



## Teaching English Vocabulary Through Songs As Audio Aid At Sd Muhammadiyah 2 Banda Aceh

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### Abstrak

Penelitian ini bertujuan untuk memudahkan siswa tingkat sekolah dasar mempelajari kosa kata dalam Bahasa Inggris dalam bentuk lirik-lirik lagu. Dengan menggunakan media audio seperti lagu, siswa kelas VI di SD Muhammadiyah 2 Kota Banda Aceh diharapkan dapat meningkatkan perbendaharaan kosa kata Bahasa Inggris. Sehingga memudahkan siswa dalam berkomunikasi dan mempelajari bentuk kalimat, tata bahasa Bahasa Inggris, dan dapat menguasai empat kemampuan dasar dalam berbahasa Inggris (*listening, speaking, reading dan writing*). Penelitian ini menggunakan desain experiment, dimana terdapat dua kelas yaitu kelas eksperimen (VI-1) dan kelas control (VI-2). Pre-test dan Post-test diberikan kepada kedua kelas (eksperimen dan kontrol). Namun, perlakuan (*treatment*) hanya diberikan kepada kelas eksperimen yaitu dengan mengajarkan kosa kata Bahasa Inggris menggunakan lagu. Sementara itu, di kelas kontrol, kosa kata Bahasa Inggris dilaksanakan dengan menggunakan media gambar seperti kartu-kartu bergambar sebagai alat bantu pembelajaran. Kosa kata Bahasa Inggris yang diajarkan terdiri dari tiga topik, yaitu: tentang Angka biasa (*ordinal number*), Nama-nama buah (*names of fruit*) dan bagian-bagian tubuh manusia (*parts of body*). Pemilihan sampel dalam penelitian ini dilakukan secara random, yaitu kelas VI-1 dan VI-2. Masing-masing kelas terdiri dari 25 orang siswa. Dalam menganalisa data, peneliti menggunakan formula t-test. Hasil post-test di kelas eksperimen menunjukkan adanya peningkatan perbendaharaan kosa kata bahasa Inggris siswa

**Kata kunci:** Kosa Kata, lagu, media audio

### Abstract

The research aimed to ease elementary students to learn English vocabulary through lyrics of song. By using songs as audio media, the students at VI Class of SD Muhammadiyah 2 Banda Aceh City have capability to enlarge their English vocabularies. As a result, the students ease to communicate effectively and ease to learn tenses, grammar and able to master four basic skills in learning English (*listening, speaking, reading and writing*). The research used experimental design which is contained two classes that are the experimental class (VI-1) and the control class (VI-2). Pre-test and post-test is given for both classes (the experimental class and the control class), but the treatment only gave in the experimental class (VI-1) that is using song as audio media in teaching English vocabulary. Meanwhile, in the control class (VI-2), the researcher used visual aid such as picture card in teaching learning vocabulary. English vocabularies that taught for the students involved three topics that are *Ordinal number, Names of fruits and Parts of human body*. The sample of Classes of the





research are selected by using random sampling which is contained VI-1 and VI-2 class. Both of classes consisted of 25 students. Data is analysed by using T-test form.

**Keywords:** *English vocabulary, songs, audio aid*

## INTRODUCTION

English is a foreign language which is the language of instruction in the global world. In several developed countries, English is used as an official language. Meanwhile, in Indonesia, which is a developing country, English is studied as a foreign language in all schools, from elementary school to university level. According to the previously determined curriculum, at elementary school level, English is included in local content or extracurricular subjects. Since 2022, education in Indonesia has implemented the Independent Curriculum. In connection with this, on August 7, 2024, the Minister of Education, Culture, Research and Technology of the Republic of Indonesia released the latest regulations regarding the Curriculum for Early Childhood Education, Basic Education Levels and Secondary Education Levels. The regulation of stated that English subject will be an optional subject at the elementary school level which can be held according to the readiness of the Education Unit until the 2026/2027 academic year. Furthermore, in the 2027/2028 academic year, the English subject will move to become a mandatory subject for grade 3 elementary school students in the 2027/2028 academic year. Furthermore, it briefly explains that English become the compulsory subject in 2027. It can be inferred that mastering English at elementary level is a must. (Minister Reasearch, Technology and Higher Education, Number 12, Article 33, 2024).

