

The Impact of Listening Music for the Students' Vocabulary Mastery

Pamadya Vitasmoro and Jatmiko Jatmiko

Health Science Faculty, Kadiri University Jalan selomangleng no. 1 Kediri, East Java, Indonesia
{pamadyavitasmoro, jatmiko}@unik-kediri.ac.id

Keywords: Listening music, vocabulary mastery, student.

Abstract: Vocabulary is an essential lesson for the students to master English. The purpose of the study is to find out the impact of listening music to the students' vocabulary mastery in the Economics English Community, Economics Faculty of Kadiri University in 2017/2018. It was experimental research design by using 30 students. The essay test of vocabulary was used to collect the data about the students' stress before and after the treatments about teaching vocabulary using listening music. Then the data were analyzed using statistical formula of t- test computation. The result shows that the students' total score of pretest is 2217 and posttest is 2460. It means that the students' score increased. From the data analysis, it can be concluded that listening music has impact to the students' vocabulary mastery.

1 INTRODUCTION

Vocabulary is an essential thing to master the English well. There are many ways done to enrich the vocabulary. It can be done by personal, teacher, or anyone else. One ways to enrich the vocabulary mastery is listening music.

Music offers many advantages for learning languages. Scientists have shown that listening song and humming along can help with language learning.

There are four facts about language learning namely: when singing, we try to reproduce sounds and tone, so our accent is less pronounced than when we speak, listening music allows us to better assimilate the syntax and enrich our vocabulary because the lyrics of the songs are generally composed of informal expressions and words that we don't necessarily learn when studying language, listening to music helps with memorization, and the last, infants who listen to multiple languages, as they grow will have better linguistic sensitivity in these language in later life.

Based on the Blumstein (1991), she stated that there is in relation between listening as an index of cerebral functional asymmetry.

Listening is categorized into receptive skills or passive skills. This category do not force the students to produce anything actively. They gain the knowledge in a passive manner and later they start

producing their own monologues, dialogues and many other spoken results are created As Dita Golkova and Sarka Hubackova (2014) said that passive knowledge such as listening and reading, symbolizes a springboard to active implementation of grammar structure, passive vocabulary lists, heard and repeated sounds of foreign language, however this journal did not discuss about the real activity to enrich the vocabulary mastery by listening the music. It is the differentiate between the research which is done by Dhita Gholvaka and this research.

Moreover, Sozler (2012) implied that the vocabulary mastery can be achieved by using memory strategy training, not by using listening the music as our research has done.

There are many research about the impact of listening music. The problem of them, the impact are for recovery condition such as: the impact of listening music during a high intensity exercise, such as Lee said in The Impact of Listening to Music During a High Intensity Exercise Endurance Test in people with COPD (In Press, 16 December 2017). In this research, dyspnea was less while listening to music and was accompanied by an increased tolerance of high -intensity. There is also discussion about the impact of listening to music during the hemodialysis and at bedtime on sleep quality of hemodialysis patient as Marzieh Momennasab said such as for the student's mastery of vocabulary. However, the

researcher want to research about the impact of listening music to the students' vocabulary mastery.

The purpose of the study is to find out the impact of listening music to the students' vocabulary mastery in the first semester students of Economic English Community of Economics Faculty of Kadiri University in 2017/2018. It was experimental research design by using 30 students.

2 LITERATURE REVIEW

As Dita Golkova and Sarka Hubackova (2014) said that passive knowledge such as listening and reading, symbolizes a springboard to active implementation of grammar structure, passive vocabulary lists, heard and repeated sounds of foreign language, however this journal did not discuss about the real activity to enrich the vocabulary mastery by listening the music. It is the differentiate between the research which is done by Dhita Gholvaka and this research.

Halilah (2013) states the other strategies for vocabulary mastery by using discoveries and consolidation strategies are used for vocabulary learning.

Madawa (2014) got the finding the vocabulary mastery by using the utilization of the play method.

Based on the journal of Y Zahedi, 2012, one of the components to master English as a foreign language is vocabulary mastery. It means that the students have ability in understanding and using the words and meaning

Onur Topoglu (2014) stated that music education has influenced the critical thinking of the students, because the content of the music education will be questioned and some suggestions will be made about the development of music students' critical thinking. So, it can be concluded that music education can make the students vocabulary enrich because they make critical thinking by using vocabulary.

