

## USING SONG AND STORY-TELLING IN MASTERING ENGLISH VOCABULARY FOR ELEMENTARY STUDENTS

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### ABSTRACT

The objective of this study is to investigate whether teaching using song or story-telling is more effective in mastering English vocabulary for elementary students. The method of this research is quasi experiment. The data is analyzed by using t-test. Based on the data analysis, the results show that there is significant difference of student's vocabulary mastery those who are taught using song and those who are taught using story-telling. It was supported by the result of class experiment mean 79,83, median 80,83, modus 81, 83, standard deviation 7,30, while the result of class control mean 69.50, median 74, 25, modus, 71,5 and standard deviation 7,21. Based on t-test show  $t_{\text{counting}} = 5,620$  and  $t_{\text{table}} = 2,002$  with significance 5% or ( $\alpha = 0,05$ ) and  $dk = 58$  that it is meant  $t_{\text{counting}} > t_{\text{table}}$  ( $5,620 > 2,002$ ) and  $H_0$  is rejected and  $H_1$  is accepted. In short, teaching using song on students mastering English vocabulary is more effective than using story-telling for the fourth grade students.

**Key words:** vocabulary, song, story-telling

### ABSTRAK

*Tujuan penelitian ini adalah untuk mengetahui apakah pengajaran menggunakan lagu atau cerita lebih efektif dalam penguasaan kosa kata bahasa Inggris terhadap siswa sekolah dasar. Metode dalam penelitian ini menggunakan quasi experiment. Data yang dianalisis menggunakan t-test. Berdasarkan hasil analisis data, hasil penelitian menunjukkan adanya perbedaan yang signifikan dalam penguasaan kosa kata yang diajarkan menggunakan lagu dan siswa yang diajarkan menggunakan cerita. Hal tersebut didukung oleh perolehan hasil dari kelas eksperimen yang nilainya: mean 79,83, median 80,83, modus 81, 83 dan standar deviasi 7,30, sementara hasil dari kelas kontrol nilai yang diperoleh adalah mean 69,50, median 74,25, modus 71,5, dan standar deviasi 7.21 dan berdasarkan uji t menunjukkan  $t_{\text{hitung}} = 5,620$  dan  $t_{\text{tabel}} = 2,002$  pada taraf signifikan 5% atau ( $\alpha = 0,05$  dan derajat kebebasan ( $dk = 58$ ) yang berarti  $t_{\text{hitung}} > t_{\text{tabel}}$  ( $5,620 > 2,002$ ), maka  $H_0$  ditolak dan  $H_1$  diterima sehingga dapat disimpulkan terdapat perbedaan yang signifikan dari penguasaan kosakata antara siswa yang diajarkan menggunakan lagu and siswa yang diajarkan menggunakan cerita yang dibuktikan dengan hasil tes. Penggunaan lagu lebih efektif daripada menggunakan cerita dalam meningkatkan penguasaan kosakata bahasa Inggris untuk siswa di kelas empat.*

**Kata kunci:** kosa kata, lagu, cerita

## INTRODUCTION

Vocabulary is fundamental of a basic English learning for children. It is primary skill which should be mastered by them before they acquire another language skill, such as listening, speaking, reading, and writing. It means that vocabulary plays an important role in communication both speaking and writing. Richards and Renandya (2002) say, "Vocabulary is a core component of language proficiency and provides much of the basis how well learners speak, listen, read, and write." In order that, vocabulary is a main skill which should be mastered by the students in order to get and to understand the whole English skills. The problem may occur when students do not master the vocabulary well. They will not be able to comprehend the content of the text, they cannot speak fluently, and they cannot even write to convey their opinion or ideas.

Teaching English has become a trend to young learners nowadays. In every school, English is taught as one of the main subjects. Except in elementary school, English is considered as a local content subject. Since English becomes an international language, more and more people learn English as earlier as they can. Because English is as a foreign language, it means that English is not spoken every day. It becomes challenging for both students and English teachers. Students will forget the words which they have studied and teachers will always create teaching techniques and media to make students understand the context of learning.

The Department of National Education has prepared standard competency in the curriculum in 2004 which says that Indonesian students must be able to understand and to tell some information, to express their mind, feelings, and to develop their knowledge

about science technology and culture in English. In relation to that statement, English functions as a means of accessing information, making interpersonal relationship, exchanging information and knowing the culture of English. That is why; the purpose of the English lesson in Indonesia is to develop student's ability to communicate using English. Indonesian students cannot communicate English as easier as Indonesian yet, because English in Indonesia is a foreign language, so they use English only in certain places such as at school and in English course places.

