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The Effect Of English Song Lyrics On The Improvement Of Students' Vocabulary Proficiency At The Eleventh Grade At Sma 4 Palu

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INFORMASI INFORMASI	ABSTRAK
KATA KUNCI English Song Lyrics, Vocabulary Proficiency, English Language Teaching	This article is aimed to investigate the effect of English Song Lyrics on the improvement of students' vocabulary proficiency. In particular, it is aimed to examine whether the use of English Song Lyrics is effective to improve students' vocabulary proficiency. The article employs quasi experimental design because there was little chance to do random sampling to create better and all-encompassing comparisons between the two groups being investigated. The samples of the research consists of Experimental and Control Groups which were derived from six classes of the eleventh grade of social science department at SMA 4 Palu on the basis of purposive sampling technic. The choice of the design and the samples led to the use of pre- and post-tests as the main data collection technics. The analysis of the research is mainly based on the use of T-test. The findings of the research show that there is significant improvement of students' vocabulary proficiency due to the implementation of English Song Lyrics in teaching English. This was shown by the results of T-counted value in Experimental Group was far higher than the value of T- table. The implication of the research is to inform teachers of English in general to provide well-presented media to improve the quality of their instructions which in turn help students develop their English skills.

1. Introduction

In Indonesia, English has long been taught as a compulsory subject for Junior and Senior High School. It is taught as a foreign language (FL). In English Language Teaching (ELT), there are four skills that are taught in English such as, reading, writing, listening and speaking. However, the teaching of English in Indonesian high school does not require separate skills as in English department in higher education. Consequently, teachers should not teach one separate skill in one meeting. Rather all the skills should be integrated.

The goal of Teaching English as a Foreign Language (TEFL) is to help students to be able to communicate effectively in spoken and written English (Depdiknas, 2004). Yet, in practices teaching English as a foreign language in Indonesia has not yet achieved the target as it is expected in 2013 (K-13) curriculum (Kemendikbud, 2014). Reflecting on the statement, adequate vocabulary proficiency of students is urgently needed. The adequate vocabulary proficiency of students would help students develop their skills both in spoken and written English.

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The research of Anna Kusnierek in 2016 entitled, *"The Role of Music and Songs in Teaching English Vocabulary to Students at Primary School"* shows that teaching English vocabulary with songs contributes to the betterment of students' vocabulary memorization. The research shows that music and songs affects learners' vocabulary mastery. As this study is an experimental, it did not fully explain how songs presented help students develop their vocabulary mastery. Moreover, the songs chosen/selected for teaching treatment were not fully described which year they were released. In fact, the period of the songs being used for teaching has a close relationship with the ages and learning styles of students.

Another research was conducted by Lutfi Oktaviani in 2019 entitled *"The students perception in learning vocabulary through English songs of eleventh grade students' at MAN 2 Jember in 2019/2020".* This research was aimed to examine the students' perception on using English songs as the vocabulary learning materials. The result of this research shows that English songs enabled students to improve their vocabulary mastery. However, this research did not fully explain how it helps students develop their vocabulary. In addition, as this is a qualitative research in which data were derived from interviews and questionnaires, there were potential biases due to ill-presented questions of the researcher.

In the context of the current research, pre-observation on the eleventh grade of social science department of SMA 4 Palu showed that many students find it difficult to learn English effectively, especially, when the English teacher gave them listening materials covered in their modules. Most of the students were confused in understanding the materials provided. The interview to a few students revealed that the English teacher didn't provide well-presented media in teaching English which led to the loss of enjoyment of the learning process. Moreover, despite giving learning materials containing song lyrics, the English teacher was found simply asking her students to answer the questions relate to the song lyrics presented without providing more explanation about the use of words and the meanings contained in the song.

Based on the empirical evidences, the research was designed to use song lyrics as a teaching media. It is believed that the use of English song lyrics in teaching English could improve vocabulary proficiency of students. It is important to note that the learning process presented with songs would become more entertaining to students as they could be more active (Tarwiyah, 2008; Siskova, 2009; Alipour, 2012; and Intani, 2012). Moreover, presenting songs with lyrics in a classroom could be used to motivate students to better learn English. It also helps students become more relax and enables them to understand English material easily and effectively. In addition, it gives motivation and creates a better and closer relationship between teachers and students.

Considering the issues, this research focused on the use of English song lyrics to improve students' vocabulary proficiency. It was aimed to examine the effectiveness of song lyrics in helping students improve their vocabulary proficiency.

2. Review of Literature

2.1 The Nature of Vocabulary in Language Learning

To learn a language, it is necessary to have adequate vocabulary proficiency. The premise is that without mastering a range of vocabulary and its meaning in a particular language, one will not be able to communicate their ideas effectively (McCarthy, 1990).

