

THE USE OF SONG LYRIC MEDIA IN LEARNING LISTENING SKILL FOR 11TH GRADE STUDENTS IN MAN 1 SINJAI UTARA

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Abstract

The objective of this research is to find out whether or not song lyric media increase students' listening skill. This research is a pre-experimental design with one class experimental. The researchers choose class 7A as the sample which consists of 26 students, 11 male and 15 females. The researchers use purposive sampling technique because from the class has the most active students in daring class. The pre-test and post-test consist of 30 numbers contains 20 words to translate and 10 words to match meaning that represent noun, adjective and verb. The results of pretest show that the mean score of pre-tests is 44.19 with standard deviation 11.35 and standard error 2.23. There are also 2 students classified into fairly category, 3 students classified into poor category, 21 students classified into very poor category. The classification shows that students still have lack of vocabularies, because they are still beginner in learning English. In contrast, the results of posttest show that the mean score of 26 students in post-test is 82.04 with standard deviation 6.71 and standard error 1.32. There are 5 students classified into very good category, 19 students classified into good category, and 2 students classified into fairly category. In addition, the t-test value is higher than t-table value ($27.474 > 2.059$). It means that the nursery rhyme videos increase students' vocabulary mastery.

Keywords— Song, Lyrics, Listening Skill.

INTRODUCTION

English as an international language has an important role in education. In learning English, we can communicate with another person with another culture. In Indonesia English is one of important lesson at school. As we know in the process of teaching and learning English students have to understand about four skills in learning a language that four skills are listening skill, reading skill, writing skill, and speaking skill.

However, there are many students still confuse and say that English is a difficult subject in language classroom, listening tends to be neglected; listening skill automatically acquired while the students or the learners start to speak or read text. The educators still confuse about how to choose the appropriate methods and activities to teach listening skill.

Also, in teaching and learning vocabulary, there are also difficulties faced by students and teachers. (Gower, Walters, & Phillips, 1995) explain that pronunciation and spelling are two things of some factors that make a vocabulary item is easy or difficult. Mismatching in spelling may cause errors in pronunciation and it makes words are difficult to learn.

Based on preliminary observation in SMPN 37 Bulukumba, it is found that the seventh-grade students tend to have less motivation to learn vocabulary because they are beginners in English. In this case, the teacher directly asked the students' opinion about their difficulties in learning vocabulary. The teacher chose seventh grade students because most of them are beginners in English.

In addition, COVID-19 pandemic also became other problems in education field especially in Indonesia. In this case, the teacher cannot teach English vocabulary effectively and the students cannot learn English intensively. Both teachers and students should work and learn from home remotely. Distance learning causes many problems, such as miscommunication between teacher and students (Tuncay & Uzunboylu, 2012).

Based on the problems and difficulties faced by the teacher and the students at SMPN 37 Bulukumba, it is important for the teacher to improve creativity in using media to attract students' motivation to learn vocabulary during COVID-19 pandemic.

LITERATURE REVIEW

In learning process, it is not only about telling the theory or transfer material from teacher to students but we can learn from what students see, hear, or touch that is why every person or students have different way to learn, one of them is hearing the music. That is sometimes we meet with people that can speak English properly but they do not have English background before

(Hiebert & Kamil, 2005) defined "vocabulary as the knowledge of meanings of words." The definition showed that vocabulary has various ways to show meanings. For instances, when we use words that refers to sight-word vocabularies, then the others can recognize the words immediately in print.

In order to understand the language, vocabulary is difficult to be mastered by the learner. (Sunarti, 2010) say that "Vocabulary means a group of words, which have been mastered by the students after the process of teaching and learning." It is in line with (Mukti, 2012) who state that "Vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language and it is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling and using them." From the definition above, we can conclude that vocabulary mastery is the ability to control, command, decide, and rule the vocabulary as a useful and fundamental tool for communication and acquiring knowledge in oral and written text.

A nursery rhyme could be defined as a short poem or song for children, usually composed by an anonymous poet; these verses were —highly rhythmic, tightly rhymed, and popular with small children (Temple, Martinez, & Yokota, 2015). Nursery Rhymes were helped kids laugh about things that were usually stressful. Nursery rhymes had a lot more to offer than just entertainment value. They introduced children to the idea of storytelling, promoted social skills and 20 boosted language development. They also laid the foundation for learning to read and spell. Generally, children who would become good readers enjoy listening to speech, love hearing storybooks and nursery rhymes.

METHODS

1. Research Design

The research design follow:

O1 X O2

(Gay et al. 2006)

Where:

O1 = Pre-test (test before treatment).

X = Treatment (nursery rhyme videos as media to teach vocabulary)

O2 = Post-test (test after treatment- similar with the pretest)

2. Population and Sample

The population of the research is the seventh-grade students of SMPN 37 Bulukumba in academic year 2020/2021. There are two classes which consist of 27 students; thus, the total students are 54 students.

The sample of this research will be the class 7B which consists of 27 students, 11 male and 16 females. The researchers choose this class using purposive sampling technique. The researchers choose this class because the class has the most active students in online class. However, there is a student in this class who cannot join online class actively. Thus, the researchers only took 26 samples.

3. Instrument of the Research

Research instrument refers to any tools or equipment used to collect the data. In this research, the researchers use vocabulary test to collect the data. There are two kinds of tests to measure the students' vocabulary mastery namely pre-test and post-test. The test consists of 30 numbers with two parts namely word translation and matching.

