

THE EFFECTIVENESS OF USING ENGLISH SONGS TO IMPROVE VOCABULARY MASTERY AMONG EFL ELEMENTARY SCHOOL STUDENTS IN SETU BABAKAN AREA

Elsa Fadhila

University of Muhammadiyah Prof. Dr. HAMKA, Indonesia

fadhilsssss@gmail.com

Abstract: Vocabulary refers to words that people use to communicate with others. Vocabulary plays a fundamental role in learning a language and making English vocabulary mastery as the most important skill that a person needs to master before having the other English skills. This study aims to investigate the effectiveness of English songs to teach English vocabulary for elementary school students. This study applied quantitative research approach with pre-experimental research design using one-group pretest/posttest to analyze whether the media chosen in this study is effective to be used in English vocabulary learning classes. A total of 20 elementary school students who learnt English in a Fun Course program were chosen as the samples using purposive sampling technique. Paired sample t test was analyzed and obtained t_{count} of 8,156 at $\alpha = 0,05$ (5%) and t_{table} 1,729 ($t_{\text{count}} 8,156 > t_{\text{table}} 1,729$). Thus, the alternative hypothesis (H_a) in this study is accepted and null hypothesis (H_0) in this study is rejected which means that there is a significant effectiveness of using English songs in improving elementary school students' vocabulary mastery in RT 9, Setu Babakan area.

Keywords: English Songs, Vocabulary Mastery, Teaching Media

INTRODUCTION

English has emerged as a medium of communication on a global scale due to its status as a global language. The language of human communication involves the structured arrangement of sounds into larger units. A language can be written and spoken, just as the English Language. Each district in Indonesia lists English as a subject, and its implementation depends on teacher resources, learning resources, and curriculum. As an international language learner, it's beneficial for EFL (English for Foreign Language) students to learn English mainly in primary school as English is officially chosen as one important subject.

One essential element that plays as a foundation of the skill is vocabulary. As a foundation for language development, vocabulary has become a priority in education. Vocabulary mastery is academically necessary for student in language learning as it is critical to successful English skills. In terms of vocabulary mastery, it is necessary for students to master some elements of vocabulary, such as the pronunciation of words, the spelling of words, the meaning of words, grammatical patterns of words (Martha Suri, 2012). Mastering vocabulary can support students to learn English and understand more about the materials in English language classes. Vocabulary has become one of the elements that connect the skills of speaking, reading, writing, and listening.

However, some students particularly in the Setu Babakan area still have a minimum vocabulary which cause them not to understand what the English teacher says. One aspect that makes it difficult for students to master vocabulary is the teacher's traditional techniques, media, and tools, such as constantly explaining materials from textbooks and writing practice in every

meeting, which make students not able to speak comfortably in class (Namaziandost & Nasri, 2019).

Based on the reason above, high motivation is needed for kids to learn English. Using technology as the teaching media mainly in teaching young learners will provide an opportunity for them to be focused, willing to study by themselves and collaborate with their peers (Warni et al., 2018). A media to learn and teach could be anything depending on teachers' capability to liven up the class and their creativity to make kids' motivation to learn English stay high. In vocabulary teaching and learning class, particularly in teaching EFL elementary school students, learning media with creative, enjoyable, and exciting activities can boost students' motivation and make them feel engaged, which also improve students' ability to remember vocabularies that has been taught.

Songs are one of the learning and teaching media that are used in speaking classes. The term "song" used here refers to songs with catchy melodies and simple lyrics to be used as a media in learning and teaching English. Pratiwi (2018) defined a song as a short piece of music consisting of words that combine melody and vocals. In that study, she believed that songs could improve students' speaking and listening skills, enrich their vocabulary, and many more. In another study, Hadi (2019) stated that song is the way to attain students' attraction in practicing their mastery in English. Studies have shown that using songs as a learning media is the most enjoyable class activity in English class. This study aims to know and prove whether students can improve their vocabulary mastery through songs as a media in English learning and teaching, considering there are plenty of learning media and tools that could be used to teach English instead of songs. At this point, EFL teachers have a significant role as a facilitator to liven up the class, boost students' motivation while also boosting their self-confidence in English lesson.

METHOD

This paper applied quantitative research approach with pre-experimental research design using one-group pretest/posttest which doesn't include the control group and random assignment (Djamba & Neuman, 2002). In this research, the variables were the students test results of pre-test and post-test and the media of English songs. Pre-test first distributed to students before using English songs as the teaching media in teaching English that consisted of 25 multiple-choice items related to family, animals, weather, and body part materials.

