THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' VOCABULARY MASTERY

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ABSTRAK

Ide penelitian ini didasarkan pada pengalaman peneliti. Lagu memiliki peran yang besar dalam membantu peneliti untuk meningkatkan penguasaan kosakata sehingga tujuan dari penelitian ini adalah untuk mengetahui penggunaan lagu bahasa Inggris dalam meningkatkan penguasaan kosakata mereka. Dalam melakukan penelitian ini, peneliti mengambil sampel mahasiswa Bahasa Inggris angkatan 2019 Universitas Tadulako sebagai responden. Sedangkan peneliti menggunakan Purposive sampling untuk mengambil 30 mahasiswa sebagai sampel. untuk menjawab pertanyaan penelitian, penelitian ini menggunakan kuesioner. Peneliti membagikan kuesioner kepada siswa dengan menggunakan Google form. Berdasarkan hasil penelitian, hal itu terlihat dari respon para peserta. Para peserta menemukan bahwa setiap aspek dalam lagu dapat digunakan untuk membantu mereka mengembangkan keterampilan mendengarkan yang lebih baik dan bahkan pada elemen bahasa (pengucapan, kosa kata, dan tata bahasa). Dapat disimpulkan bahwa lagu berbahasa Inggris dapat meningkatkan penguasaan kosakata siswa.

Kata kunci*: Kosakata, Lagu, lagu bahasa Inggris,*

ABSTRACT

The idea of this research was based on the researcher's experiences. Songs have a big role in helping the researchers to increase the vocabulary mastery so that the purpose of the study was to find out the use of English song in improving students' vocabulary mastery. In conducting this reseach, researchers took the 2019 batch English students in Tadulako University as the respondent. While the researchers used purposive sampling to take 30 students as the sample. in order to answer the research questions, this study used the questionnaire. The researchers distributed the questionnaire to the students by using Google form. Based on the research findings, it could be seen in the responds of the participants. The participants found that every aspect in songs were able to be used to help them to have better development on their listening skill and even on the language elements (pronunciation, vocabulary, and grammar). It can be concluded that English songs can improve the students' vocabulary mastery.

Keywords: Vocabulary, Songs, English songs,

INTRODUCTION

Mastering English is not as easy as taking something for granted. Learners have to go through many steps and parts in learning. One of those parts is learning and mastering the vocabulary in English. According to Clouston (2013), vocabulary is a core to English language teaching. Without knowing enough vocabulary, the students cannot understand others or express their own idea. Vocabulary is the most important aspect in a language as there will be no language without words. The more vocabulary learners master, the more easily they can communicate.

Vocabulary mastery is a crucial factor in assessing writing. It is not only relevant aspect in establishing quality of composition but also in mastering four major skills. There are speaking, reading, writing, and listening. According to Wilkins in Thornbury (2002), "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Students with lacking vocabulary will find difficulties in their development of either receptive skills (listening and reading) or productive skills (speaking and writing). For instance, students will have problem in speaking because students do not know how to say certain things in English. This might also happen when someone is doing essay writing test. They will not be able to construct the text well whenever they do not know how to write or express their ideas in written language. Consequently, vocabulary is the most influencing factor of writing skill.

To enable students to communicate well in English, they must be able to listen, speak, read, and write in English. To achieve these aims, students must master a number of vocabularies. By mastering vocabulary, we are able to understand what we hear and read, and we are able to say what we want to speak or read. Nunan (2009:149) stated the vocabulary is essential for success to comprehend the language well, speak better, or compose a good writing. It is expected that learners have to increase their vocabulary around 1000 words a year.

There are several problems that obstruct the students to memorize vocabulary and words. So, many students are not interesting in learning English. Therefore, the English teacher is suggested in order to be able mastering of method, such as, Nababan (1991: 4) notices that a qualified teacher is the teacher who is able to suit best method or technique to the material that is being taught. Some students are confused and hard to memorize vocabulary well.

According to Underwood (1989), there are several ways of improving students' listening ability such as: listening to the news, listening to the stories, listening to the music and song in English. Learning English with song can make the students enjoy themselves and decrease their mental blocks. Griffe (1992:4) says that "songs have personal quality that make listener react to the songs". By listening song, students collect new vocabularies and know how to pronounce them well. Usually, they will find new words in the song then search for the meaning and it's spelling immediately. Harmer (2002:228) states that improving students listening skills is important since it helps students to gain many valuable language inputs.

Some Indonesian students probably like to use their habits in listening to English song to enrich their vocabulary, grammar, pronunciation, spelling, etc. that is so familiar with the students' life. Lynch (2008) says, "It is much easier to repeat an English song than to speak English. It shows that hearing or listening plays an important role in learning a new language."

The idea of this research is based on the researchers' personal experience. Songs have a big role in helping the researchers to increase the vocabulary mastery. However, there are not many researchers who are doing research about the support of English Songs in improving students' vocabulary mastery especially in English Department of Tadulako University. Based on the background, the researchers want to see the students' perception on the supports of English songs in increasing students' vocabulary mastery.

