THE EFFECT OF USING SONGS TO INCREASE YOUNG LEARNERS' VOCABULARY ACHIEVEMENT THROUGH WHATSAPP

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Abstract- *Teaching young learners can be a challenge due to their cognitive development. Thus, teachers need to be creative in using approach and methodology in teaching young learners. Songs are regarded as one of effective medias to teach young learners. They offer various advantages in the teaching process especially for children. One of the advantages of using songs is that it can increase the students' interest; hence, stimulate their motivation to learn. This study aims to verify these claims and confirm the effectiveness of using songs to increase young learners' vocabulary achievement. In order to achieve this goal, quantitative with quasi experimental is used as the design for the research. This design includes pre-test, treatment and post-test. The participant of this research is forty students from Madrasah Ibtidaiyah Swasta (MIS) Litahfidzhil Qur'an Darussalam which divided into two classes. One class is the experimental class, the other is the control class. The data were analyzed using a t-test. The findings indicate that songs offer positive effect on young learners' vocabulary achievement. Therefore, based on the finding of this study, it is suggested for teachers who teach young learners to occasionally use songs to teach English due to its effectiveness in increasing learners' vocabulary achievement.*

Keywords: *Songs, Young Learners, Vocabulary Achievement*

INTRODUCTION

Unlike teaching adults, the approach and methodology in teaching young learners can be tricky and challenging. Aspects like social and cognitive development of young learners need to be taken into consideration. One of many reasons for learning English is to the development of communication skills while at the same time maintaining motivation and interests for learning the language (Dzanic & Pejic, 2016, p.41). In order to accomplish these goals, it is necessary for the content of the material and the approach the teachers employ to closely related to learners' real-life experience. Especially for young learners, Brown (2001, p.87) suggests that "to successfully teach young learners requires specific skills and intuitions that differ from those appropriate for adult teaching'.

In addition, Wells (as cited in Kurnia, 2017, p. 43) emphasizes that young learners learn a language based on what they hear and what others are saying and imitate them. Due to the cognitive development of young learners, they can learn faster by examples given to them in their surroundings.

When it comes to vocabulary, Hirsh (2012, p.117) argues that in terms of successful second (ESL) and foreign (EFL) language acquisition, vocabulary knowledge plays a crucial role in increasing one's competence in language acquisition As one of the important aspects, vocabulary can determine one's fluency in speaking English. Vocabulary can improve all areas of communication – listening, speaking, reading and writing. Furthermore, Meara (2009, p.33) explains that current teaching materials and methodologies should encourage the learning of vocabulary especially for young learners. Vocabulary knowledge can be directly related to school achievement and can expand young learners' knowledge of words; hence, provide unlimited access to new information. Schmitt (2010,p.3) states that a large vocabulary is required for someone to use language in desired manner. In teaching vocabularies, Christián, Contesse, María del Mar., & López (2010, p. 40) suggest that explicit learning or intentional learning is generally leads to more robust and faster learning. However, for young learners, implicit methods and covert practices of structures is better especially if its sugared in entertaining ways through songs, rhymes, stories and drama (Misha & Timmis, 2015, p.157).

Due to the repetitive nature and strong rhythm, songs can be valuable teaching resources for young learners. Song can be easily learnt by children and quickly can become their favorite because of the familiarity of the songs. In addition, songs allow language to be reinforced in a natural context and closely related to children' life experience outside the classroom. Sevik (2011, p.1029-1030) sums up various benefits of using songs in language classroom that include songs represent the strong feature of modern primary language program, songs may extend young learners' attention spam, they provide a variety comprehensible input, they are great tool for language learning at an early age and can create a safe an natural classroom ethos. Griffe (as cited in Dzanic & Pejic, 2016, p. 42) further adds that songs are useful to teach vocabulary and can serve as an excellent listening materials.

A number of experimental studies has also confirmed the various advantages of using songs to improve learners' langauge skills such as the improvement in listening

skillls (Nurteteng, Sudibyo, Kolin, 2018; Chotimah & Astiyandha, 2020; Lestary & Seriadi, 2019; Listiyaningsih, 2017; Hidayat, 2013) and vocabularies achievement (Fachraini, 2017; Muthmainnah, 2017; Ma'rifat, 2017; Razmjoo, 2012). Furthermore, using songs in language classrooms can also increase students' motivation and enjoyment (Nadera, 2015; Israel, 2013; Millington, 2011). Furthermore, Fachraini (2017) in her study added that in using songs it is important for teachers for young learners to create an atmosphere of learning that makes students motivated and eager to learn such as the use of media like videos and pictures. Furthermore, Devi (2009) in her study found out that the use of songs for young learned can help learners to understand words easier and memorize the vocabularies. She further claimed that song can also increase their motivation and enjoyable for learners.

