

The Effect of English Songs on Students' Vocabulary Mastery at Grade Nine of SMPN 2 Galang

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui Pengaruh Lagu Bahasa Inggris terhadap Penguasaan Kosakata Siswa Kelas Sembilan SMP Negeri 2 Galang. Metode yang digunakan adalah penelitian eksperimen kuantitatif. Desain penelitian eksperimental digunakan, di mana dua kelas mengajarkan dua teknik yang berbeda. Kelas eksperimen diajar dengan menggunakan alat musik berbahasa Inggris, dan kelas kontrol diajar tanpa menggunakan lagu berbahasa Inggris. Populasi siswa kelas IX SMP Negeri 2 Galang berjumlah 200 siswa dengan sampel 40 siswa (20 siswa kelompok eksperimen dan 20 siswa kelompok kontrol). Dalam penelitian ini, peneliti ingin mencoba memberikan lagu-lagu berbahasa Inggris untuk membantu siswa tentang kosa kata. Berdasarkan perhitungan, nilai rata-rata pre-test pada kelas Eksperimen adalah 32 dan nilai post-test adalah 71,5 sedangkan nilai rata-rata pre-test pada kelompok kontrol adalah 32 dan nilai post-test adalah 52,5. Berdasarkan hasil penelitian dapat disimpulkan bahwa terdapat peningkatan pada kata benda, kata sifat, dan kata kerja melalui penggunaan lagu berbahasa Inggris. Peneliti berharap hasil penelitian ini bermanfaat bagi siswa dan guru bahasa Inggris. Guru bahasa Inggris harus meningkatkan kompetensinya dengan meningkatkan penguasaan materinya, menggunakan media yang tepat dan menarik, Menggunakan kemampuan berbahasa Inggris.

Kata Kunci: *Lagu Bahasa Inggris, Penguasaan Kosakata.*

Abstract

The objective of the research was to investigate the Effect of English songs on students' vocabulary mastery at grade nine of SMP Negeri 2 Galang. The method was quantitative experimental research. The experimental research designed was used, in which two classes taught two different techniques. The experimental class was taught with using English songs as a tool, and the controlled class was taught without using English songs. The populations in IX grade students' of SMP Negeri 2 Galang consist of 200 students : the sample was 40 students' (20 students experimental group and 20 students controlled group) . In this study, the researcher wanted to try to provide English songs to help students about vocabulary. Based on calculations, the Mean score of pre-test in Experimental class is 32 and post-test score is 71,5 whereas, Mean score of pre-test in control Group is 32 And post-test score is 52,5. Based on the result of the study, it can be concluded that there is an increase in noun, adjective, and verb through using English songs. Researcher expect that the result of this study will useful for English students and teachers. English teachers must increase their competence by increasing mastery of their material, using appropriate and interesting media, Using English language skills.

Keywords : *English songs, Vocabulary mastery.*

INTRODUCTION

The objective of teaching vocabulary was that the students were expected to be able to use vocabulary with appropriate of contexts. Able to communicated both in oral and written,

vocabulary was one of science to be master of communication. According to Thornbury (2002) "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This point proves that without good grammar, communication can still run smoothly with the choice of words that understand, but if one have a limited vocabulary and lack of vocabulary then communication will be difficult and complicated to understand. With some useful words and expressions one can manage to communicate. Language is a tool of communication. To build a good communication both listeners and speakers should understand each other because the purpose of communication is to transfer and exchange ideas.

However, in reality based on the researcher experience at Apprenticeship 1,2 and 3. The researcher found that most of the students had low mastery of vocabulary, low in memorizing vocabularies and students' motivation is less in English vocabulary.

Even though mastery of vocabulary was very important, it did not mean that the other components such as grammar, listening and speaking are to be ignored. In teaching learning process, there were various factors involve. Teachers, students, teaching methods, material, and media were the crucial things that should be well-collaborated in order to achieve students understanding of the process.

One of the methods be used to solve this problem was English songs. One knows that music was a universal in human culture. It helped students to active during learning practice. Songs can stabilized mental, physical and emotional rhythms to attain a state of deep concentration and focus on which large amount of content information can be processed and learned.

A music/song was included in Auditory Art media. When teachers and students got used to using English songs in the classroom, it be an amazing way for them to achieve success with English learners. Then, it can conveyed message of material in understanding and retaining unfamiliar words and story meaning for the students and also provided a rich context which students can improve comprehension and practice.

In the researcher's point of view, the use of audiovisual in process teaching and learning was also important because of the flexibility in presenting a lesson. Furthermore, the use of audiovisual can helped students and teacher to connected vocabulary meaning and made the lesson more interesting because of the motion. Therefore, It was fun for listening a song in the class, and the classroom atmosphere was enjoyable and makes them more ready to learn.

