IMPROVING STUDENTS' VOCABULARY MASTERY BY USING SONG LYRIC AT MTS NURUL YAQIN TONDANO

by Nur Ningsi

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Abstract: This research aims at describing students' achievement of vocabulary mastery, and is conduct at MTsS Nurul Yaqin Tondano in the academic year 2019-2020. One class in the first grade is selected as the subject of the experiment. The class consists of 25 students. These students are the participants in this study. The writers use the pre-experimental design with one class pre-test and post-test. It is quantitative research. The test or data collecting instrument to use in this research is a self-made vocabulary test in fill-in format. The result of computing the data analysis of mean score in pre-test and post-test there is a significant difference. The means of pretest and posttest data are 3.1 and 4.9 respectively, and the standard deviations of pretest and posttest data are 1.3 and 1.2 respectively. It could conclude that the use of song lyrics as a teaching technique improve student's vocabulary mastery is considering effective because it would create conducive and active learning condition which then motivate students to improve their vocabularies.

Keywords: *Vocabulary Mastery, Song lyric*.

INTRODUCTION

Although having long been introduced in foreign language teaching, music has just been more common use in English language teaching in recent years. The more frequent use of music particularly stems from the claims by theorists and researchers in foreign language teaching that music and songs in the modern language classroom may provide positive emotional and learning enhancements for students at different ages and stages of learning (Spicher & Sweeney, 2007 cited in Ludke, 2009, p. 10). A similar claim also comes from language teachers state that songs can quickly set a positive classroom tone (Jensen, 2000), improve foreign or second language (L2) intake in the learning process, and attract learners' attention to the linguistic material contained in the song.

Today, teacher's and students' attitudes towards the use of songs in second/foreign language classrooms change dramatically all over the world (Nisanci, 2013, p.1) as seen in their perceptions

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toward the use of songs in English classroom. Nguyen and Nguyen (2020) reveal that teachers have positive perceptions about songs using in vocabulary instruction for young learners. Degrave (2019) finds a positive attitude of teachers towards the use of music in the foreign language classroom. Ranggen (2016) finds that the students and lecturers are agreed with the help of song in the learning process. Similarly, Hejjawi (2007) finds that most students in the study have positive attitudes toward the use of music in their language learning. Briefly, the previous studies reveal that both teachers and students have a positive attitude toward the use of music and song in the language-learning classroom. "Song is a very good 'tool' to help students learn English, more specifically songs are believed to be able to motivate students while following English learning" (Hampp, 2019).

Based on the above mention study, the writers try to using songs in teaching vocabulary. The purpose is to find out whether the use of songs in teaching vocabulary to students of MTsS Nurul Yaqin Tondano is effective as it has been revealing by the previous study.

Statement of the Problem

Based on the writers' experience in teaching at MTsS Nurul Yaqin Tondano her finding that most of the students are lack

vocabulary. Therefore it is difficult for them to answer ask by the teacher in English.

Research Question

Based on the previous research findings, the research question address in the present study is: is the use of pop songs increase students' memory retention of new-learn words?

Purpose of the Study

The present study aims to find out whether the use of pop songs increases students' memory retention of new-learn words. In other words, its aim to describe the effect of using songs on vocabulary learning.

Significance of the Study

The present study describes the effect of use music on vocabulary learning. The finding is of particular importance for English teachers in teaching vocabulary. They may use the finding to help their students increase their stock of vocabulary.

The finding can be used by other researchers as the basis for conduct more studies on the effect of using songs on vocabulary learning.

Scope and Delimitation

The present study deals with the effect of songs on vocabulary learning. Vocabulary is too broad to be cover in a mini-research like this. Therefore, the researchers delimit their study to cover only

unknown words or phrases in '*I have a dream*', '*I see the light*, and '*You are the reason*'.

Definitions of Key term

A key term can be interpreted differently by many people. Therefore, to avoid misinterpretation, the following key terms should be clarified.

Vocabulary refers to a Total number of words, which (with rules for combining them) make up the language, or (2) (Range of) words known to or use by a person in trade, profession, etc. (Hornby, 1986:1462). In this study, vocabulary refers to unknown words or phrases in songs namely *I have a dream*, *I See the Light*, and *You are the reason* that is an experiment in this research. Therefore, they are also called 'new-learn words/phrases'.

