



## **The Use of English Song for Improving Students' Vocabulary Mastery: Action Research**

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**Abstract:** The goal of this study was to promote students' vocabulary mastery using English song at MTs Negeri 2 Bandar Lampung's eighth grade. The thirty-two participants in this study were made up of 11 males and 19 females. This study was carried out with the use of classroom action research. The action research model, according to Kemmis and Taggart, consists of two cycles. Planning, action, observation, and reflection were the four steps in each cycle. Before beginning cycle 1, the writer conducted a pre-cycle to determine the students' vocabulary competence as well as their vocabulary challenges. In this study, the writer worked with an English teacher at MTs Negeri 2 Bandar Lampung to collect data from students in the eighth (VIII C) grade. The writer's goal for this study was to increase the students' learning activities and vocabulary knowledge. The students' improvement in learning activities was evident from the average score of students' learning activities in cycle 1 of 7.16 with the criteria quite active, while in cycle 2 of 7.83 with the criteria quite active. As a result, there was a 0.67 point improvement in students' learning activity between cycles 1 and 2. Meanwhile, the students' vocabulary mastery improved, as seen by the average pre-cycle score of 66.25, with 12 students passing the Minimum Mastery Criterion. The average score for the first cycle was 70.87, with 13 students 40.62% passing the Minimum Mastery Criterion, while the average score for the second cycle was 81.37, with 26 students 81.37% passing the Minimum Mastery Criterion. Based on the findings of the data analysis, it is possible to conclude that Classroom Action Research using English song can promote students' learning activities and vocabulary acquisition.

**Keywords:** action research, English song, students' vocabulary mastery

### **INTRODUCTION**

Language is a communication device that is use every day. In Indonesia, the language use is very diverse. The language use in daily activities is Indonesian and regional languages. English is an international language. In Indonesia, English is included as a foreign language and in this globalization era, English is a language that must be mastered. In some countries English has

started to become their second language (Hastomo & Marcela (2021). Although in Indonesia English is still a foreign language, English has been studied since elementary school. Even in certain schools English has been taught since kindergarten. There are 5 skills to be mastered in English, listening, speaking, reading, writing, and vocabulary. Students must also master its components, namely, grammar, pronunciation, spelling, and vocabulary. Among these components to support the mastery of English skills, students must learn vocabulary as the basis of communication (Faliyanti, 2017).

Zahro (2010) states that vocabulary learning is considered fundamental and inseparable in the field of language teaching. The purpose of teaching vocabulary itself is to guide students to use each vocabulary according to its context. Vocabulary must be mastered so that students can communicate well orally and in writing. To master vocabulary is not easy because there are many words that must be known in factor to improve English learning. Teaching vocabulary is important because to learn new language students must know enough vocabulary and then students learn the grammar. Therefore, teaching vocabulary requires students to memorize a lot of vocabulary.

According to Nazara (2019) in mastering vocabulary, there are several aspects which include pronunciation, spelling and meaning. From these three aspects, it can be concluded that vocabulary can be understood correctly if we can pronounce it, can spell it, and know the meaning. Vocabularies are words that we often hear and say in language. Vocabulary is one of the important things in English because the more vocabulary we know, the easier it will be for us to learn English. Conversely, if a little vocabulary is known, it will be difficult for us to understand the meaning in English. So, it cannot be denied that vocabulary is one of the most important things in English.

Moreover, students can understand what someone is saying or can communicate with other people by knowing a lot of vocabulary (Ilinawati & Dharma, 2019). Without vocabulary, they cannot say anything because vocabulary is the basis for being able to speak. They measure the quality of students from the quality and quantity of their vocabulary. The teacher should support them to memorize as many words as possible. To improve students' vocabulary mastery, teachers must be able to create a better and more interesting teaching environment in the classroom (Hastomo et al., 2022). By using interesting media, so that students are interested and motivated in learning. In addition, teachers can use appropriate methods, techniques, or strategies that can be used in the teaching and learning process in the classroom to get students' attention. Make the classroom atmosphere as pleasant as possible so that students are happy and not afraid during the

teaching and learning process. So as a result they can use it in their daily life or in all situations. In addition, to support the learning process and make it easier, teachers must also use simple vocabulary that can be easily understood by students. One of the most effective ways to teach English is through songs.