As an English teacher, the writer experienced and observed at Roudhotun Nur of Islamic Elementary School Plus at Cikupa. Students joined an English class but they do not really enjoy it. They thought English is very difficult and it is a boring lesson. The writer can see from the experience and observation, although, some words have been taught in several times when the teacher asks about those words in the following meeting, most of students forget the words. Students do not really pay attention during learning process so that students always get difficulty to memorize or to say some words in English because they have lack of vocabulary and they forget the words which they have studied.

Words are the basic unit of language form. Without enough vocabulary, one cannot communicate effectively. Teachers, however, keep looking for ways to substitute rote repetition with more effective techniques and media to teach vocabulary is easier and more pleasant, in order to reach the basic competence as the target of basic learning competence.

The phenomenon and problems in the preliminary research above become a challenge for the writer to apply certain media to make students enjoy and love

their English class and also will help students to memorize all the words they have studied to improve their English vocabulary. Based on the preliminary research, the writer pays attention to research deeply by research title of "Using Song and Story-Telling in Mastering English Vocabulary for Elementary Students". Based on the writer's analysis, one of the important components to master those skills is that students should have enough English vocabulary. It is the fact that teaching vocabulary is a significant factor in language teaching. An English teacher should be creative to teach vocabulary in their English class.

In this study, the writer tries to apply two teaching media; using song and story-telling to help students' problems especially to improve their English vocabulary. The writer believes that by using these media, students will be motivated and much have attention for their English class so they will enjoy their English class. This is shown the fact that students of elementary still like to play and have fun; that is why, the technique of teaching English must be more interesting. On the other hand, when it is not interesting, students will be difficult to concentrate to follow the English lesson. Teaching young learners is not like teaching adults. Children have their own ways of learning. Since children like to play and have fun, the learning and the teaching technique must be suitable naturally for the children themselves.

The significance of this research was intended to give some contributions theoretically and practically to the development of language learning and especially in mastering English vocabulary. The result of this research hopefully would beneficially give additional information to all language learners and practitioners on the effect

that learning vocabulary using song and using story-telling can improve students English vocabulary, which actually to prove the theories that state there are differences of learning vocabulary using different media or method. It provides an insight of how students acquire English vocabularies and improve students' knowledge and ability to master English vocabulary at Roudhotun Nur Islamic Elementary School in Cikupa- Tangerang.

The result of this study was expected to be able to help and give insight to all language learners, other researchers and the English text book's author in general, the teacher and the students of SDIP Cikupa –Tangerang in specific, on finding the suitable vocabulary methods for improving their mastery of vocabulary for elementary school students based on the appropriate method. For the writer, this could be as an informative input. For other researcher, it could be as a reference whether using song and story-telling is able to improve students' English vocabulary. For the teachers, those media might be able to apply in teaching vocabulary and it will motivate the teacher to be more creative in teaching English vocabulary by using song or story-telling. For the students the result of this research will be an alternative media to teach English vocabulary.

By using this media, students are expected to be able to improve and to enrich their English vocabulary as well as to select the appropriate media or method. Finally for the English text book's author, the result of this study may give information about the way to extend the vocabulary mastery. Thus. In the future, text books used by students will provide good songs collection and interesting story in order to improve students' vocabulary.

Some studies of the effectiveness

teaching English vocabulary through song have been conducted by some scholars such as Buraidah (2004) who states that there have been various ways for making learning more interesting to young learners, and one of them is by using songs, playing games, telling stories, and drawing picture. In her research, she is interested in teaching vocabulary through the song because the young learners love song and enjoy singing. The researcher conducted her study in Bhayangkari Kindergarten 5. The result of this study showed that by singing songs, students can improve their vocabulary and pronunciation.

Medina (1993) made a study concerning English vocabulary exposure through songs. Medina's research studying a relationship (correlation study) between the instructional medium (music or without music) and extra linguistics support (illustration and without illustration) investigating whether music and illustration stimulated the English vocabulary acquisition or not. In her research, it is found that that the illustration and music was not statistically significance, though that the positive effect was produced between illustration and music.

Based on the study above, the writer may conclude that children would react to songs well simply because singing a song in another language often is easier than speaking. When it is at beginning of a lesson, song will assist learner to make a transition from their native language into English. The amount of vocabulary was acquired from singing a song and listening to the song.

