

**MANUSCRIPT (NASKAH PUBLIKASI)**

**“THE EFFECTIVENESS OF USING ENGLISH SONGS TO IMPROVE  
STUDENTS’ VOCABULARY MASTERY IN HIGH SCHOOLS”**

**“EFEKTIVITAS PENGGUNAAN LAGU BAHASA INGGRIS UNTUK  
MENINGKATKAN PENGUASAAN KOSAKATA SISWA SMA”**

**ADE ISMAIL RAMADHAN HAMID<sup>1</sup>, NUR KOMARIYAH<sup>2</sup>**



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FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR**

**2023**

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Mastery in High Schools”**

**“Efektivitas Penggunaan Lagu Bahasa Inggris Untuk Meningkatkan  
Penguasaan Kosakata Siswa Di SMA”**

**ADE ISMAIL RAMADHAN HAMID<sup>1</sup>, NUR KOMARIYAH<sup>2</sup>**



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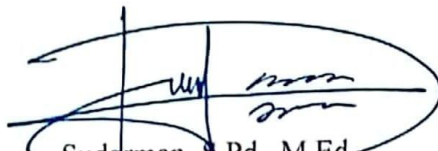
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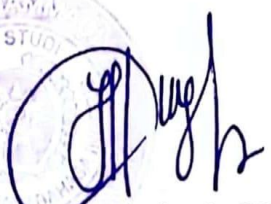
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## **The Effectiveness of Using English Songs to Improve Students' Vocabulary Mastery in High Schools**

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### **Abstract**

The purpose of this study was to determine the effectiveness of using English songs to improve students' English vocabulary mastery in today's technological era. The population of this study were students at SMK Muhammadiyah 2 Samarinda for the 2022/2023 academic year. By using simple random sampling technique, 15 students were selected as a sample. This study used an experimental research design with two different types of treatment. A pre-test was administered to both groups at the start of the study to ensure that they were equivalent. After that, the experimental group was instructed to listen to English songs while the control group was given treatment using a vocabulary memorization system to compare whether listening to English songs was effective or not. In the end, both groups will be given a post-test and the results will be calculated. The results of this study indicate that there is a positive increase in the use of English songs as a vocabulary learning strategy towards students' vocabulary mastery, because the average score on the vocabulary test from the pre-test and post-test is 61, while the average score for the post-test is 76. by using the t-test formula to determine whether the difference is statistically significant or not. Based on the calculation of the standard deviation, it shows a significant difference, namely (9.297) and (9.904) on the pre-test and post-test, namely there is a large gap between the students' lowest and highest scores. Therefore, students who are taught using English songs have better results compared to students who are taught using a rote system. Thus, it can be concluded that the use of songs in English has a significant effect on improving English vocabulary for students at SMK Muhammadiyah 2 Samarinda.

### **Keywords**

Student, Vocabulary, Songs

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**Introduction**

As a field of linguistic knowledge, vocabulary is very important for learners in language acquisition (Cameron, 2001). Vocabulary is central to communicative competence and improvement in a second language (Schmitt, 2000). According to Alqahtani (2015), states that vocabulary is the most important component for second language learners because a lack of vocabulary can cause problems in communicating in a second language or a foreign language. Therefore, vocabulary is the most important component in second language acquisition.

In a study, Indonesian students' knowledge of English vocabulary was still low, which is the bare minimum of words needed to use the language properly. According to Kweldju (2005), One of the main problems that Indonesian students face when learning English is their in ability to master vocabulary. Nation (2006) says that learners need to know a certain amount of vocabulary to express language correctly, he says that to use language well, We require 6000–7000 word groups for oral-style writing and 8000–9000 word groups for written-style writing., without using tools any translation. Moreover, Renandya (2018) argues that even though estimates for vocabulary varied, researchers generally agree that learners need a minimum of 3,000-5,000 words to be able to read non-specialized, unsampled literature with adequate knowledge.

Vocabulary learning can be affected by a lack of vocabulary knowledge. In Indonesia, vocabulary is still not given enough attention during language instruction. According to Hananto (2013), This means that students do not have a large Indonesian vocabulary, according to several studies (e.g. Kurniawan, 2017; Kweldju, 1997; Nurhemida, 2007; Nurweni & Read, 1999; Quinn, 1968. Regarding the fact, Kweldju (2005) stating that the single most problem encountered by Indonesian students learning English is vocabulary, she recommends that students learn vocabulary properly.

Based on the explanation as mentioned before, the research formulated the research questions as follows:

1. Does the use of English songs effectively improve students' vocabulary mastery in high schools?
2. To what extent does the use of English songs improve high school students' vocabulary mastery?