The independent curriculum (Kurikulum Merdeka) is a curriculum with diverse intracurricular students where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that students can adapt their learning needs and interests (<https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka>). In other words, educators are given the opportunity and freedom to create quality students tailored to the characteristics of the students. The Merdeka Curriculum has 3 characteristics, contains: a) skill and character development, b) focus on essential material, and c) flexible students. With the issuance of new regulations regarding the teaching of English as a subject that must be taught from grade 3 at elementary school level, teachers and schools are required to introduce English language learning as early as possible to students, namely children in the age range of 6-8 years. Apart from that, teachers are also required to prepare more flexible learning tools for children that emphasize basic material, such as teaching vocabulary in English.

Effective English learning strategies are very necessary in improving students' competence. Teachers is demanded to find new methods/strategies/media in order to expand students' competence in learning English. Tierney (2001) stated that teachers can apply various strategies/methods/media, but those are in line with the level of students that they are taught. Fun strategies/ methods/media can be used to create an effective environment and facilitate the learning process. Vocabulary is a crucial thing in learning English. Richards ini his book *Methodology in Language Teaching: An Anthology of Current Practice* (2002:255) stated that vocabulary defines as the core component of language proficiency and it provides much of the basis of how well learners speak, listen, read, and write. This perspective strength the vocabulary has the role in building the language proficiency.

The objective of the vocabulary mastery is to make the students have good language proficiency in the language skills. Without vocabulary, learner can not communicate





effectively each other. The students who have lack of vocabulary list became have lack of communication. That was the reason why vocabulary is very important to memorize in English. Teacher demanded to have skill and utilize. There are some efforts in order to enrich students' vocabulary, they are: reading, listening, memorizing, playing a game, using dictionary, watching movie, podcast, listening song and watching video. By listening to musing/song, student able to learn vocabulary word by word, lyric of song can be entirely repeated second and third time so then the students can be identified the word by word. After finding the meaning of each lyrics of song. Learning vocabulary through song. Teaching English through songs can be good solution to enlarge student's vocabulary in elementary level. It strengthen with research that is conducted by Marni (2020) under title "*Teaching English Vocabulary Using Songs to Developing Students' Vocabulary Mastery*," which is found that the utilize of songs in enlarging students' interest and students' memorize about new words in English. Furthermore Dedin in his research "Learning Vocabulary Through Songs clarified that students got some advantages in acquiring vocabulary through songs, they are: (1) song is offering easier to acces, (2) it offers flexibility, (3) offering fun and enjoyable atmosphere, (4) arouse motivation, (5) and offering pronunciation sample. It can inferred that learning by using songs as the audio media, gave many advantages for students.

Vocabulary can be divided into two terms that are receptive (words that we understand when other used them) and productive vocabulary ( words which we used ourselves. Vocabulary is definitely important for second language learners; only with sufficient vocabulary, learners can effectively express their ideas both in oral and written forms. Thus, learners should have a good idea of how to expand their vocabulary so that learners can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom condition so that the learners can gain great success in their vocabulary learning. For that reason, it is important for the teacher to recognize some basic principles in vocabulary teaching.

