Improving students' content words vocabulary through songs at SMP Negeri 4 Bandar Lampung

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ABSTRACT

The objectives of this research are to find out whether there is an improvement of students' content words vocabulary after they are taught by using songs. This research was conducted at the second-grade students of SMPN 4 Bandar Lampung in academic year 2019/2020. The researcher took class VIII D. The instrument used to get the data in this research was vocabulary test. Vocabulary tests in the forms of pre-test and post-test were done to collect the data. Then, the t-test was used to test the hypothesis. The result of the hypothesis test proves that song gives a positive effect on students' content words vocabulary. It can be seen from the mean score of the pre-test and post-test which was analyzed through SPSS 16.00. In the pre-test, the mean score was 75 and it increases to 80 in the post-test. It means that there is an increase of 5 points. The result of t-test shows that the level of significance is $p < 0.05$ and significant two tail is $p=0.000$. It can be said that song gives positive effect because it can increase students' vocabulary.

*Keywords:*improving, vocabulary, song

1. INTRODUCTION

Vocabulary is very important for other skills such as listening, speaking, reading, and soon because without vocabulary we cannot understand what someone said. We cannot speak to convey our ideas or replay what someone said if we do not understand what someone said. For reading and writing skills, without vocabulary we cannot get the information from the text and cannot write anything.

Ideally SMP students, based on English Curriculum are supposed to acquire around 800 to 1000 words and also able to use them in daily communication. However,in accordance with certain studies, the students are not able to acquire the target.

There are some problems in learning vocabulary faced by the students. Roger (1995: 43) states that the ease or difficulty of vocabulary items depends on a number of factors. They are: 1.) Similarity to L1, 2.) Connotation, 3.) Spelling and Pronunciation, 4.) Multi-word item, and 5.) Collocation.

Improving vocabulary is one of difficult competences, but it is very important. If learners do not know how to expand their vocabulary, the learners gradually lose interest in learning. Generally, they have lack of interests in learning English language as they find it a dry and difficult subject to learn. As a result, most students dislike learning English; and although they attend English

lessons, they are not interested in learning or speaking English properly. So, songs can be directly used to teach vocabulary in the English language lessons.

Song has always played a big part of humans' lives, beginning with child's birth and mothers singing lullabies to their children. It is used during all important occasions of human lives beginning with child's christening, through weddings, tofunerals. I noticed, almost people like songs. In my mind, using songs make students relaxing and enjoyable in learning vocabulary. Lynch (2005) points out in his article that language teachers should use songs as part of their English language teaching because songs contain natural language, are easily obtainable and are natural and fun. Songs have also a variety of new vocabulary can be introduced as well as cultural aspects and even different types of English accents.

In short, songs are just another way to add some variety to their lessons and expose students to a different genre's music. Like other learning activities, using songs to improve students' vocabulary competence will only be effective if it is properly planned. It is indeed an interesting and effective method. With proper planning and song selections, students will be able to learn more new words effectively.

Based on explanation above, the researcher interests in apllying this aid for teaching vocabulary at junior high school. So, the researcher conducts the activities of teaching learning process through song at the second grade of SMP N 4 Bandar Lampung.

II. METHOD

To conduct this study, the researcher applied a quantitative approach which used one group pretest and posttest (T1 X T2) to answer the research question. The population of this research was the second-grade students of SMPN 4 Bandar Lampung. The sample of the research was VIII D class consisted of 32 students.

The data were collected through pretest and posttest. The pretest was administered to know the students vocabulary mastery before being given treatment using song in teaching vocabulary, and the posttest was administered to know the improvement of students' content words vocabulary.

After obtaining the scores of pre-test and post-test, the researcher analyzed the data using Statistical Package for Social Science (SPSS) to calculate the mean scores of the pre-test and post-test as well as the normality of the data. The normality of the test is used to determine if the data was set well-modeled by a normal distribution and to compute how likely it was for a random variable underlying the data set to be normality distributed. More operationally, the data were tested by One-sample Kolmogorov-Smirnov Formula (SPSS16.0 for Windows). To analyze the quantitative data, the researcher use paired sample T-Test to find out the significant difference in students' reading comprehension achievement. Then, the researcher interpreted and concluded the T-Test data.

III. RESULT AND DISCUSSION

To address the research question on students' reading comprehension, paired sample T-Test was run. Based on the analysis, it can be seen that there is an improvementof the students' vocabulary mastery before and after being taught through songs.as shown in the following table 1:

Table 1. Distribution of Students' Score of Pretest and Posttest

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 VAR00001	73.43	32	6.94883	1.22839
VAR00002	81.32	32	5.42487	.95899

From Table 1, it can be seen that the students' mean score improves from pretest to posttest, that is, from 73.43 to 81.32. The gain scores, that is, the improvement of the mean score of the pretest and posttest are 7.89. Besides, it can be seen thatsong can improve the students' content words vocabulary.

Table 2. Hypothesis Testing

Paired Samples Test

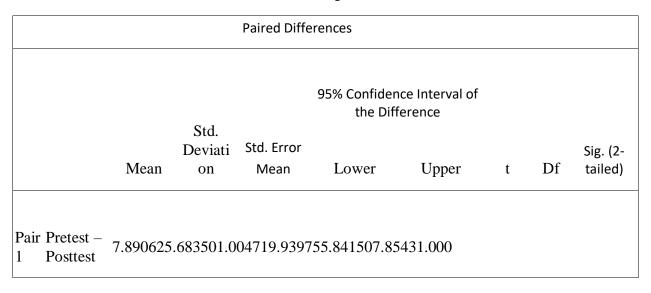|	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
Pair 1 Pretest – Posttest	7.89062	5.68350	1.00471	9.93975	5.84150	7.85431		.000

Table 2 above shows that T value is 7.854 while the t-table is 2.045. It means that 7.854>2.045. This indicates that the research hypothesis is accepted, that is, there is an improvement in students' content words vocabulary before and after the treatment.

Discussion

The result of this research shows that there was an improvement of students' content words vocabulary after they are taught by using song. This is proved by the improvement of students' post-test after they got treatment through song. The mean score of students' pretest was 75 and this score improved in the posttest after they got treatments in the teaching learning process of reading by using song. The mean scores that the students got for the posttest were 80 where the improvements were 5 points and this way influenced by using song.

On the other hand, this research is contrary to research which was conducted by (Indah Permata Sari, 2019), where the objective of her study is to improve students' vocabulary mastery using English song. It can be seen from the students' score on vocabulary test which increased from three vocabulary tests given in the Cycle I and cycle II. The result indicates that song has significant impact on improving students' vocabulary mastery.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the results of the data analysis and discussion, the following conclusions are drawn:
There is an improvement on students' content words vocabulary after they are being taught by using song. It could be seen from the mean score of pre-test and post-test. Since the mean score of the post-test is higher than the pre-test, it can be concluded that the student's content words vocabulary improved. It happens because song has been found to build students' vocabulary. It means that song give an impact to improve the students' content words vocabulary.

Considering the conclusion of the research, researcher would like to recommend some suggestions. The English teacher is suggested to use song as one of the strategies to improve students' content words vocabulary. This is because song helps students to improve students' content words vocabulary.

This study is limited to discuss only the improvement on students' content words vocabulary. Therefore, further researchers can add another instrument such as questionnaire to find out students' responses towards song in order to support the result of the research.

In brief, those are the conclusions of the research findings and the suggestions for English teachers who want to try usingsong in teaching vocabulary and for further researchers who want to investigate the research about this technique.

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