

The Effectiveness of Songs for Teaching Vocabulary to 5th Students of SDI Bandar Kidiri

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ABSTRACT

This research is a descriptive qualitative to investigate the effectiveness of using songs in teaching English vocabulary. The study focuses on the using songs to help the 5th students vocabulary learning especially meaning and pronunciation. All the data taken from observation and questionnaire. The observation taken when the teacher implement song as the media of vocabulary learning and the questionnaire is about how the songs facilitate the student in learning vocabulary. The writer use observation checklist, interview and documentation. And all the data analyze using qualitative research which are data reduction, data display, and drawing conclusion. This research shows the steps of implementation teaching vocabulary using song focusing on meaning and pronunciation. The songs facilitate the students in learning vocabulary. The students are very enthusiast during the class when they are got new vocabulary from the song, found the meaning of the song, and how to pronounce correctly the new vocabulary that they have learn. In the conclusion we can say that song is one of the most interesting media for teaching vocabulary. The students have more motivation in learning vocabulary specially in meaning and pronunciation.

KEYWORDS: Vocabulary, Movie, Teaching

1.0 INTRODUCTION

Vocabulary is one of the elements of English besides grammar, spelling, and pronunciation that supports English language skills such as listening, speaking, reading, and writing. Vocabulary is the first element that must be mastered before students move on to other elements. When students have mastered vocabulary, they will be able to produce many sentences in oral and written form with easily. Conversely, when they lack vocabulary, they will find difficult to convey their thoughts, even their opinions to others. Vocabulary is important in English teaching because without sufficient vocabulary, students cannot understand others or express their own ideas. According to Wilkins (1972), without grammar little can be conveyed, without vocabulary nothing can be conveyed. It means vocabulary is the basic element of language that will make language meaningful. Learning a language cannot be separated from learning vocabulary, because vocabulary consists of many words that make up the language, vocabulary is one of the important things that must be mastered by students. By mastering vocabulary students can communicate in a particular language, including English, both orally and in writing, students can still communicate even though other components are still needed.

Vocabulary is one of the most important components that has to be mastered by students in

learning new language. Teaching English, especially English vocabulary to children at elementary school is not easy for teachers, because they have different character and motivation and teaching English at elementary level must be taken patiently. In teaching young learners, teacher has got challenging task to motivate them and teacher should be selective in choosing technique and media to get more effective vocabulary teaching. In order to students are going to expected to be able to make the students motivated and learn English happily. Teaching English, especially in vocabulary learning needs various methods and media to make learning easy and enjoyable. The teachers should have a suitable technique in teaching students of vocabulary in elementary school. The teacher has to make the students understand the vocabulary taught. It can be done by making students interest in learning the vocabulary so they will find it easy to understand. Teachers should avoid them from being bored in learning, because of new words they met. Students should learn English vocabulary in an active and memorable way. They should understand the relationships between words and how to use words in different contexts. Vocabulary teaching should be done systematically and repeatedly, using a variety of interesting and effective teaching strategies.

Based on the observations that researcher made at the school when in internship "kampus mengajar" program, namely SDI Bandar kidul, and here the researcher found that there are several things that become obstacles during the vocabulary mastery process in students so that students' mastery of vocabulary becomes low, among others:

1. Lack of student interest in learning: Students often do not have enough interest in learning English, especially new vocabulary.
2. Uninteresting learning methods and media: The learning methods used by the teachers are often monotonous and uninteresting, so students get bored quickly and cannot learn effectively.
3. Lack of Learning Experience: SDI Bandar Kidul students often do not have different learning experiences from the usual teaching methods and media they get from teachers at school.

From the results of the research, it can be seen that teaching media is very much a major support in learning English, especially for young learners. According to "Second Language Acquisition: A Theoretical Perspective" by Rod Ellis said that "Media can be used to expose learners to different varieties of language, to help them develop their listening and speaking skills, and to raise their awareness of cultural differences." And "Methods and Approaches in English Language Teaching" by Jeremy Harmer said that "Media can be a valuable resource for teachers, providing them with a wide range of materials to use in their lessons." Based on these two books states that learning media is very important in learning and teaching English, especially to teachers who teach vocabulary learning. Based on the observation in SDI Bandar Kidul method and media learning that used by the teacher are still common and classical like using pictures, paper, and task. The disadvantage of teaching using these media that are usually used by teachers are it causes students to easily get bored and reduce students' interest and motivation to learn. However, these methods and media are often uninteresting and less effective also cause problems in the English language learning process, especially in vocabulary learning.

According to Griffee (1992: 5), songs are good at introducing vocabulary because a song provides a meaningful context for vocabulary. The use of songs in English learning can be an interesting and effective solution to improve students' understanding and use of vocabulary. Songs can help students in understanding English vocabulary and increase their interest in learning. There are also several benefits obtained from using songs as teaching media in vocabulary learning for students:

1. Engaging: Songs can grab students' attention and make learning more interesting.

2. Interactive: Songs can make learning more interactive, so students can actively participate in learning.
3. Effective: Songs can improve students' understanding and use of vocabulary more effectively.

Marni Bawawa (2020) in her research entitled "Teaching English Vocabulary Using Songs to Developing Students' Vocabulary Mastery" explains how the use of songs as teaching media can increase student interest in vocabulary learning and to develop the students' vocabulary mastery in second grade students at SMP Negeri 3 Merauke. The research was used pretest, posttest and questionnaire design to measure students' achievement in learning English vocabulary mastery. The same as Marni Bawawa's research in this study also shows that songs are effective as a media for teaching vocabulary. the difference is that her research was implemented at the junior high school level while this research was carried out at the elementary level.

