

Incorporating Song Lyrics in Improving Students' Vocabulary of Verbs

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Abstract

This study aims to find out whether or not the incorporation of song lyrics is effective in improving students' vocabulary of verbs in the Eleventh Grade at SMA Negeri 5 Bulukumba. This study employed a nonequivalent group design and a quasi-experimental methodology. Two classes were utilized as the sample by the researchers; the experimental group and the control group. The results of the experiments indicated that students could acquire more words by being taught vocabulary through song lyrics. It can be done by comparing the students' test results before and after instruction. According to data analysis, there was a significant difference in students' vocabulary knowledge in the experimental class, which used English song lyrics, and the control class did not use song lyrics. This is proven by seeing the mean score of posttests for the control class was 68.91 categorized as fair. For the experimental class, the mean score on the pretests was 60.47, which was considered low, while the mean score on the posttests was 80.31, which was considered high. It may be said that there is a considerable difference between the experimental class and the control class in how much song lyrics are used to increase the students' vocabulary mastery in SMA Negeri 5 Bulukumba.

Keywords: *Improvement, Song lyrics, Students' Vocabulary, Verbs.*

1. Introduction

Language is an indivisible part of human life. It is used to communicate among humans (Sujarwo et al., 2022) at the beginning of human civilization whether it is derived from the same region or from the other regions. The language evolves with the development of human-induced variations in languages around the world (Imran, et al., 2022; Rezeki, et al., 2022); Sasabone et al., 2022).

English is one of the languages that exists in the world (Ibrahim, M, et al., 2023). Since World War II, English has assumed a position that no other language has ever had before: that of the world's de facto language. It has been spread around the world and is well-known as

an international language. It is used to communicate among person use different language and share information in spoken and written manner. It is an international language (Sujarwo & Akhiruddin, 2020), many countries which English is not their native language or mother tongue (Saputra, 2022; Wongso Adi Saputra, 2022), they use and incorporate English into the curriculum and it is being taught in their schools and universities. Indonesia is one of the countries which apply English to be taught in the schools and universities (Sukmawati, Syam et al., 2023).

Lack of vocabulary will make learning a foreign language challenging. The students must be taught vocabulary, pronunciation, grammar, and spelling, and meaning of the

language, as the necessary background information for using the language (Lessard-Clouston, 2013). The vocabulary is connected to the four language skills: speaking, reading, and writing (Tinutda & Waraporn, 2011). Without vocabulary, it will not be possible to use all of the skills (Nation, 2015). Every pupil learns vocabulary as their first subject in both formal and informal education. It was expected that since the students began learning English at a young age, they would already have a large vocabulary.

Vocabulary mastery is difficult to do because words have many different meanings and forms (Bensalem, 2018). Consequently, the teacher might employ a variety of strategies when teaching vocabulary. One of them is teaching and learning process with song lyrics of verbs. By using song lyrics of verbs, the students are more motivated and engaged in learning English, particularly vocabulary.

In using a teaching tool to make vocabulary instruction appealing and engaging the students. Therefore, it could be argued that exposed to language can increase the likelihood of incidental vocabulary learning. As a result, students should be advised to increase their exposure to English outside of the language classroom by watching television shows, watching movies, playing video games, and listening to music (Akbari et al., 2016). The media are lyrics to songs. Students experience something new and different from what they often receive in class when music lyrics are used.

A song is just music with singing-friendly lyrics. A song is a brief piece of music with a poetic text that gives both the music and the words equal weight. It may be composed for one or many voices, and in most cases, it is performed with musical accompaniment. A song is an engaging medium that encourages high levels of imagination. Song lyrics are typically simple to understand (Mastery, 2017). It inspires and improves relationships between teachers and students. Using songs in the classroom is that they can be fun (Millington, 2011).

The song is actually a poetry that is recited in a particular tone, rhythm, beat, and melody to create harmony. The term "song" is frequently utilized to describe the order, arrangement, and temporal relationships in which tone or sound art is constructed (typically accompanied by musical instruments), resulting in musical works of exceptional composition (using rhythm).

