

Improving Students' Vocabulary Mastery and Listening Skill by Using English Religious Song Lyric at Postulancy - Indonesia

Sondang Manik¹, Lina Sriulina Br. Tarigan²

¹Universitas HKBP Nommensen- Medan

²PrimeOne School

Email:

¹sondang.mani@uhn.ac.id,

²linatarigan78@gmail.com

ABSTRACT

Vocabulary is one of the crucial aspects in English as a Foreign Language (EFL) learning. Listening is the ability to accurately receive and interpret messages in the communication process. This research aims to investigate whether the use of English religious song lyric improve students' vocabulary mastery and listening skill at Postulancy-Indonesia. The research was designed by implementing a Classroom Action Research (CAR). This study used Quantitative and Qualitative data. The subjects of this study will be chosen 25 students at Conventual Franciscan Postulancy - Indonesia. The finding indicates that English religious song lyric improved students' vocabulary mastery and listening skill. The improvement can be proved by the Mean of the students' score from Pre-Test up to Post-Test 2. In vocabulary mastery, the Mean of students' Pre-Test was 43.92, but then after implementing the English religious song lyric, the students' score improved in Cycle-1 with the Mean was 66.56 and in Cycle-2 with the Mean was 90.04. In addition, it was found the data that 100% students passed the KKM in vocabulary mastery in Cycle-2. In listening skill, the Mean of students' Pre-Test was 29.04, but then after implementing the English religious song lyric, the students' score improved in Cycle-1 with the Mean was 58.24 and in Cycle-2 with the Mean was 76.56. In addition, it was found the data that only 67% students passed the KKM in listening skill in Cycle-2. Based on data, it can be concluded that the students' vocabulary mastery was improved significantly by using English religious song lyric. English religious song lyric is a good media to recommended in teaching vocabulary mastery and listening skill.

Key words: *Vocabulary Mastery, Listening Skill, Song Lyric, Postulancy*

Introduction

Vocabulary is one of the crucial aspects in English as a Foreign Language (EFL) learning. Without mastering vocabulary, it seems to be impossible for English learners to acquire the fourth skills (Listening, Speaking, Reading and Writing). Vocabulary can be considered as the first step in English learning. The learners can be easier to master vocabulary Motivation, Picture, and Song. Through these choices,. The creative and effective techniques need to be applied to help students to improve their vocabulary mastery successfully.

There are some media that can be used in improving students' vocabulary mastery on purpose to make students have fun and enjoy during teaching learning process to achieve the goal. Through some experiences of teachers and students that have been taken from interview and observation by previous researchers, it finds that the students get easily boring in learning vocabulary. The text books and worksheets make them sleepy more often. Based on some previous

researches, it is known that students' vocabulary mastery improve when they are exposed to new words through various language experiences, such as reading aloud, independent reading, oral discussions, watching movies or listening to songs.

Song lyric can be a good media in improving students' vocabulary mastery and listening skill. It can be a good solution for the teachers to set up the enjoyable classroom during subject. The researcher finds that the students at Postulancy face difficulties in both vocabulary mastery and listening skill. Moreover, as the Catholic religious institution, the Postulancy program emphasizes all studies in religious aspects, therefore during English class also uses the materials concern with religious life, such as religious movies, religious readings, and religious song lyrics.

Based on the reasons above, then the researcher would like to investigate further about how to improve students' vocabulary mastery

and listening skill by using song lyric. The researcher is interested to conduct the study entitled: “Improving Students’ Vocabulary Mastery and Listening Skill by Using English Religious Song Lyric at Postulancy - Indonesia”.

The objectives of this study are to find out whether English religious song lyric improve students’ vocabulary mastery, to discover whether English religious song lyric improve students’ listening skill, to investigate which skill is significantly improved by using English religious song lyric. The study is focused on the students’ vocabulary mastery and listening skill. The researcher applies English religious song lyric as the media in teaching. The subjects of this study will be chosen 25 students at Conventual Franciscan Postulancy - Indonesia. The research will be conducted in June 2022.

This study is expected to be significant

both theoretically and practically. Theoretically, the finding of the study is expected to be a new perspective and a new model in teaching vocabulary and listening. Practically, the result of this study is expected to be an enrichment in teaching learning process, for English department, lecturers, students, readers and for further research, this study is intended as a valuable contribution in selecting media in learning English in EFL class.

