

**AN ANALYSIS OF VOCABULARY LEARNING ABILITIES USING A SONG
IN TENTH-GRADE STUDENTS OF WIDYA DARMA SENIOR HIGH
SCHOOL**

MOYA ARFIANA

IKIP Widya Darma Surabaya

HERU PURNOMO

IKIP Widya Darma Surabaya

Abstract: Every school has many problems with vocabulary. First, the students are too lazy to study vocabulary because they think English is a foreign language. Second, the students cannot memorize vocabulary well. Third, they felt difficulty facing tests because they just had a little basic vocabulary. The song is words that are sung, and besides, in music, the song also appears in plays, musical plays, and stage shows of any form. The study problem in this research is divided into How are the students' scores in vocabulary before being taught using a song? How are the students' vocabulary scores after being taught using a song? And, is there any significant difference in students' vocabulary scores before and after being taught by using a song? The research design used in this study is a pre-experimental research design with a quantitative approach. Experimental research aims to test hypotheses to establish cause-and-effect relationships. This research used a pre-experimental design because they provide little or no control of extraneous variables in the form of a one-group pretest-posttest design. This research shows significant differences in students' vocabulary mastery before and after being taught using a song. The advantages above imply that using a song positively affects students' vocabulary ability. Thus, it can be concluded that the use of a song is effective toward students' vocabulary ability, and it is to be used in teaching vocabulary, precisely in the tenth grade of students at SMA Widya Darma Surabaya.

Keywords: *Effectiveness, Vocabulary, Song*

INTRODUCTION

One English component that must be taught to the students is vocabulary. It is an essential part of language skills; listening, speaking, reading, and writing. Vocabulary is also one of the essential elements of a language. However, mastering vocabulary is not easy because English vocabulary for a daily living requires plenty of time, and it is more challenging to master than mastering English grammar by foreign learners. The learners should first concentrate on learning the most frequently used and essential English vocabulary for their practical, real-life needs. Likewise, students can listen to and read the lyrics of a song while enjoying the music. That enjoyable activity may help students enjoy learning the vocabulary and somewhat understand its use, meaning, and context.

The type of listening song activity has broad potential. Music and songs can be essential parts of growing and learning. Children love to sing, and teachers naturally use songs to teach them concepts and language in a fun way. It can be inferred that music and songs may play an essential role in one's

growth and learning and may provide a fun atmosphere for learning.

Songs are also a form of "listen and repeat" (Scott & Ytreberg, 1990). Songs can be broadly divided into many different forms, depending on the criteria used. Song and music can help develop listening comprehension and facilitate the acquisition of pronunciation, vocabulary, structure, and about culture. Songs are valuable aids in developing students' listening skills. There are many advantages of using them in the classroom: they present new vocabulary and experience in context, students become familiar with the pronunciation of native speakers, and they provide a break from the textbook and workbook routine. Students will feel enjoy learning. The researcher can explain that song and music are united from the explanation above. They cannot be separated from each other. The song is words that are sung, and besides music, the song also appears in plays, musical plays, and stage shows. This condition motivates the researcher would like to test whether "song as media" is effective for students' vocabulary.

A Song is an exciting medium that offers high imagination. The lyric of songs usually is easy to be understood. It

gives motivation and makes the relationship between the teacher and students closer. Furthermore, the relationship will give the students the bravery to ask the teacher about everything, including new vocabulary in the song they learn.

Another definition of the song is that it is one series of intoned words with rhythm and particular tone" (Suyanto, 2010). It makes students feel that certain words are important and necessary. From this statement, the researcher knows that the song's object cannot be achieved without words. It means that in teaching songs, the students must master many vocabularies. The students need to master many vocabularies to do the assignment from the teacher easily, and the students can translate English well and answer the teacher's questions.

In our daily life, we are surrounded by songs. A song is like magic that can hypnotize us. Therefore, when we hear the songs, we can be brought into the songs. According to Suyanto (2010), there are some types of songs as follows:

a. Songs for pleasant

Song for pleasant is a popular and memorable song to make a happy situation. It is usually sung out of class,

for example, when they have recreation, when they are on the way or when the heart situation is boring.

b. Songs for lesson

A song for a lesson means a particular song to learn vocabulary, phrases, or sentences. The teacher makes it a song for students to understand the material. The teacher usually uses this song in teaching and learning process material. The teacher usually uses this song in the teaching and learning process.