In creating fun learning, researchers use songs as a learning medium to improve vocabulary in English. English songs can make students relax in learning English, because they do not feel pressured to memorize or pronounce English vocabulary even though they don't know the meaning or how to pronounce it. That way they can understand little by little English vocabulary. According to Kurnia (2017), English song is a short musical work set to a poetic text, with equal importance given to the music and the words. Songs are also used because they can stimulate brain function, and can provide stimulation for the growth of brain memory functions for learning vocabulary, language, listening and speaking. Songs can also stimulate positive emotional attitudes towards learning English. So while listening to songs students can also find new vocabulary that can add to their vocabulary.

Based on the results of the pre-research test at MTs Negeri 2 Bandar Lampung, the writer found that students faced several problems in learning vocabulary. The difficulty that often occurs is that they find it difficult to pronounce English vocabulary because many words have the same pronunciation but have different meanings. The English vocabulary also has a different pronunciation from the written word. That is why many students still find it difficult to learn English and have difficulty understanding or understanding the meaning of the vocabulary words (Ghonivita et al., 2021). Another problem that arises is the large number of unfamiliar new vocabulary. To overcome this problem, the writer is interested in implementing learning strategies that can improve students' vocabulary mastery. One strategy is to use English songs.

In summary, the writer wants to improve the students' vocabulary mastery with English songs. This is a strategy that can be used as an alternative strategy which is expected to improve vocabulary mastery in class VIII students of MTs Negeri 2 Bandar Lampung. By using English songs students can memorize vocabulary easily. This strategy can be done individually or in groups. Therefore, the writer conducted a research entitled "The Use of English Song for Improving Students' Vocabulary Mastery: Action Research"

## **METHOD**

In this research, the writer used the method of classroom action research (CAR) to improve student's vocabulary mastery through English songs. Classroom action research is a systematic approach to improving learning practice. According to Pelton (2014) in Azuar Juliandi, interacting to

students, assigning tasks, developing lesson plans, and everything that is done in a teaching routine is action research.

The writer of this study conducted their research via classroom action research. Because the writer strives to tackle the problem in a major way, he employs classroom action research (CAR). According to Suharsimi dkk (2019), this form of research can provide new techniques and procedures for educators to develop and increase their professionalism in the teaching and learning process in the classroom by examining real-world student settings.

According to Kemmis and Mc Taggart in Burns (1999:35), there are four steps in the action research that are: planning, action, observation, reflection. In this research the writer minimal will take 2 cycles. There are 4 steps in this classroom action research. The following is an illustration of the cycle in classroom action research. Burns stars Kemmis and Mc Taggart (1999:35).

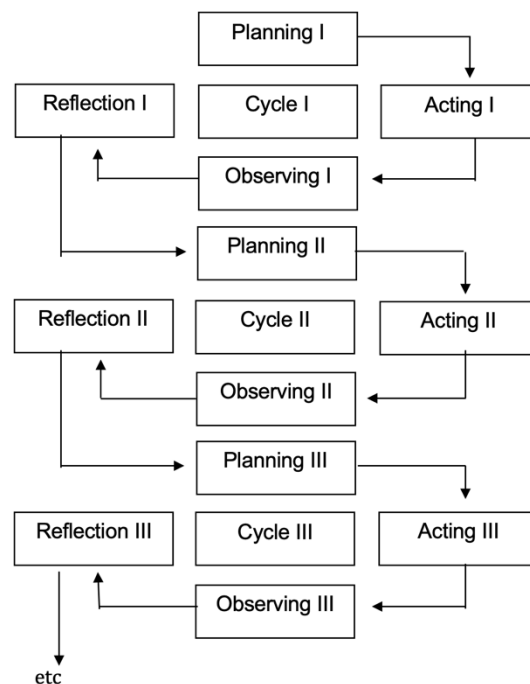


Figure 1. The phases of CAR by Kemmis and Mc Taggart

## RESULTS AND DISCUSSION

From cycle 1 to cycle 2, the students' learning activities improved as seen in the table above. In the first cycle, the average score of students' learning activities was 7.16, with the criterion being quite active, however in the second cycle, the average score of students' learning activities was 7.83, with the criteria being quite active. So there was a 0.67 improvement from cycle 1 to cycle 2. It did, however, reveal that pupils' language mastery improved from cycle 1 to cycle 2. The average vocabulary mastery score for

