

Male and Female Students' Perception on the Use of Popular Song to Improve Students' Vocabulary Mastery

Etika Rachmawati

English Education Program FKIP Galuh University

etika.rachmawati@unigal.ac.id

Rita Apollonia

English Education Program FKIP Galuh University

ritaapollonia@gmail.com

Imelda Ratna Meila

English Education Program FKIP Galuh University

imeldameiila595@gmail.com

Abstract

This study was aimed to investigate the students' perception and the teacher's way to teach popular song to improve students' vocabulary mastery. The sample of the study was 32 first year students in Vocasional high school. A qualitative case study was employed, the data were obtained through the observation and questionnaire. Then, the data from the observations were analyzed by transcribing the whole of the activity in classroom and data from questionnaire were presented into percentage. The researcher described the data of the observation qualitatively. In the present study, the researcher proposed three research questions: (1) How does the teacher use popular song to improve students' vocabulary mastery at English club? (2) What are male students' perceptions on the use of popular song to improve students' vocabulary mastery? And (3) What are female students' perceptions on the use of popular song to improve students' vocabulary mastery? In responding to the first research question, it was found that the teacher used audio technique such as music in teaching vocabulary. Furthermore, the result of second and third research question found that male and female students agreed that popular song could improve students' vocabulary mastery, it can be seen from the questionnaire. It showed that students got new vocabularies after listening, learning and reading popular song because it had many new vocabularies and easy to understand. Based on the conclusion, this study suggests that the teachers who teach English, teaching English need various technique, method, and approach that have to apply in teaching learning process in order to give new atmosphere for the students. Using popular song as one of the solution to solve that problem has to be developed by the teachers because there are some activities that could make teaching learning English more fun and enjoyable especially in improving students' vocabulary mastery because it is rich with vocabularies. Furthermore, the students have to learn deeply about the component of English and learning vocabulary in order to make them mastering English.

Keywords: *perception, popular song, vocabulary mastery*

A. Introduction

English is the foreign language in Indonesia. It is very important because all of the countries use it to communicate each other. It proves that language is necessary for people to interact with other people (Syafryadin, et al. 2019; Syafryadin, 2020; Syafryadin, et al. 2020). Language is not released from vocabulary, when the students try to speaking English in a good way they must master the vocabulary as much as they can. In fact, in daily classroom activity, student often find difficulty in vocabulary and how to different among verb, adjective, adverb, and noun. Not only the students of High School but also the students of University are less knowledge of vocabulary

Vocabulary is important aspect in language learning and teaching without vocabulary learners will not be able to develop other skills successfully, because it determines and decides the level of a language learners. According to Finnochiaro (2010) vocabulary is the content and function words of language which are learned so thoroughly that they can be used in the performance of any communication act. Mastering vocabulary can make learner being effective speaker, good listener, reader and writer. In fact, in daily classroom activity, students often find difficulties in mastering vocabulary. Therefore, the teaching and learning of vocabulary needs special attention both from teachers and learners.

There are many media can be used to improve students' vocabulary like audio aid and audio-visual aid. Example for audio aid are radio, music, and so on while example of audio-visual aid are video, film/movie, and television, etc. In this study, popular song is chosen as a media for teaching vocabulary. Songs have been parts of the human experience. By using songs, the atmosphere of classroom becomes more relaxed and comfortable. According to Lynch (2005) language teachers should use songs as part of their English language teaching. He also stated that a variety of new vocabulary can be introduced as well as cultural aspects and even different types of English accents. Songs can be selected to suit the needs and interests of students. The lyrics of songs can be used in relating to situations of the world around the students. It can be concluded that songs can offer an enjoyable speaking, listening, vocabulary and language practice.

Vocabulary

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because it is able to speak, write, and listen. They have to know vocabulary first. According to Bailey (2001) vocabulary is a word when they can recognize its meaning when they see it. It means that in learning vocabulary, they have to know the meaning of it and also understand and can use it in sentence context.

