

The Impact Analysis of Aimp2 Minilyrics towards Vocational High School Students' Vocabulary Mastery

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Abstract: This study was about the use of Aimp2 MiniLyrics as teaching learning media to improve students' vocabulary mastery. In order to achieve the study, the writer used quasi-experimental research design. The population of this study was the eleventh-grade students of vocational high school and the samples of the study was class XI TEI.1 (Teknik Elektronika Industri) consist of 38 students who formed the control group and class XI TP.1(Teknik Pemesinan) consist of 37 students who served as the experimental group. In collecting the data, the writer used vocabulary test to measure the students' vocabulary mastery and it was administered twice, namely pre-test and post-test. The data then, was analyzed by using SPSS for windows release version 16.0. Based on statistics analysis, it can be seen that t-test was higher than t-table ($3.941 > 1,993$) and sig (2-tailed) was $0.000 < 0.05$. It means that there was a development in students' vocabulary mastery after getting the treatment. From the result, it can be concluded that Aimp2 MiniLyrics as material can be used to improve students' vocabulary mastery.

Key words: AIMP2 MiniLyrics, vocabulary, teaching vocabulary

INTRODUCTION

Language is basically a means of communicating or expressing ideas, thought, and feeling to convey their message and so on. Chomsky et al, (2002) says that language is natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of the species. Building a relationship among human beings needs a language which is known and understood by others. Language is used to communicate meanings; it also allows people to say things to each other and express their communicative needs. Language also has a function as a cement of society. Ministry of Education and Culture (2003) states that knowledge is constructed by humans. Knowledge is not a set of facts, concepts, or laws waiting to be discovered. Humans create or construct knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made.

In modern society, nowadays relationship is built among other societies in the field of economics, politics, security, etc. Because of this reason, people learn one language or more. Some languages are learned to make conversation run and communicatively between people from different society, so that the message might be delivered clearly. It is not a surprise that there are a lot of people who can speak more than one language besides their mother tongue. The multi-language capability can be reached fluently if the user knows and masters a lot of vocabularies from the target language. Therefore, it can be concluded that learning English cannot be separated from vocabulary.

Celcemaria (2001) states that vocabulary learning for first, second or foreign language is central languages acquisition. By mastering the vocabulary, further study can be conducted. Other expert, Kern (2000) adds that the students' need to learn the basic word meaning, they must also learn how those basics are totality on actual use because vocabulary involves multidimensional knowledge words.

The students have to master vocabulary in order to improve their skill in language. The weakness in vocabulary as one of language component make the students have difficulties to express their idea or catch the meaning of words in paragraph or in oral expressions. It is assumed that students will face some learning problems, which may due to the differences between English and Indonesian, grammatically, and phonologically as well. English as international language has the important role for human communication in the world.

On the other hand, English vocabulary acquisition and structure in our country is not acquired as subconscious habits, but the learners have to make efforts to learn them. English is not the first language in Indonesia but as a foreign language. Therefore, the students cannot acquire the vocabulary items automatically but they must study and learn them in order to master it. Based on the situation above, the vocabulary acquisition is something important in learning English. The teacher must be creative and must be able to make the student excited and enjoying learning it. This means the teacher should place higher priority in his/ her teaching as a fun activity and to be able to make enjoyable and fun there, she/ he can use the interesting ways through the aids.

Nowadays, there are a lot of aids which can help teacher and students in teaching learning English. One of the aids is Aimp2 Minilyrics in which many of senior high school student have been commonly using it. The students in this stage usually use Aimp2 MiniLyrics if they play music in a computer, laptop or cellular phone. This software can be downloaded free and can be used easily, that is why most of students use it.

Aimp2 Minilyrics is usually used to know the lyrics of songs and it is natural that many young people like music or song especially English songs. Youngsters are usually interested in improving their skill through English songs. Aimp2 Minilyrics is easy to use better than opening the dictionary. Not all listeners could figure out the literal meaning conveyed in that song lyrics since the song lyrics contains many messages which supposed to be understood by them through various vocabularies.

Therefore, from the background above it is interesting to know whether Aimp2 Minilyrics is effective or not to be used as teaching learning media to improve students' vocabulary mastery of eleventh graders of vocational high school in Central Java.

