



INFLUENCE OF WESTERN TRACK MEDIA STRUCTURES ON VOCABULARY ENHANCEMENT OF STUDENTS IN SMA NEGERI 5 PADANGSIDIMPUAN

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Abstract

The purpose of this study is to improve the vocabulary proficiency of SMA Negeri 5 Padangsidimpuan through the use of Media Track West. It is expected that the purpose of this research will be achieved. The research approach used is classroom behavioral research. The survey was conducted in August 2022 at SMA Negeri 5 Padangsidimpuan. The research theme covers 30 students. The data collection methods used are: document, observe, and test. Data analysis techniques used to determine the increase of vocabulary mastery used test that was tested after the action compared the giving of the material before using the song method used likert scale with four choices that is good, enough and less to 12 aspect of teacher, 20 aspect of student vocabulary improvement. Based on the research results can be concluded that with the use of song method (singing) can: improve the mastery of vocabulary students SMA Negeri 5 Padangsidimpuan academic year 2021/2022. Evident from 30 students whose vocabulary is not good at cycle I activity with average score 67,9 increase at the end of cycle II become 83,9 of student of SMA Negeri 5 Padangsidempuan academic year 2021/2022. Evidenced by the increase of the percentage of students' learning mastery from 54.8% in the cycle I activity to 90.3% at 90.3% percentage standard that is good qualification at the end of cycle II activity. Suggestions that can be given through this research are 1) song track media can be used to improve vocabulary mastery; 2) media track can be used to improve student activity; 3) to the teachers especially art teachers can use the song track media in the process of delivering language learning; and 4) singing can be used by teachers to train students to express themselves so that children's activities develop.

Keywords: media Track West, towards upgrading, vocabulary

INTRODUCTION

Using song track media optimizes the right brain function and gives students free rein to their imagination. A positive effect of optimizing right hemisphere activity is that it stimulates or facilitates left hemisphere activity, allowing students to develop logic at the same time. This brain power balance is expected to improve a student's ability to receive information, reproduce vocabulary, and ultimately write or record information.

Language is a very important tool in a child's life as it allows them to communicate with others. With the help of language, children grow from biological organisms to individuals within a group. Language learning cannot be separated from vocabulary learning. Vocabulary acquisition is the most important language skill. Without a sufficient vocabulary, the goal of language learning is not achieved. Because the more vocabulary you have, the better your conversation will be. Acquiring vocabulary is one of the main requirements that determines success in learning a language. The larger a person's





vocabulary, the more likely they are to be fluent in the language, making it easier for them to convey and receive information orally, in writing, or through sign language and gestures. It is very important to teach your students vocabulary as early as possible so that they do not have too much trouble learning English. Vocabulary enables students to understand language both verbally and in writing. Students will learn nouns, verbs and adjectives. In general, it is not always easy to introduce English words to junior high school students. This is shown by the fact that students' English vocabulary is still small. To achieve this goal, teachers need to easily teach students how to use materials and teaching techniques suitable for classroom instruction. When teaching vocabulary, English teachers must use appropriate media and be proactive and creative in introducing English vocabulary to their students. Materials used by teachers to convey subject matter in class. Teachers must be able to select appropriate instructional media to submit materials related to the subject matter being taught.

Then the students know very little English vocabulary. This is due to the fact that the diversity of educational media for English learners is low and the presence of educational media is still insufficient. Moreover, the learning process is still monotonous and not very interesting. The learning process begins with the transmission of content, dominated by lectures, and further addressing the problem. This happens in all learning processes. Based on observations, the author found problems between students and teachers. Students do not understand the meaning of the questions presented by the teacher in English, and their vocabulary is insufficient. Moreover, teachers only use traditional methods of teaching vocabulary. The teacher just presents the problem and discusses it in a friend group, but some people do not participate in the discussion task. If this situation continues, the student's motivation to learn will decrease. After all, their value is not good.