According to Frank (2000) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of vocabulary test info find out whether the learners can match each word with a synonym, a dictionary, or an equivalent word with their own language. In learning, we have to know the meaning of words itself and can use it in sentence automatically. Cameron (2001) states that vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. It means that vocabulary is the central and very important component in learning a foreign language because it will help students in mastering all the language skill; Listening, Speaking, Reading and Writing.

Teaching Vocabulary

Vocabulary is an important part of language learning. Teaching vocabulary requires the students' ability to understand the words and to use the words appropriately. Teaching vocabulary looks very simple. The teacher only gives the students some new words and exercises then asks the students to memorize the words and gives the test. In the vocabulary learning, the students are expected to understand the meaning of the words, the uses of the words in sentence, and form the words in oral and written. Vocabulary is the knowledge of words and word meanings. Steven Stahl (2005) argues that "vocabulary is knowledge of a word which not only implies a definition, but also implies how that w fits into the world". Ellis and Brewster (1991, p. 1-2) emphasize that "as stories are motivating and fun, they can help students develop positive attitudes towards the foreign language and enrich their learning experiences". It means that story can motivate and help students build positive attitude and get more experiences.

Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in
Available at <https://ejournal.karinosseff.org/index.php/jadila/> 241

vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. It means that the process of vocabulary learning is difficult because it does not only learn an aspect of the words. In this research, vocabulary learning is a process where the teacher teaches the students to recognize English words in order to assist the students to reach their goal.

In the vocabulary learning, the teachers should make the acceptable process to the students. Therefore, the teachers should have the suitable strategies in the vocabulary learning process. Hustjin (1993) as cited in Morin & Goebel, 2001 states “vocabulary learning strategies suggested not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge”. Then, the vocabulary learning strategy needs a good technique to help the student to get meaning and form of the words. According to Allen and Vallete (1972), “vocabulary learning can be meaningful if the teacher can conduct the teaching process by combining the available techniques of teaching”. Therefore, the teacher should consider the appropriate strategies and suitable techniques in vocabulary learning to achieve the goal.

Techniques of Teaching Vocabulary

Since vocabulary learning is considered as a complex process, the teacher should provide practical techniques on teaching vocabulary that the students are able to develop their learning of new words independently. Hence, Nattinger (1988, p. 63) states that “guessing vocabulary from context is the most frequently way of discovering the meaning of new word”. Based on the statement, the teacher should ensure that the students not only understand the meaning of words in context, but also communicate with others. The students should be provided with some opportunities to produce the language. In other word, the teacher should be able to lead the students to produce the language as well as other language components either spoken or written form.

In order to contextualize the vocabulary we need to use different ways to teach it. Some of more common way to teach EFL vocabulary are the means of translation, real thing (realita), actions (gesture), pictures (illustrations, posters), use of synonym and definition, songs, storytelling, games, using reading, etc (Kwiatkowska, 2007).

The first technique is by using realia. Realia is maybe one of the most useful ways to teach vocabulary because it uses “authentic material” (Sumarni 2008, p. 4). Wright (1997, p.7) refers to realia in these terms: “Objects (sometimes called ‘realia’) are an idea way of showing the meaning of English words for concreting things”. In other words, realia is the use of real objects such as stuffed toys to teach animals or plastic or real fruits and vegetables to teach food. It involves children using their senses, for example, the sense of touch to identify some textures, the sense of smell to smell the fruits and the sense of sight to observe and identify some objects.

The second technique in teaching vocabulary is by using pictures. Pictures are perhaps the most common way to teach vocabulary. Pictures could be designed by teacher or taken from magazines ,newspaper and books. They are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as food or furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions and activities (such as sports and verbs of movements). Pictures allow teachers to catch children’s attention more easily, teach vocabulary in a fun way and exemplify the concepts without translation (Wright 1997, p. 7).

