The Effect of Songs in Teaching English Vocabulary at The Seventh Grade of SMPN 1 Labuapi

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Abstract: This research investigates the impact of using songs on English vocabulary acquisition among seventh-grade students at SMPN 1 Labuapi. It explores how songs can enhance vocabulary learning, boost student engagement, and create a more enjoyable learning environment. A quasi-experimental design was used, comprising a control group and an experimental group. Pre-tests and post-tests assessed vocabulary improvements. Results indicate that the experimental group demonstrated greater advancements in vocabulary mastery than the control group, highlighting the effectiveness of songs in language education.

Keywords: Effect, English Songs, Vocabulary

INTRODUCTION

In Junior High School level, listening, speaking, reading, and writing are skills that should be mastered by students. However, before mastering those skills, students need to master vocabulary. Without having sufficient lexical knowledge, they will not be able to listen, speak, read, or write in English well. However, lack of vocabulary is a problem faced by most of students.There are some strategies to overcome the difficulties in mastering vocabulary. One of the strategies that can be used by teacher is using media to support teaching and learning process. The development of media makes people easier in understanding English language. Song is appropriate strategy to be used in teaching vocabulary. These issues were connected to the SMP 1 Labuapi issue. Because they are unfamiliar with the words, vocabulary becomes the main obstacle to learning English. Due to these issues, English language learners get lethargic and begin to disrupt class. There are a few ways to get around the challenges of language acquisition. Using media is one tactic that educators can employ.

Based on the statement above, the reason why the writer chooses English song is in order to solve the problems that appear in students when they are learning vocabulary. Harmer (1988:242) states that song can be powerful stimulus for students engagement as it speak directly to our emotional while still allowing use of brains to analyze it and its effect. the reason why students should learn vocabulary because it is pleasureable. It means it may be done for fun as well as for some utilitarian purpose. By using song, students will also feel more enjoyful and comfortable in learning vocabulary. With all these in mind, the writer attempts at conducting an experimental study to see whether using English songs effective for improving students' vocabulary mastery. This study takes the seventh grade students as the sample because this students need more attention, as long as the students still lack of vocabulary, they are not be able to study in higher level, so studying vocabulary has began from seventh grade students to prepare their ability in studying vocabulary in higher level. This study is to use songs to improve students vocabulary mastery.

METHODS

This study employs songs as a tool for teaching English vocabulary, enhancing student engagement and retention through rhythm and lyrics.A pre-test and post-test design is used. Students take a pre-test to assess their initial vocabulary mastery, followed by an intervention using songs, and then a post-test to evaluate vocabulary improvement.Vocabulary mastery is assessed through tests administered before and after the intervention. Results from the pre-test and post-test are compared to analyze the effectiveness of using songs in vocabulary learning.Results will be analyzed using descriptive and inferential statistics to determine

any significant improvements in students' vocabulary mastery. (Ellis, R 1997).

FINDINGS AND DISCUSSION

The research aimed to assess the impact of using English songs on vocabulary mastery among seventh-grade students at SMPN 1 Labuapi.

Findings

To find overall score of individual test by pre-test and post-test:

$S = X\ 100\%$

Where:

S: Score

R: The number of correct answers

N: The number of questions

Table 1. Score of The Group

	N	MIN	MAX	AVRAGE
Pre – test	31	35	80	56,29
Post- test	31	40	90	73,35

Discussion

In analyzing the data obtained from the study, it is evident that the incorporation of English songs into the curriculum has a profound effect on students' vocabulary mastery. The experimental group's average post-test score increased significantly from 56.29 to 73.35, indicating not only improvement but also the effectiveness of this teaching method. The positive outcomes can be attributed to several factors inherent in using music as a pedagogical tool. First, songs create an engaging and enjoyable learning environment. When students are exposed to music, they are often more motivated to participate actively in the learning process. This heightened engagement can lead to better retention of vocabulary as students connect words with melodies and rhythms, making them easier to recall.

Moreover, songs often feature repetitive structures and rhymes, which facilitate language acquisition. The repetitive nature of lyrics helps reinforce vocabulary in a context that students can easily remember. Additionally, the emotional connection that music evokes can enhance memory retention, as students are more likely to remember words and phrases that they associate with positive feelings or experiences. Another important aspect to consider is the contextual learning that songs provide. Through lyrics, students are exposed to new vocabulary in context, allowing them to understand meanings and usage in a way that isolated word lists cannot offer. This contextual learning is crucial for developing a deeper understanding of language nuances, idioms, and expressions.

CONCLUSION

This research aims to determine whether the use of English song has a significant effect on student vocabulary mastery at seventh grade of SMPN 1 Labuapi. A song is one of techniques that used to promote meaningful personal interaction and learning. This research used a quantitative method, the samples were taken from students' seventh grade in SMPN 1 Labuapi. The data of this research were taken from Pre-Test and Pos-Test of the students' vocabulary mastery. Based on the average score of Post-test for the group of there was a significant progress shown by the experimental group which from 56.29 to 73.35. It can be concluded that English songs could improve students' vocabulary mastery. Then the null hypothesis (Ho) which states that "there is no significant effect of using songs in improving students' vocabulary mastery" is rejected. The result of the research show that the using English song could improve the students' vocabulary mastery.

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