3 RESEARCH METHOD

In this research, the researcher uses a quantitative research design where the researcher manipulates the independent variable, while the dependent variable is controlled by the purpose of establishing the effect of variable on the dependent variable. The respondent was the students of the member of Economics English Community of Kadiri University, Indonesia in 2016/2017 Academics Years. There were 30 students included to be sample. The data were analyzed using t- test computation.

It was experimental research design by using 30 students. The essay test of vocabulary was used to collect the data about the students' vocabulary mastery before and after the treatments about teaching vocabulary using listening music. Then the data were analyzed using statistical formula of t- test computation. The result shows that the students' total score of pretest is 2217 and posttest is 2460. It means that students' score increased. Based on the report on the table of t test based on signification 5%, the result of this research showed that T- score (14,54) > T- table 5%, the result (1,699). It means that was significant so the Null Hypothesis (Ho) was rejected and Alternative hypothesis (Ha) was accepted.

4 RESULT AND DISCUSSION

It is important to report the result of the study clearly and completely. The result informs about the process of pre- test, treatment, and post- test which had been applied on the students of Economics English Community, Economics Faculty of Kadiri University. It consists thirty students. The test was conducted in the form of written test. The writer asked the students to find the vocabulary from the text. The total score which be turned out by 30 students is 2217. Post teaching was about giving posttest with different topic. The total score was 2460. Based on the scores of pretest and posttest, the result was analyzed by using t-test:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}} = \frac{8,1}{\sqrt{\frac{2239-1968,3}{30(30-1)}}}$$

$$t = 14,54$$

t result of this research shows that t-score is 14.54 at the degree of freedom 29 and t- table is 1.699 at the level of significance of 5% (0.05). It means that t- score (14.54) > t-table at the level of significance 5%. Therefore, the alternative hypothesis (Ha) is accepted and (Ho) is rejected. It can be concluded that there is an impact of listening music toward the students' vocabulary mastery in the Economics English Community, Economics Faculty of Kadiri University. T-test based on significant 5% showed the table below:

Table 1: The t-test based on signification 5%.

Df (N-1)	T test	T table 5%	significance	Ho
29	14.54	1.699	significance	rejected

Based on the data report, the result of the research showed that t score (14.54) > t table 5% (1.699). It means that it was significant so the Null Hypothesis (Ho) was rejected and alternative Hypothesis (Ha) was accepted.

It concludes that there is a significant to the impact of listening music to the students' vocabulary mastery for Economics English Community, Economics Faculty of Kadiri University in 2017/2018.

Based on the data report of the table of t-test based on signification 5%, the result of this research showed that t score (14.54) > t table 5% (1.699). It means that was significant so the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. Besides, in analyze t- test, t score is higher than t- table. The score of t- test is 14.54 and the t-table is 1.699 in the level of significant 5% (0.05). Based on the t test result which obtain that listening music has impact toward the students' vocabulary mastery.

5 CONCLUSIONS

Vocabulary is an essential thing to master the English well. There are many ways done to enrich the vocabulary. It can be done by personal, teacher, or anyone else. One of ways to enrich the vocabulary mastery is listening the music. After conducting the research, the researcher can be concluded that listening music has its impacted to the student's vocabulary mastery.

ACKNOWLEDGEMENTS

We acknowledge to all person and institution whose involve during the process of this research, especially for the Dean of Economics Faculty and the staff, and also for all students of Economics Faculty whose being the respondents of this research.

REFERENCES

- Blumstein, P. (1991). The production of selves in personal relationships. *The self-society dynamic: Cognition, emotion, and action*, 305-322.
- Dita Golkova* and Sarka Hubackova. 2014. 143. 477-481. Productive skills in second language learning.
- Lee. 2017. The Impact of Listening to Music During a High Intensity Exercise Endurance Test in people with COPD
- Madawa 2014. The Effect of using the play method to enhance the mastery of vocabulary among preschool children
- Marzieh Momennasab.2018. 17. 1-142. European Journal of Integrative Medicine
- Onur Topoglu. 2014. 116. Critical Thinking and Music Education (Procedia – Social and Behavioral Sciences
- Sarka Hubackova. 2012. 47. 689-693. Listening in Foreign Language Teaching Process- Procedia- Social and Behavioral Sciences.
- Sozler, 2012. 46. 1348-1352 The effect of memory strategy training on vocabulary development of Austrian secondary school students.
- Y Zahedi, 2012, The Impact of Imagery Strategy on EFL Learners' Vocabulary Learning,