

IMPROVING STUDENT'S VOCABULARY MASTERY THROUGH ENGLISH SONG IN SEVENTH GRADE JUNIOR HIGH SCHOOL

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ABSTRACT

The purpose of this research is to improve students' vocabulary mastery through English songs. This research was *Classroom Action Research* with conducted in two cycles, each consisting of planning, action, observation, and reflection. Data is collected through qualitative and quantitative data. Qualitative data obtained by interviews and observation results. Then, quantitative data were obtained from the students' vocabulary scores from the pre-test, post-test. Based on the results of this study, it showed that there was progress in students' vocabulary mastery, as seen from the average pretest score of 66.07, the average posttest 1 score was 72.14, and the average posttest score in cycle 2 is 78.93. In addition, there were 5 students (18%) who passed the Standard of minimum completeness of mastery learning on the pretest. Whereas in cycle 1 there were 15 students (54%) who passed Standard of minimum completeness, and it was obtained in the post test cycle 2 that there were 24 students (86%) who passed. It means that, the Standard of minimum completeness of mastery learning was achieved. Then, the results show an increase and a positive response in the learning process of teaching vocabulary through English songs. Furthermore, the results of observations and interviews show that students are motivated in the teaching and learning process when using this English song.



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INTRODUCTION

Language as the tool of communication has an important role in life to communicate with each other (Paranduk et al, 2021). Language, communication and life cannot be separated because the people will able to express their ideas and feeling by using language (Colombetti, 2009). Language can be applied in many aspects, such as education, society, politics, economics and culture. In this era of globalization, English language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak and to write English property has been one essential benchmark skills in the professional world.

Vocabulary is one of the essential language components in studying English (Umaralieva & Yakhyoyeva 2023). Without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing (Heidari, 2015). In other words, the first object that should be master for language learner in learning language especially English is vocabulary (Paris, 2022). It means that learning vocabulary is very important, especially for students in junior high school. They must master English vocabulary and its grammatical rules to make communicate to another people.

Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary *nothing* can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school.

In order the students can produce many sentences in writing or speaking form. The students also could be able to pronounce the vocabulary correctly. So, the teacher must anticipate how much vocabulary can be taught. In teaching vocabulary, the teacher can use this activity to make the students understand the meaning of words that students taught by the teachers. So that they can use vocabulary in their daily lives and they can communicate with immediate environment.

Problem in learning and teaching English in Indonesia is very complex, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary it was found also in SMP Islam Abul Barokat. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons.

Based on the characteristic of the problem, they can be solved by giving appropriate method. Then research tries to use this media because almost everyone loves songs. It is a part of our language and life from before birth onwards. As a baby, we often hear our mother and father sing a song to deliver us sleep in the bedroom. When young children, we play, sing, and dance to a rhyme. As adolescents, we consume the beat of popular songs artist in the world. As adults, we often hear song on television, movies, theater, and even nightly news. When we work, when we play, song is there to reinforce or every mood and emotion.

Started from the problem above, students need a good strategy to teach them how to improve their vocabulary mastery. One of the strategies that can be used to improve students' vocabulary mastery is using a song (Gasma, Yufriзал, & Sukirlan, 2017), (Purnamasari, 2020), (Samosir, Napitupulu, & Siahaan, 2023). The researcher hopes with using this strategy, the skill of students' vocabulary mastery will be more improving than before.

The use of song not only will change the dynamic of class but also, we help student study easily and help the brain to learn more effectively. The brain is muscle just like any other. It needs to be work out, tested and put into competitive situations. Study about using song in teaching vocabulary has been conducted by (Faliyanti, 2017) she found, English songs had a substantial impact on students' motivation and vocabulary acquisition during the second semester of the English education Study Program at Muhammadiyah University of Metro in the academic year 2015 – 2016. Permana (2020) also claim that songs may help students improve their vocabulary knowledge, copy word pronunciation, understand

meaning, and get more exposed to the target language. From the theory above this research was interested to apply song to improve vocabulary mastery of Abul Barokat at junior high school level.

