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Increasing Students' English Vocabulary By Listening Western-Song at Seventh Grade of MTS Darul Falah

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Abstrak. Pembelajaran kosakata adalah aspek yang sangat penting bagi siswa ketika mereka belajar bahasa Inggris. Siswa membutuhkan metode pembelajaran yang baru agar mereka dapat menikmati proses pembelajaran yang sedang berlangsung. Guru juga harus mampu menyampaikan materi dengan baik dan menggunakan media dengan tepat. Tujuan dari penelitian ini adalah untuk mengetahui apakah media lagu dapat memberikan perbedaan yang signifikan dalam meningkatkan kosa kata bahasa Inggris siswa kelas tujuh MTs Pesantren Darul Falah Enrekang dan untuk mengetahui apakah penggunaan media lagu lebih efektif daripada penggunaan media lagu. dari media konvensional. Populasi dalam penelitian ini adalah 60 siswa. Terdiri dari 2 kelas dan setiap kelas terdiri dari 30 siswa. Dari hasil perhitungan pada saat pre test atau sebelum treatment diperoleh nilai t0 = 1,517< tt = 2,001, yang menunjukkan bahwa kedua kelas tersebut layak untuk dipelajari karena tidak memiliki perbedaan yang signifikan dalam peningkatan kosakata bahasa Inggris siswa setelah diuji dengan menggunakan uji-t, namun setelah diberikan perlakuan dan nilai postes diperoleh nilai t0 = 3,201 > tt = 2,001, dengan tingkat signifikansi α = 0,05 dan df = n1 + n2 - 2 = 58, maka t0 lebih tinggi dari tt yang menunjukkan ada perbedaan yang signifikan dalam peningkatan kosakata bahasa Inggris siswa antar kelas yang diajar menggunakan media lagu (percobaan kelas) dan kelas yang diajar menggunakan media konvensional (kelas kontrol) setelah diberikan pre-test..

Kata kunci : Media Lagu; Motivasi siswa; Kosakata; Pembelajaran Bahasa Inggris sebagai bahasa asing

Abstract. *Vocabulary learning was a very important aspect for students when they are learning English. Students need new learning methods so they can enjoy the ongoing learning process. The teacher should also be able to convey the material well and use media appropriately. The purpose of this study was to determine whether song media can have a significant difference in increasing students' English vocabulary at the seventh grade of MTs Darul Falah Islamic Boarding School Enrekang and to find out whether the use of song media is more effective than the use of conventional media. The population in this study was 60 students. It consists of 2 classes and each class consists of 30 students. From the results of calculations at the time of the pre-test or before treatment, it was obtained the value of t0 = 1.517< tt = 2.001, which shows that both classes are worthy of study because they do not have a significant difference in increasing students' English vocabulary after being tested using the t-test, but after giving treatment and post-test values obtained t0 = 3.201> tt = 2.001, with a significance level α = 0.05 and df = n1 + n2 - 2 = 58, then t0 is higher than tt which indicates there is a significant difference in increasing of students English vocabulary between classes taught using song media (experimental class) and classes taught using conventional media (control classes) after being given a pre-test.*

Keywords **:** *Song Media; Students' Motivation; Vocabulary; EFL*

INTRODUCTION

There are four skills in English language are listening, speaking, writing, and reading (Lengkoan et al, 2022). One of the most important components that students should be obtained is by increasing their vocabulary. Why vocabulary is important, because without it the students will not be able to have listening, speaking, reading, and writing skills as well (Tim Bimba English, 2017). So, in this researcher, expected to apply one of media to increase students' vocabulary. Hastuti (1992:2) stated that mastery vocabulary that important that students said or terms able to understand and capable of use it in speaking, in the commission of a his speak, read, and writing. In mastering skill, receptive and productive students' development with equity should be supported by a mastery of English vocabulary (Liando et al., 2022). As competency standard that development with equity should be controlled students in learning English so mastery of vocabulary is important.

