



The Effectiveness Of Teaching Vocabulary Using Song With Movement To Young Learners

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ABSTRACT

Song with movement is the teaching methods suitable for young learners. Song with movement media can be used to teach students' vocabulary from the basic level. The purpose is to determine students' vocabulary mastery before and after being taught using song and movement media, as well as finding a significant effect of song and movement media. This study used quantitative method with one experimental class or one pre-post group. In addition, this study was conducted in the fourth grade with a sample size of 24 students. Data collection was conducted on May 23 - June 23 at SDN 1 Senggowar, Nganjuk. The results of this study showed that the post-test scores increased compared to the pretest scores due to the use of songs with movement media to teach vocabulary. In addition, students also felt that the media with movement made it easier for them to learn, recognize, and remember English vocabulary. From this study it can be concluded that songs with movement are effective to teach vocabulary to young learners.

Keywords: vocabulary, song learning media, young learners

ABSTRAK

Lagu dengan gerak adalah cara pengajaran yang cocok digunakan untuk pembelajar muda. Media lagu dengan gerak dapat digunakan untuk mengajar kosakata siswa mulai dari tingkat dasar. Tujuan penelitian ini adalah untuk mengetahui penguasaan kosakata siswa sebelum dan sesudah diajar menggunakan media lagu dengan gerak, serta menemukan efek yang signifikan dari media lagu dengan gerak. Penelitian ini menggunakan metode kuantitatif dengan satu kelas eksperimen atau satu grup pre-post. Instrumen yang digunakan adalah tes dan pengisian angket motivasi. Selain itu penelitian ini dilakukan di kelas empat dengan jumlah responden 24 siswa. Data diambil mulai dari bulan Mei 23-Juni 23 di SDN 1 Senggowar, Nganjuk. Hasil dari penelitian ini adalah nilai posttest mengalami peningkatan dibandingkan nilai pretes karena penggunaan media lagu dengan gerak untuk mengajar vocabulary. Peningkatan nilai terjadi pada mayoritas siswa di kelas. Selain itu siswa juga merasa media lagu dengan gerak memudahkan dalam belajar, mengenali, dan mengingat kosakata bahasa Inggris dilihat dari hasil angket motivasi. Dari penelitian ini dapat disimpulkan bahwa lagu dengan gerak efektif untuk mengajar kosakata pembelajar muda.

Kata Kunci: kosakata, media pembelajaran lagu, pembelajar muda

INTRODUCTION

Nowadays, the world of education always experiences novelty in every era. According to the PERMENDIKBUD 2020 guidelines in article 11 point 1 it describes the characteristics of the learning process as referred to in Article 10 paragraph (2) a, which consists of interactive, holistic, integrative, scientific,



contextual, thematic, effective, collaborative, and characteristics centered on student. The implementation of learning must be considered starting from the method, model, time, environment to the learning atmosphere. A meaningful and acceptable learning process does not only prioritize academics. Things that need to be considered so that learning is able to give a good impression to students include fun learning, practical learning, learning that pays attention to psychology, learning that pays attention to ethics, and learning with collaboration.

Fun learning is given to young learners according to their psychological conditions. Just like vocabulary learning, which is the basic knowledge that must be mastered when learning a language. Susanto (2017) states vocabulary is an individual's skill in using words from a language, which is acquired based on his own needs and self-interest motivation. So this research was conducted to find student learning outcomes if taught using fun learning. In this case, the learning uses song media with movement.

Many similar previous studies also refer to the media of songs with movement, as this method is suitable for young learners. One study by Razak & Yunus (2016) compared two ways of learning vocabulary, namely traditionally and using action songs. The result was that young learners or low proficiency ESL learners got good results when taught using songs with movements. This strategy help ESL learners to enhance their vocabulary knowledge. Beside that, when young learners with little language skills, a song with a straightforward melody and repeated words would work best to help them sing and learn the language.

In this study, the use of song media with movement has some fundamental problems. These problems include the low mastery of students' English vocabulary. In addition, the diverse personalities of students in the classroom are not all suitable to be taught using song media with movement. This is in accordance with the statement by Sucandra *et al* (2022) in their research that students have difficulty learning vocabulary because English is difficult, there are many vocabularies that must be memorized and some think that learning a foreign language takes a long time and process. In addition, there is also the need for teaching variations that must be provided by the teacher so that the classroom atmosphere is not passive, and arouses students' learning motivation.

So, this study was conducted to determine the effectiveness of a learning media. Media songs with movement applied to elementary school students for vocabulary mastery. Where vocabulary plays an important role in learning English. In accordance with the opinion of Dakhi and Fitria (2019) vocabulary is the core of language skills, and more importantly vocabulary serves as the basis of communication, representation of social reality, reinforcement of emotions, and predictors of academic ability. In addition, Alqahtani (2015) states that vocabulary mastery plays an important role in the four language skills.



METHOD

This research uses a quantitative approach with experimental methods. Quantitative can be interpreted as an approach that examines a certain number of samples. Then analyze the data using statistical tools. And the data presented generally uses numbers. The experimental method in this study examined one experimental class or one group pre post.

