

BUILDING VOCABULARY THROUGH SONG AS EFFECTIVE METHOD IN LEARNING ENGLISH

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Abstract: The objective of this study is to determine the effectiveness of songs in learning English vocabulary by using quasi experimental method. The participants were 287 students of SDIP Baitussalam Kuningan and the sample which chosen by using random sampling technique and divided into experimental class and control class were around 42 students. The research used several vocabulary pre-test and post-test in collecting data then analyzed by using SPSS 23 for windows software. The outcome demonstrated that, at a significance level (α) = 0.05, the value of taccount (2.558) was greater than ttable (2.021). The use of song media for learning English vocabulary was successful, as evidenced by the fact that there was a substantial difference in vocabulary learning between the experimental class and the control class. Additionally, the experimental class's N-Gain vocabulary test results were 0.54 points higher than those of the control class, which were 0.36 points lower. In other words, the learning process indicated an average gain in student accomplishment.

Keyword: *Song, Vocabulary, and Learning English*

Introduction

English is a foreign language that must be studied at the elementary school level. As part of the local curriculum, children at this level begin learning English in 4th grade and continue through 6th grade. In general, the purpose of this program is to improve students' spoken and written English proficiency for educational contexts. The Indonesian government believes that learning English benefits students so they can continue their education at a higher level with solid foundational English skills. This is taken into account by the Indonesian government when creating an acceptable curriculum to be used with young learners in elementary school.

Related to curriculum implementation, the teacher in teaching learning process has to know the students' characteristic such as emotional aspect. Mustofa (2010) in Mutiah mentioned that children have a short span, means that they have short pay attention only twenty minutes in their study (Mutiah et al., 2020). In short students are easy to feel bored. Moreover, they face difficulties such as they have to learn multiple language such as mother tongue (L1), Indonesian language (L2), and English as foreign language in same time. They need hard effort to become mastery at this stage especially how they building vocabulary mastery.

To be well understanding of vocabulary needs variant teaching learning in classroom. A creative or innovative approach, including the use of media, is used to deliver the educational objective in order to develop pupils, make them engaging, and increase their language proficiency. The song media, as recommended by Ratmianingsih, is one alternate method of teaching vocabulary (2016). She claimed that "The Song" can increase students' capacity for language acquisition. Due to the song's ability to make learning English enjoyable, fascinating, and understandable, they are more inspired to do so. Additionally, El Nahhal (2011) discovered that using the songs to learn and teach English improves elementary school kids' vocabulary development. The study looked at the impact of using children's songs to promote fourth-graders' English vocabulary in Rafah government schools. They discovered that the song is a powerful tool for boosting pupils' interest and capability when learning English language.

In the case of the fifth grade elementary students SDIP Baitussalam Kuningan, they face such problem that has been elaborated above. The issue also arises from the practice of teaching and learning; in this situation, the majority of teachers use outdated or conventional methods, while pupils just repeat and translate words to determine their equivalents. The fact that the teacher solely teaches the content using worksheets

(LKS) provided by the government further illustrates how little media is used to support this activity. Those phenomena need the effective method that has been suggested that is using "The Songs" in teaching learning vocabulary to encover the problem. By conducting research, this become consideration that aims to know in depth that the songs media effective to improve students english mastery particulary in learning English vocabulary. Furthermore, to get effective result the writer limit the study by focusing on students vocabulary mastery. Therefore, this research gives several benefits for students, educators, schools, and researchers , whereas it increases insight, knowledge, motivation, and as reference to develop further teaching material.

THEORETICAL UNDERPINNING

Defining Song has advantage to pose how important it in teaching learning English especially as media to support students vocabulary mastery. Songs are versatile and can serve a range of purposes. They are also good educational tools for a number of reasons. According to Doren in Andianto (2010), also mentioned in Faliyanti (2017), a song is a brief musical piece set to a poetic text, with equal priority given to the music and the lyrics. This definition has been used by researchers in a number of cases. In case of children`s song, the contextual text contains monosyllabic words which are frequently repeated. It explores students opportunity for vocabulary practice and vocabulary acquisition. Therefore, when choosing a song's topic or theme, it is important to carefully analyze how the lyrics will match the target language (Millington, 2011).

