IMPROVING STUDENTS’ VOCABULARY MASTERY BY LISTENING ENGLISH SONG

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**Abstract**

*The purpose of this study was to think about research to improve students' vocabulary skills by listening to English songs at SMK Bina Nusantara Cisalak. In this way it is able to improve the ability of students to constrain vocabulary. English songs are considered an effective and fun way to teach vocabulary, as they can provide pleasure or challenge for students in learning vocabulary. Methods used in this study by way of research Class actions. This class action is cyclical, based each learning meeting must be improved. If there is still no improvement in cycle 1 or cycle 2 can be done in cycle 3 until there is an increase in learning. With this research is able to improve students' ability to treasure vocabulary. Further increase students' motivation in learning English in a fun way. Teachers should provide motivation and knowledge to students to improve their skills in English especially in vocabulary memorization to help students more easily learn English. Suggest that learning English is easy and fun . By listening English songs it is easier to remember the English vocabulary of each lyric. The more frequently repeating listening English song the easier it will be to memorize the English vocabulary of the song's lyrics. Not only memorizing English vocabulary but can be applied also by speaking to say the words of the song lyrics.* *So not only listening English songs but can make it easier to communicate using English because it often hears so must remember often.*

***Keywords: Vocabulary, Listening, English Song***

## INTRODUCTION

Listening English songs is one way that can be applied to improve English vocabulary. One way that is taken is by listening songs, by listening to songs besides studying, you can also enjoy music with lyrics that can be enjoyed. Young and old must have a penchant for listening music with various genres. If you apply a strategy with things you like the apply in learning, it will be easier to do. Including listening songs with English lyrics by being a facilitator to improve mastery of English word cities. Students are able to improve their English vocabulary skills in an easy and fun way so as to keep stay students' enthusiasm and interest in learning English. Students are able to reduce boredom in learning by applying an effective and conducive atmosphere. Teachers must provide motivation and knowledge to students to improve their ability in English, especially in memorizing vocabulary to help students learn English more easily. Give suggestions that learning English are easy and fun. By listening English songs it is easier to remember the English vocabulary of each lyric. The more often you repeat listening English songs, the easier it will be to memorize the vocabulary from the lyrics of the song. Not just memorizing English vocabulary, but it can also be applied by speaking to pronounce the words from the lyrics of the song. So not only listening English songs but can make it easier to communicate using English because you often hear it so you must remember often. Therefore, the researcher tried to find out whether increasing students' vocabulary mastery by listening English song could be applied to students.

1. The Definition of Vocabulary

a. Definition of Vocabulary

Learning a language cannot be separated from learning vocabulary. Vocabulary supports speakers to express their opinions, ideas and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of meanings of words. Hatch and Brown ( 1995: 1 ) state that the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. Based on the above statement that vocabulary is part of an alphabetical order that becomes a list of words that have meaning for the use of individual language speakers. Richards and Renandya (2002: 255) state that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Based on the statement above, vocabulary provides a lot of learning to train students in the application of speaking, listening, reading and writing. By memorizing vocabulary, it is believed that it can improve memory slowly so that the longer the vocabulary is remembered, the wider the vocabulary. The more often it is used by speaking and even listening to music, it will make it easier to memorize and remember vocabulary.

b. The Types of Vocabulary

The types of vocabulary can be categorized based on spoken and written vocabulary. Children start vocabulary-building through listening and speaking even before writing and reading. Every type of vocabulary has a different aim and purpose. However, the development of one type of vocabulary facilitates another.

The types of vocabulary are discussed below briefly.

1).Listening Vocabulary

Listening vocabulary comprises words that we understand through hearing. A fetus may start recognizing some words when in the womb. Learning new words is a continuous process, and by the time you reach adulthood, almost fifty thousand words are understood and recognized by you. Deaf people can be exposed to visual listening vocabulary for learning.

2) Speaking Vocabulary

Speaking vocabulary consists of words that we actually speak. It has a horizon of around 5000 to 10000 words. These are used for giving instructions and conversations. The number of words in this category are comparatively lesser than the listening vocabulary.

3) Reading Vocabulary

The major ingredient of vocabulary building is reading. Reading grows and develops your vocabulary. The words we get to learn while reading a text are termed as reading vocabulary. It may happen that we understand words through reading vocabulary even if we don’t use it in speaking vocabulary.

4) Writing Vocabulary

Words we recoup while expressing ourselves through writing are termed as writing vocabulary. Writing vocabulary is normally influenced by the words we are able to spell. We find it easy to express verbally, through facial expression, or intonation, but writing vocabulary depends upon our expertise in vocabulary.

