

THE IMPLEMENTATION OF ONLINE ENGLISH SONGS AS MEDIA TO TEACH STUDENTS' ENGLISH VOCABULARY

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ABSTRACT

Vocabulary is a crucial aspect of language acquisition, as it enables individuals to communicate effectively and understand the meaning of written and spoken language. Nowadays many students are still lacking in vocabulary mastery, therefore we need a learning method that can improve the students' vocabulary mastery. The aims of this study were: 1) to find out how the implementation of online English songs as teaching media to teach student's English vocabulary for second grade at SMK Muhammadiyah Kajen. 2) to know advantages and disadvantages of online English songs as teaching media to teach student's English vocabulary for second grade at SMK Muhammadiyah Kajen. This research used case study and included descriptive qualitative research which was gotten from the result of observation, teachers' interview and questionnaire as the research instrument. The population in this research was the second grade students at SMK Muhammadiyah Kajen. The writer took XI TKJ 1 in academic year 2022/2023 which consist of 36 students as the sample. The result of this study indicate that the implementation of online English songs as media is more appropriate in today's era, which makes use of quickly evolving technology, in contrast to the traditional strategies in a way that is lagging behind. Also gets a good response from students, so that learning becomes more active and effective.

Keywords: online English songs, teaching media, vocabulary mastery

ABSTRAK

Kosakata adalah aspek penting dari penguasaan bahasa, karena memungkinkan individu untuk berkomunikasi secara efektif dan memahami arti bahasa tertulis dan lisan. Saat ini banyak siswa yang masih kurang dalam penguasaan kosakata, oleh karena itu diperlukan metode pembelajaran yang dapat meningkatkan penguasaan kosakata siswa. Tujuan penelitian ini adalah: 1) untuk mengetahui bagaimana implementasi lagu berbahasa Inggris online sebagai media pengajaran untuk mengajar kosakata bahasa Inggris siswa kelas II di SMK Muhammadiyah Kajen. 2) mengetahui kelebihan dan kekurangan lagu berbahasa Inggris online sebagai media ajar mengajar kosakata bahasa Inggris siswa kelas II di SMK Muhammadiyah Kajen. Penelitian ini menggunakan studi kasus dan termasuk penelitian kualitatif deskriptif yang diperoleh dari hasil observasi, wawancara guru dan angket sebagai instrumen penelitian. Populasi dalam penelitian ini adalah siswa kelas II SMK Muhammadiyah Kajen. Penulis mengambil sampel XI TKJ 1 tahun akademik 2022/2023 yang terdiri dari 36 siswa. Hasil penelitian ini menunjukkan bahwa penerapan lagu-lagu berbahasa Inggris online sebagai media lebih tepat di era saat ini, yang memanfaatkan teknologi yang berkembang pesat, berbeda dengan strategi tradisional dengan cara yang tertinggal. Juga mendapat respon yang baik dari siswa, sehingga pembelajaran menjadi lebih aktif dan efektif.

Kata Kunci: lagu berbahasa Inggris online, media pengajaran, penguasaan kosakata

INTRODUCTION

Vocabulary is a crucial aspect of language acquisition, as it enables individuals to communicate effectively and understand the meaning of written and spoken language. According to Alqahtani (2015: 25), vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. A person's vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to compose new sentences. McKeown & Curtis (2014: 2) stated that vocabulary is knowledge of the meaning of words.

Nowadays many students were still lacking in vocabulary mastery, therefore we need a learning method that can improve the students' vocabulary mastery. However, vocabulary acquisition can be a challenging task for students, especially in a second language learning context. Teaching and learning vocabulary was a challenging process for teachers and students. It required a lot of effort, so students can obtain knowledge well. Traditional methods of vocabulary instruction, such as memorization and translation,

could be tedious and ineffective for some students. Therefore, effective and engaging teaching media were needed to enhance students' English vocabulary mastery.

