

Enhancing English Vocabulary Through Songs and Games: A Case Study of SD Negeri 1 Kutacane

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Abstrak

Pengabdian kepada masyarakat merupakan bagian integral dari keterlibatan komunitas akademik yang bertujuan untuk meningkatkan kesejahteraan dan kualitas hidup masyarakat. Salah satu tantangan utama dalam mengajar bahasa Inggris di sekolah dasar adalah minimnya sumber daya pendidikan yang berkualitas. Penelitian ini mengeksplorasi penggunaan metode kreatif dalam pengajaran bahasa Inggris di SD Negeri 1 Kutacane, dengan memanfaatkan lagu dan permainan sebagai media pembelajaran untuk meningkatkan kosa kata bahasa Inggris siswa. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan desain studi kasus. Hasil penelitian menunjukkan bahwa integrasi lagu dan permainan dalam proses belajar mengajar secara signifikan meningkatkan motivasi belajar siswa dan memperkaya perbendaharaan kata mereka. Lagu membantu meningkatkan keterampilan mendengar dan berbicara siswa, sementara permainan mendorong suasana belajar yang interaktif dan menyenangkan, sehingga siswa lebih termotivasi dan aktif dalam proses pembelajaran. Penelitian ini berkolaborasi dengan guru dan siswa untuk mengidentifikasi kebutuhan spesifik kosakata dan merancang aktivitas yang sesuai dengan kebutuhan tersebut. Pendekatan ini diharapkan dapat memperluas kosa kata bahasa Inggris siswa dan meningkatkan kemampuan mereka dalam berkomunikasi dalam bahasa asing dengan lebih percaya diri dan lancar.

Kata kunci: *Kosakata, Pembelajaran Interaktif, Lagu dan Permainan, Pengajaran Bahasa Inggris*

Abstract

Community service is an integral part of academic community involvement which aims to improve the welfare and quality of life of the community. One of the main challenges in teaching English in elementary schools is the lack of quality educational resources. This research explores the use of creative methods in teaching English at SD Negeri 1 Kutacane, by utilizing songs and games as learning media to increase students' English vocabulary. The method used in this research is a qualitative approach with a case study design. The research results show that the integration of songs and games in the teaching and learning process significantly increases students' learning motivation and enriches their vocabulary. Songs help improve students' listening and speaking skills, while games encourage an interactive and fun learning atmosphere, so that students are more motivated and active in the learning process. This research collaborates with teachers and students to identify specific vocabulary needs and designs activities that meet those needs. This approach is expected to expand students' English vocabulary and improve their ability to communicate in a foreign language more confidently and fluently.

Keywords: *Vocabulary, Interactive Learning, Songs and Games, English Teaching*

INTRODUCTION

Community service is an integral effort carried out by the academic community, including lecturers, students and education staff, to apply and disseminate science, technology, art and culture in order to improve the welfare and quality of life of the community. This activity not only functions as a form of social responsibility, but also as a means to bridge the gap between theory and practice, where the knowledge gained on campus can be applied directly in people's daily lives. Community service aims to solve various real problems faced by society, ranging from social

issues to challenges in the fields of education and the environment. Apart from that, this activity also plays an important role in building close cooperation between educational institutions and local communities, creating mutually beneficial relationships and encouraging active participation from both parties.

In this context, students' roles are not only limited to academic activities within the campus environment, such as attending lectures or conducting research, but also include direct involvement in community service activities in the field. This participation allows students to develop practical skills, broaden their horizons, and increase their social sensitivity. Community service activities provide opportunities for students to interact directly with various levels of society, understand complex social dynamics, and learn how to overcome various challenges that exist in the field. Thus, this activity is not only beneficial for the recipient community, but also for the students themselves in the learning and self-development process.

Teaching English in elementary schools presents unique challenges, particularly in areas with limited access to high-quality educational resources. Consequently, innovative and effective methods are essential to enhance students' interest and capabilities in learning English. Among the methods considered effective is the integration of songs and games into the learning process.

The use of songs in English language teaching can significantly aid in improving students' listening and speaking skills while enriching their vocabulary. Songs provide an engaging and memorable context, enabling students to assimilate new words more effectively. Additionally, the incorporation of games as a teaching tool has been proven to increase student motivation and foster a fun and interactive learning environment. Through games, students can repeatedly practice vocabulary and sentence structures in an enjoyable manner.

The community service activity conducted at SD Negeri 1 Kutacane aims to enhance students' English vocabulary using these creative approaches. In this project, our community service team collaborates with teachers and students to implement teaching methods involving songs and games. The focus of this initiative is to identify the specific vocabulary needs of the students and design activities that cater to these needs.

