

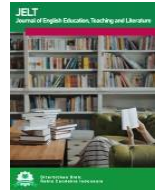


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Education Article

THE INFLUENCE OF ENGLISH SONG MEDIA ON IMPROVING THE VOCABULARY ABILITIES OF CLASS III STUDENTS OF SD IT UMMI DARUSSALAM

Adilla, Lathifah Noviyanti, Dini Maulidia Putri Lubis, Fadhilah Yunus

English Language education

Faculty of Tarbiyah Department of English Language Education

State Islamic University Of North Sumatra, Medan, Indonesia

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CORRESPONDING AUTHOR(S):

E-mail:adillaazalea2019@gmail.com

ABSTRACT

Learning models and media are one way to ensure that the learning process is not boring and becomes attractive to students, so as to obtain maximum results. The researcher took English as a subject because the condition of students in understanding foreign language vocabulary is still relatively low, so it is necessary to have a medium or intermediary in delivering it, one of which is using song media to make it easier for students to master the vocabulary taught by the teacher. This research examines the influence of the use of audiovisual media on the level of English vocabulary mastery of class III students at SD IT Ummi Darussalam, North Sumatra, Medan.

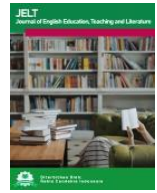


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I. INTRODUCTION

English is an international language and is a tool communication in the world. It is even more likely that English will be the language foundation of world civilization. Because English is an international language, language English is also a language that is in great demand nowadays. Many students do take courses to improve your language skills English.

There are skills that must be mastered in learning a new language namely speaking, listening, reading skills (reading), and writing (writing). Apart from these skills, in learning Foreign languages, especially English, are one of the important aspects that must be mastered namely vocabulary. To be able to improve these four abilities then

First you have to enrich your vocabulary. In learning which includes these four components, students must have a treasury good vocabulary. Vocabulary is a collection of known words or understood by someone and will be used to construct new sentences. By Therefore, it is important for every student to learn vocabulary from an early age.

Various types of vocabulary are given and taught to students in the process of learning English, if in learning a foreign language is English then the vocabulary given is English vocabulary. Vocabulary is the most important element in learning a foreign language. Vocabulary is the key to language mastery and is also considered one of the things which is important in learning a language which in this context is learning English.

Teachers need to understand the characteristics of the children they will be dealing with, teachers Able to design and plan activities that are interesting and conducive for his students. Providing English language teaching at school level The basis is different from teaching this foreign language to junior high school age children and high school level. Elementary school age students have characteristics and unique characteristics that can influence the learning atmosphere in the classroom as well as the teacher's selection of teaching and learning strategies. Among them is strategy

Teaching English that can be done is using songs. Song is an authentic language source. In using song media, almost There is no time limit for teaching English, students can use songs as language input as desired. Children can hum songs in whatever conditions and whenever they want, both inside and out outside of the classroom. Naturally they come into contact quickly with language English and can enjoy this learning process.

A variety of songs and games can be used for teaching English, such as vocabulary, pronunciation, and fluency. In terms of This song media can have an important function in the learning process.

In English language learning in elementary schools using audiovisual media tends to be very necessary. This is caused by the way students learn more suitable for actualizing the language learned in the form of real objects. For most students learning English vocabulary will be very it is difficult if it is only said or taught in a verbal form abstract. Students will learn certain words more easily if they are helped with real hearing aids. Therefore, audiovisual media is one of the right media for learning vocabulary mastery English. In line with that, English subjects are also taught at school The basis for introducing children to English from an early age. English in Elementary School is a local content subject aimed at providing participants Students can develop communication competence and have awareness about the nature and importance of English to increase competitiveness nation in a global society. However, in learning, students often hampered by unsupportive and inadequate learning media pleasant. Learning media that does not support and is lacking fun results in students not being interested in learning English and create learning outcomes that do not reach the Minimum Completeness Criteria (KKM) Based on the results of observations, it is known that out of 28 class III students in elementary school IT Ummi Darussalam, only a small portion can speak the language. From the results of Evaluation of student learning shows that students have mastery of English vocabulary low. The low level of mastery of English vocabulary is due to a lack of it the use of interesting learning media. Because of these factors So teachers should use media so that students are interested in learning the language and influences the level of mastery of English vocabulary well. In learning English in elementary schools, media is used audiovisuals tend to be indispensable. This is caused by the way students learn which is more suitable for actualizing the language learned in form real thing. For most students in learning English vocabulary it will be very difficult if it is only said or taught in verbal form abstract. Students will learn certain words more easily if assisted with real hearing aids. Therefore, audiovisual media is one of the right media for learning vocabulary mastery English.

English is one of the foreign languages given and taught to students. In article 38 paragraph 1 of the Education System Law National "The implementation of educational activities is based on the curriculum applies nationally and the curriculum is adapted to the circumstances as well environmental needs and characteristics of an education". Meanwhile the curriculum The local content of English contained in it is implicitly contained in that article. Although English subjects, especially in school circles basic English subjects have been removed, many elementary level schools which eliminates English subjects but there are still many schools who continues to carry out teaching and learning activities as usual, one of them The local content subject is English. However, at school level secondary school, English is still taught and tested on students. By Therefore, researchers want to provide solutions so that students understand better and master English as a basis and prepare yourself to carry out Higher levels will later go through a learning process fun and achieve the stated educational goals. Wrong the other uses image media, their sensory input works well namely involving many of children's senses, including hearing, sight, etc The aim of this research is to examine the effect of use audiovisual media on the level of English vocabulary mastery of class students III Ummi Darussalam IT Elementary School.