METHOD

This study was (CAR) Classroom Action Research with qualitative and quantitative approach. Classroom Action Research process according to Kemmis and Mc Taggart (1988) consists of four major stages, namely: planning, implementing, observing and reflecting. This means that classroom action research is not carried out in one go, but needs to be repeated so that behavioral stability is produced. The improvement the problem in this research is brought about by the series of cycle. The figure is below:

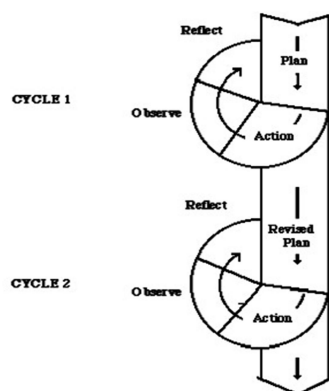


Figure 1 : Action Research Spiral, Model from Kemmis and Mc Taggart

In this study the research uses a combination of qualitative and quantitative, in collecting the data quantitative from observation and interview, then qualitative from Pre-Test and Post-Test. The analysis qualitative data used in this research is the observation of students' activities during teaching learning process, and the interview before and after Classroom Action Research (CAR). In this case, the researcher collected the entire data which have gained. In analyzing the numerical data, first the research entries to get the average of students' vocabulary score per action within one cycle. It is used to know how well students' score as a whole on vocabulary skill.

Second, the researcher tries to get the class percentage which pass the minimal mastery level criterion considering English subject gains score 75 (seventy-five) which is adapted from the school agreement at SMP Islam Abul Barokat.

Third, after getting mean of students' score per actions, the researcher identifies whether or not there might have students' improvement score on Vocabulary comprehension from pre-test up to posttest score in cycle 1 and cycle 2. The standards of minimum completeness of learning in this study were:

1. Student's language comprehension based on the final cycle test is said to have increased if in the learning process there is an increase in the number of students who have completed understanding from cycle 1 to the next cycle with the criterion of 75 % of the total students in the class, at least there is an increase in students from before.
2. Student's learning activity is said to increase if in the learning process there is an increase in learning activity is more active than before this method was used.

3. The percentage of student learning outcomes has increased with the standard of minimum completeness was 75.

FINDING AND DISCUSSION

A. Research Findings

The findings of this research exist in the preliminary study, the first cycle and the second cycle.

1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' improvement in vocabulary mastery by using English song. In this preliminary study, the researcher gave vocabulary test, interview, and observation. Vocabulary test is used to evaluate students' improvement and how the result of the scores that they improved. The English teacher made 75 as Minimum Passing Grade in English lesson especially in vocabulary. The number of the students who took the test was 28 from the result of vocabulary test. The pretest was conducted as the preliminary study or done before Classroom Action Research (CAR) to identify the students' real competence and problems in vocabulary. In pretest, there were 20 questions of multiple choices.

The result of the pretest, the data showed that the mean score of pretests is 66.07. There were only five students or 18% of the students who got the score above the Minimum Mastery Criterion meanwhile the other 23 students were below that criterion. From the analyzing, it could be seen that almost of VII grade of SMP Islam Abul Barokat NWDI students' vocabulary was still very low, in this test the researcher didn't implements the English song. Therefore, to know the improvement of students' vocabulary mastery the researcher conducted the first cycle

1. Cycle 1

In this cycle, the researcher conducted four steps: planning, action and observation. In this cycle, there were two meetings which reconducted to the students. A test was given in the end of learning process. The steps of this cycle were:

a. Planning

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for two meetings. The topic which discussed was about content word; nouns and verbs. In planning of action research, research had been prepared: (1) Prepare Lesson Planning to use the English song in scenario, (2) Prepare material which was suitable with topic discussion about (vocabulary in content words category; nouns and verbs), (3) Prepare the task for students, (4) Prepare the observation sheet to see the condition of students' activity during learning in the classroom. The researcher as the teacher and the teacher as a collaborator would be observed the teaching learning process in which English song was implemented.

