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THE EFFECTIVENESS OF TEACHING VOCABULARY USING SONG WITH MOVEMENT TO THE FOURTH GRADE STUDENTS OF SDN 1 SENGGOWAR NGANJUK 2022/2023

SKRIPSI

Submitted for one of the requirements for obtaining a Bachelor's Degree in Education

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The world of education always experiences novelty in every era. Learning cannot be done statically it needs to be done dynamically too. As is happening today, the era of education throughout the world has progressed in various aspects. Learning is not only focused on teachers or educators, the learning process is given the freedom to explore various things. 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.

According to the 2020 PERMENDIKBUD 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. From these guidelines it can be said that the characteristics of appropriate learning are those that contain these aspects. In addition to the guidelines that have been presented above, there is one thing that needs to be considered again, that good learning is child-friendly learning.

The development of the educational era must be accompanied by an increase in educational facilities and infrastructure. For example, an educational curriculum that is tailored to the needs. Models or learning methods that is relevant and suitable to be applied. Then improve the quality of teaching staff through training. In addition, through socialization related to developmental theories in the world of education. As with the recruitment of new educators, it is also an effort to balance the quality of education with the times. That is what is called activities that are in line with existing policies, so that maximum effort will produce good results.

This research wants to explore learning English in elementary schools or learning in young learners. Practicing everything from an early age is considered good because the brain will receive information perfectly. An example is learning vocabulary in elementary school children. The main topic of this research is to determine the effect of learning vocabulary with the learning media used. Vocabulary learning is considered as the basis for learning English in elementary schools, for this reason the selection of the right learning model is also considered as a supporting factor so that the material can be conveyed properly.

Good learning is two-way learning between students and teachers. The learning in this study is using song with movement. This process is used to provide a fun learning situation. This process is used to provide a fun learning situation. The theories in this study are the same or still related to related studies. The first research by Harahap, I. F., & Kembaren, F. R. W.

(2023). "Learning English Vocabulary for Young Learners' Through Song, Move and Video Methods". Next is Purwanti, R. (2021). "Song And Motion As Method In Introducing Vocabulary In English (Number And Colour) At Early Childhood". Then further related research was written by Shin, J. K. (2017). "Get up and Sing! Get up and Move! Using Songs and Movement with Young Learners of English". In addition to these studies, the following studies are also related to the topic discussed. Study from Razak, N. A. N. A., & Yunus, M. M. (2016). "Using action songs in teaching action words to young ESL learners". Another study from Sohot, M. B., & Yunus, M. M. (2019). "Pupils' perceptions on the use of action songs in teaching and learning vocabulary" and another related research.

B. Identification of the Problem

Vocabulary is one of the basic aspects that must be mastered in language learning. Aside from being a basis, vocabulary is also important as a center for language teaching and learning. It is said to be the basis and center of language teaching and learning because vocabulary has an important role in the four language skills. The four language skills include reading, writing, speaking and listening. Vocabulary contributes to learners for their ability to be better.

Many young Indonesian students, especially at the elementary school level in rural areas, still do not master basic vocabulary. This is due to the lack of priority in English subjects at school. In addition, learning is

less interesting and tends to refer to books. Vocabulary learning is not easy to do because there are many aspects that need attention. In order for vocabulary knowledge to be taught to students perfectly, special attention is needed on this material. Aspects of vocabulary include polysemy, homonyms, homophones, synonyms, antonyms, translations, grammar, and pronunciation.

From the description of the problems to be discussed in this study, it was concluded that the researchers summarized them as follows:

1. Many elementary schools in rural areas whose school quality is still not superior have language subjects, especially English, which are taught to their students.

2. School students or young learners need to be given a learning model that is appropriate for their age, learning that is not boring. The researcher wants to use song media in learning with movement to help students in vocabulary as a basic provision in language learning.

3. In elementary schools in rural areas, many teachers use methods that only focus on what the teacher explain, so students who should be able to explore.

4. Appropriate learning processes not only affect student psychology but also affect student learning outcomes or grades. Because the learning method used seems boring, this affects student scores.

That is the identification of the problem found and developed by researchers in this study. With these problems researchers are able to apply the learning model that you want to use. In addition to the method or model that the researcher wants to apply, its effectiveness will be known.

C. Limitation of the Problem

In line with the identification of the problem, the focus of the research is the use of the song media with movement as fun learning for the effectiveness of learning vocabulary for elementary school students. This is important because it is in accordance with the reference for the implementation of learning in the current era. Researchers assume that a comfortable and enjoyable learning process will have a positive impact on students.

The researcher provides a limitation of the problem, namely only focusing on knowing the effectiveness of the song media with movement in teaching and mastering vocabulary. This research also focuses on basic vocabulary in children's world, in this case vocabulary about various hobbies. The simple vocabulary corresponds to what elementary school students learn in grade four, and the material can attract students' interest in learning it by talking about their hobbies. The researcher focuses in meaning.

Short vocabulary learning will match the song media with movement. Students can learn one by one the vocabulary about hobbies

through singing and movement simultaneously. This activity invites students to actively demonstrate together. Through this activity students not only remember but also understand the material being studied.

D. Formulation of the Problem

According to the title and background of the research, this research is formulated as these following problems:

1. How is the students' vocabulary at SDN 1 Senggowar before being taught using the song media with movement?

2. How is the students' vocabulary of students at SDN 1 Senggowar after being taught using the song media with movement?

3. How is the student behavior affect students' vocabulary when being taught using song media with movement at SDN 1 Senggowar?

E. Purpose of the Research

The purposes of the research are as follows:

1. To find out students' vocabulary at SDN 1 Senggowar before being taught using the song media with movement.

2. To find out students' vocabulary at SDN 1 Senggowar after being taught using the song media with movement.

3. To describe the students' behavior respond when the song with movement applied in teaching learning process to students' vocabulary on grade IV students of SDN 1 Senggowar.

