

TEACHING ENGLISH VOCABULARY USING SONGS TO THE THIRD GRADERS OF NGADIRGO ELEMENTARY SCHOOL- 01, MIJEN

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Abstract

One of the things that is essential to English is vocabulary. A language's vocabulary is also its core. Therefore, regardless of how well someone knows a language's grammar, pronunciation, and other elements, communication cannot occur meaningfully without a large vocabulary (Nathan, 2013). Vocabulary instruction should therefore begin with young pupils as soon as feasible because it will aid in their learning of the English language. This study set intended to explain the steps involved in teaching English vocabulary using songs and investigate how doing so can help students become more proficient in English. With a sample size of 25 students, this study used qualitative research and included observation, pre-test, treatment, post-test, documentation. Method of data analysis used in this study is the Milles and Huberman (1994) model with the following stages: data reduction, data display, conclusion and verification. This study showed that it effectively increases pupils' vocabulary by employing media songs. The computation results reveal that the post-test scores (96,8%) improved and were higher than the pre-test scores (26.4%). This demonstrates the effectiveness of using songs to aid pupils in developing their vocabulary.

Keywords: *vocabulary, teaching using songs, teaching vocabulary*

1. INTRODUCTION

Since the first grade, English has been taught in every nation due to its importance as a world language. English is taught in elementary schools in Indonesia. One of the things that is essential to English is vocabulary. A language's vocabulary is also its core. Accordingly, regardless of how well someone knows a language's grammar, pronunciation, and other elements, communication cannot occur meaningfully without a wide vocabulary. (2013) Nathan. Therefore, it makes sense to start teaching vocabulary to young students as soon as possible because it will help them learn English.

The situation that occurred at SDN Ngadirgo 01, also known as Ngadirgo Elementary School-01, is that there used to be no English Subject because English Subject was eliminated beginning with the 2013–2014 academic year. Because English classes were thought to be a burden on pupils, the Ministry of Education formally abolished them from primary schools. However, there has been a gradual change in the policy beginning the 2016–2017 academic year—English began to be taught in schools (Maili, n.d.).

A pupil learning English must possess a critical command of vocabulary terms. Vocabulary is an essential component of language. Improving their tongue can be difficult when someone has difficulty communicating because they have little vocabulary. Practice is required for the pupils to master sufficient English vocabulary. Vocabulary is an essential component of language learning; hence it is impossible to separate the two. Your vocabulary will increase, and this will improve your linguistic abilities.

English instruction for young children differs from that for older students or adults. Songs are an actual language source, making them helpful in teaching children English. Songs can be used as an introduction to the language for as long as the student wants, both inside and outside the classroom, because there is essentially no time limit when using songs as media to learn English. They are free to sing the songs wherever and whenever they wish. Of course, they pick up on English rapidly and enjoy the experience.

Automaticity is one of the learning principles Brown (2000) put forth. He claims that some elements tend to inhibit its creation. We think a lot about forms (structure/grammar) and intentionally recall grammatical rules because this automaticity is too great for language learning. When students engage in incidental learning activities, the song can aid in automatic language processing.

Based on those claims, the researcher wishes to outline the steps involved in teaching English vocabulary through songs and demonstrate how doing so can increase students' vocabulary knowledge.

2. THEORETICAL FRAMEWORK

In order to efficiently teach English vocabulary in primary school, the researcher will employ song as the medium. Devi (2011) presented a study on the contribution of song on the development of English vocabulary in young language learners. According to her research, songs can aid in young learners' vocabulary development. She continued by saying that song help pupils acquire word meanings and retain language. She asserted that using the song to learn a language is thrilling and engaging.

Zhogi (2015) conducted a similar study on the effectiveness of music in vocabulary learning. They discovered that the usage of songs had a notable impact on pupils' performances. They moreover explained. The music fosters a laid-back environment and lessens tension so that kids can feel free and their memory-learning process is not burdened.

In their study, Islami (2019) outlined the benefits of using songs to teach vocabulary to young pupils using the full physical reaction technique. The students' passionate answers make it clear. Every educational task that the teacher gives them to complete is fun. Additionally, they eagerly engaged in all academic activities and were excited.

