



# Implementing English Kids' Song Media to Improve Students' Vocabulary Achievement

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## ABSTRAK

Lagu menjadi media pembelajaran bahasa Inggris yang sangat baik dalam meningkatkan kemampuan bahasa Inggris siswa, terutama pencapaian kosa kata. Penelitian ini dilakukan untuk meningkatkan pencapaian kosa kata siswa melalui media lagu anak-anak bahasa Inggris pada tahun ajaran pertama. Subyek penelitian ini terdiri dari 33 siswa kelas V. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Rancangan penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas kolaboratif, artinya peneliti berkolaborasi dengan guru kelas V sebagai kolaborator dan pengamat. Penelitian ini terdiri dari dua siklus. Setiap siklus terdiri dari dua pertemuan yang terdiri dari empat tahapan; merencanakan, bertindak, mengamati, dan merefleksikan. Data untuk penelitian ini diperoleh melalui observasi, tes akhir, dan wawancara. Hasil observasi menunjukkan bahwa semua aspek dari lembar observasi telah dipenuhi dan diselesaikan dengan baik oleh peneliti pada setiap pertemuan di siklus pertama dan kedua. Peningkatan tersebut terlihat pada peningkatan nilai rata-rata siswa dari 64 pada studi pendahuluan, 72 pada siklus I, menjadi 79 pada siklus II. Hasil wawancara menunjukkan bahwa semua siswa memberikan tanggapan positif terhadap penerapan media lagu anak-anak bahasa Inggris untuk meningkatkan pencapaian kosa kata siswa dalam proses belajar mengajar. Selain itu, lagu anak-anak bahasa Inggris dapat menjadi media alternatif dalam pengajaran dan pembelajaran kosa kata.

## ABSTRACT

A song becomes a great English learning media in enhance students English skill, especially vocabulary achievement. This study was conducted to improve students' vocabulary achievement through English kids' song media in the first academic year. The subjects of this study consisted of 33 fifth-grade students. This study employed Classroom Action Research (CAR). The research design used in this study was a collaborative classroom action research, which means that the researcher collaborated with the real fifth-grade teacher as a collaborator and an observer. This study consisted of two cycles. Each cycle is consisted of two meetings that contained four phases; planning, acting, observing, and reflecting. The data for this study were acquired through observation, post-tests, and interviews. The result of the observations showed that all aspects of the observation checklist were fulfilled and completed well by the researcher in each meeting in the first and second cycles. The improvement could be seen in the increase of students' mean scores from 64 in the preliminary study, 72 in the first cycle, to 79 in the second cycle. The result of the interview showed that all students gave positive responses to the implementation of English kids' song media to improve students' vocabulary achievement in teaching and learning process. Moreover, English kids' song can be an alternative media in teaching and learning vocabulary.

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## 1. INTRODUCTION

English has become a global language. Many students want to master it as soon as possible. In Indonesia, the students learn English because they believe it will make them get information from other countries more easily (A. Dewi, 2012; Ilyosovna, 2020; Rohmah, 2005). Students must first learn four fundamental language abilities. Speaking, writing, reading, and listening are all part of it. That four abilities are essential for mastering the English language (Listiyarningsih, 2017; Sadiku, 2015; Supina, 2018). In educating the students, the teaching and learning process will be effective and successful if the teacher can create learning media suitable to the material and the student's age level (Akrim, 2018; Puspitarini & Hanif, 2019; Wulandari et al., 2020).

