

THE IMPLEMENTATION OF SONG USING GAME MEDIA TO IMPROVE VOCABULARY TEACHING IN ISLAMIC SENIOR HIGH SCHOOL: A CASE STUDY AT ISLAMIC SENIOR HIGH SCHOOL IN CIAMIS

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APA Citation: Chairanie, D. & Herlina, R. (2024). The Implementation Of Song Using Game Media To Improve Vocabulary Teaching In Islamic Senior High School: A Case Study At Islamic Senior High School In Ciamis. *Journal of English Education Program (JEEP)*, 11(1), 63-72. doi: [http://dx.doi.org/10.25157/\(jeep\).v11i1.13562](http://dx.doi.org/10.25157/(jeep).v11i1.13562)

Received: 12-12-2022

Accepted: 13-04-2023

Published: 31-01-2024

Abstract: The study also connects the implementation of songs in a game to increase students' English vocabulary mastery skills. The purpose of the present study is to investigate the student's motivation in learning English vocabulary. Mainly, the study is aimed to find out 1) elements influence students' willingness to listen to songs as a means of learning English; 2) the way the students acquire vocabulary knowledge related to students writing achievement in English subjects; and 3) teacher's opinion about the use of song using game media in the classroom. The study employs the qualitative paradigm with the type of case study at which the data were collected through observation and interviews. The participants of this study are students of class XII (11 students) in an Islamic Senior High School in Ciamis. The results show that there are elements influence students' willingness to listen to songs as a means of learning English such as facilities and infrastructure in schools and subject matter related to the media being taught. Meanwhile, the majority of 9 out of 11 students are correct in writing lyrics with good English vocabulary, with an average of 70% of the total vocabulary of the lyrics that the teacher has played. This means that the students' vocabulary knowledge can be related to students writing achievement. The result of interview suggests that song using game media is effective in enhancing students' English language vocabulary and writing abilities. It is to say that students' vocabulary increases after learning English with songs using games as a medium of learning.

Keywords: Song; Vocabulary; Games.

INTRODUCTION

English is a global language spoken by people all over the world. English has been used at various levels of education in many countries. English is taught as a local subject in Indonesian primary schools. There are elements of language such as grammatical aspects, pronunciation, and vocabulary. It is claimed that vocabulary is one of the most significant aspects of the English language that can be picked up a variety of sources such as songs, movies, games, books, and other media are examples. Students usually absorb English vocabulary more quickly when it is bundled into a game and used in the learning process. In their research findings, Shabaneh and Farrah (2019) demonstrate the effectiveness of using games in the instructional process. As a result, games assist children in remembering new vocabulary,

associating new knowledge with their surroundings, and developing their language and communicative skills. As Renandya (2013) described, this serves as a foundation for someone to listen, speak, read, and write. It is also nothing new for us to be able to learn English through music and songs in class.

Many researchers have also demonstrated that music and songs are an efficient technique in English teaching (Džanić & Pejić, 2016). As pointed by Li and Brand (2009) that teachers of English as a second language (ESL) from all over the world are excited about sharing their experiences with music and song-related lyrics with their students. According to a study, music is the most essential tool for increasing students' vocabulary in ESL learning, with many teaching methods being utilized to teach ESL lessons. Learners can relax while listening to activity music, which is very good when learning a second language. As for the quotation from Li and Brand (2009), it is advised that using song lyrics to assist in establishing a natural speaking setting that is closer to the intercultural communication mastery is needed for students to comprehend English and communicate with others. A culture's ideals, symbols, and beliefs are all reflected in song lyrics that can be used to teach vocabulary, grammar, rhythmic speech, phrases, and meanings. As a result, the goal of the study is to discover the outcomes of EFL students' reactions to the use of songs in vocabulary instruction and to look at some of the issues that teachers experience when utilizing songs in the classroom to teach listening.

The heart of language, in addition to vocabulary, is grammar. No matter how skillful a person is at grammar, pronunciation, and other aspects of a language, meaningful communication cannot take place without a large vocabulary (Nathan, 2013). Vocabulary is naturally taught to young pupils from an early age because it aids in their acquisition of English. Teaching English vocabulary to young students can be more difficult than teaching older students. One of the reasons is that young learners have certain traits. Young students often have a short attention span. Furthermore, kids are not able to learn more effectively unless the learning is fascinating, important, and enjoyable to them (Pinter, 2006). As a result, teachers must employ instructional tactics and techniques that are sensitive to the needs of young students.

