The Effectiveness of Using English Songs Toward Students' Vocabulary Mastery at Class X of SMK Negeri 2 Gerung in Academic Year 2022/2023

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Abstract: English vocabulary is crucial for students' language proficiency in reading, speaking, listening, and writing. To increase vocabulary, teachers can use effective techniques, such as incorporating English songs into the curriculum. This research aims to assess the impact of using songs for vocabulary instruction on 40 students from SMK Negeri 2 Gerung. They were split into an experimental class (X-TEI) exposed to English songs and a control class (X-TOI) using flashcards. After the treatment, post-test scores showed significant differences between the two classes. The experimental class scored 80.25, while the control class scored 66.75. Data analysis in SPSS demonstrated a substantial difference in vocabulary mastery (sig 2-tailed < 0.05) between the two groups. Hypothesis testing confirmed the acceptance of the alternative hypothesis (Ha) and rejection of the Null Hypothesis (Ho). In conclusion, incorporating English songs effectively improved students' vocabulary mastery in class X at SMK Negeri 2 Gerung during the academic year 2022-2023.

Keywords: English Vocabulary, Songs, Students' Proficiency

INTRODUCTION

Language acquisition and proficiency are fundamental aspects of effective communication, with vocabulary being one of the most crucial elements in mastering a foreign language. For learners of English as a second language, developing a strong English vocabulary is of utmost importance. Bintz (2011: 45) emphasizes that vocabulary learning is the foundation of word comprehension, encompassing definitions, pronunciation, spelling, and contextual meaning. Mastery of vocabulary is an essential prerequisite to fluently speaking, reading, writing, and listening in English.

Furthermore, Farmasari, Mayhuni, Baharuddin, Wardana, and Junaidi (2021: 80) describe the importance of vocabulary not only for learning written text but for the entire language learning process. The critical function of vocabulary mastery in foreign language learning and language proficiency is further highlighted by Safitri, Farmasari, and Thohir (2022:1). This supports the assertion that learning vocabulary is one of the most crucial components of learning English, even if one is unable to create strictly correct sentences.

Fluency and competency in English are not only desirable skills for communication but are also integral to succeeding in various aspects of academic life and standardized testing. In educational institutions, English is frequently tested both theoretically and practically, forming part of student graduation standardization. Consequently, students must possess a diverse vocabulary to effectively fulfill these educational goals.

However, many students encounter challenges and limitations in English, with vocabulary being a primary hindrance. Struggling to interpret instructions, comprehend teachers' directions, and communicate effectively, students with limited vocabulary often face difficulties in learning the language. Furthermore, a lack of interest in English learning is often attributed to the perception that vocabulary memorization is difficult and monotonous.

Recognizing the significance of engaging and effective teaching methods, Sribagus (2019: 117) states that some teachers minimize the value of employing learning media in the classroom. However, learning media are important in increasing students' interest in learning by enabling teachers to present their teachings in a more realistic and practical fashion, which aids students in understanding the material more quickly.

In order to overcome these difficulties, the author of this study set out to incorporate English song media into vocabulary education. English songs offer a unique and engaging way to enhance language learning skills and expand vocabulary. The melodies and lyrics of English songs create a memorable experience that exposes learners to a wide range of vocabulary words and phrases in various contexts. This exposure to idiomatic expressions, colloquialisms, and slang is essential for comprehension and effective communication in real-life situations.

Moreover, English songs provide learners with an opportunity to improve pronunciation, intonation, and fluency by mimicking the vocal delivery of native speakers. The enjoyable nature of learning through music fosters motivation and reduces the anxiety typically associated with language learning, making it an appealing approach for students. Apgrianto, Sribagus, Nurtaat, and Lail (2018: 43) also emphasize the impact of listening comprehension as a crucial component of studying a foreign language.

