IMPROVING THE STUDENTS'VOCABULARY MASTERY BY USING ENGLISH SONG AT MARKUS MIDDLE SCHOOL MEDAN

LENNA SINAGA
lennasinaga21@gmail.com

SRI NINTA TARIGAN
srinintatarigan@unprimdn.ac.id

Universitas Prima Indonesia

ABSTRACT

This research was aimed to find out the improving students' vocabulary mastery by using english song . The subject of this research was third grade of Markus Middle School Medan. It was consisted of one class and 26 students as respondents. The object of this research was to improve students vocabulary mastery by using english song. Employing Classroom Action Research (CAR) with two cycles using quantitative methods to gather data through pre-tests and post-tests.

The findings revealed that instructional media played a crucial role in enhancing students' listening skills, particularly addressing the limitations in their English vocabulary. This was substantiated by the mean score in the second cycle (60.76%), indicating a 20% improvement from the first cycle's mean score (40.76%). The conclusion drawn was that there was a significant improvement in the ability of class IX-C students at Markus Middle School to listen to a song, as evidenced by higher scores in both content and organization in the second cycle compared to the first. This success reflects a substantial achievement in enhancing students' listening skills.

Keywords: Improving, Vocabulary, Mastery, English Song

INTRODUCTION

1.1 Background

Instructional media serves as the medium for conveying messages and delivering content to learners in the teaching-learning context, aiming to achieve effective instruction (Omenge and Priscah, 2016). The role of instructional media extends beyond the classroom, encompassing various traditional methods used to teach English. These methods provide students with opportunities to engage their senses, fostering positive attitudes, heightened self-motivation, and improved comprehension.

Vocabulary acquisition and retention are widely acknowledged as pivotal elements in language learning, contributing significantly to the development of fluency. Despite the recognized importance of vocabulary, language learners often encounter obstacles hindering optimal acquisition and retention. This research delves into the analysis of potential challenges faced by elementary school students in a public school in Medan. The primary focus is on investigating the specific difficulties experienced by five students in their vocabulary learning process.

The significance of vocabulary in attaining fluency in any language cannot be overstated, making lexical competence a crucial facet of language learning. Additionally, vocabulary plays a vital role in language acquisition, and insufficient knowledge in this area can pose hurdles for learners. Through the development of effective vocabulary learning strategies, learners can substantially elevate their overall proficiency in English. The aim of this case study is to scrutinize the distinct challenges encountered by five school pupils during vocabulary learning. Participants were instructed to memorize a set of vocabulary within a specified time frame. While some pupils successfully completed the assigned task, others were unable to finish within the given timeframe. After the deadline, I assessed their vocabulary retention and conducted a questionnaire to gather feedback from each participant.

The researcher utilized interviews and questionnaires as data collection methods. The collected data was then analyzed in a descriptive manner. The findings revealed that students continue to encounter problems and difficulties in vocabulary learning. These difficulties varied among students. Pronunciation, spelling, and writing were common challenges faced by most students. Another reason for the students' struggle in vocabulary learning was their difficulty in recognizing different grammatical forms of words, leading to misunderstandings. Additionally, students faced difficulties in selecting the appropriate meaning of words and often became confused with word usage in different contexts. Lastly, students experienced confusion when

encountering unfamiliar words or expressions. These findings align with thefirst thesis presented by Nurjannah (2016).

The research carried out at Muhammadiyah University of Makassar investigated how students perceive the teaching methods implemented by their English instructors. The results indicated a positive influence of these methods on the students, resulting in heightened happiness and enthusiasm towards learning English. The students reported increased ease in comprehending materials, enhanced pronunciation, and the expansion of their vocabulary. Based on these research findings, it is advisable for English teachers to embrace a creative approach and integrate instructional media into their instructional strategies. This approach not only makes lessons more engaging but also fosters better understanding, provides motivation, captures students' attention, encourages participation, and ultimately establishes a more meaningful and enjoyable classroom atmosphere.

