

# MUSIC EDUCATION IN CHILDREN'S ENGLISH VOCABULARY MEMORY DEVELOPMENT

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## Abstract

The aim of this research is to study the impact factor of music in education training on vocabulary memory of preschool students. Twenty children age 5,0-6,5 years participated in this experiment. They were classified into the experimental group and control group consisted of ten children. They have never been in English course and spoken in english language.

The research is an experimental study using music in education training as its independent variable and vocabulary memory as its dependent one. This song using in this experiment is children songs in english. The characteristic of lyrics and musical characteristics that belong to each other are mainly a beautiful harmony in children song. Music has a role in helping to memorize words, it shows in song with lighty rhythm. Control group pretest pos ttest design is being used in this research.

The intelligence of two groups which tested by WISC not different. The pretest result on vocabulary memory before treatment were not different too. The researcher used one way analysis of variant to analyze the data. Computer statistic showed that the experimental group and control group had an effective difference at the end of experiment.

The result of this research showed that there were significance differences on vocabulary memory between control and experimental group. Words which are being pronounced consist only one sylabe easier to memorize than words in two or three sylabe. Wiords in similar sounds in english and Indonesia are easier to memorize too. Besside the characteristic of lighty music is able to establish words being easier to memorize. Subject respon upon music in education training through children song in english language is very enthusiastic.

## Keywords:

music in education, memory english vocabulary

## 1. INTRODUCTION

The existence of human as a social creature is not apart from the needs to interact with other people. Language is one tool that can be used to interact with other people as a mean of communication. Language is use to put forward an idea or feeling to other people so that they can understand. There are many language form such as written language, spoken, facial expression, pantomime, and art so language encompass means of communication by symbolizing mind and feeling to express meaning to other people (Hurlock, 199).

Music is one universal language and a tool for communication with other people to express mean, idea, or mind and feeling. Music from psychological view has a broad meaning, to show every appropriate way to express oneself. Every act or attitude which shows some completeness and limpidity from behind of mental, idea, and emotion is music. The benefit of learning music is to help in

shaping verbal and nonverbal communication so to achieve optimal learning effort. Music is also a creator to give shape self actualization as one of human needs (Goble, 1987).

In accordance with technological information progress, human interaction is not only happened in one country but interaction with people of another country is also done. So the mastery of international language is needed such as English. According to Nuryanto (1997) many scholarship cannot be used fully because the English mastery of university students, lecturers, and officials are not sufficient. Many high grade scientific journal cannot be publicized in to international journals because the researcher cannot translated it into English. Another data shows 40% of the chance to study abroad are not utilized by Indonesian student because the lack of mastery in English (Vitrie, 1992).

In facing that problem, the government tries to give English learning in Elementary School. The minister of

Culture and Education in Language Month of 1993 Stated that starting in 1994 English Learning will be given since 4<sup>th</sup> grade of elementary school (Setiawati, 1996). The characteristic of English lesson in 4<sup>th</sup> grade of elementary school is local curriculum. Local curriculum is a curriculum which gives chance in developing student ability seen as necessary for certain region.

Parents are also enthusiastic in teaching their children to learn English, even children contest committee often hold English speech contest as one of the contests. Kindergartens in some cities like Jakarta, Surabaya, and Jogjakarta also include English in their Curriculum. Communities also have a role in the effort to increase English mastery early on. Some Foreign Language Institute hold *English for Children* program to help children master English.

Language teaching to children must see the stage of children development. A child can learn faster and easily in their critical period time. According to Brown (in Nuryanto, 1997), the critical period is ranged from the age of 2 to 11. From 12 years old onward, the speed and easiness will be reduced more and more. In relevance with language use, it can be differentiate between the use of language as privative-cognitive and as social-communicative. Privative-cognitive is the use of language as a means of thinking, remembering, emotion control and any kind of unsocial activity. Social-communicative is the use of language as means of communication, a means to send and receive message in a interpersonal situation.

In children the language that is used is restricted to the knowledge of language use and language meaning. The correct and meaningful language in this case is according to children understanding even though sometimes it is improper and not as complex as adult. Monks (1991) stated that in preschool age there is vocabulary explosion or the richness of word while word combination in a sentence is still limited.

Children can be taught English in their critical period time by paying attention to factors such as delivery method, and lesson material. Learning language is a learning process so it must give attention to factors that affect learning process. Learning process and memory depend on four variables connected to each other which create tetrahedral. Those four variable is the characteristic

of learning people, learning activity, material condition, and the learning task criteria.