Considering the potential benefits and unexplored territory of using English songs for teaching vocabulary, the researcher embarked on a study entitled "The Effectiveness of Using English Songs Toward Students' Vocabulary Mastery at Class X of SMK Negeri 2 Gerung in Academic Year 2022/2023." This research endeavors to investigate the impact of integrating English songs into vocabulary instruction, aiming to enhance students' vocabulary mastery and create a more engaging and enjoyable learning experience for the students. Through this study, valuable insights and practical implications for language educators may be gained, potentially revolutionizing language teaching methodologies and ultimately benefiting language learners in the pursuit of linguistic proficiency. The integration of language acquisition, vocabulary mastery, and effective teaching strategies through English songs holds promise for transforming language education for English learners.

METHOD

This research utilized a quasi-experimental design, involving two classes as samples, to examine the impact of employing English song techniques on vocabulary mastery. The total population of the study consisted of 160 students from seven classes. A subset of the sample, comprising 40 students, was purposively selected based on specific criteria: (1) students attending SMK Negeri 2 Gerung during the academic year 2022-2023; (2) class X students at the school; and (3) students with similar academic abilities. After careful consideration, the classes X-TOI (Industrial Automation Engineering) and X-TEI (Industrial Electronics Engineering), each comprising 20 students, were chosen due to their comparable academic abilities.

As a result, X-TEI was chosen to be the experimental class, and X-TOI was designated as the control class. In the tenth grade at SMK Negeri 2 Gerung, the research sample included 20 students from class X-TOI (the control class) and 20 students from class X-TEI (the experimental class), constituting 25% of the total population. Evaluations of vocabulary performance were conducted before and after tests, and the experimental class was given the treatment of English songs while the control class was given the flashcard method. Pre-test, treatment, and post-test sessions were required in order to collect the data.

This study's main goal was to ascertain whether using the English song technique significantly improves students' vocabulary knowledge and listening abilities. With the aid of the Statistical Program for Social Science (SPSS), the acquired data were examined using an independent sample t-test.

The technique of Data Analysis

The researcher evaluated the study's findings using the experimental and control classes' pre- and post-test scores. To determine whether there were any significant differences between the two groups, the scores were subjected to statistical analysis, specifically an independent sample t-test.

The researcher used the following formula to compute the t-test value and assess the significance of the score differences:

$$t - test = \frac{x-y}{Sxy} \quad \text{then, ... (1)}$$

(Yusra, 2010)

$$t - test = \frac{x-y}{Sxy = \sqrt{\frac{\sum x^2 + \sum y^2}{(Nx+Ny)-2} - \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} \quad \text{... (2)}$$

(Yusra, 2010)

To ascertain if there was a statistically significant difference, the researcher used the T-Table to compare the mean scores of the

experimental and control groups. To conduct an independent sample t-test and determine the significance of the research findings, the researcher in this study chose to utilize the Statistical Program for Social Science (SPSS).

RESULTS AND DISCUSSION
Result Findings

After conducting a field survey, the researcher found the following results:

The Score of the Control Class

The control class's average pre-test and post-test scores for the students in the X-TOI class were 58,75 and 64,5 points, respectively. The following Table displays their test results.

Table 1. Test Score of Control Class

NO	RESPONDENT	SCORE	
		PRE-TEST (X_1)	POST TEST (X_2)
1	AAAA	50	60
2	AR	45	75
3	AM	60	60
4	AAG	60	70
5	DH	70	75
6	DR	55	60
7	H	60	70
8	HA	70	75
9	IGNAU	40	65
10	INAS	60	70
11	IRA	70	75
12	IA	65	70
13	IAL	70	75
14	JAM	55	65
15	JM	60	60
16	M	60	70
17	MS	55	60
18	MA	65	65
19	MAA	40	50
20	MI	65	65
		$\sum X_1 = 1175$	$\sum X_2 = 1335$
		M = 58,75	**M = 66,75**

Mean of Pre-test:

$$M = \frac{\sum X_1}{N} = \frac{1175}{20} = 58,75 \quad \ldots (3)$$

Mean of Post-test:

$$M = \frac{\sum X_2}{N} = \frac{1335}{20} = 66,75 \quad \ldots (4)$$

Where:
M = Mean
$\sum X_1$ = Total score Pre-test
$\sum X_2$ = Total score Post-test
N = The number of class

