

THE EFFECT OF USING VIDEO SONGS IN THE TEACHING OF ENGLISH VOCABULARY ON THE STUDENTS' LISTENING SKILL AT SMAN 1 KUANTAN HILIR SEBERANG

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Abstract : The aim of this research was to find out whether there is significant effect of using video songs in the teaching of English vocabulary on the students' listening skill. This research was conducted at SMAN 1 Kuantan Hilir Seberang. It was applied by using one-group pre test-post test design. This is a pre-experimental research. The instruments were tests which consisted of listening and vocabulary. The researcher used 21 students as the sample. This research selected by used quantitative data and the instrument used to collect the data is a listening video song. The tests consisted of 25 items. The test was used to get data about students' ability in listening skill and their vocabulary mastery. In order to know the difference between the pre-test and the post-test and to analyze the hypothesis, t-test formula was used. It is found that, the mean score of pre-test and post-test is 68.19 and 73.90. In other words, the mean score of post-test is higher than the mean score of pre-test. The result also showed that the value of t-test (4.094) is higher than t-table (2.086) at the significance level 5%. It means that Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected. It means that the vocabulary mastery of the students in listening skill was significant.

Key Words: Effect, Video Song, Vocabulary Mastery, Listening Skill.

PENGARUH DARI PENGGUNAAN VIDEO LAGU DALAM PENGAJARAN MENDENGARKAN KOSA KATA BAHASA INGGRIS PADA KETERAMPILAN MENDENGAR SISWA DI SMAN 1 KUANTAN HILIR SEBERANG

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Abstrak : Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan lagu video dalam pengajaran kosakata bahasa Inggris terhadap keterampilan mendengar siswa. Penelitian ini dilakukan di SMAN 1 Kuantan Hilir Seberang. Hal itu diaplikasikan dengan menggunakan satu kelompok pre test post test design. Ini adalah penelitian pra-eksperimental. Instrumen adalah tes yang terdiri dari mendengarkan dan kosa kata. Peneliti menggunakan 21 siswa sebagai sampel. Penelitian ini memilih menggunakan data kuantitatif dan instrumen yang digunakan untuk mengumpulkan data adalah lagu video listening. Tes terdiri dari 25 item. Tes ini digunakan untuk mendapatkan data tentang kemampuan siswa dalam ketrampilan mendengar dan penguasaan kosakatanya. Untuk mengetahui perbedaan antara pre-test dan post-test dan untuk menganalisa hipotesis, digunakan rumus t-test. Ditemukan bahwa, rata-rata skor pre-test dan post-test adalah 68,19 dan 73,90. Dengan kata lain, nilai rata-rata post-test lebih tinggi dari rata-rata skor pre-test. Hasilnya juga menunjukkan bahwa nilai t-test (4,094) lebih tinggi dari t-tabel (2,086) pada tingkat signifikansi 5%. Artinya Hipotesis Alternatif (H_a) diterima dan Hipotesis Null (H_o) ditolak. Artinya, penguasaan kosakata siswa dalam keterampilan mendengar sangat penting.

Kata Kunci : Pengaruh, Video lagu, Penguasaan Kosakata, Keterampilan Mendengarkan.

INTRODUCTION

Listening is one of the languages in the world that has an important role for communication. It has been used as an International Language. So it is important for us to learn it. Russel in Hasyuni (2006) say that listening skill is listening with comprehension, attention, and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Learning vocabulary is the most important thing in language learning especially English. We can not speak, write, and understand what we read and listen without vocabulary. Mastery vocabulary is a basic matter in learning a foreign language. Vocabulary is all the words that a person knows or uses (Hornby,2000). According to Harimukti (2008) vocabulary is a component of a language that maintains all information about meaning and using words in a language.

Based on the result of interview with one of the English teachers (Emi Yusnita, S.Pd) at SMAN 1 Kuantan Hilir Seberang, she said that most of students at SMA N 1 Kuantan Hilir Seberang, particularly for the eleven students lack of motivation in listening to English. The students also always get confused and can not understand well about the material explained in listening class because they do not know the new vocabulary and the pronunciation of the speakers which are not clear enough to be listened, especially if the speakers speak too fast.

