SONIC LANGUAGE ENRICHMENT: ENHANCING STUDENTS' ENGLISH VOCABULARY THROUGH WESTERN MUSIC

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Abstrac

Acquiring vocabulary is a crucial component of English language acquisition for kids. Students require innovative instructional approaches to derive pleasure from the continuous learning process. The teacher should be able to communicate the subject matter and suitably utilize media effectively. This study aimed to ascertain whether the utilization of Music media may yield a noteworthy disparity in enhancing students' English vocabulary and to discover whether the efficacy of music media surpasses that of conventional media. The sample size for this study consisted of 60 students. The system has two classrooms, with each class including a total of 30 students. The pre-test results yielded a t-value of $t0 = 1.517$, indicating that both classes are worth studying as there is no significant difference in the increase of students' English vocabulary based on the t-test. However, after treatment and the post-test, the t-value obtained was $t0 = 3.201$, higher than the critical t-value ($tt = 2.001$) at a significance level of $\alpha = 0.05$ and degrees of freedom (df) = 58. This indicates a significant difference in students' English vocabulary increase between the experimental class (taught using Music media) and the control class (introduced using conventional press) after the pre-test was administered.

Keywords: *Music Media, Students' Motivation, Vocabulary*

Abstrak

Memperoleh kosakata adalah komponen penting dalam penguasaan bahasa Inggris untuk anak-anak. Siswa membutuhkan pendekatan instruksional yang inovatif untuk mendapatkan kesenangan dari proses pembelajaran yang berkelanjutan. Guru harus memiliki kemampuan untuk mengkomunikasikan materi pelajaran secara efektif dan menggunakan media yang sesuai. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan media musik dapat menghasilkan perbedaan yang signifikan dalam meningkatkan kosakata bahasa Inggris siswa dan untuk mengetahui apakah keampuhan media musik melampaui media konvensional. Jumlah sampel untuk penelitian ini terdiri dari 60 siswa. Sistem ini memiliki dua ruang kelas, dengan masing-masing kelas terdiri dari 30 siswa. Hasil pre-test menghasilkan nilai $t0 = 1,517$, yang menunjukkan bahwa kedua kelas layak untuk diteliti karena tidak ada perbedaan yang signifikan dalam peningkatan kosakata bahasa Inggris siswa berdasarkan uji-t. Namun, setelah perlakuan dan post-test, nilai t yang diperoleh adalah $t0 = 3,201$, yang lebih tinggi dari nilai t kritis ($tt = 2,001$) pada tingkat signifikansi $\alpha = 0,05$ dan derajat kebebasan (df) = 58. Hal ini mengindikasikan adanya perbedaan yang signifikan pada peningkatan kosakata bahasa Inggris siswa

antara kelas eksperimen (yang diajar dengan menggunakan media Musik) dan kelas kontrol (yang diajar dengan menggunakan media konvensional) setelah pre-test diberikan.

Kata Kunci: *Media Musik, Motivasi Siswa, Kosakata*

1. INTRODUCTION

The English language encompasses four essential skills: listening, speaking, writing, and reading. One crucial aspect that pupils should acquire is the expansion of their vocabulary. Vocabulary is vital as it directly impacts the development of pupils' listening, speaking, reading, and writing abilities (Tim Bimba English, 2017). In this study, the researcher is supposed to utilize a form of media to enhance students' vocabulary. According to Hastuti (1992: 2), children must have a strong command of vocabulary to comprehend and effectively use words and phrases in their speaking, reading, and writing. To ensure equitable growth of both receptive and productive students' skills, it is essential to have a comprehensive command of English vocabulary. Ensuring that students in English language learning are guided by a competency standard that emphasizes both development and equity is crucial. In this context, the knowledge of vocabulary holds significant importance.

During the learning process, teachers encounter various challenges, including the students' limited vocabulary. This results in the delivery of teaching materials that are less engaging, leading to student boredom and decreased motivation to learn. Additionally, teachers may employ monotonous teaching methods and fail to utilize teaching media effectively, thereby hindering student comprehension. Effective communication is crucial for the successful outcome of the learning process. Using educational resources will enhance students' comprehension and proficiency in a given lesson.

