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THE USE OF MODIFIED ENGLISH SONG TO IMPROVE VOCABULARY

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ABSTRACT

Songs have an important role in the development of children learning a second language. It also can be considered a valuable pedagogical tool particularly to help learners improve vocabulary mastery. This study aimed to see a significant difference in vocabulary acquisition between students who were taught using Modified English Song and those who were not. The research employed quantitative approach with quasi-experimental design. There are two types of the test namely pre-test and post test. It involved twenty items of matching word test. The data analysis technique covered the normality test, homogeneity test, and hypothesis testing. This study involved forty students of Al-Falah Pacul-Bojonegoro Superior Junior High School as the object of research. The result revealed a substantial difference in vocabulary mastery between students in the experimental class who were taught using Modified English Song as a medium and those who were not. The experimental class' average post-test score was 86.80, while the control class' average score was 82.80. Because the t-observation value is higher than t-table ($2.6539 > 1.685$), the alternative hypothesis is accepted, and the null hypothesis is rejected, according to the t-test result. Finally, the utilization of Modified English Song can help students increase their vocabulary mastery.

Keywords: Modified English Song, Vocabulary, Young Learners

A. INTRODUCTION

Indonesian music can not be underestimated. Proven fans spread in various countries in the world. It shows that Indonesian music has the quality to compete on the world stage. As stated by Boon Ken Wong, Asia Team Lead, Music Culture and Editorial Spotify in a press release (detikHot, April 16, 2020). Music listeners in Indonesia have listened to the works of domestic musicians for more than one billion hours on Spotify. Spotify has several interesting findings not found in other countries. Some of them are music genres and music listening habits that are classified as different from usual. Spotify's Director for Asia, Sunita Kaur, said that Indonesian listeners are among the most active in listening to music compared to other countries in the world. Over the past year, Spotify has recorded playing more than 3.9 billion songs in a request time of more than 11 billion minutes (Ardian & Saraswati, 2020). If the average Indonesian listen to music at least three hours a day. Not only that, for the Asian region, listeners in Indonesia are among the most diligent in making playlists ranging from young people to adults.

Music and songs have always had a significant role in people's lives, from children, teenagers, to mothers who sing lullabies for their children. The song itself can animate emotions and represent one's feelings when words cannot be spoken (Medina, 2002). Nowadays, it is nearly impossible to live a life without singing. It is due to the fact that song is used in movies, advertising, radio, and even most stores, restaurants, and other public locations. In addition, people may listen to their favorite music everywhere and at any time thanks to technology advancements such as the iPod, mobile phone, and MP3.

Music is a basic need for every human being, because music can make people feel happy, joyful and comfortable. Music can be effective in academics by helping to form learning patterns, overcome boredom and ward off annoying external noise. Music also affects the emotional intelligence of teenagers (Georgieva, 2017). As a result, music can be one of the media used by students to learn English vocabulary. Students must prepare themselves with terminology to communicate in English, both verbally and in writing. Little can be communicated without grammar, and nothing can be communicated without vocabulary (Wilkins in Harmer, 2002).

The ability of students to speak, listen, read, and write is determined by their vocabulary (Richards & Renandya, 2002). The words students choose in their speeches have an impact on how effectively they comprehend what the speaker is saying. Likewise, the clarity with which students can convey the reader's thoughts in writing is measured by their language competence. Likewise, the ability of students to read will be influenced by their vocabulary competence.

However, some problems in the junior high school classrooms make students have little knowledge of vocabulary to learn a foreign language. Many students struggle with the tedious process of retaining and recalling language. The majority of students learn English vocabulary through their teachers and never attempt to expand their vocabulary. Furthermore, the teacher is less inventive when it comes to expanding his students' vocabulary. This study focuses on the use of media in the teaching of English vocabulary.

Considering the strength of song from the pedagogical point of view, this study focuses on Modified English Song as a medium for increasing students' vocabulary by modifying Indonesian songs into a vocabulary song that students can sing anytime. The use of songs is entertainment in the classroom that creates a fun teaching and learning atmosphere. This study aims to help students to make it easier to remember and also improve their vocabulary skills. What has been stated above is one of the reasons the author conducts this research. A song is a musical composition relatively short for the human voice, expressing words or lyrics (Richard, 2002). Sometimes, it features rhymes and employs vocabulary that is not always the same as what is used in official writing. The words in it are sung with a certain tone, rhythm, speed. Musical instruments usually accompany a perfect song to beautify a song.