In its simplest form, a song is basically a brief piece of music with lyrics. It combines melody and vocals, despite the fact that some composers have produced instrumental works or musical works without words that approach the quality of a singing voice. Lyrics are a song's spoken words. Verse sequences, which are the song's longer verses that explain the story, and refrains, which are brief phrases repeated at the end of each verse, can both be included in the lyrics. One or two verses might make up a song's basic structure, or it can have a more intricate structure with several verses and refrains. The majorities of songs have a meter or beat. You may detect a pattern or pulse in the way the lyrics advance the song, whether you sing or speak them.

Not only are the teacher and students' abilities vital in the teaching and learning process, but also the use of the right media. Songs are particularly powerful when learning things by heart. When music is included, pupils frequently have an easier time understanding a certain idea or lesson (Estrella, 2010).

However, Students usually come to appreciate the importance of vocabulary in language development naturally. As (Schmitt, 2010) pointed out that "students carry about dictionaries rather than grammar books" (p. 4). The significance of this component needs to be emphasized to the students because they have a propensity to focus more on grammar and pay less attention to vocabulary until they realize that their attempts to learn English would fail if they have a limited vocabulary. Due to the traditionally low priority placed on vocabulary education in ESL classrooms, teaching and acquiring vocabulary is a

continuous struggle for both teachers and students. Because of this, it is essential for English language learners to place more focus on vocabulary acquisition as they learn the language.

The researchers had done an observation in the Eleventh Grade Students at SMA Negeri 5 Bulukumba. Based on the observation, the researcher discovered that students frequently struggled to expand their vocabulary and occasionally felt bored when learning English.

Holds the opinion that after 10 minutes or more, students can become quickly bored and lose interest. When choosing or even creating the tools and media to teach the young students, the instructor must use creativity. He or she must select the delivery technique that is most appropriate for the materials.

Nevertheless, the majority of students still struggle to master English vocabulary. Students struggle with language memorization. In the classroom, they just memorize the term, but occasionally they lose sight of what they have learned. It happened as a result of the fact that the majority of teachers did not give them opportunity to use the language outside of the classroom or engaging lessons. People consequently rapidly lose their vocabulary, which makes teaching and acquiring vocabulary more challenging.

Utilizing song lyrics is one method of acquiring vocabulary. It aids students in learning fundamental information and fresh terminology that they must have in order to teach a new subject. One of those phenomena is song. Songs consists of lyrics. Meanwhile, a song's lyrics can be another means of communication between people, whether they are young or old, and vice versa (N. Intani, 2010). One alternate method for improving English, particularly vocabulary, is through song. Most students enjoy singing songs based on song lyric and usually they are happy to sing a song lyric during teaching learning process. Young learners studying a second language

can benefit greatly from the linguistic development that songs' lyrics can provide (Cahyaningsari & M. Saleh, 2016).

There are various previous studies discussed teaching vocabulary through song lyrics such as Savitri & Rahman (2016) stated that RAP music helped first-graders at SMPN 2 Papalang in the Mamuju Regency to better their command of vocabulary. It showed that songs can help students learn more words, particularly irregular verbs. Wijayanti's (2009) research findings, the song "I Have a Dream" by Westlife helped pupils in MTsN Sidorejo Madiun's seventh grade class expand their verbal vocabulary. It demonstrated how songs, particularly listening skills, might help kids become more fluent in their vocabulary. Intani (2010) provides support for this study by stating that employing song lyrics can help students better understand the simple future tense. It did how easily pupils can understand the simple future tense in song lyrics.

From some previous studies stated that students can comprehend song lyrics by using the simple future tense, improve students listening skill and irregular verbs. But this study just focuses on improving students' vocabulary especially regular verb. Then, songs can help young learners become more adept at remembering new words and pronouncing them effectively. The instructor can create a lively and engaging classroom by using songs as the activity. By looking at the background above, the researcher is interested in performing a study with the title "incorporating song lyrics in improving students' vocabulary of verbs in the eleventh-grade students at SMA Negeri 5 Bulukumba".

The objective of this study is to find out whether or not the incorporation of song lyrics effective to improve students' vocabulary of verbs in the Eleventh Grade at SMA Negeri 5 Bulukumba.

