AN ANALYSIS STUDENTS’ VOCABULARY THROUGH SONG AT THE FIRST GRADE STUDENTS’ OF ELEMENTARY SCHOOL BAITURRAHMAH PADANG

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ABSTRACT
This thesis discussed about an analysis of students’ vocabulary through song. This research was conducted at elementary school Baiturrahmah Padang, the academic year 2022/2023. The researcher conducted this research based on finding in the classroom. This research used descriptive research. The population in this research was 11 students at first grade of elementary school Baiturrahmah Padang. In taking the sample, the researcher used total sampling technique and the class was selected as a sample with a total of 11 students. Most of students have moderate vocabulary. The instrument for collecting data was vocabulary test. In collecting the data, the researcher gave students a song and asked them to read and sing with loudly in order to analysis their vocabulary. In data analysis, researcher calculated the test by using vocabulary rubric score that was adopted from the teacher.

INTRODUCTION
There are several reasons why teaching English at elementary school is important. They are; First, English has being learnt widely by most people in the world. It is most commonly used in communicating around the world. It is also used as the first language in many countries and several countries used English as second language. So, it is important for the students in elementary school to be introduced with English as foreign language. In addition, English is mostly used in publishing books, making films, music and a lot of...
entertaining things. In facts, most of the children as elementary school students get entertainment through movies and music where several of them, especially the popular movies and music, use English. The popularity is higher that movies and music that used Bahasa Indonesia. Absolutely, that students want to know and understand what they watch and listen.

Based on the researcher’s observation there are several problem that often face when teaching English, they are; First, learner’s confidence, brave and motivation in learning English. Some of them afraid to stand in front of the class. They feel like other students would be mocking them and sometimes there is no motivation from their parents whereas the best motivate is from the parents.

Second, they get feel bored easily. Some of them tend to be silent and passive in learning process or they do not pay attention on the teacher’s explanation because they feel bored. Therefore, the teachers must be creative in order to increase the students’ enthusiasm for learning. Third, the teachers find that the students still have low capability in vocabulary. It is proven by most of them still have difficulties to understand the words meaning what teacher means. In facts that the students difficult to memorize the English vocabulary. These problem as result, slow down the teaching and learning process.

In order to face those problems, teachers need very creative way to find some interesting strategy for young learners. The researches believed that one of the strategies to support active and fun language learning is by using songs. Learning a foreign language with something familiar such as songs is helpful because songs are familiar in our daily life. Many children would listen to songs. It is believed that songs, rhymes, and chants can help the children’s language development. The teacher uses song to make English vocabulary learning better since in songs, students are required to repeat the same words or the same structure without boring them. Thus, it encourages the students to learn new words and memorize them easily.

Besides, using songs in the classroom is a great way to live up vocabulary activities. Based on observation in January 2022, songs are useful to achieve the instructional goals of teaching and learning process, and they also are easily close in our daily lives. During the observation, the researcher found that songs’ implementation in English class interested the students. It gained the students’ attention and also helped the students to learn vocabulary. In addition, the observation revealed that there were few English teachers of elementary schools that rarely used songs as a teaching strategy to encourage students to learn English actively and to enhance the students’ learning development, especially in vocabulary mastery. Songs contain words that can help the students improve their vocabulary. Therefore, from this point on, the researcher’s focus should lay on the research of the use of songs to develop the student’s learning process in English. In this research, the researcher focuses on the first graders of elementary schools. They are first grade students of elementary school Baiturrahmah Padang. Here, this grade implemented Kurikulum 2013 as the curriculum. Elementary school students, especially first grade, like to learn English in an enjoyable situation. They get bored easily with the lesson because they think that it is very difficult to say the words because almost of them
still do not fluent in reading. Therefore, the teacher can adapt any kinds of English materials and tasks for the students that appropriate for them. So, the text book is not the only learning source for the students. The teacher can use other strategy or source that can support the students in learning and mastering English vocabulary.

