THE USE OF SONG MEDIA TO INCREASE STUDENTS' VOCABULARY IN ENGLISH SUBJECTS AT SMP NEGERI 8 SATU ATAP TONDANO

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Abstract: This research aims to determine the effect of using song media on increasing students' vocabulary in the English subject for Class VII students at SMP Negeri 8 Satu Atap Tondano. This research uses a pre-experimental design with a one group pretest-posttest design. This research was carried out at SMP Negeri 8 Satu Atap Tondano. The research sample was class VII, totaling 5 students. The pretest and posttest were given as research instruments, with a total of 18 questions. The research results show that the use of song media can increase students' vocabulary. This statement is proven by the students' posttest average score (74.38) with a standard deviation of 13.37 which is greater than the pretest average score (41.06) with a standard deviation of 6.35. Apart from that, the results of the hypothesis test show that the T-test value (4.039) is greater than the T-table (2.131). Therefore, it can be concluded that the use of song media is effective in increasing the English vocabulary of class VII students at SMP Negeri 8 Satu Atap Tondano.

INTRODUCTION

Language is a communication system used by humans to express information, thoughts and feelings to others (Liando et al., 2023). In the Big Indonesian Dictionary (KBBI V) language is defined as a sound symbol used by a group of people to identify themselves so they can work together and interact well. So, the use of language may be used by anyone, anywhere and anytime to communicate. In today's increasingly advanced world of globalization, we are required to master the language, not only Indonesian, which is the national language, but also English. According to Miranti et al (2015); Liando et al., (2022) English is a foreign language taught in Indonesia and is not the main or second language. This is different from other countries that use English as their first and second language. Like commonwealth countries. So the main

or second language in Indonesia is not English and is not the main language that must be studied

Even though English is not the main or second language in Indonesia, English has a very important role because English is an international language. According to Mogea (2019:9) throughout the world English is a language that is often used to communicate. In addition, according to Yamin (2017: 82) English is the language of science and technology; Therefore, without the ability to speak English, someone will experience difficulties in a world that is increasingly open, fast and uncontrolled. So, it can be concluded that English is an international language that is very important to learn. Therefore, in Indonesia, English is used as a local content subject.

English as a subject has been known in Indonesia since 1945 until now (Nur et al., 2023). As a subject that has existed for a long time in Indonesia and also as an international language, English subjects must be studied from kindergarten to the highest level of education, namely the university level (Manurung, 2022: 1).

However, in several cases in Indonesia, in the process of learning English subjects, students still experience many obstacles in the learning process (Andries & Lengkoan, 2023); (Lengkoan & Olii, 2020). Here the role of the teacher is very important in providing lessons according to the level of education too, the teacher will first teach the basics of English to their students such as listening, speaking, reading and writing. But what is more important in learning English is mastering vocabulary.

According to Ismawati (in Miranti, et al, 2015: 168) We can understand other people's thoughts clearly if they use vocabulary well. Therefore, in language, vocabulary is a very important element and must be improved. By increasing vocabulary, someone can easily communicate well. Meanwhile, according to N.V Liando, et al (in Manurung, 2022: 1) The importance of vocabulary in language learning, besides that interesting activities and a supportive environment are very necessary to influence students' moods and thoughts while learning so that their motivation in learning increases vocabulary. It can be interpreted that learning vocabulary is the foundation for achieving better English language skills.

Not only students who have problems in learning English. Even teachers who are educators also experience many difficulties in teaching (Liando et al., 2023). Therefore, teachers are required to be more creative in designing learning methods so that the learning process becomes easy and enjoyable. According to (Yamin, 2017: 48) students' interests, talents and level of development must be in accordance with the learning strategies designed by the teacher. Therefore, teachers must truly have competence.

In the learning process there are various learning methods and strategies used by teachers so it can be said that student learning outcomes increase depending on the learning methods or strategies used. In other words, the learning methods used by teachers can influence students' vocabulary. Apart from learning methods and strategies, there are many media that teachers can use in an effort to increase students' vocabulary, one of which is song media.

According to Suyanto (in Falah 2017: 3) songs or chants are not only created to provide entertainment for listeners but songs can also be used as learning media, more specifically in language lessons.

English songs used as learning media can increase students' vocabulary because songs know no boundaries and are not consumed by time. The use of song media makes it easier for students to learn, both at school and outside school. According to Alfaridi (in Sophya 2013: 2) learning becomes more active, fun and creative when English songs are used as a learning medium. Apart from helping teachers, the entertaining nature of songs can make students more enthusiastic about learning and of course can increase students' vocabulary because if the song used is played many times, students will more easily remember the lyrics of the song.

Departing from the description that has been explained, the author is interested in conducting research regarding "*The Use of Song Media To Increase Students' Vocabulary in English Subjects at SMP Negeri 8 Satu Atap Tondano.*"

RESEARCH METHOD

This research is experimental research. The type of experimental research used is "pre-experimental design" with "one group pretest-posttest design."

The following research design can be seen in the table below:

O_1	X	O_2

Information:
O_1 : Pretest value
X : Treatment
O_2 : Posttest

Data obtained from the pretest and posttest results were analyzed using the following procedure:

1. Student test results are assessed using a formula

$$Score = \frac{Students\ correct\ answer}{Total\ number\ of\ items} X\ 100$$

2. The mean score of students' answers is searched using the formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Information:
$\bar{X}$: *Mean Score*
ΣX : *Total Score*
N : *Total Samples*

3. Frequency levels and percentages are calculated using the following formula:

$$P = \frac{F}{N} x 100\%$$

Information:
P : *Precentage*
F : *Frequency of the correct answer*

N : *total sampeles*

4. The standard deviation of the pretest and posttest is calculated using the formula below:

$$SD = \frac{\sqrt{\Sigma x^2 - \frac{\sqrt{(\Sigma x)^2}}{n}}}{n-1}$$

Information:

SD : *Standard Deviation*

Σx^2 : *The sum of score*

$(\Sigma x)^2$: *The square of the sum of the score*

n : *The total number of the object*   (Gay in Manurung, 2022:17).

