

**THE USE OF ENGLISH SONG LYRICS TO TEACH STUDENTS  
VOCABULARY: AN EXPERIMENTAL STUDY AT THE FIRST GRADE  
STUDENTS OF SMAN 6 MATARAM  
IN ACADEMIC YEAR 2014/2015.**



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**THE USE OF ENGLISH SONG LYRICS TO TEACH STUDENTS VOCABULARY: An Experimental Study at the First Grade STUDENTS OF SMAN 6 MATARAM in Academic Year 2014/2015.**

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**ABSTRACT**

The aim of this study is to know the how effective English song lyrics contribute in teaching students vocabulary. This study was conducted at the first grade students of SMAN 6 Mataram in academic year 2014/2015. The population of this study was the first grade students of SMAN 6 Mataram which consists of 9 classes. From the population, 2 classes were taken as the sample of this study, one class as a control group and one class as an experimental group. This study took in four weeks which consisted of 3 phases of data collection, namely pre-test, treatment, and post-test. Before the treatment was given, the same pre-test consisting of 30 items of multiple choices test was given to both groups. Then the different treatment was given to both groups. After giving the treatment, then the same post-test was given to both groups. Furthermore, the students' scores were computed by using t-test formula. The result of t-test was 6.16, which was higher than the critical value of t-table at confidence level of .05 (95%) equal to 1.99 and the confidence level of .01 (99%) equal to 2.64 in degree of freedom (df) 78. Based on the analysis, the null hypothesis (Ho): "there is no effect of English song lyrics in teaching students vocabulary" is rejected, and the alternate hypothesis (Ha): "the use of English song lyrics is effective in teaching vocabulary" is accepted. Therefore, the use of English song lyrics was effective in teaching students vocabulary

**Keywords: Vocabulary, teaching, English song lyrics**

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui seberapa efektif kontribusi dari lirik lagu berbahasa Inggris dalam pengajaran kosakata untuk siswa. Penelitian ini dilakukan pada siswa kelas satu SMAN 6 Mataram tahun ajaran 2014/2015. Populasi dalam penelitian ini adalah siswa kelas satu SMAN 6 Mataram yang terdiri dari 9 kelas. Dari populasi tersebut, 2 kelas diambil sebagai sampel dalam penelitian ini, satu kelas sebagai control group dan satu kelas sebagai experimental group. Penelitian ini diadakan selama empat minggu yang terdiri dari tiga tahapan pengambilan data, yaitu pre-test, treatment, dan post-test. Sebelum treatment diberikan, kedua grup diberikan pre-test yang terdiri dari 30 soal yang sama dalam bentuk pilihan ganda. Setelah itu, kedua grup diberikan treatment yang berbeda. Setelah treatment diberikan, kedua grup diberikan post-test yang sama dan terdiri dari 30 soal pilihan ganda. Lebih lanjut lagi, nilai para siswa di hitung dengan menggunakan rumus t-test. Hasil dari t-test adalah 6.16, dimana hasil tersebut lebih tinggi dari t-table pada confidence level .05 (95%) sama dengan 1.99 dan pada confidence level .01 (99%) sama dengan 2.64 pada df 78. Berdasarkan analisis tersebut, null hipotesis ( $H_0$ ): "tidak ada pengaruh lirik lagu berbahasa Inggris dalam pengajaran kosakata" di tolak, dan alternative hipotesis ( $H_a$ ): "ada pengaruh dari penggunaan lirik lagu berbahasa Inggris dalam pengajaran kosakata" di terima. Jadi, penggunaan dari lirik lagu berbahasa Inggris efektif dalam pengajaran kosakata terhadap siswa

## Introduction

### Background of the Study

Vocabulary is central in language learning for learners to be able to learn a language. Without sufficient vocabulary, someone will have the difficulty in arranging a sentence. Ying Lin and Wei Ciu (2013:1) state that “vocabulary plays a crucial role in listening, speaking, reading and writing”. You cannot talk without words and sentence cannot construct without words. In other words, no matter how brilliant someone masters his/her English grammar, without the knowledge of vocabulary it is useless because words are the basis that creates the speech (Pavlu, 2009:26). That is why vocabulary building should be given from the beginning. It is much better for someone to have a lot of vocabularies because she/he will have strong foundation to learn a language.

