

# USING ENGLISH SONG TO IMPROVE STUDENTS' VOCABULARY

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Received: March 25, 2023; Accepted: April 23, 2023; Published: May 1, 2023

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**Abstract:** This research was carried out at SMPN 25 Makassar, in order to perform quantitative research, this research utilized a control class and an experimental class. Additionally, a vocabulary exam and one questionnaire were utilized. The sample for this study consists of seventy students, the seventh grade pre-test at SMPN 25 Makassar, the results demonstrated that there was an increase in the vocabulary of the students. The mean pre-test score in the experimental class was 57.8 and the mean score in the control class was 73.1. On the other hand, the average post-test score for the test in the control class was 73.1, and the experimental class had 58.8 and the mean score in the control class was 69.3. After receiving treatment, there was a substantial difference between the scores obtained on the pre-test and the post-test. The researchers are able to draw the conclusion that students have a strong interest in the English song learning technique because the results of the questionnaire data showed the effectiveness in improving their English vocabulary through the use of English song.

**Keywords:** English Song, English Vocabulary, Improvement

## 1. INTRODUCTION

Facilitating student learning through the utilization of English songs and supplementing song texts that contain absent or blank words with illustrative images that correspond to the empty song lyrics. The researchers identified a pressing need to incorporate the title into this study after conducting preliminary research at SMPN 25 Makassar, where students were unable to ascertain the proper way to reference and compose their vocabulary. In order to facilitate vocabulary development among students, the researchers employ the English song method, which involves supplying both textual and visual aids to fill in missing words in song lyrics. Through this study, the researchers demonstrated the viability of employing an English song as a learning method in an effort to pique students' interest in English language acquisition.

The learning method consists of listening to audio recordings of the songs and having a speaker provide clarification on the lyrics. This approach to English song learning is centered around the enhancement of students' vocabularies. This research is crucial for many students who struggle with vocabulary; by conducting it, students can not only increase their vocabulary but also become more attentive to their studies (Imran, 2022). Students will experience a sense of ease and enjoyment throughout the educational process (Indahyanti & Mursidin, 2017). The English language is widely spoken throughout the globe. Worldwide, this language serves as the primary language for over 400 million individuals. Millions of individuals use English in the workplace and in social

situations every day. When chiefs of state convene, English is the prevailing language of conversation. When individuals of various nationalities come into contact, English becomes their sole language of communication. Although learning English is not limited to academic activities, it is applicable to many people in the real world and in daily life. While there are other languages as well, the focus of this research is exclusively on English learning. To achieve this, the researchers employ a learning method that incorporates English songs. The researchers hope that the English melody method will facilitate our learning of difficult word pronunciations.

Certain English words are challenging to comprehend (Mursidin et al., 2022). Songs in English can therefore assist us in comprehending the pronunciation of words or expressions that are otherwise difficult to grasp. Enhance Vocabulary: By listening to melodies, one can acquire previously unknown words. In addition to acquiring knowledge of the applications of these terms. In addition to vocabulary acquisition, frequently used English idioms can also be learned through the study of English melodies (Nonci et al., 2022). By conducting an analysis of the song's ratings and messages, one can discern the song's intended message. By actively engaging in English song listening and comprehending each word, one can acquire novel insights or principles that are applicable to their day-to-day existence. Dardjowidjojo (2003) states that English is the primary foreign language spoken in Indonesia. English is a subject taught in Indonesian institutions as the third language. Additionally, English is the language of instruction or an international language in every country. English is capable of change in numerous forms; American English is one instance. During the early seventh century, a group of colonists arrived in America, bringing with them the Elizabethan language, which was also employed by Shakespeare and Milton.

Over time, the English language evolved on both sides of the Atlantic. children's English songs can assist students in learning the meaning and sound of words through the active use of their cognitive abilities required to identify the melodies (Baker, 1999). Listening to songs, according to Shen (2009), can both make students joyful and expand their vocabulary. Song possesses a distinct heritage and offers a valuable educational environment. As an alternative to word or sentence-level instruction, provide students with a script that illustrates the meaning of a given word to facilitate word recall (Paquette & Rieg, 2008). The vocabulary of a language is fundamentally an integrated and dynamic system of lexemes that is maintained through meaning relationships (Jackson & Amvela, 2000). Teaching vocabulary has progressed through a number of phases, during which grammar translation methods, communicative teaching methods, and audio-lingual methods have all been utilized, prior to receiving the most interest from second language researchers and teachers. Learning also incorporates vocabulary, which is vitally essential for students because proper and accurate comprehension of English is impossible without it.

