



Improving Vocabulary Achievement Through Lyric Song

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Abstract

Vocabulary is important in English language instruction, as it is indispensable for comprehending and articulating thoughts, necessitating a diverse array of classroom learning techniques, innovative pedagogical methods, and multimedia integration, and encourages teachers to try new methods, like using songs to help students get better at words. This research focuses on the effectiveness and how well students remember the vocabulary by lyric songs counted with percentage. This research will measure the dependent variable before and after exposure to the treatment, the total vocabulary in the pre-test and post-test, to see the improvement of song lyrics and check their memorization. This study uses a quantitative approach by pre-test, treatment, and post-test conducted with 34 participants in seventh grade Junior High School students. This research found that 85% of students improved their vocabulary through song with 56,15% of improvement. It means song is an effective learning medium for learning vocabulary. It means song is an effective learning medium for learning vocabulary.

Keywords: *Improve; Lyric song; Vocabulary*

Introduction

Vocabulary is the Centre of English language teaching because, without sufficient vocabulary, students cannot understand others or express their ideas. (Ambarwati & Mandasari cited in Isnaini & Aminatun, 2021) learning vocabulary is crucial to learning English. By mastering vocabulary, students can communicate

in a particular language, including English, orally and in writing. This is in line with (Rizky Setiawan & Wiedarti, 2020), who argue that having sufficient vocabulary knowledge will help students comprehend a text and convey their ideas clearly without miscommunication. This shows that vocabulary has an important role in English language learning. Based on the theories above, teachers need to teach vocabulary really well.

According to (Tahrin, Wowor, & Liando, 2018), students often struggle to comprehend vocabulary knowledge in practice. Media can be used to convey learning objectives to develop students' knowledge, make them interested, and improve their language skills. As recommended by (Ratminingsih, 2016), Song media is one of the alternative methods for teaching vocabulary. Students require various learning strategies in the classroom, as well as creative and innovative approaches, including media use. For this reason, teachers need to innovate their learning. Songs can be a good learning resource for English classes that align with (Nguyen & Nguyen, 2020) reveal that teachers have positive perceptions about songs used in vocabulary instruction for young learners. One of the many benefits of using music and songs in English language teaching is that the teacher can gain the focused attention of the learners and keep them eager to learn. Learning English vocabulary using songs can be an appropriate way to improve vocabulary acquisition by actively involving students to listen to songs and sing them (Putri & Rustipa, 2023). Moreover, Isnaini & Aminatun (2021) noted that in their studies, this way could help their students overcome such problems as difficulties mastering vocabulary and conveying their ideas in English.

Memorizing songs is believed to keep students interested and help them learn vocabulary more easily (Dewi, 2013). (Ratminingsih, 2016) suggests using song media as an alternative approach to teaching vocabulary. According to a study done with kindergarten students, songs helped young learners, like kindergarten students, to become interested and focused because the melody, strong rhythm, and simple vocabulary may create a situation that allows kids to pick up the target language or vocabulary without even realizing it (Joy, Viray, & Larang, 2020).

When choosing a song's topic or theme, it is important to carefully analyse how the lyrics will align with the nuances and intricacies of the target language (Millington, 2011). This analysis explores the cultural, emotional, and environmental elements that support successful music transmission, going beyond simple translation. To ensure a harmonic synthesis between the melody and the message, the words chosen, and their meanings must speak to the audience's cultural sensibility. To further improve the entire musical experience, the rhythm

and rhyme scheme should fit the language's inherent cadence. The power of the song is further enhanced by a well-chosen theme, which enables listeners to relate the words to their feelings and experiences on a deeper level.

Three aspects of teaching and learning are related to songs because songs can make both activities simple and enjoyable. In addition, music helps enhance a variety of English language proficiency, vocabulary being one of them. (Millington, 2011) said when it comes to the development of young children learning a second language, songs are crucial. The regularity with which songs are used in English language teaching schools around the globe is evidence of this. The first section of this essay examines the reasons songs are useful teaching aids. It will go through how songs may be used to teach vocabulary and sentence structures, as well as how they can help students with their pronunciation and listening comprehension.

Many researchers have already found that song lyrics can improve students' vocabulary. This is in line with the (Murtiningsih, Dwi Putri, & Puspawati, 2023) found that there is a substantial improvement in students' vocabulary proficiency when songs are integrated into English teaching and learning. However, students sometimes find it challenging to remember the vocabulary. This is in line with previous research; the primary causes of students' vocabulary memory problems are: (1) short memory for English vocabulary; and (2) short memory for vocabulary meaning (Layli, 2017). Through this research, researchers found a need to understand in-depth vocabulary improvement and memorisation in junior high school students with song lyrics with counted their vocabulary improvement and memorisation in percentage.

