

IMPROVING STUDENTS' VOCABULARY MASTERY USING ENGLISH SONG

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ABSTRACT

English is a universal language and needs habituation, and they are not used to learn English. Lack of facilities, the lack of available facilities makes learning seem old-fashioned and boring. The data use to describe the situation during teaching learning process. In this case, the researcher needs to analyze quantitative and qualitative data. In quantitative data, the test consists of pre-test and post-test, for qualitative data the researcher use observation as a method of analyze the data. The implementation of English songs in teaching and learning vocabulary has a positive impact for students in increasing desire to learn the vocabulary, the ease of remembering vocabulary, ease in interpreting the message of a word, learning about grammar and to focus the attention of students. This also supported by the result of the research at the pre-test in the first cycle before giving a treatment teaching using an English song the mean score of the pre-test was 6.80. and after giving a treatment in 5 meetings in 2 cycles by giving 4 indicators of vocabulary mastery the mean of the score was 7,20 in the first posttest to 7,80 in the second posttest.

Keywords: Vocabulary, Vocabulary Mastery, English song, Classroom Action Research

ABSTRAK

Bahasa Inggris adalah bahasa universal dan perlu pembiasaan, dan mereka tidak terbiasa belajar bahasa Inggris. Kurangnya fasilitas yang tersedia membuat pembelajaran tampak kuno dan membosankan. Data digunakan untuk menggambarkan situasi selama proses belajar mengajar. Dalam hal ini, peneliti menganalisis data kuantitatif dan kualitatif. Pada data kuantitatif, tes terdiri dari pre-test dan post-test, untuk data kualitatif peneliti menggunakan observasi sebagai metode untuk menganalisa data. Penerapan lagu-lagu berbahasa Inggris dalam pengajaran kosakata memberikan dampak positif bagi siswa dalam meningkatkan keinginan untuk mempelajari kosakata, kemudahan dalam mengingat kosakata, kemudahan dalam menafsirkan pesan suatu kata, belajar tentang tata bahasa dan memfokuskan perhatian siswa. Hal ini juga didukung oleh hasil penelitian pada pre-

test di siklus pertama sebelum memberikan perlakuan pembelajaran dengan menggunakan lagu berbahasa Inggris nilai rata-rata pretest adalah 6,80. Dan setelah diberikan perlakuan dalam 5 kali pertemuan dalam 2 siklus dengan memberikan 4 indikator penguasaan kosakata nilai rata-rata posttest 1 adalah 7,20 dan nilai rata-rata posttest 2 adalah 7,80.

Kata kunci: Kosakata, Penguasaan Kosakata, Lagu Berbahasa Inggris, Penelitian Tindakan Kelas

INTRODUCTION

English, formerly a foreign language, is now widely used in a variety of sectors. The process of internationalization is crucial in making English the primary language spoken across numerous nations. No one denies that English as a foreign language is a universal language Rahmatika, (2015). English as a Foreign Language (EFL) refers to the study of English by non-native speakers in countries where English is not the native language. It is a term used to describe the process of learning and teaching English in environments where English is not the first language of daily communication. EFL is different from English as a Second Language (ESL), which is the study of English by speakers whose first language is not English but is used in their daily lives and as a medium of instruction in education and government.

The stated objective of English teaching and learning in Indonesia, which is for pupils to be proficient in the language's macroskills of speaking, listening, reading, and writing, has not yet been met. This failure has undoubtedly been caused by a number of issues, but the overly centralized curriculum has received the most of the blame. Schools and regions now have more opportunities to create their own curricula thanks to the new regional autonomy system. This will make the creation of English standards necessary to guarantee that the nation's ultimate goal of teaching English is accomplished. This essay makes the case that EFL teachers should be among the many stakeholders involved in the creation of English standards EFL teacher educators, and users of school graduates (Madya, 2002).

Learning vocabulary is a crucial part of learning English. A person's ability to communicate in English is partially influenced by the amount of vocabulary they know. However, the primary issue with teaching English in schools is that pupils are less motivated to learn the language since they struggle to use the terminology. Students however, always get much trouble to achieve the great success in learning the skill. (James W, Elston D, 20 C.E.) pointed out fact of unsuccessful achievement of learning English; one of them is a very mastery of vocabulary. A vocabulary is a collection of meaningful words that are used to construct sentences. The initial step in learning a language is to acquire as much vocabulary as you can and work toward mastery. It will be simpler for you to put your thoughts into words as a result. "Vocabulary is the most important aspect of language proficiency because it determines how well learners speak, listen, read, and write" (Jack, C, Richards & Willy, A, 2002).

Vocabulary can be divided into several parts according to experts. According to (Yinger, 1987). Two categories of vocabulary exist: active vocabulary, which Harmer defines as words that students have acquired and been taught with the intention of using them, and passive vocabulary, which is defined as words that students will likely be able to recognize but not necessarily produce.

