

IMPROVING STUDENTS' VOCABULARY MASTERY USING SONG AND PICTURES FOR KINDERGARTEN STUDENTS

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Abstrak: Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa melalui media lagu dan gambar. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan di Kelompok A TKIT Nurussyifa, Ponorogo. Dalam penelitian ini, peneliti menerapkan 2 siklus penelitian. Tiap siklus terdiri dari empat langkah; perencanaan, pelaksanaan, observasi dan refleksi. Peneliti menggunakan tiga teknik untuk mengumpulkan data, yakni: observasi, wawancara dan tes. Data diklasifikasikan dalam bentuk kualitatif dan kuantitatif. Data kualitatif diperoleh dari observasi dan wawancara. Sedangkan data kuantitatif diperoleh melalui tes. Untuk menganalisis data kualitatif, peneliti menerapkan model interaktif yang terdiri dari langkah berikut: (1) reduksi, (2) penyajian, dan (3) verifikasi. Data kuantitatif dianalisis menggunakan statistiks deskriptif. Hasil di setiap siklus dapat disimpulkan bahwa terdapat peningkatan jumlah siswa yang mendapatkan skor di atas minimum dari 8 murid pada siklus 1 menjadi 14 murid pada siklus 2. Persentase kesuksesan ada peningkatan dari 59,44 % di dalam siklus 1 menjadi 80,56 % di dalam siklus 2. Hasil ini juga sekaligus menunjukkan bahwa media lagu dan gambar efektif untuk meningkatkan penguasaan kosakata siswa di jenjang pendidikan anak usia dini, khususnya pada kelompok A TKIT Nurussyifa, Ponorogo.

Kata kunci: Kosakata; Media Lagu dan Gambar; PAUD

Abstract: The purpose of this study was to improve students' vocabulary mastery through songs and pictures media. This research was a classroom action research conducted in Group A TKIT Nurussyifa, Ponorogo. In this study, the researcher applied 2 research cycles. Each cycle consisted of four steps; planning, acting, observing and reflecting. Researchers used three techniques to collect data, namely: observation, interview and test. The data were classified in the form of qualitative and quantitative. Qualitative data obtained from observations and interviews. While quantitative data obtained through test. To analyze qualitative data, the researcher applied an interactive model consisting of the following steps: (1) reduction, (2) presentation, and (3) verification. Quantitative data were analyzed by using descriptive statistics. The results of the study in each cycle showed that there was an increasing in the number of students who get scores above the passing grade, from 8 students in cycle 1 to 14 students in cycle 2. The percentage of success there was an increase from 59.44% in cycle 1 to 80.56% in cycle 2. This result also showed that song and picture media were effective to increas students' vocabulary mastery at the early childhood education level, especially in group A of TKIT Nurussyifa, Ponorogo.

Keywords: Vocabulary; Song and Picture Media; Early Chilhood Education

INTRODUCTION

English is an international language that enables people around the world to use it in communication. This makes global communication practically happens. Thus, English is an important key to international communication in various areas. Therefore, many non-English countries involved English in their national curriculum, such as in Malaysia, China, and Indonesia. Katemba *et al* (2017:1) stated that in many places at school, students learn English as a global language. In Indonesian context, English learning mostly happens at educational setting only, and not in real life. As suggested by Arifin (2019), it is difficult for many Indonesians learners of English to involve themselves in natural setting of English communication, unless in school setting.

In this globalization era, the use of English becomes wider and significant. It is not only in the process of learning in the school, but many kind of life aspects, such as in the use of gadgets, games, news update, even used in many labels of typical substance or materials mostly using English. Thus, English is very important to learn and teach. As the foreign language, English is not widely used by majority of Indonesian. Even, most of Indonesians do not understand well of English.

To introduce English for Indonesian, commonly it is started from the kindergarten level. Many kindergarten inserts English thematic material related to English. It commonly starts with simple vocabularies, such as body parts, fruits, vegetables, and colors. Diptoadi *et al* (2009:1) states that children are curious about the world around them and they are natural learners. In this process, they learn by practicing and having fun. Young learners can study effectively while they using their part of body as their senses such as eyesight, sense of taste, touch, how to get their smell sense and how to hear correctly.

