



Increasing Students' English Vocabulary by Listening Western-Song at Seventh Grade of Mts Darul Falah Islamic Boarding School Enrekang

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ARTICLE INFO

Article History:

Received: June 14, 2021

Revised: June 21, 2021

Accepted: July 25, 2021

Keywords:

English Song;

Vocabulary acquisition;

learning media;

students' motivation;

EFL learners

ABSTRACT

Vocabulary learning was a very important aspect for students when they are learning English. Students need new learning methods so they can enjoy the ongoing learning process. The teacher should also be able to convey the material well and using media appropriately. The purpose of this study was to determine whether song media can have a significant difference in increasing of students English vocabulary at seventh grade of MTs Darul Falah Islamic Boarding School Enrekang, and to find out whether the use of song media is more effective than the use of conventional media. The population in this study was 60 students. It consists of 2 classes and each class consists of 30 students. From the results of calculations at the time of the pre-test or before treatment, it was obtained the value of $t_0 = 1.517 < t_t = 2.001$, which shows that both classes are worthy of study because they do not have a significant difference in increasing of students English vocabulary after being tested using the t-test, but after giving treatment and posttest values obtained $t_0 = 3.201 > t_t = 2.001$, with a significance level $\alpha = 0.05$ and $df = n_1 + n_2 - 2 = 58$, then t_0 is higher than t_t which indicates there is a significant difference in increasing of students English vocabulary between classes taught using song media (experimental class) and classes taught using conventional media (control classes) after being given a pre-test, besides that the use of song media is more effective and has a significant effect than the use of conventional media, with the effective weight was, the final average score of students in the experimental class was 13.8 higher than the control class, which was 9.6.



INTRODUCTION

There are four skills in English language are listening, speaking, writing, and reading. One of the most important components that students should be obtained is by increasing their vocabulary. Why vocabulary is important, because without it the students will not be able to have listening, speaking, reading, and writing skills as well (Tim Bimba English, 2017). So in this researcher, expected to apply one of media to increase students' vocabulary.

Hastuti (1992 : 2) stated that mastery vocabulary that important that students said or terms able to understand and capable of use it in speaking, in the commission of a his speak, read, and writing. In mastering skill, receptive and productive students' development with equity should be supported by a mastery of English vocabulary (Samad, 2019). As competency standard that development with equity should be controlled students in learning English so mastery of vocabulary is important, (Sarmita, 2021)".

In the learning process, teacher is faced with many problems, one of them is the lack of students' vocabulary and it causes the presentation of teaching materials that less attractive and it makes boredom for students and less motivated in learning, and their teaching method is too monotonous or less in using teaching media, which makes it difficult for students to understand. The learning process will succeed effectively if the communication is delivered well. The use of learning sources will help in increasing students' to understand and skills in a lesson.

Conventional learning still dominates learning in Indonesia. The conventional learning is perceived still there are shortages, both in learning process and in learning outcomes. In addition, conventional learning still cantered on teachers and has not been able to serve to students according with their needs, because the learning process is carried out in the classroom within a particular period. The lack of use of media as a vehicle in transmitting to supporting information of learning activities creating an atmosphere where students are passive and teachers becomes the only source of in the learning process. This is also supported with ineffective the use of facilities and infrastructure that have been owned by the school.

One of the media can be used to overcome the obstacles above that is by using learning media. In the teaching and learning process, the use of the media is very important. Sadiman (2006: 14) claim that educational media can overcome differences in learning style, interests, intelligence, limitation of the sense power, disability, or obstacle geographical, time and others.

Based on the previous problems, then the researcher trying to find solutions in learning English, especially in increasing students' English vocabulary by listening western song. The use of song as one of an alternative learning that will help students in increaseing of English vocabulary and that is interesting media and as an option to motivate students. The advantage of using song media is fast-memorized vocabulary, can be remembered in a long term. The song media can also to arouse excitement for students and will make the classroom atmosphere lively or an interactive, so that will may make it easy

to follow learning English. With the learning process, the teachers can understand the extent of students, which in this case can understand and absorb the learning material that has done.

These various efforts carried out by reason in order to develop the potential of students in depth so that learning process successfully and can problem solving. Based on the thoughts, the writer is interested in conducting research with the title "Increasing Students' English Vocabulary by Listening Western-Songs at Seventh Grade of MTs Darul Falah Islamic Boarding School Enrekang."

METHOD

This research was a quasi-experimental study to measure the effectiveness of the effect of a given treatment. The treatment in question is the use of songs media on English vocabulary learning in seventh grade of MTs Darul Falah Islamic Boarding School Enrekang. In the design of this study, the subject of the study consisted of two classes, namely the experimental class and the control class, which were chosen by simple random sampling technique.

The experimental class will be given treatment (X) which is taught using song media and the control class is not treated. Before starting the treatment the two groups will be given the initial test as a pre-test to determine the level of mastery of the vocabulary of each class. After that the experimental class will be treated in a certain period of time, while the control (comparison) class is not given special treatment. The material taught in the experimental class and the control class was the same, but delivered differently: the experimental class uses song media and control classes using conventional media. After being given these treatments, the two classes will be

given the final test as a post-test. The final results of the measurement tests of the two classes will be compared between classes taught using song media and those taught with conventional media.

