

THE USE OF ENGLISH SONG FOR IMPROVING STUDENTS' VOCABULARY MASTERY IN SMP BINA SATRIA MEDAN

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana Pengaruh Lagu menggunakan Bahasa Inggris terhadap Penguasaan Kosakata Siswa Kelas Sembilan SMP swasta Bina Satria medan. Metode yang digunakan untuk penelitian ini adalah penelitian yang menggunakan eksperimen kuantitatif. Desain penelitian eksperimental digunakan, di mana dua kelas mengajarkan dua teknik yang berbeda. Kelas eksperimen diajar dengan menggunakan Audio lingual berbahasa Inggris, dan kelas kontrol diajar tanpa menggunakan lagu berbahasa Inggris. Populasi siswa kelas IX SMP Swasta bina satria yg di jadikan sampel berjumlah 56 siswa dengan sampel 50 siswa (25 siswa kelompok eksperimen dan 25 siswa kelompok kontrol). Dalam penelitian ini, peneliti ingin mencoba memberikan lagu-lagu berbahasa Inggris untuk membantu siswa tentang kosa kata. Berdasarkan perhitungan, nilai rata-rata pre-test pada kelas Eksperimen adalah 30 dan nilai post-test adalah 72,5 sedangkan nilai rata-rata pre-test pada kelompok kontrol adalah 30 dan nilai post-test adalah 54,5. Berdasarkan hasil penelitian dapat disimpulkan bahwa terdapat peningkatan pada kata benda, kata sifat, dan kata kerja melalui penggunaan lagu berbahasa Inggris. Peneliti berharap hasil penelitian ini bermanfaat bagi siswa dan guru bahasa Inggris. Guru bahasa Inggris harus meningkatkan kompetensinya dengan meningkatkan penguasaan materinya, menggunakan media yang tepat dan menarik, Menggunakan kemampuan berbahasa Inggris.

Kata Kunci: Lagu Bahasa Inggris, Penguasaan Kosakata.

ABSTRACT

The purpose of this study was to determine the influence of English songs on the vocabulary mastery of ninth-grade students at Bina Satria Private Middle School, Medan. The method used for this study was a quantitative experiment. An experimental research design was employed, with two classes taught using different techniques. The experimental class was taught using English audio-lingual, and the control class was taught without using English songs. The sample population of ninth-grade students at Bina Satria Private Middle School consisted of 56 students, with a sample size of 50 (25 in the experimental group and 25 in the control group). In this study, the researcher attempted to provide English songs to help students with vocabulary. Based on calculations, the average pre-test score for the experimental class was 30 and the post-test score was 72.5, while the average pre-test score for the control group was 30 and the post-test score was 54.5. Based on the research results, it can be concluded that there was an increase in nouns, adjectives, and verbs through the use of English songs. The researchers hope that these results will be beneficial for English students and teachers. English teachers must improve their competency by improving their mastery of the material, using appropriate and engaging media, and utilizing English language skills.

Keywords: English Songs, Vocabulary Mastery.

INTRODUCTION

Language is a communication device that is use every day. In Indonesia, the language use is very diverse. The language use in daily activities is Indonesian and regional languages. English is an international language. In Indonesia, English is included as a foreign language and in this globalization era, English is a language that must be mastered. In some countries English has started to become their second language (Hastomo & Marcela (2021). Although in Indonesia English is still a foreign language, English has been studied

since elementary school. Even in certain schools English has been taught since kindergarten. There are 5 skills to be mastered in English, listening, speaking, reading, writing, and vocabulary. Students must also master its components, namely, grammar, pronunciation, spelling, and vocabulary. Among these components to support the mastery of English skills, students must learn vocabulary as the basis of communication (Faliyanti, 2017).

Zahro (2010) states that vocabulary learning is considered fundamental and inseparable in the field of language teaching. The purpose of teaching vocabulary itself is to guide students to use each vocabulary according to its context. Vocabulary must be mastered so that students can communicate well orally and in writing. To master vocabulary is not easy because there are many words that must be known in factor to improve English learning. Teaching vocabulary is important because to learn new language students must know enough vocabulary and then students learn the grammar. Therefore, teaching vocabulary requires students to memorize a lot of vocabulary. One of the methods be used to solve this problem was English songs. One knows that music was a universal in human culture. It helped students to active during learning practice. Songs can stabilized mental, physical and emotional rhythms to attain a state of deep concentration and focus on which large amount of content information can be processed and learned. A music/song was included in Auditory Art media. When teachers and students got used to using English songs in the classroom, it be an amazing way for them to achieve success with English learners. Then, it can conveyed message of material in understanding and retaining unfamiliar words and story meaning for the students and also provided a rich

context which students can improve comprehension and practice. In the researcher's point of view, the use of audiovisual in process teaching and learning was also important because of the flexibility in presenting a lesson. Furthermore, the use of audiovisual can helped students and teacher to connected vocabulary meaning and made the lesson more interesting because of the motion. Therefore, It was fun for listening a song in the class, and the classroom atmosphere was enjoyable and makes them more ready to learn.

