



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

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Abstract

The objective of this research is to find out whether or nor the use of Nursery Song influence in learning vocabulary at seventh gradde 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 multiple- choose 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.

Keywords: *Nursery Song; Learning Vocabulary*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Nursery Song berpengaruh dalam pembelajaran kosakata di kelas tujuh SMP Negeri 3 Kabupaten Sorong. Terkait dengan penelitian ini menggunakan desain penelitian kuantitatif prakteksperimen. Desain penelitian ini adalah one group pretest-posttest. Sampel penelitian ini adalah siswa kelas tujuh dan totalnya 20 siswa. Dalam pengumpulan data, peneliti menggunakan tes kosakata dalam bentuk pilihan ganda yang terdiri dari 20 pertanyaan untuk pretest dan posttest. Dalam menganalisis data, peneliti menggunakan program SPSS 20 untuk menghitung data penelitian. Hasil temuan penelitian menunjukkan bahwa hasil uji-t adalah nilai P (0,00) < (0,05). Artinya H0 ditolak dan Ha diterima. Hipotesis alternatif (Ha) adalah ada pengaruh dalam pembelajaran kosakata menggunakan lagu anak-anak antara pretest dan posttest. Selain itu, dapat dilihat dari nilai pretest (63,5) yang meningkat dari posttest (98,0). Dapat disimpulkan bahwa ada pengaruh penggunaan lagu anak dalam pembelajaran kosakata.

Kata kunci: *Lagu Anak; Pembelajaran Kosakata*

I. INTRODUCTION

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 singingsongs. 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.

II. THEORETICAL STUDIES

Previous Related Study

There were some researchers that had underline the similar method. Some of those following findings were:

First, SARI (2008) conducted a study entitled "*improving students' Pronunciation Using Nursery Rhymes for The Fifth Grade Students Of SDN 03 Kranjakuon Kaliwungu Kendal: An Action Research*". The purpose of this study was to describe the implementation of teaching English pronunciation through Nursery Rhyme, the results of teaching pronunciation through Nursery Rhyme, and the students' reactions to the implementation of teaching pronunciation through Nursery Rhyme. The researcher used the nursery Rhyme technique to achieve the research objectives, which included four steps: planning, implementing, observing, and reflecting. The study took place at SDN 03 Krajkulon Kaliwungu Kendal.

Second, Li -Shan Wu (2015) conducted a research entitled "Application of English Songs and Nursery Rhymes on Developing Taiwanese Children Phonological Awareness and Learning Motivation". The present study aimed to explore the effects of English Songs and Nursery Rhymes Instruction on Taiwanese young children's English learning motivation. The main findings of the study showed that English songs and nursery rhymes instruction facilitated the development of young Taiwanese students' English learning motivation and the development of their behaviors, such as singing, dancing and performing in front of the class.

Based on the previous research mentioned above, it could be concluded that nursery songs can be used as an easy and fun media for learning English for students. There are differences between the previous research and this research, namely related to the participants involved in the research, the type of student sub-skills to be achieved, namely pronunciation, and the focus of research achievements in previous studies, namely related to student motivation and courage. In this study, the researchers focused on using nursery

songs as a media for teaching vocabulary and the participants involved are seventh grade students of SMP Negeri 3 Kabupaten Sorong.

III. RESEARCH METHOD

Design and Samples

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.

Table 3.1 One Group Pretest-Posttest Design

Pretest	Treatment	Posttest
Y ₁	X	Y ₂

Note:

Y₁ = pre-test

X = teaching vocabulary using nursery song

Y₂ = post-test

III. RESEARCH RESULT

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, the researcher 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

The Students Vocabulary in Pretest and Posttest

Table 4.1 The Rate Percentage Students Vocabulary of Pre-test and Post-test

No	Classification	Range	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	90-100	4	20	20	100
2	Good	70-89	8	40	0	0
3	Fair	50-69	7	35	0	0
4	Poor	30-49	1	5	0	0
5	Very Poor	10-29	0	0	0	0
Total			20	100	20	100

Table 4. show the rate percentage students vocabulary of pretest and posttest. In pretest there are (1%) student get poor score, there are 7 (35%) students get fair score, there are 8 (40%) students get good score, and there are 4 (20%) students get very good score. In posttest 20 (100%).

Mean Score and Standard Deviation

Table 4.2 Mean Score and Standard Deviation

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	63.50	20	14.151	3.164
	98.00	20	2.991	.669

Table 4.2 show that the mean score of students in pre-test is 63.50 with standard deviation is 14.151 while, in post-test is 98.00 with standard deviation 2.991 it indicated that mean score of the students in post-test is higher.

Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttest	.149	20	.200 [*]	.942	20	.265
pretest	.144	20	.200 [*]	.944	20	.281

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above used to know whether the data is distributed normally or not. In this research, the kind of normality test used is Shapiro-Wilk because the total of the sample is less than 50. In pretest the significant score is 0.265 and in posttest the significant score is 0.281. So, in both of pretest and posttest the data is distributed normally because the significant score is higher than 0.05.

T-Test Result

Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference								
				Lower	Upper							
Pair 1 pre-test- post-test	-34.500	14.591	3.263	-41.329	-27.671	-10.574	19	.000				

The data analysis above use to know the whether there is significant different score between pretest and posttest or not. Statistically, there is a different score if the P-Value smaller than 0.05 and there is no different score if the P-Value higher than 0.05. from the data above, we can see that there is a different score between pretest and posttest because the P-Value (0.000) smaller than P-Value (0.05). It means that the students' vocabulary score between pretest and posttest is significantly different. In other word, it can be stated that there is a different after giving the treatment.

V. CONCLUSIONS

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 $< (0,05)$, H_0 was rejected and H_a was accepted. So that the alternative hypothesis (H_a) was the use of nursery song influence in learning vocabulary at seventh grade of SMP Negeri 3 Kabupaten Sorong.

Based on the explanation previously, it seemed that nursery song was good media in learning vocabulary. 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 also found that 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), in addition, nursery rhymes can be fun activity that can attract the students' interest and motivation in learning vocabulary, because the characteristic of nursery rhymes are interesting and delightful to remember. 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.

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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