

## LEARNING ENGLISH THROUGH LINGUISTIC AND MUSICAL INTELLIGENCES

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“Music is the manifestation of the human spirit similar to language” (Zoltan Kodaly)<sup>2</sup>

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<sup>2</sup> Campbell, Linda et al. 1996. Teaching and Learning Through Multiple Intelligences. USA; Allyn & Bacon.

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### Abstract

The objective of this research was to describe; (1). the process of learning English by using English songs video as media, (3). the system of learning evaluation, and (4). the improvement of students' vocabulary learning achievement.

The methodology of this research was Classroom Action Research that involved students of Foreign Language Academy Dian Cipta Cendikia Bandar Lampung for D3-BI-IA class and D3-BI-IB class in period 2011/2012. The subject was Vocabulary Building. This action research consisted of 2 cycles. The first cycle, students did activities such as listening to the song in audio, reading the lyrics of song, understanding the words meaning, and selecting the function of words in the sentences. The second cycle, students did activities as listening to the song and doing the task (cloze procedure), reading the text of song through audio visual, understanding sentences' meanings, producing sentence and retelling the content of song. The instruments of research were observation and test.

The research findings indicated that; (1) there were improvement of active students in learning activities, that was; D3-BI-IA class, in the first cycle, the first meeting had 12 students or 60% and the second meeting had 14 students or 70%, and in the second cycle, the first meeting had 14 students or 70% and the second meeting had 18 students or 90%. Meanwhile, D3-BI-IB class, in the first cycle, the first meeting had 10 students or 50%, and the second meeting had 13 students or 65 %, and in the second cycle, the first meeting had 14 students or 70%, and the second meeting had 17 students or 85%, (3). The learning evaluation used Simpel PAS (Program Analisis Soal). In the first cycle, the test validity was 0,2 (low), the test reliability was 0,59 (moderate), the level of difficulty was 0,54(moderate) and the discrimination power was 0,36 (moderate). In the second cycle, the test validity was 0,41 (moderate), the test reliability was 0,78 (high), the level of difficulty was 0,68 (moderate) and the discrimination power was 0,36 (moderate), (4). the achievement of vocabulary mastery in the first cycle, students of D3-BI-IA class who passed the test were 10 students or 50% and D3-BI-IB class was 12 students or 60%. The second cycle, students of D3-BI-IA class who passed the test were 16 students or 80%, and D3-BI-IB class was 16 students or 80%.

**Keywords :** English songs video, learning achievement, learning evaluation

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## 1. INTRODUCTION

### 1.1. Background of Study

Language is a means of communication to convey thought, idea, and feeling in human life, because most human knowledge and culture are stored and transmitted in a language. Students are able to use English as a means of communication both in spoken and written form. Learning English needed to learn vocabulary, Tarigan (1993:2-3) stated, “*keterampilan berbahasa membutuhkan penguasaan kosakata yang memadai. Penguasaan kosakata yang memadai itu menentukan kualitas orang seorang dalam berbahasa.* (learning a foreign language is basically learning vocabulary of that language, and this defines the one's quality in language)” From this statement, we can see in communication, the message can be recognized clearly if the vocabulary usage is accurate. If students have lack of vocabulary mastery, they inhibit themselves to produce and receive some information both in spoken and written. As the basic language skills (listening, speaking, reading, and writing), vocabulary has to be mastered by learners. Vocabulary is the main point to learn English. Without having adequate vocabulary we will get difficulty to learn English.

Based on the instruction experience at ABA (*Akademi Bahasa Asing*) DCC (*Dian Cipta Cendikia*) Bandar Lampung, students' vocabulary mastery was still low. It can be seen from the final result of first and second semester. It can be explained that in *Vocabulary Building* subject for D3-BI A class and D3-BI-B class had 40 students. Students who got score A were 2 students or 5%, score B were 10 students or 25%, score C were 25

students or 62,5%, and score D were 3 students or 7,5%. Therefore, the highest percentage was score C (moderate). Furthermore, the T-L process of vocabulary was still centered to the lecturer with conventional method. Students also got difficulties in word memorization, good pronunciation, and also lack of variety media.