F. Significance of the Research

This research contains expectations that the author wants to realize. Hopefully this research will not only help with the graduation requirements of researchers but also provide benefits both theoretically and practically. In addition, this research is also expected to be useful for teachers, students, and other researchers.

Theoretically

In theory, this research is in line with government policies to create an atmosphere and a fun way of learning. Educators can apply learning methods according to the age of elementary school students.

Practically

Practically the benefits of this research are to train or carry out fun and appropriate learning for students. To excite children in learning activities accompanied by unusual activities.

1. For teachers

This research is useful for teachers because this research is still related to the teaching and learning process. This research is especially

important for English teachers because what is discussed is related to vocabulary mastery in the realm of language, especially English. In addition, this research helps teachers find learning method that are suitable for early childhood students. So that it makes the teacher more careful, creative in choosing and applying the right learning model for children.

2. For students

Elementary school students can experience a fun and interactive learning atmosphere. Of course, this learning method is effective in improving, mastering, and enriching students' vocabulary in learning English. Most importantly students will feel the impact of using the right learning model on their learning outcomes, so they will apply it in every learning activity.

3. For other researchers

This research is expected to provide a lot of information for other researchers who read it. The results of this study will be useful in the world of education such as choosing a suitable learning method for students. In addition, this study also motivates and provides specific references to the song media with movement for young learners to learn vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

This research will focus on several keywords that are the main topic of the title. In this chapter the researcher will explain in detail the keywords that are the main concern. The explanatory keyword is the theory of this research. Thus, the theory presented in this study will add to the reader's understanding of the nature of this research. This chapter consists of a) related theories, b) rationale, and c) hypothesis.

A. Related to The Theory

In this chapter the researcher wants to explain in detail some of the keywords there are vocabulary, song learning media, and young learners.

1. Vocabulary

Vocabulary is basic knowledge that must be understood in language learning. This study will discuss the definition of vocabulary, role of vocabulary for young learners, learning vocabulary for young learners, and the importance of vocabulary.

a. Definition of Vocabulary

Vocabulary is basic knowledge in language learning. In all types of language learning, both spoken and written, of course, requires mastery of

vocabulary knowledge. Learner learns words gradually over a period of time. Vocabulary mastery is manifested in being able to recognize and understand a word when we see it in text or hear it in conversation, but not everyone is able to use it. People who are able to understand but are unable to use it when speaking are called receptive abilities. Even more complex, people who are able to use vocabulary in speaking or writing are directly called people with productive abilities Schmitt & Schmitt (2020).

Vocabulary is one of the three key factors for learning a language. In making sentences and expressing thinking and meaning, and the main requirements of language communication, generate a large number of stable vocabulary significant and essential needs for this Bai (2018). Alizadeh (2016) stated that all things about somehow with language teaching or learning must develop a full vocabulary mastery method in that section learners. By understanding and mastering vocabulary, someone will be able to convey their ideas well.

Vocabulary is closely related to a certain field of study. For example, in the world of children, simple vocabulary is often used, such as vocabulary about animals (cat, bird, and cow), fruits (apple, grape, and banana). Siregar *et al* (2021) explain vocabulary is important for a child's success. This needs to be trained from the basic level in order to have enough time to learn English.

In Indonesia, especially in schools that have not provided quality and meaningful learning for their students. Most students understand the meaning of the vocabulary they catch, but they cannot apply it directly in speech or writing. So, it can be said that the ability of students' vocabulary mastery is a receptive ability. Vocabulary learning needs to be watched out for by children so that it is easier for them to express good ideas that they want to say or write.

b. Role of vocabulary for Young Learners

Gravez (2016) stated that the size of a student's vocabulary as they enter and progress through school important. In interacting with the outside world and reading all school subjects, vocabulary is very important to learn. In line with this statement Moghadam, *et al* (2012) explains commands in foreign languages are presented in various questions in school lessons, this can be mastered by determining the extent to which students understand them. Lexical errors are the most frequent and concurrent errors and this error becomes a barrier to worry about in learning to communicate for that very basic vocabulary knowledge.

Vocabulary underlies various scientific fields. This is especially for students learning English as a second language or foreign language. Deni & Fahriany (2020) express the basic skill for someone who wants to learn a foreign language is vocabulary which is an integral part of a foreign language called sub-language. Besides that Indrasari, *et al* (2018) also said

students must understand, know and be accustomed to connecting one word with another when they make sentences or make dialogues to communicate.

c. Learning Vocabulary for young Learners

Learning English vocabulary from an early age is still within the scope of their golden age, and they can learn everything easily Deni & Fahriany (2020). English is taught as a lesson because it is considered important to support language skills other than the main language. A foreign language like English can be said to be easy to teach, but it gets boring quickly if the teacher teaches it in a conventional way. To make it easier for students to remember the meaning well, it is necessary to create effective learning designed to explain vocabulary in a concise and easy to understand way Bakhsh (2016).

Students are able to learn more and meaningfully with a good and guiding atmosphere and learning methods. This requires the teacher to achieve these conditions, one of which is by creating various interesting types and methods for the class Ruzmetova, *et al* (2020). Agree with the statement that a vocabulary teacher must carry out an appropriate lesson plan. With such a plan ensures the right balance of learning opportunities and most importantly the selection of the right vocabulary for a particular group of learners Nation (2011). Lack of planning in compiling vocabulary lessons will make a difference to students, because each student has different understanding abilities.

There are aspects that determine good vocabulary learning for children. According to Rowe, *et al* (2012) there is internal factors that influence children's vocabulary learning. Acquisition of children's vocabulary is the role of parents, families and children at an early age. It is used as a predictor of the language skills that children bring to school.

d. The Importance of Vocabulary

Dakhi and Fitria's (2019) opinion state that vocabulary is the core of language skills, and more importantly, vocabulary serves as the basis of communication, representation of social reality, amplifier of emotions, and predictor of academic ability. Some of these opinions provide broadly similar statements. The explanation of the importance of vocabulary cannot be separated from the educational environment.

