



การพัฒนาความคงทนในการจำคำศัพท์ภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 1
โดยการใช้กิจกรรมเพลง
The Development of English Vocabulary Retention through Song Activities
of Grade 7 students

นิภาวรรณ นฤเปรมปรีดิ์¹, ดารินทร์ อินทับทิม², บรรจง ไชยรินคำ³
Nipawan Narueprempree¹, Dr. Darinthorn Inthabthim², Dr. Bunjong Chairinkum³

บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพของการใช้กิจกรรมเพลงในการพัฒนาความคงทนในการเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 1 โรงเรียนสาธิตมหาวิทยาลัยพะเยา และ ศึกษาความคิดเห็นของผู้เรียนต่อกิจกรรมการเรียนการสอนโดยใช้เพลง การวิจัยครั้งนี้เป็นงานวิจัยผสมผสานเชิงปริมาณและเชิงคุณภาพ เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลประกอบด้วย แบบทดสอบ แบบสอบถาม และแบบสัมภาษณ์จากนักเรียนชั้นมัธยมศึกษาปีที่ 1 โรงเรียนสาธิตมหาวิทยาลัยพะเยา จำนวน 55 คนซึ่งกำลังศึกษาในรายวิชาภาษาอังกฤษหลัก ภาคเรียนที่ 2 ในปีการศึกษา 2558 ข้อมูลเชิงปริมาณวิเคราะห์ข้อมูลโดยใช้สถิติเชิงพรรณนา และสถิติทดสอบ(T-test) ส่วนข้อมูลเชิงคุณภาพ วิเคราะห์โดยใช้การวิเคราะห์เนื้อหา ผลการวิจัยพบว่า ผลจากการทดลองระหว่างก่อนเรียนและหลังเรียน และผลทดสอบหลังเรียนและแบบทดสอบความคงทนเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่.01 ในส่วนของความคิดเห็นผู้เรียนต่อกิจกรรมการเรียนการสอนโดยใช้เพลงพบว่านักเรียนมีความคิดเห็นเชิงบวกต่อการเรียนรู้คำศัพท์ภาษาอังกฤษโดยการใช้กิจกรรมเพลง

คำสำคัญ : กิจกรรมเพลง ความคงทนในการเรียนรู้คำศัพท์ภาษาอังกฤษ

Abstract

This classroom action research aimed to investigate the efficiency of using song activities in promoting the student's vocabulary retention and to explore the student's opinions towards song activities. Data was collected from 55 students studying in grade 7 in a second semester of academic year 2015 at Demonstration School, University of Phayao through an achievement test, a rating scale questionnaire and an interview, and analyzed by t-test and content analysis.

The results were as follows;1) the English vocabulary retention learning achievement of students through song learning differed significantly in their performance at the statistically significant level of .01 and their English vocabulary retention achievement through song activities was higher,2) the students' opinions towards song activities was apparently positive.

Keywords: Song Activities, English Vocabulary Retention

¹ นิสิตปริญญาโท(สาขาวิชาภาษาอังกฤษ) คณะศิลปศาสตร์ มหาวิทยาลัยพะเยา

Graduate student, Master of Arts in English, University of Phayao, E-mail:
ninewnipawan@gmail.com

² ดร. รองคณบดีฝ่ายบริการวิชาการ คณะศิลปศาสตร์ สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยพะเยา
Associate Dean for Academic Support, Ph.D., Department of English faculty of liberal Arts,
University of Phayao

³ ดร. ผู้มีความรู้ความสามารถพิเศษ คณะศิลปศาสตร์ สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยพะเยา
Instructor Ph.D., Department of English faculty of liberal Arts, University of Phayao



1. Introduction

Learning a foreign language is significantly essential and necessary in a current society, particularly using language in daily life such as communication or livelihood. Thus, Language entirely plays a significant role (Department of Curriculum and Instruction Development, 2008). In learning any language, all have the same important components which are vocabulary, grammar structure. As for language learning, understanding the grammar structure of language and knowing the meaning of vocabulary will help strengthen language understanding (Duangduan J., 1999). In English language learning and teaching, vocabulary knowledge is considered as an indispensable element. It is a tool for accessing to sources of knowledge so as to show opinions and learn new things (Murcia, 2001). In the same line of thought, (Suwimon M., 2010) stated that vocabulary is crucial and seriously attention should be paid, particularly, in learning the foreign language, learners should be taught to develop sufficient vocabulary knowledge in order to be used as a medium for communication along with other components effectively although they have a limited knowledge of language structure.

