IMPLEMENTING SONGS AS MEDIA FOR TEACHING VOCABULARY

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Abstract

The Covid-19 pandemic's effects are still being felt today, particularly in the education sector, which is why Indonesian government rules directing schools to adopt online teaching and learning platforms are still in effect. In this sense, students study English online in order to practice speaking the language. However, due to online learning, students still encounter obstacles and difficulties, especially in learning English. This research aims to determine the problems or obstacles faced during the online teaching and learning process, especially in learning vocabulary through English songs to ninth grade students at one of the junior high schools in Bandung. The respondents were six of the ninth grade students at the school. Data collection is carried out through observation and tests. Based on the research results, it can be concluded that online vocabulary learning has several obstacles faced by teachers and students such as internet connection 13%, time management 10%, devices 10%, mastery of technology 4%, noise 10%. Apart from that, these obstacles have an impact on students, namely difficulties in managing and submitting assignments 10%; 8% of students do not understand the material completely; 8% of students are passive, 8% of students feel bored, 8% of students cannot work together in teams, and 6% of students cannot follow the learning process.

Keywords: *Vocabulary, Online Learning, Song*

INTRODUCTION

English is a global language used to communicate with people from other countries. Since English is the universal language, it is significant. It is crucial to speak a language that the majority of people understand because there are so many languages spoken in the world and this could lead to communication problem (Kusuma, 2019). Since English is important, English is a compulsory subject in every school. There are several materials and aspects that can be learned in English, one of the most primary things in learning English is mastering vocabulary because vocabulary is the basic thing that students should master in learning English. Students should understand what is being expressed, either in spoken or written channel. Wilkin (1972) cited in (Phisutthangkoon, 2016) stated that Students who lack vocabulary are unable to speak at all, but those who possess grammar knowledge can converse, though ineffectively.

A vocabulary is a collection of terms that belong to a certain person, a group of people, or language. To put it simply, a person's vocabulary is the entire collection of words that person knows or is likely to use to form new sentences. A collection of multiple words combined to create meaning is called vocabulary. It is impossible to isolate vocabulary from the four language skills namely reading, writing, listening, and speaking (Hornby: 1984: 959). Furthermore, Fries (1945: 959) said that Vocabulary is an essential part in learning a foreign language, where students are required to master word for word so as to allow the increase in the student's vocabulary. It is mentioned in (Zalmansyah, 2013) that vocabulary is prominent

in learning English, but there are still many students who lack vocabulary that makes them struggle in learning English so that they cannot increase their skills properly. Learning media is one of the variables that contribute to vocabulary loss.

There are several media in learning vocabulary which are easier and more fun for students who learn it. One of them is by integrating songs. The integration of songs may help students in memorizing vocabulary found in the lyrics, and it also makes learning more enjoyable for students. According to Dewi (2013) cited in (Sari & Asahra, 2019), Memorizing songs is believed that not only make students interested but also can help them learn vocabulary more easily. In fact, the use of songs is not a new technique in the educational field, this technique has been widely used in the classroom to teach English in general. The song has several necessary aspects as stated by (Wibowo & Dosen, 2018) in their research that song can be used to teach grammar since songs' lyrics contains several kinds of word forms; teachers can choose a song that is definitely in accordance with the word form to be taught.

Owing to the Covid-19 pandemic epidemic in Indonesia, online learning has replaced traditional classroom instruction as the primary mode of instruction. Due to the Covid-19 outbreak, the Indonesian government mandates that education be conducted in line with Circular Letter Number 4 of 2020 concerning the Implementation of Policies in the Covid-19 Emergency. This letter specifies that instruction be conducted at home using digital technology to support online learning and give students experience. According to Milman (2015) cited in (Sadikin et al., 2020), the use of digital technology can allow students and lecturers to carry out the learning process even though they are in different places. By encouraging this, learning is carried out to replace classroom learning.

Online learning is a novel approach to teaching and learning that makes use of electronic devices, particularly the internet, to provide resources (Rigianti, 2020). In accordance with the statement above, online learning was introduced concurrently in all schools in Indonesia for the first time, which causes several schools in Indonesia encounter obstacles in its implementation. Although some obstacles are still found in its implementation, online learning must be carried out because online learning is the only way that can be conducted so that the education field in this case teaching and learning activities in school still can run in the midst of this pandemic. Another reason why teaching and learning activities in schools must continue to be carried out during this pandemic is everyone's ignorance of when this pandemic will end so that if teaching and learning activities in schools are stopped, it could have several impacts on students, both during the pandemic or after the end of the pandemic. Several problems that occur during the online learning period continue to emerge, both in general terms and in specific cases in certain lessons.

Learning vocabulary through songs as media makes students easily understand various vocabulary in a fun way. Nevertheless, the integration of songs in the online learning process still has various problems, like some common problems found in general. In other words, online learning vocabulary through songs encounters various problems both technical and non-technical in its implementation. Some small problems that usually do not exist in learning of vocabulary conventionally in classrooms also began to emerge. Based on these problems, researchers aim to examine the problems in the implementation of online learning vocabulary, especially the learning integrating songs as the media.

METHOD

This study employed a descriptive qualitative method. According to Wiranatha (2006), a qualitative descriptive analysis approach is the process of examining, characterizing, and condensing different circumstances and scenarios from a variety of data obtained as observations regarding the issues under study that arise in the field or as the outcomes of interviews. Meanwhile, according to Royani & Sadiah (2019) Qualitative research is more thorough, utilizing a vast array of data from several sources to gain a deeper understanding of each individual participant, including their ideas, viewpoints, and attitudes. The qualitative research method is a technique for addressing research issues involving narrative data from observations, interviews, and document multiplication (Wahidmurni, 2017). From the three definitions of descriptive qualitative above, it can be concluded that Research that presents what is happening in order to uncover events or facts, conditions, phenomena, variables, and circumstances that occurred during the research is known as descriptive qualitative research. The respondents in this study were representatives of ninth-grade students at a Junior High School in Bandung. The respondents consisted of five male students and one female student, with the total number of respondents were six students from 9 students of the ninth-grade students at the School.