The author also made observations at SMA Negeri 5 Padangsidempuan. When the author does a classroom exercise (PPL), he always finds students who perform poorly in answering questions from the teacher. This indicates that the students' lack of vocabulary comprehension lies. Difficulties in learning English are influenced by many factors, including: it's too fast for you to hear, so forget what you heard. They have a limited English vocabulary, do not understand verbal commands in what they hear, are lazy or unmotivated to learn, and lack effective and engaging learning media. I don't know the meaning of the English words I speak or hear. Because of the difficulty of learning English, I find it difficult and anxious to keep up with English classes. However, teaching English is one of the important skills. Learning English is not easy and I am often ignored by my students. One of the factors that influence English learning is the learning medium. Effective and fun learning media influence student learning. To solve this problem, the author considers using media as a tool to improve students' vocabulary. In Introduction to Communication Studies (2006), media are tools or means used to convey messages from communicators to audiences. Some psychologists believe that in human communication, human senses such as eyes and ears are the primary communication medium. Furthermore, messages received from the senses are processed by the human mind to control and determine attitudes to things before acting.

Songs are one of the most widely used materials for vocabulary learning. Using media tracks in the educational process presents vocabulary in a way that engages students, making it more engaging and easier to remember. Teachers use songs to encourage students to participate in activities related to daily life. The song is very flexible when it comes to associating it with linguistic meanings. Students are free to use songs as their input language whenever and wherever they want. Students can sing songs anytime, anywhere. And subconsciously, students learn English in a fun and stress-free way. Of



course, getting used to this song will make learning English easier. Children, especially junior high school students, still want to play, so the author wants to deliver the song in English as the language of instruction. In this way, the author provides an enjoyable educational medium to keep students interested in the subject matter being taught. Based on the above figures, the authors conduct a study titled "Influence of Western Track Media Structures on Vocabulary Enhancement of Students in SMA Negeri 5 Padangsidimpuan" to assess the impact of media education on vocabulary acquisition of Western students. I'm interested in identifying the track.

RESEARCH METHOD

1. Types of Research

This investigation includes a Class Action Investigation (CAR). A feature of this study is that cycles present a solution for better learning practices. Each cycle consists of: plan, act, observe and reflect.

2. Place and Time Research

For the activity learning English with western track media songs, according to the study schedule at SMA Negeri 5 Padangsidimpuan, the study will be conducted for 3 months it was done from 20th August to 30th October 2022 with the following schedule:

No.	Description	August				September				October			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Preparation of Proposal	■	■										
2.	Cycle I												
	a. Planning			■	■								
	b. Action			■	■								
	c. Observation			■	■								
	d. Reflection			■	■								
	Cycle II												
	a. Planning					■	■						
	b. Action					■	■						
	c. Observation					■	■						
	d. Reflection					■	■						
3.	Analysis of Data									■	■		
4.	Preparation of Report											■	■

a. Subjects Research

Classroom researchers targeted for action research were 30 students by student count of SMA Negeri 5 Padangsidimpuan.

b. Sources of Data

The most important data or information to collect and consider in this study came from qualitative data. Information for this data is extracted from various data sources. Among other things, the sources of the data used in this study.

- (1) Informational data from sources including evaluators;
- (2) Archive daily quiz scores for maple English language; and
- (3) Observing the implementation of learning using educational media.

c. Procedure Research

The Class Action Investigation (CAR) is conducted in two cycles to enhance student understanding. To determine how well "Influence of Western Track Media Structures on Vocabulary Enhancement of Students in SMA Negeri 5 Padangsidimpuan" works, do the following:



1. Cycle I:

A. Plan

In this activity, researchers looked for student data as a study sample relevant to learning English. Retrieval of this data is done through an oral exam. The author then provides various sources for student learning.

B. Acting

- 1) Create a calm atmosphere to avoid unpleasant atmosphere;
- 2) Allow students to use tools to track their progress in the learning process; and
- 3) By providing learning support to low-intelligence students, it gives bright students the opportunity to actively share what they have learned.