In the learning process, teacher is faced with many problems, one of them is the lack of students' vocabulary and it causes the presentation of teaching materials that less attractive and it makes boredom for students and

less motivated in learning, and their teaching method is too monotonous or less in using teaching media, which makes it difficult for students to understand. The learning process will succeed effectively if the communication is delivered well (Tatipang et al., 2022). The use of learning sources will help in increasing students' to understand and skills in a lesson. Conventional learning still dominates learning in Indonesia (Nasution et al., 2022). The conventional learning is perceived still there are shortages, both in learning process and in learning outcomes. In addition, conventional learning still cantered on teachers and has not been able to serve to students according with their needs, because the learning process is carried out in the classroom within a particular period (Kumayas & Lengkoan, 2023). The lack of use of media as a vehicle in transmitting to supporting information of learning activities creating an atmosphere where students are passive and teachers becomes the only source of in the learning process. This is also supported with ineffective the use of facilities and infrastructure that have been owned by the school.

One of the media can be used to overcome the obstacles above, that is by using learning media (Mustari et al., 2023). In the teaching and learning process, the use of the media is very important. Sadiman (2006) claim that educational media can overcome differences in learning style, interests, intelligence, limitation of the sense power, disability, or obstacle geographical, time and others. Based on the previous problems, then the researcher trying to find solutions in learning English, especially in increasing students' English vocabulary by listening western song. The use of song as one of an alternative learning that will help students in increaseing of English vocabulary and that is interesting media and as an option to motivate students. The advantage of using song media is fast-memorized vocabulary, can be remembered in a long term. The song media can also to arouse excitement for students and will make the classroom atmosphere lively or an interactive, so that will may make it easy to follow learning English. With the learning process, the teachers can understand the extent of students, which in this case can understand and absorb the learning material that has done.

These various efforts carried out by reason in order to develop the potential of students in depth so that learning process successfully and can problem solving. Based on the thoughts, the writer is interested in conducting research with the title Increasing Students' English Vocabulary by Listening Western-Songs at Seventh Grade of MTs Darul Falah Islamic Boarding School Enrekang. This article find the significant difference in increasing students English vocabulary between who are taught using song media and taught using with conventional media at seventh grade of Mts Darul Falah Islamic Boarding School Enrekang.

METHOD

This research was a quasi-experimental study to measure the effectiveness of the effect of a given treatment. The treatment in question is the use of songs media on English vocabulary learning in seventh grade of MTs Darul Falah Islamic Boarding School Enrekang. In the design of this study, the subject of the study consisted of two classes, namely the experimental class and the control class, which were chosen by simple random sampling technique. The experimental class will be given treatment (X) which is taught using song media and the control class is not treated. Before starting the treatment the two groups will be given the initial test as a pre-test to determine the level of mastery of the vocabulary of each class. After that the experimental class will be treated in a certain period of time, while the control (comparison) class is not given special treatment. The material taught in the experimental class and the control class was the same, but delivered differently: the experimental class uses song media and control classes using conventional media. After being given these treatments, the two classes will be given the final test as a post-test. The final results of the measurement tests of the two classes will be compared between classes taught using song media and those taught with conventional media. In this study there are two variables, namely the songs media as the independent variable and increase of students English vocabulary at seventh grade of Mts Darul Falah Islamic Boarding School Enrekang as the dependent variable. The picture of the relationship between the two variables according to Sudjana and Ibrahim (2004: 100) can be seen below:

Population

Population was the whole object or subject that has certain conditions or

characteristics related to research problems. The population in this study was at seventh grade of MTs Darul Falah Islamic Boarding School Enrekang academic 2017/2018 which consists 89 students from three class. In the research will used random sampling. The researcher will used one class as an experimental class and one class as a control class, the sample of this research is class VII A which consists of 30 students as a experimental class and VII B which consists of 30 as a control class of MTs Darul Falah Islamic Boarding School Enrekang. The total sample was 60.

In collecting data, the researcher will give a vocabulary test in the form of multiple choices to know the students' understanding about the words. The test is consisted of 30 items multiple choices for experimental class and control class as pre-test and post- test. The procedure of research was the stages carried out at the time the research will take place from beginning to end. That means starting from experimental preparation to data retrieval. The research procedure consists of the pre-experimental stage, the experimental stage and the post-experimental stage. In collecting data, the researcher will apply the following procedure:

Pre-test

Before giving pre-test, the researcher explained what the students would do and distribute it, the researcher gave pre-test to the two classes, namely the experimental class and the control class. The pre-test consisted of 30 multiple choice test questions.

