

THE TEACHING TECHNIQUE VOCABULARY USING ENGLISH SONGS AT SDK ST XAVERIUS SURABAYA

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Abstract: Teaching English has develop dramatically in the recent years because globalization impact and everyone should understand English as their international language. Teaching English for young learner is very much different from teaching adults in a way that they are often more enthusiastic, active and easily adaptive than adults. Through the appropriate songs which are choose, the students can comprehend the knowledge factually, conceptually, and procedurally. In relating to master vocabulary, it means at once we practice our listening, we catch new words we never heard before. In other words, while singing, the students are able to read the lyrics and this indirectly encourages them to learn new words. The type of this research is descriptive qualitative research. This research is a descriptive qualitative research that focuses in teacher techniques of teaching speaking using song to young learner. This research was a kind of educational research and it emphasized on the qualitative research. At the end of the lesson, teacher gave correction on some mistakes made by the students particularly in pronounce and write, and teacher also gave conclusion about topic today. A song above is very suitable for beginner, because that song in English. And it will be to expedite student's pronunciation. According to the finding of the research that the researcher gathered, there were the conclusion of the researcher findings:the results of the questionnaire that most of the students' said that the using songs could help them to increase their interested in learning process.

Keywords: Teaching technique, song, vocabulary

INTRODUCTION

The teaching of vocabulary for young learner need creative, appropriate and different strategy from ordinary way, in other hands the students can feel enjoyable and become active in the classroom. The teacher also should stimulate them about the new words around the topic, one of the technique which can fulfill these requirements is by using song. Using song to teaching

young learner 'vocabulary mastered is considered to be able to make the students easier to master vocabulary without pressure but fun. Song is considered as one of alternative ways to improve English especially. Song, help memorization, and the rhythm and rhyme of the lyrics can certainly help vocabulary as well. Moreover, songs are fun and familiar to students, to learn the

language as they are able to listen the songs as well as read the lyrics projected on the screen.

English is recognized as an international language and serves as a communication tool across many countries. This aligns with Ramelan's statement in Andriyani (2016:1), which highlights that "English as an international language, is used to communicate, strengthen and foster relationship among nations worldwide in various fields, such as tourism, business, science, technology". Given its significance, English is widely used in numerous countries, including Indonesia.

In Indonesia, English as the first foreign language taught in schools, from primary levels to university, emphasizing its significant role in modern life. To speak English effectively, a strong vocabulary is crucial, as a lack of vocabulary hinders communication. Vocabulary serves as a fundamental component of language learning. This is supported by Hatch and Brown (1995:1), who state that "vocabulary is the foundation or essential part of language building and plays a critical role in communication". In other word,, the larger our

vocabulary, the easier it becomes to speak English.

English is a obligatory subject at junior high school. One of the goal of teaching English is to enable the students to empower the vocabulary and use English for communicative language. Using English enable students to convey their thoughts, needs and desires. To communicate effectively in English, students must possess an adequate vocabulary.

Vocabulary serves as a fundamental component in mastering the language. To empower English, the students has to learn vocabulary. Vocabulary has the important part in each language skills such as listening, speaking, reading and writing. However, most of the students cannot practice English as a communicative language. One of the problems is lack vocabulary.

Lack of vocabulary can be seen in writing class. When the teacher asked the students to write the story about their self, they cannot do it. They look confused and feel afraid. The writer thinks that hard material given cause these. In addition, the method used so far does not attract students to be more active in the classroom. In other words,

the students are unmotivated and uninterested with the subject.

There are many kinds of techniques in teaching English especially in teaching vocabulary to the English students. The first is teaching English through pictures. The aim of this technique to improve the students vocabularies. By using this way it can support students motivation and they can memorize vocabularies in their brain while they are learning vocabulary. The second is teaching English through games. It can motivate the students in speaking. It can also make the class more cheerful and give a good result in teaching learning activities. And the third technique used in teaching English is English song. Through English songs, students can express their thoughts and emotions, enhance their pronunciation and speaking skills, and expand their vocabulary.

