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**IMPROVING VOCABULARY ITEM MASTERY USING IMPROVISED SONGS
IN 3rd GRADES STUDENTS OF MI DARUL HUDA CODO**

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Abstract

This research used classroom action research. The research subjects were 3rd-grade students at MI Darul Huda Codo in the second semester of the 2023/2024 academic year, totaling 30 students. The results of the preliminary study show that there was a significant increase from cycle 1 to cycle 2, namely data on student learning outcomes and student behavior during the learning process. The study results show that the application of improvisational songs media was successful in increasing students' ability to learn English. The data analysis shows that the percentage of students' scores was above the researcher's success criteria, namely 75%, so it can be concluded that the use of a standardized vocabulary test was effective in improving students' English vocabulary.

Keywords: Vocabulary Mastery, Vocabulary Item, Improvised song

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A. INTRODUCTION

A completely crucial communication device for human life is language. With language, humans can convey one person's ideas, thoughts, feelings, or information to other people, either orally or in writing. One of the languages of communication is English. English is a foreign language this is used because the language of coaching for international communication in the course of the world, so training in Indonesia consists of it inside the curriculum as one of the topics that ought to be studied on the formal school stage.

There are 4 aspects of language capabilities taught in English topics, specifically reading, writing, listening, and speaking. To grasp these 4 components, it is very crucial to study vocabulary first. Vocabulary is a simple competency for college kids to grasp English. Therefore, vocabulary can't be separated in the teaching and studying system, especially at the Madrasah Ibtidaiyah (MI) level.

Improving the Students' Vocabulary Mastery Using Songs a research was done by Lariva Mantika found that Songs can be an effective tool for learning vocabulary, offering various advantages that support the learning process and enhance students' vocabulary mastery³. Moh Wardiman in his paper stated that More than half of the students used songs as a learning resource to improve their English skills. They experienced numerous benefits from incorporating songs into their learning process⁴. A study with the title Improving Student' Vocabulary Mastery Through English Songs at the Eight Grade of SMP that was written by Blessy Monique Wilar found that The use of songs is both helpful and effective. It not only enhances students' vocabulary but also improves their pronunciation⁵. Setiana Sri Wahyuni Sitepu in he There was an improvement in students' vocabulary when taught using song lyrics. This was influenced by their ability to understand word classes and expand their vocabulary through the learning process. r research said that The technique of memorizing English songs is a more promising approach to helping students overcome vocabulary mastery challenges⁶.

³ Lariva Mantika, 'Improving the Students' Vocabulary Mastery Using Songs', *English Education Journal*, 10.1 (2021), pp. 25–37.

⁴ Moh Wardiman, Aminah Aminah, and Anjar Dewi, 'The Use of English Songs To Improve Students' Vocabulary Mastery', *E-Journal of ELTS (English Language Teaching Society)*, 10.1 (2022), pp. 12–21, doi:10.22487/elts.v10i1.2224.

⁵ Blessy Monique Wilar, Nurmin F Samola, and Agustine C Mamentu, 'Improving Students' Vocabulary Mastery Through English Songs At the Eighth Grade of Smp', *Kompetensi*, 1.8 (2022), doi:10.53682/kompetensi.v1i8.2478.

⁶ Setiana Sri Wahyuni Sitepu and others, 'Improving the Students' Motivation in Learning Vocabulary Using Song Lyrics', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11.1 (2023), pp. 324–32, doi:10.24256/ideas.v11i1.3588.

Another study was done by Ainun Hania found that The use of English songs has a significant impact on students' vocabulary mastery. Furthermore, incorporating English songs can enhance students' motivation, concentration, creativity, and enthusiasm when learning English, particularly vocabulary⁷. Riwa Rambu Hada Enda stated Teaching vocabulary through songs is an alternative solution that teachers can use to help students learn new words. This approach helps students feel more relaxed and makes it easier for them to memorize vocabulary⁸. A study Using Song to Improve Student' Vocabulary Mastery that was conducted byTatik Muflihah Using English songs is more effective for the An-Nuur society group. This is evident from the test score results, which showed improvement after implementing songs as a learning medium⁹.