The researchers asked the teacher about the way she teaches listening , she said that the way is by giving the listening material, asked the students to listen and answer the listening test. A good strategy in listening class is very important for students because by knowing the strategy, it will help them easy to understand the topic of listening, and it also helps the listener in answering the test. Using video songs can be alternative solution to overcome this problem. Inspiring of using video songs in teaching listening motivates the researcher to try a listen and show technique. Base on the phenomenon above, the researcher was interested in concluding a research to solve the students` problem in listening entitled “The effect of using video Songs in the teaching of English vocabulary on students` listening skill at SMAN 1 Kuantan Hilir Seberang ”.

METHODOLOGY

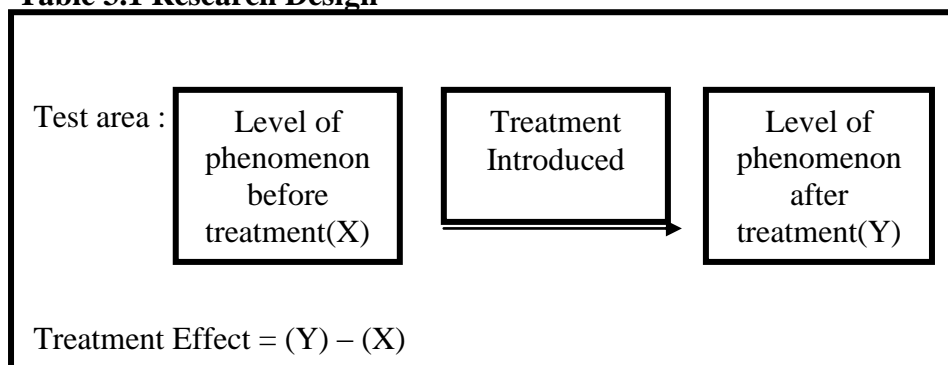
This is an pre-experimental research. Pre-experimental research is divided into three categories, the one shot case study, one-group pre-test post-test design, and the static-group comparison. This research is one-group pre-test-post-test design. One group pre-test-post-test design means that a single case is observed at two time points, one before the treatment and one after the treatment. No control or comparison group is employed. This is a pre-experimental research which was conducted by using pre-test-treatment-post-test design. The writer compared the students` score between pre-test and post-test, and then the writer saw whether the treatment has an intended effect or not on students` listening skill. This research was conducted at SMAN 1 Kuantan Hilir Seberang which is located on Jl. Lingkar Selatan desa Teratak Jering- Koto Rajo Kec. Kuantan Hilir Seberang Kab. Kuantan Singingi in August, 8 2017 (Around 3 weeks).

The target population of this research is science eleven of SMAN 1 Kuantan Hilir Seberang. Total students are 21 students. 11 Students were females and 10 were males. According to Arikunto in Raditya (2015) sample is a small group or a part of the population. Fridah (2002) states that the process or technique of selecting a suitable sample or a representative part of a population for the purpose of determining parameters or characteristics of the whole population is called sampling. In conducting this research, the researcher was used total sampling because of the small number of population.

According to Singh (2006) total population sampling is a type of purposive sampling technique to examine the entire population that have a particular set of characteristics. The total population sampling was used by the researcher because the size of the population that has particular set or characteristics is typically very small. In this research, the population consists of 21 students and all of them was taken as the sample.

One group pre-test-post-test design involves a single group that pre-test (O_1), exposed to a treatment (X), and post-test (O_2). The writer gave the treatments to the students. Before and after treatment, students were tested using pre-test and post-test. If the result of the post-test after the treatment are higher than the pre-test, it means that the treatment has an effect on the students' listening skill. According to Emzir (2007) the activity in performing this research can be shown in this schema ($O_1 \rightarrow X \rightarrow O_2$).

Table 3.1 Research Design



In this research, the writer used quantitative data. The instrument for collecting data in this research was listening test that focus on vocabulary both in pre-test and post-test. The test consisted of 25 items; 10 items underline the correct words in bold position and 15 items to fill in the blank the missing word. The tests were designed based on the curriculum and syllabus of SMA N 1 Kuantan Hilir Seberang about listening. The researcher collected the data by conducting pre-test and post-test.

