



TEACHING VOCABULARY USING SONG IN THE SECOND GRADE STUDENTS OF MIFTAHUL HUDA ISLAMIC ELEMENTARY SCHOOL

Dhayan Andreas Wisnu Putra¹, Drs. Agung Wicaksono, M.Pd² and Dr. Suhartono. M.Pd³

¹ Universitas Nusantara PGRI Kediri, Indonesia
andrea.maniac19@gmail.com

² Universitas Nusantara PGRI Kediri, Indonesia
agungwicaksono@unp.ac.id

³ Universitas Nusantara PGRI Kediri, Indonesia
Suhartono.unp@gmail.com

ABSTRACT

The background of this research is based on the researcher's observations and experiences. This study is about to improve students vocabularies. Vocabularies is a fundamental aspect of language learning, yet many students have difficulties in this thing. This literature review explores the effectiveness of utilizing songs as a tool to enhance vocabulary skills among second-grade students. With the aim of improving language development and literacy outcomes, researchers and educators have sought innovative approaches that engage young learners in enjoyable and meaningful ways. Songs offer a dynamic and multisensory medium, integrating music, rhythm, and lyrics to captivate students' attention and facilitate language acquisition. This review analyzes relevant studies, summarizing their findings on the benefits of incorporating songs into vocabulary instruction for second graders., the review identifies potential challenges, such as the need for teacher training, appropriate song selection, and the need for careful alignment with curriculum goals and standards. The results indicated that song-based instruction significantly improved the students' vocabulary acquisition compared to conventional methods. The experimental group exhibited a notably higher increase in vocabulary knowledge compared to the control group. Moreover, qualitative data revealed that students enjoyed the learning process through songs, expressing enthusiasm and engagement during lessons.

KEYWORDS Vocabulary, Song, Songs Vocabularies.

INTRODUCTION

English holds crucial importance in education, serving as a key language in various lessons. Proficiency in English is pivotal for international communication and linguistic studies. Employing songs as a learning tool enhances student concentration, offering exposure to diverse vocabulary, language rhyme, and grammatical structures across different themes. English songs present accessible subjects, making them engaging for learners, who can absorb content through repetition and potentially memorize it.

Research underscores the appeal of "singing English songs" as an enjoyable and motivating classroom activity for language learners. Songs, with their conversational language and repetition, aid in recognizing and pronouncing new vocabulary and grammatical forms. The rhythmic alignment of songs with spoken English stress patterns facilitates oral expression skill development. However, it's essential for educators to view songs as a tool for student engagement in the English class.

Moreover, songs prove flexible in addressing various learning objectives, enhancing listening, pronunciation, vocabulary, and cultural understanding. Scrivener's distinction between vocabulary and lexis underscores the importance of ready-made word combinations in language acquisition. In essence, employing songs in English classes is a valuable strategy, provided teachers carefully choose suitable songs and design activities to foster active learning.

One of the advantages of using songs in the classroom for basic learners is their flexibility. Songs can be used for many purposes and there are many reasons why songs are considered valuable educational tools. Singing can help basic learners with many skills such as listening and pronunciation, and thus may help improve speaking skills (Murphey, 1992). Songs are also useful tools for learning vocabulary, sentence structures, and sentence patterns, not to mention their ability to reflect the culture of their native language (Murphey, 1992). Perhaps the greatest benefit of using songs in the classroom is that they make singing fun.

Tests must accurately reflect a student's learning trajectory, accomplishments, motivation, and attitudes toward pertinent classroom activities in order for assessments to be effective. Real-world situations are carefully modeled in authentic assessment activities to provide pupils the chance to show off their literacy abilities in situations they could come across outside of the classroom. This page offers thorough advice on creating tasks and examples of various scoring criteria. Authentic writing evaluation takes into account both the type of assignments and the criteria used for scoring. Beyond conventional test forms, authentic assessment includes non-test techniques like portfolios that provide qualitative assessments of students' knowledge, attitudes, and skills.