The researchers selected the title in order to describe how a teacher implements learning methods through the instruction or introduction of English

tunes that effectively expand students' knowledge and vocabulary. This English song-based learning method is also highly effective for junior high schools, particularly seventh grade. The researchers selected to conduct this study because, according to the research, English was still not widely used in SMP NEGERI 25 and some students still did not comprehend English lessons. Therefore, through the implementation of this pedagogical approach, researchers selected this educational institution on the grounds that their preliminary research identified challenges pertaining to students' vocabularies and they anticipated that incorporating English songs into English lessons would aid in the enhancement of students' vocabulary.

## **2. LITERATURE REVIEW**

### **2.1. The Concept of Song**

A song consists of a sequence of lyrics composed by an artist and structured into multiple verses; it also incorporates melodic elements to elicit positive reactions and delight from a wide audience. While an English song is one that is composed entirely in English, it is currently very popular among young people and is extensively utilized in school learning systems and can assist students in expanding their vocabularies. While the learning system is not implemented in the majority of institutions, it is present in a few. One of them within the institution under investigation by the researchers. Songs have positive aspects for students, particularly when it comes to instructing and learning. They can increase the study motivation of students. Through the performance of music, students have the ability to articulate their emotions, encompassing both joy and sorrow. Singing will impart vitality and beauty to the classroom, as well as provide amusement, comfort, and pleasure. Their energy will be balanced, consisting primarily of energy expended through singing and energy expended on critical tasks. They reserve their emotions, both positive and negative, for themselves. When their emotions and energy are in harmony, they will feel at peace. They will be able to do anything, including study, with comfort and joy once they have achieved that state through singing (Djalal, 2017).

### **2.2. The Concept of Vocabulary**

As vocabulary is the gateway to knowledge that grants readers access to transcendent concepts, it enables students to comprehend the meaning of the word "good." and The acquisition of vocabulary is an inherent and enduring process. Swahnell (1986:633) defines vocabulary as the arrangement of words in language and their usage in books, essays, or scientific disciplines. As stated by Laufer (1997), vocabulary is a critical component of both language acquisition and application. In fact, it constitutes the language's substance. He contends that the acquisition of vocabulary is fundamental to both language learning and language application. Verbal communication and meaning transmission within a specific language are both impossible without a comprehensive vocabulary. The article "Alqahtani (2015)" asserts that the teaching of vocabulary is an essential component in the process of learning a language because languages are constructed on words. Without the use of

words, it is nearly difficult to acquire a language; in fact, even the communication that takes place between people is dependent on words.

### **2.3. The Concept of Interest**

According to Sutikno (2009: 17), asserts that interest is a feeling of choice and a sense of attachment to someone or activity without being instructed, interest is always followed by a sensation of pleasure which in the end provides its own fulfillment. According to Slameto (2010: 180), "Interest is a sense of preference and a sense of attachment to something or activity, without being asked." in other words, interest is a sense of attachment to something or activity. As a result of this viewpoint, one might draw the conclusion that interest is an urge that arises in a person without the influence of others or the encouragement of others; rather, it is the individual's own desire (Huda, 2017).

