THE INFLUENCE OF USING NURSERY SONG IN LEARNING VOCABULARY AT SMP NEGERI 3 KABUPATEN SORONG

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Abstract

The Influence of Using Nursery Song in Learning Vocabulary at SMP Negeri 3 Kabupaten Sorong Thesis English Education Department Faculty of Language Social and Sport Education University of Pendidikan Muhammadiyah Sorong 2023. The objective of this research is to find out whether or nor the use of Nursery Song influence in learning vocabulary at seventh grade of SMP Negeri 3 Kabupeten Sorong Related to this research used a pre-experimental quantitati research design. The research design is one group pretest-posttest. The sample of this research was seventh grade students and the total are 20 students. In the collecting data, the researcher used a vocabulary test in the form of multiplechoose that is consist of 20 questions for the pretest and posttest. In analyzing the data, the researcher used the SPSS 20 program to calculate research the data. The result finding of the reseach showed that the result of the t-test is P value (0.00) < (0.05). it means that H0 was rejected and Ha was accepted. The alternative hypothesis (Ha) was there is an influence in learning vocabulary using nursery song between pretest and pos ttest. In addition, it can be seen from the pretest was (63,5) improved on posttest (98,0). It can be concluden that there is an influence in learning vocabulary using nursery song.
Keyword: *Nursery Song, Learning Vocabulary.*

Abstrak

Pengaruh Penggunaan Lagu Anak-Anak dalam Pembelajaran Kosakata di SMP Negeri 3 Kabupaten Sorong Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa Pendidikan Sosial dan Olahraga Universitas Pendidikan Muhammadiyah Sorong Tahun 2023. Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya pengaruh penggunaan Lagu Anak-Anak dalam pembelajaran kosakata di kelas tujuh SMP Negeri 3 Kabupeten Sorong. Penelitian ini menggunakan desain penelitian kuantitatif pra-eksperimental. Desain penelitiannya adalah one group pretest-posttest. Sampel penelitian ini adalah siswa kelas VII yang berjumlah 20 siswa. Dalam pengumpulan data, peneliti menggunakan tes kosakata dalam bentuk pilihan ganda yang terdiri dari 20 soal untuk pretest dan posttest. Dalam menganalisis data, peneliti menggunakan program SPSS 20 untuk menghitung data penelitian. Temuan hasil penelitian menunjukkan bahwa hasil uji t diperoleh nilai P (0,00) < (0,05). artinya H0 ditolak dan Ha diterima. Hipotesis alternatif (Ha) yaitu terdapat pengaruh pembelajaran kosakata menggunakan lagu anak-anak antara pretest dan post ttest. Selain itu terlihat dari pretest (63,5) meningkat dibandingkan posttest (98,0). Dapat disimpulkan bahwa terdapat pengaruh dalam pembelajaran kosakata menggunakan lagu anak-anak.
Kata kunci*: Lagu Anak-Anak, Pembelajaran Kosa Kata.*

I. PENDAHULUAN

One of the English subskills that needs to be taught to the students is vocabulary because it plays a crucial part in all other language skills. Without grammar, very little can be communicated, whereas without vocabulary, nothing can, according to David Wilkins in Thornbury (2016). In other words, vocabulary is the first skill that language learners must acquire in order to learn a language. When listening, a student's vocabulary affects how well they comprehend the teacher's speech, the class conversation, and other talks. The words they use when speaking have an impact on how effectively they convey a message. Students were still had difficulties in the English learning process, particularly when learning vocabulary. According to Coleman and Michael West (in Subyakto, 2012), vocabulary is one of the most important aspects of teaching a language. The student and teacher cannot speak, listen, read, or write unless they have a vocabulary. There were several issues with learning vocabulary: they didn't have a large vocabulary; the students still struggle to memorize vocabulary; the school lacks a language laboratory; the teacher does not frequently expand the students' vocabulary; or the students are bored with the teaching technique. It gives students the impression that English is difficult to understand and makes them bored. As a result, the skills are important to mastery because they help students master their vocabulary lists.

Based on the results of observations made by researchers while participating in the teaching practice program at SMP Negeri 03 Kabupaten Sorong on September 7th 2022. The researcher found that many students in 7th grade experienced some difficulties in learning English, especially in mastering English vocabulary which affected students in learning English at school. The researcher found that the student's problems in learning English vocabulary such as; (1) students were still unfamiliar with English because they did not receive English lessons in elementary schools; (2) some students have difficulties in remembering vocabulary and they often even forget the vocabulary that has just been delivered or learned; (3) some students have fairly good vocabulary but need to be further improved; (4) the students only know that nouns are only objects that can be seen and touched, they do not yet understand that places and people are also nouns; (5)

researchers have asked them and they said that learning English is difficult and make them less interested in learning English.