AIMP2 MiniLyrics

AIMP2 Minilyrics is a software that display scrolling lyrics and follow along with the artist and catch every word. It can be use automatically after you instal in Laptop, Notebook or Cell Phone. It searches automatically and download lyrics. The original author of MiniLyrics is Henry Shaw, but the developer or CEO is Crintsoft LLC. MiniLyrics release in 2001, it is about fourteen years ago. The software comes in the form of a plugin for media players, with support for the most popular ones (e.g. Winamp, Aimp2, VLC Media Player, Windows Media Player, iTunes and Media Monkey) as well as many less-known players. Download and save lyrics in song files, can view these lyrics on your iPod or iPhone (<http://softwarehijau.blogspot.co.id/2013/06/minilyrics-7527.html>).

Teaching Vocabulary

According to Neuman and Dawyer in Bintz (2011: 187), vocabulary can be defined as "the words we must know to communicate effectively: words in speaking (expressive vocabulary)

and words in listening (receptive vocabulary).” While according to Linse (2006: 121), “Vocabulary is the collection of words that an individual knows.” Learning vocabulary is important as a part of learning English or other foreign languages since learners learn vocabulary first before they master more complex structure. Richard and Renandya (2002: 225) suggest that “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.”

In teaching vocabulary, a teacher needs to use proper technique in order to help his/her students have good understanding on new words being learned. Nation as cited in Cameron (2001: 85) lists some basic techniques by which teachers can explain the meanings of new words. It can be used with demonstration or pictures (using object, a cut-out figure, gesture, performing an action, photographs, drawings or diagrams on the board, and pictures from books) and by using verbal explanation (using analytical definition, putting the new word in a defining context, and translating into another language).

Teaching Media

Media is one of very important aspect to make the teaching learning process effective. Harmer (2001: 134) says “as language teachers, we use a variety of teaching aids to explain language meaning and construction, engage students in topic or as base of whole activity”. It means that media can help teachers engaging their students into the topic discussion in learning process. By using media, it can make the student more active in learning process. Therefore, it can be concluded that teaching media are any devices that help a teacher to teach a learner skills, attitudes, knowledge, and appreciation or additional materials used when using particular teaching method to make learning easy.

By using media during the teaching learning process, it is hoped that the teacher will be able to motivate the students to learn and pay attention to the material presented. Murcia (2001) states that media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex. Her statement infers that in teaching and learning process, especially for language teaching, the teaching aids is absolutely needed. It requires the teacher to use creative media in the instructional process. There are many approaches and methods which can be chosen. These choices may be influenced by the age and level of students, time, learning preference, and the resources available to the teacher. By mastering the vocabularies, further study can be conducted.

Based on the explanation above, it can be concluded that media resources can be used in the classroom. It is another key element in helping teacher to teach. Media is a support for teacher when it is necessary to fully use it. Teachers need to be creative and create, replicate, adapt, select, and use appropriate media as needed.

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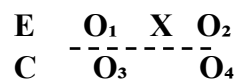
RESEARCH METHOD

Research Design

This study would be done using a quantitative method. Based on Airasian (2000:51) quantitative method of research is based on the collection and analysis of numerical data,

usually obtained from questionnaires, test, checklists, and another formal paper-and-pencil instrument.

In accordance with quantitative method in this study used quasi experimental design. It means that in this study the sample does not use randomization. It involved two groups; experimental and control group. An experimental group received a treatment while the control group does not receive a treatment. It could be design as the following diagram (Saleh, 2008 cited in Nurunniah, 2012):



- E : Experimental group
- C : Control group
- O₁ : Pre-test for the experimental group
- O₂ : Post-test for the experimental group
- X : Treatment for experimental group using MiniLyrics
- O₃ : Pre-test for the control group
- O₄ : Post-test for the control group

From the design, subjects of research would be grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects is first checked by pre-testing them (O₁ and O₃). Then, the experimental treatment (taught by using Aimp2 MiniLyrics) would be applied to the experimental group, while the control group would be taught without Aimp2 MiniLyrics. The result of post-tests (O₂ and O₄) then computed statistically.

Subject of the Study

This study would be conducted in a private vocational high school in Central Java, Indonesia. The subject of the study were the eleventh graders of that school. The samples were the eleventh graders of TEI (Teknik Elektronika Industri), TP (Teknik Pemesinan), and TGB (Teknik Gambar Bangunan). Based on the statement above, this research took three classes; TEI (control class), TP (experimental class) and TGB (tryout class). Each of class consisted of around 40 students.