The urgency of this study is the outcome of this research is anticipated to offer teachers a fresh

approach to helping their students to acquire language in a creative and analytical manner. It is anticipated that students will be motivated to learn English and won't become bored, and that they will find it simple to remember new vocabulary and understand sentence structure. It is also anticipated to be informative and positive contribution for the students and the teacher in order to vary their teaching and learning activities.

It is anticipated to be a helpful resource for English teachers who want to employ song lyrics as an alternative in overcoming challenges encountered in order to improve students' English vocabulary of verbs because this method can aid the students in memorization of the vocabulary.

The scope of the research by discipline, this research will be under Applied Linguistics. This research will focus on improving vocabulary by incorporating song lyrics. The emphasis is the students' English vocabulary mastery and they could memorize the vocabulary longer. This strategy will be simple, easy to understand, and suitable for the level of senior high school. The researchers will focus on vocabulary of verbs used by the Eleventh Grade Students at SMA Negeri 5 Bulukumba.

2. Research Methodology

2. 1. Research Design

The research methodology employed a nonequivalent group design and a quasi-experimental method. This describes a research technique used to determine how specific therapies affect people in carefully monitored settings (Creswell, 2014; Arikunto, 2019 Creswell, 2021). The experimental group and control group were the two classes that the researcher used as the sample. The following diagram served as its representation.

E	:	O1	X1	O2
C	:	O1	X2	O2

Note:

E= Experimental group

C= Control group

O1= Pretest

O2= Posttest

X1= Treatment by using song lyric

X2= Treatment by using verbal explanation

(Gay et al., 2011)

2. 2. Variable of the Research

Variables are amounts that can have an impact on an occurrence or the findings of a study. The existence of variables also facilitates the analysis of a problem (Sugiyono, S., & Lestari, 2021). Variables are also very important especially in scientific research.

Dependent variable: English vocabulary mastery of the students.

Independent variable: The use of song lyrics.

Vocabulary mastery is the crucial language elements in mastering English. It helps the people to comprehend a text, to understand what the people say, to convey their idea by their writings. In learning vocabulary, the students are not only needed to learn it but also how to retain it.

Song Lyrics means the simple words of a song. The song's texts, or lyrics, not only serve to enhance the music but also play a crucial role in establishing the song's theme, personality, and purpose.

By using song lyrics of verbs, the students are more motivated and engaged in learning English, particularly vocabulary. One way to retain the vocabulary is by using song lyrics.

2. 3. Population and Sample

Students in SMA Negeri 5 Bulukumba in eleventh grade made up the research target group. There are four classes, each with 32 pupils. Therefore, there were roughly 130 students in the overall population.

By selecting two classes of second-graders at random, the researcher used a procedure known as cluster random sampling. 32 students

made up the experimental group (class XI MIPA 1), while 32 students made up the control group (class XI MIPA 2).

2. 4. Research Instrument

A vocabulary test that was employed as a pretest and posttest was the research's instrument. A pretest was given to determine the students' prior vocabulary knowledge before therapy began, and a posttest was given to see how well the students had learned the language.

2. 5. Procedure of Collecting Data

In the experimental group, the researcher gave vocabulary test to find out the vocabulary achievement of the students before giving treatment as pre-test. After that, the researcher gave treatment by using song lyrics. The students were be asked to identify verbs into song lyrics. This activity was conducted during

three times meeting. In the last meeting or the four meeting, the researcher distributed vocabulary test as post- test to know the extent in which students can comprehend vocabulary by using song lyrics. Whereas, in the control group the researcher did not do treatment like experimental group. The students only gave a conventional technique namely lecturing.

2. 6. Data Analysis Technique

The following procedures were used to examine the test-related data:

Using the following formula to determine the students' correct answers on the pretest and posttest:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{the total of items}} \times 100$$

Grouping the student's grade into seven classifications:

Table 1. Students' Grade Classifications

Score	Categories
91-100	Very good
75-90	Good
61-74	Fair
51-60	Poor
<50	Very Poor

Examining the rate percentage of a student's grade in pretest and posttest by using this formula:

$$P = \frac{f}{N}$$

Where:

P= Percentage

f = Frequency of item

N= Total sample

Finding the mean score of the students' responses on the pretest and posttest using SPSS version 24: Using SPSS version 24, calculate the standard deviation of the students'

pretest and posttest scores. Determine normal test and homogeneity test by using SPSS Version 24 to know whether or not data come from the normal distribution and homogeneous variance and after that determine t-test to know whether posttest value different from its pretest value using SPSS version 24.