Based on the researcher preliminary study, the process of teaching and learning English in TKIT

Nurussyifa was monotonous. Teacher less tried to teach English in joyful way and mostly used the classical method. The students less remembered about simple vocabularies because teacher used oral communication to teach English then asked them to follow the words. The teacher seldom used the media in the classroom. Tuminah (2009:19) argued that media is very important for students' understanding. Furthermore, it makes the students more interesting to learn.

Joklova (2009:7) clearly argued that in any language class, teaching of vocabulary is one of the most important components. It is carrying the meaning as the main reason as the fact that it is a medium; learning for understanding and expressing the meaning is what counts in learning languages. Further, Joklova also explained that vocabulary is generally remembering matter, which different from learning grammar, as a system based mainly on rules. There are a lot of English vocabularies and they always develop to a new vocabulary. It holds the main material in language teaching. As suggested by (Ayuningtyas, 2011:1), vocabularies become the core of language proficiency component. In practice, it provides much of the basis for how good learners in four skills; speaking, listening, reading and writing.

In learning activities for young learners, it commonly involves movement and encloses the senses. Therefore, a number of real object (thing, picture) to work with are necessary. They will help the young learners understand easier. Besides, the teacher can also make full use of the school environment and surroundings. Sometimes, the teacher needs to demonstrate the activities as to provide the clear picture of the thing being explained. In this case, learning media take the helpful tool for the teacher.

Besides using learning media, teaching English at kindergarten level is commonly done with songs. According to Liva *et al* (2015) these are some of the benefits for teaching in class with songs: (1) teaching vocabulary, especially in the

vocabulary strengthen level; (2) doing to practice the rhythm, about the intonation and stressing language of English; (3) teaching speaking, using song in class discussion to stimulate the students through the lyrics of song. Arifin (2016) added that the use of song can also trigger the learners' linguistic intelligence.

Christamia (2013:26) states that introducing vocabulary using song is good way, which passes a natural situation for getting the new vocabularies. Using song is a bridge to deliver the English lesson that easy to learn for kindergartens' students. By definition, song is a component of music that comprises of the lyric from group of words (Liva et al, 2013:2). Those words can be the language input for young learners. Arifin (2015) explains that language input influences much on the learners' language production and use.

Besides using song, the researcher develops picture as learning media to support the teaching and learning vocabulary. According to Marzuki (2015:3), picture is the representation of the real character which is used to ease the students' understanding. Sholihah (2008:22) added that, pictures as part of teaching process help the students for understanding the lesson easily. There are some benefits of using pictures (Joklova, 2009:16), as follows: (1) they are inexpensive, almost free; (2) availability (can be found in any sources such as on the internet, magazines, etc.); (3) flexibility - easily for keeping it, useful for some kind of activities type (comparing, drilling, etc.). Further, Elfiza et al (2013) points out that media can help teachers for motivating students in complete communicative context.

Considering the background as presented above, this research is aimed at finding out the effectiveness of song and pictures to improve students' vocabulary mastery at TKIT Nurussyifa.

METHOD

The present study employed classroom action research (CAR) as the design. The subject of this study was students of group A TKIT Nurussyifa in the academic year of 2018/2019. There were eighteen students consist of 5 males and 13 females. The researcher conducted the research at TKIT Nurussyifa which located in Krebet Village, Jambon, Ponorogo.

In this research, the data are classified into two forms; qualitative and quantitative data. Qualitative data are taken from the observation and interview. It is in the form of description. The qualitative data are analyzed using an interactive model, consisting of the following steps: (1) data reduction, it refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials; (2) data display, a *display* is an organized, compressed assembly of information that allows conclusion drawing and action; (3) conclusion drawing/verification, the researcher must develop the conclusion according to the study. Then, it can be verified from the data collection.

