

THE EFFECTIVENESS OF USING SONGS IN INCREASING VOCABULARY MASTERY OF THE GRADE V STUDENTS AT SD GAMALIEL PALU

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Abstrak

Tujuan dari penelitian ini adalah untuk membuktikan penggunaan lagu dalam meningkatkan kosakata. Penelitian ini menerapkan desain kuasi eksperimental dengan nonequivalent pretest-posttest kelompok kontrol. Populasi penelitian ini adalah siswa kelas V SD Gamaliel Palu yang berjumlah 75 orang. Sampel penelitian ini dipilih dengan menggunakan teknik purposive sampling. Peneliti memilih kelas V Filemon yang berjumlah 25 siswa sebagai kelas eksperimen dan kelas V Simon yang berjumlah 25 siswa sebagai kontrol kelas. Instrumen pengumpulan data yang digunakan adalah observasi dan tes. Data dikumpulkan dan dianalisa dengan menggunakan statistik uji-t dan metode deskriptif. Nilai rata-rata pre test kelas eksperimen adalah 63.03, sedangkan nilai rata-rata kelas kontrol adalah 62.6. Nilai post test pada kelas eksperimen adalah 80.2, sedangkan nilai rata-rata kelas control adalah 74.9. Selanjutnya, hasil observasi menunjukkan bahwa Sembilan puluh dua persen (92%) siswa berpartisipasi secara aktif selama proses pembelajaran. Dengan menerapkan 0.05 tingkat signifikansi dan derajat kebebasan (df) 48, ditemukan perbandingan yang menunjukkan bahwa nilai t-hitung (2.51) lebih tinggi dibandingkan nilai t-tabel (2.012). Hal ini menunjukkan bahwa penggunaan lagu dalam meningkatkan penguasaan kosakata siswa kelas V SD Gamaliel Palu efektif berdasarkan nilai yang diperoleh kedua kelas.

Kata Kunci: Lagu, Kosakata, Kelas Kata, Ejaan, Arti.

Vocabulary is one of the components that should be taught for students especially in elementary level. In order to support the English language skills; listening, speaking, writing, and reading, it is essential to learn vocabulary. It becomes a central part in English learning. Vocabulary as one of the language elements has a very important role in foreign language learning. Hatch and Brown (1995: 1) mention vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. Different from Hatch and Brown, Harmer (1991) defines that people must have something to say, they must have meaning that they wish to express, and need to have stock of words that can describe how one feels at this moment, one has to be able to find the word which reflects the complexity of their feelings. It means that, vocabulary is

the basic unit of the language to be mastered, especially in the second language learning.

Nowadays, English is not an obligatory course in SD curriculum. English in Elementary school is not compulsory subject but it is a local content. But in SD Gamaliel, English is still taught as an elective course from grade one to grade six. It is stated on Kurikulum Satuan Pendidikan Kurikulum SD Gamaliel that English is as a life skill for students.

Based on the preliminary research, the researcher found that children as the learners face some obstacles in mastering vocabulary. First, they have small interest in learning and they still like to play in class. The students assume that English is one of the difficult subject. Secondly, they get difficult in spelling and meaning, for example: when the teacher asks them to write word 'eat', some of students write 'it' instead of 'eat'. Second, it is hard for students to memorize the

meaning of words. Sometimes, the students are asked to remember letter of words, write the words mentioned by the teacher, after that the students speak in front of the class.

In educational field, students usually learn vocabulary passively. They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Therefore, it is necessary for the teacher of English to have a good media in presenting the materials in the classroom.

Song is one of the alternative ways to increase students' vocabulary. Song helps memorization and the rhythm and rhyme of the lyrics can certainly help vocabulary as well. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening and other skills. They can also be used to teach a variety of language items, one of them is vocabulary. Through the song, students will also learn vocabulary easier because song, indirectly, will attract them to find the meaning of difficult words in the dictionary. Songs are also effective in making the students remember the words easily and feel more motivated in the class because they learn in an interesting way. Therefore, the researcher is interested in conducting a research at the Elementary school to increase vocabulary mastery of students by using songs.

Based on the background above, the researcher formulated her research question as follow:

- a. *"How effective is the use of songs in increasing the grade five students' vocabulary at Gamaliel Elementary School Palu?"*
- b. *How is the song implemented to increase the vocabulary mastery?*

This objective of the research was to find out whether the use of songs was effective or not in increasing vocabulary

mastery of the grade five students at Gamaliel Elementary School and how the songs improved the grade five students' vocabulary mastery.