Learning media play a vital role in the teaching and learning process. The teacher can employ a variety of media in the teaching and learning process to help and draw students' attention to improving their English language skills (T. H. S. Dewi et al., 2018; Kozma, 1991; Triayulin, 2012). Appropriate learning material can promote teacher-student interaction, allowing students to participate in the lesson without becoming bored (Loren, 2017; Sheik & Isong, 2020). On the other hand, students are pleased with the learning media because it can improve

their quality and learning outcomes (Andriani, 2022; Hikmah, 2019; Tanggoro, 2015). As a part of learning media, English kids' song is one of the attractive media in the English classroom which brings positive energy and impacts the students' motivation that will make the students more enthusiastic, interested and enjoying learning English (Laksmi et al., 2021; Reftyawati, 2017). It also gives students several tasks to assist them examine their English language understanding and encourages them to participate more actively in teaching and learning activities, especially for primary school students. They will learn about grammar through the lyrics and improve their English, especially vocabulary (Kurniasih, 2011; Kusriani & Amalia, 2021; Marpanaji et al., 2018). Besides, they also can improve their pronunciation such as sound linking, intonation, stress, reduction, and improving their listening skills (Džanić & Pejić, 2016; Hadi, 2019; Kuśnierek, 2016).

Relating to the statement above, preliminary observation has been conducted at SD Negeri 1 Sari Mekar, Buleleng, Bali, Indonesia. The observation aimed to see the students at the observed school faced a problem in learning English. Based on the observation result that the researcher has done to the teacher, most of the students at SD Negeri 1 Sari Mekar had a problem with their vocabulary achievement in English. It is proven by the fifth-grade students' English scores list given. The teacher stated that it is true that all students passed the *Minimum Mastery Criterion - Kriteria Ketuntasan Minimal (KKM)*: 60, but almost all the students had less participation in the teaching and learning process, especially in English. Based on the teacher's point of view, as the teacher, we do not always have to judge the students' learning success from their final score only. For the teacher, the students learning process is no less essential in determining the students' learning success. The teacher also mentioned several reasons that made the problem above happen: First, there was no specific English teacher at SD Negeri 1 Sari Mekar. Second, the students had just started learned English in the fourth-grade, it made the students still had a lack knowledge in English. Third, the learned media used by teachers was had not optimal. The teacher usually used textbooks, worksheets, or dictionaries to learned English. A little bit used technology. Fourth, the teaching and learned process was dominated by the teacher or still used a teacher-centered approached. When students learned theory and practiced in a balanced manner, they would succeed in learned English. Besides, most students at SD Negeri 1 Sari Mekar had an easy time changing their moods while learned. It may also make students less interested which made the material delivers less optimally.

The teacher needs to find an interesting learning media selection to attract the students' attention to participate in the class activities because the previous learning media is still insufficient. To overcome all the obstacles above, implementing English kids' song as a learning media in teaching English can be the solution (Dung, 2021; Triayulin, 2012). The teacher should pay attention to several procedures to implement them. According to previous study the procedures are choosing the appropriate song, selecting the proper activity, and creating a memorable closing activity (Ratminingsih, 2017). First, choosing the appropriate song is an essential requirement because they must be suitable for the student's age. Second, after choosing the appropriate song, the teacher should selecting the proper activity which are related to the topic and the learning objectives. The teacher makes sure that the song and learning material match, even though the learning focuses on vocabulary or grammar and pronunciation. Last, when the teacher implement song to provide a comfortable and fun learning atmosphere, the teacher can invite students to sing together in creating a memorable closing activity (Hidayat, 2013; Lengkoan, 2017; Lestary & Seriadi, 2019).

A song becomes a great English learning media, it has been applied by several researchers. Previous study demonstrates that song media can improve students' interest in the learning process (Ratminingsih, 2014). Next, other study found that tenth-grade students who used English pop music media in their learning performed better in listening comprehension (Hasanah, 2017). Both researchers found that song was an effective learning media in the learning process. Implementing English kids' song as a learning media at the primary school level tends to be unique cases as it is often implemented at the kindergarten level. It is different between kindergarten and primary school students.

It seems that the preliminary observation done has the potential to be further discussed. This research was urgent to be conducted because the teacher has not applied English kids' song as a learning media. Therefore, this study analysed the implementation of English kids' song media conducted to improve students' vocabulary achievement, examined the improvement of students' vocabulary achievement by using English kids' song media, and identified the students' responses to using English kids' song media to improve their vocabulary achievement at SD Negeri 1 Sari Mekar.

