

# STUDENTS RESPONSES TOWARD THE PRACTICES OF TEACHING VOCABULARY USING ENGLISH SONG

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## Abstract

This study aimed to investigate students' responses to the practice of teaching vocabulary using English song. The subjects of this study were nine students of class VIII SMP Kiansantang Bandung which were held in two meetings. The research design used by researcher in this study was descriptive qualitative. In this study, researchers used data analysis techniques based on Miles and Huberman (1994) involving three steps: data reduction, data display, and drawing conclusions picture / verification. The data shows that the practice of teaching vocabulary using English song received a positive response from students. Most students said that learning vocabulary using song is fun, good, interesting, can generate motivation. However, some students said they experienced difficulty in producing good pronunciation.

**Keywords:** English Song; Vocabulary

## INTRODUCTION

Teaching vocabulary is an important factor in learning a language. Hatch and Brown (1995:1) states that vocabulary is a foundation in building language. In addition, Nunan (1998:118) said that rich vocabulary is an important element in language acquisition. Vocabulary also has benefits in mastering listening, speaking, reading and writing skills. According to Coady and Huckin (1997: 5) that vocabulary is a basic element for mastering four language skills. This meaning shows that vocabulary mastery has an important role in communication. Tarigan (1982: 2) states that the quality of a person language skills depends on their vocabulary. Thus, the more English vocabulary is mastered, they will learn and understand foreign languages easier. In this case, the English teacher should have an interesting way to organize class activities that students can master a lot of English vocabulary and can also increase motivation to learn English. Unfortunately, Indonesian students commonly find difficulties or problem in learning vocabulary. According to Rohmatillah (2014), one of the factors that causes students to have difficulty learning vocabulary is the difference between spoken and written English. This is proved by the researcher experience during doing teaching practicum (*PPL/Praktik Pengalaman Lapangan*), many students had difficulty in mastering vocabulary. To overcome this problem, it seems that more interesting teaching media is needed. Sudjana and Rivai (2002: 2) state, the benefits of learning media which attracts attention students can foster motivation to learn. One of the interesting media for teaching vocabulary is song. According to (Griffiee, 1992), songs are good in vocabulary recognition because songs provide meaningful context for vocabulary. In addition, Salcedo (2010) said that songs facilitate students to memorize information easier. Therefore, the present study is aimed to investigate responses from students toward the practice of teaching vocabulary using English song.

According to Cameron (2001: 78), vocabulary include : pronunciation, spelling, grammar and meaning. The first aspect, pronunciation, is one aspect which has a big influence in vocabulary. According Wehmeler (2003:1057) pronunciation is the way in which certain people say the

words of a language. Example :Dream: drēm, Cope : kōp, Wonder: 'wəndər, Fairy tale: 'fe(ə)rē tāl, Fail : fāl, Believe : bi'lēv. The second aspect, spelling, as Reed (2012: 7) states, is producing the correct spelling of a written word. According to Graham, et al (2008) the ability of spelling (spelling proficiency) is very important in the ability to read and write. In learning to read, a child should be able to recognize individual letters or one by one from each of these letters to isolate and compare phonemes and to map letters into phonemes. The third, grammar, according to Hartanto et al (2003: 9), consists of eight parts commonly referred to as the eight parts of speech, namely: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The fourth aspect is meaning. Aminuddin (1998: 50) argues that meaning is a relationship between language and foreign languages that is mutually agreed upon by language users so that they can understand each other.

Teaching media is important in teaching learning process not only determined by teachers and students competence but also with appropriate media. According to Sudjana and Rivai (2002) the existence of learning media means that the learning process will attract the attention of students, so that it can foster learning motivation for students. High motivation in students will make students more enthusiastic in learning, so it is hoped that student learning outcomes will also increase. Songs are a suitable medium for teaching vocabulary. Griffie (1992:5) states that songs are good at introducing vocabulary because song provides a meaningful context for the vocabulary. Songs can be accepted by anyone, from small children, teens, adults, to the elderly. This is my interest in taking up media for songs because songs can be a very acceptable media for anyone and simple media so that students do not feel tense by listening to songs, students can while learning vocabulary without having to be burdened. According to Murphy (1992) songs can be a useful tool in learning vocabulary, sentence structure, and sentence patterns, not to mention the reflectivity of mother tongue culture. One of the songs that the researcher uses as a medium for learning vocabulary is the song I have a dream by Westlife. The reason the researcher chose the song is because the song has a good meaning, which is about reaching a dream. In addition, there are previous studies on teaching vocabulary using song lyrics and the responses given by students to learning that received positive responses. Among them are the results of research by Ihsani (2017), the use of song lyrics provides positive developments that support them in mastering vocabulary. Faliyanti (2017), the use of song lyrics shows a significant response from students towards vocabulary mastery and student motivation.

