

A STUDY ON THE IMPLEMENTATION OF SONGS IN TEACHING VOCABULARY

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ABSTRAK

Tujuan penelitian ini adalah untuk menganalisa, mendeskripsikan, dan menjelaskan tentang penerapan lagu di kelas penguasaan kosakata. Penelitian ini dilakukan secara kualitatif melalui metode penelitian kepustakaan. Sumber-sumber data sekunder yang dianalisa, deskripsikan, dan dijelaskan dalam studi ini diambil dari publikasi ilmiah dari tahun 2010-2019 pada tingkat pendidikan TK sampai perguruan tinggi. Sumber data terdiri dari 10 publikasi ilmiah, delapan skripsi dan dua artikel jurnal. Hasil analisis deskriptif data menunjukkan penerapan lagu oleh peneliti terdahulu dilakukan dengan mengintegrasikan pembelajaran kosakata dengan lirik lagu menggunakan langkah-langkah sebagai berikut: 1) menjelaskan kata/topik (kata benda, kata kerja, atau kata sifat); (2) memberikan lirik lagu kepada siswa EFL (sebagai kelompok atau individu); (3) memutar lagu setidaknya dua kali; (4) meminta siswa EFL untuk mengidentifikasi kosakata atau ekspresi yang mereka temukan dalam lirik lagu yang disediakan; (5) mendiskusikan lagu yang dia mainkan dengan siswa EFL dan menanyakan pendapat siswa EFL tentang lagu yang mereka dengarkan; (6) meminta satu siswa EFL untuk menuliskan jawabannya di papan tulis; (7) Jika jawaban benar, guru akan memberikan umpan balik kepada siswa EFL dengan melengkapi siswa yang memiliki jawaban benar dan; (8) Jika jawabannya salah, guru akan menjelaskan jawaban yang benar kepada siswa EFL beserta alasannya. Semua sumber data sekunder menyiratkan bahwa penerapan lagu memberikan contoh yang jelas bagi siswa EFL dan mengurangi stres mereka selama pengalaman penguasaan kosakata mereka. Kesimpulannya, penerapan lagu sesuai untuk siswa EFL dari tingkat TK hingga SMA. Kemudian, implikasi penerapan lagu adalah membuat siswa EFL lebih terstimulasi untuk belajar kosakata di kelas EFL dan lagu merangsang siswa EFL untuk mengurangi tingkat stres mereka

Kata Kunci: lagu, penerapan, penguasaan kosakata

ABSTRACT

The objectives of this study are to analyze, describe, and explain the implementation of songs in EFL classes of vocabulary mastery by previous researchers. This study was conducted descriptively through Library Research Method. The secondary sources analyzed, described, and explained in this study were taken from the scientific writing published from 2010 to 2019 from kindergarten to university levels. The sources consisted of ten previous studies, eight skripsis and two articles. The results of descriptive data analysis show that the implementation of songs by previous researchers was done through integrating vocabulary learning with the song lyrics by using some procedures tha (1) explain the words/topic (noun, verb, or adjective); (2) provide song lyrics to the EFL students (as groups or individuals); (3) play songs for at least two times; (4) asks the EFL students to identify the vocabulary or expressions they find in the song lyrics provided; (5) discusses the songs he/she plays with the EFL students and asks the EFL students about their opinion regarding songs they listen to; (6) asks one EFL student to write the answer on the whiteboard; (7) If the answer is correct, the teacher will give feedback to the EFL

students by complementing those who have correct answers and; (8) If the answer is incorrect, the teacher will explain the correct answer to the EFL students and its reasons. All the secondary data sources imply that the implementation of songs provides clear examples for the EFL students and reduces their stress during their vocabulary mastery experience. In conclusion, the implementation of songs is appropriate for the EFL students from kindergarten to high school levels. Then, the implications of implementing songs are to make the EFL students more stimulated to learn vocabulary in EFL classes and songs stimulate the EFL students to reduce their stress level during the class.

Keywords: song, implementation, vocabulary mastery

INTRODUCTION

Reading develops language skills and vocabulary. It is a gateway to new knowledge. In this context, the students will come across new words that they rarely or never even heard of when they read a text. Reading activity is one of the ways to catch up information, knowing enough science concepts, knowing more information, understanding scientific books and technology written or published in English. Harmer (2007) states that reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get it all. Reading can also be seen as an interactive process between the reader and the text, which leads to automaticity or reading fluency (Adawiyah, 2019).