In fact, students should gain English skills such as listening, speaking, reading, and writing. The teacher-centered must be changed into students-centered by combining suitable technique and media of teaching learning. Here, the writer conducted linguistic intelligence to practice those English skills but it focused on vocabulary. Gardner in [2] suggested that language is a preminent instance of human intelligence. From this statement, the use of words is to communicate and to express powerfull of human brain in listening, speaking, reading, and writing. And Gardner said that babies before birth have a head start on the development of linguistic intelligence. Students can grow their English learning by these four skills.

Gardner in [2] also stated that music is undoubtedly one of the oldest art form. We live with the rhythms of our own heartbeat and respiration and the more subtle rhythm of metabolic and brain wave activity. Music in the classroom can help to create a positive emotional environment conducive to learning. Furthermore [7] stated that music lends a natural rhythm to words and phrases, helping language learners to use good pronunciation. Melodies and rhymes guide learners to speak in a native. In popular songs, you are exposing your students to native speakers who model correct pronunciation. Based on this statement, the lecturer should choose an effective media to reach the learning objective. An effective media can build students' motivation in learning. The lecturer can apply varieties of media like as audio, visual, audio-visual, multimedia and the like, therefore, in this study, the writer is interested in teaching vocabulary by using English song video as the media to practice four English skills.

Dealing with the characteristics of students, as it is stated by Murphey (1996: 10) in [3] "teachers can use songs to teach vocabulary to students". He states that "an additional thing we might do with song and music in teaching is teach vocabulary". And Griffiee (1992: 41) in [3] also states that, "songs are especially good for introducing vocabulary because songs provide a meaningful context for the vocabulary". Song video as media can also add warmth and a welcoming atmosphere in the classroom. By using musical intelligence, students can connect to language intelligence by practising four skills with English songs. And this was supported by [6] that "introducing song in the classroom can solve most of the problems concerning motivation. singing a song is one activities which generate enthusiasm and pleasant and stimulating approach to culture of foreign language". Based on this statement, students who were auditory learners, can learn more both inside or outside classroom by listening songs repeatedly.

At the end of study, students did final test to know students' achievement. Then, the test was evaluated for learning evaluation. [1] stated that "*Evaluasi merupakan kegiatan pengumpulan data untuk mengukur sejauh mana tujuan tercapai* (evaluation is data collecting activity to measure how far the objective was reached)." From this statement, the aim of evaluation was to prepare an information as the base to take decision for arranging instructional objective for the future. The writer used SIMPEL PAS (*Sistem Pengelolaan Program Analisis Soal*) to analyze the test.

## 1.2. Objective of the Study

This study aims to describe 1) the T-L process, 2) the learning evaluation and 3) the improvent of students vocabulary achievement

## 1.3. Benefits of the Study

The writer really hopes that this research has some benefits to the writer herself and the reader as general. The benefits of the study as follows:

### 1.3.1. Theoretical Benefit

- a. The writer hopes that the result of research is useful for teachers, lecturers, readers so that they understand that English teaching-learning through English song video is effective in improving vocabulary mastery.
- b. The writer can know whether or not the media is suitable to the students in English learning

### 1.3.2. Practical Benefit

- a. The reader will get large knowledge about teaching learning vocabulary using English song video
- b. The finding of this research will be useful to the readers who are interested in analyzing English learning and to evaluates the students' vocabulary mastery.

## 2. RESEARCH METHODOLOGY

This research was *Classroom Action Research (CAR)*, which the lecturer did teaching learning activity to improve the quality of students' learning and to solve teaching learning problems in the class. Kurt Lewin model, CAR consisted of four steps such as: (1). planning, (2). acting, (3). observing, and (4). reflecting.

This research was done at ABA DCC Bandar Lampung, in D3-BI-IA and D3-BI-IB which consisted 20 students each class. The research was done in period 2011/2012.

## 3. RESULT AND FINDINGS

### 3.1. Result of Study

Indicators of study were the followings as;

1. The teaching learning process would be success if there was an improvement of students' activity. The cycle would be stopped if active students had reached 75% in each class.
2. Learning evaluation would be given each cycle. The test analysis were given through 1) test validity, 2) test reliability, 3) level of difficulty, and 4) discrimination power by using SIMPEL PAS program.
3. The increasing of students' learning achievement was observed by the result of test on each cycle. The cycle would be stopped if 70% students had passed the standard score 61, with the score criteria as; A (100-81), B (80-71), C (70-61), D (60-51) and E (50-0). (source: *BAAK DCC Bandar Lampung*).