Using Song as teaching learning methodology or as effective pedagogical tool has positive impact for the English learners on enlarging, improving, and building their vocabulary as well as with fun (Mede, 2018) and also make learners enjoy (Shen,2009 in Mede, 2018). Islami (2019) adds that song is a suitable medium and entertaining method of teaching English. It uses repeating phrases and easily understood language to help kids develop their vocabulary. Additionally, students can enjoy the sound, which can reduce their stress levels and make them feel more relaxed while learning. They can even learn vocabulary by singing (Thao & Thao, 2019).

Through their analysis, Pavia, Webb, and Faez, 2019 in (Permana, 2020) discovered that songs may help students improve their vocabulary knowledge, copy word pronunciation, understand meaning, and get more exposed to the target language. The benefit of song in enhancing

vocabulary also revealed to student`s motivation. According to (Faliyanti, 2017), English songs had a substantial impact on students' motivation and vocabulary acquisition during the second semester of the English education Study Program at Muhammadiyah University of Metro in the academic year 2015–2016. Moreover in their study, (Alipour & Gorjian, 2012) differentiated between male and female students in mastery vocabulary through song. The outcomes showed that male learners performed better than female learners. According to the research, songs can be used as a teaching tool, particularly when it comes to vocabulary instruction. They are not just for fun.

Songs helped young learners, such as kindergarten students, to become interested and focused because the melody, strong rhythm, and simple vocabulary may create a situation that allows kids to pick up the target language or vocabulary without even realizing it, according to a study done with kindergarten students (Viray & Larang, 2020). Because the words and phrases in the songs they sing have a distinctive rhythm, conclude with rhyming words, and have a musical effect, youngsters may learn the lyrics to the songs more quickly. Students exhibited positive views toward employing song activities to increase their vocabulary learning and retention, according to Phisutthangkoon's research on the benefits of song with its impact on vocabulary enrichment. The best way to help children build and maintain their vocabulary is through learning activities (Phisutthangkoon, 2016).

Song is a learning resource that can be used by teachers to make it easier for students to enrich their English vocabulary. It usually consists of lyrics of various genres that can be adapted to the theme of the vocabulary to be taught. The repetition contained in the song makes it easier for students to remember the words contained in the lyrics of a song. The melodic strains that are heard from the song have a positive impact on students' emotions and attitudes, students can enjoy and relax in learning and can follow the singing of the song. In this case, his motoric intelligence becomes improve as shown by the movements of the body members such as hands, head, including facial expressions that show the expression of their feeling. Therefore, if students get their comfort in the learning process, it will be easy to absorb and understand whatever the teacher teaching in this case is to enrich English vocabulary.

Song contains a wide range of vocabulary, which is crucial for learning the English language. It is the fundamental building block of the

learning process that makes mastering the proper amount of vocabulary a requirement for learning other subjects (Rohmah & Indah, 2021). According to Alemi and Tayeb (2009) in Phisutthangkoon, a language's vocabulary consists of single words, phrases, or chunks of many words that have a certain meaning (2016). It is essential to the teaching of English because without a sufficient vocabulary base, pupils cannot communicate with one another or express their own views (Heidari, 2015). It is agreed that knowledge of words and their meanings constitutes vocabulary. We constantly use the word "vocabulary" to refer to the kinds of words that students need to understand in order to read texts that are getting harder to understand (Hiebert, 2005), as quoted in Nurdiansyah, Asyid, and Parmawati (2019) as well as in (Sari & Asahra, 2019). According to Naufal, vocabulary is a term used to describe words or word groupings with particular meanings that are utilized in conversation and communication. It is the first building block of learning in the English classroom and can aid pupils in acquiring the language more quickly and effectively (Naufal, 2018). Additionally, McCarthy (1990) in (Muflihah et al., 2008) indicates that the most important aspect of any language development is vocabulary. Consequently, both students and teachers find it difficult to teach and learn new terminology. Both parties must put up a lot of effort if the students are to learn effectively.

Exploring vocabulary through Song needs attention if relates to learning English in classroom. There are aspects to be considered in order the students as foreign learner gain knowledge such as vocabulary mastery through the right way. The first is that the language is socially dominant, according to (Lin, 2008; Saville-Troike, 2006), and the second is that the foreign language is not frequently spoken in the students' immediate social surroundings. The familiarities of words sound, letter, pronunciation have not found yet in their mother language. They feel strange when listen and pronounce at the first time. This needs effort by the teacher to decide method used in teaching, in this case by using Song. Krashen (1989) and Stern (1991), still cited in (Dary, 2019), claim that learning a foreign language necessitates an integrative framework that is multidimensional, multifactorial, and composed of two main categories of factors: (a) context- and (b) subject-related variables. Here, Getie (2020) added that context affected students` attitude positively as the result of his study.

