

USING SONG TO IMPROVE STUDENTS' VOCABULARY MASTERY

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ABSTRACT

Vocabulary mastery is one of the requirements for students to be able to communicate both in spoken and written. There are many ways to improve students' vocabulary mastery used by the language teacher. This paper aims to examine the use of English song to motivate students in learning English. In addition, this concerns on the use of English song to improve students' vocabulary mastery. The respondents were fifteen elementary students of community groups of orphans *An-nur* Surabaya. The data were taken by assessing the students' vocabulary mastery through pre-test and post-test, and analyzed to identify students' vocabulary mastery. The result shows that students responded positively to this activity and indicated improvement in their vocabulary mastery. Thus, the study suggests that the use of English song is an effective media to improve the students' vocabulary mastery.

Keywords: *English Song, Vocabulary Mastery*

INTRODUCTION

Vocabulary is one of the important components to be taught to the students. It is the main aspects in acquiring and understanding the language. McCarthy (1990) explains that vocabulary is the biggest component of any language development. Then, teaching and learning of new vocabulary is a challenging process for both students and teachers. It requires lots of efforts from both sides, so that the students can obtain knowledge well.

Mastering vocabulary leads the students express their ideas both in oral and written form effectively.

Language teacher should provide extensive knowledge on teaching and learning vocabulary. This deals with how to manage an interesting classroom activity so that the learners achieve a great success in their vocabulary learning. By doing so, it is expected the student can improve their interest in vocabulary learning.

Mostly vocabulary teaching learning process focuses on several types of activities such as: providing list of definitions, written and oral drilling, and using flash cards. English teachers usually ask the students to acquire a new word from their explanation (Zatnikasari, 2008).

These methods can be simply categorized as receptive activity. Students are asked to imitate the teacher's modelling a word and keep in mind. However, successful vocabulary learning involves more than simply holding words in mind for a few seconds. Thornbury (2002:23) explained that vocabulary learning must be integrated into long - term memory, this means that it needs to be exposed to different kinds of activities which explored working memory.

Teaching a new vocabulary to elementary students can be done in varieties methods in order to attract students' interest. Al-azri et al. (2015) found that using songs to teach new vocabulary to early grades students has amazing result. They point out that the students always enjoy listening to song and have higher language vocabulary accuracy. Thus, song can be used as a device to give practical guidance in pronouncing vocabularies in fun way. The theme of the song to be used in this study is about knowing oneself. This is a simple song contains repetition of some vocabularies deals with part of

human body entitled *head shoulders knees and toes*.

This paper aims to describe the use of song to improve English vocabulary to children ages 7-12 years old in *An-nuur* Surabaya. *An-nuur* is society group coordinates orphans and *dhuafa* people which one of its activity is providing the children learning facilitation.

METHOD

The research was *one group pre - test- post- test experimental design* (James & Champion, 1999). The writer took once pre-test before giving the treatment and took once post-test. There were 15 participants of the children ages from 7 to 12 years old. The writer gathered the data through pre-test which was held in November 29, 2016. Then she continued to have the post - test in December 9, 2016. The pre – test and post – test were given in the form of 10 multiple choices items. The test should be done in 20 minutes. The questions covered the theme of human part of body. Simple statistic was applied to calculate the result of test.

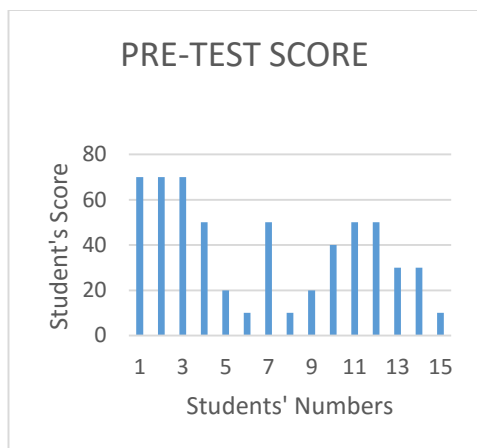
RESULTS & DISCUSSION

RESULT

Pre- Test Result

The result of pre – test can be seen in the following chart:

Figure 1 Students' Vocabulary Pre-Test Score:

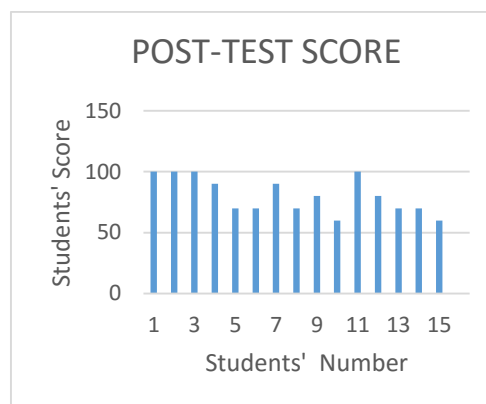


The result of pre-test showed that the highest score was 70 and the lowest score is 10. From 15 participants there were 3 students who got the highest score, and the rest were varied starting from 10 to 50. There was 3 students got 50, 1 students got 40, 2 students got 30, 2 students got 20, and 3 students got 10. Thus it can be stated that the vocabulary mastery result of pre-test was low, since almost all of the children' score were under 50.

POST-TEST

There result of post-test score can be seen in the following chart:

Figure 2 Students' Vocabulary Pre-Test Score:

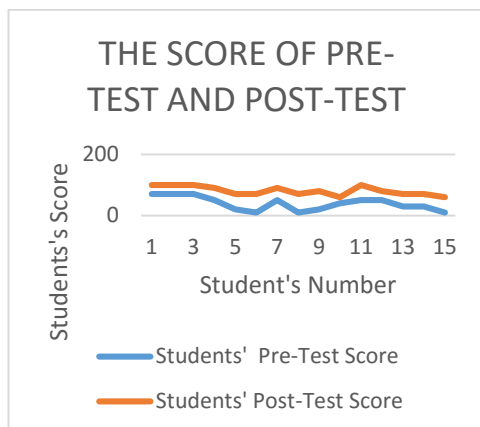


The result of post-test score indicated that the highest score achieved by the students was 100 and the lowest score was 50. There was 4 students got 100, 2 students got 90, 2 students got 80, 5 students got 70, and 2 students got 60. The result of post – test score was improve rather than the pre-test score.

DISCUSSION

Based on the result of pre-test and post-test, it can be stated that the use of English song as teaching media is effective means to improve students' vocabulary mastery. This can be seen in the chart below:

Figure 3. The result of pre-test and post-test score



From the figure, it can be observed that there is significant improvement in the result of pre-test and post-test. Mostly, the students' pre-test score were under 50 while the post-test score were above 60. There is significant improvement of the students' score in vocabulary mastery. The result of the research is in line with Al-Azri et al (2015) research. They found that English song can attract students' learning motivation especially in creating joyful learning atmosphere. For some students learning a new vocabulary is threatening process. This occurs when the learning situation does not support the young learners needed namely learning in fun way. Furthermore, using English song is very beneficial for young learners in building up vocabulary mastery.

Another aspect of the use of English song as teaching medium is that the composition of the song which consist of repetition of the simple words. This is very valuable aspect in developing students' memorization. By imitating the words from the song lyric the students will retain those vocabularies easily. Thus, using song to teach a new vocabulary to students gives better and varied opportunities for the students to improve their new vocabulary mastery.

CONCLUSION

Based on the result and discussion, the conclusion can be drawn that teaching learning process by using English song is more effective at *An-nuur* society group. It can be seen from the result of test score showing that after giving treatment using song as a medium, the students got higher score namely 100 compared to the score before giving treatment namely 70. Another interesting aspect was found that the students had higher motivation in learning English vocabularies. This can be seen from their enthusiasm after having the class, they requested

to have the next teaching learning program.

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