Vocabulary underlies the four language skills that students must master. One of these skills is reading, which is an important skill that young learners must have. According to Ouellette (2006) longitudinal studies have repeatedly shown that reading does not only involve visual decoding and word recognition; the ultimate goal of reading is comprehension. In line with the above opinion, another opinion also supports this statement.

Manihuruk (2020) in his findings, vocabulary enrichment is needed to improve reading comprehension skills because vocabulary knowledge is positively correlated with reading comprehension skills. Beside that Furqon (2013) states since vocabulary has a strong relationship with reading

comprehension, teachers should teach vocabulary to students to improve their reading comprehension. Although students' reading strategies and experiences help them understand the text, vocabulary mastery is more important to help them understand the text.

2. Learning Media

Media is one of the important components in learning. With the media, the learning process will become more meaningful and varied. In this section, we will discuss learning media. The discussion includes the definition of learning media and the classification of learning media.

a. Definition of Learning Media

According to Rohani (2020), the tools used as messengers in learning activities are called media. The media carries messages, namely subject matter, the goal is that students can understand more easily. Hasan, *et al* (2021;29) Learning media is anything that serves as an intermediary or connector between the information provider and the information receiver. Another opinion from Sari, *et al* (2008:3) state media is a tool used to convey the teacher's message to students, increasing students' thoughts, feelings, attention, and interest during the learning process. It is concluded that media is a device or tool created to achieve success in the learning process.

b. Classification of learning media

There are many types of learning media which are classified into several types. The following is a classification of learning media according to several experts:

According to Nurrita (2018)

In general, media can be grouped into 3, as follows:

1) Auditive media, which is media that only relies on sound capabilities, such as tape recorders.

2) Audio media, which rely on sound capabilities such as radios, tapes and so on.

3) Visual media, namely media that display still images such as photos, paintings and so on.

4) Audiovisual media, which is media that displays sound and images such as movies, videos.

According to Ibrahim et al (2022)

Learning media is divided into several types, but basically has similarities. Here are some classifications of learning media:

1. Visual media: media that can be seen using the sense of sight such as pictures, posters, and others.

2. Audio media: media that can only use the sense of hearing, such as voice notes, radio, music, and so on.

3. Audio visual media: media that can be used through the senses of sight and hearing, for example, such as a video, short film, slide show and so on.

The existence of these media can help a teacher in delivering learning more interestingly and effectively as well as efficiently.

This research uses media that focuses on the sense of hearing. In accordance with the type of classification according to the experts above, media that rely on hearing are included in the classification of audio media. According to Susanti & Zulfiana (2018) audio media is also called hearing media which is a learning resource containing material that is presented interestingly and creatively and applied using the sense of hearing only, because it is only in the form of sound. Some types of audio media such as language labs, radios, and magnetic tapes.

c. **Song Learning Media**

This part will discuss an overview of the song learning media. The discussion includes the definition of the song learning media, the characteristics of the song learning media, and the benefits of the song learning media.

d. **Definition of Song Learning Media**

Learning media must be interesting and motivating student, maintain learning, simplify the learning process, create effective and efficient learning, and then improve learning outcomes Ratminingsih (2016). One of the learning media that is interesting and makes students learn in a relaxed way is song. According to Pribilova (2006) learning media

with music or songs is a type of media in the suggestopedia method that successfully helps students stimulate the brain to store word memories.

According to Utami & Hartini (2014) song media (singing) can be applied in learning by changing learning material into song lyrics which students can then sing. Song media are methods and techniques in the form of words sung with rhythm and tone which are used as intermediaries in conveying information in the form of learning materials so that communication and interaction between teachers and students can be more effective in learning.

e. Characteristics of Song Learning Media

Utami & Hartini (2014) also explained song characteristics in their research. The characteristics of songs created for learning are as follows:

- Learning songs contain words or sentences with themes according to the subjects being studied. Contains words, phrases, or sentences with a certain theme

- The teacher sings a song that is repeated. Songs should be repeated so that students memorize more and don't forget easily.

- Songs must be based on a certain context to make it easier for students to memorize.

- Songs should be sung with dance or body movements so that students are more enthusiastic.

- Songs should be made in a happy and fast tone so that students are enthusiastic and happy in singing them.

The main characteristic of the song media performed by (Ernanida & Yusra 2019) is the auditive symbol of lamang, both verbal and nonverbal, namely the message that is poured through audio. The second statement explains the characteristics of song media in learning. The characteristics of good song media is song media that uses good lyrics, does not contain elements of violence, or things that are not polite.

f. **Benefits of Song Learning Media**

Song learning media that is suitable for student learning styles, there are other benefits. According to Utami & Hartini (2014) song media (singing) is quite effective in making learning feel lighter and more fun because learning activities are carried out by singing while studying so students don't feel bored and sleepy, but will be more interested, enthusiastic in learning. Students also pay attention to learning, are brave and active during the learning process.

The use of song learning media also has various advantages. Some of these advantages are explained by Ernanida & Yusra (2019). These advantages are:

- Able to overcome space limitations and activate multiple targets.

- Able to influence the mood and behavior of students through background music and sound effects, so as to develop the imagination of listeners.
- Able to focus students' attention on the use of words, sounds and the meaning of these words/sounds.

3. Movement

This section will explain what movement is. The movements discussed are movements that specifically occur in the learning process. This section will discuss specific movements that describe this research.

a. Definition of Movement in Learning Process

A good and meaningful learning process is also influenced by student comfort, such as self-confidence. This is in line with the opinion of Jones (2007) that says before students can collaborate confidently, they must feel prepared, and when they do collaborate effectively and exchange ideas and experiences, this confidence will gradually increase. Movement occurs because the brain gives orders to the body to perform movements.

