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PROCEEDING OF
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PREFACE

Konferensi Pendidikan Internasional (KOPI, or in English, The Conference on International Education) is a remarkable platform where scholars, educators, and policymakers gather to delve into the pressing issues and emerging trends in the field of education. In response to the diverse challenges faced in the realm of global education, the Faculty Teacher Training and Education, Universitas Muhammadiyah Jember, takes great pride in hosting the esteemed event, known as Konferensi Pendidikan Internasional (KOPI), under the theme "Curriculum Development: Retrieval or Restoration."

In recent years, the world has witnessed a multitude of phenomena affecting education, stemming from various transitions in health, economy, and other domains. The repercussions of these transitions have profoundly impacted teaching and learning across all levels of education, from the foundational to the advanced (Donnelly & Patrinos, 2022). Specifically, within Indonesia, the Ministry of Education's data reveals a significant loss in literacy learning for a period of six months and numeracy learning for five months. It is estimated that many schools continue to grapple with learning setbacks that surpass the aforementioned average. In light of these circumstances, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) issued a policy in 2022 to implement emergency and prototype curricula as part of the recovery process. Consequently, the Merdeka curriculum was officially implemented shortly thereafter.

"KOPI" serves as a beacon of hope, offering a platform to explore and discover the most effective solutions to confront the setbacks faced in teaching and learning within the current educational landscape. By focusing on the issues of recovery and improvement in curriculum development, our aim is to address the challenges posed by educational setbacks worldwide, with particular emphasis on the Indonesian context. We cordially invited all educators, researchers, policymakers, and stakeholders in the field of education to join us at this distinguished international conference. The conference, organized by the Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember, attempted to provide an invaluable opportunity to share ideas, exchange insights, and engage in meaningful discussions.

Throughout the conference, participants had the chance to explore a wide range of topics, including curriculum development, instructional strategies, educational technologies, and innovative approaches to mitigate the impact of the ongoing global educational challenges, including the effects of the COVID-19 pandemic.This conference would not have been possible without the collective efforts and commitment of numerous individuals. We extend our heartfelt appreciation to the organizing committee, reviewers, and administrative staff for their unwavering dedication in bringing this event to fruition. Furthermore, we express our deepest gratitude to all the presenters and participants whose research, expertise, and valuable contributions enrich the scholarly discourse within the field of education. We believe that "KOPI" will serve as a catalyst for change, fostering collaboration, and inspiring transformative solutions in education. It is our hope that the ideas and recommendations generated during this conference will pave the way for a brighter future, not only in Indonesia but also on a global scale. We wish you a productive and enlightening experience throughout the conference, and we look forward to the fruitful exchanges of knowledge and insights that will undoubtedly shape the future of education.

Thank you for your participation and support.

Students Perception on Vocabulary Mastery through Song Lyric Gap Fill

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Abstract: Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak. Learners need to adjust their learning style, strategy as well as the use of media that could help students develop their vocabulary mastery early. This study aims to get information on the effect of using song lyric gap fill to improve student vocabulary mastery and student perception of mastering vocabulary using song lyric gap-fill method. This study design is descriptive quantitative whose data collecting method used test and questionnaire as instrument. The test would be conducted by having students answer pre-test and post-test. The questionnaire was being done when the student had received treatment using song lyric gap fill. The result obtained shows that song lyric gap-fill method that was used in this research would increase the average student's score by 40.8%. The statistical test results show that there is an effect of using the Song Lyric Gap Fill method in increasing vocabularies in 8-grade junior high school students. And the results of student perception of using song lyric gap fill on the vocabulary learning showed that the highest achievement (80%) that students increased new vocabulary with help of song lyric gapfill. While 67% students agreed if they had difficulties in learning parts of speech.