Traditional learning methods continue to be the prevailing approach to education in Indonesia. Although conventional learning is well recognized, it is acknowledged that there are deficiencies in both the learning process and the resulting learning outcomes. Furthermore, traditional education remains focused on teachers and fails to adequately cater to student's requirements, as the learning process is confined to the classroom and limited to a specific timeframe. Without media utilization to convey supporting information, the learning activities foster an environment in which students are passive, and teachers are the sole providers of knowledge in the learning process. The inefficient utilization of school-owned buildings and infrastructure further compounds this.

Learning media can be employed to overcome the challenges mentioned above. The utilization of media plays a crucial role in teaching and learning. Sandman (2006: 14) argues that instructional media can address variations in learning styles, interests, intellect levels, sensory limitations, disabilities, and geographical and time constraints. In light of the issues above, the researcher is endeavoring to identify remedies for enhancing English language acquisition, particularly by utilizing Western Music to augment pupils' English vocabulary through listening. Using Music as an alternate learning method can effectively improve students' English vocabulary. Musics serve as an engaging medium and can be a motivational

tool for pupils. The benefit of utilizing Music media is the rapid acquisition of language, which can be retained over an extended period. Music can also stimulate enthusiasm among students and create a vibrant and engaged classroom atmosphere, facilitating the learning process of English. Teachers can assess the student's comprehension and absorption of the learning information through the learning process.

These diverse endeavors undertaken by rationality aim to enhance pupils' potential comprehensively, enabling successful learning and effective problem-solving. The writer's interest is in conducting research, as indicated by their thoughts. This article identifies a notable disparity in improving pupils' English vocabulary between those instructed using Music media and those taught using conventional media.

2. RESEARCH METHOD
2.1 Research Design

This study was a quasi-experimental investigation to assess a particular treatment's efficacy. The therapy under consideration involves using music media to enhance English vocabulary acquisition. The study was designed with two classes: the experimental class and the control class. These classes were selected using a basic random selection procedure.

The experimental group will receive therapy (X) that involves instruction through the use of music media, whereas the control group will not receive any treatment. Before commencing the program, both groups will undergo an initial test as a pre-assessment to ascertain the extent of vocabulary proficiency in each class. Subsequently, the experimental group will experience a specific duration of therapy, whereas the control (comparison) group will not receive any particular intervention. The content covered in the testing and control classes was the same. Still, the delivery methods differed: the practical class utilized Music media, while the control class relied on conventional media. After administering these medications, both classes will undergo a final test as a post-test. The final results of the measuring exams conducted in both groups will be compared, specifically between the classes instructed to use music media and those introduced to use traditional media.

2.2 Variables

This study examines two variables: the music media as the independent variable and the increase in students' English vocabulary as the dependent variable.

2.3 Population and Sample
2.3.1 Population

The population refers to the entire group or entity with specific conditions or features relevant to the research problems. The population in this study included 89 students from three classes.

Table 1.1 Classes Population

No	Class	Total
1	VII A	30
2	VII B	30
3	VII C	29
	TOTAL	89

2.3.2 Sample

The research will employ random sampling. The researcher will designate one class as the experimental group and another as the control group. The sample for this research comprises 30 students in class VII A for the experimental group and 30 students in class VII B for the control group. The whole sample size was 60.

2.4 Instrument of the Research

To gather data, the researcher will administer a multiple-choice vocabulary test to assess the student's comprehension of the words. The test has 30 multiple-choice items for the experimental and control classes, serving as pre-test and post-test assessments.

2.5 Procedure of Data Collection

The research technique encompasses the sequential stages that are conducted during the entire duration of the research, from its initiation to its completion. This includes all aspects of the experimental process, from the initial preparation to the final retrieval of results. The research technique comprises three stages: the pre-experimental stage, the experimental stage, and the post-experimental stage.

