

The Influence of Memory Strategy Used With Classical Music On Students' Capability In Memorizing Vocabulary

Pengaruh Strategi Memori Yang Menggunakan Musik Klasik Terhadap Kemampuan Menghafal Kosakata Siswa

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ABSTRACT

The aim of this research is to determine the effect of memory strategies using classical music on the ability to memorize vocabulary in class VIII students at SMPN 2 Pasemah Air Keruh. The method in this research is a quantitative method with an experimental research type. This research was conducted with two groups, namely the experimental class taught using memory strategies using classical music and the control class taught without using memory strategies using classical music. The population in this study was class VIII students at SMPN 2 Pasemah Air Keruh, totaling 88 students with a sample of 60 students (30 experimental class students and 30 control class students). In the first step, the researcher gave a pre-test to the experimental class and the control class. After that, the researcher gave a post-test to the experimental class and the control class. Pre-test and post-test scores are collected from multiple-choice questions. Then it was analyzed using SPSS 26. The findings of this research showed that the average score for the experimental class from the pre-test was 52.5 and the post-test was 81.0. Next, the hypothesis test obtained a 2-tailed sig (p) of 0.00 while alpha (α) was 0.05 (0.00<0.05). This means that H_0 is rejected and H_a is accepted. So, it can be concluded that the use of memory strategies using classical music has a significant influence on students' ability to memorize vocabulary.

Keywords: Memory Strategy, Classical Music, Vocabulary.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh strategi memori yang menggunakan musik klasik terhadap kemampuan menghafal kosakata siswa kelas VIII di SMPN 2 Pasemah Air Keruh, Metode dalam penelitian ini adalah metode kuantitatif dengan jenis penelitian eksperimen. Penelitian ini dilakukan dengan dua kelompok yaitu kelas eksperimen diajar dengan menggunakan strategi memori yang menggunakan musik klasik, dan kelas kontrol diajar tanpa menggunakan strategi memori yang menggunakan musik klasik. Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 2 Pasemah Air Keruh yang berjumlah 88 siswa dengan sampel 60 siswa (30 siswa kelas eksperimen dan 30 siswa kelas Kontrol). Langkah pertama, peneliti memberikan pre-test kepada kelas eksperimen dan kelas kontrol. Setelah itu peneliti memberikan pos-test kepada kelas eksperimen dan kelas kontrol. Skor pre-test dan post-test dikumpulkan dari soal pilihan ganda. Kemudian dianalisis dengan menggunakan SPSS 26. Temuan penelitian ini menunjukkan bahwa nilai rata-rata kelas eksperimen dari pre-test adalah 52,5 dan post-test adalah 81,0. Selanjutnya uji hipotesis diperoleh sig 2-tailed (p) sebesar 0,00 sedangkan alpha (α) sebesar 0,05 (0,00<0,05). Artinya H_0 ditolak dan H_a diterima. Jadi, dapat disimpulkan bahwa penggunaan strategi memori menggunakan musik klasik memberikan pengaruh yang signifikan terhadap kemampuan menghafal kosakata siswa.

Kata Kunci: Strategi Memori, Musik Klasik, Kosakata.

1. Introduction

According to Busran (2009), vocabulary is the content and function of language words that have been used and taught so that children can learn to "listen, speak, read and write" in the future. According to Idham (2011), vocabulary is the most important foundation of language, the element of meaning that is the basis for forming larger systems such as sentences, paragraphs and entire texts. From this point of view, the most important part of language teaching is Vocabulary.

There are still many students who experience difficulties in learning English, especially in mastering vocabulary. This condition is commonly experienced by junior high school students, so it is not surprising if they cannot communicate or speak well. Lack of open material, complicated material can cause students' confusion in mastering vocabulary (Rosa & Eskenazi, 2011). According to Allen (1999), lack of teacher interest (motivation, self-confidence) and the environment are several factors that hinder students' ability to master lessons.

Based on observations made at SMPN 2 Pasemah Air Keruh, the research found that SMPN 2 class VIII students still experienced difficulties in mastering and vocabulary in English. Apart from that, students also have difficulty remembering the bad things that have been explained by the teacher. This can happen when learning is in progress, students pay less attention to the teacher when explaining the material, so they have difficulty recognizing social roles, text structure, spoken and written elements, as well as understanding the meaning of context such as adjectives and verbs. , adverbs, and words. Based on the results of the researcher's interview with the English teacher at SMPN 2, it can be said that the English teacher at SMPN 2 has not used a good enough comprehension learning strategy because they still use the traditional method, namely writing on the blackboard, and only focus on the lecture method without using other methods. It could be said that continuous use of traditional methods will make students feel bored and ineffective. According to Setiawan & Wiedarti (2020), teachers must provide media that can motivate students and make them more interested in learning English.