METHOD

In this research, the researchers used qualitative research because this research needs a long description and transcription about the observation result. From this view researchers believe a qualitative research is more appropriate. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to social or human problems. The process of research involves emerging questions and procedures. Data are typically collected in the participant's setting. Then, the data analysis is inductively built from particular to general themes. This is followed by the researcher's interpretation of the meaning of the data, so the final written report has a flexible structure.

This research was conducted on-line due to COVID – 19 Pandemic that requires all activities in education instances conducted on-line. Researchers conducted this

research on 2019 batch students of Tadulako University. In conducting this research, researchers took the 2019 batch English students in Tadulako University as the population as well as the subject of this research. In this research of the collective term population refer to campus and all of the English students while the researchers used purposive sampling to take 30 students as the sample under these conditions:

1. 2019 batch students

2. Students who like English Songs

3. Students who live in Palu

The researchers used the test as an instrument of the research in collecting the data. The test type in this research was questionnaire. Questionnaire was written question which are used to get information from respondent. It is the report of their private or other things they know the writer uses questionnaire to know about the students" listening habit of English songs.

To find the result the researchers used narrative analysis. Narrative methods as a form qualitative data analysis in which the researchers focus on how the teachers apply the strategy in their vocabulary teaching. Donald (2006) said that Narrative research is a term that subsumes a group of approaches that in turn rely on the written or spoken words or visual representation of individuals. These approaches typically focus on the lives of individuals as told through their own stories. The emphasis in such approaches is on the story, typically both what and how is narrated". In analyzing the interview data, the researchers attempted to identify any information gained as the result of interview by interpreting the descriptive summaries of what students' done.

FINDINGS AND DISCUSSION

FINDINGS

In order to get the students' data, researchers used questionnaires which were distributed to the students. The statements in the questionnaire represented the students' experience and attitude toward the English learning through English songs. The questionnaire consisted of fifteen closed-ended statements. In case of getting students' respond, each statement had given five degrees of agreement to be chose by the students. Those were SD (Strongly Disagree), D(Disagree), U (Neutral), A (Agree), and the last was SA (Strongly Agree). The result of the data then processed to be presented as percentage form.

1. Students' Experience towards the English Songs

This part shows the students' data on the influence of songs in learning process. From the gathered data, researchers gained the students' perception towards learning English through English songs. The following table presented the result of the gathered data.

Using English songs as one of media in learning English
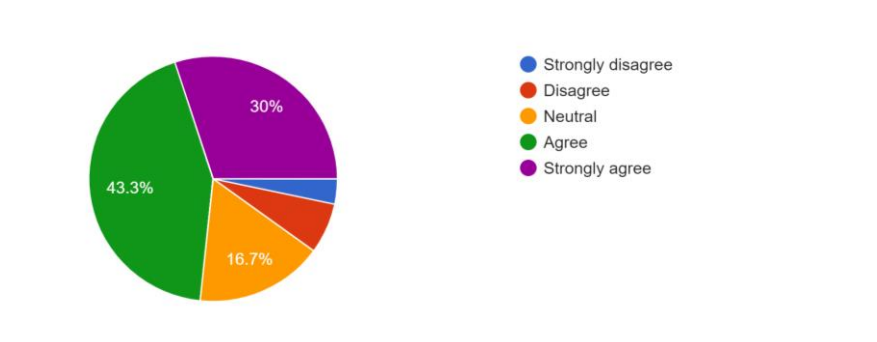
The first statement was about students' perception on their habit in implying English song to their learning process. In this result, the data shows 0% on strongly disagree, 6.7 on disagree option, and 16.7% on neutral option, meanwhile 43.3% respondents chose agree and 30% respondents chose strongly disagree. These data show most of the students use English as media of learning.

2. English Songs' Integration with Vocabulary Mastery

The next part to discuss in this part was about the English songs integration in English language skill. The researchers wanted to know whether English songs have a big role in improving students' English language skill. The first to discuss is the receptive skill, listening to be exact. In the following diagram, there were the data from the respondents in responding the questionnaire.

The English songs are a great media in supporting speaking and listening activities
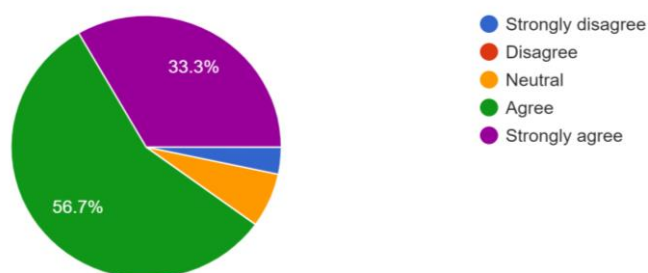

Statement number six dealt with the supportive benefit from English songs. From the questionnaire result, none chose strongly disagree, disagree, and even neutral.

58% of the respondent chose agree and the rest of respondent (33.3%) chose strongly agree. By the most agree answer of the statement (91.5%), it could be concluded that the respondents felt the benefit from using English songs.

