

IMPROVING STUDENTS' VOCABULARY MASTERY USING SONG AND GAME IN ELEMENTARY SCHOOL

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Abstract

The purpose of this study is to describe the learning outcomes of the second-grade students in one of elementary school in lembang using songs and games as a media. This research used classroom action research (CAR). The characteristics of the action are described as repetitive actions to improve the teaching and learning process in the classroom research. Learning English aims to learn oral and written communication, the most important elements of language are vocabulary, pronunciation, grammar, and communication. Therefore, an educator must always remember the importance of creating a comfortable atmosphere, as well as arousing interest and motivation in learning English so that when students learn English from the start they learn in a pleasant atmosphere. Likewise, with the results obtained in this study using song and game media, researchers saw that several changes occurred in the behavior and the ability of students to become enthusiastic to be active in the learning outcomes increased in cycle 1 researching an average value of 65,83 in the medium category and the average value in the second cycle increased to 93,5 in the high category.

Keywords: Song and Game, CAR, Vocabulary

INTRODUCTION

Language is a communication tool that plays an important role in life. By using language, one can interact with other humans, express oneself, express feelings, convey ideas, information and ideas and disseminate knowledge (Noermanzah, 2019). In fact, through a variety of written and spoken languages, language can act as the most effective and efficient medium of instruction in the world of education. Currently learning English is deemed necessary and important at an early age, given its importance and role, the quality of learning must be improved. English learning models that can improve early childhood language skills need to be made and researched. If from an early age they are equipped with good and correct English skills, these abilities will certainly be used in the next education level. Especially in this era of globalization where English is one of the languages of international communication and requires each individual to be able to speak English properly and correctly orally and in writing following the development of science, technology, and communication. In addition, the scope of English in elementary school includes limited oral communication skills in the school context, which includes the following aspects :

(1) listening (2) speaking (3) reading (4) writing.

The difficulties of the second-grade students in English lessons, especially in understanding vocabulary, are generally because many students still do not dare to answer questions in front of the class due to students lack of understanding of various English vocabulary. As a result, the classroom conditions and situations are not conducive so the goal of students understanding various English vocabulary is not optimal. The use of conventional learning media has an impact directly or indirectly in influencing student interest and participation in the learning

process. Therefore, the teacher must be inventive in choosing interesting activities and must provide various effective ways to concentrate on learning by providing something interesting for their mental and physical development to follow. Students must be motivated to learn and memorize vocabulary sequentially to read, spell and write vocabulary. An interesting way to increase student motivation is by using song and game media (Yamin, 2017b).

Elementary school students have characteristics, such as 1). Children bring their language learning, their personalities, likes and dislikes and interest, their cognitive styles and abilities, their strengths and weaknesses, 2). They still gain understanding from direct experience through objects and visual aids, 3). Elementary school students may not see the 'whole' in the component several parts, 4). They need love, security, recognition, and a sense of belonging to accompany the gradual shift from dependence on adults to peer group support and approval, 5). Children prefer to play and enjoy team games, 6). They began to learn about cooperation and sharing, 7). They usually like physical activities that they often participate in noisy and sometimes aggressive, 8). They need to play and engage in fantasy and pleasure, 9). They are often enthusiastic and lively (Kay, 2005).

Song and game media can have two important functions in learning English. First, a wide variety of games and songs can be used to teach English, such as vocabulary, pronunciation, and fluency (Yamin, 2017a). Second, games and songs can introduce the people and culture to using English as a first language. The song is an effective learning technique for improving listening skills in particular and English competency in general (Ratminingsih, 2014). When the teaching and learning process is carried out using English music as well as a fun game, the first skill to learn is listening, as an introduction to the four skills that must be possessed (listening, reading, writing, and speaking). Another skill obtained is that students are indirectly invited to speak by asking them to follow the music of a song as well as a game-used in learning. The main cognitive reason for using songs in class is to help automate the language development process (Nurhayati, 2009). There are many advantages to using games in teaching activities.

Games are structured activities, to have fun and make students feel interested. In the teaching and learning process, games are an educational tool to determine the extent to which students are willing to learn English vocabulary. One of the games that the researcher uses is the game around a chair while singing, this game is a technique so that children can get challenging, fun, confident, and competency movement through games as well as teaching vocabulary. Games allow to gain experience, students feel happy to participate in learning activities and games can be used to stimulate the classroom atmosphere (Džanić, 2016). Who believes that games are fun but warns them not to ignore their values, especially in teaching foreign languages (Amato, 1998).

