

Improving The First Year Students' Vocabulary Skill Using Song at SDN Mojoagung 3, Prambon, Nganjuk in the Academic Year 2021/2022

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Abstract

Vocabulary is one of the important components of language that must be taught to the students of Elementary School. It usually taught in relation with four other language skills (listening, speaking, reading and writing). The vocabulary teaching using song is very effective because children like to sing a song.

Based on the preliminary study, the students who passed the test were 57% and 43% were unsuccessful. It indicated that the students' achievement was low, because they did not know the English name for anything about "Happy Birthday". This problem makes the students lack of motivation in learning English. Therefore, this study aimed to improve the students' vocabulary skill using song.

The design of this research is a Classroom Action Research. There are two cycles in this research, namely Cycle I and Cycle II. In each cycle consists of four steps, they are: planning, acting (implementing), observing and reflection. This research took two cycles because it is impossible to improve students' vocabulary mastery if only took one cycle and also useful to compare the result of the test. The criteria of success of this research if there were 75% students scored 60 or higher. The result of the study showed that the number of the students on the passing grade (60) has increased. The students who got 60 and more were 57% in preliminary study. After taught by song, the students who got 60 and more increased to 71% and in cycle II increased to 85%.

The improvement could be gained when the students' performance during the learning teaching process was satisfied. The classroom situation was enjoyable and the students were active during the learning teaching process. The materials given was suitable with the lessons, attractive or catching the students' attention and contextual.

Based on the research analysis as explained above, the researcher concludes that teaching vocabulary through song is effective to improve the students' vocabulary mastery.

Keywords: Improving, vocabulary, skill, songs

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1. INTRODUCTION

English is an international language that is widely used by people all over the world. It is one of the foreign language in Indonesia that taught to the students from elementary school up to university. In general, one of the objectives of teaching English is to make students be competent in writing. So they can use it to develop knowledge, technology and also culture.

Teaching a foreign language is better if it is started from childhood. Young learners are easier in acquiring and learning a language, because their organ of speech is still developing. Teaching English for young learners can be started by giving vocabulary. Vocabulary is one of the important language elements to support the learners to use the language well. Vocabulary is one of the keys to be successful in mastering English. Without mastering vocabulary they will get trouble in developing their language skills. Harris (1973: 9) says “We may therefore say that language includes four skills, or complexes of skills: listening, speaking, reading, and writing”. It is perhaps in this order that we originally learned our native language, and it is in that order that foreign languages are now very frequently taught. If we are correct in referring to the above as complex skills, what do we identify as the components of each? First of all, a moment’s thought will establish two very important elements shared by all four skills: grammatical structure and vocabulary.

Some students of elementary school often find difficulties in teaching and learning English, especially in vocabulary. It is because of 1) their vocabularies are still poor, 2) they cannot remember the new words they have gotten, 3) they have only two hours in a week to study English at school, 4) they are less motivated to study and use English. These problems make the students lack motivation in learning English. This condition makes the class noisy, bored and not enjoyable. Based on the preliminary conducted in the fifth class of SDN I Jarakan Gondang Tulungagung, the researcher found out that the strategy implemented to students not attract their interest especially in vocabulary mastery. Observation and analysis of the students’ vocabulary mastery show that the skills in vocabulary are under the passing grade (60 point). They have to improve vocabulary in order the students would be able to write and read English.

The problems explained above are not mostly caused by inability of the students to mastery vocabulary, but also the strategy implemented by the teacher in teaching and learning process. Usually, the teaching and learning of English vocabulary in general just based on the text book. It makes the students bored, cannot improve when they receive the materials that given by the teacher. It only gives a little contribution to improve the students’ vocabulary

mastery. Here, the teacher must be able to use the suitable techniques or methods in order to make the study more interesting, attractive and enjoyable.

There are many techniques or media that can be used by the teacher; it maybe stimulates students' motivation in learning English especially in learning vocabulary with such as pictures, stories, game and songs and many others. Ur (1996: 229) says "Teaching English to young learners can be taught by using some technique such as pictures, stories, game and songs". Song is one of the media, which can be used to increase the students' vocabulary mastery. Lestary (1990: 31) says "Almost all of the children love to sing inside or outside classroom". Furthermore, the song contains the repetitive words or sentences and makes the children easy to remember.

Therefore, English teachers can use song in teaching and learning process as the alternative technique to avoid boring in the classroom, which can help students' vocabulary mastery. Richard (1986: 79) says "Teaching English using songs has many advantages, they are : The class become more relax, the children can memorize the English word, the students are motivated in practicing in English language".