#### 3.1.1 The Teaching-Learning Process

##### A. The Action Research Cycle I

##### 1. Planning

- 1) Making lesson plan/SAP.
- 2) Preparing the instrument of students' observation and lecturer's observation.
- 3) Preparing the media and teaching aids such as songs in an audio form, computer, slide, LCD, and *room speaker*.

##### 2. Acting

She explained the learning objective and steps of learning in *pre-activity*, *while- activity*, and *post-Activity*. In *pre-activity*, Lecturer gave motivation to students in lead-in activity to the topic.

In *while-activity*, the lecturer showed the text by LCD and played the song in audio. She paused the lyric per paragraph and the students did repetition drills. There were few words that few students still made error of pronunciation like as the words *knew*, *freeze*, *touch*, *without a single word*, *piece*, so the lecturer helped them to revise the good pronunciation or review the melody by singer/native speaker. For the second song, the problem of pronunciation was in the words *about*, *younger*, *wild*, *road*, *lying*, *turn*, *arrive*, *through* . After the lecturer helped them in good pronunciation, student can pronounce all the words of song well. Then, lecturer and students discussed the material together. She let students to find content words in the text of song. Students discussed the words meaning in the text. Finally, the song was replayed and students followed the song to practice their pronunciation and word memorization. The activities above can be repeated for another song to improve students' vocabulary mastery.

In *Post-activity*, lecturer and students made conclusion of learning in stimulus and response activity.

##### 3. Observing

At the first cycle, the active students on the first meeting for D3-BI-IA class had 12 students and D3-BI-IB class had 10 students. And the second meeting for D3-BI-IA class had 14 students and D3-BI-IB class had 13 students. The result of percentage of active students can be seen on the table below :

Table 1: The Percentage of Active Students at Cycle I (%)

Class	Meeting I	Meeting II
D3-BI-IA	60%	70%
D3-BI-IB	50%	65%

##### 4. Reflecting

At the end of cycle I, Lecturer gave test in multiple choices. The data indicated that D3-BI-IA class had 10 students or 50% who passed the test, and D3-BI-IB class had 12 students or 60%. It means that the students' learning achievement had not reached indicator 70 %.

After knowing the result of test, the students' score would be entered in SiMPEL PAS program. The result of evaluation was:

- 1) The result of item validity  $r$  table was 0,312, valid items were 31 items and unvalid items were 19 items. The score of test validity was 0,2 (low).
- 2) The result of test reliability was 0,598 (according to KR-20) with the moderate category.
- 3) The result of level of difficulty was 0,5492 (moderate).
- 4) The result of discrimination power was 0,3626 (moderate)

From the data above, the researcher would revise all data in the second cycle by preparing song as media through *audio visual* which can be got from <http://www.youtube.com/> or be made by Sony Vegas 7 program, meanwhile the lecturer used windows media player and the like to play the songs.

## B. Action Research Cycle II

### 1. Planning

The plannings of research were as;

- 1) Making lesson plan/SAP.
- 2) Preparing the instrument of students' observation and lecturer's observation.
- 3) Preparin pop western songs in audio visual from <http://www.youtube.com/> or making by Sony Vegas 7 program, computer, slide, LCD, and *room speaker*

### 2. Acting

In *pre-activity*, lecturer gave motivation to students in brain storming activity to the topic. In *while-activity*, the lecturer played the song in audio visual and paused the lyric per paragraph, then the students did repetition drills. Students can pronounce the words well. Then, lecturer and students discussed the material together, like as the function of nouns can be as subject in the sentence, eg; "your eyes see everything", as object, e.g; "I would like to stop the clock" and after auxiliary verb, eg; "I am an English student". She let students to find content words in the text of song. Students then discussed the words meaning in the text. For improving their English vocabulary, students retold the content of song by their own words both written and spoken form. Finally, the song was replayed and students followed the song to practice their pronunciation and word memorization. The activities above can be repeated for another song to improve students' vocabulary mastery. In *Post-activity*, lecturer and students made conclusion of learning in stimulus and response activity.

