

## A STUDY ON THE IMPLEMENTATION OF ENGLISH SONGS IN TEACHING VOCABULARY MASTERY

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### ABSTRAK

*Lagu merupakan salah satu media pembelajaran yang dapat digunakan untuk mengajarkan mata pelajaran apapun. Ini juga dapat digunakan untuk mengajarkan kosakata karena lirik lagu mengandung berbagai kosakata. Tujuan dari penelitian ini adalah untuk mendeskripsikan langkah-langkah penerapan Lagu Bahasa Inggris dalam pengajaran penguasaan kosakata dan untuk mendeskripsikan seberapa sukses penerapan Lagu Bahasa Inggris dalam pengajaran penguasaan kosakata. Penelitian ini menggunakan desain kualitatif dengan menerapkan Metode Library Research. Data dikumpulkan dari penulisan ilmiah tentang penerapan lagu-lagu bahasa Inggris dalam pengajaran kosa kata antara tahun 2011 dan 2021. Penulisan ilmiah ditemukan dari perpustakaan dan internet. Data dianalisis menggunakan analisis isi berdasarkan Dale (1992). Hasil penelitian mengungkapkan bahwa ada lima karya tulis ilmiah dari Widhiastuti (2012), Febria (2015), Gushendra (2017), Bahri (2018), dan Sari (2019). Hasil analisis data menunjukkan bahwa implementasi Lagu Bahasa Inggris dalam lima penelitian berbeda oleh lima ahli berbeda menggunakan langkah-langkah yang berbeda dalam mengimplementasikan prosedur. Salah satunya mengikuti prosedur yang disarankan oleh Dale (1992) yaitu memainkan lagu tanpa persiapan dan tanpa hand-out. Tiga dari mereka memberikan materi sebelum pemilihan mendengarkan, dan peneliti lain memutar video atau menyanyikan lagu oleh guru. Berdasarkan pertanyaan penelitian kedua, penguasaan kosakata siswa meningkat setelah penerapan Lagu Bahasa Inggris di kelas. Peneliti menyimpulkan bahwa penerapan Lagu Bahasa Inggris dalam pengajaran penguasaan kosakata memiliki efek positif karena kosakata siswa telah meningkat sebagai hasil dari penelitian.*

*Kata kunci: Lagu, Penguasaan Kosakata*

### ABSTRACT

A song is a type of teaching media that can be used to teach any subject. It can also be used to teach vocabulary because song lyrics contain a variety of vocabularies. The goals of this study are to describe the steps of the implementation of English Song in teaching vocabulary mastery and to describe how successful the implementation of English Song in teaching vocabulary mastery was. The study applied qualitative design that implemented Library Research Method. The data were collected from scientific writing on the implementation of English songs in teaching vocabulary between 2011 and 2021. The scientific writing were found from the library and internet. The data were analyzed using content analysis based on Dale (1992). The results reveal that there are five scientific writings from Widhiastuti (2012), Febria (2015), Gushendra (2017), Bahri (2018), and Sari (2019). The results of the data analyzed show that the implementation of English Song in five different studies by five different experts used different steps in implementing the procedure. One of them was followed the procedure suggested by Dale (1992) which is play the song with no preparation and no hand-outs. Three of them give the materials before the listening selection, and other researcher play the video or singing the song by the teacher. Based on second research question, the vocabulary mastery of students' improve after the implementation of English Song in the classroom. The researcher conclude that the

implementation of English Song in teaching vocabulary mastery has a positive effect because the students' vocabulary has improved as a result of the research.

**Keywords: Song, Vocabulary Mastery**

## **INTRODUCTION**

Vocabulary is the foundation of building language. A language cannot be constructed without vocabulary, both in oral and written communication. Having an extensive vocabulary enables students to express themselves clearly and communicate effectively. According to Hatch and Brown (1995), Vocabulary is one of elements in learning language.

Recognizing the significance of vocabulary mastery in language skills development, English vocabulary instruction should be given and implemented in schools as early as possible. Thornbury (1984) argues that vocabulary plays an important role in language, Because language development is impossible without vocabulary. In addition to grammar and pronunciation, vocabulary is an important component of language.