3. RESULT AND DISCUSSION

This study utilized a quasi-experimental research approach. This study seeks to determine whether there is a notable disparity in English vocabulary proficiency among pupils instructed using Music media compared to those taught using conventional media. Furthermore, it is essential to determine if Music media is more productive than traditional media in enhancing pupils' English vocabulary. The data in this study were acquired from both courses' pre-test and post-test scores. Upon receiving the data, it was subjected to analysis. The dataset for this study comprises the initial data collected before the therapy (pre-test) and the final data collected after the treatment (post-test). The findings of the study in the experimental group and the control group were as follows:

3.1 Description of Pre-test Data

a. **Pre-test Data of Experimental Class**

Table 3.1 The Frequency Distribution of Experimental Class Pre-test

PRE-TEST

No	Interval	Classification	Experimental Class	
			Fabsolute	%
1	Very good	86-100	0	0
2	Good	71-85	3	10
3	Fair	56-70	8	27
4	Poor	41-55	15	50

5	Very Poor	>40	4	13
	□		30	100%

The experimental class utilized Music media as a teaching method. Before administering treatment, a preliminary examination is conducted. The pre-test consisted of 30 items, allowing for a maximum score of 30 and a minimum score of zero. The experimental class consisted of 30 pupils. Based on the English vocabulary mastery test results, three students achieved a high score, eight students achieved a moderate score, 15 students achieved a low score, and four students achieved a meager score. None of the students achieved an excellent score.

a.   **Pre-test Data of Control Class**

Table 3.2 The Frequency Distribution of Control Class Pre-test

No	Interval	Classification	PRE-TEST Control Class	
			Fabsolute	%
1	Very good	86-100	0	0
2	Good	71-85	3	10
3	Fair	56-70	8	27
4	Poor	41-55	7	23
5	Very Poor	>40	12	40
	□		30	100%

The control class was an instructional class that utilized traditional media. Before providing the content in the experimental class, a pre-test was administered. The number of items used was 30. Hence, the maximum attainable score was 30, while the minimum score was zero. The control pre-test class consisted of 30 pupils. Based on the E nglish vocabulary proficiency test outcomes, three students achieved a high score, eight attained a moderate score, 7 gained a low score, and 12 received a meager score. None of the students achieved an excellent score. Below is the frequency distribution table for the experimental and control classes' pre-test scores.

According to the table, it is evident that the experimental class had the highest frequency in the 4th interval, with 15 students or 50% of the total. Conversely, the 2nd interval had the

lowest frequency, with only three students or 10%. In the control class, the students with the highest frequency were found in the interval 5 class, with a frequency of 12 students, accounting for 40% of the total. Conversely, the interval 2 class had the lowest frequency, with only three students, representing 10% of the total. The pre-test scores of the experimental class and control class in the increase of English vocabulary can be shown in bar charts.
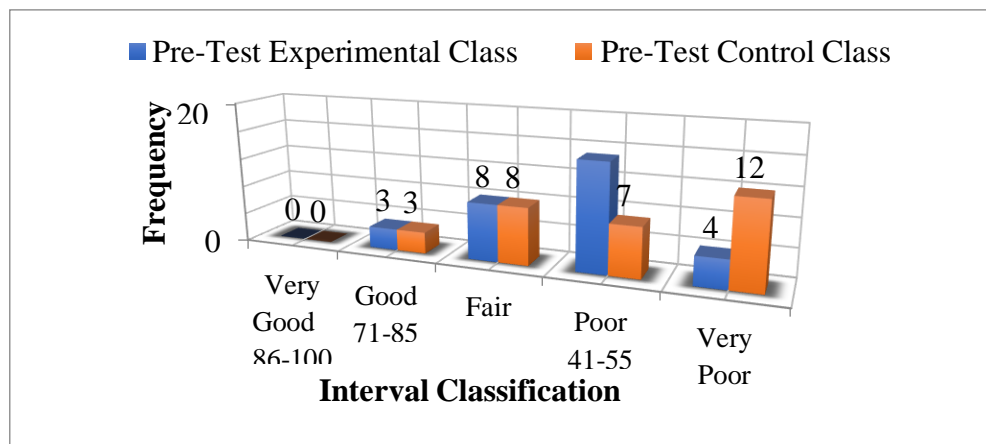

Figure 3.1 The Frequency Distribution Experimental Class and Control Class Pre-test

The table below displays the statistics of the first score (pre-test) for both the experimental class and the control class, allowing for easy comparison.