The third technique is by using song. Songs are another way to teach vocabulary. Firstly, it is because they are especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary (Griffiee 1992, p. 5). In this way, song can be used as a warm-up in the class to introduce new vocabulary to students and as a way to motivate them to learn. Secondly, thus song and music can be used to relax students and provide an enjoyable classroom. Thirdly, they can be very useful “for pattern practice and memory retention because songs give pleasurable repetition with no boredom and provide active participation in the language. In addition to this, they also involve listening and speaking skills and children love and enjoy singing a song at the same time as they learn. Finally, in the classroom, an EFL teachers can use a chant, that is a song without music, to teach children the sounds and rhythm of English, to reinforce structures and vocabulary, but above all to have fun (Phillips 1993, p. 100)

The next technique in teaching vocabulary is by using games. Games are also a very useful way to teach vocabulary because they help students to learn new vocabulary in the same way that they learn it in their mother tongue.” In games the language is used Available at <https://ejournal.karinosseff.org/index.php/jadila/>

as a means to an end rather than an end in itself, and students are motivated to learn because they are enjoying themselves”. (Reilly & Ward 1997, p. 27).

Moreover, another technique that can be used in teaching vocabulary is by using storytelling. Storytelling is another very useful way to present vocabulary because it uses a combination of pictures, mimes, realia and sounds. Stories help students to become aware of the general ‘feel’ and sound of the foreign language. Stories also introduce students to language items and sentences without their necessarily having to use them productively (Wright, 1997 p. 7) stories can be used as a source to motivate students to learn.

In conclusion, vocabulary is an important aspect of a language. Owing to this, there are several ways to teach it. In addition, it is necessary to teach it to students in a way that enables them to learn the vocabulary they need to communication with other. To achieve this, an EFL teacher has to take all this into account and use different ways to teach EFL vocabulary such as realia, pictures, songs and games to enable students to learn vocabulary in the same way they do in their mother tongue.

Popular song

Music plays an important role for every step of human life. It reflects the culture, history, folklore, and current idiom of countries. Singing is an important tool for building students’ confidence. It gives students a degree of fluency before they have succeeded in speaking. Words usually occur in context in lyrics; the sound of new words is easily remembered through the melody of the song. While listening to the song, students will hear several new vocabularies many times. Music affects language accent, grammar, memory, mood, enjoyment, and motivation. Composing words and rhythm appropriately can help to hold the song together and increase the mind’s ability to recall it. Pairing music and language can help the process of learning vocabulary and phrases. When using songs to teach vocabulary, it begins with listening and finishes with communication. For some students who are not used to the culture of the target language and have some difficulties in expressing, they can learn the language better by using the music which provides them a relaxed atmosphere. Songs are the authentic materials for teaching a second language. The song lyrics provide a target vocabulary, grammar, and patterns for students to study. By listening to English songs, students can listen to the native pronunciation and also develop their listening ability.

Songs as a Teaching Media

Media is derived from the Latin word ‘medium’ that means ‘between’. The term refers to anything that carries information between a source and receiver. In general, it is a means of communication. Media is also considered as instructional system of teaching learning process. So instructional medium is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal teaching learning process. The teacher can select the media from the traditional ones up to the modern ones. In doing this study the researcher uses songs as the media in improving the students’ vocabulary mastery. And here the researcher discusses more about songs first.

Sometimes we did not realize that we could sing the songs without learning how to sing the songs in a certain way. From the songs we can learn many things, for Example: we can get some more new words or vocabulary, and we also could learn how the words are pronounced. As songs are having magical effects, we can use songs in the learning process. Harmer (2000, p. 242) states that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. Songs are a good resource for English teaching. First, they are funny. Second, they promote mimics, gestures, etc. associated to the meaning. Third, they are good to introduce supra segmental phonetics (stress, rhythm and intonation). Fourth, students play a participative role. Fifth, they can be applied to comprehension stages (listening) or production (singing). Sixth, there are songs for all levels and ages. Seventh, students learn English very easily, through echoic memory.

