

ARTICLE

**THE EFFECT OF LISTENING TO ENGLISH SONG TO THE
STUDENT'S VOCABULARY MASTERY IN MR. MARK ENGLISH
COURSE PERIOD JANUARY 2019**



By :

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UNIVERSITY OF NUSANTARA PGRI KEDIRI
2019**

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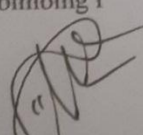
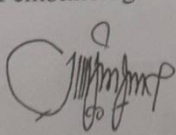
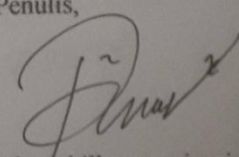
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the Students' Vocabulary Mastery in Mr.Mark English
Course Period January 2019
Fakultas – Program Studi : FKIP – Bahasa Inggris
Nama Perguruan Tinggi : UNIVERSITAS NUSANTARA PGRI.
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THE EFFECT OF LISTENING TO ENGLISH SONG TO THE STUDENT'S VOCABULARY MASTERY IN MR. MARK ENGLISH COURSE PERIOD JANUARY 2019

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ABSTRACT

The objective of this study were: to find out the students' vocabulary mastery before and after being taught using listening to English song and to find out the empirical evidence about the effect of listening to English song on students' vocabulary mastery in students of Mr. Mark English Course. The method used in this study was quantitative method and research design was experimental study, one group pre-test and post-test. The writer took one class in period January 2019 as the subject of this study with 21 students as participants. The writer had compared the test score before and after the treatment was given. The result of gained score of pre-test was 41,42 and the post-test was 45,09. For the testing hypotheses was analyzed using t-test formula. The researcher used t-score formula. The calculation of vocabulary test result between pre-test and post-test can be seen from result of t-test of this research, and the result is 2,197. The result of t-table is 2,086, it can be seen from significant degree or α (alpha) = 0,05 and df 20. H_0 is rejected, and the H_a is accepted because $2,197 > 2.045$ or the $t\text{-test} > t\text{-table}$. So it can be concluded that there is effect of using listening to English song on the students' vocabulary mastery in Mr. Mark English Course period January 2019.

KEYWORDS: : listening, English song, vocabulary mastery

I. INTRODUCTION

Vocabulary is one of the essential language components in studying English. It is necessary in the sense that words are the basic building blocks of language, the unit of meaning from which larger structures such as sentences, paragraphs, and whole texts are formed (Read, 2000:1). It means that when someone want to be able to use language well, he/ she need to understand vocabulary whether the pronunciation and the

meaning. Vocabulary is the basic thing to use language in expressing the idea, opinion, or feeling. If someone wants to understand or to be understood, she or he should use suitable vocabulary to express his or her idea, opinion or feeling. Thus, in order to understand each other, vocabulary mastery is needed.

The statement above is also supported by (Hamer, 2001:4). He said that Vocabulary is one of the

most obvious components of language and one of the first things applied linguistics turned their attention. In addition, Cameron (2001) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. So vocabulary is much more needed to be able to communicate with others especially in basic level.

As vocabulary is the main point of studying English, student should focus in learning vocabulary. However, learning vocabulary can make students feel bored if the teacher uses the monotonous teaching strategy. Students often feel frustrated when they cannot understand what is taught (McCarten, 2007:19), especially for students' basic level.

However, teaching vocabulary is not easy as it looks. There are some difficulties in teaching vocabulary. Students face difficulty to memorize words and usage of the word. Also, students are difficult to differ spelling in vocabulary. Furthermore, the monotonous teaching is further adding the student difficulty.

Based on the explanation above, it is very important for the teacher to create the good design of teaching strategy to motivate students in order

to master English vocabulary. There are many techniques that can be applied for example, listening to English song.

In language learning, especially English, we recognize your skill namely listening, speaking, reading, and writing. According to Brown (2001:247) listening skill is activity to identify and understand what others are saying, its mean that listening is an activity to comprehend what other say but using their own background knowledge and experience, listening is not a passive skill, nor even, as traditionally been believed, a receptive skill, listening is creative skill, in order to comprehend the sound falling on our ears, we take the raw material of words, and the rise and fall of the voice, and from this material we create a significance.