One of the teaching methods that can be used to teach young children English vocabulary is the song. Songs have been a component of human culture for a long time. It can be heard on the radio, television, and at family gatherings such as weddings and funerals (Mcdermott & Hauser, 2005), as quoted in Kusnierek, 2016). Furthermore, Schoepp (2001) claims that due to the fact that song has become an integral part of people's language experiences, it can be a powerful learning tool when it is combined with language training. He went on to say that there are three reasons why songs are used in English language instruction: emotive, cognitive, and linguistic. For starters, using music is easier for pupils from an affective standpoint because it is an effective filter that promotes a favorable attitude toward language. It is possible because the song is both enjoyable and relaxing. Songs also aid learners in developing automaticity for cognitive reasons. A song that is played regularly and consistently can aid in the growth of a language's learning process. Last but not least, there is a linguistic cause. Songs provide learners with real material, which is critical for language development.

There several previous studies which are similar to the present study Džanić & Pejić (2016), Hadian (2015), Naima (2021), and Shabaneh & Farrah (2019). Among those previous study, none of the focuses on elements that influence students' willingness to listen to songs as a means of learning English vocabulary and students' vocabulary knowledge that is related to their writing achievement. Based on the foregoing context, the researcher's goal in this case is to investigate 1) elements influence students' willingness to listen to songs as a means of learning English; 2) the way the students acquire vocabulary knowledge related to students writing achievement in English subjects; and 3) teacher's opinion about the use of song using game media in the classroom. The researcher also linked the utilization of songs in a game to the enhancement of students' English vocabulary mastery abilities. As a result, this study was created to outline the activities of teaching English to 12th-grade high school students at Islamic Senior

High School in Ciamis. The title chosen by the researcher was "The Practice of Song Using Game Media to Increase Vocabulary Teaching In Islamic Senior High School: A Case Study At Islamic Senior High School In Ciamis."

METHOD

Appropriate research design must be applied to achieve the research objectives. This research uses qualitative research methods with the type of case study as suggested by Creswell (2015). Qualitative methods viewed participants as subjects, not objects, so that participants consider themselves valuable because the data they provide is very valuable. The participants of this study were students of class XII (11 students) who studied English to implement the teaching and learning process using song media in an Islamic Senior high school in Ciamis. Julianto (2017) argues that the research location took a very important role in providing the success of a research writing result. The choice of research location must be very careful considering the data to be obtained, both primary data and secondary data to be reported. Researcher determine sampling purposively by observing students in certain classes that are in line with the research objectives so that they are supposed to be able to find the answer to research problems. The data collection were obtained through observation and interview. The observation guidelines are based on the four CA principles quoted by Seedhouse (2005). Regarding the type of interview, the researcher used open-ended questions to find out language learning.

The researcher used analytical techniques in qualitative research. Observation and interviews are the techniques used to analyze the data. By sorting data, interpreting data, and clarifying data, conclusions and theories are formed. All observations were made when the observations were recorded with video and audio. During the observation, the researchers recorded all important things related to the principles of conversational analysis in the interaction between teachers and students in the classroom through teaching and learning activities with songs as learning media. Data from interviews were transcribed and interpreted to understand the characteristics of the problems that affect students' desire to listen; music as a means of learning English; assess students' writing skills in English subjects in relation to their vocabulary mastery; and clarify the teacher's perspective on the use of this material. After the data processing has been completed, the author triangulated the observation data with interview data to evaluate the reliable and validity of the data.

RESULTS AND DISCUSSION

The findings of the research have been carried out by the researcher on the realm of the use of song and game media to improve vocabulary teaching in Islamic Senior High School The aim of this study was to answer the research questions about elements influence students' willingness to listen to songs as a means of learning English, how students acquire vocabulary knowledge related to students writing achievement in English subjects, and teacher's opinion about the use of this media in the classroom. The research results which have been completed with the results of related research studies are also detailed in the discussion section.

Elements Influence Students' Willingness to Listen to Songs as a Means of Learning English

To answer the research question, "What elements influence students' willingness to listen to songs as a means of learning English?" the researcher used observational data. In the first observation session, the researcher conducted observations of schools to find out what elements influenced students' willingness to listen to songs as a means of learning English. It shows that many elements that affect students' willingness to listen to songs as a means of learning English are adequate school facilities and support the course of this learning material, as well as fun

learning materials presented in very interesting learning methods; this leads to students' happiness enthusiastic to learn vocabulary with this learning method.