According to Graves (in Hanson & Padua, 2011:8), there are four essential components of vocabulary instruction listed below: Providing rich and varied language experiences, Teaching individual words explicitly, Teaching word-learning strategies, Fostering word consciousness. For each components, there are specific strategies to enable students to improve their vocabulary.

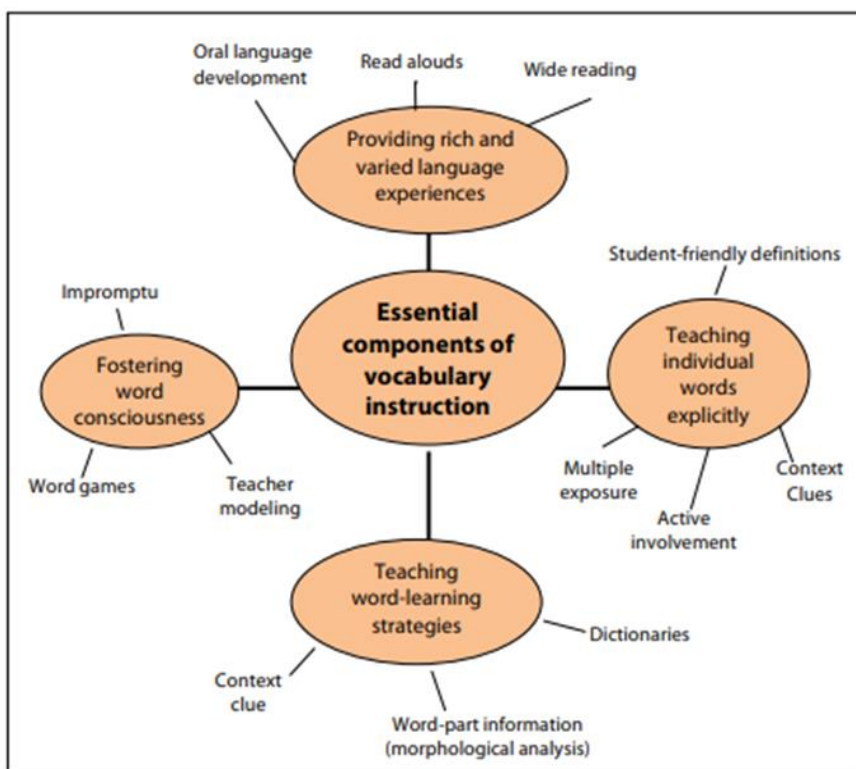


Figure 1. The Four Essential Components of Vocabulary Instruction

Techniques and Procedures for Vocabulary Learning

According to Nation & Newton (2009:135), the following description of techniques and procedures has been arranged according to proficiency level: Beginners: can be done by listing words on the board and quickly discuss them; giving learners lists of words and meanings to work at home; or by doing a semantic mapping activity drawing on the learners’ previous knowledge and introducing the target vocabulary into the map. For adult beginners, it is useful to

have a rapid expansion of vocabulary through direct vocabulary learning. An effective way of doing this for older learners is to make vocabulary cards. These are small cards (about 4cm × 3cm) with the second language word on one side and the first language translation on the other. Particularly at the beginning level, it is useful to have a phrase containing the new word along with the word. Intermediate: expanding the uses that can be made of known words. This means drawing attention to the underlying meaning of a word by seeing its use in a variety of contexts. Exploring the meanings of

words like head, fork, or agree can be a useful activity. Word parts should be used to help remember the meanings of new words. These should include affixes which include -able, -er, -ish, -less, -ly, -ness, -th, -y, non-, un-, -al, -ation, -ess, -ful, -ism, -ist, -ity, -ize, -ment, -ous, and in- which all with restricted uses. Advanced: at this level, learners who intend to study in English at post level or university need to focus on the academic vocabulary of English. This vocabulary can be found in the 570 word family Academic Word List. All learners at this level need to refine the strategies they need for dealing with the large number of low frequency words that they will meet. At this level, there is little value in the direct teaching of vocabulary although learners should be doing substantial amounts of direct learning using word cards. The main focus of teaching should be on strategy development. Thus, teachers who teach in this level should improve their teaching strategy.

Listening Skill

At first sight it appears that listening is a passive skill, and speaking is an active one, but this is not really true, since the decoding of a message (i.e. listening) calls for active participation in the communication between the participants. According to Broughton (2003:65), a receptive skill is involved in understanding the message. Indeed, it is essential to the speaker in any interaction that he is assured continually that his words are being understood. This is usually overtly signalled to him in a conversation by the nods, glances, body movements and often by the non-verbal noises (mm, uh-huh, oh, etc.) of his listener. A simple experiment to demonstrate the truth of this is to make absolutely no sound during a telephone conversation (where the verbal cues that the message is being understood are essential, since visual cues by the nature of telephone calls are eliminated) within a few seconds the person speaking is guaranteed to ask if you are still there.