MI students are young learners because their ages are in the range of 6 to 13 years. The characteristics of young learners is like to move, cannot sit for too long, have short concentration time, and get bored very easily.¹⁰ The author thinks that learning English using song media is very appropriate. This follows the statement by Brewster and friends that there are numerous advantages to the use of songs as a studying resource. First, songs are linguistic resources. In this case, songs turn out to be a medium for introducing new languages, as well as a medium for strengthening grammar and vocabulary. Second, songs are an effective/psychological resource. Other than being fun, songs are also able to encourage students as well as foster a advantageous mind-set towards English. Third, songs are a cognitive resource. Songs help improve reminiscence, awareness, and coordination.¹¹

Based on the background above, the author proposes improvised song media as a solution and teaching medium that can increase students' interest in learning English to achieve KKM scores and increase students' mastery of English vocabulary. This is what attracted the author to conduct research entitled "Improving Vocabulary Item Mastery Using Improvised Song in 3rd Grades Students of Madrasah Ibtidaiyah Darul Huda Codo”.

⁷ *The Use of English Songs To Improve Students' Vocabulary Mastery: An Experimental Study a Final Project*, 2023.

⁸ R R H Enda, 'Improving Students' Vocabulary Mastery Using Songs (Classroom Action Research at English Class B of Information Technology Program in Wira Wacana Christian ...', *Journal on Education*, 05.04 (2023), pp. 15870–85 <<https://jonedu.org/index.php/joe/article/view/2707>>.

⁹ T Muflihah, 'Using Song to Improve Students' Vocabulary Mastery.', *Journal of Education.*, 2.4 (2016), pp. 369–73.

¹⁰ Adriyanti, K. Y. (2021). The implementation of character education in teaching English for young learners. *The Art of Teaching English as a Foreign Language*, 2(1), 17-23.

¹¹ Rorintulus, O. A., & Wuntu, C. N. (2023). Exploring the Effectiveness of Songs for Learning Improvement: A Case of Elementary Level Students' English Skills. *Edumaspul: Jurnal Pendidikan*, 7(2), 3336-3349.

B. METHOD

This study using classroom action research (CAR) as research design. The classroom action research (CAR) method is the ideal research model for carrying out this research because researchers wish to create strategies for teaching English through improvised songs. A purposeful effort made in the classroom to enhance the learning process is known as "classroom action research." As Prof. Suharsimi Arikunto said, "Classroom action research is an examination of learning activities in the form of actions, which are deliberately created and occur in a class together."¹² Classroom action research was conducted to determine the improvements produced by the improvised song method in the classroom to improve student's vocabulary mastery. Researchers must carry out teaching and learning activities in the classroom by implementing improvised songs with the hope that students' vocabulary mastery will increase through the media used.

The research study took place at MI Darul Huda Codo. MI Darul Huda is an Ibtidaiyah Madrasah (MI) located in East Java Province, Malang Regency, Wajak District with the address Jl. KH. Ahmad Dahlan Codo. While the research subjects were 3rd-grade students at MI Darul Huda Codo in the second semester of the 2023/2024 academic year, totaling 30 students. In this study, researchers chose MI Darul Huda Codo because students at this level are still beginners so mastering English vocabulary is very important and the subject was chosen because the students in this class are at the middle level in Madrasah and specific vocabulary teaching starts from this class.

In this case, the researcher intends to use the Classroom Action Research (CAR) model designed by Kemmis and Mc Taggart which consists of four steps, namely, planning, acting, observing, and reflecting. If after reflection the researcher's desires or goals have not been achieved then it will continue with a series of cycles with problem improvements until the researcher's goals are achieved.

First is planning, planning for this classroom action research is as follows: a) The Lesson Plans. The aim of RPP is to serve as a guide for educators in carrying out instructional activities (learning activities) in a way that makes them more targeted, successful, and efficient, b) The Instrument, this is used to collect, measure, and analyze data needed for this study, and c) The Criteria of Success.

Second, acting or implementing. In this phase researchers implement the Learning Implementation Plan mentioned previously into their learning activities. In doing this, the researcher

¹² Imam Machali, 'Bagaimana Melakukan Penelitian Tindakan Kelas Bagi Guru?', *Indonesian Journal of Action Research*, 1.2 (2022), pp. 315–27, doi:10.14421/ijar.2022.12-21.

acts as an English instructor, who teaches students through improvised songs. This study in second semester of 2023/2024 academic year in the third grade MI Darul Huda Codo with allocation time of 3 x 35 minutes. To introduce the songs and to improve vocabulary in the classroom, the researcher adapted the steps of the learning process through songs listened in Ulik Tasniati's thesis with the title "Using English Song to Enhance the Eighth Grade Students' Vocabulary at SMPN 2 Jombang". There are some steps to improvise a song according to the material to be taught:

1. The teacher explains the vocabulary of words that will be studied in one material.
2. The teacher teaches students the correct pronunciation and translation of words.
3. The teacher writes the improvised to be taught on the blackboard.
4. The teacher asks students to listen and pay attention to the written lyrics of the improvised song.
5. The teacher asks students to sing together.
6. Improvised songs are sung before each lesson begins or as an ice-breaking.