The quantitative data are analyzed using a descriptive statistic formula. It analyzed to draw a conclusion of the research. There are two criteria, first for minimum score are 70 and for the minimum percentage is 75 %. The researcher determines the criteria of success of this research from the percentage of students who achieve learning mastery.

FINDINGS AND DISCUSSION

Preliminary Study

The preliminary research was conducted in TKIT Nurussyifa Krebet to get the data about the problems in the learning process. It was done before the classroom action research is started. Preliminary test was also used to measure the

students' vocabulary mastery in English lesson. In teaching and learning vocabulary, the students found some problems. First, the students were less interested and unmotivated to learn English lesson because there were nothings driving their attention. Second, the students had difficulties in understanding the meanings of unfamiliar words and mostly did not know the new simple vocabularies.

In preliminary study, the researcher also observed school, students' situation and condition before beginning the research. The researcher gathered the data from observing and interviewing teacher. The researcher found that the many students of TKIT Nurussyifa less remembered about simple vocabularies. It is due to the dominant use of teacher's oral communication in English teaching. The learning is mostly done through repeating the teacher's pronunciation on English vocabularies.

Findings

Based on the result of pre-observation, most of students did not pay attention while learning. The students had difficulties in understanding and comprehending the meanings of new vocabularies. The situation in the class turned into uncontrolled. As a result, most of students did not enjoy in learning process.

Table 1: The result of preliminary research

No	Students	Score	Category
1	MFE	70	Passed
2	MA	30	Failed
3	ADC	50	Failed
4	MRAF	40	Failed
5	JAR	30	Failed
6	ALA	40	Failed
7	BCA	30	Failed
8	JVB	30	Failed
9	JKA	30	Failed
10	NN	40	Failed

11	LMNC	30	Failed
12	IS	40	Failed
13	JA	20	Failed
14	SPA	80	Passed
15	ANA	30	Failed
16	AAR	40	Failed
17	SNA	20	Failed
18	NDE	40	Failed
Total		690	

To get the result of preliminary research, the researcher calculated the data to know the percentage of students who passed the minimum score, the researcher used the formula was follows:

$$\begin{aligned}
 X &= \frac{\sum fx}{N} \times 100\% \\
 &= \frac{690}{18} \\
 &= 38,33\%
 \end{aligned}$$

Based on the result in preliminary research, the data showed that the students reached under the minimum percentage. The average percentage is only 38.33% (2 students) reached minimum score. It means that almost all of students' vocabulary mastery was still low.

Cycle 1

Planning

Before doing the teaching and learning process, in this phase, the researcher planned systematically in order that it could be done well, such as made lesson plan, prepared observation sheet and test to collect the data. In this phase, the researcher found some problems, such as the process of teaching and learning English lesson in TKIT Nurussyifa was monotonous; the students were less interested and unmotivated to learn English; the teacher seldom used the media in the classroom and the teacher had difficulties in managing the time.

Before teaching and learning process, the researcher made a lesson plan to make the teaching learning run well. The topic of learning in the first cycle was about animal. Therefore, the media used closely related with the topic. In the lesson plan, the researchers also made the instruments of evaluation. The instruments used were observation sheet, interview guideline and test sheet.

Acting

After everything was planned, the researcher did the action. In this phase, the researcher applied song and pictures. The activity in cycle 1 was follows:

Pre activity

The teacher started the lesson with greeting and asked the students to pray together. The teacher gave a simple ice breaking to get their attention and prepare the students to study.

Main activity

The teacher began with singing a song while showed the pictures according to the lyrics twice and slowly. The teacher asked the students to follow her to sing a song. Next, the teacher asked the students in pairs to stand up in front of the class and sing together while showing the pictures. At the end of teaching and learning process, teacher asked the students to repeat the song while the teacher showed the pictures

Post activity

At this stage, the teacher asked the students what they got in the lesson today. Next, the teacher gave evaluation and made conclusion. Finally, the learning is closed by praying and greeting.

Observing

The researcher observed during the teaching and learning process using song and pictures in the class in order to evaluate the results and collect the data in the teaching learning process.