It is obvious that learning a language, whether it be one's mother tongue or a foreign language, gives one the ability to articulate one's

thoughts, aspirations, and even dreams. There are many elements that affect pupils' ability to master vocabulary when studying a foreign language. Students' motivation and attitude are two elements that have a significant impact on success, according to Mouili and Abdullah (2014). They divided the attitude into three pieces for their study, focusing on the behavioral, cognitive, and emotional aspects of it. They also gave it a specific focus on student attitudes.

a. The behavioral component of attitude is concerned with how the learner acts and responds in specific circumstances. The learner adopts a variety of target language behaviors.

b. The four phases that make up the cognitive part of attitude include producing new knowledge, verifying new knowledge, applying new knowledge in various contexts, and linking new knowledge to prior knowledge. It involves the language learners' perceptions of the information they learn and how they comprehend the language-learning process.

c. Emotional component of attitude: According to Mouili and Abdullah (2014) and Feng and Chen (2009), learning is an emotional process. The learner can communicate whether they like or detest the things or surrounding settings during the learning process, which involves the teacher and students in a variety of emotional activities.

Similar research was done by Mustafa (2015), who looked at the relationship between students' excitement and attitude and motivation. When a student has strong motivation and their attitude can be changed by participation in and use of an effective teaching strategy, he discovered a favorable association during language learning. Nariswariatmojo (2011) specifically divided the elements impacting the language acquisition process into internal and external factors in (Sarwar, 2018). He explained that while the external influences include familial background, the educational environment, and the social milieu, the interior elements include physical, psychological, and tiredness.

METHOD

This study employed a quasi-experimental methodology. The participants are 287 students in the fifth grade at SDIP Baitussalam Kuningan, divided into two classes for the experiment (23 students) and control (19 students), with a final sample size of 42 students. Data from the pre-test and post-test are collected. Both the experimental group and the control group received this

test. The initial test was completed prior to the treatment, whereas the last test was completed following the treatment. After the test and data collection, SPSS 23 for Windows was used to analyze the data.

FINDINGS AND DISCUSSION

Preliminary data collected prior to treatment (pre-test) and final data collected following treatment made up the data in this study (post-test). The analysis's findings are as follows.

Finding

a. Pre-test Data Frequency Distribution of Experimental Class

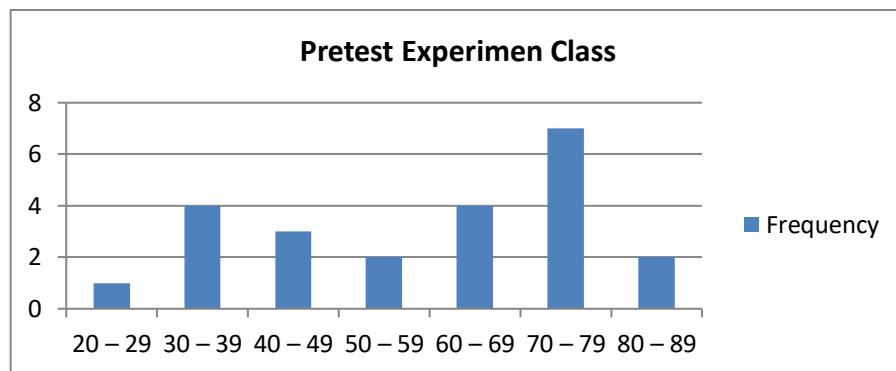


Diagram. 1

Pre-test Frequency Distribution Diagram for Experiment Class

Based on the diagram, the highest score was 80 and the lowest was 20. The highest number of frequency were at 6th of interval class, around 7 students or 30.4%. The pre-test score also showed the number of frequency which is the lowest number was at first of interval class, only one student or 4.3%.