Table 3.3 The Descriptive Statistic Result of the Experimental Class and Control Class Pre-test

Class	Mean	Median	Mode	Standard Deviation
Experimental	52.56	51.50	43.00	12.10
Control	47.23	43.00	43.00	14.96

b.   **T-test Value Between Experimental Class and Control Class Pre-test**

Table 3.4 T-test value between the Experimental Class and Control Class Pre-test

Data	t0	tt	df	Description

Pre-test	1,517	2,001	58	t0 < tt = no significant

The pre-test was administered to both the experimental class and the control class. The t-test was then used to analyze the pre-test findings of both classes. A t-test is employed as part of the statistical analysis process to validate the hypothesis. If the value of t0 is less than tt, then the null hypothesis H0 is accepted, and the alternative hypothesis H1 is rejected. Conversely, if the value of t0 is more significant than tt, then H0 is rejected, and H1 is accepted.

The pre-test data was processed using a significance level of 5% (0.05) and degrees of freedom (df) of 58, calculated as n1 + n2 - 2. The resultant t0 value was 1.517, less than the tt value 2.001. Therefore, according to the established criteria, it may be concluded that there was no substantial impact on enhancing students' English vocabulary when comparing classes taught with Music media (experimental class) with conventional media (control class). Therefore, it can be inferred that the null hypothesis (H0) was accepted, and the alternative hypothesis (H1) was rejected.

3.2 The Description of Post-test Data

a.   Post-test Data of Experimental Class

Table 3.5 The Frequency Distribution of Experimental Class Post-test

No	Interval	Classification	PRE-TEST		
Experimental Class					
				Fabsolute	%
1	Very good	86-100		0	0
2	Good	71-85		13	43%
3	Fair	56-70		10	33%
4	Poor	41-55		7	23%
5	Very Poor	>40		0	0%
		□		30	100%

A post-test was conducted after the treatment utilizing the medium of Music. The post-test findings were used as a metric of enhancement after receiving treatment. The allocation of elements was 30, resulting in a maximum achievable score of 30 for pupils, with no possibility

of obtaining a score lower than zero. The experimental class had 30 students who participated in the post-test. According to the English vocabulary mastery test results, 13 students achieved a high score, ten students achieved a moderate score, and seven students achieved a low score. Every student receives scores within a reasonable range, neither exceptionally high nor exceptionally low.

b.   Post-test Data of Control Class

Table 3.6 The Frequency Distribution of Control Class Post-test

No	Interval	Classification	PRE-TEST Experimental Class	
			Fabsolute	%
1	Very good	86-100	0	0
2	Good	71-85	5	17
3	Fair	56-70	13	43
4	Poor	41-55	9	30
5	Very Poor	>40	3	10
		☐	30	100%

In the experimental class, a post-test was administered to assess the extent to which students' English vocabulary improved. Similarly, the control class underwent the identical post-test despite not receiving special treatment or relying solely on conventional media. The number of items provided was 30, so the maximum achievable score for pupils was 30, while the minimum score was zero. The control class post-test consists of 30 individuals. Based on the English vocabulary proficiency assessment outcomes, five students achieved a high score, 13 students achieved a moderate score, nine students achieved a low score, and three students achieved a meager score. Every student fails to achieve excellence. The table displays the frequency distribution of post-test scores for both the experimental class pupils and the control classes.

According to the table, the experimental class had the highest number of students in the interval 2 class, with a frequency of 13 students or 43%. The interval 4 class had the least number of students, with a frequency of 7 participants or 23%. In the control class, the students with the highest frequency were found in the interval 3 class, consisting of 13 students or 43% of the total. The interval 5 class had the lowest frequency, with three students or 10%. The

