

THE IMPLEMENTATION OF ENGLISH SONG IN TEACHING VOCABULARY AT THE FIRST GRADE OF SMAN 5 BANDAR LAMPUNG

Denti Susanti, Tuntun Sinaga, Hery Yufrizal

dentisusanti18@gmail.com

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan yang signifikan dari penguasaan kosa kata siswa setelah penerapan lagu bahasa Inggris sebagai media dalam pengajaran kosa kata dan jenis kata konten mana yang paling meningkat. Subjek penelitian ini adalah 32 siswa kelas X IPS2 SMAN 5 Bandar Lampung tahun akademik 2018/2019. Instrumen penelitian ini adalah tes kosakata. Data dianalisis dengan menggunakan paired sample t-test dengan tingkat signifikansi $p < 0,05$ melalui SPSS versi 16.0. Hasil penelitian menunjukkan bahwa ada peningkatan pada pencapaian kosakata siswa yang signifikan secara statistik, dan kata benda adalah jenis kata konten yang paling meningkat.

Abstract: The aims of the study were to find out whether there was a significant improvement of the students' vocabulary achievement after the implementation of English song as a media in teaching vocabulary and which type of content words which improved the most. The subjects of this research were 32 students of class X IPS2 of SMAN 5 Bandar Lampung 2018/2019 academic year. The instrument of this research was vocabulary test. The data were analyzed by using paired sample t-test with the significant level of $p < 0.05$ through SPSS version 16.0. The results showed that there were a statistically significant increase of students' vocabulary achievement, and noun was type of content words that improved the most.

Keywords: Teaching vocabulary, English song, Vocabulary achievement.

INTRODUCTION

Vocabulary is one of the most important language components. By learning vocabulary first the students will be able to communicate well in English. Edward (1997:149) stated that vocabulary is one of the important factors in language teaching, student must continually be learning words as they learn structure and as they practice sound system. That is why vocabulary is one of important aspects in teaching language. According to Lado (1979:50), vocabulary is considered as an important language component because it can support the learners' ability in developing language skills. In other words, if the students master vocabulary, the students will be able to produce so many sentences easily either in spoken or written in learning English. It is difficult for the learners to express their opinions, ideas, and feelings if they have limited vocabulary. They will find difficulties in arranging a sentence or mastering their language skills because of having too limited vocabularies. Therefore, vocabulary mastery must be the first priority in English teaching and learning. Wilkins in Thornbury (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is one of important aspect in learning English. We should have an adequate vocabulary to improve the four language skills. Only with sufficient vocabulary we can express our idea effectively, we also can understand the language task and foreign language conversation. With the limit vocabulary, the students will have difficulties in learning and understanding the foreign language.

As we know that English language is still the foreign language in Indonesia. But in fact, many of students in Senior High School are expected to master English communicatively. The problem is when people learn English as their foreign language, it is not as easy as learning the first language. They must master the vocabulary first because low vocabulary mastery also can make them unable to express their ideas and feeling in learning English. It is because they have to master sufficient vocabularies which mostly are complicated. Thus learners need to be high concentrated in memorizing vocabularies (Thornbury, 2002). Based on the researchers' interview with the English teacher in SMAN 5 Bandar Lampung the researcher found that there were difficulties for teaching vocabulary in the class. Most of the students of SMA 5 Bandar Lampung have several problems in mastering English vocabulary especially, in terms of content words. The problems were caused by several reasons; first, the students have problem in memorizing and understanding vocabulary. They easily forget some new words that have been taught and sometimes they cannot remember how to pronounce the words. Second, the students were not interested in learning English because they assumed that English was difficult and tedious subject. Third, the students have low motivation when they learn English, because the teacher taught the material by using boring techniques. In line with the problems faced by the students in mastering vocabulary, the researcher assumed that the learners who learn English as a foreign language find it not easy to learn vocabulary. Thus, the researcher thinks that their English teachers need to find better technique to make learning vocabulary more enjoyable.