Before using the English songs, the researcher firstly introduced English songs and how it was going to be taught in the class, motivated students and told them to not to be afraid during the class after pre-test was given to the students. The second until the third meeting all started the same with English songs as the teaching media. In the last meeting, the post-test was distributed after learning weather materials to see their vocabulary mastery improvements after learnt using English songs. Tests were done with the target of 20 elementary school students from Betawi Village, Setu Babakan that joined Fun Course program. The data of students test results were analyzed using statistics of paired samples t-test with the instrument that was validated first before the research.

FINDINGS AND DISCUSSION

Before doing the treatment and pre-test, the teacher found through the observation that early students mostly had difficulty to memorize English vocabulary as it is not their first language. Some kids were afraid to show themselves and to be active during the class as they were too afraid

to be judged. Some also did not pay attention during the class due to some factors. For example, they got bored, or they did not understand the materials of the lesson. As a consequence, the students lack in vocabulary mastery. The researcher then used English songs as the teaching media and examined whether English songs could improve students' vocabulary mastery. The treatment was done in four meetings. The pre-test of vocabulary mastery consisted of 25 multiple-choice items related to family, animals, weather, and body part materials. Before using the English songs, the researcher firstly introduced English songs and how it was going to be taught in the class, motivated students and told them not to be afraid during the class. In the last meeting, the post-test was given to and done by the students to see their vocabulary mastery improvements after learning English using English songs. The data of students' achievements before and after getting the treatment and its analysis were all described in the following sections.

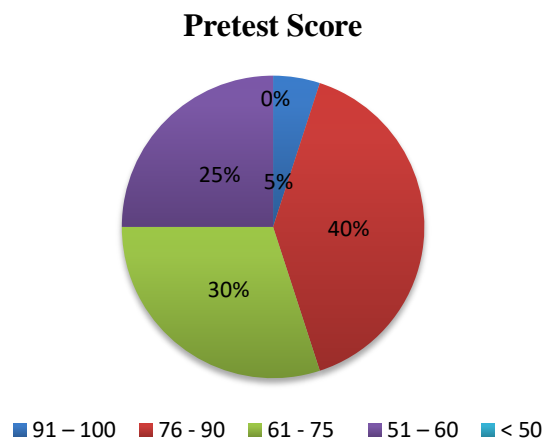
Students Test Result

The pre-test consists of 25 items of multiple choices, the total of the students who took the pre-test were 20 students. In the pre-test, there were two students who got 56 as the minimum score and there is one student who got the highest score of 92.

Table 1: Students Pre-Test Result

Grade	Criteria of Score	Frequency (f)	Percentage	Classification
A	91 – 100	1	5%	Very good
B	76 - 90	8	40%	Good
C	61 - 75	6	30%	Fair
D	51 – 60	5	25%	Poor
E	< 50	0	0%	Very poor

Figure 1: Pie-Chart of Pre-Test Results



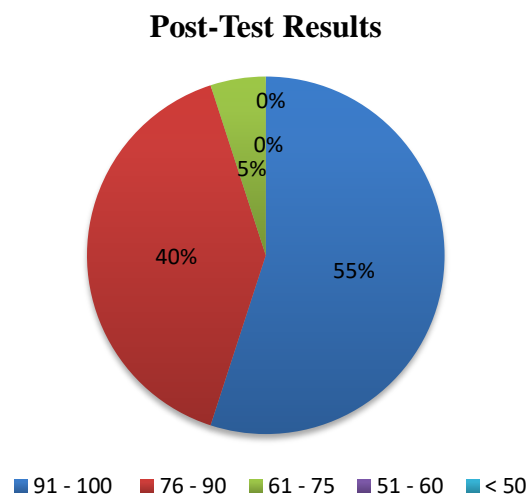
After collecting the data of the pre-test and post-test, the scores were then grouped with the criteria of scoring above. In the pre-test, 55% of students got the scores below 76 with the score less than 75 were 30%, the score below 60 were 25%, and the score with the total of 8 students got good score with the score 76-90. It indicated the students' achievement before the treatment still low. Most students (with the total of eight students) got the good scores with the percentage of 40% and only 5% of the total students got the highest score with the criteria of score 91-100. The result of the pre-test showed that the students' average knowledge about the materials with mean 71,4 wasn't quite bad though few students got poor score of 56 as the minimum score. However, the researcher was still trying to improve students' vocabulary mastery even if the score wasn't that bad already, with the treatment in this research.

The post-test was given to students after the students got the treatment of learning English vocabulary with songs. As well as the pre-test, the post-test also consists of 25 items of multiple choices with the same questions as the pre-test.

