

The Effectiveness of Teaching Vocabulary through Songs to the Second Years Students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School West Jakarta

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Abstract

Teaching English to children of elementary schools is not an easy job. The students sometimes face some problems in acquiring the language as their foreign language. Consequently, the teacher should be creative and be good model in teaching English for their students. The objective of this research is to find out the empirical evidence of the effectiveness of using songs in improving students' vocabulary. While the purpose of this research is giving an alternative way to teach vocabulary by using songs to the second year students of elementary school which is more interesting, effective and efficient in improving students' vocabulary and English in general. The writer used an experimental method. The population of this research was the students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School West Jakarta. The samples were taken from two classes of the second year. The writer took 25 students for the samples in experiment class and 25 students in control class. In this research the treatment was done for six times and was ended with post-test by the writer. To process the data, the writer got from the research were using the t-test formula. From the computation of the data, it was found the t_0 2.13 and t_1 1.68. Because $t_0 > t_1$, it means the H_0 is rejected and the H_1 is accepted. It means that the use of songs in improving students' vocabulary is effective. The research result is hoped can help the students understand the difficult words easily by singing the songs because songs make the vocabulary learning enjoyable, fun and interesting.

Key words: Vocabulary, children, song, interesting

INTRODUCTION

In Indonesia, English becomes the foreign language that has an important role to the development of country and reforming in its teaching learning process. It has been introduced from elementary school to university that gives an opportunity to carry out the English instructor. Even some kindergartens in big cities have introduced it as one of the subjects. On the other hand, many formal education institution and courses also offer the same programs as the formal education do. Teaching English to children of elementary schools is not an easy job. The students sometimes face some problems in acquiring the language as their foreign language. Consequently, the teacher should be creative and be good model in teaching English for their students.

The goal of teaching English in elementary school is to motivate or to encourage the students to be more confident in studying English at higher educational level. Teaching English to the students of elementary school is presenting vocabulary since they learn English for the first time. The students are introduced with simple things around them, which are familiar to them. Meanwhile, curriculum of elementary education also contains a number of vocabularies to learn besides expression and simple sentences about things around the children, family, school, geography and their communication to the environment.

Vocabulary is central of language teaching and learning. It means that by mastering vocabulary, of course with grammar, the learners will produce so many sentences easily either in spoken or written one. They can also communicate with other people fluently and express their opinion or ideas conveniently.

Ikatan Kesejahteraan Keluarga Tentara Elementary School is one of elementary schools in West Jakarta, teaches English started from the first up to sixth grade. As far as in teaching English, especially the teaching vocabulary, the teacher has been using monotonous way. The teacher is accustomed in using the guided book and introducing the new words directly translation from it. Theoretically it makes the students not interest and bored in teaching learning process.

Song is one alternative ways to increase English especially on vocabulary. This like what Wrenshall said; "there is also plenty of evidence that song help memorization, and the rhythm and rhyme of the lyrics can certainly help vocabulary as well."¹ Songs also give students the opportunity to enrich vocabulary by vocalizing the language.

Dealing with the characteristics of young learner students, as Nambiyar states that "songs have great tendency to attract attention of students. It also introduces an atmosphere of gaiety, fun and informality in the class room. In

¹ John Wrenshall, 2002 *Using song to Improve Communication Competence*. Bangkok: November. AUA Language Center., p .43.

accordance with improving vocabulary, it can be great help”² in this case the use of song will help the students built their vocabulary effectively. Besides, songs are easy to find in the television, cassette, radio, and mp3 player. Song also more fun and familiar to students’ ears.

Based on the background above, the writer is challenged and interested in doing this research, exactly to prove and see the effectiveness of song in teaching vocabulary, at Ikatan Kesejahteraan Keluarga Tentara Elementary School of second grade in West Jakarta. The objective of the study is to find out the effectiveness of teaching vocabulary through songs at Ikatan Kesejahteraan Keluarga Tentara Elementary School of second grade in West Jakarta.

EXPERIMENT

In language learning and teaching, it is important for students and teachers to know what vocabulary is. Hatch and Brown stated that vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might use”.³ The key words of this definition are list of words and used by someone. It means an individual speaker must use vocabulary to communicate and express something.

According to Kasihani vocabulary is a set of words of a language and they give meanings whenever someone speaks the language. (“*Vocabulary merupakan kumpulan kata yang dimiliki oleh suatu bahasa dan memberikan makna bila seseorang menggunakan bahasa tersebut*”).⁴ The key words of this definition are set of words and have meanings. It means vocabulary is set of words that have meaning if is used.