Supporting facilities: Educational Facilities and Infrastructure

One thing that should be emphasized by every education manager is educational facilities. In general, educational facilities cover all facilities that are directly utilized and support the educational process, such as: buildings, study rooms or classes, educational tools or media, tables, chairs, and etc. What is meant with facilities and infrastructure in this study are ones that have direct support to the educational process, such as: yards, gardens, or school parks, and also roads leading to school. The facilities in this study are also very supportive because schools have the tools that the researcher needs, such as laptops, speakers, and projectors. The educational facilities in this state Islamic Senior High School can basically be classified into four groups, namely land, buildings, apparatus, and school stuff. The following are the results of research from observations are as follows:

First, the researcher paid attention to the state of the classroom and pay attention to what facilities are in the classroom to support the teaching and learning process by using the game method for song learning materials to increase students' vocabulary knowledge up to grade 11 in one of the state Islamic Senior Islamic Senior High School in Ciamis.

Second, after being seen and noticed by the researcher, this class has facilities that support the teaching and learning process by using the game method for song learning materials to increase students' vocabulary knowledge. There are also facilities that support this research in the classroom, namely laptops for playing songs and lyrics that have been determined by the teacher who teaches this class with material related to research whose data is needed by the researcher. There was also a projector to channel the monitor screen on the laptop so that all students in the class could see and memorize the lyrics of the song being played several times by the teacher who brought this material, and a loudspeaker that was useful for amplifying the sound from the laptop so that the lyrics of the song that was played clearly.

Third, this class has a clean and comfortable room and also has chairs and tables that are very suitable for students to study. So students can study seriously, be active and diligent because the school facilities are very good and support the learning process. So, in general, according to the facts in the field that have been seen and paid attention to by the researcher during field observations, the facilities and infrastructure at the state Islamic Senior High School here are a means of supporting the success of an effort process implemented in public services. If these two things were not available, then all the efforts conducted will not be able to accomplish the expected results in accordance with the plan. Because the facilities and infrastructure at this school are very good and fulfill the researcher' need in carrying out research, research carried out and went smoothly and did not experience problems. Another reason is that school facilities were completed and functioned well during the research.

The effect of facilities and infrastructure in schools in supporting the quality of students

It is obvious that the education quality is also supported by standardized facilities and infrastructure at school or related educational institutions in the education process. Learning facilities and infrastructure significantly affect the ability of students to learn. This shows that the role of facilities and infrastructure is very important in supporting the quality of student learning. This school is a school not far from the city that already has computer laboratory facilities to support the convenience of its students in learning English from the internet and accessing reading, watching videos, and listening to. All of them can improve students' English vocabulary or improve students' English writing ability. The following are the results of the research from the observations made by the researcher:

First, according to the observations that the researcher made in the field, after being seen and noticed by the researcher, it is true that the influence of facilities and infrastructure in

schools greatly supports the quality of the students. The reason is that what is seen in the field when the researcher observes classrooms at the state Islamic Senior Islamic Senior High School in Ciamis, the classrooms were completed with facilities to support the learning materials delivered by the teacher.

Second, because the facilities and infrastructure support the learning materials and learning methods delivered by the teacher, the students are happy to pay attention to the learning and subject matter given by the teacher. It can be seen that the students are enthusiastic to learn because the classrooms are clean, have a decent table for studying, and comfortable chairs to sit on during lessons.

Third, the students seemed very happy with the material presented by the teacher. Specifically, the students were given a song to be heard together in class because there were projectors and loudspeakers. The students also looked very enthusiastic because during the lyric linking game, the enthusiasm of the students was growing, and until the end of the learning material, the teacher gave the task of writing song lyrics. They still looked very enthusiastic and happy to learn until the lesson is over.

