



## **IMPROVING TUNA GRAHITA STUDENTS' VOCABULARY MASTERY BY USING ENGLISH SONGS IN TEACHING AND LEARNING ENGLISH**

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### **ABSTRACT**

*Teaching vocabulary mastery means giving instruction to the students to learn about vocabulary in English so they will know or understand the vocabulary of songs. Vocabulary mastery should get more attention because there are many Tuna Grahita students' who get information and difficulties in learning. The objective of the research is to find out if there is significant difference of the vocabulary mastery achievement of the eighth graders of SMPLB Negeri Jepara between before and after being taught by using English songs. The design of this research was pre-experimental research which used pre-test and post –test. The population of this research is the Tuna Grahita class which consist of 44 students. The samples are the students of eighth grade, the instruments of test is oral or speak, multiple choices test and colouring draw. The result of this research showed that the result of pre-test was categorized as sufficient. The score of mean and standard deviation were 60,5 and 21,39 meanwhile , the result of post test was categorized as good. The score of mean and standard deviation were 70,8 or 71 and 17,87. The calculation of t-test got 2,42 with the level of significant 0.05 or 5% and (df) 12. It was concluded that there is a significant difference between vocabulary mastery achievement for the eighth graders students of SMPLB Negeri Jepara before and after being taught by using English songs.*

**Keywords:** *Tuna Grahita, Vocabulary Mastery, English songs, Experimental research*

### **INTRODUCTION**

Vocabulary in the Indonesian curriculum seems to be changing in accordance with the existing curriculum, perceived from the changing objectives and methods of English instruction in Indonesia. The 096/1967 Ministerial Decree on English instruction stipulates that the objective of English instruction in secondary schools is to equip the students with a working knowledge of English through the development of the

language skills of reading, listening, writing, and speaking in that order (Huda, 1999:127).

In the 1960s, the curriculum adopted a version of the audio lingual method (ALM). Under the ALM, it can be assumed that grammar teaching was so elevated that vocabulary teaching was suppressed. Officially, the English instruction was geared toward the objectives of enabling junior-high-school students to develop English language skills of reading, listening, speaking, and writing in thematic situations in accordance

with their individual developmental levels and interests, using 1000 word-level and appropriate structures and senior-high-school students using 2500 word-level and appropriate structures (Depdikbud, 1986).

Thornbury (2002:23) explain that vocabulary learning must be integrated into long term memory. It means that it needs to be exposed to different kinds of activities which explored working memory.

Vocabulary becomes central part in English learning. Teaching becomes an important activity to improve students' vocabulary achievement, especially concrete noun. Vocabulary is the basic thing that should be mastered by the learners. By mastering vocabularies the learners will be easy to understand the language. Vocabulary is a list of words with their own messages which are used in a language to represent meaning. It refers to every single word which is understood and used to convey ideas. Therefore, vocabulary mastery must be a priority in English language learning.

Based on the research question before, after and effect use of English Songs in Improving *Tuna Grahita* Students' Vocabulary Mastery in teaching and learning English.

The objective of the research is to find out the Vocabulary Mastery of *Tuna Grahita* students' before and after by using English songs in teaching and learning English, and to examine the effectiveness of using English songs' in Improving *Tuna Grahita* Students' Vocabulary Mastery in teaching and learning English.

To know before and after *Tuna Grahita* Students' Vocabulary mastery by Using English Songs in teaching and learning English, the researcher formulates two hypotheses that will be tested by using t-test. The research hypothesis is stated as follows :

1. Null Hypothesis ( $H_0$ )

There is no significant difference between the students who will be taught vocabulary mastery by using English songs in teaching and learning English and those students who will be taught vocabulary mastery by using English songs in teaching and learning English at eight grader of SMPLB Negeri Jepara.

2. Alternative Hypothesis ( $H_a$ )

There is significant different between the students who will be taught vocabulary mastery by using English songs in teaching and learning English and those students who will be taught vocabulary mastery by using English songs teaching and learning English at eight graders of *SMPLB Negeri Jepara*.

## REVIEW OF RELATED LITERATURE

There are some studies already conducted by researches investigating the use English songs to improve vocabulary mastery in teaching and learning English. Firstly, research was conducted by Rianawati (2014:1) which found the use of English songs can be able to improve students' Vocabulary Mastery. Secondly, Article was written by Rizky (2017:60). The result was the use of songs improve students' vocabulary mastery and find receptive and productive vocabulary mastery in class at the eighth - year students of *SMPN 1 Kampar Timur*. Third, article was written by Indah (2015:137) concluded that improving students' vocabulary mastery using word mapping could increase the student's ability in mastering vocabulary. It means that songs can encourage one to have motivation to learn vocabulary. In other words, we can say that songs provide an opportunity from classroom routine for vocabulary activities. By using songs, teacher can apply their own ways to improve students' creativity. In teaching English through songs, Lo and Li in Schoepp (2001: 1) mentioned that learning English

through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced.