According to Meaney (2008) movement in learning is a long-standing tradition in most countries. Movement during learning is a phenomenon that involves song and rhyme. This explains that movement can be automatically stimulated by the rhythm of the song. Learning using movement would be a logical part to combine with music. Music and movement is an undeniable connection, as there is a simultaneous

application of different sensory modalities, such as kinesthetic (Abril, 2011).

b. Characteristics of Movement in Learning Process

The type of movement in learning that is also important and the focus of this research is psychomotor movement. According to Martinez *et al* (2018) psychomotor refers to the relationship between mind and movement. The example is physical skills such as movement and coordination; and psychological skills such as emotional self-control. Beside that all professionals involved with young children, particularly psychologists, educators, and physical education teachers, need a comprehensive, reliable, accurate, and convenient measurement of their psychomotor abilities.

Psychomotor movements have many good impacts if applied in learning. According to Supartini, et al (2020) in stimulating and developing cognitive and psychomotor aspects of children using the song and movement method is considered to have its own advantages. Mas *et al* (2018) said psychomotor development is very important because it supports the child's intellectual, affective, and social development, as well as their relationships with their environment and with its environment, and it takes into account individual differences, needs, and interests.

In this research, movement in learning is more focused on students' psychomotor movement. Students perform movements that stay in place.

They did not move from their seats while performing the movements. They just stand and move their bodies. Students listen to the song and move/sway according to their position. The body position remains static and the limbs perform movements such as bending, or raising hands.

c. Benefits of Movement in Learning Process

Movement is an activity that has many benefits from various aspects. As stated by Suharjana (2013) in his research that moving is good for children. Mainly in static movements that are effective rather than dynamic. In addition, movement for school children is also good for mental or psychological. According to Coyle & Gracia (2014) teachers should plan gestures for songs carefully. The use of meaningful gestures that relate to the context and vocabulary of the song will enhance language learning and student engagement.

According to Akkerman (2014) explains that a positive impact on student behaviour can be made through movement in the classroom. Students are more focused and engaged, contributing to reducing negative behaviour and increasing the sense of calmness throughout the classroom. Besides that, Yusanti & Rakimahwati (2019) state that movement in song learning is considered valid, practical, and effective, so it is expected to be used as a reference or reference for physical motor development. So, it can be concluded that the use of song media accompanied by movement can provide benefits various aspects.

4. Young Learners

This section will provide an overview of young learners. Explanations will cover the definition of young learners, characteristics of young learners, and teaching English to young learners.

a. Definition of Young Learners

Young Learners are the type of learners included by age. As the name implies "young", then these students come from a young age. According to Nunan (2010) young learners cover a large chronological age range from 3 years old to 15 years old. Meanwhile, according to Butler (2021) early childhood learners are in the age range of children aged 3-12 years, apart from age there are also special considerations. Another opinion in Kersten & Rohde's research (2013) is that young learners are young children from 3 to 10 years old, and are in a fundamentally different category of language learning/teaching: kindergarten and elementary school.

However, according to Ellis (2014) there are specific characteristics related to the age range of young learners, namely teaching methodology, course structure, quality materials, learning environment, and teachers. Based on the opinions of the experts above, it can be interpreted that early childhood learners are children who have a certain age category range. Young learners are children who have not entered a critical age. In addition to being seen from the age range, it can also be seen from the level of

schooling. The majority of young learners come from the rest of the elementary school/ primary school.

b. Characteristics of Young Learners

This section will explain the characteristics of young learners. According to Cahyati, *et al* (2019) these are some of the characteristics of young learners including their tendency to be active, some of them are more active than others. Another perception come from Kirkgoz (2018) characteristics of young learners such as having short attention and learning holistically, but differs in terms of their physical, psychological, social, emotional, conceptual, and cognitive development.

Furthermore, in the results of Muttiah, *et al* (2020) research states there are three components of characteristics of young children in learning English subjects: cognitive development, academic competence, and socio-emotional maturity. There is another expert opinion that explains the characteristics of young learners. Based on the opinions of several experts above, it can be said that the characteristics of young learners are seen from various things. The main characteristic of young students is their age.

c. Teaching English for Young Learners

Shin (2006) states young learners tend to have short attention spans and tend to have a lot of physical energy. Children are also very dependent on their surroundings and are more interested in physical and tangible

things. Typically, students ages 8–10 can tackle an activity that is 10 to 15 minutes long. It is used to review activities in class or next. For example, teaching a song or story, don't just focus on the song or story the entire time the lesson lasts until it's finished. Activities that rely on movement related to songs or stories can be used to keep the momentum of the class fun.

Another example of teaching a non-literate four-year-old requires a very different set of special skills than teaching a 14-year-old to create optimal conditions conducive to teach Ellis (2014). So, it can be concluded that teaching young learners must understand the characteristics of the students and not be pushy. Students will be comfortable learning when the teaching is appropriate to their age.

B. Rationale

Learners of English as a foreign language often encounter difficulties that make them lose motivation. Presenting good and fun learning is the duty of an educator. As well as providing proper and fun learning to young learners. Youth is the golden age where one can receive and absorb information perfectly. Learning English for children must be packaged in a way that gives the impression of comfortable learning.

The thing that forms the basis of learning English is vocabulary. Vocabulary is a word or word meaning that becomes the point of all sources in the field of linguistics. In writing, reading, listening, and speaking activities, it is necessary to understand vocabulary. With a broad

understanding and wealth of vocabulary, it makes a student understand. In addition to understanding good vocabulary, it also minimizes errors. Vocabulary makes a person confident in his abilities, especially in communicating with their interlocutors.

Learning model must include fun activities such as moving directly using the body. Young learners tend to like interactive activities that are not monotonous so that the learning with movement is suitable for application. In addition to using the right learning model, the use of good media is also recommended. In this case the use of audio or music media to combine the movement in learning is very appropriate. The combination of the two is able to provide a fun and good learning atmosphere for young learners.

C. Hypothesis

Based on the explanation in the previous chapter, and the theories cited from various sources, the hypothesis proposed is as follows:

1. **Null Hypothesis (H0)**

There is no effect of teaching vocabulary using song with movement to the fourth-grade students of SDN 1 SENGGOWAR NGANJUK.

2. **Alternative Hypothesis (Ha)**

There is an effect of vocabulary teaching using songs with movements on grade IV students of SDN 1 SENGGOWAR NGANJUK.