This research was conducted at SDN 1 Senggowar, Nganjuk during the researcher join *kampus mengajar* program batch 5. The research was conducted in May-June 2023. The sample in this study was the fourth grade students of the elementary school totaling 24. This number is the entire students in the class whose data was used by the researcher. These students were the respondents who took the test given by the researcher as an instrument.

Data collection procedures were carried out in two ways, namely test instruments and behavior questionnaires. There are 2 types of tests done by students, namely pretest and posttest. The pretest was given at the beginning of the meeting before the song with movement media was applied in learning. Then the treatment was carried out for two meetings by teaching vocabulary using song media with movement. After the treatment is given, a test is given again called a post-test to find out the students' scores after being taught using the strategy. Then there is also filling out a questionnaire to find out student learning motivation when taught using song media with movement.

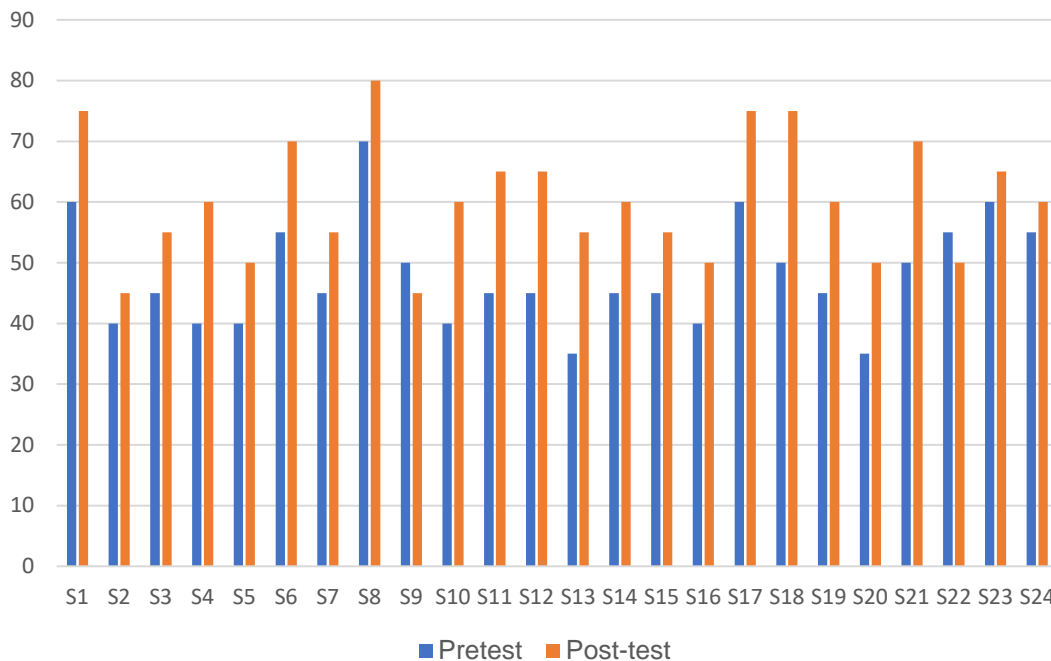
Data analysis techniques in this study by knowing the pretest scores, and post-test scores then comparing them. Furthermore, to determine the effectiveness of testing using SPSS ver 2020. Tests were carried out to determine normality, mean, significant value, t-count and t-table. Then the questionnaire results were analyzed by knowing the percentage of the number of respondents who agreed that there was an increase in motivation when taught with this media. This is used to conclude that song media with movement has a good impact on student behavior.

RESULT AND DISCUSSION

This study used test instruments, namely pretest and posttest. After both tests were carried out, the scores of 24 students were obtained. The average value of the pretest was 49. The lowest value of the pretest was 35 and the highest value was 70. Then the average value of the post-test was 60, with the lowest value of 45 and the highest of 80. The values were then analyzed using SPSS ver 20. Both scores from the test have increased, this can be seen in the table below.



Pretest and Post-test



Graphic 1. Comparison of Pretest and Post-test Scores

Analysis was carried out using parametric tests after the data was known to be normal. The parametric T-Test test with the type of one group pre post compares the results of the pretest and posttest scores.

Table 1. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest vocab	.213	24	.006	.930	24	.098
Post-test vocab	.142	24	.200*	.950	24	.268

Normality testing found a significant value of more than 0.05 in the shapiro wilk test column. The reference uses the shapiro wilk test because the number of respondents is less than 100. It can be said that the value is normally distributed if it is based on the reference that is if the Sig value. > α 0.05 normal data.