However, Prescott (2005) points out that music is an important thing for education. It not only helped students learn and gain the knowledge but also helps students increase their scores. There are many studies showing that music has a positive effect in the classroom. If students do not understand the definition of all the words in the song, students can get the meaning from the lyric. There are many popular songs together with their music videos that help students understand the content of the lyrics. According to Šišková (2008), The music videos also provide the song’s story which helps the students understand the words in context. Students also hear the words via the songs over and over again and figure out their meaning through the video’s content. All of this can help students learn new vocabulary. They learn the language naturally while Available at <https://ejournal.karinosseff.org/index.php/jadila/> 245

singing and hearing the songs. Murphey (1992) state that, when students listen to their favorite songs they remain interested and motivated in learning vocabulary. Music video keep students motivated; the video are one tool for keeping students aware of what is happening around them.

Students' Perception

The researcher discusses briefly to discuss the term of perception. There are several theories that explained by experts. Romanov (2011, p. 2) argues that "The word 'perception' is defined as perception includes senses, feelings, ideas, thought, theories". He also adds that "Perception is something you have to do through doing it". Based on the statement, the researcher elaborates that someone's opinion and thought which influences someone idea in determining something and it can be shown through action. Someone's idea can be different because they have different thought and opinion about something.

According Gibran cited in James, M. (2008, p. 140), "perception is to provide a veridical encounter with a real environment and to inform perceivers of those aspects of the environment that play a role in the organization of their activities". While Braun cited in James, M. (2008, p. 143) argues that "Depth perception is perception of the perceiver's relation to the environment and that relation involves life movement". Based on the statements above, the researcher can assume that someone or individual will accept stimulus of information through object in environment in daily life, the process called perception. Perception is the process by which we organize and interpret our sensory impressions in order to give meaning to the environment.

Relation to this study, perception here means students' perception expressed by the students at one of 10th grade at English club of Vocational High School which determine how they assume a certain topic, especially in using short story in improving students' vocabulary mastery.

B. Research Methodology

The present study is designed by applying the framework of qualitative research. As far as qualitative research is concerned, it can be understood as a sort of research method used to explore the problem or a central phenomenon through word description

in which the report uses flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias (Creswell, 2012, p.16). The design is selected because in interpreting the data, which in the form of teaching observation and interview, the researcher needs to describe the data by words which are clearer and rich of diction.

In this study, the researcher employed case study. According to Creswell (1998, p.61) A case study is an exploration of a "bounded system" or a case (or multiple cases) over time through detail, in-depth data collection involving multiple sources of information rich in context. The researcher employed case study because it is not only appropriate for the exploratory phase of an investigation, that surveys and histories are appropriate for the descriptive phase and that experiments are the only way of doing explanatory or casual inquiries. Case study also designed to bring out the details from the viewpoint of the participants by using multiple sources data. Moreover, in qualitative data the researcher also is able to attach her subjective reflexivity and bias with flexible opinion. Thus, the researcher could explore the central phenomenon wider by using words, which are unlimited formula since this study is in the form of data analysis.

Research Site and Participant

This research conducts at one of Vocational High School in Ciamis. The reason why the researcher chose this school was because the sample selected is suitable with the topic that is the first grade of English club in Vocational High School in which vocabulary by using popular song is being learnt.

In this study, researchers selected one of the classes in an English club at Vocational High Schools in Ciamis and one class as a sample. Meanwhile, researchers chose only 10th grade from the English club to be studied, because that was a reference from the teacher who taught this club.

Data Collection

This research used two instruments for conducting the data they were observation and questionnaire. The first instrument was observation. The researcher did classroom observation to observed the learning and teaching activity and to know the teacher's technique in teaching short story.

The second instrument was questionnaire. The researcher administered questionnaire related to their learning process. In the case of a questionnaire, as there is no one to explain the meaning of questions to respondents, it is important that the statements are clear and easy to understand. In the questionnaire, there are 10 statements which related to the topic that should be answered by the participants.

Data Analysis

According to Cohen, Manion and Morrison (2011, p. 537) qualitative data involved organizing, accounting for, and explaining the data. This means that in qualitative data the researcher organized data which was obtained, after that counting the data to find out the result and finally explaining the data which was counted as a final result.