One potential teaching media that can be used is English songs. Popular English songs that were available online can help improve students' English vocabulary mastery. In this context, the use of online English songs as a teaching media has become a popular strategy for teaching English. Especially with the growing use of technology, which makes it easier for us in teaching and learning activities. There are several media platforms that can be used to listen online English songs, including Spotify, Joox, Resso, Pandora, SoundCloud, Musixmatch, etc. However, these are all additional applications that must be downloaded first. Therefore, we can use the YouTube platform which is an application provided on each of our smartphones. It makes us easier. Through YouTube we could search and find the various kinds of songs we want. YouTube also did not provide audio songs but also visuals where we can see song lyrics and video clips. According Latifah & Prastowo (2020), said YouTube was also a video library service that provided free of charge to teachers and students to form independent and creative learner characters. Users could access, watch, and share video clips for free on the well-known video-sharing, it was one of the social media platforms that useful and simple to use.

Songs provided a natural and engaging context for learning new words, as they combine music and lyrics to create a memorable and enjoyable learning experience. Additionally, songs can provide exposure to authentic language, which can help students develop their listening and speaking skills. Dale in Gasma (2017:4), states that songs are good at introducing vocabulary because songs provide a meaningful context for the vocabulary. It is supported by Cebula in Gasma (2017:4), who said that the students who participate in learning through songs usually express themselves easily and pick up a lot of new words. The use of online English songs in class could bring effective learning by providing fun learning, fostering students' interest in learning, and improving students' motivation to learn. One way to master vocabulary was through memorizing songs, finding out the meaning of each of the lyrics contained, and understanding their meaning. Shen (2003), said it was a much more fun and efficient way to increase language awareness better than mechanically memorizing tedious course books of vocabulary and grammar. Thus, memorizing English songs could be considered useful to learn vocabulary easily.

For these reasons, the researchers are interested in exploring the implementation of online English songs as media to teach students' English vocabulary. The findings of the present study are expected to find out how the implementation of online English songs as media to teach students' English vocabulary for second grade at SMK Muhammadiyah Kajen. Secondly, to know advantages and disadvantages of online English songs as media to teach students' English vocabulary for second grade at SMK Muhammadiyah Kajen.

RESEARCH METHOD

This research used case study and included descriptive qualitative research which was gotten from the result of observation, teachers' interview and questionnaire as the research instrument. The population in this research was the second grade students at SMK Muhammadiyah Kajen. The writer took XI TKJ 1 in academic year 2022/2023 which consist of 36 students as the sample.

The observation was carried out by researchers by observing classroom learning activities carried out between students and teachers. The interview was addressed to an English teacher. The researcher interviewed English teacher to ask about how the implementation on online English songs as media to teach students' vocabulary. The interview questions consist of five questions. And for the questionnaire

was given to students of the second grade of TKJ 1, in the questionnaire, participants were given 10 statements that have 4 opinions, namely strongly agree, agree, disagree, and strongly disagree.

FINDINGS

The Implementation of Online English Songs as Media to Teach Students English Vocabulary

The analysis observed on how teachers and students learned when they implemented online English songs as media to teach students' vocabulary. The observation recorded all findings during the learning process from the teacher entered the classroom until the completion of the lesson, this observation also took into consideration the responses of the students as they learnt.

From the observations obtained by the findings:

1. Observation of the students' activities

a. Instruction Giving

The teacher gave clear instructions but there were some students who did not understand the teachers' mean, but they soon got the meaning from their fellow group members who were so generous in supplying these valuable information.

b. Group processing

In groups, students spend a lot of time. Some of them did not use groups effectively because they depended on each other. But overall the students were active during learning process.

c. Task completion

The completion of assignments during learning goes well on time, students also enjoy the process. Although there are some of them who are joking. This cheerful surrounding encouraged the feeling of completion and success among the students.

2. Observation of the teachers' activities

a. The teacher well-prepared before came to the class such as prepared the material, the instrument and the apperception.

b. The teacher was good enough in opening the class with giving pra-activity that was singing together to stimulus the students, used interesting media for example guitar or YouTube videos.

c. The teacher gave clear instruction of group discussion to the students. And showed fair attitude to students and warned the trouble maker in the classroom.

d. The teacher was good in conveyed the material and gave enough feed back to the students. With the loud and clears voice so the students could hear his voice.

e. The teacher encouraged students to be more active in the classroom.

f. The teacher helped the students to review the material so that they could understand what they have learnt.

g. The teacher had good time management in the classroom.