Third is observation. To obtain the data needed for research, the observation method involves approaching an item to feel and understand knowledge about a phenomenon based on previously held beliefs and knowledge.

1. The data collection techniques and instruments are as follows:

Table 1.1 Data collection technique

Variable	Data Collection Technique	Instrument
Application of Song Media	Observation	Observation sheet
Mastery of English vocabulary item	Test	Questions and rubrics

2. Data Analysis. The data obtained during the research is qualitative data and quantitative data. Qualitative data was obtained from observations of teacher and student activities. Meanwhile, quantitative data was obtained from the results of student learning tests.

In research, reflection occurs last after observation. Reflection is the process of examining and evaluating data that has been obtained in the observation stage to increase professionalism in teaching practice and determine success in the process of learning that has been conducted. In this stage, researchers and observers will consider learners, educators, and the outcomes of using songs to teach vocabulary to learners to inventory deficiencies that need to be corrected in the next cycle.

C. FINDINGS AND DISCUSSION

Talking about the low vocabulary mastery of students is certainly closely related to the factors that influence it. English is seen as a difficult subject, and is not much in demand by students. Researchers think that improvised song media can be a solution to overcome this problem. Researchers prove this by conducting research on grade 3 students of MI Darul Huda Codo as subjects. This research is divided into two cycles.

A. The findings of cycle 1

Cycle 1 took place on May 8th and May 15th 2024. This cycle consisted of two meetings and various segments, including student activities, student attitudes, and student achievements. Core activities in the first meeting is the teacher introduces vocabulary about body parts and shows pictures of body parts along with teaching the correct pronunciation and imitated by students. After that, the teacher points to several body parts to ask and answer questions to students using the sentence "what is this?". And write the lyrics of the song parts of the body on the board and provide a test sheet as a closing for the core activity. While the core activities in second meeting starting with testing students' memory of the vocabulary of body parts learned in the previous meeting. Then introducing the song to students by reopening the song lyrics that were written in the previous meeting. First the teacher sings the song then the students imitate it then encourage students to memorize the song. At the end of the lesson the teacher gives questions as an assessment.

The average value found in cycle I was 76. While the percentage of value obtained was 60% with details of 18 students meeting the minimum completeness criteria (KKM) and 12 students getting a score below the KKM. The results of the study showed that there were still some students who were still using the wrong procedures in learning. As a result, the results of the cycle I study have not achieved ideal results. There are still some students who have difficulty memorizing the words in the questions. Because the class score percentage did not reach the researcher's criteria for completion, namely, 75% can conclude that the implementation of improvised songs in cycle 1 was unsuccessful. So the researcher held cycle 2 to enhance the weaknesses in cycle 1 so that the application of improvised songs could significantly increase students' vocabulary mastery.

B. The findings of cycle 2

The second cycle is a continuation of the first cycle which uses the same principles and materials. This research was conducted on May 29, 2024. Core activities in cycle 2 is the teacher re-teaches the correct pronunciation and writing of vocabulary about body parts. Then the teacher invites students to sing the song parts of the body by pointing to the body parts in the lyrics. To find out students' understanding, the teacher randomly asks students questions by pointing to one of the body parts and giving questions as an assessment of the body parts material before the lesson ends.

Based on data analysis, it was found that the average score in cycle 2 was 87. While the percentage of scores was 77% with details of 23 students reaching the KKM, while 7 students scored below the KKM. From the results of the analysis, it can be seen that students' vocabulary mastery has increased significantly when compared to the presentation of scores obtained in the previous cycle. Based on these data, the percentage of students' scores is above the researcher's success criteria, which is 75%. so it can be concluded that the application of improvised song media has succeeded in increasing students' vocabulary mastery.

A summary of the results of the two cycles can be seen in the following table:

Table 1.2 The result of value percentage and average

Subject	Preliminary Study	Cycle 1	Cycle 2
Class Percentage	23%	60%	77%
Average	61,4	76	86,8

During the learning process using improvised songs as a medium, two meetings took place, apart from providing explanations of the material, the researchers also made observations of students' attitudes during learning using observation checklist sheets by

teacher collaborator. The following indicators are used in behavioral assessment: enthusiasm, attentiveness, and self-confidence. The result is below:

Table 1.3 The result of behavior analysis

Subject	Cycle I	Cycle II
Enthusiasm	75,3	85,8
Attention	70,5	84,1
Confidence	72	81,5
Average	72,6	83,8
Percentage	43%	80%

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DISCUSSION

The results of the preliminary study showed the actual state of students. Where students participate less in teaching and learning activities because the teacher still uses conventional teaching methods, namely lectures. This results in the learning process only relying on teachers, so that students become bored because they cannot participate in class. As a result, students increasingly dislike English subjects and student grades decrease.

