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TEACHING VOCABULARY THROUGH SONGS OF LANGUAGE EDUCATION AT AL ASYARIAH MANDAR UNIVERSITY

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ABSTRACT

This research was conducted to find out whether or not the use of songs improve the students' vocabulary to the first semester students of language education at Al Asyariah Mandar University. The research was an experimental design with Gay et all., design. The researcher uses census system the population was the the first semester students, all of the population was taken as sample. The number of population were about 58 students spread in three classes namely class A and class B. The students was chosen as the sample of the research were 32 students at experiment class and 26 students at control class. This research conducted at language education to the first semester students of Al Asyariah Mandar University at West Sulawesi 2016 academic year. The data of the students' achievement were collected by using pretest and posttest. The data obtained through the test were subjected to paired sample t test for dependent sample to see the significant difference in the pre-test and post-test. These data were then analyzed quantitatively using paired samples t-test to see the significance different for each aspects and all aspects in the pretest and posttest. The findings of the study indicated that the result of post-test was significantly higher than that of pre-test. This means that using songs in teaching English contributed to the students Vocabulary.

Keywords: Song, Vocabulary and Language Education

BACKGROUND

Indonesian government has put English as one of the subjects in the curriculum from junior high schools up to universities. It can be seen from English subject as one part of general education. In educational context, the function of English is as a tool of communication to access information and in everyday life context; English as a tool for building interpersonal relationship, sharing information, and appreciating language esthetic in English culture (Depdiknas, 2003).

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Related to this subject, Departmental of Education of National, drawing up interest standard in Curriculum 2003, contending that ability which must have by Indonesia student to comprehend and lay open information, mind, feeling, and also develop science, technological, and cultural by using English. There by, functioning English as a means of to communicate in order to accessing information besides as a means of to construct relation of interpersonal, changing over information and also enjoy Language esthetics in English culture. .

English is appliance to communicate either through oral and also article. In the curriculum 2006, the English learning activities involve listening, speaking, reading, and writing. Most students get difficulties when they have English classes. It is difficult for them to memorize and comprehend what they learn to. Therefore, it is better for the teacher to teach the students with something interesting and valuable in the English class. The researcher thinks that song is a valuable material because by using songs, students can learn vocabulary, pronunciation, expression, and so on. (Depdiknas, 2006).

The linguistic of English language has given various estimate of a minimum vocabulary necessary for speaking, listening, reading and writing. The statistical analysis of spoken English shows that an active vocabulary at 2000 words is enough for everybody conversation Cook (1992). He points out that a spending vocabulary of 2000 words is an adequate minimum for the purpose of basic communication for vending; however, a vocabulary of for words is 7000 words closer to minimum need. Vocabulary for writing and listening should better be set at 3000 to 4000 words that a 2000 it means that a minimum vocabulary for listening and reading will be larger than one for speaking and writing.

Many students find it helpful to get together with classmates to discuss material they have read or heard in class. A formalization of this age-old practice has been researcher and his colleagues. In it students work in pairs and take turns summarizing sections of the material for one another. While one student summarizes, the other listens and corrects any errors or omissions. Then the two students switch roles, continuing in this manner until they have covered all the material to be learned.

Vocabulary is an important part of language that cannot be separated. Thought vocabulary, we can communication ideas, emotion, and desire to each other. Because it is impossible to study English without mastery of vocabulary, that is vocabulary is very important. Vocabulary is regarded as the most essential aspect in English language. It does not only influence oral form, speaking and listening, but also written form, reading and writing. Obviously, vocabulary affects the four language skills. It is the door-way to succeed in mastering those skills. One of the important elements of English language that needs to be developed is vocabulary. Vocabulary is useful especially for

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understanding the English text, even the simple one. Without knowing most of the words, the students' find some difficulties to cope with the text.

Based on the researcher's observation in teaching vocabulary at language education at Al Asyraiah Mandar University, it find that the students of that department still have low capability in vocabulary. It is proven by most of them still have difficulties to understand the words meaning and what the teacher means. So, the writer concludes that it is necessary to improve their vocabulary.

Concerning the explanation above, the researcher tries to find out the students' interest toward the use of songs in teaching vocabulary to the first year students at language education at Al Asyariah Mandar University. It may be a good way to teach vocabulary in order to make students can memorize and master English vocabulary easily. Songs is a kind of learning media that has point in education. By using English songs, we can listen to the pronunciation of words and sing along with the songs. Listen to English song is felt more interesting from the other activities. English songs are a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. It can also form the basis for many lessons. It can be used for a wide variety of English for foreign language learning and teaching activities. It can start discussions on a topic or even become the centre of debate (Futonge, 2005).