LITERATURE REVIEW

Vocabulary

Learning foreign language like English means one certainly has to master a great number of words in English, for the stock of words one has in mind helps them to comprehend language well. Napa (1991:10) states that vocabulary is the component of language and that no language exists without words. Words are signs or symbol ideas. The more words we learn the more ideas we have, so we can communicate ideas more effectively. Similar to Napa, Richard (2001) argues vocabulary is one of the most obvious components of language and one of the first things applied linguist turned their attention to. Referring two statements above, it means the function of vocabulary is as the basic component of a language.

Vocabulary is the knowledge of words and word meanings. It is about the words in language used to express meaning. Therefore, learning vocabulary is a crucial matter in developing their English. It is stated in Cameron (2001) vocabulary is not simply about learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation. To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (1998) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

Vocabulary Teaching Technique

There many kinds of techniques that can be applied in teaching vocabulary. Allen (1983) mentions some techniques of vocabulary teaching that can be prepared and chosen as follows:

1. Demonstration
2. Visual Aids
3. Verbal Explanation
4. Word List

Songs

Song is a short musical work set a poetic text with equal importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment. Ratnasari (2007:11) argues songs as a kind of art work that are intended to be sung either with or without instrumental accompaniments. Similar to Ratnasari, Tarwiyah (2008) mentions that song in foreign language classes maybe use to motivate students and to create a more relaxing foreign language classes. It means that song is an interesting media that offers the high imagination. From the previous definitions above, the researcher defines children song as music, instruments, tunes and rhymes and it is not an ordinary message or ordinary words but according to specific rhymes, repetition and structure.

Poetic Licenses

In song, some authors or singers write the song lyrics ungrammatically. The function is to make the song interesting or effective. So, that is way in song there is poetic license to help the readers know about the case. Poetic license means that a poet is allowed to break rules in order to improve his poem in some way. For examples, he may break a spelling rule to make his rhythm or his meter more perfect. Attridge (1999) defines poetic license is violation of the norm of the standard, its systematic violation, is what make possible the poetic utilization of language. Wales (2001: 304) defines poetic

license is the creative deviation from the linguistic norms of grammar, lexis and meaning. We can understand it as a kind of freedom of a poet to change particular rules for poetic effects. To summarize the definitions above, poetic license is supposed to be a usual method used in poetry (and not only in poetry) how to make a poem or a text more interesting. The usage of poetic license is well elaborated and not used accidentally. In most cases, poets or writers want to express something important when using it, thus we know that we have to pay attention to it.

Teaching English Vocabulary by Using Songs

Teaching media is important in teaching learning process not only determined by teacher and students' competence but also with in appropriate media. Song is very effective especially when one needs to memorize something. Often, when music is used learning a certain concept or lesson is more easily to be understood by the students.

Using songs in teaching English can be both enjoyable and educational. Using songs as teaching materials can make the students understand better. Murcia (1996:49) argues that songs can provide an excellent means for introducing or reviewing vocabulary, including idiomatic expression, songs can be an aid in teaching individual sound or stress and rhythm patterns in words and sentences, and songs can provide a novel way of presenting or reviewing material in teaching structures and sentences.

English song can be one of the most enchanting and culturally rich resources that can be easily used in language classroom. English songs are as a precious resource to teach variety of language items such as sentence pattern, vocabulary, rhythm as well as their skills. Brown (2000) states that teaching is helping someone to learn how to do something, giving instruction, guiding in

study of something, providing with knowledge, and causing to know or understand. So, teacher as facilitator in learning process should keep looking for way to make learning vocabulary easier and more pleasant. Hubbard, et al (1983) suggested the following procedure to present song, they are:

1. The teacher explains the words.
2. The teacher plays the whole song to establish rhythm.
3. If the song is very long the teacher will play the song verse by verse.
4. The teacher puts the words to the tune if necessary.
5. Using gestures activities where necessary.
6. Making the singing period light and lively.
7. The teacher encourages children to memorize the song through different interesting ways of helping them with their memorization.
8. Teacher lets children sing the song.

RESEARCH METHOD

This research was conducted by applying Quasi-Experimental design to prove the effectiveness of using songs in increasing the fifth graders' vocabulary mastery. The sample of this research was divided into two groups' namely experimental group and control group without randomization that is Nonequivalent control group design. Both groups were given same test. The experimental group was given the treatment by using songs, while the control group was treated by using conventional method. The population of this research was the fifth grade students at SD Gamaliel Palu which consisted of three classes. The researcher implemented purposive sampling technique in determining the sample of this research since the population is homogenous or having the same ability. The sample of this research was Filemom as experimental class and Simon as control class.