Based on the statement above, the writer concludes that there are many ways to teaching vocabulary, the first is by using picture, the second is by using games, and the third is by using English song. Teaching vocabulary by using English song can support and motivate the students in mastering English. Furthermore, the general problem that

has been mentioned in before section is elaborated into several following problems that will be discussed in this paper:

- a. What is English Song?
- b. How is the procedure of teaching vocabulary by using the English song?

The problem of the study is formulated in the following question: “How does the teacher enrich the students vocabulary by using English song?”

REVIEW OF RELATED LITERATURE

English vocabulary, as a fundamental element of language skills, plays a vital role for young learners in acquiring a foreign language. Teaching speaking, writing, reading, and listening skills is inherently linked to vocabulary strengthens overall language proficiency. Cameron (2001) emphasizes that words are essential for developing children’s skills and knowledge, making the accumulation of meaningful vocabulary crucial for young learners’ success in primary-level foreign language education. Similarly, Rivers, cited in Nunan (1991, p.117), highlights that acquiring a sufficient vocabulary is critical for effective second language use, as without a broad lexicon, the

structures and functions learned cannot be utilized for meaningful communication.

1. Teaching Vocabulary

The teaching of vocabulary for young learner need creative, appropriate and different strategy from ordinary way, in other hands the students can feel enjoyable and become active in the classroom. The teacher also should stimulate them about the new words around the topic, one of the technique which can fulfill these requirments is by using song. Using song to teaching young learner 'vocabulary mastered is considered to be able to make the students easier to master vocabulary without pressure but fun. Song is considered as one of alternative ways to improve English especially. Song, help memorization, and the rhythm and rhyme of the lyrics can certainly help vocabulary as well. Moreover, songs are fun and familiar to students, to learn the language as they are able to listen the songs as well as read the lyrics projected on the screen.

Cameron (2001, p.7) emphasized that developing a practical vocabulary is fundamental to primary-level learning. This highlights the

importance of teaching and learning vocabulary, as it forms the foundation for young learners before they progress to more advanced language studies. In addition, Rubin (1991,p.91) says, 'a good vocabulary and a good reading go hand, unless you know the meaning of words, you will have difficulty in understanding what is read. In the other words, if the young learners do not know the meaning of the words, they will have difficulty in understanding what they see, read and learn.

Teaching vocabulary could be said as a process or a way to make students learn unit of words presented by the teacher. As the result, the students can respond teachers command. According to Kamil and Hiebert, vocabulary is broadly define as knowledge of words and word meaning. Based on vocabulary tells the language and words either used or understood by a person or group of people. Teaching vocabulary is teaching the types and numbers of words to the students. In addition, vocabulary is an important aspect of the language. Actually, to master a language the students should master the vocabulary of the language.

Based on the statement above the writer concludes that vocabulary is the number of words that people use in communication process. And vocabulary is broadly define as knowledge of words and meaning. In summary, it can be said that without vocabulary, communication is impossible. Regardless of who or where people are, vocabulary is essential for cummuncation process.

Vocabulary varies in the four skills of language, listening, speaking, reading and writing. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in foreign language teaching. Reading vocabulary may become first stage before processing the speaking and listening vocabulary.

There are many techniques to teach English vocabulary to young learners. In order to decide the appropriate and suitable technique and method, the teacher should concern to the young learners learning style. By knowing the learners learning style, the teachers

will find the suitable technique and method so that the young learners can get the clear understanding about the vocabulary given. Lockitt (1997) suggest three categories of children learning style:

a. Visual learners

The visual learners absorb information primarily through sight. As children, their understanding develops through the combined use of their hands, eyes, and ears.

b. Auditory learners

The auditory learners will learn more easily through verbal lessons and anything that allows them to speak out while learning. These kind of young learners discover information through listening and interpreting information. They also use a music or song to help them memorize words.

c. Kinesthetic learner

The kinesthetic learner will enjoy a hand on approach or being able to move while learning. Children with this kind of learning style have a hardtime sitting for long period's time and may become disruprive if they are not allowed

to get up quite often during the teaching and learning process.

