

INCREASING STUDENTS' MASTERY OF ENGLISH VOCABULARY THROUGH SONGS

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Abstract: This research aimed at finding out whether the use of songs could increase the students' mastery of vocabulary or not. In conducting this research, quantitative research was used. The subject of this study was one class of the second 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. The result of this research showed that the mean scores in the post-test was higher (70,5) than those of pre-test (40). it could be concluded that, the use of song was effective to increase students' vocabulary mastery because it could be stimulated students in learning and encourage them to be able to memorize the word.

Keywords: *Vocabulary, Song lyrics, Increasing*

1. INTRODUCTION

English as a second language is become more and popular among scholars, bureaucrats and the elites in Indonesia as the use of information is increasing. During the early phases of learning a language, the most important increase vocabulary takes place, where the learner first begin to build up store of words in the new language. (Liando, Nihta 2012, p.22)

Vocabulary, broadly defined as the words in a language, is dominant in language acquisition or language learning. "Researcher has realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. In English as a foreign language (EFL) learning vocabulary items

plays a vital role in all language skills (listening, speaking, reading, and writing (Nation, 2011; Marion (2008). The question is how to increase students' vocabulary?

Since vocabulary is important in language learning interesting activities and a good environment are needed to influence very young learns brain and motivation to master them.(Liando, N.V. Adam, J.D., and Londa, T.K (2018).

In connection with the question just put forward, Krashen in his theory of language learning argued that:(1) a raised affective filter can block input from reaching LAD "language acquisition device; (2) A lowered affective filter allows the input to 'strike deeper' and be acquired, and (3) The affective filter is responsible for individual variation in SLA "second language acquisition" (Krashen cited in Du, 2009:

162). It is understood from the quotation that some affective factors are determinant factors in successful language learning. These factors filtrate the amount of input in students' brain. Students with high affective filter will lower their intake whereas people with low affective filter allow more input into their language acquisition device (brain).

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“Affective factors include motivation, attitude, anxiety, and self-confidence. Research have revealed the higher the motivation in learning, the more positive attitude toward the target language and the higher self-confidence, and the lower students' anxiety, the easier it is for students to acquire the language being learned or to grasp what is being learned. Consequently, in the teaching of a foreign language, it is necessary for English teachers to take certain measures to increase students' motivation, attitudes toward and self-confidence in learning the language. Appropriate selection of teaching strategy and variable classroom atmosphere during teaching and learning process are believed to heighten students' learning motivation, self-confidence, positive attitudes toward the language.

One of the strategies that go in line with Krashen's theory is vocabulary teaching through songs. “Nowadays songs have been frequently used in English Language Teaching classrooms all over the world (Millington, 2011). Songs play an important role in the development of young children learning in indonesia foreign

language. According to Zoghi and Shoari (2015: 24), since songs are enjoyable there is no such a burden on memory in the process of learning that is, it is concluded that cognitive load is significantly low”. According to Yuliana (2003), “singing a song is enjoyable for learners and, because words are repeated several times, learners are able to memorize them easily. In addition, songs are learnt by heart and this, in turn, lead to learners' vocabulary development.

2. RESEARCH METHODOLOGY

This research was called quantitative research because the data were in form of numbers. it was pre-experimental research with pre-test and post-test design. According to Creswell (2017). “Quantitative method is an approach for testing objective theories by examining the relationship variables. It involves the process of collecting, analyzing, interpreting, and writing, and writing the result of a study. “According to Hatch and Farhadi that ‘one group pre-test and post-test design is similar to the one shot case study’.

There are two tests: T1 pre-test and T2 post-test. X is used to symbolize the treatment in the representation of the design:

T1 X T2

The design above means that the teacher gave the them pre-test before using songs then gave them pos test after teaching several times using song

In order to find the answer of the research problem, appropriate method, technique and tools of data collecting are really needed. The researcher used a fill-in test. This kind of test used to assess vocabulary knowledge. This test is an exercise, test or assessment consisting of a portion of text with certain

words removed, where the teacher asked the participants to restore the missing words by choosing appropriate word from a list given for each blank space (see Oller, 1979).

The test 1 or pre-test the researcher gave introduction to the students' about the material and then the researcher gave lyrics and listen the songs and after that the researcher gave them test. The test was fill in test in missing words and the total number of items was 30 items in 20 minute. it would be compared with the post -test to find out their achievement.