Acquiring vocabulary is indispensable for effectively utilizing a second language and plays a pivotal role in constructing coherent oral and written expressions. In the realms of both English as a second language (ESL) and English as a foreign language (EFL), the significance of vocabulary acquisition transcends all language skills, encompassing listening, speaking, reading, and writing. Furthermore, possessing a robust vocabulary is crucial for proficiently employing a second language, enabling individuals to effectively utilize learned structures and functions for meaningful communication. In the absence of a substantial vocabulary, comprehension and effective communication pose considerable challenges.

Lack of vocabulary can be a cause of poor reading skills and make learning English more difficult. However, the teacher is also very able to help students in learning vocabularyand is easily corrected. Students can quickly understand various words and get better gradeswith a good vocabulary. Vocabulary learning can be fun, easy and fast, making it easier for students to speak foreign languages outside of school and inside school. Lack of vocabularyallows students to feel lazy and less interested in learning English. Therefore, given the actuality of the teaching and learning process within schools, the researcher expressed interest in conducting a study to examine: **"IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING ENGLISH SONG AT MARKUS MIDDLE SCHOOL MEDAN"**

1.2 Problem Statement

Drawing upon the aforementioned context, the research issues can be articulated through the following inquiries:

1. The students struggle with memorizing vocabulary.
2. The students frequently find it challenging to comprehend English texts and construct English sentences due to their restricted vocabulary.
3. There is a lack of motivation among the students when it comes to building English vocabulary.

1.3 Objective of the Study

Derived from the aforementioned problem statement, this research endeavors to achieve the following objectives:

1. Assessing the enhancement of students' vocabulary following the implementation of English songs at Markus Middle School Medan.
2. Detailing the procedure for enhancing vocabulary proficiency through the utilization of songs at Markus Middle School Medan.

1.4 Significance of the Research

The anticipated outcomes of this investigation are poised to offer valuable contributions in the following ways:

1. This study aims to benefit students by fostering increased interest and motivation in enhancing their vocabulary proficiency.
2. English teachers can find value in this research as it offers an alternative technique for teaching vocabulary.
3. Other researchers with an interest in conducting studies involving diverse research objects can find utility in the findings of this research.

1.5 Scope of the Research

The goal of this study is to describe the learning tools that English teachers use to teach English vocabulary to students Markus Middle School Medan, as well as how those tools are perceived by the students and we also make observations in increasing students' vocabulary.

No.	INDICATORS	OBSERVATION POINTS
1.	Repeating 4-5 sequences word	- Students can imitate vocabulary sounds spoken English.
2.	Re-imitating certain sounds	- Students can repeat words addressed to them (elephants, lions, etc.)
3.	Understanding the rules and doing an assortment of games	- Students can carry out orders in onedirection (example: forward, backward, backward, forward etc.).
4.	Writing your own nickname	- Want follow the game bold of theWriting.
5.	Connecting and saying simple written symbols which symbolizes it	- Can mention the function of the noun which shown and linking pictures with writing. - Can use adjectives (beautiful, good, pretty etc.) in speaking
6.	Telling stories using words replacement, I, you, he, them	- Can use personal pronouns (I, you, he, they) correctly while speaking.
7.	Telling experiences /simple events with coherent	- Children Can Tell in SimpleExperiences When Traveling

CHAPTER II

REVIEW OF RELATED LITERATURE

The primary goal of this research is to offer a comprehensive examination of students' inadequate English vocabulary acquisition and their evaluations of the instructional tools employed by their English educators. This research endeavor intends to investigate the existing gaps in students' vocabulary skills and analyze the strategies employed by English teachers in delivering English lessons, along with understanding students' perspectives on these teaching methodologies within the classroom setting. To achieve this objective, the upcoming chapter will conduct an in-depth analysis of students' proficiency in vocabulary and delve into the notions of perception and instructional media within the realm of language learning.

2.1 Vocabulary Repertory Concept

Vocabulary, which refers to a compilation of words that hold meaning or significance, is an integral part of language learning and is interconnected with the four essential language skills: reading, writing, listening, and speaking. This lexical treasury encompasses a wide range of senses and interpretations, as stated by experts in the field.

