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The Effect of Using Songs on the Eighth Grade Students' Vocabulary Achievement

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Abstract: This research was intended to know the effect of using songs on the eighth grade students' vocabulary achievement at SMPN 11 Jember in the 2017/2018 academic year. The respondents were VIIIA (experimental group) and VIIIC (control group) that were determined by the homogeneity test. The result of analyzing post-test score by using independent sample t-test in SPSS was 0.789 which was higher than 0.05 (standard error). Consequently, the researcher should read the second row that was 0.000 that was less than 0.05, the hypothesis:"There is a significant effect of using songs on the eighth grade students' vocabulary achievement" was accepted. Based on the result, it can be concluded that songs had a significant effect on the eighth grade students' vocabulary achievement. The result, song is suggested to be used as an effective teaching media in teaching vocabulary.

Key Words: Teaching media, songs, teaching vocabulary

1. Introduction

Vocabulary is one of the three components in English. The students need to enrich their vocabulary before mastering all of the skills in English. They will get difficulties in constructing ideas if they are lack of vocabulary. Learning vocabulary is important as it is the vital aspect of a language (Wallace, 1998:9). In teaching activity, the teacher needs to find out the suitable media in teaching vocabulary. Bowker (1991) says that media such as television, film, radio, photography, popular music, printed materials and computer software can be the

seeds for positive change in education system. The researcher considers that the use of songs as an appropriate media in teaching vocabulary.

Vocabulary can be mastered by the students if the teacher implements creative media in teaching vocabulary that attracts students' interest and give fun. In conclusion, the teacher needs to find out a suitable teaching media in teaching vocabulary. One of the media is song. Song is media to increase English especially on vocabulary. Orlova (1997) states that songs are recommended for teaching phonetics, grammar, and vocabulary. Besides, song can help the students memorize the new words through the lyrics. In brief, songs can help the students memorize the new word and increase their achievement in vocabulary. In conclusion, songs can be used as teaching media in teaching vocabulary.

2. *Related Literature Review*

2.1 Vocabulary and English songs in ELT (English Language Teaching)

Moreover, Hatch and Brown (1995) argue that vocabulary is the list of words that speakers of a particular language use. In brief, vocabulary can be defined as learning structure or learning words. It can be concluded that the students should learn words with the meanings and memorize the words. According to Hatch and Brown (1996:217) terms used to classify words based on their functional categories are called parts of speech. They classified part of speech into two parts, namely large vocabulary and small vocabulary. Large vocabulary includes nouns, verbs, adverbs, and adjectives, while small vocabulary covers prepositions, pronouns, conjunctions, articles and interjections. In this research, the researcher used large vocabulary since it was included in the 2006 Institutional Based Curriculum.

The material used in this research was narrative text, that was stated in the Institutional Based Curriculum 2006 (KTSP). In constructing the test, the researcher

adjusted the test items with the indicators in the curriculum. According to Dale (2013) there are some ways or some media that the teacher can use such as, teaching by lecturing, teaching by reading, teaching using audio visual, teaching by demonstration, teaching by discussion group, teaching by practice, teaching by doing and teaching by immediate use of learning. In this research, the researcher used songs as a media in teaching vocabulary. Based on the Edgar Dale's theory that named "Cone of Experience", song is categorized as audio visual media.

According to Shen (2009) song is a combination between music and language. For the description, songs are some combination between sounds that produce beautiful harmony and show the emotion of the person who sing or write the songs. In this research, English song was used as teaching media for taught vocabulary at junior high school. In order to master English well, the students should be able to learn and master the vocabulary since vocabulary can express the meaning of the words. By having more words, students can communicate more effectively and they also can say more things. Vocabulary can be mastered by the students if the teacher implements creative media in teaching vocabulary that attracts students' interest and give fun. One of the media is songs. Orlova (1997) states that songs are recommended for teaching phonetics, grammar, and vocabulary. Besides, song can help the students memorize the new words through the lyrics. In brief, songs can help the students memorize the new word and increase their achievement in vocabulary.

Using songs as a media in teaching vocabulary has some advantages and disadvantages. The advantages of using songs are: Meet the challenges of teenagers in the classroom. First, through contemporary songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom

(Saricoban and Metin, 2000)**.** Second, according to Brewer (2015) using songs in the classroom are encourage interaction and build classroom community. When teaching and learning process using songs as media it can build students or classroom community because when they singing the songs they will interact each other and it's built the good classroom condition. Last, creating an enjoyable classroom environment. Learning English by using songs create fun atmosphere since songs are entertain and relax the students (Lo and Li, 1998). In brief, songs can create an enjoyable and fun environment in the classroom because the students will feel fun and relax when they are learning English through songs. Thus, songs can affect the students in the learning process in the classroom. Based on some advantages above, the teaching and learning process can be effective by using song as the media.

