

## **THE USE OF SONG TO INCREASE STUDENTS' VOCABULARY AT SEVENTH GRADE OF SMP NEGERI 1 SIAU TIMUR SELATAN**

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**ABSTRACT:** The aim of this study is to increase students' vocabulary by using songs techniques of SMP Negeri 1 Siau Timur Selatan. The method used in this study was the pre-experimental method. This research was carried out in one class, namely the seventh grade with a total of 21 students. The students are taught using the songs and they are that is a window Things in the classroom and My Classroom. The instruments used in this study were pre-test and post-test. Mean score formula was used in analyzing data. The result showed that the pre-test score is 4,47 while the post-test score is 7,57. That means, Song is the right technique to use in increasing students' vocabulary.

**Keywords:** *Songs, Vocabulary, Increase, Junior High School, EFL*

### **INTRODUCTION**

Everyone knows that language cannot be separated from human life. Panambunan E, Tulung G. J. & Maru M. G. (2016) states that the most important aspect of everyone's life is language, especially English. As Liando and Lumettu

stated in Tatipang (2020) point out, "Language is an integral part of human life as a means of communication." People need language to communicate with each other. By using language, people can express their thoughts and feelings. Therefore, language plays a central role in the social and emotional development of students. This can support them in studying all subjects.

English is one of the international languages. This language is spoken all over the world. "In Indonesia, English is one of the compulsory subjects studied in several schools, from elementary school to university" (Goni, R., Muntuuntu, M., and Sanger, M. 2021). In order to teach English abroad, English teachers need to teach efficiently to facilitate the learning process of their students. The four main skills developed are listening, speaking, reading and writing. Developing one skill increases the likelihood of developing another, so each skill cannot be separated.

Vocabulary is one of the most important elements in learning English. This statement was endorsed by Richards (2002: 255). He states: "Vocabulary is a core component of language proficiency and provides much of the foundation for how well learners speak, listen, read and write." It explains this through the acquisition of vocabulary. People can have basic and language skills. Without vocabulary, students will not be able to acquire good language skills. Lehr, Osborn, and Hiebert (2005: 23) define vocabulary as knowledge of words and their meaning in productive and receptive forms, both verbal and printed language. Specifically, it refers to "words that students need to know in order to understand and read increasingly challenging sentences." Based on the above quotes, learning vocabulary as a student can be interpreted as having a significant impact on knowing words and their meanings in any language.

Teaching junior high school students is not easy, and some students are not very interested in this learning process. Therefore, teachers need to know how to arouse student interest in order to arouse student interest in the educational and learning process (Roring & Kamagi, 2020). Teachers need to apply techniques to the learning process to make the material easier to understand. English classes should be introduced to Indonesian students from an early age (Hampp P.2019). In the process

of education and learning, it is also important to improve students' skills and draw their attention to the problems they are facing (Lengkoan, Andries & Tatipang, 2022).

There are many different approaches, techniques, and methods that can be used to improve a student's vocabulary, but teachers need to determine which technique is best for them. As mentioned by Melby (1994). "Education is the art of involving students in an educational learning process that gives them the opportunity to fully participate in the process, not just the assignment of subjects and lessons. Teachers are accepted and positively teach each student. Individual differences. "Mara (2009). "Language education is not only a question of the role of technology, teachers and teaching materials, but also of the atmosphere and climate in which education and learning take place."

Teaching vocabulary to junior high school students needs the right way to keep them active and bored in class. Students' interest in learning English can affect their performance. On the other hand, if students are not willing to learn English, their English lesson scores will be low and this situation will continue (Wulur, Liando, Rorimpandey, 2020). One of the techniques you can use to teach your students vocabulary is to use songs. The sound of the song and the energetic music can evoke the student's spirit, so the use of the song can motivate the student to follow the learning process enthusiastically.

Singing is an interesting technique that helps students learn words. Dale (1992: 5) states that songs are suitable for introducing vocabulary because they provide a meaningful context for the vocabulary. Based on Dale's statement, the author knows that songs are a good tool for teaching English, especially vocabulary. Vocabulary is very important to learn. In the course of his research, the authors found that although this material is very well known, it is very difficult for students to understand English, especially for classroom objects, but SMP Negeri 1 Siau Timur Selatan So, especially in Class VII, they didn't know. This is because they are not very interested and motivated to learn English. So students are lazy because they always feel bored in the classroom. In addition, this study seeks to answer the

question of whether songs can effectively expand a student's vocabulary. In conducting this study, the author used three songs, "Window", "Classroom Things", and "My Classroom" to teach the vocabulary of Class 7a at SMP Negeri 1 Siau Timur Selatan. I'm focusing. To teach students, the author uses the material "This is my world" and the book "When Ringing the Bell" with the theme "Classroom Things". The vocabulary taught is floors, lamps, clocks, tables, chairs, black and white boards, chalk, windows, doors, books, pens, trash cans, flags, pictures and globes.