Table 2: The result of test in cycle 1

No	Students	Score	Category
1	MFE	80	Passed
2	MA	70	Passed
3	ADC	60	Failed
4	MRAF	50	Failed
5	JAR	50	Failed
6	ALA	50	Failed
7	BCA	50	Failed
8	JVB	30	Failed
9	JKA	70	Passed
10	NN	60	Failed
11	LMNC	40	Failed
12	IS	70	Passed
13	JA	70	Passed
14	SPA	90	Passed
15	ANA	50	Failed
16	AAR	70	Passed
17	SNA	30	Failed
18	NDE	80	Passed
Total		1070	

$$\begin{aligned}
 X &= \frac{\sum fx}{N} \times 100\% \\
 &= \frac{1070}{18} \\
 &= 59,44\%
 \end{aligned}$$

Based on the result in cycle 1, the data showed that the students reached under the minimum passing grade. The average percentage is only 59.44% (8 students) reached minimum score. It means that the target in cycle 1 has not fulfilled.

Reflecting

Based on the previous data, the researcher concluded that cycle 1 was not successful yet. The average percentage was 59.44 %. Then, in this stage the researcher needed to do some improvement. The result of the first cycle didn't give satisfactory result yet in the improving students' vocabulary

mastery. So, it was needed to conduct the next cycle.

Cycle 2

Planning

The planning of the second cycle was implemented into a lesson plan. Basically the step in cycle 2 was same with the cycle 1, but researcher uses different material.

Acting

The researcher did the action after everything was planned. In this section, the researcher applied song and pictures. The activity in cycle 2 was follows:

Pre activity

The teacher started the lesson with greeting and asked the students to pray together. The teacher gave a simple ice breaking to get their attention and prepare the students to study.

Main activity

The teacher began with sang a song while showing the pictures according to the lyrics twice and slowly. Then, the teacher asked the students to follow her to sing a song. The teacher asked the students in pairs to stand up in front of the class and sing together while showing the pictures. At the end of teaching and learning process, teacher asked the students to repeat the song while the teacher showed the pictures.

Post activity

At this stage, the teacher asked the students what they got in the lesson today. Next, the teacher gave evaluation and made conclusion. Finally, the learning is closed by praying and greeting.

Observing

The researcher observed during the teaching and learning process using song and pictures in the class in order to evaluate the results and collect the data in the teaching learning process.

Table 3: The result of test in cycle 2

No	Students	Score	Category
1	MFE	100	Passed
2	MA	80	Passed
3	ADC	100	Passed
4	MRAF	60	Failed
5	JAR	60	Failed
6	ALA	60	Failed
7	BCA	80	Passed
8	JVB	80	Passed
9	JKA	90	Passed
10	NN	90	Passed
11	LMNC	70	Passed
12	IS	80	Passed
13	JA	90	Passed
14	SPA	100	Passed
15	ANA	80	Passed
16	AAR	90	Passed
17	SNA	50	Failed
18	MFE	90	Passed
Total		1450	

$$\begin{aligned}
 X &= \frac{\sum fx}{N} \times 100\% \\
 &= \frac{1450}{18} \\
 &= 80,56\%
 \end{aligned}$$

Based on the result in cycle 2, the data showed that the students reached above the minimum percentage. It is 80.56% (14 students) reached minimum score. It means that the target in cycle 2 reached the minimum percentage.

Reflecting

Based on the previous data, the researcher concluded that cycle 2 was successful. The average percentage was 80,56 %. Because of the satisfied result, so the researcher decided to stop this research.

Discussion

Based on the previous findings, the researcher had collected the data from preliminary research, cycle 1 and cycle 2 by observation, interview and test.