In this research the researcher chooses song as the suitable method in teaching vocabulary at the first grade of SDN Mojoagung 3, Prambon, Nganjuk. This media hopefully can help students to mastery vocabulary well. The subject of this classroom action research is the first grade students of SDN Mojoagung 3, Prambon, Nganjuk, entitled "Improving The First Year Students' Vocabulary Skill Using Song at SDN Mojoagung 3, Prambon, Nganjuk in The Academic Year 2021/2022".

2. METHODS

The design of this research is a Classroom Action Research (CAR) using Kemmis and Mc Taggart model in Arikunto (2006: 93). CAR is more attractive and effective if we want to know the students' condition as real, such as to know the students' weaknesses in teaching and learning process. Each cycle consists of four steps, they are; planning, acting (implementinng), observing and reflecting.

The subject of this research was the fifth year students of SDN I Jarakan, Gondang, Tulungagung in the academic year 2010/2011. This research was designed to improve the students' vocabulary mastery using song.

This research was a collaborative classroom action research. The researcher collaborated with the fifth year students' English teacher of SDN I Jarakan. The researcher acted as the English teacher who applied song to increase the student's mastery in vocabulary. The collaborator helped the researcher by observing students' activities during the process of teaching, learning and recording their activities during the implementation of song as a suitable technique to increase students' vocabulary mastery.

The first step was preliminary study. The next step was to make a plan of the action based on the findings in the preliminary study. It also dealt with preparing observation sheets to collect the data assessment process as well as designed the criteria of success in this study.

The strategy was done by the researcher included the activities in introducing new words of song to the class, consisted of the students, the teacher conference and how to analyze the students' works. In the last step is reflection. Based on the result of the data analysis, the researcher made reflection to judge whether this Classroom Action Research needs to be continued or not. In the next cycles, the researcher implemented the revised plan of the previous cycle. The observation was done in order to ensure that the next step was executed based on the steps that have been planned.

This research followed the action research of Kemmis and Mc Taggart model in Arikunto (2006: 93). Here is the figure of the action research design;