In learning English vocabulary, various media can assist teachers in enhancing students' vocabulary, such as puppets, cartoon films, tape recorder, color passing, songs, games, and etc. In this research, the researcher selected a song as a media of learning vocabulary. The use of English songs not only improves students' vocabulary but also motivates them to acquire new words through listening. Additionally, many learners enjoy singing, making songs a refreshing alternative from the routine of learning the foreign language. Zatikasari, as cited in Pradana (2014:31) explains that songs help students remember words easily and feel more motivated because they learn in an engaging manner. This indicates that incorporating songs as a teaching medium creates a fun learning environment while supporting students in mastering vocabulary.

By integrating songs into teaching English vocabulary, students experience a joyful learning atmosphere, enabling them to easily recall vocabulary that becomes

familiar through repetition. They also gain an understanding of new vocabulary introduced in songs Dale, as cited in Gasma (2017:4), highlights that songs are good at introducing vocabulary because songs provides a meaningful context for the vocabulary. Similarly, Cebula also cited in Gasma (2017:4), notes that the students who participate in learning through songs usually express themselves easily and pick up a lot of new words. Listening to music also can provide enjoyment and stimulate cultural interest. It means when students listen to their favorite English songs, they are motivated personally to find out what songs are about, understanding the meaning of a word, and they can get more vocabularies from songs lyrics they heard. Thus, students' desire to listening to English songs are expected to improve the students' vocabulary mastery.

2. The media in teaching vocabulary

There are many media that can be used in teaching and learning process according to Garlic and Ely (1980, p.297) the media to teach are classified into six general categories:

a. picture

Picture consists of photograph of any object or event, which may be larger or smaller than object or event it represents.

b. Audio recording

Recording is made on magnetic tape, disc, motion picture, and soundtrack these are reproductions of actual event or soundtrack.

c. Motion picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representation.

d. Television

This category includes all type of audio video electronic distribution systems, which eventually appear on television monitor.

choosing the appropriate song, Griffin lists four categories:

a. The class, it is including the total number of the students and their age, the time of the day, the language level of the students and their musical interest.

b. The teacher, it is including the teacher's age and musical interest, the classroom support to convey the songs, and teacher's purpose.

c. Classroom opportunities, it is including the teacher's level of independence in determining the material of curriculum, free, class time, and lesson supplement.

d. The music, the kind of music interest, the song that requires support to the lesson and lesson plan.

3. Teaching Vocabulary Using Song

Using songs in the classroom is a special thing. Songs provide the material in English that students want to understand. They want to be able to sing the song and understand them. It is become teacher's responsibility to provide an appropriate song. In

RESEARCH METHODOLOGY

This inquire about the categorized as subjective investigate. The inquire about was utilized pretest and posttest plan to degree students' accomplishment in learning English lexicon dominance. The populace and test in this inquire about are moment review understudies in SDK Xaverius Surabaya the scholastic year 2023-2024

the found school in Jalan Kepanjen no 12 Surabaya. The number of understudies comprises of 30 understudies. The purposes in this test to discover out the accomplishment understudies in learning English lexicon and sorts of test comprise lexicon test and survey.

The strategy of information collection comprise of pretest, treatment and posttest and survey. The primary of Pretest, The analyst given test in arrange can see the students' accomplishment in learning lexicon some time recently utilizing tunes. The moment of treatment, the analyst given a treatment through melodies to understudies, to creating the students' lexicon dominance. The analyst connected the English tunes in instructing learning proses. The third of posttest is to see whether understudies get advance in learning English lexicon utilizing melodies or not. The final of survey, after giving post-test to understudies, analyst donate the survey approximately students' intrigued toward the utilized of melodies in instructing English lexicon. Method of information investigation, the analyst was classify the information based on the comes about of the investigate gotten. The analyst orchestrated the depiction of the

information from pre-test, post-test and questionnaire. The analyst depicted and talked about the finding of the investigate within the frame of precise classification..

RESEARCH FINDINGS AND DISCUSSION

In this section, the researcher want to discuss the data has been collected. The researcher got the data of the research which had been conducted on students at grade VI in SDK Xaverius Surabaya. There were 30 students followed thistest. Analysis the data starting from pretest, treatment, posttest and questionnaire.

1. Students' Vocabulary

a. Pretest

The point of this test was to know the scoring understudies in lexicon dominance some time recently make treatment. The pre-test was conducted on 30 understudies and they had to reply 20 different choice test. The result of students' lexicon some time recently utilizing tunes can be seen as table underneath.