Variable becomes the object or the focus of a research. It is possible to have more than one dependent variable in experiments. Based on the statement above, it is obvious that quasi-experimental research has two variables. They are independent and dependent variable. Independent variable is the caused while dependent is the regarded as the effect. Thus, the independent variable is using songs while the dependent variable is vocabulary mastery of students.

The researcher used observation and test in collecting the data. Observation was conducted to get the information about the using songs in increasing students' vocabulary mastery. Therefore, it covered all students' activities during pre, while, and post activities and it was done during treatment.. The test was given twice to the student. The pre-test was given before test and the post-test was given after test. The test was given to know vocabulary mastery of the students by using songs.

In analyzing the data of the test, the researcher used statistical analysis using the formula recommended Sugiyomo (2013:123):

$$\Sigma = \frac{X}{N} \times 100$$

The data of this research were analyzed statistically and descriptively. The researcher analyzed the significant difference between experimental group and control group by using the formula recommended by Sugiyono (2013) as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

To count the percentage of students' participation in the vocabulary class, the researcher used a formula purposed by Hatch and Farhady (1982:42) as follows:

$$\text{Percent} = (100) \frac{\text{number of instrumental responses}}{\text{total number of responses}}$$

To prove whether the application of using songs was effective in increasing

students' vocabulary mastery or not, the researcher tested the hypothesis. Thus, the hypothesis of this research was: using songs can increase students' vocabulary mastery.

FINDINGS AND DISCUSSION

After analyzing the results of the data (test and non-test), the problem statement were answered. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. By applying 0.05 level of significance and the degree of freedom (df) 48, the results indicate that t-counted value (2.51) is higher than t-table value (2.012). After getting the treatment, the mean score of the students in experimental class is improved from 63.06 to 80.2 and the result of mean score in control class is improved from 62.6 to 74.9. The observation was conducted to experimental class which consists of 25 students. The researcher used observation checklist as the instrument in order to get information about the implementation of using songs in vocabulary in class. In pre activities, all of students greeted the researcher when entering the class. When the researcher gave instruction, eighty eight percent (88%) of students paid attention and responded to the researcher instructions. Next, eighty percent (80%) of students asked question related to the researcher's instruction. In while activities, ninety six percent (96%) of students were active in class. They did what the researcher asked them to do. Furthermore, ninety two percent (92%) of students discussed the topic in pair and eighty eight percent (88%) asked question for reflection. In post activities, eighty four percent (84%) of students concluded the materials with the researcher and ninety two percent (92%) of students paid attention to the researcher's feedback. When the researcher gave them evaluation, eighty eight percent (88%) of students responded to the researcher's instruction.

Last, all of the students prepared themselves to end the class.

Based on the result of observation checklist, it can be summarized that the implementation of using songs significantly activates students during the teaching and learning process.

It can be seen from the high percentage of students who are actively participated in the pre, while, and post.

The comparison of students' achievement is as follows:

Comparison of Students' Achievement

Class	Mean Score	
	Pretest	Posttest
Experimental	63.06	80.2
Control	62.6	74.9

Based on the above table, there is a difference on the mean score between both classes in the pretest and the posttest. The mean score in experimental group increases from 63.03 in pretest to 80.2 in the posttest. It increases around 17.17. There was one who got the highest score (100), eighteen students' got higher score than 70 and four students' got score less than 70. The next step was the researcher computed students' posttest results in control class which are shown as below. It showed that the mean score of control class in posttest also improved from 62.6 in the pretest to 74.9 in the posttest. There were difference between the mean score of experimental group 80.2 and control group 74.9 was 5.3.

The application of songs is able to improve students' vocabulary mastery effectively. During the implementation of songs, in the experimental class, the researcher found that the students are active and pay attention to the teacher's explanation. Before the students learn about vocabulary, the researcher asks them about what the vocabulary is, the example of vocabulary, class of words, and kinds of vocabulary although do not in spesific answer. Some students knew about noun,

adjective, and verb but they did not know if they are called class of words. But, the researcher did not teach them about part of vocabulary and part of speech because the researcher just focused on how the students know about words and they can apply that. Also, the researcher asked the students about the songs, what songs they like, what kinds of song they like, and do they understand about the meaning of the songs. Most of the students said that they like English songs and some students said when they hear the songs, they got new words and tried to find out the meaning by looking dictionary.

