The Effect of Using English Song as Teaching Media to Improve Vocabulary Mastery on The Eleventh Grade Students of SMK Negeri 11 Samarinda

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Abstract

The purpose of this study was to determine whether there was a significant difference in vocabulary mastery between students in the eleventh grade at SMK Negeri 11 Samarinda who used English songs and those who used conventional methods. Cluster random sampling was employed in this study, which is a strategy for determining sample size based on a group's cluster and homogeneous samples. Sixty pupils in the eleventh grade were engaged in this investigation. The research subjects were chosen at random and divided into two groups: experimental and control. Descriptive and inferential statistical approaches were used to obtain the data. Prior to conducting the hypothesis test, the normality and homogeneity tests were undertaken, and the hypothesis was tested using a t-test. The study's findings indicate that there is a significant difference between using English songs and traditional methods taught by the teacher for eleventh-grade students, with a significance value of 0,000 less than 0,05 and a t-value greater than the t-table, or 7,421 greater than 2,002, indicating that the use of English songs as a teaching medium is sufficiently effective to increase learning results.

Keywords: Song Lyric, Teaching Media, and Vocabulary Mastery

1. INTRODUCTION

Vocabulary is a set of words that pupils must master in order to communicate effectively in English. For students, particularly senior high school students, vocabulary mastery is critical since it can offer value when talking with others in English. There are various critical components that a teacher should consider when teaching vocabulary mastery, including spelling, pronunciation, listening, and grammar. This subject is critical for students who wish to improve their vocabulary mastery since, in addition to comprehending the elements, comprehension of the elements can also help expand vocabulary, directly resulting in improved vocabulary mastery. Students must have an adequate vocabulary to study English easily during the process of learning English.

The ability of everyone to learn English, in particular of master vocabulary students. When students feel an absence of vocabulary so that they cannot communicate and then communicate messages or ideas. The lack of vocabulary is one of the factors in the learning of French which makes it hard for the eleventh-grade pupils of SMK Negeri 11 Samarinda to understand either oral or written language.

SMK Negeri 11 Samarinda is one of the senior high school located at Samarinda. In general, the eleventh-grade students in this school still do not understand the meaning of words in English with well so there unable to communicate fluently yet and could not be finishing exam question in English as soon as possible. Therefore, vocabulary mastery needs to practice for the students in the English learning process because if not to do can be effective in preparing for taking the national exam.

In learning vocabulary on the eleventh-grade students of SMK Negeri 11 Samarinda, the teacher usually uses a teaching media which can support teaching and learning activity for her students in order they always happy, enjoy, and not bored toward English lesson that given by teacher in the classroom. Teaching media as a tool that help students to learn how to do something with instruction that has been given by teacher through media such as song, movies, tape recorder, and so on. In learning vocabulary mastery, the English teacher on the eleventh-grade students of using conventional methods which is a teacher still guiding her students through dictating sentences or text that directly can make the students become not interest and boring toward English lessons. Besides that, also, this class still many the students have low attention to the materials and some of the students also cannot be able to catch the English language. Therefore, need a teaching media in other that the students in this class to help their in learning process namely to use English song.

Song is an extremely effective teaching medium since it helps pupils retain English lessons provided by this school's professors. Teaching media are critical components of the teaching-learning process because they influence not only instructor and student competency, but also unsuitable media. When it comes to remembering anything, song is greatly beneficial. Frequently, when students apply for the use of songs in the classroom to help them enhance their vocabulary knowledge, they do so because they believe it is more understandable.

In accordance with the findings of Abidin et al (2011), which stated that the use of the English song method was used to enhance student vocabulary. Then another study by Widhiastuti (2012) also showed that the use of English songs could make significant differences for students because vocabulary mastery could be improved.

Song is an extremely effective and engaging teaching medium for pupils studying English in the classroom, as the melody or rhyme conveys the message that a particular word or phrase is critical to remember and recall. Students can learn vocabulary while singing. Students who are naturally shy are expected to develop their abilities and confidence while learning the English language. According to these findings, and in conjunction with study published by Kusnierek (2014), students are often interested in utilizing music or song. Then, another study by Purnomo (2017) established that using English songs to promote vocabulary knowledge has a substantial effect.

2. METHODOLOGY

This research used a quasi-experimental design. According to Creswell (2012), quasi-experimental design is quite frequent in the field of educational research. Due to the fact that researchers conducting experimental studies typically employ an intact group in the educational sector, the quasi-experimental study is readily available in the educational research field. This also implies that the writer will draw the sample from existing classrooms at the school.

The population for this study was the entire eleventh-grade students at SMK Negeri 11 Samarinda with a total of 168 students divided into five classes. The probability sampling technique was used because it ensures that each element or member population selected as a sample has equal opportunities. Cluster random sampling is one of these sampling strategies. Additionally, Sugiyono (2016, p. 94) explains that a cluster random sampling method is a strategy for determining samples that is utilized when the population is composed of individual groups or clusters rather than individuals. Based on those considerations, the writer

chooses two classes or groups as the sample for this research since they have the same number of students and, also, have the same ability.