Currently, a great obstacle for many language learners is unknowing the vocabulary leading to crucial cause of incapacity for reading comprehension, listening, speaking and writing. Therefore, learners who want to learn language for communication need to know vocabulary sufficiently. This makes language teachers play a significant role in searching for effective vocabulary teaching methods (Thornbury, 1993).

From the study of related research on problems of English language teaching in Mattayom 1 level (grade seven) and from the researcher's observation, it was found that most students have quite low basic knowledge of English vocabulary and grammar which causes problems of reading comprehension and negative attitudes and inattention towards English learning.

To fulfill English learning and teaching, a teacher needs to seek for different techniques and teaching methods with students' participation in learning, opportunity of expression, and fun and amusement towards lessons as much as possible since students at this age appear to have short attention. They do not like to stay motionless but like movement activities with changes of body movement. De Andres (2002) stated that effective language learning will obviously occur in childhood. A greatly essential age that should be paid attention and cultivated with language learning is children under the age of 12. These children are interested in learning with games, songs and other entertaining activities. Besides, games and songs still help create positive learning atmosphere to both teachers and learners.

In accordance with creating interest to learners, utilizing songs is considered as a medium in arranging learning and teaching activities. According to Jolly's work on using songs in teaching foreign language (1975), songs resulted in teaching pronunciation, vocabulary, expression and grammar structure significantly. Moreover, He added that songs were conducive to relaxation, creation of amusing atmosphere and less boredom in classrooms.

From the study of problems on the importance and the strategies in developing the student's capacity in learning vocabulary meaning permanently, the researcher as an instructor of English at Demonstration School, University of Phayao, Thailand was interested in studying and

focusing on development of capacity in learning English vocabulary meaning. Learning vocabulary with song activities might provide the solutions to the problems of unknowing of vocabulary of grade seven students whose ages are appropriate for learning English through song activities with more enjoyment and confidence in using English. Hence, the researcher aimed to study the efficiency of using song activities in promoting the student’s vocabulary retention.

2. Objectives

- 1) To investigate the efficiency of using song activities in promoting the student’s vocabulary retention.
- 2) To explore the student’s opinions towards song activities

3. Literature Review and Conceptual Framework

Learn the vocabulary is an important aspect of the development of language vocabulary knowledge is strongly associated with reading skills, and anyway vocabulary knowledge can help achieve success in school. Currently teaching vocabulary to students is very important because vocabulary is a key element in communication. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. As David Wilkins said that without grammar, communication will happen very rarely but without vocabulary, communication will not happen.

The song is an excellent medium to help the students learn the English language, more specifically, the song is believed to be able to motivate students during the learning the English language. It can also be said that the song is an important part of learning the English language for the students make the songs seem to be more sensitive to sounds, and learning another language is not English are also studying various types of sounds that have meaning. For the conceptual framework in this study can be seen from the figure1.1 below;

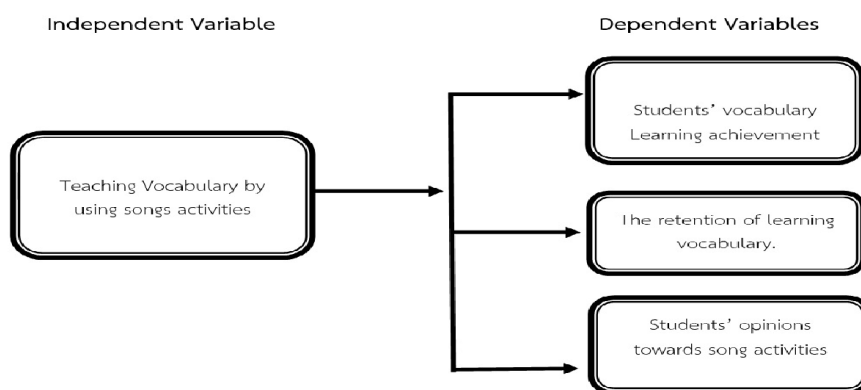


Figure 1.1 Conceptual Frameworks



The song also featured a language that has recognized the students in the form of new and exciting. The song also allows the repetition of language naturally and fun. Songs bias used to develop all the skills of language as a whole, including improving the ability of students' pronunciation. Furthermore, the song is a cognitive resource. Songs help improve memory, concentration and coordination. Students become more sensitive to signs and rhythm as a tool to put meaning,, moreover retention is the ability to remember material (such as: concepts, theorems) have been studied. DePorter and Hernacki explained that the memory is the ability to remember what you already know.