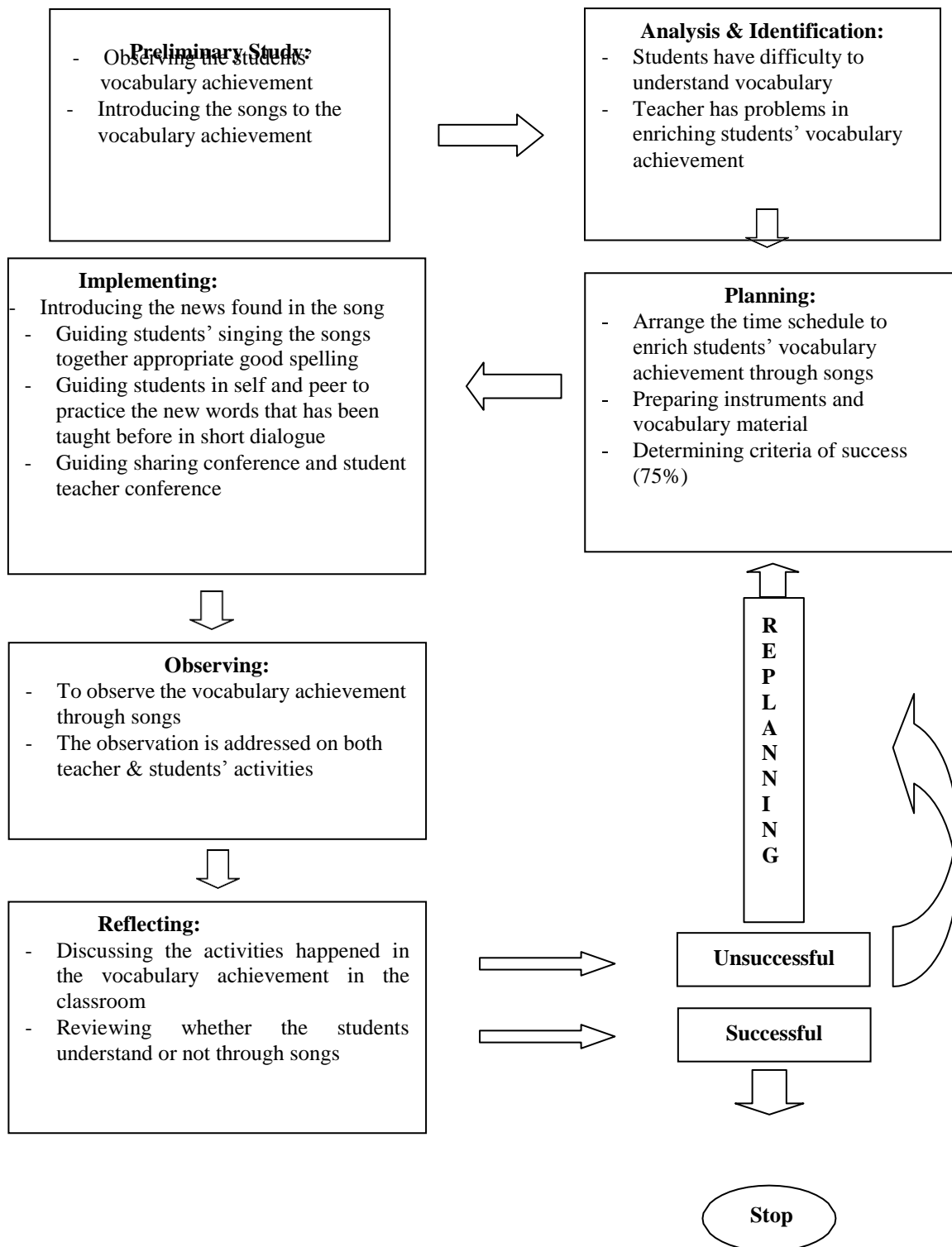


Figure 3.1 The Kemmis and Mc. Taggart's Model of Action Research in Arikunto (2006: 93)

3. RESULTS AND DISCUSSION

In order to know the Result of The Preliminary Study Test, the researcher gave scoring based on the students' written pre-test. The researcher found out that among 14 students who joined the test only 8 students could score 60 or more in preliminary test, the others scored less than 60. The students who passed the preliminary test were 57% and 43% were unsuccessful. In Cycle I the students who passed the test were 10 students and who scored less where 4 students. The students who passed the preliminary test were 71% and 29% were unsuccessful. In Cycle II the students who passed the test were 12 students and the less were 2 students. The students who passed the preliminary test were 85% and 15% were unsuccessful.

The research findings were presented according to the cycle, namely cycle I and cycle II. The quantitative data were obtained from questionnaire, result of the test and from interview. In both cycles, the topic was presented through songs about "Foods" presented in cycle I and "My Hobby" was presented in cycle II. Then the tests were conducted to measure the achievement of the students.

Tables

The following table shows the score of first year students of SDN Mojoagung 3 on written pre-test

Table 1- Students' Score in Preliminary Study

Number	Students' Initial Name	Score
1	ADYU	60
2	AZ	75
3	ASI	55
4	DFA	45
5	ENK	65
6	FBS	65
7	GP	50
8	MRA	65
9	MP	55
10	NF	55
11	NRW	70
12	SM	70
13	MAF	65
14	OTMD	55

Table 2- Students' Score in Cycle I

Number	Students' Initial Name	Score
1	ADYU	65
2	AZ	75
3	ASI	60
4	DFA	50
5	ENK	70
6	FBS	65
7	GP	55
8	MRA	70
9	MP	55
10	NF	55
11	NRW	75
12	SM	75
13	MAF	65
14	OTMD	60