According to Heaton (1991) , the difficulty level of an item shows how easy or difficult a particular item in the test. The items that did not reach standard level of difficulty were excluded from the test and change of the item was considered difficult. If the facility value is between 0.30-0.70 the item is accepted. On the contrary, if the facility value is lower than 0.30 or is bigger than 0.70, the item is rejected because it will be too easy or too difficult for the students.

The reliability of the test was :

Table 3.4 The Ranges of Reliability

| Coefficient | Reliability |
|--------------------|--------------------|
| 0.0 – 0.20 | Low |
| 0.21 – 0.40 | Sufficient |
| 0.41 – 0.70 | High |
| Above 0.70 | Very High |

(Tinambunan,1998)

In order to know the effects of using video song on Students` listening skill, the researcher analyzed the data by checking their answer and counting their correct answers use Microsoft Excel 2007 and SPSS 23.0. The result of pre-test and post-test was compared to find out the effects of using video songs on students` listening skill. To measure the students` listening skill level of the respondents in learning the listening skill, the researcher uses Harris`s scale. This is classified into five levels of mastery.

Table 3.5 The score of vocabulary Mastery

| NO | Score | Level of Ability |
|-----------|---------------|-------------------------|
| 1. | 81-100 | Excellent |
| 2. | 61-80 | Good |
| 3. | 41-60 | Mediocre |
| 4. | 21-40 | Poor |
| 5. | 0-20 | Very Poor |

Harris (1987)

RESULTS AND DISCUSSIONS

The objective of this research was to find out whether there is an effect of using video songs in the teaching of English vocabulary on students` listening comprehension at SMAN 1 Kuantan Hilir Seberang. Students asked to answer the questions in the pre-test and post-test.

After collecting the data, the researcher continued to analyzed the data. The result of this research was presented by showing the result of t-test and t-Table in comparing the difference result students` listening comprehension score in pre-test and post-test.

The Result of Pre-test

As mentioned previously, before using video song in learning process, the pre-test was given to the students in order to know their listening comprehension by using video songs. The test consist of 25 items. The result of the pre-test is shown in Table 4.1.

Table 4.1 Descriptive Statistic of Pre-test

| | N | Minimum | Maximum | Sum | Mean | Std. Deviation | Variance |
|---------|----|---------|---------|---------|---------|----------------|----------|
| Pretest | 21 | 64.00 | 80.00 | 1432.00 | 68.1905 | 4.46787 | 19.962 |
| Valid N | 21 | | | | | | |

| | |
|----------------|---------|
| Valid N | 21 |
| Missing | 0 |
| Mean | 68.1905 |
| Median | 68.0000 |
| Mode | 64.00 |
| Std. Deviation | 4.46787 |
| Variance | 19.962 |

Table 4.1 shows that the mean score of 21 students is 68.19. The mean is at good level. Meanwhile, the median score is 68.00 and the most frequent score is 64.00 as the mode.

Table 4.2 Frequency of Pre-test

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 64.00 | 8 | 38.1 | 38.1 | 38.1 |
| 68.00 | 7 | 33.3 | 33.3 | 71.4 |
| 72.00 | 4 | 19.0 | 19.0 | 90.5 |
| 76.00 | 1 | 4.8 | 4.8 | 95.2 |
| 80.00 | 1 | 4.8 | 4.8 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

Table 4.2 shows that the students who got score 64, 68, 72, 76, and 80 are categorized as good. Finally, the percentage of the students' score can be shown in Table 4.3.

Table 4.3 The Students` Ability Level in the Pre-test

| Range | Level of Comprehension | Frequency | Percentage |
|--------------|------------------------|-----------|--------------|
| 81-100 | Excellent | 0 | 0% |
| 61-80 | Good | 21 | 100 % |
| 41-60 | Mediocre | 0 | 0 % |
| 21-40 | Poor | 0 | 0 % |
| 0-20 | Very Poor | 0 | 0 % |
| Total | | 21 | 100 % |

Table 4.3 shows that there is no students that achieved excellent level with percentage 0%. While, there are 21students achieved good level with percentage 100 %. There is no students who got mediocre, poor and very poor level with percentage 0%.

The Result Of Post-Test

The post-test was conducted in order to measure the students` listening comprehension after using video song. Finally, the researcher computed the data and found the result that was presented on Table 4.4.

