
IMPROVING STUDENTS MOTIVATION IN LEARNING VOCABULARY THROUGH SELF MADE SONG AT SMP N 1 MUARA BUNGO

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ABSTRAK

Tujuan penelitian ini adalah meningkatkan kosa kata belajar siswa dengan menggunakan lagu yang dibuat sendiri. Metode yang digunakan adalah penelitian tindakan kelas (PTK) yang terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Data dari penelitian ini akan dianalisis dengan menggunakan dua metode analisis data. Analisis data kuantitatif digunakan untuk memeriksa dan menginterpretasi data dari tugas dan tes berbicara. Data yang diambil dari observasi, catatan lapangan dan wawancara akan dianalisis dengan menggunakan analisis data kualitatif. Lagu memberikan efek positif untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris. Penggunaan lagu ini juga memberikan pengalaman belajar yang berbeda bagi siswa, membangun kepercayaan diri siswa, membuat siswa tertarik pada kelas bahasa Inggris, mengurangi kecemasan mereka, dan membuat mereka lebih bahagia. Dari penelitian ini terbukti bahwa penggunaan lagu dalam belajar lebih efektif daripada metode konvensional. Dengan menerapkan lagu ini, siswa lebih kreatif dalam memperbarui pembelajaran untuk menghasilkan prestasi belajar yang lebih baik terutama kosa kata. Selain itu, lagu dapat membuat proses belajar mengajar lebih mengasikkan dan menyenangkan.

Kata Kunci : Peningkatan, Siswa, Kosa Kata, Lagu

ABSTRACT

This research aims at find out the improvement of students' learning vocabulary by using self made song. The method of this research was classroom action research (CAR) which consisted of planing, actioning, observing and reflecting. The data of this research will be analyzed by using two methods of data analysis. Quantitative data analysis used to examine and interprete data from task and speaking test. The data taken from observation, field note and interview will be analyzed by using qualitative data analysis. Teaching vocabulary through song gave more positive effect for improving students' motivation in learning English. The technique will gives different learning experience for the students, establishes students' confidence, makes the students interest in English class, reduces their anxiety, and makes them more happily. It expected proved that students' song is more effective than conventional method. By applying this song, the teacher suppose can be more creative in updating the learning in order to produce a better result in English learning achievement especially vocabulary. Besides that, song can make the teaching and learning process more fun and enjoyable.

Keywords : Improving, Students, Vocabulary, Song

INTRODUCTION

SMPN 1 Muara Bungo is one of the schools in location that is easy to reach and is in the middle of crowd of Muara Bungo town. The School accepts 200 students each year. The Students are from different elementary schools spreads out Muara Bungo with the age of 12 - 13. Not only the school of origin is different, but also the ability level and socio-economic of students are very diverse. Mostly their parents are farmers, labors, traditional merchants, and very few are civil servants. These all may affect the students learning.

Each class has at least 36 students. SMPN 1 Muara Bungo has a library room and audio visual to support learning activities. But teachers cannot make maximum use of the facilities for learning since most of the books are not interesting and some of audio visual equipments are damaged

Learning activities conducted in each class is based on the schedule. The most common method of teaching is lecturing. However, this method cannot give much meaning to the students for their learning. Students always have difficulties to develop their potential. Class VIII.1 for example, on learning the English language, lecturing method does not provide a positive response for them. Students seem to be lazy and have very low interest in learning English. They often do very few tasks given by teachers after lecturing. Most of them copy tasks from other students who they think more capable. Their activeness for learning in the classroom is very less. However, they know that motivation is essential part in the process of teaching and learning.

Gage and Berliner (1984:372) said that, "Motivation is the term to

describe what energizes a person and what directs his or her activity." That statement implies that motivation can be seen from the activities done by the learners. For example, when a student realizes that most of his or her friend speaks well, he/she is not only interested but also motivated to learn it.

(Dörnyei, 1998) states, "motivation is a multifaceted construct and the exact nature of the constituent components activated in a particular situation depends on greatly contextual factors." That statement shows that actually motivation already exists in every person and motivated the person automatically once there is a stimulus given (in this case is song).

According to Beck.G (1999:12), there are two kinds of motivation, intrinsic and extrinsic motivation. Each of them will be described as follows:

- a. Intrinsic motivation is a kind of motivation that comes from internal factor such as student needs, ambition, and expectation for success.
- b. Extrinsic motivation is a kind of motivation coming from outside factor like competition, good technique of correcting errors, and evaluation.

As the effect of the students' low motivation in the classroom their learning achievement as shown in scores of answering questions of tests is very low. These conditions often have made teachers confused.

Although the method of teaching is not the only key factor increasing student achievement, the spirit of force activation of students to learn through teaching method can provide a special experience to the students about the material that is being learned (Brown, 2007). Accordingly, the teachers need to

create a creative climate in a dynamic learning process. The use of songs as media of learning English is expected to become catalyst to students' improvement in their interest to learn.