CHAPTER III

RESEARCH METHOD

Researchers need to conduct research to prove scientific truth. This is an important part of finding the facts. This chapter will explain the research methods used by researcher. This includes Identification of Variable, Research Design, Place and Time of Research, Population and Sample, Research Instruments, Technique of collecting data, and Techniques of Data Analysis.

A. Identification of Variables

Variables are an important part of a research. Variable form in the form of treatment, factors, and attributes to be studied. According to Pierce (2013) two types of variables are independent variable, and dependent variable. The independent variable is one that can influence the measurement of the dependent variable. In line with what has been explained above, this study consists of two variables, namely the independent variable and the dependent variable.

From the title of this research "The Effectiveness of Teaching Vocabulary Using Song with Movement to the Fourth Grade Students of SDN 1 Senggowar Nganjuk 2022/2023". Independent variable of this research is Song with Movement. This is an independent variable because

in this study, song with movement is the learning media used by researchers to test other variables. In addition, the media is used to determine the influence that can occur on other variables.

Meanwhile, the dependent variable in this study is students' vocabulary, which are focused on simple vocabulary. This variable is the aspect that the researcher focuses on to determine its effect. Through research that will be seen from before and after receiving treatment from the media used. Students' vocabulary will be known in terms of reading comprehension in the form of translation, as well as recognition through structured questions.

B. Research Design

The design of this research is quantitative research. According to Sukamolson (2007) quantitative researchers are more focused and concerned with developing and testing hypotheses. This means quantitative research must focus on proving hypotheses, and finding scientific facts. The method used is using population and sample to collect data. Then analyse the data statistically to make measurements.

The technique used by researchers in this study is an experimental. In this study, the researcher carried out three stages, namely giving a pre-test, simulating with treatment, and giving a post-test at the end. At the pre-test stage students are given vocabulary related to hobbies that must be translated and matched by students. When given the pre-test the researcher

did not give treatment to students. Furthermore, the researcher gave treatment to students by applying the Song with Movement. After giving the treatment, the researcher conducted a post-test for students with the same questions in the pre-test.

C. Place and Time of the Research

1. Place of the Research

This research was conducted at SDN 1 Senggowar, Gondang, Nganjuk, East Java. This place was chosen simultaneously with researchers carrying out teaching *Kampus Mengajar* by the Ministry of Education and Culture. In addition, the teacher at that place does not teach using the Using Song with Movement to the Fourth Grade Students. Learning with a fun learning is a breakthrough in learning for young learners.

2. Time of the Research

The time of this research was conducted when the researcher was at the level of three semesters six. The research took place in semester 2 of class IV 2022/2023 academic year. In order for the research to run regularly, the researcher makes the following schedule:

Table 3.1

Schedule of The Research

No	Activity	May 23				June 23				July 23				April 24				May 24				June 24			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Proposing The Title		▓																						
2	Arranging and revising research			▓	▓																				
3	Asking permission to the school for doing research				▓																				
4	Composing the research instruments					▓																			
5	Collecting the data from school					▓	▓	▓	▓																
6	Analyzing the data									▓	▓	▓	▓												
7	Writing a report													▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓

D. Population and Sample

1. Population

According to Wijaya (2020:51):

Population is a set of individuals with distinctive characteristics that are of interest in a study. This research was conducted in elementary schools on students. The population in this study were students from grade one to grade six.

2. Sample

Samples in quantitative research come from the population. In other words, the sample is a population that is scattered or taken as a small part. This is in accordance with what is said by Ramdhan, a sample is a portion of the population" (Ramdhan, 2021:14). Sample in this research are 24 students from grade four.

E. Research Instrument

The research instrument according to Arifin (2017) is a good measuring tool so that the data obtained becomes valid and reliable data. This makes it easier for researchers to obtain data and process data correctly. In this study, researchers used test instruments to obtain data. The tests used are pretest and posttest.

According to Sukendra, & Atmajaya (2020) the test instrument is a tool used to measure the level of understanding and students' mastery of the material that have been taught and know the level the development of

students in the process learning. This research was conducted by giving a written vocabulary test.

1. Pre-test was conducted by giving multiple choice and match questions related to vocabulary that must be done by students. The vocabulary material chosen was hobby. The pretest was given before the learning treatment using Song with Movement in students' vocabulary learning.

2. Post-test was also conducted by giving questions in the form of matching questions related to the vocabulary that the students had to match. The vocabulary material chosen is still the same. The post-test was given after the learning treatment using Song with Movement in students' vocabulary learning.

F. Technique of Collecting Data

To find out whether the Song with Movement is effective for learning student vocabulary, data collection was carried out. In this study, data was collected through a vocabulary test in a written format in two types, namely pretest and post-test. The content of the test is material taken in learning basic vocabulary, namely various hobbies. The pretest was given at the beginning of the treatment before learning was given using the Song with Movement. Then the post test is given at the end or after learning with the Song with Movement. Both tests were conducted to collect data.

G. The Technique of Analyzing Data

The data analysis technique used is T-test from SPSS platform. The writer wants to know the effectiveness of teaching using Song with Movement in learning vocabulary through the results of the pretest and posttest. The research sample is one type of sample, namely students in one class only or called one group pre-post. In experimental research, with one sample pretest and posttest instrument used is one group pretest posttest.

The stages in analyzing the data in this study first present descriptive data. Next is to conduct a normality test using the Shapiro-Wilk formula with the same number of samples on the pretest and post-test values. If the significant value obtained is normal, the paired sample t-test formula will be used in data analysis. All data analysis will be conducted using the SPSS platform.

- If the sig. >0.05, then the data is normally distributed

- If the sig. <0.05, then the data is not normally distributed.

Furthermore, if the data is normally distributed, it will use a paired sample t test. The test is conducted using a significant 0.05 ($\alpha = 5\%$) between the independent variable and the dependent variable.