3. Findings and Discussions

The findings of research deal whether or not the use of song lyrics to improve students' vocabulary effectively. In discussions, the researcher describes further interpretation of the findings given.

The Effect of song lyrics on improving students' vocabulary

In these findings, there are two kinds of analysis presented namely: (1) the research results used descriptive statistic, (2) the research results used inferential statistic by using SPSS 24 for windows in terms of test criteria analysis.

Data were collected from the experimental class and the control class. Through tests, each class was given the results of the pretest and posttest. The frequency distribution for the control and experimental classes was provided by the researcher. Additionally, these results demonstrate a difference in student performance between the control and experimental classes' pre- and post-tests.

Table 2. Statistics of pretest and posttest both control and experimental class

Statistics					
		Pretest Control	Posttest Control	Pretest Experiment	Posttest Experiment
N	Valid	32	32	32	32
	Missing	0	0	0	0
Mean		55.47	68.91	60.47	80.31
Median		55.00	70.00	65.00	80.00
Std. Deviation		8.168	8.682	8.923	7.209
Range		35	35	35	30
Minimum		40	50	40	60
Maximum		75	85	75	90

As shown table 2, The average pretest score for the control group was 55.47, which was considered to be below average. Additionally, the control class's mean posttest score of 68.91, which was classified as fair, was used. While the mean pre-test score for the experimental

class was 60.47, which is considered bad, and the mean post-test score was 80.31, which is considered good.

The frequency distribution of control class was presented as below:

Table 3. The frequency distribution of score pretest and posttest in control class

Score Interval	Category	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
91-100	Very good	0	0%	0	0
75-90	Good	1	3,13%	9	28,12%
61-74	Fair	5	15,63%	14	43,75%
51-60	Poor	15	46,87%	8	25%
≤50	Very poor	11	34,37%	1	3,13%
Total		32	100%	32	100%

Based on table 3 above, there were 11 students (34.37%) that achieve score lower than 50 and were categorized as very poor in pretest. Then, there was 1 student (3.13%) categorizing as very poor in posttest. Next, there were 15 students (46.8%) achieving score 51-60 and were categorized as poor in the pretest. While, there were 8 students (25%) categorizing as

poor in posttest. Besides, there were 5 students (15.63%) achieving score interval 61-74 as fair category in pretest and 14 students (43.75%) in posttest. Furthermore, there was 1 student (3.13%) that achieve score interval 75-90 as good category in pretest and there were 9 students (28.12%) in posttest. Nevertheless, there was no student that achieved very good

category both pretest and posttest in the control class. It can be concluded that students mostly obtained the interval score 51-60 as poor before treatment, but there was an increasing

in the posttest. It is proved by score interval 61-74 as fair category after treatment in the control class.

Table 4. The frequency distribution of score pretest and posttest in experimental class

Score Interval	Category	Pretest		Posttest	
		Freq.	%	Freq.	%
91-100	91-100	0	0	0	0
75-90	75-90	1	3.13	26	81.25
61-74	61-74	17	53.13	5	15.62
51-60	51-60	7	21.87	1	3.13
≤50	<50	7	21.87	0	0
Total		32	100%	32	100%

As described on table 4 above, there were 7 students (21.87%) that achieve score lower than 50 and were categorized as very poor in pretest. Then, there was no student categorizing as very poor in posttest. Next, there were 7 students (21.87%) achieving score 51-60 and were categorized as poor in the pretest. While, there was 1 student (3.13%) categorizing as poor in posttest. Besides, there were 17 students (53.13%) achieving score interval 61-74 as fair category in pretest and 5 students (15.62%) in posttest. In addition, 1 student (3.13%) scored in the range of 75 to 90 on the pretest, while 26 students (81.25%) did the same on the posttest. Nevertheless, there was no student that achieved very good category both pretest and posttest in the experimental class. It can be concluded that students mostly obtained the score interval 61-74 as fair before treatment, but there is an

increasing in the posttest. It is proved by score interval 75-90 as good category after treatment in the experimental class.