Table 2. Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest vocab	47.92	24	8.836	1.804
	Post-test vocab	60.42	24	9.991	2.039



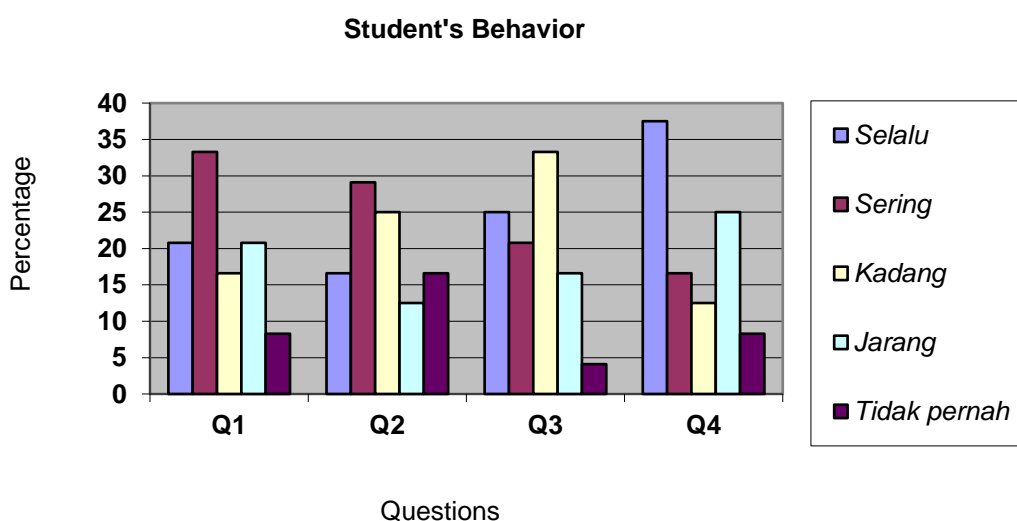
The test above is paired sample statistics to determine the mean. It is known that the mean of the data on the pretest is 47.92 with a standard deviation of 8.836. The mean on the posttest is 60.42 with a standard deviation of 9.991. The number N (respondents) of both tests is 24.

Table 3. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1 Pretest vocab Post-test vocab	-12.500	7.661	1.564	-15.735	-9.265	-7.993	23	.000

In the paired samples test output table above, it can be seen that the average difference between the pre-test and post-test is -12.500, then the standard deviation error is 1.564. The t-value in the table is -7.993 with 23 degrees of freedom. Sig. (2-tailed) is 0.000 which means it is smaller than 0.005 or (0.000<0.005). Thus, Ho is rejected and Ha is accepted. It can be interpreted that teaching using songs with movement has an effect on improving students' vocabulary.

Next are the results of the analysis of the questionnaires distributed to students and presented in the table below:



Graphic 2. Result of student's behavior questionnaire



From the graph, it can be seen that in terms of behavior, teaching vocabulary using songs with movements is also effective. This is proven by the results of the questionnaire answered by the students. Of the four questions given, most students answered frequently. Most of the students felt that after being taught using songs with movements, many things were experienced by them. Songs with movements are proven to make learning English easier, help understand the meaning of vocabulary, help recognize vocabulary quickly, and help students remember.

Based on the data analysis above, it is known that students' vocabulary scores are still low. However, after being taught using songs accompanied by movements, better results were obtained. In addition to the increase in scores, when viewed from the questionnaire results, it is known that students are helped to remember better if taught using this method. This finding is supported by Harahap and Kembaren (2023) that learning songs with movement is an innovative strategy to help young learners learn and recognize new vocabulary. This means that song with movement is a suitable medium to teach vocabulary.

In addition, teaching vocab using songs with movements makes students' motor skills good. Not only for motor teaching but also to provide a fun atmosphere for students. This is also supported by Purwanti (2021) that when children sing while moving it can increase motor activity, and singing activities while moving make children happy. If students learn in a comfortable atmosphere, the knowledge gained will be meaningful. A comfortable classroom also makes students relaxed and confident.

Finally, Shin (2017) had similar results to this study, namely that songs with movement are effective for social, emotional and cognitive development. The use of songs with movement is particularly meaningful for children who are learning a second or foreign language. It interests them and encourages them to express themselves in English, of course, with the right song selection. The content contained in the song and the appropriate movements provide meaningful learning. This makes learning an enjoyable experience.

CONCLUSION AND SUGGESTION

The use of songs with movements in learning has an effect on students' vocabulary. Before the use of this learning media was applied, a pretest was conducted and it was found that students' scores were still low. Then after the implementation of teaching using songs with movements, changes were found in the post-test results. Students' vocabulary increased especially in the meaning and comprehension part. This was also proven through data analysis using SPSS. In addition, many students' English scores still did not reach the passing grade, after being taught using songs with movements, most of them reached the passing grade.



In terms of behaviour, teaching vocabulary using songs with movement is also effective. This is evidenced by the results of questionnaires that have been answered by students. Of the four questions given, most students answered with frequent volume. Most of the students feel that after being taught using songs with movements many things are experienced by them. Songs with motion are proven to facilitate learning English, help understand the meaning of vocabulary, help recognize vocabulary quickly, and help students remember.

Suggestion to the teacher are advised to provide a learning process that provides opportunities for students to enjoy the classroom atmosphere. The use of songs with movement can make students enjoy and relax during learning. To Other researchers are expected to be more creative in presenting similar learning models. The use of song media with motion makes the class irregular. So researcher have to make rules or class management and convey it at the beginning of learning.



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