**Literature Review**

According to Bauer & Nation (1993), Vocabulary is the first step in any language study and is a fundamental factor in language acquisition. When talking about vocabulary, the first time it crossed my mind was this: vocabulary related

words; They are created by how they change, how they interact with each other, and how we use them to communicate is the source. Vocabulary can be defined as “the words we need to know to communicate effectively; Words when speaking (expressive vocabulary) and words when listening (receptive vocabulary). (Neuman & Dwyer, 2009). Words are a means of expressing what someone wants to say in our thoughts, feelings, ideas, desires, dislikes, hopes and fears. As an instrument, the number of words can help us meet our needs. We can say what we need in that language and understand what people are telling us.

Vocabulary can be interpreted as the words we learn in a foreign language (Ur, 1999). According to Hornby (2015), vocabulary includes all words that someone knows or uses. Meanwhile, Finnochiaro (1989) states that vocabulary is a group of words that are known by a person or entity or that are part of a particular language. A person's vocabulary can be interpreted as a collection of all words that people understand or a collection of all words that are likely to be used by the author of new sentences.

According to Stahl (2005), vocabulary knowledge is knowledge of a word implying not only its meaning but also its relation to the world". We continue to expand our vocabulary throughout our lives; words are powerful and open up possibilities; Of course, that's what we want for all our students. "Vocabulary knowledge is knowledge; knowledge of a word implies not only its definition but also how it fits into the world." Words can open possibilities; of course, that's what we want for students.

Vocabulary in English relates to the meaning of words and the way they are used in communication. The definition above shows that vocabulary is a list of words that are known to someone, namely words from a language and the number of words used, understood, or composed by certain individuals, people, or groups.

### **Research Method**

This study employed an experimental research design. A class of students was given into two different types of treatments. The treatment was using conventional method to learn vocabulary, which is memorizing strategy. After that, students sat for a test using a vocabulary test to measure the effect of memorizing strategy toward students' vocabulary mastery. Then, the same group of students were given a treatment namely English songs before being sat for a post-test using the same instrument.

Students of SMK Muhammadiyah 2 Samarinda for the 2022/2023 Academic Year are the population of this research. Overall, this study involved 69 people, consisting of 3 classes namely Grade 10, Grade 11, and Grade 12. The number of students in Grade 10 was 32, while in Grade 11 was 26, and 11 students in Grade 12.

The simple random sampling method was used to select the sample for this study. This study was randomly assigned to students from one of the three available classes and from four different classes to participate in the research.. The selection of sample class based a simple draw. First, researcher made four paper



lots in which each paper lot represented one available class. Then, researcher conducted a draw by randomly taking one paper lot. The class stated on the paper lot then selected as samples of this study, which was students from Grade 11. After that, all students in Grade 11 were again randomly selected by using the same technique, and finally, 15 students from the class were employed to the present study.

The treatment given in this study was to use English songs to learn vocabulary. First, the researcher played an English song for students to listen to. The researcher then asked the students to identify the words from the song they had just heard. The researcher then explained the meaning, use, and form of these words. After that students were given song lyrics with several blanks and asked to complete the lyrics of the song while the researcher played the song. After that, students were asked to explain what they could learn from the lyrics of the song.

In this research, the researcher used a vocabulary test adopted from Prasetya (2017). The test consists of 20 questions divided into two parts. The first part asks students to complete the part with 10 blank sentences. Each blank or item is followed by four multiple choices. On the other hand, the second section provides English song lyric with 10 blanks. Students are required to complete the blanks while listening to the English songs.

## **Findings and Discussion**

### **1. Does the use of English songs effectively improve students' vocabulary mastery in high schools?**

This study uses the Kolmogorov-Smirnov method in SPSS to determine the normality test. The SPSS statistical calculation results must be smaller than the numbers in the Kolmogorov-Smirnov table with the number of samples (n) being 30. The results of the data normality test are as follows:

**Table Test of Normality**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.140	15	.200*	.929	15	.263
Posttest	.118	15	.200*	.964	15	.761

Both the experimental and control groups had significant normality results (above 0.05), and each group had 15 students, so the results were significant. From this data, it can be concluded that the pre- and post-test results at SMK Muhammadiyah 2 Samarinda are normally distributed.

According to the results of the normality test, the research data is normally distributed. Therefore, a paired sample test was used to measured the inferential statistics for hypothesis testing. The following table lists the results of the paired sample test.