C. Monitoring

At this stage, the observation of students in the learning process focuses on teaching and learning activities undertaken by researchers, particularly teaching practices that utilize the school's neighborhood.

D. Considerations

The following points should be noted in this review:

- 1) Observe observations and draw conclusions about the implementation of learning; and
- 2) Discuss the results of the reflection analysis to improve the conduct of research activities in the next cycle.

2. Cycle II:

The second cycle consists of planning, doing, observing and reflecting.

A. Plan

Based on the reflections and results of the first cycle, the researcher develops a lesson plan.

B. Acting

The teacher implements the learning plan based on the learning outcomes of the first cycle reflection results.

C. Observation

Researchers observed students' learning activities

D. Considerations

We reported our second cycle observations.

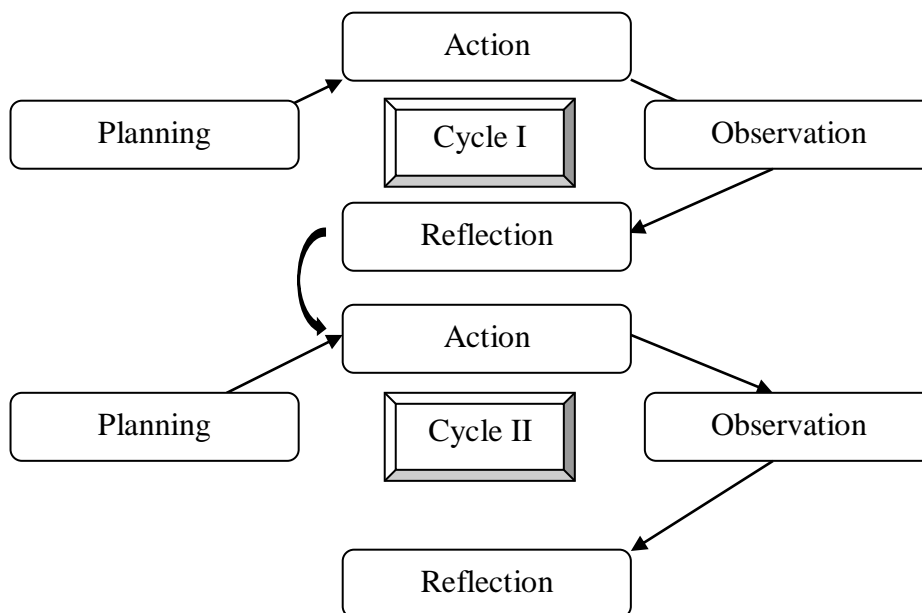


Figure 1: Cycle of CAR Model



The authors use the classroom behavioral research design by Kemmis and McTaggar model (Arikunto, 2010:132). This cycle consists of his four phases. They are plan, act, observe, and ponder.

d. Technique of Collection the Data

i. Observation

Observation is a method of collecting data through observation and recording of the subject's behavior study conducted systematically (Endang Mulyatiningsih, 2011:26). Observations used in this research is participant observation. Participatory observation is an observation that was done by researchers followed the study process to mingle directly with the object of research. Participatory observation in this study conducted by the following study, to obtain data on the implementation of learning, the use of learning techniques, and compliance with lesson plans that have been designed. In observation methods is the most effective way complete with blank format or as an instrument of observation. Format is prepared containing items about events or behavior described will occur.

Observation is a method of collecting data by observing and recording the behavior of subjects and is performed systematically (Endang Mulyatiningsih, 2011:26). The observations used in this study are participant observations. Participatory observation is an observation that follows the research process in order for the researcher to have direct contact with the research subject. Participatory observations in the present study were conducted by the following studies to obtain data on learning performance, use of learning techniques, and adherence to established lesson plans. Observation is most effective when supplemented with a blank format or used as an observation tool. A format is in preparation that contains elements about the described event or action.

ii. Tests

This test is a tool used to measure a student's cognitive ability and mastery of the learning material. According to Muhibbin Shah (2011), tests are often used to measure the success of the learning process and to determine the success of learning programs/content delivery and grades. This test is intended to determine the student's comprehension and mastery of what is being communicated in the media field. Tests are used in every cycle. That's the first cycle and his second cycle.

