`IMPROVING STUDENTS VOCABULARY MASTERY THROUGH LISTENING SONG

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The objective of this research is to explore the enhancement of vocabulary proficiency through listening to songs in Class XI-A at MA Bina Islam Tanah Grogot. The research employs the Classroom Action Research Method (CAR) and involves 18 students. Data collection includes activity observations, documentation, and tests. In the pre-test stage, the average score was 65.05, with a learning perfection rate of 38.88%. In the first cycle, students exhibited an average score increase to 74.27, achieving a learning excellence rate of 61.11%. The overall average score in the second cycle reached 84.38, with a total learning excellence rate of 94.44%. Despite improvements, observations indicate that some students still struggle with vocabulary mastery, and not all students clearly comprehend the songs played. Nevertheless, in the second cycle, students demonstrated an enhanced ability to boost their vocabulary proficiency using English songs. The findings indicate an overall improvement in the vocabulary mastery of Class XI-A students at MA Bina Islam Tanah Grogot through the incorporation of English songs.
Keywords: Vocabulary Mastery, Listening Song

A. INTRODUCTION

Language is a communication tool used by a group of people to convey ideas, thoughts, intentions, and goals to other people. With language people can develop knowledge about something. In global era, the English language becomes the most important language for communication. As we know that almost all aspects of life use English in terms of communication. Therefore, it really needed to master English for better communication. In secondary school, English is one of the compulsory subjects that must be learned. To support the mastery of English skills namely reading, writing, listening, and speaking. Someone who masters the four aspects of language skills must also be supported by good vocabulary mastery. Good vocabulary mastery will people understand what is heard, read, written, and what other people say.

Adequate vocabulary plays a crucial role in English language instruction, as students need it to comprehend others and articulate their own thoughts

effectively(Adnyani & Dewi, 2020). The totality of the words that make up a language is its vocabulary. One should first learn about vocabulary before studying English as a second language. One of the most crucial aspects of teaching any language is vocabulary development; students need to be constantly learning new words as they study grammar and sound systems (Gushendra, 2017).

In fact, teaching English is not easy for teachers who teach in secondary schools because there would be some problems found in the learning process. the author conducted research at MA Bina Islam Tanah Grogot, especially students in class XI-A because after making previous observations, the authors found problems in the teaching process related to students' ability to memorize low vocabulary and also students' ability to pronounce different vocabulary. Therefore, students must know the pronunciation of vocabulary in English so that students have difficulty using English vocabulary.

Based on the background of the problem above, the identification of problem in the study is as follow (a) the students less of ability in vocabulary mastery, (b) the students less of media utilization that can attract students' attention in learning English, (c) the previous teacher if teaching use monotone style so that the teachers will uses improving vocabulary mastery through listening songs.

Therefore, the teacher must have several strategies so that students can be motivated to learn English. Teachers need ways to make learning fun and practical so that students can be more enthusiastic in learning English. Here the author uses children's songs which are replaced by using the vocabulary that students learn so that they can improve students' abilities and skills, such as enrichment of vocabulary, listening and speaking. Singing English songs has an influence on pronunciation skills. Therefore, the author conducted a study to "Improving Students Vocabulary Mastery through Listening song."

B. Review of Related Literature

Students in Indonesia at all grade levels study vocabulary as one of their subjects. If they wish to learn English well, they should be able to master it. Without having a firm grasps of the terminology, language study would fail miserably. The importance of vocabulary in everyday language is crucial. Vocabulary is at the heart of language (Octia, 2019).

A second language learner's ability to communicate effectively is hampered by a restricted vocabulary; hence vocabulary proficiency is frequently regarded as a crucial skill. Schmitt (2000) highlights that lexical knowledge is essential to communicative competence and the learning of a second language when taking into account the significance of vocabulary acquisition. The relationship between vocabulary knowledge and linguistic practice is therefore characterized by Nation (2001) as complementary: Conversely, the ability to use language facilitates vocabulary(Susanto, 2017).

According to Webster (1994:979), vocabulary is a list of terms that have been defined, clarified, or translated as well as the range of a language, the collection of words at one's disposal or employed in a particular task. (Scrivener, 1994) asserts that vocabulary is a potent meaning-carrier (Delatu et al., 2020).

