

THE USE OF ENGLISH SONGS TO IMPROVE YOUNG LEARNERS' VOCABULARY MASTERY

Frida Nabella Aprilia

Advisor 1: Henri Fatkurrochman, M.Hum

Advisor 2: Nurkamilah, M.Pd

English Language Education Program
Faculty of Teacher Training and Education
University of Muhammadiyah Jember

Jl. Karimata No.49

nfryda22@gmail.com

ABSTRACT

The objective of this research referring to the research problem is to find out how an English song can improve vocabulary mastery. Based on the supporting theory and research framework, the action hypothesis set for this study is the use of English songs can improve the vocabulary mastery of young learners at MI Ar-Rahim. The design of this research was classroom action research. The research subject was fourth-grade students of MI Ar-Rahim, it consisting of 24 students. The data was collected by using test items and observation sheets and was analyzed by using a percentage formula. The implementation of English songs used in two cycles. Students are given treatment for 2 weeks. Starting from giving 2 different songs with verb and adjective themes in cycle 1. Then continued with cycle 2, the researcher gave 1 song that was different from the song in cycle 1, however, this song had 2 themes at once (verb and adjective). All students who were present actively followed the directions and the learning process well. The results of the implementation of English songs can be seen from the scores and observation sheets in the second cycle, which shows that 72% of students succeeded in improving vocabulary mastery and their behavior by using songs. Based on the results of this study, it can be concluded that the use of English songs can improve the vocabulary mastery of young learners at MI Ar-Rahim.

Keywords: Vocabulary mastery, English songs

English as a foreign language has been taught in Indonesia in primary school since curriculum 1994, 2004, 2006, and 2013. Although the 2013 curriculum puts aside English lessons, it does not mean that learning English is prohibited, it is just

that learning English is not an obligation to be implemented. Learning English for young learners in primary school is student habituation by covering four English language skills (reading, writing, listening, and speaking) in one integrated theme. However, students have to recognize, remember, and master English vocabulary

because it is a foundation for anyone who wants to learn and improve their English. Sukmadinata (2011, p.31) states that learners are individual who behave or do activities that has essential characteristics and each of learners has a different skill and characteristics. Therefore, from the media and methods used by the classroom teacher that is less than optimal in learning English, the researcher uses English songs as a medium of learning to improve vocabulary mastery. The song entitled "Opposites – Word Power" focuses on Adjectives. The second song entitled "Walking-Walking – Dance Along" focuses on Verbs. The songs used are activity songs while the vocabulary theme chosen is verb and adjective. The focus of the research is to increase English vocabulary mastery especially verbs and adjectives of young learners by using an English song. The result of this research could help English teachers to modify the process of learning to make it more effective and fun.

Method

The method used in this research is Classroom Action Research. the design of this study includes 4 stages, namely planning, acting, observing, and reflecting. This research consisted of 2 cycles with the same stages. The instrument needed in this research was a class readiness checklist, 2 kinds of observation sheets, and tests. The data needed are descriptions for the two observation sheets and scores for the questions tests.

Result and Discussion

In this study, there were two different research findings, that is in the first cycle and the second cycle. All these results are collected based on real events in the field during the Classroom Action Research. In each cycle, there were instruments used including two kinds of observation sheets and test questions. The observation sheet is used during the process of learning and the test questions

are used after giving the treatment to the students. The learning observation sheet is to observe the teaching conduct and has 7 aspects or stages. First, the teacher conveys an apperception about the importance of learning English, then students respond with curiosity and high enthusiasm. Second, The teacher gives a general explanation so that later students will easily understand what forms of verbs or adjectives are. Third, the stage management of learning resources or media, the teacher combines learning media and learning materials creatively. Fourth, the learning strategies, the teacher gives a cheerful song that can attract students' enthusiasm and interest to carry out learning activities. Students also respond actively in participating both physically and mentally. 14 students or 63% seemed to be actively participating, while the others or 36% just sing along. Fifth, the closing activities of the teacher provide conclusions on student learning outcomes at each meeting and the teacher only provides direction to students to reread the material that has been studied as a form of reinforcement. Sixth, the teacher evaluates the test results through a test consisting of 30 questions, and the percentage of students who can complete the learning process is 22.5% or 5 students. Seventh, the observer comments, the teacher has researched according to the scenarios that have been prepared and the learning process using the CAR method can be used in the next lesson by the class teacher.

The second instrument has 7 rated aspects which include an assessment of discipline, student enthusiasm, learning activities, responsibility, courage, interaction, and response. As for the value range from 1-5, which means very low – very good. In the first cycle, nearly 50% of students got a 4 (good) score in all aspects, and another 50% got a 3 (medium) score.

The tests that are tested are based on material that students have studied in

even semester or using content validity. There were 30 questions on the test, divided by 15 questions for verbs and 15 questions for adjectives. In each theme, there were 3 aspects of Lower Order Thinking Skills (LOTS), including remembering, understanding, and applying.