The songs are created for the teaching and learning process in school, and the songs usually have some criteria such as like :

- a. Songs use words, phrases, and sentences with specific themes.
- b. The songs discuss language structures.
- c. They are contextual songs.
- d. The song can be acted out by using gestures.
- e. They are popular songs.
- f. The songs are sung happily and with quick intonation.

When the teacher applies a song in her / his teaching-learning process, she /he should know what kind of song she would bring into the class. If the teacher wants to use a song in her class, this problem appears. Harmer (2002)

suggests two ways to solve the problem of selecting a song to be brought into the class: the first is to have students bring their favorite song to the class. If they do this, however, the teacher may want to have time (a day or two) to listen to the song and try to understand the lyrics. The second way is to use older a song to ask students whether they still have merit and whether they like them, despite their antiquity. Teachers can then choose a song appropriate to the topic and subject matter.

The teacher should also plan the application sequence to apply a song in the classroom. In applying a song, the researcher offers two procedures Ur, Wright, and Haycraft suggested.

1. The procedure suggested by Ur and Wright (1993) is as follows:

a. Preparation: Select a tape recording of a song so you can sing it. Prepare an overhead transparency (or a poster/handout) of the song's words.

b. procedure: first, play the song on a tape or sing it to yourself; second, show the song's words; third, ask the students to follow the words; fourth, sing while you play it again.

2. The procedure suggested by Haycraft (1983) suggested some variations using songs recorded on tape as follows:

- a. Play the tape as many times as necessary and ask questions.
- b. Get the class to use the line by following the tape.
- c. Divide up the class and have a group, each singing a line. Reply to the tape as often as necessary. Find out who has a good voice and try to get solos. Bring out a student to conduct different combinations until the song is familiar.
- d. Play and sing whenever you want to revise. Playing a song at the beginning of class while everyone sits down is good.

According to the theory above, the researcher doing the procedure as follows :

- a. The teacher selects a song that is appropriate to the material.
- b. The teacher prepares some lyric songs.
- c. The teacher plays the song twice, and the students listen to the song carefully.
- d. The teacher asks the students to analyze the form of the verb.
- e. The teacher gives the lyric song and corrects the students' answers.
- f. The students sing together while the song is playing.

RESEARCH METHODS

This study's research design is pre-experimental with a quantitative approach. Creswell (2012) states that quantitative research is a type of educational research in which the researcher decides what to study, asks a specific, narrow question, collects quantifiable data from participants, analyze these numbers using statistics, and conducts the inquiry in an unbiased, objective manner.

Quantitative research that is used a statistical technique to understand and explain phenomena. Ary, Jacobs, Sorensen, and Razavieh (2010) state that experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The manipulated variable is called the experimental treatment or the independent variable. Experimental research aims to test hypotheses to establish cause-and-effect relationships. The overarching purpose of experimental research is to determine whether a particular approach or way of doing something is "better" than the "older" or more traditional approach that has served as the standard practice (Lodico et al., 2006).

There are many kinds of experimental research designs, such as pre-experimental, real experimental, factorial, and quasi-experimental designs (Ary et al., 2010). This research used a pre-experimental design because they provide little or no control of extraneous variables in the form of a one-group pretest-posttest design. This research used a pre-test and post-test to see the result of the treatment.

The one-group pre-test and post-test design usually involve three steps :

Administering a pre-test measuring the dependent variable, (2) applying the experimental treatment X to the subjects, and (3) administering a post-test, again measuring the dependent variable.

Before the sample was collected, the researcher had to determine the population. Arikunto (2006) stated that a Population is formulated as the whole groups of people or object that have been formulated clearly. According to Creswell (2012), a population is a group of individuals with the same characteristics. It means the population has at least one characteristic that differentiates it from other groups.

The sample is part of the population. A sample must represent a

population (Arikunto, 2006). It means that a good sample must represent the entire population as much as possible so that the sample of this research can be generalized. Based on Creswell (2012), a sample is a subgroup of the target population that the researcher plans to study to generalize the target population. Sugiyono (2010) states that the sample is part of the total characteristics possessed by the population. It means that if the population is enormous, it is unlikely that the researcher will learn all that exists in the population. Therefore, the researcher can use the sample taken from the population.

The sampling technique is the process of selecting several individuals for a study so that the individual represents the large group from which they were selected. Sampling is the process of selecting several individuals for a study in such a way that the individuals represent the larger group from which they were selected (Gay, 1992). The purpose of sampling is to gain information about a population; rarely is a study conducted that includes the total population of interest as the subject.