Therefore, to master English, students must know four basic skills: writing, reading, listening, and speaking. Before mastering these skills, they must master understanding English first. It can be said that the use of technology as an instrument in the educational process is very important. According to Schmitt (2000), learning strategies aim to empower students and attract their attention to English language learning.

In this research, the research used a memory strategy using classical music to improve the ability to memorize English vocabulary for class VIII students at SMPN 2 Pasemah Air Keruh. Traditionally, memory strategies are called mnemonic strategies. Memory strategies combine newly known words with previous knowledge. This strategy utilizes grouping or imagery in several ways (Schmitt, 1997, p. 13). According to Nation (2001), mnemonic strategies are strategies for finding new words. Students use this memory technique to memorize the meaning of new words by imagining images in their minds. H. Douglas Brown stated that Mozart's classical music functions as a means of supporting learning. The reason for research using classical music is because it can provide many benefits for students, such as refreshing the mind, increasing concentration in studying.

In conclusion, the research obtained quite a lot of information from this research, which is expected to help teachers maximize their teaching process and increase students' mastery of understanding through the use of memory strategies using classical music. Teachers should pay attention to how they can use memory strategies that use classical music to manage the classroom effectively so that students participate actively and collaborate with their classmates to improve their learning. It is hoped that teachers can obtain more information from this research, so that they can be more effective in their learning process.

A. Vocabulary

According to Okkan (2020), understanding is very important in the context of English as a foreign language. According to Ulfa (2019), understanding is very important for students to communicate effectively through writing, reading, listening, and speaking. According to Alqahtani (2015), vocabulary refers to the series of words a speaker needs to convey thoughts and feelings. According to Alizadeh (2016), one of the elements that students need is regularity in their mother tongue and understanding, which is used as a basis for students who want to learn English.

According to Easterbrook (2013), understanding refers to words that summarize knowledge and information that are important to students. According to Alizadeh (2016), comprehension can be defined as understanding words and their meanings. According to Clouston (2013), understanding refers to the words in a language, including individual words and phrases that convey certain meanings.

Based on the definitions above, it can be concluded that vocabulary is important in learning English. Having a broad vocabulary can make it easier for someone to convey opinions, idea and able to communicate well with other people.

B. Memorizing Vocabulary

According to Richards and Schmidt (2010), memorizing is the process of storing information in memory. Memory is a conscious process that involves direct learning, practice, and associative learning. According to Santrock (2011), memorizing is storing information over time. According to Suryabrata (2010), memorizing is the ability to receive, store, and produce memories from the past. According to Syah (2013), memorizing is a cognitive aspect that involves coding, preserving, and recalling. According to Duong (2003), memorizing is a way to achieve good memory and helps them learn English.

In the learning process, memorization skills are very important for students to remember things that affect their academic needs. For example, when they learn English, Memorizing itself refers to an object or event stored in a person's memory. So, it can be said that memory is a collection of events that occurred in the past that are still consciously stored and can appear in the human brain at any time.

Based on the definition above, the author concludes that memorizing has a strong relationship with remembering several things that happened in the past. Memorizing English vocabulary is a process or practice that stores words in memory and can be recalled when needed. Memorizing is not just about remembering words; it is also about understanding the meaning of the words. Memorizing is very useful for smoothing the communication process or the teaching and learning process using a particular language.

C. Classical Music

Classical music is music from the past that always shows discipline in its performances, music that is serious to the standards of classical works, even though it was created in the present (Widhyatama, 2012). The classical music period mainly focuses on three important voyages, namely Josef Haydn (1732–1809), Wolfgang Amadeus Mozart (1756–1791), and Ludwig van Beethoven (1770–1827). This gives rise to the pressure that classical music was the name of music in Europe in the 1600s and 1900s.

Classical music is a beautiful individual creation of feeling and intention, which is then channeled into sound, melody, rhythm, and harmony. The benefits of classical music increase happiness and reduce mental stress (Mahitadinar and Nisa, 2017). Classical music such as Haydn and Mozart has clarity, visibility, and transparency that can improve concentration, memory, and spatial perception. (Ansoriyah, 2017). Classical music can affect students' concentration abilities. Many say that classical music is music that has its own rhythm and words that can provide inner peace (Wulansasi et al., 2021).

Various studies of listening to classical music show that Mozart's classical music is able to produce an effective response. Mozart's work was greatly influenced by the intelligent brain

structure of its creator. His intelligence is perfectly expressed in his musical works. (Evandari, 2017). So far, classical music is believed to improve concentration. It is hoped that classical music can improve students' ability to memorize English vocabulary.