Subject matter related to the media being taught

According to the observations made by the researcher in the field, after being seen and paid attention to, it is true that the learning materials related to the learning methods taught make it easier for students to understand what is conveyed by the teacher. According to Asgari (2011) teachers who master the learning materials, the process of learning in the classroom can be more productive and increase student activity in learning activities. Regarding mastering learning materials, teachers also plan learning activities in the classroom, one of which is preparing learning materials, learning media, and learning methods that will be applied in the process of learning activities. Submission of learning materials properly and regularly to improve students' understanding of the material being taught by the teacher. By mastering learning materials and planning appropriate learning activities, the process of these learning activities takes place systematically. That way, learning activities become more popular with students. Learning that can take place systematically is useful for stimulating the intelligence of the students' brains. In this way, students' academic abilities can develop well. The process of learning activities in the classroom can be more effective and more optimal. In teaching this time, the teacher has also added several games related to learning materials in order to build students' motivation in learning. Another thing that the teacher got after mastering the learning material was that the teacher had understood and knew the pattern for managing the learning tasks that had been given to students. The division of learning tasks has also been added by the teacher to the lesson plans and the process or lesson plans that have been prepared run according to plans and expectations. The process of learning activities that the teacher has implemented can provide maximum results. In addition to making the activity process more effective, mastering learning materials can save time. By mastering the material, the learning process can run well and actively improve students' academic abilities.

Students Acquire Vocabulary Knowledge Related to Students Writing Achievement In English Subjects

The second primary was obtained from observation to answer the following research question "How do students acquire vocabulary knowledge related to students' writing accomplishment in English?". The students obtained vocabulary knowledge related to students' writing achievement in English subjects. The following discussion elaborates the way the students acquire vocabulary knowledge related to students writing achievement in English subjects:

In class lessons on this material, the teacher first instructs the students to listen to the song first. The song that the teacher instructs the students is a song called Goodbye sung by Air

Supply. After the song from Air Supply entitled Goodbye is played by the teacher using a laptop, a loudspeaker, and the lyrics to the song are displayed using a projector three times, the lyrics of the song are no longer displayed on the projector in order for students to memorize the lyrics of the song without the teacher showing the lyrics again. Then the song was played again three times and the students sang along with the directions the teacher had given. After the students sing the song together according to the directions that the teacher gave previously, the teacher again gives instructions to the students to sing together again. It is not with the lyrics but only with the song instrument. After the students sing together only with the song instrument, the teacher also gives further instructions to the students. During the instructions, this time the teacher gave games to the students. In this game, the student's task was to sing the song that had been played and memorized earlier, but by connecting the lyrics with the friend next to him. The teacher played the instrument of the song, then the student on the far right was invited to sing first, followed by the friend next to him, and so on until the lyrics of the song were finished. Then, after the game continued, the teacher gave the next game, namely, the teacher played a piece of lyrics for the students. After that, the students had to rewrite the lyrics of the song that the teacher played on each paper with the correct vocabulary. Then, the paper containing the lyrics was corrected and the student who had the highest number of correct vocabulary received an appreciation. In the last game, the teacher's instructions is to play a piece of lyrics for the students, and the students had to rewrite the lyrics of the song that the teacher played on their respective papers with the correct vocabulary. Here we can see that the majority of 9 out of 11 students are correct in writing lyrics with good English vocabulary, with an average of 70% of the total vocabulary of the lyrics that the teacher has played.

The Teacher's Opinion about the Use of This Media in the Classroom

The researchers conducted an interview with the teacher to answer the third research questions which deals with teacher's opinion about the use of this media in the classroom. To strengthen the findings of this study, the researchers also conducted a one-question interview with the subject teacher, an English teacher, at the research site. What is the teacher's opinion dealing with the use of this material in the classroom? was the researcher's first query to the instructor. The teacher then added, "In my opinion, using this strategy is quite effective in enhancing pupils' command of the English language's vocabulary and writing abilities. The kids indirectly become accustomed to how the song they are listening to should be pronounced.

Discussion

This section presents a discussion of the research findings obtained from all the data in the previous section. In this case, several things be discussed regarding the issues in this study, especially the implementation of songs using game media to improve vocabulary teaching in Islamic high schools. In this case, there are three main research findings from this study which are based on the research questions given by the researcher relating to what elements affect students' willingness to listen to songs as a medium for learning English, vocabulary knowledge related to students' writing achievement in English subjects, and the teacher's opinion about the use of songs using game media in the classroom.

From all the findings, students can develop their English vocabulary writing by adhering to the teacher's instructions; this is based on the information gathered from classroom observations. The researcher drew the conclusion that the inclusion of songs in this curriculum has a favorable effect on students' comprehension of how to master English vocabulary writing, expanding English vocabulary, and even mentioning English vocabulary. The pronunciation of their English vocabulary during learning resulted in students' ability in having more insight because they have mastered more English vocabulary. Apart from it, the growth of students' vocabulary for English are all additional benefits that students can gain from writing vocabulary and listening to English songs. Regarding kids' language abilities, they learned vocabulary

through listening to English songs and creating song lyrics using appropriate English language. As a result, students may utilize English vocabulary to connect with friends.