Sugiyono (2010) stated that sampling is a technique to take a sample.

Thus, in selecting the sample in this research, the researcher chooses one kind of non-probability sampling. For this research, the researcher used a purposive sampling technique. Purposive sampling, also called judgment sampling-sample elements judged to be typical or representative, are chosen from the population (Ary et al., 2010).

The researcher used purposive sampling to choose the sample. Purposive sampling is a technique for choosing a sample with a specific purpose (Sukardi, 2013). By using purposive sampling, the expected sample criteria are obtained following the research to be conducted. Choosing the sample based on purposive sampling depends on the criteria used. So first, determine what sample criteria the researcher used in order to be able to take a sample of class X grades. The researcher then chooses the class X grade as the sample because in applying the experimental design, the sample must not be too "good" and too "bad" in their English achievement.

RESULTS AND DISCUSSION

After getting the data, the researcher needs to determine the differences between pre-test and post-

test scores to know the effectiveness of using a song toward students' vocabulary mastery. Then, the researcher analyzed the descriptive statistics of the scores by using SPSS 16.0. Table below shows the results of descriptive scores.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	21	40.00	96.00	65.4286	13.59545
Posttest	21	56.00	100.00	77.4286	9.94900
Valid N (listwise)	21				

The table above shows that the lowest score on the pre-test was 40, and the highest score was 96. The lowest post-test score was 56, and the highest post-test score was 100. Besides, the mean of the pre-test score was 67.04. It is smaller than the mean post-test score of 76.95 ($67.04 < 76.95$). It could be interpreted that there was a significant difference in students' vocabulary scores after being taught by using a song.

The data was then analyzed. Statistically, it could be seen that the value of t_{count} was 7.440, whereas t_{table} with a significant level of 5% was 2.019. It can be concluded that the t_{count} was higher than t_{table} ($7.440 > 2.019$). It means that the alternative hypothesis

(H_a) states a significant difference in the student's vocabulary mastery taught before and after a song is accepted. However, the null hypothesis (H_0) states that there is no significant difference in the student's vocabulary mastery who were taught before and after a song is rejected. It means there is no significant difference in students' vocabulary mastery before and after being taught by song in the second grade of Widya Darma Senior High School. Therefore, the song is effective and is suggested to teach vocabulary, especially in the tenth grade of Widya Darma Senior High School.

From the data above, the researcher can conclude that in teaching vocabulary, using song make the students enjoy and actively participate during the teaching and learning process. It was in agreement with Suyanto (2010) that the song for pleasant is popular and special songs to make a The students can feel the different situation when the researcher applied song in their class. The students can be more enthusiastic when the researcher applies a song in teaching vocabulary. It supports Siti Tarwiyah's (2008: 2) that songs in foreign language classes may motivate

students and create more relaxing foreign language classes.

A song can be a suitable medium with many teaching and learning advantages because media is a tool to support the teaching and learning process. Suyanto (2010) stated some advantages of media, such as building students' motivation in learning and teaching and making learning and teaching more exciting and interactive. It is appropriate for students' vocabulary mastery. The result of the data analysis proved in this research is any significant difference in students' vocabulary mastery before and after being taught using songs. The advantages above imply that using a song positively affects students' vocabulary mastery. Thus, it can be concluded that the use of a song is effective toward students' vocabulary mastery, and it is to be used in teaching vocabulary, precisely in the tenth grade of students at Widya Darma Senior High School.

CONCLUSION AND SUGGESTION

Conclusion

After the researcher finishes the previous chapters, she will draw some conclusions as the result of the study on the effectiveness of using a song in teaching vocabulary with the eighth-

grade students of SMA Widya Darma Surabaya in the academic year 2021/2022. Based on the research finding and discussion of the data analysis in the previous chapter, a conclusion can be drawn from the pre-test and post-test results. Students' vocabulary mastery before being taught using a song at SMA Widya Darma Surabaya is good because the mean was 60.47. Meanwhile, students' vocabulary mastery after being taught by song is excellent.

Suggestion

The result of this research positively indicates a positive effect of using a song as media in teaching vocabulary. Some suggestions for teaching English are that the creativity of the English teachers is needed in teaching English, as their duties are to transfer the knowledge of English to the students. It will be better if the English teachers find appropriate and engaging teaching media as students need. Hopefully, in the future, English teachers will be able to analyze the use of a song in teaching writing

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