The song, according to Nurhayati (2009: 278), is a versatile language teaching tool. The entire song encourages study in every manner. All language skills, including speaking, reading, writing, and listening, can be taught through songs. Songs are a different type of media that can teach people languages, particularly sentence structure. Songs offer a range of advantages, including professional and linguistic expertise.

The first thing to consider while teaching English vocabulary is tailoring the vocabulary lessons to the student's level, whether at the beginning, intermediate, or advanced levels. The choice of vocabulary education and acquisition methodology is the second factor. Teachers should choose the best teaching strategies to help students learn vocabulary and advance to greater competency levels.

Elementary-level English vocabulary instruction is complex and requires more patience. Teaching young children or pupils has specific differences from teaching adults. Such a method is necessary to simplify the content distribution.

To make the teaching and learning process fun and relevant for young kids, teachers must employ various strategies and techniques when teaching English vocabulary to primary school pupils.

3. METHODOLOGY

The classification of this study as descriptive-qualitative research. The goal of descriptive-qualitative research is to identify the descriptive outcomes of the data gathered and draw conclusions using the data. This method was intended to examine and document a behavior through observation, testing, intervention, and recording. This study tries to explain the process of using songs and demonstrate how songs can enhance students' vocabulary acquisition in light of this.

The pre-test and post-test design of the study was used to assess students' progress in acquiring and understanding English vocabulary. To ascertain whether songs can assist pupils in learning more vocabulary, the researcher monitors one class.

The study was conducted at Ngadirgo Elementary School, -01 Mijen, located on RM. Hadi Soebeno Sosrowardoyo street, Mijen. The study's subjects are third-grade pupils from Ngadirgo-01 Elementary School. There are 25 pupils in the class.

The researcher needs sources to get the data that is already available. The study's topic serves as the data source and is a potential place for data collection. According to Ary et al. (1985: 332), there are two possible data sources for qualitative research. Both primary and secondary sources are involved. The primary source is by observing the phenomena, and the secondary source is journals.

The information for this study will be gathered through self-reflection on the methods used to teach vocabulary, including a step-by-step explanation of those methods used in lesson planning, classroom activities, and daily evaluation. The teacher in the classroom was the researcher. This resolves the first research question (RQ1).

An evaluation of the student's learning progress will provide the answer to research question 2 (RQ2). The data collection uses pre-tests, treatments, and post-tests. The researcher will carry out two tests and one therapy.

According to Miles and Huberman (1994), this process for analysing qualitative data must be interactive and ongoing until it is finished in order to ensure that the data is saturated. The researcher employs the steps suggested by Miles and Huberman (1994), those are: data reduction, data display, and conclusion.

The researcher compiled the pre-test and post-test data into a description. The researcher presented and discussed the research's findings using a systematic classification method. The researcher compared the pre-and post-test results using the formula proposed by Octaviany (2007:39).

$$\text{The average score} = \frac{\text{sum of value}}{\text{total student}}$$

4. FINDING AND DISCUSSIONS

The data acquired in this section is what the researcher plans to provide. The researcher collected the findings of a study conducted on third-graders at Ngadirgo 01 Elementary School.

Twenty-five people took this test. Analysis of the information starting with the pre-test, treatments, song technique, and post-tests

4.1 Pre-Test

The pre-test exam's goal was to gauge each student's level of vocabulary knowledge. The pre-test, which was administered to 25 students, had 20 multiple-choice questions. The student's vocabulary assessment results before learning English through songs are displayed in the table below.

Table 1. Score Range Value

No	Range Value	Frequency	Percentage
1	91-100	-	-
2	81-90	-	-
3	61-80	3	12%
4	51-60	-	-
5	31-50	1	4%
6	10-30	21	84%

Only 12% of the 25 students in the table above received good grades. Due to the lack of English classes at the Ngadirgo elementary school, students have minimal English proficiency. According to the Ministry of Education and Culture, English is no longer a subject that primary school pupils must take beginning with the 2013–2014 school year.

Hanandyo (2020) claims that many experts believe the primary curriculum should emphasize encouraging in children the religious and cultural values that have come to define Indonesia in light of the adoption of the 2013 curriculum. Later, the basic education structure was changed to place more emphasis on educating young students about spiritual and cultural values than it had done for the country in the past before they experienced foreign culture (English).

Due to this policy, the majority of students have a minimal understanding of the English language. However, the lower middle-class parents of kids at Ngadirgo Elementary School cannot afford to pay for English classes.