5) Final Vocabulary

Richard Rorty discovered this term ‘Final Vocabulary’. It is a collection, set, or group of words that every person applies for justifying their actions, beliefs, and lives. Final vocabulary comprises words a person avails to praise, contempt, express the deep feelings, hopes, doubts, etc.

c. Vocabulary Mastery

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. The importance of mastering vocabulary in learning is also stated by Nunan. Nunan ( 1998: p. 118 ) state that the development of a rich vocabulary is an important element in the acquisition of a second language. Mastering a large amount of vocabulary is very important for foreign language learners. Without mastering it, of course, foreign language learners will have difficulty in developing these four language skills. Based on the above statement that vocabulary is an important element in vocabulary development, especially in acquiring a second language.

d. The Problem of Vocabulary

Vocabulary-learning is challenging, particularly, for the non-native speakers of English who face problems relating to the meanings of new words, spelling, pronunciation, correct use of words, guessing meaning through the context and so on. The reasons for such difficulties can be multifaceted.

There were some factors that caused students' difficulties in learning vocabulary : The written form is different from the spoken form in English :

1. The written form is different from the

spoken form in English.

2. The number of words that students need to learn is exceedingly large.

3. The limitations of sources of information about word.

4. The complexity of word knowledge.

2. The Essence of Listening

 a. Essence of Listening

 1. Definition of Listening

 Listening to English songs is an alternative that can be done to make it easier for students to memorize vocabulary. Starting from listening to English song lyrics, it is likely that it will make it easier for students to memorize vocabulary. The more often you listen to music with English song lyrics, the easier it will be for students to remember and memorize vocabulary.

Shen (2009: p.93) stated that Listening to English songs easily embed new vocabulary and grammatical structures in learners’ both conscious and unconscious memory. Learning vocabulary through songs is not a common strategy that people usually use in their learning process. In addition to be a method to learn vocabulary, listening to music or songs can also make ourselves become more relaxed when we are doing other activities to learn vocabulary such as reading books.

2. Listening function

Learning to listen and listen in English, of course, has a number of functions and benefits. By seeing and understanding the benefits and functions means that we can be more excited to learn to master it. The following are some of the functions and uses of listening in English:

1. Can better practice our pronunciation skills

2. It will be much easier to work and complete structure exercises. Because with us often listening and listening to the English language eat will be more and more sentences that we can use.

3. In addition, it can also increase our vocabulary.

4. Make it easier for us to tell stories, communicate, and interact with people around us.

3. Listening in English Learning

 Listening is our understanding of listening to English. Whether it's directly or through media such as music or movies. Listening is an important material in English we must be able to know what people are telling us. To be able to master listening we must truly understand the words we hear. Listening is not the same as listening. Listening in English hear while listening is listening.

b. Essence of Song

1. Definition of Song

Song is a composition of tone or voice in sequence, combinations and produce a musical composition that has unity and continuity. Jamalus (1988: 5). Song is an artwork and it sound with the accompaniment of musical devices . Hornby AS (1995) defines that song is a short poem or a number of verses set in music and intended to a sing.

The definition Jamalus and Hornby of song above, the researcher concludes that song is a kind of artwork that are to intended to sing either with or without instrumental accompaniment.

2. Element of Song

When song plays, the listeners will not only listen to the lyrics, but also listen the melody, the harmony and the rhythm. That is what human call music. The element of music are divided into categories: main element and expression element ( Jamalus 1988: 7 ). Main element is consist of rhythm, melody, harmony and lyric. Rhythm is the stretch of movement of the sounds and the base element of music. Melody is the arrangement of stretch sound. Harmony is the unity of tones that have different sound played together. Lyric is musical sentences. Expression element consists of tempo, dynamic, and voice.

Following list of text structure of song:

a. Intro : This is quite often the same chords/dynamics as the verse or chorus, mainly the verse.

b. Verse : Normally a pretty straightforward structure, containing four to 8 chords.

c. Chorus : Again, normally pretty straight forward, and consisting of four to eight chords. There is normally a change in the dynamics of a chorus to make is stand out. These include volume, intensity, catchiness (is that a real word?), and timbre.

d. Bridge : This is often literally a bridge-between the verse and the verse. This is especially useful when you have a key change from one to the other, or the transition from verse to chorus or vice versa isn’t particularly smooth.

e. Middle 8 : This section is used to break up the song so it isn’t just a sequence of Verse-Chorus-Verse-Chorus. Can change the whole feel of the song, and if use properly can make or break it. Again, the dynamics are normally different to add variety.

f. Outro : Finally, like the intro, this can often simply be a repeat of the verse or chorus chords/structure, but can also be totally different. Remember, there are no rules.