Songs are a great way for students to learn new words. It is because songs make it easier for students to recall new words. One song genre that can be used is pop (a term that comes from and stands for "popular"). The activity of listening to songs and singing songs will unconsciously enrich the vocabulary of students. Because songs are primarily written for local speakers, they often include current language, idioms, and expressions (Susanti et al., 2019). Moreover, the use of songs in teaching vocabulary also assists teachers in teaching

Rohmah & Indah: The Use of Modified English....

English in a fun way and does not frustrate them. Teaching vocabulary using songs allows students to learn vocabulary in turn (Millington, 2011).

Several researchers have conducted research using songs in teaching vocabulary (Kurnia, 2017; Sari et al., 2019; Faliyanti, 2017; Roffiq et al., 2017; Gushendra, 2017; Safitri, 2018; Salamah, 2020; Rachmawati et al., 2020; Cahyaningsari & Saleh, 2016). Song is an excellent teaching tool, especially when the teacher needs to deliver new subject. Using music to stimulate and relax students during teaching and learning is a good idea. In addition, songs can also calm one's mind and become a tool for the development of human intelligence.

B. LITERATURE REVIEW

1. Modified English Song

In general, modification can be defined as nearly any action taken with the goal of improving something. According to Oxford Learner's Pocket Dictionary (2008), to modify is making partial or minor changes to something. Modification in teaching is an attempt to apply the principles of learning and psychological principles to the outcomes that are induced in human behavior. From that statement, it can be inferred that one of the efforts that teachers can do to make the learning process more effective is modification.

Song is a short piece of music with words to sing. A song, according to Jajuli (2011), is a short composition in one brief movement for the medium of solo voice and piano. He goes on to say that song is a group arrangement made up of lyric and musical elements such as rhythm, melody, harmony and expressiveness. Moreover, a musical composition for the voice of numerous voices comprises a brief poetry, lyric or ballad, that is intended to be sung or not.

By considering of the potential of song in English classroom, this study offers Modified English Song as a media for enhancing students' vocabulary by changing Indonesian songs into a vocabulary song that students can sing anytime. The lyric from the song is adopted from vocabularies which are taught by the teacher in the class and it is modified by the teacher using the Indonesian song rhythm.

2. Pop song

According to the Indonesian Survey Scale, pop music is one of Indonesia's most popular music genres. Most popular songs are due to their pleasant and straightforward tone. The lyrics are simple and express the lives of today's youth, such as love, self-discovery or an eternal friendship. Because it is known and liked by many people, popular music is a type of music that is very popular with the public. This music is also in accordance with the current state of affairs, so that it is fit with the taste and is always pleasant to hear in most people's ears.

Pop music itself has a specific character, one of which is the 'ease' which includes the existence of this music. Another quite important character is that it is 'entertaining'. In other words, because it is intended to entertain then everything is made easy. Therefore, there is no complicated process of entertainment. Conveniences in pop music include; The lyrics are easy to memorize and do not involve complicated and direct philosophical thoughts, melodic strains are melodic, the harmonies are not too complicated, stomping loudly so that you use

a music band, are flexible, meaning that a song can easily adapt to any style, has a tempo more varied (Sasongko, 2016).

Pop music consumed by the public has significant similarities in certain aspects (Khadavi, 2013). It is emphasized that pop music is 'standardized' both in terms of musical patterns and lyrics. It is evident from pop songs that are generally easy to listen to and interchangeable with other pop songs. While pop music is mechanical, in another sense it can be changed from one song to another without any real effect in the music structure that has become a single unit. To hide this standardization, the pop music industry guards it by making listeners forget that what they are listening to has been simplified before. Songs are usually created based on experience or inspired by previous works.

3. Song for young learners

The children between the ages of 5 years to 12 years and those under 14 years old are considered young learners (Yuliana, 2003; Rixon, 1999). As a result, the average age of young learners differs each country. One of the success criteria in language learning, according to psycholinguistics, is learning at an early age. There are various reasons why learning at young age is preferable. First, before puberty, the brain adjusts more readily than after. Second, children's unconscious mastery of language provides them with more chances than adults' conscious mastery of language. Third, children are always learning without worrying about it, and they have numerous obligations, just like adults (Brumfit, 1994).

