

# The Effect of Using Song in Improving Student's Vocabulary Mastery: A Study of First Grade Students of Junior High School 4 Air Hangat

Ari Setiyadi<sup>1</sup>

<sup>1</sup> Ari Setiyadi. Universitas Jambi. e-mail: [ariesetiadi100@gmail.com](mailto:ariesetiadi100@gmail.com)

ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> <i>effect, junior high school song, vocabulary</i></p> <p><b>DOI:</b> <a href="http://dx.doi.org/10.22437/langue.v2i2.27337">http://dx.doi.org/10.22437/langue.v2i2.27337</a></p> <p><b>Received:</b> <i>July 18, 2023</i></p> <p><b>Reviewed:</b> <i>August 27, 2023</i></p> <p><b>Accepted:</b> <i>August 27, 2023</i></p>	<p>This study aims to determine the significant effect of using songs to improve students' vocabulary. This research is a type of experimental research. The researcher used a pre-test and post-test between the experimental and control groups. The researcher gave the treatment of teaching vocabulary using songs in the experimental class and without songs in the control class. The participants in this study consisted of 52 students from class A and B. After conducting the pre-test, it was found that the students had problems improving their English vocabulary. Then, the learning results in the experimental class showed a significant increase in the use of songs to increase students' vocabulary. The findings in this study indicate that song can be used as a technique to teach students vocabulary.</p>

## 1. Introduction

Vocabulary is one of the essential factors to master language skills, namely listening, speaking, writing, and reading. The language learner should learn vocabulary first to master the language. Understanding the target language in communication greatly depends on one person's linguistics' knowledge (Abrar, 2019), including vocabulary. If students make grammatical mistakes, people still understand them, but if they do not know the words they want to express, it is very frustrating for them and the person they are talking to. By having a significant number of vocabularies, it is hoped that the students can speak English fluently and spontaneously.

The essential language component that needs to be introduced to Junior High School students in learning English is vocabulary. In using English as a second language vocabulary, grammar is the most important thing the students must master. But as the first step, the teacher teaches vocabulary instead of grammar to beginners in the first level of learning English. In this case, teaching vocabulary is also necessary, especially for Junior High School students. Teaching students at Junior High School is not easy. Teachers must consider and know how to teach English vocabulary to younger students. Generally, students at Junior High School are aggressive, such as speaking with their friends. Good English teachers must be able to control the students and make them enjoy the lesson.

Most teachers at First Grade Student of SMAN 10 Kerinci teach speaking by explaining and writing the words or sentences individually. In this case, teachers involve three aspects in teaching speaking. Firstly, they should explain the meaning of the words or sentences. Secondly, they should ask the students to memorize the words or sentences. Lastly, they only give a little practice to the students. However, most of the Students of SMAN 10 Kerinci face the challenge of speaking there more speaking with natives. They are embarrassed and afraid. Most English teachers in SMAN 10 Kerinci just give the new words or sentences students must memorize. Psychologically, the child like to sing when they get new vocabulary in another language. Students in Junior High School love songs too. Thus, using songs will give an enjoyable learning atmosphere, which can motivate students to learn and memorize new words from their teachers.

The previous studies on investigating vocabulary at Junior high school level have been conducted by some researchers (Atia, et al., 2022; Yenti, 2023; Yusuf, et al., 2017; Wijaya, et al., 2016). However, there is scarcity in using song, especially in the area where the research was conducted. As we know, teaching English songs give positive result to the students. It can develop a classroom atmosphere brightly. Singing and listening to English music and songs can improve students' vocabulary and their ability to pronounce words correctly. Besides, it can be used to familiarize the students with the frequency and variety of idiomatic expressions. Based on the observation, the researcher is interested in conducting the study by raising the research question: "Can song improve student's vocabulary mastery in the first class students of Sekolah Menengah Pertama Negeri 4 Air Hangat in teaching English Vocabulary?".

## **2. Literature Review**

### **2.1 The Concept Vocabulary**

Vocabulary knowledge is only one component of language skills, such as reading and speaking. It should also not be assumed that substantial vocabulary knowledge is always a prerequisite to performing language skills. Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, and knowledge of the world increases vocabulary knowledge and language use.

As Brown (1994) explained, vocabulary is essential in teaching English. Brown also states that vocabulary is the basic building block of the language). Thus, teaching and learning English should be based on vocabulary mastery because, as defined that a language is built by words that a language learned. According to Linsen (2015), vocabulary is the body of words used in a particular language. Meanwhile, Richard (1985) explained that vocabulary is an asset of lexical, including single words, compound words, and idioms.