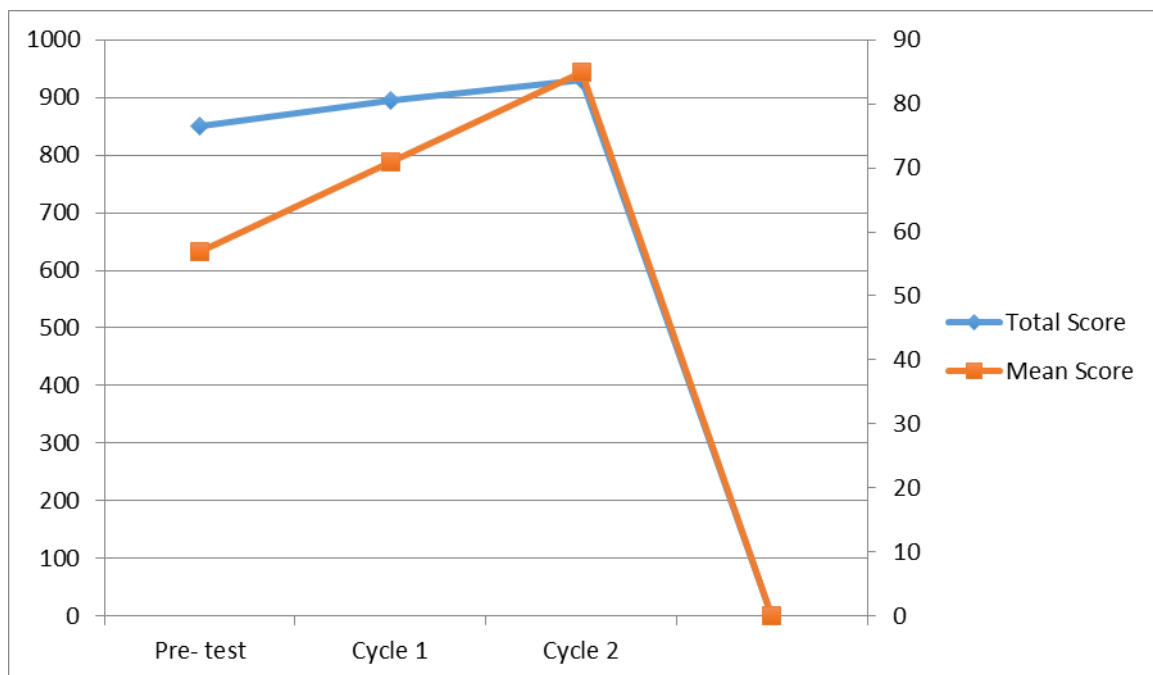
Table 3- Students' Score in Cycle II

Number	Students' Initial Name	Score
1	ADYU	75
2	AZ	80
3	ASI	60
4	DFA	60
5	ENK	70
6	FBS	65
7	GP	60
8	MRA	75
9	MP	55
10	NF	55
11	NRW	70
12	SM	80
13	MAF	60
14	OTMD	65

The comparison of the score of the research can be shown from the table bellow;

Table 4- Comparison of the Score of the Research

No	Students' Initial Name	Score		
		Pre Test	Cycle I	Cycle I
1	ADYU	60	65	75
2	AZ	75	75	80
3	ASI	55	60	60
4	DFA	45	50	60
5	ENK	65	70	70
6	FBS	65	65	65
7	GP	50	55	60
8	MRA	65	70	75
9	MP	55	55	55
10	NF	55	55	55
11	NRW	70	75	70
12	SM	70	75	80
13	MAF	65	65	60
14	OTMD	55	60	65
Total Score		850	895	930
Mean Score		57,1	71,4	85,7



Illustrations

Figure 1- Students' Score

Equations

From the table 1, the researcher found out that among 14 students who joined the test only 8 students could score 60 or more. And, the others scored less than 60. The percentage of success is as follows;

$$\frac{\text{the students who passed the test}}{\text{total of the students}} \times 100\% = \frac{8}{14} \times 100\% = 57\%$$

From the formula above, the students who passed the preliminary test were 57% and 43% were unsuccessful. The criteria of success was 75%. It means that this test result could not achieve the criteria of success.

The percentage of students who passed the criteria of success in Cycle 1 is as follows;

$$\%X = \frac{X1}{N} \times 100\%$$

%X = percentage of success

X1 = the number of the students who pass the test

N = total of students (Agustina, 1999: 32)

$$X = X 100\% = \frac{10}{14} 71\%$$

The percentage of students who passed the criteria of success in Cycle 2 is as follows;

$$\%X = \frac{X1}{N} \times 100\%$$

$$\%X = X 100\% = 85\% \frac{12}{14}$$

In this study, using song in teaching and learning English made all of the fifth year students felt happy and usefull to improve their vocabulary achievement. They felt enjoy and did not get bored or confused. Students found out that learning using song was enjoyable and satisfying.

The students also feel interested doing the activities since they had enjoyed to sing and have fun with their friends. In conclusion, the fifth grade students were interested in learning English using song.

The result of the students' achievement showed that song in teaching English could improve the fifth year students' vocabulary achievement significantly. The result of the students' test that was conducted in cycle I was not reach the criteria of success and the result of the students' test II that was conducted in cycle II was reach or more of the criteria of success. This could be seen from the result of the students' test. The media made positive attitude for the students.

4. CONCLUSION

Richard (1986: 79) says "Teaching English using songs has many advantages, they are: the class becomes more relaxes, the children can memorize the English word, and the students are motivated in practicing English language".

The statement above absolutely true. In this research, after taught using song, the teaching and learning process became more effective. The students got motivated to learn English, so that, they could memorize the English words easier. If their vocabulary are rich, they could mastery the English language skills well. We can conclude that teaching vocabulary through song is effective to improve the students' vocabulary mastery.

Based on the research findings conducted in two cycle, there are some conclusions that can be proposed as the answer of the research problem of this study.

The teacher's performance during teaching and lerning process that had been done in cycle I and II was satisfied. He had done and implemented the action well based on the teaching and learning design.

From the results of the test in cycle I and cycle II, there was an improvement of the students' achievement, it can be known from the students' score of the test.

Based on the research analysis as explained above, the researcher concluded that teaching vocabulary through song is effective to improve the students' vocabulary mastery.

5. SUGGESTION .

The suggestions of this research are described as follows: 1) It is suggested for schools and teacher to use song as an alternative method for learning, especially reading. 2) future

researchers are suggested to conduct research using song method in different topics, skills, or educational stages to know the effectiveness of song as a learning media.

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