**Table Paired Sample Test**

	Paired Differences					Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		
				Lower	Upper	
Pretest – Posttest	15.333	3.519	.909	17.282	13.385	.000

The results of the matched sample test are presented in Table 4.2, which compares the average pre-test and post-test scores of students in each experimental group. These findings are used to test the hypothesis of this study. The data significance value is 0.000, less than 0.050. That is, the scores before and after the test are very different. Consequently, the null hypothesis can be rejected, which means the alternative hypothesis can be accepted. The results showed that the use of English songs had a significant effect on the vocabulary improve of students at SMK Muhammadiyah 2 Samarinda.

**2. To what extend does the use of English songs improve high school students’ vocabulary mastery?**

To answer questions in the second study, this study shows descriptive statistics by comparing students' average scores the results of the descriptive statistics from the pre-test and post-test are shown in the following table:

**Table Descriptive Statistic**

	N	Min	Max	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Pre-test	15	75	70	61	2.400
Post-test	15	90	85	76.33	2.557
Valid N	15				

The results of descriptive statistics comparing the average scores of the pre-test and post-test vocabulary tests are shown in Table above. The pre-test average score is 61, while the post-test average score is 76. The results clearly show that the students' average score increases by 15 points after being taught with an English song. That is, the use of English songs as a vocabulary learning method shows better results on students' vocabulary mastery. In addition, both the minimum and maximum scores in post-test improved from the pre-test. However, the standard deviation did not show a significant different, which is 9.297 and 9.904 in pre-test and post-test respectively. The numbers reflect that the students’ scores both in pre-test and post-test are still heterogeneous, which means that there was a big gap between the lowest and highest scores of students.

The results of this study are in line with the findings of previous studies conducted by Muflihah (2017) and Gushendra (2017). This study found that students' vocabulary mastery is very influential by the use of English songs. According to Gushendra (2017), Students had very good results on the vocabulary mastery test in the experimental class, with 82.25, and in the control class, with 63.25. Inferential analysis found a significant value of 0.000 which is greater than an alpha of 0.05. Therefore, using songs can help improve students' vocabulary mastery at SMPN 1 Kampar Timur, Kampar District, Riau Province. The conclusion from the data analysis is that the use of songs has a significant impact on the level of students' vocabulary mastery.

In addition, research conducted by Muflihah (2017), shows that teaching methods using English songs are more effective for the An-nuur community group. The test results showed that students scored 100 after treatment with song media compared to 70 before treatment. Another interesting thing is that students have a higher motivation to follow lessons to improve vocabulary.

### **Conclusion**

The aim of this study is to find out how well the use of English songs improves the vocabulary mastery of junior high school students and to what extent the use of English songs increases the vocabulary mastery of middle school students.

The results of the sample tests were matched by comparing the average scores before and after the students in the experimental group. The data significance value is 0.000, less than 0.050. This indicates that the pre-test and post-test scores significantly different from one another: Since the average pre-test and post-test vocabulary scores were 61, the use of English songs as a vocabulary learning strategy showed a positive improvement in students' vocabulary mastery., while the last one is 76. In addition, both the minimum and maximum scores in post-test improved from the pre-test. However, the standard deviation show a significant different, which is 9.297 and 9.904 in pre-test and post-test respectively, that is, there is a large gap between students' lowest and highest scores. In short, this study shows that there is a significant impact of using English songs on the fluency of students' vocabulary at SMK Muhammadiyah 2 Samarinda.