Actually grammar is also important to help us string up the words that we have mastered into a meaningful and grammatical sentences, but once again the key to communicate and develop other skills in language is the vocabulary mastering. The fact that the mastering vocabulary is more important than grammar is also supported by Dellar H and Hocking D in Thornbury (2002:13) “if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words”.

Most of students feel that English is a difficult subject since it is not their own language and it makes them have the difficulty in absorbing new vocabulary, hence teacher must be creative in selecting teaching media to make students be able to absorb new vocabulary quickly and permanently. In teaching learning process it would be better if a teacher uses media to make it more attractive and memorable for students. Sometimes, teachers will have difficulty in explaining the meaning of a word in a language to the students. Hence, the use of the teaching media will help the teacher to explain the difficult words easier. Good media is media that is used according to the needs at that time. The media mustn't be expensive or fancy, the most important is that the media can solve problems that arise when the teacher explains a particular vocabulary.

The observation has been done at SMAN 6 Mataram, it was found that the students had low vocabulary. The low of students' vocabulary can be seen from the results of the exercises given by the teacher that was low. The teacher hoped that the students could reach score 70, but the fact was only a few students could reach score 70. It was also found some activities in learning vocabulary: firstly, students read the

text given by the teacher; secondly, students looked for unfamiliar words; and the last activity, students answer some questions related to the content of the text as an exercise. The teacher doesn't use another material or media beside textbook in teaching vocabulary, so that the use of textbook was monotonous and uninteresting in teaching vocabulary as material as well as media caused students vocabulary were low. Based on the situation, lyrics of English song as a supporting material as well as media would be used in teaching vocabulary.

Song lyrics in this study are classified into the audio visuals media because the students didn't merely look at the paper containing the lyric of English song, but also the students heard directly the song. So that, there are many advantages of using English song lyrics as a tool in teaching vocabulary as proposed by Arsyad (2006) in Zahro' (2010: 19) those are: the teaching process will be more interesting; the material will be clear if the students can understand the material easily; and the teaching and learning process will be various.

From the explanation above, by using song, at least students would pay attention to the vocabulary in the song lyrics which provided by the teacher. In accordance with that, this study investigated the use of English song lyrics to teach students' vocabulary and this study was conducted at the first grade students of SMAN 6 Mataram.

### **Statement of the Problem**

Based on the background of study provided, in this time the statement of problem was formulated as follows: How effective is the use of English song lyrics in teaching vocabulary to the students of SMAN 6 Mataram in academic year 2014?

### **Objective of the Study**

In this study of course we have the purpose what exactly that we will do in order to make our study clear. Therefore this study aims to find out the effectiveness of English song lyrics toward students' vocabulary.

### **Significance of the Study**

Theoretically, the result of this study was expected be able to give the benefit to the students in order to make them easier to absorb vocabulary in exciting and different way. Practically, the result of this study was expected to help teachers to look for other alternatives to teach their students in English language class besides using textbooks as a guide in the learning process. In other words, the teacher has another learning strategy by using English song lyrics as media in teaching vocabulary.

## **Scope of the Study**

This study focused on finding out the contribution of English song lyrics as media in teaching vocabulary at the first grade of SMAN 6 Mataram. Here, the genre of song that was used was pop genre. The kind of vocabulary hopefully the students would master were verbs (regular and irregular verbs) which were related to the material learned at that time.

## **Hypothesis of the Study**

The problem in this study is whether there is any effect of English song lyrics as media in teaching vocabulary. Related to the statement, the hypothesis of this study is as follows:

- a. Ho (null hypothesis): the use of English song lyrics is not effective in teaching vocabulary.
- b. Ha (alternative hypothesis): the use of English song lyrics is effective in teaching vocabulary

## **Review of Related Literature**

Vocabulary is the words that someone knows and uses to make a sentence, so that, if we talk about vocabulary it has relation with word knowledge. There are 4 types of vocabulary namely reading, writing, speaking, and listening vocabularies. These 4 types of vocabulary are classified again into two classes that we call as receptive and expressive knowledge. According to Arguelles, 2008, Receptive knowledge requires a reader or listener to associate a specific meaning with a given label as in reading or listening, while expressive (productive) knowledge requires a speaker or writer to produce a specific label for a particular meaning.

