

EMPOWER ENGLISH SONG BASED TEACHING TO ELEVATE VOCABULARY MASTERY OF EFL LEARNERS

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ABSTRACT

The accessibility and popularity of English song in the teenagers facilitates them to be able to expand their English acquisition. Therefore, this research aims to validate whether English Song Based Teaching can boost vocabulary mastery of the students in two aspects namely meaning and use. This research utilized quantitative design in term of pre-experimental. Pre-test and post-test were conducted to gather the data. The research sample consisted of 15 students of class XI A of SMA Kristen Bala Keselamatan Palu. The finding demonstrates that the implementation of English song provides a significance impact on students' vocabulary mastery. The paired sample t-test supports this finding which a significance value of less than 0.05. It can be claimed that song-based teaching provides positive effects toward cognitive (vocabulary knowledge) and social aspect of language learning.

Keywords: English Acquisition , Pre-Experimental Design, Teenage Learners, Song-Based Teaching, Vocabulary Mastery

INTRODUCTION

Vocabulary is a fundamental component of language learning, bridging students to express ideas more clearly and understand messages accurately. It is the basic for constructing sentences and facilitating effective communication. vocabulary acquisition is a major aspect of learning a foreign language, as it directly influences one's ability to communicate (Ambarwati & Mandasari, 2020). With a plenty of words, the students can elevate their English performance (Mawar & Anggreni, 2025). Thus, mastering vocabulary is the first aspect in learning english.

Mastering vocabulary is still considered complicated for EFL learners because it involves form, meaning and use. The students are indicated expert if they can accurately pronounce and spell words, identify the meaning and also use the words in the right context. With the complexity of vocabulary mastery, numerous learners of SMA Kristen Bala Keselamatan Palu expose their displeasure in learning English. Therefore, the teachers should find an effective and interesting instructional teaching to break these challeges. The appropriate teaching is one factor that help learners to achieve the learning goals.

One of compatible and interesting vocabulary teaching is through song. It creates learning process more enjoyable and engaging. It is also effective in introducing new vocabulary, improving listening skills, and helping students remember vocabulary in a more natural and interesting context. Song is a good tool to stimulate the learners in learning vocabulary and create comfortable learning environment (Faliyanti, 2017) . Song promotes cognitive, emotive and linguistic, therefore students can develop their english vocabulary in relax and fun situation and through authentic material (Chairanie & Herlina, 2024) . By this issue, the ressearchers are interested in investigating song based teaching toward students' vocabulary mastery.

Nevertheless, there is a research gap. Previous studies were mostly conducted at the junior high school (SMP) and vocational high school (SMK) levels, while studies concerning the effectiveness of songs in teaching vocabulary to senior high school (SMA) students are still limited. Furthermore, prior research largely employed pure experimental and classroom action research (PTK) designs, thus this study offers novelty through the use of a pre-experimental design within a different participant context.

This research holds significant importance. For students, the use of songs is expected to facilitate vocabulary learning in a more enjoyable and effective manner. For teachers, the findings of this study can serve as a reference for selecting innovative and appropriate learning media based on students' needs. For other researchers, the results of this study can enrich the literature on song-based vocabulary instruction, particularly at the senior high school level and within a pre-experimental design.

MATERIALS AND METHOD

A. MATERIALS

1. Vocabulary Mastery

Vocabulary mastery is a critical aspect in learning a language. It refers to word comprehension that involves comprehending of grammatical and functional meaning, spoken and written form (Asyiah, 2017) . Recognizing, understanding, producing collection of words and their meaning is comprehensive knowledge of vocabulary mastery (Yanti, 2016) . A good language learner should have a lot

of vocabulary and understand their meaning as well as their grammar use in accurate context (Ankara et al., 2021)

2. Song

Incorporating song into english vocabulary instruction can create enjoyable learning and it can boost students' retention and understanding. Previous studies have claimed the effectiveness of song in learning vocabulary. It is an excellent way to learn new vocabulary, its music builds learners' interest and is able to create subconsciously (Nie et al., 2022). As one of learning media, English songs can support the students to expand their vocabulary mastery (Fadhila, 2022). Song does not bridge the students to learn and recall new vocabulary but also it demonstrates the use of vocabulary in real life context (Neithanantan & Hua, 2023)

B. METHOD

The researchers implemented a quantitative design to find out whether songs can improve students' vocabulary mastery. The researchers' goal in using the quantitative research method is to measure the effect of using songs in developing students' vocabulary. Therefore, researchers used the quantitative research method because this study requires numerical and measurable data. Through vocabulary tests before and after the treatment, researchers can objectively compare the students' learning outcomes. The quantitative method also allows me to test hypotheses and determine whether the use of songs has a significant influence on the improvement of students' vocabulary. According to Sugiyono (2015), quantitative research is used to examine certain population or sample with quantitative and statistical data analysis that aims to test predetermined hypotheses. The vocabulary focuses of this research were on common noun, descriptive adjectives and limited in meaning and use. A pre-experimental design was utilized with one class pre-test and post-test. The researchers chose cluster random technique to take the sample, XI A of SMA Kristen Bala Keselamatan Palu