The Advantages and Disadvantages of Online English Songs as Media to Teach Students English Vocabulary

After the implementation of online English songs as media, it could be described the advantages and disadvantages that had an impact on teachers' and students' feeling and their ability in mastering English vocabulary. The advantages are as follows:

1. Students felt happy learning English using online English songs.

2. Students felt that online English songs could enrich their English vocabulary.

3. Students felt that their pronunciation of English vocabulary was getting better and more correct.

4. Students felt that online English songs added new expressions.
5. Students felt easy to memorized English vocabulary used online English songs.
6. Students felt that online English songs allowed to communicate better.
7. Online English songs was the suitable method also could make it more effective.

And for disadvantages as follow:

1. The teacher had difficulty keeping up with the current songs
2. Some students still struggle to comprehended English lesson using online English songs.
3. Some students felt bored in learning English using online English songs

Those statement was supported by the results of the analysis of interview and analysis of questionnaire, as below:

a. Analysis of Interview

In this part, the researcher would present the result of the research, the purpose of interview was to know the teachers' opinion about the implementation of English songs as media to teach students vocabulary. The interview consist of 5 questions. The result of interview could be shown as follows:

Table 1 Teacher Interview Sheet

No	Question	Answer
1.	Have you used online English songs as media in learning process? If so, what platform is used for the online English songs?	Yes, it has been implemented in learning with songs sourced from YouTube. Because YouTube is a platform that easily and for free offers a variety of songs. I used the song "if I were a rich man" from the soundtrack of the 1970 movie, which fits with the current material.
2.	In what way do you apply online English songs in learning?	By using speakers to play songs directly from YouTube so that students could hear them. The students then follow me when I finish singing the song correctly. Besides, I also use "blank song lyrics" so students are asked to fill in the gaps in the lyrics with the vocabulary that matches the original lyrics.
3.	What is your opinion about using online English songs as media in learning process?	In my opinion, the use of online English songs is suitable for use in classrooms to promote the achievement of learning objectives, students develop an enthusiasm for learning. On foremost that, the outcomes of the student learning process are also improving.

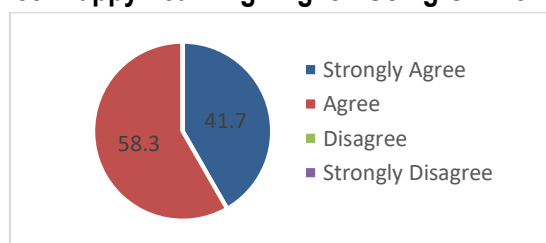
4.	Is there any difficulties in using English songs online as media in learning process?	Due to the various generational element, specifically age, I find it challenging to stay up with the current song advancements. Since there are many different kinds of songs, as we now know, I had a hard time so I still used old songs.
5.	Could the use of online English songs make learning effective?	Yes, I believe so. Student feedback on the use of online English songs as media is positive and simple to accept, and which could make learning more effective.

Based on the result of interview above, it could be conclude that teachers felt the implementation of online English songs was a suitable media in learning which could achieve learning objectives in an enjoyable and fun way that liked by students, and made learning more effective. Although there was still difficulty for the teacher in adjusting the songs to be used in learning.

b. Analysis of Questionnaire

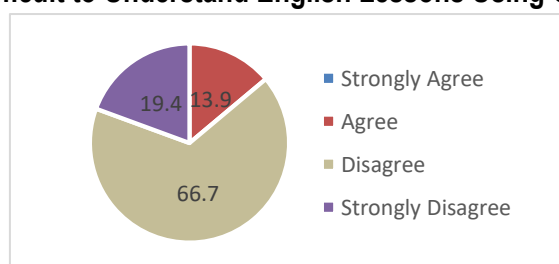
And second, the data was taken from questionnaire given to XI TKJ 1 students of SMK Muhammadiyah Kajen. The students asked to answer 10 questions related to implementation online English songs as media in teaching process. After collecting the data, the researcher analyzed the data to get the percentage of answers on the google form about the implementation online English songs as media in teaching process.

Diagram 1 “I Feel Happy Learning English Using Online English Songs”



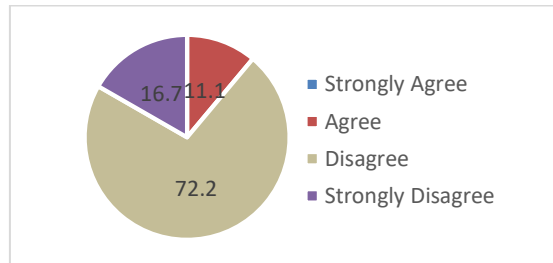
Based on table 4.1 above found that 58% of 36 students agree, it means that using online English songs works make students feel happy in learning. Then, 41,7% students strongly agree that they feel happy learning English using online English songs.