According to the table above, the writer determined that the experiment group consisted of 30 students who received treatment using the English song method, while the control group consisted of 30 students who did not receive treatment using traditional methods or without utilizing English song. The researcher analyzes the data in order to establish the validity of the hypothesis. The purpose of this analysis is to determine the effect of utilizing English songs as a teaching medium on the eleventh-grade students of SMK Negeri 11 Samarinda. In this study, the necessary test analysis included the normality and homogeneity tests.

3. FINDINGS

Before doing the hypothesis, test should be done. First, the prerequisites analysis was used to know data quality using software IBM SPSS 25. In the inferential analysis, the researcher describes pre-testing analysis and hypothesis testing. This prerequisites test analysis is as follows.

3.1 Normality Test

The normality test is used to determine whether or not the distribution of data in samples is normal. The researcher used the One-Sample Kolmogorov-Smirnove test with a significance level of 0.05 in this normality test. The outcome is summarized in the table below.

Table 1
The Normality Test Output With Using Kolmogorov Smirnov
One-Sample Kolmogorov-Smirnov Test

		Pre Test Eksperimen	Post Test Eksperimen	Pre Test Control	Post Test Control
N		30	30	30	30
Normal Parameters[a,b]	Mean	54,83	77,50	49,50	66,67
	Std. Deviation	7,484	6,124	5,144	5,142
Most Extreme Differences	Absolute	0,174	0,192	0,224	0,208
	Positive	0,174	0,192	0,176	0,169
	Negative	-0,155	-0,125	-0,224	-0,208
Test Statistic		0,174	0,192	0,224	0,208
Asymp. Sig. (2-tailed)		.521[c]	.676[c]	.515[c]	.632[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
Source: Data in Processing, 2019.

According to the table above, the experimental class with the highest significant value for the pre-test experiment is 0,521 > 0,05, and the experimental class with the highest significance value for the post-test experiment is 0,676 > 0,05, both of which are greater than 0.05 It signifies accepted, and so the normal data distribution can be concluded. Additionally, the control class has a significance value of 0.515 > 0.05 for the pre-test control and 0.632 for the post-test control, both of which are larger than 0.05. It denotes acceptance, and therefore the normal distribution of data may be deduced.

3.2 Homogeneity Test

Homogeneity test to find out whether variances data from two or more groups homogenous or heterogenous with the significance value is 0,05 or 5% with the result on the table below.

Table 2
The Homogeneity Test Output for The Experimental Class and Control Class

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
The Result Study of Students (Post Test)	Based on Mean	0,371	3	116	0,774
	Based on Median	0,207	3	116	0,891
	Based on Median and with adjusted df	0,207	3	101,992	0,891
	Based on trimmed mean	0,372	3	116	0,773

Source: Data in Processing, 2019.

Based on the table above, the significant value based on mean is 0.774, which is more than 0,05, implying that the results of the English subject study on the experimental class students and the control class students are homogeneous or come from the same sample.

3.3 The Hypothesis Test

The hypothesis test was designed to determine whether there is a significant difference between utilizing English songs as a teaching medium and more traditional techniques for improving vocabulary acquisition in eleventh-grade students at SMK Negeri 11 Samarinda. This hypothesis test using independent samples t-test which is the significance value is 0,05 and t-table is 2,002 with the result on the table below.

Table 3
The Mean Value Pergroup Descriptic Statistic For The Post Test Class

Group Statistics

Class		N	Mean	Std. Deviation
The Result Study (Post Test)	Post Test Eksperimen (Song Lyric)	30	77,50	1,118
	Post Test Kontrol (Convensional)	30	66,67	0,932

Source: Data in Processing, 2019.

Based on the table above, the mean value pergroup for the post-test experimental class is 77.50 higher than the 66.67 post-test class. It signifies that the learning process for the students of the result study average differences. And then, like in the table below, the independent sample t-test might decide whether this difference is significant or not.

Table 4
The Independent Sample T-Test Output

		Independent Samples Test							
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower	Upper
The Result Study (Post Test)	Equal variances assumed	0,525	0,472	7,421	58	0,000	10,833	1,460	7,911	13,756
	Equal variances not assumed			7,421	56,314	0,000	10,833	1,460	7,909	13,757

Source: Data in Processing, 2019.

According to the above table, the Sig. Levene variance equality test is 0,472 > 0,05, suggesting that the data variance across the experimental and control groups is homogenous or identical, implying that the preceding interpretation relates to the result obtained under the assumption of equal variance. Based on the preceding table, it can be determined that the component with equal variance has a meaning value (2-tailed) of 0.000 0.05 and a t-value bigger than the t-table, or 7.421>2.002. If accepted, it means there is a major difference between the study results comparing the usage of English songs to the standard technique of teaching English to 11-grade students at SMK Negeri 11 Samarinda. In addition, the mean difference value of 10,833 indicates that there is a difference between the average study outcome in the experimental group and the control group, or 77,50–66,67=10,83, and the difference is between 7,911 and 13,756. (95% confidence interval lower upper differences).

