THE EFFECTIVENESS OF USING ENGLISH SONG TO IMPROVE LEARNERS' VOCABULARY COMPETENCE: A STUDY AT SMPN 3 SUNGGUMINASA

A THESIS

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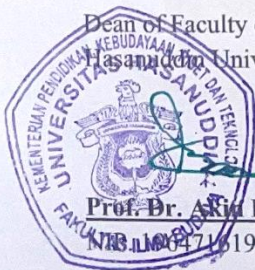Approved By

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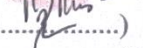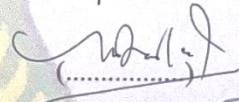
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On 28th October 2022, the board of Thesis Examination has kindly approved a thesis by Nur Khaeriyah (F041181315) entitled *The Effectiveness of Using English Song to Improve Learners' Vocabulary Competence: A Study at SMPN 3 Sungguminasa* submitted in fulfillment of one of 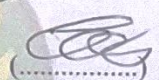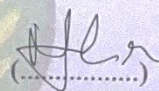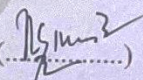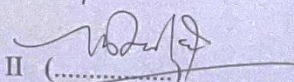the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Scieces, Hasanuddin University.

Makassar, 01st November 2022

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DECLARATION

The Thesis by Nur Khaeriyah (F041181315) entitled *The Effectiveness of Using English Song to Improve Learners' Vocabulary Competence: A Study at SMPN 3 Sungguminasa* has been revised as during the examination on 28th October 2022 and is approved by the Board of Undergrauate Thesis Examiners.

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STATEMENT LETTER

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, 28th October 2022

The writer,

Nur Khaeriyah

With reference to the letter of the Dean of Cultural Sciences Hasanuddin University No. 538/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the thesis draft by Nur Khaeriyah (F041181315) to be examined at the English Department, Faculty of Cultural Sciences.
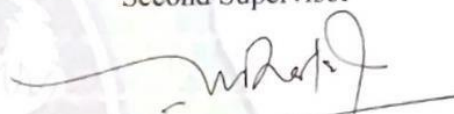
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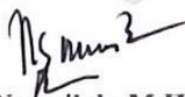
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The writer realizes that this thesis is far from perfect. Therefore, the writer hopes for suggestions and constructive criticism from readers.

Makassar, 01st November 2022

Nur Khaeriyah

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

Nur Khaeriyah, 2022, *The Effectiveness of Using English Song to Improve Learners' Vocabulary Competence: A Study at SMPN 3 Sungguminasa* (supervised by Nasmilah and Marleiny Radjuni)

This study aims to see how effective is the English song to improve the learners' vocabulary knowledge at SMPN 3 Sungguminasa and to find out students' interest in learning through English song.

The population in this study was 62 students. The writer took the population of students in class IX G and IX H, where students in class IX G became the control group and class IX H became the experimental group. The writer applied quantitative and qualitative methods. The data was obtained through pre-test and post-test, and before the pre-test, the writer distributed questionnaires to determine students' sight of English vocabulary and song.

The results of this study indicates that the use of English songs in increasing vocabulary is more effective than the conventional way. The results of the study show an increase in students' vocabulary is seen from the scores that is significantly different between the pre-test and post-test in the control group and the experimental group.

Keywords:Effectiveness,Vocabulary,English Song, Learning

ABSTRAK

Nur Khaeriyah, 2022, The Effectiveness of Using English Song to Improve Learners' Vocabulary Knowledge: A Study at SMPN 3 Sungguminasa (supervised by Nasmilah and Marleiny Radjuni)

Penelitian ini bertujuan untuk melihat seberapa efektif lagu bahasa inggris dalam meningkatkan kosakata siswa dan mengetahui ketertarikan siswa akan lagu bahasa inggris.

Populasi dalam penelitian ini berjumlah 62 siswa. Penulis mengambil populasi siswa kelas IX G dan IX H, dimana siswa kelas IX G menjadi Controll grup dan kelas IX H menjadi Experiment grup. Penulis menerapkan metode kuantitatif. Data diperoleh melalui pre-test dan post-test, dan sebelum pre-test, penulis membagikan kuesioner untuk mengetahui profil siswa akan kosakata dan lagu Bahasa Inggris.