One way or technique to improve students' vocabulary mastery is the use of keywords. It is a method that teachers can use to increase their pupils' vocabulary learning memory. This method employs visuals to organize and retain information, and it asks pupils to think and come up with new terms from a teacher-provided keyword. The researcher who was interested in adopting a method to teach vocabulary employed the Keyword technique to increase the students' vocabulary mastery in accordance with the preceding definition (Nurchurifiani et al., 2021).

As we know, when learning English especially in listening, it is very important. Listening in English is part of three other important aspects, such as speaking, reading, and writing. English has become a learning material in schools around the world which has grown very rapidly until now. This is what makes the role of English as an international language.

One of the essential parts of learning English is having good listening skills. It is essential since it plays a significant part in speaking in order to respond after hearing speakers. The listener physically receives the communication, chooses, recognizes the information, interprets, communicates, and remembers it before uttering the reply (Sulvika & Rinda, 2021)

Selection of the Songs

When the teacher will use songs she/he should be aware of the type of song she/he will play during the teaching and learning process. If the teacher wishes to sing to her class, this is an issue. The issue of how to choose the music to be played in class can be resolved in one of two ways. The first is to ask students to bring their own personal playlists to class. The instructor may need a day or two to listen to the songs and try to understand the words if they choose to do this. The second option is to use older songs and ask students if they still have value or whether they appreciate them despite their age. Teachers then can choose songs, which they like and are appropriate to the topic and subject matter.

The Use of Song as Authentic Listening Material

When creating listening skill resources, the usage of real materials is a crucial aspect. Making use of such listening in this study, the author selects the song "Thank You, Allah," an older song that has been utilized to increase vocabulary among pupils. The song's lyrics are as follows:

I was so far from you
Yet to me you were always so close
I wandered lost in the dark
I closed my eyes toward the signs
You put in my way

I walked everyday
Further and further away from you
Ooooo Allah, you brought me home
I thank you with every breath I take
Alhamdulillah
All praises is to Allah
I never thought about
All the things you have given to me
I never thanked you once
I was too proud
To see the truth
And prostrate to you
Until I took the first step
And that's when you opened the doors for me
Now Allah, I realized what I was missing
By being far from you
Alhamdulillah
All praises is to Allah
Allah, I wanna thank you
I wanna thank you for all the things that you've done
You've done for me through all my years I've been lost
You guided me from all the ways that were wrong
And did you give me hope
O Allah, I wanna thank you
I wanna thank you for all the things that you've done
You've done for me through all my years I've been lost
You guided me from all the ways that were wrong
I wanna thank you for bringing me home
Alhamdulillah
All praises is to Allah
Alhamdulillah.

This song matches well with the discussion of daily activities. Additionally, pupils can add their vocabulary to their mental lists. In order to use the language in this song to construct sentences, students might try to pronounce it correctly. In light of the fact that vocabulary is a component of any language skill, it is crucial. Building a vocabulary is crucial to learning any language. A student's next objective is to master the necessary vocabulary after mastering the core grammatical structures of a language. Nobody ever learns every word in a language in its entirety. As long as we live, we continue to learn new words in addition to the ones we already know and use for our own objectives. It should be obvious to everyone that the goal of learning a language as a foreign language is to become proficient in vocabulary. Language learners often struggle with vocabulary, which is why kindergarten teachers place a strong emphasis on it.

Teaching English Song Procedure

Students listen for the words that are missing. Ask students if they need to hear the song again after you've played it once. Play it once more if they do play it one again.

Analyze the answers with the class after the second listening. Replay any passages that were difficult for the kids to understand if necessary. Review the rules of grammar if necessary.

However, there are three stages when teaching listening through songs: pre-listening, while-listening, and post-listening. In addition, the activity can take the form of dictation, gap fills, or closing texts.

As stated above, songs are thought to provide a variety of advantages. Some of them are songs that might energize students and boost their self-assurance in their capacity to pay attention to the topic.