This study aims to determine the best ways to help students learn vocabulary by listening to English songs. Given the preceding, the writer is motivated and intrigued to conduct this study to enhance and determine the efficacy of songs in teaching vocabulary mastery in junior high school. Using song media in vocabulary training goes beyond what is often possible in language instruction. In order to create a dynamic learning environment that engages, motivates, and empowers students, it combines the power of creativity, technology, and culture. Furthermore, the general problem mentioned in the previous section is elaborated into several problems discussed in this paper: (1) Can English songs improve the students' vocabulary? (2) Did students remember the vocabulary really well with the lyric song technique?

Method

The descriptive quantitative research approach was carefully selected for this study project. This methodological decision was influenced by the knowledge offered by (Creswell John W., 2009), who clearly explained that quantitative research depends on the meticulous collecting of numerical data, which is then analyzed through mathematical-based methods to uncover the underlying phenomena. Such a strategy makes conducting an organized and empirical inquiry possible, giving the study's conclusions rigour and objectivity. Researchers conducted quantitative methods.

This research is conducted at one of the Junior High Schools in Jakarta. The researchers chose this school because the sample suits the topic: seventh-grade students which they were not learn English in elementary school due to curriculum 2013 and are still lack of vocabulary. In this study, researchers selected one of the classes as a sample, which 34 students filled.

This study was conducted with 3 meetings, pre-test, treatment, and post-test, as its main data-gathering tool to pursue a thorough understanding. The first meeting introduces the students to the research and the benefits they get. The second meeting is used for the treatment. The third meeting measures the students' improvement after the treatment. In this case, the researchers compare the number of unfamiliar vocabulary words in their pre-test and post-test to analyze the percentage of the participants' improvement in vocabulary.

The first research step is to pre-test and post-test students by giving a paper of lyrics Perfect by One Direction. The researchers chose this song because it has a fun melody, conducted the lyrics with several non-daily vocabularies and is safe from cultural sensibility. Students listen to the song while reading the given lyric paper. They are required to underline the unfamiliar vocabulary, and then they are required to list all the vocabulary they have underlined in the back of the page. They can ask the teacher and researcher or dictionary the meaning of the vocabulary they underlined and learn about it. The second step or second meeting is treatment, where the song is played in the classroom at fine volume, and then they are given the translation of every unfamiliar vocabulary. In the last meeting, the last step is a post-test that assesses the improvement and memorization of the vocabulary. The students known as L(n) in this research. N is the number of students.

Note:

L = The Student

N = Number of students

The data analysis technique of this study used a quantitative approach. As (Aliaga & Gunderson, 2002) cited in state, quantitative research investigates a social problem, explaining phenomena by collecting numerical data that is analyzed using math-based methods, for example, in certain statistics. This means that quantitative research requires a numerical approach or statistical approach. The researcher used "Song Lyric Text", as stated in the research instrument data collection and reflection on data in quantitative research. This research measure the dependent variable before and after exposure to the treatment, the total vocabulary in the pre-test and post-test, to see the improvement of song lyrics and check their memorization.

Results

This research concerns the results of learners' vocabulary in listening to a pop song. The title is Perfect by One Direction. Participants are required to listen to the songs while reading the lyrics. They need to underline the unfamiliar vocabulary and then list them. Based on the pre-test and post-test that researchers already gathered from 34 participants of 7th-grade students in junior high school, we can see the significant differences between pre-test and post-test scores. We gathered the results and the percentage of improvement below.

Table 1. Students' Pre-test, Post-test and Percentage score

Participant	Pre-test	Post-test	Percentage
L1	7	3	57,14%
L2	5	2	60%
L3	10	8	20%
L4	9	2	77,78%
L5	9	0	100%
L6	3	1	66,67%
L7	4	0	100%

L8	10	2	20%
L9	15	0	100%
L10	11	4	63,64%
L11	10	4	40%
L12	6	0	100%
L13	31	20	35,48%
L14	7	3	57,14%
L15	9	9	0%
L16	11	6	45,45%
L17	21	21	0%
L18	5	0	100%
L19	17	3	82,35%
L20	29	0	100%
L21	10	0	100%
L22	30	8	73,33%
L23	3	0	100%
L24	4	1	75,00%
L25	5	3	40,00%
L26	7	7	0%

L27	20	18	10,00%
L28	8	8	0%
L29	8	2	75,00%
L30	5	0	100%
L31	14	8	60,00%
L32	5	3	40,00%
L33	10	9	10%
L34	6	6	0%
The result mean			56,15%

Based on the table above, it can be seen that 85% of students have improved their vocabulary achievement through song. The scores vary: the highest score in the pre-test is 31, and the lowest is 3. In the post-test, the highest score is 21, and the lowest is 0. Meanwhile, the percentage range varies from 0% to 100%, and the mean student improvement percentage is 56,15%.