## 2. METHOD

This research used Classroom Action Research (CAR) as a research design. Classroom Action Research (CAR) is research in which the teacher explores and investigates the classroom challenges, puzzles, dilemmas, and ideas they want to understand in more depth (Khasinah, 2013; Odhiambo, 2010; Syah, 2016). This Classroom Action Research (CAR) consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.

In collecting the data, the researcher conducted a pre-test of the fifth-grade students with a total of 33 students before the acting phase begins to test them before discussing the material throughout the learning process (Amin et al., 2019; Amri, 2013; Narmaditya et al., 2017). The pre-test results were analyzed using several formulas to know the students' mean scores and the class percentage that passes the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60. After the pre-test, the researcher continued to cycle 1 and cycle 2. In each cycle, the researcher implemented the English kids' song media based on the lesson plan. The material taught in each cycle was the same, namely "My Family". Then, the real fifth-grade teacher did the observations to ensure all aspects of the observation checklist instrument were fulfilled and already completed well by the researcher in each cycle. Next, the researcher used a post-test instrument consisting of 20 multiple-choice questions in 70 minutes to measure the students' vocabulary achievement.

Same as the pre-test, the post-test results were analyzed using several formulas to know the students' mean scores, the class percentage that passes the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60, and the students' vocabulary scores improvement. The researcher also used an interview guide instrument to identify the students' responses to using English kids' song media to improve their vocabulary achievement.

### 3. RESULT AND DISCUSSION

#### Result

##### Pre-Test and Post-Test

Based on the pre-test result, the data showed that the mean score of the pre-test was 64. Twenty-four or 73% of students derived scores above the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60. Meanwhile, the other nine or 27% of students were below that criterion. The highest achievement score is 85. The lowest achievement score is 40. From that analysis, it could be seen that there are nine students' vocabulary achievement was still below the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60.

Based on the post-test 1 result, the data showed that the mean score of post-test 1 was 72. Twenty-eight or 85% of students derived scores above the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60. There was a slight improvement in students' mean scores from the pre-test to post-test 1. The data showed that the students' mean score for the previous (pre-test) was 64, and the mean score for post-test 1 was 72. There was a 12.5 % mean score improvement from pre-test to post-test 1.

Based on the result of the students' scores, there was a better improvement in students' mean score from the previous score (pre-test score) to post-test 2. The students' mean score for the previous score (pre-test score) was 64 and the mean score for post-test 2 was 79. It means that there was 23.4% of students' mean score improvement. The students who passed *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60 were 33 students or 100% of class percentage, which means the criterion of success is students' scores are higher from cycle to cycle and passes the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60 has been achieved.

#### Observation

The observer is the real fifth-grade teacher, she is Luh Seri Juliantini, S.Pd. There are three aspects to the observation checklist. First, choosing the appropriate song (The English kids' songs media is proper for students' age, and the selected English kids' songs media contains the topic explained). Second, selecting the proper activity (The English kids' songs media is appropriate for the activities conducted, the English kids' songs media plays a significant role in attaining learning goals, and the English kids' songs media can help to create a good atmosphere during the learning process). Third, creating a memorable closing activity (The students seem to be in good spirits before the lesson closes, and the students can summarize the learning activity well). Based on her observation, all aspects of the observation checklist above were fulfilled and already completed well by the researcher in each meeting in both the first and second cycles.

#### Interview

After implementing English kids' song media to improve students' vocabulary achievement, the researcher conducted an unstructured interview with all fifth-grade students. The researcher has five questions related to implementing English kids' song media to improve students' vocabulary achievement. The following were the descriptions of the result of the interview.