Treatment (Experimental Class)

The researcher conducted the treatment for eight times. Therefore, there were eight differences song in every meeting. The treatment was given with time allocation (4x40 minutes) every meeting. the procedure was :

1. Pre-activities
   a. The researcher greeted the students.
   b. The researcher checked attendance list in class.
   c. The researcher asked the students to tell about their experience according to the lesson would be taught.
   d. The researcher introduced the students about the material listening western songs.
2. While activities
   a. The researcher gave the clear instruction about the task
   b. The researcher distributes the task.
   c. The researcher checks students' understanding about the question in the task
   d. The researcher reads the listening script or turn on the song two times
   e. The researcher monitor the class while listening.
   f. Students fill in the blanks with the words that she/he heard while listening.
   g. The researcher and students discussed the answer together.
   h. The researcher asked the students to translate the missing word that they found into Indonesia language.
3. Post activities
   a. The researcher conclude the lesson.
   b. The researcher asked the students if there was any question related the lesson and discussed about it.
   c. The researcher turned on the song to relax the students and sing the song together.
   d. The researcher closes the lesson, said good bye and leaves the class.

Control Class

In the control class researcher provided conventional teaching media to students as well as what the teacher does at the usual meeting or the researcher do not use provide special treatment. The researcher conducted for eight meetings, and was given with time allocation (4x40 minutes) every meeting. The procedure was:

1. Pre-activities
   a. The researcher greeted the students.
   b. The researcher checked attendance list in class.
   c. The researcher asked the students about their experience according to the lesson would be taught.
   d. The researcher introduced the students about the material and do apersepstion.
2. While activities
   a. The researcher gave the clear instruction about the task.
   b. Provide lesson material.
   c. Describe the material that has been shared and provide exercises.
   d. Discussed the results of the work of students together.
3. Post activities
   a. The researcher conclude the lesson.
   b. The researcher asked the students if there is any question related the lesson and discussed about it.

c. The researcher closes the lesson, said good bye and leaves the class.

Post-test

After doing treatment, the researcher gave post-test the students. The test in post-test were the same as the test that were given in pre-test. It is intended to know whether or not there was significant difference increase students' English vocabulary after giving treatment and compares it with the control class. 4 Criteria for The Success of Class Action. The performance indicators to be achieved in this study are:

1. Student learning motivation is said to be successful if the achievement of learning motivation is at least 70% of the number of students included in the criteria of high (≥ 75%).
2. The completeness of student grades is said to be complete if the value of student evaluations obtained is at least the same as that specified by the school, namely 75.

The data that was collect from the test analyzed quantitatively. The steps under take in the quantity and analyzed as follow: Scoring the students' pre-test and post-test using this formula:

$$\text{Raw score} = \frac{\text{StudentsF correct answer}}{\text{Total score of the test}} \times 100$$

Table 1
The Scores of Classification

No	Scores	Criteria
1.	86 – 100	Very good
2.	71 – 85	Good
3.	56 – 70	Fair
4.	41 – 55	Poor
5.	Less than 40	Very poor

(Depdiknas, 2006)

For the final computing score of each students' tests, the researchers used mean score, the researcher calculated the variance sample of the students' score in order to know and compare the based score of both group. 6. The last step was the researcher calculates the test of significance. The data analysis tehnique in this study was by using t-test. T-test is one of the statistical test used to know there or no significant difference from two variable sample are comparative.

HASIL

Table 2
The Frequency Distribution of Experimental Class Pre-test

No	Interval	Classification	Experimental Class	
			Fabsolute	%
1	Very good	86-100	0	0
2	Good	71-85	3	10
3	Fair	56-70	8	27
4	Poor	41-55	15	50
5	Very Poor	>40	4	13
	Total		30	100

source: processed data

The experimental class was a class that taught using song media. Before being given treatment, a pre-test is done first. The number of items used in the pre-test were 30 items, so the highest score that could be achieved was 30 and the lowest score that could be achieved was none. The subjects in the experimental class were 30 students. From the results of the English vocabulary mastery test, there were 3 students who obtained a good score, 8 students obtained a fair score, 15 students obtained a poor score, and 4 students obtained the very poor score. No student obtained very good score.