Based on the preliminary study that researcher conducted from June till July 2024 at SD Muhammadiyah 2 Banda Aceh City, the elements that researcher found can be classified into 4 terms that are: a) curriculum; b) learning method; c) media of learning; and d) characteristic of pupils. Firstly, the researcher analysed the curriculum as the basis of English Subject, it is found that the school is based on Merdeka Curriculum that used English Book under title "*My Next Words Grade 6 Student's Book for Elementary School*" as the main learning materials in teaching English. The book is written by EYLC Team which is published by Pusat Perbukuan Badan Standar, Kurikulum dan Asesment Pendidikan Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi. Sometimes, the teacher searched some materials through internet or social media. Secondly, related to the method used in teaching English at SD Muhammadiyah 2 Banda Aceh City, the teacher is positioned as teacher-centred. Thirdly, regarding the learning media used in teaching English, The teacher told that she usually used conventional media such as flashcard, picture, and game. The pupils of Class VI SD Muhammadiyah 2 Kota Banda Aceh can be categorized as young learners which has the range age 9 up to 12 years old (upper class). The characteristics of majority student in class VI are an active learners, brave, has curiosity about new thing and prefer to do activity outing the class.

Based on analysis above, the researcher initiates to conduct the research about "Teaching Vocabulary Through Songs As Audio Aid at SD Muhammadiyah 2 Banda Ach City."





**METHOD**

The reasearch used experimental method. Experimental research defined as the situation in which one observes the relationship between two variables by deliberately producing a change in one and looking to see whether this alteration produces a change in other (Brown and Rodgers, 2002). In other words, it can be inferred that the experimental study tries to describe and to test the effectiveness of one method into another method. In line with this, the researcher intends to conduct research related to experimental study.

In conducting the research, the writer used a quantitative method under the true experimental design (using pre-test and post-test and control group design). Creswell (2014) in his book *Research Design (Qualitative, Quantitative and Mixed Methods Approaches)* explained that the experimental design involves two groups of students, namely the experimental and the control group. Both of groups are taken as the examined group. A control group refers to a group of students who have the same experienced as well as the experimental group with the exception that the control group does not receive the treatments. Meanwhile, the control group is needed for comparison purposes. Both groups are administered both pre-test and post-test, but the treatment only provided only to the experimental group. It was given to find out the impact of using song in developing students' vocabulary.

Teaching experiment was conducted to apply songs in teaching vocabulary which was accomplished in ten meetings. The allocated time for each meeting was 60 minutes. There were two classes that are selected, VI-1 as the control class and VI-2 as the experimental class. Both of classes consisted of 25 students. The students of experimental groups were taught vocabulary by using songs as audio aid. Whereas, the control group was treated by using picture as a visual aid. Teaching materials that used in teaching both groups were same. The materials contained three topics that are *Ordinal Number, Name of Fruits, and Parts of Body.*

Based on the true experimental design, the research design of this study can be illustrated as follows :

**Tabel.1** Experimental Design

Sample	Pre-test	Treatment	Post-test
<i>Experimental Group</i>	$O_1$	$X$	$O_2$
<i>Control Group</i>	$O_1$		$O_2$

Notes:

- $O_1$  = Pre-test
- $O_2$  = Post-test
- $X$  = Treatment (Sugiyono, 2006:112)

**RESULT AND DISCUSSIONS**

Pre-test was distributed in order to determine the students' capability of vocabulary mastery before learning and to know the level of the students' vocabulary mastery before learning through songs. After introducing session, the writer began to start the study by giving





the pre-test. It was used in order to measure the students' vocabulary mastery in learning English before playing songs. The theme of test contained general vocabulary about *ordinal numbers*, *kind of fruits* and *parts of body*. The test consisted of 10 items which involves of 3 questions related to *ordinal numbers*, 3 questions about *names of fruit* and 4 items is *parts of body*. The writer scored 5 points for the right answer and 0 point for the wrong answer. If the students could answer all questions, the students would get 100 points. Experimental teaching was started in five meeting. The result of pre-test and post-tes of experimental class can be displayed such as follows :

**Table.2 The result of The Students' Proficiency of Vocabulary before and after learning through songs in Experimental Class**

NO.	STUDENTS' INITIAL	PRE-TEST	POST TEST
1.	IF	60	100
2.	HR	90	100
3.	N	80	100
4.	MA	60	90
5.	AB	60	90
6.	HJ	60	90
7.	TH	80	100
8.	BG	70	100
9.	RF	80	100
10.	DV	60	90
11.	M	60	90
12.	ZD	60	100
13.	MY	100	100
14.	ZD	100	90
15.	MD	100	90
16.	RH	60	90
17.	IM	70	100
18.	NZ	50	80
19	AK	90	100
20.	SW	80	100
21.	PA	80	100
22.	TGK	90	100
23.	RY	80	100
24.	IZ	70	100
25.	YM	70	100

In analyzing the data, this research used quantitative data analysis. After collecting all the data from experimental group and control group, the writer distributed the result of data in





table of frequency and analyzed the data by using suitable statistical procedure which contains mean, standard deviation, and t-test.