## **3. METHODS**

As stated by Sugiyono (2017), the implementation of a quasi-experimental design method is challenging due to the requirement of two groups in order to achieve the highest possible score in the research. In addition to group control, this design allows researchers to manage time when they are unable to obtain random samples. The researchers employ two groups in a quasi-experimental design. A control group and an experimental group are present. A pre-test was conducted prior to treatment, and a post-test was administered subsequent to treatment in order to assess its impact. The research population comprised first-year students enrolled at SMPN 25 Makassar. There are a total of seven classes comprising the population: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, and 7.11. Each class has the same number of students, with the exception of class 7.5, which has 36 students, and classes 7.1 through 7.4, which all contain 35 students. The seventh grade population comprises 368 students. The researchers employed a purposive sampling technique in this study, whereby two classes were selected from the tutor/English teacher at the selected school. This selection was based on the observation that there are still students in the school who struggle with English vocabulary and that students become bored with repetitive English learning methods. As a result, the researchers opted to conduct an experiment using two classes. A control group and an experimental group, each comprising one cohort. There are 35 students in each class, with one class having 35 students. The researchers selected samples from classes 7.4 and 7.5 for this study, for a total of 70 students. A correlation analysis constitutes the research analysis. The English song formula was employed in data processing to determine the correlation between students' listening comprehension and English song listening, using the scores from both assessments. A vocabulary test and a questionnaire regarding the listening to of English songs served as the instruments for this study.

## 4. RESULTS

### 4.1. Pre-test and Post-test Scores

Comparison Score of Experimental Class and Control Class. This section was used to answer the research question and conducted in both the Experimental Class and the Control Class by using SPSS.

**Table 1. Comparison Score of Class**

Class	N	Mean Pre-test	Mean Post-test	Difference
Experimental	35	57,8	58,8	1
Control	35	73,1	69,3	3,8

The data in the table above shows that the difference between the pre test and post test scores in the experimental class is 1 which is quite good, while the difference between the pre test and post test scores in the control class is 3.8 which is classified as good. However, it can be concluded that the score in the control class was higher than the experimental class, but the average score was higher in the students' post test.

### 4.2. Analysis of Interest

**Table 2. The Percentage Score of Students' Interest**

No.	Statements	Score	Percentage	Category
1.	I like listening to English songs	132	86.27	Very good
2.	I listen to English songs everyday	102	66.66	Fairly good
3.	I feel comfort when I listen to English songs	134	87.58	Very good
4.	English songs motivate me to learn English vocabulary	139	90.84	Very good
5.	I like to learn English vocabulary through English songs	131	85.62	Very good
6.	English songs are useful to improve my listening skill	125	81.69	Very good
7.	English songs are useful to improve my reading skill	102	66.66	Fairly good
8.	English songs are useful to improve my writing skill	71	46.40	Poor
9.	English songs are useful to improve my speaking skill	87	56.86	Fairly
10.	English songs are useful to improve my English vocabulary	128	83.66	Good
11.	English songs are useful to improve my pronunciation	88	57.51	Fairly



12.	English songs are useful to improve my long-term memory	127	83	Good
13.	English songs are useful to improve my creativity	83	54.24	Poor
14.	I can learn English vocabulary every time	71	46.40	Poor
15.	English songs are useful to improve my English vocabulary	88	57.51	Poor
16.	I can memorize English vocabulary easy with the help of the lyrics of English songs	86	56.20	Poor
17.	I like to see the lyrics of English songs while sing a song	130	84.96	Good
18.	I found a lot of new English vocabulary through the lyrics of English songs	136	88.88	Very good
19.	I always find out the meaning of a difficult English vocabulary contained in the lyrics of English songs	153	100	Excellent
20.	Lyrics of English songs helped me to improve my English vocabulary	83	54.24	Poor
21.	I can figure out the meaning of the English vocabulary through the lyrics of English songs	100	65.35	Fairly good
22.	Finding new English vocabulary through English songs is very interesting	117	76.47	Good
23.	Learning English vocabulary through English songs is interesting	127	83	Good
24.	My English vocabulary improve because I always listen to English songs	131	85.62	Good
25.	I found a lot of new English vocabulary through English songs	134	87.58	Very good
Score		3805	1831.2	
Mean score		108.71	71.05	Fairly Good

## 5. DISCUSSION

Determine the impact or influence of using songs in English as a foreign language in the classroom, as well as how much it adds to first-grade children' vocabulary development. Songs have been shown to help young students enhance their vocabulary and are seen as an excellent educational strategy for introducing vocabulary while teaching students (Nurjannah et al., 2020). Researchers employ English song-based learning methodologies to help students enhance their English vocabulary. The population of this study was Class VII students from SMPN 25 Makassar, and the number of students in the experimental group and control class in the pre-test was 35, with the researchers taking two classes. All research data were obtained through tests.

