The Effect of Using Song to Increase Students' Vocabulary Mastery 5th Grade at SDIT Insan Kamil Bukittinggi

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Abstrak

Penelitian ini dilakukan karena beberapa permasalahan yang ditemukan dalam pembelajaran vocabulary. Pertama, banyak dari siswa yang sulit mempertahakan kosakata. Kedua, hanya sedikit siswa yang aktif dalam proses pembelajaran. Ketiga, guru tidak pernah meminta siswa untuk mempraktekan kosakata yang telah mereka pelajari dikarenakan waktu yang terbatas, serta media yang digunakan guru kurang menarik. Desain penelitian ini adalah penelitian quasi experimental. Populasi dalam penelitian ini berjumlah 112 siswa dan 56 siswa sebagai sample. Instrument penelitian ini adalah test vocabulary. Untuk mengolah data, peneliti menggunakan SPSS Versi 2.5 untuk windows. Dalam menganalisis data, peneliti menggunakan Independent Sample T-Test. Hasil dari penelitian ini menunjukkan bahwa terdapat pengaruh penggunaan lagu terhadap peningkatan penguasaan kosakata siswa kelas 5 SD IT Insan Kamil Bukittinggi. Lagu, dapat memotivasi siswa dalam belajar sehingga membuat siswa lebih mudah mengingat, lebih tertarik dan lebih aktif dalam proses pembelajaran. Kesimpulannya, mengajarkan kosakata dengan menggunakan lagu adalah solusi alternative untuk guru dalam mengajarkan kosakata kepada siswa. Lagu dapat membuat siswa lebih santai dalam mempelajari kosakata baru, sehingga mereka dapat mempertahan kannya dengan mudah. Artinya, lagu adalah media pembelajaran yang efektif dalam meningkatkan penguasaan kosakata siswa.

Kata Kunci: *Media, Lagu, Penguasaan Kosakata*

Abstract

This study was carried out because of several problems in learning and teaching Vocabulary. First, many students had difficult to retain their vocabulary. Second, only a few students were active in the learning process. Third, teachers never instructed students to practice the vocabulary they had learned due to limited time, and also the media used by teachers was less interesting. The design of this research was quasi-experimental. Which had a population 112 students and 56 of them became a sample. The instrument of this research was a vocabulary test. To analyze the data, researchers used SPSS Version 2.5 for Windows. The results of this research show, the effect of using songs increased students' vocabulary mastery in the 5th grade at SD IT Insan Kamil Bukittinggi. Through songs, students were motivated and happy, which made them remember easily, be more interested and more active in the learning process. In conclusion, Teaching vocabulary using song is one of the alternative solutions that the teacher can use to teach vocabulary to their students. It makes students more relax in learning new words, thus they can retain them easily. It means, song is an effective teaching media for increasing students' vocabulary mastery.

Keywords: *Media, Song, Vocabulary Mastery*

INTRODUCTION

Songs can be understood easily by children, there are many repetitions of vocabulary in a song. Repetition of vocabulary in a song really helps students to memorize new vocabulary easily. Song can help in improving speech and pronunciation skills (Walker, 2006). The variety of songs available requires attention in selecting songs by taking into account the characteristics of students

and the possibilities that these songs provide to present the language they want**.** Meanwhile, using song in the classroom is a powerful technique in teaching and training vocabulary, grammar, listening and speaking. Songs are an alternative way to improve English and provide opportunities for students, especially in vocabulary. In addition, Griffe states songs are effective for informs vocabulary because songs provide meaningful conditions for that vocabulary (1992). Therefore, the use of songs can be a good substitute for educating the younger generation.

Many studies proved that by including songs in teaching vocabulary,it is very useful . Valentina (2010) concluded that English songs can improve students' memory in memorizing the vocabulary they had learned, by using English songs students can learn English more easily besides that students will also feel happier learning in class. Therefore it was recommended for the English teacher to use English songs as an alternative media in teaching vocabulary to develop the students' vocabulary achievement and the students can use English songs in order to master English vocabulary.

In another study, Shehadeh & Farrah (2016) in their study aimed at investigating the effect of using children's songs in developing the elementary graders' vocabulary and pronunciation. Exam results showed that students have improved their vocabulary and pronunciation due to the use of songs in learning. Questionnaire results showed that teachers have positive attitudes towards the use of songs in their classes as songs have positive effects in increasing students' achievement, interest and motivation. Similarly, using songs confirms the positive impact. The result highlight the importance of integrating innovative and enganging teaching strategies, such as incorpating songs, into language instruction. The use of English songs provides a dynamic and enjoyable learning experience for students, promoting active participation and improving their vocabulary retention (Astuti et al.,2023). Muttaqiin (2020) study results showed that the use of children song related to memorizing vocabulary to young learner as foreign language of kindergarten PKK Pologan Pamekasan. Children song can use as strategy in vocabulary learning, this can make the students interest to study and make the students easy to memorize of vocabulary.

This research will be useful for English teachers to know the students' difficulties in learning English especially in the aspect of vocabulary learning. Furthermore, it gives more information that in teaching English, the songs can be used as interesting learning media. Then, this research will help the students learn vocabulary in a more interesting way so that students feel that learning English is so fun. Also, it helps them to memorize vocabulary and they can practice in daily communication. Moreover, it is willing to fulfill the prerequisite of achieving bachelor degree.