Grid-grid English vocabulary test is:

Competency standards	Basic Compete	Indicators	Materials	Numbers
Explain written information in the form of exposure or simple dialogue in accordance with the discourse.	Reveals avariety of language vocabulary and correctly according to the context.	Determining the proper vocabulary appropriate to the context. Construct words, phrases, sentences in accordance with proper structure..	1. Noun	1, 3 ,5, 7, 9, 13
			2. Verb	2,4,6,8,10,12, 20
			3. Personal Pronoun	11, 14, 15, 16, 17, 18,19,
Total				20

3. Documentation

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A documentary is a record, photograph/image of a past event.

4. Data Analysis Techniques

When analyzing the study data, not only the learning outcomes themselves but also the data activities and learner cooperation were considered. Calculations of learner activity and cooperation rates in the following studies are as follows:

$$\text{Percentage (\%)} = n/N \times 100\%$$

Description :

n : scores have been obtained every learner

N : The total score

Criteria for interpretation of these study variables are established as follows.

>75% : high activeness and cooperation (A)

60%-75% : activeness and cooperation of both (B)

55%-60% : activeness and cooperation sufficient (C)

<55 : activeness and cooperation less (D)

RESEARCH RESULTS AND DISCUSSION

1. Research Results

Before the class action is scheduled, the researchers will first conduct a pre-test aimed at determining students' initial proficiency in English subjects be on Friday, August 18th 2022. The student's first test results show that the student's learning outcomes do not fully comprehend the material provided by the teacher. To more clearly understand the value of the pretest for 20-question students, the items are shown in Table 1. below.

Table 1. Value of Student Learning Results in Pre Test

No.	Number of Respondents	Scores	Values	Explanations	
				Complete	Not Complete
1.	01	5	25		√
2.	02	12	60	√	
3.	03	8	40		√
4.	04	16	80	√	
5.	05	13	65		√
6.	06	11	55		√
7.	07	9	45		√
8.	08	11	55		√
9.	09	9	45		√
10.	10	11	55		√
11.	11	15	75	√	
12.	12	13	65		√
13.	13	11	55		√
14.	14	13	65		√
15.	15	10	50		√
16.	16	10	50		√
17.	17	6	30		√
18.	18	11	55		√
19.	19	7	35		√
20.	20	9	45		√
21.	21	14	70		√
22.	22	10	50		√



23.	23	10	50		√
24.	24	12	60		√
25.	25	9	45		√
26.	26	9	45		√
27.	27	6	30		√
28.	28	13	65		√
29.	29	14	70	√	
30.	30	5	25		√
Total		322	1610	4	27
Average		10,4	51,9		
Completeness				12,9%	87,1%

See the table below for more information on student proficiency rates for learning outcomes.

Table 2. Description of Student Results in Pre Test

No.	Values	Number of Students	Percentages	Level of Learning Outcomes
1.	90 – 100	-	-	-
2.	80 – 89	1	3,2%	Complete
3.	70 – 79	3	9,7%	Complete
4.	60 – 69	6	19,4%	Not Complete
5.	50 – 59	10	32,3%	Not Complete
6.	40 – 49	6	19,4%	Not Complete
7.	30 – 39	3	9,7%	Not Complete
8.	0 – 29	2	6,5%	Not Complete
Total		30	100%	

From the results in the above table, the learning outcomes of the 30 students in the pre-test before the learning process using Western track music media were 27 students (87.1%) who did not complete it, and 4 students who did not complete it. I know there was 12.9% completed studies and achieved her KKM (Minimum Criterion Exhaustiveness) score of 70 in English subjects. Learning outcomes are rated very poorly and steps should be taken to improve student learning outcomes.

