

# THE IMPROVEMENT OF VOCABULARY MASTERY THROUGH MEDIA OF LIL DICKY SONG ENTITLED “EARTH” OF CLASS X VOCATIONAL SCHOOL 3 SARASWATI TABANAN

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## ABSTRAK

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata melalui media lagu. Subyek penelitian adalah siswa kelas X SMK Saraswati Tabanan yang berjumlah 31 siswa. Teknik pengumpulan data yang digunakan adalah tes. Berdasarkan analisis ditemukan bahwa dalam kegiatan pembelajaran pada siklus I, siswa diberikan tes kosa kata yang diberikan oleh peneliti. Beberapa siswa mengalami banyak masalah kosa kata. Pada Siklus II siswa juga diberikan tes kosakata tetapi juga diberikan permainan kosakata sederhana. Peningkatan tersebut ditunjukkan dengan hasil nilai tes kosakata siswa. Peningkatan yang terjadi adalah: (1) Nilai rata-rata pretest siswa sebesar 70,8 meningkat menjadi 72,6 pada siklus I dan 76,6 pada siklus II; (2) nilai rata-rata siklus I 72,6 dengan persentase ketuntasan 51,6%; (3) nilai rata-rata pada siklus II adalah 76,6 dengan persentase ketuntasan 86%; (4) dari data yang telah dianalisis, persentase ketuntasan siswa dari siklus I ke siklus II meningkat sebesar 34,4%.

**Kata Kunci:** Penguasaan Kosa Kata, Media Lagu

## ABSTRACT

*This study aims to improve vocabulary mastery through song media. The research subjects were 31 students of class X at SMK Saraswati Tabanan. The data collection technique used is a test. Based on the analysis it was found that in the learning activities in cycle I, students were given a vocabulary test given by the researcher. Some students experienced many vocabulary problems. In Cycle II students were also given a vocabulary test but also given a simple vocabulary game. The increase was shown by the results of the students' vocabulary test scores. The increases that occurred were: (1) The students' pre-test average score was 70.8, increasing to 72.6 in cycle I and 76.6 in cycle II; (2) the average score in cycle I was 72.6 with a completeness percentage of 51.6%; (3) the average score in cycle II was 76.6 with a completeness percentage of 86%; (4) from the data that has been analyzed, the percentage of student completeness from cycle I to cycle II increases by 34.4%.*

**Keywords:** Vocabulary Mastery, Songs Media

## INTRODUCTION

English as an international language is spoken almost all over the world. In the global era, English takes an essential role as a communication language used in many sectors of life, such as trading, bilateral relationship, politic, science, technology, and many others. Given how important English is in educational institutions, the Indonesian government states the objectives of the teaching and learning process of English in Permendiknas No.22 of 2006 and Permendiknas No.23 of 2006. The objectives stated therein are for students to be able to communicate in English both orally and in writing to face the development of science and technology in the global era. They are also expected to understand and develop the four skills in language acquisition (listening, speaking, reading, and writing). Other language components such as pronunciation, vocabulary, and grammar are also taught to support the mastery of the four basic language skills. According to Wilkins as stated in Thornbury (2002:13) “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.”

Vocabulary is part of language learning that needs continuing growth and development by native and non-native speakers after grammar and pronunciation. Vocabulary has always been a big problem in learning English nowadays. Conversely, if they have a large vocabulary, they can expand their ability in English because many words are needed for the actual use of the language. Vocabulary is a very important language, when we learn a language like English, we learn the words of that language. Vocabulary is needed to master the four skills in English through vocabulary, we convey ideas, emotions

and efficiently. Without mastering it, people will not be able to use English effectively. In language teaching, students must continue to learn vocabulary because they learn structure.

Songs can be a good learning resource for English classes. This is because the songs in English are well-known by some students. Classes can also be fun learning. It doesn't take too much time or meetings to do (Agustina, 2016:1(2)). Teachers are required to be creative in the classroom so that children are more interested in English. Therefore, their interest in English will be an important foundation for achieving more satisfactory English skills. The use of English songs in class can help achieve effective learning by providing fun classroom learning, reducing student anxiety, growing student interest in learning, and increasing student motivation to learn a foreign language. The popularity of pop songs ensures that these songs have the potential to motivate students to learn languages (Limbong, 2012:227). So that students will be more interested in learning English songs that are considered fun and not boring. Some of the vocabulary that students must master through memorizing songs are the words in the lyrics of the song.

Seeing that the use of vocabulary is a very important basic thing, and it was also found from several sources that the use of this song media has not been done too much in terms of learning activities at SMK 3 Saraswati Tabanan. It is on this basis that inspired the researcher to conduct a study entitled "The Improvement of Vocabulary Mastery Through Media of Lil Dicky Song Entitled "Earth" of Class X Vocational School 3 Saraswati Tabanan." Specifically, the study addressed the following research questions: 1.What is the condition of the students' vocabulary before using the song as a song media in teaching vocabulary? 2.How is the students' vocabulary improved after using song as media in teaching vocabulary? It is hoped that this action research will explain the way and the benefits of using songs as a medium in teaching vocabulary.

