
THE EFFECT OF USING ENGLISH SONG TOWARDS STUDENTS' VOCABULARY MASTERY

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ABSTRACT

The aim of this study was to investigate the impact of incorporating English songs in teaching on the vocabulary proficiency of fourth-grade students at SD IT Cahaya Madani. The motivation for the study was due to the challenges that students faced in mastering English vocabulary, including disinterest and lack of motivation, limited vocabulary, and perceived difficulty in understanding the language. To address these challenges, the researcher used a quantitative approach with a quasi-experimental research design that involved two classes, the fourth Abu Ubaidah class (control) and the fourth Umar class (experimental), both comprising 27 students. Each class did the pre-test and post-test. The vocabulary test was the main research instrument, and the data was analyzed using the independent sample T-test in SPSS 26. The findings revealed a significant difference in the vocabulary proficiency of students who were taught with English songs compared to those who were not. The t-table was 2.059, which was smaller than the t-obtained (16.694). It means using English song enables students improve their vocabulary mastery, make fun learning and avoid stressful. Suggesting that the use of English songs had a significant impact on the students' vocabulary mastery.

Keyword: *Vocabulary mastery, English song*

INTRODUCTION

Proficiency in English requires mastery of four essential language skills: listening, speaking, reading, and writing. Among these skills, vocabulary plays a critical role as it supports the development of all four language competencies. A robust vocabulary enables students to effectively express their thoughts and ideas, enhancing their communication

abilities. Therefore, it is imperative for students to acquire a solid foundation in vocabulary to excel in English language learning.

The objective of teaching English is to enable students to read and comprehend English texts, and in order to do so, they must possess a good understanding of English vocabulary. Schmitt (1997) emphasizes the significance of vocabulary in effective communication, stating that no matter how proficient students are in grammar or pronunciation, without a solid grasp of vocabulary, their communication will not be conveyed properly. Therefore, mastering vocabulary is crucial for students in learning English, as it supports all four language skills.

Young learners, in particular, benefit greatly from developing their vocabulary when learning English, as it allows them to articulate their thoughts more accurately and enhances their communication skills. Rider (2008) notes that vocabulary acquisition also aids in developing cognitive academic language proficiency. Moreover, learning at least 90-95% of vocabulary words helps students understand what others are saying and express their own ideas. Without a comprehensive understanding of vocabulary, students will struggle to comprehend or convey their thoughts effectively.

Teaching English to elementary school students involves introducing them to basic vocabulary that is familiar to their surroundings. The elementary curriculum also includes vocabulary related to family, school, and the environment, as well as spoken and written English. However, teaching vocabulary to young learners is challenging and requires special methods and strategies to ensure effective learning.

To overcome this challenge, teachers must have the necessary skills and knowledge to teach children effectively. Different methods, strategies, and media can be used to help students remember vocabulary easily and improve their mastery of the language. By using various teaching techniques, teachers can convey vocabulary material effectively and help students develop their language skills.

After conducting observations and interviews with an English teacher, the researcher discovered some issues in the classroom. The teacher employed a traditional teaching approach, where the teacher lectures and instructs the students to memorize words one by one, which made the students disinterested in learning English. Additionally, there was a noticeable lack of vocabulary in the students, as they were unable to express themselves in English when prompted. The difficulty of the subject made the classroom environment less conducive, with students appearing sleepy, frequently requesting to use the restroom, and socializing with friends during class. The teacher only utilized one teaching method, namely memorization, which may have helped the students learn vocabulary quickly, but resulted in

boredom during the remaining class time. As a result, the students' vocabulary proficiency remained problematic.

The students' vocabulary difficulties stem from several causes. First, the students lack motivation to participate in English class because they find it uninteresting. Second, the teacher employs limited teaching aids, focusing mostly on drilling and memorization methods, which are more suitable for higher-level students but not effective for elementary students. As young learners, elementary students are more prone to becoming bored and require a more engaging approach to learning. Not only do students find English to be a challenging subject, but they also perceive it as uninteresting.

Teaching vocabulary to elementary school students requires specialized methods and strategies to ensure effective learning. The traditional approach of memorization and drilling, commonly employed by teachers, may lead to disinterest among students and hinder their vocabulary acquisition. Thus, a more engaging and enjoyable approach is necessary to facilitate vocabulary mastery among young learners.

Incorporating English songs into the classroom is considered an effective strategy to enhance vocabulary acquisition. Songs provide a unique and enjoyable learning experience, aiding memorization through rhythm and rhyme (Wrenshall, 2002). Furthermore, songs are familiar to students, as they are commonly heard on various media platforms, making them an engaging and motivating resource for language learning (Lynch, 2005).