Many students in Indonesia face problems in reading comprehension. It is found by Mahyuddin (2019) that the major problem that students face in reading comprehension is guessing meaning from the context of the passage. It happens because students lack of vocabulary, do not know word meanings, and always check out the dictionary. To find the word they did not know, students always check out the dictionary to find the meaning of a word. Moreover, it is also found by Utami & Nur (2021) that during the pandemic, it is even harder for students to concentrate to what they read because the material is too long for students that make them less motivated.

During this pandemic, the creative teaching way is one of crucial factors in the process of teaching and learning. One of the methods is discovery learning. Discovery Learning Method was first introduced by Bruner (1961) who explained that students have to use the process of thought to find out the meaningfulness of something so that discovery learning occurs. When learners begin to go to school, learners should know basic structures of knowledge than know data, information which are boring and these data and information force learners to memorize a lot (Andrianah, Hasyim, & Unila, 2018). Instead of being "told" the content by the teacher, it is expected that students will

explore examples and by that, they will “discover” the principles or concepts, which are to be learned (Hanafi, 2016; Muliati, 2020). Additionally, Discovery Learning Method covers some points, they are: problem solving, learner management, integrating and connecting, information analysis and interpretation, and failure and feedback (Weibell, 2011:164).

Every strategy has both advantages and disadvantages. The advantages are found to be useful in the implementation of Discovery Learning Method. According to Nurdin & Ardiantoni (2016) found that Discovery Learning Method: (1) can form and develop “self-concept” on students, so they can understand basic concepts and ideas better; (2) it helps students use memory and transfer to new learning situations; (3) encourages students to think and work on their initiative, be objective, honest, and open; (4) encourages students to think intuitively and formulate their hypotheses; (5) gives intrinsic satisfaction; and (6) the situation of the learning process becomes more stimulating.

Based on the previous explanation, the researchers intended to investigate the implementation of Discovery Learning Method in reading comprehension at SMK Negeri 1 Terpadu Sindue, especially in grade eleven students. SMK Negeri 1 Terpadu Sindue. The research questions formulated were: (1) What are the students’ perceptions on the implementation of Discovery Learning Method in reading comprehension?; and (2) What are challenges that students face on the implementation of Discovery Learning Method in reading comprehension?

METHOD

This research was conducted by using qualitative approach. The qualitative approach is purposed to describe the perceptions or abilities of students. Additionally, the researchers used the survey research, specifically the one-shot survey design. According to Lodico, Spaulding, & Voegtle (2010), in one-shot survey design, surveys are given to participants at one point in time to gather the students’ perceptions about a current issue. In addition, the samples of this research were 30 students of SMK Negeri 1 Terpadu Sindue. In collecting the data, the researchers used questionnaire and interview to collect the data. The questionnaire consisted of 15 items in the form of statement. The

questionnaire in the form of statements was given to 30 samples of grade eleven students at SMK Negeri 1 Terpadu Sindue through google form.

The results of the questionnaire were analyzed and put into a diagram. The students only needed to put their answers which were divided into SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree) of the Likert scale. Other than that, The researchers interviewed 15 students through a semi-structured interview. The interview consisted of 10 items. It was in the form of semi-structured interview. The results of the interview were generalized and used as the supporting explanations. In addition, the results of the interview were correlated to the result of the questionnaire. The reason for generalizing the results of the interview was because the students had the same background knowledge in English.

To analyze the data, the researchers used qualitative data analysis. After the researchers collected all of data from questionnaire and interview, the researchers analyzed the data. Basic principle of qualitative research is that data analysis should be conducted simultaneously with the data collection (Coffey & Atkinson, 1996). The data analysis comprises data reduction, data display, conclusion and verification (Miles & Huberman, 1994). The data collected in the research were reduced from selecting, categorizing, reducing, displaying, and interpreting data. After reducing the data, the researcher presented the data into a diagram in order to make the data can be easily understood. The results of data analysis were displayed as the findings of the research. Finally, the last step was interpreting or drawing conclusion.