Table 4.4 Descriptive Statistic of Post-test

| | N | Range | Minimum | Maximum | Sum | Mean | Std. Deviation | Variance |
|----------------|----|---------|---------|---------|---------|---------|----------------|----------|
| Posttest | 21 | 24.00 | 68.00 | 92.00 | 1552.00 | 73.9048 | 6.14740 | 37.790 |
| Valid N | 21 | | | | | | | |
| Valid N | | 21 | | | | | | |
| Missing | | 0 | | | | | | |
| Mean | | 73.9048 | | | | | | |
| Median | | 72.0000 | | | | | | |
| Mode | | 72.00 | | | | | | |
| Std. Deviation | | 6.14740 | | | | | | |
| Variance | | 37.790 | | | | | | |
| Range | | 24.00 | | | | | | |
| Minimum | | 68.00 | | | | | | |
| Maximum | | 92.00 | | | | | | |

| | |
|-----|---------|
| Sum | 1552.00 |
|-----|---------|

Based on Table 4.3, the mean score of post-test is 73.90. Meanwhile, the median score is 72.00 and the most frequent is 72.00 as the mode. Furthermore, after the mean score is calculated, the frequency of the students' score is presented on Table 4.5.

Table 4.5 Frequency of Post-Test

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 68.00 | 5 | 23.8 | 23.8 | 23.8 |
| 72.00 | 8 | 38.1 | 38.1 | 61.9 |
| 76.00 | 6 | 28.6 | 28.6 | 90.5 |
| 88.00 | 1 | 4.8 | 4.8 | 95.2 |
| 92.00 | 1 | 4.8 | 4.8 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

From Table 4.5, shows that the student who got score 68, 72, and 76 was categorized as good. The students who got score 88 and 92 were categorized as excellent. Finally, the percentage of students' score can be shown in Table 4.6.

Table 4.6 The Percentage of The Students' Score in Post-test

| Test Score | Level of Comprehension | Frequency | Percentage |
|--------------|------------------------|-----------|--------------|
| 81-100 | Excellent | 2 | 9.5 % |
| 61-80 | Good | 19 | 90.5 % |
| 41-60 | Mediocre | 0 | 0 % |
| 21-40 | Poor | 0 | 0 % |
| 0-20 | Very Poor | 0 | 0 % |
| Total | | 21 | 100 % |

Based on the Table 4.6, shows that 2 students were in excellent level with percentage 9.5 % and 19 students in good level with percentage 90.5 %. There were no students who got mediocre, poor or very poor level with percentage 0 %.

The Result of t-test

In this research, the writer used t-test to compare the pre-test and post-test result in determining whether the hypothesis is accepted or rejected and whether the treatment gives an effect to the students' listening skill or not. In performing pre-experimental research, hypothesis was required to see whether there are the differences after the activities was completely conducted or not. The mean of pre-test score (X) achieved by

the students is 68.19. Furthermore, when the treatments had been applied to the students, the enhancement of students' listening skill occurred.

The improvement could be seen in their mean score as shown in post-test result (Y). Besides that, from the enhancement score of pre-test and post-test, in order to know the hypothesis could be accepted or not, the result of t-test formula was also required. The result also showed that the value of t-test (4.094) is higher than t-table (2.086) at the significance level 5%. It means that Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. Hence, there is a significant effect of using video song on students' listening skill. After calculating the result both of the test, there were the difference result of pre-test and post-test. The result can be shown in Table 4.7.

Table 4.7 One Sample Statistic

| | N | Mean | Std. Deviation | Std. Error Mean |
|----------|----|---------|----------------|-----------------|
| pretest | 21 | 68.1905 | 4.46787 | .97497 |
| Posttest | 21 | 73.9048 | 6.14740 | 1.34147 |

According to Table 4.7, the mean score of pre-test is 68.19. There is an improvement in post-test, because the mean score in post-test increase to 73.90. Thus, the difference of the mean score between the pre test and post-test 5.71. It shows an improvement on the students' listening comprehension after the treatment.