Furthermore, vocabulary also refers to a person's words in their language. It also encompasses the collection of words. Vocabulary become essential of language. Based on the explanation given by Brown (1994), vocabulary can be defined roughly as the words we teach in a foreign language. Additionally, as Crystal (2003) explained, vocabulary refers to the component of linguistic proficiency and has a crucial role in expressing ideas.

### **2.2 Teaching English Vocabulary**

The central to research into vocabulary learning are key questions concerning how words are learned. The teacher helps the students with vocabulary directly or explicitly by word list, paired translation equivalents, and variously related semantic sets. They also help the students indirectly. Additionally, it is exposure to words in the context of reading accurate text.

In vocabulary acquisition studies, one critical research direction is to explore the points at which explicit vocabulary learning is more efficient than implicit vocabulary learning, to ask which are the most effective strategies of implicit learning, and to consider the implication of

research for classroom vocabulary teaching. Teaching vocabulary can't be separate from teaching a language because it is the first step to teaching language. The purpose of teaching vocabulary is to increase students' vocabulary. Using a good technique in teaching vocabulary, the students can understand the lesson easier. In response, Nation (1990) explained that the teacher needs to consider how to teach vocabulary to the students.

According to Yang (2001), teaching vocabulary is very important in teaching English. It means that if the teacher teaches English vocabulary successfully, the students can understand the meaning of the language. Therefore, they can progress in language skills, namely, listening, speaking, reading, and writing. In other words, by using an appropriate technique in teaching new vocabulary, students will find that it is easier to understand the meaning of words, and they can use it properly. In addition, the presentation of words in teaching is more important than the vocabulary itself. It could be concluded that teaching through visual media will be helpful.

### **2.3 Teaching English with Songs**

Rixon and Brinfie (1994:33) say that students learn better through playing or at least through a "fun and enjoyable" package. A psychologist argues that children love to learn something fun. Songs are one enjoyable way to learn English and create a fun classroom. Songs are one media for expressing the human spirit, and it has recently become an essential part of foreign language teaching resources. Dubin (1994) states that the use of song in language learning and teaching is an "overlooked resource". At least one that has been overlooked by the "establishment" in our profession

Most students like songs, especially Western songs. These songs provide lyrics enough to be heard and understood by the students, making it easier to learn English. Songs of a genre, including lyrics and music, can be added to this list. They are marked by the richness of content, poetical metaphors, and symbols, which emotionally reflect our world. In non-English surroundings, the primary problem teachers of English encounter are how to stimulate students to speak English in class. Songs may serve as a starting point for conversation. Students can discuss a single song, a group's repertoire, and different musical trends.

Songs can motivate a positive emotional approach to language learning. Exerting emotional influence on a listener, songs can inspire the student to express their attitude towards what he has heard. The teacher can introduce the culture and music to the students using the song. Thus, songs can effectively contribute to the aesthetic development of prospective teachers. They help student teachers develop their artistic tastes based on critically evaluating the songs they listen to and discussing and helping them learn how to use a song in ELT.

The teacher may prefer to use songs simply for fun or on cultural background, or for a change of classroom atmosphere. In addition, the students are often willing to sing foreign language songs even if they do not fully or partially understand the meaning of the words. Since one of the purposes of language learning and teaching is that the students should learn to use the language and sing the song, this takes one step towards achieving the ultimate goal of language use by the students.

Change (1991) states that music and songs can improve the student's vocabulary and ability to pronounce words correctly. Besides, listening to music and a song is a more pleasant way for the students to memorize vocabulary and idioms than listening to the text or news in English. Some songs lend themselves naturally to teaching or reinforcing grammar points. They may be integrated into lessons with a particular grammar focus and provide much-needed variety while contributing to the overall aim of an assignment. Particularly at lower levels when children are still learning, essential key grammar patterns songs can play a role as input.

### **3. Research Methodology**

#### **3.1 Research Design**

This study was a type of experimental research. It aims to see the influence of songs on students' English vocabulary. To see the influence, the experimental class was given some treatments. Meanwhile, the control class was not given treatments. This exploratory study used pre-test and post-test between two groups. Therefore, this study involved two groups. Firstly, the experimental group is treated by using the song. Secondly is the control group, which was treated without song. Although this group is treated differently, the material given, the length of time, and the teacher are the same.