Diagram 2 “I Feel Difficult to Understand English Lessons Using Online English Songs”



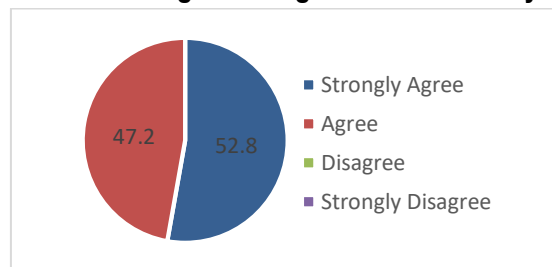
Based table 4.2 above found that 66,7% students disagree, it means that English lesson easy to understand using online English songs. Then 19,4% students strongly disagree if they difficult to understand English lessons using online English songs and 13,9% agree if English lesson difficult to understand using online English songs.

Diagram 3 “I Feel Bored Learning English Using Online English Songs”



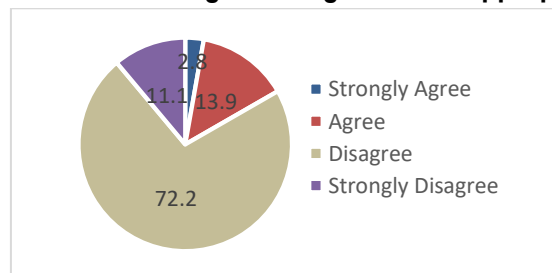
Based on table 4.3 above found that 72,2% students disagree, it means that students enthusiast learning English using online English songs. Then 16,7% students strongly disagree that they feel bored learning English using online English songs. And 11,1% students agree if they feel bored learning English using online English songs.

Diagram 4 “I Feel That Online English Songs Could Enrich My English Vocabulary”



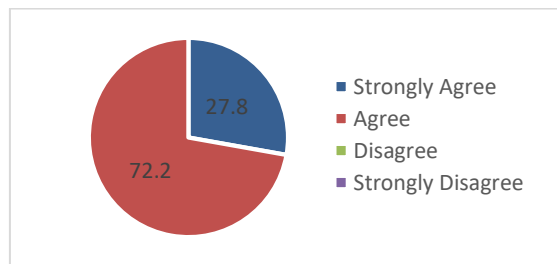
Based on table 4.4 above found that 52,8% students strongly agree, it means that online English songs could enrich their English vocabulary. Then 47,2% students agree that online English songs could enrich their English vocabulary.

Diagram 5“I Feel That Online English Songs Are Not Appropriate As Learning Media”



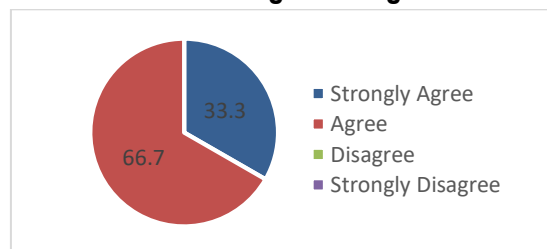
Based on table 4.5 above found that 72,2% students disagree, it means that online English songs is appropriate media to teach English, also 11,1% students think so. Then 13,9% students agree and 2,8% students strongly agree means they think online English song not appropriate media in learning.

Diagram 6 “I Feel That My Pronunciation of English Vocabulary Is Getting Better and More Correct”



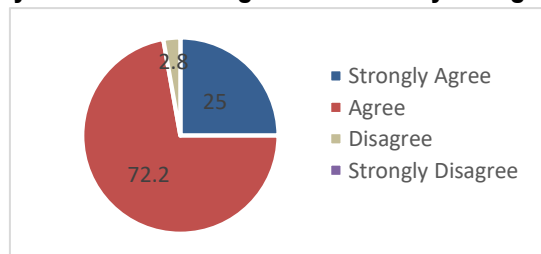
Based on table 4.6 above found that 72,2% students agree, it means that online English songs help students pronunciation. Then 27,8% students strongly agree that online English songs help their pronunciation getting better and correct.

