THE EFFECTIVENESS OF ENGLISH SONGS
IN IMPROVING NON ENGLISH STUDENTS VOCABULARY
(A CASE STUDY AT
UKM SENI TARI UNIVERSITAS HASANUDDIN BATCH 14)

A THESIS

Submitted to The Faculty of Cultural Science of Hasanuddin University in Partial Fulfillment of Requirements to Obtain Sarjana Degree in English Literature Study Program

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ENGLISH LITERATURE STUDY PROGRAM

LEGITIMATION

THESIS

THE EFFECTIVENESS OF ENGLISH SONGS IN IMPROVING NON ENGLISH STUDENTS VOCABULARY(A CASE STUDY AT UKM SENI TARI UNIVERSITAS HASANUDDIN BATCH 14)

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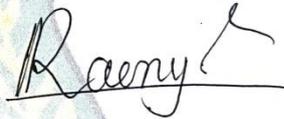
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AGREEMENT

On October 4, 2024, the Board of Thesis Examination has kindly approved a thesis by Ahmad Affandi. S (F041191129) entitled *The effectiveness of English songs in improving non english students vocabulary (a case study at ukm seni tari universitas hasanuddin batch 14)* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Scien ces, Hasanuddin University.

Makassar, 9 October 2024

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

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With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 011/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Ahmad Affandi. S (F041191129) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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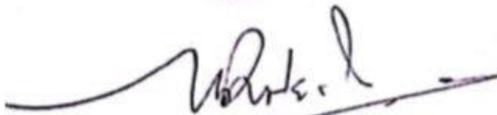
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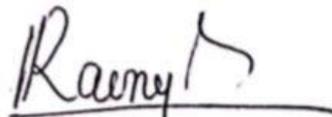
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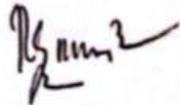
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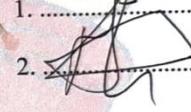
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Makassar, 30 July 2024

Ahmad Affandi S

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The study looks at problems with vocabulary learning, especially ineffective methods that make it hard to remember words. It focuses on using songs as a fun and effective way to improve vocabulary for students at UKM Seni Tari Unhas, Universitas Hasanuddin batch 14. The research aims to find out how much students' vocabulary improves with English songs and how they feel about using them. The author used qualitative analysis by first surveying participants with 13 questions about their English skills and experiences. The data was organized by transcribing interviews and entering survey responses into a spreadsheet. The results showed that songs are a useful tool for vocabulary improvement. Eight out of ten participants found songs helpful, and there was noticeable improvement in vocabulary. Even though most students used English infrequently, 80% enjoyed English songs and found them easy to access and engaging, making them a fun learning method.

Keywords: English songs, effective, Vocabulary

ABSTRAK

Ahmad Affandi S, 2024, *The effectiveness of english songs in improving non english students vocabulary (A case study at UKM Seni Tari Universitas Hasanuddin Batch 14)*. (Supervised by **Marleiny Radjuni** and **Sitti Sahraeny**.)

Studi ini melihat masalah dalam pembelajaran kosakata, terutama metode yang tidak efektif yang membuat sulit mengingat kata-kata. Fokusnya adalah pada penggunaan lagu sebagai cara yang menyenangkan dan efektif untuk meningkatkan kosakata bagi mahasiswa di UKM Seni Tari Unhas, Universitas Hasanuddin angkatam 14. Penelitian ini bertujuan untuk mengetahui seberapa besar peningkatan kosa kata siswa dengan lagu-lagu berbahasa Inggris dan bagaimana perasaan mereka saat menggunakannya. Penulis menggunakan analisis kualitatif dengan terlebih dahulu mensurvei peserta dengan 13 pertanyaan tentang kemampuan dan pengalaman bahasa Inggris mereka. Data disusun dengan menyalin wawancara dan memasukkan tanggapan survei ke dalam spreadsheet. Hasilnya menunjukkan bahwa lagu adalah alat yang berguna untuk peningkatan kosa kata. Delapan dari sepuluh peserta menganggap lagu bermanfaat, dan ada peningkatan nyata dalam kosa kata. Meskipun sebagian besar siswa jarang menggunakan bahasa Inggris, 80% menyukai lagu-lagu berbahasa Inggris dan menganggapnya mudah untuk diakses dan menarik, serta menilai bahwa itu adalah metode pembelajaran yang menyenangkan.