post-test score data knowledge of the English vocabulary for both the experimental and control classes can be represented by bar charts.
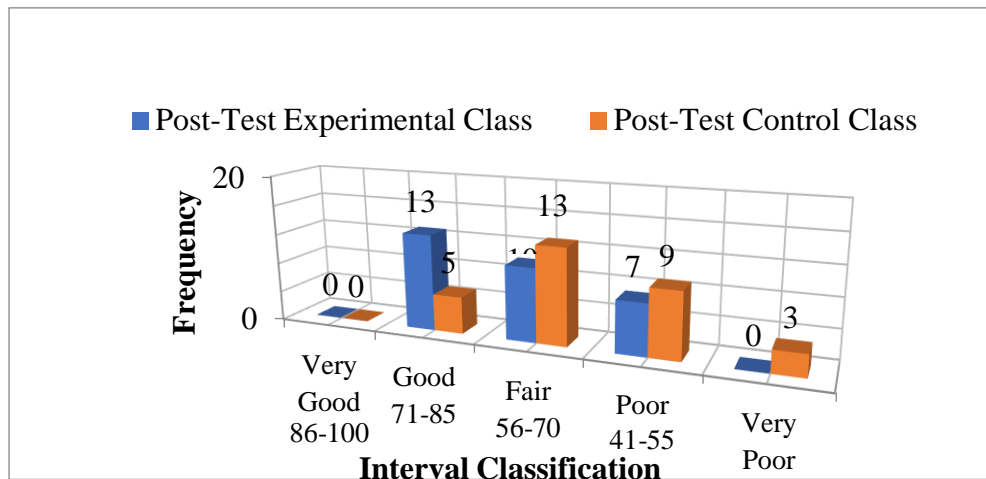

Figure 3.2 The Frequency Distribution Experimental Class and Control Class Post-test

The experimental and control classes' post-test statistics can be easily compared by referring to the table and the accompanying bar diagram.

Table 3.7 The Descriptive Statistic Result of the Experimental Class and Control Class Post-test

Class	Mean	Median	Modus	Standard Deviation
Experimental	66.36	70.00	76.00	10.87
Control	56.83	56.00	56.00	12.15

Data	t0	tt	Df	Description
Post-test	3,201	2,001	58	t0 > tt = significant

c. T-test Value Between Experimental Class and Control Class Post-test Table 4.8 T-test

Value of Experimental Class and Control Class Post-test

A post-test was conducted for each class after administering a specialized treatment to both the experimental and control classes. The post-test findings of both classes were then analyzed using a t-test. To validate the hypothesis, a statistical analysis is performed using a t-test. If the value of t0 is less than tt, then the null hypothesis H0 is accepted, and the alternative hypothesis H1 is rejected. Conversely, if the value of t0 is more significant than tt, then H0 is rejected, and H1 is accepted.

The t-test findings are acceptable if the calculated t-value (t0) is greater than the critical t-value (tt), as indicated in the table above. The calculation results obtained with t0 = 3.201 and tt = 2.001 demonstrate a significant influence between the control and experimental classes. After referring to the table for the given significance level α = 0.05 and degrees of freedom df = n1 + n2 - 2 = 58, it may be concluded that t0 is more significant than tt. Therefore, it can be inferred that the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. There were notable disparities in improving pupils' English vocabulary between classes instructed using Music media (experimental class) and those taught using traditional media (control class).

3.3 The Effectiveness of Using Music Media

Utilizing unconventional media enhances students' English vocabulary more than traditional methods.

Table 3.9 The Effectiveness of Using Music Media

Data	Means	Gains score
Experimental Pre-test	52.56	
		13.8
Experimental Post-test	66.36	
Control Pre-test	47.23	
		9.6
Control Post-test	56.83	

Based on the provided table, it is evident that the average of the two classes has increased. However, the experimental class had a more significant increase in average value. The practical class experienced a mean rise of 13.8 (66.36 - 52.56), whereas the control class had a mean increase of 9.6 (56.83 - 47.23). Based on the weight of effectiveness calculations, it may be inferred that the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was

accepted.