One of media that can be used in teaching and learning was English song. By using English songs, the students were enthusiastic to study English well. In my research, I was focus more on the application of teaching methods in increasing student vocabulary, because from my observations at SMPN 2 Galang the students still lack in understanding vocabulary. I used English song as my teaching tool to make it more fun

METHOD

The researcher used "experimental" as the design of this research. This means that the authors describe the result of research by verifying quantitative data. According to Creswell's idea (2012) stated the quantitative method consist of three type designs namely experimental designs, correlation designs, and survey designs. Here the students were divided into two groups namely the experimental group and control group. The experimental group is the group who treated by using songs And the control group is not treated by using songs. In details of research design is shown in the table.

RESULT AND DISCUSSION

The finding result of this research deals with students score in pre-test and post-test. The first was as control group and the second is the experimental group. These are some the following in other to get the data. The teacher explained that the students still poor in vocabulary achievement because students' media in learning English was bored.

After collecting data, it could be seen that from 20 students in the experimental class, the mean of pre-test was 32 and the post-test was 71,5 based on the table above the highest students score in pre-test was 50 the lowest of students score was 20, meanwhile the highest score in post-test was 90 and the lowest students score was 40. There are differences score obtained score in pre- test and students' score in post-test.

This test is a test with empty lyrics that must be filled with 10 different types of words. Below the words that were correctly answered by students in the pre-test and post-test

No	Pre-test	Correct	Post-test	correct
1	Friend	9	Break	12
2	Better	5	House	14
3	Heart	8	Letter	15
4	Pretty	6	Girl	16
5	Happy	13	Each	10
6	Great	4	Love	18
7	Happier	7	Star	15
8	Beautiful	5	Wrote	15
9	Kind	3	Hurt	11
10	know	4	Reckless	17

in the pretest there were several words that were only answered correctly by students, such as kind correctly answered by 3 students, know and great by 4 students, better and beautiful by 5 students. Whereas, during the process the achievement was very far compared to the pretest because there was not a single word that was answered incorrectly by under 10 students. So listening to English songs turned out to be very impactful in increasing student vocabulary. because they not only enjoy a song but also learn to look for a word through the song carefully. At the time of the lesson everyone was excited about learning while enjoying and being able to learn in conducive .

After collecting data, it could be seen that from 20 students in the control class, the mean of pre-test was 32 and the post-test was 52,5 based on the table above the highest students score in pre-test was 60 the lowest of students score was 10, meanwhile the highest score in post-test was 80 and the lowest students score was 30. There were differences score obtained score in pre- test and students' score in post-test.

No	Pre-test	Correct	Post-test	correct
1	Friend	12	Break	7
2	Better	3	House	9
3	Heart	10	Letter	11
4	Pretty	5	Girl	10
5	Happy	11	Each	6
6	Great	3	Love	17
7	Happier	2	Star	15
8	Beautiful	8	Wrote	7
9	Kind	6	Hurt	10
10	know	4	Reckless	13

Based on research conducted by Windy (2022) with the title "Students' Perception of Using English Song and Their Vocabulary Learning", Triska (2022) with the title "The Effect of Using English Songs on Students' Vocabulary Achievement at SD Negeri Wonoayu Lumajang" and Shafira (2021) with the title "The Effect of English Song on Students' Listening Skill", The researcher findings the effect of English songs on students' vocabulary mastery were the students are excited taught by using English song (music) and the experimental group was got the higher score than control group. And the result were t-observed higher than t-table. The pre-test of experimental group was 640 and the post-test was 1.430 with the differences scores

was 790 whereas, the pre-test of control group was 640 and the post-test was 1.050 and the differences scores was 410.

The students need an interesting and active media to motivate them in learning vocabulary and researcher got the big attention from students' during the treatment through this media the students felt enjoy, active and confidence. They have full attention and focus to the material. This situation was good to increase students' vocabulary because students more easy to understanding and remembering the vocabulary. If t -observed was more higher than t -table H_a was accepted, based on the data above t -observed $>$ t -table, ($6,73 > 1.68$) with df 38. There was a significances effect from English songs on students' vocabulary mastery and H_a was accept.

CONCLUSION

Based on the research the effect of English songs on students vocabulary mastery, that the researcher concluded are: Students in experimental group was increase the vocabulary because this media makes teaching and learning process become interesting and enjoyable. The t -observed higher than t -table. $6,73 > 1.68$. And H_a (Alternative Hypothesis) was accepted. The students' who were taught by using English songs (music) got better score than the students' who were taught by using conventional media.

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