Michael McCarthy (1990) explains that when a person speaks about the vocabulary of a language, he or she primarily speaks, but not exclusively, the *words* of that language. This implies that vocabulary of a language like English is knowledge of words and word meanings. Elfrieda Hiebert (2005) elaborates that words come in two different forms: oral and print while word knowledge consists of two different compositions: receptive and productive. Based on the statement, the vocabulary is to be one of the most important language items which learners should memorize and use it appropriately in speech and writing. It is a total number of words and its functions therein which make up a language (Hornby, 1987). It means, not only the number of words one needs to know to learn a language but also the rules for combining the words to make up a language.

Teaching vocabulary is a complex task because it includes the meaning of the words being taught. For example, the word *'eating'* in English is a freestanding word. Within the word *'eating'*, there is another potential freestanding word, i.e. *'eat'*

which is independently meaningful from the second element *–ing*. The second element of the word '*eating*', *- ing* is not an English word. However, its position in the word *'eating'* is meaningful and these two elements are called *morphemes* (McCarthy, 1990: 03). Since teaching vocabulary is challenging, a teacher should use appropriate technics and have adequate practices for certain words to help students learn better in order to achieve the objectives.

Vocabulary is one of the most obvious components of a language and one of the first things applied linguists turned their attention to (Richards, 2001). Learning language must be given special attention in order to attain the goal of language learning. To support the developing of four language skills, English language components such as vocabulary, grammar, pronunciation, and spelling also need to be taught. In constructing a sentence, one does not only need to understand grammar and pronunciation correctly but also need to choose appropriate vocabulary to represent his or her ideas.

Frank (1972) and McCarthy (1990) states that verb is the most complex part of speech. Its varying arrangements with noun determine different kinds of sentences, statements, questions, commands, and exclamations. Like noun, verb has grammatical properties of persons and numbers. These properties require agreement with subjects. It means that a *verb* selected narrates an action or affirms a state.

A verb functions as the grammatical center for a predication about a particular subject. As we have seen, it may be grammatical center expressing mere linkage, or it may be the strongest predicating word in a sentence. Verb is so basic that other functions (subject, object, and complement) are determined in relation to it (Frank, 1972). Verb in an English sentence is positioned immediately after a subject, or before an object or complement.

2.2 Teaching English Vocabulary with Song Lyrics

A song is a poem set to music and intended to be sung (McCarthy, 1990). It means, that song is a short musical in which set a poetic text is contained. It is short piece of music with words that people normally sing (Hornby, 1987). It contains a work of art which can be enjoyed by anyone at any time. Meanwhile, lyrics are set of words that make up a song. Lyrics can be studied from an academic perspective. Lyrics can also be analyzed with respect to sense of unity it has with its supporting music. The song texts do not only function as a complement of the song, but it is also an important part of music elements which determine themes, characters and missions contained in a particular song. It is also aimed to make sense of the song which leads to its stability (see Morgan, 2004 and Nation and Meara, 2010.

Related to how song lyrics could be used to help students learn and develop their vocabulary proficiency; Intani (2012) and Alipour (2012) explained that the use of song lyrics was effective to help young learners remember or recall words they have heard through listening to music. Meanwhile, the study of Siskova (2009) shows that the use of song lyrics in teaching vocabulary helps students regain their motivation and interest in learning English. In the context of this research, the use of latest songs is carefully considered as the learning styles and interests of students together has a strong influence the ways they approach their learning materials. For example, **"Real Friends"** by Camilla Cabello contains the message about the ethics of having friendships. The meaning contained is more or less in the context of **"See You Again**" by Charlie Puth. All these songs were released in the last five years.

2.3 Research Hypothesis

Hypothesis is a provisional answer to the problems of research which theoretically must be proved (Creswell, 2002; 2007; 2017 and Siregar, 2013). The hypotheses are elaborated as follows. *Alternative Hypothesis (Ha):* there is significant effect of the use of English song lyrics on the improvement of students' vocabulary proficiency. *Null Hypothesis (H0):* there is no significant effect of the use of English song lyrics on the improvement of students' vocabulary proficiency.

3. Research Method

In doing so, the research used quasi experimental as there was little chance to do random sampling to create well-encompassing comparisons for the two groups being investigated. Purposive sampling technic was used to select individuals from six parallel classes at the eleventh grade of Social Science Department at SMA 4 Palu. The samples selected were presented in the following way:

Table 1 Research Design

Class	Pre-test	Treatment (Independent Variabel)	Post-test (Dependent Variabel)
C	Y_1	-	Y_2
E	Y_1	X	Y_2

Note:
C   : Control class
E   : Experimental class
X   : Treatment (using English song lyrics)
Y_1 : Pre-test
Y_2 : Post-test

Data collection is defined as the procedure of collecting, measuring and analyzing accurate insights for research using standard validated techniques (Ruslin, 2017 and Ruslin et al., 2022). It means that the data collection should meet a standardized and validated technique. The aim is to ensure that data collected in this research fulfills the criteria needed for the research. The use of this standardized data collection technique was aimed to develop robust and well-observed phenomena in regards to the use of song lyrics in teaching vocabulary (see Moleong, 2011; Sugiyono, 2013; Ruslin, 2017; and Ruslin et al., 2022). This research employed a set of tests (pre- and post- tests) from which the effectiveness of the teaching technique being investigated was gained. Meanwhile, the analysis of the research findings was based on the T-test analysis. The analysis covered standard scores, mean scores of deviation, and sum square scores deviation of the experimental and control groups that were derived from pre-test and post-test. The effectiveness of the use of song lyrics in teaching was drawn from statistical calculations (t-count) which was compared with t-table.