According to the initial hypothesis testing findings, both classes underwent an initial pre-test consisting of 30 multiple-choice questions before receiving any treatment. The t-test results conducted on the pre-test data from the two classes indicate no significant differences in the increase of students' English vocabulary between the experimental class taught using Music media and the control class taught using conventional media. This suggests that both classes achieved the same level of vocabulary mastery. Furthermore, the pre-test results of both classes indicate that t0 is smaller than tt with a significance level $\alpha = 0.05$. The data processing reveals that t0 = 1.517 and tt = 2.001, with degrees of freedom (df) = n1 + n2 - 2 = 58. Therefore, it can be concluded that t0 = 1.517 is indeed less than tt = 2.001. A post-test was administered to both classes after treatment, particularly in the experimental class. The research findings revealed that t0 = 3.201, greater than tt 2.001, with a significance level (α) of 0.05 and df = 58. Consequently, it can be inferred that the experimental class students possess superior abilities compared to the control class. This demonstrates that utilizing Music media is more efficacious and exerts a substantial impact compared to conventional media in enhancing students' English vocabulary. The enhanced learning results are evident from the mean post-test score in both the experimental and control classes. Both classes exhibited an enhancement in learning outcomes. However, the experimental class had the most remarkable improvement in learning outcomes. This was evidenced by a disparity in the mean scores between the pre-test and post-test of 13.8, whereas the control class displayed an increase of 9.6.

Therefore, it can be inferred that there were substantial disparities in enhancing students' English vocabulary between classes instructed by Music media and classes conducted through traditional media. The source cited is Jamalus (1988: 1). Music is the artistic expression involving sound creation and performance, typically using musical instruments. Sound serves as a tool for conveying thoughts to others and facilitating communication. Harnessing the communicative power of music can serve as a valuable tool for teaching various language abilities, including sentence structure, syntax, vocabulary, and speaking. According to Paquette (2008: 2), music can instruct several linguistic abilities, including sentence structures, vocabulary, pronunciation, and parts of speech. Incorporating movement into music can enhance its significance and increase its appeal. Music media effectively stimulates students' emotions, interests, and passion in learning English vocabulary. The study results indicate that incorporating media Music in the experimental class enhances the student's learning experience, leading to improved vocabulary retention and an overall rise in vocabulary proficiency.

Moreover, the instructional and educational process fosters a friendly learning environment, inspiring students to exhibit tremendous enthusiasm in engaging with the educational process via music media. Utilizing traditional media can lead to a monotonous learning environment, causing pupils to become bored and lose focus on the subject quickly. Students frequently experience difficulty in retaining the terminology they have acquired. This enhancement in vocabulary proficiency indicates that pupils experience greater satisfaction when the teacher incorporates music media into learning English vocabulary. This phenomenon is evident in

youngsters who exhibit increased engagement and enjoyment in learning when they are not fatigued and when music is incorporated into the learning process. Using this Music media, youngsters can indirectly enhance their English speaking skills by repeatedly practicing with music.

4 CONCLUSION

Based on the findings from data analysis, hypothesis testing, and discussions, it can be inferred that there was a notable disparity in the improvement of students' English vocabulary between those who were instructed utilizing Music media and those who were taught using conventional media. The experimental class had a higher mean score (66.36) compared to the control class (56.83), therefore confirming this statement. The value of t_0, which was 3.201, was greater than the value of t_t, which was 2.001, with a significance level of $\alpha = 0.05$ and degrees of freedom (df) equal to $n_1 + n_2 - 2$, which is 58. The utilization of music media in enhancing students' English vocabulary shown to be more efficacious compared to the employment of conventional media. The weight of efficacy is demonstrated by the mean score of the two. The number of classes has increased. However, the experimental class had a greater rise in the mean value. The experimental class exhibited an average value rise of 13.8, whereas the control class had an average value increase of 9.6. The findings of this study suggest that the utilization of Music media has the potential to enhance students' English vocabulary. The students who received instruction via Music media demonstrated superior performance compared to those who received instruction using conventional media. Music media can assist teachers in selecting appropriate teaching materials for English vocabulary instruction, enhancing the learning experience by making it more entertaining.

Utilizing media music in vocabulary acquisition might increase pupils' comprehension and retention of the language they have acquired. In addition, the teaching and learning process exhibited heightened student enthusiasm, increased student activity, and enhanced teacher-student contact. Students experienced engagement and contentment during the teaching and learning process. Based on the preceding explanation, the primary significance of utilizing Music media in the application was that it resulted in heightened student motivation and enthusiasm towards their studies. This demonstrates that using Music media into English vocabulary study has been found to be more efficacious than utilizing traditional media.

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