A vocabulary is a fundamental aspect of language that plays a pivotal role in the acquisition of linguistic competencies. In accordance with its utilisation in language skills, the English vocabulary is categorised into two distinct categories: active vocabulary and passive vocabulary. Active vocabulary comprises words that the speaker is able to comprehend, pronounce accurately and utilise effectively in speaking and writing. In contrast, passive vocabulary encompasses words that the speaker is aware of and understands in a given context, but is unable to produce correctly in spoken or written form. Hatch and Brown (1995, cited in Susanto, 2017, p. 185) distinguish between two types of vocabulary: receptive and productive. The term 'receptive vocabulary' is used to describe an individual's ability to recognise and remember the meaning of words. In contrast, 'productive vocabulary' refers to an individual's ability to not only recognise words but also to use them correctly in speech or writing at the appropriate time.

Even though learning vocabulary in a foreign language sounds simple, some students experience anxiety. English teachers should start by developing a method that is both efficient and successful for teaching vocabulary. In addition, they should set up the necessary conditions for vocabulary instruction to take place. Learning how to communicate verbally or in writing in the target language is the aim of studying foreign languages, according to the junior high school competency-based curriculum. Students should therefore be able to communicate in spoken or written English after learning the language. First and foremost, learning English in junior high school serves to provide pupils with a way of expanding their understanding of science, technology, and culture. The second is that students should be able to assist with tourism and development. English teachers have realized the value of vocabulary development and have given their students engaging, rich exercises that should help students expand their vocabulary. These exercises should also help students become more proficient communicators in English. To make students motivate and enjoyable to study vocabulary, the researcher should be creatively in delivering material. We should use varieties strategies in teaching vocabulary (Harmer, 2018). The researcher found several problem factors that are at the root of the problem of students' lack of English language skills, such as; Lack of creativity from the teacher to condition the situation in the classroom to be more cheerful, happy, and fun. English is a difficult language students thought that English is a difficult language, English is a universal language and needs habituation, and they are not used to learn English. Lack of facilities, the lack of available facilities makes learning seem old-fashioned and boring. Therefore, this research not only aims to improve vocabulary but also to improve classroom conditions to make it more cheerful, conducive, enthusiastic and not boring, because the researcher will use English song as a teaching media. According to the points had been explained above, this research aims to improve the 7th grade students of SMPN 1 Ampel in mastering vocabulary through English song. The research question to be answered here is: "How can English song improve

the students' vocabulary at SMP Negeri 1 Ampel in 2023/2024 academic year."Limitation of the Research. Based on identification of the problem above, the researcher only limits the problem on improving students' vocabulary mastery by using English song in SMP Negeri 1 Ampel.

The objectives of the research are :

1.Can the use of song improve the students' vocabulary mastery of the seventh grade students' of SMP Negeri 1 Ampel in 2023/2024 academic year?

2.How is class condition when song implemented in teaching vocabulary the seventh grade students' of SMP Negeri 1 Ampel 2023/2024 academic year?

METHODS

This research participant was from 7A class students from SMP Negeri 1 Ampel, SMP Negeri 1 Ampel was located in Jl. Ahmad Yani No. 008, Ds Candi, Kec. Ampel, Kab. Boyolali, 57352. This school was established on September 1, 1976. In this school also has the status of "accredited A" and Mr. Agus Listiyanto S.Pd is the current headmaster since September 2023. The vision of this school is the realization of students who have faith, achievement, global diversity and care for the environment. The amount of participant of this research was 34, those are 16 females and 18 males.

The research employs a pre-test and post-test design. Prior to the implementation of the song, a pre-test will be conducted. Subsequently, the post-test will be conducted following the implementation of the song. In this study, the assessment will be conducted in the form of a vocabulary test. At this juncture, two types of tests will be administered: pretests and posttests. A pretest is an assessment measure administered to participants prior to the implementation of a treatment regimen as part of a research study. A pre-test is a non-graded assessment tool that is employed to ascertain the subject knowledge that the participants possess prior to undergoing any form of treatment as part of a research study. Typically, pre-tests are administered prior to the commencement of a course in order to ascertain the baseline level of knowledge of the students. In this instance, however, they are being employed as a means of testing the students prior to the introduction of new material throughout the course. A posttest is an assessment measure administered to participants following the conclusion of a research study, after they have received the designated treatment. A pretest-posttest research design must provide participants with the same assessment measures before and after treatment in order to ascertain whether any changes can be attributed to the treatment.

In this instance, the researcher observed the students' performance during classroom action research, which took place in a classroom setting. In this case, the researcher employed unstructured observation to gain insight into the occurrences within the learning process, the students' performance during classroom action

research and the class situation in the classroom activity. Additionally, the researcher sought to understand how the students responded to the use of an English song.