METHOD

The researcher used a classroom action research (CAR) design. CAR is very useful for teachers to improve the quality of the process and learning outcomes in the classroom (Sunendar, 2008). Classroom Action Research is an alternative research application that is easily conducted during the teaching and learning processes. Classroom Action Research sharpened teachers' skill in teaching with simple methodological research applications. The researcher pushed to make notes about classroom activities, doing action, observe and make reflections. Class research is considered more suitable for the field of education, because of the diverse and dynamic nature of its objects and objectives (Ni'mah, 2017). Therefore students can move actively and experience development. Research cycles as suggested by Kemmis and Taggart benefit to

expected research direction (Purohman, 2011). This research was conducted in two cycles through four-stage ; action plan, implement, observe, and reflection. Classroom action research defined as one of the problem solving strategies that utilize concrete actions and capacity building processes in detecting and resolving problems (Narmaditya et al., 2017).

This research was conducted in the second grade of elementary school in lembang in academic year 2019/2020 it consists of 30 students. The researcher was carried out for 2 weeks. The aim of this research is to increase the motivation to learn elementary school students, especially in learning English.

The data source were obtained by giving questions in the form of test to gather information about students understanding of the concept of learning English. The test was carried out at the beginning of the study, at the end of each action, and at the end after a series of actions are given.

RESULTS AND DISCUSSION

Results

1. Cycle I

a. Planning

At this stage, the researcher examines the English curriculum. The researcher then prepared at test that would be given to students in the second grade of elementary school in lembang to find out the learning that would be carried out, after applying the teaching material the researcher then made plans for learning English using the song and games approach.

b. Implementation

The observations of researchers at the initial meeting with 30 students present. When the learning process takes place less productive learning because there are still students who do not pay attention to learning when explained by researchers there are still students who are joking with friends and when researchers ask questions there are only a few students who answer these questions about 30% of students who are active in the second grade of the elementary school in lembang.

The second meeting the researchers asked questions about learning that had been discussed and studied at the previous meeting and there were only a few students who were active and answer these questions. Furthermore, the researcher delivered the material to be discussed and studied at this second meeting with the material spelling very simple English vocabulary with the correct spelling to improve listening skills in students using the songs and games media with the following steps :

- 1) Students present are 30 people, then the researcher tells them to vacate their seats and asks them to row backward according to the number of students present, then empty one or two of their seats.
- 2) The researchers play English songs and have them surround an empty bench.
- 3) The researchers turn off the song and order them to occupy the available seats. If there are students who do not get a seat, meaning that these students will get a penalty. The law is to say one of the song lyrics that are heard. If you can pronounce or imitate correctly then the student is allowed to re-participate in the game, but if not possible it is not permitted to participate in the next game.
- 4) After carrying out the punishment on students who do not have a seat, the researchers then increased the vacated seats to 3 to 5 seats.

5) This game activity can be repeated and continued by reducing the number of student seats in the class until there is only one seat left. Thus all the student preachers who took part in this game activity would concentrate more on listening to the song being played, so students could say the song lyrics when exposed to huuma because they could not get an available seat. The song playing can vary not be just one song that makes students bored. Though the purpose of learning to use the song and play method is to make the learning process feel fun and comfortable learning English.

At the third meeting during the learning process takes place students who play with their peers and do other activities diminish, when the researcher asked questions about the material that had been discussed at the previous meeting using the song and play method, students abilities seemed to show changes, students were active and their enthusiasm to answer this question also increased.

c. Evaluation

Studen mastery scores are grouped into four categories so that the frequency score is as follows:

No.	Score	Category	Frequency	Percentage
1.	0 - 25	Very Low	5	16,7%
2.	26 - 50	Low	10	33,3%
3.	56 - 75	Medium	13	43,3%
4.	76 - 100	High	2	6,7%

Based on the average score of student learning outcomes obtained after the teaching and learning process during the first cycle which is the same as 65,83 after being categorized based on the table above, it is known that the level of understanding of English students in the medium category.

d. Reflection

At the beginning of learning, there is enthusiasm and activeness of students in learning by using the song and game media that aims to increase student enthusiasm for learning, in general students who act passively and only listen to explanations or questions raised by researchers there are still some students who play with their peers and do other activities when asking questions.