## **METHOD**

The research design used by researcher in this study is qualitative descriptive. According to Arikunto (2006: 11) qualitative descriptive research is to describe the object under study. This method aims to investigate the students' responses toward the practices of teaching vocabulary using English song. The participants of this study were nine grade VIII students of SMP Kiansantang Bandung. The data was obtained through questionnaire and interview. The questionnaire consisted of 10 open-ended questions that were given after the learning process. Interview to cross check and sharpen the data from the questionnaire. The interview was conducted verbally which was backed up by a recording.

## **RESULTS AND DISCUSSION**

### **Results**

The data was obtained from questionnaires and interviews. Questionnaires and interviews contain open-ended questions that are used to investigate the students' responses toward the practices of teaching vocabulary using English song.

The responses from the students are as follows :

**Table 1 Data questionnaire from the students**

| No | Asked points   | Responses  |  |
|----|--|--|--|
|    |  | Positive   | Negative   |
| 1. | The practice of teaching vocabulary using English song                     | -Fun<br>- Exciting<br>-Very interesting<br>-Very happy   |  |
| 2. | Students like vocabulary teaching done in class                            | -Fun<br>-Easy to understand<br>-Inspiring<br>-Lessons are easy<br>-Not boring  |  |
| 3. | Part of the teaching and learning process that students like               | - Song<br>-Sing<br>-Sentence structure   |  |
| 4. | Part of the teaching and learning process that students do not like        |  | -Questions<br>-Sing<br>-Write<br>-Translate<br>-Part when explaining too quickly<br>-Pronunciation section |
| 5. | How to deliver interesting or motivating material                          | -Fun<br>-Interesting and exciting<br>-Motivating<br>- Easy to understand<br>-Happy<br>-Accompanied by a song           |  |
| 6. | The vocabulary material presented in class is easy to understand           | -Delivery is easy<br>-Short and precise<br>-Unique<br>-Pronunciation<br>-Learning while singing<br>-Easy to understand |  |
| 7. | Difficulties that students experience during the learning process          |  | -Sentence structure<br>-Sing<br>-Translate   |
| 8. | Students feel bored with the teaching process carried out in the classroom | -Fun<br>-Sing<br>-Learning process is not too long<br>-Easy to understand  |  |
| 9. | Students are happy with the learning process carried out in class          | -Fun<br>-Easy to understand<br>-Sing   |  |

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|   |   |
|---|---|
|   | -Teacher is friendly  |
| <b>10.</b> Students' opinions about the media used in the teaching and learning process | -Good to hear<br>-Pretty fun<br>-Unique and pleasant to hear<br>-The song is happy<br>-Can get knowledge<br>-Very nice<br>-Very interesting |

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Table 1 is the data from questionnaire filled out by the students. The first Asked points, the researcher asked "The practice of teaching vocabulary using English song" The students' answers varied, including answering "Fun, Exciting, Very happy, very interesting" in this case all students gave positive answers. The second question, the researcher asked "Students like vocabulary teaching done in class" all gave positive answers, one of which answered "Yes, because learning vocabulary through song lyrics is fun". The third question "Part of the teaching and learning process that students like" The answers given by the students varied, including "Learn while listening to songs, because it feels calm, Sing, Sentence structure, and Learn to use the song I have a dream". The fourth question is "Part of the teaching and learning process that students do not like" The students' answers included "Fill in the question, because it is difficult, Sing, Write, Translate, Part when explaining too quickly, and Pronunciation section". The fifth question, the researcher asked "How to deliver interesting or motivating material" All students thought that the material provided by the researchers was interesting and innovative. One of them was the student who answered "Yes, because I like and fun". The sixth question, the researcher asked "The vocabulary material presented in class is easy to understand" the answer from one of the students "Yes, because the delivery is easy". The seventh question, the researcher asks "Difficulties that students experience during the learning process" The student's answers included "Sentence structure, Sing, Translate, Song lyrics that are not understood. The eighth question, the researcher asked "Students feel bored with the teaching process carried out in the classroom" Judging from the students' answers, they answered that the learning process was not boring. The ninth question "Students are happy with the learning process carried out in class" Judging from the answers given, the students felt happy with the process of the activities that had been carried out. The final question, the researcher asked "Students' opinions about the media used in the teaching and learning process" Students' answers included "Good to hear, Pretty fun, Unique and pleasant to hear, The song is happy, Can get knowledge from this lesson, Interesting, Very nice".

