

THE EFFECT OF ENGLISH SONGS IN ENRICHING VOCABULARY TO EIGHTH GRADE STUDENTS OF SMP NEGERI 8 SATAP TONDANO

VANIA FELICIA, TINI MOGEA, SANERITA OLII

Universitas Negeri Manado

Corresponding Author: tinimogea@unima.ac.id

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Abstract: This research aims to find a significant effect of English songs in enriching students' vocabulary mastery at SMP Negeri 8 Satap Tondano. This research used quantitative method with pre-experimental design, specifically the one-group pre-test and post-test. The sample of this research is 8th grade students which consist of 19 students. The steps in data collection used in this research are: pre test, conducted to measure the students' initial vocabulary mastery, then treatment, conducted in two meetings to enrich the vocabulary of the students, and lastly post test, conducted to measure the students' vocabulary mastery after implementing English songs in language learning. Based on the data, students acquired insufficient grades on the pre-test or before receiving treatment. Students' grades were significantly higher on the post-test or after treatment compared to the pre-test. The mean score on pre test was 66,36 and on the post test was 83,36. For the significance level ($P = 0.05$), $df = 18$, with the value of the t test is 25.75, and the value of the t table is 2.101, it can be seen that the value of the t test is greater than the t table, or $t \text{ test} \geq t \text{ table}$ ($25.75 \geq 2.101$). Based on the findings, it can be concluded that there was a significant effect of English songs in enriching students' vocabulary mastery.

Keywords: *English Songs, Vocabulary Mastery, Enriching, Quantitative*

INTRODUCTION

For human existence, language is essential. Words and expressions are what make up language, which individuals use to communicate with one another. Through language, people can convey their ideas, beliefs, and emotions. According to Rabiah (2018), everyone uses language in daily life as a communication tool to share knowledge and arguments with others.

In order to study English, learners need to develop several skills. The four fundamental language skills—speaking, listening, reading, and writing need to be developed. Aside from those skills, there is one component of language that is most crucial: vocabulary (Liando et al., 2021).

Moreover, English is rich in vocabulary; it is said to have more words than any other language. This richness poses many benefits to students. Firstly, vocabulary richness helps with better communicability. The language enrichment helps put their thoughts into better expression, which improves writing skills, and in turn, boosts their confidence and ability to communicate effectively.

According to Hidayati (2020), everything has to start from the basics, including learning English. One of the basics of learning English is mastering vocabulary. By mastering vocabulary, the ability to speak, write, or read will be mastered too. But certain problems in the classroom hinder students from gaining the necessary vocabulary to fulfill their ultimate goal of learning a foreign language. For many students, learning new words is a tedious process.

Therefore, teachers should be able to thoroughly prepare each step of the teaching process, such as the instructional technique, the media, and the materials that make up the components. Thus, teachers should be ready to arrange the materials according to the lesson plan. In actuality, the teachers don't give the students a balanced preparation. For example, a teacher doesn't employ any media to engage their students when they teach a text that has numerous unfamiliar English words. This indicates that the teaching-learning process' first or second component is typically ignored by the teacher since they do not introduce new vocabulary through media.

Mogea & Joshua (2022) claimed that teaching English to students is challenging. The subject topic, according to many, is highly challenging because it must be taught in accordance with the requirements of the current curriculum. Murphey (1992: 6) stated that the use of music and songs can encourage highly pleasant associations with language learning, when studying a language might otherwise only be associated with difficult tasks like tests, frustration, and corrections. Since most people relate songs with enjoyment, learning through songs is linked to a pleasant environment.

According to Wakary, Oliy, & Rorimpandey (2023), songs are extensively employed in English language instruction classes around the globe these days. And lastly according to Baoan (2008), more time and focus in English classes on popular music will definitely increase learners' motivation since the classwork will be based on their understanding, music, and existing song vocabulary. In short, within language learning, people recognizes that the songs make it simple for students to learn new

vocabulary because students are more likely to memorize and utilize the words in speech.

According to Wilkins as stated in Thornbury (2002), very little can be expressed without grammar, and nothing is possible to express without vocabulary. When it comes to language, one can say nearly anything, but very little with grammar. When someone knew an extensive amount of words or the general concepts behind them, they were considered to be masters of the language. The ability to acquire significant vocabulary knowledge might therefore be defined as vocabulary mastery. This research aims to find a significant effect of English songs in enriching students' vocabulary mastery at SMP Negeri 8 Satap Tondano.

RESEARCH METHOD

The research method used in this research is the quantitative method. According Sugiyono (2010), the quantitative research method is defined as a type of research that departs from the abstract in order to focus on the foundation theory, which is then formulated into a hypothesis to be evaluated in order to lead to concrete events. The researcher used the Pre-Experimental design, specifically the One Group Pre-test and Post-test Design. This treatment is expected to result in a change in the students' vocabulary mastery. The design used are as follows:

X_1	T	X_2
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Note:

X_1 = Pre-Test

T = Treatment

X_2 = Post-Test

This research used two variables, specifically the independent variable and the dependent variable. The independent variable (X) is the variable influencing or being the cause of the change or emergence of the dependent variable (bound). In this case the independent variable is the use of English songs in language learning. The dependent variable (Y), often referred to as the output variables, criteria or

consequences, is the variable that is affected or which be the result, because there is an independent variable. In this case the dependent variable is students.