However, when teaching vocabulary, particularly to secondary school students, they frequently encountered difficulties with vocabulary mastery, particularly with memorizing the words, understanding the meaning of the words, identifying the words, and using the words. As a result, it is necessary to provide them with teaching materials that are both enjoyable and effective. According to Harris (1969) there are several methods in the English learning process. They are (a) Giving total physical activity (example games and total physical response activity). (b) Providing hands on activities (example to 3 learn words, sentences, and practice meaningful language), (c) Internalizing the concept through visual aids (example video, picture, tapes, music/song, flash card, and puppet toys), and (d) Explaining things with nonverbal language (facial features, gestures). Moreover, it is necessary to provide the best solution to accommodate the students' problem above, which is fun and joyful learning, such as through the use of songs. According to Anna (2016), songs are valued for their linguistic, pedagogical, cultural, and entertaining qualities, and they are valuable language learning materials.

Song is an interesting media which can help students to memorize the words. Dale (1992) states that songs are good at introducing vocabulary because song gives a

meaningful context for vocabulary. There are various types of songs that can be used to teach and learn vocabulary. Jazz, blues, country, pop, and so on. Choosing the right song is critical because it influences students' motivation to learn vocabulary and, as a result, they enjoy the learning process. Song is very useful for students. With song teacher can stimulate students' brain to learning English more interesting so that the students will enjoy with English teaching process and will be serious to study English vocabulary.

In relation to the issues raised above, songs can be a good option because they make the classroom more fun. Pretticia (2017) argues that using songs in teaching English can be both enjoyable and educational. The researchers chose song as a topic because song is an interesting medium that can help students memorize the words more easily.

## **RESEARCH METHOD**

In this research, the researchers used qualitative research design which is Library Research method. Library research is a research study method in which the researcher analyzes a topic by collecting data, information, and resources from previous studies. It means, Library Research is a research activity carried out by collected information and data with the help of various materials. In line with the previous statements, Sarwono (2006) argues that Library research is a study that analyzes various reference books and research findings to get a theoretical basis for the problem studied.

## **FINDINGS AND DISCUSSION**

This recent study aimed at answering the questions of this study in order to find out the procedures of English Song and the achievement of the students vocabulary mastery after the implementation of English Song. In collecting the data the researchers used secondary data. The researchers found 22 scientific writings from the internet and library, but they analyzed 5 scientific writings written by Widhiastuti (2012), Rahmah (2015), Gushendra (2017) Bahri (2018), and Sari (2019).

### **Discussion**

#### **How is the English Song used to Teach Vocabulary?**

This part covers the explanations of the English Song of each author's. The researchers describe the previous research of English Song using secondary data. It was

found that not at all researchers followed the procedure suggested by Dale. The researchers use the procedures suggested by Dale (1992) in the implementation of songs to guide their study. For the genre of the song, all the sources used Pop Songs in the classroom. They divided the discussion into five parts, which are as follows;

1. Rahmah (2015)

The first study was conducted by Rahmah (2015). The procedure of her research was followed the procedure suggested by Dale (1992) there are, play the song but with no hand-outs and no preparation, and she tells the students to listen to the songs and she gives the words in a minute, she gave the students the lyrics. When every students had a copy, she asked them to turn the lyrics over and played the song again. After that, the students should circle any word or phrase which they do not understand and discuss them all. According to her research, the teacher's role is like a provider, in which the teacher provides information so that students can understand the learning material. Not only does the teacher provide information, but she also serves as a facilitator, assisting students through the use of learning media. The teacher is also a motivator, as the teacher invites students to listen, work, and sing to the song that will be used as a learning activity.

2. Widhiastuti (2012)

She used steps that she devised herself to teach vocabulary. Widhiastuti (2012) made some additional activities in her teaching procedures which means she is adapted. The teacher gives the lyrics songs to the students and sing together while the song is playing. Based on her research, the roles of the teacher for Songs are the teacher as an observer, in which the teacher asks several questions about the material to be presented. The teacher also serves as a motivator, encouraging students who dislike English songs to listen to them and explaining the benefits of using it. Last but not least, like the previous researchers, serves as a facilitator, facilitating teaching and learning activities.