Keywords: Student perception; vocabulary mastery; Song Lyric Gap Fill

INTRODUCTION

Listening to English songs is an effective way to make young learners enjoy learning English. The English song has a good rhythm, tone and lyrics, so it is often addressed to young learners. Millington (2011) states that students may become bored by repeatedly listening to a narration or dialogue as they try to understand the meaning of new words or phrases in the context. On the other hand, listening to songs repeatedly will make learning activities more interesting because of the rhythm and melody. According to Bak (2012) the song can help students to overcome vocabulary memorization problems because of their abilities in saving it in their minds. He calls this ability "the song-stuck-in my-head-phenomenon" which is best defined as "the echoing in our minds of the last song we heard". that means using songs can facilitate the language learning process in the classroom and can turn boring learning into fun. Songs are not only an entertainment tool, but also can be used as teaching material, especially when it is used to teach vocabulary (Alipour et al., 2012).

Teaching vocabulary using songs has been around in the world of TEFL for quite a long time. One of the main features of songs which makes it a suitable learning media is that both the music and lyrics work together as enjoyment when listening. Listening with excitement or interest will help the vocabulary in the lyrics stick longer in the students' head (Alipour et al., 2012). Moreover, many experimental studies have proven its effect on students' vocabulary learning (Alipour et al., 2012; Purnamasari, 2020; Roohani & Akbarpour, 2016; Tomczak & Lew, 2019). Findings have shown that using songs, despite its debate whether it is a teaching tool or 'mere' time filler, has made learning more enjoyable thus vocabulary could be learned even stuck in their mind effortlessly. Nevertheless, vocabulary still needs to be learned authentically, in which learners learn not only its form but also function and meaning. This makes teaching using song still remains a challenge. Using songs should be followed by relevant activities for making learning more meaningful.

Of many possible activities to be integrated in the class, gap-filling is one that is used quite frequently in language classrooms (Romero, 2017; Tomczak & Lew, 2019). Gap-filling, in its classic use, is when teacher leaves blank random or certain key word in every line of a song lyrics (Lorenzutti, 2014). Teacher will play the song twice or more to allow students identify what the singers say and fill that in the blanks. However, this form of gap-filling leaves the students clueless about the meanings of the words they fill. Therefore, Lorenzutti (2014) has modified the classic form of gap-filling into what she calls as 'the double gap-fill'. This type of gap-fill allows teachers to provide a pre-listening activity. This activity allows students to learn the language before they listen to the song. The worksheet, too, is given a context or clue of the word, to allow students remember the meaning as well as the word form (Lorenzutti, 2014).

Although the study of songs for improving vocabulary in foreign language learners is not new, many studies focus on its ability to improve the vocabulary. Very limited study has learned the students' perception of using songs through gap-filling for improving the vocabulary. The present study addressed the issue by formulating the research question as follows: "How is students' perception of using song lyric gap to improve their vocabulary mastery?". The result of this study is supposed to provide proof of student impressions and perception on the use of song lyric gaps to fill on vocabulary mastery. Yudhiantara & Saehu (2017) investigated teachers and students' perceptions in vocabulary learning strategies. It was found from the study that the majority of the teachers and students have limited knowledge about learning strategies and vocabulary learning strategies. Teachers are not aware of the importance of vocabulary and its learning strategies, while those vocabulary strategies are not integrated in the English curriculum. Employing effective strategies both in teaching and learning the vocabulary will have a positive contribution to students' vocabulary growth which will affect their language skills (Asyiah, 2017).

METHOD

The kind of this research is experimental research. This method is suitable for the study as it aimed to investigate the effect of using song lyrics gap fill on vocabulary mastery of eight grade students of SMP Muhammadiyah 09 Watukebo in academic year 2021/2022 as well as their perception of learning vocabulary using it. In this research the population is all of the eight grade students of SMP Muhammadiyah 09 Watukebo. The total number of the eight grade students of SMP Muhammadiyah 09 Watukebo is 118 students. The population is clustered into four classes, namely class A, B, C, and D. The researcher, therefore, randomly chose the clusters for the study, using two classes of 8A and 8B, with 28 and 30 students, respectively.