English mastery in the future holds an important role which must be implanted since children through English mastery by means of music education.

This study use music as a means to remembering children English vocabulary through English children song. Human needs new ways, efficient ways to erase stress to achieve magnificent potential. Human need to learn how to learn, learn how to study without burden, kind of learning which make human at ease while doing it (Ostrander and Schroeder, 1985). In this case music is a fun way for children because they are asked to have fun by singing songs which is called associative phrase. Input gets more appropriate action with little direction and wanted mutual cooperation. This is a typical phase from learning to bring together vocal, music, and language skill in singing.

Nativity approach by Chomsky (Purwo, 1989) stated that language mastery is related to language system existed in human. The assumptions of this approach are; (a) the bringer have a role in language mastery and environment have small role in language ripening, (b) language mastery only need a small amount of time, (c) Grammar mastery is made possible by language acquisition device which is one physiological part of brain from the part of brain used for language processing. It does not related to other cognitive ability and provide natural ability to use language. Environment is the pioneer which activate language development. Behavioral approach stated by Skinner (Purwo, 1989) emphasize that environment plays an important role in children language mastery. Language mastery is shaped by stimulus response connection Principe and imitations. Skinner also emphasize that language skill is strongly related to motivation, condition, stimulus, experience reinforcement and genetic constellation.

Another approach is interactionist approach which is called cognitive approach by Piaget (Purwo, 1989). Language skill is seen as an ability which develop from the ripeness of cognitive process (Purwo, 1989, 1991). Language ability develops in accordance with children cognitive development. Meanwhile children cognitive develop as the result of interaction between children cognitive function with environment (Purwo, 1991), so

children involvement in interacting with environment affect its cognitive development and after that children language ability.

The problem formulation of this study can be stated as; "what is the effect of education music in the development of children English vocabulary memory?" The objective of this study is to examine the factors of education music that affect the development of children English vocabulary memorization.

This study is hoped to give benefit to society especially if this study can prove that education music is able to affect children cognitive development, so that people use music more in daily life. For the advancement of psychology especially education psychology this study will be beneficial to the advancement of psychological study in musical area, so that it will be further enriched with new challenging idea.

## 2. METHOD OF THE STUDY

This study use *Control Group Pretest-Posttest Design* experimental plan. The pattern used in this study is experimental pattern. This plan is done randomly, means that the grouping of experimental group member and control member is done randomly. Then the pretest is conducted for the two groups and followed by X intervention to experimental group. After sometime the pretest are done to the two groups. With randomization the two groups have similar attitude before the intervention are done. Because the two groups are the same then the difference after posttest toward the two groups can be said as the effect of intervention. This plan can be described as follow:

Group	Pretest	
	Intervention	Posttest
K1	Y1	X11
	Y2	
K2	Y1	X12
	Y2	

Information:

K1	= Control Group
K2	= Experimental Group
R	= Random
Y1	= Children English vocabulary memory pretest
Y2	= Children English vocabulary memory posttest

X11 = without music (conventional method)

X12 = with education music

### 2.1. Subject of the study

The subject of this study are B kindergarteners with age of 5.0-6.5, has not join any English course and has not learning English from special English teacher. The subject will be divided in to experimental group and control group.

### 2.2. Data Gathering Method

The data gathering tool used in this study is test method before and after music treatment. Questionnaires, observation, and interviews are also used. The data is obtained by means of children English vocabulary remembering ability test amounted to 30 numbers to know well they can remember children English vocabulary before and after treated with music.

Research Steps:

1. Subject are invited to attend a meeting explaining subject involvement in this study.
2. Subjects are divided into experimental group and control group.
3. Treatment to experimental group
  - a. Subjects are grouped in to a group that listen to music.
  - b. Subjects are asked to actively pay attention to the material given by teacher.
4. Treatment for control group
  - a. Subjects are grouped in to a group that is not listening to music.
  - b. Subjects are asked to actively pay attention to the material given by teacher.

### 2.3. Data Analysis

The data analysis technique which is used to test this study hypothesis is anava-1 path technique.

The reason to use anava-1 path are: Random sampling assumption; samples is obtained randomly.

Normal distribution assumption; the distribution of altering fuse (D-variable) which compared to its average following normal distribution (does not significantly deviating from normal distribution).