(David D. Fries, 2013) stated that vocabulary is an essential part of learn foreign languages, where students are required to master the word per word so that it is possible increasing the student's vocabulary. Thus it can be said that student mastery will be intensive vocabulary of course it will make it easier for students are fluent in language, in particular English. One of the mediums mentioned by Fries in the attempt student vocabulary is by using reading text or hear stories in English. In terms of vocabulary (vocabulary), (Cathire, 2015) reveals three levels difficulties in vocabulary, namely: easy vocabulary, normal vocabulary, and special (difficult) vocabulary. The thing that affect students experience difficulty in mastering vocabulary foreigners among them because of influence from hearing the words (hearing the words), say the words (pronouncing the words), reading words (reading the words), practice meaning continue with express it (practice from meaning to expression), and write these words (wringing the words). It should be noted that students recommended for training use vocabulary regularly and sustainable, as well use it in practice daily. If a student only learn foreign languages and practice it only inside class, this will not guarantee the student is proficient and mastery a foreign language (Rebecca, 2013). Therefore,

highly recommended for practice and use new vocabulary correctly (in pronunciation) and frequent use in everyday conversation. In this case it can be said that students as the main subject in language learning, holding important role in its success master foreign vocabulary acquired during learning. In besides that it needs to be supported by the students' active use and pronounce it correctly. Student success in mastering vocabulary (vocabulary) does not only depend on educators or the teacher, but also from motivation, the wishes and abilities of the student alone.

In fact, the definitions provided by various experts above are essentially identical. An individual's actions in life are influenced by their perception, as everyone may perceive the same thing differently, leading to variations from person to person. As a result, the researchers concluded that perception encompasses a series of processes through which an individual becomes aware of and interprets information about a specific object, made possible through experiences, exposure, or other interactions. Additionally, Robbins not only defines perception but also elucidates certain indicators of perception that aid in understanding how information is processed through human perception. These indicators are categorized into two types, as follows:

1. Acceptance. The acceptance or reabsorption process serves as an indicator of perception in the physiological stage. It involves the functioning of the five senses in capturing external stimuli. This implies that information conveyed by individuals to others is absorbed or accepted by the five senses—namely, sight, hearing, touch, smell, and taste—either individually or collectively.
2. Comprehension: This term denotes the outcome of an analysis that is subjective, varying for each individual.
3. Assessment: Evaluation involves external stimuli that have been apprehended by the senses and are subsequently judged by individuals. This evaluative process is highly subjective, resulting in distinct perceptions within a given environment. What one person may perceive as challenging and dull, another individual may judge as enjoyable and satisfactory.

There are many types of perception according to Zaden (1984:109) there are person perception, social perception, and situation perception.

1. Person perception. Person perception refers to those processes by which we come to know and

think about other, their characteristic, qualities, and inner state. We construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of social world to the extent to which we attribute stable straits and enduring disposition to other people. We feel that we are better able to understand their behavior and predicted their future actions and we use there nations to guide our interaction which them.

2. Social perception. Social perception means that trying to understand people whether they are professional athletes, political, criminal, leader, entertainer, or loved and closer to home is not essay task. Knowing that other people have thoughts, beliefs, emotions, intentions, and desires, being able to read other people's inner states based on their words, behavior, and facial expression.