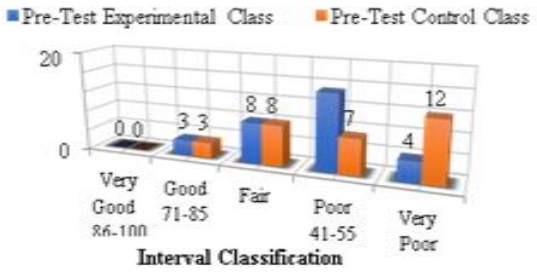
Table 3
The Frequency Distribution of Control Class Pre-test

No	Interval	Classification	Control Class	
			Fabsolute	%
1	Very good	86-100	0	0
2	Good	71-85	3	10
3	Fair	56-70	8	27
4	Poor	41-55	7	23
5	Very Poor	>40	12	40
	Total		30	100

source: processed data

The control class was a class that taught using conventional media. As in the experimental class, before giving the material, a pre-test was done first. The number of items used was 30, so the highest score that can be achieved was 30 and the lowest score was none. The subjects in the control pre-test class were 30 students. From the results of the English vocabulary mastery test, there were 3 students who got a good score, 8 students obtaining a fair score, 7 students obtained a poor score, and 12 students obtained the very poor score. No student obtained very good score. The following was the frequency distribution table of the experimental class pre-test score and the control class. Based on the table, it can be seen that students who were in the experimental class with the highest number of frequencies are in the interval 4 class, the number of frequency was 15 students or as much as 50% and the least were in the interval 2 class with the number of frequency of 3 students or as much as 10%. Whereas, in the control class, it can be seen that the students with the highest number of frequencies were in the interval 5 class, whose frequency was 12 students or as much as 40% and the least were in the interval 2 class with a frequency of 3 students or as much as 10%.

The Frequency distribution table of the experimental class pre-test score data and control class in increase of English vocabulary the above can be described in the form of bar charts as follows.



source: processed data

Figure 1
The Frequency Distribution Experimental Class and Control Class Pre-test.

To facilitate the observation of the comparison of the statistics of the initial score (pre- test) of the experimental class and the control class, it can be seen in the following table.

Table 4
The Descriptive Statistic Result of Experimental Class and Control Class Pre-test

Class	Mean	Median	Mode	Standard Deviation
Experimental	52.56	51.50	43.00	12.10
Control	47.23	43.00	43.00	14.96

source: processed data

Table 5
T-test value between of Experimental Class and Control Class Pre-test

Data	t0	tt	df	Description
Pre-test	1,517	2,001	58	t0 < tt = no significant

source: processed data

After giving a pre-test to each class, both the experimental class and the control class, the pre-test results of the two classes were tested by the t-test.. To prove the hypothesis, then statistical analysis process by using t-test. If the t0 < tt, then H0 was accepted and H1 was rejected, and whereas if the of t0 > tt then H0 was rejected and H1 was accepted. The processing of pre-test data obtained t0 = 1,517 and tt =2,001 with a significance level of 5% (0.05) and degrees of freedom df = n1 + n2 - 2 = 58, so that t0 = 1,517 < tt = 2,001. Thus, based on the criteria set, "there was no significant influence in increasing students' English vocabulary between classes taught using song media (experimental class) and classes taught using conventional media (control class) at seventh grade of Mts Darul Falah Islamic Boarding School Enrekang". So, it can be concluded that H0 was accepted and H1 was rejected.

Table 6
The Frequency Distribution of Experimental Class Post-test

No	Interval	Classification	Experimental Class	
			Fabsolute	%
1	Very good	86-100	0	0
2	Good	71-85	13	43
3	Fair	56-70	10	33
4	Poor	41-55	7	23
5	Very Poor	>40	0	0
	Total		30	100

source: processed data

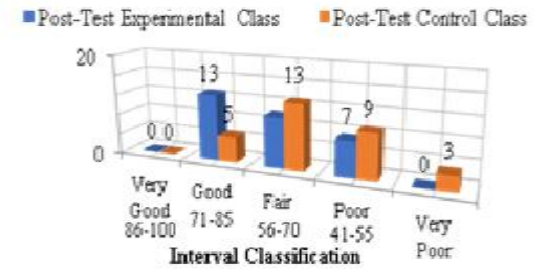
After being given treatment by using the song media then given a post-test. The post-test results were used as a measure of improvement after being given treatment. The number of items given was 30 so that the highest score that can be achieved by students was 30 and the lowest score was none. Subjects in the post-test of experimental class were 30 students. From the results of the English vocabulary mastery test, there were 13 students who obtained a good score, 10 students obtained a fair score, 7 students obtained a poor score. No student gets very good and very poor score.