Songs are good media for teaching, but then there are also the disadvantages of using songs in the classroom. According to Murphey (in Chung:2001) some teachers consider that songs out from the normal syllabus because the songs that are usually used by the teachers do not relate to the lesson, they just give songs for fun. Some teachers worry if the students listen to the songs in teaching and learning activity they will only focus on the songs. Macias (2008) on her article got comments from the teachers of neighboring classes that the songs disturb them. In brief, the disadvantages based on the expert above are the students are too excited with the songs only and it disturbed the neighboring classes.

To make everything work fairly, the first the researcher used songs that not only for fun but also related to the materials, give them time to listen to the songs and also give them some exercises related to the songs. The last to solve the problem, the

researcher asked only for the experimental group to move in the language laboratory, because the songs applied to the experimental group only.

2.2. *Review of Previous Studies*

Some previous studies were conducted in relation to the effect of using song in teaching English, especially vocabulary. They are research conducted by Madani and Mahmoodi (2017) in the research entitled The Effect of Songs on Vocabulary Retention of Preschool Young English Language Learners found out that the use of songs increases the students' vocabulary. Masoud and Elnaz (2015) also have the same research but in the different title The Effect of Using Songs on Irian EFL Learners' Vocabulary Performance they also found that song had an effect as a media in teaching vocabulary to the Irian EFL learners. The same research was also conducted by Sayed and Azam (2014) entitled The Effect of Background Music on Vocabulary Recall and Retention of Children Learning English as A Foreign Language found that the background music had a positive effect in learning vocabulary. Nihada and Alisa (2016) found out that song can give an effect and increase the students' motivation in learning English. The last is a research conducted by Kittiya and Metas (2016) entitled Effectiveness of Songs on the Students Vocabulary Learning and Retention found out that there was a significant effect of using songs on the students' vocabulary learning and retention.

From the review of some previous studies above, the researcher was interested in conducting the experimental research about the use of songs on the students' vocabulary achievement. This research aimed to investigate the use of songs on the eighth grade students' vocabulary achievement

3. Research Method

3.1 *Research Design*

This research used experimental research design since the researcher wanted to know the effect between two variables; songs as a dependent variable and students' vocabulary achievement as an independent variable. The research design of this research was quasi-experimental with Post-test only design. There were two variables in this research, independent variable (the use of songs in teaching vocabulary) and dependent variable (the eighth grade students' vocabulary achievement).

3.2 *Research Context*

This research was conducted at SMPN 11 Jember, which was located on Jl Letjen Suprapto number 110, Kebonsari, Sumbersari, Jember. The research area was selected purposively due to some reasons. First, based on the interview with the English teacher of SMPN 11 Jember, the English teacher never applied songs in teaching vocabulary. Second, the researcher had permission from the school principal in conducting this research, and third there was no research conducted regarding to the effect of using songs on the students' vocabulary achievement.

3.3 *Research Participants*

The participants of this research were the eighth grade students of SMPN 11 Jember, in the 2017/2018 Academic Year consisting of 218 students. The method used in choosing the participants was cluster random sampling based on the results of the homogeneity test. The homogeneity test was administered to all the eighth grade students at SMPN11 Jember. There were six classes at the eighth grade at SMPN11 Jember, class VIIIA, VIIIB, VIIIC, VIIID, VIIIE, and VIIIF. After giving homogeneity test, the researcher analyzes the students' homogeneity score by using

ANOVA in SPSS program. After that the researcher chose two classes as the experimental group and the control group.

Based on the result of homogeneity test which was analyzed by using ANOVA in SPSS, the population of the eighth grade students at SMPN 11 Jember was heterogeneous. Thus, the two classes which had the closest mean score were chosen as the participants of this research. VIIIA that was 84.44 as the experimental group and VIIIC 82.08 as the control group, it was chosen by lottery.

3.4 *Research data and analysis*

The data of this research were collected by vocabulary test, interview and documentation. In this research used three kinds of vocabulary test. Those are homogeneity test, try out test, and post-test. Homogeneity test was conducted to choose the experimental and control group. Try out test was conducted to know the reliability, the difficulty index and the time allocation of the vocabulary test. The test was given to the class which did not belong to both experimental and control group. According to McMillan (1992:100) validity is the appropriateness, meaningfulness, and usefulness of the specific inferences made from the test scores. It shows which test is valid or not. Test that has validity is a test that represents the language skills (Hughes, 1989). In this research, the test constructed by using content validity and the indicators namely nouns, verbs, adjectives and adverbs, any published test should show the validity (Hughes, 1989). The analysis of the test validity was established to know the content validity. In constructing the test, the researcher adjusted the test items with the indicators in the curriculum.