Kata kunci: Lagu bahasa Inggris , efektif, kosakata

CHAPTER I

INTRODUCTION

1.1 Background of The Study

English is a language used to communicate across different countries and backgrounds. Countries in the world have agreed to make English an international language, therefore many things will be gained when someone masters English. English is able to support someone's success in life, they will get more information and knowledge that they could only get if they were able to speak English. This is supported by the fact that compared to Indonesia, developed world are superior in the fields of technology and other sciences.

Nowadays it is very important for someone to learn English, because many jobs require English, for example, the language of programs in the technology field is mostly in English, in the music industry many terms are in English, in education field English is a general subject that must be studied by students, in universities quite a lot of final assignments require English to be written, the other example such as Many agencies use English as one of the tests to accept someone to work in them.

In education in Indonesia, English is present as a subject, taught from elementary school to high school, but in reality there are many high school graduate students whose English skills cannot be said to be good, even though if we count them, they have learned English, approximately 8 years. This may happen because at school, the person was not serious about learning or perhaps

the methods used at school were less comfortable or less interesting for the person. There are several basic things that are important to know and understand when someone want to be able to speak English, such as vocabulary, pronunciation, tenses/grammar, listening, and speaking

Vocabulary is the most important and basic thing in learning a language, it is the first thing that must be learned. In English there is a lot of vocabulary and there are various types of vocabulary. Unfortunately, sometimes someone doesn't have enough motivation and has difficulty in learning vocabulary, this happens because English is not their language, and it could be boring and uninteresting for them, they don't get an interesting method when learning this.

There are several methods that according to the author can be applied when someone wants to enrich their vocabulary knowledge, one of which is using songs. As we know, songs are an element that colors and accompanies a person's life, when they are sad, happy, grieving, songs are always there to accompany them, even many people who find their life partner because of a song, a song is like a true friend who is always there when needed.

In a English song, there are several important things that can help someone improve their language skills, this can happen because in a song there are lyrics wrapped in a tone and rhythm that are very pleasing to the listener, so that what someone sings, vocabulary, pronunciation, sentence structure and so on will be recorded in the listener's subconscious, especially if the song is played not just once or twice, it will certainly leave a bigger impression in someone's memory.

As explained above about how important English is today. Researchers conduct research at UKM Seni Tari Universitas Hasanuddin Batch 14, which incidentally is not from the English department, with the aim of improving their mindset and their learning motivation, especially in increasing their vocabulary through English songs, with the research title **The Effectiveness of English Songs in Improving Non-English Students Vocabulary : A Case Study at UKM Seni Tari Universitas Hasanuddin (Batch 14).**

1.2 Identification of Problems

The problems related to the use of English songs in improving students' vocabulary are identified, as follows :

1. Vocabulary learning and teaching activities tend to be boring and less interesting.

2. Students find it difficult to remember new words.

3. The students' lack of motivation to learn vocabulary.

1.3 Scope of Problems

From the problems above, it can be seen that there are several problems related to the vocabulary learning process. One of them is due to the unattractive learning methods used which makes it difficult for students to remember the vocabulary they learn. In this research, the writer mainly focuses is songs can be an interesting and effective method in improving students' vocabulary. The research be conducted to batch 14 of UKM Seni Tari Unhas (one of the students organizations at Universitas Hasanuddin).