Hasil penelitian ini menunjukkan bahwa penggunaan lagu bahasa inggris dalam meningkatkan kosakata lebih efektif dibandingkan dengan cara konvensional. Hasil data penelitian yang menunjukkan peningkatan kosakata siswa terlihat dari hasil skor yang berbeda secara signifikan antara pre-test dan post-test di grup kontrol dan grup eksperimen.

Kata Kunci: Keefektifan, Kosakata, Lagu Bahasa Inggris, Pembelajaran

CHAPTER I

INTRODUCTION

1.1 Background

Nowadays, humans are trying to understand English except their mother tongue. They do because they think English is a language that covers the whole world to facilitate convenience in communicating. By having English, people are able to exchange knowledge, beliefs, opinions, wishes, threats, orders, thanks, promises, statements, and feelings. Through language, we can burst out laughing at explicit pleasure, happiness, or disrespect, pleasure, approval, or sour feelings. By means of emotional we can scream at explicit anger, joy, or fear, we can clench our fists at determination, anger or threat. explicit ones, we can raise our eyebrows to explicit admiration or disapproval, and so on. However, our machine or verbal exchange earlier than anything else is language.

Vocabulary is one of the most important parts of teaching students in English. This is a major aspect of learning and understanding a language. McCarthy (1990) explains that vocabulary is the biggest element of any language development. Furthermore, vocabulary teaching and learning is a challenging process for both students and teachers. It takes a second effort, so that students can acquire knowledge well. Over time, teachers and students have used many songs to improve their mastery of the language. There are several strategies that can help a person to adapt to extraordinary vocabulary skills. One such strategy is to use English songs. These and many other types

of strategies are considered essential for learners to master the vocabulary of a language at a good level.

Competency in vocabulary is identified at the national level as an integral part of all available language programs that provide learners with literacy skills to learn and read. Studies confirm the importance of vocabulary development and important need for comprehension. Students enrolled in schools with limited vocabulary, to overcome difficulty in learning new words, because the size of the vocabulary determines reading comprehension (Neuman & Dwyer, 2009).

By mastering vocabulary, students will be able to effectively express their thought both verbally and orally. Language teachers need to have complete knowledge of vocabulary teaching and learning. This is about how learners manage interesting classroom activities to achieve great success in learning vocabulary. In this way, students are expected to increase their interest in vocabulary learning.

This study aims to test the use of English songs on the ability of learners to acquire vocabulary by using an experimental design. More precisely, most of the vocabulary is explicit. But they must also be learned by chance without constant attention (Schmitt, 2000). This allows learners to repeat themselves and remember the language framework. According to Nation (1990), repetition helps people who learn to rely on words and lexically. Thus, song is seen as an effective learning method to help learners understand deeply vocabulary patterns that can be accessed through verbal communication

(Murphey, 1992). In short, songs can be added to the growth of automation. The learner's natural ability to use subconscious language (Al Mamary, 2007).

Based on the explanation above, the previous researchers had been carried out that song could be one alternative way to learn English. Therefore, I would like to analyze how the role of songs affects the improvement of vocabulary. Therefore, the author chooses the title of the study as "The Effectiveness of Using English Songs to Improve Leaners' Vocabulary Knowledge: A Study at SMPN 3 Sungguminasa".

1.2 Identification of Problems

According to the background above, the writer identified the problems as follows:

1. Both teachers and leaners do not realize that learning by using songs can improve vocabulary knowledge.
2. Lack of interest in English.

1.3 Scope of Problems

This research aims to determine whether she songs as a media of teaching can improve vocabulary for students. The object of the research will be conducted in SMPN 3 Sungguminasa, especially the ninth grade.