Meanwhile, the index difficulty items showed how difficult or easy the test items for the whole test. In measuring the index difficulty of the test items, the try out test

was conducted. The try out test consisted of 30 test items. The total score was 100. The researcher gave 40 minutes for the students to do the test. The vocabulary post-test was given to the experimental and control group after the researcher giving them treatment and try out test to the other class. The result of post-test was used to know the students' vocabulary achievement in both experimental and control group. The students' post-test score was analyzed by using independent sample t-test in SPSS program.

The interview was done with the English teacher in SMPN 11 Jember, the researcher prepared a list of questions to gain the information. Based on the information from the English teacher, English taught twice a week with approximately 2x40 minutes for each meeting. The curriculum used for the eighth grade was the 2006 Institutional Based Curriculum or KTSP. In teaching vocabulary, she usually gave the students texts and asked them to find the difficult words, let them find the meaning in the dictionary and discussed the meaning together. The media usually used by the English teacher of SMPN 11 Jember was flashcard.

Meanwhile, the documentation was used to get the data about the total number and the names of the participants of the eighth grade students at SMPN 11 Jember at the 2017/2018 academic year and the curriculum used by the school. An interview section had been carried out on August, 23rd 2017 with the English teacher of SMPN 11 Jember. Based on the information from the English teacher, English was only taught twice a week with approximately 2x40 minutes for each meeting. The curriculum used for the eighth grade was the 2006 Institutional Based Curriculum or KTSP. In teaching vocabulary, she usually gave the students texts and asked them to find the difficult words, let them find the meaning in the dictionary and

discussed the meaning together. The media usually used by the English teacher of SMPN 11 Jember was flashcard.

After collecting the data, the vocabulary post-test scores from experimental and control group was analyzed by using independent sample t-test in SPSS program. It was used to determine whether or not there is a significant effect of using songs on the students' vocabulary achievement at 5% probability level.

4. *Research findings and discussion*

There are three kinds of vocabulary test in this research. first, homogeneity test. Based on the result of homogeneity test which was analyzed by using ANOVA in SPSS, the population of the eighth grade students at SMPN 11 Jember was heterogeneous. Thus, the two classes which had the closest mean score were chosen as the participants of this research. It was VIII A as the experimental group and VIIIC as the control group, it was chosen by lottery. After giving the treatment to both groups, the try out test was conducted. The try out test was given to the other class which did not belong to the research participants, that was VIIID it was selected trough lottery. The try out test consisted of 30 test items. It was analyzed by using split-half technique and the result there was 5 easy test items because the result was around 0.00-.0.19 and 1 difficult test item because the result of analysis was around 0.81-1.00. According to Shohamy (1985) states that a good test is the test that not too easy and not too difficult. Thus, it can be concluded that the researcher only used the average test items and did not used 5 test items for the post test based on the analysis.

After giving the try out test, the post test was given to both experimental and control group that was conducted on 28th February 2018. The post-test consisted of 25 test

items. The score was analyzed by using t-test formula in SPSS to know whether or not the mean difference between the experimental and control group. From the data analysis, the mean score of VIIIA was 85,6 and the mean score of VIIIC was 75,8. The value of significant column of Lavene's test for Equality of Variances is 0,789. It was higher than 0.05 (standard error). Consequently, the first column of t-test should be read. In t-test column, the value of significant (2-tailed) is less than 0.05 that was 0.000. It showed that there was statistically different between the experimental and control group.

Based on the analysis, it was proved that the use of songs gives an effect to the eighth grade students' vocabulary achievement at SMPN 11 Jember in the 2017/2018 Academic Year. It could be known by the significant value was less than 0.05. Therefore, the alternative hypothesis "there is a significant effect of using songs on the eighth grade students' vocabulary achievement at SMPN 11 Jember" was accepted.

Although this research was carefully prepared, this research had limitation. First, the researcher should consider the difficulty index of the test items, the reliability of test items and the validity of the test items in the vocabulary test. Second, in this research I allowed the students used their dictionary in doing their tasks, it will be better if the students did not use dictionary in doing the tasks. Last, if we want get different result, it will be better if it is done in longer time.

5. Conclusion

Based on the output of the analysis, the value of the significant column in t-test formula was 0.00, it was lower than 0.05. the mean score of the experimental group was 85.6 which was higher than the mean score of the control group that was 75.8.

The experimental group that was taught vocabulary by using songs got better score than the control group that taught vocabulary by the printed lyrics of the songs. In conclusion, there was a significant effect of using songs on the eighth grade students' vocabulary achievement at SMPN 11 Jember in the 2017/2018 academic year.

Based on the result of this research, the researcher proposed some suggestions to the future researcher and the English teacher. It is suggested to the future researcher that this study will be useful as a reference for the future researchers who want to conduct the research dealing with the use of song either by using different research design or students' level. For the English teacher, the researcher suggested to the English teacher to use songs as a teaching media in teaching vocabulary.

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