Using songs in the classroom is a great way to live up vocabulary activities. It can be added a couple of steps that have been used with success to the process though to make the learning activities more effective. However, the teacher cannot bring all songs into the class. She/ he should be able to select appropriate songs for the students. She/ he should think about the level of the students, the theme, and the students' motivation of the songs.

Based on the explanation above, the writer is interested in doing a research entitled "Teaching Vocabulary Through Songs At Language Education At Al Asyariah Mandar University."

METHOD OF THE RESEARCH

This part described the design of the research, variables and operational definition, population and sample, instrument, procedure of data collection, and technique of data analysis. The researcher was employed experimental method. The design involves two groups and both groups give with pre-test post-test. One received treatment (using songs) and the other received without songs (the story from reading). The pre-test carry out to find out the prior knowledge of students while post-test to find out the improvement of English teaching which focuses on vocabulary to improve students vocabulary.

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Table 1.The design by taken the following form:

Group	Pre-test	Treatment	Pos-test
EG	O_1	X_1	O_2
CG	O_1	X_2	O_2

Course: Gay, et. all, (2006)

Where:

EG : The experimental group

CG : The control group

01   : Pre-test

02   : Post-test

X1   : The treatment tthrough songs

X2   : The treatment without songs

        by using story.

This research consisted of two kinds of variables namely independent and dependent variables. (1) Independent variable is the used of English songs they were adminietered big big girls, youre beautiful, with arms wide open, As long as you love me and faded in teaching and learning English 1.(2) Dependent variable is the students'vocabulary achievement through English songs.

To prevent bias interpretation especially related to the terms used in this study, operational definitions on the involve variables were formulated as follows:

1. Songs: are instructional media songs used in presenting the materials in the teaching process. The songs are played in six treatments, namely big big girls, youre beautiful, with arms wide open, As long as you love me and faded

2. Vocabulary: a list of words in alphabetical order and with explanation of their meaning

In this research, the population was first semester Students of language deaprtement at Al Asyariah Mandar University. Each class consisted of 20 students. The total number of classes were class A and class The total number of population was 42 students. The sample this research taken by using total sampling technique. All of classes of the population chosen as the sample. One class was for experimental group 20 students and the other class was for control group 22 students. In collecting required data, the researcher was applied two kinds of instruments, were vocabuary test vocabulary test with make match and

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fill in the blank. The researcher used vocabulary achievement test. It was administered in pretest and posttest. Pretest was intended to find out the prior level of the students' vocabulary achievement, while the posttest was intend to fin   d the improvement of the treatment.

The procedures of collecting toward both experimental and control groups were as follows:

a. **Pre-test**

Both experimental and control groups were given pretest about vocabulary achievement test. It is intended to seen the students' prior knowledge.

b. **Treatment**

The researcher was given the treatment to the students of experimental and control groups. The materials was applied for sixt meetings for each group. The experimental group taught by applying songs whiles the control group taught without songs.

c. **Post-test**

The writer administered treatments for six meetings and the post-test were given to the students. The result of pre-test and post-test were calculated in order to measure whether or not the students get progress by using songs to improving students' vocabulary. The post-test is same as the pre-test. The data obtain from the test wase analyzed by using the following procedures:

1. Scoring the students' correct answer of pre-test and post-test by using formula:
$$score = \frac{students' corect answer}{total number of items} x\ 100$$

(Depdiknas, 2009)

2. Classifying the score of the students into the following measurement scale.

Table 2. Scoring classification of students' vocabulary achievement

Score	Classification
76 – 100	Excellent
66 – 75	Very Good
56 – 65	Good
46 – 55	Fairly Good
36 – 45	Fair
37 – 35	Poor

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0 – 26	Very Poor

Source: Kemenristek, 2016.

3. Calculating the main score, finding out the standard deviation of pre-test and post-test, computing the frequency and the rate percentage of the students' scores and testing the hypothesis of significant difference between the means of two groups on some independent variable by calculating the value of dependent t-test uses SPSS version 17,0.