In analyzing the data, the researchers use SPSS 25 with the analysis of Repeated Measures T-Test to know the significance of the treatment effect and to know whether or not the hypothesis is acceptable.

4. The Procedure of Collecting Data

- a. Pre-test. Before giving the treatment, the researchers give pretest to the students. In this case, the pretest contains 20 words to translate and 10 words to match meaning.
- b. Treatment. The students are taught vocabulary through nursery rhyme video for three times.
- c. Post-test. After treatment, the researchers give posttest which is similar as pre-test. The aim of post-test is to find out the result of the treatment.

RESULTS

This research explains the data of pre-test and post-test. The pretest shows the students' vocabulary mastery before using nursery rhyme video, and the posttest shows the increase of students' vocabulary after using nursery rhyme video. The researchers compare the result of pretest and posttest to measure whether nursery rhyme video is an effective media.

1. Students' Vocabulary Mastery

Table 1. The Increase of Students' Vocabulary Mastery

N Statistic		Mean		Std. Deviation Statistic
		Statistic	Std. Error	
PRETEST	26	44.19	2.23	11.35
POSTTEST	26	82.04	1.32	6.71
Valid N (listwise)	26			

Table 1 shows that the mean score of 26 students in pretest is 44.19 with standar deviation 11.35 and standar error 2.23. In contrast, the mean score of 26 students in posttest is 82.04 with standar deviation 6.71 and standar error 1.32. It shows that the mean score of posttests is higher than the mean score of pretests after using nursery rhyme videos.

Based on the students' answer sheets (see appendices), the researchers found the improvement of vocabularies in noun, adjectives and verbs. Student 2 in pretest can answer 6 nouns, 2 adjectives, and 7 verbs while in posttest 10 noun, 6 adjectives, 7 verbs. The student improves 4 nouns namely, park, mountain and ceremony; 5 adjectives namely shady, tidy, messy, neat, and heavy; and 1 verb namely find. Student 13 in pretest can answer 7 nouns, 7 adjectives, and 6 verbs while in posttest 10 noun, 9 adjectives, and 9 verbs. The student improves 3 nouns ceremony, eraser, and examination; 4 adjectives namely shady, tidy, small, and neat; and 3 verbs namely sweep, fall bring. Student 14 in pretest can answer 3 nouns, 2 adjectives, and 7 verbs while in posttest 10 noun, 8 adjectives, and 8 verbs. The student improves 7 nouns flag, butterfly, park, mountain, ceremony, eraser, and examination; 6 adjectives namely shady, wonderful, tidy, messy, neat, and heavy; and 2 verbs namely sweep and find. Student 18 in pretest can answer 6 nouns, 3 adjectives, and 7 verbs while in posttest 10 noun, 7 adjectives, and 9 verbs. The student improves 4 nouns namely flag, butterfly, park, mountain; 4 adjectives namely shady, tidy, messy, and heavy; and 2 verbs namely sweep and find. Student 20 in pretest can answer 3 nouns, 2 adjectives, and 5 verbs while in posttest 9 noun, 6 adjectives, 7 verbs. The student improves 6 nouns namely flag, flower, butterfly, rose, park, and office; 5 adjectives namely shady, tidy, messy, neat and heavy; and 3 verbs namely play, sit, and find.

Table 2. Frequency and Percentage of Students' Score

NO	SCORE	Category	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	91-100	Very Good	0	0.00	5	19.23
2	76-90	Good	0	0.00	19	73.08
3	61-75	Fairly	2	7.69	2	7.69
4	51-60	Poor	3	11.54	0	0.00
5	<50	Very Poor	21	80.77	0	0.00
Total			26	100	26	100

This Table 2 sound the result of pretest and the posttest.

2. Hypothesis Testing

Table 3. The t-test of students' score

Component	t-test	t-table
Vocabulary	27.474	2.059

Based on the Table 3 description above, it means that the null hypothesis (H₀) is rejected while the alternative hypothesis is accepted. In other word, there is a significant difference on students' vocabulary mastery before and after using nursery rhyme videos in a public junior high school in Bulukumba.

DISCUSSIONS

Discussion covers about the interpretation of the research results. The previous research by (Dharmawan, 2018) found that listening *Pinkfong* video on YouTube is a good media to improve vocabulary mastery it is found that students lack of English vocabularies because they are still beginner in English. While in posttest, the students' vocabulary mastery increased after using nursery rhyme videos as media in learning English vocabulary. It shows that nursery rhyme motivates them in learning vocabulary and increases their vocabulary mastery.

In addition, (Silfia, et al. 2018) conducted study about teaching vocabulary to young learners. They found that animation video can improve students' vocabulary. They also increased. After using nursery rhyme videos as teaching media, the students' score in posttest increased. Before using the media, there is no student classified in good and very good category. While after using the media, there is no student classified in poor and very poor category.

CONCLUSION

After conducting this research, the students of MAN 1 Sinjai is in poor classification before using nursery rhyme video as a media. From the results of the pretest, there are 2 students or 7.69% classified into fairly category, 3 students or 11.54% classified into poor category, 21 students or 80.77% classified into very poor category. The percentage shows that students still have lack of vocabularies, because they are still beginner in learning English. It is difficult for them to recognize vocabulary in English because it differs from their mother language. While in the posttest, there are 5 students classified into very good category or 19.23, 19 students or 73.08 classified into good category, and 2 students or 7.69 classified into fairly category. It means that the students can increase their vocabulary with attractive and effective media especially in COVID-19 Pandemics.

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