TEACHING VOCABULARY THROUGH SONG AT THE FIRST GRADE OF SENIOR HIGH SCHOOL

FKIP University of Lampung
Jl. Soemantri Brojonegoro No.1 Gedung Meneng Universitas Lampung
Yunita Gasma, HeryYufrizal, MuhammadSukirlan
yunita.gasmaa@gmail.com/Phone 082373635910

Abstract

Penelitian ini bertujuan untuk mengetahui apakah penggunaan lagu bahasa Inggris dapat meningkatkan kosa kata siswa sekolah menengah atas, dan untuk mengetahui aspek kosa kata yang mana yang mengalami peningkatan tertinggi. Pendekatan penelitian ini adalah penelitian kuantitatif. Tes kosa kata digunakan sebagai instrument pengambilan data. Subyek penelitian ini adalah siswa kelas sepuluh pada siswa sekolah menengah atas di Bandar Lampung. Hasil penelitian menunjukkan bahwa ada peningkatan statistik yang signifakan dalam peningkatan pencapaian kosa kata siswa setelah mereka diajarkan menggunakan lagu. Ini menyarankan bahwa lagu bermanfaat untuk meningkatkan pencapaian kosa kata siswa.

The aim of this study was to find out whether the use of song could increase senior high school students'vocabulary achievement. The approach of this study was quantitative. Vocabulary tests were used as the instrument to elicit the data. The subjects of this study were the first grade students of senior high school students in Bandar Lampung. The result showed that there was a statistically significant increase of students' vocabulary achievement after they were taught through songs. This suggests that songs are effective to improve students' vocabulary achievement.

Key words: *vocabulary achievement, media, song*

INTRODUCTION

Vocabulary is an important aspect in learning language, especially in learning a second or a foreign language. When learners are learning a new language, they should have enough vocabulary, Wilkins (1976) said that without grammar very little could be conveyed but without vocabulary, nothing can be conveyed. We are able to understand the language even if we do not understand grammar. On the other hand, we are not able to understand one single simple sentence if we are not able to recognize the meaning of vocabulary.Vocabulary is considered as an important language component because it is able to support the learners' ability in developing language skills (Lado, 1959).Vocabulary can make the students convey their idea both in oral and written form effectively.

Their idea can help them in understanding the subject with the teacher's guide.

As we know that English is positioned the first foreign language in Indonesia. Therefore, students in Senior high school are expected to master English communicatively. However, when people learn English as their foreign language, they must master the vocabulary first because low vocabulary mastery also can make them unable to express their ideas in 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 previous research, it was found out that he students have problem in memorizing and understanding vocabulary. They

easily forget some new words that the teacher taught and sometimes they could not remember how to pronounce it. They tend to dislike English subject because their lack of vocabulary. Language teacher should possess considerable knowledge on how to manage an interesting classroom activity so that the learners can gain a great success in their vocabulary learning. With it, hopefully the student can improve their interest in vocabulary learning. Thus, the researcher thinks that their English teachers need to find better technique to make learning vocabulary more enjoyable.

There are a lot kinds of media for teaching vocabulary, for example flash-card, vocabulary list, direct method, and total physcal response. English teachers usually ask the students to tap a new word from their explanation (Zatnikasari, 2008).

The students in traditional classroom tend to be passive because they are just controlled by the teacher and the students' creativity is less developed. In fact, the students need something to make them interested in teaching learning process which can make them fun in the classroom (Maulaya, 2008).

Nowdays there are many types of media for teaching vocabulary to the student,the one instraction media is English song. The use of English song can improve the quality of vocabulary in teaching learning process.It happened because song can stimulate the students to achieve the new words that they had already listened. It is supported by Griffe (2001) that song is a part of music that you sing through words. Cebula (2008) also states that the students who participate in learning through songs usually express themselves

easily and pick up a lot of new words. Another previous research related to implementation English song as media for teaching vocabulary is from (Setia, 2012). In her study she tried to find the effectiveness of using songs in teaching English language to primary school student. She discovered that the use of songs not only helps the students to improve their language proficiency, but it also stimulates and increases the students' interest to learn, enjoy and engage in the learning process.

Based on the background above, the researcher applied song in teaching vocabulary. Apllied song as media for teaching vocabulary can lead the student build their enjoyable, interesting, motivation and confidence while in teaching learning process. Furthermore, the student might be easy increase their vocabulary by using English song as the media.

