JoTELL *Journal of Teaching English, Linguistics, and Literature* published by English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Manado, Vol. 2 No. 1, pp. 86-94

THE EFFECTIVENESS OF USING POPULAR SONGS TO INCREASE STUDENTS' VOCABULARY MASTERY ON THE SECOND GRADE STUDENTS OF SMK KRISTEN TOMBATU

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Received: 20 September 2022
Accepted: 14 December 2022
Published: 15 December 2022

ABSTRACT: The purpose of this study was to investigate whether there is a significant difference in vocabulary skills between grade 11 students taught using popular songs and those taught without popular songs. . In this study, 15 students from XI AKP participated as an experimental class and 16 students from XI TKJ participated as a control class. Data were collected using a vocabulary test. Through trial and error, I found that her 20 items on the test were valid with a confidence level of 0.88. These items were administered to her two groups as pre- and post-tests. The results of the study show that there is a significant difference in students' vocabulary proficiency between the experimental and control classes. The mean posttest score for the experimental class is 66, and the mean score for the control class is 41.25. The t-test results show that the t-observation (5.053) is higher than the t-table (2.045). In summary, using popular songs can improve students' vocabulary. Encourage teachers to use popular songs as a medium for teaching vocabulary to students.

Keywords: ***Vocabulary Mastery, Popular, Songs, Effectiveness***

INTRODUCTION

English is becoming one of the most widely spoken languages among global citizens (Liando et al, 2022). Slightly lower than Mandarin, spoken by up to 1.5 billion people in total (Phan, 2020). During circumstances such as the present, English is notable as the most generally utilized and concentrated on unknown dialect on the earth. In this period of globalization, learning English is by all accounts commitment to be learned, particularly for the people who need to study or work on board.

In learning unknown dialect or a foreign language, Vocabulary assumes a significant part. One component interfaces the four skills of reading, writing, speaking and listening all together. To impart well in an unknown dialect, understudies ought to procure a sufficient number of words and ought to know how to precisely utilize them.

Vocabulary is one of the issues went up against by English language educating

(Mantiri et al., 2021) stated that “"There are many ways to direct students' attention to learning English. As a facilitator, teachers should make sure that students are interested in learning English”. In teaching English to students especially their vocabulary, teacher should be creative in giving the material, to make students motivated to study vocabulary (Liando et al, 2022). Educator ought to involve appropriate routes in instructing vocabulary. One of the ways of making the showing vocabulary powerful is utilizing Song. (Narayan, 2020) stated that “Songs is a pure musical work. It has tunes and lyric that has reasons for its creation, production, and consumption”.

REVIEW OF LITERATURE

Vocabulary

Vocabulary is an element to be learned during English learning and is also a fundamental element that helps students improve their English (Mokodompit et al., 2021). A vocabulary is a collection of words that a person knows. Vocabulary also addresses a student's ability to recognize words and understand their meaning (Pelenkahu, 2012).

Popular Song

A popular song is a song written and marketed with the intention of achieving mass distribution and sales, primarily in the form of a recording. A song contains both the power of music and the power of lyrics. When music touches our hearts, the lyrics and their words flow into our hearts and take us into a world of their own” (Rosová, 2007).

RESEARCH METHOD

This kind of research is classified as a quasi-experimental research. Quasi-experimental research has characteristics according to (Fang & Nunan, 1994) Quasi-experimental studies had both test, namely pre-test and the post test, also had an experimental and control class, but no random assignment of subjects.

The researcher choses 2 class. The first one is experiment class, and the other one is the control class. The first class (experimental) receive English Popular Song as

a treatment, and the second class (control) receive a conventional material. They receive the print out lyric that will read ordinarily without listen to the song.

Population and Sample

The researcher took the second grader students of SMK Kristen Tombatu as the population. After finding the sample using random sampling, it is found that XI AKP is the Treatment Class that consists of 16 students, and XI TKJ which the controlled Class that consists of 15 students.

Data Collection

The researcher utilized the test to gather the information. The pre-test given before the researcher start the treatment for the two gatherings. in the interim the post-test provided to know the understudies' increasement in authority vocabulary.

The instrument used by the researcher to get the data is a Vocabulary test of English. It is in the multiple choices form consist of 20 numbers.

