THE EFFECTIVENESS OF SONGS TOWARD THE SECOND GRADE STUDENTS' VOCABULARY MASTERY IN SENGGOWAR 1 ELEMENTARY SCHOOL IN 2022-2023

SKRIPSI

Presented as a Partial Fulfillment of the Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in English Language Education

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UNIVERSITY OF NUSANTARA PGRI KEDIRI

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MOTTO AND DEDICATION

MOTTO:

FINISH WHAT YOU STARTED

BELIEVE IN YOURSELF AND KEEP GOING

DEDICATION:

FIRST OF ALL, I DID ALL OF THIS BECAUSE OF MYSELF,

NURIN AULIYA AFIFAH.

THE MOST BEAUTIFUL AND STRONGEST WOMAN IN THIS UNIVERSE

SPECIAL DEDICATION TO MY BELOVED MOM

ALMH. PAPIK SUKENDAH ANDAYANI

I ALSO DEDICATE THIS SKRIPSI TO MY MAIN SPONSORS,

MOKHAMMAD ALI SUBYAKTO AND ERNAWATI

AND LASTLY,

FOR THOSE WHOM LOVE.

ABSTRACT

NURIN AULIYA AFIFAH. The Effectiveness of Songs Toward The Second Grade Students' Vocabulary Mastery in Senggowar 1 Elementary School In 2022-2023. Skripsi. The faculty of Teacher Training and Education. English Departement, University of Nusantara PGRI Kediri. June 20th, 2024.

Keyword: Vocabulary, Teaching Media, Song

This study examines whether using songs as a teaching media can improve vocabulary learning at second-grade students at Senggowar 1 Elementary School. The research addresses the issue of students struggling to learn and remember new words through traditional methods, which often results in low interest and engagement. The goal is to see if incorporating songs into lessons can improve students' vocabulary and interest.

The theoretical foundation of this research is based on the idea that song media, can improve language learning by making it more enjoyable and easier to remember. Songs have a rhythmic and repetitive nature that helps students retain and recall new vocabulary. Moreover, incorporating songs into classroom instruction can help lower psychological barriers such as anxiety and lack of confidence, fostering a positive and motivating learning environment.

This research used quantitative approach with experimental design. The sample of the research was all of second grade student of Senggowar 1 Elementary School. the data obtained prom pre-test and post-test score. The researcher use SPSS 20 to analyzed the data, paired t-tests, were used to compare the pre-test and post-test scores to determine the effectiveness of the treatment. Additionally, qualitative data were gathered through student questionnaires to gain students' behavior of learning with songs.

The findings of the research indicate a significant improvement in students' vocabulary mastery after the introduction of song-based teaching methods. The post-test scores is 67,14 were substantially higher than the pre-test scores 53,57 and t-score (5,037) > t-table at 1% significant level (3,012). The data indicates that the t-score exceeds the critical t-value at the 1% significance level. Consequently, the alternative hypothesis (Ha) is supported, leading to the rejection of the null hypothesish (Ho). demonstrating that songs are an effective media for vocabulary acquisition. Students reported enjoying the learning process more and found it easier to remember new words. The study concludes that using songs as a teaching media not only enhances vocabulary learning but also makes the classroom environment more enjoyable. It is recommended that educators incorporate songs into their teaching strategies to improve student engagement and learning outcomes. Future research should explore the long-term effects of this method and its applicability to other language skills

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The writer realizes that this skripsi is far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for the improvement and perfection of this skripsi in the future. Lastly, the writer hopes that this skripsi can provide benefits to all readers and contribute to the development of educational science

Kediri, 29 June 2024

Nurin Auliya Afifah
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CHAPTER 1

INTRODUCTION

This chapter clearly outlines the research by discussing statements from various sources, posing pertinent questions, and defining the study's objectives. It also includes several sub-themes such as: background of the research, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

A. Background of the Research

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 not be separated from vocabulary. According to Sedita (2005:1) Understanding vocabulary is crucial as it includes all the words we need to connect with our existing knowledge, convey our thoughts clearly, communicate efficiently, and grasp new ideas. From the statement, it is assumed that vocabulary has an important part in language. It is a key factor that connects the four skills of speaking, listening, reading, and writing. 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 stated that children have only 20 minutes to concentrate on their studies, as their study time is short. (Mutiah et al., 2020). It means that students easily lose focus and feel bored.

