

THE EFFECTIVENESS OF USING TRANSLATED LOCAL SONGS TO TEACH ENGLISH VOCABULARY AT THE TENTH GRADE OF SMK N 1 SAPURAN, WONOSOBO IN THE ACADEMIC YEAR OF 2022/2023

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Abstract

One of the challenges in English language education in Indonesia is how to teach vocabulary effectively. To address this issue, teaching using translated local songs as a teaching media is proposed. These songs provide a captivating and culturally relevant approach to vocabulary learning. This study focuses on using translated local songs to teach English vocabulary in a vocational high school setting. The research objectives are to measure the students' vocabulary mastery before and after using translated local songs as a teaching media and to find out whether or not the use of translated local songs is effective in learning vocabulary. A quasi-experimental design is employed to assess the strategy's effectiveness, with the experimental group using translated local songs and the control group using conventional learning-teaching activity. The findings indicate that the use of translated local songs significantly enhances students' vocabulary mastery, as demonstrated by pre-test and post-test comparisons. IBM SPSS was used to compute the data. The result of the two-tailed significance value is 0.000. Being compared with the 5% (0.05) significance level, the computation shows that the two-tailed significance value is lower than the 5% significance level ($0.000 < 0.05$). Consequently, the alternative hypothesis (H_a) is accepted. Furthermore, using translated local songs is effective in teaching vocabulary.

Keywords: Effectiveness, Vocabulary, Translated local songs, Vocational High School

1 INTRODUCTION

Communication is an essential part of human life, and language is a vital tool for conveying information. Through language, individuals can interact and build relationships within their environment. According to Heshi and Nasrabadi, language is the primary means of communication, both verbally and in written form [1]. Language is a reflection of an individual's morality, creativity, and a tool for interacting with fellow colleagues and the environment. English is a widely used foreign language that enables people across the globe to communicate and express ideas and innovations. In Indonesia, having the ability to speak English can significantly enhance one's opportunities for better education and higher-paying jobs [2].

Indonesia poses unique challenges when it comes to learning English as a foreign language, as many students find the English subjects taught in schools difficult to comprehend. Consequently, they find English classes boring and do not pay attention during lessons. This, in turn, affects their ability to concentrate and leads to stress and tension which hinders their learning process. It is important to acknowledge that English plays a significant role in education, especially in today's modern world where it is considered the basic language of education. It is the most widely studied language globally, and the primary language of study in education systems around the world.

Students often encounter a problem due to their insufficient knowledge of vocabulary, which is crucial for learning English. Vocabulary forms the foundation of language skills such as listening, speaking, reading, and writing. The mastery of any language is difficult to attain without having a good understanding of its vocabulary. Vocabulary is the key to learning a second language, as Rohmatillah highlights, without which communication becomes increasingly challenging. Besides, mastery of vocabulary is an essential part of language and is central to communicative competence [3].

According to Alqahtani, low vocabulary knowledge creates serious problems for students, which consequently hinders learning English [4].

Vocabulary is a crucial element of language. In the absence of vocabulary, individuals may find it challenging to express themselves. Enhanced language skills are evident in individuals who possess a vast vocabulary compared to those with limited vocabulary knowledge. The mastery of a wide range of vocabulary has a significant impact on almost all facets of language [5]. Moreover, to be able to express ideas and understand others, an adequate vocabulary is needed because it is the basis of learning a foreign language ([6]). Sufficient vocabulary is essential for a language learner to be able to communicate competently [7]. It is necessary to teach vocabulary as the initial step in language instruction before proceeding to other language aspects.

Prioritizing the teaching of vocabulary is crucial in teaching English. To enhance the vocabulary of learners or students, it is crucial to provide them with effective training. In the initial phase of learning English, it would be more beneficial to concentrate on imparting vocabulary rather than grammar. As long as they have a strong foundation in vocabulary, learners or students can acquire knowledge of grammar while looking up the meanings of words in the vocabulary itself [8]. Having a rich vocabulary is crucial for mastering language learning skills such as listening, speaking, reading, and writing. Thus, it is undeniable that vocabulary acquisition is vital for achieving success in second language learning, and a vast lexicon can significantly enhance learners' language proficiency.

There is a need for innovative approaches to teaching and learning English, and the use of song media is a particularly interesting one. To make learning through songs even more engaging, local songs can be translated into English and used as a medium. This method aims to enhance students' understanding of English vocabulary. Local songs are selected because they are familiar to students and can be retained to uphold the local music tradition. Almutairi and Shukri state that local songs are utilized as teaching aids due to several reasons. Firstly, students enjoy learning through singing. Secondly, songs aid students in copying and remembering words [9].

