

Learning to Improve Vocabularies with English Singing Habits in Primary School

Purwanti^{a,1}, Wakhudin^{b,2}, Subuh Anggoro^{c,3}

^aMagister Pendidikan Dasar Universitas Muhammadiyah Purwokerto, ^bPendidikan Guru Sekolah Dasar Universitas Muhammadiyah Purwokerto

¹purwanti442@guru.sd.belajar.id, ²wakhudin@ump.ac.id, ³subuhanggoro@ump.ac.id

Abstract

The purpose of this research is to describe the differences between the two groups of students in learning English in Primary Schools. The first group of students was called the experimental group which consisted of those who used to sing English songs to improve their vocabularies. While the second group is called the control group which consists of students who do not use English to increase their vocabularies. Each group consists of 15 students. By using the vocabulary test, data was obtained that the average score of the experimental group was 25.85 with a classical competence of 64.67%, while the control group got a score of 19.8 with a classical competence of 49.34%. The achievement of the experimental group was higher than that of the control group. So, by using the t-test formula, it is known that the calculated t-value is higher than the t-value in the critical table at a significant level of 0.05 and 0.01 ($1.70 < 3.76 > 2.47$). This means that there is a significant difference between the vocabularies mastery of students who use English songs compared to those who do not use them.

Keywords: Vocabularies, English Songs, Learn English

A. Introduction

Language is part of human relations. Although all species have ways of communicating, humans are the only creatures that have mastered cognitive language communication. Language allows humans to share ideas, thoughts, and feelings with other people. Language has the power to build society, although it also allows it to dissolve them.

English is used as a means of communication between countries in the fields of trade, education, technology, culture, and so on. Communities all over the world, including in Indonesia learn English. In Indonesia, the government chooses English as a foreign language to be taught. An important goal of teaching English in primary schools is to introduce the first vocabularies. Vocabulary is important to help students learn from reading, listening, speaking and writing.

Rezeki & Sagala (2019) explain that language is widely regarded as the most important communication tool for conveying information. Meanwhile Megawati & Mandarani (2017) in their research found that students' difficulties in learning, especially in speaking skills, were due to a lack of vocabulary mastery.

Fallon et al. (2021) suggests, there are five reasons why vocabulary is very important: to improve reading comprehension, develop language, communicate ideas, express oneself in

c. Improving vocabulary mastery by singing English songs is easy

for primary school students. Because, based on research, elementary school students are very interested in games and singing activities.

Children who develop vocabulary tend to be deeper thinkers, express themselves better and read more. Those who improve their language skills and literacy early in life help them become more successful academically and communicatively. Successful communication depends on a good base of words. Using the right words when students speak, makes them more effective communicators. Having a good vocabulary can help students write more effectively. Therefore, students need to use more formal sentences when writing and they need a richer vocabulary when speaking.

According to Jamaris (2016) vocabulary is knowledge of words and word meanings, even more complex than that definition. First, words come in two forms: spoken and printed. Oral vocabulary includes words that are known and used in listening and speaking. Print vocabulary includes words that are known and used in reading and writing. Second word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words used when heard or seen. Productive vocabulary includes spoken or written words. The receptive is usually larger than the productive vocabulary, and may include many words given their meaning, even if we don't know their full definitions and connotations - or have used them ourselves when we speak and write.

Broemly, K. (2007) argues that vocabulary is a participatory contributor to comprehension, fluency, and mastery. Vocabulary development is both a result of understanding and a precursor to it, with word meanings. From the definition, it can be said that vocabulary is a number of words used in language by humans to communicate with each other. Simply put, vocabulary is a component that contains words, their origin and use which can be applied to communicate in everyday life.

Basri et al., (2014) explained about the kinds of vocabulary, which consist of four kinds: (1) Oral vocabulary refers to the words used by someone in expressing ideas orally and actively; (2) Writing vocabulary that refers to words commonly used in writing; (3) Listening vocabulary refers to words that a person can understand when they hear them; And (4) reading vocabulary refers to words that a person can recognize when he finds them in written form.

Viera (2022) also explained about the importance of vocabulary. Vocabulary is one of the important aspects of learning a foreign language and vocabulary is central to language and is very important for language learners in general. With an unlimited vocabulary, anyone can understand without being limited in terms of speaking, reading, listening, and writing. Vocabulary is very important in language learning, not only does it contribute to language comprehension and production, but also serves as a good indicator for the performance and acquisition of any language skill. Learning vocabulary does not only mean learning new words but also knowing their functions and applications in different contexts and situations.

