
THE INFLUENCE OF SINGING METHOD TO STUDENTS' VOCABULARY ACQUISITION AT THIRD GRADE OF YPPK BUNDA MARIA PIKHE ELEMENTARY SCHOOL

Densi Elisabeth Carolina Natasian¹, Anastasia Alua²

^{1,2}English Education Department, STKIP Kristen Wamena, Papua, Indonesia

Email: densinatasian08@gmail.com

ABSTRACT

This research was conducted at YPPK Bunda Maria Pikhe Elementary School during two months. To know the students' vocabulary acquisition, the researcher made vocabulary test in right and false questions in 30 valid and reliable pictures as pre-test and post-test. In this research, the researcher used pre-experimental research of one group pre-test post- as a research method. The population is the students in grade III A and B of YPPK Bunda Maria Pikhe Elementary School. The sample is only the students in grade III A. There are 23 students. The sample was taught by using singing method. In this research, there are two variables which are variable X and variable Y. Variable X is teaching by singing method and variable Y is students' vocabulary acquisition. Based on the data distribution score, found that the data is normal. The researcher did the hypothesis test by using t-test formula. In t-test, the researcher found that the value of t-count is greater than t-table. The overall vocabulary acquisition of students is one the "high" criterion. This is in line with the results of hypothesis testing which shows that the value of t-count > t-table (7.380 > 2.074). The singing method influences the students' vocabulary acquisition.

Keywords: Singing Method, Vocabulary

INTRODUCTION

Language is very important thing. All of people in the world need a language to speak to each other. There are many languages from all of countries, cities, terms, and cultures. Languages in the world are different. Indonesia and Korea have different languages. Wamena and Sulawesi also use different languages and so do Lany Jaya and Dani. There is a language that can unite all of the differences. The language is English.

English is the national language of England. English is international language that be used by all of the countries. People can speak English if they learn English. Indonesia is a country which teaching English to students in Elementary schools, Junior high schools, and Senior high schools. In Elementary schools, Teachers teach their students about alphabets and numbers in English. In Junior high schools the teachers teach their students how to speak, read, and write in English. In Senior high schools, the students just reviewed what they had learned in Junior high schools. After that they learned another language, like Japanese or German.

Someone who thinks English is very important, try to learn it out school time. They attend English course from three until five times. They also ask private teachers to teach them about English. There are two models person who need English knowledge. First is someone who can use some ways to learn English. Like searching in Internet, pay for private teachers, attend courses and so on, because they have a lot of money. Second is someone who really wants to learn English but just attend in school time because they do not have money to pay private teachers or pay for an English course.

One of them feels not enough to just study English in the school only, because the teachers do not give them what they really need. The teachers also do not understand about their ability. Someone can speak, read, and write in English if they know the meaning of the words. But, the fact is the Students cannot really understand English because the teachers do not know how to teach measured student's ability.

Vocabulary is the first important thing. Every words is out from someone's mouth are vocabularies. In English, we really need

vocabularies. Vocabulary is the cluster of the letters.

Someone can understand English if they know the meaning of vocabularies. Vocabulary is not really hard to understand it. Vocabularies just some words that have meanings. But, some students feel English is very difficult language. They are Surrender and really hate English. That is because two problems. First is the teachers' teaching style and the second is the students' memory.

The teacher is someone who has many methods and ideas and he/she is also very smart The teacher always teaches the students every day and hopes the student to understand. The teacher wants the students to get knowledge from what they had learned.

But, some teachers do not use their ideas or use another method to teach vocabularies. They just use memorizing method. The teachers always use this method to teach about vocabulary. They give some words with the meanings to their students and ask them to memorize it. Or just give an English book to their students and ask them to find difficult vocabulary and try to find the meanings by their selves. Wallace (1987, p. 144) said "Learning foreign vocabulary is not only memorizing the words. It requires the ability to recognize words, recall, pronounce, spell and use them appropriately."

The memorizing method is not really good. Some students in YPPK Bunda Maria Pikhe Elementary School said, they did not really like to memorize vocabulary because those are very difficult. Not students only, but very much people do not like to memorize. So, as a teacher should have techniques to teach students and make teaching impressive because something impressive will be always remembered by the students.