Learning vocabulary through songs is often considered to be highly effective [10]. Using songs as a teaching tool is an effective way to teach vocabulary, which can make students feel happy when they learn verbs in class. Songs are a suitable resource and an excellent aid in the process of learning English. Songs are known to be a great motivator for children when it comes to learning [11]. In a classroom, music and songs can be utilized to create a conducive learning environment. Song and teaching-learning are interconnected aspects because songs can make teaching and learning easy and relaxed. Additionally, songs can enhance the learners' vocabulary among other English skills. The use of songs in a class is an extraordinary approach since it provides English material that students would want to understand for them to sing and comprehend. Using local songs in class can make learning more fascinating and memorable as students can recognize the songs and easily memorize the vocabulary. Utilizing translated local songs in the process of teaching English can increase the student's interest in learning, particularly in developing their vocabularies. Young learners can benefit from using songs when learning English as it makes class activities more lively, intriguing, and engaging. It also contributes to their happiness and assists them in memorizing new words with ease [12].

Indonesia has various regions, each with its unique local songs that have been created, developed, and passed down through generations. One of the key features of local songs is their use of regional languages, which adds to their uniqueness. Moreover, regional songs often have a deeper meaning hidden within their verses or poetry. They can be either traditional tunes or modern compositions, but they all come from a particular area and are popular among the local people as well as others outside the region [13].

Using translated local songs is an innovative way to increase students' English vocabulary. By using translated local songs for learning, the aim is to make students more interested and not feel bored. Investigating the implementation of translated local songs in teaching English at school is of great interest to the researcher. The main objective of this research is to spark students' enthusiasm in learning English vocabulary. The expected outcome of this study is believed to have a positive impact on students' mastery of vocabulary. The researcher conducts quasi-experimental research entitled "Using Translated Local Songs to Teach English Vocabulary at the Tenth Grade of SMK N 1 Sapuran, Wonosobo in the Academic Year of 2022/2023".

2 METHODOLOGY

The research conducted in this study was experimental in nature. Controlled conditions are used in experimental research to observe the effects of treatments on others [14]. The researcher utilized a quasi-experimental design to evaluate the effectiveness of using translated local songs for teaching vocabulary. The researcher administered pre-tests and post-tests to two classes; the experimental and control groups. A pretest is conducted to establish the baseline scores of the experimental and control groups before treatment, while a post-test is conducted to measure the scores after treatment. The effectiveness of using translated local songs was measured by comparing the results before and after the treatment. The independent variable of this study is Translated Local Songs, while the dependent variable is students' Vocabulary Mastery.

For this research, a purposive sampling technique was employed due to time and cost constraints. The study involved a population of 349 students, who were divided into ten classes. Two classes, X TB 2 with 36 students and X TO 5 with 34 students, were chosen as the sample. The data was collected using pre-test and post-test methods.

During the first meeting, the researcher administered a pre-test to assess the students' vocabulary mastery. The treatment was then given for four meetings, with each session lasting 45 minutes. Using Translated Local Songs was administered to the experimental class, while the control group did not receive this treatment. Afterwards, the researcher evaluated the students' vocabulary mastery progress by administering a post-test. The researcher scored the test using the following criteria:

Table.1 Scoring Student's Vocabulary Mastery

Number of Question	Score Each Number	Total Score
25	1	$\frac{\text{Correct Answer}}{\text{Total Question}} \times 4$

3 FINDING AND DISCUSSION

3.1 Data Description

Data for the research was gathered at SMK N 1 Sapuran from May 4th to May 26th, 2023. The study was conducted on tenth-grade students during the 2022/2023 academic year, with samples taken from two classes, namely X TB 2 and X TO 5. The two classes had 36 and 34 students, respectively, with a total of 70 students being studied. The data was collected from pre-tests and post-tests.

3.2 Descriptive Analysis

The focus of this study is on the utilization of translated local songs as a tool to improve vocabulary mastery. To describe this variable, descriptive analysis is applied, which includes the measurement of central tendencies such as mean, median, and mode, as well as the measurement of variations such as range, variance, and standard deviation [15]. The resulting data is as follows:

Table 2. Results of Descriptive Analysis

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre-test Exp	36	32	52	84	2432	67.56	1.476	8.856	78.425
Post-test Exp	36	32	64	96	2880	80	1.304	7.827	61.257
Pre-test Con	34	40	44	84	2100	61.76	1.682	9.807	96.185
Post-test Con	34	32	52	84	2244	66	1.513	8.821	77.818
Valid N (listwise)	34								

According to the table, the Experimental Group's mean pre-test score was 67,56 while the mean post-test score was 80,00. The median of the pre-test was 68,00 and the median of the post-test was 80,00. The mode of pre-test was 76 and the mode of post-test was 80. The standard deviation of the pre-test was 8,85 while the standard deviation of the post-test was 7.82. The variance of the pre-test was 78,42 and the variance of the post-test was 61.25. Moreover, the range of the pre-test was 32 and the range of the post-test was 32.