FINDINGS AND DISCUSSION

FINDINGS

The findings of this research are the analysis results of the students' questionnaire and interview. The objectives of the research are to investigate the students' perception on the implementation of Discovery Learning Strategy in reading comprehension and the challenges that the students face on the implementation of Discovery Learning Method in reading comprehension. The results of the questionnaire are used to answer the first research question which is about the students' perception. The results of the interview are used to support the results of the questionnaire and answer the second research question.

1. Questionnaire Result

In obtaining the EFL learners' responses, each statement has provided four degree of agreement to be selected by the learners. Those are SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree). The result of the data is shown in the percentage form.

Diagram 4.1 Discovery Learning Method gives me insights of learning materials



The first diagram shows the students' perception on the item about discovery learning method gives insights of learning materials. It shows that majority of the students agreed with the statement. It is followed by disagree response and strongly disagree response. The results notify that the students perceive discovery learning provides them insights of the learning materials.

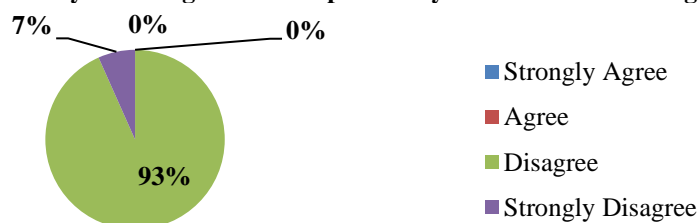
Diagram 4.2

By using Discovery Learning Method, I understand more of the topic that the teacher gives me



The second diagram shows the students' perception on the statement that discovery learning helps them understand more of the topic. Majority of the students disagreed with the statement. This result is followed by the strongly disagree response. Also, none of the students agreed or strongly agreed with the statement.

Diagram 4.3 Discovery Learning Method improves my motivation in reading



The third diagram shows the students' perception on the item that discovery learning improves their reading motivation. Based on the result, almost all of the students disagreed with the statement. It is followed by strongly disagree response. This can be noted that the students perceive discovery learning method does not improve their reading motivation.

Diagram 4.4 Discovery learning improves my analytical thinking



The eighth diagram shows the students' perception on the item that discovery learning improves their analytical thinking. Based on the result, more than half of the students agreed with the statement. It is followed by strongly agree and disagree responses.

Diagram 4.5 I find challenges in reading comprehension through discovery learning



The eleventh diagram shows the students' perception on the challenges they find in reading comprehension through discovery learning. The results notify that most of the students agreed with the statement. The result is followed by strongly agree response. None of the students disagreed or strongly disagreed with the statement.

2. Interview Result

To get additional information for the questionnaire results, the researchers interviewed half of the students consisting of 15 students. The results of the interview with the students were generalized because the students have the same background of English knowledge. The interview conducted was in the form of semi-structured consisting of 10 items. The content of the interview was adjusted to the contents of the

questionnaire. The interview with the students was done by using Bahasa Indonesia. However, in this part, the researchers interpreted the results of the students' interview into English and only explained the items that are strongly connected to the research questions.

To begin, the researchers asked the students about problems they found in learning English, especially to comprehend what they read. In line with it, the students explained the following issues that they faced in learning English, which include the difficulty in understanding reading text which is too long, unclear instruction from the teacher, lack of vocabulary, and the learning situation (current teaching and learning process during the pandemic).

In line with the item about Discovery Learning Method, the students answered that they are not familiar with the name of the method. The students explained that it was because the teacher did not mention anything about the method. The students added that based on the explanations from the researchers about the characteristics of Discovery Learning Method, the Discovery Learning Method has always been used in class. It is even more rapid through the pandemic that the students have to try to learn by their own.

Regarding the item about whether or not Discovery Learning Method helps the students to identify meaning in a reading passage, the students answered that the method does not help them that much. They explained that the teacher only gave them the material and the task, no further or specific information. It was because the teacher had limited amount of time to teach and the online English class was only once a week. The students also added that they did not comprehend the reading text entirely, not because of the teacher, but also because of their basics in English are not sufficient enough.

The researchers also asked the students about the whether or not the Discovery Learning Method improves their motivation in learning English. Most of the students explained that basically, English is difficult. It is even more difficult to learn English through the method during the pandemic. So, their motivation seemed to not be affected. The students provided clear explanations and are still related to the previous items asked by the researchers.