1.4 Research Questions

1. What are the effects of English songs at SMPN 3 Sungguminasa to enhance their vocabulary mastery skills?

2. What is the students' sight of English songs in learning english to enhance vocabulary competence?

1.5 Objectives of The Study

1. To examine the effects of using English songs to improve leaners' vocabulary competence.

2. To know the students' sight of English songs in learning english to enhance vocabulary competence at SMPN 3 Sungguminasa

1.6 Significance of The Research

Through this research, the writer expects to provide practical and theoretical benefits:

1. Theoretically, this research's result is expected to support the theories in using song as a media to improve vocabulary competence.

2. Practically, this study is expected to be significant for the students, teacher and future researcher.

- Students

  This research is expected to give students' interest in leaning vocabulary by using English song.

- Teacher

  Through this research, the writer anticipates that the teacher is not using conventional method in teaching only, but also capable to use an additional method as a media, one of them is song.

- Future Researcher

This study hopes that these results will encourage other researchers to study similar issue, in order to obtain better research. The purpose is better foreign language education (English) and leaning because there are many other aspects in investigate. The route is purposeful.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Research

Researchers that talk about enhancing leaners' vocabulary using song have been carried out. The author seeks to support her research by looking for research by scientist who have contributed similar topics. The author presents three previous studies are consistent with the study under review:

Nina Anggun Yuandisa (2017), in her research which examined "The Effective of Using English Songs to Improve Students' Vocabulary Mastery: An Experimental Study of The Seventh Grade Students of SMPN 1 Kuripan" using a quantitative approach with an experimental design. The data was collected by using test. Because from the test, this study determined how deep or how well the skill and knowledge of the students are. There were three steps to collect data, such as pre-test, treatment and post-test. This research investigates the teaching method using song as a media teaching and results in a significant impact of the students' vocabulary scores that use song learning from the average pre-test, treatment, and post-test.

The second study was conducted by Taufik Muflihah (2017), in his research titled "Using Song To Improve Students' Vocabulary Mastery" to children 7-12 years old in An-Nuur Surabaya. The respondents were

fifteen elementary students of community groups of orphans An-Nuur Surabaya. The data were taken by assessing the students' vocabulary mastery through pre-test and post-test, and analyzed to identify students' vocabulary mastery. This research aims to show the students respond to indicate improvement their vocabulary mastery and suggest that the use of English song is an effective media to improve the students' vocabulary mastery.

Kittiya Phisutthangkoon and Metas Panich (2016) conducted the last study. In their research, the results showed that there was a significant difference between the pre-test and post-test. Students had positive attitudes toward using song activities to develop and retain their vocabulary leaning and retention. It can be concluded that leaning in English song through song activities can encourage students to develop and retain their vocabulary test before and after learning through song activities.

These researchers above have something in common, where they tried to find the effects of English song as a media teaching to improve students' vocabulary knowledge. In line with this study, which also looks for the influence of song in improving students vocabulary. The writer believe that there are few differences either from the object of research and subsequent research results. The problem is the author will examine how the song able to improve students' vocabulary knowledge.

2.2 Theoretical Background

2.2.1 Vocabulary

A vocabulary can be defined as a word in a language that contains individual elements or phrases, or contains multiple words that have a particular meaning. The English vocabulary consists of three main parts: form, meaning, and usage. Vocabulary leaning is difficult due to the large size of the task. This involves understanding different types of vocabulary, grammatical patterns, and ficed vocabulary (Alemi and Tayebi, 2011, p.85).

Some English teachers and researchers teach and learn English vocabulary because they recognize the importance of vocabulary learning which is the basis of learner's performance in other language skills. I tried to find a strategy and technique. Including speaking, listening, writing, and reading (Alemi and Tayebi, 2011, p.85).

Communication may be poor if students do not master grammar, but they can not understand it at all without knowing the vocabulary (Wilkin, 1972, p.111-112). Teaching English vocabulary helps student to speak English to others. Lack of vocabulary is one of the serious problems in learning English. Without vocabulary leaning, students are hampered by language development and general learning abilities (Bualuang. C, Sinprjakphol. S, ndChanprom. K, 2012).