2.0 METHOD

This method is used in this research to collect data and describe it naturally. The data was obtained from interview, observation, and documentation. The method applied in this research is descriptive qualitative method. Through this method the researcher analyzes and describes the implementation of song which is used as media to teach speaking to elementary school students of SDI Bandar Kidul. In this research the researcher as the author and key instrument, the author not only writes the research, but also collects data, analyzes and checks the validity of the data. Instrument and procedure of collecting the data used by the triangulation author are observation, questionnaires, documentation. In the observation, an observation sheet or observation checklist was used to collect data on what processes were carried out during vocabulary class using song as teaching media. Questionnaires were given to students to get information about whether song can facilitate their vocabulary learning. Documents collected by the researcher are learning tools; teaching module, hand out, student worksheet, and list of target language used by the teacher. Data analysis techniques used by the author are data reduction, data display, conclusion drawing. With data reduction techniques, researcher summarize the data obtained during observation, questionnaires, documentations to select and focus on important parts that are useful for research. Data display, the data has been reduced presented in narrative form supported by documents in the form of learning devices. Conclusion drawing, namely the presentation of data from the observation results will be tested for truth, data robustness and compatibility of the data that has been presented.

3.0 FINDINGS AND DISCUSSION

Implementation of Song as Teaching Media Vocabulary Class

Using songs as a media for teaching vocabulary can be an effective strategy to engage 5th-grade students at SDI Bandar Kidul. Below are the detailed steps to implement this approach, focusing on enhancing both vocabulary meaning and pronunciation.

1. Select Appropriate Songs

- Choose Age-Appropriate Songs: Select songs that are suitable for 5th graders, ensuring they are engaging and contain vocabulary relevant to the curriculum. Consider popular children's songs or educational songs that incorporate vocabulary themes.
- Focus on Vocabulary: Ensure the selected songs include key vocabulary words that you aim to teach. The lyrics should be clear and repetitive to aid in pronunciation and understanding.

2. Prepare Teaching Materials

- **Lyrics Handouts:** Provide students with printed lyrics of the selected songs. Highlight the target vocabulary words within the lyrics for emphasis.
- **Visual Aids:** Create visual aids such as flashcards or images related to the vocabulary words to enhance comprehension and retention.
- **Audio/Video Resources:** Prepare audio or video recordings of the songs, ensuring good sound quality. This could include using a projector or speakers in the classroom.

3. Introduce Vocabulary Before Listening

- **Pre-listening Activities:** Introduce the target vocabulary words before playing the song. Discuss their meanings, provide examples in sentences, and encourage students to use them in context.
- **Pronunciation Practice:** Model the correct pronunciation of each vocabulary word. Use phonetic spelling if necessary, and encourage students to repeat after you.

4. Play the Song

- **First Listening:** Play the song once without interruption. Encourage students to listen for enjoyment and familiarize themselves with the melody and rhythm.
- **Second Listening with Lyrics:** Play the song again while students follow along with their printed lyrics. Ask them to underline or circle the target vocabulary words as they hear them.

5. Engage in Interactive Activities

- **Sing Along:** Encourage students to sing along with the song after a few listens. This will help reinforce pronunciation and make learning fun.
- **Vocabulary Games:** Organize games such as fill-in-the-blanks using lyrics or matching vocabulary words with their meanings or images.
- **Group Discussions:** Facilitate small group discussions where students can share their thoughts about the song, its meaning, and how it relates to their lives.

6. Reinforce Learning

- **Post-listening Activities:** After listening, engage students in activities that reinforce their understanding of the vocabulary. This could include writing sentences using new words, creating short skits, or drawing illustrations based on the song's themes.
- **Assessment:** Conduct informal assessments such as quizzes on vocabulary meanings and pronunciation or ask students to present their favorite lines from the song using correct pronunciation.

7. Evaluate and Reflect

- **Feedback Session:** At the end of the lesson, gather feedback from students about what they enjoyed and learned from using songs in vocabulary learning.
- **Teacher Reflection:** Reflect on what worked well in the lesson and what could be improved for future lessons. Consider student engagement levels and understanding of vocabulary concepts.

By following these steps, teachers at SDI Bandar Kidul can effectively implement songs as a dynamic media for teaching English vocabulary, specially in meaning comprehension and pronunciation skills among 5th-grade students.

4.0 CONCLUSION

In The research on the effectiveness of using songs for teaching vocabulary to 5th- grade students at SDI Bandar Kidul demonstrates that integrating music into language learning significantly enhances students' engagement and understanding of vocabulary. The research reveals that songs serve as an effective media for not only introducing new words but also reinforcing their meanings and improving pronunciation.

Through the use of songs, students exhibit increased motivation and interest in learning English vocabulary, which is crucial for their overall language acquisition. The rhythmic and repetitive nature of songs aids in memory retention, making it easier for students to recall vocabulary in both oral and written forms. Furthermore, the interactive elements of singing along and participating in related activities foster a collaborative learning environment that encourages active participation.

Challenges such as selecting appropriate songs and effectively implementing them in lesson plans were identified; however, these can be addressed through teacher training and careful planning. The findings suggest that teachers at SDI Bandar Kidul should consider incorporating songs into their vocabulary instruction to create a more dynamic and enjoyable learning experience.

In conclusion, the use of songs as a teaching tool not only enhances vocabulary mastery but also contributes to a more engaging and effective English language learning environment for elementary students. Future research could expand on these findings by exploring long-term impacts on vocabulary retention and examining the effectiveness of various musical genres in language learning contexts.

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