According to Wilson (2008:12), listening is one of the skills that need to acquire in learning English. Listening is often considered as the difficult subject. The difficulties can be grouped into four general categories:

Types of Listening

There are two broad types of listening (Nation & Newton, 2009:40):

1. **One-way listening:** typically associated with the transfer of information (transactional listening).
2. **Two-way listening:** typically associated with maintaining social relations (interactional listening).

Traditionally, listening was associated with

transmission of information that is with one-way listening. This can be seen in the extensive use of monologues in older listening materials. While this is fine if we are relating primarily to listening in academic contexts for example, it fails to capture the richness and dynamics of listening as it occurs in our everyday interactions (two-way listening).

Listening Processes

Nation & Newton (2009:40) categorised listening processes as follows:

1. **Bottom-up Processes:** the listeners assemble the message piece by piece from the parts to the whole. It involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive. Moreover, the learners need to be proficient with these bottom-up processes and that learners can benefit from being taught how to listen effectively.
2. **Top-down Processes:** the listener is going from the whole to the parts. The listener uses what they know to predict what the message will contain and uses parts of the message to correct. The key process here is inferencing.

Lynch and Mendelsohn (in Nation & Newton, 2009:41) suggest the following targets for practice: 1. Discriminating between similar sounds, 2. Coping with and processing fast speech, 3. Processing stress and intonation differences

Postulancy

As cited in *Franciscan Discipleship - General Directory of Formation* (Ordinary General Chapter - Ariccia: 2001), the Postulancy is a minimum one-year period of discernment for men who are sure that they are being called to the religious life. When a person applies to the Postulancy program, he is not committing himself for life. Rather, he is taking time to come and live in a Conventual friary, and to participate in community life. The Postulant (student) joins the friars for daily Mass, praying the Divine Office, periods of meditation, meals, and fraternal time. mastery through contextual teaching and learning (CTL) by using online learning at the eleventh grade of SMAN 1 Sajira. This study also attempts to find out the improvement of the students' skill in listening and vocabulary mastery through contextual teaching and learning (CTL) by using online learning.

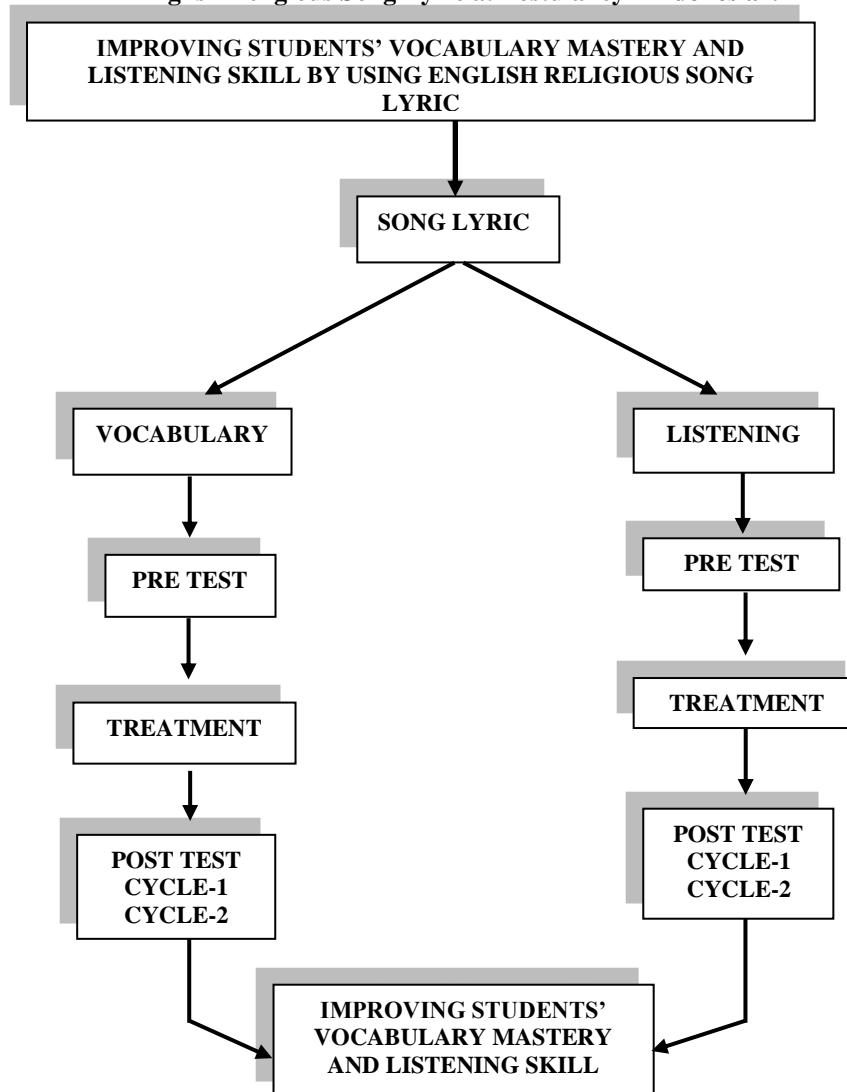
The method used in this research was qualitative research method by implementing classroom action research (CAR). This research