RESULT

The data were collected through two types of tests namely matching and making sentence test. These tests were conducted twice namely pre-test and post-test to examine if songs can boost students' vocabulary in terms of understanding

meaning of the words and the ability to use them in sentences. Therefore, the result can be seen as follow:

Table 1. The Result of Pre-Test

No	Initials	Score		Obtained Score	Max Score	Standard Score	Qualification
		Matching	Make Sentences				
1	CDN	7	12	19	34	55	Failed
2	CII	10	9	19	34	55	Failed
3	CPDN	6	16	22	34	65	Failed
4	GA	8	15	23	34	67	Failed
5	GP	5	16	21	34	61	Failed
6	I	8	19	27	34	80	Successful
7	KRC	8	13	21	34	61	Failed
8	KJP	0	18	18	34	53	Failed
9	LJT	5	17	22	34	65	Failed
10	MDL	8	9	17	34	50	Failed
11	NMY	3	4	7	34	20	Failed
12	RC	7	14	21	34	61	Failed
13	SK	6	15	21	34	61	Failed
14	T	7	15	22	34	65	Failed
15	ZAJP	5	10	15	34	45	Failed
TOTAL						864	

Table 1 presents that initially, most of students point out their weakness in comprehending meaning of words and constructing them into sentences. Their individual score showed far from standard achievement score of the school (70).

Table 2. The Result of Post-Test

No	Initials	Score		Obtained Score	Max Score	Standard Score	Qualification
		Matching	Make Sentences				
1	CDN	10	17	27	34	76	Successful

2	CII	8	18	26	34	76	Successful
3	CPDN	10	22	32	34	95	Successful
4	GA	10	20	30	34	87	Successful
5	GP	10	22	32	34	96	Successful
6	I	8	23	31	34	91	Successful
7	KRC	10	23	33	34	97	Successful
8	KJP	8	21	29	34	85	Successful
9	LJT	8	19	27	34	80	Successful
10	MDL	10	9	19	34	55	Failed
11	NMY	10	8	18	34	53	Failed
12	RC	10	16	26	34	76	Successful
13	SK	10	14	24	34	70	Successful
14	T	8	21	29	34	85	Successful
15	ZAJP	10	19	29	34	85	Successful
TOTAL						1.211	

Table 2 serves that after getting treatment, 87 % students show their significant progress in understanding the meaning of the words and in composing them into sentences. Next, to prove these results, the researchers calculated the average score in the descriptive statistics below.

Table 3.Descriptive Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Students' Learning Outcomes	Pretest	57.60	15	13.271	3.427
	Posttest	80.73	15	13.344	3.445

Data above conveys that statistically, the average ability of students at the beginning and after the application of the song is very much different. To support this result, testing hypothesis was done by using paired sample t-test. The result is served as follow:

Table 4. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-23.133	10.855	2.803	-29.145	-17.122	-8.254	14	.000

Based on the statistical results above, the researchers found a significance value of less than 0.05. This is indicated by the sig. (2-tailed) value of 0.000 which is less than 0.05. The results of this research indicate that the implementation of song is effective to expand students' vocabulary mastery

DISCUSSION

The results of the research report that English song are able to hypnotize the students in understanding the meaning and use of new words in sentences. By listening song frequently and repeatedly, the students are indicated effortless in comprehending the words and constructing simple sentence. English song cultivates vocabulary learning and listening to it is an excellent way to learn new vocabulary (Nie et al., 2022). With music, repetitive words and simple structure of the lyric, songs are able to attract their listeners' attention, curiosity, motivation and these make easier for them to remember new words and repeat them enthusiastically. Music can activate the affective side of students and build emotional involvement in the learning process (Fadhila, 2022). Words on the lyric of the song is used in real context and it contributes to the students' vocabulary knowledge (Karim et al. 2022). Repetitive and consistent lyric on the song supports EFL learners to remember and memorise many new words (Al-Efeshat & Baniabdelrahman, 2020).

Using Song in language learning in this research supplies many advantages, not only explore students' vocabulary, it can also engage some aspects of language including students' pronunciation, listening and speaking skill. By listening song, the students subconsciously sing the song and try to be native. Many aspects of language that can be built through song including pronunciation and listening skill (Sasmita & Inayah, 2024). Song is a big source in learning pronunciation as well as listening skill (Nguyen & Nguyen, 2020).

Furthermore, song based teaching can also contribute positive social dimension of the students in learning. With music, song can reduce students' anxiety and grow students' interest in learning. Motivation and anxiety-free are two important aspects in learning that can be built through song (Dzanic & Pejic, 2016). Therefore, with high motivation and no pressure atmosphere, the students can be easy to elevate their vocabulary knowledge

CONCLUSION

The main aim of the research is to identify if using English song can improve vocabulary mastery of the eleventh grade of SMA Kristen Bala Keselamatan Palu. This research implemented a pre-experimental design with pre-test and post-test as research instrument. The result confirms a significant improvement in students' vocabulary mastery. The paired sample t-test showed a significant difference between the pre-test and post-test scores ($p = 0.000$), indicating that the use of English songs have a statistically significant impact on students' vocabulary mastery. To conclude, the use of English songs can improve students' vocabulary mastery in class XI A at SMA Kristen Bala Keselamatan Palu especially in terms of meaning comprehension and sentences construction

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