Music refers to an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and color" (http://dictionary.reference.com/browse/music?s=t), or the tones or sounds employed, occurring in single line (melody) or multiple lines (harmony), and sounded or to be sounded by one or more voices or instruments, or both."

Song refers to a sequence of syllables ('text') that is sung,

Lyric refers to a composed for singing (Oxford Dictionary, 1995: 703). In this study, lyrics refer to a set of words in *I*

Have a Dream, *I See the Light*, and *You are the Reason* that makes up this song.

RESEARCH METHODOLOGY

Research Design

The study is pre-experimental, in that, it tries to find out whether a cause-effect relationship exists between the independent variable, the use of songs, and the dependent variable, *vocabulary mastery*. Put it another way, the study attempts to obtain data concerning the effect of using songs on students' vocabulary mastery. The relationship between independent variables and dependent ones as visually is shown in Figure 3A.

Independent   Dependent

Using Songs   ⇨   Vocabulary Mastery
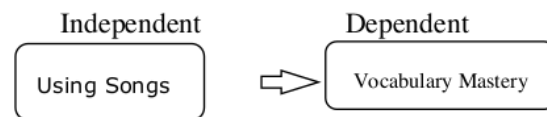
Figure 3A. Relationship between Independent – Dependent Variables

There are many pre-experimental designs. In this study, one group pretest-posttest design is using. This design is selected because the researchers are allowing (by the school) to use only one class. The design is shown in figure 3B.

$$O_1 \quad X \quad O_2$$

Figure 3B: One group pre-posttest design
(Tuckman, 1999)

Where:

X: Experimental Treatment

O_1/O_2: Observation (pretest) 1 and Observation (Posttest) 2

In terms of the nature of data and how it is analysis, the research falls into the category of quantitative research. It is quantitative in that the data is in the form of test scores, and analysis uses descriptive statistics.

The procedure research procedure is as follows:

1) Administer O_1 the pre-test, to measure the mean of speaking test to the single group before exposure to the new teaching method
2) Expose subject to instructional material taught using songs (X) for a given period;
3) Administer O_2 or posttest to measure vocabulary mastery, and compare O_1 and O_2 to determine the effect of the experimental treatment on vocabulary mastery.

Participants

This study is conducting at in MTsS Nurul Yaqin Tondano in the academic year 2019-2020. One class in the first grade is selected as the subject of the experiment. The class consists of 25 students. These students are the participants in this study.

Data Collection

The test or data collecting instruments using in this research is a self-made vocabulary test **in fill-in format.** The test consists of three excerpts from the song lyrics with 10 items each. After developing it, the test is valid to use expert judgment technique to see whether it is valid (see Yun & Ulrich, 2002 in Aravamudhan & Krishnaveni, 2015). The validation involves two English teachers at the MTsS having an English education background and an S1 degree. The validation is based on the criterion mention in Table 1 below.

Tabel 3B. Construct & Content Validity Criteria

Presentasi Validasi	Criteria
81% - 100% (5)	Very high
61% - 80% (4)	High
41% - 60% (3)	High enough
21% - 40% (2)	Low
0% - 20% (1)	Very low

Results of experts' judgments indicate that the test's logical validity as high as shown in Table 2.

Table 3A. Construct & content Validity Scoring

Validator	Score	%
Validator 1	4	75%

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Validator 2	4	80%
Total	8	77.5%

Data Analysis

The data is an analysis by using Descriptive Statistics, that is, by analyzing the frequency distribution, the mean and standard deviation scores of pretest and posttest standard deviation.

The frequency distribution score formula:

$$\text{Score \%} = \frac{\text{Total number of students got a given score}}{\text{Total number of students}}$$

The mean scores are computing using the mean formula:

$$\overline{X} = \frac{\Sigma X}{n}$$

(Butler, 1985:38)

Legend

X = Mean score

Σx = Total Number of student scores

N = Total number of student

Standard deviation is computing using the raw score method

$$S = \frac{\sqrt{\Sigma x^2}}{N} - \left(\overline{x}\right)^2$$

(Moore, 1983: 251)

Legend:

s = standard deviation

$\sqrt{\Sigma x^2}$ = sum square of X^2

n = number of student

$\left(\overline{x}\right)^2$ = mean square

FINDING AND DISCUSSION

Finding

The data mention below are collecting twice, the pretest which is conduct at the MTsS on 19 September 2019, and the posttest, on 26 September 2019, use the same test, a 30 item fill-in-the-blank, is using. The data just mention are statistical analysis use descriptive statistics.