The application of improvised songs media is divided into two cycles. The results of data analysis in the research process showed that there was a significant increase from the preliminary research to cycle 1 and cycle 2. There are two types of data analysis produced in this study, namely student learning outcomes data when the teacher applies improvised song media and student behavior during the learning process.

In the application of media in the classroom, improvised song media can clearly improve students' vocabulary mastery in the learning process. This can be seen from the results of the analysis of student grades which have increased in each cycle. When compared to the results of the analysis in cycle 1, there were 18 students who scored above the KKM. This shows an increase in the results of the analysis of student grades during preliminary learning where only 7 students scored above the KKM. In cycle 2, the results of the analysis of student scores increased with the percentage of student scores reaching 77% with details of 23 students obtaining scores above the KKM with an average score of 86.8.

It is related to several previous study that have already found the similarities. Blessy Monique Wilar in her paper wrote that The results show that the post-test scores are higher than the pre-test scores. Consequently, the findings of this study suggest that teaching vocabulary through

English songs is both effective and beneficial¹³. Riwa Rambu Hada Enda also stated that After incorporating songs into several sessions, students showed significant improvement, as evidenced by the increased percentage of each vocabulary mastery indicator, as previously explained¹⁴.

While the student's behavior when using improvised songs as media can attract students' attention in learning English and increase their participation in learning. This is supported by students' positive reactions; By applying improvised songs as media to improve vocabulary mastery, students look active, enthusiastic and enjoy themselves during the learning process. Similar study was done by Imliyana stated English songs have also captured students' interest in learning vocabulary in the classroom. They remained engaged and did not feel bored during the lessons, staying focused on the learning process. English pop songs are effective for teaching vocabulary because students enjoy music¹⁵.

D. CONCLUSION AND SUGGESTION

Conclusion

Researchers conducted this research to overcome the problems that exist at MI Darul Huda Codo, especially in 3rd grade. Based on the researchers' findings, the factors that cause low mastery of English vocabulary which influence students' learning outcomes are many below the KKM, namely, their dislike of English, being lazy about memorizing large amounts of vocabulary and easily forgetting, as well as the learning process which still uses lecture or conventional methods. .

In this classroom action research, the researcher used improvised songs as a medium used in the learning process. The application of improvised songs to 3rd grade students at MI Darul Huda Codo was carried out in two cycles. The researcher found through data analysis that implementing improvised songs could help third grade students vocabulary improve, and hence this research could be considered effective.

This is proven by the percentage of students' vocabulary mastery results which continues to increase, starting from the percentage of value results before implementation, namely only 23% of students achieved the KKM with the results of the analysis of student scores in cycle 1 reaching 60%. However, the results of this increase did not meet the criteria for success, so the researchers continued

¹³ Wilar, Samola, and Mamentu, 'Improving Students' Vocabulary Mastery Through English Songs At the Eighth Grade of Smp'.

¹⁴ Enda, 'Improving Students' Vocabulary Mastery Using Songs (Classroom Action Research at English Class B of Information Technology Program in Wira Wacana Christian ...'.

¹⁵ Imliyana, Suhartono, and Husin, 'The Effectiveness of the Use of English Pop Songs', 2015.

the research in cycle 2 with the results of the analysis of student scores above the KKM reaching 77%.

Meanwhile, students' interest in learning English has also increased. This is proven by the results of observations of student behavior carried out by researchers in both cycles 1 and 2. At the cycle 1 the average student behavior results in all subjects was 72,6 with the percentage of student's behavior reach 43%. Furthermore, at the cycle 2 the average of student behavior result was 83.8 with the percentage of student's behavior reach 80%. It is clear that using improvised songs as a medium can develop student behavior in each cycle.

From these results, the researcher concluded that the implementation of the use of improvised songs to improve vocabulary mastery of 3rd grade students at MI Darul Huda was successful.

Suggestion

1. Based on the findings of this research, English teachers can use improvised songs as media to increase students' vocabulary and increase students' interest in learning English. So that students are more enthusiastic about learning English and the learning process.
2. For future researchers, the researcher hopes that research using improvised songs media can be a reference for improving students' vocabulary mastery or can also be adapted to improve students' speaking and listening.
3. For students, learning English using improvised songs is very profitable because it can improve vocabulary mastery. Where vocabulary is the foundation for mastering English which is an international language. During the learning process students must be enthusiastic and pay attention to learning English

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