There are three researchers who did same research about students' vocabulary ability and used singing method. First, Agustina (2020), her topic is singing method to improve the children Arab vocabulary. She showed that using singing method is effective to improve children Arab vocabulary. Second, Sari (2017), her topic is the influence of singing method on self-personal build vocabulary. In experiment group post-test score of her research the score is high. Third, Julach (2016), her topic is implementation singing method in early

vocabulary of students. She is success in the test of cycle two.

Based on the explanation above the researcher is interested to show a research with the title "The influence of singing method to students' vocabulary acquisition".

Based on the background, the researcher gives formulation for the problem into the following question: "Does singing method influence the students' vocabulary acquisition in grade III A of YPPK Bunda Maria Pikhe Elementary School?"

Based on the questions above, there is an aim that the researcher wants to prove how the influence of singing method on the students' vocabulary acquisition in grade III A of YPPK Bunda Maria Pikhe Elementary School.

Singing method is a studying styles that using rhythm in song. According to Fadilah (2012,p.175), songs make study process be really fun and students will enjoy. That means, during studying process the teacher didn't have to turn the music start at open the class until close the class, but the teacher can apply song or specifically teach the students using singing method. So the students can get double benefits.

The manner of the singing method is easy. The researcher/ teacher prepare the songs that they want to teach to the students and ask the students to follow the rules that the researcher or teacher did. In this research, the researcher taught the students in experimental class how to sing some songs that the researcher had made. The researcher taught the students about the songs such as teaching a vocal group. They learn about new songs which are about adjectives and nouns.

Song is an expression of mind and feeling. When someone is sad, bored, angry or happy, song is the way to express her/his emotion. According to Matterson (1991) defines that song or music is made based on human expressions that unique meanings. In class, the process of studying will be great if there are games, dances, and songs because the students like them.

Song is a form of some word. According to Bull (2008, p. 264) stated that song is a short poem or other set of words. Song composes of lower voice and high voice. There are lower voice for women/man and high voice for women and man. In vocal group there are the four voices. On the other hand, if a student

creates his/her own song or even makes the rhythm by him/ herself, it is called productive (Matterson,1991).

Songs can be sung by all of people in the world. The older/ younger can sing/ listen to a song. The singer can be a solo, a duet, trio, vocal group. Song is good to attract the attention and song also can allow the students to have a great and whole participant during class room takes process because the students can sing together. Song can be an active/ passive activity. When the students reproduce words or rhythms that are made by someone else or when he/she dances follow the music like what has been thought about.

When someone sings a song, it can develop her/his ability to learn something and also at the same time can build their creativity. Songs bring positive contribution for students to learn words involved a song. Some students state that they can learn something better through song.

There are many types of song. Each type is used differently depends on the usage. Some songs are used to improve the quality of mood of someone. When someone is bored, tired, or lazy, the song can treat her/ his feeling. There also some songs for children, like a little star, the rainbows, my five balloons and a little ant. Moreover, there also a nostalgic song, ceremony song, love song, sad song, and song about nature. The singers or listeners can sing or listen a song depended her/his feeling or mine.

There are some types of songs:

1) Classical

Classical songs are those in which traditional music plays a main role. Classical song means traditional language song. The creators of classical songs are usually a person who understands about a language from a song that he/ she made. Besides of traditional language, classical song also compare with traditional instrument like tifa, gambus, gendang and etcetera. In Indonesia there are much culture, every culture have different language. So in Indonesia there is much classical song.

2) Pop

Pop songs are those which have contemporary lyrics and an upbeat rhythm, basically meant for the youth culture. Pop song usually tells about something happens, feeling,

situation and condition. Sometimes pop songs are arrangement from poetry. Pop song is defied into two kinds; there are slow pop song and fast pop song. Slow pop song usually about sad / bad feeling and fast pop song is about happy moment.

3) Rock

Rock songs are the most popular songs among teenagers and youngsters. They consist of clear pieces of lead guitar, bass guitar, drums, and keyboard as some of the main instruments. When the instruments are played, they sound energetic along with the vocals.

4) Country

Country songs are suitable for easy listening. They mainly consist of clean lyrics with music pieces using classical guitars and other traditional instruments. Every country in this world has their country songs. In Indonesia, our country song is "Indonesia Raya", we always sing the song every ceremony and every 17st of August.

5) Hip-hop

Hip-hop songs are a poetry that sung by a singer. In hip-hop song, there are poem. In every suffix there have to a same letter like "a-b-a-b or a-a-a-a". In hip-hop or rap songs, the singer recites lyrics in an offbeat manner but with the continuity of the rhythm. These songs primarily include solid rhythmic beats with focus on the way the lyrics are sung. Hip-hop songs have become popular not only in the USA but the entire world.

