

IMPROVING THE STUDENTS' ABILITY IN VOCABULARY MASTERY BY USING ENGLISH SONG AT THE NINTH GRADE STUDENTS OF SMP NEGERI 1 ONOHAZUMBA

Oleh :

Tetema Telaumbanua

Dosen Program Studi Pendidikan Bahasa Inggris
Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Nias Selatan
Email: tatematelaumbanua72@gmail.com

Abstract :

Vocabulary is a language that is important thing to be mastered by the students in learning a foreign language because it is foundation for other language components such as pronunciation, spelling, meaning, and grammar. In addition, students vocabulary mastery academically is needed language learning, because it is essential to be succesfully in reading, listening, speaking, and writing. However, many students of SMP Negeri 1 Onohazumba were unable to master in learning the component of English language because the low of vocabulary. Therefore this research is aiming to improving the students ability in vocabulary mastery by using English Song at the Ninth Grade Students of SMP Negeri 1 Onohazumba. This resesarch was designed by using Classroom Action Research (CAR) which was done in two cycles. In collecting the data needed, observation paper and test were applied as the resesarch instruments. Based on the data were analyzed, shows that the result of the researcher's observation paper in meeting I was 63.75%. Likewise, meeting II was 87.5%. Next, cycle two in the first meeting was 93.75% and in the second meeting was 100%. While the result of students observation paper of students activities in cycle I in meeting I was 63.79% while in the second meeting was 76% and cycle two in the first meeting was 85% and second meeting was 93.71%. Furthermore, the students test result in cycle I was 53.75% while in cycle II was 71%. Based on the research findings, it can be concluded that teaching vocabulary by using English Song at the Ninth Grade Students of SMP Negeri 1 Onohazumba was applicable to improve the students ability in Vocabulary Mastery.

Keywords : Students ability, vocabulary mastery, english song (es) media

1. PENDAHULUAN

One of the most important basic in learning English is vocabulary. Vocabulary is a language that is important thing to be mastered by the students in learning a foreign language because it is a foundation for other language components such as pronunciation, spelling, meaning and grammar. In addition, students' vocabulary mastery academically is needed language learning, because it is essential to be successfully in reading, listening, speaking and writing.

According to Nunan (2005:121) vocabulary is the collection of words that an individual knows. In mastering vocabulary, students should master some elements of vocabulary, such as pronunciation of the word, spelling of the word, meaning of the word, and grammatical pattern of the word. In addition Harmer (2005:203) If readers and listener do not know half the words in a text, they will have great difficulty in understanding the text as a whole. To be succesfull they have to recognise a high propotion of the vocabulary without consciously thinking about it. In studying English people have difficulties to write in English well because English is considered as a foreign language in Indonesian. This tendency is likely caused by its different syntax, organization, vocabulary and spelling from the native language Indonesian. However some of English word has the same spelling but the meaning is different that is

why when the learners who study English get confused. Besides knowing how to say a word and spell the word, students should also know what a particular word means, grammatical pattern of the word also influenced students' vocabulary mastery.

According by Jeremi Harmer (2005:12) The grammar of a language is the description of the ways in which words can change their forms and can be combined in to sentences in that language. And without vocabulary nothing can be conveyed. It means that without having knowledge about vocabulary, someone cannot convey idea, purpose, feeling and thought. This statement is strengthened by Harmer (255) there are some difficulties for students' in written text, such as; grammar, vocabulary, handwriting, spelling, layout and punctuation. It means someone can not explore their idea in writen communication without having a good vocabulary.

Based on interview result to an English teacher of SMP Negeri 1 Onohazumba, especially at the ninth grade stated that many of students were not able to construct a sentence in English because lacking of vocabulary and were not able to deliver through orally. It was oriented or emphasized in introducing the patten without using for practising, and learning activities were concentrated in classroom communication exercises. Other reasons, students were lack of motivation, students were not fasilitated an interesting English teaching method

and interesting media such as, English song. The reality, the students have difficulty in their language learning. It means that the students still has low scores in vocabulary mastery. To be able to overcome the problems, teachers must apply a suitable technique by using media to improve the students' vocabulary mastery (Harefa, 2020).