First, the interview result showed that all fifth-grade students agreed and felt that English learning using the English kids' song media creates a good atmosphere in the classroom. The researcher kept giving more chances to the students in participating the teaching and learning so that the classroom situation was very supportive for them to learn English. Second, all fifth-grade students agreed and felt that English learning using English kids' song media increases their learning interest. The students seemed more active, focused, and in good spirits using English kids' song media in the teaching and learning process. Third, all fifth-grade students agreed and felt that

English learning using English kids' song media motivates them to learn English. The students seemed enthusiastic in the teaching and learning process because the material or the topic given was not difficult and easy to understand. It motivates them to learn English more and more. Fourth, all fifth-grade students agreed and felt that English learning using English kids' song media beneficial for their English vocabulary learning. The students got some vocabulary from the English kids' song media related to the material or topic in the lesson plan. When the students found unfamiliar words, they did not give up. They asked the researcher about the meaning, and the researcher always helped them too. Fifth, all fifth-grade students agreed and felt that English learning using English kids' song media improve their vocabulary achievement. It can be proven that the student's scores are higher from cycle to cycle and passes the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60.

## Discussion

In cycle 1, the mean score in post-test 1 of the first cycle is 72. It indicates that some students' scores have improved by 12.5% from the previous test. Meanwhile, the class percentage which passes the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60 is 85%. It showed there are twenty-eight students passes the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60 and five students' scores who were still below the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60, so that the implementation of the actions in the first cycle has not been successful and it is needed more improvement because it could not achieve the criterion of success classroom action research (CAR) (Amri, 2013; Sukmayadi et al., 2011). In addition, in the implementation of cycle 1, there are still several obstacles that occur so that it has not reached the predetermined success criteria, including 1) When the discussion took place, the students were still less disciplined in participating in the class activity. 2) Students have not participated actively in questioning activities because they have not been trained and are accustomed to asking questions. 3) Students have not been accustomed to concluding the discussion activities conducted. They still have difficulty in making systematic conclusions as expected.

In cycle 2, the researcher also conducted several corrective actions, including 1) Students who participate in these activities with less disciplined and seriousness receive a warning from the researcher. Furthermore, the researcher also offers more intensive guidance in discussion activities. 2) The researcher tells the students to note down the words they do not understand when listening to the English kids' song. Furthermore, in the questioning activity, students can directly ask the researcher about that words. Also, the researcher guides students in asking questions. 3) The researcher directs the students to make conclusions by asking questions that lead to the expected conclusion. The researcher also gives an affirmation presented by students so that students do not have misconceptions.

Next, the mean score in post-test 2 of the second cycle is 79. It showed the students' improvement mean score of 7 (79 – 72) from the post-test 1 (72) or 23.4% students' improvement in the score percentage from the preliminary study. Meanwhile, the class percentage which passes the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60 is 100%. It means that all students or thirty-three students passes the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60. This class percentage shows improvements into 100% from the preliminary study (73%) or post-test 1 (85%) in the class percentage. The post-test of cycle 2 has fulfilled the target of classroom action research (CAR) success that is the students' scores are higher from cycle to cycle, and passes the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: 60. Automatically, it can be concluded that the classroom action research (CAR) is success and the cycle is stopped.

Several things caused the improvement in students' vocabulary achievement: First, at the beginning of the lesson, the researcher conveys the learning objectives and the importance of the material. Students will be encouraged to learn because the material taught is relevant to their lives and has a clear purpose. Second, in the teaching and learning process, the researcher implemented English kids' song media that attracted students' interest/attention to learn so that students more easily understood the material presented by the researcher (Ali, A., 2020; Rukiyati Sugijo & L. Andriani Purwastuti, 2017). Third, after the main activity, the researcher evaluated the lesson, and students knew their abilities following the learning objectives. Those evaluation activities can encourage students to learn better. Fourth, during the teaching and learning process from the beginning to the end of the lesson, the researcher always gave reinforcement/a sense of pride to students individually or in groups in the form of words of praise, applause, smiles, and thumbs up for their success. Reinforcement/a sense of pride is given to students so that students are more motivated to continue learning better (Chadwick & Day, 1971; In'am & Sutrisno, 2020; Wheatley et al., 2009).