## **RESEARCH METHODOGY**

In this study, the author used a quantitative study method. Quantitative research is a type of survey that uses statistics. This consists of pre-experimental and experimental studies. Sugiyono (2014: 109), note that pre-experimental studies are designed to include only one group or class to undergo pre-test and post-test. According to Arikunto (2010), an experimental study designed to determine if the subject being asked has "something" results (p.207). This study is a pre-experiment designed by one group of pre-test and post-test.

The design can be seen in the following paradigm:

<b>Pre test</b>	<b>Treatment</b>	<b>Post-test</b>
T <sub>1</sub>	X	T <sub>2</sub>

Where:

T1 = Pre-test (before treatment)

X = Treatment

T2 = Post-test (after treatment)

The subject of this study is seven classes of SMP Negeri 1 Siau Timur Selatan consisting of 21 students. The equipment used in this study is a test. The test consists of multiple choice questions, filled in blanks. There are pre-tests and post-tests, and the tests are edited using materials. A pre-test (20 questions about classroom objects) is given to know the student's proficiency vocabulary before applying the song, and a post-test (20 questions about classroom objects) is a song. It is done to evaluate the student's performance after applying. Determine vocabulary teaching.

In data analysis, the writer used mean score formula:

$$\bar{x} = \frac{\sum x}{N}$$

(Hatch and Farhady, 1982, p. 30)

Where:

$\bar{x}$  = The mean scores of students

$\sum x$  = The total number of students' scores

$N$  = The total number of students

When analyzing data, the data is displayed in frequency distribution and sum and square calculation. The data is displayed in the Score, Aggregate, Frequency (f), Frequency (%), Cumulative Percentage, and Cumulative Percentage (%) tables.

## **FINDINGS AND DISCUSSION**

This research was quantitative research which involved 21 students as the subject of the study. From these students the data were collected. The data referred to are presented below in Table 1.

**Table 1. The scores of the students in pretest and posttest**

<b>Students Number</b>	<b>Pre-test (X)</b>	<b>Post-test (Y)</b>
1	6	9
2	6	9
3	5	8
4	6	9
5	6	9
6	4	8
7	3	6
8	5	8
9	5	8
10	2	5
11	5	8
12	3	7
13	6	9
14	4	7
15	2	5
16	4	7
17	5	8
18	3	6
19	5	8
20	5	8
21	4	7

Based on the pre-test and post-test data listed in Table 1, the pre-test and post-test frequency distributions were calculated. Table 2 shows the frequency distribution of the pretest.

Score	Tally	Frequency (F)	Frequency %	Cumulative proportion	Cumulative percentage %
2	II	2	9.52	21	100
3	III	3	14.28	19	90
4	IIII	4	19.04	16	76
5	IIII II	7	33.33	12	57
6	IIII	5	23.80	5	23

Table 2 shows 2 students (9.52), 2 students (14.28), 3 students (19.04), 4 students (33.33), 5 students (23.80) in the preliminary test. Shows that 6 was obtained. After analyzing the frequency distribution of the pretest results, the frequency distribution of the pretest results was calculated. The results are shown in Table 3.

**Table 3. Frequency distribution matrix of Post-Test**

Score	Tally	Frequency (F)	Frequency %	Cumulative proportion	Cumulative percentage %
5	II	2	9.52	21	100
6	II	2	9.52	19	90
7	IIII	4	19.04	17	80
8	IIII III	8	38.09	13	61
9	IIII	5	23.80	5	23

Table three indicates that there have been students (9.52) were given 5, students (9.52) were given 6, 4 students (19.04) were given 7, 8 students (38.09) were given 8, and 5 students (23.80) were given 9.

From the table above, in the pretest, the two students with the lowest scores are two, the three students are three, the four students are four, the seven students are five, and the highest score is six. You can see that there are 5 students. In the ex- post-test, there are 2 students with the lowest score, 2 students with 6 students, 4 students with 7 students, 8 students with 8 students, and 5 students with the highest score.

To facilitate the calculation of the mean and standard deviation of both pre-test and post-test scores, it was first necessary to calculate the sum and sum of the squares of both pre-test and post-test scores. As shown in Table 4, the sum of the pre-test and post-test scores represented by  $\Sigma X$ ,  $\Sigma Y$ ,  $\Sigma X^2$  is  $\Sigma Y^2$ .