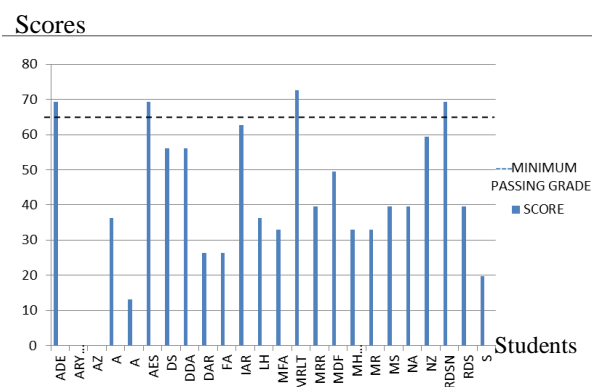


Figure 1 Student score results in cycle 2

The minimum score specified is 65 and the percentage of student success is 68-100%. Meanwhile, the test results in the first cycle only reached 22,5% or as many as 4 students. Therefore, the first cycle has not been said to be successful because the percentage obtained is only 22.5%, thus the test in the second cycle must be implemented.

In the second cycle, observers implement activities to fill in the observation sheet equally well implemented as in cycle 1. The difference is in the third aspect, the management of learning resources or media that students follow song lyrics and movements very happily, and almost all students are involved in these activities. The most obvious difference is that in 6 stages, the evaluation aspect, students can complete the learning process around 85%. Thus, it can be seen that students' vocabulary skills increase with evidence from the observation obtained that there is an increase of 15%, that is from 70% to 85%. It can also be seen that students who are

active in the learning process have increased by 18 students or 81%.

In addition, in the second cycle, the observation sheet which was used to observe student behavior was carried out the same as in the first cycle. If in the first cycle the student's rated aspect averaged 3-4 points, however in the second cycle the average student's rated aspect was 4-5 which means good – very good. Students are assessed at each meeting and their scores are accumulated at the end of the cycle, therefore student behavior changes in each aspect can be seen clearly.

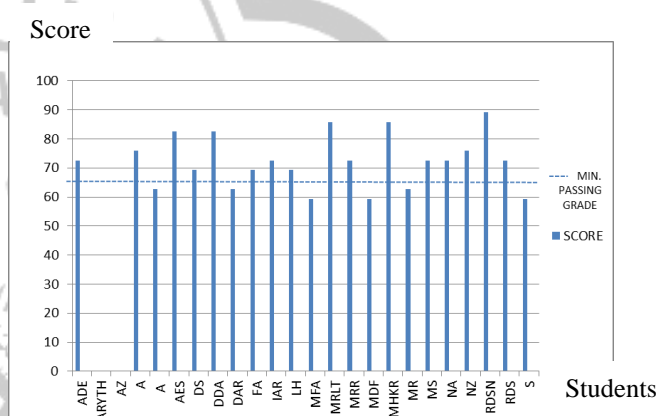


Figure 2 Student score results in cycle 2

The increase occurred in 11 students, therefore the total number of students whose grades increased was 16 students with the total percentage reaching 72%. While 27% or 6 students have not experienced an increase in learning English. Therefore, in the second cycle, this research can be said to be successful because it has reached the success criteria.

According to Forster (2006, p.63) said that music can make the classroom atmosphere fun, therefore more lively, and provide opportunities for young learners to practice their language skills. Therefore, the use of English songs can enrich students' vocabulary. However, the researcher must adjust to the characteristics of the songs to be used, such as Nurhayati (2009, p.6) stated that

the songs used must be in accordance with the needs in the classroom and can be categorized into activity songs, animal songs, counting songs, lullaby songs, sports songs, and parody songs.

Conclusion

English learning activities at MI Ar-Rahim only use one worksheet from the government then students only learn English vocabulary through the vocabulary list in it. Thus, the problem found is "How to improve young learners' vocabulary mastery by using an English song?" Based on research findings and discussion, it can be concluded that young learners' vocabulary mastery skills have increased in the second cycle. The giving of songs in the second cycle must be in accordance with the learning theme and adjustments to the duration of the lesson. In the second cycle, presenting songs played 5 times and using different songs from the first cycle. This different song contains 2 vocabulary themes, namely verbs and adjectives so that researchers can maximize her efforts to provide the third song in the second cycle with very limited time. Changes in the increase are marked by the behavior of students at the time of learning English and test scores. Thus, it can be said that the use of songs in learning English at MI Ar-Rahim grade 4 can improve their vocabulary mastery skills.

References

- Abdulrahman, T. R. & Jullian, M. H. (2020). Engaging Young Learners in Learning Vocabulary : A Study on Learner's Perception. *AKADEMIKA: Jurnal Teknologi Pendidikan*, 9(1), 140-145.
- Brewster, J., Ellis, G., Girard, D. (2002). *The Primary English Teacher's Guide*. England: Penguin English.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Education.
- Forster, E. (2006). The Value of Songs and Chants for Young Learners. *Encuentro: Journal of Research and Innovation in the Language Classroom*, 16, 63-68.
- Nurhayati, L. (2009). *Penggunaan Lagu dalam Pembelajaran Bahasa Inggris Untuk Siswa SD; Mengapa dan Bagaimana*. Majalah Ilmiah Pembelajaran 5 Universitas Negeri Yogyakarta, 1-13.
- Scott, C. (2009). *Teaching Children English as an Additional Language: a programme for 7-11 years old*. New York: Routledge.
- Scott, W. A. & Ytreberg, L. H. (1995). *Teaching English to Children*. London: Longman.