Data Collection and Analysis Technique

According to Arikunto (2010: 134), "Instruments are a tool for collecting data". By using instrument, the data would be easy to process. This study used a test as an instrument for collecting data. It was a valuable measuring instrument in educational research. Test is a method to measure person ability, knowledge, or performance in a given domain (Brown, 2001).

The tests used in this research were try out, pre-test, and post-test. The explanation of each test can be seen as follows:

Try out

The function of try out is to measure the quality of the data such as the validity and reliability. This test consists of vocabulary key words related to the discussed topic to help student create their ideas. After scoring the result of the try-out, it would be analyzed to find out the result of this test and got its validity and reliability.

Pre-test

Pre-test would be given before the treatment. Pre-test was a variable which was measured before administering the experimental treatment. The student from both of experimental group and control group would be given the pre-test to find out the students' achievement in vocabulary. The pre-test is in written test, both of groups would be given the same questions.

Post-test

Post-test would be given after conducted the pre-test and treatment. The post-test was given to know the students' ability in mastering vocabulary after treatment. Both of experimental group and control group would be given the same questions. From the post test, it would be known whether the treatment was successful or not. The mean score of both pre-test and post-test would be different. The treatment would be successful if the mean score of the post test was higher than the pre-test.

All the data found from the tests were analyzed using SPSS 16 version to examine the normality, homogeneity, and the samples t-test for knowing whether the hypotheses were accepted or not.

RESULTS AND DISCUSSION

This study was designed to find out whether the use of Aimp2 MiniLyrics is effective to improve students' vocabulary mastery. A test was used to get the data. The feature of SPSS 16.0 software was also used to analyze the data, to find out the significant difference between control and experimental class. There were three activities in this study. They were: pre-test, treatment, and post-test.

The main objective of this study was to find out whether using Aimp2 MiniLyrics is effective to improve students' vocabulary mastery of the eleventh-grade students of private vocational high school or not.

This study found that Aimp2 MiniLyrics had positive effect on vocabulary achievement for the eleventh graders of a private vocational high school. It can be seen in the result of the research. At the first time, the writer held pre-test in order to know the first condition of the students. The result of pre-test showed that the students' control and experimental were in equal condition in the beginning. After getting the pre-test, then the students in the experimental class were given treatments continuously for four times during two weeks. The last process was post-test. The result of Independent Sample t-Test on post-test showed that there was a significant

different in the student's vocabulary achievement between the experimental and control class. They showed that teaching vocabulary using Aimp2 MiniLyrics was effective and could be applied in all levels of learning.

CONCLUSION

Conclusion

This study concluded that teaching vocabulary by using Aimp2 MiniLyrics was more effective than teaching vocabulary without using Aimp2 MiniLyrics to improve students' vocabulary mastery. The result of computation showed that t-test was higher than t-table ($3.941 > 1.993$), and the independent t-test showed that sig. (2-tailed) was 0,000 ($p < 0.05$). It could be concluded that H_0 was rejected and H_1 was accepted. The average pre-test score of experimental class was 61.24 and the average pre-test score of control class was 59.32. After four treatments by the writer in experimental class, the post-test score of experimental class became higher than the one of control class, where the average post-test of experimental class got 78.00 and the control class got 68.53. The students who learn vocabulary through Aimp2 MiniLyrics and those who learnt vocabulary without Aimp2 MiniLyrics have a significant difference. It means that there was a significant influence of using Aimp2 MiniLyrics as media in teaching vocabulary mastery.

Suggestion

Regarding the result of the research, some suggestions can be proposed that hopefully will be useful for students, teachers, and other readers. They are as follows: For students, they should be responsible for the discussion of the material given by the teacher. In addition, students should participate more actively. The student can apply Aimp2 MiniLyrics as English learning practice in their cell phone or laptop. For teachers, in applying Aimp2 MiniLyrics, they should use time as efficiently as possible because the teaching leaning process by using Aimp2 MiniLyrics takes a quite long time, so the teachers should be able to manage the time. Teacher should also provide the material well because when the material does not really interesting students will not get interested in participate joining teaching learning process. At last, for readers, the writer hopes the readers will get inspiration from this final project and use it as a reference to conduct some research by developing Aimp2 MiniLyrics for improving the same or other skills.

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