Next hypothesis testing determines t count and t table. The t count value can be seen in the output section of the paired sample t-test table. The t table is calculated manually in the following way:

$$Df = n - 1$$

Then from the assessment results, the df value is found which is known in the reference for determining the t table value with 1% and 5% significance. Furthermore, the t count is compared with the t table with a significance level of 95%. the decision-making criteria are:

- T table > T count = Ho accepted or Ha rejected

- T table < T count = Ho is rejected or Ha is accepted

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher shows the research findings by discussing effectiveness of teaching vocabulary using song with movement. All elements which are discussed in this chapter are: a) Description of the data, b) Data Analysis, c) Interpretation of the result of data analysis, d) Hypothesis testing, and e) Discussion.

A. Description of The Data

The researcher explained the results of the evaluation carried out from the students' vocabulary abilities before being taught using songs with movements, treatment using songs with movements, and students' vocabulary abilities after being taught using songs with movements. The following is the variable data:

1. The description of student's vocabulary before taught using Song with Movement.

English language learning especially in student's vocabulary, according to observations that have been made, is still weak. This can be seen through the lack of students' ability to master basic English vocabulary. The majority of students in the class do not know the English vocabulary that should be mastered based on their level. In addition, it is also seen through the scores obtained during the pretest as an initial measurement related to students' vocabulary. This makes special attention related to vocabulary mastery that are still low.

Based on the average value of basic vocabulary for students through the pretest is 49. The average score still does not meet the standard score for completeness. Students at SDN 1 Senggowar are required to achieve passing grade of English 70 as the standard of proficiency in the vocabulary test. If the student's score is not high enough to be considered complete then the student's pretest score is considered not meeting the average. Conversely, if the student's score is more than high then the student's pretest score meets the average.

Diagram 4.1

Frequency of Pretest

Pretest
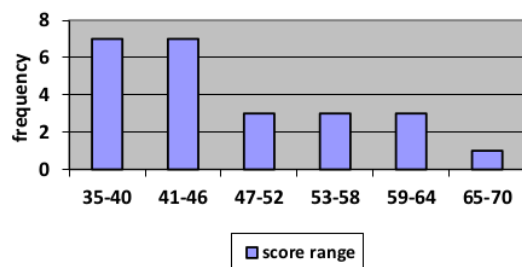
The diagram above shows that all students' scores are still low, and do not meet the standards of completeness. Based on the results above, number of low scores was still dominant, it can be seen from the height of the bars from the diagram. Based on this data, 23 students who have not met the standard of completeness and 1 student who is meet. The lowest score was 35 and the highest score was 70. It can be concluded that students who have not reached completeness are higher than those who are meet.

2. Treatment

The treatment in this study implementing song with movement to teach vocabulary. It was scheduled for two meetings, and was given after the pretest. The first treatment was conducted in the third week of May 2023, and the second treatment was conducted in the fourth week of May 2023. In the treatment, the material given by the researcher was related to "hobbies". This material explains the types of hobbies in the form of simple vocabulary. The song presented contains the material taught in the form of various hobby vocabulary, in singing the song the appropriate movements are carried out.

First, the researcher's preparation stage takes several steps. These stages include choosing appropriate material, making media songs that are relevant to the material. In addition, researchers also prepared pretest and post-test questions that were in accordance with the material. The questions prepared were also adjusted to the abilities to be achieved in learning. Researchers also prepare the tools used during the treatment. The preparation stage is carried out so that during the implementation of the treatment it runs well.

In the first treatment, the researcher starts the class by explaining the material to be learned related to hobbies with topics that are suitable for students. Furthermore, the researcher will invite student communication as an initial step and so that students are relaxed. The researcher asked what they knew about hobbies. Then ask what hobbies students like after they

understand the topic presented. The researcher displayed several pictures related to hobbies, and wrote down vocabulary and read them. The researcher also created the appropriate movement with the type of hobby vocabulary taught. After that, students were asked to imitate the movement, and read it carefully.

In the second treatment, the researcher implemented the use of songs with movements in the classroom. First, all students were invited to sing the song whose lyrics had been taught. Then one of the students was appointed as a role, and guided the other students in singing the song with movements. The next activity is carried out by randomly appointing students when the song is played, and the student must know what vocabulary is sung and give the appropriate movements. At the end, the researcher will provide reflection and appreciation related to the learning that has been done.

The last meeting was conducted as an evaluation session. This session contained several activities including providing feedback or a brief review of the material that had just been learned. Then to find out whether there is an increase in student learning outcomes after being taught by using songs with these movements, a post-test was conducted at the end as a closing of all stages of treatment in this study.

3.   The description of student's vocabulary after taught using Song with Movement.

Diagram 4.2

Frequency of Post-test

Post-test
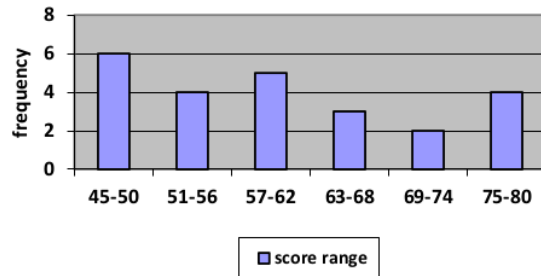
The diagram above shows the post-test results. The post-test score results show an increase in scores from the previous test, the pretest. The average score obtained by students from the post-test was 60. While the passing grade score is 70. The post-test score diagram above shows that there are 18 students who have not reached the passing score standard and 6 students who have passed. The lowest score was 45 and the highest score was 80. This shows an increase from the previous value, where the number of students who reached the standard value of completeness was only 1.

B. Data Analysis

Data analysis was carried out after the pretest and post-test scores were obtained. Data analysis is described in detail to determine the findings of this study. The data presented includes techniques, results and interpretation of the findings.