The acquisition of vocabulary is possible from listening to stories as it is insufficient and inefficient that student needs direct instruction. In this study, he found that storytelling is as effective as more traditional method that is encouraging. Stories are far more

pleasant and students can gain other aspects of language as well as knowledge.

Garvie (1990) said that the good story telling is a combination of several factors. The teacher has to be an actor and be able to use her or his whole performance, especially of using eyes and voice to have a good effect. In some cultures where an oral tradition is strong, the skills of the storyteller are greatly valued. Furthermore, Rosen (1988) described the experiences of an English visitor to an African school. The teacher is telling a story, but not in the way Rosen did. An Englishman would tell it. She is dancing it, singing it, acting it. She tells it with her face, her voice, her whole body. The class completely caught up in the action. There is a song involved the whole class joins in without invitation.

Stories are excellent tools for teaching young learners, as they are simple and children do love stories. However it should not be the sole reason for the teachers to use stories as their teaching technique. Krashen (1989) said that students are incidentally acquiring vocabulary through stories because of two reasons, they are familiar vocabulary and unfamiliar words that the stories are clarified by picture illustration. Vocabulary and syntax are contained in the stories providing a meaning to less familiar vocabulary.

Jusoh (2009) has done a research on the effectiveness of storytelling in teaching and learning narrative in Malay. The result of this study is not excellent but the effectiveness of the storytelling technique can be taken as an effective technique in teaching and learning. Through the years, stories are chosen as Neyman (2002) said that stories can expose learners to their target language and culture as stories provide a rich context for developing a wide variety on related language and learning activities

personally, creatively, and actively. Learners also would positively enhance vocabulary and comprehension through story.

More words are acquired when the students are singing than speaking. Similarly, presenting illustration which communicated word meaning resulted in greater vocabulary acquisition. Yet the greatest vocabulary was acquired when stories were both song and illustrated in some ways. Therefore, the combination of song and illustration resulted in the largest vocabulary.

Words are basic things that human need to communicate in every situation and these words are called as vocabulary. Without vocabulary people cannot communicate each other. Therefore as a foreign learner it is considered important to master the vocabulary. By mastering vocabulary, students will be able to produce many sentences in spoken or written. According to Hatch and Brown (1997), vocabulary is a list or a set of words for particular language or a set of words that the user of the language might use. In addition, Cook (1991) states that vocabulary is a word which related one to another so the meaning depends on the context. It means that in learning vocabulary, students have to know and to understand the meaning, therefore they will use it in a meaningful context.

From the definition above, it can be concluded that vocabulary is totally the number of words in language that will be understood by the students or people to communicate in their daily life. The more they learn, the more they can produce vocabularies in language.

Vocabulary takes an important part in language use. It is a great impact to the students when they want to share their opinion by oral or written. The students can speak fluently and make a good writing if they have some vocabularies. It is also one of the factors to master

English as foreign language. Rourke (1974) says that vocabulary mastery is one of factors to master English as a foreign language. Dealing with Rourke's opinion, vocabulary mastery is one skill that should be owned by the students who want to understand and to comprehend English. In the other hand, the vocabulary mastery is one of the factors that lead students in mastering English besides the other factors like English skills of reading, writing, listening, and speaking.

Mastering vocabulary is complicated if the students want to speak English as they have to know vocabulary at first. If they are required for being able to write, they also have to learn vocabulary. If they want to comprehend what people talk through listening, they have to study vocabulary.

Vocabulary is very important aspect in mastering English. However, it is quite hard to make an improvement as affirmed by Carter (2002) that improving vocabulary is a complicated process and takes a long time. By 1-5 years or so, children may have around fifty words and a couple of years later, may have several hundred. But the process does not stop there, at the age of 4 or 5, children as old as 8 or 9 are still working complicated words meaning. Hence, it can be said that to increase vocabulary needs a process, especially for students who learn English their target language.

Longman Dictionary (1997) defines vocabulary a set of lexeme, including single word, compound words and idiom. The Random House Dictionary (1975) refers vocabulary as the stock of words used by or known to a particular person or group of person. Vocabulary is categorized in some terms. Dealing with the characteristics of the words vocabulary, Nation (2001) divided into two terms, that is, receptive vocabulary and productive vocabulary

knowledge. Receptive vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in listening and reading context. Meanwhile, productive vocabulary includes words that we use when we speak or write also recover the meaning. It means that respective vocabulary consists of words which students hear and read. Productive vocabulary consists of words which are produced during lesson.

