



The Effectiveness Of Songs Toward The Second Grade Students' Vocabulary Mastery In Senggowar 1 Elementary School In 2022-2023

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ABSTRACT

This research was carried out at Senggowar 1 Elementary School to determine the effectiveness of using songs to improve students' vocabulary. The study involved a sample of 14 second-grade students. The researcher employed a quantitative design with an experimental method. Vocabulary tests were administered to gather pre-test and post-test scores, and a t-test was used to analyze the effectiveness of teaching vocabulary with English songs. The test included two sections: multiple choice and picture matching, with a total of 10 questions. After describing and analyzing the data, it was concluded that English songs are effective as an innovative teaching media for second graders. The results showed a significant improvement in scores after several treatment was done. Additionally, the research highlighted several benefits of using English songs to teach vocabulary. Both teachers and students felt more relaxed, less stressed, and happier. Furthermore, they both learned new words from the song lyrics.

Keywords: vocabulary, teaching media, song

ABSTRAK

Penelitian ini dilakukan di SDN Senggowar 1 untuk menentukan efektivitas penggunaan lagu dalam meningkatkan kosakata siswa. Penelitian ini melibatkan sampel sebanyak 14 siswa kelas dua. Peneliti menggunakan desain kuantitatif dengan metode eksperimen. Tes kosakata dilakukan untuk mengumpulkan skor pre-test dan post-test, dan uji-t digunakan untuk menganalisis efektivitas pengajaran kosakata dengan lagu berbahasa Inggris. Tes tersebut terdiri dari dua bagian: pilihan ganda dan mencocokkan gambar, dengan total 10 pertanyaan. Setelah mendeskripsikan dan menganalisis data, disimpulkan bahwa lagu berbahasa Inggris efektif sebagai media pengajaran inovatif untuk siswa kelas dua. Hasilnya menunjukkan peningkatan skor yang signifikan setelah beberapa kali perlakuan dilakukan. Selain itu, penelitian ini menyoroti beberapa manfaat penggunaan lagu berbahasa Inggris untuk mengajarkan kosakata. Baik guru maupun siswa merasa lebih santai, kurang stres, dan lebih bahagia. Selain itu, mereka juga belajar kata-kata baru dari lirik lagu tersebut.

Kata Kunci : Kosakata, media belajar, lagu

INTRODUCTION

Nowadays, English is a well known language in Indonesia. In our daily life, most of things around us are written in English, like phone, television, a procedure to make something and traffic regulations, even the billboard on the side of the road sometimes is written in English that hat can be a reason for people to start studying and developing their ability in English as young as they are.

Learning English can't be separated from vocabulary. According to Sedita (2005:1) vocabulary knowledge is important because it encompasses



all of the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. From the statement, it is assumed that vocabulary has an important role in language. It is one element that links the four skills of speaking, listening, reading and writing all together. When students want to speak English fluently, they must acquire the vocabulary as much as they can, and they have to know it and memorize. But, acquiring vocabulary is not easy, especially for children.

The students of elementary school with the age 7-12 years old are usually known as young learners, the students have some unique characteristics, such as being active to ask some questions, and have low concentration. Mustofa (2010) in Mutiah (2020) stated that children have only 20 minutes to concentrate on their studies, as their study time is short. It means that students easily lose focus and feel bored. The researcher takes a research at SDN 1 Senggowar, in that area english is not popular enough and most of the students are not interested in learning English because of many factors such as feeling difficult because English is not their first language, being bored because the subject is not interesting, and being anxious at times.

Teaching English to children or young learners is different from teaching an adult. The teacher must have various innovations; An English teacher must not only teach well, but also know what it takes to teach English for children. To effectively build vocabulary, a range of classroom activities is necessary. Based on some expert theory teaching using song can improve vocabulary student due to the characteristics of the song that create an enjoyable and lively classroom atmosphere, the material being taught by the teacher is thoroughly enjoyed and appreciated by the students, making the learning process more engaging and effective. The song media, as approved by Ratmianingsih, is one alternate method of teaching vocabulary (2016). Ratmianingsih states that "The Song" can improve students' ability for language acquisition. El Nahhal (2011) discovered that using songs in learning and teaching English improves children's vocabulary development. This means that songs are a valuable resource for developing listening, speaking, reading and writing skills to young learners.

Therefore, the writer conducts a study on the title "The Effectiveness of Song Toward The Second Grade Students' Vocabulary Mastery In Senggowar 1 Elementary School". Some previos study from Ratmianingsih and Maherni (2021); Aini (2013); Alqahtani (2015); Elihami and Syakir. A. (2022); Permana (2020) is supporting this reseach, the researcher found many gaps from those study, like focuse of the study, method to collect data, the objective of the study, and also the researcher fill the suggestions' from those studies. In this research discussing about the effectiveness of teaching using songs media in improving vocabulary about fruits. The scope of the research is the second grade students. To know the effectiveness of song media, the researcher took the result from pre-test, post-test, and questionnairre answer sheets.