### Vocabulary

Vocabulary is the collection of words that an individual knows (Lines, 2005:121). There are some experts who give definitions of vocabulary. Hatch and Brown (1995:1) define that vocabulary as words for a particular language or a set of word that individual speakers of language might use. Laufer (1997:54) state that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language, without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb,2005).

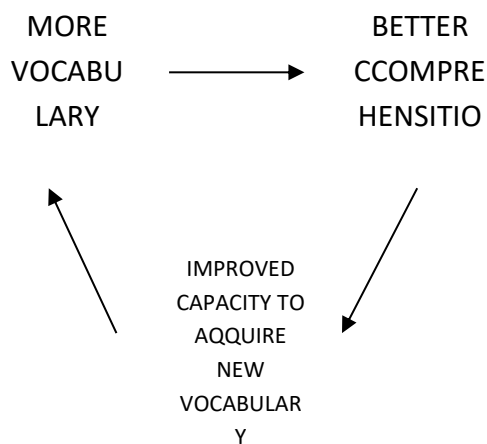


Figure 1. productive vocabulary

### Tuna Grahita

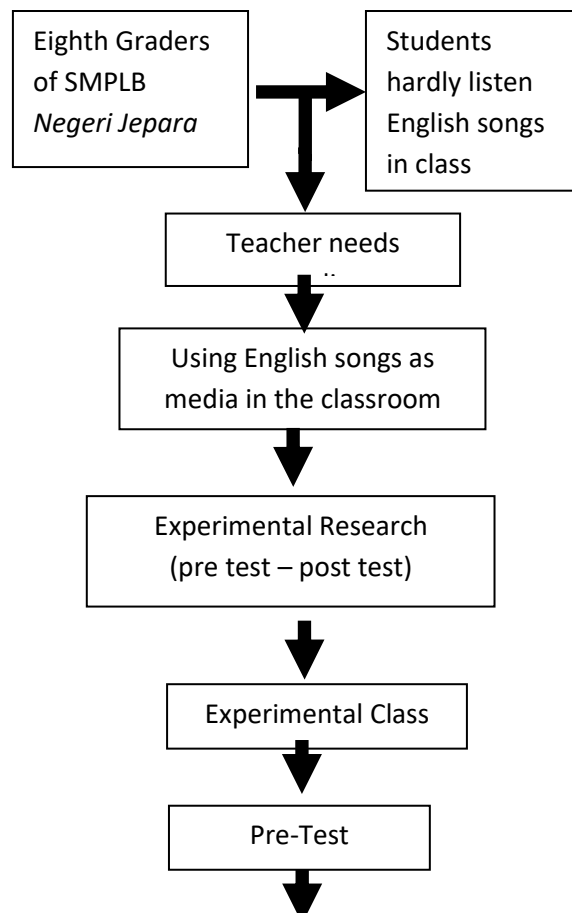
*Tuna Grahita* in English known as mentally handicapped or mentally retarded. Extraordinary children are children who have shortcomings, limitations of normal children.

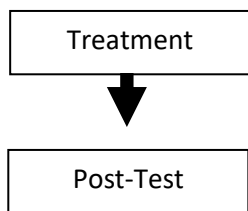
In such a way physical, intellectual, social, emotional or combined from those things, so they need special education services to develop their potential optimally (Grahita: 2010).

### English Songs

English song is a natural way to learn a language. We offer a very easy way to learn English with songs. Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we our brain to convert these into messages that mean something to us.

In this study, the researcher uses one of the teaching media to teach vocabulary mastery to make more be interesting to the students. The media is English songs by using songs in teaching and learning English. Students feel something new and different from what they usually got in their class.





In this study, the writer tries to find out whether using English songs in teaching and learning English can be an effective way to interaction students' in vocabulary mastery by using English songs in teaching and learning or without songs in teaching and learning English. English songs used as media in teaching learning because it is interesting for students. It consists of songs to learn so fun. Therefore, the writer assumes that the use English songs in teaching and learning English can stimulus their interest in vocabulary mastery especially in class. It can help to build up vocabulary mastery by using English songs in teaching and learning English.