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 to children. Unfortunately, not all students are motivated to learn vocabulary, especially the students in the rural areas, this happened at SDN 1 Senggowar, English isn't very popular, and most students lack interest in learning it due to various factors.

various factors affect students' language performance, such as feeling difficult because English is not their first language, being bored because the subject is not interesting, and being anxious at times. To have a good understanding of vocabulary requires a variety of classroom learning activities. Creative or innovative approaches, including the use of songs media should be used to enhance the vocabulary of students in order to achieve the educational goals. 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. Due to the song's ability to make learning English enjoyable, interesting, and easier to understand, the use of songs can make a fun atmosphere in the class, the songs also can reduce the student stress during their study.

Songs to improve students' vocabulary mastery in learning English in order for English class will be more effective and more interesting. Additionally, 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". The scope of the research is only the second grade students. Some objectives are to find out the score of students' vocabulary before and after treatment using songs media. Depending on some previous research from Ratmianingsih and Maherni (2021); Aini (2013); Alqahtani (2015); Elihami and Syakir. A. (2022); Permana (2020); their study discusses teaching English to improve vocabulary. Some of the research above using media to teach english, Elihami and Syakir. A. (2022) use word games as a media, meanwhile Aini (2013) use conventional media and Ratmianingsih and Maherni (2021) use song to implement teaching vocabulary. most of the research above especially the ratmianingsih research's has similarity with the writer's research. but this research will be different, the writer focus on effectiveness of song media to improve vocabulary. the writer use quantitative approach to know the result of the effectiveness of song to improve vocabulary mastery student.

B. Identification of the Problem

The difficulty in learning English might begin with the process of acquiring vocabulary. Based on the background, Generally, students face challenges in learning English, particularly in understanding word meanings. These difficulties arise from their ability to comprehend English vocabulary. Various factors contribute to their limited vocabulary.

The first factor is about the students. The students are still unable to use English in their learning activities. They usually fail to comprehend the simple texts they read in their usual schoolwork especially about their book theme. They rarely correctly respond to questions after reading excerpts from their English textbook. This reality appears to be increased if they are participating in everyday communication activities. They are incapable of understanding or responding to the expressions directed towards them.

The second factor is about the teaching media. In the process of teaching English, the teachers still use conventional media to teach. The teacher only uses a book and the black board. It seems very classic and not interesting. It causes students to feel bored and do not enjoy the learning process.

The third factor is about students' psychology. The student is easy to lose attention and it has the correlation with memorizing something. Additionally, some students feel scared and unmotivated to learn English because they find it very challenging. They struggle with their own language, let alone another one, and often give up before even starting. They also seldom use English language in their daily lives.

C. Limitation of the Problem

This research discusses the effectiveness of teaching using songs media in improving vocabulary about fruits. This research discusses song media, and vocabulary. The subject is student of SDN 1 Senggowar year 2022/2023.

D. Formulation of the Problem

There are 3 formulation of the problem such as:

1. How is the students' vocabulary mastery before being taught by the songs?

2. How is the students' vocabulary mastery after being taught by the songs?

3. How is the students' behavior when being taught using songs?

E. Objective of the Research

This research has 3 objectives. Below is the objectives :

1. To find out the students' vocabulary mastery before being taught by the songs.

2. To find out the students' vocabulary mastery after being taught by the songs.

3. To describe the students' behavior when the songs are applied in the teaching learning process.

F. Significant of the Research

Hopefully, this research will be valuable to students, teachers, readers, and the researcher. The results will be utilized as follows:

1. For the students

This study aims to demonstrate the effectiveness of using songs as a tool for vocabulary acquisition. By engaging students in a fun and interactive learning method, it is expected to enhance their motivation and retention of new

vocabulary. The findings could provide students with a more enjoyable and effective approach to learning English, ultimately improving their language proficiency.

2. For the teacher

Teachers will benefit from insights into innovative teaching strategies that can be integrated into their curriculum. The use of songs in teaching vocabulary offers a creative and effective method to address the challenges students face in learning new words. This research will provide practical guidelines and evidence-based practices that teachers can adopt to enhance their teaching methods and improve student outcomes.

3. For the readers

By reading this research, the readers will gain a deeper understanding of the role of music in language learning. The insights gained from this study can inform decision-making processes and support the implementation of effective educational practices.

4. For the future researchers

This study lays the groundwork for future research on the integration of music in language education. It opens avenues for further investigation into different genres of music, age groups, and educational settings. Future researchers can build upon this study to explore additional dimensions and long-term impacts of using songs in language learning. The findings and methodologies presented in this research will serve as a valuable reference for subsequent studies in this field..

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