### 3. Observing

The second cycle, the data was got from active students in learning that first meeting, D3-BI-IA class had 14 students and D3-BI-IB class had 14 students. The second meeting, D3-BI-IA class had 18 students and D3-BI-IB had 17 students. The result of percentage of active students can be seen on the table below;

Table 2. The percentage of Active Students Cycle II (%)

Class	Meeting I	Meeting II
D3-BI-IA	70%	90%
D3-BI-IB	70%	85%

### 4. Reflecting

The data was got from final test of cycle II. It indicated that D3-BI-IA class had 16 students or 80% who passed the test and D3-BI-IB class had 16 students or 80%. It means that the increasing of stuents learning achivement hsd reached indicator 70% from each classes.

After that, the data was evaluated by SIMPEL PAS program. The result was ;

- 1) The result of item validity  $r$  table was 0,312, valid items were 40 items and unvalid items were 10 items. The score of test validity was 0,41 (moderate).
- 2) The result of test reliability was 0,788 (according to KR-20) with the high category.
- 3) The result of level of difficulty was 0,684 (moderate).
- 4) The result of discrimination power was 0,368 (moderate)

From the data above, the second cycle has reach all indicator of T-L process, so the action research was stopped at the second cycle.

### 3.2 Findings

In etymology, language can be *bhasa* (Sanskrit), *bahasa* (Indonesia), *lughah* (Arabic), *langue* (French), *taal* (Dutch), *sprach* (Deutsch) dan *kokugo* (Japan), and the like. English was learnt in integrated skills such as listening, speaking, reading and writing.. The learning objective was in order to students be able to communicate both spoken and written form. Integrated has superiority for the followings:(1) to enrich and develop learning; (2) to motivate students in learning; (3) to build an efficiency and effective learning ; And the lack of integrated was; (1) teacher must master with the concept of skills; (2) difficult to apply all at once; (3) variety of learning source

Suyanto (2010;47-49) stated about vocabulary learning in integrated consists of four steps were as;

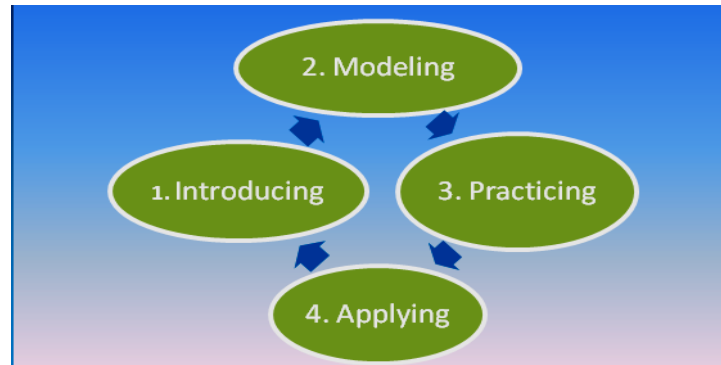


Fig 1. Vocabulary Learning Process

1. Introducing → Lecturer introduces new words in good pronunciation by native speaker
2. Modeling → Lecturer can give a model to help students' problem in learning
3. Practicing → Lecturer practiced students to pronounce and memorize words well
4. Applying → Students applied the usage of words in sentences

Vocabulary is the base of language in communication, in other words, students should get some vocabularies as the introduction of a language. vocabulary is to build a language, it is a prominent element in communication. We can see that learning vocabulary plays an important role in understanding the language whether in written or spoken form. Furthermore [8] stated that it is impossible to learn a language without words, without vocabulary. Referring to the statement, we can deduce that vocabulary is the essential thing of language learning. By knowing vocabulary, we understand someone's opinion, be able to communicate to others, and be successful in learning English. It can be inferred that students who learn a language, should learn vocabulary. Basically, the teacher should teach the form and the meaning of words in vocabulary in order to use those vocabularies in communicative purpose. In the *Vocabulary Building I*, the material prepared word classes including functional words/grammatical words and content words/lexical words.

This is an example of song as media;

#### **My Heart will Go on**

By : Celine Dion

Every night in my dreams.

I see you. I feel you.

That is how I know you go on.

Far across the distance

And spaces between us

You have come to show you go on.