2. Description of Implementation of Cycle I

a. Planning Stage

Student learning outcomes in the pretest show that students' mastery of learning outcomes is still low. Researchers therefore plan alternative problem-solving aimed at improving students' vocabulary through the use of Western track song media such as: 1) Preparing an RPP; 2) Preparing materials to be provided to students; 3) Preparing materials and tools for use in learning; 4) Preparing post-test question I; and 5) Preparation sheets and student activities.

b. Implementation Phase

A. Implementation Phase Cycle I

We divided the practice of the action cycle using English teaching materials into two sessions. The first meeting was held on 21st August 2022 and the second meeting was held on 23rd August 2022. The learning step conducted by the teacher consists of



conducting an apersepsis by giving the material that the students use to discuss the English subject. Teachers then make use of Western track media when conducting learning activities. Additionally, the teacher explained the English subject matter of the core activity. After the researcher explained the topic to the students, the researcher asked questions about the points that the students did not understand in the learning process. After presenting the English lesson and asking questions, the teacher divides the students into groups. Students will be divided into 5 study groups. Each group consists of 6 of her students, but one group consists of 7 of her students. The teacher then writes an English song with some lyrics omitted in each stanza of the teacher's song. When the teacher finishes singing Western track music several times, it is reflected in the eyes of the students. The students discussed the song in groups, during which the researcher asked the students to fill in the missing lyrics. After all students finished their group discussion, each student in the group presented their results to the teacher. In conclusion activities, teachers and students draw conclusions about all learning activities. Teachers also encourage students to review what they have discussed at home. The learning activity ends with a welcome speech. In addition, the administration of post-tests within the cycle demonstrates student learning outcomes. Below is a list of the students' post-testing results in the first cycle.

Table 3. Values of Student Learning Outcomes in Cycle One

No.	Number of Respondents	Scores	Values	Explanations	
				Complete	Not Complete
1.	01	8	40		√
2.	02	14	70	√	
3.	03	11	55		√
4.	04	18	90	√	
5.	05	15	75	√	
6.	06	14	70	√	
7.	07	12	60		√
8.	08	15	75	√	
9.	09	13	65		√
10.	10	14	70	√	
11.	11	17	85	√	
12.	12	16	80	√	
13.	13	14	70	√	
14.	14	16	80	√	
15.	15	13	65		√
16.	16	15	75	√	
17.	17	10	50		√
18.	18	15	75	√	
19.	19	10	50		√
20.	20	13	65		√
21.	21	17	85	√	
22.	22	14	70	√	
23.	23	13	65		√
24.	24	16	80	√	
25.	25	12	60		√
26.	26	12	60		√
27.	27	9	45		√



28.	28	17	85	√	
29.	29	18	90	√	
30.	30	8	40		√
Total		421	2105	17	14
Average		13,6	67,9		
Completeness				54,8%	45,2%

See the table below for details on student learning outcomes acquisition rates in the post-test cycle.

Table 4. Description of Student Results in Post Test Cycle One

No.	Values	Number of Students	Percentages	Level of Learning Outcomes
1.	90 – 100	2	6,5%	Complete
2.	80 – 89	6	19,4%	Complete
3.	70 – 79	9	29%	Complete
4.	60 – 69	8	25,8%	Not Complete
5.	50 – 59	3	9,7%	Not Complete
6.	40 – 49	3	9,7%	Not Complete
7.	30 – 39	-	-	Not Complete
8.	0 – 29	-	-	
Total		30	100%	