Table 7
The Frequency Distribution of Control Class Post-test

No	Interval	Classification	Experimental Class	
			Fabsolute	%
1	Very good	86-100	0	0
2	Good	71-85	5	17
3	Fair	56-70	13	43
4	Poor	41-55	9	40
5	Very Poor	>40	3	10
	Total		30	100

source: processed data

As in the experimental class, the control class also applied a post-test to determine the ability in increasing of students English vocabulary even though they were not given special treatment or only using conventional media. The number of item given was 30, so the highest score that can be achieved by students was 30 and the lowest score was none. In the post-test of control class there are 30 subjects. From the results of the English vocabulary mastery test, there were 5 students who obtained a good score, 13 students obtained a fair score, 9 students obtained a poor score, and 3 students obtained the very poor score. No student gets very good. The frequency distribution of post-test scores of experimental class students and control classes can be seen in the following table. Based on the table, it can be seen that students who were in the experimental class with the highest number of frequencies were in the interval 2 class, the number of frequency was 13 students or 43%, and the least were in interval 4 classes with a frequency of 7 participants students or as much as 23%. Whereas, in the control class, it can be seen that the students with the highest number of frequencies were in the interval 3 class, whose frequency was 13 students or 43%, and at least in the interval 5 class with a frequency of 3 students or as much as 10% . The frequency distribution table of the post-test score data mastery of the English vocabulary of the experimental class and the control class above can be described in the form of bar charts as follows.



source: processed data

Figure 2
The Frequency Distribution Experimental Class and Control Class Post-test

To facilitate the observation of the comparison of the post-test statistics of the experimental class and the control class, it can be seen in the table and illustrated in the following bar diagram

Table 8
The Descriptive Statistic Result of Experimental Class and Control Class Post-test

Class	Mean	Median	Modus	Standard Deviation
Experimental	66.36	70.00	76.00	10.87
Control	56.83	56.00	56.00	12.15

source: processed data

Table 9
T-test Value of Experimental Class and Control Class Post-test

Data	t0	tt	Df	Description
Post-test	3,201	2,001	58	t0 > tt = significant

source: processed data

After giving a treatment for class experimental as especially class and then post-test to each class, both the experimental class and the control class, the post-test results of the two classes were tested by the t-test.. To prove the hypothesis, then statistical analysis process by using t-test. If the t0 < tt, then H0 was accepted and H1 was rejected, and whereas if the of t0 > tt then H0 was rejected and H1 was accepted. The t-test results said to be accepted if the t0 > tt, more clearly can be seen in the above table. From the calculation results obtained by t0 = 3.201 with tt = 2.001 which indicates a significant influence between the control class and the experimental class. After consulting with table on the significance level $\alpha = 0.05$ and df = n1 + n2 - 2 = 58, then t0 > tt. So, it can be concluded that H0 was rejected and H1 accepted. So, "there was a significant differences in increasing students' English vocabulary between classes taught using song media (experimental class) and classes taught using conventional media (control class) at seventh grade of Mts Darul Falah Islamic Boarding School Enrekang".

Table 10
The Effectiveness of Using Song Media

Data	Means	Gains score
Experimental Pre-test	52.56	13.8
Experimental Post-test	66.36	
Control Pre-test	47.23	9.6
Control Post-test	56.83	

source: processed data

From the table above it can be seen that the average of the two classes, experienced an increase. But the increase in the average value of the experimental class was higher. The increase in the average value of the experimental class was 13.8 (66.36 - 52.56), while the increase in the average value of the control class was 9.6 (56.83 - 47.23). The results of calculating the weight of effectiveness, can be concluded that H0 was rejected and H1 accepted.