2.1 The Concept of Instructional Media

Media serve as instruments utilized to enhance the effectiveness of communication and interaction between educators and students during the teaching and learning process. These tools are employed to reinforce the instructional materials presented by teachers. The incorporation of media has the potential to inspire student engagement, providing an effective means to elucidate and illustrate the subject matter. Such media encompass simulated formats, such as games, role plays, and simulations; visual forms, including photographic, graphic, and combined visual elements; audio formats; audio-visual or multimedia techniques; and tangible objects serving as media, which engage other senses, encompassing items, specimens, and models.
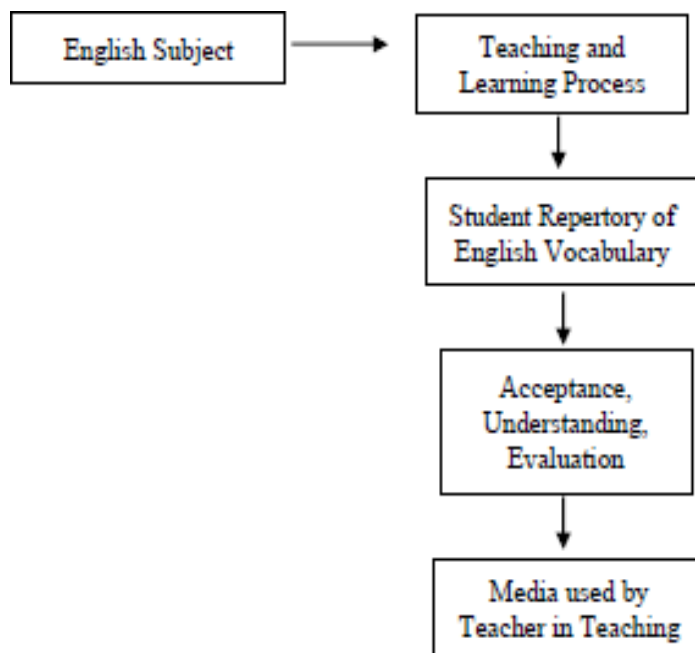
2.2 The Conceptual Framework

Educators frequently face challenges in instructing English vocabulary, especially when words exhibit disparities between their spelling and pronunciation. To tackle this issue, leveragingEnglish songs has been recognized as a potential remedy. Introducing English songs into vocabulary instruction offers students the opportunity to acquaint themselves with a diverse rangeof vocabulary by directly listening to the pronunciation featured in the songs. Inspired by these observations, the researchers are enthusiastic about conducting classroom action research to address the concern of students' insufficient vocabulary in English learning.

This study will involve an examination of the types of media used by teachers in teaching English and an exploration of students' perceptions regarding these instructional tools. Recognizing that English teaching is a method employed by teachers to enhance students' comprehension of the language, it becomes essential to utilize diverse media to facilitate a more effective learning process and promote increased student receptivity.

Within the dynamics of teaching and learning, students are likely to develop positive perceptions when teachers demonstrate creativity in utilizing instructional media. Conversely, negative perceptions may arise if teachers lack ingenuity in incorporating instructional media into the teaching and learning process. The outcomes of this research will vary based on students' acceptance, understanding, and evaluation of the instructional media employed. For a more comprehensive design, please refer to the conceptual framework image below :

Figure 2.1 The Conceptual Framework

CHAPTER III

DISCUSSION AND FINDING

3.1 Discussion

In this section, the discussion delved into analyzing the conclusions derived from the research findings, focusing on the problem articulated in the problem statement. Specifically, it addressed the query: 1) How does the deficiency in students' vocabulary repertoire impact the enhancement of their listening comprehension in learning English at Markus Middle School in Medan?

The utilization of instructional media, namely listening to a song titled "I have a dream," among the First-Year students at Markus Middle School in Medan, was found to contribute to an improvement in their vocabulary.

Following the implementation of instructional media in the classroom, the researcher observed that the mean score of the diagnostic test in listening was 30.76%. In the first cycle, students achieved a score of 40.76%, and in the second cycle, this increased to 60.76%. This suggests that the targeted score was successfully attained in the second cycle.

To assess the effectiveness of implementing the song "I have a dream" as a teaching and learning tool to enhance listening skills among First-Year students at Markus Middle School in Medan, the researcher monitored students' participation during 8 sessions across 2 cycles using an observation sheet.

Upon analyzing the information presented, the researcher concluded that there was a significant improvement in students' listening comprehension through the use of instructional media, specifically listening to a song. The mean scores of students in both cycle I and cycle II were higher than those in the diagnostic test, indicating a positive impact on their listening skills. To prevent plagiarism, it is crucial to acknowledge the source of inspiration and reference the original work appropriately.

3.2 Findings

The research findings were based on the results obtained from cycle I through the conclusion of cycle II. Two explanations were provided for these findings, encompassing the interpretation of tables and graphics.