Songs have been parts of the human experience. By using songs, the atmosphere of classroom becomes more relax and comfortable. According to Nambiar (1985:80), songs introduce an atmosphere of gaiety, fun, and informality in the classroom that is a far more conducive environment for language learning than a strictly regimented atmosphere. When the atmosphere of class is fresh. It will guarantee that the students feel fresh in learning vocabulary (Bateson-Toupin, Brady, & Gable, 2014).

According to Oestojic (1987:50), while listening to songs, students can experiment with foreign word, expression and in atmosphere of trust and relaxation; the students are ready to enjoy a new and precious experience. While listening to the songs, student are influenced to respond what the song tells about. It means that songs could encourage one to have motivation to learn vocabulary.

Generally, students like rock songs, religious songs, remix songs, love songs, and pop songs. Nambiar (1985:79) mentions that English songs, especially current pop songs, exert a great influence over young generation.

Listening to English songs can encourage and motivate students to respond to something that is new and beautiful and also to make students have motivation to learn English. While listening to music and song, the students can experiment with foreign words and they are

ready to enjoy a new and precious experience (Gushendra, 2017)

According to (Harmer, 2001), songs can be used to familiarize students with the frequency and variety of idiomatic expressions. It means that listening to songs is more pleasant for the students in memorizing vocabulary and than by listening to the news or text in English.

(Faliyanti, 2017) adds that songs give a great interest and tendency to attract attention of the people that other media lack. So English songs can support, create peaceful situation, and lead student to increase their English vocabulary.

In other words, we can say that songs provide an opportunity from classroom routine for vocabulary activities. And by using songs, teacher can apply his/her own way to improve students' creativity.

Based on the descriptions above then it may be concluded that the main cause of the problem is the weak design and teaching strategy done by the teacher in the class. The strategy has not been able to motivate students well so that the vocabulary mastery of the students' has not been successfully achieved. Teacher also tends to present how can students' motivation in learning vocabulary be improved by using self made song at grade VIII.1 SMPN 1 Muara Bungo.

METHOD OF THE RESEARCH

This research was classroom action research. The research was done on students of grade 8, of SMPN 1 Muara Bungo. This research was conducted in three cycles. Each steps consisted of: planning, action, observation and reflection. The researcher collected the data using qualitative and

quantitative method. Qualitative method consists of observation, field notes and interview.

The primary data of this research is student motivation in learning vocabulary. The increase or decrease of student's motivation on learning vocabulary was measured through research indicators; the activeness of students in doing vocabulary tasks at home and in classroom. The secondary data was student's score on vocabulary test. This data was collected by using test of vocabulary. Therefore the resources data of the research are records of students' activeness in doing vocabulary tasks at home and in classroom (during learning process) and students' vocabulary score after at every session.

The success of this classroom action research was determined by problems indicators. The indicators related to motivation increase in doing vocabulary tasks and students achievement of vocabulary learning as measured in observation sheet. In this research it was targeted that students motivation in doing vocabulary tasks to improve of about 50% from base line data and of 50% students score in vocabulary study from the starting data.

RESULT AND DISCUSSION

Research Learning English in the classroom VIII.I SMPN 1 Muara Bungo was done three cycles. Each cycle was done the observation level of student motivation. Indicators observation is the motivation students vocabulary tasks completion, motivation activeness doing vocabulary task in the classroom and the vocabulary test. The results observed in each cycle is presented as follows.

Initial Class Condition

The condition of the students before doing the action was not satisfied. It could be seen from the first observation before this research. Students' attitudes showed less response and less satisfactory answers on each question asked. This was caused by several factors, especially the low ability of teachers to manage learning that provide meaning and interest and attention of students. Other factor is the low self-motivated students to learn because of the wrong understanding that English is difficult. Other factors ,they were also too shy communicate with other friends. Students who have the ability to communicate in English. English can not afford to expression because often scoff by friend on the same age.

Learning facilities that are less also a factor supporting the success of the learning process barricade. Use of audio-visual aid can be a catalyst for student motivation to learn English. The results observed in each cycle and at each meeting showed in table 1 figure 1.

Table 1. Average Number of Students (%) according to the level of motivation in doing vocabulary tasks at home.

Motivation Level	Cycle		
	I	II	III
Highly motivated	18.52	20.37	26.85
Motivated	35.19	36.11	39.81
Fairly motivated	33.33	32.41	27.78
Less motivated	12.96	11.11	5.56

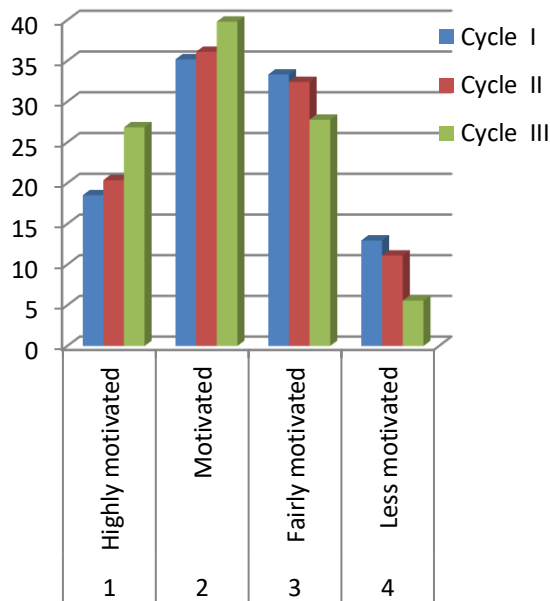


Figure 1. Level of students motivation in every cycle in doing vocabulary home work.