1. Procedure of Data Analysis

Data analysis procedures are carried out to determine the findings and get answers to existing hypotheses. The goal is to answer the formulation of the problem, namely knowing the student's vocabulary of SDN 1 Senggowar students before and after being taught using songs with movements. In addition, to find out the student behaviour of students when taught using songs with movements. Before analyzing the data, researchers collected the value of students' vocabulary through tests. Next is to process the data using SPSS Ver 20 to calculate and get scores. Finally distribute questionnaires to students to find out student behaviour, then analyze and present the data in descriptive form.

2. The result of Data Analysis

The researcher defines the results of data analysis from two things, namely the results of student's vocabulary scores and student behaviour. The following are the results of SPSS calculations: Normality Test, Paired Sample Statistic, and Paired Sample Test.

a. Student's Vocabulary

The test given to students twice had different results. Some scores decreased and most increased. To know the significance of the pretest and post-test results clearer, the following diagram is presented:

Diagram 4.3
Diagram of Pretest and Post-test scores
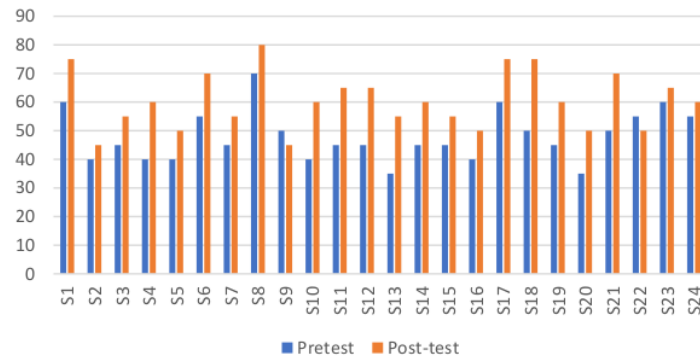
The diagram shows the results of the two tests conducted by students, namely pretest and post-test. The number of respondents who took the test was 24 students, and is presented in the form of this diagram. The blue bars represent the pretest scores, while the orange bars represent the post-test scores. From the diagram, it can be seen that the graph of student scores is increasing. Although not all students experienced an increase in grades, almost all students in the class experienced an increase in grades. It can be seen that the orange bars are higher in almost all student scores.

Next the calculation and testing of the scores obtained by the students was carried out using SPSS Ver 20. The data is described below, including: mean, and T-test. Before knowing the type of test used, the researcher conducted a normality test first.

Table 4. 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

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The standard for determining normally distributed data is if the Sig value. >α 0.05. Based on the amount of data that is less than 100, the normality test reference is seen from the significant value in the Shapiro-Wilk test column. The significant value of pretest vocab is 0.098 and the significant value of post-test vocab is 0.268. It can be concluded that the significant value of the pretest and post-test is more than the standard determination. So that the data is normally distributed and can be tested further parametrically using paired sample t-test.

a. Mean

Table 4.2

Paired Samples 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

It can be seen in the average table above that the mean value of the pre-test is 47.92 with a standard deviation of 8.836. The mean value of the post-test was 60.42 with a standard deviation of 9.991. Both tests have the same number of respondents, namely (N=24)

b. T-Test

Table 4.3

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
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).

b. **Student's Behaviour when Song with Movement implemented in classroom**

The results of the questionnaires given are depicted in the form of diagrams and descriptions for easy understanding. The following graph

is related to the 4 questions given to students regarding student behaviour when taught using songs with movements.

Diagram 4.4

Result of student's behaviour questionnaire
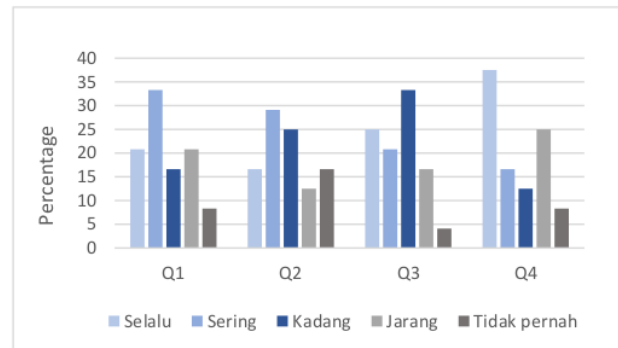
The diagram above illustrates how the results of the questionnaire given to students when taught using songs with movements. The first question is whether learning using Song with Movement makes it easier for students to learn English. Almost everyone in the class believed that using Song with Movement made it easier for students to learn English, and only a few disliked it. This shows that learning English vocabulary to students using songs makes it easier for the majority of students.

The second question is whether Song with Movement often helps students to understand the meaning of vocabulary about hobbies in English. If you look at the bars in the second question, the highest is the purple bar with the caption often. Almost everyone in the class believes that Song with Movement helps students to understand the meaning of vocabulary about hobbies in English, while only a few of them dislike

it. So, it can be seen that many students who are taught using songs with movement are helped in vocabulary comprehension.

The third question is that songs with movements sometimes help students to recognize vocabulary about hobbies in English easily. From the bars presented in the diagram of the third question, it can be seen that the yellow bar is the highest, the yellow bar means sometimes. Almost the majority of students in the class sometimes believe that songs with movements help students to recognize vocabulary about hobbies in English easily, followed by the second highest bar in blue. meaning that other students agree with the third question. And only a few other students disagreed with the third question.

Furthermore, the last question is that Song with Movement helps students to remember vocabulary about hobbies in English well. The diagram for the last question shows a blue bar with the highest result. This shows that most students chose always for the fourth question. This means that almost everyone in the class believes that Song with Movement helps students remember vocabulary about hobbies in English well. Only a few of them disliked it. From this it can be seen that song with movement helps students remember.

3. **Interpretation of the data analysis**

Researchers obtained data on students' vocabulary before and after being taught using songs with movements. Furthermore, it was analyzed

using SPSS Ver 20 to find out whether the hypothesis can be accepted or not. Furthermore, to find out the behaviour of students, descriptive analysis was carried out from the data obtained through the questionnaires distributed.