METHOD

This research uses a quantitative approach in order to get an accurate result. According to Creswell (2012) quantitative approach typically involves the systematic collection and analysis of numerical data to examine phenomena, establish patterns, relationships, or causality, and make generalizations about a population. Therefore, the researcher collected the scores of students. It also provides pre-test, treatment, and post-test to one class at elementary school of 1 Senggowar. Then, this study utilized an experimental research design, specifically a one-group pretest-posttest design. According to Ary et al. (2006), this type of design is effective in evaluating the impact of a specific treatment by measuring the same group of participants before and after the treatment. This design involves observing the group twice—before the treatment (pre-test) and after the treatment (post-test)—to determine the effect of the treatment.

The research was conducted at Senggowar 1 Elementary School, located in Desa Senggowar, Kecamatan Gondang, Kabupaten Nganjuk, Jawa Timur. The data collection took place during the second internship period (PLP 2), spanning from May to September. This timeframe was carefully scheduled to ensure the research activities were conducted systematically and efficiently. The population for this research included all second-grade students at Senggowar 1 Elementary School. The study employed total population sampling, meaning every student in the second grade participated in the research. This sampling technique was chosen to ensure that the findings could be generalized to the entire population of second-grade students at the school.

Data was collected using a pre-test and post-test administered to the students. The pre-test was conducted before the treatment to establish a baseline of the students' vocabulary knowledge. After the treatment, which involved teaching vocabulary using song media, a post-test was administered to evaluate any changes in vocabulary mastery. Additionally, a questionnaire was used to gather data on the students' behaviors and attitudes towards the learning process. The pre-test and post-test comprised multiple-choice and matching questions focused on vocabulary related to fruits, ensuring consistency between the pre-test and post-test.

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 20. This software facilitated the quantitative analysis by enabling the researcher to perform various statistical tests to determine the effectiveness of the song media intervention. The analysis focused on comparing the pre-test and post-test scores to assess any significant improvements in vocabulary mastery among the students.

Furthermore, To analyze the t-table, the first researcher have to do is calculate Df with the following formula:

$$Df = n - 1$$



Where:

- Df is the Degrees of freedom, Often denoted as ν or Df , degrees of freedom refer to the number of independent pieces of information used to compute a statistic. This value is determined by subtracting the number of restrictions from the sample size.
- n is the number of pairs in the sample

After Df is found the researchers calculate the t-value and then compare it to a critical value from the t-distribution table at a specified significance level. There are two hypotheses as to the possibilities of this research. If the t-score is lower than the significance, H_0 is accepted. Besides that, H_1 is rejected. If the t-score is higher than significance, H_0 is rejected. But, H_1 is accepted. From this result, it can be known that this research is significant or not significant.

FINDINGS AND DISCUSSION

The research on the effectiveness of using songs to enhance the vocabulary mastery of second-grade students at SDN Senggowar 1 revealed significant insights. Prior to the treatment, students were assessed using a pre-test, which indicated that the score is very low, with scores ranging from 40 to 70 and an average of 53.57. This highlighted a clear need for an innovative and creative approach to improve their vocabulary skills.

The treatment involved a structured plan that incorporated songs into the teaching methodology over two meetings, incorporating bilingual songs, specifically those in English and Indonesian, into the classroom can significantly enhance students' vocabulary acquisition. This method leverages the natural repetition of words inherent in singing, which helps students remember and internalize new vocabulary more effectively. The first session introduced new vocabulary through songs, while the second session reinforced this learning with additional practice and activities. Post-test results showed a notable improvement, with post-test scores ranging from 50 to 80 and an average of 67.14. Diagram 1 below is the comparison between pre-test and post-test score from the students'

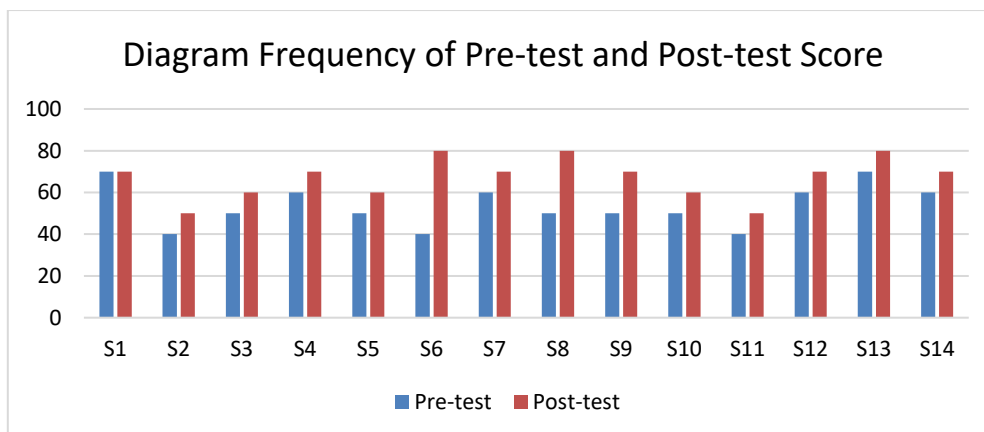




Diagram 1. Diagram Frequency of pre-test and post-test score

Statistical analysis using a paired sample test confirmed the significance of this improvement, the mean difference between the pre-test and post-test is 13.571, and the standard deviation error is 2.695. The t-score is 5,037 with the degree of freedom 13 and significance (2-tailed) $0,000 < 0,005$. This suggests a relationship of impact between students' vocabulary proficiency both prior to and following instruction through song media. Consequently, this implies the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). Table 1 below is a paired sample test