Table 1 showed that the number of students who completed the task of increasing on each cycle. Average percentage of the number of groups of highly motivated and 26.85% in the third cycle. The percentage of students in less motivated first cycle is reduced to be 12.96% 11.11% in second cycles and 5.56% in the third cycle.

The average number of students who were motivated until the highly motivated level in cycle three, also increased (Table 12 and Figure 3). On the first cycle, the number of students who were highly motivated were 18.52% and in second cycle were 19.44% and 27.78% in the third cycle. This increase followed a decrease in the number of groups with less motivated students from 12.96% in first cycle to be 4.63 in the third cycle, and the group of fairly from 37.96% in the first cycle became 26.85% in the third cycle.

Table 2. Average Number of Students (%) according to the level of motivation in doing vocabulary tasks in the classroom

Motivation Level	Cycle		
	I	II	III
Highly motivated	18.52	19.44	27.78
Motivated	29.63	31.48	40.74
Fairly motivated	37.96	35.19	26.85
Less motivated	12.96	13.89	4.63

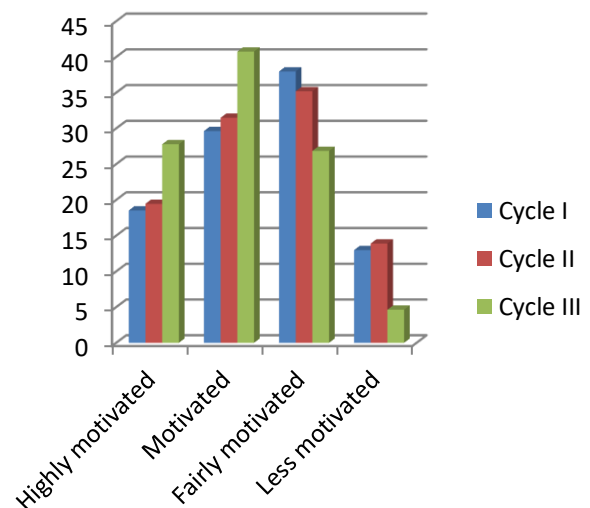


Figure 2. level of students motivation in doing the classroom vocabulary activities.

The increase number of students with higher vocabulary scores can be seen in (Table 1 and Figure 1). The number of students with high vocabulary scores in first cycle was 18.52 and 21.30 in second cycle and 26.85 in th third cycle . Students with less scores in first cycle and in second cycle decreased from 12.04 to 4.63.

Table 3. Comparison of students' vocabulary scores in every cycle.

Motivation Level	Cycle		
	I	II	III
Highly motivated	18.52	21.30	26.85
Motivated	32.41	37.96	49.07
Fairly motivated	37.04	28.70	19.44
Less motivated	12.04	12.04	4.63

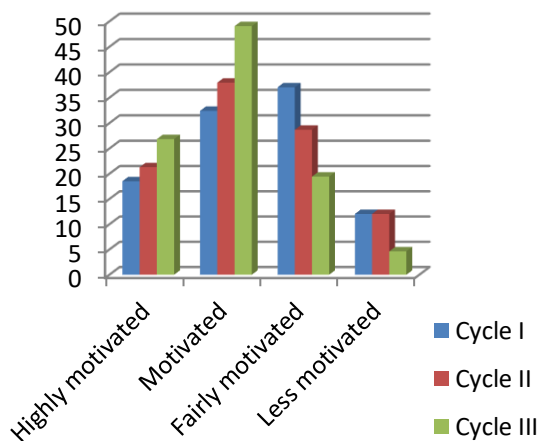


Figure 4. The Comparison of students' vocabulary scores in every cycle.

Growing number of students learning motivation measured through the three indicators is significant. This because of the use the songs during the learning activities in the classroom. The decreasing of students with less motivated was also significant even though the research cannot completely increase all students from less motivated to fairly motivated or motivated.

The growing up of the students vocabulary was quite evident and was quite significant in the third cycle. The self-made song was firstly studied by them in English.

CONCLUSION

Based on the results of research that has been described in the previous part of this article, it can be conducted found that: 1) Numerous students in the most highly motivated, individual indicators occurred in third cycle. It can be seen in increasing percentage of the number of students from each meeting, 2) The number of low motivated students would be decreased occurred in the cycle. Furthermore, there are some suggestion related to the developing this research; firstly, teachers should be able to try songs in their own work to stimulate students' motivation to master vocabulary. Secondly, English teachers need to develop methods of creative learning in helping students master vocabulary.

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