Vocabulary gives meaning when people use language and vocabulary also allow people to communicate. It also can be arranged to sentence, dialogue by people, as Pyles and Algeo stated that vocabulary is in words that sound and meanings interlock to allow people to communicate with one another, and it is words that people arrange together to make sentences, dialogue, and discourse of all kinds.⁵ The key words of this definition are sounds and meaning. It means vocabulary is words which have meaning to allow students

Music or song is important trends of modern city. Most of students want to learn English in different style, and songs are already very familiar to young people. The songs can be used to vocabulary development. And, since the songs are meant for enjoyment, they can provide active student participation in “sing-along”, thus giving “fun” type development of pronunciation and intonation.⁶

When people want to master or to speak English well, people must learn and master the vocabulary as well as the grammar and pronunciation because vocabulary can express meaning of words, which are used. By having more words, people can communicate more effectively and they also can say more things. Vocabulary can be mastered by the students if in the teaching process the teacher implements creative method in teaching vocabulary that attracts students’ interest and give funs. One of the methods is through songs.

Good teachers must have initiative in creating the most effective and efficient way to help the students to understand the lesson. She is supposed to be able to prepare the lesson in such a way so that she can create a good and interesting class atmosphere. One way of doing this is by varying the teaching techniques and providing teaching aids such as songs.

Any sound which organized easy to listen having meaning and having pitch can called as song. In short, the combination of sounds or elements is such as rhythm, melody, harmony and timbre can be concluded as definition of song. Songs and music can be used to relax students and provide an enjoyable classroom atmosphere.

RESEARCH HYPOTHESIS

Based on the problem, the hypothesis of the research is:

H₀: Using songs are not effective in improving students’ vocabulary at the second grade student of Ikatan Kesejahteraan Keluarga Tentara elementary school

H_i: Using songs are effective in improving students’ vocabulary at the second grade student of Ikatan Kesejahteraan Keluarga Tentara elementary school The population of this research is the students at the second grade student of Ikatan Kesejahteraan Keluarga Tentara elementary school.

For the sample, the writer took 25 students for the experimental class (Class II-A) and 25 students as the control class (Class II-B), the writer has taken out randomly. The Variables of the Research, Variable X, The teaching vocabulary using songs and Variable Y The vocabulary mastery of elementary school. To see if the

² Subramaniam A. Nambiyar. 1985. *The use of Pop Song in Language Learning, Guidelines, VII*. No publisher. p. 82.

³ Evelyn Hatch and Cheryl Brown. 1997. *Vocabulary, Semantics and Language Education*. Cambridge: Cambridge University Press., P. 1.

⁴ Kasihani K.E.Suyanto, 2008. *English For Young Learners Melejitkan Potensi Anak melalui English Class yang Fun, Asyik, dan Menarik*. Jakarta: Bumi Aksara.,p. 43.

⁵ Thomas Pyles and John Algeo. 1968. *English an Introduction to Language*. New York: Harcourt Brace Jovanovich Inc., p. 96.

⁶ 1985. *American Folk Song Heritage*. Washington D.C.,p. 37.

teaching of vocabulary using songs are more effective, the writer collected the data by conducting two kinds of test, it is pre-test which was conducted before the experiment and post-test which was conducted after the experiment.

The pre-test was conducted to find out the students' entry behavior (their background knowledge of vocabulary). The post-test was conducted to find out the growth of the students' knowledge of vocabulary after experimenting two different teaching techniques in two different classes (experiment and control classes). The format of the test consists of matching, pictures, translate and completion.

Before analyzing the data using t-test to estimate the difference or equality of two average scores, the data will first be described in three forms.

The scores of pre-test will be used to estimate the homogeneity of two classes or having equal entry behavior. It ensures the different scores in the post-test are the effect yielded by the treatment, not by anything else beyond the experiment or uncontrolled things. (The analysis of homogeneity is presented in part B: *pre-requisite analysis for an experiment*). The scores of post-test are the data needed to analyze in the research.