RESEARCH METHOD

Song can be an active or passive activity; it depends on how one uses it. It can also be productive and reproductive. It can be considered reproductive when the students reproduce words or rhythm that are made by someone else or when he or she dances following the music like what has been thought about. On the other hand, if a student creates his or her own song or even makes the rhythm by himself, it is called productive (Gardner, 1983:15-17).

There are some advantages of the use of songs in vocabulary teaching according to Coromina (2010), the first is songs are easily available. It can be found everywhere and anywhere. Secondly, songs present the new vocabulary and expression in context. Thirdly, songs can help the students to be familiar with the pronunciation of the native speakers. Fourthly, it provides topic for discussion. Fifthly, songs provide a break from the textbook and workbook routine.

FINDING AND DISCUSSION

In this chapter, the researcher presented the result of the research on students’ vocabulary through song at first grade of elementary school Baiturrahmah Padang. Based on the research questions the researcher showed the finding of the research as follow;

1. Students’ vocabulary through song at first grade of elementary school Baiturrahmah Padang Based on the analysis of the data obtained during the research, the researcher found that the students’ vocabulary through song was moderate (see appendix 21).

<table>
<thead>
<tr>
<th>Aspect of Vocabulary</th>
<th>Mean Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning Vocabulary</td>
<td>91,04</td>
<td>6</td>
<td>54,54%</td>
</tr>
<tr>
<td>Reading Vocabulary</td>
<td>90,77</td>
<td>9</td>
<td>81,81%</td>
</tr>
<tr>
<td>Pronouncing Vocabulary</td>
<td>90,45</td>
<td>10</td>
<td>90,90%</td>
</tr>
<tr>
<td>Writing Vocabulary</td>
<td>90,18</td>
<td>9</td>
<td>81,81%</td>
</tr>
<tr>
<td>Applicating Vocabulary</td>
<td>88,25</td>
<td>11</td>
<td>100 %</td>
</tr>
</tbody>
</table>
The table above the researchers describe as follow;

a. Students’ Vocabulary on meaning vocabulary component through song

Based on the assessed of students’ vocabulary score on meaning vocabulary component through song, the highest score of this component was 94 and the lowest score of this component was 87. Data analysis also showed the mean 91.04 (see appendix 6). The data analysis showed that were 5 students had high score (45, 45%), 6 students had moderate score (54, 54%) and 0 student had low score (0%), (see appendix 7). In the high score, there were 5 students got high score because they are easy to remain the vocabulary and meaning as well. Meanwhile, there were 6 students got moderate score because they are still difficult to remember the meaning or word and it takes long time to answer the questions. For low score, there was no one student got here. It can be seen from chart below;

Chart 1.
Students’ Vocabulary on meaning vocabulary through song

![Chart 1](image)

b. Students’ Vocabulary on reading vocabulary component through song

Based on the calculating of students’ vocabulary score on reading vocabulary through song, the highest score was 95 and the lowest score was 87. Data analysis also showed the mean 90.77 (see Appendix 9). The data analysis showed that there were 2 students had high score (18, 18%), 9 students got moderate score (81, 81%). And there was no one student got low score (0%), (see Appendix 10). There were 2 students got high score because they were read in English and knew about the words. Then, 9 students got moderate score because they still take a time to remember the words and missed spell as well. 0 of student got low score. It can be seen from the chart below;

Chart 2.
Students’ vocabulary on reading vocabulary through song

![Chart 2](image)
c. Students’ vocabulary on pronouncing vocabulary component through song

Based on the calculating of students’ vocabulary score on pronouncing vocabulary through song, the highest score was 95 and the lowest score was 87. Data analysis showed the mean 90, 45 (see Appendix 12). The data showed that there was a student had high score (9, 09%). Meanwhile, there were 10 students had moderate score (90, 90%). And there was no student had low score. The student who got high score is one because her pronunciation is so clear. Meanwhile, on moderate score there were 10 students, it was almost of the students had moderate score because there were pronunciation error. And 0 of students had low score.