In addition, Hiebert and Michael (2005) explain two kinds of vocabularies, they are oral and print vocabulary. Oral vocabulary is related to the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write and read silently. It means that both of two characteristics are related with the words and students need to know and comprehend, so they can use in every situation. Furthermore, Bury (2002) divides vocabulary into ten classifications, namely: 1) word classes, this related with the part of speech; 2) word families, this more familiar with the morphology and syntax. But this kind of vocabulary discusses about affixes and or friction of a word for instance; eat- ate- eaten; 3) word formation, related with the two or more independent words combining, such as handbook, bookcase, and so forth; 4) multi words units, in this term is related with the phrasal verb, such as look for, look after, and so on; 5) collocation words, this term is related with two words that are collected and occur together, such as this week, once more, and so forth; 6) homonyms that are words that have the same spelling and pronunciation but they have different meaning, such as; bore and boa; 7) polysemy is a word that has more than one meaning, such as

bank, the bank has two meaning; 8) synonyms and antonym, synonyms are a word has similar meaning such as, home and house, big and huge. While antonyms are a word has opposite meaning such as happy and sad, beautiful and ugly; 9) hyponyms is the relationship between two words in which the meaning of one word refers to the other meaning; 10) lexical field which studies the effect of other words in a sentence. For example the presence of a certain word can change the whole meaning of another word a certain sentences.

From the explanation above, the writer concludes that vocabulary consists of many words aspects that are related to language skills that are important to be learnt. Because by acknowledging well about these aspects, students will communicate successfully with other people in a foreign language.

Assessing vocabulary is one important activities in teaching-learning purpose. It is useful for the teacher to determine how far students achieve in their vocabulary mastery. Notion (2008) says that to increase the students' vocabulary knowledge, teacher should set vocabulary learning goals and monitor students' progress. In addition, to design vocabulary test development, reading should be used. He explains that in testing vocabulary, the teacher should include the test covering the knowledge of a word related to some aspects such as, the word form, the word meaning, any connotation, register, the grammatical characteristics, collocation, derivation, and the word relative frequency.

However, to asses vocabulary is not as easy as we imagine. Teacher should carefully design vocabulary test. Read (2002) has divided test design into two: 1) select a set of words which are known as unfamiliar to the test takers

and then create a suitable content for each one in the form of a sentence, and 2) design issue to select the target words and what from to present them to the test takers. It can be concluded that vocabulary assessment can monitor the learners' progress in vocabulary learning achievement. In this research, multiple choice test is used because this kind of test provides the ease and consistency for the researcher to score and to grade the students' answer and to have an easy administration.

Teaching vocabulary to young learner, the teacher must be creative, has more attention, and create good condition of teaching vocabulary. Teacher should know what kind of vocabulary level that student's needs, so they can master vocabulary. Teaching vocabulary should be fun for young learner. Teaching vocabulary means teaching to the students' new words from another language or new terms from the same language itself that is used in a particular context. Teacher in this occasion tries to build a large sight of vocabulary. For instance, make a real word by connecting them to students' world in some ways. Students who learn vocabulary must know and remember when they can use the words or a group of words in a certain context. By this way, students use the words which they have known in daily interaction. Based on the above definition, the writer concludes that mastering vocabulary is when people or one can communicate with others use the language without barrier through orally or written communication or when someone is able to use the language skills abilities, such as speaking, reading, writing, and listening ability without barrier.

Song is a piece of music with word that is sung. Song is a usually short piece of music with words which are sung. Story is an account of past events or

incidents, and so on. It is an account of events or imagined events. Story is a description either true imagined of a connected series of events. An account of past events or incident or an account of events imagined. Story is a description of imaging people and events, which is written or told in order to entertain.

Singing songs in unison produces a sense of communication to increase students' confidence in the second language. Thus, songs, however they are used in the classroom, evoke positive emotions which can lower the affective filter and bring about language acquisition. To elicit verbal response, students may be asked to listen to classical music. In order to acquire new vocabulary, student may listen to a story's song while the teacher points picture's illustration of key vocabulary words.

Originally, storytelling is an art of the language or a part of literature's appreciation of language work that may be the oldest art. Storytelling is an act of sharing to another person or group about an enjoyable experience for both speaker and listener. The writer synthesizes that storytelling is the art of using language, vocal, and physical movement gesture to reveal the elements and image of a story to a specific, audience live.