The researcher treated the two classes the same in terms of psychology and consistently to be objective in evaluating the test result. The meeting is about four times. One meeting was two hours, and it took 70 minutes. In this research, the researcher conducts the research for one month and teaches four songs relating to the topics. After four issues teach, a post-test is conducted. The data of this test are used to explain the contribution of using songs in vocabulary mastery through the difference of the result of the post-test.

#### **3.2 Participants**

As explained by Gay (1987), a population is a group of people with the same characteristic to be studied. The population of this study is the first-class students of SMP Negeri 4 Air Hangat who were registered in 2010/2011. Meanwhile, the sample of this study consisted of two classes (VII A and VII B) 105 students (26 students in class A and 26 students in class B). In this study, the research used the cluster sampling technique to choose the two classes as samples.

#### **3.3 Instruments**

To collect the present study's data, the researcher used multiple-choice to test students' vocabulary. According to Arikunto (2019), various choices are good tests because they can represent the material's content. In this study, 20 multiple-choice questions were given to the students in pre-test and post-test.

#### **3.4 Data Analysis Procedures**

To analyze the data in this study, the researcher first used a descriptive statistical analysis procedure. Descriptive statistical analysis is used to find out the frequency values of student test scores. Then, the researcher also conducted an independent sample t-test to test the hypotheses contained in this study. To carry out the two tests, the researcher was assisted by SPSS software.

### **4. Findings**

#### **4.1 Descriptive Statistic Analysis**

The findings of this study found that there were several comparisons of the pre-test and post-test results of the control and experimental classes. Here are the results:

##### **1.1.1 Control Class**

###### **a. Pre-test**

The highest score was 85, and the lowest score was 35. Score distribution had mean of 59.03, student deviation 13.63, mode 65, median 60, variance 186.03 and range 50.

**Table 4.1** Frequency Distribution of Control Class (Pre-test)

No	Interval	Frequency	Percentage
1	35 – 43	3	11.54
2	44 – 52	6	23.08
3	53 – 61	5	19.33
4	62 – 70	6	23.08
5	71 – 78	4	15.38
6	79 – 87	2	7.69
<b>TOTAL</b>		<b>26</b>	<b>10.00</b>

Table 4.1 showed the scores of the 26 control class students taught without songs. There were three students (11.54%) obtained score 35 – 43, six students (23.08%) obtained score 44 – 52, five students (19.33%) obtained score 53 – 61, six students (23.08%) obtained score 62 – 70, four students (15.38%) obtained score 71 – 78 and two students (7.69%) obtained score 79 – 89.

b. Post-test

The highest score was 70 and the lowest score was 20. Score distribution had mean 51.15, standard deviation 16.38, mode was 70, median 55, variance 268.6, and range score 50.

**Table 4.2** Frequency Distribution of Control Class (Post-test)

No	Interval	Frequency	Percentage
1	20 - 28	3	11.54
2	29 - 37	3	11.54
3	38 - 46	4	15.33
4	47 - 55	4	15.33
5	56 - 64	3	11.54
6	65 - 73	9	34.62
<b>TOTAL</b>		<b>26</b>	<b>10.00</b>

Table II above shows the scores of the 26 control class students taught without songs. There were three students (11.54%) obtained score 20 - 28, three students (11.54%) obtained score 29 - 37, four students (19.33%) obtained score 38 - 46, four students (19.33%) obtained score 47 - 55 three students (11.54%) obtained score 56 - 64 and nine students (34.62%) obtained score 75 - 73.

1.1.2 Experimental Class

a. Pre-test

The highest score was 85 and the lowest score was 30. Score distribution had mean 57.30, standard deviation 16.50, mode 60, median 57.50, variance 271.4, and range score 55.

**Table 4.3** Frequency Distribution of experimental Class (Pre-test)

No	Interval	Frequency	Percentage
1	30 – 39	3	11.54
2	40 – 49	4	15.38
3	50 – 59	6	23.08
4	60 – 69	7	26.92

5	70 – 79	2	7.69
6	80 - 89	4	15.38
<b>TOTAL</b>		<b>26</b>	<b>10.00</b>

Table 4.3 showed the score of 26 students from the experimental class taught using songs. There were three students (11.54%) got score 30 – 39, four students (15.38%) got score 40 – 49, six students (23.08%) got score 50 – 59, seven students (26.92%) got score 60 – 69, two students (7.69%) got score 70 – 79 and four students (15.38%) got score 80 – 89.

b. Post-test

The highest score was 95 and the lowest score was 30. Score distribution had mean 60.76, standard deviation 16.47, mode 45, median 60, variance 271.3, and range score 65.