During the implementation of instructional media to improve listening comprehension ability, the author observed that, in the second cycle, the mean score for the Listening Comprehension aspect surpassed both the mean score recorded in the first cycle and that of the diagnostic test. This information is delineated in the table below:

Tabel 4.1 The Students' Improvement in Listening Comprehension

No.	Mean Score		Improvement
	Cycle I	**Cycle II**	
	106 (40,76%)	158 (60,76%)	20%

The data presented in the table depicted the students' listening comprehension, reflecting the calculated outcomes from both cycle I and cycle II, as they engaged with instructional media by listening to the song "I have a dream." The scores obtained by students in cycle I and cycle II were highlighted, revealing a mean score of 106 in cycle I and 158 in cycle II. Notably, the achievement in cycle II surpassed that of cycle I, with a clear distinction of 158 > 106.

Upon retrospective analysis of the percentages provided, it becomes evident that there were significant improvements in students' performance resulting from the application of instructional media. To offer a more detailed visualization of the improvement in students' listening comprehension, the subsequent chart was presented.

The Students Improvement in Listening
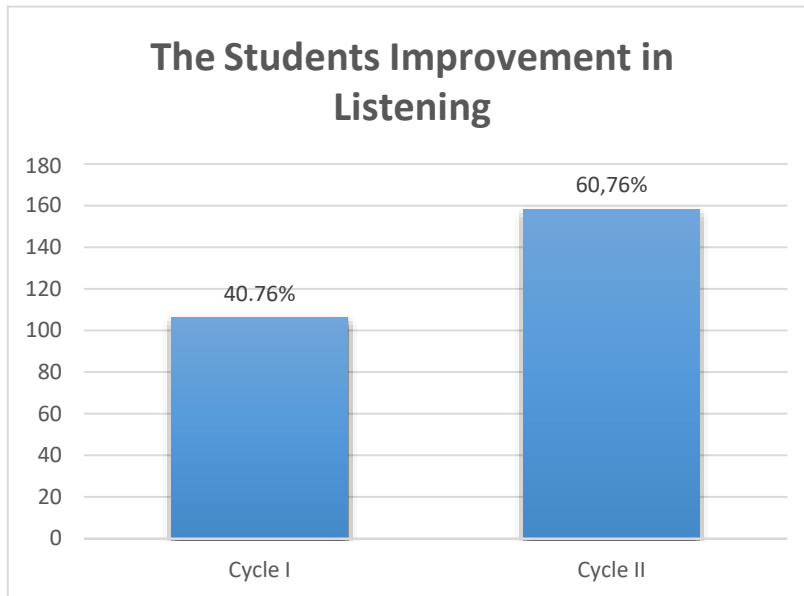
Graphic I : Enhancement in Students' Listening Skills with "I Have a Dream"

The chart depicted above indicated a 20% improvement in students' listening skills from cycle I to cycle II. This advancement marked a significant enhancement in students' listening abilities, culminating in the successful attainment of the targeted goals. In retrospect, the utilization of instructional media, particularly the practice of listening to a song, proved to be an effective strategy for students.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusions

Following the completion of classroom action research on the implementation of instructional media discussed in the preceding chapter, the researcher can draw the following conclusions:

There was a significant enhancement observed in students' listening skills through the utilization of Instructional Media at the Third Grade of Markus Middle School in Medan. The mean score in cycle II surpassed that of cycle I $(60.76\% > 40.76\%)$ in the context of listening to a song. From this, it can be inferred that the incorporation of instructional media effectively contributes to the improvement of students' listening abilities and the expansion of their vocabulary repertoire in English learning.

4.2 Suggestion

The validation of enhanced students' listening skills is evidenced by the research findings presented in the preceding chapter. To achieve such outcomes, the following recommendations are put forth:

1. It is recommended that English teachers at the Third Grade of Markus Middle School in Medan incorporate instructional media into the teaching and learning process to enhance students' English skills, particularly in the domain of listening.

2. Future researchers interested in investigating topics related to this case are advised to utilize this research as additional knowledge, thereby enhancing their proficiency in attaining their research goals.

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