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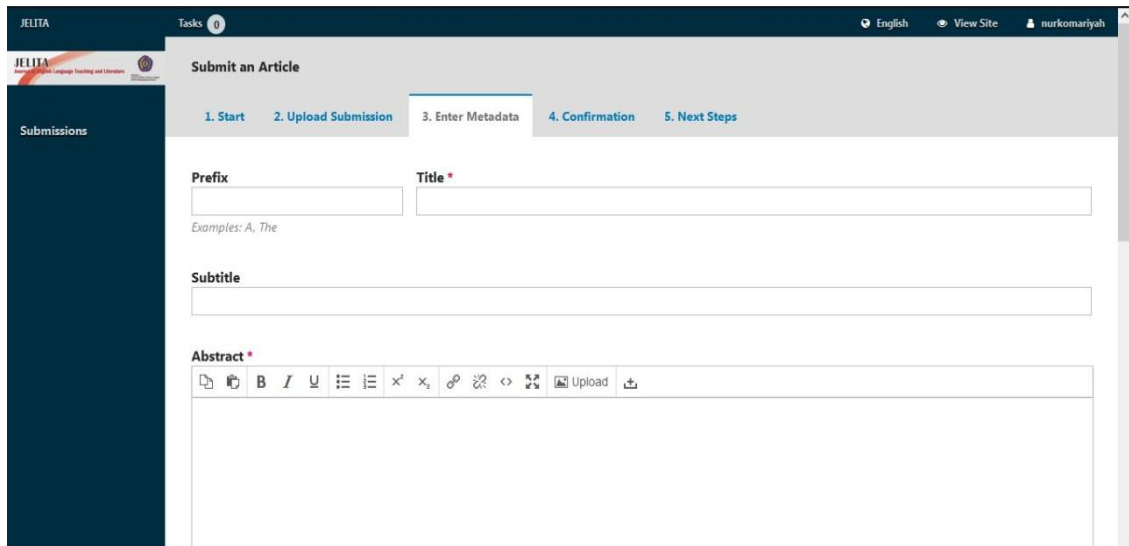
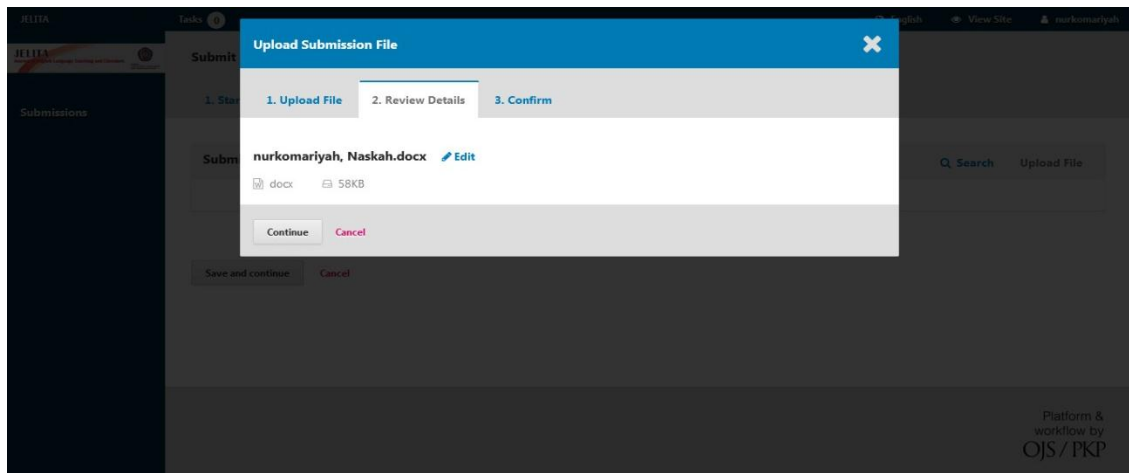
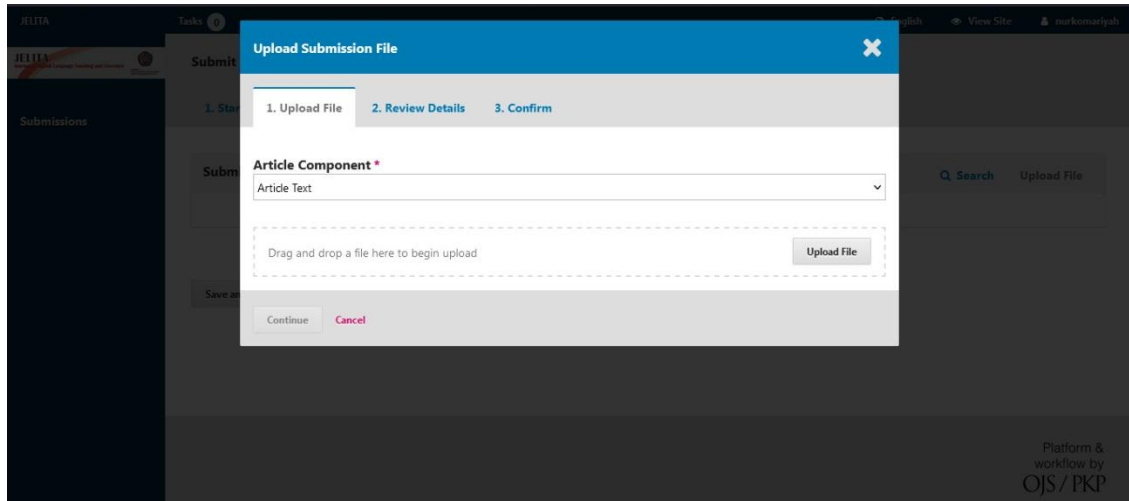
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