According to Scrivener (2005: 227), "vocabulary typically refers mainly to single words (e.g. dog, green, wash) and sometimes to very tightly linked two-or three-word combinations (e.g. stock market, compact disc, sky blue, go off)." Interestingly, the author also uses the term lexis, which "(...) refers to our 'internal database' of words and complete 'ready-made' fixed /semi-fixed/ typical combinations of words that we can recall and use quite quickly without having to construct new phrases and sentences word by word from scratch using our knowledge of grammar" (Scrivener 2005: 227).

LITERATURE REVIEW

2.1 Characteristics of young learners

According to Scrivener (2005: 227), "vocabulary typically refers mainly to single words (e.g. dog, green, wash) and sometimes to very tightly linked two-or three-word

combinations (e.g. stock market, compact disc, sky blue, go off).” Interestingly, the author also uses the term *lexis*, which refers to our ‘internal database’ of words and complete ‘ready-made’ fixed /semi-fixed/ typical combinations of words that we can recall and use quite quickly without having to construct new phrases and sentences word by word from scratch using our knowledge of grammar” (Scrivener 2005: 227)

2.2 Vocabulary Definition

Vocabulary is an important aspect in a language. To master a language, a learner should master the vocabulary of the language. In other words, the learner cannot use a language without having knowledge about vocabulary of that language. According to Lehr (2004: 1) vocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms which is used in listening, speaking, reading and writing.

2.3 Teaching Vocabulary

Vocabulary is very important for second language learners. Without proper vocabulary, learners can effectively express their thoughts both verbally and in writing. Therefore, you should have a good idea of how to increase your vocabulary to increase your interest in language learning. Language teachers must therefore have sufficient knowledge to run an interesting classroom so that learners can achieve great success in vocabulary learning.

METHODOLOGY

This chapter presents the research method, Place and time of the study, the population and sample, the research Instrument, the technique of data collecting, technique of data analysis, and statistic hypothesis. The research design is Classroom Action Research (CAR). It meant that action research was conducted in a classroom to increase the quality of learning teaching practices. On the other hand, it could be defined that it is an action that is done to solve a problem in the classroom. Therefore, this research purposed to solve the problem of improving vocabularies. The subjects in this study were students of class II at MI Miftahul Huda Kandat, totaling 10 students. The reason the researcher chose this class was because it was place that the researcher working at. This Research was done. Observation is used to collect data by observing events that occur in the research process.

In carrying out observations, researchers will follow the learning process and determine that the learning process uses English songs. Test is the instrument to measure the students’ progress in every step during the research. As stated by Brown, a test is a method of measuring a person ability, knowledge, or performance in a given domain. The test instruments used in this study were pre-test and post-test.

Pre-tests will be given at the beginning of the study to determine student responses about the learning process before getting treatment. The purpose of this test is to measure students’ listening skill about the use of English songs in class. While the post test will be given at the end of the study to see whether students’ listening ability have improved significantly or need treatment. This test will assist researchers in measuring student improvement.

RESULTS AND DISCUSSION

In doing the action research, the writer used several appropriate techniques and methods. To carry out the study, the writer had to collect data containing some information needed for her research. In this research, the writer used the pre and post test, field notes, and questionnaire. The aims of using pre and post test were to know the students' responses during the activities and to see their abilities in mastering the vocabulary and their progress. Moreover, test can be used to test one's proficiency. Data is very important in this research, for the research finding comes from the interpretation of the data collected. In collecting data, I got the data from observing the teaching and learning process and the result of the students' test. The process of collecting the data was though two cycles in six meetings. First meeting was the pre test. In the second until fifth meeting, I conducted the teaching learning process and the sixth meeting the students did a post test.

At the first meeting I conducted pre test. At the second meeting, I taught the students ten words about fruits and animals. At the third meeting I taught the students ten words about road sign. At the fourth meeting, I taught the students ten words about parts of body. At the fifth meeting, I taught the students ten words about things in the classroom. At the last meeting I conducted post test. To analyze the data, I assessed the students' mastery of the materials given, that is how well an individual student masters the materials.

CONCLUSION

The students understood that kind of activity was necessary for them and they expected that teaching by using a song would be given regularly and continuously , and also this method is flexible all students can be taught with this method. Based on the conclusions above, the following suggestions are offered. First, using song should be maintained frequently and recommended to the English teacher . Second, a teacher should be clever in creating a condusive situation; try to apply other teaching strategies so that the class becomes alive.

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