b. Action

All plan that had arranged were conducted in teaching learning process were taught the way of teaching vocabulary well by using English song. (1) Explained the procedure of English song. Before began teaching learning process the researcher had been doing the explanation about the implementation of English song to students, in order they would understand about strategy. (2) Gave the topic about vocabulary content word; nouns and verbs. (3) Teacher gave the students some letters on the piece of paper. (4) Teacher asked the students to find new word, and then the students fill the word into the blank boxes and wrote new word on the board. (5) The teacher gave the test to the students. Action was planned with the involvement of one teacher who would be partner as collaborator that together with the researcher acting as an observer in the classroom. The collaborator helped the researcher when there were problems in teaching activities and recorded all the activities that happened in the classroom.

c. Observation

The observation was done to observe how the students' behavior and what the students' problems during the teaching and learning process. Most of the students had participated effectively during teaching and learning process and also when they did the English song, they were enthusiastic and enjoyable about the topic which discussed by the teacher in classroom. They also seriously to answered the clues of English song.

In this phase, there were two kinds of the observation result, they were collected by quantitative and qualitative, and the writer gave the post-test in this first cycle. The result of the post-test in the first cycle show that the improvement of students increased when used the text twist game in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' improvement in vocabulary.

Quantitatively, the result of the post-test of the first cycle, it showed that the total score of the students was 2020 and the number of the students who took the test was 28. So, the mean of the students' score of the test was 72.14. It can be seen that the students' score in vocabulary was increased. The percentage of the students' score of the post- test was 15 students who passed or got score up to 75, it was only 54 %. On the other hand, 13 students failed or didn't get score up to 75 and it was 46 %. So, post-test of the first cycle was categorized improved.

d. Reflection

The result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students' score in test of cycle I was improved than the score of pre-tests. But it needed more improvement in their vocabulary because some of them still confused to understand some English vocabulary. It could be concluded that the students' vocabulary mastery improved but not successfully. So, the researcher was conducted cycle II. In the second cycle, researcher as teacher

improved their vocabulary which was given to them related with the topic discussion.

2. Cycle 2

After doing the first cycle, the students' problems were found and it given information about students' vocabulary. Therefore, researcher had a good to conduct the second cycle of action research which was carried out in two meetings. It was expected that the second cycle of action research would get better than first cycle. In this cycle, researcher gave them more motivation and also more explanation about vocabulary which suitable with topic discussion. The second cycle of action research as follows:

a. Planning

In this phase, researcher prepared lesson plan and emphasized the teaching and learning process in teaching students' vocabulary. The topic of study which discussed in cycle II was about content word; nouns and verb. Here, researcher made more English vocabulary about content word; nouns and verb to the students in order to improve their English vocabulary. The teaching and learning process is almost the same as the process in cycle I. In this cycle the teacher would be active in monitoring all students and for this cycle the teacher made the game in order to improve their interaction between the teacher and the students. The teacher would be more active in giving explanation to the students and more made the students enjoyable.

b. Action

In the cycle II, the researcher explained again the procedure of English song. Before teaching learning process, the researcher had been doing the explanation about the implementation of English song. After explained the procedure of text twist game, the teacher giving a topic vocabulary content word; nouns and verbs. The teacher gave the game to the students in order the class would be more active than they must memorize the new words about nouns and verbs that connected to the topics. In this cycle, most of students were enthusiastic and serious when they were in game, because in this game who can found a new word and who firstly wrote a new word on the board, they would be got high score and they as the winner. They could be enjoyable done this game. The actions planned for the second cycle was given the post-test II for the students in order to get better results, and the researcher emphasized the students to be more interested in learning English, especially in mastering vocabulary.

c. Observation

In this phase, the students' ability at vocabulary mastering improved continuously. They were more enthusiastic and serious when they had understood. The students more seriously when did the test. The condition of the class was also quite and students had good response to the researcher's explanations. The researcher was very happy with the students

result. From the last result it indicated that the students had able to answer the test. Most of students got score up 75.

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' vocabulary mastery. The result of the post-test II of the second cycle, it showed that the total score of the students was 2210 and the number of the students who took the test was 28. The mean score of the students' test was 78.93. It can be seen that the students' score in vocabulary was increased. The percentage of the students' score of the post- test II was 24 students who passed or got score up to 75, it was 86 %. On the other hand, 4 students failed or didn't get score up to 75 and it was 14 %. So, post-test II of the second cycle was categorized successfully.

d. Reflection

Based on data above, the result showed the improvement of the students' score from the post-test I to the post-test II of cycle II. In the post-test I, the students who got the score 75 or more were 15 of 28 students (54 %). In the post- test II of cycle II, the students who got the score 75 or more were 24 of 28 students (86 %). The improvement of the post-test I to the post-test II of cycle II was about 32 %.