The control class's pre-test scores were 58.75, and its post-test scores were 66.75, as shown in the previous Table. This demonstrates that the control class and the experimental class both have comparable pre-test and post-test scores. In terms of the average post-test score, it is clear that the experimental class outperformed the control class. Evidence of the value of utilizing English songs to teach vocabulary knowledge was shown to the control group. The researchers graphed the control class's pretest findings as follows:
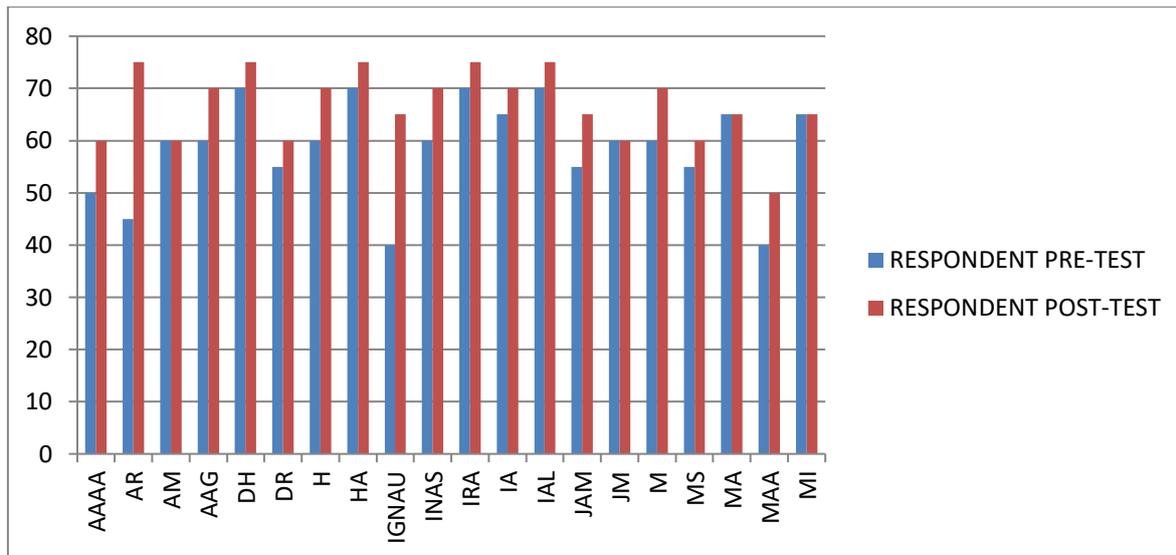
Figure 1. The Improvement of Students' Control Class Score

The image above provides a general representation of the control class' pre- and post-test findings. The graph above illustrates how the post-test findings are often superior to the pre-test ones.

The Score of the Experimental Class

In an experimental class, X-TEI students typically scored 57.75 on the pre-test and 80.25 on the post-test. The Table below displays their test results.

Table 2. Test Score of Experimental Class

NO	RESPONDENT	SCORE	
		PRE-TEST (X_1)	POST TEST (X_2)
1	AA	50	75
2	D	55	80
3	H	60	85
4	HB	65	80
5	IAR	70	90
6	IJ	45	70
7	I	65	75
8	JI	70	95
9	L	60	80
10	LA	50	75
11	MA	55	85
12	MPH	45	70
13	NH	65	85
14	NK	55	75
15	S	60	80
16	SN	55	80
17	SH	50	75
18	SU	65	90
19	SL	50	75
20	WL	65	85
		$\sum X_1 = 1155$	$\sum X_2 = 1605$
		$M = 57,75$	$M = 80,25$

Mean of Pre-test:

$$M = \frac{\sum X_1}{N} = \frac{1115}{20} = 57,75 \dots (5)$$

Mean of Post-test:

$$M = \frac{\sum X_2}{N} = \frac{1605}{20} = 80{,}25 \ldots (6)$$

Where:
M = Mean
$\sum X_1$ = Total score Pre-test
$\sum X_2$ = Total score Post-test
N = The number of class