**Table 4.4** Frequency Distribution of experimental class (Post-tes)

No	Interval	Frequency	Percentage
1	30 – 40	3	11.54
2	41 – 51	6	23.08
3	52 – 62	6	23.08
4	63 – 73	5	19.23
5	74 – 84	3	11.54
6	85 - 95	3	11.54
<b>TOTAL</b>		<b>26</b>	<b>10.00</b>

Table 4.4 showed the score of 26 students from the experimental group taught using songs. There were only three students (11.54%) obtained score 30 – 40, six students (23.08%) obtained score 41 – 51, six students (23.08%) obtained score 52 – 62, five students (19.23%) obtained score 63 – 73, three students (11.54%) obtained score 74 – 84 and three students (11.54%) obtained score 85 – 95.

**4.2 Independent sample t-test**

Before testing the hypothesis, the researcher first conducted a normality test. Normality testing was conducted to see the normality of samples distribution. Using Kolmogorov-Smirnov that is based on normal graphic with significant score was 0.05. it formed the  $H_2$  population for normal distribution and  $H_1$  population for abnormal distribution. The hypothesis  $H_2$  was accepted if  $Sig > Significant\ Alpha (0,05)$  and the  $H_1$  was accepted if  $Sig < Significant\ Alpha (0,05)$ .

**Table 4.5** Normality Testing of Data

	Class Code	N	Sig/p
Control Class	Cc	26	0.464
Experimental Class	Ec	26	0.957

Table V show the significant score of the students of control group was 0.464 that was biggest than Alpha (0.05) or  $0.957 > 0.464$  and significant score of the students of experimental group was 0.957 that was bigger than Alpha (0.05)  $0.957 > 0.464$ . It can be concluded that the data was distributed normal.

After the scores of control class and experimental class had been analyzed, it could be seen that  $t$  calculated in this research was 2.11 in degree of freedom was 25 while at the

significance level 0.05,  $t$ -table was 2,055 or  $P = 0,000 < 0,05$ . It means that  $t$  calculated was higher than  $t$ -table. So, the difference the two classes of teaching above were significant.

**Table 4.6 T-test calculated between control and experimental class (Post-test)**

Mean		Difference average	T <sub>count</sub>	Df	t <sub>total</sub>	Sig. (2-tailed)
Ec	Cc					P
60,76	51,16	9,61	2,11	25	2,05	0,000

It had been mentioned that  $t$  calculated in this research was more significant than the value of  $t$ -table, therefore the H1 that stated, “*Students of SMP Negeri 4 Air Hangat who were taught by using songs have better achievement in mastering vocabulary than those who taught without songs*” was accepted while H2 that sated “*Students of SMP N 4 Air Hangat who were taught by using songs have the same achievement in mastering vocabulary than those who were taught without songs*” was rejected.

## 5. Discussion

According to Hiebert (2005: 3), vocabulary is the knowledge of word meaning. In order to master the four skills in English, vocabulary is the first thing that must be mastered by the learners. By having a kind of collection of vocabulary, the interlocutor can be able to express the message they intend for. Thus, having a significant number of vocabularies, it is hoped that the students can English fluently and spontaneously.

Vocabulary is the essential element in teaching English. By using a good technique in teaching vocabulary, the students will understand the lesson easier. The use of songs gave an enjoyable learning atmosphere, which can motivate students to learn and memorize new words that they got from their teachers. Most of the students in experimental class were more active and fun in learning process. Furthermore, in class control, the students had difficulties memorizing the meaning of the words, because they must memorize the words and the meaning. Sometimes some students could memorize the words but forgot the purpose itself. As the result, the students felt bored and lazy to learn English. Teaching English song gave positive result to students, it can develop classroom atmosphere brightly that the teacher enjoys their teaching.

Based on the hypothesis testing, it was found that the value of  $t$  calculated was more significant than the value of  $t$ -table statistically calculating. The difference between learning result by using songs and without songs was significant. It means that the treatment given to the experimental class caused the difference of the learning result of the two classes.