C. Hypothesis Testing

Table 4.4

Table of T-test based on significant 1% and 5%

df	T-count	T-table 1%	T-Table 5%	Significant Ha	Ho
23	7.993	2,807	2,068	Very Significant	Rejected

The table above shows that the t-count is 7.993 with degree of freedom 23. Next the t-table with significance level 1% is 2,807. The t-table with significance level 5% is 2,068. Based on the determination reference, it is known that if the t-count > the t-table, the alternative hypothesis (Ha) is accepted. If the t-count < t-table, the alternative hypothesis (ha) is rejected. So, based this reference it can be seen that the alternative hypothesis (Ha) is accepted. In addition, based significance level criteria of 1% means the results are very significant, and 5% means the results are significant. From both t-table results, it is known that the value is higher at the 1% significance level. It can be concluded that vocabulary teaching using songs with movement has a very significant effect for fourth grade students of SDN 1 Senggowar.

D. Discussion

Students' vocabulary before being taught using songs with movements were still low. This can be seen from the results of the scores obtained through the pretest given to students. Almost all students in the class did not reach the standard score. This is a cause for concern because vocabulary is a basic that students must master in learning a language. At least students should understand simple vocabulary related to their lives, or vocabulary contained in the material.

Vocabulary is a component that underlies other skills. Every language learning must begin with vocabulary learning. Although vocabulary is a basic, there are many obstacles when applying it in learning. In this study, there are several problems that cause students' vocabulary scores to be low. These problems include schools that follow the government curriculum where English is not a core subject. So that its existence is not of interest and the focus of students is very minimal. Not only that, the lack of experience and monotonous learning makes it difficult for students.

After this study was conducted at SDN 1 Senggowar, the researcher found an improvement in the students' vocabulary test results. The test conducted on the pretest was their pure score before being given treatment. Then the post-test value is obtained from the test conducted after the treatment is given. Both tests are known to have an increase in value which

is quite good. This has also been proven by SPSS analysis that T-tests show a significant value. In other words, testing using SPPS shows that the alternative hypothesis is accepted. Vocabulary learning using songs and movements is proven to be effective for elementary school students. In addition, the findings of this study are also supported by other researchers.

This study found results that agreed with the relevant and referenced research. Research by Harahap and Kembaren (2023) song learning with motion is an innovative strategy to help young learners learn and recognize new vocabulary. Song is an interactive media used in the learning process that is interesting for children's classes. So, the use of songs with movement is a promising strategy to help with English vocabulary acquisition. Especially when applied to young learners.

Not only that, research by Purwanti (2021) also agrees with this research that songs and movements are very beneficial for children's English vocabulary. Repeated songs help children to remember, besides that when children sing while moving it can increase motor activity, and singing activities while moving make children happy. Activities accompanied by movement are suitable for young physical learners. In addition, activities accompanied by movement increase students' enthusiasm in learning new things.

Then research by Shin (2017) has the same results as this study 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 captures their interest 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 the material a fun experience.

Another study also found results that agree with the research by Razak & Yunus (2016). In today's globalized era, young learners should enjoy songs by moving their bodies, so incorporating action songs into English sessions to teach vocabulary is an interesting alternative strategy. Appealing to young learners is not just in the visuals, but in the application. Songs with movement are perfect for young learners in general.

This research also encountered cons in line with research by Avdiu (2021). The use of songs with movement has a drawback, which is that not all students have the same learning style. Each student gets different results because this learning technique is not suitable for every student's needs and learning style. This is shown by the differences in students' understanding of the questions given, as well as the experiences they get during the use of songs with movements.

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting research and analysing data, researchers must make conclusions and suggestions so that this thesis becomes complex.

A.   Conclusion

This section explains the conclusion of the whole study. This research is a study that refers to students' vocabulary. Vocabulary is a basic and important factor in language learning and teaching. Not only that, vocabulary also underlies receptive skill such as reading and listening and productive skills writing and speaking. Most students do not master vocabulary and lack motivation in the learning process. To address this, the researcher used song with movement in the teaching process.

Song is a suitable medium for simple and complex vocabulary learning. Song accompanied by movement help students in learning vocabulary. Not only can students sing, they can also move when learning song with movement. This helps increase students' learning motivation and reduce students' problems in vocabulary learning. In addition, song and movement is a relevant way of teaching.

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 movement are proven to facilitate learning English, help understand the meaning of vocabulary, help recognize vocabulary quickly, and help students remember.

B.   Suggestion

Based on the research process until the thesis preparation process ended, the researcher found several improvements. Researchers hope that these improvements will not be faced by further researchers in the future. Therefore, the researcher will provide the following suggestions:

1.   For Teacher

Teachers 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. This is also in line with government policy to provide freedom of learning

to students. The primary school level especially, where students are young learners. Songs with movement make the class active because they learn by singing and making body movements.

The song chosen should be appropriate for the age and material being taught. This situation makes teachers have to be creative in providing media for students. In addition, teachers must pay attention to the stages in the learning process using songs with movement. Be careful with classroom management. Teachers are expected not to make classroom management too complicated. Complicated classroom management makes students not focus on the material to be delivered.

2.   **For Other Researcher**

Other researchers are expected to be more creative in presenting similar learning models. The use of song media with movement makes the class irregular. The solution is to make rules or class management and convey it at the beginning of learning. In addition, elementary school students have various characters that must be considered. These characters such as difficult to focus and easily bored. To overcome this, researchers must create an interesting classroom atmosphere.

Another problem is that not all students actively participate in the learning process, given the different personalities of the students. A solution that can be done is to invite one or several students to become a role. With a role model in front, it can increase students' enthusiasm and confidence. Not only that, the making or determination of the song to be used needs to be considered. The song

selection is expected not to make it difficult for students. These things should be

considered by other researchers and hopefully this research is useful.

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SURAT KETERANGAN BEBAS PLAGIASI

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Judul Skripsi	:	THE EFFECTIVENESS OF TEACHING VOCABULARY USING SONG WITH MOVEMENT TO THE FOURTH GRADE STUDENTS OF SDN 1 SENGGOWAR NGANJUK 2022/2023

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Intan Prastihastari Wijaya, M.Pd., M.Psi.