Meanwhile Intani (2012) explained the procedure for teaching vocabulary by emphasizing the importance of clarity so that students can grasp the meaning: (1) The first thing in teaching vocabulary is to match vocabulary material with students; (2) The second thing is determining the techniques used in teaching and learning vocabulary so that students enjoy learning and their vocabulary means memorizing words to support listening, speaking, reading and writing skills; (3) The third stage is field testing first. This product is validated by experts and English teachers.

Teaching vocabulary as well as words needs to be done as early as possible since children are in elementary school. The teacher must know that teaching vocabulary for elementary school children is different from teaching vocabulary at the adult level (Sofyan et al., 2023). This is because children in elementary school have different characteristics from adults. Children in

primary schools prefer to learn using interactive media such as videos, games, physical activities such as singing and dancing (Vitasromo et al., 2019).

How songs can help students learn vocabulary. He found that songs: (1) Offer ease of access; (2) Offers flexibility; (3) Offers a pleasant and pleasant atmosphere; (4) Generating motivation; (5) offers a motivational atmosphere and; (6) Offers examples of pronunciation. The strategies he uses include: (1) Just listening to songs; (2) Taking notes; (3) Reading the lyrics; (4) Translate; And, (5) using new vocabulary to improve vocabulary mastery (Dedin E.N.P, 2019).

McCarthy (1990) explained that vocabulary is the biggest component of any language development. Mostly vocabulary teaching learning process focuses on several types of activities such as; providing list of definitions, written and oral drilling and using flash card. Meanwhile, Thornbury (2002: 23 in Nhat & Hung 2020) explained that vocabulary learning must be integrated into long term memory. It means that it is need to be exposed to diferent kinds of activities wich explored working memory. Using English songs make the students can memories every word esily.As long as they memories the lyrics they also can memories the words well.

The best learning occurs when students are having fun. So, it is very important for teachers to choose songs that students like. The best songs to learn English in elementary school are, not too long (1-3 verses), not too fast (easy to sing), in everyday English, clear (easy to see and all words can be heard). Students can also try singing nursery rhymes. They can practice a lot of different vocabulary through songs for example: numbers, vehicles, daily activities, colors, weather, materials, etc.

A different situation is seen in a private elementary school in the Sugarda cluster, Purbalingga Regency. English teachers in teaching vocabulary still use the translation method. In addition, the teacher still uses the drill method in which the teacher says the word and asks students to repeat the word. Teachers realize that this method is not yet effective in increasing the vocabulary of elementary school students, and this is an inhibiting factor in developing students' English proficiency.

B. Research Methods

This study uses an experimental method to see whether the treatment addressed to students has a significant difference. The purpose of this study was to find out the significant differences between the vocabulary mastery of students who learned to use English songs and those who did not.

This research consists of population, sampling, variables, data collection techniques and data analysis techniques.

The research subjects were even semester students of the Sugarda Teacher Education Study Program. The number of research subjects is 30 people. The design of this study was only the non-equivalent group posttest.

Data collection using tests. The test is in the form of multiple choice and matching. The number of test items is 40, consisting of 20 multiple choice items and 20 matching items, objective test. The researcher uses this procedure: the correct answer value for multiple choice and matchmaking (each item) is one (1), the value for the wrong answer for multiple choice and matchmaking is zero (0) and the maximum score is 40.

C. The Results

To analyze the data, the writer used these procedures:

Getting the mean scores from the students who give English songs and those who did not give English songs. The mean scores is obtained by using the formula below:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

x : the mean of score

\sum : the sum of

X: the score

N: the number of subject

b. Classical Competence To know the classical competence of each group the writer classified it in the percentage by using the formula below:

$$X = \frac{f}{n} \times 100$$

Where:

f: Total correct answer

n: Total test items

(Nurkanca, 1981: 12)

c. The t Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

The writer used the Two-Tailed test formula, because want to know whether or not two means are different. To know the difference of two means the writer used the formula below :

X_1 : the mean of experiment

X_2 : the mean of control group

n_1 : the number of subjects in the experiment group

n_2 : the number of subjects in the control group

SS_1 : the sums of squares of experiment group

SS_2 : the sums of squares of control group

(Gay, 1987: 399)

Table 1. Frequency Distribution of Test Score of The Students who give English songs

Score	Frequency	fx
39	2	78
38	2	76
37	2	74
36	1	36
35	1	35
34	1	34
33	1	33
30	1	30
29	1	29
28	1	28
25	1	25
24	1	24
Total	15	502

The same way from the previous formula, it is clear that the mean score of this group is:

$$X = \frac{502}{15}$$

$$X = 33,4666666667$$

$$X = 33,47$$

Thus, the mean of the students who give English songs is 33,47.