3. Gushendra (2017)

Gushendra (2017) made some additional activities in his teaching procedures which means he is adapted. The comparison of his teaching procedure is ask for volunteers to share their guesses with the class and the students listen for the missing words. One of the roles of the teacher that he mentions is more like an observer. It

means that when a teacher introduces songs into their teaching learning process, they should be aware of the type of song that will be introduced into the classroom.

#### 4. Bahri (2018)

For the procedure, he offers two procedures suggested by Ur and Wright (1993) and Haycraft (1983) and for the difference between his procedure and Dale (1992) are the teacher plays the song twice and the students sing together while the song is playing. Meanwhile, the teacher's role in teaching English songs is the teacher as a facilitator in carrying out advanced listening activities, the teacher is also an observer, in which the teacher must pay attention to what types of songs are suitable to be taught in class so that students do not feel bored.

#### 5. Sari (2019)

For the procedure of implementing songs, she made additional activities in her teaching procedures which means she is adapted. There are playing the song or singing the song by the teacher, lead the students to sing the songs line until the students could memorize the song and could sing independently, she also lead the students to sing the song together with some fun supportive activities. The teacher's role as a planner involves preparing the instrument, designing the lesson plan, identifying English songs, determining success criteria, and creating a research schedule. In her study, she acts as a teacher who carries out the action, while the classroom English teacher observes the action's implementation.

### **How successful is the implementation of English Song?**

Despite the fact that the secondary data reviewed used either adopted or adapted teaching procedures, the results remained consistent, indicating that using English Songs to teach vocabulary is effective. Differences in teaching methods, however, have no negative impact on students' vocabulary mastery. Some of the factors that contribute to English Song's effectiveness are summarized below.

According to Febria (2015) and Wahyu Dwi (2012), using English Songs was effective in improving students' vocabulary mastery. They claimed that the students' vocabulary mastery after using English songs in class was better than the students' vocabulary mastery before the treatment. They also argue that using English songs can help students remember the vocabulary more easily because the song stimulates them and helps them memorize the vocabulary effectively. As said by Nattinger (1992), the

repetition words on the songs provide students with different ways to memorize the new words.

Furthermore, Rizky (2017) stated that using English Song can improve students' vocabulary mastery. Students are motivated to learn English by listening to English songs. According to Nihada (2016), songs are highly motivating because they increase understanding, inspire and motivate students to learn, and make the act of learning enjoyable.

Similarly, a study of Ahmad (2018) showed that using English Songs to teach vocabulary has a positive impact on student learning. When they learned English using Song, the students felt they had made a new creation. This technique not only allowed them to expand their vocabulary, but it also allowed them to be more active when they used it.

In addition, Intan (2019) found that using English Song can improve vocabulary mastery of the students for some reasons. The use of English songs demonstrates their motivation, which can help to build their enthusiasm for learning. They stated that memorizing English Songs is a very interesting teaching technique to use because the material of English Songs is enjoyable and simple to learn.

Based on the results that studies above, it can be concluded that the implementation of English Song in teaching vocabulary mastery is effective. Fraser (1994) defines that effectiveness is a measure of the match between stated goals and their achievement. According to that assertion, the use of English Song has a positive effect because the students' vocabulary has improved as a result of the research. This technique is effective for all students, even those from different classes, schools, and levels.

## **CONCLUSION**

According to the findings of studies conducted between 2011 to 2021, the implementation of English Songs is one of the alternative solutions that teachers can use to teach vocabulary to their students. There are many steps or procedures in implementing this technique such as the teacher prepares the audio based on the materials, tells the students to listen to the songs and gives the students the lyrics, asks the students to circle any words that they do not understand and discuss the circled words.

together. However, when using this technique, the researchers can change the steps based on the materials. As a result, students' vocabulary abilities have improved. It was influenced by the benefits of this technique, such as improving students' vocabulary ability, making students' interest in the teaching learning process because the materials were also fun, and making students more active in the process of teaching and learning because the materials are enjoyable.

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