2.2.2 Tiers of Vocabulary

There are three tiers of Vocabulary:

1. Basic Vocabulary: The basic words form the first tier of vocabulary. These words normally have a single meaning and do not require instruction. Early reading words, sight words, adjectives, verbs, nouns, are portrayed in this tier.

2. High-frequency Vocabulary: Words that frequently appear in texts such as coincidence*, absurd*, *and* industrious. These words are considered academic vocabulary and appear across contexts. These words also include multiple-meaning words, because these words appear frequently in texts across content areas, it is important to explicitly teach High-frequency low words to English Language Learners.

3. Low-frequency vocabulary: The words that are used only when specifically required or in a particular domain like weather, technology, geographical region and occupation.

2.2.3 The Importance of Vocabulary

Vocabulary has an important role in language learning, without vocabulary, people cannot communicate and express their feelings effectively. According to Alqahtani (2015), vocabulary is excessivily important because having a lot of vocabulary will be successful in using a foreign language. Therefore, vocabulary should be considered as an important aspect of language learning and given more attention to

language learning because it provides an important factor in communication, especially in English. So, vocabulary needs to be learned because the more vocabulary we have, the easier it is for us to use it in various skills, such as reading, listening, writing, and speaking. However, the less vocabulary we have, the more difficult it will be for us to learn English.

2.2.4 Advantages and disadvantages of using English song in learning English

1. The advantages

The Advantages of Using Songs in Classroom Being a combination of music and lyrics, songs have many advantages for Teaching English. Brewer (2005) stated several advantages of using songs in the classroom:

a. Establish and maintain a positive attitude

This statement means that the song is able to adjust the positive attitude of students in learning English. This is in line with Saricoban and Metin (2000) which states that songs often eliminate students' negative attitudes towards learning English. As stated by Brewer (2005) that playing music at the beginning of class can regulate students' positive mood, while playing music in the middle of class can maintain a positive mood of students.

b. Create a peaceful classroom atmosphere

Learning English through songs brings a non-threatening atmosphere for students because it provides entertainment and excitement for students

when they learn English. Lo and Li (1998) &Saricoban and Metin (2000). This means that the song is able to create a peaceful atmosphere in the classroom so that the teaching and learning process will be more fun and interesting.

c. Motivate students

Karim and Hasbullah (1986) states that songs can motivate students in learning languages, especially for students who are apathetic, they will feel they have achieved something when they are able to sing. In other words, songs are able to motivate both high and low students. In addition, Shen (2009) said that students are easy by popular singers, music, rhythms, and themes. Actually, the use of songs in the classroom will not eliminate the normal syllabus if the teacher replaces book activities with songs. containing the same pattern or structure.

2. The disadvantages

Concerning the advatages above, there are also disadvatages of using English song in the classroom, such as:

a. Disturbing the neighboring classes

Macias (2000) wrote in his article that when he used the song in class, he received comments from the neighboring class teacher that at first they were annoyed by the song, but then the students asked the teacher to use the song in their class.

b. Distanced from the normal syllabus

Got students too excited with songs and lastly disturbed the neighboring class. However, these weaknesses can be overcome by replacing book activities with song activities that have the same pattern, providing exercises to students when listening to songs and after listening to songs. In this study, to avoid the weaknesses that occur, the selected songs are those that contain tenses. In addition, giving practice to fill in the gaps when students listen to songs so that they focus on the song. But, one thing that can't be avoided is the disturbance to the neighboring class.

2.2.5 Song and Language Learning

Music plays an important role in every stage of human life. It reflects the culture, history, folklore and current language of the country. Singing is an important tool for increasing student self-confidence. It gives students some dexterity before they can speak succesfully. Words are usually displayed in the context of lyrics.

The sound of new words is easily recalled by the melody of the song, the students will hear a lot of new vocabulary. Music influences language accents, grammar, memory, mood, fun, and motivation. Correctly constructing words and rhytms help to organize the song and improve the mind's ability to remember it.

Music and language combinations can assist in the process of leaning vocabulary and idioms. When leaning vocabulary using songs, it begins with listening and ends with communication. Some students who are unfamiliar with the culture of the target language and have difficulty expressing it can learn the language, by using music in a relaxed atmosphere. Songs are real material for teaching a second language. Lyrics provide targeted vocabulary, grammar, and patterns for students to learn.

