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Application of the Singing Method in Learning English Vocabulary as an Effort to Increase Student Interest in Learning

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Abstract: Singing is a fun activity for children. Therefore, this method can be applied in learning English vocabulary, which is in fact a foreign language. Vocabulary learning is the first step for students to learn a language. At this stage of vocabulary learning, a fun method is needed to eliminate the notion that English is a language that is difficult to learn. The aim of this research is to find out to what extent the singing method for learning English vocabulary can increase students' interest or motivation to learn. The research used qualitative research methods using interviews and documentation in the data collection process and used data collection, data reduction, data presentation, and data verification in the data analysis process. The research results show that using the singing method in learning English vocabulary can increase students' enthusiasm for learning. This can be seen from the enjoyable learning process, and this situation has an impact on students' scores, which have increased, namely Melia Nazwa Putri's mid-semester scores was 75, her final semester scores was 85, as well as Muhammad Iqbal Ashari's mid-semester score was 80 to 85, and Jessica Safa Arbenita's mid-semester score was 80 to 83. In this way, students' scores increased from the scores obtained during the mid-semester assessment (PTS) and the scores obtained during the final semester assessment (PAS).

Keywords: Singing Method, Learning English Vocabulary, Interest in Learning.

Introduction

English is one of the foreign languages that students must learn in today's globalized world (Nisa et al., 2024). English language skills are not only required but also critical to success in a variety of fields, including education, business, and cross-cultural communication (Widiastuti et al., 2013). Learning English has become a fundamental part of the curriculum in Indonesian education, including at the elementary school level (Rakhmawati et al., 2023). Now, with increasingly sophisticated technology, the use of English in various aspects of life is also increasing, such as in the use of applications, social media, and online

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communication (Andayani, 2022). Therefore, it is important for Indonesian students to have good English language skills to increase career opportunities and contribute to global development.

However, one of the most common challenges in learning English is students' low interest in learning frequently caused by factors such as a lack of interest in traditional teaching methods, a lack of student involvement in the learning process, and a lack of knowledge about English, so that it is considered difficult (Harlina and Yusuf, 2020). On the other hand, learning a foreign language at an early age is very important because it prepares children to have broader language knowledge. Therefore, mastery and understanding of English are very essential.

Writing, speaking, reading, and listening are the four skills that a person must master when learning English. Students must first acquire the basics, such as vocabulary. Vocabulary is taught so that students can grasp the basics of these four skills. Vocabulary is crucial since mastering comprehension allows them to understand what they write, read, hear, or say. Vocabulary is an important word in language (Putri and Rustipa, 2023).

To master the English vocabulary, students must read, remember, and even memorize it. Of course, if this activity is merely packed in the form of memorization, it will be quite uninteresting. And of course, it is the teacher's responsibility to package learning so that it becomes more engaging rather than monotonous by employing more fun learning activities such as drawing, playing games, and singing (Naimah and Wijaya, 2023).

Singing is one of the fun learning methods for students; it is also commonly employed in the field of education, particularly for children's education. The purpose of singing is to train and help students learn English skills, including vocabulary, pronunciation, and fluency (Pamungkas and Tohir, 2023). Aside from that, asking students to sing is a vital way to promote their development (Lestari, 2017). This is consistent with Davik's opinion, who believes that singing, particularly for elementary school students, can be utilized to improve children's speaking skills, hearing, and self-confidence (2020). Using the singing method for the language and topic being taught allows educators to create a more engaging and interactive learning environment, allowing students to actively participate in the learning process (Ananda et al., 2024).

Based on previous research data conducted by Marni Bawawa on the use of singing methods in learning English vocabulary to increase interest in learning, it is clear that using songs can improve the English language mastery of class VIII students at SMP Negeri 3 Merauke, and students are more motivated to learn English. Using songs compared to without using songs. This is evident from the results of the questionnaire obtained by the majority of students stating that the use of songs can help increase interest in learning (Bawawa, 2020). Further research conducted by Good, Russo and Sullivan showed that Ecuadorian children who spoke Spanish and learned English through songs had better abilities at remembering texts, pronouncing English vowel sounds, and translating terms from English to Spanish compared to children who learned through oral poetry. Therefore, the singing method can be intrinsically motivating, focus attention, and

enjoyable for students of all ages (Good et al., 2015). The singing method is believed to be able to create a more dynamic and interactive learning atmosphere, which can attract students' attention and increase their involvement. Therefore, this research is very important to test and confirm the application of the singing method in learning English vocabulary, as well as to provide innovative alternatives in teaching strategies that can be applied by teachers at various levels of education.