b. Pre-test Data Frequency Distribution of Control Class

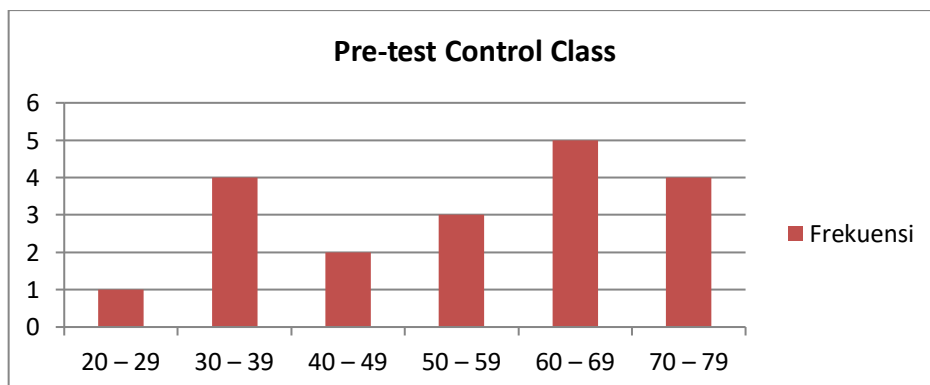


Diagram. 2

Pre-test Frequency Distribution Diagram of Control Class

According to the accompanying diagram, the control class kids' greatest pre-test score was 70, while their lowest was 20. Based on this table, the students with the most number of frequencies were at interval class, 5, with the number of frequencies was 5 students or 26.3%. Besides only one student or 5.55% and the lowest was at interval class 1.

c. Post-test Data Frequency Distribution of Experimental Class

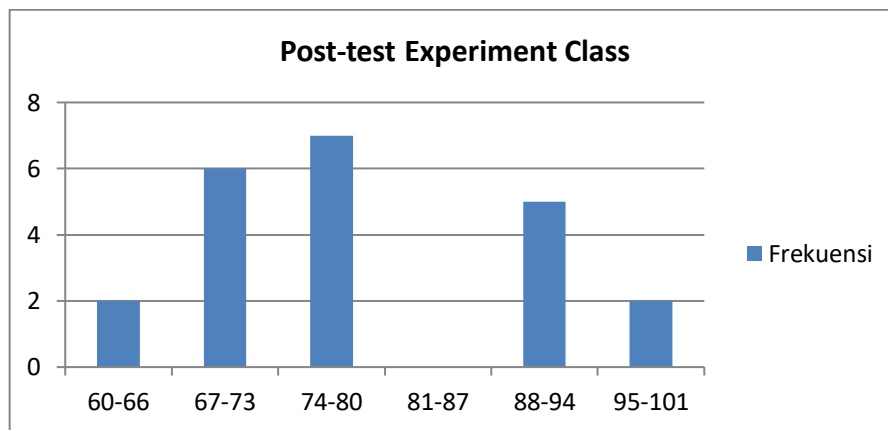


Diagram. 3
Post-test Score Frequency Distribution Diagram for Experiment Class

According to the diagram, kids' greatest score was 100 and their lowest was 60. It could be said that the students with the most number of frequencies were at 3rd of interval class, which the number of frequencies was 7 students or 36.8 %, and the least number was at 6th interval classes with a frequency of 2 students or around 10.5 %.

d. Post-test Data frequency Distribution of Control Class

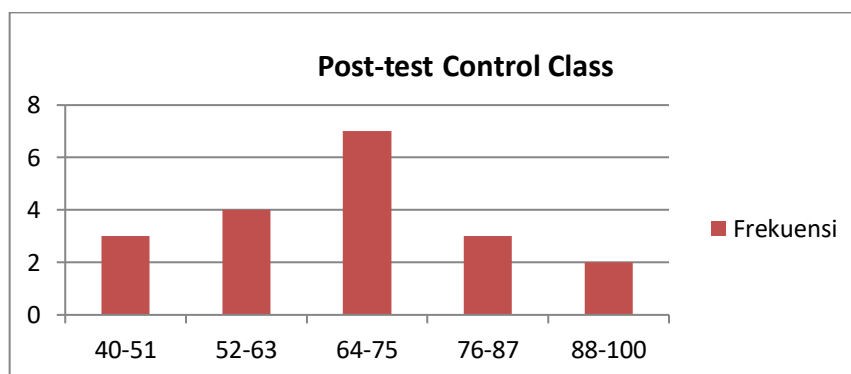


Diagram. 4
Post-test Score Frequency Distribution Diagram for Control Class

The findings indicate that the control class kids' highest score was 100 and their lowest score was 40. It described that the students with the most number of frequencies were at 3rd interval class, the number of frequencies was 7 students or around 36.8 %. The lowest was at 5th interval classes with a frequency of 2 students or 10,5 %. The comparison of the post-test statistics for the control and experimental classes could be summarized as seen in the following table.