Previous research conducted by Marni Bawawa (2020) and Gushendra Rizky (2017) has explored the effectiveness of using English songs to enhance vocabulary mastery among students. Marni Bawawa's study focused on teaching vocabulary to second-grade students at SMP (Junior High School) using English songs and found that this approach was more effective in developing students' vocabulary proficiency. Similarly, Gushendra Rizky's research investigated the impact of English songs on students' vocabulary mastery at the junior high school level and concluded that the use of English songs had a significant effect on students' ability to acquire vocabulary.

Although these studies provide valuable insights into the benefits of incorporating English songs in vocabulary instruction, it is worth noting that they primarily focused on students at the junior high school level. Therefore, there is still a research gap regarding the impact of using English songs on vocabulary proficiency among elementary school students, particularly in the context of fourth-grade students at SD IT Cahaya Madani. This current study aims to fill this gap by examining the effects of incorporating English songs in teaching vocabulary on the vocabulary proficiency of fourth-grade students. By investigating the

impact of using English songs in teaching vocabulary, this study aims to contribute to the existing body of knowledge on effective language teaching methodologies for elementary school students.

METHOD

Research Design

The present study employs a quasi-experimental design to investigate the effectiveness of English songs on elementary school students' vocabulary mastery. Quasi-experiments use a control group to explore research questions, albeit without random assignment. In this case, the independent variable (X) was the use of English songs, and the dependent variable (Y) was students' vocabulary mastery. Two groups participated in the study: an experimental group treated with English songs, and a control group without such treatment. The research involved two fourth-grade classes at SD IT Cahaya Madani, with both groups receiving identical materials and objectives. The study employed a pre-test and post-test to measure the impact of the intervention.

Population and Sample

This study focused on the fourth-grade students at SD IT Cahaya Madani, with a total population of 81 students divided into three classes. The researcher used purposive sampling to select two classes with a total of 54 students who were at the same level as the sample. The sample was divided into two groups: an experimental group (27 students) and a control group (27 students) for the pre-test and post-test. The experimental class was taught using English songs, while the control class was not.

Instrumentation

The researcher used vocabulary test as the gear on this take a look at submitting the data. The researcher used matching and multiple-choice tests to collect data on students' vocabulary mastery, with 20 items in each test. The researcher conduct fourth meeting with daily activity material.

Validity

The researcher used content validity and expert validity. Content validity was used to measure the test whether it was suitable with the material being taught or not. Experts validity was checked the instrument and make a judgment about how well items represent the

intended content area. The validators were the lecturers of UIN Sjech M. Djamil Djambek Bukittinggi.

Table 1: Expert agreement coefficients

Items	Validators			SI	SII	SIII	ΣS	n (c-1)	CVI	Criteria
	I	II	III							
1	4	4	4	3	3	3	9	9	1	HV
2	4	4	4	3	3	3	9	9	1	HV
3	4	4	4	3	3	3	9	9	1	HV
4	4	4	4	3	3	3	9	9	1	HV
5	4	4	4	3	3	3	9	9	1	HV
6	4	4	4	3	3	3	9	9	1	HV
7	4	4	4	3	3	3	9	9	1	HV
8	4	4	4	3	3	3	9	9	1	HV
9	4	4	4	3	3	3	9	9	1	HV
10	4	4	4	3	3	3	9	9	1	HV
11	4	4	4	3	3	3	9	9	1	HV
12	4	3	4	3	2	3	8	9	0,88	HV
13	4	4	4	3	3	3	9	9	1	HV
14	4	4	4	3	3	3	9	9	1	HV
15	4	4	4	3	3	3	9	9	1	HV
16	4	4	4	3	3	3	9	9	1	HV
17	4	4	4	3	3	3	9	9	1	HV
18	4	4	4	3	3	3	9	9	1	HV
19	4	4	4	3	3	3	9	9	1	HV
20	4	4	4	3	3	3	9	9	1	HV

Reliability

Reliability is the measurement of a test with consistent or the same results at different times. The score obtained must be the same and consistent at different time.

Table 2: Scale of Alpha Cronbach

ICC Value	Reliability categorization
0.86-1.00	Very high
0.66-0.85	High
0.36-0.65	Low
0.20-0.35	Very low
0.00-0.19	Not Reliable

The scale of Alpha Cronbach showed 0,866 which indicated that the instrument has very high reliability.

Technique of data collection

This study used vocabulary test. The check became administered with 20 questions is a multiple choice and matching for a take a look at designed as a pre test to decide the student

initial vocabulary, followed by fourth sessions of processing in the class and finally posttest conducted to know the effect students' vocabulary mastery after treatment.

Technique of data analysis

The researcher used paired sample t-test and independent sample t-test to test three hypotheses. The paired sample t-test was utilized to identify differences between the means of two related samples, while the independent sample t-test was used to identify differences between the means of two unrelated samples. Guidelines for decision-making in the paired sample test were followed to determine whether the alternative hypothesis (H_a) was accepted if the obtained t-value was less than the t-table value.