By learning at a young age, music can help children develop cognitive skills and improve language skills by singing songs to learn to appreciate language, vocabulary, and poetry. Due to the fun-loving nature of young learners, teachers can instruct students through enjoyable activities. Music is a pleasant activity that they are familiar with, and singing is a simple sort of music. They learn vocabulary automatically through entertaining songs and activities, and students can increase their vocabulary abilities in a fun way through songs.

4. Song as pedagogical tool

One of the advantages of using songs in class is its flexibility. Songs can be used for a variety objective, and they can be considered excellent teaching tools for a number of reasons. Songs are able to assist students in improving their listening and speaking abilities, songs can also be a useful tool in vocabulary learning (Murphey, 1992; Purcell, 1992; Pourkalhor & Tavakoli, 2017).

In listening course students can feel bored while trying to learn the meaning of a new word or phrase by listening to a narration or dialogue. On the other hand, listening to songs repeatedly can reduce the monotony due to the combination of rhythm and melody. Songs can also assist students develop their listening abilities by allowing them to practice listening to different types of intonation and rhythm so that they can carve themselves into our brains. Therefore, the song is an adequate tool to be used in the language class.

However, in speaking class students are often interested in learning how to pronounce vocabulary in a foreign language correctly. The teacher uses several exercises in pairs (dialogue). However, these activities are rarely of interest to young learners. Songs, on the other hand, allow students to learn pronunciation by practicing songs which can be more interesting and fun.

Songs can provide opportunities for vocabulary practice. Usually, songs are chosen based on a theme or topic that can provide context for adding vocabulary to students. The selected songs and lyrics must be carefully selected to complete the desired vocabulary target.

Vocabulary holds important role in English language learning. It is the basic block of learning processing by which mastering the right amount of it becomes the prerequisite for learning of other subjects. Unfortunately, you⁶ learners as the focus in this study face difficulties in learning process. Generally, the problems faced by the students in learning English is difficulty to learn vocabulary. The learners and teachers are aware that vocabulary is important element, thus many teachers have various ways to tackle the difficulties and increase the chance of students to master English vocabulary as much as possible. Modified English song is one of the ways to reach it. This study argues that Modified English song could be applied by the students in daily life. The students do not need difficult effort to memorize vocabularies. Because, only by singing the song indirectly the vocabulary will be easily remembered by students. In addition, Modified English Song is also able to create a pleasant classroom atmosphere, encouraging students become more passionate about English.

C. RESEARCH METHODOLOGY

In this study, the researchers examined the use of Modified English Song to increase students' vocabulary by using a quasi-experimental design. The researchers used two classes as samples, one of which was called the experimental class, where the class was managed by using songs. And another group is the control class which is managed without using songs. However, the material given to both classes is the same.

In this research, there are two types of tests, first is ⁴pre-test and second is post-test. Pre-test ⁴as given before treatment which aims to find out the homogeneity of the two classes. While the post-test was conducted after the treatment to determine if using modified English song can improve students' vocabulary mastery. The exam used in this study uses matching words consisting of twenty items to identify vocabulary and the duration is thirty minutes.

This research was conducted at Al-Falah Pacul Junior High School, Bojonegoro. The population in this study was the seventh grade of Al-Falah Pacul-Bojonegoro Superior Junior High School which consisted of forty students. In sampling, the researchers used a random technique where the sampling was carried out as randomly as possible by using the population member number to allow each member of the population to be chosen as a sample member (Latief, 2017). Thus, the researchers divided them into two classes. They are experimental class and control class, each of which had twenty students. Table 1 shows the sample used in this research.

Table 1. The sample of the research

Sample	Experiment	Control
Class VII	20	20
Total		40

The data analysis technique used is to calculate the normality test, homogeneity test, and hypothesis testing. The hypothesis testing was done by comparing the prices of the t-observation and t-table with a confidence level of = 0.05% provided that if t-observation > t-table, then (H₀) is rejected and (H_a) is accepted with the meaning of Modified English. Song affects the vocabulary skills of the seventh grade students of Al-Falah Pacul Bojonegoro Junior High School.

D. FINDINGS AND DISCUSSION

The following section describes the results of students' ability to understand vocabulary using Modified English Song for class VII of Al-Falah Pacul Bojonegoro Superior Junior High School. In this research, the researchers presented each hypothesis and data. The test is a t-test if the t-observation value exceeds the t-table, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. The summary results can be seen in table 2.