It can be seen from the chart below;

Chart 3.
Students’ vocabulary on pronouncing vocabulary through song

<table>
<thead>
<tr>
<th>Pronouncing Vocabulary</th>
<th>Number of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

d. Students’ vocabulary on writing vocabulary component through song

Based on the calculating of students’ vocabulary score on writing vocabulary through song, the highest score was 94,5 and the lowest score was 87. Data analysis showed that mean 90,18 (see Appendix 15). The data also showed that there were 2 of students had high score (18,18%). Meanwhile, there were 9 of students had moderate score (81,81%). For low score there was no student got here. In high score, there were 2 of students got the score because they wrote very clear and good, that’s why the researcher can read the words clearly. For moderate score, 9 of students here because they wrote the words very slow and their paper were not clear. They were missed spell as well. And the last, there was no student got low score. It can be seen from the chart below;

Chart 4.
Students’ vocabulary on writing vocabulary through song

<table>
<thead>
<tr>
<th>writing vocabulary</th>
<th>Number of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>
e. Students’ vocabulary on applying vocabulary component through song

Based on the calculating of students’ vocabulary on applying vocabulary component through song, the highest score was 90 and the lowest was 0. Data analysis also showed the mean 88.25 (see Appendix 18). The data analysis showed that there was 0 of student had high score (0%). All of students had moderate score (100%). And there was no student had low score (0%), (see Appendix 19). There was no student got high and low score because their ability still in moderate level. However, all of students had moderate score because there were not many things that they used in the class and it was not used every day. It can be seen from the chart below;

**Chart 5.**

Students’ vocabulary on applying vocabulary through song

![Graph showing vocabulary application](image)

<table>
<thead>
<tr>
<th>Applying Vocabulary</th>
<th>Number of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>120%</td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

High Moderate Low

2. The problem of Students in vocabulary through song at first grade of elementary school Baiturrahmah Padang

In meaning vocabulary aspect, students had some problem. First, they were difficult to remember the words and meaning. Almost of them take a time to trying remember the meaning.

Second, some students still did not about the meaning and word. They were tried to sing the song to remember the word.

In meaning vocabulary aspect, students still confused about the word because some of them still can’t read fluently in English even in Bahasa as well.

In pronouncing vocabulary aspect, students still low in mixing up short and long vowel sounds. For example, “book” the long “oo” sound in “u” with the long “u” they said “bok” it is incorrectly and wrong pronounce.

In writing vocabulary aspect, student still tried to write the words on paper clearly. They often miss the spelling in write the words and always used the eraser to erase the wrong words. In applicating vocabulary aspect, students rarely use the word to say the words in the class.

3. The Advantages of teaching vocabulary through song at elementary school of Baiturrahmah Padang

“Listening to English songs easily embed new vocabulary and grammatical structures in learner’s both conscious and unconscious memory” (Shen, 2009, p.93). Listening to music or songs can also make ourselves become more relaxed when we are doing other activities to learn vocabulary such as reading books. As we know that when
we are listening to songs or music, the rhythm and the lyrics are very easy to be remembered in our brain. In addition, using songs is another highly effective way to teach English to kids. As was mentioned earlier, children are easily distracted and my find it difficult to concentrate on learning a foreign language. However, using some songs will grab and keep the students’ attention. While singing and dancing they will feel less like they are studying, and more like they having fun a play time. Not only songs great for energizing and motivating the students. Singing songs can also aid in language learning. The music and rhythm of the songs naturally helps learners to remember the words. Also, singing the songs repeatedly over many lessons helps learners to commit the words to their long term memory.

CONCLUSION

Based on the result of the research, the researcher that the students’ vocabulary at first grade of elementary school Baiturrahmah Padang was moderate. It can be supported by the result of the test which showed all of the students have moderate score with the percentage (100%) which is it is categorized in excellent classical achievement.

The researcher found the difficulties of students’ vocabulary at first grade of elementary school Baiturrahmah Padang. Students made mistakes in pronouncing and difficult to remain the words and meaning. Other mistakes was lack of confidence and got bored easily.

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