Song is one of the interesting media to teach vocabularies to elementary school student. With song the student can be easy to remember the vocabulary because it is familiar to them. There are many song very famous, not only kids song but also adult. Song provides an enjoyable atmosphere for student, hopefully the children will master the vocabulary better. From some famous songs, the student can understand and learn new

vocabulary. In Sri Wahyuni (2012:4), Dale state that song are good at introducing vocabulary because song provides a meaningful context for the vocabulary.

To solve some problems faced in teaching learning process, it is believed that one of the solutions can be done by teacher by listening to English song because songs are invaluable tools to develop students' abilities in listening, speaking, reading and writing, and can be used to teach variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjective, and adverb (Lo and LI, 1998) also, it can be the way to minimize the students' boredom in learning vocabulary.

The effectiveness of using game in teaching vocabulary has been proven by Sri Wahyuni (2012) from Muhammadiyah University of Surakarta. Her thesis is 'Improving Students' Vocabulary Mastery Through Popular Songs (A Classroom Action Research in SDN 2 Teloyo Wonosari)'. In her research, she offered an alternative technique in improving student` vocabulary by using popular songs. The result of the study indicated that there was that popular songs are very important to

the vocabulary learning. Therefore, it is recommended that (1) the teacher should use the song in teaching learning process and decide the material sources that appropriate to the subject selectively. (2) The school institution facilitates the media such as the tape recorder as the main media the cassette as the instruments of teaching. In addition, a thesis entitled "Improving Vocabulary Mastery of The Eight Grade Students through Song" by Risnawati, Nuhung B. and Nursehang Thamrin (2014). The findings of their study showed that that the use of song can improve the students' vocabulary mastery at the grade eight students of MTs Negeri Taipa Palu. Also, student enjoy in learning vocabulary.

In this case, listening to English song was chosen to help students in learning vocabulary. Activities which re conducted with the use of the edutainment method are done in an enjoyable way and this is why teaching with the use of music is the combination of the word education and entertainment (Okan 2003:255). Finally, the teacher can apply a creative strategy in teaching and learning process, thus, it will make students more interested in the

learning vocabulary. By using listening to English song, it is expected that students can memorize new vocabulary easily

Based on the upon explanation, the writer conducted a research entitled “The Effect of Listening to English Song to The Student’s Vocabulary Mastery in Mr. Mark English Course Period January 2019”.

II. METHOD

The approach of research used in this study is quantitative research. The type of quantitative research done in this study is experimental research. Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable. So, this study focused on the result of comparing an experimental class using words clap game as a treatment with the class that did not get a treatment.

In this study, the writer used a pre-experimental research design, exactly one-group pretest–posttest design. This design only used one group to be examined, namely experimental

group. The writer gave listening to English song as the treatment for the experimental group. To measure the students’ vocabulary mastery, the writes compared between the scores of pretest and posttest.

Prior to this research, the population of this research was student in Mr Mark English Course period January 2019 which is one class consist of 21 students. The writer chose that class which of consist of 9 males and 12 females as the experimental group.

In this study, the researchers are charge of planning the treatment, arranging and developing the research instruments, administering the vocabulary test and conventional test. Beside the role of the writer here is as an observer who is responsible with monitoring the implementation of the treatment conducted to control whether the procedures of the treatments are successfully done or not and to record the strength and weaknesses of the treatment done.

III. FINDING AND DISCUSSION

In this section, the writer showed the result of students’ pre-test and post-test score. The mean of pre-test score is 41,42 while the mean of post-

test score is 48,097. It means that the students' vocabulary mastery was increasing after being taught by listening to English song.

From several calculations with t-score formula, the result of t-score is 2, 197 at the degree of freedom 20 with t-table 2,086. The t-score is higher than t-table ($2,197 > 2,086$).

The finding showed that there is effect of was effect of listening English song to the students' vocabulary mastery at Mr. Mark English course period January 2019..

The research found that the students join in learning vocabulary through listening English song, most students showed increasing motivation to join in learning vocabulary through listening English song.

The research also found that the student's vocabulary mastery increased after using listening English song the learning process. This is very effective to support students' vocabulary mastery.

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