Table 4.8 Paired Sample Test

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------------------|--------------------|----------------|-----------------|---|----------|-------|----|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| pretest - Posttest | 5.71429 | 6.39643 | 1.39581 | -8.62590 | -2.80267 | 4.094 | 20 | .001 |

Finally, to prove the hypothesis, the data is calculated by using t-test formula with assumption as follows;

1. If $t\text{-test} > t\text{-Table}$, the Null Hypothesis (Ho) is rejected and alternative Hypothesis (Ha) is accepted.
2. If $t\text{-test} < t\text{-Table}$, the Null Hypothesis (Ho) is accepted and alternative Hypothesis (Ha) is rejected.

The table shows that the mean different between the pretest and the posttest is significant. The value of t-test is 4.094 . Meanwhile, the values of t- table on the df (degree of freedom) 20 is 2.086 with the level of significance (α) = 5%. Then, according to the result, the t-test is larger than the t table on significant level 5%.The level of significance is $4.094 > 2.086$. Furthermore, it can be concluded that the null hypothesis of this research “The effect of using video songs in the teaching vocabulary on students` listening comprehension at SMAN 1 Kuantan Hilir Seberang ” was accepted and Null Hypothesis was rejected.

DISCUSSION

Based on the result, the mean score is 68.19. After administering a pre-test, the writer applied treatment in six meetings by using video songs. After analyzing the data, the researcher found out that the students in listening skill is in good level. Based on the procedure in the data collection technique, the teaching and learning process was divided into three steps. The first step was giving pre-test to students in order to know their listening skill. The researcher asked the students to listen video song. And then the researcher gave students a test. The researcher asked the students to underline the correct words in bold. The song play three times, after that discussion the correct answer.

The second steps, the researcher asked the students to find some new vocabulary based on the lyric and found the meaning of words. Before the class finished asked the students to sing that song together. Students should remember the new vocabulary that their listen because next meeting the researcher will asked the students one by one.

The third steps, the researcher asked the students to fill in the blank spaces where they found words missing. The students should answer the question that researcher gave, understand the song talk about or what happened with the song and then ask the students with some question. Since the use video song are method that the students like, it can make students more interested in listening during the researcher`s treatment classes.

It can be stated that students felt motivated because using video songs can make students enjoy. The result shows that the mean score of the post-test was higher than the mean score of the pre-test ($73.90 > 68.19$). Then the data analysis shows that t-test was higher that t-table ($4.094 > 2.086$). It can be concluded that using video song can improve the vocabulary learning of students on listening skill.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The objective of this research is to find out whether there is an effect of using video on the students` listening skill or not. This research was applied by using one-group pre test-post test. Based on the data analysis that has been explained, it can be concluded that using video songs can improve English vocabulary of the students

especially in listening skill. It can be seen from the students' mean score on the post-test was higher than the mean score of the pre-test ($73.90 > 68.19$). Then the data analysis shows that t-test was higher than t-table ($4.094 > 2.086$). The mean score of pre-test 68.19.

After conducted using video song as a teaching method and analyzed the result of post-test, it was found that the mean score of post-test is 73.90. In other words, the mean score of post-test is higher than the mean score of pre-test. The result also shows that the value of t-test (4.094) is higher than t-Table (2.086) as the significance 5%. It means that alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected. Hence there is an increase of using video song on listening comprehension of the students.

Recommendations

Based on the result of this research, the writer would like to offer a recommendation. The recommendation might be helpful and useful for the teacher and students in teaching and learning English especially in teaching listening. Since the result of listening skill by using video song is improved, the researcher would like to recommend the teachers to use interesting media to make the teaching and learning process become enjoyable. So, the students will be interested in learning English especially in listening. Base on the value of t-test shows that t-test (4.094) is higher than t-Table (2.068). It means that there is a significant effect of using video songs in the teaching vocabulary on students' listening comprehension at SMAN 1 Kuantan Hilir Seberang. Then, because listening is one of the important skill in learning English, the researcher would like to recommended the students to listen more in order to get more knowledge and improve their listening and they have to use it in their daily lives. At this researcher, the researcher only focus on listening comprehension.

It is suggested for the next researcher to do the research in other skills such as reading, speaking, or writing skill. The application of these recommendation are expected to help the next or other researchers, teacher or school and students to draw a holistic picture of listening comprehension by using video song.

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