In this research, the population was the 8th grade students of SMP Negeri 8 Satap Tondano. This research used the total sampling technique, where this research used the whole population. Therefore, the total number of sample is 19 students.

The instrument of this research is a vocabulary test which is given to students. The test consists of 30 questions of three forms namely multiple choice, fill the blanks, and short answer with 45 minutes of processing time.

The data collection technique that is used in this research are as follows:

1) Pre-Test

Before implementing English songs in language learning, a Pre-Test is conducted to measure the students' initial vocabulary mastery.

2) Treatment

The treatment conducted in two meetings, each meeting runs 75 minutes. The treatment starts with introducing the concept of implementing English songs to enrich vocabulary to the students, then the selected songs are played a few times with the lyrics displayed. Students are then asked to give questions about vocabularies they do not understand, then the researcher answers and explain. This way students are encouraged to actively participate.

3) Post-Test

After the treatment, a Post-Test is conducted to measure the students' vocabulary mastery after implementing English songs in language learning.

The following are the data analysis techniques applied in this study:

- 1) The first step is to score the students' correct answer in the vocabulary test, it follows the formula below:

$$Score = \frac{Students' \ Correct \ Answer}{Total \ Number \ of \ Items} \times 100$$

- 2) The classification for students' scores follows the criteria below:

Score	Classifications
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

Depdikbud (in Surniati, 2019)

- 3) The mean score of the students' answers is calculated using the formula below:

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

Note:

- \bar{X} = Mean Score
 $\sum X$ = Total Score
N = Total Sample

Gay (in Rahmadani, 2020)

- 4) To find out the significant difference between the pre-test and post-test score uses the formula below:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notation:

- t = Test of Significant
 \bar{D} = Mean of Difference Score
 $\sum D^2$ = The Sum of All Difference Score
N = Total of Subject (Sample)

(Gay, 2006)

FINDINGS AND DISCUSSION

This research aims to find out the significant effect of using English songs in enriching 8th grade students' vocabulary mastery and the following findings consist of score pre-test and post-test.

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

Subjects	Grades	
	Pre-Test	Post-Test
01	76	93
02	63	80
03	70	83
04	63	80
05	60	76
06	73	86
07	66	83
08	56	76
09	73	90
10	80	100
11	76	100
12	70	83
13	60	76
14	53	73
15	63	76
16	70	86
17	60	80

18	63	80
19	66	83

From the table above, the pre and post-test results differ from one another. In the pre-test the highest score was 80 and only one student got it, the second was 76 which was obtained by two students, two students got a score of 73, three students got a score of 70, two students got a score of 66, four students got a score of 63, three students got a score of 60, one student got a score of 56, and the last one student got the lowest score of 53. While in the post-test the student's score experienced a significant increase after being given treatment, the student's vocabulary mastery increased.

Table 2. Classification of Students' Score

No	Classification	Score	Pretest	Posttest
1	Excellent	96 – 100		2
2	Very Good	86 – 95		4
3	Good	76 – 85	3	12
4	Fairly Good	66 – 75	7	1
5	Fair	56 – 65	8	
6	Poor	36 – 55	1	
7	Very Poor	00 – 35		
Σ			19	19

This table shows the differences in the classification of scores that students get before and after being given treatment. In the pretest, 8 students got the "Fair" category and 1 student got the "Poor" category. While in the posttest there was an increase in the score classification, namely 2 students got the "Excellent" category, 12 students got the "Good" category and 1 student got the "Fairly Good" category.

Table 3. Computation of Mean Score between Pre-Test and Post-Test

Subjects	Grades	
	Pre-Test	Post-Test
01	76	93
02	63	80
03	70	83
04	63	80
05	60	76
06	73	86
07	66	83
08	56	76
09	73	90
10	80	100
11	76	100
12	70	83
13	60	76
14	53	73
15	63	76
16	70	86
17	60	80
18	63	80
19	66	83
Σ	1261	1584
\bar{X}	66,36	83,36

The result of mean score is calculated with the following formula:

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

Notation:

\bar{X} = Mean Score

ΣX = Total Score

N = Total Sample

Mean score of pre-test:

$$\bar{X} = \frac{1261}{19}$$

$$\bar{X} = 66,36$$

Mean score of post-test:

$$\bar{X} = \frac{1584}{19}$$

$$\bar{X} = 83,36$$

From the data above, there is a distinction between the mean score on the pre- and post-test, whereas the post-test score surpasses the pre-test score. The mean score on the pre-test is 66,36 while on the post-test it is 83,36.