There are two types of qualitative data in this study. The first one would be from observation and second is would be from close-ended. In analyzing the result of the teacher observation, the researcher formulates the following steps as the guidance in analyzing the result of observation. First, the researcher records the teacher by using video during the lesson. The data from recording are transcribed. According to Creswell (2012, p. 239), "transcription is the process of changing the recording or the recording field notes into text data". It means that transcription is process of transcribing something into text data. Transcripts provide written sources. Second, the researcher describes the data and categorizes or develops them.

There are several steps of conducting questionnaire. Firstly, the researcher prepares close ended questionnaire then the questionnaire is given to the participants and explain how to answer. After the participants have finished answering, the researcher collects the questionnaire and analyzes it. then the researcher describes the result of data based on Theory from some previous studies. Last, the researcher interprets and comments on the presents data. Finally, the researcher concludes and verifies data. Furthermore, the researcher analyzed the result of questionnaire used percentage calculation. Those answers were presented in the form of frequency observed. After she had calculated the frequency of each option, then she computed them into percentage calculation by using formula by Hatch and Larazation (1982, p. 136)

C. Results and Discussion

1. Results

The researcher obtained two data collections including observation and questionnaire. Based on data observation, the researcher found that the teacher did audio technique in teaching popular song to improve students' vocabulary mastery such as using music. It showed that music can improve the students' motivation, to attract the students' attention. While listening to the song, students will hear several new vocabularies many times. Music affects language accent, grammar, memory, mood, enjoyment, and motivation. Composing words and rhythm appropriately can help to hold the song together and increase the mind's ability to recall it. It was appropriate with theory by Šišková, (2008) "Using music is an important motivator in attracting and retaining students' attention." Also the researcher found out the student's perception towards the use of popular song to improve student's vocabulary mastery through questionnaire. It could be said that there was improvement on students' vocabulary. In the other words, the students commented that popular song were useful and fun to motivate them in improving their vocabulary. The students' also shared that popular song motivated them to improve their vocabulary mastery because they got many new vocabularies by listening popular song. These all were relevant with the theory of Martin, C. (2013) , listening to song is a very enjoyable activity. Song selection is important for students because if they like the songs, they will try to understand the meaning.

2. Discussion

Dealing with the findings of this study, briefly it could be concluded that the investigation of students' perception was conducted to find out the purposes of this study that is to know the and to find out how the lecturer improves the teaching based on students' feedback. From the findings, the researcher infers several points. First of all, it could be seen that based on the first research question. The first result of the study showed that teacher's way in using short story to improve students' vocabulary mastery. According to Phillips (1997, p. 141), there are many factors that affect learners: the atmosphere of the classroom, the attitude of the teacher, and the organization of the lesson all affect children's learning. The first result of the study showed that teacher's

way in using popular song to improve students' vocabulary mastery. According to Phillips (1997, p. 141), there are many factors that affect learners: the atmosphere of the classroom, the attitude of the teacher, and the organization of the lesson all affect children's learning. The students assumed that they liked the relaxed atmosphere, the competitiveness and the motivation that short story brought to the classroom Martin (2013) It stated that the songs can be an effective way to stimulate language retention and a good way to motivate students to like the foreign language. Music is a good tool to help students memorize many aspects of the language because of its repetitive nature.

The second result of the study showed that male and female students' perception on the use popular song in improving students' vocabulary mastery. The researcher took students' perception to know the students' responses about using popular song in improving students' vocabulary mastery. Perception based on Romanov (2011, p. 2) argues that the word 'perception' is defined as perception includes senses, feelings, ideas, thought, theories. He also adds that Perception is something you have to do through doing it.

However, the findings showed that most of the students got positive perception on the use popular song in improving students' vocabulary mastery. The used of popular song successfully made the students' motivation in learning vocabulary were improved. This statement was supported by Prescott (2005) points out that music is an important thing for education. It not only helped students learn and gain the knowledge but also helps students increase their scores. There are many studies showing that music has a positive effect in the classroom.