2. Cycle II

a. Planning

At this stage, as in the first cycle, the researcher first studies the English learning curriculum, to discuss what learning will be discussed and what problems will be solved in the second grade of the elementary school in lembang.

b. Implementation

The second cycle of learning English for second grade of elementary school in lembang lasted for 2 days with time at each meeting for 2 hours of study. Where the first meeting is filled with learning using song and play methods and at the second meeting the second cycle test is carried out, the second cycle is carried out after the first cycle test where the results of the first cycle test have not been reached indicator. The implementation of the second cycle is based on the results of obsevation, evaluation, and reflection in cycle I.

- 1) At this meeting with a total of 30 students or all present, the researcher submitted the results of the test results that were carried out in cycle I. Furthermore, the researchers arranged the class the same as the meeting in the first cycle which aims to create a community of students who support learning English, after the researcher explained the material and learning objectives at this meeting and then the researcher gave the exercise questions and asked several students to answer the exercise questions.
- 2) At this second meeting before the researcher conveys and explains the material to be studied at this second meeting, the researcher gives questions related to the material that has been studied at the previous meeting. Next, the researcher explained what explained the material to be discussed and studied at this second meeting, then gave assignments related to the teaching material, allowing students to recall past lessons.

At this second meeting, the researcher felt and saw that some changes occurred in the behavior and abilities of students. At this meeting, the enthusiasm of students to be active in the teaching and learning process increased. The observations at this meeting during the learning process took place almost all students did not do other activities and no one joked with their peers almost all students focused on the learning material explained and provided by the researcher, and there was only one student who asked to be explained back about the material that was discussed because the student who pay attention to the discussion of the material also increased and students who worked on the problems correctly also increased. This is because students who were active at the time of material discussion were approximately 80% of the number of students in grade 2 at SDN Pagermanauh.

c. Evaluation

Students mastery scores are grouped into four categories, so the frequency scores obtained for the percentage of student learning outcomes in cycle II are as follow :

No.	Score	Category	Frequency	Percentage
1.	0 - 25	Very Low	0	0 %
2.	26 – 50	Low	6	20 %
3.	51 - 75	Medium	10	33,3 %
4.	76 - 100	High	14	46,7 %

d. Reflection

The results achieved during learning English using these songs and games, both from the behavior, attitudes, activeness, and motivation to learn English. It turns out that this can have a positive influence on students to improve student learning outcomes.

Discussion

Based on the results of data processing from research that has been carried out in the second grade of the elementary school in lembang, it can be seen that learning English using the songs and games media can provide an influence to improve student learning outcomes.

1) Discussion of Cycle I

Based on the result of the implementation in the first cycle that the average value obtained by students is 65,83 out of 100 possible values and after grouping it into 4 categories it can be seen that from 30 students who have student learning outcomes in learning English can be

categorized as very low as many 5 students or around 16,7%, categorized as low as 10 students or 33,33%, categorized as the medium as many as 13 students or 43,3%, categorized as high as 2 students or 6,7%. After being categorized into 4 groups, it can be seen in English learning in the second grade of the elementary school in lembang in the first cycle that can be categorized as medium.

2) Discussion of Cycle II

Based on the data that has been described then after the implementation of the second cycle of action, the average value of students increased to 93,5 and after being grouped into 4 categories, there were no students who received very low grades, which were categorized as low only 6 students or 20%, which is categorized as 10 students or 33,3%, which is categorized high as 14 students or 46,7%. After being categorized into 4 categories, it can be seen that the mastery in the second grade of the elementary school in lembang in cycle II is in the high category. Therefore, in the result of reflection cycle I, in the implementation of cycle II there are improvements to identify the application of songs and games media, can reduce and avoid the behavior of students that can interfere during the ongoing learning process, implement intensive indicators on learning in the learning process.

Based on these results, it can be said that the application of the songs and games media in learning English can have a positive effect and improve student learning outcomes, after being given the same treatment in two cycles. Using the songs and games media has also been proven to increase student motivation to follow the teaching and learning process, this is seen in the enthusiasm of students to attend, participate and be active during the learning process.

CONCLUSION

Based on the implementation of the research results it can be concluded that the problem in this study is to improve student learning outcomes in english subject. To overcome this problem, an action must be taken using the songs and games media that starts from planning, implementing, observing and reflecting in each cycle so that there is an increase in student learning outcomes in english subject. From the data obtained from the results of observations of class actins in elementary school students stated that the planning of learning english subject using the songs and games media can improve student learning outcomes. The score of student learning outcomes in english learning in second grade of elementary school in lembang in the first cycle 65,83 are in medium category and the score of student learning outcomes in the second cycle after learning using the song and games media score obtained have increased ie 93,5 are in the high category.

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