students in cycle 1 was 70.87, while in cycle 2 it was 81.37. It signifies that between cycle 1 and cycle 2, there was a 10.5% improvement. Meanwhile, students' learning completion rates were 40.62 % in cycle 1 and 81.25 % in cycle 2. The difference between cycles 1 and 2 was 40.62 percent. The graphic below depicts the development of students' learning activities from cycle 1 to cycle 2.

**Table 1. The Students' Learning Activities of Cycle 1 and Cycle 2**

Students	Cycle 1	Cycle 2	Improvement
Students' learning activity	7.16	7.83	0.67
Students' vocabulary ability	70.87	81.37	10,5
Students' learning completeness (%)	40.62%	81.25%	40.62%

From the table 2 below, it can be seen that the students' scores improved from the pre-cycle to the vocabulary test of cycle 1, and then to the vocabulary test of cycle 2. Before using Classroom Action Research through English song, the mean score of the students in a vocabulary test was 66.25 in the pre-cycle. Meanwhile, 37.5 % of the students in the class passed the Minimum Mastery Criterion. It indicates that 12 students passed the Minimum Mastery Criterion, whereas 20 students failed to meet the target.

**Table 2. Students' Vocabulary Mastery**

Pre-cycle	Cycle 1	Cycle 2
Mean	Mean	Mean
66.25	70.87	81.37

In addition, the mean score in cycle 2's vocabulary test was 70.87. It indicated that some kids' scores had improved by 40.62 % over the prior test. Meanwhile, 40.62 % of the class passed the Minimum Mastery Criterion in the cycle 1 vocabulary test. There were 13 students who passed the Minimum Mastery Criterion and 19 students who failed the Minimum Mastery Criterion, according to the data. However, it still has to be improved because it did not meet the success criterion for classroom action research, which was based on the percentage of the class.

To the second cycle, the writer and the teacher. The mean score in the second cycle's vocabulary test was 81.37. Meanwhile, 61.25 % of the students in the class passed the Minimum Mastery Criterion. It indicated that 26 students passed in order to meet the Minimum Mastery Criterion's aim. This class percentage increased by 81.37 % from pre-cycle to cycle 2. Through the English song, the vocabulary test of cycle 2 achieved the Minimum Mastery Criterion's target. The Minimum Mastery Criterion was passed by more than 71% of the students.

Automatically, the Classroom Action Research might be stated to be

based on the use of an English song. The figure below depicts the students' progress in vocabulary mastery from the pre-cycle to the second cycle.

## **CONCLUSION**

After conducting classroom action research, the writer came to a conclusion based on the findings of the study at MTs Negeri 2 Bandar Lampung's eighth grade. In this study, the writer used classroom action research as a strategy. The writer came to the conclusion that learning English through song can help students improve their vocabulary. Based on cycle 1 and cycle 2 student learning outcomes. The learning activities of the students have improved. The average score of students' learning activities in cycle 1 is 7.16, with the criteria quite active, whereas the average score in cycle 2 is 7.83, with the criteria quite active. It may be deduced from students' learning activities in cycles 1 and 2 that they receive 0.67 points.

There were some improvements in the students' vocabulary mastery based on the results of the students' writing tests in the pre-cycle, cycle 1, and cycle 2, as evidenced by the mean score of students in the writing test before using Classroom Action Research through English song. The average score of students' learning activities in cycle 1 was 7.16, with the criteria quite active, whereas the second cycle was 7.83, with the criteria active. As a result, students' learning activities improved by 0.67 point from the first to the second cycle. The average pre-cycle score was 66.25, and 12 students passed the Minimum Mastery Criterion, indicating that the students' language mastery had improved. Meanwhile, the average score for cycle 1 was 70.87, with 13 students or 40.62 % passing the criterion, while the average score for cycle 2 was 81.37, with 26 students or 81.25 % passing the criterion. Based on the findings, it is possible to conclude that using English song in the classroom can improve students' learning activities and vocabulary mastering.

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