Table. 1
Summary of Post-test Results for the Control and Experimental Classes

Kelas	Lowest Value	Highest Value	Mean	Median	Modus	SD
Experiment	60	100	78,69	80	80	11,77
Control	40	100	68,42	70	70	14,24

d. Hypothesis Testing

The following table is the result of hypothesis testing of experiment and control class pre-test. The data showed, the *t*account was 0.785 and 0.797. This is smaller than *t*table $0.785 < 2.021$ and $0.797 < 2.021$ with the significance value was higher than 0.05 ($0.437 > 0.05$). This indicates that the experimental class and the control class had comparable levels of vocabulary ability based on their pretest scores.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1,521	,225	,785	40	,437	4,348	5,538	-6,845	15,541

Equal variance s not assumed			,797	39,926	,430	4,348	5,457	-6,681	15,377
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Table. 2
Independent t-test of Experiment and Control Class Pre-test

After the method implemented, there was significance result between the two classes. The following table is the elaboration of hypothesis testing of experiment and control class post-test. The result showed *taccount* were 2.558 and 2.512. They were higher than *ttable* 2,558 > 2,021 and 2,512 > 2,021. The significance value was lower than 0.05, that was 0.014 < 0.05 and 0.017, 0.05. It indicates that there was a discrepancy in the post-test results between the experimental class and the control class. In other words, songs had an affect on how kids learned to master their vocabulary.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Result Equal variances assumed	,160	,692	2,558	40	,014	10,275	4,016	2,157	18,392
Result Equal variances not assumed			2,512	34,982	,017	10,275	4,090	1,971	18,578

Table. 3
Independent t-test of Experiment and Control Class Post-test

e. N-gain Test

Class	Data	Mean	Gain Score
Experiment	Pre test	53,3	0.54

	Post test	76,69	
Control	Pre test	50	0.36
	Post tes	69,42	

Table. 4

The Result of Experiment and Control Class Pre-test and Post-test

The table above showed the average of the two classes score pre-test and post-test., both of them seemed increased. The average value of the experimental class increased from 53.3 to 76.69 with a gain score of 0.54 and the mean value of the control also increased but smaller than the experimental class, with the initial acquisition of 50 to 69.42 with gain score 0.36.

Discussion

Validity test, reliability test, level of difficulty test, and discrimination value test were carried out to determine test materials or test instruments related to the vocabulary skills of fifth grade students of SDIP Baitussalam. The test result indicated that the instrument was allowed to be used as a research instrument test. Furthermore, the researcher conducted a pre-test on both the experimental class and the control class with the aim to know the students' initial ability in vocabulary mastery before the treatment applied. According to the pre-test results, the experimental class had an average score of 53.3 and the control class had an average score of 50. It means both of them was still under the standard criteria minimum (KKM), around 70. Those scores indicated that students in both of class faced difficulties and lack of vocabulary mastery so learning innovation was needed to improve thair skill. The "Songs" method could be an alternative approach to solving this issue because it relaxes and attunes children to the learning process.

After receiving treatment and moving on to the post-test, it was evident that there had been an improvement, as evidenced by the average score of 68.42 for the control class and 78.69 for the experimental class. Each score increased by 20.16 and 18.42 percent respectively. Furthermore, the result of the test then were analyzed using the independent sample t-test to test the hypothesis. The result was $t_{account} (2.558) > t_{table} (2.201)$ with a significance level ($\alpha=0.05$). This means that H_0 is rejected and H_a is approved. In other words, it may be inferred that the alternative hypothesis, or H_a , such as the usage of music media is beneficial in learning mastery of English vocabulary, was accepted and the null hypothesis, or H_0 , was rejected. This proves that the song technique of English learning was successful. Therefore, related to student learning outcomes, there was increasing that could be seen from the difference between the pre-test and post-test scores through the N-gain test. The result was 0.54 for the experimental class and 0.36 for the control class,

both of them showed an increase of students learning outcome was normal.

CONCLUSION

The use of song as a medium for teaching and learning to enhance the vocabulary mastery of the fifth grade students of SDIP Baitussalam Kuningan is more effective than the use of conventional media, according to the results of data analysis, hypothesis testing, and debate. The outcome of taccount (2.558) > ttable (2.201) with a significance level of ($=0.05$) serves as evidence for this. When compared to the control class, the experimental class's N-gain score was extremely satisfying. Using song as a teaching tool improves learning outcomes, which is measured by students' command of the English language. Additionally, this finding may be taken into account for future study to be undertaken employing digital media or applications to improve student vocabulary knowledge.

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