FINDINGS AND DISCUSSION

Findings

The first hypothesis of this research is that using English song has a significant effect on students' vocabulary mastery. The table below:

Table 3: Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	-27.22	8.473	1.631	-30.574	-23.870	-16.694	26	.000

Based on the data above, there are calculations of hypothesis of pretest and posttest of experimental class as follow:

Table 4: Hypothesis of Pretest and Posttest of Experimental Class

Category	Value
Degree of Freedom (Df)	(N-1) 26-1=25
Level of Significant	0,05/2 (0,025) = 2,059
t-obtained	16,694
t-table	2.059

After calculating the data, it was discovered that the value of t-obtained was 16.649 while the t-table for the degree of freedom (df) = 25 with a level of significance (α) of 0.05/2 (0.025) = 2.059. As the value of t-obtained was greater than the t-table, it can be concluded that teaching vocabulary mastery using English songs resulted in significant effect in students' vocabulary mastery.

Second hypothesis, there were significant differences in teaching using English song and who are not without English song on students' vocabulary mastery. To test the hypothesis, the researcher used an independent sample test. It was showed as follow:

Table 5: The Result of Analyzing Independent Sample T-Test

Independent Samples Test											
				t-test for Equality of Means							
				T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
	Equal variances assumed	27,822	0,000	-20,569	52	0,000	-32,407	1,576	-35,569	-29,246	
	Equal variances not assumed			-20,569	37,934	0,000	-32,407	1,576	-35,597	-29,218	

Based on independent sample t-test the result of posttest in both of classes shoed that t-obtained significant value or sig(2tailed) is 0,000. 2-tailed significant showed that 0,000<0,05. Finally, there were significant differences in vocabulary mastery between students who were taught using English song and students who were not.

The results of the study revealed that the posttest mean score of the experimental class was significantly higher at 81.48 compared to the posttest mean score of the control class, which were 49.07. This indicates that the experimental class achieved a higher mean score

than the control class, suggesting that students who were taught using English songs exhibited greater proficiency in vocabulary compared to those who were not exposed to English songs during instruction.

Discussion

Mastering vocabulary is crucial in learning English as it supports various language skills such as speaking, listening, reading, and writing. Students who have a good grasp of vocabulary can express their thoughts and ideas more effectively. For young learners, especially in learning English, vocabulary plays an important role in developing communication skills and cognitive academic language proficiency, as stated by Rider (2008).

Teaching English to elementary school students involves introducing them to basic and familiar things around them. The curriculum also emphasizes on learning new vocabulary, expressions, and simple sentences related to family, school, environment, and communication. During this phase, teachers guide students to understand and use simple English vocabulary as they begin to learn spoken and written language. To improve students' vocabulary mastery, teachers should employ effective strategies, methods, or media. Using English songs is one way to enhance students' vocabulary as it can The research findings indicate that using English songs is an effective and enjoyable approach for teaching vocabulary.

The comparison between the mean score of the post-test in the experimental and control classes showed that the experimental class had a significantly higher score, with a mean score of 81.48 compared to the control class's mean score of 49.07. This supports the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0), indicating that English song has a significant effect on students' vocabulary mastery. English songs are a beneficial tool for teaching vocabulary as they make learning fun and less stressful for students. Lynch (2005) suggests that teachers should use songs as part of their English language teaching because they are an alternative way to improve English vocabulary. Wrenshall (2002) also states that songs can help with memorization, and the rhythm and rhyme of the lyrics can enhance vocabulary learning. Additionally, songs are familiar and enjoyable to students, as they can easily access them on TV, radio, and online. Using songs can also motivate students to learn the language as they can easily listen and follow along with the lyrics. The use of song can avoid them from stressful.

In conclusion, the use of English songs is an effective strategy for teaching vocabulary. It not only helps teachers achieve their instructional objectives but also enhances students'

vocabulary mastery. English songs provide an engaging and enjoyable learning experience, making vocabulary acquisition more effective for students. By incorporating songs into vocabulary instruction, teachers can create a positive and stimulating learning environment that supports students' language development.

CONCLUSION AND SUGGESTION

In conclusion, the findings of this study demonstrate that the incorporation of English songs in teaching vocabulary is an effective approach. The pretest and posttest mean scores indicate that using English songs significantly enhances students' vocabulary mastery. Students who were taught using English songs achieved higher scores compared to those who were not exposed to this teaching method. This confirms the positive impact of using English songs on students' vocabulary acquisition. The results highlight the importance of integrating innovative and engaging teaching strategies, such as incorporating songs, into language instruction. The use of English songs provides a dynamic and enjoyable learning experience for students, promoting active participation and improving their vocabulary retention. Based on these findings, it is recommended that educators and curriculum developers consider incorporating English songs into their vocabulary teaching practices. By utilizing songs, teachers can create a lively and interactive classroom environment that motivates students and facilitates their vocabulary development.

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