DISCUSSION

This research uses Class Action Research (PTK), which is an effort which is used to improve or increase the quality of learning. PTK is a model of professional development where teachers learn how students learn and how teachers teach, so teachers can correct learning deficiencies to influence learning students in class. PTK can be used to increase teacher self-reflection, improve learning progress, while fostering culture professionalism among educators. Therefore, PTK is development professional teacher, where he can carry out research in the classroom, which is called teacher science activities to develop new learning, for example use of communication methods and strategies to improve professionalism Skills. This PTK stage includes action planning, implementation action, observation, and reflection.

A. Planning

Planning is the first step when implementing PTK. Planning must be carried out carefully and thoroughly. There are 3 basics of planning, namely problem identification, formulation, and the solution. Each activity has sub-activities which are mandatory implemented to complete the planning stage. Therefore carried out document research activities, interviews with teachers, as well as initial observations. After agreeing on the main issues and solution, then tool preparation activities are carried out research for researchers as well as learning plans for tutor. Planning activities and subsequent discussions in cycle II it is carried out while the teacher monitors the results of the implementation previous cycle reflection activities. This activity makes an effort improve quality by strengthening strength at the same time replace existing weaknesses with other strengths.

B. Implementation

Implementation in PTK is carrying out what is planned in the first stage: action in the classroom. In its application, TPK is mandatory relevant to the plan and looks natural, not artificial.

C. Observation

Observation is a tool to take a picture as effectively as possible researcher's actions in achieving goals. Observations were carried out simultaneously with the implementation of activities. This stage requires observers who are willing to record all closely related events with the researcher's actions. Apart from taking notes, observers should also: make small notes to facilitate data analysis.

D. Reflection

Reflection is an activity that involves repeating something which has been achieved. Reflection is called "reflection". The meaning, the vision clarify weaknesses and shortcomings. Reflection and self-evaluation only takes place after the action is completed. Reflection is more effective when Researchers carry out actions through direct contact and conversation with observers and collaborators. The results of reflection are in the form of images emerging strengths and weaknesses. These results are used as material considerations for planning the next cycle. This research uses design of Classroom Action Research (PTK) where it is held in 3 cycles. Each cycle includes planning, implementation, observation, and reflection. This research was conducted on third grade elementary school students IT Ummi Darussalm. The research subjects were third grade elementary school students with a total of 28 people. Data collection techniques are used in this journal namely observation and documentation studies.

This research was carried out using learning steps or scenarios using audiovisual media. These steps are as follows: 1. Preparing for class, in this case students are first prepared to take part in the lesson. 2. Prepare tools that will be used in learning (laptop, loudspeakers). 3. Playback of audiovisual media (video/shows). 4. Reinforcement (question and answer, discussion) of the material provided through videos/shows. In learning, the teacher's step in making it easy for students to understand is when the teacher plays videos/shows. Students easily understand new vocabulary when the teacher plays videos/shows because it is during the video/show playback. In line with Ahsin (2016) stated that using audiovisual media can help students improve their listening skills by looking at pictures. Students can read the vocabulary, listen to how the vocabulary is said, and see examples or pictures of new vocabulary in the video/show. The use of multimedia-based media makes students happier in the learning process because there are elements of images, writing, sound and movement. After playing the video or show, the teacher's next step is to pronounce the material in English and then the students follow. The pronunciation is repeated until the student's pronunciation is correct according to the video/show that has been shown. This step will strengthen students' memories. 9 The use of video media attracts students' attention and enthusiasm. Researchers must several times invite and model students to imitate the pronunciation examples in the video. When the video is played, students become orderly and concentrate. Students also always ask for other videos to be played. Students also imitate the examples in the video actively and loudly. This is in accordance with the opinion of Cecep Kustandi and Bambang Sutjipto (2011: 64) that films and videos can present information, explain processes, explain complex concepts, teach skills, shorten or lengthen time, and influence attitudes. It can be seen that the students' attitudes change while watching the video, from noisy to calm. Students also become more active in learning. 10 Through the use of English Vocabulary media, examples from the teacher, students can understand the emphasis and accuracy of pronunciation of the vocabulary. Students who make mistakes in pronunciation can also correct them when the English Vocabulary media is read repeatedly by the teacher. Through the use of English Vocabulary media, students who initially only hear and imitate, they will start to see writing related to the images on flashcards and learn to spell the vocabulary, this is what helps students remember writing the vocabulary.

Conclusion

Based on the discussion of the research results that have been described, you can It was concluded that improving English vocabulary skills through The use of video media for students is by using flash media video to attract students' attention and model correct pronunciation. Video media is shown after students are introduced to the vocabulary taught. Students imitate examples from the video, then students and teacher ask questions answer the content of the video. Video media can improve language vocabulary skills English students at school. This improvement can be seen from the improvement in the four aspects pronunciation, namely fluency, accuracy, intonation (intonation), and stressing (emphasis). In other words, it can be stated that improving English vocabulary skills using learning video media it's very effective.

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