The process of data analysis represents the systematic effort undertaken by a researcher to examine and interpret the data in a rigorous and accurate manner. The data were employed to provide a description of the situation that pertains during the teaching and learning process. It is incumbent upon the researcher to analyse both quantitative and qualitative data. In the case of quantitative data, the test comprises two elements: a pre-test and a post-test. A pre-test is conducted prior to the commencement of the teaching and learning process. The pre-test is designed to assess students' understanding of the vocabulary taught. The purpose of this assessment is to ascertain the students' vocabulary mastery prior to the conclusion of the method. Subsequently, the post-test is conducted following the implementation of the aforementioned teaching and learning methodology. In order to analyse the quantitative data, the researcher compared the results of the pre-test and post-test in order to ascertain whether the students' vocabulary mastery had improved. In order to analyse the data, the researcher employed the mean formula adapted from Miles and Huberman (1994).

RESULT AND DISCUSSION

This chapter discussed the findings and discussion of this research. In the finding section, the researcher showed all the data which she collected during the research. In the discussion section, the researcher analyzed and discussed all the data in the finding section. This cycle was conducted for two meetings. For the first meeting was for pretest and for treatment. It was conducted on Monday May 20th & 21st 2024. The explanation were given below.

To conduct this research for the first cycle, all required materials were prepared first. The researcher prepared lesson plans, material for teaching such as laptop, audio, sound, students' worksheet. In this stage, the researcher prepared teaching and learning processes such as lesson plans, materials, and media. The topic that used in this meeting was Pronunciation, Spelling, Grammar & Meaning.

1) The First Meeting In The First Cycle

The first meeting of the first cycle was conducted on Monday May 20th 2024 stated from 09.30 until 11.15. In this meeting, the researcher ask to the students of class 9a to do the pretest. For the pretest there are 20 questions divided into 4 parts as follows:

a) Pronunciation

Pronunciation is a fundamental aspect of language acquisition, particularly in the context of oral communication. It is a crucial skill for both English language

learners and speakers of other languages. Accurate pronunciation is essential for effective communication in English and for producing intelligible sounds. The study of pronunciation has become a significant component of English as a Foreign Language (EFL) instruction. During the learning process, learners may encounter challenges, which are essential to identify and analyse. One such challenge is difficulty in pronouncing English words (Ariyani, 2013).

For A the question was about pronunciation and there are 5 questions for this part and then the students read 5 sentences in front of the class.

b) Spelling

Spelling is a fundamental aspect of acquiring English language proficiency, playing a pivotal role in the development of listening, reading, and writing abilities. One of the fundamental competencies in acquiring proficiency in the English language is the capacity to produce written English with accuracy and fluency. It is erroneous to suppose that proficiency in written English can be achieved in a single instance. As non-native English speakers, learners must become accustomed to practising the language, as it is not their mother tongue. In addition to writing and other competencies, spelling is a fundamental aspect of the English language that English learners must master.

For B also there are 5 questions, 5 question was about spelling the students write the spelling of the words spoken by audio script.

c) Grammar

In the context of language learning, the acquisition of grammatical knowledge is of paramount importance. One particularly crucial aspect of grammar that learners must master is the understanding of tenses. This is because tenses are of great consequence in the construction of a well-formed sentence (Nadia & Pradnya, 2023). A sentence is comprised of simple and complete sentences. A simple sentence is one that is comprised of a subject, a verb, and an object. The subject is the entity that performs the action, whereas the verb denotes the action itself. The object, on the other hand, is the entity that is acted upon. Nevertheless, a considerable number of students who are engaged in the process of learning English encounter a multitude of challenges, particularly with regard to the domain of grammar tenses. Some students regard grammar tenses as a tedious subject. The complexity of the subject matter is a significant contributing factor. It encompasses a multitude of rules that students are expected to comprehend. For students with limited knowledge of grammar tenses, the necessity of changing the verb in sentences to reflect the appropriate tense (present, past, or future) can be a source of confusion.

For C also there are 5 questions, the question was about grammar and the students translating from Indonesian to English and should write the right grammar in English.

d) Meaning

Meaning is one of the indicators used to determine vocabulary mastery, along with pronunciation, spelling, and grammar. Meaning can be understood by recognizing the connotation and denotation of words, which helps students understand the emotional and literal meanings of words. Meaning can be determined through knowledge of word structure, including root words, prefixes, and suffixes. Meaning can also be determined by understanding figurative language, such as similes, metaphors, and idioms. Meaning is the sense or significance of a word, phrase, symbol, or gesture, which can be explained using other words.

The final five questions pertained to the concept of meaning. Students were presented with five multiple-choice options, each corresponding to a distinct interpretation of the underlined word in a given sentence. They were required to select the option that most closely aligned with the intended meaning.

