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THE USE OF SONG MEDIA IN TEACHING CONJUNCTIONS IN GRADE IX OF SMP NEGERI 1 CIANJUR

Eka Rizky Fauziah

Erfauziah0709@gmail.com

Suryakancana University, Cianjur, Indonesia

ABSTRACT

The world of education is now under special scrutiny, as learning becomes increasingly digital. All educators are flocking to pursue knowledge to apply to students to avoid being left behind in digitalization. In learning, innovative learning media are needed, aimed at attracting students' attention and creating a new atmosphere in the learning process. This study aims to determine the effect of using songs in the learning process on the use of conjunctions among ninth-grade students at SMP Negeri 1 Cianjur. The method used was quantitative, using tests, questionnaires, and observations. The results showed that the use of songs had a positive impact, as evidenced by an increase in test results of 75.30, categorized as high. The learning process showed a very good category 80.2, obtained from observation results, and the questionnaire results showed a positive response with student responses of 90.5, categorized as very good. This indicates that the use of songs can generate a positive response, enabling students to use conjunctions in Indonesian language learning.

Keywords: learning media, songs, conjunction

INTRODUCTION

Indonesian language learning cannot be separated from text-based learning, which involves various types of literary and linguistic texts. It requires understanding, identifying, analyzing, and producing something from a text, and necessitates teaching methods or media that support learning activities to make the classroom atmosphere more engaging (Ningsih & Edi Saputra, 2025). Text-based learning aims to improve students' comprehension of reading materials. One type of Indonesian text taught in schools is descriptive text, which provides a depiction of an object and requires the use of conjunctions to ensure sentence cohesion. However, many students experience difficulties in using conjunctions appropriately in texts. Some students are even unable to identify conjunctions, resulting in poor comprehension of reading materials and limited knowledge of conjunction usage. In addition, it is necessary to create a classroom environment that fosters student enthusiasm so that learning focus can be improved.

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The selection of learning media and methods greatly influences students, particularly in learning conjunctions within descriptive texts. The low level of students' understanding of conjunctions is often caused by the lack of appropriate learning media, which affects students' focus during the learning process. High levels of focus enable students to engage deeply, participate actively, and better understand the material presented (Santika & Natasya Ariani, 2024). Learning activities become more dynamic and student involvement increases when suitable media are used. Learning media should therefore be attractive to stimulate motivation and enthusiasm (Helmi, Sayidah, and Taufik 2024). Learning media serve as tools for delivering information or messages that enhance students' learning processes (Afriana & Andi Prastowo, 2022). In the learning process, instructional media can be used at the beginning, during the core activities, or at the end of a lesson as evaluation materials commonly referred to as quizzes to measure the achievement of learning objectives and to support reflection.

There is various learning media used to measure students' learning achievement, including the implementation of quizzes in diverse formats, both digital and non-digital. The use of digital learning media represents an innovative approach and has become an attractive element in the learning process. One example is the use of song media, which can help relax students' emotions during learning. Song-based learning media can be utilized for both learning and playing, thereby creating a more enjoyable and engaging classroom atmosphere (Lestari & Liyana Sunanto, 2025).

Based on these issues, this study focuses on the use of song media to improve students' ability to use conjunctions in descriptive text learning among ninth-grade students at SMP Negeri 1 Cianjur. Previous relevant research was conducted by Handayati et al. (2013) entitled "*The Effectiveness of Using Song Media in Teaching Poetry Writing to Ninth- Grade Students at SMPN 5 Lubuk Basung.*" The study found that song media can attract students' attention and can be replayed according to learners' needs. Therefore, this research serves as a continuation and development of previous studies and is expected to contribute as a reference for future research.

Song Media

Learning in schools emphasizes innovation and creativity so that students not only gain knowledge but also experience comfort and enjoyment in the classroom. A pleasant learning environment can be created through creative teachers who strive to make learning enjoyable. One effective way to achieve this is by implementing song media in the learning process. Song media can help students understand conjunction usage more easily and increase their enthusiasm for learning, as it integrates both learning and play (Kurniawan & Siti Nur Asmah, 2020).



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Descriptive Text

Descriptive text is a type of text that describes an object by involving the five senses so that readers can vividly imagine the object through written language. (Imawati, 2017) states that writers must consider readers so that they can experience the object as if they were directly encountering it. A descriptive text is considered successful when it immerses readers and allows them to feel the described object.