The test 2 or post-test same as pre-test the researcher gave more lyrics and listening again the songs to the students and then gave the test. The test still consisted of 30 items 20 minutes fill in test in missing words. It was done in order to find the students vocabulary achievement having the pre-test. The question or the items in the post-test was the same as the pre-test. The post-test was designed to know how far students' mastery in vocabulary that have been and to know whether the use of songs as media in mastery vocabulary effective or not

Data Analysis

In analyzing the obtained data, the researcher used mean score formula (Hatch and Farhady 1982).

$$x = \frac{\sum x}{n}$$

\bar{x} = Mean score

Σx = All score of the sample

N = Total number of students

The data presented in frequency distribution, computation or mean score X and standard deviation and the entire test can be seen in frequency polygon.

3. FINDINGS AND DISCUSSION

As stated in chapter III, the researcher used pre-experimental design with one group pre-test and post-test. The sample of this research was one class consisted of twenty students. When the researcher collecting the data she gave the pre-test and post-test in order to compare the score of pre-test (before giving the treatment) and those of pos-test (after giving the treatment using songs). The data were collected and analyzed statistically. The data obtained were put into the table of frequency distribution were computed using the mean score formula.

Table. 1 The Scores of Students' T1 and T2 and gain.

Students number	T1	T2	Gain
1	30	70	40
2	30	70	40
3	20	50	30
4	50	60	10
5	20	50	30
6	50	80	20
7	40	70	30
8	30	80	50
9	50	60	10
10	60	90	30
11	30	80	50
12	40	70	30
13	50	90	40
14	30	60	30
15	60	70	10
16	20	50	60
17	60	90	30
18	40	60	20
19	40	80	40
20	50	80	30

From table 1, there were twenty (20) students took part on the test, of twenty students, there were three student increased (10) points, two were student increased (20) points, there were seven students increased (30)points, there were four student increased (40) points, there were two students increased (50) points, there was one student increased (60) points.

So the result of this technique, especially using songs technique is effective to increase the students' vocabulary mastery. The scores of post-test were higher than those of pre-test. In other word, the song applied in vocabulary mastery is effectiveness.

Table 2. Frequency distribution matrix of pre-test(T₁)

Sc or es	T al ly	freq uen cy	Fre que ncy %	Cum ulati ve freq uenc y	Cum ulati ve porp otio n	Cum ulati ve pers enta ge
20	II I	3	15	20	0,15 %	100
30	II II I	5	25	17	0,25 %	85
40	II II	4	20	12	0,20 %	60
50	II II I	5	25	8	0,25 %	40
60	II	2	10	2	0,10 %	15

Tabel 2 showed, from twenty (20) students there were took part in pre-test the highest value was (60%) achieved by three students or (15%), five students got thirty or (25%), four students got forty or (20%), five

students got fifty or (25%), two students got sixty or (10%).

Table 3, Frequency Distribution Matrix of Post-test (T₂)

sc or es	T al ly	Fre que ncy	Fre que ncy %	Cum ulati ve freq uenc y	Cum ulati ve prop ortio n	Cum ulati ve pers enta ge
50	II I	3	15	20	0,15 %	100
60	II II	4	20	17	0,20 %	85
70	II II I	5	25	13	0,25 %	65
80	II II I	5	25	8	0,25 %	40
90	II I	3	15	3	0,15 %	15

Table 3 showed that if twenty students involved in the post test, 3 students got ninety or (15%), 3 students got fifty or (15%), 4 students got sixty or (20%), 5 students got seventy or (25%), 5 students got eighty or (25%).

Table 4, Computation of Mean (X) and Standard Deviation (S) of pre-test

Scores	Score (X)	(X)	(X- \bar{X})	(X- \bar{X}) ²
1	30	40	10	100
2	30	40	10	100
3	20	40	20	400

4	50	40	-10	100
5	20	40	20	400
6	50	40	-10	100
7	40	40	0	0
8	30	40	10	100
9	50	40	-10	100
10	60	40	-20	400
11	30	40	10	100
12	40	40	0	0
13	50	40	-10	100
14	30	40	10	100
15	60	40	-20	400
16	20	40	20	400
17	60	40	-20	400
18	40	40	0	0
19	40	40	0	0
20	50	00	-10	100
	800			3.300

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

~~$$\sum X = 800$$~~

$$\bar{X} (\text{Mean}) = \frac{800}{20}$$

$$= 40$$

$$S = \frac{\sqrt{\sum x(x-x)^2}}{n-1}$$

$$= \sqrt{\frac{3.300}{20-1}}$$

$$= \sqrt{\frac{3.300}{19}}$$

$$= 3,300$$

Table 5, Computation of Mean (X) and Standard Deviation (S) of Post-test.