D. Conclusion

This study is aimed to know how the teacher's teach popular song in improving students' vocabulary mastery and the male and female students' perception on the use of popular song in improving students' vocabulary mastery. In this section, some conclusions are highlighted based on the result of observation and questionnaire in the previous chapter. In this regard, there are two conclusions to answer the research questions which are presented as follows:

In responding to the first research question, the researcher found that learning and teaching process by audio aid that was given by the teacher for one classroom science clearly found that students could improve their vocabulary mastery. It could be seen from the classroom observation data that the researcher did. In the first step, the teacher prepared student psychic and physical to follow the learning process, and gave some apperceptions to the students. In the crux step, the teacher asked students to understand the meaning of the song by listening to the popular song, then students tried to answer the meaning lyric, then the teacher gave students more opportunities to explore their comprehension by doing the exercises, then the teacher gave students chance to tell the results of the test. In the last session, the teacher gave input from both students' pronunciation and word pressures, and then asked students to tell their problem related to popular song.

Procedures above was the answer for the first research question regarding to the teacher's technique to teach popular song in improving students' vocabulary mastery. Finally, the researcher could draw several conclusions. First, most of the students gave positive react toward learning and teaching process by listening the music. In conclusion, by having more positive responses, it can be proven that using audio aid techniques such as song could improve students' vocabulary mastery and made the learning and teaching process more interesting.

Furthermore, regarding to the second and third research question about the male and female students' perception on the use of popular song to improve students' vocabulary mastery, the researcher used closed ended questionnaire to answer the second and the third research question. The data showed that the students agreed that popular song could improve their vocabulary mastery because it had many new vocabularies and easy to understand. Besides, popular song made the teaching and learning process more enjoyable and fun. On the other hand, the students did not get boring easily.

References

- Allen, F. (1983). *Technique in teaching vocabulary*. New York: Oxford University.
- Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition*. United States: Cambridge University Press.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education (Sixth Edition)*. New York: The Taylor & Francis Group.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. *Educational Research* (Vol. 4). <https://doi.org/10.1017/CBO9781107415324.004>
- Creswell, J. W. (2011). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th edition)*. New York: Pearson.
- Fraenkel, J., Wallen, N., & Hyun, H.H. (2011). *How to design and evaluate research in education (8th ed.)*. Boston: McGraw Hill.
- George, J. M, & Jones, G. R. (2005). *Understanding and managing organizational behavior*. Phoenix, AZ: Pearson Education.
- Hatch, E., and Lazaraton, A. (1991). *The research manual design and statistics for applied linguistics*. Los Angeles: Heinle and Heinle Publisher..
- James, M. (2008). *The structure of perception on ecological perspective*. *Kritike* Vol 2 number 1 123-144
- Martin,C. (2013). *The effects of songs in foreign language classroom on vocabulary retention and motivation*. Retrieved December, 2015 from academic.navarra.es/bitstream/.../master%201.pdf
- Murphey, T. (1992). *Music and song*. Oxford, England: Oxford University Press
- Philps, S. 1996. *Young learners*. Oxford : Oxford University Press.
- Quinley, E. (2002). *Vocabulary everyday living words*. Saddleback.
- Romanov, N. (2011). What is perception. *Cross Fit Journal*. 56 (2), 2. Retrieved October 31st, 2016 from: <http://journal.crossfit.com/2011/06/romanov7perception.tpl>
- Šišková, D. (2008). *Teaching vocabulary through music*. Diploma Thesis. Masaryk University. Brno, Czech Republic.

Syafryadin, H., & Salniwati, A. R. A. P. Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres. *International Journal of Recent Technology and Engineering (IJRTE)*. 8(4), 3147-3151.

Syafryadin, S. (2020). Students' Strategies in Learning Speaking: Experience of Two Indonesian Schools. *Vision: Journal for Language and Foreign Language Learning*, 9(1), 33-46.

Syafryadin, S., Martina, F., & Salniwati, S. (2020). Compensation strategies in speaking activities for non-English department students: poor and competent speakers. *JEES (Journal of English Educators Society)*, 5(2), 109-116.