4. Results and Discussion

This section presents the results of the research. Prior to the investigation, pre-observation was conducted at the Eleventh grade of Social Science Department of SMA 4 Palu. The results of the observation showed that students found it difficult to learn English effectively especially how they should develop their vocabulary proficiency. It was also found that students did not fully enjoy the learning process as they were simply required to answer questions provided during the class without having clear explanations about how to complete particular tasks.

The result of the pre-observation suggests that it was particularly important for the teacher of English to develop a good lesson plan along with effective media from which students could learn English effectively. The results of the research further suggest that the treatments conducted to the Experimental Group within which song lyrics was used as a learning and teaching technique was effective to help students learn English and develop their vocabulary proficiency.

The results of pre- test and post-test for both Experimental and Control Classes were calculated statistically on the basis of certain formulas (see Arikunto, 2006). The calculation was divided into three categories: standard scores mean score of deviation, and sum square score of deviation from which significant improvement of students' vocabulary proficiency would be identified. The following is the presentation of the calculations:

Table 1: The Summary of Pre- and Post-Tests Calculations

The total standard scores of students in pre-test for the control class is 2335 and the mean score is 64.8	The total standard scores of students in pre-test for the experimental class is 1540 and the mean score is 42.7
The total standard scores of students in post-test for the control class is 2450 and the mean score is 68.0	The total standard scores of students in post-test for the experimental class is 3265 and the mean score is 90.6
The mean score of deviation of pre-test and post-test for the control class is 3.19	The mean score of deviation of pre-test and post-test for the experimental class is 47.91
The sum of squared deviation for the control class is 18357.64	The sum of squared deviation for the experimental class is 6468.75

The total standard scores and the mean score of students in pre-test and post-test for the experimental class suggests that there was a significant improvement of students' vocabulary proficiency after several treatments. This was shown in the mean score of deviation of pre-test and post-test for the experimental class which stood at 47.91. In contrast, the mean scores of pre-test and post-test in the control class respectively were 64.8 and 68.0. This suggests that the exclusion of treatments in between the pre-test and post-test administering resulted insignificant mean score deviation of the two tests, i.e. 3.19. Related to the findings, vocabulary proficiency of the control class was deemed low.

Based on the research findings, it was proved that the hypothesis of the research was accepted. The value of $t\text{-}_{count}$, i.e. 10.09 was higher than the value of $t\text{-}_{table}$, i.e. 1.994. This result suggests the alternative hypothesis (H_a) was accepted and the zero hypothesis (H_0) was rejected. This could be further elaborated that the treatments (the use of song lyrics in teaching vocabulary) was significantly effective to improve students' vocabulary proficiency.

Despite the case, there are factors that potentially affected the improvement of students' vocabulary proficiency. This could be the case when students often listen to songs when they are at home. When students have a great interest in English, they could create better ways of learning. Nowadays, English has been increasingly becoming the main competency needed in any workplace. In this circumstance, students might learn English for these instrumental purposes. These extraneous factors might strongly affect students' vocabulary proficiency development and the researchers might not be able to control them all during the treatments.

5. Conclusion

Based on the research findings, it was proved that the hypothesis of the research was accepted. The value of $t\text{-}_{count}$ was higher than the value of $t\text{-}_{table}$ which means the alternative hypothesis (H_a) was accepted and the zero hypothesis (H_0) was rejected. This suggests that the use of English song lyrics was significantly effective to improve students' vocabulary proficiency. However, the quizzes provided alongside the treatments in the classroom showed that there were several factors might also affect students' vocabulary proficiency. These could be and enthusiasm and interest of students to learn English as this language could be the main requirements for working in any sector.

Since the study, has a limited scope, further researches are needed. The empirical findings of the research suggest that there are at least three areas of concerns for the future researcher(s) to consider. First, as the research was conducted in senior high school, the effectiveness of the song lyrics technique in junior high school and elementary school cannot be fully elaborated despite generalizability of the research findings could be achieved.

Second, the understanding of the effectiveness of song lyrics in improving vocabulary proficiency could not be fully explain as the research simply elaborates whether the use of the technique is effective or not on the basis of statistical calculations. Therefore, a case study or other qualitative research designs are possibly used in order to better understand how and why the use of the song lyric in teaching vocabulary effective for helping students develop their vocabulary proficiency. Third, it is important to do investigation on methods, approaches and techniques used by teachers of English in Palu in particular and in central Sulawesi in general. This is to better understand how teachers of English in Senior and Junior high school should prepare their teachings which in turn would help their students develop their English proficiency as required in the curriculum.

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