FINDINGS AND DISCUSSION

Research findings consist of a classification of student test results, namely pretest and posttest. These two test results provide answers to the research questions.

Student Pretest Scores

The pretest was given to determine students' vocabulary abilities before being given treatment using song media.

Students	Score
1	38,8
2	44,4
3	50
4	38,8
5	33.3

Percentage of Pretest Classification

Classification	Score	Frequency	Percentage
Excellent	86-100	-	-
Good	71-85	-	-
Fair	56-70	-	-
Poor	41-55	2	40%
Very Poor	0-40	3	60%

The table above shows the percentage of low pretest classification. Not a single student received the classification of Very Good, Good, and Fair. Meanwhile, 2 (40%) students received a Poor classification and 4 (60%) students received a Very Poor classification. This means that the vocabulary of class VII students at SMP Negeri 8 One Roof Tondano is still very low.

Mean Score of Students' Pretes

Test	Mean Score	Standard Deviation
Pretest	41,06	6,35

The average student pretest score based on the table above is 41.06 and the standard deviation is 6.35. This means that students' vocabulary is in the low category.

Student Posttest Scores

After carrying out the pretest, the researcher then provided treatment using song media. Next, the researchers again tested the students' vocabulary skills with a final test, namely the posttest, to find out whether there had been an increase in students' vocabulary or not. Posttest scores can be seen in the table below:

Students	Skor Posttest
1	66,6
2	77,7
3	55,5
4	88,8
5	83,3

Percentage of Posttest Classification

Classification	Score	Frequency	Percentage
Exellent	86-100	1	20%
Good	71-85	2	40%
Fair	56-70	1	20%
Poor	41-55	1	20%
Very Poor	0-40	-	-

The table above shows students who received a Very Good classification of 1 (20%), those who received a Good classification of 2 (40%), those who received a Fair classification of 1 (20%) and students who received a Poor classification of 1 (20%). It was clear that after the researchers provided treatment using song media, the students' vocabulary increased and was different from before the treatment was given.

The mean Score of Students' Posttest

Test	Mean Score	Standard Deviation
Posttest	74,38	13,37

The table above shows the average posttest score for students is 74.38 and the standard deviation is 13.37. This means that the student's vocabulary is in the Good category.
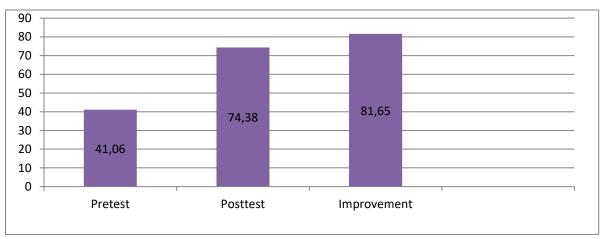
Improving Students' Vocabulary

a. The pretest was given to determine the level of students' vocabulary skills before being given treatment and the results obtained were with the highest score of 50 and the lowest score of 33.33 with a mean pretest score of 41.06.

b. The posttest is given to determine the vocabulary abilities possessed by students after being given treatment. The highest posttest score was 88.8, while the lowest score was 55.5, and the mean score obtained was 74.38.

The percentage of scores can be seen in the table below:

Percentage of Improvement in Score between Posttest and Pretest

Indicator	Vocabulary		Improvment
	Pretes	Posttest	(100%)
Mean Score	41,06	74,38	81,14%

The improvement in students' vocabulary which reached 81.14% was obtained after being given treatment using songs as open media. This increase can also be seen in the diagram below:

Mean Score of Pretest and Posttest

The graph above shows a significant difference between the mean score of pretest and the mean score of posttest. The pretest given before implementing the treatment using song media obtained an mean score of 41.06. Meanwhile, the posttest given after applying the treatment using song media obtained an mean score of 74.38. This shows an improvement in students' vocabulary after implementing treatment using song media. Thus, it is fair to say that the use of song media can improve the vocabulary of class VII students at SMP Negeri 8 Satu Atap Tondano.

Hypothesis Testing

In order to determine the differences in students' vocabulary abilities between pretest and posttest, a T-test statistical analysis was carried out with a significance level of 0.05 and a degree of freedom (df) of 4. The t-test results were acceptable if t-test was greater than t-table. More clearly can be seen in the following table:

Student Vocabulary T-test

Component	T-test	T-table	Comparasion	Classification
Vocabulary	4,039	2,131	$T_{test} > T_{table}$	Accepted

The table above shows that the Tcount value (4.039) is greater than Ttable (2.131). This means that there is a significant difference between students' vocabulary abilities before and after being given treatment using song media. After being given treatment, students' understanding increased and was much better than before being given treatment. So, it can be concluded that the use of song media is quite effective in increasing students' vocabulary.

CONCLUSION

Based on the results of the research and discussion, it was concluded that there was a significant difference in the English vocabulary mastery of class VII students at SMP Negeri Satu Atap Tondano after being treated using song media. This statement is proven by the students' posttest average score (74.38) with a standard deviation of 13.37 which is greater than the pretest average score (41.06) with a standard deviation of 6.35. Apart from that, the results of the hypothesis test show that the value of T-teast (4.039) is greater than T-table (2.131) with a significance level of 0.05 and a degree of freedom (df) of 4. This shows that the use of song media is quite effective in increasing the English vocabulary of class VII students at SMP Negeri Satu Atap Tondano.

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