Utilizing the aforementioned pre- and post-test Tables, it was determined from the experimental class's examination that its performance had improved following the therapy. The average test score exceeds the average test score before the exam. 80,25 > 57.75. The researchers generated this graph to showcase the impact of English songs on vocabulary mastery and to show the improvement in student performance. The participants in the experimental class who performed better on both the pre- and post-tests were described by the researchers as follows:
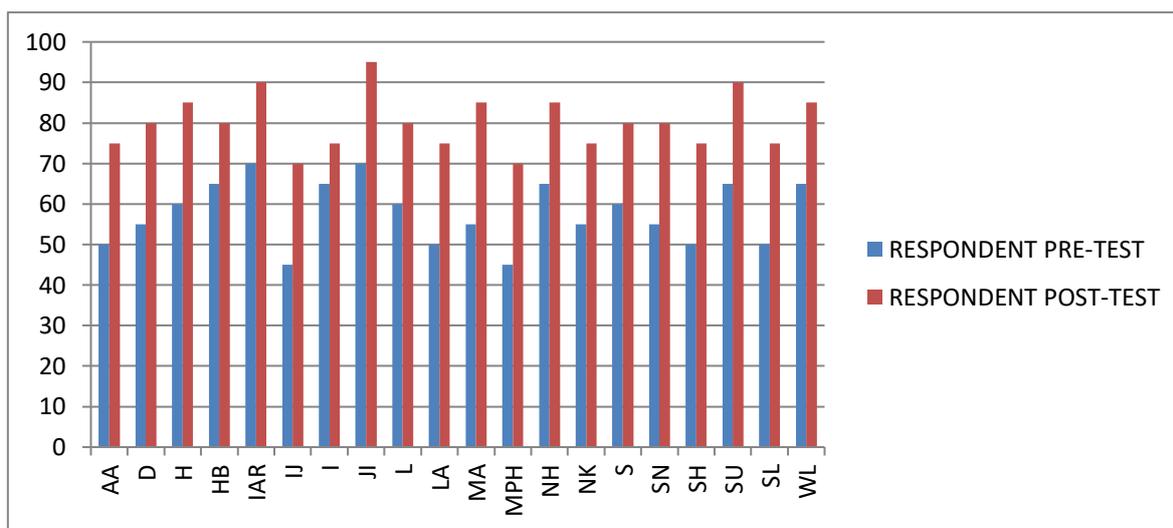

Figure 2. The Improvement of Students' Experimental Class Score

In the graphic above, the experimental class's pre- and post-test scores are contrasted. The graph above illustrates how results from the post-test are often better than those from the pre-test.

The Data Analysis

In this study, the statistical package for the social sciences (SPSS) was employed by the researchers to analyze the data using the T-test procedure. This analytical approach tries to statistically evaluate if there is a discernible difference in the students' vocabulary proficiency between the experimental group and the control group. After gathering the posttest findings from both classes, a t-test analysis was performed on them. However, before doing the t-test, the researcher took care to carry out the normality and homogeneity tests, which are prerequisites for the Independent Sample T-test. The homogeneity test establishes if the variances of the two groups under comparison are comparable, whereas the normality test establishes whether the data have a normal distribution.

Normality Test

In SPSS 16, the normality test was carried out using the Kolmogorov-Smirnov technique. When the sample size is greater than 2000 (N > 1000), which it was in this study because there were only 40 participants, many experts advocate performing this specific normality test. The normality test's decision-making criterion is as follows, according to Priyanto (2014: 51), with the distribution being regarded as normal if the significance value is more than 0.05 and as non-normal if the significance value is 0.05 or below. The normality test results are displayed in the Table below.

Table 5. The normality test results

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Test Score	Control Class	.180	20	.087	.897	20	.036
	Experimental Class	.181	20	.086	.935	20	.191

a. Lilliefors Significance Correction

The results of the Kolmogorov-Smirnov normality test are displayed in the Table, and it is obvious that a total of 40 people—20 students from the control group and 20 from the experimental group—were examined for normality. The posttest scores of the Control and Experimental groups both yielded significant values of 0.087 and 0.086, respectively, which are both more than the significance level of 0.05, as can be observed from a close examination of the findings. Therefore, it may be assumed that the score distributions for both groups are normally distributed.

