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MALAYSIA



2nd ICEL 2014

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014

Bandar Lampung University, Indonesia

PROCEEDINGS

Hosted by

Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

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THE SECOND INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

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Organized by:
Faculty of Teacher Training and Education (FKIP),
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M

2nd ICEL 2014 Chairman

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BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
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THE IMPACT OF USING ENGLISH SONGS TOWARDS THE STUDENTS' VOCABULARY MASTERY AT GRADE TEN OF SMK NEGERI 1 BANDARLAMPUNG IN ACADEMIC YEAR 2013 - 2014

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Abstract

The objective of this research was to find out the impact of using English songs towards the students' vocabulary mastery at grade 10 of SMK Negeri 1 Bandarlampung 2013 - 2014. Vocabulary mastery is all the words known and used by a particular person. The use of English songs in the teaching and learning processes is expected to be able to improve the students' vocabulary mastery. Data analysis was attempted using t-Test for two group design. Results indicated that p-value 1% = 2.65, 5% = 2.00, and t-value = 11,61. It is statistically significant as p-value is smaller than t-value. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. These findings suggest that there is impact of English songs towards the students' vocabulary mastery at grade ten of SMK Negeri 1 Bandarlampung in academic year 2013 - 2014.

Keywords: English songs, vocabulary mastery, teaching and learning

1. INTRODUCTION

The use of songs is not something new in teaching milieu. The tone of music or songs is often used in the process of study, especially when the students do the assignment (Levy, 2000; DePoter, 1999; Schmid 1999 in Dryden, 2000) in Puasa (2008:5). Some songs are able to convince and stimulate the brain work in study. Furthermore, in the teaching foreign language or English, songs can be beneficial in the teaching of skills as well as language aspects (Lems, 2001; Puasa, 2003). The teaching using songs is actually very fun because of the suggestions of music's and songs can bring the students into the rest, relax and free from under pressure environments. Sumardi (1992) in Puasa (2008:5) notes that the rest, relax and free from under pressure

As we know, people are naturally interested in their progress when they are studying a foreign language. Teachers are likewise interested in their students' improvement. Because of the factor elements in learning a foreign language is mastering the second language's vocabulary; it is probably safe to assume that there has been interest in testing vocabulary from the earliest times in which foreign languages were formally studied (Schmit 2010).

One of the efforts to improve the students' vocabulary mastery in learning English is by using an effective, interesting and enjoyable teaching medium for students. The use of English song as medium to learn vocabulary is one of the ways to improve students' vocabulary mastery. It is expected that English songs as the medium to learn vocabulary can help the students increase their vocabulary. The problem of this research is formulated as follows: is there any impact of using English songs towards the students' vocabulary mastery at grade ten of SMK Negeri 1 Bandarlampung in academic year 2013-2014?

2. LITERATURE REVIEW

2.1. The Value of Songs

Paul (2003:58) says that song can add feeling and rhythm to language practice that might otherwise be flat in helping the students to remember things more easily, and draw students deeper into a lesson. Not all teachers like singing, and there are many successful teachers who rarely use song in class. But these

teachers are missing out on something very special. Most students love songs, and songs and chants are one aspect of the English classes that most students learn with genuine feeling and take home with them. They keep them in their heads, sing them after class, hum them on the way home, and sing them at home.

In addition, as we know that most of the students feel there is a barrier between the classroom world and their world away from the classroom where they play with their friends and live their daily lives. Actually, if we want English to play a more central role in the students' daily lives, we need to find ways to break down this barrier. We can see when a student hums or sings one of our songs on the way home, it means we have succeeded and that was great.

Based on the statements above I am convinced that by learning English song, the learner can enlarge their vocabulary, improve their pronunciation, accuracy, and fluency in speaking. Language teachers can and should use songs as part of their classroom teaching activities. Songs contain many authentic languages that are easily obtainable. They can provide vocabulary, grammar, and cultural aspects and songs are also fun for the students in the teaching learning process in the class

2.2. The Way to Use Songs

Paul (2003:57) says that there are various ways to use English songs in teaching: 1) Singing, 2) Actions, 3) Chants, 4) Background Song, 5). between lessons. English songs can be used in the teaching learning activities. There are many ways to use songs or English songs when teaching learning activities like using songs as background while the students learn the lessons. There are two kinds of songs that we can use in teaching learning process; using new songs or adopting popular songs. Furthermore, Paul (2003:59) says that one way to introduce a new song is to play it at the beginning of the lesson when the students are settling down. We get on with what we are doing, and do not draw student's attention to the song. But, of course we hope they will be curious about the song and attracted to it.

