Improving Students' Vocabulary Mastery by Using English Song at Grade VII SMP Muhammadiyah Sibabangun

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Abstract

This study sought to improve students' vocabulary acquisition by using English lagugu. To collect data, the researcher conducted Classroom Action Research (PTK) consisting of four stages: planning, action implementation, observation, and reflection. The research subjects were the seventh grade students of SMP Muhammadiyah Sibabangun, totaling 25 students. This research was carried out around two cycles, namely the first cycle consisted of two meetings and the second cycle consisted of one meeting. Data collection instruments used vocabulary tests and questionnaire sheets. Based on the vocabulary test, students' scores continued to increase in each test. The students were given four stages of tests namely: pre-test I, pre-test II, post-test I, and post-test II. The students' pre-test I score totaled 880 and the mean score was 35.2%. The pre-test II score totaled 1105 and a mean score of 43.8%, the post-test I score totaled 1985 and a mean score of 79.4%. And students' post-test II scores total score 2115 and mean score 84.6%.

Keywords: English Songs, Vocabulary Mastery

Abstrak

Penelitian ini berusaha untuk meningkatkan penguasaan kosakata siswa dengan menggunakan lagugu bahasa inggris. Untuk mengumpulkan data, peneliti melakukan penelitian tindakan kelas (PTK) yang terdiri empat tahapan: perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas VII SMP Muhammadiyah Sibabangun yang berjumlah 25 siswa. Penelitian ini dilaksanakan sekitar dua siklus, yaitu siklus pertama terdiri dari dua pertemuan dan siklus kedua terdiri dari satu pertemuan. Instrumen pengumpulan data menggunakan tes kosakat dan lembar angket. Berdasarkan tes kosakata nilai siswa terus meningkat pada setiap tes. Para siswa diberi empat tahapan tes yaitu: pre test I, pre-test II, post-test I, dan post-test II. Nilai pre-test I siswa total score 880 dan mean score 35,2%. Nilai pre-test II total score 1105 dan mean score 43,8%, Nilai post-test I siswa total score 1985 dan mean score 79,4%. Dan nilai post-test II siswa total score 2115 dan mean score 84,6%.

Kata kunci: Lagu Bahasa Inggris, Penguasaan Kosakata

INTRODUCTION

English is a universal language that is utilized everywhere in the world and is employed for international interaction. The language with the greatest number of speakers, or lingua franca, is English. Students who study English will be able to communicate more easily with individuals from different backgrounds and nations. The number of words of vocabulary that is mastered has a significant impact on both written

and spoken English, as vocab is one of the key elements of language. It will be simpler for you to comprehend what you read and hear if you have a larger vocabulary.

Since memorization of vocabulary is the first step in learning a new language, vocabulary is a crucial component of language acquisition and can help students advance their English language proficiency. They need to have a large enough vocabulary since without it; students find it difficult to communicate their ideas both orally and in writing because they are unable to understand the meanings of the words. (Yanti & Tamrin, 2019).

Students must continuously learn the vocabulary and have high concentration. The learning process can also occur, or become stronger, when encouraged by the learner's environment. because by mastering vocabulary well will make us able to understand what is heard, read, written and what is spoken by others. Therefore the author hopes that students of Smp Muhammadiyah Sibabangun can master English vocabulary through song media.

Factors that influence English learning to be difficult for students are: 1) Low ability in English speaking skills because they are not used to it, 2) Even now, some pupils still show reluctance and even silence when asked to talk in English. Actually, judging by their vocabulary knowledge, these children ought to have been able to speak the English language by now, albeit in a limited number of extremely basic sentences, 3) Feeling difficulty in speaking English so that they are not able to communicate

These factors have an impact on the students of SMP Muhammadiyah Sibabangun. Therefore, the author uses the latest learning techniques to improve vocabulary in students (Darsiana 2018).Songs are one of the alternatives to improve students' vocabulary by presenting several songs entitled "If you're Happy and You Know it – Nursery Rhymes" and "not you from Alan Walker" in the process of teaching and learning English vocabulary.

Using song media is one of the various ways that children can increase their vocabulary. Because we can gradually pick up new terminology while listening to English music without even realizing it. In addition to helping students become more involved and inspired in the learning process, the author expects that employing songs as instructional materials would help students become more proficient listeners and foster a peaceful, anxiety-relieving environment. As previously explained, the goal of this study is to determine students' language proficiency.