The analysis uses descriptive statistics to cover the calculation of frequency distribution, the mean and standard deviation of both groups of scores. Results of the analysis are then comparing to determine the effectiveness of use songs in teaching vocabulary.
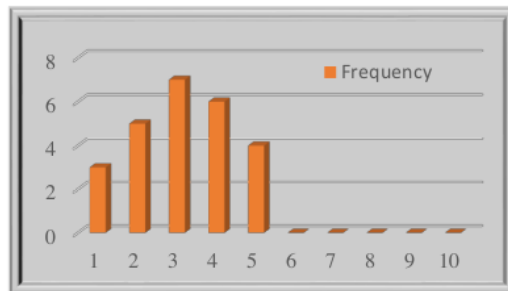
Frequency Distribution of Pretest and Posttest data

Frequency distribution of both pretest and posttest data are calculating using the formula mention in 3.4. The result is present below.

Score	Tally	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Percentage
5	IIII	4	16	25	100
4	IIIII I	6	24	21	84
3	IIIII II	7	28	15	60
2	IIIII	5	20	8	32
1	III	3	12	3	12

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Table 1. Frequency Distribution of Pretest Data

As shown in Table 1, the highest score is 5, and the lowest 1. Of 25 subjects who take the pretest, four or 16% get a five; six or 24% get a four; seven or 28% get a three; five or 20% get a two, and three or 12% get a one. Visually, the distribution of the pretest data is shown in Figure 1.

Figure 1. Frequency Distribution of Pretest Data

In the posttest, the same number of subjects is involving. The frequency distribution of posttest data, symbolize as Y, is present in Table 3.
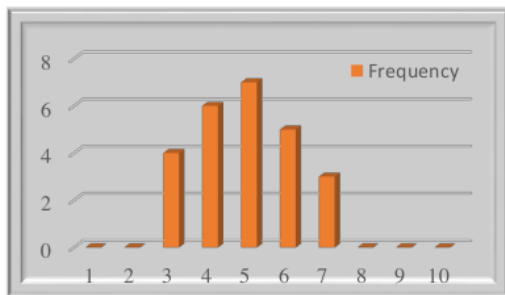
Table 3. Frequency Distribution of Posttest Data

Score	Tally	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Percentage
7	III	3	12	25	100
6	III II	5	20	22	88
5	III II	7	28	17	68
	II				
4	III III I	6	24	10	40
3	III I	4	16	4	16

As shown in Table 3, the highest score is 7 and the lowest 3. Of the 25 subjects who take the test, three or 12% get a seven; five or 20% get a six; seven or 28% get a five; six or 24% get a four, and four or 16% get a three. Visually, the distribution of posttest data is shown in Figure 2.

No.	Pretest (X)	X^2	Posttest (Y)	Y^2
1	2	4	5	25
2	3	9	7	49
3	5	25	5	25
4	3	9	6	36
5	4	16	7	49
6	3	9	5	25
7	3	9	5	25
8	4	16	6	36
9	4	16	6	36
10	2	4	4	16
11	4	16	5	25
12	2	4	4	16
13	4	16	5	25
14	5	25	7	49
15	5	25	3	9
16	3	9	5	25
17	1	1	3	9
18	5	25	4	16
19	2	4	4	16
20	4	16	6	36
21	1	1	3	9
22	3	9	4	16
23	3	9	6	36
24	1	1	3	9
25	2	4	4	16
N = 25	$\sum X = 78$	$\sum X^2 = 282$	$\sum Y = 122$	$\sum Y^2 = 634$

Figure 2. Frequency Distribution of Posttest Data

Calculation of Mean and Standard Deviation

To know the mean and standard deviations of both pretest and posttest data, it is important to first find the sums and sum squares of the groups of data.