In line with the problems faced by the students in mastering vocabulary, the researcher is interested to use an enjoyable media that can motivate the students. Creating an enjoyable learning atmosphere is highly recommended since the students' achievement in learning process are also affected a lot by the teachers' technique in teaching. Moreover, an enjoyable learning condition will make the learners to do a meaningful learning. Brown (2001: 73) states that meaningful learning will lead toward better long-term retention than rote learning. By meaningful learning, the learners will have better understanding about the lesson. Nowadays there are many types of media for teaching vocabulary to the students. One of that media by using English song. The use of English song can improve the quality of vocabulary in teaching learning process. It is supported by Dale (1992:5) that songs are good media to introduce vocabulary because song provides meaningful context for the vocabulary. Lozanov (2002: 18) states that the atmosphere created by the song can enhance the ability to remember new vocabularies, because people found it much easier to memorize something that is fun and melodic than normal sentence. Through the song, students will also learn vocabulary easier because song indirectly will attract them to find the meaning of difficult words.

To strengthen this research, the researcher provides some previous studies that are related to this research. Muis (2017) who conducted a research in the second grade students of SMAN 1 Baradatu to find out how well English song gives a contribution to improve students' vocabulary mastery. The result of his study showed that students responded positively to this activity and indicated improvement in their vocabulary mastery. In line with the research above, Safaatun (2015) who investigated the implementation of English song in teaching speaking for junior high school students and based on the finding of the research, it was found that the students who were taught by using English song had higher achievement than the students who are taught without song lyrics. It shows that English song is effective to be implemented in teaching learning speaking. Students who were taught by using English song have improved their speaking skill. The other research was conducted by Muflihah (2014) at the first grade of Junior High School to find out the improvement of students' vocabulary achievement through English song.

Considering the explanation above, this research was conducted to find out whether there was an improvement of the students' vocabulary achievement after being taught through English song and to find out what type of content word improved the most after the implementation of teaching vocabulary through English song.

METHOD

This research was intended to find out whether or not there was a significant improvement of the students' vocabulary achievement after being taught through English song. Two group pretest posttest design was used in this quantitative research. The formula of the design is proposed by (Setiadi:2013). The sample of this research was X IPS2 which consisted of 32 students. Vocabulary pretest and posttest were the instruments of this research. The data was analyzed by using Repeated Measure T-Test of SPSS version 16.0. The variables of this research were students' vocabulary achievement as the dependent variable (y) and English song as the independent variable.

RESULTS AND DISCUSSION

Results

In order to see whether the objectives of the research can be achieved or not, the researcher analyzed the test result of the pretest and posttest which is displayed in the following table.

Table 1. The Difference of Students' Mean Score in Pretest and Posttest.

	Pretest	Posttest
N valid	32	32
missing	0	0
Mean	57.81	73.58
Minumum	25	65
maximum	72	88

The table shows that the students' mean score of pretest was 57.81 and the mean score of posttest was 73.58. The gain meanscore of the students was 13.81. It meant that English song can be used to increase the students' vocabulary achievement.

Table 2. Frequency Distribution of Students' Vocabulary Score of Pretest and Posttest

No	Score of pretest	Fi- Pretest	Percentage	Score of posttest	Fi- Posttest	Percentage
----	------------------	-------------	------------	-------------------	--------------	------------

1	25-32	2	6.25%	65-68	7	21.9%
2	33-40	4	12.5%	69-72	5	15.6%
3	41-48	2	6.25%	73-76	14	43.75%
4	45-56	1	3%	77-80	2	6.25%
5	57-64	8	25%	81-84	2	6.25%
6	65-72	15	47%	85-88	2	6.25%
	Total	32	100%	Total	32	100%

The table above shows that there is an increase score of the students' vocabulary achievement after the implementation of English song. It can be seen that students' pretest score varies. The number of students who get the score between 25-32 is 2 students (6.25%). There are 4 students (12.5%) who get the score between 33-40, 2 students (6.25%) who get the score between 41-48, 1 students (3%) who get the score between 45-56, 8 students (25%) who get the score between 57-64 and 15 students (47%) who get the score between 65-72. The table above indicates that the mean score of the pretest is 57.81.