Advantages for Working in Class with Song

Various benefits of using music in the classroom, including the following:

1) Getting comfortable with the English language's rhythm, accent, and intonation patterns.
2) Teaching vocabulary, particularly during the vocabulary reinforcement phase.
3) Teaching grammar. Teachers particularly like songs in this regard when exploring the usage of the tenses.
4) Teaching speaking. Songs, especially their lyrics, are used for this purpose as a starting point for class discussions.
5) Teaching listening. songs can provide many benefits for understanding
6) Increasing writing abilities. A song may be utilized in a variety of ways for this goal, such as making predictions about what might happen to the characters, sending letters to the major characters, etc.

C. Research Design

Elliot (1982) states that action research is the study of social situations with the aim of improving the quality of action in them. The whole process ranges from pronunciation, diagnosis, infiltration, execution, monitoring, and influence to create the necessary hub between self-evaluation and professional development. (2) Cogen and Manion (1980) stated that action research is a small-scale intervention against action in the real world and a careful examination of the influence of such an intervention. (3) Kemmis and Targgart (1988) stated that action research is a form of collective self-reflecting research carried out by its participants in social situations to improve the reasoning and fairness of their educational and social practices, as well as their understanding of the limited practices and the situations in which they are practiced (Sudiarditha, 2011).

Action research is research aimed at developing new skills, new strategies, or new approaches to solving problems with direct application in the workplace

or other real-world settings (Suryabrata, 1983). In addition, action research is also a real step in finding the most appropriate way to improve circumstances and environments and improve understanding of the circumstances and/or environments (McTaggart, dalam Hanurawan, 2001) (Sudiarditha, 2011). The action research procedure followed figure:
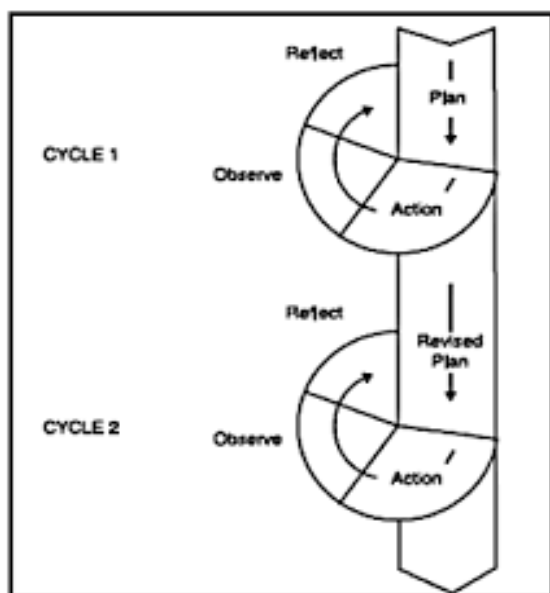

Figure1.

In this research, the researcher would apply two cycles. Each cycle consists of two meetings. Each meeting consists of 80 minutes. So, there fourth meetings during research process. Each cycle consists of four steps, they are: planning, acting, observing, and reflecting.

D. The Research Findings

This research was conducted at MA Bina Islam Tanah Grogot on Jl. K.H. Agus Salim, Paser district, class XI-A and consists of 18 students. Before the 1st cycle was carried out, the researcher conducted the initial observations namely: on February 09, 2023. There were several problems related to the lack of English vocabulary. Only a few students have memorized vocabulary but most are still lacking. The lack of provision of memorizing English vocabulary so that data is obtained that does not meet the completeness of learning during the pre-cycle.

Pre-Cycle

Pre-Cycle Learning begun with the administration of the first test by the researcher. The implementation of the learning process in the pre-cycle is still going on conventionally, which is still using easy songs.

The researcher began the learning process by praying and then continues with the presence of students. After that the researcher explains the purpose of the research to be given. After explaining the purpose of the research to be carried out, the researcher gave the first test using the song of Maher zain, which was labeled Thank You Allah. The researcher omits some words from the lyrics. The test given is listening to songs and filling in the blank lyrics to students. When checking the questions on the first test (cycle 1), the results are obtained as in the form of the table below.