Through this approach, it is anticipated that students at SD Negeri 1 Kutacane will not only expand their English vocabulary but also improve their ability to communicate in a foreign language with greater confidence and fluency. This report will provide an in-depth discussion of the process and outcomes of this community service activity and its impact on the English language skills of the students at the school.

This study aims to find out how the initial attitudes of students before we teach using the learning method with songs and games as a basis for measuring the effectiveness of the teaching methods we use, then to investigate the impact of songs and games in improving the English vocabulary of students at SDN 1 Kutacane, to find out the impact of using songs for remembering new vocabulary by students and the last to find out the role of games while learning in increasing the motivation to learn English for students at SDN 1 Kutacane.

Future research suggestions could explore the long-term effects of using songs and games on students' vocabulary retention and overall language proficiency. It would also be beneficial to investigate the impact of these methods on different age groups and in different learning environments. Additionally, a comparative study between traditional teaching methods and these innovative approaches in various contexts could provide further insights into their effectiveness. In this context, the report was prepared to provide a general overview of the community service activities carried out by group 10 from 15 July 2024 to 18 July 2024. The place where the community service was carried out was in the city of Kuta Cane.

METHOD

This study employs a qualitative approach with a case study design, selected to explore in-depth how the use of songs and games can enhance English vocabulary acquisition among students at SD Negeri 1 Kutacane. This approach enables the researcher to holistically examine the students' perceptions, experiences, and responses to these teaching methods. The research was conducted at SD Negeri 1 Kutacane, involving sixth-grade students who participated in an English teaching program facilitated by UINSU students as part of their community service. The

aim was to provide insights into the development of the students' language skills. Data collection for this research was carried out using several methods:

1. **Participant Observation:** The researcher conducted direct observations during the teaching activities that incorporated songs and games. These observations aimed to assess how students responded to and interacted with the learning materials.
2. **Documentation:** Additional data were collected through the analysis of various documents, including students' worksheets, teaching notes, and recordings of the teaching activities. This documentation provided supplementary evidence of the students' progress and the effectiveness of the teaching methods.

The research was conducted with careful attention to ethical considerations, such as obtaining written consent from the school principal and the students' parents. The researchers also ensured that the learning activities did not disrupt the regular teaching and learning process at the school. This method aims to provide a comprehensive understanding of the effectiveness of using songs and games to improve students' mastery of English vocabulary at SD Negeri 1 Kutacane.

A. Vocabulary an important aspect of learning language

According to Alqahtani's research (2015) which aims to highlight the importance of vocabulary learning as an essential part of foreign language learning, we know that although it has been ignored for decades, during the 80s, it became a 'hot' topic for researchers. Lexical knowledge is central to communicative competence and second/foreign language acquisition and a lack of vocabulary knowledge is a barrier to learning. Therefore, before presenting the meaning or form of a vocabulary item, teachers need to pay attention to the type of vocabulary, the level, and characteristics of the students, and also the value of the technique to the students, in other words, students' age, education level, and English proficiency and so on can affect their learning, so teachers need to be aware of these differences when applying their teaching techniques. This is the basic reason that teachers should provide vocabulary learning strategies to students by providing opportunities for students to encounter words repeatedly and in more than one context.

Moreover, referring to Seng Sothan's statement in his Article (2015), Improving vocabulary skills among English language learners (ELLs) is a frequent challenge in the scope of language learning. Several problems and limitations have been attributed to factors that contribute to such levels. This area has been a circle for some time. Some researchers, for example, do not have good information about student success in vocabulary learning and other language skills where vocabulary is needed. Some do not even have information about individual students' language strengths and weaknesses. The existence of this situation makes vocabulary improvement efforts essential in learning a language at all levels of language learners, from the beginner level to the higher levels.

B. Song and Game Method as Media in Enhancing English Vocabulary

Based on the results of Dwi Ma'rifat's research (2017) which focuses on student responses to the application of the singing method in vocabulary materials, it is known that students welcome this method and the results show the benefits to the learning process of students at the young learner level. The conclusion of the interviews conducted with students shows their reasons for preferring this method over other methods. Not only is it easier to remember vocabulary, but they also get a feeling of more enjoyment and interest in each step during the learning process in class. In the application, there are 4 stages, including opening, main, follow-up, and closing, which are complemented by singing together, introducing various new vocabulary, and a comprehension test session through student worksheets.