2. Methodology

In examining the effect of memory strategy used classical music on students' capability in memorize vocabulary, this research used quantitative research methods. The quantitative approach used in this research is a quasi- experimental method, which aims to determine the effect of using a memory strategy used classical music on students capability in memorize vocabulary. A quantitative approach is research that begins with a causal hypothesis, then a test is carried out, followed by treatment for the experimental group, and the final measurement is a post-test (Suwartono, 2014: 159).

In this research, research used pretest- and post-tests to collect data. The subjects of this research were divided into two groups, namely the control group (VIII-A) and the experimental group (VIII-B). The difference in scores between the pre-test and post-test groups can be used to measure. The effectiveness of the memory strategy used with classical music on students capability in memorizing vocabulary.

This research was conducted at SMPN 2 Kec. Pasemah Air Keruh. Kab. Empat Lawang, Prov. Sumatera Selatan, on class VIII students in the even semester of the 2023/2024 academic year. The population in this study were all students of class VIII , totaling 88 students. The samples taken by the research for this research were two classes, the first class was the experimental class (VIII-A) which consisted of 30 students and the second was the control class (VIII-B) which consisted of 30 students.

The instrument in this research used vocabulary test. In this test, the research gave 20 items of multiple choice form. There are two tests used in this research, namely the pre-test and the post-test. The pre-test was given to measure students' vocabulary abilities before being given treatment, while the post-test was given to measure students' vocabulary abilities after being given treatment.

The data collection techniques used in the control class are pretest and posttest, while the data collection techniques used in future experiments are pretest, treatment (Clarined Concerto in a Major K 622, Which Lasted 8 Meniutes and 35 Second) and posttest. The data analysis used is Normality Test, Homogeneity Test, Paired Sample Test, Independent Sample Test and N-Gain Test. This aims to see whether the memory strategy of using classical music has an influence on memorizing English vocabulary for class VIII students at SMPN 2 Pasemah Air Keruh.

3. Result and Discussion

This research data was obtained through a research process carried out by researchers from May 2, 2024 to May 22, 2024. The subjects of this research were divided into two groups, namely the experimental group and the control group, totaling 30 students in class VIII-A and 30 students in class VIII-B. The location of this research was at SMP N 2 Pasemah Air Keruh.

The first procedure carried out by the researcher was to ask permission from the principal of SMPN 2 Pasemak Air Keruh on April 18, 2024, to conduct research at the school. This research presents data regarding the effect of memory strategy using classical music on memorizing English vocabulary.

According to data research on SMPN 2 Pasemah Air Keruh class VIII. Students who were taught using a memory strategy that used classical music to memorize English vocabulary had higher scores than students who were taught without a memory strategy that used classical music. The researcher examined the pre-test and post-test hypotheses for both the

experimental class and the control class when evaluating the data to determine whether memorizing an vocabulary is significant or not when using a memorization strategy that uses classical music. Researchers analyzed the data by carrying out at test using SPSS with a significance level of 5% (0.05), then the criteria were a t value of 4,615 and a table of 1,671 signs. (2-tailed) is $0.000 < 0.005$. The calculation means that the null hypothesis (H) is rejected and the alternative hypothesis (H.) is accepted.

After calculating the normality test using SPSS, it can be proven that the pre-test and post-test data for the experimental and control classes are equally distributed normally. It can be stated that the experimental and control class data is much less than the Lilliefors table calculations, where the critical point is 30. The experimental class pre-test data results are 0.525, while the control class data are 0.511, and the experimental class post-test data results are 0.810, while the control class data are 0.698. It can be concluded that all the data used in this research is normal.

Next, based on the results of the data homogeneity test, the experimental class and control class were divided into homogeneous data groups. This can be seen from the significant pre-test results for the control and experimental classes, which are greater than the significance value of 0.005, and the significant post-test results for the control and experimental classes, which are higher than the significance value of 0.005. Therefore, the data group is proven to fall into the homogeneous data category.

Based on the aforementioned rationale, is that students' vocabulary mastery, particularly that of SMP Negeri 2 Pasemah Air Keruh pupils, is significantly impacted by the usage of memory strategy that incorporate classical music.

4. Conclusion

Vocabulary teaching is done using memory strategies used with classical music in the experimental class and not using memory strategies used with classical music in the control class. Researcher data obtained on class experiment had the lowest score of 52.5 and the highest mark of 81.0. Meanwhile, class control obtained the lowest mark of 51.1 and the highest mark of 69.8.

Researchers continue to calculate the data so that researchers can summarize significant differences between the experimental class and the control class. The results show that the experimental class score has increased. From these data it can be concluded that the use of memory strategies that use Classical music in learning English in the classroom has a significant influence on students' memorizing vocabulary.

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