The basic statistics of the observed data yielded from the experiment are taken from the post-test. Here the scores of the experiment class are coded with X while of the control class is Y. However, for comparison, the data of gathered from the pre-test are also described. For the scores of pre-test from the experiment class is coded with X_1 and those from the control class are coded with Y_1 . The statistics (in the form of central tendency) of both classes are listed below:

Statistic	Symbols	Experiment class	Control class
Total Individual	n_x, n_y	25	25
Total Score	$\sum X_1, \sum Y_1$	1288	1332
Mean	\bar{X}_1, \bar{Y}_1	51.52	53.28
Variance	s^2	172.43	96.96
Standard deviation	S	13.13	9.85

Pre-Test scores

These data are used to estimate the homogeneity of two classes. Such a case is required for conducting valid experiment with a control class. The complete list of pre-test score and the value of the statistic

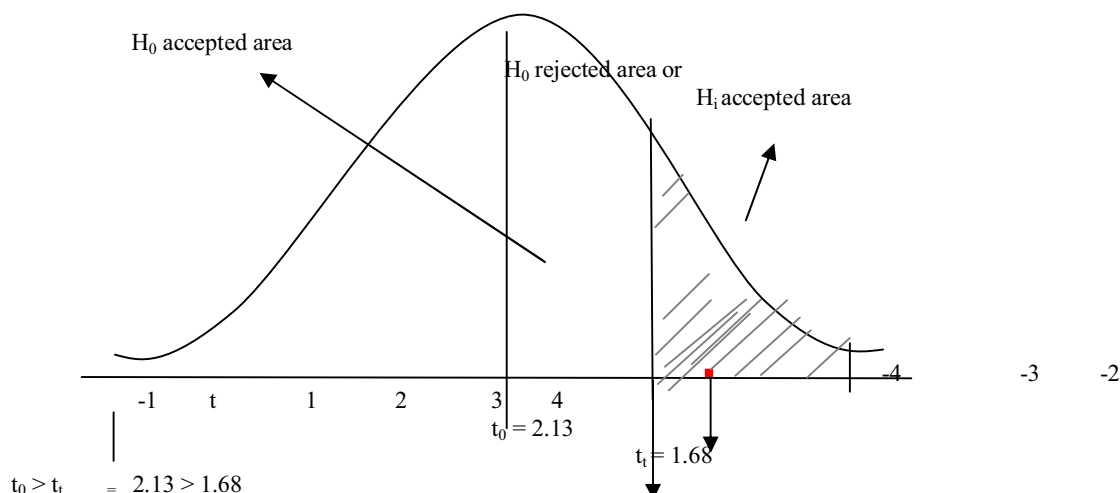
Statistic	Symbols	Experiment class	Control class
Total Individual	n_x, n_y	25	25
Total Score	$\sum X, \sum Y$	1904	1764
Mean	\bar{X}, \bar{Y}	76.16	71
Variance	s^2	122.773	127.84
Standard deviation	S	11.08	11.31

Post-Test scores

An experimental research involves two classes, the experiment and the control classes. Before the treatment is given, both classes must have equal starting points or entry behaviors. If such condition is fulfilled, the two classes can be said homogeneous and the experiment can be valid.

Hypothesis Testing

The table of t-distribution does not provide t-ratio for $df\ 50-2 = 48$. In this case the writer take $df = 50$. With this df and 0.05 level of significance the t-table is 1.68 (see Appendix tbl-3). While the data analysis gives t-observed 2.13. It is higher than the t-table. It gives evidence to reject the H-null hypothesis.



Because t_0 is on the H_i accepted area or H_0 rejected area, H_i is accepted. It means that teaching vocabulary through songs to the second grade students of Ikatan Kesejahteraan Keluarga Tentara elementary school, West Jakarta is effective.

CONCLUSION

Based on the research that the writer did and the explanation in previous the writer would like to give her conclusions for the sake of developing teaching vocabulary, as an experiment research, it is aimed at find out the effectiveness of teaching vocabulary through songs to the second grade student Ikatan Kesejahteraan Keluarga Tentara elementary school, West Jakarta. Such objective leads to two variables that should be investigated: The teaching technique of using songs. This variable is given X code (X variable as experimental variable), while control class is given Y code (Y variable as control class) as independent variable, and the teaching results or students' achievement on vocabulary as a dependent variable.

The table of t-distribution does not provide t-ratio for $df = 50 - 2 = 48$. In this case the writer takes $df = 50$. With this df and 0.05 level of significance the t-table is 1.68. While the data analysis gives t-observed 2.90. It is higher than t-table. It gives evidence to reject the H-null Hypothesis. It can be concluded that teaching vocabulary through songs to the second grade students of Ikatan Kesejahteraan Keluarga Tentara elementary school, West Jakarta is effective.

The effectiveness can be achieved because songs help the students to enjoying the learning process and songs make students easily to remember the new words by sing the song and doing the action of the song make students know what the lyric or new word is mean without asking another person or looking them up in the dictionary.

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