METHOD

This research was conducted in classroom action research. In the action research classroom, teachers provide actions to students. Imam Machali (2022) explains that Classroom Action Research is a key need for learners to improve the quality of their learning performance, which will have a positive impact on the ability to performance, which will have a positive impact on the ability to solve educational problems and real learning problems that will be faced, improve the quality of inputs, processes, and learning outcomes both academic and non-academic, improve the professionalism of educators, the application of the academic and non-academic learning outcomes, improving educators' professionalism, implementing research-based and continuous research-based and continuous improvement strategies.

Grade action research (PTK) is a special variant of action research. PTK has a significant and strategic role in efforts to improve the quality of teaching and learning activities in the classroom (Abdillah, 2021).

RESULT AND IMPLICATION
a. The Result of Pre Observation

Pre-observation was carried out before conducting class action research. Pre observation that has been prepared: 1) Before test paper are distributed, the researcher will share the full lyrics of the song entitled "if you're happy and you know it - Nursery Rhymes". 2) Students will read the lyrics for around 5 minutes. 3) The researcher will collect the song lyrics after the students finish reading it. 4) Students will be given a test paper to fill in the nouns and verbs that have been omitted from the song "if you're happy and you know it - Nursery Rhymes". 5) After the students have finished filling in the pre-test, the researcher will ask the students to collect the question papers that they have filled in.

The researcher conducted pre-observation in class VII SMP Muhammadiyah Sibabangun. Observations were made to observe student behavior during the research process and what happened during the learning process. Most students participated during the teaching and learning process. Student activities can be seen on the observation sheet and also photos of evidence written and taken by researchers during the research.

b. The Result of Pre Test I

The pre-test conducted before conducting the Classroom Action Research. The results of the pre-test showed the low vocabulary scores of the students. The total score of the students was 880 and the number of students who took the test was 25 students. So, the average student test score was 35,2%, it can be seen that the students' score in vocabulary was very low and only 3 student was able to reach the KKM.

c. Students' Achievement of Vocabulary Mastery Before Listening to English Songs

In the first test, students' vocabulary was very low especially in the category of filling: nouns and verbs. It can be seen in the following table:

Table 1. Students' Score in Pre-test I

No	Name	Indicators		Total Score
		Students are able to fill in those blank	Students are able to translate the answer test	
1	AL	10	5	75
2	AIN	8	7	75
3	AN	2	1	15
4	ARL	3	1	20
5	AIS	2	4	30
6	ARP	3	1	20
7	BP	3	3	30

8	FPP	3	2	25
9	FMB	4	6	50
10	HDP	4	3	35
11	HC	1	3	20
12	IBS	2	2	20
13	KN	4	3	35
14	LA	3	3	30
15	MM	5	1	50
16	MK	6	5	55
17	NH	4	1	25
18	NS	2	2	20
19	RI	3	6	45
20	RSK	1	5	30
21	RS	1	4	25
22	RP	2	4	30
23	RNYP	4	1	25
24	SKH	8	7	75
25	ZHL	3	1	20
SUM				880
MEAN SCORE				35,2%
PASS KKM				12%

Based on the table 4.1 pre-test results, it can be seen that the students' vocabulary level is low. The number of students who took the test total 25 students with a total score of 880. The average score was 35.2% and pass KKM was 12%. The highest score was 75 (Criteria good) as many as 3 students. While the lowest score was 15 (Criteria very low) as many as 1 student. Only 3 students were able to reach the predetermined KKM (75).

After knowing the students' score in pre-test, the following table is the frequency of the students that got very low,low,enough,good,very good. The table will provide the researcher in classifying the students ability in vocabulary test, here is the following table:

Table 2. The frequency and rate percentage of the students' vocabulary on pre-test I

No	Criteria	Score	Frequency	Percentage
1	Very Low	0% - 20%	7	28%
2	Low	21% - 40%	11	44%
3	Enough	41% - 60%	4	16%
4	Good	61% - 80%	3	12%
5	Very Good	81% - 100%	-	-
Total			25	

Based on the table above, it can be seen that the results of students' scores before using English songs only obtained very low, low, and good criteria. Only one person reached the good criteria. The total score on the pre-test is 880, it can be seen that the students' vocabulary is still low. Because students get very low scores.

d. The Result of Pre Test II

The pre-test conducted before conducting the Classroom Action Research. The results of the pre-test showed the low vocabulary scores of the students. The total score of the students was 1105 and the number of students who took the test was 25 students. So, the average student test score was 43,8%, it can be seen that the students' score in vocabulary was very low and only 4 student was able to reach the KKM.

e. **Students' Achievement of Vocabulary Mastery Before Listening to English Songs**

In the first test, students' vocabulary was very low especially in the category of filling: nouns and verbs.