From the data analysis above, it can be seen that most experimental class students taught using songs have better vocabulary than those in the control class taught without songs. The lowest score of the students in experimental class was 30. It was bigger than the lowest score of the control class students who got 20 as the lowest score. If it was viewed from the percentage of 30 to the standard score of 100, it could be said that the students who got the score 6 already reached 30% from the whole score they might achieve. The students who got the score 30 probably had personal unexpected condition or problem such as not being in good condition or not preparing themselves well in studying.

However, in the experimental class, only three students got the lowest score, whereas five got the lowest score in control class. Most experimental class students earned a score of 12, but in control class was 8. The comparison of the two means score were 60,76 : 51,16 and the difference of the two means score was 9,61. It means the learning result of teaching vocabulary using songs was better than without songs.

## 6. Conclusion

Based on the finding of this research, it can be concluded that there is significance between improving vocabulary mastery through song can stimulate in students' vocabulary. The study's success can be proved by the students scoring in vocabulary testing in post-test for both groups. The post test result shows the differences achieved by the control class, which was taught without using song, and the experiment class, which was taught with song. The mean class control was 51.19, the standard deviation was 12.50, the experiment class was 73.21, and the standard deviation was 13.95. It is mean that the students who taught by using song, the standard deviation was higher than the students who did not taught by using song. And after, doing t test, it was found that  $t_{\text{account}} = 5.24 > t_{\text{table}} = 2.02$ . The finding show that the effect of using song in improving student's vocabulary mastery to the first class students of Junior High School of 4 Air Hangat. It was concluded that the student's vocabulary taught by using songs can positively affect the student's vocabulary.

## References

- Abrar, M. (2019). Re-telling: A Narrative inquiry of Indonesian graduate students' speaking experiences in a United Kingdom university. *Indonesian Journal of Applied Linguistics*, 8(3), 588-596.
- Arikunto, S. (1999). *Dasar-dasar evaluasi pendidikan*. Bumi Aksara
- Arikunto, S. (2019). *Prosedur penelitian suatu pendekatan praktik*. Bumi Aksara
- Atia, N., Rachmawati, R., & Yanto, Y. (2022). Improving students' vocabulary mastery by using the Rumah Belajar application at one of junior high schools. *Langue (Journal of Language and Education)*, 1(1), 39-68.
- Ayu, K. F. Y., Batubara, A., & Hafifah, G. N. (2014). *The use of hip hop song in teaching vocabulary at muhammadiyah creative 16 elementary school Surabaya*. Doctoral dissertation, Universitas Muhammadiyah Surabaya.
- Crystal, D. (2003). *The Cambridge encyclopedia of the English language*. Cambridge University Press.
- Departement Agama. (2005). *Al-qur'an dan terjemahnya*. PT. Syamil Cipta Media
- Douglas, B. (1940). *Teaching by principles interactive approach language pedagogy*. Practise Hall, Inc, Englewood
- Iskandar. (2009). *Metodologi penelitian pendidikan dan sosial (kuantitatif dan kualitatif)*. Gaung Persada Pers
- L, M. K. (2005). *Teaching and learning vocabulary*. Lawrence Erlbaum Associates, Publishers Mahwah
- L. R, Gay1987. *Educational research: Competencies for analysis and application*. Merrill Publishing Company
- Nation, ISP. (1990). *Teaching and learning vocabulary*. New Hurry Guidelines.
- Penny, U.R. (1991). *A course in language teaching*. Cambridge University Press
- Richard, C. J. (1985). *Teaching strategies for developing oral language skill*. Cambridge University Press.
- Subana. (2001). *Statistik pendidikan*. Pustaka Setia
- Wijaya, R. K., Yufrihza, H., & Kadaryanto, B. (2016). Improving vocabulary through Duolingo application in Call at the seventh grade of SMP. *U-JET*, 5(1).
- Yenti, L. S. (2023). The effect of ball game on the students' English vocabulary mastery at second grade of SMPN 7 Kerinci. *Langue (Journal of Language and Education)*, 2(1), 40-50.



- The Effect of Using Song in Improving Student's Vocabulary Mastery: A Study of First Grade Students of Junior High School 4 Air Hangat*
- Yusuf, Y. Q., Mustafa, F., & Alqinda, M. (2017, September). The use of spelling bee game in teaching vocabulary to junior high school students. In *Proceedings of The 1st National Conference on Teachers' Professional Development*.
- Zhihong, Y. (2001). *Learning words English teaching forum*. Burneu of Educational and Cultural Affairs