According to Vinyets (2013:7) songs is used by teachers to help learners acquire a foreign language. It means that through English song can help the learners to acquire vocabulary and grammar, improve their spelling and develop the linguistic skills of reading, writing, speaking and listening. In addition, Vinyets adds that the main advantage of using songs and music is the enjoyable experience they bring to students and the relaxed atmosphere they create in a class. This statement means that using English song can promote the students high level thinking and interesting during learning English because by using song students are easy to memorize each words also to remember it.

Furthermore, the most important element in the vocabulary class is to give them opportunities to memorize in English. So, the technique must be interesting and motivating them to learn about vocabulary. In this research proposal the researcher offer one of the teaching media namely English song. Through English this media hopefully students vocabulary mastery could improve in process of teaching and learning.

2. METODE PENELITIAN

This research was designed by applying classroom action research (CAR). Kunandar (2008:45), Classroom Action Research (CAR) is a research which is done to improve the quality of learning in the classroom. It means that classroom action research is one of the kind of research to develop the students ability in learning English especially in vocabulary. The subject of this research was SMP Negeri 1 Onohazumba. It was located at Desa Lasara. In this research, the researcher chose the ninth grade students as the subject of the research. It involves 20 students consisted of 12 males and 8 females.

There were four components in each cycles for conducting classroom action research. It consists of planning, action, observation, and reflection. Each phases was concluded based on the result of each cycles. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.

In conducting the action of this research, there are four steps the researcher implement which supplying by Kemmis & McTaggart (1988) in Burns (2010 : 8) they are: a) Planning. In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a

specific area of the research context. b) Action. The plan is carefully considered one which involves same deliberate interventions into your teaching situation that you put into action an agreed period of time. The interventions are 'critically informed' as you question your assumptions about the current situation and plan new and alternative ways of doing things. c) Observation. This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. d) Reflection. In this point, you reflect on evaluate and describe the effects of the action in order to make the sense of what has happened and to understand the issue you have explored more clearly.

In collecting the data needed, some instruments was used by researcher were as follow: 1) Observation papers. Observation papers has been used to observe the students and researcher activities during teaching and learning process. The observation had conducted with teacher-collaborator. In the process of observation, the camera was used to record the students and the reseacher activities in the classroom. 2) Test. Test is an instrument design to elicit performance from students with the purpose of measuring the students capability in vocabulary mastery. In this case, written test was used to measure the students' vocabulary in answering the question of related material. Written test did after teaching vocabulary by using English song media. The student was tested by using measurement of vocabulary mastery. In addition, to make sure that the data is valid or not so that the researcher use two instruments to make the data more acceptable and comprehensible they are validity test and reliability test. 3) Validity Test. By the far most complex criterion of an effective test, and arguably the most important principle is validity. Validity is the way to make the result of the data in assessment more appropriate, meaningful, and useful in terms of the purpose of the assessment. The appropriateness of inferences and action based on test scores we might infer from the principle of validity as follow;

3. HASIL DAN PEMBAHASAN

In addition, the subject of this research was the ninth grade students of SMP Negeri 1 Onohazumba. All the data needed was collected by giving the oral test to the students directly. The implementation of this research was conducted by using some steps: planning, action, observation and reflection. a) Planning. In this step, the researcher implemented the lesson plan and the material of the teaching. b) Action. Action in this step, the researcher implemented the lesson plan which was prepared and taught it by using English Song (ES) media. c) Observation paper. In this activity was done by observer during teaching and learning process. The observer observed the students motivation and courage in following the lesson

plan. d) Reflection. This activity was done after observation and evaluation result. It aimed to analyze the observation result and to identify the students' weakness and improvement. e) The teacher collaborator in this research was the English teacher in the school. The researcher has responsibility to observe the students' during teaching and learning process and also to observe the researcher's activities in implementing English Song (ES) media. In observing the students' and the researcher's activities, the teacher collaborator used observation paper for the students' and researcher's activities prepared by researcher.