Thus, it is critical that English teachers select a teaching strategy that facilitates learning, particularly for novices who are learning the language for the first time. Utilization of enjoyable learning methods such as the singing method. The singing approach, which is said to make learning English simpler, is used in this instance by the English teacher for classes I through VI at MIN 7 Magetan. As a result, this has a significant effect on students' enthusiasm for learning English vocabulary.

Based on the facts presented above, researchers are interested in conducting research on singing methods for learning English vocabulary in order to increase students' interest in learning and determine the extent to which this interest influences the student's learning process and English achievement.

Method

The method used in this research is a qualitative approach. This means that the researcher is the primary instrument; the data collection technique is triangulation (combination); data collection is not led by theory but rather by facts discovered during field study and data that exists as is. According to (Sugioo, 2016) "qualitative research methods are often also called natural or naturalistic research methods because the research is carried out in natural conditions."

The method employed in this research is a descriptive-qualitative method. According to (Moleong, 2017) explains that the collected data is in the form of words, images, and not numbers. Interview scripts, field notes, images, videotapes, private documents, memos, and other official documents are the sources of the data. Since the researcher serves as the primary instrument in this qualitative research, their presence is therefore crucial and required.

The research was carried out at MIN 7 Magetan. Students and English teachers served as the research subjects. Interviews and documentation were the methods employed in this research to acquire data. Data reduction, data presentation, and conclusion-drawing are the three phases of qualitative data analysis (Sugiono, 2016).

Findings and Discussion

The Process of Learning English Vocabulary Using the Singing Method for Sixth Grade Students at MIN 7 Magetan

Learning the English language, and particularly vocabulary, still frequently occurs through traditional techniques in which the teacher pronounces, the students listen, and they repeat back what they hear. There are benefits and drawbacks to this approach, particularly when teaching English vocabulary to students who are

not familiar with the language. The notion that English is difficult to learn persists among students since the pronunciation and writing procedure differ significantly from Latin words, thus English teachers must innovate to ensure that the learning process runs smoothly and pleasurable.

In an interview conducted with Miss Purwitasari as an English teacher, she stated that:

"The problem that often occurs during the learning process is the lack of mastery of students' vocabulary due to the lack of daily habit of speaking English and the students' lack of interest in learning."

Therefore, the English teacher of the sixth grade at MIN 7 Magetan attempts to teach vocabulary in a fun learning technique. The fun learning technique describes an enjoyable real-life activity. This is not a novel form of language acquisition, but English teachers at this institution have used a variety of learning methods, including playing games and singing.

The fun learning method used by English teachers at this school is the singing method. This singing method was chosen because singing is an activity that is enjoyed by most people, especially children. It is easier for a student to remember a lesson with a fun learning process. So the singing method is one method that can attract students to learning English vocabulary. Through the singing method, students can learn to differentiate sounds, letters, words, and sentences and be able to pronounce them.

It is hoped that the development and use of the singing method will ensure that students can improve their mastery of vocabulary in English subjects and that the learning process will not become monotonous and enjoyable for students, and it is well known that learning vocabulary plays a very important role in supporting the success of language skills by increasing new vocabulary.

Teachers employ songs that are currently popular to teach vocabulary to their students. This makes it easier for the students to pick up and retain the vocabulary because they are already familiar with the songs the teacher has selected.

When selecting songs to teach vocabulary to students, teachers take into consideration a number of factors, including: The song's lyrics ought to be understandable, the song's language is not too challenging, the selected song's concept fits the child's world and is consistent with a well-known song from that era, there is not much singing in it, and the song makes an effort to tie in with the lessons the teacher is teaching.

Effendy explains in more detail in his book the stages and techniques for learning vocabulary or students' experiences in recognizing and acquiring the meaning of words as follows: a) Listen to the words. This is the first stage, namely by giving students the opportunity to listen to the words spoken by the teacher or other media, either standing alone or in sentences. b) Say the word. In this stage, the teacher gives students the opportunity to say the words they have heard. Saying a new word will help students remember the word for a longer time. c) Get the meaning of the word. At this stage, the teacher should avoid translation when providing the meaning of words to students, because if this is done, there will be no

direct communication in the language being studied, while the meaning of the words will quickly be forgotten by students. d) Write words. Students' vocabulary mastery will be greatly helped if they are asked to write the words they have just learned, considering that the characteristics of these words are still fresh in the student's memory. e) Make sentences. The final stage of this vocabulary learning activity is to use new words in a perfect sentence, both orally and in writing. Teachers must be creative in providing examples of varied sentences, and students are asked to imitate them (Effendi, 2005).