No	Students Name	Score	Explanation	Categories
1	AF	40	Not Complete	Low
2	AN	75	Not Complete	Medium
3	AS	40	Not Complete	Low
4	ASM	80	Complete	Medium
5	BSH	80	Complete	High
6	CA	60	Not Complete	Low
7	EO	87	Complete	High
8	FF	65	Not Complete	Low
9	FA	75	Not Complete	Low
10	IR	80	Complete	High
11	MSAA	67	Not Complete	Low
12	NR	65	Not Complete	Low
13	NNLN.	55	Not Complete	Low
14	NA	55	Not Complete	Low
15	NH	67	Not Complete	Low
16	RH	80	Complete	High
17	SOA.	80	Complete	High
18	SNR	75	Complete	Medium
Total		**1.171**		
High Score		**87**		
Lowest Score		**40**		
Average Score		**65,05**		

Table1.

Formulation:

$$X = \frac{\sum x}{N} = \frac{1.171}{18} = 65,05$$

Notes:
X : Calculated average sought

$\sum x$: Total Score
N : Number of Subjects

Based on the data above, it can be concluded that of the 18 students, who reached completeness as many as 7 students. So as to achieve mastery learning in English subjects with the use of English songs to improve vocabulary students in MA Bina Islam Tanah Grogot in the pre cycle only with an average value.

Cycle 1

The implementation of the cycle I was carried out on February 16, 2023 with the material this is my song using planning, implementation, observation and reflection. The implementation of the cycle I is the researcher acting as a teacher in class XI-A.

a. The Planning

In the planning stage, the researcher prepares various things that are used in the framework of implementing the learning process in the cycle I, that is:

1) Creating a Learning Implementation Plan for this is my song material with a time allocation of 2 lesson hours.
2) Create a student attendance list format and Grades list.
3) Make student observation sheets.

b. Action

For the implementation of this stage, the first thing to do is to make learning begin with prayer, then continue with the presence of students. After that the researcher explained the material about this is my song for 15 minutes. After the students understood the material, the researcher asked students questions about this is my song for 20 minutes. After that the researcher checked the questions by pointing at the students and writing the answers on the blackboard.

Furthermore, the researcher gave a problem by using an English song entitled Thank You Allah which is related to the material by filling in the empty lyrics, but before that the researcher explained about filling in the empty lyrics again. After the song ends, all students fill in the blank lyrics. Then the researcher collects the results of the questions given. This activity lasted for 15 minutes.

The remaining time allocation of 30 minutes is used for evaluation of cycle I to students. Evaluation is done in writing. The researcher plays back the given song and students write down the words or sentences they hear without looking at the lyrics. Evaluation is carried out to determine the extent to which the level of students' vocabulary mastery.

c. Observation

This observation stage is the observation stage where the researcher makes the observation phase at the time of learning. At this stage the

researcher supervises the activities of students who are focused on filling in the blank lyrics. Then the researcher also supervises students who actively ask or answer questions given by researchers. In the learning process takes place researchers look at developments in student activities that have occurred in students. This observation aims to determine the level of students' vocabulary mastery when using English songs in English lessons.

In classroom learning activities using English songs to improve vocabulary mastery students in English subjects run smoothly and well. Because this activity has never been given by the subject teacher in class, so that it is able to draw attention to students to follow the learning process.

The researcher gave the students test and the result can be seen in this following table:

No	Students Name	Score	Explanation	Categories
1	AF	55	Not Complete	Low
2	AN	75	Not Complete	Medium
3	AS	55	Not Complete	Low
4	ASM	80	Complete	Medium
5	BSH	87	Complete	High
6	CA	87	Complete	High
7	EO	80	Complete	Medium
8	FF	80	Complete	Medium
9	FA	67	Not Complete	Low
10	IR	87	Complete	High
11	MSAA	80	Complete	Medium
12	NR	87	Complete	High
13	NNLN.	60	Not Complete	Low
14	NA	55	Not Complete	Low
15	NH	80	Complete	High
16	RH	80	Complete	Medium
17	SOA.	87	Complete	Very High
18	SNR	55	Not Complete	Low
Total		**1.337**		
High Score		**87**		
Lowest Score		**55**		
Average Score		**74,27**		

Table 2

Formulation:

$$X = \frac{\sum x}{N} = \frac{1.337}{18} = 74,27$$

Notes:
X: Calculated average sought
$\sum x$: Total Score
N: Number of Subjects

d. Reflection

Based on observation instruments during the learning process using English songs to improve vocabulary mastery cycle I that the average activity of students is 74, 27. This is categorized as bad if viewed from the presentation scale, therefore the researcher next to cycle II to see the improving whether there is an increase or not.