Table 1. Paired Sample Statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest vocabulary	53,57	14	10.082	2,695
	posttest vocabulary	67,14	14	9.945	2,658

These findings align with existing literature that emphasizes the crucial role of vocabulary in language proficiency. Vocabulary is foundational for all language skills—speaking, listening, reading, and writing. The use of songs proved beneficial by providing a memorable and engaging context for vocabulary acquisition. The rhythmic and repetitive nature of songs aids memorization, making learning more enjoyable and effective for young learners.

Furthermore, the result of questionnaire is showing that most of the students answer "Learning using songs makes it easier for me to learn English". It indicate that using song as a media in learning english can improve students' motivation. The answer result is showing on the table below.

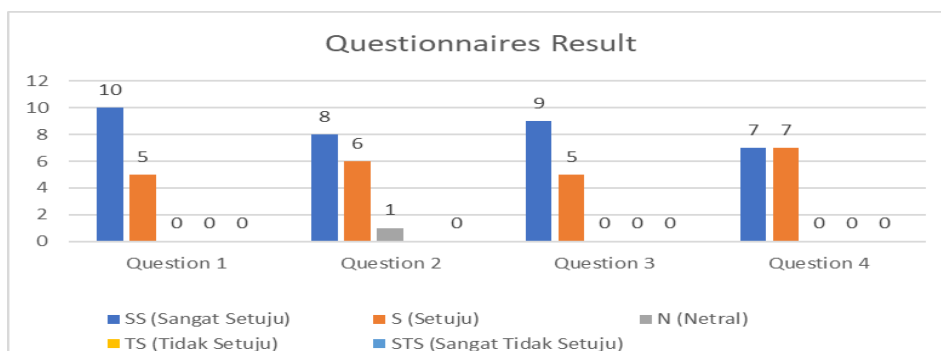


Diagram 2. The diagram of questionnaires result

The result of hypothesis testing showing that t-score is 5,037 at 13 Degrees of freedom and t-table at 1% significant level is 3,012. It means that t-score ($5,037 > 3,012$). The data indicates that the t-score exceeds the critical t-value at the 1% significance level. Consequently, the alternative hypothesis (H_a) is supported, leading to the rejection of the null hypothesis (H_0). Thus, it can be inferred that employing



song media in teaching significantly enhances the vocabulary of grade two students at Senggowar 1 Elementary School. Below is the table of hypothesis testing.

Table 2. Table of Hypothesis testing

Df	T-Score	T-Table		Ha	Ho
13	5.037	1%	5%	Very Significant	Rejected
		3.012	2.160		

CONCLUSION AND SUGGESTION

The research findings demonstrate that utilizing songs as a teaching medium significantly enhances vocabulary mastery among second-grade students at Senggowar 1 Elementary School. The study's objectives, which aimed to determine the effectiveness of songs in improving vocabulary acquisition, were successfully achieved. Through the analysis of pre-test and post-test scores, along with student questionnaires, it was evident that students not only showed marked improvement in their vocabulary skills but also displayed increased enthusiasm and motivation towards learning English.

The effectiveness of songs in teaching vocabulary can be attributed to their ability to create an engaging and enjoyable learning environment. This method helps in reducing students' psychological barriers, such as anxiety and low confidence, making the learning process more inspiring and memorable. The positive responses from students, who found it easier to learn, memorize, and recall vocabulary through songs, further substantiate the success of this approach.

Based on the results, it is suggested that educators at Senggowar 1 Elementary School and other similar educational settings consider incorporating songs into their English teaching methodologies. This approach not only supports vocabulary retention but also enhances overall student engagement and motivation. Teachers should be encouraged to select age-appropriate and culturally relevant songs to ensure the material resonates well with the students. Additionally, regular training and workshops on innovative teaching methods, including the use of music and other interactive media, should be conducted to equip teachers with the necessary skills and knowledge.

Future research could explore the long-term effects of using songs in language learning and its impact on other language skills such as reading, writing, and speaking. It would also be beneficial to compare the effectiveness of different types of songs or musical genres in enhancing vocabulary acquisition. By continuing to explore and implement creative teaching strategies, educators can foster a more dynamic and effective learning environment that meets the diverse needs of students.

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