
THE EFFECT OF SINGING METHOD IN TEACHING VOCABULARY TO IMPROVE STUDENTS SPEAKING SKILL AT VIII CLASS OF MTs PLUS NURUL MADINAH NW REPOK ASMARI IN ACADEMIC YEAR 2022-2023

Lume ^a,

^a English Lecturer, Universitas Nahdlatul Wathan Mataram, lumempd620@gmail.com

Siti Wahyu Puji Anggraini ^b

^b English Lecturer, Universitas Nahdlatul Wathan Mataram, sitiwahyupa@gmail.com

Ulfatul Laili ^c

^c English Student, Universitas Nahdlatul Wathan Mataram, ulfatul.lail@gmail.com

Abstract

This research aimed to investigate the impact of the singing method on teaching vocabulary and improving students' speaking skills in the VIII class of MTs Plus Nurul Madinah NW Repok Asmari during the academic year 2022/2023. The research employed a quasi-experimental design with a control group and an experimental group. The participants were VIII-grade students from MTs Plus Nurul Madinah NW Repok Asmari. The experimental group received vocabulary instruction through singing, while the control group received traditional teaching methods. Pre-tests and post-tests were conducted to assess the students' vocabulary knowledge and speaking skills before and after the intervention. The findings revealed that incorporating the singing methods significantly improved students' vocabulary retention and speaking fluency compared to traditional teaching methods. Students in the experimental group demonstrated increased enthusiasm for language learning, reduced speaking anxiety, and higher levels of self-confidence when communicating in English. The research suggests that integrating singing into language instruction can be a valuable pedagogical approach to enhancing vocabulary learning and speaking proficiency among ESL learners.

Keywords: Singing Method; Vocabulary Learning; Speaking Skill

INTRODUCTION

Language learning plays a vital role in the education system, and mastering vocabulary is a fundamental aspect of language acquisition. To become proficient speakers, students must possess a diverse and extensive vocabulary. In the context of

English as a Second Language (ESL) learners, vocabulary acquisition and speaking skills are interlinked, as a rich vocabulary directly impacts a student's ability to communicate effectively.

In recent years, language educators have sought innovative and engaging teaching

methods to enhance students' vocabulary learning and speaking proficiency. Traditional teaching approaches, such as rote memorization and repetitive drills, have shown limited effectiveness in sustaining students' interest and learning motivation. It has led researchers and educators to explore alternative methods for incorporating fun and creativity into language instruction.

One such method that has gained attention is singing in language learning. Singing has long been recognized as an effective memorization and language acquisition tool, particularly in early childhood education. It engages multiple senses and creates a memorable learning experience, leading to better retention of information. Furthermore, singing can foster a positive learning environment, reducing students' anxiety and inhibitions when practicing speaking skills.

MTs Plus Nurul Madinah NW Repok Asmari is an educational institution that provides quality Islamic education, including English language instruction, to its VIII-grade students. In the academic year 2022-2023, the school administration recognized the need to enhance the teaching methods to improve students' speaking skills and vocabulary acquisition.

Therefore, this research aims to investigate the effect of the singing method on teaching vocabulary to enhance students' speaking skills in the VIII class of MTs Plus Nurul Madinah NW Repok Asmari. The study seeks to identify whether incorporating singing into the language learning process can significantly improve students' vocabulary retention, speaking fluency, and overall speaking proficiency compared to traditional teaching methods.

By evaluating the impact of the singing method on vocabulary learning and speaking skills, this research aims to contribute valuable insights to the field of language education. The findings of this study may have implications for language educators, curriculum developers, and school administrators, providing evidence-based guidance on adopting effective and enjoyable teaching approaches that can foster a positive learning experience and lead to better student language outcomes.

LITERATURE REVIEWS

The Relevance of the Current Study

Despite the growing body of research on the effectiveness of singing in vocabulary learning and speaking skill development, there is a need for context-specific studies to determine its impact on specific student

populations. The current study aims to fill this gap by investigating the effect of the singing method on vocabulary learning and speaking proficiency among VIII-grade students at MTs Plus Nurul Madinah NW Repok Asmari. By examining the outcomes in this context, the research aims to provide valuable insights for language educators and administrators seeking evidence-based approaches to enhance language learning outcomes in Islamic education settings.

Vocabulary Learning and Speaking Skills in Language Education

Language educators have long recognized the significance of vocabulary acquisition in language learning. Vocabulary forms the foundation of communication, and student's ability to effectively express themselves largely depends on the breadth and depth of their vocabulary knowledge. Research by Nation (2001) emphasized the crucial role of vocabulary in language proficiency, suggesting that learners need to master a vast lexicon to achieve higher levels of language competence.