The researcher has found some scientific evidence from other researchers in similar research findings. First, English kids' song is a media that students in language learning can use because it consists several advantages, such as; providing knowledge, new vocabulary, and grammar through the lyrics, engaging in learning the language, and being great for pronunciation practice, especially sound linking, intonation, stress, reduction, and also can improve the language skills, etc. (Triayulin, 2012). Second, English kids' song also brings positive energy and impacts students' motivation, which will make the students more enthusiastic, interested, and enjoy

learning English (Putri et al., 2018). Third, most people like songs because they believe they are like magic. Listening to songs, people can cry, laugh, be sad, and be angry. From songs, they also can learn many things, such as new words and cultures. For that reason, he believes that songs can be an attractive medium in language learning (Nurteteng et al., 2018). Fourth, to implement songs, the teacher should pay attention to several procedures for using English kids' songs as a learning media in teaching English. The procedures are choosing the appropriate song, selecting the proper activity, and creating a memorable closing activity. First, choosing the appropriate song is essential because it must be suitable for the student's age. Second, after choosing the appropriate song, the teacher should select the proper activity related to the topic and the learning objectives. The teacher ensures that the song and learning material match, even though the learning focuses on vocabulary, grammar, and pronunciation. Last, when the teacher implements a song to create a comfortable and fun learning atmosphere, the teacher can invite students to sing together to create a memorable closing activity (Hidayat, 2013).

The results obtained in this research, supported by research that showed that English songs improved students' listening. The improvement was analysed from their ability to complete the song lyrics using nouns, verbs, and adjectives when listening to English songs. Furthermore, it can be seen from the students' scores that they got a better score in every cycle. Next, the results of research showed that students who were taught using English pop songs achieved better than before. It can be seen from the students' mean scores on the pre-test results were 45.17 for the experimental and 46 for the control class. Meanwhile, the students' mean scores on the post-test results were 78 for the experimental and 71.67 for the control class. It can be concluded that using English pop songs effectively affects students' listening comprehension (Džanić & Pejić, 2016; Hasanah, 2017). Next, the results of research showed that learning listening comprehension using songs is more effective than without using the song. It can be seen from the result of the calculation that the student's score in the experimental class was higher than the control class. The statistical calculation with a significance level of 5% showed that t observation (to = 1.896) is higher than the t table (tt = 1.686). It means using songs to increase students' listening ability is adequate. Next, the results of research showed that the use of songs in listening could be implemented to increase students' learning interest in the learning process. Next, the results of research showed that English song benefits teaching and learning English vocabulary to Kindergarten pupils. It can be seen from an observation about the implementation of English songs in building Murni Kindergarten pupils' vocabulary implemented by the teacher, and the pupils' English vocabulary building increased step by step (Džanić & Pejić, 2016; Mokhtar et al., 2017).

The implications of this research provide an overview related to Implementing English Kids' Song Media to Improve Students' Vocabulary Achievement. This research provides knowledge so that teachers should select appropriate learning media to provide a comfortable and fun learning atmosphere which are related to the topic and the learning objectives. In that way, the researcher will help the students to improve their vocabulary achievement. The limitation of this research lies in the research subjects which only involve students in one school. Therefore, it is hoped that future research will be able to deepen and broaden the scope of research related to English Kids' Song as a Learning Media.

#### 4. CONCLUSION

The result of the observations showed that all aspects of the observation checklist were fulfilled and already completed well by the researcher in each meeting in both the first and second cycles. Second, the improvement could be seen from the increase in students' mean scores of the class percentages, which passes the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*: in the preliminary study. Third, the result of the interview showed that all students gave positive responses to the implementation of English kids' song media to improve students' vocabulary achievement in the teaching and learning process. Moreover, English kids' song media can be an alternative media for teaching and learning vocabulary.

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