Before students were instructed using the procedures utilized in this study, the researchers administered a pre-test. This seeks to determine the students'

initial knowledge. After administering the pre-test, the students were taught the genres of songs to be taught by listening to them. Following the treatment, the researchers administered a post-test during the last meeting. Following the collection of pre-test and post-test data, the researchers compared the students' results. This seeks to see if there is a substantial difference between the pre-test and post-test outcomes. In other words, is the post-test result higher than the pre-test. The discussion focuses on how to interpret the conclusions from the data analysis. The description of the data acquired during the test, as given in the findings section, demonstrates that the learning approach boosted students' vocabulary (Sulviana, 2022). The frequency and percentage of students' pre-test and post-test scores corroborate this conclusion. Students' values increased after the material was delivered utilizing associated learning tactics, such as providing them songs, compared to before the treatment.

Researchers in this study employed English songs to help students enhance their English vocabulary. Students' understanding improves following treatment (Imran, 2022). This is demonstrated by the average pre-test score of students in the experiment class (before treatment) of 57.8 and in the control class of 73.1, both of which are classified as moderate, and the average post-test score of students in the experiment class (after treatment) of 58.8 and in the control class of 69.3, both of which are classified as very good. This suggests that using the English song effectively can improve student English vocabulary in seventh grade at SMPN 25 MAKASSAR. The T test score of 5.14 in the experimental class and 5.78 in the control class exceeded the table value of 2.042, indicating that students' English vocabulary had improved. The criteria for rejecting or accepting the hypothesis say that if the t-test score exceeds the t-table score, the null hypothesis is rejected and the alternative hypothesis is automatically accepted. This signifies that the pre-test and post-test scores are significantly different between the two classes (experimental and control).

The mean score of students on the pre-test and post-test is a significant factor in measuring the effectiveness of a teaching and learning strategy. Logically, given the students' mean pre-test scores were higher than their post-test scores, it is possible to conclude that the tactics used had no meaningful effect on the development of students' English abilities. This method cannot, by definition, be used to improve student comprehension. If the students' mean pre-test scores were lower than their average post-test scores, it is possible that the tactics used had a significant influence on enhancing students' English skills (Indahyanti & Mursidin, 2017). Based on teaching and learning exercises with English songs to help students increase their English vocabulary. Based on the description above, it can be concluded that seventh-grade students at SMPN 25 Makassar can enhance their vocabulary by having a solid understanding after adopting the English song learning method.

Finally, it is obvious that the mean scores and t-test analysis lead to some conclusions, namely that there is a significant difference between the pre-and post-test findings. In other words, the song-based learning strategy is more effective at improving students' English vocabulary. In addition to tests to determine student understanding, the researchers also administered a questionnaire to several students in order to obtain more information about the success or effectiveness of the learning process (Mursidin et al., 2022). This questionnaire was administered after the post test was completed, and it was given to students selected by the researchers themselves over various time periods. The questions are asked online because it is not possible to meet in person to determine whether students are interested in the English song-based learning technique. This interview is conducted to obtain information related to facts or the desire to fulfill the research objectives, so the researchers must establish good relationships with students (Nonci et al., 2022). The first step, the researchers take is to introduce himself to students via the WhatsApp application by paying attention to several students who respond to researchers in order to communicate with students about the purpose of the research (Nurjannah et al., 2020). Before asking any questions, researchers attempt to gain the cooperation of students. According to the questionnaire results, students appear to be more interested, comfortable, enjoy, and effective in learning the development of students' vocabulary through strategies with the English song method, because students are more interested in learning given remembering things that have been taught before different, which can provoke students' interest in English.

## **6. CONCLUSION**

After conducting research on how English vocabulary might promote students' use of English songs at SMPN 25 Makassar, and based on the prior description, English song is one teaching approach that teachers can use to measure how students enhance their vocabulary by reading song lyrics. Teachers can utilize songs to help students expand their vocabulary in English. This method can be applied to several songs. Based on the results of the questionnaire data with students, the researchers determined that students improved after adopting the method and receiving treatment. Because the questionnaire data shows that the students' scores are regarded to be fairly good.

## **ACKNOWLEDGMENTS**

The researchers express the gratitude for all those who have assisted in the process of journal.

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