From Table 4. above, it can be seen that student outcomes after testing in the first cycle show increased learning outcomes after using Western track music media compared to student learning outcomes understand in the previous pretest. Although student learning outcomes have increased, teachers still need to optimize the use of Western track music media as student learning outcomes are still classified as. In conducting the first cycle, teachers find it difficult to use Western track song media. These difficulties include the fact that teachers failed to adequately address the situation with the appropriate means of Western track singing media, resulting in a poor classroom atmosphere. In that case, the teacher does not communicate the content very clearly to the students. This is because teachers assume that students already know what they are doing. But in reality, students still do not fully understand the content. In addition, there are still some indicators that are inadequate for the assessment of teacher observation. This includes indicators on the use of Western track song media and student participation in the learning process. Students also have difficulty answering the post-test questions provided by the teacher, though not as much as on the pre-test. There are some questions that students still find difficult to answer.

c. Reflection

Based on the observations and observations and tests conducted in the first cycle, reflections related to improving and enhancing the effectiveness of using Western track music media in the learning process conducted in the second cycle will be conducted. The aim is to improve student learning outcomes to the desired level of proficiency. Next, we will look at the learning results of students in English subjects using teaching materials. Media influence continues west to improve the vocabulary of SMA Negeri 5 Padangsidimpuan. In the post-test cycle, up to 17 (54.8%) were found to experience completion, whereas among non-completed students he completed as many as 14 (45.2%).



Compared to the student's learning outcomes in the previous pretest, the student's learning outcomes improved. However, while student learning outcomes in the first cycle are categorized as successful learning completion rates, researchers must achieve student learning completion levels >80%, which is categorized as very high. From the above description, it can be concluded that the first cycle did not make the best use of Western track song media. Therefore, even in the implementation of the second cycle class action lawsuits, we will continue to improve and enhance the use of Western track music media more optimally in order to improve student learning outcomes in English subjects and achieve the desired level of learning proficiency, the learning process needs to continue.

3. Description of Implementation Cycle Two

a. Planning Stage

Based on the results of recording student performance in the first post-test cycle, we can see that despite the increase in student learning outcomes in the pretest, student learning achievement completion is still high. Researchers therefore improve the implementation of the second cycle to improve student learning outcomes through the use of Western track song media as follows. 1) Preparation and improvement of the RPP in the second cycle; 2) Preparation of materials to be distributed to students; 3) Preparation of materials and tools for learning; 4) Preparation of two English-themed post-test questions; and 5) Prepare research tools in the form of observation sheets on teacher and student activities.

b. Implementation Phase

A. Phase Implementation Cycle 2

The implementation of the actions of the second cycle was carried out twice by him using the material "Influence of Western Media Tracks for Vocabulary Upgrade in SMA Negeri 5 Padangsidimpuan". The first meetings were held on Monday 13rd September 2022 and 15th September 2022. A learning step carried out in her second cycle of the first meeting is to perform apersepsis by providing materials for teachers to discuss the influence of mediumship. Follow the path west to improve your vocabulary SMA Negeri 5 Padangsidimpuan. Therefore, the teacher tells the students that they will use the song media of Western track music for learning activities.

The learning activities that take place in the first two cycles of the first meeting promote more mind and focus. The students listen carefully to the teacher's explanations, deepen their own understanding, and then the teacher conducts a question-and-answer session, providing an opportunity for the students to ask questions about the content they did not understand. When answering questions from teachers, students are more bold in their answers and don't hesitate to express their opinions. Because teachers motivate students to learn more actively.

After the presentation of the English vocabulary lessons, the researchers formed five learning discussion groups. Each group consists of 6 of her students, but one group consists of 7 of her students. The teacher then writes an English song with some lyrics omitted in each stanza of the teacher's song. When the teacher finishes singing Western track music several times, it is reflected in the eyes of the students. The students discussed the song in groups, during which the researcher asked the students to fill in the missing lyrics. After all students finished their group discussion, each student in the group presented their results to the teacher. In the discussion, each group is led by a teacher who encourages a sense of responsibility and respects the opinions of peers, and the teacher also tries to encourage each group to achieve the highest possible score.