**RESEARCH METHOD**

The research was conducted in *SMPLB Negeri Jepara* which is located at *Jl. Citrosomo, No 25, Senenan, Tahunan Jepara*. This research was carried out for three days, start from July 25<sup>th</sup> 2018 , August 1<sup>st</sup> 2018, August 8<sup>th</sup> 2018 in the academic year 2018/2019. This study conducts in first semester. Thus the treatment can be determined more accurately, because it can be compared with the situation before being treated. The schema of this model is below :

Table 1. Experimental Design

Class	Pre test	Treatment	Post test
VIII C	O <sub>1</sub>	X	O <sub>2</sub>

Note :

- VIII C:the experiment group
- O<sub>1</sub> : observation (pre test )
- O<sub>2</sub>: observation (post test)

X:the independent variable or the treatment (using English song)  
 The impact of treatment = O<sub>2</sub>-O<sub>1</sub>  
 (Mubarok, 2015: 99)

Therefore, the population member of this research was the eighth grade students of Junior high school of *SMPLB Negeri Jepara* the condition related to the size is that a sample must large enough to be representative of the population. The table as below:

Table 2. The number of Population

No	Class	Students
1.	VII C / TUNAGRAHITA	13
2.	VIII C / TUNAGRAHITA	13
3.	IX C / TUNAGRAHITA	18
Total		44

Technique use experiment or pre and post test. The researcher used to found whether there was significant difference between the score of students' achievement in improving *tuna grahita* students' vocabulary mastery by using English songs in teaching and learning English as one group pre-test post-test in pre experimental research. Here is the formula of one sample t-test:

$$t_0 = \frac{MD}{SE_{MD}}$$

a. *MD* means the mean of differences, the writer used this formula:

$$MD = \sum \frac{D}{N}$$

b. *SE<sub>MD</sub>* means the standard error from mean of differences, the researcher used this formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SD_D = \frac{\sqrt{\sum D^2}}{N} - \left[ \frac{\sum D}{N} \right]^2$$

(Sudijono, 2004:306)

Meanwhile, the researcher also calculated the result of pre-test and post-test by using manual statistic that explained below:

$$t_0 = \frac{MD}{SE_{MD}}$$

To find out the mean of differences (*MD*) between variable  $X_1$  and  $X_2$ , the researcher used this formula:

$$MD = \sum \frac{D}{N}$$

$$MD = \frac{133}{13}$$

$$MD = 10.230769$$

Then, the researcher find out *SE<sub>MD</sub>*, the researcher calculated the standard error from mean of differences (*SE<sub>MD</sub>*) between variable  $X_1$  and  $X_2$ :

$$SD_D = \frac{\sqrt{\sum D^2}}{N} - \left[ \frac{\sum D}{N} \right]^2$$

$$SD_D = \frac{\sqrt{4145}}{13} - \left[ \frac{133}{13} \right]^2$$

$$SD_D = \sqrt{318.846} - [10.231^2]$$

$$SD_D = \sqrt{318.846} - 104.673$$

$$SD_D = \sqrt{214.173}$$

$$SD_D = 14.64$$

$$SD_D = 15.00$$

After that the researcher find out the Standard error of mean differences:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{14.64}{\sqrt{13-1}}$$

$$SE_{MD} = \frac{14.64}{\sqrt{12}}$$

$$SE_{MD} = \frac{14.64}{3.46}$$

$$SE_{MD} = 4.231$$

The last calculation is determining the result of *t* observation (*t<sub>0</sub>*) of the test with formula:

$$t_0 = \frac{MD}{SE_{MD}}$$

$$t_0 = \frac{10.231}{4.231}$$

$$t_0 = 2.4181 \text{ or } 2.42$$

The result was 2.42 indicated that there was a difference of degree as much as 2.42. Then, to complete the result of the research, the researcher finds out the degree of freedom (*df*) with the formula:

$$df = N-1$$

$$df = 13-1$$

$$df = 12$$

*df* = 12 (see table of “*t*” value at the degree of significance of 5% and 1%) at degree of significance 5% = 2,16, at the degree of 1 % = 3,01. The result of analyzing the data by using the above formula shows that coefficient is 2,42. It means that there is a significance increase after vocabulary mastery is used to teach English songs.

## CONCLUSION

From the result of the study, it can be concluded that there is a significant difference of students’ achievement in vocabulary mastery in pre-test and post-test before giving them treatment and after giving them treatment by using English songs for eighth graders of *SMPLB Negeri Jepara*. The use of using media English songs in teaching students vocabulary mastery is more effective than other media.

There is a significant difference between the vocabulary mastery of eighth graders students of *SMPLB Negeri Jepara* before and after being taught by using English songs in the level significance 0.05 or 5% and degree of freedom (*df*) 12. This was showed by the data that the *t* observation (*t<sub>0</sub>*) is 2,42.

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The result of eighth graders of *SMPLB Negeri Jepara* that researcher has been the calculation to get score is 2,42. It means that there is significant with one class. The researcher states that the null hypothesis (Ho) is reacted and alternative hypothesis (Ha) is accepted. In order words, the use of English songs is effective in teaching and learning English in the eighth graders of *SMPLB Negeri Jepara*.

## SUGGESTION

By observing the whole processes and considering the results of this research, the research would like to purpose some suggestions as follows:

The researcher expects for other researchers who want to conduct the same research, can conduct it deeper than before to create a better research so it will developed and useful for academicians.

The research hopeful after research the school can improvement teach students' more than better..

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