Discussion

Based on this research, the researchers found a significant difference between pre-test scores that measure the quantity of students' unfamiliar vocabulary and post-test scores that also measure the quantity of students' unfamiliar vocabulary. Researchers found that in post-test scores, students have fewer underlined vocabularies they find unfamiliar or do not know the meaning in the lyric Perfect by One Direction song, meaning students gain more vocabulary mastery. Based on the percentage of students' improvement in vocabulary by using lyric songs on the result, we can see the improvement varies from 0% to 100% and the mean of the student's vocabulary improvement is reached 56,15%. 56,15% indicates that students significantly improved their vocabulary mastery with lyric songs. The mean percentage was got from 85% of students who improved their vocabulary. It means song is approved as an effective learning media. This is in line

with Mulyasa (2008) who asserts that effective learning is indicated when at least 65% of students can successfully meet the specified requirements. Students also remember the words that researchers gave in treatment on the second meeting, considering that the researchers administered the post-test one week following the implementation of the treatment.

In the implementation, the song is unfamiliar to some students, but they are curious about the meaning of the song and desire to learn further. Students listen to the song together on the first listening session and sing the song together on the second. This method makes the students enjoy the learning activity that (Fitriana, 2021) supports. Learning through song is enjoyable, and we can help students improve their English skills. (Sari, Asahra, & Yana, 2019) clarified that the music in the song could entertain students, so they enjoy it. It also makes them enthusiastic to find new vocabulary, as stated (Suprpto & Kurniawan, 2020) The enthusiasm of all students can be made from music and a pleasant situation. Students with enjoyment in learning make them remember the material. This is in line with (Shen, 2003). While many students perceive learning through listening to English songs as entertainment, it concurrently fosters spontaneous and unconscious language acquisition, proving to be a more enjoyable and efficient method for enhancing language awareness than the mechanical memorization of cumbersome course books focused on vocabulary and grammar. When students enthusiastically engage and feel comfortable learning vocabulary, their confidence and interest in learning increase significantly, making it easier for them to remember vocabulary (Fridayanti, Tahrin, & Mulyadi, 2021). Moreover, they are more active in seeking the meaning of the unfamiliar words they find.

Due to students' enthusiasm and the improvement of vocabulary mastery, the researchers found that lyric songs significantly improve students' vocabulary. One of the interesting pedagogical tools for teaching and learning vocabulary is music (Kumar, Akhter, Yunus, & Shamsy, 2022). songs can work as a tool to motivate EFL learners for learning English as popular songs from a different language offer learner an opportunity to relate to different daily life experiences as well as cultures outside their classrooms (Kuśnierek, 2016). (Islami, 2019) adds that song is a suitable medium and entertaining method of teaching English. This finding can be an alternative for teachers to teach vocabulary with lyric songs. Junior high school students who are still young learners, this is also found by (Nguyen & Nguyen, 2020) reveal that teachers have positive perceptions about songs used in vocabulary instruction for young learners. In Indonesia, students at the junior high school level are commencing their English language learning. So, learning

vocabulary with lyrics can be a good introduction for them as the percentage significantly improves students' vocabulary.

Based on the statement the researchers have written, lyric songs can be used as a learning medium to improve students' vocabulary achievement with enjoyment in learning activities shown by their expression in the classroom. Songs also proved that students remembered the vocabulary on the post-test a week after the treatment meeting with the song lyric technique. Song lyrics have a rhythm and melody that seep into learners' memories, leaving an impact that lasts longer than the actual learning process. Teachers can use this understanding of the temporal dynamics of vocabulary acquisition through the song lyric approach to optimize how music is integrated into language learning programs. The result is that students' vocabulary mastery has improved.

In this research, many students improve their vocabulary achievement with the song's lyrics, but some still have low percentages. This research only conducted one treatment meeting, so there were 5 students with a percentage of 0% that stated they did not improve their vocabulary. So, future researchers can do more than one treatment meeting to see if the students will improve by more than 56%. Future researchers can also research the measurement of how far songs can contribute to students' enhancement in improving their vocabulary due to the considerable difference in the students' percentages. This research can be used to obtain more information about vocabulary improvement.

Conclusion

The conclusion of this research is a recap of the results of the pre-test and post-test scores in the previous section. Two conclusions answer the research questions: By comparing the scores of students' pre-test and post-test, English songs can improve students' vocabulary mastery. Proven on the students' post-test, students are relatively underlined with less vocabulary than on the pre-test, meaning less vocabulary is unfamiliar to them. Students also can remember the new vocabulary with the song lyric technique, proved by days of gap counted from treatment to post-test. It also has been demonstrated that using the lyrics of songs technique can help students retain newly learned language in their memory. This efficacy is particularly evident when considering the time aspect since the days between the treatment and post-test are significant. The method's effect seems to develop and become more noticeable with time, highlighting how long-lasting the vocabulary growth made possible by integrating song lyrics into the teaching process is.

In addition, this research found that 85% of students improved their vocabulary through song with 56,15% of improvement. It means the song is an effective learning medium for learning vocabulary. Although most of the participants have improved, some still have not improved at all. Perhaps, treatment is needed in more than one meeting. Future research may consider giving extra treatment meetings so that students remember new vocabulary and increase the number of improved students and the average percentage of their improvement.

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