In conclusion activities, teachers and students draw conclusions about all learning activities. Teachers also encourage students to review what they have discussed at home. The learning activity ends with a prayer and greeting.

After the learning process was completed in the first and second meetings, teachers conducted post-tests to determine students' understanding of what was being taught and how well students' learning outcomes improved after teaching improvements. Check whether actions for the second cycle of the lesson.

Also, the administration of post-tests in the second cycle will demonstrate student learning outcomes. This is a list of students' post-test results in the second cycle.

Table 5. Values of Student Results in Post Test Cycle Two

No.	Number of Respondents	Scores	Values	Explanations	
				Complete	Not Complete
1.	01	13	65		√
2.	02	17	85	√	
3.	03	14	70	√	
4.	04	20	100	√	
5.	05	18	90	√	
6.	06	17	85	√	
7.	07	15	75	√	
8.	08	19	96	√	
9.	09	16	80	√	
10.	10	17	85	√	
11.	11	20	100	√	
12.	12	19	95	√	
13.	13	16	80	√	
14.	14	20	100	√	
15.	15	15	75	√	
16.	16	18	90	√	
17.	17	16	80	√	
18.	18	18	90	√	
19.	19	13	65		√
20.	20	16	80	√	
21.	21	18	90	√	
22.	22	17	85	√	
23.	23	17	85	√	
24.	24	19	95	√	
25.	25	16	80	√	
26.	26	17	85	√	
27.	27	14	70	√	
28.	28	18	90	√	
29.	29	20	100	√	
30.	30	12	60		√
31.	31	15	70	√	
Total		520	2600	28	3
Average		16,8	83,9		
Completeness				90,3%	9,7%



The table above shows the post-test values of the 2nd cycle of 30 students after improving class actions for the material media track heading West for vocabulary improvement in English subjects in SMA Negeri 5 Padangsidempuan. See the table below for details on student learning outcomes after the second test cycle.

Table 6. Description of Student Results in Post Test Cycle Two

No.	Values	The number of students	Percentages	Level of Learning Outcomes
1.	90 – 100	12	38,7%	Complete
2.	80 – 89	11	35,5%	Complete
3.	70 – 79	5	16,1%	Complete
4.	60 – 69	3	9,7%	Not Complete
5.	50 – 59	-	-	-
6.	40 – 49	-	-	-
7.	30 – 39	-	-	-
8.	0 – 29	-	-	-
Total		30	100%	

From Table 6. above, it can be seen that the results of the students in the second cycle post-test show a very good improvement in their learning outcomes compared to their learning outcomes understand in the previous post-test. Up to 28 (90.3%) of her students completed two posttest cycles, but she had 3 (9.7%) who failed to complete the posttest cycle. As such, the western track music media used by second cycle teachers in the learning process is optimal.

c. Reflection Stage

Based on cycle 2 research results, these apply to all cycle 2 learning activities. When the students' performance in learning English subjects was assessed using vocabulary materials in the second test cycle after the test, up to 28 (90.3%) completed the study and 3 (9.7%) completed the study. It turned out that I was an unfinished student. In the last post-test, the student's learning outcomes improved significantly. Because the learning outcomes of the students in the second cycle were rated very high. Therefore, the researcher's goal was achieved with a learning proficiency success rate of over 80%.

From the above descriptions, it can be concluded that the use of Western track song media in cycle II was optimally and successfully used to improve student learning outcomes in English subjects.

2. Discussion

Based on the results of the studies conducted, researchers utilized Western track media to capture student learning outcomes prior to pre-teaching behavioral testing. As a result, only 4 students (12.9%) completed the test and up to 27 students completed the test during the learning process. Learning English subjects using English vocabulary materials (87.1%).

Based on the results of the pretest, the researchers undertook an effort to improve student learning outcomes by using Western track song media with the same material. 17 (54.8%) experienced an improvement in their learning outcomes after the first cycle of actions were completed and researchers asked students questions about the test, while 14 (45.2%) still had their learning outcomes completed. The result was no.