Table 1. Result of Pretest

No	Students' Name	Total Score	%
1	A. M. W	6	30
2	A. D. M	11	55

No	Students' Name	Total Score	%
3	A. A	7	35
4	A. S	8	40
5	B. B. T	11	55
6	B. A. A. L	7	35
7	D. B	5	25
8	D. F	8	40
9	F. W. K	8	40
10	F. O. M	7	35
11	G	7	35
12	G. M. B	5	25
13	I. P. A	7	35
14	I. R. B. T	8	40
15	I. W	10	50
16	J. E. K	11	55
17	L. H	9	45
18	M. A. A	5	25
19	M. C. T	8	40
20	M. S. M	5	25
21	N. A. T	9	45
22	P. P	6	30
23	R. R. M	13	65
24	R. C. P	11	55
25	R. P. L	8	40
26	R. D. B. K	9	45
27	S. T. H	7	35
28	S. C. T	13	65
29	Y. R	7	35
30	Y. A. N	8	40
Total of the students = 30		1220	
Mean		40.66	

Based on the comes about over, appearing cruel score of understudies pre-test over is 40.66%. The result is exceptionally moo from the criteria which set by the Division of Instruction and Culture. Agreeing to criteria Depdikbud (1994:34), learning prepare can besaid to be successfulifstudents' accomplishment is 65 %. From this result, the analyst concluded that the students' lexicon authority was still moo. This condition implies that, understudies have to be create their vocabulary authority. To create students' lexicon authority, analyst got to allow treatment for understudies with the utilizing tunes.

b. Treatment

The analyst utilized two tunes in this treatment. The treatment is given to students during 4 meetings with using songs, the songs given are songs based to the level of understudies. Agreeing Burhayani (2013:69), expressed that understudies are exceptionally cheerful to tune in to melodies since the melodies encompasses a exceptionally expansive inclination to pull in consideration. It implies that the utilize of tunes in teaching vocabulary

is one of the elective media to assist the students' to develop and create their lexicon dominance. Lozanov in Widhiastuti (2017:21), states that the environment made by melodies upgrades the capacity to keep in mind modern vocabularies. it is since individuals found it much less demanding to memorize something that's fun and melodic than typical sentence. Based on the clarification over, the analyst concludes that melodies have potential to create students' lexicon dominance.

c. Posttest

Based on the comes about of treatment, most of students' were exceptionally eager for taken after the learning prepare. Nearly of the students' appreciate the learning prepare, they more dynamic and after that they can taken after all of exercises amid the learning prepare. After treatment has wrapped up, given of posttest to see the result of the students'. It can see within the table.

Table 2. Result of Posttest

No	Students' Name	Total Score	%
1	A. M. W	17	85
2	A. D. M	20	100
3	A. A	17	85

No	Students' Name	Total Score	%
4	A. S	20	100
5	B. B. T	18	90
6	B. A. A. L	13	65
7	D. B	15	75
8	D. F	18	90
9	F. W. K	15	75
10	F. O. M	18	90
11	G	20	100
12	G. M. B	16	80
13	I. P. A	20	100
14	I. R. B. T	16	80
15	I. W	20	100
16	J. E. K	19	95
17	L. H	20	100
18	M. A. A	14	70
19	M. C. T	18	90
20	M. S. M	13	65
21	N. A. T	13	65
22	P. P	15	75
23	R. R. M	20	100
24	R. C. P	20	100
25	R. P. L	18	90
26	R. D. B. K	19	95
27	S. T. H	20	100
28	S. C. T	18	90
29	Y. R	20	100
30	Y. A. N	17	85
Total of the students = 30			2635
Mean			87.83

The result of post-test over demonstrated that melodies can create the students' lexicon authority. This will be seen from the cruel score understudies of post test is 87,83%, and the result is higher than the result of pre-test. It implies that song can be one exceptionally valuable media in instructing English lexicon since with the utilizing melody can make understudies more effortlessly get it and remembering learning fabric, and increment students' lexicon authority. it is line with Whrenshall in Burhayani (2013:69), state that " there has been bounty of prove that memorizing rhythms and verses from melodies makes a difference to extend vocabulary". Lozanov in Widhiastuti (2017:21), he too states that the environment made by melodies upgrades the capacity to keep in mind unused vocabularies. It is because individuals found it much simpler to memorize something that's fun and melodic than typical sentence. In this manner, by utilizing melodies in learning English lexicon can create students' lexicon authority in SDK Xaverius Surabaya, particularly at class VI.