Scores	Score (X)	(X)	(X-X)	(X-X) ²
1	70	70,5	0,5	0,25
2	70	70,5	0,5	0,25
3	50	70,5	20,5	420,25
4	60	70,5	10,5	110,25
5	50	70,5	20,5	420,25
6	80	70,5	-9,5	90,25
7	70	70,5	0,5	0,25
8	80	70,5	-9,5	90,25
9	60	70,5	10,5	110,25
10	90	70,5	-14,5	210,25
11	80	70,5	-9,5	90,25
12	70	70,5	0,5	0,25
13	90	70,5	-14,5	210,25
14	60	70,5	10,5	110,25
15	70	70,5	0,5	0,25
16	50	70,5	20,5	420,25
17	90	70,5	-14,5	210,25
18	60	70,5	10,5	110,25
19	80	70,5	-9,5	90,25
20	80	70,5	-9,5	90,25

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

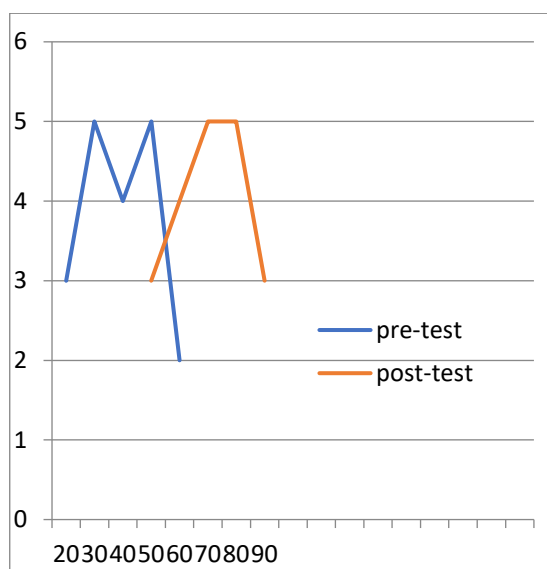
$$\sum X = 1.410$$

$$\bar{X} (\text{Mean}) = \frac{1.410}{20}$$

$$= 70,5$$

$$\begin{aligned}
 S &= \frac{\sqrt{\sum x(x-x)^2}}{n-1} \\
 &= \sqrt{\frac{2.694}{20-1}} \\
 &= \sqrt{\frac{2.694}{19}} \\
 &= \sqrt{7.257} \\
 &= 2.694
 \end{aligned}$$

Figure 1, Graphic Polygon of Pre-test (T₁) and Post test (T₂)



This part presents the discussion of the research findings. This study aimed at finding out whether the use of song could increase students' vocabulary mastery. It was difficult for students to master English well because they were not interested in teaching and learning English, so they lack of vocabulary and passive in teaching and learning process. It means that students'

vocabulary still low and must be increased. Therefore, song can be an effective technique to solve the problem.

Based on what the researcher implemented to Second Grade students in SMP Anugrah Tondano before listening song, the researcher gave instruction to the students about material and gave them lyrics and then listening their songs. After listening the song, students look interested and active in the treatment and test, it means that they enjoyed in learning process.

4. CONCLUSION

After analyzing and discussing the data in previous chapter, the researcher concluded that the used song can increased the students' mastery of vocabulary. "It can be seen from the result of the mean score in the post test was higher (70,5) that in the pre-test (40). Standard deviation in the post test (2.694), standard deviation in the pre-test was (3.300). It means that the students' mastery of vocabulary was increased. Teaching vocabulary by using songs could help the students to increase their mastery of vocabulary and help them to express their ideas and knowledge. So, using songs was effective to be used in teaching vocabulary.

Suggestion

English teacher can provide new technique learning to help students learn vocabulary because songs is a good technique to increase students' vocabulary. Used songs can be an alternative technique in increase students' vocabulary mastery.

Since the pre-experimental design used is the weakest design, it is important for other researchers to do similar studies using true experimental designs in order that we may obtain more accurate information about the effectiveness of Songs.

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