This research will only cover materials taught in the scope of senior high school, because this study was conducted at senior high school students. Usually the teacher indirectly teaches vocabulary to his/her students through monologue texts such as procedure, recount and narrative text or short functional text.

Teaching vocabulary is not trivial because there are many things that must be considered in teaching vocabulary, for example what vocabulary should be taught first and how to teach it. Marzano (2004) proposes six-steps as strategies of teaching vocabulary as the following: The teacher provides a description, explanation, or

example of the term; Linguistic definition – students restate the description, explanation, or example in their own words; Nonlinguistic definition – students construct a picture, pictograph, symbolic representation, or act out the term; The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms in vocabulary notebooks; Periodically ask students to discuss the terms with one another; Involve students in games that enable them to play with the terms and reinforce word knowledge.

In teaching English vocabulary, there are lots of media that can be used. The teacher can use picture as a media in teaching vocabulary. Picture is a sketch of something which is given a colorful color or just black and white colors only. Phillips (1993) in Rohan and Pourgharib (2013) states "the best way to learn vocabulary is when the meaning of the word is illustrated for example by a picture or real object". The teacher can use Game as media to teach vocabulary. The use of game in teaching vocabulary can make students more relaxed and happy in learning new vocabulary. To implement games in English class, teachers should consider numerous factors. One is choosing appropriate games to a group of learners which depend on a number of students in class, level of age, level of language proficiency, duration and the content, and difficulties of language

In the song there are various aspects of language such as pronunciation, grammar, and vocabulary. So there are many things that can be learned through songs especially vocabulary contained therein. According to Millington (2013:135), songs can provide the opportunity for vocabulary practice. They are usually based on around a theme or topic that can provide the context for vocabulary learning. And according to Murphey (1992) in Millington (2011: 134), songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture.

### **Research Method**

This study uses experimental design as a design. In this study there are two variables, ie, the independent variable and the dependent variable. The independent variable here is English song lyrics, while the dependent variable here is vocabulary. By using experimental study, the researcher will need 2 groups, each of which consists of 38 students in each group, so that there are experimental group and control group that will be used by the researcher. An experimental group will be taught vocabulary by using English song lyrics as supporting material or media, while control group will be taught by using textbook.

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the

results of the research (McMillan, 1996: 85). The populations of this study were only the first grade students of SMAN 6 Mataram which consists of 396 students. In this study simple random sampling was used to take the sample because the ability of students was relatively the same. Therefore, the population had the same opportunity to be a sample of this study

According to Sugiyono (2013: 102), instrument of study is a tools which is used to measure the phenomena of nature and social which is gazing at. In this study, pre-test and pos-test were given to both groups; so that the instrument of data colleting here was in the form of test which. The objective test was used in form of multiple choices which consists of 30 items. To get true score the following way was formulated:

$$S = \frac{R \times 100}{N}$$

Data will be collected by looking at the result of pre-test and post-test. The pre test aims to know how much the students know the vocabularies before the researcher conduct the treatment. Besides that, this pre-test aims to make sure that both groups have equal level of vocabulary knowledge. The content/items in the post-test are the same as that in the pre-test. Post test is very important to measure how far the contribution of treatment effects toward students' vocabulary mastery.

Because here we want to test our hypothesis about the significant differences from before using the English song lyrics and after using English song lyrics we need a statistical analysis. Firstly the mean score was fond of both groups. Secondly the derivation score (pre-test and post-test)was found . Then, the significance of two mean score was found. And finally the conclusion was taken in which:

- If t-test  $\geq$  t-table at the confidence level of .05 (95%) and .01 (99%),  $H_a$  : “the use of English song lyrics is effective in teaching vocabulary” fails to be rejected.
- If t-test < t-table at the confidence level of .05 (95%) and .01 (99%),  $H_o$ : “there is no effect of English song lyrics in teaching vocabulary” is rejected.

## **Findings and Discussion**

In the experimental group, the highest scores of pre test were 100 and the lowest scores were 13,33, while the highest scores of post test were 100 and the lowest score was 26,66. In the control group, the highest score of pre test was 70 and

the lowest scores was 16,66, while in the highest score of post test was 100 and the lowest score was 16,66. In the experimental group 8 students got the same scores in pre-test and post-test, only 3 students whose score have decreased from pre-test to post-test and the score of 29 students have increased significantly. In control group, the score of 2 students did not change, the score of 7 students have increased slightly, and the score of 31 students have decreased.