6) Ballads

Ballads are songs which include a narration of a story in a musical way, these are basically slow songs, but may contain heavy components as well. Generally, ballads have an emotional touch. Ballads can be composed by artists from any genre of music. Power ballads are those which combine heavy music with emotional lyrics.

7) Gospel

Gospel songs contain lyrics taken from Bible verses or are just written out of Christian belief. Usually, the lyrics are made out of a personal experience with God. They are sung in the churches all around the world. Gospel songs may be from any music genre such as country, rock, or rap. In this research, the researcher used pop songs. The researcher used pop songs because the students are still children and pop songs are easy for them.

The process of teaching can be success if the students understand and get a new knowledge (Nunan,1999). When teachers teach on class, the target is to make the students understand. There is some way in teaching, one of them is using singing method. Using singing method can give some profit like making an atmosphere in the class will be interesting, the students will be active during the process of studying, refresh the students' brain and make the students happy.

Teaching by using singing method to students is something really fun, especially when teaching English subject. There are some strategies in teaching using song according to Nation (2001):

a) Reality

This word refers to the use of real objects in the classroom. These subject help to make the meaning of word clear, like a pen, a book, and a pencil. The teacher may also use classroom environment like a chair, a table, and a white/ black board

b) Pictures

May be the most useful aids in teaching language since they are used in different ways are pictures, blackboard drawings, wall pictures, charts, and photos. Those aids are used to explain the meaning of words or to create a situation and concept.

c) Mime

This teaching is useful for explain of the actions and grammar items; such concepts as jumping, flying, running, dancing, smiling and laughing. Mime is a great fun for children who like acting and moving very much.

In this research, the researcher used some things reality in the class and mime that researcher used to teach about vocabulary like a table, a pen, a bag, etc.

In this research, the researcher used three songs to teach the students about vocabulary, there are:

1. My feeling (melody: watermelon banana)
Takut afraid takut afraid sedih sad sedih sad
Malu shy malu shy senyum smile senyum smile
Keren cool keren cool
Falling in love jatuh cinta
Falling in love jatuh cinta
Lezat delicious lezat delicious
Pikir think pikir think
2. The things in My class (melody: potong bebek angsa)

Pencil warna colors pencil

Tempat pensil pencil case

Bolpen pen buku book penggaris ruler

Papan tulis blackboard bola dunia globe

Peruncing sharpener tas bag peta map

Lem glue gunting scissors penghapus rubber

Kapurtulis chalk pencil pensil

Papan tulis blackboard bola dunia globe

Peruncing sharpener tas bag peta map

3. Fruit (melody: Pelangi-pelangi)

Star fruit belimbing watermelon semangka

Pineapple nanas orange jeruk

Strawberry stroberi coconut kelapa

Papaya papaya

Vocabulary is the basic of writing, speaking, reading and listening. The vocabulary facilitates someone be able to write something, communication, understand about what they hear and read text. Vocabulary acquisition is the foundation of language learning (Griffee, 1992,p.15). To acquiring much vocabulary, people have to open their mind to accept every word from every source. In this research, the researcher believe that use singing method can be helpful the students to improve their vocabulary acquisition.

Vocabulary is an important aspect in teaching language, according to Riad (2000) vocabulary is one of the important factors in all language teaching. Students must continue learning the words as they learn structure and as they practice sound system.

In addition another expert also suggested the definition of vocabulary as a set of words for a particular language or as a set of words that individual speakers of language might use (Hatch and Brown, 2001). It means that vocabulary is one of the important components of language to communicate.

Vocabulary in English is very important. Wilkins (2012) said, there are adverb, verb, adjective, and noun vocabularies in English. Adverb is used to show the place or something where. Verb is words that tell about something that people do and have verb two and three. Adjective is words that show about feeling and colors. Noun is word that use to show about people, place, and a thing.

Vocabulary is a thing that everybody has to understand the meaning and knowing how to use the vocabulary. Vocabulary is important and gives some benefits to people.

According to Bull (2008), vocabulary can help someone to speak, talk each other, someone can understand what she/he listen and read, and someone can make a sentence.