To determine the effect of the song lyric gap fill method on students' vocabulary mastery the researcher used pre-test and post-test. And to find out their perception of the method, the researchers also used a quantitative approach by conducting a questionnaire. In this step the researcher gave the online questionnaire to the student that is using multiple choices. To distribute the questionnaires, researchers used Google forms. The researcher made 19 questions; each question students were required to fill out. In this step the researcher would know the students' perceptions in learning vocabulary through English song. From displaying the data, the researcher got the conclusion in order to answer all about the research question in this research.

RESULTS AND DISCUSSION

Research Findings of Students' Vocabulary Mastery

The data analysis using the Wilcoxon signed rank's test. The Wilcoxon signed-rank test is a non-parametric test to measure the significance of the difference between two pairs of ordinal or interval scale data but with an abnormal distribution. Wilcoxon signed- rank test is an alternative test from pairing t-test or paired t-test if it does not meet the assumption of normality. This test is also known as the Wilcoxon Match Pair Test.

Table 1. Test of Normality (Post-Test)

One-Sample Kolmogorov-Smirnov Test		
		POST_TEST
N		58
Normal Parameters[a,b]	Mean	71.55

	Std. Deviation	19.169
Most ExtremeDifferences	Absolute	.188
	Positive	.114
	Negative	-.188
Test Statistics		.188
Asymp. Sig. (2-tailed)		.000[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

a. Lilliefors Significance Correction.

The table above shows that the data significance value for the Pre-test is 0.01 and for the Post-test is 0.000. This value is lower than 0.05. This means that the data is not normally distributed. So, if the data is not normally distributed to find out the comparison of the Pre-test and Post-test scores, we must use the Wilcoxon signed rank test for the non-normal distribution of the data.

Table 2. Result of Wilcoxon Signed Rank's Test

Pre-test and Post-Test	N	Mean Rank	Sum ofRanks
Negative Ranks	1[a]	19,00	19,00
Positive Ranks	57[b]	29,68	1692,00
Ties	0[c]		
Total	58		

From table 2 above about the result of the Wilcoxon signed-rank test we know that the data formed into three classes in Wilcoxon theory, they are: Negative Ranks, Positive Ranks, and Ties. The conclusions of the test above are as follows:

1. Negative ranks will show how many students' Post-test results are negative scores than students' Pre-test results. The result of the Wilcoxon signed-rank test shows just one student has negative ranks.

2. Positive ranks will show how many students' vocabulary learning outcomes for Pre-test and Post-Test. The result of the Wilcoxon signed- rank test shows that 57 students have positive ranks. The mean rank is 29.68. While the number of the Sum of Ranks is 1692.00.

3. Ties will show how many students' Post-test results have the same score as students' Pre-test results. The result of the Wilcoxon signed- rank test shows that there is no equal value between Pre-test and Post-test.

Based on the description above, the researcher concludes song lyric gap fill method that used on this research will increase the average students' score by 40,8%. The wilcoxon signed ranks test is also obtained table as follow:

Table 3. Result of statistic's Test

Pre-test and Post-test scores	
Z	-6.481[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

From Table 3 above about the result of the statistics' test, we know that the Z value is -6.481b, it means the post-test is higher than Pre-test. The table also shows Sig.(2-tailed) value of 0.000. It means there is a significant change in students' average scores. It can be concluded that there is an effect of using the Song Lyric Gap Fill method in increasing vocabularies in 8 grade junior high school students.

Research Findings of Students' Perception of Learning Vocabulary Using Song Lyric Gap-Fill

There were 2 achievements that students could receive according to their perception: English songs help the student in increasing new vocabulary and learning part of speech (Adjectives, nouns and verbs)

Table 4. Research findings of students' achievement in increasing new vocabulary

Q	SA	A	D	SD	N	Score	Percentage
Q1	16	34	5	3	58	179	77,15
Q2	25	24	3	6	58	184	79,31
Q3	20	28	8	2	58	182	78,44
Q4	29	23	5	1	58	196	84,48
Q5	22	23	9	4	58	179	77,15
Q6	32	17	8	1	58	196	84,48
Q7	27	23	7	1	58	192	82,75
Q8	22	28	4	4	58	184	79,31
Q9	27	22	8	1	58	191	82,32
Q10	16	31	7	4	58	175	75,43
Average							80,08

Based on Table 4 above, it can be summed up that almost all the students (80%) increase in learning new vocabulary by song lyric gap-fill. This number shows the positivity in using song for learning vocabulary.