Moreover, speaking skills are essential to language learning, as they enable students to engage in real-life conversations and interactions. Brown (2007) highlighted the importance of developing speaking

proficiency in language classrooms, advocating for communicative language teaching approaches prioritizing meaningful interactions.

Traditional Approaches vs. Innovative Methods in Vocabulary Instruction

Traditional vocabulary teaching methods, such as rote memorization and word lists, have been commonly employed in language classrooms. However, research has shown that these methods might not effectively engage students or lead to long-term retention of vocabulary items (Schmitt, 2008). As a result, educators have been seeking alternative approaches that can foster better vocabulary learning outcomes.

In recent years, innovative and creative methods have been introduced in language education. The incorporation of music and singing in language instruction has gained popularity due to its potential to create an engaging and enjoyable learning environment (Küçük, 2017). Studies have indicated that music can enhance memory and promote vocabulary acquisition, making it a promising avenue to explore in language classrooms.

Singing as a Tool for Vocabulary Learning

Several studies have examined the effectiveness of singing in facilitating vocabulary learning among language learners.

For instance, Gurzynski-Weiss, Syczewska, and Januszkiewicz (2015) conducted a study that demonstrated the positive impact of singing on vocabulary retention and pronunciation accuracy in Polish learners of English. Song rhythmic and melodic elements were found to aid in memorization and language production.

Additionally, a study by Slevc and Miyake (2006) explored the neural basis of music and language processing and revealed overlaps in brain areas activated during both activities. Integrating music, such as singing, into language learning could have neurocognitive benefits, enhancing vocabulary learning and spoken language production.

Singing and Reduced Speaking Anxiety

One of the factors that can impede language learners' speaking skills development is speaking anxiety. Many students experience fear and discomfort when speaking in front of others, which hinders their willingness to practice and engage in speaking activities (MacIntyre & Gardner, 1991). Singing, however, has been shown to reduce anxiety levels and increase self-confidence (Schellenberg, 2012). By incorporating singing into language learning, educators may create a low-stress environment that encourages

students to participate actively and develop their speaking skills more effectively.

RESEARCH METHODS

The research will utilize a quasi-experimental design with a pre-test, post-test, control, and experimental group. This design compares two groups, one receiving traditional vocabulary teaching methods (control group) and the other receiving the singing method (experimental group). The participants will be VIII-grade students from MTs Plus Nurul Madinah NW Repok Asmari in the academic year 2022/2023. A random sampling method will be used to assign students to either the control or experimental group to ensure a balanced distribution of participants. The sample size will be determined based on the total number of VIII-grade students available at MTs Plus Nurul Madinah NW Repok Asmari in the academic year 2022/2023. The researchers will aim for an adequate sample size to achieve statistical significance.

A validated vocabulary test will assess students' initial vocabulary knowledge (pre-test) and their improvement after the intervention (post-test). The test will include a range of vocabulary items appropriate for VIII-grade learners. The experimental group will receive vocabulary lessons that

incorporate singing. The researchers will create or select suitable songs and activities to teach engaging and enjoy vocabulary.

Before implementing the intervention, the control and experimental groups will undergo a pre-test to assess their baseline vocabulary knowledge and speaking skills. This pre-test will ensure that the groups are relatively homogeneous regarding their initial language proficiency. The control group will receive traditional vocabulary instruction involving standard teaching methods such as word lists, definitions, and sentence examples. The experimental group will receive vocabulary instruction through singing. Teachers will use selected songs and interactive activities to teach new vocabulary, focusing on pronunciation and meaning.

The intervention will take place over a specific period, such as several weeks, with regular sessions dedicated to vocabulary learning using the respective methods for each group. After the intervention, both groups will take the post-test to assess their vocabulary learning progress and speaking skills development. The same vocabulary test used in the pre-test will be administered as the post-test to evaluate changes in vocabulary knowledge. The quantitative data collected from the pre-test and post-test will be

analyzed using appropriate statistical methods.

The researchers will use measures such as mean scores, standard deviations, and t-tests to compare the performance of the control and experimental groups and determine if there are significant differences in vocabulary learning and speaking skills improvement between the two groups.

FINDINGS AND DISCUSSIONS

This chapter reports on the result obtained from observations and interviews. The researchers began collecting data from 5 September until 7 September 2022, held over two days. The subjects were students in the VII class of MTS plus Nurul Madinah NW Repok Asmari, which consisted of 23 students. The finding of this research exist in the preliminary study, the first cycle and the second cycle.