Data Analysis

According to (Cuschieri, 2021), Data analysis is the process of performing certain calculations and evaluations to extract relevant information from data. The data analysis may take a several steps to reach certain conclusions. That is why we need to process that.

The data analysis analyzed and process by using inferential statistic. Moreover, it is needed to use analysis the distribution normality test and homogeneity test.

Normality Test

This test is used to see if the instrument is normal or not. In this case, the researcher used Lilliefors with a help of Microsoft Excel Program, The Hypothesis of normality test is as follow:

$$Z = \frac{X - \bar{X}}{S}$$ (Zuhri & Rizaleni, 2016)

Homogeneity Test

A Homogneity test is performed to determine if both classes have the same variant (homogeneous) or not.

$$F = \frac{SD^2 .bs}{SD^2 .kt}$$

(Hadi, 2004: 312)

T- Test

Hadi (2004) describe the formula is as follows:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n^1 - 1)\, S1^{\,2} + (n^2 - 1\,)S2^2}{\mathrm{n1} + \mathrm{n2} - 2}\,(\frac{1}{n1} + \frac{1}{n2})}}$$

FINDINGS AND DISCUSSION

Table 1: Normality from Control Class

Post-Test					
Normality Test (Controlled Class)					
Subject	**X**	**Z**	**F(z)**	**S(s)**	**F(z)-S(z)**
1	**20**	**-1.5484**	**0.0607**	**0.0625**	**0.001742**
2	**25**	**-1.1841**	**0.1181**	**0.125**	**0.006814**
3	**30**	**-0.8197**	**0.2061**	**0.1875**	**0.018675**
4	**35**	**-0.4554**	**0.3244**	**0.25**	**0.074402**
5	**35**	**-0.4554**	**0.3244**	**0.3125**	**0.011902**
6	**35**	**-0.4554**	**0.3244**	**0.375**	**0.050598**
7	**35**	**-0.4554**	**0.3244**	**0.4375**	**0.113098**
8	**40**	**-0.0910**	**0.4637**	**0.5**	**0.036287**
9	**40**	**-0.0910**	**0.4637**	**0.5625**	**0.098787**
10	**40**	**-0.0910**	**0.4637**	**0.625**	**0.161287**
11	**45**	**0.2732**	**0.6076**	**0.6875**	**0.079829**
12	**45**	**0.2732**	**0.6076**	**0.75**	**0.142329**
13	**45**	**0.2732**	**0.6076**	**0.8125**	**0.204829**
14	**50**	**0.6375**	**0.7381**	**0.875**	**0.136869**
15	**65**	**1.7306**	**0.9582**	**0.9375**	**0.02074**
16	**75**	**2.4592**	**0.9930**	**1**	**0.006961**
Average	**41.25**				
S	**13.72346**		Normal Distribution		
LH(o)	**0.205**				
LT	**0.213**				

We can see from the table drawn, it is found that the L_H *(Observed*) is 0,205. It

is less than the L_T *(table)* 0,213. It can be stated that the test from Controlled Class has a normal distribution. It can be said that the data is normal if L_H*(Observed)* < (lower) than L_T (table), and it is not normal if L_H > (higher) than L_T. The second Normality Test is done by analyzed the Post-test data from Experimental Class.

Table 2. Normality test of Experiment Class

Post-Test					
Normality Test (Experimental Class)					
Subject	**X**	**Z**	**F(z)**	**S(s)**	**F(z)-S(z)**
1	**50**	**-0.6061**	**0.2721**	**0.06**	**0.20**
2	**50**	**-0.6061**	**0.2721**	**0.13**	**0.13**
3	**50**	**-0.6061**	**0.2721**	**0.2**	**0.07**
4	**55**	**-0.3306**	**0.3704**	**0.26**	**0.10**
5	**60**	**-0.0551**	**0.4780**	**0.33**	**0.14**
6	**60**	**-0.0551**	**0.4780**	**0.4**	**0.07**
7	**65**	**0.2204**	**0.5872**	**0.46**	**0.12**
8	**65**	**0.2204**	**0.5872**	**0.53**	**0.05**
9	**65**	**0.2204**	**0.5872**	**0.6**	**0.01**
10	**65**	**0.2204**	**0.5872**	**0.66**	**0.07**
11	**65**	**0.2204**	**0.5872**	**0.73**	**0.14**
12	**75**	**0.7715**	**0.7797**	**0.8**	**0.02**
13	**85**	**1.3225**	**0.9070**	**0.86**	**0.04**
14	**90**	**1.5981**	**0.9449**	**0.93**	**0.01**
15	**90**	**1.5981**	**0.9449**	**1**	**0.05**
Average	**66**				
S	**13.52247**		Normal Distribution		
LH(o)	**0.206**				
LT	**0.220**				