Another similar study by Zhogi and Shoari (2015) found that the use of songs had a significant effect on young learners' performance as well create relaxed atmosphere and decrease anxiety. A study on the role of songs on vocabulary learning by Gorjian, Alipour and Zafari (2010) revealed that there is significance difference in students' vocabulary achievement. The results of the research strongly support the successful role of songs on teaching vocabulary. They further emphasized that songs are not merely an entertaining too. Songs can also be utilized as a pedagogic material particularly when it comes to teaching vocabulary.

Although there are various studies conducted in regard with using songs to increase vocabularies, there has not been one study conducted in the Mempawah region specifically for Islamic boarding schools. Mempawah is a regency of West Kalimantan Province of Indonesia. Therefore, this study will contribute to this area by experimenting the use of songs to increase learners' vocabulary achievement at Mis Litahfidzhil Qur'an Darussalam. This study aims to increase young learners' vocabulary achievement by using songs.

METHODS
Research design

This study employs quasi-experimental design. This design includes applying the pre-test and post-test in the enactment of the experimental group and control group. The research involves two different classes. The experimental group is where the teacher

used songs as a treatment to increase learners' vocabulary achievement while in control group the researcher did not use songs. The control group in this design is not randomized selected (Ary, Jacobs & Sorensen, 2010, p. 316) and meant to not receive any treatment in order to see whether using song has any effect for learners.

Table 1

The Experimental Design

Sample	Pre-test	Treatment	Post-test
Experimental Group (EG)	O1	XE	O2
Control Group (CG)	O1	-	O2

Legends:

O1 : Pre-test for EG

O2 : Post-test for CG

XE : The treatment of experimental group by using songs

The population of this study is forty students from Mis Litahfidzhil Qur'an Darussalam elementary schools. There are two classes and each class consists of 20 students. Thus, the total of the population is forty students. The researcher gave the pre – test to both of classes. The result of the pre-test was taken into consideration in dividing which students should belong to the experimental class or the control group.

Data Collection

The data in this study was collected through pre-test and post-test. The pre-test was given before students received the treatment of using songs to learn vocabulary. The post-test was given after the treatment of using songs in experimental group while no treatment in control group to see the comparison whether there is a significant difference between using songs and without songs.

Data Analysis

The writer uses t-test to analyze the data. The formula to calculate the total score used:

$$S = (R/N) \times 100$$

Table 2

The Table of Criteria Students' Score

Predicate	Score	Qualification
A	92-100	Excellent
B	83-91	Good
C	75-82	Enough
D	<74	Need guidance

Formula description:

S = score

R = total number of right score

N = total number of items

There are two hypotheses in this research. There is no significance effect of using songs in students' vocabulary achievement of Mis Litahfidzhil Qur'an Darussalam elementary schools as the null hypothesis. For the alternative hypothesis there is significance effect of using songs in students' vocabulary achievement of Mis Litahfidzhil Qur'an Darussalam elementary schools. The formulated for the hypotheses statistic as follows:

H_O : t_{value} is lower than t_{table}

H_a : t_{value} is higher than t_{table}

FINDINGS AND DISCUSSION

Findings

The data in this research was collected using tests. The test was administered as pre-test and post-test. The pre-test was administered before the teaching and learning process while post-test was conducted after the treatment of using songs in the classroom. The pre-test aims to understand about student's prior knowledge on their vocabulary. The post-test aims to see whether the treatment that the researcher used, that is using songs, can be effective in increasing their vocabularies achievement. The use of songs to increase students' vocabulary achievement can be seen from the difference between the mean score of the students' pre-test and post-tests. The following table is the results of pre-test in experimental class and control class.