Near, far wherever you are

I believe that the heart does go on

Once more you open the door

And you're here in my heart

And my heart will go on and on

Love can touch us one time

And last for a lifetime

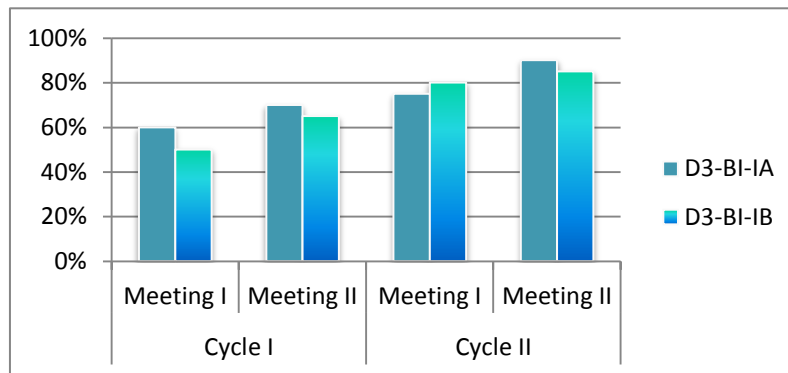
And never go till we're one



Love was when I loved you  
 One true time I hold to  
 In my life we'll always go on

Based on the content of song above, students can learn about the function of ‘verb’ and other words like as ” *Every night in my dreams. I see you. I feel you*”. The function words of “verb” in this sentence are the words ‘see’ and ‘feel’. Students can learn its utterance by listening, its meaning, pronunciation, structure, function words and the like both in spoken and written form.

The improvement of students’ activity in English learning that had been got in first and second cycles can be shown in the graphic below;

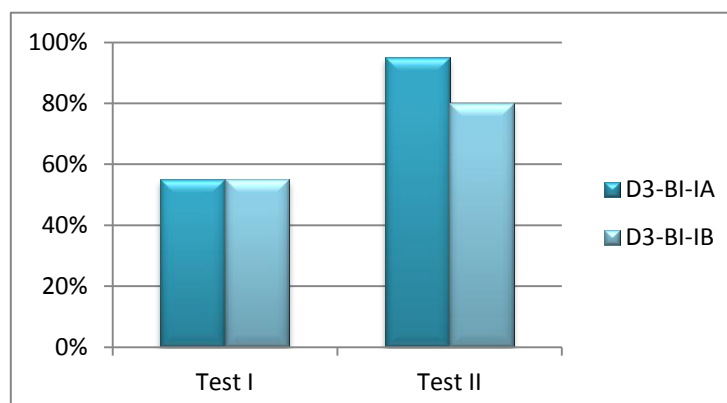


Graphic 1. The improvement of students’ learning activity

The advantages of learning activity in the first and second cycles are;

- English learning is the learning of language acquisition for sound, words and structure;
  - Drilling for teaching strategy;
  - Involving native speaker by the singer;
  - Learning Integrated skills;
  - Learning language is habitual, so it must be repetition;
  - Building intrinsic motivation through the songs;
- and the disadvantages are;
- Variety activities make longer time study;
  - Institution must prepare audio-visual facilities.

Beside improving in students’ learning activity, students can increase their learning achievement. It can be shown in the graphic below;



Graphic 2. Increasing students’ learning achievement

#### 4. CONCLUSION

Based on the analysis of findings that the action research was done in two cycles in implementing songs as media for learning vocabulary mastery. It can be concluded as follows:

- The students were active in T-L process. Data indicated in the first cycle that D3-BI-IA class, the first meeting had 12 students or 60% and the second meeting had 14 students or 70%. In the second meeting for D3-BI-IA

class, the first meeting had 14 students or 70%, and the second meeting had 18 students or 90%. Meanwhile D3-BI-IB class in the first cycle, the first meeting had 10 students or 50% and the second meeting had 13 students or 65%. In the second cycle, the first meeting had 14 students or 70% and the second meeting had 17 students or 85%. It means that the data has reached indicator 75.

2. The data of students' learning evaluation indicated that the test validity was 0,41 (moderate), the test reliability was 0,78 (according to KR-20) with high category, the level of difficulty was 0,68 (moderate) and discrimination power was 0,36 (moderate).
3. The increasing of students' learning achievement indicated that D3-BI-IA class for the first cycle was 10 students or 50% and the second cycle was 16 students or 80%, and D3-BI-IB class for the first cycle was 12 students or 60% and the second cycle was 16 students or 80% who passed the test.

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