According to National Storytelling Association, there are some definitions of story-telling: 1) story-telling is an interactive performance art. Direct interaction between the teller and the audience is an essential element of the story telling experience. The audience respect to the teller's words and actions; 2) story-telling is, by design, a co-creative process. Storytelling audiences do not passively receive a story from the teller, as a viewer receives and records the content; 3) story-telling is nature, personal, interpretive, and unique human. Story-telling passes on the

essence of who we are. Stories are a prime vehicle for assessing and interpreting events, experiences, and concept from minor moments of daily life to the nature of the human condition; and 4) story-telling is a process, a medium for sharing, interpreting, offering the content and the meaning of story the audience.

In relation to the teaching-learning process, storytelling is one of the teaching techniques that is used by the teacher who offers the experience with rich, complex and vivid language. Carrol, et al. (1980) state that story-telling provides language development and increases children's interest in ways of using language and a person who tells stories is known as storyteller. In short, storytelling means one of the good techniques which is used by the teacher in classroom.

**METHOD**

This study conducts a field research through test. The data is analyzed by using quantitative method. The data analysis from the post-test result is about the effectiveness of using song and story-telling. Two experimental classes cover two classes which each class was treated differently. There were 30 students for a group treated by using song (class experiment group) and there were 30 students for a group treated by using story-telling (class control group). In addition, the writer is intended to investigate the effect of those media toward English vocabulary. The design

as the following table: The table above was the result of the post-test and it was analyzed by using t-test, Fathor (2015) investigates whether there are different or not between students who get treatment by using song and story-telling in mastering English vocabulary. This research was intended to test the hypothesis about the effectiveness of using song and story-telling on students' English vocabulary mastery and to analyze the effectiveness of two different treatments that have been conducted.

**RESULTS AND DISCUSSION**

This research is conducted to find out the effectiveness of teaching English vocabulary using song and story-telling students at Roudhotun Nur of Islamic Elementary School Plus at fourth Grade in mastering English vocabulary. Based on the research data description in mastering English vocabulary, from 30 students in the class of experiment (teaching vocabulary using song) get the highest score is 92 and the lowest score is 64. While class of control (teaching vocabulary using story-telling from 30 students, get the highest score is 84 and the lowest score is 56.

The following table is a comparison of the students' test result in mastering English vocabulary from both of experiment class by using song and control class by using story-telling on students' English vocabulary mastery.

The Comparative Score, Mean, Median, Modus, Varian, Standard Deviation of Experiment Class and Control Class

Experiment Class		Control Class	
Mean	79,83	Mean	69,50
Median	80,37	Median	74,25
Modus	81,83	Modus	71,5



Varian	49,45	Varian	51,98
Standard deviation	7,30	Standard deviation	7,21
The total students = 30		The total students = 30	

The above table shows about the statistics' scores of mean, median, modus, varian, and standard deviation about mastering English vocabulary of experiment class teaching by using song and control class teaching by using story-telling. Mean score from experiment class is better than mean score from control class. These show the significance different of students who are taught by using song tend to be more effective than students who are taught by using story-telling.

After conducting the research and processing the data, the test hypothesis is employed to find out whether teaching by using song and story-telling affects students in mastering vocabulary or not. By comparing  $T_{\text{Counting}}$  and  $T_{\text{Table}}$ , the score is counted by T-test with significance 0, 05 and the result is  $T_{\text{Counting}} = 5,620$  and  $T_{\text{Table}} = 2,002$  so that  $T_{\text{Counting}} > T_{\text{Table}}$ . If we see from mean score, the score from experiment class is higher than the score from control class. The writer can conclude that teaching by using song is more effective in students' English vocabulary mastery, or teaching by using song is more effective than by using story-telling at Roudhotun Nur of Islamic Elementary School Plus in cikupa Tangerang.

## CONCLUSION

Based on the result of the data analysis and findings of the study, the following conclusions are drawn: teaching English vocabulary by using song is more effective since students learn happily during learning process. When students are learning by using song, they feel relax without any burden. Students are always curious about songs that are going to be learnt and they try to

be able to sing some songs. In accordance to the result of the post test, in teaching by using song, students get higher score than by using story-telling and students who have the higher score always pay more attention during learning process and become good participation such as asking some questions when they are confused about the lesson and are active to share their opinion to other friends. Students who get higher score that they really enjoy their class when the lesson uses song in the class. The students try to memorize line by line in order to understand what the song is about. The material of teaching must be delivered slowly for both teaching English vocabulary by using song and story-telling to improve students' English vocabulary. It is the teacher's duty to help their students by giving an appropriate song based on their level, and it is better for the teacher to use the right learning media to encourage students to learn vocabulary to understand all context of English skills.

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