was conducted in two cycles actions in cycle I, and cycle 2 .

The result of the research is the use of contextual teaching and learning (CTL) by using online learning can improve the students' listening skill and vocabulary mastery. The findings of the research are (1) the process of teaching and learning using CTL through online learning is

conducted successfully in terms of the feeling of happiness and enthusiasm of the students; and (2) there is an improvement of the students' listening skill from 57.85 in pre-test became 81.11 in post-test. This study proves that English teacher can improve students' listening and vocabulary mastery by optimizing the use of materials at school, and be ceative in selecting, developing, and giving materials at class.

Figure 2. Conceptual Framework of “Improving Students’ Vocabulary Mastery and Listening Skill by Using English Religious Song Lyric at Postulancy - Indonesia”.



Method

The research was designed by implementing a Classroom Action Research (CAR). Classroom Action Research involves repeated cycles consist of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems are solved by the strategy (Kemmis & McTaggart, 1988).

A cycle in Classroom Action Research consists of four stages. The first stage is strategy planning, where the strategy is planned to solve classroom problems that have been identified.

The second stage is acting, where the strategy that has been planned is implemented. The third stage, which is done simultaneously at the second stage, is observing, to collect data indicating the achievement of the criteria of success. The fourth stage is reflecting to analyse the data collected from the observing stage by comparing the data and the criteria of success.

Data Analysis

This chapter discusses the process of the Classroom Action Research (CAR) which was conducted at Conventual Postulancy started from June to August 2022. Classroom Action

Research involves repeated cycles consist of planning, acting, observing, and reflecting. This research was done in two cycles; each cycle consists of four meetings. This chapter also includes the discussion and the findings of this research both in quantitative and qualitative data.

The tests were used as the instruments to measure students' vocabulary mastery and listening skill. In this study the researcher used 50 items of Multiple Choice tests for each of Pre-Test, Post-Test 1 and Post-Test 2 both for vocabulary mastery and listening skill. Those tests were taken from the vocabulary mastery and listening skill books. Moreover, for the treatment, the researcher gave the students 30 titles of

English religious song lyric of Catholic Church. The quantitative data was obtained from the students' scores of Pre-Test, Post-Test 1 and Post-Test 2. After calculating the students' scores, then it was found the Mean and the Percentage (%) of students who passed the KKM on Pre-Test, Post-Test 1 and Post-Test 2 both in vocabulary mastery and listening skill related to the use of English Religious Song Lyric. The Criterion Minimum Completeness (Kriteria Ketuntasan Minimal/KKM) is 75. The following table showed the results of the students' Pre-Test, Post-Test 1 and Post-Test 2 both in vocabulary mastery and listening skill includes the Mean of the scores.

Table 1.
The Students' Scores of Vocabulary Mastery and Listening Skill by Using English Religious Song Lyric