A wide variety of formats can be used to present edutainment, ranging from books to such guided tours as zoological parks, museum, mall, etc. This particular branch of the education world is also extremely profitable way because they incorporate all the language skills as follows:

- 1) Listening (to the song) - Following the song to determine words.
- 2) Reading (following the lyrics to determine the words)
- 3) Writing (filling in the blanks) - writing the lyrics
- 4) Speaking (singing the song)

2.3. The Concept of Teaching Vocabulary

Pora (2010: vii) says that mastering vocabulary is a must to anybody who wants to understand listening, speaking, reading and writing in English. Learning English vocabularies has vital impact in studying English. It is one of language components that cannot be separated from the whole language.

Wallace (1982:27) says that the teacher has the job of so managing the learning that the learner can do some or all of these things with the target vocabulary that is to be learnt. What are the principles on which such learning is to be based?

1. First aims, the teacher has to be clear about his or her *aims*: how many of the things listed by the teacher are expected the learner to be able to do and with which word? Unless the teacher is clear on this point, it will be difficult to assess how successful or otherwise the vocabulary learning has been.
2. Secondly Quantity, teacher having decided on what is involved in vocabulary learning; the teacher may have to decide on the *quantity of vocabulary* to be learnt. How many words in a lesson can be learner learn? If we mean by 'learn' that the words become part of the student's active vocabulary, then one estimate the actual number as low as around five to seven new words.
3. Control. We need control of the amount of vocabulary inevitability means choice as to the specific items to be taught. In any case, one would hope that the choice of vocabulary will relate to the aims of the course and the objectives of individual lessons.
4. 4. Frequent exposure and repetition. It is seldom, however, that we remember a new word simple by hearing at once. There has to be a certain amount of repetition until there is evidence that the student has learned the target word. The simplest way of checking that this learning has been done is by seeing whether the student can recognize the target word and identify its meaning. If the word has to be part of the learner's productive vocabulary, he must be given the opportunity to use it, as often as is necessary for him to recall it at will, with the correct stress and pronunciation. It is not enough, however, Wood (1983) notes that this should happen only in one lesson: since the learner is exposed to a large number of words, the words he is meant to remember should crop up at regular intervals in later lessons.

5. Meaningful presentation. As well as form the *form* of the word, the learner must have a clear and specific understanding of what word denotes or refers to, i.e. its meaning – although, ‘meaning’ involve many other things as well.
6. Situation Presentation, In the previous explanation we saw that the choice of words can be vary according to the situation in which we are speaking (e.g. whether on board ship, or on dry land), and according to how well we know the person to whom we are speaking (from informal to very formal). It seems sensible that a student should learn words in the situation in which they are appropriate.
7. Presentation in context, Words very seldom occur in isolation. We have seen how important it is for the learner to know the usual collocations that the word occurs in.
8. Learning vocabulary in the mother tongue and in the target language, At this point perhaps we should pause and see how the principles which we have established so far relate to the learning vocabulary in the L1 (or mother tongue) and L2 (target language). As mentioned by Richards et al (2001) nearly everyone in his lifetime acquires a fairly large vocabulary in his mother tongue; very large, compared to what most foreign language learners would aspire to.
9. Inferencing (Guessing) procedures in vocabulary learning, there is one aspect of both L1 and L2 learning which demands comment. Schmitt (2010) notes that the estimated of the vocabulary of educated native speaker vary very widely: many estimates of recognition (i.e. passive) vocabulary come out between 100,000 and 200,000 words, including word derived from the same root (like *glad* and *gladly*).

The answer is, of course, that we guess the meaning of words by hearing them used in a certain situation or sometimes by reading them in a certain context and guessing their meaning from the context. Usually it is clear in a situation what particular thing someone is referring to in a written context a bit more detective work may call for.

3. METHOD

3.1. Participant

The population of this research was the students at the second semester of grade ten of SMK Negeri 1 Bandarlampung in academic year 2013 – 2014. There are ten classes of grade ten; they are: AK 1, AK 2, AP 1, AP 2, PE 1, PE 2, TKJ 1, TKJ 2, MM 1 and MM 2. The total population of this research is 384 students; the sample of this research was the students at the second semester of grade Ten Accountancy which was in class AK1 and AK2 of SMK Negeri 1 Bandarlampung in academic year 2013 - 2014. The numbers of students of both classes are 70 students. Each class has 35 students. The two classes from ten classes above were taken as the sample. In order to get the sample from population, cluster random sampling was applied because the population is homogeneous.