METHOD

In this research, the researcher used pre-experiment in one group pre-test post-test. The researcher used one group as the research sample. The explanation of the pre-experiment is in the text below:

Figure 1. One group pre-test post-test Design

Pre-test	Treatment	Post-test
01	X	02

First, Researcher gave pre-test to see the students' vocabulary acquisition. In the next day, the teacher taught the students about vocabulary used memorizing method and the last of study process the researcher gave post-test. The researcher did a same way to teach the students about adjective and noun during three days.

In this research, the population of research is the students of third grade A and B in YPPK Bunda Maria Pikhe elementary school. There are two classes of third grade. Third grade A and third grade B. There are 23 students in third grade A and 28 students in third grade B. So, there are 51 students in third grade of YPPK Bunda Maria Pikhe. The researcher chose third grade as the population because they have same characteristics development and ability. Moreover because the teaching material is matched to apply in students of third grade elementary school.

Table 2. The Population of YPPK Bunda Maria Pikhe

Class	3 rd grade (A & B)	
Gender	Male	26 Students
	Female	25 Students
Quantity	51 Students	

In this research, the researcher used judgmental or purposive sampling. This method is shaped at the discretion of the researcher. The researcher only considers the research objectives, along with the understanding of the target audience. The distribution of sample can be seen in the table below:

Table 3. The Sample of YPPK Bunda Maria Pikhe

Class	Grade III A	
Gender	Male	12 Students
	Female	11 Students
Quantity	23 Students	

This research conducted in YPPK Bunda Maria Pikhe Elementary School. The researcher did the research in YPPK Bunda Maria Pikhe Elementary School because the researcher did the PKL there and because the students came to school to study during pandemic. So, the researcher could apply the experiment method. This research conducted from January until April 2021. The researcher chose this time because the time is enabled to do the research. The researcher tried to explain it on the description of time below.

- The observation at fourth week of January 2021
- Did the instrument test at 08th of March 2021
- Pre-test at 18th of March 2021
- Research time at 25th of March, and 08th - 9th of April 2021
- Report's writing at 12nd - 24th of April 2021

Data collection is a technique used test namely pre test and post test. Research instrument is developing to measure the students' vocabulary be related to noun and adjective. The instrument grille of vocabulary can be present at the table below.

Table 4. The Instrument Item of Vocabulary Acquisition (Instrument Test)

No	Indicator	Item Number	Item score
1.	Noun acquisition	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19, 31,32,33,34,35,36,37,38,39, and 40.	29
2.	Adjective acquisition	20,21,22,23,24,25,26,27,28,29, and 30.	11
Score			40

Table 5. Instrument Vocabulary Acquisition (Valid Instrument)

No	Indicator	Item Number	Item Score
1.	Noun Acquisition	1,2,3,5,8,10,11,12,13,14,15,16,17,18,19,31,32 33,35,36,37, and 38.	22
2.	Adjective Acquisition	20,21,23,24,26,27,28, and 29.	8
Score			30

Before analyzing the data to test the hypothesis, first the normality test was carried out on the post-test data using the Shapiro-Wilk formula using the SPSS application. Shapiro-Wilk was used for sample under 50 people (Sudjono, 2007). If the significant value is greater than 0.05, the data is normally

distributed and if the significant value is less than 0.05, the data are not normally distributed. Based on the table below, can be seen that the Significant 0, 642 > 0, 05. So, that the hypothesis testing is done with the parametric calculation formula one sample t-test.

Table 6. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
X	.116	23	.200*	.968	23	.642

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

RESULT AND DISCUSSION

Before applying the singing method, the researcher gave a pre-test to prove the students' vocabulary acquisition. The researcher gave 30 questions in pictures to 23 students. The researcher pointed out the pictures and the students said the name of the pictures in English. The whole result was 309 with the average score 13.43. The pre-test score can be seen in following table below.

Table 7. Pre-test Result

Students	Correct Answer	Scores
A	4	13
B	8	27
C	7	23
D	5	17
E	4	13
F	5	17
G	6	20

xxxx

H	1	3
I	4	13
J	7	23
K	3	10
L	4	13
M	5	17
N	7	23
O	4	13
P	2	7
Q	4	13
R	2	7
S	0	0
T	4	13
U	5	17
V	2	7
W	0	0
Total		309 & X=13.43

Table 8. The Category Score of Pre-test

No.	Range	Category
1	00 – 20	Lowest
2	21 – 40	Low
3	41 – 60	Moderate
4	61 – 80	High
5	81 – 100	Highest

Based on the table of the category score of pre-test, the students' pre-test score are categorized from lowest category and low category. The students in the lowest category were 19 students and their scores were 0, 3, 7, 10, 13, 17, and 20. Whereas the students who scored in the low category were 4 students and their scores were 23 and 27.