Table 2. The Classical Competence of The Students who Give English Songs

Score	Percentage (%)	Frequency
39	97,5	2
38	95	2
37	92,5	2
36	90	1
35	87,5	1
34	85	1
33	82,5	1
30	75	1
29	72,5	1
28	70	1
25	62,5	1
24	60	1
Total	970	15

Base on the computation, the classical competence of students who give English songs is:

$$X = \frac{970}{15}$$

$$X = 64,666666$$

$$X = 64,67\%$$

Table 3. Frequency Distribution of Test Scores of The Student who did not Give English Songs

Score	Frequency(f)	(fx)
35	1	35
31	1	31
30	1	30
27	1	27
26	1	26
24	1	24
23	1	23
22	1	22
21	1	21
20	2	40
19	2	38
18	2	36
Mean		23,27

The same way from the previous formula, it is clear that the mean score of this group is :

$$\bar{x} = \frac{349}{15}$$

$$X = 23,2666666667$$

$$X = 23,27$$

Thus, the mean of the students who did not give English songs is 23,27.

Table 4. The Classical Competence of Students who did not Give English Songs

Score	Percentage%	Frequency
35	87,5	1
31	77,5	1
30	75	1
27	67,5	1
26	65	1
24	60	1
23	57,5	1
22	55	1
21	52,5	1
20	50	2
19	47,5	2
18	45	2
Total	740	15

Based on the computation, the classical competence of students who did not give English songs is :

$$X = \frac{740}{15}$$

$$X = 49,33333333$$

$$X = 49.33\%$$

After knowing the classical competence of each group, then put it in the mastery level vocabulary. It is done to know how good the student's vocabulary is :

Table 5. Vocabulary Mastery of Experiment Group.

Rating Scale	Category	Frequency	%
--------------	----------	-----------	---

86 % - 100 %	Excellent Very	8	53 %
76 % - 85 %	Good Good	3	13 %
60 % - 75 %	Fair	4	26 %
55 % - 59 %	Poor	0	0 %
0 % - 54 %		0	0 %

Table 6.Vocabulary Mastery of control Group .

Rating Scale	Category	Frequency	%
86 % - 100 %	Excellent	1	6,7 %
76 % - 85 %	Very Good	1	6,7 %
60 % - 75 %		4	26,7 %
55 % - 59 %	Good	3	20 %
0 % - 54 %	Fair Poor	6	40 %

To get the result of t,we should know the means,sums,and sums of square by labeling the scores for experiment group as X_1 :

X_1	X_1^2	X_2	X_1^2
24	576	18	325
25	625	18	325
28	784	19	361
29	841	19	361
30	900	20	400
33	1089	20	400
34	1156	21	441
35	1225	22	424
36	1296	23	529
37	1369	24	576
37	1369	26	676
38	1444	27	726
38	1444	30	900
39	1521	31	961
39	1521	35	1225
502	17160	353	8630

$$\sum X_1 = 502$$

$$\sum X_1 = 353$$

$$\sum X_2^2 = 17160$$

$$\sum X_1^2 = 8630$$

$$X_1 = \frac{502}{15} = 33,47$$

$$X_2 = \frac{353}{15} = 23,53$$

Next we need the sums of squares:

$$SS_1 = \frac{1}{\sum X^2} - \frac{1}{(\sum X)^2}$$

$$SS_1 = 17160 - \frac{(502)^2}{15}$$

$$SS_1 = 17160 - 16800,267$$

$$SS_2 = \frac{2}{\sum X^2} - \frac{2}{(\sum X)^2}$$

$$SS_2 = 8630 - \frac{(353)^2}{15}$$

$$SS_2 = 8630 - 8307,26667$$

$$SS_2 = 322,7333$$

We have everything we need, and we have to substitute the correct number for each symbol in the formula :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(SS_1 + SS_2)}{n_1 + n_2 - 2} \left(\frac{1+1}{n_1 + n_2} \right)}}$$

$$t = \frac{33,47 - 23,23}{\sqrt{\frac{(359,733 + 322,7333)}{15 + 15 - 2} \left(\frac{1+1}{15 + 15} \right)}}$$

$$t = \frac{9,94}{\sqrt{24,3737975 \times 0,13333}}$$

$$t = \frac{9,94}{\sqrt{3,24983966658}} = 5,51385596069$$

Therefore $t = 5,51385596069 = 5,51$ (rounding)

D. Discussion

From the result of the calculation, it was found out that the vocabulary mastery of the experimental groups was good with mean 33,47 and the classical competence 64,67%. Among the experimental group numbers, there were eight students or 53% getting excellent mark, three students or 13% having very good mark, four students or 26% getting good mark. No students in this group had fair and poor mark in the vocabulary test.

