TEACHING VOCABULARY THROUGH SONG AND DIRECT METHOD AT JUNIOR HIGH SCHOOL

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ABSTRACT

This study examines the use of songs to determine students' vocabulary skills through the medium of songs. Learning media using songs is a suitable element used to improve vocabulary skills. The song lyrics contained in the song are able to provide new vocabulary for students. The first objective of this study was to examine the benefits of using songs for students' vocabulary. The second objective is to find out the techniques used by the teacher in developing the quality of the students' vocabulary. The method used is a qualitative research method. The data collection method used by researchers is document analysis. The data analysis method used in this research is to take samples from previous studies whose sources are documents, journal articles and quotes from experts. In contrast to previous studies, the data collection techniques used were observation and interviews. To analyze the data, an interactive model adapted by Miles and Huberman was used. In addition, based on previous research, there are students' problems in remembering vocabulary and understanding new vocabulary. It is known that students have problems in memorizing and understanding vocabulary. They easily forget some new words taught by the teacher and sometimes they cannot remember how to pronounce them. The results of this study indicate that songs are useful in increasing students' vocabulary.

Keywords: Vocabulary, Song, Direct Method

INTRODUCTION

Currently, materials and knowledge can be obtained anywhere. Learning is not only driven by books and writing; a lot of media have been created to make it easier to gain knowledge. Students as recipients of material need a bridge to achieve certain ability goals. Here is an important role of a teacher to bridge students in order to explore the world with knowledge. Along with rapid technological advances, language advances are also advancing and developing. Foreign languages, especially English, are currently very mandatory to master.

To enabling students use English as a foreign language, song can be used as a media and technique. Song is one way to express feelings by someone. Almost all people like the song as media in conveying their feelings, including students at the high school level (Jauhar Helmie & Susilawati, 2018). When someone likes something, they will be easier to remember. The song media used in the learning process is expected to make it easier for students to learn the material being studied, especially the vocabulary mastery material.

According to Nurteteng et al., (2018), the use of song in the classroom can stimulate very positive associations to the study of a language. They can also make the classroom situation more enjoyable for students and increase the students' interest to learn. Most song lyrics feature frequently repeated words. This repetition provides more opportunities for continued listening, so it can help improve vocabulary skills and can help them focus more on recognizing each lyric in a song (Hartini & Silvia, 2022).

Vocabulary

Vocabulary is the collection of words that an individual knows (Linse, 2006). There are some experts who give definitions of vocabulary. Hatch & Brown (1995) define that vocabulary as words for a particular language or a set of word that individual speakers of language might use. Laufer (1997) state that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language, without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Webb, 2005).

According to Sutrisno (2021), there are several other important components besides vocabulary that must be understood when learning English such as grammar and pronunciation, but without a good understanding of vocabulary, one will have difficulty mastering English. It can be concluded that vocabulary does not only discuss knowledge of words, but also the use of grammar and pronunciation in every utterance (J. Helmie, 2015).

If grammar and pronunciation are very important in the use of vocabulary, then of course vocabulary is an important component in a language. Vocabulary is an important component of all language use (Long & Richards, 1987). Vocabulary is also defined as a list of words and their meanings, especially in foreign language learning books. Meanwhile, according to French in Nasr's book (1975:60) "Vocabulary is the number of words that can be learned in a limited time". From the definitions above, we conclude that vocabulary refers to all language words.

Songs

Song is a beautiful musical accompaniment, having various genres and colors filled with pitched lyrics. Lyrics are a string of words sung in a song. Therefore, songs are a suitable element to be used as learning media to improve vocabulary skills. Songs is one alternative way to improve English especially on vocabulary. Wrenshall (2002) stated, "there is also plenty of evidence that songs help memorization, and the rhythm and rhyme of the lyrics can certainly help vocabulary as well". Using lyrical songs improved students' vocabulary and engagement, and the benefit of using song lyrics in the classroom is that songs are fun (Khoirulhadi, 2020).

Saricoban & Metin (2000) have found that songs can develop the four skill areas of reading, writing, listening, and speaking. Eken (1996) states that songs can be used to present a topic, a language point, lexis; to focus on common learner errors in a more direct way; to encourage extensive and intensive listening; to stimulate discussion of attitudes and feelings; to encourage creativity and use of imagination; to provide a relaxed classroom atmosphere; to bring variety and fun to learning.

Direct Method

The direct method has the meaning of a method that presents foreign language learning material where the teacher directly uses the foreign language as the language of instruction, and without

using the students' language at all in teaching. And if there are words that are difficult for students to understand, the teacher can interpret them by using props, demonstrating, illustrating, etc. In direct method, human learn vocabulary or language directly, where by "Direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without translation and the study of formal grammar. The first words are though by pointing to objects, pictures or by performing action" (Patel & Jain, 2008). Therefore, direct method is called natural method and this method helps learners to enjoy the language.

Larsen-Freeman & Anderson (2013) said that Direct Method receives its name from the fact that meaning is to be connected directly with the target language. According to Untari (2012, p. 3), the principal feature of the direct method is characterized, above all, by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of the translation as a technique. In direct method, human learn vocabulary or language directly, so direct method is called natural method and this method helps learners to enjoy the language (Sinaga et al., 2018).

METHOD

This research is a document analysis research to analyze the practice of listening to songs with the application as a medium. The study confirms the research objectives with a method to analyze a research result. However, the results of the description are not used to make more general conclusions. Arikunto in (Himawan, 2016) explained that document analysis is research conducted on information documented in recordings, both images, sound, writing or other forms of recordings commonly known as document analysis research or content analysis. Many things can be done to dig deeper into information than what is seen and observed through their observations. Document analysis begins with data collection of previous journal research documents, articles, and quotes from experts. For example, in developing teaching vocabulary through songs with applications as media, vocabulary with songs can encourage the correct use of language and is a unit (Huber et al., 2020). In this document analysis research, the process examined in this study is the development of the ability to add vocabulary with song lyrics in the application.

Instruments

Data collection was carried out by reviewing documents from several previous studies. Document analysis is the instrument used in this study. The answers and the results of the work done by the researchers are documentary evidence which is the core of this research. Therefore, the analysis of these documents is research examination and analysis which aims to obtain data that is controlled for its validity and reliability.

Data Analysis

Data analysis is the process of collecting, modeling, and analyzing data to extract insights that support decision-making. Qualitative data analysis was completed mainly by using data collected from documents, journal articles and quotations from experts. Qualitative data analysis is a craft — one that brings its own discipline. There are many ways to get an analysis that is "right"—precise, reliable, interesting, and credible—and that cannot be completely predicted in advance (Creswell, 2014). Therefore, after collecting data by searching from documents, journal articles, and citations from experts to support the results of this study.

FINDINGS

As previously mentioned, this study aims to analyze and find out the effectiveness of using songs and direct method for vocabulary skills based on research journals that have been carried out by further research. Some of the instruments used to search for research data include searching data from documents, journal articles and quotes from experts related to this research. Based on research using the document analysis method, it can be proved that the use of songs and direct method for vocabulary skills is effective.

CONCLUSION

This study examines the use of songs for vocabulary skills by using the application as the medium and the direct method as the method. The sources were taken from documents, journal articles, and quotations from experts. In sum, this study shows that songs are quite effective in increasing students' vocabulary.

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