Data were gathered through testing and observation. According to Widoyoko (2014), systematic notes on the elements that appear in a phenomenon on the object of research are observations. Observations were conducted when teaching and learning activities in English were carried out. When the observation took place, the English teacher was carrying out his regular duties of teaching and learning. In this instance, the vocabulary-building exercises involving songs were conducted online via Google Meet, with the teacher utilizing the shared screen feature. Researchers recorded various results in accordance with the existing observation list, meanwhile, the test was conducted through Google Form. The respondents are required to complete certain questions that are written in multiple choice format. In this case, the test is a tool for measuring various elements of student behavior. It consists of a set of questions or tasks that students must complete in order to receive a score (Zaenal, 2016). The researchers observed the students without intervening. Observations were made remotely during the online teaching and learning process for this study. In the data analysis, the researchers administered the stages of: data reduction, data display, and conclusions.

RESULTS AND DISCUSSIONS

RESULTS

Researchers conducted remote observations and administered a test to six participants from the ninth-grade students of Junior High School in Bandung, one of the respondents was female and five of the respondents were male.

1. Observation

Table 1. Observation Sheet

No	Statements	Number of students		Percentage %
		Yes	No	
1.	Students had trouble connecting to the internet.	6	0	13%
2.	Students struggle with their homework.	5	1	10%
3.	Students are able to schedule their study time well.	5	1	10%
4.	Students comprehend the subject taught by the teacher.	4	2	8%
5.	Students work independently.	4	2	8%
6.	Students remain in contact with their peers.	1	5	2%
7.	Students participate actively in class Qustion & Answer	4	2	8%
8.	Students lack the gadgets necessary for online learning.	5	1	10%
9.	Students find online learning boring	4	2	8%
10.	Students can follow online learning easily.	3	3	6%
11.	Students have technology proficiency during online instruction	2	4	4%
12.	Surrounding noises bothered Students	5	1	10%
	Total	48	25	

Based on the data in the observation sheet above, the researchers concluded that vocabulary learning through online learning has negative impacts. It can be seen on the table above, about 67% of students have problems with online learning. Students encounter a variety of learning problems; in general, students are struggling with connections.

2. Test

Table 2. Data collecting by test

No.	The subject of the Test	True	False
		Number of students	
1.	Understanding of the meaning	4	2
2.	Listening Clearly	4	2
3.	Vocabulary Mastery	5	1
	Total	13	5

The aforementioned test results indicate that despite their difficulties with online learning, students are still able to follow the lessons. It can be seen from the resulting test in the average score that about 72% can answer the test and pass the minimum score.

DISCUSSIONS

The covid-19 pandemic has changed many life aspects. Both positive and negative impacts have begun to emerge since the pandemic, particularly in the educational sector of Indonesia. Teaching-learning activities have begun to be converted into online learning in order to keep the nation's education running well. Online learning has some advantages such as it can be accessed anywhere and anytime, make students become more independent of learning, and make the students more active. Nevertheless, the implementation process of online learning still has some problems, the problems faced by students and teachers are among others: 1) Students

and teachers have a problem with an internet connection: An internet connection is the most important thing that must be considered in online learning because all activities carried out in online learning rely on a stable internet connection; 2) Students have a problem with the assignment: In online learning, sometimes the students should submit assignments in a limited time and must go through the application; 3) Students and teachers have limited time: time is a factor that must be considered in online learning because in online learning students and teachers have shorted time than the regular teaching-learning in the classroom. especially for the students that they should divide and manage their time to study; 4) Students become more independent of learning: to work on group assignments, online learning has limits that make students not as free as learning in class; 5) Some students do not have devices: The device is an important thing in online learning because it serves as a substitute medium for the classroom; 6) Students and teachers do not master technology used in online teaching-learning: Technology such as applications and websites to replace media, classrooms, and more features in school must be mastered by the teacher and students during the online learning process; and 7) Students and teachers disturbed by noises: to run online learning smoothly, students and teachers also must be carried out in a conducive place.

There are several problems and impacts faced by students and teachers during online learning, some of which have been explained above. Apart from that, several problems are also impacts that occur as a result of online learning, some of these problems include a lack of understanding of some of the material provided by the teacher. In addition, students find it difficult to communicate with teachers and friends face-to-face; they lose concentration when learning due to a number of the aforementioned issues; they grow increasingly disinterested in the classroom setting when they are not in class; and ultimately, some students perform less well academically as a result of internet-related problems.

CONCLUSIONS

To date, the Covid-19 pandemic has caused major changes in various areas of life, including the education sector in Indonesia. Since the pandemic, teaching-learning process has shifted to online methods to ensure education continues. Online learning has several advantages, such as flexible access and increasing student independence and activity. However, there are a number of obstacles faced by students and teachers. A stable internet connection is crucial in online learning, but often becomes a problem. Students often have difficulty with time constraints and the use of applications to submit assignments. Online learning has a shorter duration compared to classroom learning, so time management is important. Students need to be more independent, especially of doing group assignments limited by online platforms. Some students do not have the devices needed for online learning. In addition, students and teachers often lack mastery of the technology used in online learning, and a non-conducive environment can disrupt the learning process. These problems affect understanding of material, communication with teachers and friends, focus on learning, and cause boredom in students. In addition, some students experience obstacles in learning due to internet connection problems.

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