3.2. Research instrument and procedure

In this research, written test as an instrument to obtain the data was used. The written test focused on subject matter to be studied and related to vocabulary mastery. The test consists of 25 questions and was divided into three kinds of question. The first is the synonym section. In this part, the students were asked to find the synonym of vocabulary in multiple choice questions. The second is to find antonym. In this part, the students were asked to find the antonym of vocabulary in multiple choice questions. The third is to find meaning. The students were asked to find the meaning of vocabulary in multiple choice questions.

The procedure of this research was done as follows:

1. The subject of the research was the grade ten students of SMK Negeri 1 Bandarlampung of ten classes. By using random sampling technique, the experimental group and control group were selected. Each group consisted of 35 students. The random sampling technique was applied and based on the consideration that every class at grade ten had the same opportunity to be selected and to avoid the subjectivity in the research.
2. The material that was going to be taught was selected. The research applied in one material for the treatments. The material was about vocabulary on the song and I choose three titles of songs they are: My Heart Will Go On, I Have a Dream and Season in the Sun.
3. The two groups (experimental group and control group) were given pre-test. The test was conducted as the first test for all respondents in the form of objective test. The test used multiple choice questions. The objective of this test was to know students’ vocabulary mastery. In this multiple choice test, the students were assigned to find the synonyms, antonyms and meanings in the multiple choice question.

The pre-test was administered before the implementation of using English songs technique. The pre-test was conducted in 45 minutes.

4. In providing treatments to the experimental group with English songs was applied in teaching vocabulary. The songs used were entitled "My Heart will Go On, I Have a Dream and Season In the Sun to the experimental group. The treatment was conducted three times. For the control group, the students' were taught by using traditional teaching method. Each treatment was conducted in 90 minutes.
5. The students in the experimental and control classes were given posttest. The objective of the post-test was to find out the students' vocabulary mastery after treatments. Posttest form was the same as that of the pre-test. The post-test was conducted in 45 minutes.
6. The data of pre-test and post-test of the experimental and control groups were collected and analyzed by using t-Test. It was analyzed to identify whether the use of English songs technique had impact towards the students' vocabulary mastery.

3.3 Data analysis and result

The result of the pre-test and post-test were statistically analyzed using t-Test of two group design the formula as follows:

$$t = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

df: (N_x + N_y - 2)

Descriptions:

- M_x : Mean of Control Group
- M_y : Mean of Experimental Group
- x : Deviation of x₂ and x₁
- y : Deviation of y₂ and y₁
- N : Number of subject

The t-Test was applied to know the impact of using English songs between two scores of pre-test and post-test of the teaching vocabulary. It means that t-Test was used to see if there was a significant impact of teaching using English songs towards the students' vocabulary mastery.

From the computation, it showed that t-value was 11,61. This value was referred to t-Test table (appendix) with degree of freedom (df) = 68. It was in the level of significance of 5% (2,00) and 1% (2, 65). Therefore, the data showed that p-value was smaller than t-value that was 2,00 and 2, 65 < 11,61. It meant that the result was statistically significant. It indicated that there was impact of English songs towards the students' vocabulary mastery. The results showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

3.4 Discussion

There is much increase of the students' vocabulary mastery after the treatment in the experimental group. It happened because through English songs technique, the students tried to guess the meaning of some words. In applying the treatment, the students were asked to use English for communication.

There were some problems encountered by the writer during the implementation of English songs in teaching vocabulary. First, most of students were inhibited to use English in their communication because they were afraid of making mistake. Second is, the students always opened dictionary to find the meaning of the words.

In general, the teaching learning process ran smoothly, the students cooperated well during the treatments. Based on the analysis of the data and hypothesis testing, the result of the calculation was found that the null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted.

4. CONCLUSION

In this research, it can be concluded that there is impact of using English songs towards the students' vocabulary mastery at grade ten of SMK Negeri 1 Bandar Lampung in academic year 2013 - 2014. It was shown that t-value was 11,61. This value referred to t-Test table (appendix) with degree of freedom (df) = 68. It was in the level of significance of 5% (2,00) and 1% (2,65). Therefore, the data showed that p-value was smaller than t-value that was 2,00 or 2,65 < 11,61. It meant that the result was statistically significant. It indicated that there was impact of English songs towards the students' vocabulary mastery at grade ten

of SMK Negeri 1 Bandarlampung in academic year 2013 -2014. The results showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

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