After applying the singing method, the researcher gave post-test to prove the students' vocabulary acquisition. The researcher gave 30 questions about nouns and adjectives in pictures to 23 students. The researcher pointed out the pictures and the students said the pictures' name in English. The post-test result is in the table below.

Table 9. Post-test Result

Students	Correct Answer	Scores
A	25	83
B	29	97
C	14	47
D	21	70
E	15	50
F	25	83
G	15	50
H	23	77
I	21	70
J	18	60
K	22	73
L	19	63
M	24	80
N	17	57
O	16	53
P	21	70
Q	20	67
R	26	87
S	19	63
T	26	87
U	23	77
V	25	83
W	23	77
Total		1.624 X=54.13

Table 10. The Category Score of Post-test

No.	Range	Category
1	00 – 20	Lowest
2	21 – 40	Low
3	41 – 60	Moderate
4	61 – 80	High
5	81 – 100	Highest

Based on the table above, the students' post-test score were categorized in moderate category, high category, and highest category. The students who score in moderate category were 6 students and their score were 47, 50, 53, 57, and 60. The students in high category were 11 students and their score were 63, 67, 70, 73, 77, and 80. Also the students

who score in the highest category were 6 students and their score were 83, 87, and 97. The result in post-test prove that the singing method influence the students' vocabulary acquisition with the total point were 1.624 and the average were 54.13.

In the sample, the sample IQ is 50. The researcher wants to prove if there is an influence or not on the students' vocabulary acquisition. The sample of this research are 23 students who have taught by using singing method has a mean of 70 with a standard deviation of 13. The alpha is 0.05 and the t-table value is 2.074.

$$t = \frac{\bar{x} - \mu}{s / \sqrt{n}}$$

$$t = \frac{70 - 50}{13 / \sqrt{23}} = \frac{20}{2.71} = 7.380$$

Based on the calculation above, the t-test value or t-count value is greater than t-table ($7.380 > 2.074$). So, null hypothesis is rejected.

CONCLUSION

Based on the results of the hypothesis test, the conclusion in this research is that the singing method influences the vocabulary acquisition in third grade of YPPK Bunda Maria Pikhe Elementary School with an average is 70, or in other words the overall vocabulary acquisition of students is one the "high" criterion. This is in line with the results of hypothesis testing which shows that the value of t-count $>$ t-table ($7.380 > 2.074$). The singing method influences the students' vocabulary acquisition.

ACKNOWLEDGEMENTS

In the name of Jesus Christ for the merciful. All praise is to God, who has bestowed strength and health upon the researcher in finishing this thesis. It is a great honor for the researcher to say thankful to

Mom Metta, Br. Ginting, M.Pd as my supervisor one and to Miss Densi Elisabeth Caroline Natasian, S.Pd as my counselor two and my beloved lecture. Thanks so much for your kindness and love.

REFERENCES

- Bull (2008). *The wonderful arts*. Retrieved February 05, 2021, from <http://dinamic.blogspot.com/2017/11/seni-music.html>.
- Evelyn Hatch and Cheryl Brown. *Vocabulary, semantic and language education* (Cambridge University, 2001).
- Fadilah (2012). *Singing the storm song*.
- Griffe (1992). *Vocabulary acquisition*. Retrieved February 05, 2021.
- Luxemburg, J. V. (1989). *Pengertian lirik lagu*. Retrieved August 14, 2020, from <http://daemoo.blogspot.com/2012/01/pengertian-lirik-lagu.html>.
- Matterson, E. M. (1991). *Action songs, Finger plays, Rhymes*. Harmondsworth.
- Nation, I. S. P. (2002). *Best practice in Vocabulary Teaching and Learning*.
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. UK: Prentice Hall International, Ltd.
- Riad, J. (2000). *Assessing vocabulary*. Cambridge.
- Sudjono, (2007). *Analisis data dengan statistika*. Bandung: Penerbit Bumi Aksara
- Sugiyono. (2010). *Metode penelitian kuantitatif, kualitatif, dan R&D*, Bandung: Alfabeta.
- Sugiyono. (2017). *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta.
- Wallace, M. (1987). *Teaching vocabulary*. London: Heinemann.
- Wilkins, (2012). *Vocabulary and its importance in language learning*. Retrived.