

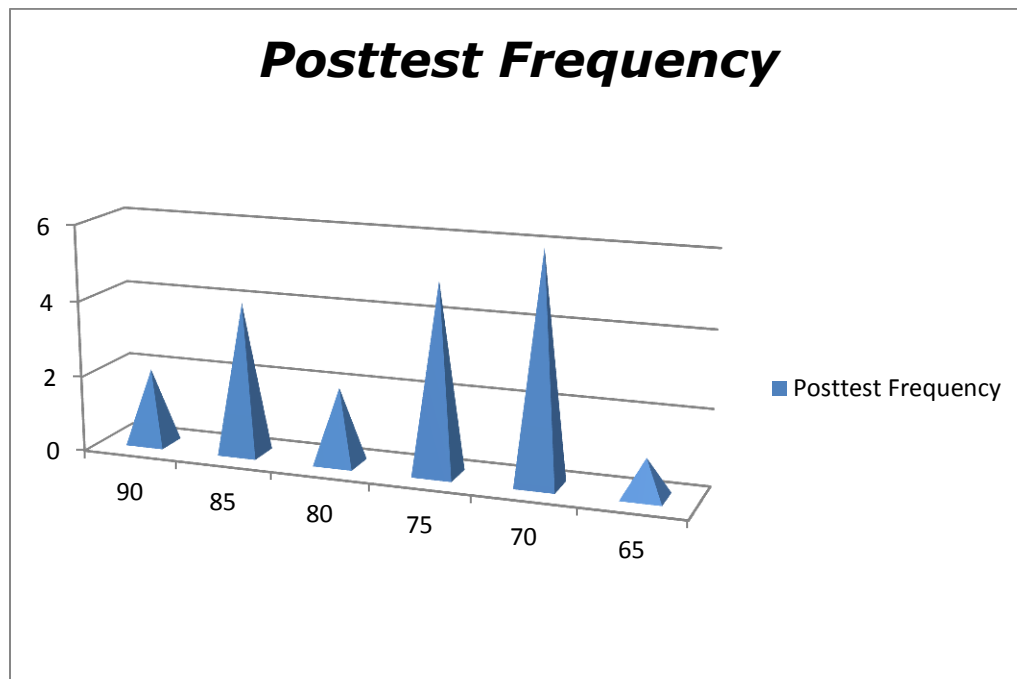


The calculation result on Frequency distribution of Posttest was presented in Table 4 below.

Table 5, Frequency Distribution of Posttest

Score Post-test	Tally	Frequency	Freq %	Cumulative proportion	Cumulative presentation
90	II	2	10%	12	100%
85	II	2	20%	14	90%
80	IIII	4	10%	18	70%
75	V	5	25%	20	60%
70	I	6	30%	7	35%
65	VI	1	5%	1	5%

Based on the table 4, Frequency distribution of Pre-test is presented in polygon figure 3 below:



After applying the media song to 7 grade students, especially at SMP Anugrah Tondano it was very visible from the improvement before and after giving treatment to students. It is a little difficult to teach them, moreover they are still in grade 7, they lack vocabulary and are not interested in learning English. By applying the media song as learning, it is very visible improvement to students where they are fun and interested in learning English.

The researcher gave tests to students in the form of fill the blank and objective questions where they could fill in and choose correctly the questions given to get the effect of the treatment that had been given. In the pretest, the highest score was achieved by 2 students with a score of (55) and the lowest score was 2 students with a score of (25). The post-lowest test's score was 1 student (65) and the highest score 2 students (90).

Based on the data obtained, it was found that there was an increase in students when they were given song treatment to students, in fact the post-test was much improved compared to the pretest. It can be said that using songs as a media of learning can increase students' vocabulary especially noun and verb.

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