Diagram 7 “I Feel That Online English Songs Add New Expressions”



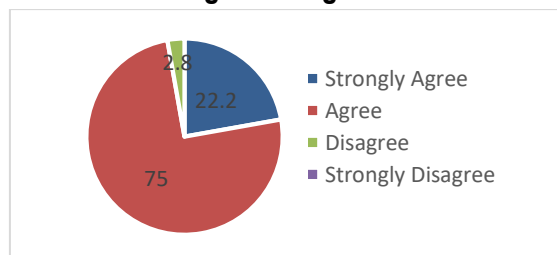
Based on table 4.7 above found that 66,7% students agree, it means that online English songs as media could enrich student’s expressions. Then 33,3% students strongly agree that online English songs as media could add their new expressions.

Diagram 8 “I Feel Easy To Memorize English Vocabulary Using Online English Songs”



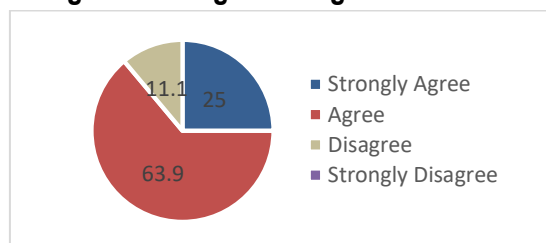
Based on table 4.8 above found that 72,2% students agree, it means that online English songs could help students to memorize English vocabularies. Then 25% students strongly agree that online English songs could help students to memorize English vocabularies easily. And 2.8% students disagree, means that online English songs couldn’t help students to memorize English vocabularies easily.

Diagram 9 “I Feel That Online English Songs Allow Me to Communicate Better”



Based on table 4.9 above found that 75% students agree online English songs help their communication skills better. Then 22,2% students strongly agree that online English songs allow they to communicate better. And 2,8% students disagree, means that online English songs doesn't make their communication skills better.

Diagram 10 "I Feel That Using Online English Songs Is Better Than the Traditional Strategy"



Based on table 4.10 above found that 63,9% students agree, it means online English songs as teaching media is more desirable and suitable in learning activity. Then 25% students strongly agree that online English songs is better than the traditional strategy. And 11,1% students disagree that online English songs is better than the traditional strategy.

DISCUSSION

The results of English teachers' interview and students' questionnaire computation revealed that they agreed online English songs as media were suitable to be implemented in learning to teach students' English vocabulary. They agreed that using online English songs was more appropriate in today's era, which made use of quickly evolving technology in contrast to the traditional strategies in a way that was lagging behind. The implementation in classroom also got a good response from students, so that learning became more active and effective. In addition, there were additional benefits of using online English songs, including the enrichment of vocabulary and expressions, easier memorization of new words, improved pronunciation and communication, and most importantly, the creation of enjoyable and fun learning settings for students.

CONCLUSION

The results of the research conducted, the researcher draws the following conclusions:

1. The teacher used online English songs sourced from YouTube. In order for the students to hear it well, the teacher played the music on the speakers. Students copied the teacher's pronunciation of vocabulary words. The students followed after the teacher sang to provide an example. In addition, the teacher frequently assigned students "blank song lyrics" and asked them to fill in the blanks in a song. It tried to determine how far of the students' vocabulary knowledge found in online English songs.
2. The result of implementing online English songs as a media in learning process was that students looked happy and enthusiastic in participating in the English learning process so that they could easily understand English lessons. In addition, students could use the songs' lyrics to expand and strengthen their English vocabulary. Students acknowledge that their pronunciation was getting better and more accurate as a result of using online English songs, which would help them communicate more effectively. Based on these findings, it could be concluded that in the modern era, using online English songs as a media to teach students vocabulary was preferable than the conventional approach.

SUGGESTION

Based on the result of the research, the researcher proposed a suggestion:

1. Teachers must be more proficient in using online English songs as media in teaching, this is necessary for the development of the required material. Additionally, the teacher needs to stay up with the latest songs in order to keep up with the class and convey material to the students more effectively.
2. The students must study more in order to become proficient in English, and they must frequently listen to online English songs in order to expand their vocabulary.
3. Future research can explore related theories and subjects matter or use a variety of media to teach students vocabulary in a fun and simple way.

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