Based on the problem above, the researcher used nursery songs in learning English to increase student's vocabulary. The majority of young students like singing songs. Young learners feel delighted and relaxed when they sing along to a song because it is such a joyful pastime. Singing a song can be used as an alternate teaching method for English to young students. It appears that employing songs in the classroom can provide the instructor with a welcome respite that can be incorporated into the curriculum (Blondel & Miller, 2011). Songs may be used to teach students of various skill levels, and even teachers with a limited supply of resources can make good use of them (Bodden, 2010). It was determined that using nursery songs to teach vocabulary is one of the good media for motivating junior high school students to learn vocabulary. Junior high school students are given the opportunity to acquire vocabulary in a different way while also having fun in class by employing nursery song.

KAJIAN TEORI

2.1 Definition of Vocabulary

Thempleton (2004) claims that a person's or group's vocabulary is made up of all the words they use, understand, or command. Speaking and writing with language is referred to as using expressive vocabulary, which is used to convey concepts. When reading and listening to speech, it is referred to as comprehending vocabulary; the terms "receptive vocabulary" and "hearing and reading vocabularies" are used interchangeably.

Vocabulary becomes the most important aspect in learning English. Some specialists discovered the definitions of vocabulary. Thempleton (2019) asserts that vocabulary is the collection of words used by comprehended by, or under the control of, a specific individual or group. It was utilizing. The term expressive vocabulary is used to describe language utilized in speaking and writing describe the concepts. Understanding vocabulary when listening to a speech is referred to as and reading; listening and reading are referred to as having receptive vocabulary. According to Barnhart (2008), a person's vocabulary is made up of a variety of words that they utilize to function and communicate. The foundation of language is vocabulary, which supports participant

2.2 Definition of Nursery Song

Generally written by an anonymous author, a nursery rhyme is a brief lyric or song for kids. These poems are "very rhythmic, neatly rhymed, and popular with tiny children" (Temple, Martinez, & Yokota, 2015). In North America, the older "Mother Goose Rhymes" were still frequently used in elementary classrooms. These rhymes were considered traditional ones for young children in Britain and many other nations. Their usage dates from the 19th century. Betsy Hearne, referenced by Norton and Toohey (2011), highlights the allure of these rhymes and observes that "Nursery Rhymes were only a step away from song in their fluctuating rhythm and compacted tale elements." Nursery rhymes, as opposed to lullabies, were seen as waking songs; they contained interesting phrases that adults might sing to or chant with children. Because of the strong oral tradition behind many of those anonymous verses, one could frequently discover echoes of these poems in collections by later writers.

2.3 Activities In Teaching Vocabulary Using Nursery Song

Curtain and Dahlberg (2019, referenced in Rubio and Conesa, 2015) propose the following approaches for teaching vocabulary in the classroom using nursery rhymes:

First: get the students ready.

Tell them what the are about, use visuals and motions to help them learn the song, and play the audio or the whole rhymes so the students know what they are going to perform.

Second: Go over the words again.

Ascertain that the children grasp the terms or, at the very least, the crucial words. They will then love singing the rhymes.

Third: Sing the song word for word.

Say the song out loud, line by line, and have the students repeat the words. If the song is written on the board, use a pointer or a ruler to keep track of the words.

Fourth: sing one line at a time.

Sing the first line of the song to the students, then ask them to repeat it. Repeat the first line numerous times until the student can sing it on his or her own. Then, practice the first line followed by the second line multiple times until the students are able to sing independently. Practice until you get to the last line. Finally, put the tune together.

Fifth: incorporate rhythmic accompaniments.

Begin with clapping, finger snapping, foot stamping, or hand shuffling to rhythmic accompaniment. In this research, the researcher adapted the teaching procedures from Curtain and Dahlberg (2004) as mentioned above. The procedures were follows:

1. The researcher made sure that all students were ready to learn, tell students about the nursery song that will be played, all students listen to the nursery song being played carefully, repeat the song several times until students are familiar with the song.

2. After the students were familiar with the song, we can guide the students to sing the song together.

3. After playing the nursery song, the researcher asked students what they could understand from the song that has been played,

after they have expressed their opinion, tell them what the song was about.

4. Asked the students again what words they could understand from the lyrics of the nursery song and what words are unfamiliar to them. after that, the researcher explained to them the meaning of the word they don't understand.

5. Discussed the words obtained from the song with the students and classify the words, especially focusing on the nouns contained in the song such as things, people, and places.

6. Then, asked students the meaning of a difficult word, randomly to make sure they understand the word discussed earlier. after

making sure everyone understands, we can give assignments to students related to the vocabulary used in the nursery song that

has been sung.