Cycle 2

The cycle II was carried out on April 13, 2023 in MA Bina Islam Tanah Grogot still with the same material This is my song used planning, implementation, observation, and reflection.

a. The Planning

In the planning stage, the researcher prepares various things that are used in the framework of implementing the learning process in the cycle I, that is:

1) Creating a Learning Implementation Plan for this is my song material with a time allocation of 2 lesson hours.
2) Create a student attendance list format and Grades list.
3) Make student observation sheets.

b. Action

For the implementation of this stage, the first thing to do is to make learning begin with prayer, then continue with the presence of students. After that the researcher explained the material about this is my song for 15 minutes. After the students understood the material, the researcher asked students questions about this is my song for 20 minutes. After that the researcher checked the questions by pointing at the students and writing the answers on the blackboard.

Furthermore, the researcher gave a problem by using an English song entitled Thank You Allah which is related to the material by filling in the empty lyrics, but before that the researcher explained about filling in the empty lyrics again. After the song ends, all students fill in the blank lyrics. Then the researcher collects the results of the questions given. This activity lasted for 15 minutes.

The remaining time allocation of 30 minutes is used for evaluation of cycle I to students. Evaluation is done in writing. The researcher plays back the given song and students write down the words or sentences they hear

without looking at the lyrics. Evaluation is carried out to determine the extent to which the level of students' vocabulary mastery.

c. Observation

This observation stage is the observation stage where the researcher makes the observation phase at the time of learning. At this stage the researcher supervises the activities of students who are focused on filling in the blank lyrics. Then the researcher also supervises students who actively ask or answer questions given by researchers. In the learning process takes place researchers look at developments in student activities that have occurred in students. This observation aims to determine the level of students' vocabulary mastery when using English songs in English lessons.

In classroom learning activities using English songs to improve vocabulary mastery students in English subjects run smoothly and well. Because this activity has never been given by the subject teacher in class, so that it is able to draw attention to students to follow the learning process. The researcher gave the students test and the result can be seen in this following table:

No	Students Name	Score	Explanation	Categories
1.	AF	75	Not Complete	Medium
2.	AN	80	Complete	Medium
3.	AS	80	Complete	Medium
4.	ASM	85	Complete	High
5.	BSH	87	Complete	High
6.	CA	87	Complete	High
7.	EO	95	Complete	Very High
8.	FF	80	Complete	Medium
9.	FA	80	Complete	Medium
10.	IR	87	Complete	High
11.	MSAA	87	Complete	High
12.	NR	87	Complete	High
13.	NNLN.	80	Complete	Medium
14.	NA	80	Complete	Medium
15.	NH	87	Complete	High
16.	RH	87	Complete	High
17.	SOA.	95	Complete	Very High
18.	SNR	80	Complete	Medium
Total		**1.519**		
High Score		**95**		

Lowest Score	75		
Average Score	84,38		

Table 3.

Formulation:

$$X = \frac{\sum x}{N} = \frac{1.519}{18} = 84,38$$
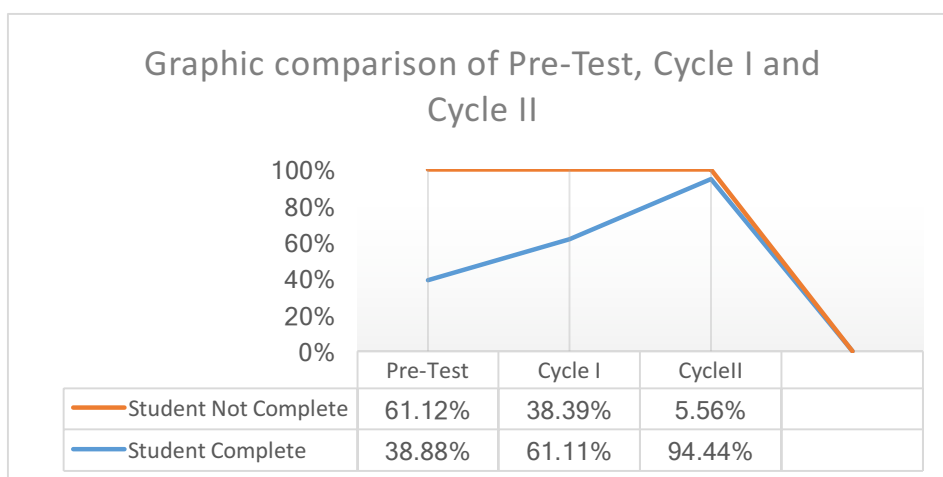
Notes:

X   : Calculated average sought

$\sum x$: Total Score

N   : Number of Subjects

d. Reflection

Based on observation instruments during the learning process using English songs to improve vocabulary mastery cycle II that the average activity of students is 84, 38. This is categorized as good if viewed from the presentation scale to achieve mastery learning in English subjects. If described in the form of a comparison graphic between pre-cycle, cycle I, and cycle II completeness of student learning in English using English songs to improve vocabulary mastery students in MA Bina Islam Tanah Grogot, the following data are obtained:

Graphic comparison of Pre-Test, Cycle I and Cycle II

	Pre-Test	Cycle I	CycleII
Student Not Complete	61.12%	38.39%	5.56%
Student Complete	38.88%	61.11%	94.44%

E. Discussion

In this research, data was collected by assessing students' vocabulary proficiency using a method that involved listening to songs and completing blank song lyrics. The goal was to investigate ways to enhance students' vocabulary mastery through song listening. The analysis of vocabulary proficiency was conducted on the song lyrics completion task administered to class XI-A at MA Bina Islam Tanah Grogot. The researcher analyzed it and obtained the results for cycle I using the song Thank You Allah-Maher Zain which had an average value of 74,27 and could be classified as good. Then the researcher found that the classification of student levels could be explained that there was 1 student who was classified as very high level, there are 5 students

who are classified as high levels, there are 6 students who are classified as medium levels and there are 6 students who are classified as low levels. For cycle II using the song Thank You Allah-Maher Zain has an average value of 84,38 and is quite good. The researcher found that the classification of student levels can be explained that there are 2 students who are classified as very high levels, there are 8 students who are classified as high levels, there are 8 students who are classified as medium levels, and for the low level there are no students who are included in this level.

The results obtained at the pre-test stage had an average value of 65,06 with a total of 1.171 while the learning completeness was 38,88% from these results it was known that the low score obtained in the pre-action, this was because the subject teachers did not use English songs to improve vocabulary mastery.

The use of English songs to improve students' vocabulary mastery in English lessons can attract students' attention. Therefore, this learning model is sometimes applied by subject teachers. Students are very fond of new things; therefore, researchers saw many students who are happy and enthusiastic in teaching and learning activities then after researchers use English songs to improve students' vocabulary mastery in English lessons. The average value in the first cycle of students gets an increase in the average value of 74,27 with an overall value of 1.337 while the student learning completeness score of 61,11% in the first cycle is categorized as low. Due to the lack of use of English songs to improve students' vocabulary mastery, cycle I was not successful. Therefore, researchers and subject teachers proceed to cycle II which aims to improve student learning outcomes.

In cycle II the overall average value is 84, 38 and the total value of 1.519 increased more than in cycle I. While in the student learning completeness reached 94, 44%. In cycle II, this can be categorized as high. Thus, the actions of cycle II have been able to improve student learning outcomes in English lessons by using English songs to improve students' vocabulary mastery.

By using English songs to improve students' vocabulary mastery in English lessons to improve student learning outcomes, it has succeeded in improving student learning outcomes in class XI-A at MA Bina Islam Tanah Grogot.

F. Conclusion

Based on the research above, show that students got low pre-test results. After several meetings, post-test results increased. From this, it is known that songs can improve student vocabulary mastery.

In Cycle I, students got an average score increase of 74,27 with a student's academic excellence of 61.11% stated by 11 out of 18 students and in Cycle II, the overall average score is 84,38 with a total student outstanding learning of 94.44% declared by 17 out of the 18 students who can complete the test well. It shows that using English songs effective in improving the mastery of English vocabulary students XI-A grade at the MA Bina Islam Tanah Grogot. That means at cycle II has increased better than in cycle I.

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