By listening to English songs, students can hear their native language pronunciation and improve their hearing skills. The melody and rhyme help students use good pronunciation like a native speaker. Songs can be used as an effective teaching material for teaching vocabulary such as: Singing a song gives student a fun atmosphere lesson that can have a very positive impact on language learning (Stansell, Siskova, 2008).

There are many studies showing that music has a positive effect in the classroom. Prescott (2005) suggests that music is important for education. Not only it helps students learn and acquire knowledge, but also helps them improve their scores.

The students can learn the meaning from the text, if they do not understand the definition of every word in the song. There are many popular songs along with their music videos to helps students understand the content of the lyrics, students also listen to words over and over again through songs (Siskova, 2008). All of these help students learn new

vocabularies. They naturally lean a language while singing and listening to songs. By listening to favorite songs, students can be interested in and motivated to lean vocabularies.

2.2.6 Retention and Memory

Retention is the ability to remember and recognize what you have leaned and experienced. Retention is something referred to as memory. Memory is the persistence of leaning over time. The model of human memory is information processing, including coding, storage, and retrieval of information. Some types of information can be automatically encoded, while other types of information require information, such as meaning, image, composition, and effort. Much of what we feel cannot be noticed or dealt with without effort. Memory can be improved by using strategies such as spatial practice, active practice, well-organized and meaningful related coding, memory assistance, self-testing and rehearsal, and minimization of interference.

2.2.7 Teaching Vocabulary Through Song

Teaching vocabulary through song may be the current trend in teaching and learning. Most students need to memorize English in various ways. They value learning with fun exercises like singing and listening to music. Songs is already familiar to the ears of students. By utilizing English song as a medium in learning English they can improve their information, especially in the vocabulary. These songs provide the English material they are instructed to obtain. They can

sing a song and understand what the song is saying.

There are two reasons to propose music or song as a medium in dialect instructing (Jennifer Paterson, 2016). The primary is, it is a figure of speech commonplace to a wide extend of learners in both scholarly and non-academic settings. The second reason why music or song speaks to life so in an unexpected way from other mass media is that song learning pushes the arrange of the beat. The melody can be utilized as a introduction setting, as a fortifying fabric as a implies to educate all vocabulary abilities and as a medium for seeing and advanced life.

Here are several techniques for presenting songs in the class:

1. Choosing the song

Before presenting song in the class, it is hoped to fulfill the criteria of choose the song, such as:

a. Whenever possible, the song should be popular with the students.

b. Understandable and clear song, help students in leaning.

c. Song ought to have a suitable topic. There's sufficient awful news, pessimis and savagery within the world as of now. Melodies with any sort of negative topic ought to be dodged.

2. Presenting song in the class

a. The teacher plays the songs whereas the students see at the words noiselessly.

b. The students rehash the words without singing them.

c. The teacher focuses of vocabulary, expressions, linguistic use things, and pronunciation.

d. The teacher plays the song once more, letting the students connect in when they feel certain sufficient approximately singing alone.

Furthermore Gatti Taylor devoted to learning songs over four days with several minutes each meeting:

a. The first day, the students hear in to the song without lyrics to get a handle on as much as they can. Students may list vocabulary they know, or exhort them to form possess summarize around the lyrics.

b. On the second day, the teacher disperses the lyric and a work sheet for students' response to vocabulary, grammar use, and the meaning of the lyrics. The students listen the song again or may be inquired them to fill within the clear work out.

c. The third day, the teacher sings with the students.

d. The fourth day, the students about memorize.

Based on the steps in presenting the songs, the writer believes that teaching vocabulary can be implemented by using songs, because songs provide entertainment as well as insight into language skills. By choosing appropriate songs for the lesson and presenting the songs effectively can help students to enrich their vocabulary.

In this case, the writer combines both of the techniques above because it is more effective. Therefore, the writer believes that songs can be implemented in some activities based on the Indonesian students' need.