Based on the results of the first hypothesis testing, Before being given treatment, both classes were given an initial pre-test with 30 multiple choice question. T-test results of the pre-test between the two classes indicate that the experimental class and the control class, there were not significant differences in increasing students' English vocabulary between classes taught using song media and classes taught using conventional media at seventh grade of Mts Darul Falah Islamic Boarding School Enrekang, which meant that both classes had the same vocabulary mastery. And also it can be seen from the pre-test results of both classes and it is proven by the t-test that t0 is smaller than tt with a significance level $\alpha = 0.05$, then from data processing obtained t0 = 1,517 and tt = 2,001 and degrees of freedom (df) = n1 + n2 - 2 = 58, so t0 = 1,517 < tt 2,001. But after being treated, especially in the experimental class, then given a post-test for both classes, the research results obtained t0 = 3.201 > tt 2.001 with a significance level (α) = 0.05 and df = 58, it can be concluded that the ability of experimental class students is better than the control class. This shows that the use of song media is more effective and has a significant effect than the use of conventional media in increasing students English vocabulary at seventh grade of Mts Darul Falah Islamic Boarding School Enrekang. And improved learning outcomes can be seen

from the average score of the post-test in the experimental class and the control class. Both classes showed an increase in learning outcomes, but the most striking improvement in learning outcomes was shown by the experimental class with differences in the pre-test and post-test of mean scores of 13.8, while in the control class it showed an increase of 9.6.

Thus, it can be concluded that there were significant differences in increasing students' English vocabulary between classes taught using song media and classes taught using conventional media at seventh grade of MTs Darul Falah Enrekang Islamic Boarding School. Jamalus (1988) song is the art of music that is played using sound or with a musical instrument. And sound can be used as a medium to express ideas to others, thus enabling communication. By utilizing the function of songs as a tool for communication, songs can be used to teach several types of language skills, such as sentence structure or grammar, vocabulary and speech. As expressed by Paquette (2008) as stated, songs can be used to teach various language skills, such as sentence patterns, vocabulary, pronunciation and parts of speech. Movement can be added to songs to make it more meaningful and enjoyable. As a learning medium, song media is certainly one of the practical media to arouse students' feelings, interests and enthusiasm in learning English vocabulary. From the results of the study it can be seen that the use of media songs in the experimental class makes the learning atmosphere of students enjoyable, and remembers the vocabulary they have obtained, so that their vocabulary also increases.

In addition, the teaching and learning process creates a pleasant learning atmosphere while motivating students to be more enthusiastic in following the learning process through song media. As with the use of conventional media that will make the learning atmosphere boring because it seems monotonous, so students quickly feel bored and attention to the subject matter will be reduced. Students also often forget the vocabulary they have learned. This improvement in vocabulary mastery shows that students are more pleased when the teacher uses song media in learning English vocabulary. This can be seen from the changes in children when learning is not sleepy, and enjoy learning through songs. Through this song media indirectly children can practice speaking English with a song repeatedly.

CONCLUSION

Based on the results of data analysis, testing hypothesis and the discussions that have been conducted, it can be concluded that: There was a significant difference in the increase students English vocabulary at seventh grade of MTs Darul Falah Islamic Boarding School Enrekang who were taught using song media and who were taught using conventional media. This statement was proven from the mean score of the experimental class (66,36) higher than the mean score of the control class (56,83). The $t0 = 3.201$ was higer than $tt = 2.001$ with a significance level of $\alpha = 0.05$ with $df = n1 + n2 - 2 = 58$. The use of song media in increasing students English vocabulary at seventh grade MTs Darul Falah Islamic Boarding School Enrekang were more effective than conventional media use. This was evidenced by the weight of effectiveness can be seen the mean score of the two classes, experienced an increase. But the increase in the average value of the experimental class was higher. The increase in the average value of the experimental class was 13.8, while the increase in the average value of the control class was 9.6.

The results of this study indicate that song media could increase students' English vocabulary. The students who are taught to use song media were better than students who were taught using conventional media. So, song media can be input for teachers in determining the media that will be used in teaching English vocabulary so that learning became more enjoyable. Media songs in vocabulary learning could help students understand and recalled the vocabulary they have learned. Besides that, it can be seen in the teaching and learning process, the students were more enthusiastic, active and there was interaction between the teacher and students. Students became not bored and felt happy in the teaching and learning process. From the explanation above, the most important thing in the application of song media was that students were more motivated and more enthusiastic in taking lessons. This shows that the use of song media in English vocabulary learning has proven to be more effective than the use of conventional media.

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