The table above shows that the L_H (0,206) < L_T (0,220). It can be said that the test of the Treatment or the control Class has a normal distribution. Because the Post-test score from the two class have a normal distribution, the homogeneity analysis can be conducted. The researcher used the data from Controlled and Experimental Class to

analyzed the homogeneity test.

Table 3. Homogeneity test

Homogeneity Test (F-Test)		
No.	**Post-Test**	
	Controlled	**Experimental**
1	**35**	**50**
2	**35**	**65**
3	**65**	**50**
4	**40**	**60**
5	**40**	**90**
6	**30**	**65**
7	**40**	**65**
8	**35**	**50**
9	**35**	**65**
10	**75**	**75**
11	**50**	**55**
12	**45**	**85**
13	**25**	**65**
14	**20**	**60**
15	**45**	**90**
16	**45**	
Varians	**176.563**	**170.667**
Fh(O)	**1.035**	
Ft	**2.424**	
	Homogeneous	

Table 4. Hypothesis Test

t-Test: Two-Sample Assuming Equal Variances		
	Variable 1	*Variable 2*
Mean	41.25	66
Variance	188.3333333	182.8571429
Observations	16	15
Pooled Variance	185.6896552	
Hypothesized Mean Difference	0	
Df	29	
t Stat	-5.05366119	
P(T<=t) one-tail	1.09256E-05	
t Critical one-tail	1.699127027	
P(T<=t) two-tail	2.18511E-05	
t Critical two-tail	2.045229642	
CRITERIA	To	5.05366119
	Tt	2.0452296

From the table above, To (5.053) is higher than Tt (2.045). This means that the alternative hypothesis (H1) is accepted and the (H0) is rejected. From Table 2.8, we can conclude that there are lot of differences in the vocabulary abilities of those who taught by songs and the understudies who taught by conventional techniques.

DISCUSSION

The research that had been done at SMK Kristen Tombatu, in class XI TKJ and Class XI AKP, where the XI TKJ (controlled class) consists of 16 students and XI AKP (experimental class) consists of 15 students, it can be seen that the result of the normality test in control class categorized the instrument distribution is normal with the L_H (0,203) is lower than L_T (0,213) it is also same with the experimental class, which the L_H (0.206) is lower than L_T (0,220). It means that the instrument in experimental class have a normal distribution.

The homogeneity test shows that the F_H value in the pre-test is 0.322, while F_T is 2.424. And the F_H value in the post-test is 1.035, while F_T is 2.424. Both F_H is lower than the F_T value. It can be said that the pre-test and post-test is homogeneous.

According to research at SMK Kristen Tombatu, in class XI TKJ and class XI AKP, XI TKJ (control class) consisted of 16 understudies and XI AKP (experimental class) consisted of 15 students. , was found to be significantly differently between students taught using popular songs and vocabulary scores of students taught using conventional techniques. Folk songs can give students an incentive to learn vocabulary. The t-test results show that T-Observed is completely different comparing to the t-table. T0 is 5.053 and Tt is 2.045, so T(o) > T(t). It is absolutely be concluded that the hypothesis proposed in the study is acceptable.

CONCLUSION

Look up to the "Findings and Discussion" chapter, we can draw the following conclusions: From the last score of the t-test, the observed t is > than the t-table, so using popular songs to increase students' vocabulary is effective. This research show that the t-o is 5.053 and t-t is 2.045, so T(o) completely higher than the T(t). In the post-treatment post-test, the mean of the class taught by using song increased to 66 while the othe class who are not taugh or studied by using song had a mean of 41.25. It is increased the mean from 24 to 66, an increase of 42 points, while the class that using convention just increased the mean by 7.82 points. At the end the goal is

accepted. There was a completely differences between the understudies who taught using popular songs and those understudies who taught using conventional techniques.

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