Table 4. Computation of Difference Score between Pre-Test and Post-Test

Table 5. T-Test and T-Table Value

Subjects	Pre-test	Post-test	D	D2
01	76	93	17	289
02	63	80	17	289
03	70	83	13	169
04	63	80	17	289
05	60	76	16	256
06	73	86	13	169
07	66	83	17	289
08	56	76	20	400
09	73	90	17	289
10	80	100	20	400
11	76	100	24	576
12	70	83	13	169
13	60	76	16	256
14	53	73	20	400
15	63	76	13	169

16	70	86	16	256
17	60	80	20	400
18	63	80	17	289
19	66	83	17	289
	Σ		323	5643

It is shown by the above data that the total D value (or the difference value between the pre-test and post-test) is 323. The D value itself is obtained from subtracting the post-test minus the pre-test or $D = X^2 - X^1$ and that the value is as shown in table above. While the total value of D2 is 5643, this D2 value is obtained from the result of multiplying the D value multiplied by the D value or can be written using the formula $D2 = (X^2 - X^1)^2$ so that the value is as shown in the table.

To calculate the t test value, researchers use statistical calculations with the formula:

- 1) Find out the mean value of the difference score using the formula:

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

Notation:

\bar{D} = the mean score of difference

ΣD = total score of difference between

N = total sample

$$\bar{D} = \frac{323}{19}$$

$$\bar{D} = 17$$

Thus, the mean score of difference is 17

- 2) To find out the t test value with use the formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

Notation:

t = Test of Significant

\bar{D} = Mean of Difference Score

$\sum D^2$ = The Sum of All Difference Score

N = Total of Subject (sample)

$$t = \frac{17}{\sqrt{\frac{5643 - \frac{(323)^2}{19}}{19(19-1)}}$$

$$t = \frac{17}{\sqrt{\frac{5643 - \frac{104329}{19}}{342}}}$$

$$t = \frac{17}{\sqrt{\frac{5643 - 5491}{342}}}$$

$$t = \frac{17}{\sqrt{\frac{5643 - 5491}{342}}}$$

$$t = \frac{17}{\sqrt{\frac{152}{342}}}$$

$$t = \frac{17}{\sqrt{0.44}}$$

$$t = \frac{17}{0,66}$$

$$t = 25,75$$

To determine whether there is a significant difference in the data from the pre-test and post-test, t test was carried out and the hypothesis testing criterion is to reject H_0 if t test \geq t table at 0.05. And to find out the degree of freedom, use the formula:

$$df = N-1$$

$$df = 19-1$$

$$df = 18$$

Table 5. T-test and T-table Value

Variables	T-test value	T-table Value
Pretest, <u>Posttest</u>	25,75	2,101

For the significance level ($P= 0.05$) and $df = 18$, and it is known that the value of the t test is 25.75 and the value of the t table is 2.101, it can be seen that the value of the t test is greater than the t table or $t \text{ test} \geq t \text{ table}$ ($25.75 \geq 2.101$). From the findings above, it can be stated that there was a significant effect of using English songs in enriching 8th grade students' vocabulary mastery. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Results show that there were differences in students vocabulary mastery both before and after receiving treatment. Prior to giving treatment to the sample of students, the researcher assessed the students' vocabulary mastery using a pre-test. Following the conducting of the pre-test, the students received treatment from the researcher over the course of two meetings. After being given treatment, the researcher continued by giving a post-test to students to find out whether there was a significant difference in students' vocabulary mastery.

The researcher initially classified the test scores that the students received on the pre- and post-test before computing the pre-test and post-test data. It can be seen that 8 students got the "Fair" category and 1 students got the "Poor" category. While in the post test there was an increase in the score classification obtained by students, namely 2 students got the "Excellent" category, 12 students got the "Good" category and 1 student got the "Fairly Good" category. From this classification, there was an increase during the post test.

Following the classification of the students' pre-test and post-test scores, the researcher computed the mean score difference between the two tests using the available data. There was a significant distinction between the pre-test and post-test mean scores, where in the pre-test the mean score was 66.36 and in the post test

there was an increase where the mean post test score was 83.36 with the pre- and post-test mean score differences being 17.

Hypothesis testing is carried out to see whether the null hypothesis or alternative hypothesis will be accepted. Therefore, after calculating the mean value on the pre-test and post-test, the researcher continued looking for the t-test value to find out the significance between the pre-test and post-test. The results showed that the value of the t-test was higher than the t-table value where the t-test value was 25,75 and the t table value is 2.101 or it could be said that the t test value \geq t table value ($25.75 \geq 2.101$). In accordance with the existing hypothesis testing criteria, the alternative hypothesis (H_1) is accepted while the null hypothesis (H_0) is rejected. With this findings, the researcher concluded that there was a significant effect of using English songs in enriching 8th grade students' vocabulary mastery.

CONCLUSIONS

Based on the data that was provided in the previous chapter, the mean value of the post test is higher than the pre test, where the mean value of the pre test is 66.36 and the mean value of the post test is 83.36 and with the t test the value is greater than the t table where the t test is 25.75 and t table 2.101 or t test \geq t table ($25.75 \geq 2.101$). Thus, the researcher concluded that the use of English songs is proven to have a significant effect in enriching the vocabulary mastery of 8th grade students at SMP Negeri 8 Satap Tondano.

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