## **METHODOLOGY**

The research design used in this research is Classroom Action Research (CAR). According to Suharsimi Arikunto (2008), Classroom Action Research is a test of learning activities in the form of actions that are intentionally raised and occur in class together. Classroom Action Research (CAR) is carried out as a problem-solving strategy by utilizing real actions and then reflecting on the results of these actions. Action research is suitable for improving the quality of the subjects to be studied.

## **POPULATION**

The population in this study were all class X students of Tourism Vocational School 3 Saraswati Tabanan for the 2022/2023 academic year who had low learning motivation. The number of members in this study amounted to 31 students.

## **DATA COLLECTION INSTRUMENTS AND TECHNIQUES**

The research instrument that researchers will use here is observation and learning achievement tests. Observation techniques and using tests that are measured using formulas as data collection techniques.

$$X = \frac{\sum x}{\sum n}$$

Explanation:

X : Average value

$\sum x$  : The total number of students

$\sum n$  : The number of students'

## RESULTS AND DISCUSSION

### The Preliminary Study

In addition to the lack of student vocabulary, this action research was also triggered by the fact that most students had low motivation and were not enthusiastic about participating in learning.

**Table 1. The Result of Pre-Test**

| No    | Test score | Category  | Frequency |
|-------|------------|-----------|-----------|
| 1     | 86 - 100   | Excellent | -         |
| 2     | 75 - 85    | Good      | 13        |
| 3     | 46 - 74    | Fail      | 18        |
| 4     | 0 - 45     | Poor      | -         |
| TOTAL |            |           | 31        |

This can be seen from the percentage of students' pre-test scores of 13 students who passed or got a score of up to 75. Meanwhile, there were 18 students who did not pass or didn't get a score of up to 75. It can be concluded that some students are not very interested in learning vocabulary because they find it difficult to remember vocabulary and differentiate the same words, which is why their vocabulary mastery is still low.

### The Finding of Cycle I

#### 1. Action Implementation

All plans that have been prepared are carried out in the learning process of teaching good vocabulary using English songs. 1)The researcher explained the procedure of the English song. Before starting the teaching and learning process, the researcher explained the application of English songs to students so they understood the strategy; 2)The researcher gives a topic about the contents of the vocabulary of nouns and verbs; 3)Researchers gave tests to students using predetermined songs; 4)The researcher corrected the results of the students' song media test; 5)The researcher asks whether students find new vocabulary in the song; 6)The researcher explained to the students about the new vocabulary. The action is planned by involving a fellow student who will become a partner as a collaborator who together with the researcher acts as an observer in the class. Collaborators help researchers when there are problems in learning activities and record all activities that occur in the classroom.

#### 2. Performing Data Analysis

The results of the first cycle post-test showed that the percentage of student scores in the post-test was 16 students who passed or scored up to 75. Meanwhile, students who failed or did not score up to 75 were 15 students. So, post-test cycle I can be categorized as increasing.

**Table 2. The Result of Post-test I**

| No    | Test score | Category  | Frequency |
|-------|------------|-----------|-----------|
| 1     | 86 - 100   | Excellent | -         |
| 2     | 75 - 85    | Good      | 16        |
| 3     | 46 - 74    | Fail      | 15        |
| 4     | 0 - 45     | Poor      | -         |
| TOTAL |            |           | 31        |

### 3. Reflection

Based on the results of the study, it was shown that there was an increase in student scores from the pre-test to the post-test in cycle I. In the pre-test, 13 out of 31 students scored 75 or more, or around 41,9%. In the post-test cycle I, 16 out of 31 students scored 75 or more, or around 51,6%. The increase in pretest to post-test cycle I was around 9.7%. However, they need to improve their vocabulary more because some of them are still confused to understand some English vocabulary. It can be concluded that the students' vocabulary mastery increased but was not successful. So, the researcher conducted cycle II.

### The Finding of Cycle II

#### 1. Action Implementation

In cycle II, after explaining the procedure of the text twist game, the teacher gives the topic content of vocabulary words, nouns, and verbs. The teacher gives games to students so that the class becomes more active, so they have to memorize new words about nouns and verbs related to the topic. In this cycle, most of the students were very enthusiastic and serious when they took part in the game because in this game anyone who could find a new word and was the first to write a new word on the blackboard would get a high score and they would be the winner. They can be fun to do in this game. The planned actions for the second cycle were to give a post-test II for students to get better results, and the researcher emphasized students were more interested in learning English, especially in vocabulary mastery.

#### 2. Perform Data Analysis

In this phase, students' ability to master vocabulary continues to increase. They are more enthusiastic and serious when they understand and also more serious when working on tests. The class conditions were also calm and the students' responses were good to the researcher's explanation. The last result shows that students are able to answer the test and most students score up to 75.