Table 3 Students' Score in Pre-test II

No	Name	Indicators		Total Score
		Students are able to fill in those blank	Students are able to translate the answer test	
1	AL	10	6	80
2	AIN	8	8	80
3	AN	4	3	35
4	ARL	4	2	30
5	AIS	3	5	40
6	ARP	4	2	30
7	BP	4	4	40
8	FPP	4	3	35
9	FMB	5	6	55
10	HDP	4	5	45
11	HC	3	4	35
12	IBS	3	3	30
13	KN	5	4	45
14	LA	5	4	45
15	MM	5	4	45
16	MK	7	8	75
17	NH	5	3	40
18	NS	3	4	35
19	RI	4	8	60
20	RSK	2	4	30
21	RS	2	3	25
22	RP	3	2	25
23	RNYP	5	2	35
24	SKH	9	7	80
25	ZHL	4	2	30
SUM				1105
MEAN SCORE				43,8%
PASS KKM				16%

Based on the table 4.3 pre-test results, it can be seen that the students' vocabulary level is low. The number of students who took the test totalled 25 students with a total score of 1105. The average score was 43,8% and pass KKM was 16%. The highest score was 80 (Criteria good) as many as 3 students. While the lowest score was 25 (Criteria low) as many as 2 student. Only 4 students were able to reach the predetermined KKM (75).

Based on the table 3 There were 2 students scored 25 (low), 5 student scored 30 (low), 5 students scored 35 (low), 3 students scored 40 (low), 4 students scored 45 (Enough) , 1 students scored 55 (Enough), 1 student scored 60 (Enough), 1 student scored 75 (Good), 3 student scored 80 (Good).

Table 4. The frequency and rate percentage of the students' vocabulary on post-test

No	Criteria	Score	Frequency	Percentage
1	Very Low	0% - 20%	2	8%
2	Low	21% - 40%	13	52%
3	Enough	41% - 60%	6	24%
4	Good	61% - 80%	1	4%
5	Very Good	81% - 100%	3	12%
Total			25	

Based on the table above, it can be seen that the results of students' scores before using English songs obtained sufficient, very low, low, enough, good, and very good criteria. The total score in the pre-test is 1105, it can be seen that students' vocabulary has increased.

DISCUSSION

Based on the results of data analysis, it is known that the average score of students before the application of song media is very low. After using English song, the students' average score is much higher than before. It can be said that there is a significant increase in students' learning achievement on vocabulary mastery by using English song media. It can be said that there is a significant increase in students' learning achievement in vocabulary mastery by using English song media. This can be seen from the increase in students' average scores, the average score of the pre-test at meeting I was 35.2% which was classified as low because only three students passed the KKM (75). The average score of the pre-test at meeting II was 43.8% which was still low because only four students passed the KKM (75).

The average score of students increased in the post-test of cycle I increased to 79.4% and there were 18 students who completed the KKM. In cycle II at the last meeting the average score of students increased to 84.6% and there were 21 students who completed the KKM. From the beginning of cycle I to the end of cycle II of this study, by using English songs, students' vocabulary scores increased from meeting to meeting.

CONCLUSION

Based on the findings of this study, researchers have determined that the use of English songs has a positive impact in improving students' vocabulary mastery. The

vocabulary mastery of students in class VII of SMP Muhammadiyah Sibabangun in the academic year 2024/2025. This can be seen from the students' scores on the vocabulary test which increased from cycle I and cycle II. Through the results of observations made by researchers, the use of English songs is the right choice in building a pleasant classroom atmosphere to arouse their enthusiasm for learning.

The questionnaire report shows that the students strongly agree that the use of English songs has helped them improve their vocabulary mastery.In conclusion, the use of English songs can increase the potential of students' vocabulary mastery and can make the classroom atmosphere fun so that students are motivated to learn English.

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