After getting the deviation score of pre-test and post-test of both groups, the mean deviation of both groups was computed. It can be formulated as follows:

- The mean score of experimental group (MX)

$$\begin{aligned} MX &= \frac{\sum X}{N} \\ &= \frac{1330.03}{40} \\ &= 33.25 \end{aligned}$$

Square Deviation:

$$\begin{aligned} \sum X^2 &= \sum X^2 - \frac{\sum(X)^2}{N} \\ &= 77769.33 - \frac{(1330.03)^2}{40} \\ &= 77769.33 - 44224.50 \\ \sum X^2 &= 33544.83 \end{aligned}$$

- The mean score of control group (MY)

$$\begin{aligned} MY &= \frac{\sum Y}{N} \\ &= \frac{66.64}{40} \\ &= 1.67 \end{aligned}$$

Square Deviation:

$$\begin{aligned}\sum Y^2 &= \sum Y^2 - \frac{\sum(Y)^2}{N} \\ &= 7622.51 - \frac{(66.64)^2}{40} \\ &= 7622.51 - 111.02 \\ \sum Y^2 &= 7511.49\end{aligned}$$

From the computation above, it can be seen that the mean deviation of experimental group was 33.25 and the mean deviation of control group was 1.67. And by using the result of computation above, the t-test was analyzed as follows:

$$\begin{aligned}t &= \frac{Mdx - Mdy}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right] \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}} \\ &= \frac{33.25 - 1.67}{\sqrt{\left[\frac{33544.83 + 7511.49}{(40 + 40) - 2}\right] \left[\frac{1}{40} + \frac{1}{40}\right]}} \\ &= \frac{31.58}{\left[\frac{41056.32}{78}\right] \left[\frac{2}{40}\right]} \\ &= \frac{31.58}{\sqrt{526.36 (0.05)}} \\ &= \frac{31.58}{26.32} \\ &= \frac{31.58}{5.13} \\ &= 6.16\end{aligned}$$

Based on the result of data analysis above, it can be seen that the mean deviation score of experimental score (33.25) was higher than control group (1.67). After calculating the degree of freedom above the degree of freedom are obtained. So the degree of freedom 78 is 1.99 for confidence level of .05 (95%) and 2.64 for

confidence level of .01 (99%). Based on the analysis, the null hypothesis ( $H_0$ ) which states: If  $t\text{-test} < t\text{-table}$  at the confidence level of .05 (95%) and .01 (99%),  $H_0$ : “there is no effect of English song lyrics in teaching vocabulary” is rejected. As a result, the alternate hypothesis ( $H_a$ ) is accepted.

## **Conclusion and Suggestion**

### **Conclusion:**

1. The t-test value is higher than t-table at the confidence level of .05 (95%) and .01 (99%) by using 78 as a degree of freedom (df). It indicated that the null hypothesis ( $H_0$ ) is rejected and the alternate hypothesis ( $H_a$ ) is accepted.
2. Teaching vocabulary by using English song lyrics helps students increase their vocabulary mastery. This was proved by the fact that the mean deviation score of experimental group was higher than the mean deviation score of control group. They are 33.25 for experimental group and 1.67 for control group.
3. Based on the conclusion of hypothesis that has been taken, it can be inferred that the use of English song lyrics is effective in teaching students' vocabulary for the first grade students of social department of SMAN 6 Mataram in academic year 2014/2015.

### **Suggestion:**

1. To the teacher

The result of this study has proved that the use of English song lyrics is effective in teaching students vocabulary, therefore, it is better for English teacher to use English song lyric in teaching students vocabulary.

2. To the student

Since the mastery of vocabulary is important to develop all language skills, the students should find an easy way in learning new vocabulary. In dealing with that, the use of English song lyric can be used by students to increase their vocabulary mastery.

3. To the next researcher

The next researcher should develop this study, to use English song lyric not only in teaching students vocabulary, but also in teaching other aspects and skills of

language. For example, the next researcher can develop the use of English song lyric in teaching listening skill.

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