3. English Songs Implementation in English Vocabulary Learning

The third subpart discussed the implementation of English songs on students' English learning. The researchers wanted to know how English songs could help the respondents to their writing skill. The statement on this subpart was only one, the result presented on next diagrams. They provided the data about the integration listening and writing. There were five statements which were discussed the implementation of English song in English learning. Statements number sixteen to nineteen discussed about the way which used by the respondents to get the benefit from English songs. Meanwhile, the last statement discussed about the general perception on how listening English music influence their English language skill.

Stopping and playing some parts of the English songs help to hear the detail from native speakers' habit in speaking, such as connected speech
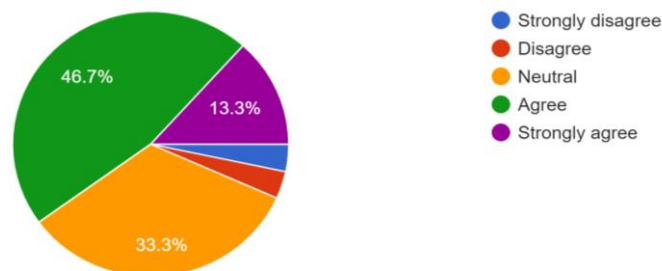
Statement number thirteen revealed the implementation of English song in helping the respondent to be able to hear the native speaker habit when speaking. There were none of the respondents chose strongly disagree and disagree. About 33.3% chose neutral while 46.7% chose agree followed by 13.3% chose strongly agree. The result that researchers gained from the data were most of the students were able to hear some detailed habit from the native speakers but some of them are not sure about the impact.

DISCUSSION

From the research findings, it is found that songs are a good learning source in learning English. The reason of it is explained by Nation (2014) who says, a useful thing to do in the very early stages of learning another language is to listen to the way in which the language is spoken, even when you do not understand anything at all. Moreover, listening allows quick and precise analysis of sounds that are heard (Hartley,

2007), with the support of songs the students are able to have bigger chance in listen carefully to the language. Ward (1980) also says the presence of rhyming words and such poetic device as alliteration and onomatopoeia help to focus on certain sounds, thus giving valuable ear-training and gives us the opportunity to repeat the same structural item many times, thereby aiding correctness and fluency of expression.

Based on diagram 1 to six, the data show most of students use English songs as media of learning and most of them experience positive effect by having listening habit to English songs. By seeing the entire question answered, those show more than half respondents go supportive with the statement of using English song as a supporting media of learning with some reasons. It gives good atmosphere during learning, it is enjoyable way of learning and it is also good motivation where songs can give clearer mind during learning. This result is in line with the previous research done by Raudyatuzzahra (2020) where the research findings show that the students have positive perspectives related to the advantages of using English songs in learning English.

Based on the diagram 6 to 12 the most of the respondents show more agreement than disagreement on the questionnaire. They show that most respondents also have experienced that their pronunciation and number of vocabularies developed from the use of songs. This finding in line with the study conducted by Leith (1979) "There is probably not a better nor quicker way to teach phonetics than with songs." While the students are interested by the music, the songs provide the students a practice of listening and pronunciation skills. The lyrics are sung pretty fast and it makes the students to be able to imitate the pronounced words. It can be a big help because the rhythm of the verse helps the learner to put the stress in the right places, creating a natural flow of language and building up fluency to help the pronunciation (Ward, 1980).

This result is in line with the previous study conducted by Zulianti and Ma'arif (2009) that there is a positive influence of listening habits of English songs toward vocabulary mastery and also study from Raudyatuzzahra (2020) where English song can enhance pronunciation.

The last result discusses about the implementation of English songs in English vocabulary learning. Students who participated in this research have the same interest in listening to songs. They have various ways or strategies in learning vocabulary through

songs. The first strategy that those students who have participated do is stopping and playing while they are listening to a song. Sometimes the pronunciation and accent of the singer are difficult to listen clearly by the students. That is the reason why they usually will read the lyrics while listening to a song. Some students usually stop and play the song to find their needs.

The last strategy that was done the students is about learning vocabulary through songs by using the new vocabulary that they found in learning vocabulary through songs in their daily life and also in classroom presentation. Students found that the vocabulary they have good impacts for their communication in daily life and also classroom presentation by imitating the sounds of vocabulary. It is very helpful because they can use more various vocabularies when they have to speak or say something.

From all the questions on the questionnaire the last question on the questionnaire is about general statement of where with the support of English song students can improve their vocabulary quicker than before. The result show more than 50% students show agreement. In conclusion, English songs had a positive effect to the respondents in improving vocabulary it is in line with the last previous study conducted by Sugandi (2010) the result showed positive improvement that habit of listening to English song have big impact in improving their vocabulary masteries.

CONCLUSION

The purpose of the research is to answer the research problem. The research problem is what is the students' perception on listening habit to English song in improving vocabulary mastery? The answer from the question is able to be obtained by looking into the research findings.

After conducting the study, the researchers found that more than the half of the students used songs as their learning source in developing their English skill. The students found many benefits from the use of songs as their learning source.

Through the questionnaire, the researchers obtained the data about the support of songs toward the students' English developments. The result showed that songs were capable in helping the students in learning English as one of their learning sources. Every aspect on songs is able to give the students support in learning English. Those aspects were giving support to listening skill, pronunciation, vocabulary and grammar.

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