Table 4. Sums and Sum Squares of X and Y

Based on the sums of X and Y as shown in Table 4, the mean of pretest and posttest data are calculated.

$$\overline{X} = \frac{78}{25} = 3.1$$

$$Y = \frac{122}{25} = 4.9$$

Also based on the sum squares of X and Y depicted in Table 4, standard deviations of the two groups of data are calculated as shown below.

$$s_x = \sqrt{\frac{282}{25} - 3.1^2} = \sqrt{11.3} - 9.6$$

$$= \sqrt{1.7} = 1.3$$

$$s_y = \sqrt{\frac{634}{25} - 4.9^2} = \sqrt{25.4 -}$$

$$24.01 = s\sqrt{1.39} = 1.2$$

To sum up, the result of the data analysis in which frequency distribution, the mean and standard deviations of both pretest and posttest data are calculating, show that (1) the highest score is 5 and the lowest 1; the highest score is 7 and the lowest 3; (2) the means of pretest and posttest data are 3.1 and 4.9 respectively; and the standard deviations of pretest and posttest data are 1.3 and 1.2 respectively. These three statistics indicate that the subjects' performances after being expos to the treatment, vocabulary taught use songs, increase compare to their performance before the treatment. Put it another way, teaching vocabulary using songs effectively increase students' memory retention of new-learn words.

Discussion

The present study tries to answer the research question: Is the use of pop songs effective increase students' memory retention of new-learn words? Results of calculation of frequency distribution, the mean and standard deviation indicate that there is an increase in the subjects' vocabulary performance after being expos to the teaching of vocabulary using songs. For example, the highest and low scores before the treatment are 5 and 1; in the posttest administer after the treatment, the

highest score is 7 and the low 3; the mean after the treatment increases almost 2 points, and that the subjects' heterogeneous performances (s = 1.3) before the treatment decreases to 1.2. These results lead to the conclusion that use songs in teaching vocabulary increases the subjects' memory retention of new-learn words.

This find goes in line with the find of the previous study. Malekian (2016) who aims at describing the relationship between English songs and learning vocabulary finds that songs provide an enjoyable way to introduce or review vocabulary, teach pronunciation, present structures, and sentence patterns in a novel way. It's an innovative and efficient method to use English songs to improve students' listening and speaking also. Ningsih (2019), who aims at findings the effectiveness of using songs in teaching English at Sulawesi flight college, finds that there is a significant difference in students' English achievement before and after being taught by using songs. Gushendra (2017), who tries to find out a significant effect of using English songs to improve students' vocabulary mastery, reveals that use English songs can improve the students' vocabulary mastery. Similarly, Phisutthangkoon (2016), who tries (a) to study the effectiveness of song activities on vocabulary learning and retention and (b) to explore students' opinions towards song activities, find that there is a significant difference between the pretest and posttest I mean scores of the students' English vocabulary achievement at a level .01 and that students have positive attitudes toward use song activities to develop their vocabulary learning and retention. Briefly, the previous find that using songs is not only increases students' vocabulary but also their motivation to learn.

Both the present study and the previous ones support the claim by theorists, researchers, and language teachers that music and songs in the modern language classroom may provide positive emotional and learning enhancements for students at different ages and stages of learning (Spicher & Sweeney, 2007 cited in Ludke, 2009, p. 10). A similar claim also comes from language teachers stating that songs can quickly set a positive classroom tone (Jensen, 2000), improve foreign or second language (L2) intake in the learning process, and attract learners' attention to the linguistic material contained in the song. In the fields of psychology and neuroscience, research finds indicate that for example, revealing that music has been shown to support verbal learning in the native language (Thaut et al, 2008). These finds confirm Krashen's affective filter theories the learning a second/foreign is effective if an affective filter is low and ineffective if it is high.

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CONCLUSION AND SUGGESTION

Conclusion

The present study tries to answer the research question: Is the use of pop songs effectively increase students' memory retention of new-learn words? Results of calculation of frequency distribution, the mean and standard deviation indicate that there is an increase in the subjects' vocabulary performance after being expos to the teaching of vocabulary use songs. These results lead to the conclusion that use songs in teaching vocabulary increases the subjects' memory retention of new-learn words.

Suggestions

Based on the conclusion above, the writers would like to suggest English teachers to using song lyric techniques in teaching vocabulary for students not only the senior high school students, but also junior high school and elementary school to *attract* the students' attention, interest, and motivation in learning English.

Teachers or prospective teachers have to know that this is one of many techniques suitable apply when teaching English in the classroom to make it easy for students to understand the material. Therefore, they are suggesting using this technique when teaching English as a foreign language in improving students' mastery of vocabulary.

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