Observation

The researcher did observation in preliminary research, cycle 1 and in cycle 2. Observation was conducted during teaching and learning process. Based on the researcher observation, the researcher made conclusion that there was any progress in every cycle. In preliminary research most of students did not pay attention. The students had difficulties in understanding and comprehending the meanings of new vocabularies. The situation in the class was uncontrolled. Most of students were not enjoying in learning process. In preliminary research the percentage of mastery learning was 38,33 % (2 students) reached minimum score. Then, in cycle 1 the situation in the class was active, 4 students ran out from the class and ignored the researcher. Then the researcher tried to call the students to go back to the class and they followed the instruction. Then 6 students came closer to the teacher to see the pictures clearly. The percentage of mastery learning in teaching and learning process in cycle 1 was 59.44% (8 students) reached minimum score. In cycle 2 the situation in the class was more active. The students showed their progress in teaching and learning process. The researcher asked the students to make circle shape for making situation in the class keep conducive. Then, the researcher walked around to show the picture clearly for students while singing a song. The percentage of mastery learning in teaching and learning process in cycle 2 was 80,56 % (14 students) reached minimum score.

Interview

The researcher interviewed the teacher at TKIT Nurussyifa Kreet in preliminary research. Then the researcher got some information, the teacher said that English is one of the important

lesson in globalization era, it is really appropriate to teach that lesson since young. The problem also faced by the teacher, because she felt difficult to manage the time in teaching and learning process. It has consequences in minimum media that is used in teaching process. She taught English by classical method as the other teachers do.

Test

The result of students' vocabulary mastery test showed that the implementation of using song and pictures improving students' vocabulary mastery. The researcher got the conclusion by analyzing the students score and percentage before the research and from each cycle. The students' percentages improve in the cycle 1 to cycle 2. The researcher made conclusion that the implementation of using song and pictures in group A of TKIT Nurussyifa Kreet can improve. It is the improvement of the students' percentage after the students were given treatments by using song and pictures media.

Table 4: The result of test

No	Students	Score		
		Preliminary Research	Cycle 1	Cycle 2
1	MFE	70	80	100
2	MA	30	70	80
3	ADC	50	60	100
4	MRAF	40	50	60
5	JAR	30	50	60
6	ALA	40	50	60
7	BCA	30	50	80
8	JVB	30	30	80
9	JKA	30	70	90
10	NN	40	60	90
11	LMNC	30	40	70
12	IS	40	70	80
13	JA	20	70	90
14	SPA	80	90	100
15	ANA	30	50	80

16	AAR	40	70	90
17	SNA	20	30	50
18	MFE	40	80	90
Total		690	1070	1450
Percentage		38.33	59.44	80.56

The increasing can also be seen in the following diagram:

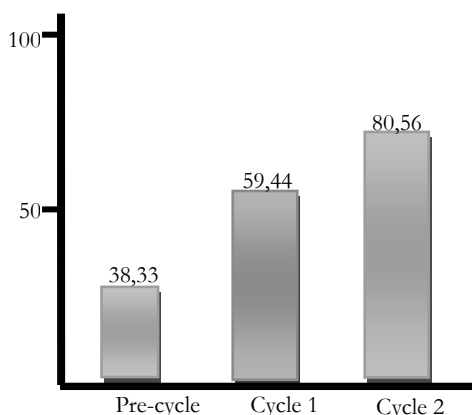


Diagram 1: The students' mastery increasing

In preliminary research, the percentage of mastery learning in teaching and learning process was 38.33%. At the end of cycle 1, the percentage of mastery learning was 59.44%. It showed the progress from pre-cycle to cycle 1, but it was not reach the minimum percentage. Then, the researcher continued to the cycle 2. At the end of cycle 2, the percentage of mastery learning showed the satisfied result, it was 80.56%. It can be concluded that for each cycle has any improvement

CONCLUSION

The vocabulary mastery of students in group A at TKIT Nurussyifa could be improved by using song and pictures. The implementation of this classroom action research was done in 2 cycles in order to improve students' vocabulary mastery at TKIT Nurussyifa Kreet. In cycle 1, the minimum score and percentage can't be reached, it was 59,44 % (8 students reached above minimum score), then in cycle 2 the result was satisfying

because the minimum score and percentage can be reached, it was 80,56 % (14 students can reach the minimum score). Based on the result of the study, the researchers concluded that the use of song and pictures could improve students' vocabulary mastery. This result could be one of the references to use the same media for improving learning process especially at early childhood level.

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