METHOD

This research was quantitative in nature.Itwas focused on the product (results of the test). The design was a one group pre test-post test design. The subjects of this research were the students of class X 1 of SMA Utama 2 Bandar Lampung in the first semester of 2016/2017 academic year. The researcher chose the materials for the students based on the English curriculum that was School-based Curriculum 2013 for senior high school. This research used the result of the try-out test to measure the validity, reliability, level of difficulties, and discrimination power of the tests. The total items of the try-out test were60 items. The reseacher checked the students'vocabulary achievement by

giving two vocabulary tests to the students. The vocabulary tests were pre-test and post-test. There were 50 items. The data analyzed by using Repeated Measure T-Test of SPSS (Statistical Package for Social Science) version 16.0.

RESULT

The result from the calculation by using *Paired Sample T-Test* (SPSS 16.0) showed that the mean score of pre-test result was 58.14 while in the post-test was 72.21 in which the gain was 14.07 points. There was an increase of the student's vocabulary achievement after the treatments ($p<0.05$, $p=0.0000$), the Hypothesis (H_1) proposed in this research was accepted, and   for H_0 is rejected because the result of t-count (4.721) it is higher than t-table (3.06) for sd.deviation 27.   It means that H_0 was rejected. It could be stated that

teaching vocabulary to senior high school students' using song could increase the students' vocabulary achievement.

Table 1.The Mean Scores of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST TEST	72.2143	28	8.81647	1.66616
	PRETEST	58.1429	28	12.58957	2.37921

Table 2. Result of Students' Vocabulary Achievement

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	POST TEST - PRETEST	1.40714	15.77135	2.98050	7.95594	20.18692	4.721	27	.000

Therefore, there were four types of Content word; verb, adjective, adverb, and noun. The table below showed the increase of students' vocabulary achievement in each type of content word.

Table 3. Types of Content Word

No	Content of Word	Pre Test (Mean)	Post Test (Mean)	Gain
1	Verb	8.28	10.92	2.64
2	Adjective	8.42	11.21	2.79
3	Adverb	6.03	8.78	2.75
4	Noun	6.32	12.25	5.93

The table showed that the type of content that has the highest score was noun. It increased from 6.32 in the pre-test to 12.25 in the post test. Then, the vocabulary that had the lowest score was verb. It increased from 8.28 in the pre-test to 10.92 in the post test.

DISCUSSION

Based on the result of the pre test and posttest it could be concluded that there was an increase of students' vocabulary achievement. By using song the students became more interested and enjoyable in learning vocabulary. They could remember vocabulary easily, because they learn words by singing together.

Song is also effective to make the students to remember the words easily and feel more motivated in the class because they learn in an interesting way (Zatnikasari, 2008). Songs will be a good choice because according to Millington (2011). Song can improve each aspect in vocabulary such as; verb, adverb, adjective and noun.

From the research, it can be seen that students' vocabulary achievement

increased significally after three times treatment. It is supported by Cebula (2008) who points out that the students who participate in learning through songs usually express themselves easily and pick up a lot of new words. The reports of the result showed that songs was effective in improving students vocabulary achievement, it can be seen after they taught using a song. It happened because song can stimulate the students to make a good sentence from the new words that they had already listened. It is supported by Griffe (2001) that song is a part of music that you sing through words. In short, song had good impact on students' vocabulary achievement.

CONCLUSION

After conducting the research at the first grade students of SMA Utama 2 Bandar Lampung and analyzing the data, the researcher concluded a major conclusion. Song could increase the students' vocabulary achievement. Learning vocabulary through song helped the students to find and memorize the meaning of vocabulary easilybecause the learners could feel enjoy while in teaching learning procees.

The young learners like senior high school students tend to learn with the enjoy way. Therefore, by using song as media they might be easier to comprehend English vocabulary.

SUGGESTIONS

Some suggestions could be listed as follows:

- For teaching

English teacher should select the appropriate media in teaching vocabulary for young learners. One of teaching media that could be implemented by the teacher is song. The teacher could use song in teaching English to make the students learn easily.

- For further researchers:

1. In this research , the researcher only focused to find out the increase of the students' vocabulary achievement using pop songs only. Therefore, the researcher recommended 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 be conducted on different level of students. It can be conducted at senior high school or junior high school.

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