In his research, Iwan Fauzi (2022) stated that language learners at the age of children need learning methods equipped with fun activities, not just listening to lecture activities. interesting methods that make them as if they are not aware of being given learning actions by educators. In this study, the researcher focuses on the use of game and song methods and the results of the calculation analysis show that students who learn with this method get higher test scores than students who do not learn with game and song methods.

Furthermore, research conducted by Yulia & Astuti with the main focus of examining the effect of guessing games on students' vocabulary skills at Madrasah Ibtidaiyah Nahdlatul

Ulama Tropodo Sidoarjo, showed that this method proved successful in improving students' English vocabulary skills. Certainly, this brings positive changes to students' development, when compared to students' vocabulary skills before being treated with the method. The application of this method is not only limited to creating a joyful learning atmosphere for students, but also helps students sharpen their activeness to take part, creativity, and imagination in understanding each word, both when giving clues to friends who guess and vice versa. Through this method, students also have the opportunity to understand the meaning of vocabulary (written or spoken) and can immediately apply it according to its original meaning.

RESULT AND FINDING

In this study, we aim to reveal in depth how the use of songs and games can be an effective instrument in improving the English vocabulary of students of SDN 1 Kutacane. In the context of globalization era that increasingly demands mastery of foreign languages, especially English, students' learning motivation is the key to success in the learning process. The results show that the use of songs and games in English learning has a significant impact on increasing the vocabulary of students of SDN 1 Kutacane. In addition, observations during the learning process also showed an increase in student learning motivation. This is supported by the data we found during observations at SDN 1 Kutacane.

A. SDN 1 Kutacane students' initial mastery of English vocabulary

Mastery of English vocabulary in elementary school is one of the important foundations in learning a foreign language. At this stage, students are introduced to various basic words and phrases that are often used in everyday life. Good vocabulary mastery will help students understand and use English more effectively, both in spoken and written contexts. Early introduction to vocabulary also contributes to better reading, writing, listening and speaking skills at later levels of education. With the right approach and engaging teaching methods, students can develop solid English skills and be ready to move on to higher education.

Based on the results of the research we conducted at SDN 1 Kuta Cane, we assess that students at this school experience difficulties in mastering English vocabulary, this is because the teachers at SDN 1 Kuta Cane still use conventional methods as in general where the teacher only explains and the students only listen. what the teacher said so that students did not understand what the teacher said. This makes students feel that learning English is very boring and very difficult so that students find it difficult to accept the learning conveyed by the teacher. And from the results of our research at SDN1 Kuta Cane, we saw that the students at SDN1 Kuta Cane were less enthusiastic and less enthusiastic about learning English. This causes their initial mastery of English vocabulary to decrease or become less good. If students at SDN 1 Kuta Cane are less enthusiastic about learning English vocabulary, the learning process may become less effective and the results achieved may not be optimal. Low enthusiasm can hinder the development of students' language skills, such as reading, writing, listening and speaking. Therefore, it is important for educators to look for creative and interesting ways to teach English, such as through games, songs and interactive activities, to increase student interest and motivation. Support from a positive learning environment and providing praise and reinforcement can also help increase students' enthusiasm in learning English.

B. The Effectiveness of Songs and Games in English Vocabulary Learning

Vocabulary is very important in English pronunciation, especially in SDN 1 Kutacane school which we have studied directly, because their school does not require English lessons. From the research we conducted with the effectiveness of the songs and vocabulary that we provide in English learning, it is very supportive when learning activities are carried out. Researchers provide material on "Preposition of Place" which we make into a song and practice with them. They are very enthusiastic about the material we provide.

According to Millington (2011) songs have a significant impact on improving students' vocabulary. Students at SDN 1 Kutacane felt happy when researchers provided material with a song, they were enthusiastic by giving happy expressions. Some of them wanted to come forward to practice the song material we provided and they responded very well.

Then, not only that, researchers conducted a test of their abilities as the material we provided with a game. A game is an activity that has rules, goals, and elements of fun, which are divided into two types: competitive games, where players or teams compete to achieve goals, and cooperative games, where players or teams work together to achieve common goals (Hadfield, 1998:4). The techniques used by researchers vary to create a fun atmosphere. Researchers create a group of students with the aim of finding out how strong their memories are. Researchers use guessing pictures, matching according to the instructions given. They are very concentrated and support their group members. The presence of songs and games in learning greatly helps the effectiveness of their English vocabulary learning.