Based on cycle I posttest results, the researcher's effort to improve student learning outcomes is to optimize the use of Western track song media in cycle 2 class action conduct. Post-distribution results after test 2 revealed that up to 28 (90.3%) had completed and only 3 of her (9.7%) had not yet completed. In this way, student learning outcomes are significantly improved. Therefore, it can be said that the researchers took full advantage of the Western track singing media and successfully overcame students' difficulties with vocabulary materials in English subjects.

See cycle I and cycle II in the table below for a clearer description of the improvement in student learning outcomes in the pretest.

Table 7. Student Learning Results on Pre Test, Cycle One and Cycle Two

Number of Respondents	Pre Test	Cycle One	Cycle Two	Explanations
01	25	40	65	Increase
02	60	70	85	Increase
03	40	55	70	Increase
04	80	90	100	Increase
05	65	75	90	Increase
06	55	70	85	Increase
07	45	60	75	Increase
08	55	75	95	Increase
09	45	65	80	Increase
10	55	70	85	Increase
11	75	85	100	Increase
12	65	80	95	Increase
13	55	70	80	Increase
14	65	80	100	Increase
15	50	65	75	Increase
16	50	75	90	Increase
17	30	50	80	Increase
18	55	75	90	Increase
19	35	50	65	Increase
20	45	65	80	Increase
21	70	85	90	Increase
22	50	70	85	Increase
23	50	65	85	Increase
24	60	80	95	Increase
25	45	60	80	Increase
26	45	60	85	Increase
27	30	45	70	Increase
28	65	85	90	Increase
29	70	90	100	Increase
30	25	40	60	Increase
Total	1610	2105	2600	Increase
Average	51,9	67,9	83,9	
Completeness	12,9%	54,8%	90,3%	



From the results of the data above, we can see that pre-test, cycle 1 and cycle 2 show significant improvement. To clarify the rate of improvement in student learning outcomes, the following table illustrates:

Table 8. Recapitulation of Student Learning Results Before and After Cycle

No.	Type of Test	Average value	Percentage Completion (%)	A Completed Student
1.	Pre Test	51,9	12,9%	4 people
2.	Post Test in cycle one	67,9	54,8%	17 people
3.	Post Test in cycle two	83,9	90,3%	28 people

Based on the data in the table above, we can see an increase in positive student learning outcomes from the beginning of the cycle I and cycle II pretests to the posttests. Only 4 students (12.9%) achieved a championship in the pre-test, but that number increased to 17 (54.8%) in cycle I and 27 (90.3%) in the final cycle II. Get the most out of your learning. From the above data, we can see that the learning outcomes of our students are very high. Therefore, it can be said that the use of Western track song media can improve the learning outcomes of English subjects using the SMA Negeri 5 Padangsidimpuan vocabulary material.

This is an improvement in students' ability to follow teacher-specified learning processes after cycle II improvements to optimize teachers' use of Western track media in the learning process of English subjects using the material 'Media Influence Follows Paths'. means to head west track to improve your vocabulary for SMA Negeri 5 Padangsidimpuan.

CONCLUSION

Based on the data analysis in the previous chapter, the current researchers found that: (1) From the table above, it can be seen that the results of the second cycle post-test students show a very significant improvement in their learning outcomes compared to the previous post-test I students' learning outcomes. understand. Up to 28 students (90.3%) successfully completed the posttest cycle II, while up to 3 students (9.7%) have not yet completed the test. In this way, the use of the West media track for teachers to use in the second cycle learning process is optimized; and (2) Through western track music media, improvement of vocabulary memorization ability of student SMA Negeri 5 Padangsidimpuan in 2021/2022 will be achieved. In other words, the use of Western track song media technology has a significant impact on improving learning performance in vocabulary memorization.

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