Table 5. Research Finding of students' achievement in learning parts of speech

Q	SA	A	D	SD	N	SCORE	Percentage
Q11	11	38	8	1	58	115	49,56
Q12	17	33	5	3	58	110	47,41
Q13	13	37	6	2	58	113	48,70
Q14	13	36	8	1	58	177	76,29
Q15	19	31	5	3	58	182	78,44
Q16	17	31	2	8	58	173	74,56
Q17	12	35	10	1	58	174	75
Q18	20	32	6	0	58	188	81,03
Q19	11	33	11	3	58	168	72,41
Average							67,04

Referring to the table above, there were 67% students proved that student who had difficulties in learning parts of speech (adjectives, nouns and verbs) through song lyric gap fill and they prefer to study part of speech with English books. The parts of speech requires a lot of practices. Only recognizing the form without actively use it may end up in their short term memory, which will not last long.

In the final stage of analyzing the data, the researcher got results of student vocabulary mastery. The researcher concludes that the song lyric gap-fill method used in this research would increase the average student's score by 40,8% and showed Asymp.Sig.(2-tailed) value was 0.000. It means there is a significant change in students' average scores. It can be concluded that there is an effect of using the Song Lyric Gap Fill method in increasing vocabularies in 8-grade junior high school students. This particular finding confirms the effectiveness of using songs for learning (Alipour et al., 2012)

The researcher got the final results of the achievements that student in learning new vocabulary by using song lyric gap fill as a learning media. All the results showed that the highest achievement (80%) that students increased new vocabulary with help of song lyric gap-fill. While 67% students agreed if they had difficulties in learning parts of speech (adjective, noun and verb) with song lyric gap fill, most of them chose to learn from English books.

While many studies have claimed that learning using songs help students enjoy vocabulary therefore learn it better (Almutairi & Shukri, 2016; Gushendra, 2017; Millington, 2011; Romero, 2017; Roohani & Akbarpour, 2016; Tegge, 2018), many students in this study are left clueless about what they actually learn. This study revealed that some students do not perceive themselves as learning while listening through songs with gap-filling activities. They might enjoy the activity but the learning did not take place.

Meanwhile, according to the students, learning vocabulary especially to recognize the parts of speech, is better through books. This shows that despite the empirical findings which show that songs could help students recall vocabulary better (Alipour et al., 2012), formal learning is preferred by the students. The idea is laid on assumption that students need to be aware of the state of learning when learning the language. Learning it subconsciously may not necessarily help them learn. They need to be present to know what they need to instill into their repertoire.

Despite the perception, the students show their higher achievement of vocabulary after the teaching. The use of gap-fill is still suggested but some considerations on the implementation should be taken seriously. For example, before the learning, students need to recognize what they are learning and the uses of it. It is to ensure the relevance of the learning material into their life.

CONCLUSION

From this study, it can be concluded that there is an effect of using Song lyric gap fill on students' vocabulary mastery which increased 40.2% of the students' average test score. It was also concluded that students' perception of gap- fill song lyric was positive where the student's response showed an interest in song lyric gap-fill as a medium for students' vocabulary learning. The usefulness of these findings is to know that students' perceptions affect learning achievement, but students' perceptions can also be contrary to achievement. Where students are not aware of an increase in their abilities, as student perceptions show that many students find it difficult to learn and distinguish parts of speech (Adjective, Noun, Verb) but the results of the post test scores they have obtained are higher than the pre-test results. This also shows the need for students to be aware of their learning. Learning vocabulary does not mean only learning it passively but also actively use it in their language authentically.

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This is to certify that

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