SD IT Insan Kamil Bukittinggi is one of the elementary school in bukittinggi that makes English as cumpolsory subject. In learning English the researcher found several problems in teaching and learning students' vocabulary mastery. First most of the students had difficulty to retain their vocabulary. Second, the teacher never instructed the students to practice vocabulary because their time was limited. Lastly, only a few students were active in the training process because the tools used by teachers was less attractive. The researcher formulates the research question , Is there a significant effect of using songs on increasing students' vocabulary mastery?

METHOD

This research was conducted at SD IT Insan Kamil Bukittinggi. This study used quasi experimental design. This research focused on all 5th Grade at SD IT Insan Kamil Bukittinggi, consisted 112 distributed into 4 classes. The sampling method use in this research is cluster random sampling, it is based on few reasons. First, it is because the population has same syllabus or same material. Second, the population has same teacher. The last, the population was condusted homogeinity test and normality test. This research featured two classes, class 5 Mina as experiment class and 5 Madinah as the control Class. The data were collected by using Vocabulary Test, In this research, administered two type of test, first was used multiple- choice consisting 20 questions. Secondly, an oral test consisting 5 questions. To finding out the effect of using song in increasing students' vocabulary mastery, the T-test was used.

The t-test was a method of analyzing information to identify whether there was an significant effect between the vocabulary mastery of students who use songs in experimental class

and the vocabulary mastery of students without using songs in the control class. Using IBM SPSS Statistic version 2.5. The t-test used in this research is an independent sample t-test with to tailed of significance.

RESULTS AND DISCUSSION

The students' vocabulary mastery scores were collected after a pre-test at the start of the research and a post-test at the end of the research after the treatment. This study's data was drawn from the experimental and control class. The pre-test and post-test were given in the form of multiple choice test which had 20 questions and oral test which consist 5 questions, then the students were asked to answer the last. Before data analysis is carried out, the researcher need to prerequisite analysis test. The prerequisite analysis test that was carried out are normality test and homogeinity test. Normality test was done to know that the data is normal not. Homogeinity test is used to see whether the pre-test that the researcher distributed was homogeny or not. Normality and homegenity measured by SPSS.2.5.

After calculating the data from pre-test and post-test in experimental and control class, the researcher used the hypothesis in this research. It found that the Effect of Using Song Increase Students' Vocabulary Mastery for the 5th Grade at SD IT Insan Kamil Bukittinggi (Ha: t-calculated > t-table). Furthermore, there is a significant difference between students who were taught the song and students who were not (Ho: t-calculated < t-table). Furthermore, the students' vocabulary mastery improved when they were taught by using song rather than the conventional media. It can be seen from the improvement of mean Score Experimental Class is 38.57 (93.14 -54.57) whereas the improvement of control class is 23.85 (77.14> 53.29). it showed that the improvement of the experimental class is better than the improvement of the mean score of control class (38.57 > 23.85). So, it proves that alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. In addition it could be seen from this result independent sample t-test showed below :

Table 1 Independent Sample T-Test

Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
post-test	Equal variances assumed	7.418	.009	7.788	54	.000	16.00000	2.05444	11.88110	20.11890
	Equal variances not assumed			7.788	45.863	.000	16.00000	2.05444	11.86430	20.13570

From the T-test, it shows that value of sig (2 tailed) is smaller than alpha (0.000 < 0.05). It indicates there is significant difference of both classes. It means, the students' vocabulary mastery who were taught by using song is better than the students who were not taught by using the song.

Based on the result of data analysis on students' vocabulary mastery, the average post-test score in the experimental class was 93.14 and the average pot-test score in the control class was 77.14. This shows that the average of the experimental class is higher than the control class. According to the result of this research that there is significant difference between experiment

class and control class. There are some reason that caused song is an effective tool be used in learning English. The researcher found out while during the research, they are :

First, researcher use song media to improve vocabulary mastery. Using songs during the English learning process can make students relax and enjoy learning. Through songs, students are motivated and happy to learn English. Songs are a very good medium for improving students' vocabulary mastery. More specifically, songs are believed to be able to help and motivate students' English learning. Besides, songs can also improve children's memory, so by using songs it is hoped that students will make it easier to remember learning.

Second, songs are useful for teaching vocabulary because they give the word context, improve speaking skills, can practice grammar and listening. By getting students used to listening to songs, it has a tremendous impact on children's speaking skills or channeling pent-up feelings and emotions because the songs they have heard contain many words and can later increase the child's vocabulary and memory.

Third, the songs played are songs that are able to strengthen students' speaking skills, because when songs are played students are active in singing, singing can give students satisfaction, joy and happiness. Singing is a fast step for students to master, learn something. Students are very enthusiastic about learning during the English learning process, all students sing along when the song is played. Then, the songs used are songs that have simple lyrics and have meaning related to students' daily lives.   After the research was carried out, the researcher knew that, in the process of learning English, students needed different media than usual. Based on the result of the research, the researcher found the use of the songs on students' vocabulary mastery shows that, the students more easily to remember vocabulary, more interest, and them look be happier in learning English.

CONCLUSION

Based on the research, one of the other strategies a teacher may employ to teach vocabulary to their students is teaching them through song. Students learning new words more quickly since it helps them relax while doing so. It suggests that using song as a teaching tool can help pupils learn more vocabulary. Based on the findings, it is recommended that teachers consider incorporating English songs into their vocabulary teaching practices. By utilizing songs teachers can create a lively and interactive classroom environment that motivates students and facilities their vocabulary development. This conclusion was drawn from empirical evidence that use researcher had discovered as well as thoughts from experts and earlier researchers.

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