There are some activity in opening such as; prepare students to be ready for learning prayer, attendance, and preparing learning resources. Provide triggering questions related to the material. -Have you ever been listening English song before? and next is present the topic and learning objectives. For main activity there are some activities for the teacher there are; Preparing the material for pretest, Invite students' to do the pretest. Keeping an eye on the students' during pretest. Ask the students' to submit the paper to the teacher. For the students activity during the first meeting in the first cycle are; Class leader leading all the students to do a preparation. The students answer teacher's question. Listen to the teacher, prepared themselves for pretest. Do the pretest.

Table 1. Score of Pretest

Indicators	Score	Mean
Pronunciation	560	16
Spelling	635	19
Grammar	465	14
Meaning	660	19
Total	3230	68

Adapted from (Cameron & Lynne, 2001)

2) The Second Meeting In The First Cycle

The second meeting was conducted at Tuesday 21st May 2024 started from 08.45 until 10.15. This meeting was for treatment, in this meeting there are four indicators that must be taught, Pronunciation, Spelling, Grammar, Meaning.

3) The Third Meeting In The First Cycle

The third meeting of the first cycle was conducted on Monday, May 27th 2024 stated from 09.30 until 11.15. In this meeting, the researcher taught about two indicators left there are Grammar and Meaning.

Table 2. Score of Posttest 1

Indicators	Score	Mean
Pronunciation	605	17
Spelling	720	21
Grammar	500	15
Meaning	635	19
Total	2460	72

Adapted from (Cameron & Lynne, 2001)

Interpreting the meaning from Indonesian to English through songs per sentence, students will read the meaning of the pieces of lyrics from English to Indonesia simultaneously. After treatment of the grammar indicator followed by treatment of the last indicator, namely meaning. At this stage the researcher invites students to dissect the song lyrics by looking for the same meaning of each word in the song lyrics.

1) The First Meeting in The Second Cycle

The first meeting of the second cycle was conducted on Monday May 28th 2024 stated from 09.30 until 11.15. In this meeting, the researcher taught about 4 indicators there are pronunciation, spelling, Grammar and Meaning.

At this stage the researcher teaches pronunciation by dissecting the lyrics of the songs used in this study, namely “Let Her Go” by Passenger and “Marry You” By Bruno Mars. Discussing the lyrics for the pronunciation part of the researcher says one sentence first and the students follow after. Especially for sentences that

contain vocabulary that is considered difficult to pronounce, the researcher will repeat it until the student is considered fluent in reading the sentence.

Interpreting the meaning from Indonesian to English through songs per sentence, students will read the meaning of the pieces of lyrics from English to Indonesia simultaneously. After treatment of the grammar indicator followed by treatment of the last indicator, namely meaning. At this stage the researcher invites students to dissect the song lyrics by looking for the same meaning of each word in the song lyrics.

For teacher activity there are; Invite learners to learn about what is vocabulary. Invite students' to listening the music first entitle "Let Her Go" by Passenger, and "Marry You" by Bruno Mars. Tell the students to write the words that they don't understand. Invite the students' to listening the music entitle "Let Her Go" by Passenger and "Marry You" by Bruno mars once again this time with the lyrics script.

2) The Second Meeting in The Second Cycle

The second meeting was conducted at Wednesday 29th May 2024 started from 08.45 until 10.15. This meeting was for posttest. So the researcher prepared the questions again with the same questions at the time of the pretest, students returned to work with the hope that with the previous 2 treatment meetings.

Table 3. Score of Posttest 2

Indicators	Score	Mean
Pronunciation	660	19
Spelling	755	22
Grammar	570	16
Meaning	730	21
Total	2715	78

Adapted from (Cameron 2001:78)

CONCLUSIONS

The researcher could conclude that students' vocabulary at the 7th grade of SMP Negeri 1 Ampel in the 2023/2024 academic year demonstrated a positive outcome and exhibited improvement following the application of English songs as

a teaching and learning resource. The implementation of English songs in teaching and learning vocabulary has a positive impact on students in a number of ways. Firstly, it increases their desire to learn the vocabulary. Secondly, it makes it easier for them to remember vocabulary. Thirdly, it makes it easier for them to interpret the message of a word. Fourthly, it helps them to learn about grammar. Finally, it helps to focus the attention of students. Furthermore, the utilisation of the song has the potential to enhance the classroom environment, as evidenced by the notable differences observed between the initial and subsequent cycles. This finding is corroborated by the results of the pretest conducted at the outset of the first cycle, prior to the implementation of an English song-based instructional approach. The mean score for the pretest was 6.80. Following the implementation of the treatment, comprising two meetings and four indicators of vocabulary mastery, the mean score on the posttest was 7.20 in the first cycle and 7.80 in the second.

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