1.4 Research Questions

There are two research questions in this research, they are :

1. To what extent do the students can improve their vocabulary through English song ?

2. What are the students perception toward songs in improving their vocabulary?

1.5 Research Objectives

Based on the research questions above, there are two objection of this research, as follows:

1. To explain the effectiveness of English songs in improving students' vocabulary

2. To describe the students' perception toward song in improving their vocabulary.

1.6 Significance of the research

There are two significances involved by this research, such as theoretically and practically. Theoretically, this research is beneficial prove the use of song as an effective way to improve students vocabulary. In addition, this research is also expected to be a reference for the future research.

Then practically, this research could provide benefits to teachers and students. For the teachers, this research can be used as a reference for learning methods in the classroom, especially in learning vocabulary, that using songs is an effective, interesting and not boring method for students. For the students, this can

be used as motivation to study and enrich their vocabulary by using songs. So far, there are many students who study only in class, when outside of class they are reluctant to learn English or perhaps don't know how and what methods are interesting and not boring that can be used after class is finished in order to improve their English. By using songs they can learn to improve their vocabulary anytime and anywhere.

CHAPTER II

LITERATURE REVIEW

The author find several previous study to support her research especially about the effectiveness of songs in improving students vocabulary, they are :

1. Setiawan C (2019) "IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH LISTENING SONG"

This study examines and evaluates how songs can help seventh-grade pupils at Mts Al-Barry Cikalong improve their vocabulary mastery. The description of song implementation in the classroom and the degree to which a particular song might aid pupils in expanding their vocabulary are the primary areas of focus.

proficiency in the auditory domain. Thus, the purpose of this study was to compare the vocabulary mastery of students before and after they listened to songs. The classroom action research method is used in this study. The teacher should ideally create the assignments and activities in the classroom that make up the approach for teaching various language abilities, and the students should feel a connection to them. In order to gather information, the researcher conducts interviews; the interview results are then created and examined.

Two rounds of analysis are applied to this data. The findings of cycle 1 (pre-test) show that students' vocabulary mastering skill rises; before listening to an English song, the average score is 52.0, 62.7, 58.6; after listening to the

English song, the average score is 71.3, 83.4, 91.4. As a result, it is anticipated that this research will provide an alternate method to enhance vocabulary instruction in listening classes and foster instructor innovation.

The similarity between previous research and this current research is that it uses songs as a tool to improve students' English language skills. Then the difference between the two is, in the previous research they conducted research on seventh grade students at Mts-Al Barry Cikalong, while the current research was conducted UKM Seni Tari Universitas Hasanuddin Batch 14, then the next difference is in the data collection method, which the previous research used interview method, while the current research uses experimental pre and post- Test.

2. Nurvia S (2016) "USING SONG IN TEACHING ENGLISH SPEAKING SKILLS FOR YOUNG LEARNERS (A Qualitative Research at One of Madrasah Ibtidaiyah in Kota Cirebon)"

The purpose of this study is to look into the process of utilizing song to teach and learn speaking, as well as the benefits and drawbacks of doing so. It also aims to look into the efforts made by teachers to teach speaking.This researcher used the theories of Arikunto, Brewster, and Murphey. One sort of research that the researcher uses is descriptive qualitative research. A documentation study, interviews, and an observation checklist were used to gather the data.

The results demonstrate that there are three processes in the process of teaching and learning how to speak English through song, and that there are learning objectives when teaching speaking skills through song. The benefits of

employing songs include: songs may be used to introduce new languages to the media; songs help students pronounce words correctly; songs can boost their motivation to speak; and songs can help students remember things. However, the drawbacks of employing music in the classroom are as follows: not all pupils will be able to receive the lesson that their instructor is going to give; music may cause disruptions to lessons that are adjacent; music may become unruly in the classroom; and song has a limited vocabulary.

Additionally, there are five issues with the song-based teaching and learning process. However, no issue is insurmountable, including the difficulties teachers have when teaching English speaking through song. For this reason, educators need to come up with creative solutions to problems.