After conducting the research which was consisted two cycles and four meetings. The material was vocabulary mastery by using English Song (ES) media at the ninth grade students of SMP Negeri 1 Onohazumba which consisted of 20 (twenty) students.

From the diagram above, it can be concluded that the students' vocabulary mastery improvement in each cycle was increased by using English Song (ES) media. In addition, based on the result of students' observation paper it shows that from the first cycle most of students were not done some activities during the process of teaching vocabulary in the classroom. While, in the second cycle only several students which is undone some activities during teaching vocabulary by using English Song (ES) media. See the diagram below.

Additionally, in researcher's observation paper activities was increase in each cycle. In cycle I, only several aspects which is undone by the researcher. While, in the cycle II all the aspect in researcher's observation paper has been done by the researcher during teaching vocabulary in the classroom. To make it more detail see the diagram below.

From the diagram above, it can be concluded that the researcher's observation paper activities in each cycle was increased by using English Song. However, there were some reasons the students' achievement was improve in vocabulary text through two cycles includes, teaching way based on the procedures of English Song, classroom management during teaching and learning vocabulary, time allocation management and also the researcher's mastering in teaching material.

After applying English Song in teaching and learning process, especially at the ninth grade students of SMPN 1 Onohazumba, the result of students' vocabulary was increase.

In pre-research, only three students (15%) who passed the MCC and others 17 students (85%) were failed. Based on the explanation above, it can be conclude that in pre-research most of students were failed during test vocabulary. Furthermore, after applying the English Song in the first cycle resulted there were 6 students who passed the MCC with percentage 30% and 16 students who passed

with percentage 70% and 53.75 in average. However, in the cycle II there were 16 students who passed the MCC with percentage 80% and 4 students not passed the MCC with percentage 20% and 71.00%.

Based on the explanation above, it can be concluded that in pre-research and cycle I most of students did not passed the CCM. While, in cycle II most of students passed the Competence Criterion Minimum. In cycle I, most of students could not reach Competence Criterion Minimum (CCM). While in the cycle II, most of students could achieve CCM and the students' vocabulary ability was increased by using English Song media.

According to Vinyets (2013:7) songs is used by teachers to help learners acquire a foreign language. It means that by using English song can help the learners to acquire vocabulary and grammar, improve their spelling and develop the linguistic skills of reading, writing, speaking and listening. Hence, by using English Song media was applicable and appropriate at increasing the students' ability in vocabulary mastery.

Based on the research findings, by using English song media the students' ability in vocabulary mastery was increased. Gatbonton and Segalowitz in Schoepp (2001:2), using songs can help automate the language development process, the automation would occur through repetitive can help the beginner level for the students. And by using songs also express someone, for example: using song express sadness, fun, enjoyable, etc. According to Rudy (2013:17) "Media is an approach or the way how to teach the foreign language in the classroom". It is benefit to apply the media in order learners who acquire the second language more intensive and fun.

Based on the statements above, it can be concluded that by using English Song media it was suitable using in vocabulary mastery. It means that, the students participate actively in exploring a problem. This model is asking students to more active to learn new words, and easy to recognize the new word

4. KESIMPULAN

The result of this research was elaborate in previous page. However, the subject of this research was the ninth grade students of SMPN 1 Onohazumba especially. This research was designed by using Classroom Action Research (CAR) which was done in two cycles. In collecting the data, observation paper and test was applied as the research instrument.

From the result of the research as explained above, it can be concluded that Firstly, the result of students' vocabulary achievement got improvement by using English Song media. Secondly, English Song media is effective or appropriate to be applied in teaching vocabulary mastery especially at the ninth grade students of SMPN 1 Onohazumba.

Thirdly, the result of the test and observation paper got improvement in each cycle. Therefore, English Song media is an appropriate strategy to be used in increasing the students' ability in teaching and learning vocabulary. That songs are good at introducing vocabulary because songs provides a meaningful context for the vocabulary. Many people who learn English especially for the Junior High School levels are often faced with the problem of vocabulary mastery. They cannot just comprehend and mastery it well.

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