Inferential Analysis

To know whether or not the effect of song lyrics on students' vocabulary of verb, data were obtained through normality test, homogeneity test, hypothesis test and independent sample t-test.

a. Normality test

The researcher analyzed the normality of the data before analyzing the hypothesis. This data was used to know whether or not the data normally distributed. Normality test is presented in table 5 below.

Table 5. Tests of normality between control and experimental class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control Class	.169	32	.021	.935	32	.054
Experimental Class	.211	32	.011	.902	32	.007
Lilliefors Significance Correction						

According to table 5 above, the result of the normality test using Kolmogorov-Smirnov is

significant in the control class at 0.021 (p-value > 0.05), and in the experimental class at

0.011 (p-value > 0.05). This means that data normally distributed.

b. Homogeneity test

Homogeneity test is to know whether the data come from homogenous variance or not. In this research, homogeneity of data is presented in table 6.

Table 6. Test of Homogeneity of variances between control and experimental class

Test of Homogeneity of Variances			
Students Achievement			
Levene Statistic	df ₁	df ₂	Sig.
1.021	1	62	.316

As shown in table 6, it describes that the result of significant shows higher than $\alpha=0.05$ (p-value > 0.05) or $0.316 > 0.05$. It means that data is variance homogeneity.

c. Independent sample test

Based on data analysis used SPSS 24 for windows in table 4.6, it shows that significant value is 0.00. This value is lower than $\alpha=0.05$ or $0.00 < 0.05$. Therefore, this data describes that the use of songs lyric effectively to improve students' vocabulary of verb in the eleventh-grade students of SMA Negeri 5 Bulukumba.

Hypothesis statistic

After calculating normality, homogeneity and independent sample test, the researcher determines hypothesis of research. The formulation of hypothesis research is:

H0: Using song lyrics to increase English vocabulary proficiency is ineffective.

H1: Song lyrics can be used to increase English vocabulary proficiency.

The researcher discovered that the normality test, homogeneity test, and independent sample test all had significant values based on the data. According to this study, H1 is approved whereas H0 is disapproved. Consequently, using song lyrics increased pupils' vocabularies, particularly for verb tenses.

The pre-test, which was given to the students before the research began and before the treatment involving song lyrics was delivered,

was designed to assess their vocabulary proficiency. After giving the pre-test, the researcher watched the teacher as she led students through a lesson.

It may be concluded from the first through fourth meetings' worth of instruction and learning activities that using English video songs can assist students broaden their vocabulary. Most of the students were hesitant to participate in the lesson during the first meeting. They favored learning how to listen well. They did not intend to participate much in the teaching and learning process. They were becoming more-timid and mistake-averse, which made things worse. They became more engaged in the third and fourth meetings, which was better. They can respond to questions from teachers and also bring up the translation if necessary. Following treatment, the researcher administered a post-test to the students to determine the impact of song lyrics on their capacity for vocabulary knowledge.

Furthermore, the control class of average posttest score was 68,91, which was considered fair. In contrast, the experimental class's mean pretest score is 60,47 that is categorized as poor and mean score of posttests was 80.31 that is categorized as good. While using songs in English lessons is not meant to replace other teaching strategies, it is acceptable to utilize them as classroom tools.

We can use a song that has the staying power to last long enough for students to master specific linguistic structures, learn about the target culture, or just enjoy listening to it. The

class benefited from this technique in a number of ways. First off, compared when the regular activities were being used, the experiment significantly improved the environment in the classroom. In order to learn new words, the students focused more intently on the song lyrics, and they were more animated during the lecture (Mastery, 2017).

According to several students, learning new vocabulary may be done through songs as well as movies and books (Zhang, Wu, Wei, & Wang, 2011), and they advised continuing to work on songs even after the trial. The method by which the students learned their vocabulary provided fresh angles of their language learning (Zhang & Wu, 2011 a). Vocabulary building has generally been the most successful and pleasurable part of learning a language. Second, learning and remembering language wasn't unpleasant or difficult (Gorjian, Pazhakh, & Parang, 2012). Thirdly, the songs increased the students' familiarity with a variety of cultural and social subjects, which improved their enjoyment of class. Finally, it was clear that the pupils were in the room for the lesson.

