

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH SONG

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Abstract: This study was conducted in the purpose to find out whether the use of English song can improve students' vocabulary or not. This study was delimited on the teaching vocabulary particularly verb using English song to SMP Katolik Gonzaga Tomohon, especially second grade students in ongoing semester academic year of 2021/2022. More specifically, five songs entitled included in Disney Soundtracks were only used in this study considering the song difficulty and students' level. Those are *I See the Light*, *Reflection*, *A Whole New World*, *Let it Go*, and *Beauty and the Beast*. The research design is pre-experimental design with one group pre-test and post-test. The second grade students of SMP Katolik Gonzaga Tomohon in the academic year 2021-2022 were the subjects of this study. The class consists of 31 students. The writer used multiple-choice test with pre-test, giving treatment with *English song* implementation and giving post-test in another multiple choice test. The data analysis shows that (a) the mean of the post-test 7.25 and the the mean of pre-test is 6.58, and (b) the standard deviation of the pre-test data is 0.87 whereas the post-test data is 0.79. These results of data analysis indicate that the students' vocabulary mastery increases after being used English song as treatment. It means that the use of English song is effective in improving the students' vocabulary mastery. The finding states that English song use is effective in improving students' vocabulary mastery. Therefore, English teachers are suggested to take the use of English song into consideration as a useful alternative for teaching verb vocabulary.

Keywords: *English song, Vocabulary, Verb, Junior High School*

INTRODUCTION

Vocabulary is one of the language aspects to consider. It is an element of language acquisition and it is the most important component of all linguistic development (McCarthy 1990). Teaching and learning new vocabulary is a challenging

process for both students and teachers. It requires numerous efforts from them so that the students can acquire the knowledge well. Teachers are expected to be innovative in the classroom so that students are more interested in English (Tatipang et al, 2022). Their interest in the English language can be an essential basis for enrichment.

Vocabulary is one of the most important elements in the production and information of language. Those must be understood before the other items (Rombepajung et al 2021). People cannot express their or ideas in English without understanding words. Language users with a poor vocabulary find it difficult to express their opinions. Also, they cannot express their thoughts in English without knowing English vocabulary. Thus, students find it difficult to understand the meaning of a word when given a phrase that contains a word to be taught from the beginning.

Students must be able to use a wide range of English vocabulary if they are to succeed in acquiring knowledge. There cannot be a single concept in the English language without learning English when students are given a passage with a phrase that they were to have received before, they nevertheless find it difficult to understand the words.

To keep students excited about vocabulary review, teachers must be creative in their treatment (Liando & Tatipang, 2022). Scholars must be compelled to use appropriate approaches in vocabulary teaching. One way to simplify vocabulary is with songs. A song can be a highly rhythmic medium of rhythm, an expression of feelings, emotions and thoughts. It is believed that a melody can be a place where someone spits out what they know about rhythm. Tutorial media helps scholars make this category more fun and gets students more involved in learning the material (Liando et al 2021).

Other experts have diverse opinions on songs, so a song could be a part of a song that contains a defining phrase or technique, and thus an emotion or expression that someone spits out that someone knows. Also, it starts with listening and ends with fluent conversation. Students are also more observant than usual and more receptive to mastering.

Additionally, subject vocabulary, grammar, exercises, and design are sculpturally measured in context. However, these square measures in the market are partly related to the use of music in the second language domain. This means that scholars are likely to have to sing more songs, while at the same time there is an increase in vocabulary aimed at comprehension. It can be a technique for conveying information to students for the purpose of comprehension. In fact, students are confused to review vocabulary in class. It is due to teacher training or the tactics employed by teachers (Liando, Tatipang & Lengkoan, 2022). To help scholars learn vocabulary more easily, trainers should take steps to make teaching fun.

Undoubtedly, we need alternative and original thanks to continue to overcome obstacles and provide answers (Maru, 2009). English songs can be a specific medium to allow students to review and recall vocabulary. English songs are believed to keep students active and interested. (Olii, 2021) Paying attention to English songs only instills new vocabulary and grammatical structures into the learner's keen conscious and unconscious memory. Therefore, memorizing English songs is considered useful for proficiency in counterpoint vocabulary.

Vocabulary is one of the most important things to learn in language learning, including English, along with grammar and pronunciation. A vocabulary is simply a collection of words known to a person (Nunan and Richards, 2015). This opinion means that a vocabulary is a collection of words understood by someone. A person with a good vocabulary also influences a good communication process. One of the vocabulary classes is verb. The verb is the most complicated part of speech. Its varying preparations with nouns determine the specific sorts of sentences, announcement, questions, commands, and exclamations. Verb is word that display a task, act, conduct or activity (Frank 1993b).