Homogeneity of variance assumption; the variant between groups is homogeneity.

### 3. RESULT OF STUDY

The assessment of the tool used for measuring English vocabulary test is done by using SPSS version 10 for *Windows*. To determine the validity of each vocabulary test item done by correlating the value of each item with total value by using *Product Moment* correlation formula. Valid or not the correlation coefficient is counted on the significant level of 5%. Items that represent each factor is analyzed thoroughly. From 60 respondent of study subjects consist of 30 test items, there are between 0.3431 to 0.9683 validity values. Thus genuine test items used in this study are 30 test items because  $r$  count  $>$   $r$  table. (0.3000).

The reliability of English vocabulary memory test tool is obtained from  $r$  as big as 0.9698 with  $r$  table (0.7000). From the calculation of  $r$  value, it can be said that the test tool has logical reliability.

The result of the comparison for English vocabulary memory test between the group that get education music and does not show significant differences. From the average score obtained from each groups is that the average score of English vocabulary memorizing which get education music shows significant differences from the group that does not get education music. Thus the hypotheses of this study is proved and accepted.

By proving this hypothesis so it can be said that education music in this study is effective and give positive effect to English vocabulary memorizing ability. Because of that the problem that become the basic of this study which is that education music can increase English vocabulary memorizing ability is specially accepted for the children used as the subjects of this study.

The calculation result that support this study is that subjects in intelligence test is not significantly different between those who gets education music and those who do not. This is shown by T Test Paired calculation which shows that the intelligent between control group and experimental group have  $t$  count as big as 0.782 or  $p > 0.05$  so it does not need to be counted as variable to know the difference of English vocabulary memorizing ability.

Study result show that children English vocabulary memorizing ability in pretest between control group and

experimental group has no significant differences. Because  $t$  count 0.818,  $p > 0.05$  before they get special treatment, the two groups are the same. It is caused by the two groups have not received English lesson yet.

After getting English lesson through conventional method for control groups the result is that pretest and posttest score shows a significant differences ( $p < 0.05$ ) meanwhile for experimental group after getting education music with English children song the result is also significant ( $p < 0.05$ ). from both calculation shows that between two groups there are increase in the ability to memorizing English vocabulary through conventional method or education music with English children song. Even though both shows significant differences, the experimental group shows higher score more than the score obtained by control group. This can be shown from the calculation of control group and experimental group posttest score which is -4.423 ( $p < 0.05$ ).

### 4. DISCUSSION

In the music education activity, practicing rhyme is really dominant and melody which guides spelling in English in sing usage is really beneficial and subjects can easily memorize words because of the specific rhymes and intonations. Subjects can also understand the words more with their own natural voice vibration. This way which is done as daily activities will increase their coordination, concentration, and memory which all of them will lead to better hearing ability.

In conjunction with its universal income, the mastered vocal is the vocal which is contractive from the highest score, exist in the word which if pronounced consist of one syllable such as *cat, dog, sun, door, floor*. After that word with 2 syllables such as *window, mango, orange, and apple* then words with 3 syllables like *banana*. The lowest score is on the word *horse* and *house* which have similar sound but different meaning. The speed of words memorizing is shown on the word *apple* which have similar sound and same meaning which is *buah apel* in Indonesian. It shows that the positive effect of music toward children's problem solving ability, conclusion drawing, comparing ability, analyzing, synthesizing ability, and evaluating on certain condition

through happy song have positive characteristic towards the learned and remembered word.

### Conclusion

This study aims to know the effect of education music toward kindergarteners' English vocabulary memorizing. After the children English vocabulary memorizing ability measurement before getting the treatment, after getting the treatment, and data analysis, it can be concluded that:

1. There are significant differences in English vocabulary memorizing ability between experimental group and control group after getting the treatment.
2. Education music as a treatment for experimental group in this study proved significant increase in children ability to memorize English vocabulary which is higher than the control group.
3. Subject response toward education music training activity using English children song is enthusiastic.

### Suggestion

According to the conclusion and the analysis, the researcher can provide some suggestion such as:

1. Educator understanding about positive effect of music in education must be increased.
2. Same kind study can be done in different situation or place of study with different class and academic achievement beside children English vocabulary memorizing ability.
3. Same kind study should also in different types of school.
4. Future same kind study should use more sample and more treatment time.

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