4.2 Treatment

On the second meeting day, the treatment process was conducted. Because there was no English language teacher at the elementary school, the researcher gave direct instruction and pretended to be a teacher. The kids were thrilled and eager when the researcher entered the classroom because it was their first time exposed to English material.

5 out of 25 pupils believe that studying English is challenging. Despite the fact that they never did. However, the term "doctrine" seems still relevant today. The researcher has a fantastic opportunity to convince people that learning English is more straightforward than they would imagine. This can be accomplished by developing new teaching strategies that foster a positive learning environment in the classroom. Researchers use songs to teach English.

The pupils warmly welcomed the researcher and had smiling faces as he entered the classroom. The researcher was joined by the 3rd-grade homeroom teacher, who introduced

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himself and went over the study's goals and objectives. The teacher then led the class in prayer as the researcher opened the lesson with a reading.

The researcher split the previously prepared papers containing the song lyrics. Following the specified methods, the researcher immediately began teaching English using songs with the themes of greetings and animals. The following verses from songs that have been utilized in classrooms:

Alat-Alat Sekolah	Animals
tas itu bag pencil itu pensil book itu buku penghapus eraser paper itu kertas papan tulis whiteboard kapur itu chalk map artinya peta penggaris ruler	kucing cat, tikus mouse kupu-kupu butterfly sapi cow, Kambing goat monyet monkey, duck bebek lebah bee, burung bird buaya itu crocodile ikan fish, anjing dog kerbau itu buffalo

Additionally, it is highly recommended to employ music media because it makes every process much more fascinating and less tedious. More motivated to learn, the students wish to use different tunes. From this, we can deduce that pupils are interested and that learning is fun.

4.3 Post-Test

Results of the treatment showed that most students were very enthusiastic about engaging in the learning process. Most students find learning pleasurable, increasing their engagement and allowing them to participate in all the activities. The pupils take a post-test to assess their progress once the treatment has ended. The table below illustrates this.

Table 2. Score Range Value After Treatment

No	Range Value	Frequency	Percentage
1	91-100	20	80%
2	81-90	2	8%
3	61-80	3	12%
4	51-60	-	-
5	31-50	-	-
6	10-30	-	-

According to the table above, 25 pupils, or 80%, received flawless scores. It demonstrates that songs may be a very effective teaching method for English vocabulary since they aid students in understanding and remembering their courses while enhancing their vocabulary proficiency.

The media has advantages. Songs are utilized as an alternative kind of media during teaching and learning to help pupils remember new terms. The entertaining exercises that were incorporated into the lesson plan enhanced the pupils' vocabulary growth. The pupils

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also concurred that the teacher's supplies might simplify learning new terms. As a result, most of the experiment class's kids displayed enhanced vocabulary proficiency. The majority of the treatment class's students outperformed themselves on the pre-test based on the results of their post-test.

The researcher can conclude that songs are an accessible, fun, and simple medium for vocabulary mastering that can drive students in third grade at Ngadirgo 01 Elementary School to acquire and develop their vocabulary.

5. CONCLUSION

Teachers may use a substitute strategy to have their students learn vocabulary through songs. Since the song makes the learning practice more enjoyable for the students, they pick up new words more rapidly.

After researching with third graders at Ngadirgo-01 Elementary School, the researcher concluded. The student's vocabulary command has improved between the pre- and post-tests. It was clear from the number of students who received a pre-test score of 26.5%. On the post-test, however, 96,2% of pupils did well. It proves that using songs to improve vocabulary mastery was practical. It demonstrates that the pre-test was better than the post-test.

6. SUGGESTIONS

Here are some suggestions the researcher made for further research based on the conclusion. The following recommendations are anticipated to be beneficial to readers in general, other researchers, and other educators in particular:

1. For the educator:

The results of this study suggest that Elementary School English teachers use video songs to aid in teaching vocabulary since it has been demonstrated that songs considerably boost students' mastery of vocabulary. The researcher anticipated that using video would enhance the lesson's interest because it contains examples. Teachers must opt for recognizable tunes to make the songs easier for elementary school pupils to memorize.

2. For aspiring scientists:

Songs can already help students enhance their vocabulary understanding, but other studies can use songs to improve pronunciation.

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