**Table 4. Result of Sum and Sum square calculation**

<b>No. Students</b>	<b>Pretest (X)</b>	<b>X<sup>2</sup></b>	<b>Posttest (Y)</b>	<b>Y<sup>2</sup></b>
1	6	36	9	81
2	6	36	9	81
3	5	25	8	64
4	6	36	9	81
5	6	36	9	81
6	4	16	8	64
7	3	9	6	36
8	5	25	8	64
9	5	25	8	64
10	2	4	5	25
11	5	25	8	64
12	3	9	7	49
13	6	36	9	81
14	4	16	7	49
15	2	4	5	25
16	4	16	7	49

17	5	25	8	64
18	3	9	6	36
19	5	25	8	64
20	5	25	8	64
21	4	16	7	49
N = 21	$\Sigma X = 94$	$\Sigma X^2 = 454$	$\Sigma Y = 159$	$\Sigma Y^2 = 1235$

Thus, the mean of pretest ( $\bar{X}$ ):

$$\bar{X} = \frac{\text{Score Total}}{\text{Sample}}$$

$$\bar{X} = \frac{136}{21}$$

$$= 4,47$$

The mean of posttest ( $\bar{Y}$ ):

$$\bar{X} = \frac{\text{Score Total}}{\text{Sample}}$$

$$\bar{X} = \frac{159}{21}$$

$$= 7,57$$

As what shown, the pre-test average was 4.47, but the post-test average was 7.57. Therefore, the average post-test is larger than the pre-test. This means that students will improve their vocabulary after using the song in their learning. The author used a quantitative design of experiments method using pre-test and post-test of the group. The pretest was performed before treatment and the posttest was performed after treatment. The results of this study are more accurate by comparing pre-test and post-test. The subject of this study was a 7th grade class of SMP Negeri

1 Siau Timur Selatan consisting of 21 students. The statistical analysis carried out as follow:

In the pretest (T1), there were 2 students (9.52%), had 2 students, 3 students (14.28%) had 3 students, and 4 students (19.04%) had 4 students and 7 students. Students (33.33%) got 5 and 5 students (23.80) %) 6. The total pretest (T1) score for 21 students is 94. In the posttest (T2), 2 students (9.52%) received 5 students, 2 students (9.52%) received 6 students, and 4 students (19.04%) received 7 students. Eight students (38.09%) became eight, and five students (23.80%) became nine. The total score after the test (T2) for 21 students is 159.

In Table 1 above, some students had the lowest scores. Post-tests showed that the students scored 5 and 6 points. Student numbers 7 and 18 had a pre-test score of 3, a post-test score of 6, students 10 and 15 had a pre-test score of 2 and a post-test score of 5. 21 students who achieved the highest score. Post-tests showed that the students scored 8 and 9 points. Student # 3, 8, 9, 11, 17, 19, and 20 have a pre-test score of 5, a post-test score of 8, Student # 6 has a pre-test score of 4, a post-test score of 8, and a student. Numbers 1, 2, 4, 5, and 13 had a pre-test score of 6 and a post-test score of 9.

Based on the above explanation, the authors conclude that, on average, students achieve fairly high post-test scores after participating in song-based vocabulary learning. This is because I am interested in the surrounding vocabulary, including classroom objects. The results of the data analysis showed average pre-test (4.47) and post-test (7.57) scores. Post-test results were significantly higher than pre-test results. This means that students found it easy to learn new vocabulary from the songs they used. The results of this study support Dale's statement that songs are suitable for introducing vocabulary, as they provide a meaningful context for the vocabulary. Based on Dale's testimony, the authors agreed that songs are a good tool for increasing student vocabulary.

## CONCLUSION AND SUGGESTION

From the discussion in the previous chapter, it was clear that using songs could improve students' vocabulary. The results of this study showed that the student's vocabulary was low before using the song. It was different from the student's proficiency after using songs in vocabulary learning. We found that the average pre-test was 4.47 and the average post-test was 7.57.

Based on the results of this study, the author would like to make suggestions to English teachers and other researchers. Teachers need to creatively choose methods and techniques to make students more interested in learning lessons. To improve students' knowledge of English vocabulary, teachers can use songs as a medium. This technique involves student participation and can make the teaching and learning process more enjoyable. Teachers should be able to choose good techniques. For example, teachers can use songs about things in the classroom to encourage students to enjoy the rhythm of the song and overcome their boredom. Using this technique, students can improve their English in a more targeted way in vocabulary lessons.

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