**Table 3. The Statistical Result of Pre-test dan Post-test of Students in Control Class**

Test	Mean	SD	Sig (2-Tailed)
Pre-Test	74	13,2	0,001
Post-Test	76	14,9	

*Source: Data of SPSS*

Based on table 4.1, it shows that the mean score (average) of the pre-test and post-test results in the control class is an average score of 74 (pre-test), after teaching English vocabulary using visual media (pictures) the score was 76 (post-test). It can be concluded that student scores tends increase. the Significant test shows a value of 0.001, which means there is a relationship between teaching vocabulary through song by using visual aid, but it is not significant.

**Table 4. The Statistical Result of Pre-test dan Post-test of Students in Experimental Class**

Penilaian	Mean	SD	Sig (2-Tailed)
Pre-Test	70	12,9	0,025
Post-Test	96	5,7	

From the table above, it can be inferred that mean score of students in Experimental class is around 70 for pre-test and 96 for post-test. Meanwhile the rate of Standar Deviation in pre-test is 12,9, then for post-test is 5,7. The level of significance both test is about 0,025 which can be interpreted that there is a relation between teaching vocabulary and songs as audio aid in learning process and it has highest significance.

A paired t-test was conducted to discover the differences both in control and in experimental groups score before and after giving the treatment. It was also to know the extent effect of songs as audio media in facilitating the students' in learning vocabulary. The gain score was calculated for both groups by subtracting students' pre-test scores from their post-test scores. The table below presents the pair test of post-test in both group (control and experimental group):

**Table 5. Paired-test Post-test in both Groups (Control and Experimental)**

Penilaian	Mean	SD	Sig (2-Tailed)
Post-Test Kontrol	76	14,9	0,00
Post-Test Eksperimen	96	5,7	

The data in the table above shows a comparison of post-test scores in the control class and post-test scores in the experimental class. From these data, it can be concluded that the average score in the control class is 76, while the average post-test score in the experimental class is 96. The results of the significance test show that there is a very significant comparison between the post-test results in the control class and the experimental class.



## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on some analysis that the researcher conducted in the research, it can be concluded that teaching English vocabulary using visual media (pictures) in the control class showed an increase in the average student score from pre-test (74) to 76 (post-test). Meanwhile, the Significant Test shows a value of 0.001, which means there is a relationship, but it is not significant. For teaching English vocabulary in the experimental class, the Significance test was 0.025, which means there is a relationship between learning media in the form of songs (audio) and students' mastery of English vocabulary. This is supported by data on the results of the average student pre-test score which increased from an average score of 70 to 96. With this research, it is hoped that teachers can improve the quality of learning which has an impact on the quality of English learning by preparing and using new learning media that are in line with technological developments. With the use of audio learning media, it is hoped that it can increase elementary school interest and motivation to learn English vocabulary, which will later have an impact on improving the 4 basic skills (listening, speaking, reading and writing) of students' English.

### **Suggestion**

Based on the result above, it can be suggested that teachers demanded to use learning media that is appropriate to technological developments in order to improve the quality of learning and capable to motivate students and foster students' interest in learning English. This research can be a reference for other researchers who want to conduct research related to the use of technology-based learning media in teaching learning English process.

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*Teaching English Vocabulary Through Songs As Audio Aid At Sd Muhammadiyah 2  
Banda Aceh..... 345-352  
Rina Sulicha, Cut Mainy Handiana, Linda Handayani*