Table 2: Students Post-Test Results

Grade	Criteria of Score	Frequency (f)	Percentage	Classification
A	91 – 100	1	5%	Very good
B	76 - 90	8	40%	Good
C	61 - 75	6	30%	Fair
D	51 – 60	5	25%	Poor
E	< 50	0	0%	Very poor

Figure 2: Pie-chart of Post-Test Results



The data of the post-test showed that the scores after the researcher did the treatment increased. The lowest score of the post-test is 72, and the highest score is 100. None of the students got the very poor and poor score after the treatment of using songs in English vocabulary class. 95% of the scores are above the fair score, 40 % are classified as good score, and 55% got very good scores. Most of students (around 55%) got very good score grade A with the frequency of 11 out of 20 students. It can be concluded that the majority of students got score above the fair score. The mean in the post-test 90.20 has shown to be higher than the average scores in the pre-test 71.40. Hence, with the difference between the pre-test and post-test mean scores with the post-test scores is the highest, it showed that the treatment of using English songs to the vocabulary learning class has proved to have an improvement than the vocabulary learning class before the treatment.

Table 3: Paired Samples Test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest Posttest	-18.800	10.309	2.305	-23.625	-13.975	-8.156	19	.000

Hypothesis Testing Analysis

Hypothesis testing analysis in t-test consist of two different types: independent and paired t-test. Independent t-test comes from two independent samples and different individuals, in the meantime paired t-test categorized as a single sample. According to (Potochnik et al., 2018), paired t-test analyze the difference of two treatments from the same sample. Thus, the researcher acquired two different results from the treatment given. In paired sample t-test, the pretest result analyzed and compared with post-test whether the students’ achievements after the treatment is increased or not. Roughly, paired sample t-test is used in this research to compare two data of pre-test and post-test with a single sample to know the difference of both average scores. In this research the sample (N) were 20 students, $df = n - 1 = 20 - 1 = 19$. With significant level 5% (0.05) and the df 19, it can be known from the t-table of this research was 1,729 with t-value 8.156 > t-table 1.729, indicated that if the t value > t table, alternative hypothesis (H_1) is accepted and the null hypothesis (H_0).The sig. value (2-tailed) of pre-test and post-test was $0.000 < 0.05$. In consequence of the significant value and the t-value, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there was a significant difference in the output of learning vocabulary using songs in pre-test and post-test scores. It shows that it is effective for increasing students’ vocabulary mastery using English songs.

Discussion of this research deals with the interpretation of the research findings of students’ vocabulary mastery using English songs among elementary school students in Setu Babakan. The data was taken before and after the treatment, and then significant influences of using English

songs were analyzed to see the students' vocabulary mastery. English teachers, indeed, should prepare suitable and up-to-date teaching media before teaching in class to make the students feel engaged and interested (Susanto, 2017). The researcher did the experimental study to know if English songs as one of up-to-date teaching media can improve students' vocabulary mastery. English songs claimed to have a positive influences to students vocabulary mastery as it was stated by Asgari (2012) research findings that highly developed technology is a vital part of vocabulary learning, meaning that song as a media in a part of technology that suspectedly can improve students' vocabulary mastery. The alternative hypothesis in this study is accepted after the data was analyzed with t test, which means that there is a difference of the students' achievement before the treatment and after the treatment. Focusing on a group of elementary school students in Setu Babakan, the implementation of the learning media in this research, changed to the positive ways mainly in students' attention, activeness, and motivation which caused them to have greater achievement test results. As stated by Hadi (2019) in his study, using songs as a media in language learning is important to gain students' attention and build their English skill in a fun and effective way.

When the students were first introduced with English songs, some of them still didn't sing the song, which shows that they were still afraid and shy. In the next meeting until the last meeting, some students that first were shy enough to join singing the song then cheerfully sang the song together with the teacher. It can be known that the learning media using English songs were found to be helpful and effective to attract students' attention and make them willing to be active well enough in class, mainly in vocabulary learning and automatically improved their achievement test results proved by the improvement of the average scores from 71,4 before using English songs to 90,2 after using English songs in class. In other words, it's effective to improve students' vocabulary mastery using English songs. Early kids students tend to be happy while learning by playing and enjoying the class with the things they like, as it was stated by Fachraini (2017) in his study that creating an atmosphere to make students motivated in learning is very important so that students' achievement will also be improved. In the meantime, English songs as one of teaching media that claimed as one of the up-to-date teaching media that can make students feel engaged and interested proved to have positive effect in improving students' vocabulary mastery.

CONCLUSION

Based on the results of the students' test, the hypothesis in this study is accepted by comparing the t value with the t table. Majority of students that were not active during the class in the first meeting turned out to be active and likely to focus more after using the English songs which increased students' achievements in vocabulary mastery. All in all, it can be concluded that using English songs in vocabulary teaching to the elementary school students in Setu Babakan RT 09 is effective.

This study has limitations that the researcher pointed out and could be the factor the future researcher can consider about in order to accomplish the research, as this study is indeed had many limitations that needs to be fixed in the future research. The limitation of this study was about the sample that will describe more the real situation if the samples consisted of more than 20 samples. To apply the English teaching using English songs, teachers should make clear instruction first in order to make students understand on how the learning process will be like.

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