Some students stated they learned that songs may be used in addition to textbooks to help them learn new vocabulary (Zhang, Wu, Wei, & Wang, 2011). In addition, the students' participation in the class was evident, and they appeared more eager to learn vocabulary words through song (Gorjian, Pazhakh, & Naghizadeh, 2012) in particular and advance their language abilities more generally.

The majority of study participants believed that songs are a very stimulating way to teach English to young learners, that songs speed up vocabulary memory, and that songs give a lot of necessary repetition. These findings were supported by further studies (Almutairi, M., & Shukri, N. (2016).

Serve as a beneficial resource for teachers and practitioners by offering suggestions on how to utilize songs to facilitate young learners'

vocabulary, and give teachers insightful perspectives on the success of adopting songs in increasing young learners' vocabulary (Nguyen, T. C., & Nguyen, 2020). It has been shown that songs help young learners learn new words and that their teachers find them to be helpful teaching tools while teaching them English (ÇEVİKBAŞ, G., Yumurtacı, N., & Enisa, 2018). To teach vocabulary to young learners, the entire physical reaction method can be used in conjunction with songs (Islami, F. T. (2019).

Cahyaningsari & M. Saleh (2016) stated that songs with lyrics in both English and Indonesian can be used to teach vocabulary. This suggests that using lyrics from English-Indonesian songs to teach vocabulary could be used to raise vocabulary proficiency among students. Therefore, it is advised that English teachers use the combined English-Indonesian song lyrics in their future lesson plans.

Fadhli (2017) showed that a song worksheet could improve students' command of language. Additionally, they responded favorably to the song worksheet. Fransisca & Syafei (2016) states that performing a song might be followed by additional activities that would boost their confidence. There are certain benefits to teaching English through songs, including lively classroom activities, engaging young learners, and fostering their confidence and activity. The young learner's ability to memorize new words and pronounce them clearly can then be improved by songs. The instructor can create a lively and engaging classroom by using songs as the activity. Intani & Nur (2012) indicated that the development of Indonesian children's song lyrics for vocabulary instruction, accompanied by books and song compilations on VCDs and DVDs, was successful and suitable for teaching third graders. According to student evaluation scores, 95% of pupils were successful. Gushendra (2017) claimed that the vocabulary mastery exam scores of the students in the experiment class were very good (82.25), whereas those in the control class were good

(63.25). The alternative hypothesis (H1) was accepted when the significant result on the inferential analysis was 0.000 higher than alpha 0.05. It implies that teaching students' English songs can help them learn more vocabulary. Zahro (2010) found that song lyrics were a successful medium for increasing students' verbal vocabulary in the eighth grade at MTs Uswatun Hasanah Mangkang Semarang.

Previous researches related to ideas above that song lyrics can increase students' vocabulary. Nevertheless, the researcher will focus on vocabulary of verbs relating to song lyrics. Besides, the song lyrics will be chosen by researcher that released from 2000 to 2021. The subject will be students of senior high school in which they have been learning English, especially English verbs.

The tests of findings indicated that using song lyrics to teach vocabulary to the students can help them learn more words. It can be carried out by comparing the test scores of the students before and after teaching. Based on data analysis, there was a substantial difference between the vocabulary knowledge of students in the experimental class that used English songs lyric and the control class that did not use song lyrics.

4. Conclusions

After the researcher held research in SMA NEGERI 5 Bulukumba, the researcher could conclude that:

The students can respond to questions from teachers and improve the students' vocabulary mastery of verbs after teaching English by incorporating song lyrics. The researcher administered a post-test to the students to determine the impact of incorporating song lyrics on their capacity for vocabulary knowledge.

The results of the experiments indicated that students could acquire more words by being taught vocabulary by incorporating song lyrics when teaching and learning English. It can be done by comparing the students' test results

before and after instruction. According to data analysis, there is a significant difference in students' vocabulary knowledge in the experimental class, which used English song lyrics, and the control class did not use song lyrics. The average posttest score for the control class, which is 68.91 and classified as fair, serves as evidence for this. In contrast, the experimental class's mean pretest score was 60.47, which is considered low, and its mean posttest score was 80.31, which is considered high.

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