The similarity between previous research and the current research lies in the research method, which both use descriptive qualitative, but the difference lies in the instruments used, where the previous research used interviews while the current research uses pre and post-tests as data collection instruments. Then the next difference lies in the population, where the previous research was at MI Ibtidaiyah Cirebon city while the current research was at UKM Seni Tari Universitas Hasanuddin Batch 14.

3. Novita (2023) "THE EFFECTIVENESS OF ENGLISH SONGS IN IMPROVING STUDENTS' LISTENING SKILL: A CASE STUDY AT ENGLISH DEPARTMENT BATCH 2020"

The purpose of this study is to determine the factors that influence students' experiences and why using English songs can help them become better listeners.

The author used qualitative approach techniques. Face-to-face interviews and open-ended Google Form surveys were used to gather the data. The study's total output was 20 students, with each part consisting of ten pupils. The Hasanuddin University English Department had 126 students in batch 2020. The researcher utilized a basic random procedure, and the sample consisted of sixteen percent of the population.

These two studies use the same research method, namely the qualitative method, but differ in the instruments used to collect data, namely in the previous study using interview instruments and open-ended Google form surveys, while in the current study using pre and post test instruments. Then the next difference is in the sample studied, where in the previous study the sample studied was 20 students, whereas in the current study there were 10 samples.

4. **Phisutthangkoon, Panich (2016) "Effectiveness of English Song Activities on Vocabulary Learning and Retention"**

The two main objectives of this study were (a) to study the effectiveness of song activities on vocabulary learning and retention and (b) to explore students' opinions towards song activities. The sample of the study was 40 first year students. The teaching and research materials used in the study were song activities, a pretest, two posttests, and a questionnaire that about students' opinions of song activities. The two post-tests were: Posttest I (administered immediately) and Posttest II or Retention test (administered two weeks later).

The data collected were from the pretest and the two posttests. We also collected data from an opinion questionnaire containing a five-item Likert scale. The analyses included mean, standard deviation and significance of difference (paired t-test).

The results showed that there was a significant difference between the pretest and posttest I mean scores of the students' English vocabulary achievement at a level .01. However, there was no significant difference between Posttest I and Posttest 2. Students had positive attitudes toward using song activities to develop their vocabulary learning and retention. It can be concluded that learning English through song activities can encourage students to develop and retain their vocabulary knowledge.

The similarity of the two studies lies in the impact of using songs in improving English language skills. While the difference is, in this reference study using 40 samples, while the author only used 10 samples.

2.1 Theoretical Discussion

1. Vocabulary

    a. Definition of vovabulary

Vocabulary acquisition and language learning are inextricably linked. This means that learning a new language requires familiarity with its vocabulary. There are several definitions for vocabulary. Experts have suggested a few terms regarding vocabulary. Vocabulary is a crucial part of language ability and forms a large part of the foundation for how

students talk, listen, read, and write, claim Richards and Renandya (2002: 255). Lack of a large vocabulary and methods for expanding one's vocabulary prevents learners from reaching their full potential and discourages them from taking advantage of the many opportunities for language learning that are available to them, such as watching television, listening to the radio, speaking with native speakers, reading, and using language in different contexts..

Hatch and Brown (1995: 1) provide an alternative definition of vocabulary, which argues that vocabulary is a list or collection of terms exclusive to a language or a list or set of words that individual language speakers may employ. Additionally, vocabulary is the only system engaged in alphabetical order, according to Hatch and

Brown (1995:1).

b. Types of Vocabulary

Kamil and Hiebert (2005: 3) Proposal words come in two varieties. The first is oral vocabulary, which is the collection of terms we can read or pronounce without hesitation. Secondly, print vocabulary comprises words that have the. Silent writing and reading reveal meaning. Additionally, they specify that word knowledge can take one of two forms at most:

1) Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

2) Receptive or recognition vocabulary

A person's receptive or recognition vocabulary is the collection of words to which they can apply meanings while reading or listening. These are terms that students frequently don't know as well as use as frequently. People may even if they are not fully aware of the nuances of the differentiation, be able to give them some kind of significance. These are also typically words that people do not use on their own. Even still, people are able to identify these terms when they come across them, but not completely.