Based on all the student responses above, positive responses are more dominant than negative responses. The positive response of most students answered that learning vocabulary using English song was fun, interesting, and motivating. According to Ihsani (2017) the use of song lyrics media can make the classroom atmosphere more comfortable, more active, enthusiastic and motivated to follow the learning process. So, students can remember the meaning of words easily. Whereas in the negative response, some students answered the difficulties they faced during the learning process, such as in terms of pronunciation. According to Rohmatillah (2014), one of the factors that causes students to have difficulty learning vocabulary is the difference between spoken and written English.

Researchers interviewed all students consisting of nine people. Interviews with students aimed to determine their responses to teaching vocabulary using English songs. The questionnaire contains four open questions. The responses from the students are as follows:

**Table 2 Data interview from the students**

| No | Asked points  | Responses  |          |
|----|---|--|----------|
|    |   | Positive   | Negative |
| 1. | Students' feelings towards learning vocabulary using song lyrics                  | -Interesting<br>-Not bad<br>-Fun<br>-The song lyrics can add knowledge<br>-Easy and beautiful<br>-Not boring   |          |
| 2. | Students' opinions about the teaching methods that have been presented previously | -Interesting<br>-Short, solid and clear<br>-Easy to understand<br>-Easy to understand and remember<br>-Learning while singing<br>-Not difficult<br>-Fun<br>-Happy<br>-It becomes easy to memorize the meaning                                  |          |
| 3. | Students' opinions on how to deliver the material that has been delivered         | -Unique<br>-Attractive, easy delivery<br>-Fun<br>-Interesting and motivating,<br>-It is accompanied by a song<br>-The vocabulary in English is not too difficult<br>-Do not get bored<br>-The teacher explaining this lesson came into my ears |          |
| 4. | Students enjoy learning vocabulary in English using song lyrics                   | -Interesting and exciting<br>-Happy<br>-Fun<br>-Too fast but understandable<br>-Not too difficult<br>-The delivery is interesting<br>-Singing and learning English   |          |

Table 2 is the interview data from students. The first asked points, the teacher asks "Students' feelings towards learning vocabulary using song lyrics", All the students answered positively, one of the students answered "Yes, because it is interesting". The second question, the teacher asks "Students' opinions about the teaching methods that have been presented previously", With the second answer, students give positive answers, one of which answers "Yes because it is easy to understand and remember". The third question, the teacher asks "Students' opinions on how to deliver the material that has been delivered" concerned, that the purpose of the unique is because the student just feels learning using the media of songs which makes it easier to learn vocabulary. Then the last question is the teacher asks "Students enjoy learning vocabulary in English using song lyrics" From all the students' answers, the researcher concluded that they enjoyed learning vocabulary using song lyrics, because they thought learning vocabulary using song lyrics was interesting. Based on the results of the interview above, teaching vocabulary using English songs received the positive response from students. As can be seen in the table

that all students responded positively to the implementation of teaching vocabulary using English songs. All students agree that learning vocabulary using songs is fun, good, interesting, can foster motivation, and others. According to Gushendra (2017), songs can improve mastery of vocabulary and provide motivation to students in learning English.

## CONCLUSION

Based on the results of the questionnaire and interview, teaching vocabulary using English song received the positive response from students. As can be seen in the table that most of the students gave positive responses to the implementation of teaching vocabulary using English song. Most students agree that learning vocabulary using songs is fun, good, interesting, can foster motivation, and others. Whereas in the negative response, some students answered the difficulties they faced during the learning process, such as in terms of pronunciation.

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