NO	STUDENTS' INITIAL NAME	VOCABULARY			LISTENING		
		Pre-Test	Cycle-1	Cycle-2	Pre-Test	Cycle-1	Cycle-2
1	A F	32	50	84	20	42	76
2	S T F	36	60	88	30	38	60
3	R X S	40	60	90	34	58	70
4	C R F	30	70	90	24	52	66
5	D N	50	60	88	30	50	80
6	J S B	50	70	100	32	56	70
7	B A O	42	60	88	26	66	80
8	F I G B	46	70	100	24	64	84
9	P K H	50	70	100	20	50	80
10	R M F G	40	66	90	30	50	72
11	F R S	30	62	84	32	64	76
12	J O	50	70	90	40	66	80
13	M D K	38	70	90	26	70	80
14	O D M	48	70	86	34	68	80
15	L L	50	70	88	28	60	80
16	A E S N	50	64	90	30	64	78
17	E S	50	70	90	30	70	80
18	M P	40	68	88	28	66	80
19	A G S	50	70	86	24	58	78
20	Y D B K	38	70	90	30	40	64
21	W A S	48	68	90	40	64	80
22	D Z S	50	70	90	30	60	80
23	E N	50	66	90	24	50	80
24	F U	50	70	100	30	70	80
25	Y B	40	70	90	30	60	80
	SUM	1098	1664	2260	726	1456	1914

MEAN	43.92	66.56	90.04	29.04	58.24	76.56
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Based on the table 1 above can be seen the improvement of the students' results in Pre-Test, Post-Test in Cycle-1 and Post-Test in Cycle-2 both in vocabulary mastery and listening skill. In vocabulary mastery, the Mean of students' Pre-Test was 43.92, but then after "the Action" by implementing the English religious song lyric, the students' score improved in Cycle-1 with the Mean was 66.56 and in Cycle-2 with the Mean was 90.04. Meanwhile, in listening skill, Mean of students' Pre-Test was 29.04, but then after "the Action" by implementing the English religious song lyric, the students' score improved in Cycle-1 with the Mean was 58.24 and in Cycle-2 with the Mean was 76.56.

Qualitative Data

In collecting qualitative data, there were some instruments used by the researcher such as: Observation Sheet and Interview. The qualitative data is important to support and strengthen the quantitative data to see the students' improvement related to the use of English

religious song lyric on vocabulary mastery and listening skill.

It was used to identify all condition that happen during the teaching learning process includes students and the context of situation. Based on the observation, it can be seen the improvements on students' behaviour and motivation in teaching-learning process during Cycle-1 and Cycle-2.

In Cycle-1, most of the students did not enjoy the vocabulary and listening class, but in Cycle-2 (after implementing the English religious song lyric), the students seemed interested in studying. In Cycle-1, the students made noise during class, but in Cycle-2 they looked more quietly to follow the lesson. In Cycle-1, the students did not pay attention to the teacher's explanation, but in Cycle-2, the students focused on the teacher. In Cycle-1, the students did not do their test seriously, but in Cycle-2, it seemed that all of them finish the test better.

Table 2.
Observation Sheets

NO	TOPIC (FOCUS ON STUDENTS)	CYCLE-I		CYCLE-II	
		YES	NO	YES	NO
1	The students enjoy the vocabulary and listening class.		✓	✓	
2	The students do not make noise in teaching-learning process.		✓	✓	
3	The students pay attention to the teacher's explanation.		✓	✓	
4	The students answer the questions that given by the teacher.	✓		✓	
5	The students listen to the songs and try out the question actively and seriously.	✓		✓	
6	The students give good respond to the topic given.		✓	✓	
7	The students write their own words on paper what the songs tell about.		✓	✓	
8	The students feel interested in teaching learning process.		✓	✓	
9	The students do their test seriously.		✓	✓	
10	The students ask question to the teacher.		✓	✓	

The description of Students' Vocabulary Mastery and Listening Skill by Using English Religious Song Lyric at Conventual Postulancy

The data which was obtained at Postulancy during June to August 2022 proved

that English religious song lyric can improve students' vocabulary mastery and listening skill. Data was taken from students' Pre-Test, Post-Test (Cycle-1) and Post-Test (Cycle-2) both in vocabulary mastery and listening skill. After

implementing English religious song lyric, the students' score improved significantly in Cycle-1 and Cycle-2 both in vocabulary mastery and listening skill.

Furthermore, in vocabulary mastery, the Mean of students' Pre-Test was 43.92, but then after "the Action" by applying the English religious song lyric, the students' score improved in Cycle-1 with the Mean was 66.56 and in Cycle-2 with the Mean was 90.04. Meanwhile, in listening skill, the Mean of students' Pre-Test was 29.04, but then after "the Action" by applying the English religious song lyric, the students' score improved in Cycle-1 with the

Table 3. Students Improving in Vocabulary and Listening Mastery

Ability	Mean Score		
	Pre-test	Cycle 1	Cycle 2
Vocabulary	43.92	66.56	90.04
Listening	29.04	58.24	76.56

Mean was 58.24 and in Cycle-2 with the Mean was 76.56.