The results of the post-test II cycle II showed that the number of students who took the test was 31. It can be seen that the student's scores in vocabulary increased. The percentage of students who scored in post-test II was 27 students who passed or scored up to 75. On the other hand, 4 students failed or did not score up to 75. So, the post-test II cycle II was categorized as successful.

**Table 3. The Result of Post-test II**

| No    | Test score | Category  | Frequency |
|-------|------------|-----------|-----------|
| 1     | 86 - 100   | Excellent | -         |
| 2     | 75 - 85    | Good      | 27        |
| 3     | 46 - 74    | Fail      | 4         |
| 4     | 0 - 45     | Poor      | -         |
| TOTAL |            |           | 31        |

### 3. Reflection

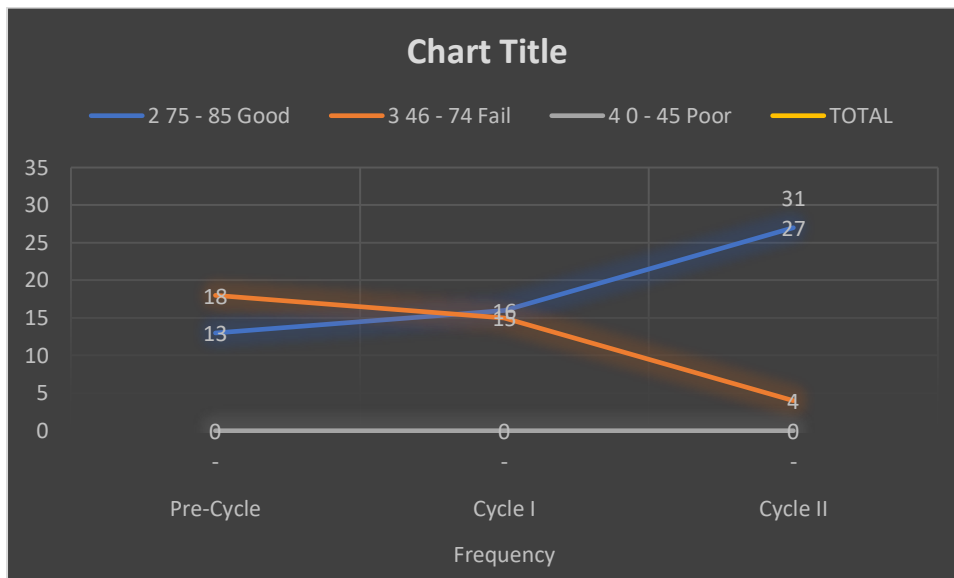
Based on the data above, it can be seen that there was an increase in student scores from post-test I to post-test II cycle II. In post-test I, students scored 75 or more than 16 out of 31, or around 51.6%. In post-test II cycle II, students who scored 75 or more were 27 out of 31 (86%). The increase in post-test I to post-test II cycle II was around 34.4%. The rise in pretest to post-test cycle I was around 44.1%.

In this phase, all students are able to sing songs in English as a strategy to develop mastery of vocabulary related to the topic. The student's vocabulary mastery has been improved. From the test results at each meeting, it can be concluded that the teaching and learning process applied can run well. Based on this cycle reflection, there is no need to do a third cycle. This research cycle can be stopped because the students' vocabulary mastery has increased.

### DISCUSSION

This research was conducted to find out the implementation of English songs in improving students' vocabulary mastery. The results show that there is an increase in students' vocabulary mastery by using English songs. The average score of the students on the pre-test was 41.9%. The scores are low because only 13 students scored 75 and above. The average score of students in the post-test cycle I was 51.6%. This is higher than the pre-test cycle I. The average score of students in the post-test II cycle II is 86%. That was higher than the first cycle I post-test. The percentage of students who got > 75 points also increased. In the pre-test, only 13 students scored > 75. In the post-test cycle I, there were 16 students who got points > 75. This means that there is an increase of around 9.7%. Post-test II cycle II students who got points > 75 there were 27 students (86%) and the increase was around 34.4%. The total increase in student scores from pre-test to post-test cycle II is 44.1%. In other words, students' vocabulary mastery got better from the first meeting to the next meeting.

**Chart 1. Graph of Vocabulary Values from Pre-Test to Post-Test II**



## CONCLUSION

Based on the results of this study, it can be concluded that teaching vocabulary using English songs can improve students' vocabulary mastery with an increase in English vocabulary mastery after using songs as a learning medium. Quantitative data reveals that improving student vocabulary achievements go hand in hand with their involvement in the learning process. Along with the improvement of classroom management, attention to each individual, and performance in using songs, the enthusiasm and involvement of students continue to increase from cycle to cycle. This increase in involvement then increases their achievements, as shown by the post-test results carried out at the end of both cycles.

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