2. Interest

To discover out the understudies state of mind toward the utilizing melodies in learning lexicon, there searcher use questionnaire. The researcher gave 5 items to be answered and understudies reply "yes or no" the result are as take after: From of the result of the survey over, it can be clarified as a take after:

Table 3. The result of Questionnaire

No	Item number	"Yes" answer	"No" answer
1	1	24 (80%)	6 (20%)
2	2	30 (100%)	0 (0%)
3	3	28 (93.33%)	2 (6.67%)
4	4	20 (66.67%)	10(33.33%)
5	5	26 (86.67%)	4 (13.33%)

Address number 1. Whether the understudies were interested to memorize utilizing tunes given or not. There are 24 (80%) students answering "yes" and there are 6 (20%) students answering "no". From the answered question number 1, it can see that the understudies curious about learning English lexicon utilizing melodies. Backed the result of this inquire about, Philips (2003:68), state that melodies can be utilized as a device to extend students' intrigued or inspiration in learning.

Students' truly appreciate learning by utilizing tunes.

Address number 2. Whether the melodies given offer assistance the understudies in learning lexicon or not. All the understudies replied “yes” (30/100%). Its cruel that, utilizing melody in instructing English lexicon make understudies interested. This result is backed by Siskova (2008:15), expressed that tunes can be utilized to get it and deliver dialect, keep in mind words over time and be able to review them promptly, counting creating procedures to overcome crevices in word information, and can too overcome the utilize of obscure words. In implies that utilizing tunes in learning English lexicon can offer assistance the understudies in lexicon dominance and can increment of interested understudies in learning English.

Address number 3. Whether learn with media tunes can include to your excitement in learning English. There are 28 (93.33%) under studies answering “yes” and there are 2 (6.67%) understudies replying “no”. From the reply address number 3, it can see that nearly understudies advantage from the melodies.

Burhayani (2013:69), expressed that “students are exceptionally upbeat to tune in to melodies since the tunes encompasses a exceptionally huge propensity to draw in consideration. This appears that students are exceptionally excited in learning utilizing tunes, this could be seen from comes about of the lexicon test, since there are contrasts in lexicon authority some time recently and after the tune is given.

Address number 4. Whether sorts of vocabularies learn regularly understudies utilized in their everyday lives or not. There were 20 (66.67%) understudies replying “yes” and there are 10 (33.33%) understudies replying “no”. It is cruel that, the relationship between lexicon and learned subjects learned in treatment is the lexicon that understudies frequently utilize in their day by day lives.

Address number 5. Whether yes or not the media that had been conducted ought to be given ceaselessly. There are 26 (86.67%) understudies replying “yes” and there are 4(13.33%) students answering “no”. Its mean that, almost all students' anticipated the melodies that have

been given can be examined continuously. It is line with Slameto (2003:58) state that understudies who are inquisitive about learning having a settled inclination to keep in mind to pay consideration and learn something continuously. It implies that students' are curious about learning English utilizing tunes.

CONCLUSION AND SUGGESTION

The utilized of tune in educating English lexicon is more successful to developing the instructing lexicon utilizing English melody in moment review understudies at SDK Xaverius Surabaya. It is backed by the result score of the pre-test and posttest understudies appeared which is esteem of pretest is lower of posttest (40.66<87.83).

The utilized of tunes in educating English lexicon has given to understudies intrigued in learning English in moment review understudies at SDK Xaverius Surabaya within the scholarly year 2023/20224, it is backed by result of understudies survey, where the understudies said that utilize of songs could offer assistance them to extend their intrigued in learning prepare, and

through melodies moreover makes them to memorize lexicon effortlessly.

Based on the result of the researcher findings, the researcher would like to give some suggestion for the following people:

- (1) For the Teacher,
Every students has different ability, creativity, characteristic, and interest.
- (2) For Further Researcher,
For the other researcher who want to conduct the research about the technique in teaching

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