By applying the media English religious song lyric, the students' score was significantly improved both in vocabulary mastery and listening skill. Moreover, the students' improvement was not only shown in the Mean of the students' scores, but also in the students' motivation and interest during the lesson. There were differences between the highest and lowest score of students in each test which was given during meeting 1 to meeting 9. The differences proved that there was a significant improvement of students' vocabulary mastery and listening skill.

Vocabulary Mastery

The highest score for Pre-Test (score 50): DN, JSB, PKH, JO, LL, AESN, ES, AGS, DZS, EN and FU.

The lowest score for Pre-Test (score 30) : CRF and FRS.

The highest score for Cycle-1 (score 70): CRF, JSB, FIGB, PKH, JO, MDK, ODM, LL, ES, AGS, YDBK, DZS, FU and YB.

The lowest score for Cycle-1 (score 50) : AF.

The highest score for Cycle-2 (score 100) : JSB, FIGB, PKH and FU.

The lowest score for Cycle-2 (score 84) : AF and FRS.

Listening Skill

The highest score for Pre-Test (score 40) : JO and WAS.

The lowest score for Pre-Test (score 20) : AF and PKH.

The highest score for Cycle-1 (score 70) :

MDK, ES and FU.

The lowest score for Cycle-1 (score 38) : STF.

The highest score for Cycle-2 (score 84) : FIGB.

The lowest score for Cycle-2 (score 60) : STF.

Findings and Discussion

The finding of this research shows that English religious song lyric can improve students' vocabulary mastery and listening skill. The improvement can be proved from quantitative and qualitative data which were obtained during the research. In quantitative data, the students' improvement can be seen from the Mean of the students' score from Pre-Test up to Post-Test 2 both in vocabulary mastery and listening skill. Meanwhile, in qualitative data, the students' improvement can be seen through the result of observation sheet and interview.

Furthermore, in vocabulary mastery, the Mean of students' Pre-Test was 43.92, but then after "the Action" by implementing the English religious song lyric, the students' score improved in Cycle-1 with the Mean was 66.56 and in Cycle-2 with the Mean was 90.04. Meanwhile, in listening skill, the Mean of students' Pre-Test was 29.04, but then after "the Action" by implementing the English religious song lyric, the students' score improved in Cycle-1 with the Mean was 58.24 and in Cycle-2 with the Mean was 76.56.

Discussion

The data showed that there was improvement in students' score both in vocabulary mastery and listening skill in Cycle-1 and Cycle-2. Moreover, through the observation, the students who got the highest score in Cycle-1 and Cycle-2 studied more seriously during the class and finished the test fast.

After implementing English religious song lyric, the students at Postulancy had the enjoyable class. They were motivated in studying and doing the exercises or tests. This media (English religious song lyric) also supported their vocation/calling as the candidates for Catholic Priest. The students at Postulancy also argued that English religious song lyric can guide them to the holiness. Therefore, it can be proved that this media is applicable at Postulancy.

1. English religious song lyric improved the students' vocabulary mastery. The improvement can be proved by the Mean of the students' score from Pre-Test up to Post-Test 2. The Mean of students' Pre-Test was 43.92, but then after implementing the English religious song lyric, the

students' score improved in Cycle-1 with the Mean was 66.56 and in Cycle-2 with the Mean was 90.04. In addition, it was found the data that 100% students passed the KKM in vocabulary mastery in Cycle-2.

2. English religious song lyric improved the students' listening skill. The improvement can be proved by the Mean of the students' score from Pre-Test up to Post-Test 2. The Mean of students' Pre-Test was 29.04, but then after implementing the English religious song lyric, the students' score improved in Cycle-1 with the Mean was 58.24 and in Cycle-2 with the Mean was 76.56. In addition, it was found the data that only 67% students passed the KKM in listening skill in Cycle-2.

CONCLUSION

After conducting Classroom Action Research on Konventual Postulants, the researchers concluded that students' vocabulary mastery increased significantly by using English religious song lyrics. Apart from that, student improvement is not only shown by the average student scores in the Pre-test, Cycle-1 and Cycle-2, but also by the students' motivation or interest in learning which increases in Cycle-1 and Cycle-2 after implementing song lyrics media English-language religion in Postulancy. It can also be concluded practically that English religious song lyrics are a good medium for teaching vocabulary mastery and listening skills, especially in Konventual Postulants and theoretically this research is useful for teachers to create new models in teaching vocabulary and listening.

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