c. Difficulties in Learning Vocabulary

There are a number of challenges that students will encounter when learning vocabulary. For example, most students find it difficult to learn vocabulary due to the variety of vocabulary types that are available, such as fixed vocabulary, grammar patterns, idioms, collocations, single words, and phrases. According to a study done by Rohmatillah (2017), one of the main reasons why students struggle with learning vocabulary is that almost all of them have trouble pronouncing words correctly and knowing how to write and spell them. Another factor contributing to this difficulty is the various grammatical forms of words, or inflections. Additionally, the

students continued to struggle with selecting the right word meaning and were unclear about how to use certain terms in certain contexts.

2. Song

    a.   Definition of song

As stated in the Oxford Advanced Learners' Dictionary (2000), which was referenced in Avina (2016), a song is defined as a series of sounds produced by a musical instrument that contains words that can be sung and is meant to provide enjoyment to the listeners.

    b.   Rhythm

One of the fundamental components of music is rhythm, which is a series of motions. A collection of noises and silences that are either brief or long enough to create rhythmic patterns that move in sync with pulses is how rhythm is created in music (Jamalus 1996:7).

    c.   Tone

Tone is a type of sound with a high and rare frequency. Frequencies that the human eye can detect normally fall between 20 Hz and 200,000 Hz.

Furthermore, the previously established penalization system is pitch A = 440 Hz (concert pitch). To understand the high and low, one needs a suitable solution as well. According Sadie in Musa (2010).

d.   The influence of music on a person's feelings

Peer pressure can impact mood, and music has the ability to influence both. Music that is suitable, although stimulating, has a tendency to regulate the brain and the entire neurological system. It can significantly boost their total learning capacity because they are employing music in a methodical way to study (Djon, 2016). Whatever the reason, people who enjoy music in their daily lives cancreate positive emotions. Rarely listening to music can cause feelings that are not positive (feeling better). "This better feeling arises because of the relationship between music and emotions, namely music can make people feel happy, happy, and can provide calm for the listener," said Saloboda& Justin. In this way, it may be said that human emotions can be evoked by music, and that these emotions can lead to people experiencing positive or better experiences. In the book "Emotional Intelligence to Achieve Achievement ," (Goleman, 2003).

Konecni (2003) states that Hevner conducted a study on music and emotions in 1936. (Hevner K, 1937) requests that the subject of the study identify a term that appeared in the song during performance. According to this study, Hevner (1936) concluded that music is an emotive art form. Musk is known for making his audience sad, happy, scared, anxious, calm, and sometimes amused (Bernstein, M., & Picker, 1972). A few researchers claim that music

can gradually cause an individual's emotions to arise (Dibben, 2004; Gabrielsson, 2001-2002; JuslindanLaukka, 2004; JuslindanSloboda, 2001).

3. Effectiveness

Effectiveness is a condition that indicates the level of success or achievement of a goal as assessed by quality, quantity, and time in accordance with what was previously anticipated. Effectiveness can be defined as the degree to which a goal has been successfully or successfully achieved. The concept of effectiveness can be understood as an evaluation that is carried out in regard to individual, group, and organizational accomplishments, as stated by Gibson et al. (Bungkaes 2013: 46). The more precisely their performance fits with the standard of performance that was anticipated for them, the more successfully they are assessed. The general definition of effectiveness can be interpreted as how far a predetermined goal has been achieved.

Where the word effectiveness refers more to the goals that have been previously targeted. This effectiveness greatly influences the level of success of a learning model used. According to Nana Sudjana (1990:50) effectiveness can be interpreted as an act of student success in achieving certain goals that can bring maximum learning outcomes. Effectiveness is also the level of success achieved in accordance with the objectives, namely from the application of a learning model or media, in this case it is measured from student learning outcomes, if

student learning outcomes increase then the learning model or media can be said to be effective, otherwise if student learning outcomes decrease then the model or learning media is considered ineffective.