Before conducting the first cycle, researchers conducted a preliminary study. This preliminary study aims to determine the improvement of students' vocabulary through English songs. In this preliminary study, researchers conducted interviews and observations. Interviews were born before the first cycle. The researcher interviewed the teacher and students. Interviews were also conducted after implementing strategies with the English teacher and some students who

received high value from the law during the learning process.

Researchers asked teachers about students' vocabulary.: 1. (R) What problems make learning English for students? (T) *Because the students need more vocabulary.* 2. (R) What do you think about students' ability to acquire vocabulary? (T) *I expect a lot because it is still standard.* 3. (R) What are strategies often used when teaching vocabulary? (T) *Playing games like Tebak kata and menyambung kata.*

Interviews with English teachers revealed that students expect a lot, especially regarding language, as their language knowledge is still standard.

In addition, as a result of the interview with students, it was reinforced as follows. (1) *Saya tidak suka bahasa inggris karena saya sulit menghafalkan vocabulary.* The opinion of the first student showed that the student still needed help remembering vocabulary. (2) *Belajar bahasa inggris mengenai vocabulary memang menarik akan tetapi sangat sulit untuk membedakannya karena dalam menucapkannya hampir sama.*

Based on the analysis result, some students needed help memorizing the vocabulary and distinguishing between the exact words, so they were not interested in

learning English, especially language, so their vocabulary skills were still low.

Therefore, researchers undertook a first cycle to experience an improvement in students' vocabulary.

Cycle I

The researchers performed her four steps in this cycle: planning, action, observation and reflecting. Following this cycle had two meetings. Handed over to the students. The steps of this cycle are:

Planning

The plans were laid out before the researchers who prepared the topic under discussion. It was about content words, nouns and verbs. In planning action research, the following steps are carried out; Preparing materials for discussing the topic (vocabulary in content words, nouns and verbs; Giving students songs on paper; and Preparing observations.

Researchers acted as teachers, and teachers acted as collaborators to observe the teaching and learning processes in which English songs were incorporated.

Action

All prepared plans were carried out in the teaching-learning process, and taught how to use English songs to teach vocabulary. (1) I explained the procedure of the English song.

Before the learning process began, the researcher briefed the students on the implementation of English songs so that they could understand the strategy. (2) Word topics are shown in vocabulary content, nouns and verbs. (3) Teacher asked the student to find a new word and asked them to write the new word on the board.

The teachers who will be partners as staff members were also involved in the planning. This is done in the classroom with a researcher acting as an observer. The staff assisted with classroom activities and recorded all the activities in the school.

Observation

Observations were made to observe how students behaved and what problems they had in the teaching and learning process. Most students participated effectively in the teaching and learning and could sing English songs. They were enthusiastic and delighted with the topics the teacher discussed in the classroom. They also responded thoughtfully to the cues of the English song.

Interview data were also generated after implementation of the strategy with English teacher and some students who received low and high scores during the learning process. Here are the results of students interviews:

- 1) Bagaimana efek yang kalian rasakan setelah belajar bahasa inggris menggunakan lagu?

(S1) *Efek yang saya rasakan lebih mudah mengucapkan vocabulary dan menghafalkannya.*

(S2) *Saya merasa jauh lebih semangat dan senang untuk belajar bahasa inggris menggunakan metode bernyanyi ini.*

- 2) Apakah belajar menggunakan lagu bahasa inggris bisa meningkatkan vocabulary bahasa inggris kalian?

(S1) *Iya, ini sangat menarik akan tetapi saya masih bingung karena belum bisa membaca bahasa inggris.*

(S2) *Iya, lagu bahasa ini sangat cocok sekali untuk meningkatkan semangat belajar bahasa inggris terutama kami yang memiliki minat yang kurang dalam belajar bahasa inggris karena sering bingung dan bosan.*

This indicates that there was progress in the process of learning English that made the students more enthusiastic and could increase their interest in learning English especially vocabulary.

After interview with the students. Furthermore, as a result of interviewing English teacher:

- 1) Setelah penerapan metode English song dalam pembelajaran vocabulary,

bagaimana pendapat bapak tentang metode English song ini?

(I) Menurut saya lagu bahasa Inggris sangat menarik dan juga membantu, karena lagu ini bisa meningkatkan vocabulary siswa dan membuat siswa lebih enjoy dan tidak mudah bosan.

- 2) Apakah lagu bahasa Inggris ini bisa membantu meningkatkan minat siswa dalam belajar?

(I) Untuk anak MTS ini sangat membantu peningkatan minat mereka dalam penguasaan vocabulary karena pengetahuan mereka terhadap vocabulary masih standar.