Homogeneity Test.
To ascertain if the two groups under investigation are homogenous, the homogeneity test is conducted. If the significance calculated using the mean is higher than 0.05, the groups are considered to be homogeneous. On the other hand, if the significance based on the mean is less than 0.05, it suggests that the groups are not homogenous.

The results of the homogeneity test are shown in the Table below. The homogeneity test was carried out using SPSS 16.

Table 6. The homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Test Score	Based on Mean	.123	1	38	.728
	Based on Median	.162	1	38	.690
	Based on Median and with adjusted df	.162	1	37.608	.690
	Based on trimmed mean	.164	1	38	.688

The significance value (Sig) based on the mean is 0.728 > 0.05, which is more than the significance threshold, according to the data shown in the output above. If the posttest results for the experimental group and the control class have similar or homogenous variances, it may be concluded that, as a consequence, one criteria for doing the independent sample t-test has been satisfied.

Independent Sample T-Test
The result analysis of the post-test score can be seen in the Table and explanation below.

Table 7. T-test results of post-test score both experimental and control group

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Test Score	Control Class	20	66.7500	6.93485	1.55068
	Experimental Class	20	80.2500	6.78136	1.51636

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Test Score	Equal variances assumed	.123	.728	-6.224	38	.000	-13.50000	2.16886	-17.89062	-9.10938
	Equal variances not assumed			-6.224	37.981	.000	-13.50000	2.16886	-17.89070	-9.10930

The previously provided SPSS analysis of posttest findings included a t-test comparison of the experimental and control groups. "Group Statistics," the first of the two Tables, displayed the statistical results from the post-test for both groups. The experimental group earned a higher mean score of 80.25 than the control group, which obtained a mean score of 66.75. The two groups' average values were different from one another. The experimental group showed more vocabulary knowledge than the control group, suggesting a difference between the two groups.

The second Table, "Independent Sample Test," contains a description of the data employed in this inquiry. For the academic year 2022-2023,

it is noteworthy that the significant test results (2-tailed) were shown as 0.00 0.05, suggesting a significant difference in vocabulary mastery between the experimental and control courses at SMKN 2 Gerung. This was carried out following the introduction of English songs as a means of enhancing vocabulary knowledge.

Hypothesis Testing

The main focus of the research findings from this study is determining how well class X students at SMK Negeri 2 Gerung can learn vocabulary through the use of English songs. The researcher summarized the problem statement

and two hypotheses were developed to answer the research question.

1. Alternative Hypothesis (Ha)
   The Alternative Hypothesis (Ha), posited that there would be a significant difference in students' achievement in improving vocabulary mastery between those who were taught using English songs and those who were not.
2. Null Hypothesis (Ho)
   The Null Hypothesis (Ho), proposed that there would be no significant difference in students' achievement in improving vocabulary mastery between the group taught with English songs and the group taught without.

   To test these hypotheses, the researcher employed a t-test formula to analyze the data from the experimental and control groups. The critical value of Significance (2-tailed) set at 0.05 was used as a threshold.
a. If the Significance value was found to be less than 0.05 (< 0.05), the Null Hypothesis (Ho) would be rejected and the Alternative Hypothesis (Ha) would be accepted. This outcome would imply that the use of English songs effectively improved students' vocabulary mastery.
b. If the Significance value was greater than 0.05 (> 0.05), the Null Hypothesis (Ho) would be accepted and the Alternative Hypothesis (Ha) would be rejected. In this case, it would indicate that using English songs did not lead to a significant improvement in students' vocabulary mastery.

   After the data was evaluated, a substantial difference was found between the post-test results of the experimental and control groups of students. The experimental group outperformed the control group, as shown by a Significance (2-tailed) value of 0.00 (<0.05) in the independent T-Test done using SPSS. These findings supported the acceptance of the Alternative Hypothesis (Ha) and the rejection of the Null Hypothesis (Ho). Simply put, incorporating English music into vocabulary sessions encouraged students to learn more and increased their word retention.