METHOD

The researcher used "experimental" as the design of this research. This means that the authors describe the result of research by verifying quantitative data. According to Creswell's idea (2012) stated the quantitative method consist of three type designs namely experimental designs, correlation designs, and survey designs. Here the students were divided into two groups namely the experimental group and control group. The experimental group is the group who treated by using songs And the control group is not treated by using songs. In details of research design is shown in the table.

RESULT AND DISCUSSION

The finding result of this research deals with students score in pre-test and post-test. The first was as control group and the second is the experimental group. These are some the following in other to get the data. The teacher explained that the students still poor in vocabulary achievement because students' media in learning English was bored

After collecting data, it could be seen that from 20 students in the experimental class, the mean of pre-test was 32 and the post-test was 71,5 based on the table above the highest students score in pre-test was 50 the lowest of students score was 20, meanwhile the highest score in post-test was 90 and the lowest students score was 40. There are differences score obtained score in pre- test and students' score in post-test. This test is a test with empty

lyrics that must be filled with 10 different types of words. Below the words that were correctly answered by students in the pre-test and post-test

No	Pre-test Correct	Post-test correct
1	Friend 9	Break 12
2	Better 5	House 14
3	Heart 8	Letter 15
4	Pretty 6	Girl 16
5	Happy 13	Each 10
6	Great 4	Love 18
7	Happier 7	Star 15
8	Beautiful 5	Wrote 15
9	Kind 3	Hurt 11
10	know 4	Reckless 17

1 Friend 9 Break 12
 2 Better 5 House 14
 3 Heart 8 Letter 15
 4 Pretty 6 Girl 16
 5 Happy 13 Each 10
 6 Great 4 Love 18
 7 Happier 7 Star 15
 8 Beautiful 5 Wrote 15
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 10 know 4 Reckless 17

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 7 Happier 7 Star 15
 8 Beautiful 5 Wrote 15
 9 Kind 3 Hurt 11
 10 know 4 Reckless 17

in the pretest there were several words that were only answered correctly by students, such as kind correctly answered by 3 students, know and great by 4 students, better and beautiful by 5 students. Whereas, during the process the achievement was very far compared to the pretest because there was not a single word that was answered incorrectly by under 10 students. So listening to English songs turned out to be very impactful in increasing student vocabulary. because they not only enjoy a song but also learn to look for a word through the song carefully. At the time of the lesson everyone was excited about learning while enjoying and being able to learn in conducive .

After collecting data, it could be seen that from 20 students in the control class, the mean of pre-test was 32 and the post-test was 52,5 based on the table above the highest students score in pre-test was 60 the lowest of students score was 10, meanwhile the highest score in post-test was 80 and the lowest students score was 30. There were differences score obtained score in pre- test and students' score in post-test.

No Pre-test Correct Post-test correct

1 Friend 12 Break 7
 2 Better 3 House 9
 3 Heart 10 Letter 11

4 Pretty 5 Girl 10
 5 Happy 11 Each 6
 6 Great 3 Love 17
 7 Happier 2 Star 15
 8 Beautiful 8 Wrote 7
 9 Kind 6 Hurt 10
 10 know 4 Reckless 13

Based on research conducted by Windy (2022) with the title "Students' Perception of Using English Song and Their Vocabulary Learning", Triska (2022) with the title "The Effect of Using English Songs on Students' Vocabulary Achievement at SD Negeri Wonoayu Lumajang" and Shafira (2021) with the title "The Effect of English Song on Students' Listening Skill", The researcher findings the effect of English songs on students' vocabulary mastery were the students are excited taught by using English song (music) and the experimental group was got the higher score than control group. And the result were t-observed higher than t-table. The pre-test of experimental group was 640 and the post-test was 1.430 with the differences scores was 790 whereas, the pre-test of control group was 640 and the post-test was 1.050 and the

differences scores was 410. The students need an interesting and active media to motivate them in learning vocabulary and researcher got the big attention from students' during the treatment through this media the students felt enjoy, active and confidence. They have full attention and focus to the material. This situation was good to increase students' vocabulary because students more easy to understanding and remembering the vocabulary. If t-observed was more higher than t-table H_a was accepted, based on the data above t-observed > t-table, ($6,73 > 1.68$) with df 38. There was a significances effect from English songs on students' vocabulary mastery and H_a was accept.

CONCLUSION

Based on the research the effect of English songs on students vocabulary mastery, that the researcher concluded are: Students in experimental group was increase the vocabulary because this media makes teaching and learning process become interesting and enjoyable. The to bserved higher than t-table. $6,73 > 1.68$. And H_a (Alternative Hypothesis) was accepted. The students' who were taught by using English songs (music) got better score than the students' who were taught by using conventional media.

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