Meanwhile in the post test, there are about 7 students (9.3%) who get the score between 65-668, 5 students (15.6%) who get the score between 69-72, 14 students (43.75%) who get the score between 73-76, 2 students (6.25%) who get the score between 77-80, 2 student (6.25%) who get the score between 81-84 and 2 students (6.25%) who get the score between 85-88. From the table above, it can be seen that the mean score of the posttest is 73.58.

Table 3. T-Test Result of The Hypothesis Analysis

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	57.81	32	13.981	2.471
posttest	73.58	32	5.660	1.001

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

		Mean		N	Std. Deviation		Std. Error Mean		
Pair 1 Pretest		57.81		32	13.981		2.471		
Pa ir 1	pretest – posttest	15.766	14.692	2.597	21.063	10.469	6.070	31	.000

The table shows that the results of the computation of the value of significance is 0.000. It means that H1 is accepted since $0.00 < 0.05$. It proves that there was improvement on students' vocabulary achievement from pretest to posttest after being taught through English song for teaching vocabulary. Then, if the t-value (6.070) compared with t-table (2.039), it can be seen that the students' vocabulary increased since $t\text{-value} > t\text{-table}$. It can be said that there was an improvement of students' vocabulary achievement through English song for the first grade students of SMAN 5 Bandar Lampung.

Table 4. The Increase of Students' Vocabulary in Each Content Word

No.	Type of content words	Pre-test	Post-test	Gain	Percentage
1	Noun	19.2	25.8	6.6	33.00%
2	Adverb	16.7	22.2	5.5	27.50%
3	Adjective	20.1	24.3	4.2	21.00%
4	Verb	18.1	21.8	3.7	18.50%
Total		74.1	94.1	20	100%

Based on the table we can see that there is an improvement in all content words of vocabulary after the implementation of English song in teaching vocabulary for three times where the highest improvement is on the noun of content words. The other aspects that improved after the noun was adverb, and then adjective, and the last was verb.

Finally, according to the results above, it could be concluded that English song increased the students' vocabulary achievement. In other words, the result of this study proved that English song gave improvement to the students' vocabulary achievement especially in noun of content words.

Discussion

After calculating the data, the researcher found the answer of these research questions. The researcher concluded that teaching vocabulary through song can improve students' vocabulary mastery. The first conclusion from the gain of pretest and posttest score. The students' mean score of pretest was 57.81 and the mean score of posttest was 73.58, so the mean score increased 15.77 points after being taught through English songs. In this research was began by conducting pretest and was finished by conducting posttest. The students were given three times of treatments. After conducting the posttest, the result was analyzed by using SPSS. So the result of this research indicated that there was a significant improvement of students' vocabulary mastery after being taught using songs. Besides, the results also support the previous research findings of Muis (2017) who states that there was significant difference of the students vocabulary mastery after being taught English song and also in his study proved that english song can improve students' vocabulary mastery.

The result of the pretest and posttest also was analyzed statistically, and it showed that t-value is higher than t-table. In short, there is a difference between score of the pretest and posttest. In addition, from the output we could see that the significance

value showed that ($p < 0.05$, $p=000$). It indicates that the hypothesis propose was accepted. Moreover, it implies that English song had positive effect on students' vocabulary mastery. This supports the previous research finding conducted by Safaatun (2015). She found that students using English song could reach score higher than before. Hinge on her research, by using English song the students were able to learn vocabulary easier to remember and to understanding the material in the class. Therefore, the song made the students more enjoyable to join the class so that it could encourage students' motivation. It is supported by Lozanov (2002) who states that the atmosphere created by song can enhances the abiity to remember new vocabularies, because people found it much easier to memorize something that is fun and melodic than normal sentence. The researcher used songs where it played an important role in helping students develop their vocabulary.