In this study, the researcher played one nursery song with a different theme and topic at each meeting in the experimental class. At the first meeting the researcher taught vocabulary using a nursery song entitled The Lunch with the topic of food, at the second meeting there was nursey song entitled What Do You Do? With the topic of places, and the third meeting there was using nursery song entitled Where Are You Going? With the topic of place. These songs were chosen because it was relevant to the topic being taught and it was simple for students to understand.

II. METODE PENELITIAN

The research used a pre-experimental design with quantitative data. Pre-experimental design is a research technique that assesses how the researcher's intervention affect the experiment before the actual experiment was conducted. The simplest type of study design is pre-experiments. In a pre-experiment, one or more groups were observed after receiving a treatment that is thought to affect change. Pre-test and Post-test are the two forms of the pre-experimental design. The pre-test was given to the students by the researcher to ascertain their vocabulary. The treatment was delivered by the students while employing a nursery song. The students complete the post-test at the end. The post-test was used by the researcher to determine whether or not the influence was on their vocabulary teaching.

III. HASIL PENELITIAN

This research was conducted five meetings. The researcher gave a pretest at the first meeting to know the score of students before they were given treatment, and the last of meeting gave a posttest to know the score after they were given treatment.

In the second meeting, the researcher conducted treatment by teaching vocabulary using the nursery song. Before starting the learning activity, the researcher prepared the tools used for teaching, such as a projector and loudspeaker. When the learning activities began, the researcher showed a nursery song video entitled The Lunch with the theme of food. The researcher showed the video several times until the students got used to it, then guided all the students to sing together. After that, the researcher discussed with students the meaning of the song. Then, the researcher asked students to mention the vocabulary related to food in the song. Then, the researcher explained the vocabulary and its translation according to the song, namely chicken nuggets, carrot sticks, grapes, potato chips, rice, beans, leafy greens, tomato sauce, bread, ham, cheese, broccoli, apple, sandwich, potatoes, roast beef, peanut butter, and celery. Then, theresearcher recited it with all the students until they could pronounce it correctly and understand the vocabulary that had been taught. To ensure that all students understood, the researcher gave questions about the vocabulary to the students randomly.

In third meeting, the researcher taught the same method as in the previous meeting by showing a nursery song entitled what do you do? This song is themed about profession. The vocabulary taught in this song are astronaut, athlete, firefighter, builder, doctor, businessman, artist, police, dancer, musician, teacher, and chef. At the fourth meeting, the researcher taught vocabulary with the topic of place and showed a nursery song entitled where are you going? The vocabulary taught in this song are shop, park, pool, bank, shopping mall, library, amusement park, bus stop, airport, subway station, zoo, and beach.

During the teaching-learning process, the students gave good response. The students become more active, cheerful, and motivated in learning vocabulary and more enthusiastic while they are doing the instructions in the treatment. When researcher ask the students to spell the vocabulary that gives in the treatment, they tried the best to spell it.

In this research, it was also found that nursery rhymes were good media for learning vocabulary. It can be a fun activity that can attract the students' interest and motivation in learning vocabulary because the characteristics of nursery rhymes are interesting and delightful to remember. The implementation of nursery song made the

students easily memorizing the vocabulary, they didn't require much effort and didn't waste much time to memorizing the vocabulary. It was supported by the repetition of words in the nursery song. As stated by Tze Lui in his Journal that nursery rhymes make the students motivated and feel excited to learn English because the song has facilitated by vocabulary retention. Bodden & Bradley (2014).

Based on the result of research, it has shown that nursery song influenced students in learning vocabulary from the result above, it can be seen that the result of students' posttest in experimental class was higher than in the control class. The result indicated that there was an improvement in the students' vocabulary mastery by using Nursery Song. That was evidenced by the mean on pretest was (63,5) and the students were improved on posttest is (98,00). Where the mean score on posttest was (98,00) with the KKM (70). In addition to the normality test with the result of the P-value < (0,05), H0 was rejected and Ha was accepted. So that the alternative hypothesis (Ha) was the use of nursery song influence in learning vocabulary at seventh grade of SMP Negeri 3 Kabupaten Sorong.

So, in this research, the researcher found that there was an influence of using nursery song in learning vocabulary at seventh grade of SMP Negeri 3 Kabupaten Sorong.

V. KESIMPULAN

Based on the result of the study, it could be concluded that research conducted was an experimental study that through nursery song in learning vocabulary. The result showed that applying the nursery song was influence in teaching vocabulary. It can be seen that the result of the normality test was P-value $(0,00) < (0,05)$, which means that there is a significant difference between the pretest and posttest. So, the alternative hypothesis was accepted (the use of nursery song influence in learning vocabulary), and the null hypothesis is rejected. In addition, the mean score on the pretest (63,5) improved on the posttest (98,0).

It was determined that using nursery song to teach vocabulary was the good media for motivating junior high school students to learn vocabulary.

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