The teaching of vocabulary by using songs was done by the writer in six meetings. Below were the explanations about the teaching and learning process to teach vocabulary by using song in experimental class. The researcher explained what she was going to do and emphasized on that students that they were going to learn vocabulary by using song for the next six meetings. Then, the writer gave the pre-test to students in order to know the students' competence in understanding the vocabulary based on the pretest's result. First meeting, the researcher played the song by the title "the house". The researcher played the song twice. At first played of the song the researcher asked the students to hear and then mention the words that they had just heard. At the second time the researcher gave them print out of song's lyric and asked them to hear again. After hearing the song the writer and students discussed about what the song tell about. Then, the writer asked the students to make group that consist of 3 students and asked them to find out the blank words in song lyrics. Second meeting, before learning, the researcher applied a fun activity which was called 'find me please'. In this game the researcher asked students in pairs to pick up two words and two pictures randomly based on song in the previous meeting and put them on white board or story using vocabulary. In learning activity the the researcher gave the

students missing lyric and asked them to fill in the blank based on the word that they had heard. The the researcher supplied some words in the column and they chose one word for one blank word based on the song that they heard. Next, the researcher asked students to make group that consist of five people each group, the last the writer gave exercises for students. In next meeting, the researcher taught them same as the previous meeting. At the end of meeting, the the researcher conducted a test called post test.

In this case, the main factor that can affect students vocabulary mastery is the songs itself. The songs must be interesting for students and some of the songs are popular and familiar for students so they are interested in listening that songs, for example: let it go, do you wanna build a snowman, and happy. Some of the students know about the songs, but they do not know well about the meaning. Through the songs, they will automatically find the meaning itself in dictionary because they enjoy with the song. The factor can affect the vocabulary mastery of students by listening the songs. During each session, for each song, there was a listening activity at the beginning. The song was played for them to listen to while a copy of the lyric with some deleted new words was handed to the learners in order to fill in the gaps. The song was played for the second time and the words were checked by asking the students to give the words that they had filled in. Finally, the words were written on paper. Some writing activities in which the learners had to use the new words were added to activate the language, activities such as giving synonyms and definitions of song lyric and find the other meaning of words which is not giving by teacher. After practicing and revising the new vocabulary items, a discussion was held with the learners about the topic of the song. The whole activities for each song lasted for 15 minutes, and then the teacher moved to the second and the third songs. The same activities were

conducted for other genres as well. The time of each song was about three to five minutes. In short, teaching vocabulary mastery by using songs is effective based on the achievement of students' score in pre test and post test.

The researcher also taught vocabulary in control class but without using songs. The teaching of vocabulary without songs was done by the the researcher in six meetings. In control class, the treatment was different with the experimental class; the students in control class are passive during the teaching and learning process. When the researcher explains the materials, some of them talk to his friend, and the other only sit and listen the researcher without asking some questions. Some of the students paid attention to the researcher's explanation. It causes the scores in control class is low.

CONCLUSION AND SUGGESTION

Conclusions

After analyzing the data, the researcher draws some conclusion based on the result of the data analysis. First, the use of song is an effective way in increasing students' vocabulary between experimental class and control class. It can be seen from the result of the data analysis, in the pre-test of experimental class the result was 55.9 and 53.4 for control class, while in post-test the experimental class the mean score was 81.7 and 70.7 for control class. To sum up, after getting the treatment, the students' mean score of experimental class and control class is improved based on the result of the score. Second, there is an improvement between the mean values of pretest and posttest for exeprimental class and contro class. It is proved since t-counted value (2.51) is higher than t-table value (2.012). It means that applying song as a media improves the ability of fifth grade students of SD Gamaliel Palu in vocabulary.

Suggestions

Reffering to the importance of vocabulary especially in teaching spelling and meaning, the researcher would like to offer some suggestions for the readers. i.e.: teachers, students, and other researchers. Firstly, It is very important to give more attention on vocabulary by providing enough time to focus on it because vocabulary is needed for people, especially for students in elementary level.

Secondly, in teaching vocabulary, the teacher should be provide the students with more media which can support the materials given, such as text, games, songs, video, dictionary, or pictures. Therefore, it will help them in learning English vocabulary. Finally, the appropriate media could be hold an important role to achieve the objective of teaching and learning process itself.

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