In addition, the vocabulary mastery of the control group was also good with mean 23,53 and the classical competence 49,33%. Among the control groups members, there was one student or 6,7% having an excellent mark, one student or 6,7% got very good mark, four students or 26,7% got good mark, three students or 20% had fair. Furthermore, there were six students or 40% had poor achievement in this vocabulary test.

How did the students who did not give English songs get excellent and Very good score in the vocabulary test? Possibly, this happened because of other factors influencing the student's achievement such as the student's intelligence, motivation, attitude, etc [Ramelan (1983: 46) stated that those factors could influence one's achievement in learning English. Dalyono (2009: 184) stated that intelligence is an ability to break many kinds of problems. Motivation is a person energy of change marked by feeling arise and a reaction to achieving goals.

Finally, it was found out that the value of t was 5,51. By consulting to the table of the critical value of t at significant level of 0,01 and 0,05 the writer found out that the value resulted from the calculation is much higher than the t value shown in the table ($2,76 < 5,51 > 2,05$). So, there was significant difference between the two groups' vocabulary mastery. Thus, the writer hypothesis in this study is accepted. In other words, the experiment done in this research had positive influence toward the students' vocabulary mastery.

E. Conclusion

From the explanation above, it can be concluded that students' vocabulary mastery by listening to English songs is higher than students who do not listen to English songs. The average score of the first students was 33.47 and classical competence was 64.67% while the control group got 23.53 with classical competence 49.33%.

By using the t -test formula it is known that there is a significant difference between the vocabulary mastery of the two groups of students. The t value obtained from the calculation is 5.51 which is higher than the t table which shows 2.05 at a significant level of 0.05 and 2.76 at a significant level of 0.01 with $df = 28$.

Acknowledgments

Through this forum, the authors express the gratitude to the Rector of Universitas Muhammadiyah Purwokerto; Director of the UMP Postgraduate Program; and Head of the Primary Education Masters Study Program at Universitas Muhammadiyah Purwokerto.

Reference

Basri, H., Ridla, M. R., & Wahed, A. (2014). Strategi Belajar Kosakata Bahasa Inggris (English Vocabulary) Mahasiswa TBI STAIN Pamekasan. *Okara : Jurnal Bahasa Dan Sastra*, 8(2).

- Fallon, K. A., Lawrence, B., & Seifert, D. (2021). Semantic Reasoning: Building Vocabulary With Critical Thinking Skills. *Perspectives of the ASHA Special Interest Groups*, 6(6). https://doi.org/10.1044/2021_persp-21-00067
- Intani, E. N. (2012). Developing modified Indonesian children song lyrics to teach vocabulary to elementary school third graders. *English Education Journal*, 2(2).
- Jamaris, J. (2016). METACOGNITIVE STRATEGY FOR VOCABULARY LEARNING. *Ta'dib*, 16(2). <https://doi.org/10.31958/jt.v16i2.251>
- Megawati, F., & Mandarani, V. (2017). "WAYS FOR TERTIARY LEVEL STUDENTS IN BUILDING ENGLISH SPEAKING PERFORMANCE." *Script Journal: Journal of Linguistic and English Teaching*, 2(2). <https://doi.org/10.24903/sj.v2i2.111>
- Nhat, Q. N., & Hung, B. P. (2020). The dogme approach: A radical perspective in second language teaching in the post-methods era. In *Journal of Language and Education* (Vol. 6, Issue 3). <https://doi.org/10.17323/jle.2020.10563>
- Rezeki, T. I., & Sagala, R. W. (2019). LANGUAGE ACQUISITION PADA ANAK PERIODE LINGUISTIK. *Serunai : Jurnal Ilmiah Ilmu Pendidikan*, 5(1). <https://doi.org/10.37755/sjip.v5i1.157>
- Sofyan, S., Habibi, A., Sofwan, M., Yaakob, M. F. M., Alqahtani, T. M., Jamila, A., & Wijaya, T. T. (2023). TPACK–UotI: the validation of an assessment instrument for elementary school teachers. *Humanities and Social Sciences Communications*, 10(1). <https://doi.org/10.1057/s41599-023-01533-0>
- Viera, R. T. (2022). Syntactic Complexity in Journal Research Article Abstracts Written in English. *Mextesol Journal*, 46(2).
- Vitasromo, P., Jatmiko, & iwan Candra, A. (2019). *Improving Student's English Vocabulary Mastery through Animation Cartoon*. <https://doi.org/10.2991/icss-19.2019.32>