Teachers must be able to provide variation in their English lessons to overcome boredom of their students. Variation in learning is a change in the process of activity aimed at increasing student motivation to learn and reducing boredom. One variation of using media and learning resources is to use song media. Through the medium of song, teachers are able to convey different emotions than before, and it is hoped that

students will be able to more quickly understand the material being delivered. Musical entertainment is expected to stimulate student interest and interest in what is being taught. Song as variation media can be used in the learning process are materials containing messages in auditory form (vocal cords or lead plates) that can prepare the student's thoughts, feelings, attention, and teaching and learning processes to occur (Rokhayani et al 2014).

Based on the writer's experience in teaching English at SMP Katolik Gonzaga Tomohon, it was found out that most of the second-grade students are lack of vocabulary. They are difficult to understand verbs as one of word classes that need to be mastered. The strategy as well as media used by English teacher was considered are not effective enough to enhance students' vocabulary input. Students at junior high school need to learn vocabularies without boredom. This condition challenges teachers to be more creative and use more enjoyable teaching media.

RESEARCH METHOD

This study is classified as a quantitative study as the data are in numerical form. This design is a pre-experimental design that includes a group pre-test and post-test. A pretest is a test given to a student before treatment. The purpose of this test is to check the vocabulary proficiency of early learners as specific verbs before using English songs as therapy. Post-tests are tests given to students after treatment or practice of English singing. The purpose of the post-test is to find out whether the use of English songs in the classroom results in an improvement in students' vocabulary skills, especially verbs.

Designing pre- and post-tests in groups is similar to designing short case studies. The difference is that a prescreening is done before starting treatment (Hatch & Farhady, 1982). So we have two tests. T1 is the pretest and T2 is the posttest. X is used to represent processing. Below is a representation of the design



Figure 1. One Group Pretest-Posttest Design

Class 8B is one of the classes in the second grade of SMP Katolik Gonzaga, the academic year of 2020-2021 who were the subjects of this study. The class B consisted of 31 students in all. The subjects were involved in this pre-experimental research.

The writer used test in collecting data. It was in objective test in form of multiple-choice, they were pretest and post-test. The items were constructed based on the instructional materials given to the students. The test was given to evaluate the student's achievement.

In applying song use in this study, the writer followed the procedures below:

- 1) Delivering introduction and elaborating the purpose of study
- 2) Giving brainstorming related to the lesson to be taught
- 3) Conducting pre-test in form of objective test (multiple choice)
- 4) Playing the songs chosen and prepared for the class hour and checking whether the songs are familiar enough to the students'
- 5) Instructing students in pairs based on their seat placement to identify verbs contained in the songs played
- 6) Letting students to discuss the verbs used in the songs
- 7) Delivering teaching materials about verb vocabulary particularly those are contained in the songs
- 8) Replaying the songs to makes students' remember the verbs for long-term
- 9) Instructing the students to use the verbs learned in simple sentences
- 10) Conducting post-test in form of objective test (multiple choice)
- 11) Closing and ending the class meeting

The data were analyzed after each of the process (pre-test and post-test) has been done. The results of the tests were put in the tables to see the frequency distribution of the tests. The data would be presented in data matrix with score value

(x), tally frequency distribution (frequency (f), proportion (p), percentage (%)) cumulative frequency (c.f) and the percentage of cumulative frequency (c.p.%) and standard deviation (s).

Frequency distribution of scores was calculated using this formula:

$$\text{Score \%} = \frac{\text{Total number of students got a given score}}{\text{Total number of students}}$$

The mean of pretest and posttest scores, symbolized \bar{X} and \bar{Y} respectively, will be calculated using this formula:

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

(Hatch & Farhady, 1982)

where:

$\bar{X}(\bar{Y})$ = the mean

$\sum X (\sum Y)$ = the sum scores of subjects X/Y

n = the total number of subjects

Standard deviation, symbolized as s, was computed using the following *Raw Score Method* (Moore, 2009)

$$s = \sqrt{\frac{\sum x^2}{N} - (\bar{X})^2}$$

where:

s = standard deviation

\bar{X} = mean

N = number of subject

FINDINGS AND DISCUSSION

In order to answer the research question stated before, it is necessary for the writer to collect data. The data collected were related students' vocabulary mastery,

and since the data were numerical, the analysis will be quantitatively carried out using descriptive statistics.

Table 1. The Students' Scores of Pre-Test and Post-Test

NUMBER OF STUDENT	STUDENTS' SCORES	
	PRE-TEST (X_1)	POST-TEST (X_2)
1	60	85
2	65	70
3	75	65
4	60	75
5	70	95
6	60	75
7	60	80
8	65	75
9	60	65
10	65	75
11	65	75
12	95	75
13	75	90
14	65	80
15	60	75
16	75	75
17	80	70
18	75	70
19	65	75
20	65	85
21	60	70
22	60	60
23	85	70
24	65	70
25	65	80
26	75	80
27	75	70
28	90	75
29	70	75
30	65	70
31	60	80

The scores of students obtained then were presented in the frequency distribution of both tests' scores:

Table 2. The Frequency Distribution of Pre-Test Scores (x_1).