The research design used in this study is quasi-experimental with a pre-test and post-test research model. Through the design of the pre-test and post-test, it can be seen the significance differences in students' initial and final abilities after being given treatment. In addition, the pre-test and post-test not only measures the final ability, but also measures the students' initial ability whether they were the same or not.

FINDING AND DISCUSSION

Based on the results of the first hypothesis testing, Before being given treatment, both classes were given an initial pre-test with 30 multiple choice question. T-test results of the pre-test between the two classes indicate that the experimental class and the control class, there were not significant differences in increasing students' English vocabulary between classes taught using song media and classes taught using conventional media at seventh grade of Mts Darul Falah Islamic Boarding School Enrekang, which meant that both classes had the same vocabulary mastery. And also it can be seen from the pre-test results of both classes and it is proven by the t-test that t_0 is smaller than t_t with a significance level $\alpha = 0.05$, then from data processing obtained $t_0 = 1,517$ and $t_t = 2,001$ and degrees of freedom (df) = $n_1 + n_2 - 2 = 58$, so $t_0 = 1,517 < t_t 2,001$. But after being treated, especially in the experimental class, then given a post-test for both classes, the research results obtained $t_0 = 3.201 > t_t 2.001$

with a significance level (α) = 0.05 and $df = 58$, it can be concluded that the ability of experimental class students is better than the control class. This shows that the use of song media is more effective and has a significant effect than the use of conventional media in increasing students' English vocabulary at seventh grade of Mts Darul Falah Islamic Boarding School Enrekang. And improved learning outcomes can be seen from the average score of the post-test in the experimental class and the control class. Both classes showed an increase in learning outcomes, but the most striking improvement in learning outcomes was shown by the experimental class with differences in the pre-test and post-test of mean scores of 13.8, while in the control class it showed an increase of 9.6.

Thus, it can be concluded that there were significant differences in increasing students' English vocabulary between classes taught using song media and classes taught using conventional media at seventh grade of MTs Darul Falah Enrekang Islamic Boarding School.

Jamalus (1988: 1) song is the art of music that is played using sound or with a musical instrument. And sound can be used as a medium to express ideas to others, thus enabling communication. By utilizing the function of songs as a tool for communication, songs can be used to teach several types of language skills, such as sentence structure or grammar, vocabulary and speech. As expressed by Paquette (2008: 2) as stated, songs can be used to teach various language skills, such as sentence patterns, vocabulary, pronunciation and parts of speech. Movement can be added to songs to make it more meaningful and

enjoyable (Ismail, 2021). As a learning medium, song media is certainly one of the practical media to arouse students' feelings, interests and enthusiasm in learning English vocabulary. From the results of the study it can be seen that the use of media songs in the experimental class makes the learning atmosphere of students enjoyable, and remembers the vocabulary they have obtained, so that their vocabulary also increases.

In addition, the teaching and learning process creates a pleasant learning atmosphere while motivating students to be more enthusiastic in following the learning process through song media. As with the use of conventional media that will make the learning atmosphere boring because it seems monotonous, so students quickly feel bored and attention to the subject matter will be reduced. Students also often forget the vocabulary they have learned. This improvement in vocabulary mastery shows that students are more pleased when the teacher uses song media in learning English vocabulary. This can be seen from the changes in children when learning is not sleepy, and enjoy learning through songs. Through this song media indirectly children can practice speaking English with a song repeatedly.

CONCLUSSION AND SUGGESTION

Based on the results of data analysis, testing hypothesis and the discussions that have been conducted, it can be concluded that:

There was a significant difference in the increasee students' English vocabulary at seventh grade of MTs Darul Falah Islamic Boarding School Enrekang who were taught using song

media and who were taught using conventional media. This statement was proven from the mean score of the experimental class (66.36) higher than the mean score of the control class (56.83). The $t_0 = 3.201$ was higher than $t_t = 2.001$ with a significance level of $\alpha = 0.05$ with $df = n_1 + n_2 - 2 = 58$.

The use of song media in increasing students English vocabulary at seventh grade MTs Darul Falah Islamic Boarding School Enrekang were more effective than conventional media use. This was evidenced by the weight of effectiveness can be seen the mean score of the two classes, experienced an increase. But the increase in the average value of the experimental class was higher. The increase in the average value of the experimental class was 13.8, while the increase in the average value of the control class was 9.6.

The results of this study indicate that song media could increase students' English vocabulary. The students who are taught to use song media were better than students who were taught using conventional media. So, song media can be input for teachers in determining the media that will be used in teaching English vocabulary so that learning became more enjoyable.

Media songs in vocabulary learning could help students understand and recalled the vocabulary they have learned. Besides that, it can be seen in the teaching and learning process, the students were more enthusiastic, active and there was interaction between the teacher and students. Students became not bored and felt happy in the teaching and learning process.

From the explanation above, the most important thing in the application of song media was that students were more motivated and more enthusiastic in taking lessons. This shows that the use

of song media in English vocabulary learning has proven to be more effective than the use of conventional media.

From the results of the research that has been done, then as an effort to be able to improve learning achievement, especially mastery of English vocabulary of students, the following are suggested:

1. For teachers could use song media as one of the alternative media in English vocabulary learning process, especially in increasing students of vocabulary, and they will be more motivated and enjoyed.
2. For other researchers, it was expected to be a material consideration when conducting similar or advanced research.

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