Descriptive texts have distinctive characteristics, focusing on what is seen, felt, or experienced. The objects described may include things, places, colors, people, and others. In learning descriptive texts, it is essential to pay attention to linguistic rules, one of which is the use of conjunctions (Helmie 2015).

Conjunctions are connecting words that link words, phrases, or sentences and play a crucial role in creating coherence within a text (Talaar & dkk, 2024). Alisjahbana (in Sukarto, 2017) explains that conjunctions function to connect sentences or words, emphasizing that their role is not to equate sentences but to link them. Conjunctions are classified into three types: (1) coordinating conjunctions, (2) correlative conjunctions, and (3) subordinating conjunctions.

METHOD

This study employs a quantitative research method. The research subjects were 41 students of class IX F at SMP Negeri 1 Cianjur. The research object was the use of song media to improve conjunction usage in descriptive text learning.

Data collection techniques included tests, questionnaires, and observations. The test instruments consisted of pretests and posttests administered to control and experimental classes to measure students' abilities before and after the treatment. Questionnaires were used to determine students' responses to learning conjunctions using song media, while observation sheets were used to monitor the learning process.

RESULTS AND DISCUSSION

The findings of this study indicate a positive impact of song media on conjunction learning. Students completed pretests and posttests to measure learning outcomes.

Table 1. Statistical Results

<i>Descriptive Statistics</i>					
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Pretest Score	41	50	70	50,25	8,20
Post-test Score	41	65	90	75,30	9,50

This study aims to determine the effect of using song media on students' ability to use conjunctions in learning descriptive texts among ninth-grade students of SMP Negeri 1 Cianjur. The research data were obtained through a pretest and a



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posttest administered to 41 students.

Based on the results of descriptive statistical analysis, the pretest scores showed a minimum score of 50 and a maximum score of 70, with a mean score of 50.25 and a standard deviation of 8.20. These results indicate that students' initial ability to use conjunctions in descriptive texts was still relatively low and not yet optimal. After the implementation of instruction using song media, the posttest results showed a significant improvement. The minimum posttest score increased to 65 and the maximum score reached 90, with a mean score of 75.30 and a standard deviation of 9.50. This increase in the mean score indicates an improvement in students' ability to understand and accurately use conjunctions in descriptive texts.

The pretest results show that students' initial ability to use conjunctions was relatively low. After the implementation of song media, posttest results showed a significant improvement. The mean score increased by 25.05 points, indicating that song media positively influenced students' understanding and use of conjunctions in descriptive texts.

Observation results revealed that the learning process using song media was categorized as very good, achieving a score of 90.05%, based on indicators such as student participation, focus, and enthusiasm.

Questionnaire results also showed highly positive student responses, with an average score of 90.8%. Students agreed that song media created a lively and enjoyable classroom atmosphere, helped them understand the material more easily, and increased their motivation to actively participate in learning activities.

The comparison of pretest and posttest results shows an increase in the average score of 25.05 points. This finding proves that the use of song-based media has a positive impact on students' learning outcomes in the use of conjunctions in descriptive text learning. Overall, these descriptive statistical data provide strong evidence of an improvement in students' abilities in the learning process. Likewise, the observation results of the learning process conducted using song media in teaching conjunctions in descriptive texts indicate positive outcomes and fall into the *very good* category, with a score of 90.05% based on the achievement of several observed indicators, such as students' activeness, focus in listening to the material, and enthusiasm for learning.

Based on the results of the questionnaire distributed to 41 students of class IX F at SMP Negeri 1 Cianjur regarding the use of song-based media in teaching conjunctions, the students showed a very positive response. Overall, the average score reached 90.8%, indicating that students agreed or strongly agreed with all the statements presented. The most highlighted aspect was the effectiveness of song-based media in creating a livelier and more enjoyable classroom atmosphere. In addition, this media helped students understand the material more easily and made them feel more interested and motivated to be actively involved in every learning process.



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CONCLUSION

Based on the research findings, the use of song-based media can be considered effective and has a significant influence on improving students' learning in the use of conjunctions in descriptive texts. This is indicated by the final test score of 90, and the observation results also show a positive impact of the use of song-based media, with a score of 90.5%. In addition, students' responses were positive, as reflected in a score of 90.8%, indicating that students were more enthusiastic in the learning process.

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