3.4 N-Gain Score

N-gain score (normalized gain) was purposed to know the effectivity of English songs as teaching media to improve vocabulary mastery on the eleventh-grade students of SMK Negeri 11 Samarinda. N-gain score shows the comprehension of level or the concept mastery of students after learning has been done by the teacher as like on the table below.

Table 5. The result with N-Gain Score

Class/ Group	Experimental Class (XI A)	Control Class (XI B)
Score Pre-test	54,83	49,50
Score Post-test	77,50	66,67
N Gain Score	0,50	0,34
Category	Moderate	Low

According to the table above, the experimental class had a mean score of 54,83 at the pre-test and a mean score of 77,50 at the post-test, with an N-gain score of 0,50 (77,50 – 54,83 / 100 – 54,83), indicating that the experimental class improved in learning with the moderate category, and the control class had a mean score of 49,50 at the pre-test. On the basis of those findings, it can be inferred that the experimental class, which used English song as a medium for teaching vocabulary mastery to eleventh-grade students at this school, had a greater influence on increasing their study results than the control class.

4. DISCUSSION

SMK Negeri 11 Samarinda is one of the high schools located in Palaran, Samarinda. The eleventh-grade students at this school still do not understand the meaning of words in English with well so that they cannot communicate fluently yet and also can not doing on English questions that given by the teacher. For that, the students need much vocabulary mastery in order that it is easy to practice and doing the English questions.

The research found a significant difference in vocabulary scores between students taught using English songs and those taught using conventional methods, which means hypothesis (Ha) was accepted because the significance value of 0,000 was less than 0,05 and the t-value was greater than the t-table, or 7,421 was greater than 2,002. This indicates that a substantial difference exists between the usage of English songs and the traditional technique taught by an English teacher to eleventh-grade students at SMK Negeri 11 Samarinda. This

also implies that the media assists the teacher in making a lesson more engaging. Media are utilized to accomplish learning objectives throughout the teaching-learning process. To accomplish the goal of vocabulary acquisition, it is necessary to meet the prerequisites for teaching and learning English vocabulary effectively.

English songs can serve as a stimulus for pupils to acquire new vocabulary. The usage of English songs in the classroom can help students enhance their vocabulary scores and therefore their vocabulary skills. Song is an engaging and effective medium for teaching and learning vocabulary because it enables students to readily recall the words, as evidenced by the gain score values for the experimental and control classes. On the one hand, the experimental class's N-gain score is 0,50, indicating that the experimental class's learning has increased to a moderate level; on the other hand, the controlling class's N-gain score is 0,34, indicating that this class's learning has increased but remains in the low category. Thus, it can be concluded that the experimental class's learning has increased but remains in the low category due to the use of English song as a teaching method.

Based on these matters, in accordance with the research conducted by Abidin, et. al (2011) which was stated that the using of English songs method to improve the students' vocabulary competence. Then, another study by Widhiastuti (2012) also proved that there are significant differences for the students in using English songs because could improved vocabulary mastery. Then, the experimental class with the mean score is 56,55 or 57% higher than the control class with the mean score is 33,56 or 34% which indicate the use of English song enough effective as teaching media to improve vocabulary mastery for the eleventh grade students of SMK Negeri 11 Samarinda than without using song or conventional method.

Therefore, using English songs can able to give effect significant for the students to improve vocabulary mastery which is the use of English songs as teaching media make their feel being spirit and to motivate in learning English at the class. Based on these matters, in accordance with research conducted by Kusnierek (2014) which was stated that the students many interested in using music or song. Then, another study by Purnomo (2017) was proved that there has an effect significant to use English songs to improve vocabulary mastery.

5. CONCLUSION

There are a significant difference between using English song with conventional method who are taught by the teacher for the elevent-grade students which are the

significance value amount of 0,000 lower than 0,05 and t-value higher than t-table or 7,421 higher than 2,002. The use of English songs enough effective as teaching media to increase learning result on vocabulary for the eleventh-grade students of SMK Negeri 11 Samarinda because N-gain score for the experimental class amount of 0,50 with the percentage that obtained amount of 56,55% higher than N-gain score for the control class amount of 0,34 with the percentage that obtained amount 33,56 or 34%.

The teacher should be consistency and increasing the use of English song material more interactive in order to the students being spirit and to motivate in learning vocabulary mastery, the teacher should be compared with using other media like short radio or tape recorder in order to the students always trained to improve vocabulary mastery, the students should be more active and confidence in learning English at the class in order to find out new vocabulary, and then the students should be to practice in vocabulary mastery as an alike noun, adjective, and verb so they feel speaking mastery to use English.

The limitations in this study that to improve vocabulary mastery not only using lyric songs but also others media as like radio, short film, picture, etc. In this study to add the number of respondents and the number of question in order to know can be increasing the effectiveness using English song to improve vocabulary mastery that without using English song or conventional method.

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