Table 3
Results of Pre-Test in Experimental Class and Control Class

Student Number	Pre-test	
	Experimental Group	**Control Group**
1	70	68
2	70	68
3	66	74
4	66	74
5	70	70
6	74	68
7	74	70
8	74	68
9	76	70
10	70	70
11	76	70
12	74	72
13	68	72
14	70	68
15	70	74
16	74	68
17	72	70
18	68	64
19	70	68
20	68	74

Table 4
Mean Score of the Students' Score in Pre-Test

	N	**Mean**
Experiment	20	71
Control	20	70

The preceding table demonstrates that the mean score of students' pre-test for experimental class is 71. This result is categorized as need guidance. Not far from the score of the experiment class, the control class mean score is 70 which also categorized as need guidance.

Table 5
Results of Post-Test in Experimental Class and Control Class

Student Number	Post-test	
	Experimental Group	**Control Group**
1	96	78
2	96	78
3	94	70
4	96	74
5	96	70
6	86	68
7	96	70
8	86	68
9	94	68
10	94	60
11	94	68
12	92	72
13	90	72
14	84	68
15	92	74
16	96	68
17	96	70
18	82	74
19	86	68
20	94	70

Table 6
Mean Score of the Students' Score in Post-Test

	N	**Mean**
Experiment	20	92
Control	20	70

The preceding table is the mean score of the students' score in the pre-test and the post-test. The result of the post-test shows significant different. The experiment class, after the treatment, increase in their mean score as high as 92 which falls under the category excellent. While the control class increase to 70 which stills categorizes as need guidance. The post-test aims to see whether the treatment that the researcher used, that is using songs, can be effective in increasing their vocabularies achievement. The use of songs to increase students' vocabulary achievement can be seen from the difference between the mean score of the students' pre-test and post-tests.

In collecting the data, the writer first conducted the pre-test. The pre-test was conducted to both of the groups, experimental and control group in order to know about student's prior knowledge on their vocabulary. Having the result of the pre-test, the writer

then divide the class into experimental group and control group. Then, in the experimental group, the writer gave the treatment. In this case, the writer taught the students vocabulary using songs. While the control group was taught without using songs. After doing the treatment, the next step carried out by the researcher was to do a post-test to know how much improvement the students' abilities were after receiving treatment.

Discussion

Based on the finding of the data, the experiment class performs better than control class. In pre-test the maximum score for experiment class was 76 and improve to 96 in the post-test. While for the control group, the maximum score for pre-test was 74 and had slightly improvement to 78. For the experiment class, the students score increased from need guidance to excellence. Meanwhile for control group, categorize slightly improved from need guidance to good. This significant difference in both the maximum score, mean score and criteria of success for experimental group revealed that songs can be a valuable teaching resources for young learners.

The results from the tests shows that songs can be an effective media to be used in the language classroom. The findings from the pre-test and post-test demonstrate that the use of songs is effective in increasing students' vocabulary achievement for young learners. It is proved by students' maximum score from the experiment class that surpasses the control class. Students learn more vocabularies from the song that the researcher used. In addition, teaching using songs can have positive influence on vocabulary retention of young learners. The findings in this study confirm the belief of many researchers (Fachraini, 2017; Muthmainnah, 2017; Ma'rifat, 2017; Devi, 2009; Zhogi and Shoari, 2015) that songs can serve as a valuable learning resources for young learners. Songs also can serve as important motivator in the language learning process because songs enhance their knowledge.

To sum up, the atmosphere in the classroom is very important especially for young learners. It is crucial for teachers to create a natural activities to young learners in the classroom. Songs can offer just that. Young learners love listening songs outside the classrooms, bringing them into the learning process in the classroom can provide familiarity and a sense of joy for students. Having learnt and understood more

vocabularies, students' speaking skills are also improving. Furthermore, the use of songs offers joy and comfort for students; hence, encourage positive learning experiences.

CONCLUSION

The finding and discussion demonstrate that the use of songs can increase students' vocabulary achievement. The progress of the students' vocabulary achievement was indicated by the score of post-test in which it is greater than the pre-test. Therefore, it is recommended to teachers who teach young learners to occasionally use songs in order to increase students' vocabularies. In addition, the choice of songs to use in the classroom should not intimidate students in term of their language level and not contradict students' culture.

SUGGESTION

There are several limitations in this research. The first one is in regard with the participant. There are two classrooms involved in this research with each classroom consists of twenty students with the total of forty students. The second one is regarding the song used as the instrument of this study. There is only one song used in this research. Therefore, it is suggested for the future research to cover wider participants and involve various songs. In addition, the writer considers that this research can be improved and modified by other researchers in term of different aspects.

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