The Control Group's mean pre-test score was 61,76 while the mean post-test score was 66.00 The median of the pre-test was 60 and the median of the post-test was 66. The mode of pre-test was 52 and the mode of post-test was 68. The standard deviation of the pre-test was 9,80 while the standard deviation of the post-test was 8,82. The variance of the pre-test was 96,18 and the variance of the post-test was 77,81. Moreover, the range of the pre-test was 40 and the range of the post-test was 32. To determine if the data followed a normal distribution, a Normality Test was conducted using the Kolmogorov-Smirnov statistics in IBM SPSS 25. The results of the normality test can be found in Table 3.

Table 3. Test of Normality Kolmogorov-Smirnov Using SPSS 25

Class		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre-test Exp	0.122	36	0.192	0.957	36	0.172
	Post-test Exp	0.112	36	.200*	0.967	36	0.356
	Pre-test Con	0.105	34	.200*	0.966	34	0.372
	Post-test Con	0.135	34	0.123	0.948	34	0.104

According to Field's research, data can be considered normal if the significance value is higher than 0.05. Conversely, data can be deemed abnormal if the significance value is lower than 0.05. In this study, the Kolmogorov-Smirnov column indicates that the significance values of the pre-test and post-test for both the experimental and control groups were greater than 0.05. Specifically, the experimental group had significance values of 0.192 and 0,200 for the pre-test and post-test, respectively. Meanwhile, the control group had significance values of 0,200 and 0,123 for the pre-test and post-test, respectively. Based on this, it can be concluded that the data distribution of both groups was normal.

With the data distribution established, the researcher then employed IBM SPSS 25 to run a test of homogeneity using the F-test. The results of the F-test are as follows:

Table 3. Test of Homogeneity Variance

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	0.741	3	136	0.529
	Based on Median	0.593	3	136	0.621
	Based on the Median and with adjusted df	0.593	3	130.463	0.621
	Based on trimmed mean	0.725	3	136	0.539

According to the data obtained from the table, the researcher found that the test of homogeneity based on the mean was 0,529. Before conducting the experiment, the significance level of 5% (0.05) had already been decided. The researcher then computed the value of 0,539 and compounded it with the T-table value, with the numerator being one and the denominator degree of freedom being 136. The T-value is known to be significant at the 0.05 level, as per the T-table. This indicates that the T-value is greater than the T-table value ($0,529 > 0.05$). Thus, it can be inferred that the variance of the two scores is homogenous.

In this study, a hypothesis test is carried out to determine the effectiveness of using translated local songs to teach English vocabulary at the tenth grade of SMK N 1 Sapuran, Wonosobo in the academic year of 2022/2023. If the data has a normal distribution, the researcher relies on SPSS Independent-Samples T-Test computation. The calculating independent samples test formula to decide which hypothesis will be accepted or rejected, the result as the table follows:

Table 4. Result of Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Score		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	0.691	0.409	7.033	68	0	14	1.991	10.028	17.972
	Equal variances not assumed			7.008	65.943	0	14	1.998	10.012	17.988

From the SPSS computation, the result of SPSS shows the Sig. (2- tailed) is $0.000 < 0.05$. According to Field, if the Sig. (2-tailed) is less than 0,05, the data is significantly different[15]. It can be concluded that there is a significant difference between the experiment and control group data. It means that the hypothesis null (H₀) is rejected, and the hypothesis alternative (H_a) is accepted. Therefore, the researcher concluded that using the translated local songs to teach English vocabulary is effective in improving vocabulary mastery in the academic years of 2022/2023.

3.3 DISCUSSIONS

1. The students' listening skills of the tenth-grade students of SMK N 1 Sapuran in the academic year of 2022/2023.

a. Providing students with interesting learning media

Students of vocational high school related to their age belong to teenagers. Teenagers have a certain characteristic that is different from adults. Teenagers are more likely to like things that are interesting or something new. Now in learning students also prefer something new so that learning is not boring and so that the class atmosphere becomes more interesting. Songs can be a useful resource to aid in the process of learning English for students. In particular, it is believed that songs can serve as a source of motivation for students while studying English. Additionally, songs can help make the classroom more engaging, and lively. When students enjoy a song that has been taught by their teacher, they become happy and enthusiastic about participating. This is a positive outcome, as it allows students to learn indirectly.