3. Selections of Song

Learning English by listening to English songs certainly has criteria that must be in accordance with the learning material. Starting from the selection of types of genres that are adapted to slow music such as pop or jazz songs. When the teacher applies the song in the teaching and learning process, the teacher must know what kind of song the teacher uses in the classroom. Harmer (2000: 243) stated that suggests in two ways what types of songs the teacher should use in the classroom, using students' favorite songs or using old songs. Based on this statement that the selection of songs in learning is what students should like, it might be said that students are able to accept them well. Actually, the teacher must choose a song that fits the topic and subject matter. In this study, students' favorite songs were used and the researcher chose songs related to the topic and subject matter.

The characteristics of second grade students are self-introduction, family, school life, profession, things around them, shopping, hobbies and romance. Vocational students usually communicate orally and in writing to solve their daily problems. The researcher decides the song that fits the topic.

4. Improve Listening learning by Listening to Songs

 Dale ( 1992 :5 ) states that songs are good at introducing vocabulary because song gives a meaningful context for vocabulary. Based on the statement above, the song is able to introduce more meaningful vocabulary with an easier context to understand.

5. The Advantages and Disadvantages of Song

 As a teaching media, song prevents students‟ boredom in language classroom. The use of song in teaching learning process has good implication, those are : 1) Create a welcoming atmosphere. It is the function of song as a warmer, students are expected to be enthusiastic in the learning process. 2) Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities. 3) Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics. 4) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make they active again. 5) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. So, students are easy to understand the material. 6) Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students‟ creativity 7) Reinforce grammatical structures.

Students are easy to understand the grammatical structure of a song by analyze the tenses from the lyrics of a song. 8) Embed new vocabulary. Students can enrich their vocabulary after listen to a song. 9) Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song. 10) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

## METHOD

#### This research was conducted using qualitative method class action research. This research was conducted at the Vocational High School Bina Nusantara Cisalak which is located at the southern tip of Subang Regency. The location is in Gardusayang Village, Cisalak District, Subang Regency. The school that has the most students is among the schools in Cisalak District. The researcher chose this location because of some reasons, 1) Many students at SMK Bina Nusantara Cisalak still lacked interest in learning English. 2) Students at Vocational High School Bina Nusantara Cisalak are still more or less unable to speak English. The subject of this research is students’ of Second Grade at Vocational High School Bina Nusantara Cisalak.

####  Data that has been collected using the instrument will be described, attached or used to test the proposed hypothesis in a study. In this study, the authors used test research techniques, interviews, observations and documentation. Data analysis techniques used by the author are data reduction, data description and data verification. Based on the data done, this will get the results of the research.

## FINDING

#### Based on below schedule of this research, the writer just conducts the research and will find the result of the research and report the research on December. In other hand, there is no finding data that writer can share in this section of the journal.

As the below is write of schedule of the Research

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Activities** | **October 2021** | **November 2021** |
| I | II | III | IV | I | II | III | IV |
| 1. | Title Submission |  |  |  |  |  |  |  |  |
| 2. | Title accepted |  |  |  |  |  |  |  |  |
| 3.  | Make chapter 1 |  |  |  |  |  |  |  |  |
| 4. | Chapter 1 Guidance |  |  |  |  |  |  |  |  |
| 5. | Submit Chapter 1 revision |  |  |  |  |  |  |  |  |
| 6.  | Continue chapter 2 |  |  |  |  |  |  |  |  |
| 7.  | Chapter 2 Guidance |  |  |  |  |  |  |  |  |
| 8. | Submit Chapter 2 revision |  |  |  |  |  |  |  |  |
| 9.  | Continue Chapter 3 |  |  |  |  |  |  |  |  |
| 10.  | Submit Chapter 3 revision |  |  |  |  |  |  |  |  |
| 11. | Submission of Proposal Exam |  |  |  |  |  |  |  |  |
| 12. | Action exam Proposal |  |  |  |  |  |  |  |  |
| 13. | Research Reported |  |  |  |  |  |  |  |  |

## CONCLUSION

In conclusion, Listening English songs can improve students' vocabulary skills. In this way it is able to provide a more enjoyable learning style for students. At least reduce the statements students often say about difficult and unpleasant English learning. A good way to improve students' vocabulary skills must start from providing motivation so that students are able to foster confidence in their abilities. Provide the best strategies to foster a sense of liking and fun towards Learning English.

This research will reported in December and finding of this journal will be updated in December when the reaserch has been finished.

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