Discussion

This study was conducted during May–June 2023, aiming to enhance students' vocabulary mastery in class X at SMKN 2 Gerung by utilizing English songs. The research employed a quantitative approach with a quasi-experimental design, implementing actions in two groups.

Effective vocabulary instruction requires teachers to employ techniques that resonate with students, facilitating their vocabulary acquisition. Strong vocabulary skills are crucial for students to attain language goals and comprehension. To foster a deeper understanding, teachers should provide engaging activities, ensuring an active and involved classroom environment. The use of English songs as a tool for teaching vocabulary has proven to be a highly effective approach.

English songs play a vital role in expanding vocabulary and promoting language learning. Their captivating melodies and lyrics create an immersive learning experience, exposing learners to a wide range of vocabulary and phrases in diverse contexts. Songs offer a unique opportunity for learners to assimilate new vocabulary easily, aided by rhythmic patterns and melodic structures that enhance retention. Moreover, songs expose students to idiomatic expressions, everyday language, and slang, which are essential for effective communication in real-life situations. Repeated exposure to English songs also helps learners improve pronunciation, intonation, and fluency, reducing language learning anxiety. Ultimately, English songs serve as a valuable and enjoyable tool for expanding vocabulary and deepening language understanding (Webster, 2017: 1).

Based on data analysis, the study found that using English songs greatly improves students' vocabulary knowledge. The experimental class was taught using English songs, while the control class was taught using the flashcard approach. The pre- and post-test findings were from these two groups. The experimental class showed considerably better gains as compared to the control class. The mean score for the Experimental class on the pretest was 57.75, whereas the mean score on the posttest was 80.25. The control class, on the other hand, had a substantial difference between the two groups, with a pretest mean score of 58.75 and a posttest mean score of 66.75 for the control class.

The data analysis used the SPSS Statistics 16 program and a t-test, which produced a significant test result (2-tailed) of 0.00 (<0.05). This suggests a considerable improvement in vocabulary mastery between the experimental class and the control class in class X at SMKN 2 Gerung for the academic year 2022-2023. The

Null Hypothesis (Ho) was disproved, whereas the Alternative Hypothesis (Ha) was accepted. Students' vocabulary knowledge and learning interest can both be improved by using English songs while teaching vocabulary.

Various research studies support the efficacy of using English songs to improve students' vocabulary mastery. For example, Dewi's (2009) study demonstrated the positive impact of incorporating English songs as a more enjoyable method of learning vocabulary. Similarly, Mutmainah's (2014) study found a correlation between listening to songs and enhanced language abilities. Additionally, studies by Ayuningtyas (2018), Nasution (2016), and Siregar (2015) showed that including English songs in the curriculum greatly increased students' vocabulary mastery.

Overall, this research suggests that using English songs in the classroom is one of the most effective ways to increase students' vocabulary proficiency. Songs assist students in learning more vocabulary and make for an interesting education. They also offer enjoyable educational materials. By encouraging students to listen to English songs, teachers may successfully boost their students' vocabulary knowledge and promote their enthusiasm for studying.

In conclusion, the study's findings show that using English songs has a noticeable favorable impact on students' vocabulary knowledge. The effectiveness of using English songs as a teaching method may be greatly improved, especially in terms of vocabulary learning. In conclusion, English songs may significantly improve students' lexical proficiency.

CONCLUSION

This study investigated the effectiveness of using English songs to teach vocabulary in class X of SMKN 2 Gerung through a quasi-experimental approach. The objective was to assess the impact of English songs on students' vocabulary learning. The experimental class showed significant improvement, with mean pre-test and post-test scores of 57.75 and 80.25, respectively. Statistical analysis indicated that students taught using English songs had a considerable advantage over those who were not, with a p-value of 0.00 (<0.05), supporting the Alternative Hypothesis (Ha) and refuting the Null Hypothesis (Ho). Thus, it can be concluded that using English songs as a medium to improve vocabulary in class X at SMKN 2 Gerung for the 2022–2023 academic year is effective.

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