C. The influence of singing method on students' memorization of English vocabulary

The Effect of Singing Methods on Students' English Vocabulary Retention" is the title of research that focuses on how singing methods influence students' ability to memorize English vocabulary. In the context of language education, memorizing vocabulary is an important aspect that students must master in order to understand and use language effectively. However, memorizing words can be difficult for many students due to the large number and complexity of words to remember. The singing method is often used in the teaching and learning process and can be an effective strategy for improving the ability to memorize English vocabulary. Singing allows students to hear words not only verbally but also by sound, making them more interesting and easier to remember. This process increases brain engagement and improves long-term memory. The aim of this research is to find out how singing technique affects the ability of grade 6 students at SDN 1 Kutacane in memorizing English vocabulary. This research began with collecting initial data on students' vocabulary memory abilities before using the singing method, continuing the learning process using the singing method, and finally final data on students' vocabulary memory abilities after using the singing method. This involves several stages: data collection. Please learn how to sing. During the research process, several variables were measured to determine the effectiveness of the singing method.

The independent variable is singing style and the dependent variable is the ability to memorize English vocabulary. Data was collected through vocabulary tests before and after the singing learning process. The test results were then analyzed to determine differences in the ability to memorize vocabulary before and after using the singing method. The results showed that the singing method had a significant influence on students' ability to memorize English vocabulary. It was found that students who used the singing method significantly improved their ability to memorize vocabulary compared to students who did not use this method. This shows that the singing method can be an effective strategy for improving the ability to memorize English vocabulary.

In conclusion, this research shows that the singing method can improve the ability of SDN 1 Kutacane students in memorizing English vocabulary. Teachers and educators can use this strategy to increase the effectiveness of the English language learning process. Furthermore, this research shows that the singing method can be an effective learning method to improve the ability to memorize English vocabulary, and also contributes to language teaching theory and practice.

D. The Influence of English Game on Students' Learning Motivation

Based on the research that we have carried out at SDN 1 Kutacane, shows exciting results on the way students learn, especially in English subjects. By applying the game method in learning English, namely by guessing English words from a picture or playing media that has been prepared, we succeeded in significantly increasing students' motivation to learn English. Students look much more excited and active in participating in English learning compared to the conventional methods they often receive. The learning method while playing greatly affects the learning motivation of students of SDN 1 Kutacane, the games we designed succeeded in turning the learning process into an enjoyable experience, we judged by the way they looked enthusiastic and active in the learning activities while playing that we carried out, which before we started learning while playing we asked them how English lessons were according to students of SDN 1 Kutacane and many of them thought that learning English was very boring

and very difficult, and with the learning methods we implemented the children no longer felt burdened with the subject matter, but they enjoyed the learning process while playing cheerfully. Through the game of guessing words from pictures we are indirectly training their memory of English vocabulary, the association between pictures and words makes the process of remembering easier without them realizing it. This game also encourages students to be actively involved in the learning process, they not only listen to the explanation from the teacher but also participate in solving the puzzle of the game we made and interacting with friends. When playing the game they feel happy and satisfied to be able to successfully guess the word correctly. This triggers the emergence of learning motivation in students of SDN 1 Kutacane so that they are all encouraged to continue learning and developing their English skills.

Our study's findings align with previous research, including a study by Fauziah and Ratnaningsih (2018), which examined the effectiveness of game-based learning in enhancing vocabulary mastery among elementary school students. Employing a quasi-experimental design, the study compared an experimental group that used games like Word Bingo and Vocabulary Race with a control group that followed traditional teaching methods. The results indicated that students in the experimental group showed a marked improvement in vocabulary acquisition compared to those in the control group. This suggests that games not only motivate students and make learning more enjoyable but also alleviate boredom. Additionally, the interaction during the games aids students in better understanding and retaining new vocabulary (Fauziah & Ratnaningsih, 2018).

Hapsari (2020) conducted a study that examined the impact of using role-playing games on students' speaking skills in English classes. The research method was experimental with a pre-test and post-test design. Students were divided into two groups: one group was taught with the role-playing game method, and the other group with the traditional lecture method. The results showed that students who were taught using role-playing showed significant improvement in their speaking ability, including fluency, vocabulary, and confidence in speaking English. Students felt freer and less afraid of making mistakes when they spoke in the context of role-playing (Hapsari, 2020)

CONCLUSION

The implementation of songs and games based learning methods has proven to be effective in enhancing English vocabulary acquisition among students at SDN 1 Kutacane. These methods not only improved the students' vocabulary skills but also increased their motivation to learn. Students who were initially less enthusiastic about learning English showed a significant increase in interest and active engagement after the introduction of these methods. The success of this approach highlights the importance of innovation in teaching methods, particularly in the context of elementary education in areas with limited access to quality educational resources.

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