Table 2. Students' Vocabulary Post-Test Scores in the Experimental and Control Classes

Class	n	\bar{x}	SD
Experimental Class	20	86.80	6.469
Control Class	20	82.80	5.125

From table 2 the researchers presented that the average value of the experimental class (86.20) after receiving treatment was higher than the control class (82.80). The t-test formula was also employed to see if the two classes' finding were significantly different. The results of t-test are shown in the table below.

Table 3. The Resume of the Vocabulary T-Test Result

Variables	df	t-observe	t-table	Interpretation
Experimental Class and Control Class	38	2.6529	1,685	$t_o > t_t =$ significant

The t-observation is 2.6539, with 38 degrees of freedom and a significance level of 5%, as shown in the table above. If t-observation > t-table, the difference is statistically significant. The t-observation in this situation is 2.6539, and the t-table is 1.685. It signifies that the t-table > the t-observation, indicating that the alternative hypothesis is accepted and the null hypothesis is rejected. So, it can be inferred that students taught using Modified English Song have much higher vocabularies scores than students who are taught using conventional methods.

This media can assist teachers in teaching and learning in the classroom, making the teaching and learning process more engaging. The media utilized in the teaching and learning process is employed to help students reach their learning goals. The effectiveness in teaching vocabulary has been demonstrated to meet the goal of acquiring vocabulary. The experimental group showed significant differences in the vocabulary test after using the Modified English Song, this finding supports Cambell's (2003) theory that listening to music can lower heart rates, engage brain waves for higher-order thinking functions, promote a happy mental state, relaxed, and easy to accept material to study.

Another educational theory cited by Sari (2005) regarding learning media is that good music is valuable as a teaching tool. Learning methods that use music to children have taken the art of combining music with learning to a new and higher level of education. It is supported by the statement of DePorter, et al (2005). Music has an impact on both teachers and

students. It is helpful to set the mood, affect students' mental states, and assist the learning environment. Music can also aid students in remembering more; it can both consciously and unconsciously stimulate, renew, and strengthen the learning process. Besides, the majority of students adore music.

In this case, it can be concluded that music has a role in learning vocabulary in class. Music can also be used to: 1). Stimulate learners to practice, 2). Promote body awareness, and 4). Active the development of large motor abilities. 4). Enhance cooperation. 5). Increase learner's self-assurance. 6). Serve as a source of happiness and pleasure, 7). Introduce and maintain structure in regular activities, 8). Produce a controlled environment in which self-disclosure can be realized, and 10). Foster social ties.

Meanwhile, conventional techniques show that they are not effective. It is in line with the findings of other studies (Kayyis, 2015; Sari et al., 2019) which show that conventional techniques cannot help teachers in the teaching and learning process of vocabulary. In other words, the teaching and learning process is uninteresting and tedious classroom. The learning model is a pattern of interaction in the classroom between students and teachers that combines strategies, approaches, methods and learning techniques used to implement teaching and learning activities in the classroom. As defined by this notion, this learning model is a representation of how the interaction between teachers and students is related to the tactics, approaches, methods, and learning techniques employed in the learning process.

E. CONCLUSION

Based on the information presented above, various inferences can be taken. First, Modified English Song can be considered an effective strategy for improving students' vocabulary mastery, particularly in grade VII of Junior High School AL-Falah Pacul-Bojonegoro. The students' post-test results evidence it following treatment using Modified English Song. Second, learning through music can be a fantastic way to create an energetic classroom environment and demonstrate students participation in teaching and learning activities. Because of this, it appears that students can participate actively in teaching and learning activities carried out using Modified English Song. Third, students' active participation in learning demonstrates their motivation, leading to increased learning passion. As a result of the finding, it can be concluded that using music to teach and acquire vocabulary is a viable option. Finally, they claim that using Modified English Song is a fun learning strategy because it is varied and simple to follow.

Therefore, the learning atmosphere in the classroom is very influential on the results of the learning process carried out. The study results stated that several types of music affect the learning atmosphere of students in the classroom. Pop music is the most popular type of music. Therefore, music is applied as a background for the learning atmosphere in the classroom. However, the role or influence of music on the learning atmosphere and the learning process still can become an object of research. It can be done for other types of music, such as regional music, traditional, English songs, or the type of music currently popular with students. In addition, the application of folk songs or English songs can also be done for the learning process.

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Rohmah & Indah: The Use of Modified English....

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