FINDINGS AND DISCUSSION

The researcher collected data in this research using tests, either pre-test was given before the teaching and learning process and post-test after some treatments were applied to the students. To analyze the data of test, researcher used SPSS version 20 program. Before analysis the data, the data was analyzed with chi-square and the probability of pre-test and post-test are greater than .05, it means that the data is distribution-normal Hypotheses test was used paired sample t test for dependent sample to see the significant difference in the pre-test and post-test.

In this research, the researcher took 40 students as samples.   Those students were chosen by cluster random sampling technique, 20 students were put as the experiment and 22 samples as control of the research.

Before conducting the treatment, the researcher gave a pretest to know the prior knowledge of students in vocabulary. After giving the treatments, the students got a posttest. The pretest and posttest are compared in order to know the students' ability in writing English composition; the raw score of the students are firstly tabulated. The use of song to improve students vocabulary in English is applicable as indicated by the difference between the mean score of the students' score in pre-test and post-test as can be seen in the table 4 below.

Table 4. The Mean Score Of The Students' Score In Pre-Test

	N	Mean	Std. Deviation
Experiment	32	54.69	6.21
Control	32	49.68	7.17

Source: Data analysis, 2017 by using SPSS version 20.

The Table 4 shows that the mean score of students' pre-test for experimental was 54.69 which was categorized as foor classification and the students' standard deviation of pre test was 6.21. Pre test of control group shows 49.38 as foor classification and the students standar deviation of pre test was 7.37.

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Table 5. The Mean Score Of The Students' Score In Post-Test

	N	Mean	Std. Deviation
Experiment	32	61.25	6.59
Control	32	49.68	7.30

Source: Data analysis, 2017 by using SPSS version 20.

After treatment, the mean score of students' post- test at experiment group was 61.25 which categorized as excellent category and the standard deviation was 6.59. The mean score of control group was 49.68. which categorized very good. It means that the mean score increased about 6.56 point.

Along with the use of song in teaching English, the students could gain a significant progress in improving their vocabulary. This can be proven by the test value (t-test formula for paired sample) on post-test. Based on the finding of t-test formula for paired sample, it can be concluded that there is a significant difference between students' pre-test and post-test. Based on the result of the data, we concluded that after treatment by using song in teaching process, the students were in good category. It means that using song in teaching gives better effect for student's vocabulary to the first semester students of language education of education faculty of Al Asyariah Mandar University.

Using music as vehicle for foreign language learning is consistent with Gadner's theory of multiple intelligences. Music can be used in any number of ways to instruct the second language to the foreign language learners. The positive effect of the application of using song is that the students are motivated and active to write in English. Patterson (1959) states that using music in learning stimulates mentally and organizes heart situation, change from bored into active. It means that if the students focused and concentrate they will be more productive to write. Then, Harmer (1991) states that the teacher's responsibility is to create situation that provides opportunities and for students to be more interested in English subject.

In this study, the interest of students was considered as output because they were expected to have interest category toward the use of song. The students stated that learning writing by using song can improve their interest in the process of study. Most of the students agree to apply the song because it can improve the students motivation to write in English and they strongly disagree about the application of song can make the students get bored.

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CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher puts forward conclusion that the use of song in teaching English improves the students' vocabulary.

The use of song in teaching English is also interesting to the students of language department of Education Faculty of Al Asyariah Mandar University.

The progress of the students' vocabulary is indicated by the mean score of post-test which is greater than the pre-test. Then, it can be said that there is a significant difference between pre-test and post-test. They also have high attention because the use of song is able to help the students to understand the materials in English and give opportunity to students to know the vocabulary meaning more. The use of song made them felt free and was disable to limit their freedom of thought because the theme of certain song eased them to add frequency to enrich vocabulary in English. All these make them have high motivation to learn English.

RECOMMENDATION

In relation to the subject (English Vocabulary) discussed in this research and in order to improve the vocabulary to the students, the researcher presents some recomendation as follows:

1. Lecturers should give enough opportunity to the students to practice their English skill through various media, one of them is using song because it increases the students' vocabulary and it is enjoyable to the students in learning English.
2. The lecturer who would like to teach vocabulary to their students should use creative and inovative techniques which can help the students to memorize and master vocabulary easily and also can create a good atmosphere in the classroom.
3. The students should usually try to improve their vocabulary because the more vocabulary we know, the more ideas we can convey.
4. The next researcher who want to conduct a research about vocabulary should find more creative media which can be used in teaching or learning vocabulary.

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