4. Research Methodology

Data collection of this classroom action research was conducted from the target population of 55 students studying Basic English 2 in the second semester of the academic year 2015 at Demonstration School, University of Phayao and classified into two types; qualitative and quantitative data. For collective data, pretest and posttest were applied to check the efficiency of using song activities in promoting the student’s vocabulary retention followed by posttest and retention posttest. Shortly, after two weeks of posttest, the retention will be given meanwhile, an interview was conducted for qualitative data. The analysis of data descriptive and in ferial statistics were applied followed by content analysis for qualitative data. Research instruments used in this study were 4 lesson plans chosen from English basic II syllabus of grade seven, four researcher’s composed-song activities that is relevant to English vocabulary suitable for grade seven unit 7, 8, 9 and 10. Research instruments used for the qualitative one were a 20 items questionnaires in order to explore the student’s opinions towards song activities, a five-point Likert scale was used in this questionnaire and was interpreted as follows;

Mean range	Level of satisfaction
4.51-5.00	highest
3.51-4.50	high
2.51-3.50	moderate
1.51-2.50	low
1.00-1.50	lowest

5. Results

5.1 Results on the efficiency of using song activities in promoting the student’s vocabulary retention from four units; unit 7,unit 8,unit9, and unit10 through pretest and posttest, and posttest and retention posttest were shown in table 1,and 2 for the results on the student’s opinions towards song activities in overall of four aspects; student, environment, teacher and media and equipment aspects were shown in table 3.



Table 1: Mean score of pretest and posttest in English vocabulary test

Achievement test	N	pretest		posttest		t-value	Sig.
		μ	σ	μ	σ		
Unit 7	55	15.16	5.080	22.76	3.469	-11.482	.000
Unit8	55	14.02	5.813	25.53	2.168	-14.801	.000
Unit9	55	16.42	6.420	25.93	3.259	-11.167	.000
Unit10	55	17.87	5.923	26.00	3.437	-10.799	.000

Note: * Level of significance at .01

From Table 1, Results of the posttest illustrated that 55 Students have higher knowledge in using English vocabulary than the pretest in all four units, The T-test indicates that there was a significant difference between the pretest and the posttest at a level of .01, It can be concluded that learning English through song activities as a teaching tool to improve the students' English vocabulary achievement.

Table2: T-test for posttest and retention test mean score of grade seven students

Achievement test	N	posttest		Retention test		t-value	Sig.
		μ	σ	μ	σ		
Unit 7	55	22.76	3.469	24.05	2.460	-3.949	.000
Unit8	55	25.53	2.168	26.84	2.080	-6.466	.000
Unit9	55	25.93	3.259	27.27	2.483	-5.313	.000
Unit10	55	26.00	3.437	27.24	2.762	-6.153	.000

Note: * Level of significance at .01

From Table 2, The comparison between posttest and retention was found that, students not only have a good retention score in remembering English vocabulary steadily but also remember the English vocabulary as well. The mean of retention test scores of four units were higher than posttest mean score. The t-test illustrated that there was a significant difference between posttest and retention test mean score at a .01 level. The result can be interpreted that learning English vocabulary retention through song activities can virtually help grade seven students to improve their English vocabulary retention.