In addition to the significant difference, the students also made improvement in each type of content words such as verbs, nouns, adjectives, and adverbs. Found on the research, the major improvement can be statistically significant on nouns type. This happened because the material of through English song given by the researcher included more nouns. Moreover, it also improved the students' noun ability since the students loved meaning of object words. Judged from treatment activities, they felt so excited to find new vocabularies especially nouns, so they started being familiar with nouns.

In contrast, the minor improvement happened in type of verb. In this case, the students made little improvement among other types. It was because there were many verbs which were still confusing for the students. Genuinely, they had already known much about verbs and defined verbs, however in this case, many verbs were complex. In terms of vocabulary, there can be more than one of word classes which belong to one word. For example the word *water* in the sentence, *I water my flower every morning*. Some students considered it belonged to noun class while in fact it should be a verb.

From the explanation above, it can be concluded that English songs can increase students' vocabulary. By using English song in learning vocabulary the students can encourage their attention and motivation in learning vocabulary. They were happy to learn with their friends and found it easier to remember the vocabulary. Learning English through songs provided fun activities in a relaxed and comfortable atmosphere. Students' motivation was increased and caused them have a good attitude in learning English and they could use English with greater confidence.

CONCLUSION AND SUGGESTION

Conclusions

In relation to results of the study, it is concluded that: (1) There is significant improvement of students' vocabulary achievement after using English song. The implementation of English song can make students more active in teaching and learning process. It can be seen from the result of pre-test and post-test that there is an improvement from the students' mean score in pre-test 57.81 to 73.58 in post-test. The gained score between the mean of pre-test and post-test is 15.77. The significant value of post-test is 0.000 ($p = 0.000$) that is lower than 0.005. t-value is 6.070 which is higher than t-table 2.039 at the level significant 0.005 means that H_1 is accepted. (2) The type of word that improves the most among the other content words is since noun has the highest gain with the percentage 33% . The mean of noun in the pretest score is 19.2 and the mean of noun in the posttest score is 25.8. The increase of noun is 6.6.

Suggestions

In reference with the conclusions, the writer gives some suggestions as follow: Suggestion for the teacher: (1) The teacher should be able to manage the time when using song as media in teaching vocabulary and the teacher should choose the right song that has a simple words and has interesting tone in order to attract students' attention in teaching learning process. (2) The English teacher should be more creative in applying teaching and learning activities espically in learning new vocabulary. Suggestions for further research: (1) The researcher only focused on finding out the increase of the students' vocabulary achievement using Pop songs only. Therefore, the researcher recommends for further researchers to find out the increase of the students' vocabulary achievement using another genre of song, for example beat song, jazz song, hip hop song, R&B song, since song can help students to develop their vocabulary. 2) Further research should conduct this media on different level of students. It can be at the level of Senior High School.

REFERENCES

- Andre, M. (2017). Teaching vocabulary using English song at second grade of SMAN 1 Baradatu. Bandar Lampung: University of Lampung.
- Edward, D. A., & Rebecca, M. V. (1997). *Classroom Technique. Foreign Language and English as a Second Language*. New York.
- Griffie, T. D. (1992). *Songs in action*. New York: Phoenix ELT.
- Brown, H. D. (2001). *Teaching by principles: An Interactive Approach to Language Pedagogy 2nd ed*. New York: Addison Wesley Longman, Inc.

- Lozanov, G., & Evalina, G. (2002). *The foreign language teacher's suggestopedic manual*. New York: Gordon and Breach Publisher.
- Lado, R. (1979). *Language teaching: A scientific approach*. New York: Mc.Graw-Hill inc.
- Muflihah, T. (2014). Using song to improve students' vocabulary mastery. Surabaya: Universitas Nahdlatul Ulama Surabaya.
- Safaatun, L. (2015). The effectiveness of song lyrics to teach student's speaking ability at the eight grade students of MTS Al Falah. Surabaya: English Education of IAIN Surakarta.
- Setiyadi, A. B. (2013). *Metode penelitian untuk pengajaran bahasa asing*. Yogyakarta: Graha Ilmu.
- Thornbury, S. (2002). *How to teach vocabulary*. Harlow, Essex: Pearson Education Limited.