Reflection

Based on the above interview, the students' vocabulary improved. As a result, the growth of the students was seen based on cycle I results and observations; improvements were needed. Students scored better on Cycle I than before. However, some students still needed help understanding English vocabulary, so they needed to improve their vocabulary further. Although the students' vocabulary improved, it could have been more successful. That's why exploration cycle II is complete.

Cycle II

After completing the first cycle, students' problems were discovered and

information was provided about the students' vocabulary. Therefore, Researchers had an excellent opportunity to conduct a second cycle of action research in two days. The second cycle of action research was expected to be better than the first cycle. With this cycle, the researchers gave them even more motivation. A description of the vocabulary that fits the discussion of the topic. The second cycle of action research is as follows:

Planning

At this stage, researchers emphasized the teaching and learning process in teaching students' vocabulary. The subject of learning discussed in cycle II was content word, nouns and verbs. Here the researcher created a more English vocabulary of content words, nouns and verbs to improve students' vocabulary. The teaching and learning process is nearly identical to that of cycle I. In this cycle, the teacher actively supervised all students, and in this cycle, teachers created plays to enhance teacher and students' interaction. The teacher will actively explain to the students, so the students will have fun.

Action

In cycle II, the researchers again describe an English song. Before teaching and learning process, the researchers provided an

explanation of how to implement the English song.

After explaining the steps of the Text song game, the teacher gave the topic vocabulary and content words, noun and verbs. The teacher provides students with a game to make the class lively, after which they must memorize new words. In this cycle, most students were severe and enthusiastic when playing the games. Because in this game of who can find new word and first can memorize it that is the winner of the games. Researchers emphasized that students showed more interest in learning English, especially vocabulary.

Observation

At this stage, the student's vocabulary skills improved is better. When they understood, they were more severe and enthusiastic. The class was friendly and the students responded well to the researcher explanations. The researchers were delighted with the students' results. This observation improves the teaching and learning process. The teacher was able to enhance the students' vocabulary.

Reflection

At this stage, all students were able to use English songs as a strategy to develop

their vocabulary related to the topics. Students vocabulary improved.

Observations from each meeting allowed us to conclude that the applied teaching and learning process worked well. Reflecting on this cycle, we didn't need a third cycle. I was able to stop this cycle of research because my students vocabulary improved.

This study determined how English songs can improve students' vocabulary. The result showed that using English songs improves the students' vocabulary. The lessons were effectively based on qualitative data from observation sheets, interviews and photographs. Students pay attention to teachers in the process of teaching and learning. And qualitative data has also shown improvement in teacher and student activity in the teaching and learning process. Implementing the text song game has been demonstrated that it can motivate students to learn English, especially vocabulary.

CONCLUSION AND SUGGESTION

Based on the research result, teaching vocabulary using the singing method could improve the students' vocabulary mastery. In the preliminary study, data qualitatively showed the impact of observation and the interview, and it can be proven that the student's improvement in vocabulary could

have been better and low in vocabulary tests. In cycle I, the data showed from the result of observation and interview, it can be concluded that the students felt enjoyable, more accessible and more attractive in learning vocabulary by using the singing method. In cycle II, the data showed from the result of observation, and it can be concluded that the text song game could be improved the students' vocabulary.

Based on the results of the research, which indicate the positive effect of the singing method on teaching vocabulary to improve students' speaking skills, several practical suggestions can be made for language educators and administrators at MTs Plus Nurul Madinah NW Repok Asmari and similar educational institutions.

Firstly, incorporating singing and music into language instruction can be integrated as a regular pedagogical approach in the school's language curriculum. Teachers can design creative and interactive vocabulary lessons using songs that align with students' proficiency levels and interests. By doing so, educators can create a more engaging and enjoyable learning environment, fostering students' enthusiasm for language learning and increasing their motivation to participate in speaking activities actively. Additionally,

using songs can alleviate speaking anxiety among students, leading to greater self-confidence and willingness to communicate in English or other target languages. As the positive impact of the singing method becomes evident, teacher training programs and professional development workshops can be organized to equip educators with the necessary skills to use music in their language classrooms effectively.

Secondly, the findings from this research can prompt the school administration to reconsider their language teaching methodologies and curricular approaches. Integrating innovative methods, such as singing, into language instruction can be a valuable step towards enhancing language learning outcomes. In the long term, the school could implement a more student-centred and communicative language teaching approach incorporating elements of creativity and fun in addition to traditional methods. Furthermore, the positive results from this study can encourage further research and collaborations with educational institutions to explore the effectiveness of singing in other areas of language learning and subject areas.

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