1. Well-known local song which is presented in the spoken form

The song *Rek Ayo Rek*, which is available on a YouTube channel called Victoria Emperor, can be used to teach vocabulary. In this YouTube channel, the song *Rek Ayo Rek* has been changed to an English version so that it can be taught to students to teach vocabulary. Teaching vocabulary with the English version of the song *Rek Ayo Rek* makes it easier for students to listen and sing together, we can play this song repeatedly while learning new vocabulary.

2. Well-known song which is presented in the written form

The song *Ndang Balio Sri* which is available on the YouTube channel called Word Today can be used to teach vocabulary. On this YouTube channel, the song *Ndang Balio Sri* is sung by foreigners and there are English versions of the lyrics so that students can learn

vocabulary from the lyrics of the song. Teaching vocabulary with the song *Ndang Balio Sri* makes it easier for students to listen and sing together, students can listen to the lyrics of the song which have been translated into the English version, and we can play this song repeatedly while learning new vocabulary.

The research time was effective because each meeting was given two hours of study time and three meetings for each control class and experimental class so that could explain the material to completion including giving pre-test and post-test questions. In this study, used two local songs for vocabulary learning and played the songs on YouTube while singing along with the students so that the class atmosphere became more active.

3. The student's vocabulary mastery of Control Group

The highest score of post-tests was 84 and the lowest was 52. The mean of the posttest score was 66,00 then the median was 66. The standard deviation of the post-test was 8,821 and the variance was 77.818. The mean score was included in the interval 67 to 80. It means that the students of SMK N 1 Sapuran in the academic year of 2022/2023 have good results on their vocabulary mastery post-test. From 34 samples, 4 students (12%) belonged to an excellent level, 13 students (38%) belonged to a good level, 15 students (44%) belonged to a sufficient level, 2 students (6%) belonged to a fairly sufficient, and 0 students (0%) belonged to poor level.

4. The student's vocabulary mastery of Experimental Group

The highest score of post-tests was 96 and the lowest was 68. The mean of the post-test score was 80,00 and the median was 80. The standard deviation of the post-test was 7,827 and the variance of the post-test was 61,257. The mean score was included in the interval 66 to 79. It means that the students of SMK N 1 Sapuran in the academic year of 2022/2023 have good results on their vocabulary mastery post-test. From 36 samples of post-test 21 students (58%) belonged to an excellent level, 14 students (39%) belonged to a good level, 1 student (3%) belonged to a sufficient level, no student (0%) belonged to fairly sufficient, and poor level.

2. The effectiveness of using translated local songs to teach English vocabulary at the tenth grade of SMK N 1 Sapuran, Wonosobo in the academic year of 2022/2023.

Table 4 presents the data showing that the Sig. (2-tailed) computation resulted in 0.000. The researcher set the significance level at 0.05 and since the Sig. (2-tailed) value is lower than that ($0.000 < 0.05$), the data is considered significantly different according to [15]. This leads to the conclusion that there is a significant difference between the experiment and control group data and that the null hypothesis (H₀) is rejected while the alternative hypothesis (H_a) is accepted. Based on this, the researcher concluded that the use of translated local songs effectively improves students' vocabulary mastery at SMK N 1 Sapuran during the academic year 2022/2023.

4 CONCLUSIONS

During the discussion, it was discovered that the utilization of translated local songs is an efficient approach to boost the mastery of vocabulary. Even though the majority of the students had already attained fairly decent levels of vocabulary mastery, the utilization of translated local songs to teach English vocabulary markedly enhances the students' vocabulary mastery. This concept was further corroborated by the results of the pre-test and post-test conducted to evaluate the students' vocabulary. The experimental class mean of the pre-test was 67,56 and the post-test was 80,00. There was a significant increase in pre-test to post-test scores, indicating that students' vocabulary mastery is improved. Suggesting that the students' vocabulary mastery has gotten better. The significance value for the two-tailed test is 0.000. In comparison to the significance level of 5% (0.05), the calculation indicates that the two-tailed significance value is less than the 5% significance level ($0.000 < 0.05$). Consequently, the alternative hypothesis (H_a) is accepted. It means using translated local songs to teach English vocabulary at the tenth grade of SMK N 1 Sapuran, Wonosobo in the academic year of 2022/2023.

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