SCORE INTERVAL	TALLY	FREQUENCY	%	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
91-95	I	1	3	31	100
86-90	I	1	3	30	97
81-85	I	1	3	29	94
76-80	I	1	3	28	91
71-75	HHI I	6	19	22	72
66-70	II	2	6	20	66
61-65	HHI III	10	32	10	34
56-60	HHI IIII	9	29	9	29

Table 3. The Frequency Distribution of Post-Test Scores (x_2).

SCORE INTERVAL	TALLY	FREQUENCY	%	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
91-95	I	1	3	31	100
86-90	I	1	3	30	97
81-85	II	2	6	28	91
76-80	HHI	5	16	23	75
71-75	HHI HHI I	11	35	12	40
66-70	HHI III	8	26	4	14
61-65	II	2	6	2	8
56-60	I	1	3	1	3

Based on the table above, the scores obtained by the students in post-test are higher than the scores obtained by the students in the pre-test. In the pre-test, 1 student got 95, 1 student got 90, 1 student got 85, 1 student got 80, 6 students got 75, 2 students got 70, 10 students got 65, and 9 students got 60. In the post-test, 1 student got the score 95, 1 student got the scores 90, 2 students got the scores 85, 5 students got the score 80, 11 students got the scores 75, 8 students got the scores 70, 2 students got 65, and 1 student got the scores 60.

To find out the mean and standard deviation of both pre-test and post-test scores, the sums and sum square of X and Y were calculated and presented on the table below:

NO.	CONVERTED PRETEST SCORES (X)	X²	CONVERTED POSTTEST SCORES (Y)	Y²
1	6	36	8	64
2	6	36	7	49
3	7	49	6	36
4	6	36	7	49
5	7	49	9	81
6	6	36	7	49
7	6	36	8	64
8	6	36	7	49
9	6	36	6	36
10	6	36	7	49
11	6	36	7	49
12	9	81	7	49
13	7	49	9	81
14	6	36	8	64
15	6	36	7	49
16	7	49	7	49
17	8	64	7	49
18	7	49	7	49
19	6	36	7	49
20	6	36	8	64
21	6	36	7	49
22	6	36	6	36
23	8	64	7	49
24	6	36	7	49
25	6	36	8	64
26	7	49	8	64
27	7	49	7	49
28	9	81	7	49
29	7	49	7	49
30	6	36	7	49
31	6	36	8	64
N=31	ΣX = 204	ΣX² = 1366	ΣY = 225	ΣY² = 1649

Based on the results obtained, the mean scores of pretest (\bar{X}) and posttest (\bar{Y}) are known:

$$\bar{X} = \frac{204}{31} = 6.58$$

$$\bar{Y} = \frac{225}{31} = 7.25$$

The mean of the pretest is 6.58, and the post-test 7.25. Therefore, the mean of post-test is higher than mean of the pre-test. Thus, the result indicates that students' vocabulary mastery is improved through the use of English song.

Raw Score Method theory as argued by Moore (1983:251) was used to calculate standard deviations of pretest and posttest scores.

$$s_x = \sqrt{\frac{1366}{31} - (6.58)^2} = \sqrt{44.06 - 43.29} = \sqrt{0.77} = 0.87$$

while

$$s_y = \sqrt{\frac{1649}{31} - (7.25)^2} = \sqrt{53.19 - 52.56} = \sqrt{0.63} = 0.79$$

Results of the calculation show that the standard deviation of the pretest is 0.87 whereas the post-test is 0.79.

Discussion

The data analysis shows that (a) the mean of the post-test 7.25 and the mean of pre-test is 6.58, and (b) the standard deviation of the pre-test data is 0.87 whereas the post-test data is 0.79. These results of data analysis indicate that the students' vocabulary mastery increases after being used English song as treatment. It means that the use of English song is effective in improving the students' vocabulary mastery.

The present finding states that the use of English song is an effective way for teaching vocabulary; so it is important for English teachers to consider the use of English song in English teaching and learning process.

CONCLUSION AND SUGGESTION

It is concluded that there is a difference in tests' scores between pre-test scores and post-test scores. Before giving the treatment, students' scores in pre-test do not show improvement. Having given treatment, the students's scores in post-test show

increase. The data analysis indicated that the students' vocabulary mastery is improved after being used English song. It can then be concluded that English song use is effective in improving the students' vocabulary mastery.

As stated in the conclusion, English song use is effective in improving students' vocabulary mastery. Therefore, English teachers are suggested to take into consideration the use of English song as a useful alternative for teaching vocabulary. It is also suggested for other researchers to conduct other studies to find out any improvement and development related to English teaching and learning using other strategies or media.

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