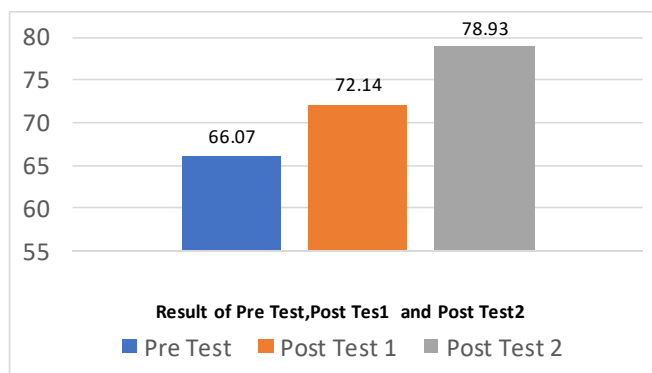
B. Discussion

This research was conducted to find out the implementation of English song in improving the students' vocabulary mastery. The result indicated that there was an improvement in the students' vocabulary mastery by using English song. The mean of the students' score in the pre-test was 66.07. It was low because only 5 students who got the score 75 and more. The mean of the students' score in the post-test of cycle I was 72.14 It was higher than the pre-test of cycle. The mean of the students' score in the post-test II of cycle II was 78.93. It was higher than the post-test I of cycle I. The percentage of students who got point ≥ 75 also grew up. In the pre- test, the students who got point ≥ 75 were only 5 students (18%). In the post-test cycle I students who got point ≥ 75 there were 15 students (54%). It means that there was improved about 36 %. The posttest II of cycle II, students who got point >75 there were 24 students (86 %) and the improvement was about 32%. For the total improvement of the students' scores from pre-test to post-test of cycle II was 68%. In other words, the students' vocabulary mastery was better from the first meeting to the next meeting.

Based on the result of the qualitative data which was taken from the observation sheet, interview and photographs, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the implementation of text twist game could be motivate the students became more enthusiastic in learning English especially in English vocabulary.

From the explanation above, it could be concluded that the result of the research showed that the implementation of the English song could improve the students' vocabulary mastery. It made the students enjoyable and their mastery was higher in

learning English vocabulary. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. This finding is in line with research conducted by Made (2018). It also could be proven by the qualitative data.



CONCLUSIONS

Based on the result of the research, it could be concluded that teaching vocabulary by using English song could improve the students' vocabulary mastery. In the preliminary study, quantitatively showed that score of the students was 1850 and the mean of the students' score 66.07. The percentage of the students' score of the test was 5 students who passed or got score up to 75, it was only 18%. There were 23 students who got failed or didn't get score up to 75 and it was 82%. Qualitatively showed from the result of observation and the interview, it can be proven that the students' improvement in vocabulary was not good yet and low in vocabulary test of the pre-test.

In the cycle I, quantitatively showed that the total score of the students was 2020 and the mean of the students' score of the test was 72,14. The percentage of the students' score of the post-test I was 15 students who passed and got score 75 or up to 75 it was only 54%. On the other hand, 13 students failed or didn't get score up to 75 and it was 46%. So, post-test of the first cycle was categorized improved. Qualitatively, showed from the result of observation and interview, it can be concluded that the students felt enjoyable, easier, and interesting to learn vocabulary by using English song.

In the cycle II, quantitatively showed that the total score of the students was 2210 and the mean of the students' score of the test was. 78.93. The percentage of the students' score of the post-test II was 24 students who passed and got score 75 or up to 75 it was only 86 %. On the other hand, 4 students failed or didn't get score up to 75 and it was 14%. So, post-test II of the second cycle was categorized successfully. Qualitatively, showed from the result of observation, it can be concluded that English song could be improved the students' vocabulary mastery.

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