5.2 In accordance with research objective 2 to explore the student's opinions towards song activities, the results were as followed;



Table 3: Level of satisfaction towards the song activities

statements	\bar{x}	S. D	Satisfaction levels
Students aspects			
I liked to learn English vocabulary by using song activities.	4.55	0.74	highest
Using song activities was very interesting.	4.75	0.44	highest
I thought I would get a good score if I learned to use song activities to help in learning English vocabulary.	4.56	0.69	highest
I believed that songs can help me improve my English vocabulary.	4.71	0.53	highest
I thought that it takes a short time to understand English vocabulary when I learned vocabulary through song activities.	4.55	0.60	highest
I thought that English vocabulary was very easy to learn when helped by song activities.	4.64	0.56	highest
Total	4.62	0.59	highest
Environment aspects			
I like the atmosphere in teaching and learning English vocabulary by using song activities.	4.60	0.63	highest
I felt happy to attend classes when learning English vocabulary through song activities.	4.64	0.62	highest
I felt comfortable learning English vocabulary by using song activities in class.	4.62	0.62	highest
I enjoyed learning English vocabulary through song activities.	4.62	0.49	highest



Table 3 (continued)

statements	\bar{x}	S. D	Satisfaction levels
I am willing to participate in learning English vocabulary by using song activities.	4.89	0.31	highest
Total	4.67	0.53	highest
Teacher aspects	4.75	0.44	highest
Learning English vocabulary through song activities encourages me to understand the meaning of vocabulary.			
Teacher's technique makes me like to learn English vocabulary.	4.71	0.50	highest
Teaching English vocabulary help me to remember more vocabulary.	4.73	0.45	highest
If the teacher uses song activities for learning vocabulary, I feel happy to attend.	4.78	0.42	highest
Teaching English vocabulary through song activities help me to remember vocabulary in a long time.	4.55	0.63	highest
I understood my teacher when she used song activities for English vocabulary learning.	4.95	0.23	highest
Learning English vocabulary through song activities help my listening skill.	4.51	0.66	highest
Total	4.71	0.48	highest
Media and Equipment aspects			highest
Song activities which teacher used to teach has a nice and fun rhythm to listen.	4.93	0.26	
I like teacher's media used in teaching English vocabulary	4.85	0.36	highest
Total	4.89	0.31	highest

From Table 3 the overall results of the questionnaire from 55 students in this study indicated that their satisfaction towards using song activities was at a highest level. There were all four aspects that shows the students' highest level of satisfaction. When looking into its aspects media and equipment aspects was highest with 4.89 followed by teacher aspects 4.71, environment aspects 4.67 and student's aspects 4.62 respectively. There were no negatives reported by 55 students generally.

6. Discussion

The result from the pretest, posttest and retention test of 55 grade 7 students quite distinctly that the students' vocabulary retention improved at a .01 level. This finding is relevant to Marisa and Monta (2013), who claimed that Singing English song helped their learners have fun and enjoyable in classroom, and also helped students in learning English vocabulary without pressure. Students' ability in remembering vocabulary the increased of vocabulary was probably



due to the instructors' pedagogy which draw students' attention to concentrate on their lessons, moreover two weeks after taken posttest 55 students were able to remember English vocabulary, support the research attributed to De Andres (2002) that effective language learning will obviously occur in childhood. A greatly essential age that should be paid attention with language learning is children under the age of 12. These children are interested in learning with songs and other entertaining activities. Besides, songs still help create positive learning atmosphere to both teachers and learners. From the result of the questionnaire, it evident that 55 students presently, satisfy with using song activities to helped them develop vocabulary retention, furthermore, this finding; including with was conforming to Bushnell, Morel and Thomas (1997) the fun song melodies helps learners to remember the lyrics in quick time, however it depended on good stimulus used in teacher teaching which resulted the retention in learning is in a long term memory.

7. Recommendations for further study

1. Song with appropriate vocabulary for each student's level should be consider.
2. This study should be applied to other English skills, such as reading, writing, reading or speaking.

8. Acknowledgement

I wish to thank Dr. Darinthorn Inthabthim, my thesis advisor, who devoted her precious time for giving me valuable advice, insightful remarks and research supervision from the preliminary to the final step in order to complete this research and The authors wish to thank Dr. Bunjong Chairinkum who gave me much valuable advice in the early stage to final stages of this work.

9. References

1. Allen, V. F. (1983). Techniques in teaching vocabulary. Oxford: Oxford University Press.
2. Armstrong, T. (2002a). 7 Kinds of Smart: finding and increasing intelligence based on MI. Jakarta: Gramedia Pustaka Utama.
3. Armstrong, T. (2002b). The of the champion: Implementing Multiple intelligence in the education sector. Bandung: Kaifa.
4. Beglar, D., & Hunt, A. (2005). Six Principles for Teaching Foreign Language Vocabulary The language teacher (Vol. 29): The Japan Association for Language Teaching.