In the application process, learning vocabulary using the *singing method* starts with the teacher first introducing the theme that will be discussed, then the teacher writes some vocabulary related to that theme, and of course the teacher has provided the right song for the students. The application of the singing method in learning English vocabulary can be categorized into the following activities:

- a. The initial activity is that the teacher introduces the song that will be sung together, gives an example of how the song should be sung, and gives directions on how the applause sounds that accompanies it.
- b. An additional activity is that children are invited to dramatize songs, for example, "This is the thumb," by making movements pointing to the body organs in the song lyrics.
- c. Development activities, namely, the teacher helps children to recognize high and low notes with musical instruments.

The English teacher at MIN 7 Magetan applies fun learning methods, one of which is in sixth grade with the material "***Point of Compass***." The reason for using this fun learning method is because she wants to arouse students' interest in learning English so that it will cause students' mastery of English vocabulary to increase. Therefore, the teacher packages the "***Point of Compass***" material using the singing method so that the vocabulary taught can stick in students' memories and be more interesting, so that students can learn actively and have fun.

As for the course of English learning at MIN 7 Magetan, the teacher starts by greeting the students and asking how they are, then divides the students into 4 groups, each consisting of 5–6 students. After that, the teacher introduced the theme "***point of compass***," which would be discussed at the meeting at that time, and the teacher had also prepared vocabulary and songs that would be used in the learning process.

Group division is carried out so that students become more focused so that the teaching material they receive can be understood more quickly, and of course, this has a big impact on the desired learning outcomes. Once it is felt that the students are focused, the teacher begins to teach the vocabulary that has been prepared by singing it in front of all the students, and after that, the students begin to follow the teacher in singing. During this process, the teacher can assess the extent to which students are able to memorize vocabulary, and then the teacher can continue the learning stage to help students understand vocabulary.

The explanation of the meaning of vocabulary also uses different methods, such as synonyms, antonyms, word groups, body movements, and so on. This

varied method is used to avoid translation methods so that students' creative abilities become better trained and developed.

The Evaluation Process of Learning English Vocabulary Using the Singing Method for Sixth Grade Students at MIN 7 Magetan

To assess students' overall mastery of teaching material, teachers carry out regular evaluations at the end of every meeting or every chapter of the material that has been discussed for daily assessment, every mid-semester exam, and at the final semester exam. The form of evaluation given is in the form of exercises or tests, either oral or written. The oral test consists of memorizing vocabulary that has been studied and a written test in the form of multiple-choice questions, short answers, and essay. From this evaluation, teachers can determine to what extent students have mastered these vocabularies.

The results of applying the singing method in learning English vocabulary at this school show good results. This can be seen in the students' scores, which have increased from the scores obtained during the mid-semester assessment and the scores obtained during the final semester assessment.

Table 1. The Score of Mid-Semester Assessment and Final Semester Assessment of Sixth Grade Students at MIN 7 Magetan

Students (Coding)	Scores of mid-semester	Scores of final-semester
S 1	80	83
S 2	73	75
S 3	70	73
S 4	75	85
S 5	65	75
S 6	82	85
S 7	75	80
S 8	80	85
S 9	83	85
S 10	80	83
S 11	85	88
S 12	78	80
S 13	67	70
S 14	82	85
S 15	75	80
S 16	75	85
S 17	70	70
S 18	60	65
S 19	85	90
S 20	75	78
S 21	82	85
S 22	75	85

From the development of the scores obtained by students during the mid-semester and final semester exams, they are very different; the students' scores on the final semester exam are higher than their scores on the mid-semester exam.

Therefore, this singing method is very effective in learning English vocabulary. This value has developed due to using fun teaching methods so that students feel happy and enjoy the ongoing learning process. The development of these grades also influences students' enthusiasm for learning, so that they are motivated to improve their achievements.

It is important to know that students' learning motivation is influenced by many things, including students' goals and aspirations, students' abilities, conditions, and environment, dynamic elements in learning, and teachers' efforts in teaching students.

Conclusion

From the explanation above, researchers can conclude that the application of the singing method in learning English vocabulary at MIN 7 Magetan can be said to have gone smoothly and well. After applying the singing method to learning, it can be seen that students can remember the material or vocabulary that has been taught using the singing method previously in class.

The singing method is one of several learning methods used by English teachers at MIN 7 Magetan. The application of this singing method in learning English vocabulary can make students more interested and enthusiastic about learning in class. This can make it easier for students to understand the material (*vocabulary*) that is being explained by the teacher in class, and it can also make it easier for students to remember and memorize learning vocabulary that has been previously explained by the teacher in class. Because students feel that learning is more enjoyable in class and they find it easier to understand English material or vocabulary, this can increase students' interest in learning English so that they become more serious and active when learning in class.

Therefore, the use of appropriate learning methods can increase students' enthusiasm and motivation for learning, which indirectly has a big influence on their grades and achievements.

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