Finally, the researchers asked the students if they memorize information in a reading text by discovering the information by themselves. The answers of the students

are surprising that they said yes and no at the same time. The students explained that they do memorize the information, but at a certain point, they forget it, and memorize it again when they are triggered. In conclusion, the students' answers on the interview clarify their responses on the questionnaire. It shows that the students filled up the questionnaire by their own feeling and understanding.

DISCUSSION

Based on the research questions, the first research question is about the students' perception on the implementation of Discovery Learning Method in reading comprehension and the second research question is about challenges that students face on the implementation of Discovery Learning Method in reading comprehension. The answer of both research questions were obtained through giving questionnaire to the students. The questionnaire was given as the main instrument. To support the responses of the students' questionnaire results, the interview was conducted. The results of the interview clarify and strengthen the students' responses in the questionnaire regarding the research questions.

1. Students' Perceptions on the Implementation of Discovery Learning Method in Reading Comprehension

To answer this question, it is important to analyze the results of the questionnaire on all items. As the results were analyzed, the students perceived that Discovery Learning Method is effective in some points. This includes: gives students insights of learning materials, allows students to explore the reading material, makes students more active in class, improves the students' analytical thinking, and gives students an opportunity to discover information collected earlier with friends.

2. Challenges that Students Face on the Implementation of Discovery Learning Method in Reading Comprehension

The use of Discovery Learning Method is not new for the students. It has been implemented in their English classes for years, but the students are just not aware of the name of the method. This is supported by the result of the interview with the students. By interpreting the questionnaire results, the challenges that the students faced were

caused by so many factors. In addition, it was also confirmed by the students during the interview. They all agreed that there are challenges on the implementation of Discovery Learning Method in reading comprehension.

Based on the interpretation of findings and supported by interview results with the 15 students of SMK Negeri 1 Terpadu Sindue, the students four main challenges related to comprehending the reading text. The challenges include: the difficulty in understanding reading text which is too long, unclear instruction from the teacher, lack of vocabulary, and the learning situation (current teaching and learning process during the pandemic). The four challenges that the students face are still connected to the concerns and explanations by numerous experts.

First, the students' issue with understanding long sentence in the text provided. This is based on the interpretation of the students' responses in Diagrams 4.3, 4.9, 4.11, and 4.15. The long sentences they find in the text decrease their motivation to understand the meaning of the sentences during the text reading. This is in line with the students' responses on Diagrams 4.4, 4.5, 4.6, 4.7, and 4.10. This is also because the long sentences make students take more time to look for the correct answers and unfamiliar vocabulary. When the students feel uninterested with the teaching and learning materials, they tend to have difficulties in absorbing and memorizing the materials. Depending on the "too long reading text" from the teacher, it is important to use short reading passages to help the students understand more of the content of reading passages. One of the solution is to give students short stories. Handayani (2013) and Hasbaini, Yunan, & Asmaidi (2020) explain that giving short stories is a good solutions for students to understand the text. It is because most of the Indonesian students are not capable enough to understand long reading passages, especially for those who are not familiar with English vocabulary.

Second, the students find problems because of inadequate instruction presented by the teacher. Again, some students responded that this is because their limited vocabulary. Therefore, the explanation or instruction from the teacher seems to be difficult to understand. It is probably because the teacher chose a wrong skill to be improved which makes the students feel bored. Additionally, instructions are important in the teaching of reading comprehension. If the instructions are not given properly to the students, the students will find difficulties. This is in line with the explanation by

Iwai (2016) that explicit instruction is needed in reading classes so that the students will be perfectly guided to do the task given by the teacher.

CONCLUSION

Based on the data findings and analysis, the researchers concluded that the students perceive discovery learning method is ineffective to be implemented in reading comprehension classes. The students' perceptions are affected by four main challenges they face in reading comprehension classes. They are: the difficulty in understanding reading text which is too long, unclear instruction from the teacher, lack of vocabulary, and the learning situation. The long sentences in the text makes the students feel less motivated to understand the meaning because it takes extra time to check vocabulary. Inadequate instructions given by the teacher are hard to be followed by the students. In line with the previous points, the students cannot understand the text and instructions given by the teacher because they have limited vocabulary. Other than that, the students are also affected by their learning environment. This affects the students' interest and motivation in learning English.

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