The second conclusion that can be drawn from the outcomes of listening to songs and recording students' English vocabulary could be the benefit for teachers and students in the classroom interaction. The reason is that it can enhance students' capacity to speak English with teachers in English. According to the teacher, students learn what they need to know when writing English words, what they want to express when singing English songs, and what their complaints are by listening to and singing English songs first. Students might use their expanded English vocabulary to communicate their feelings of joy or grief by creating stories or song lyrics.

The third conclusion that can be drawn from the teacher's survey results related to the use of this media in the classroom. It was concluded that the study's findings demonstrate the significance and influence of teacher competency on student learning since the proficient teachers can help students develop positive professional identities. On the other side, it creates the effectiveness of instruction and improves students' comprehension of the content that has been presented to them by the teacher. Teachers can have a greater understanding of how to plan lesson plans, perfect teaching strategies, and master the resources that are used in the classroom. As a result, it is commonly acknowledged that effective teacher competencies are crucial for enhancing the educational system as a whole and facilitating student learning. The researchers also discovered that teachers should be effective and must create engaging learning materials, for instance, by listening to music, using a variety of games to make learning more engaging, such as singing English songs accompanied simply by the instrument, connecting song lyrics with classmates, and creating vocabulary from song lyrics that have been chosen by the teacher.

The findings of this study differ from those of earlier investigations. The role of songs in learning English has been examined in numerous earlier research. However, in order to identify the data from earlier investigations, the researcher attempted to examine it with a different objective. The research conducted by Hadian (2019) was to examine how song lyrics are used to help students learn to listen. The results of the previous studies that used songs as a medium in listening for students can help students understand what is in the song since the teacher and students jointly examine the song's lyrics. Although this research presents songs that use games as a learning medium, there are some differences. The previous research examined the use of song lyrics in listening and learning, whereas this research presents songs that use games as a learning medium. As a result, the student's vocabulary increases after learning English using songs and games as learning media.

The second prior study done by Baiti (2016) and Tegge (2015), aimed to ascertain students' reactions to the use of songs in learning English vocabulary. The objective is to demonstrate a favorable reaction to the use of songs to acquire English vocabulary. Because both studies highlight favorable reactions to the use of songs in learning English vocabulary, previous studies and the present study can be compared. In the present study, English songs and games are used as a teaching tool so that the students become more enthusiastic towards learning the language than is typical. The reason is that the lessons are enjoyable and the method of instruction and learning are also enjoyable. In addition, It is simpler for students to remember the new vocabulary that is being taught because the songs played during class is appropriate for the situation being studied.

The effectiveness of songs as learning tools was the topic of research carried out by Džanić & Pejić (2016), Hadian (2015), Naima (2021), Shabaneh & Farrah (2019), and Widiastut (2018). Due to the fact that both studies use listening to train students, previous research and this study are comparable. The difference is in the findings, which show that students' listening behavior can also influence the English vocabulary they learn. In this study, listening to song lyrics can also influence students' writing performance in English vocabulary, even if the terminology they hear is correct.

CONCLUSION

At this point, it is clear that any factors that influence students' readiness to use songs to learn English include adequate school infrastructure and support for the curriculum. That is not all, enjoyable learning materials presented in engaging ways make students eager to learn this material using songs in a game. The infrastructure and facilities at the school are excellent and complete, for example, the internet and reading access, movies availability, and the activity of listening to songs that can advance English vocabulary or improve English writing skills. The sophisticated media-related subjects make the learning process more productive and creates students engagement in learning activities. Learning material that is related to the learning method being taught makes it easier for students to understand what the teacher is conveying. The students learned vocabulary related to their proficiency in writing in English classes by listening to the song first. Moreover, the teacher also included games to this method. The researchers then advises that future study can be conducted by substituting this method with alternative methods in order to enhance the application of songs using game media in order to enhance vocabulary instruction for students and change research tools.

ACKNOWLEDGEMENT

The researchers would like to thank the English Education Study Program, the Listening Subject Lecturer of the English Education Study Program, and the students from one of the Islamic senior high schools who have supported and assisted in providing data and information for this purpose. research. The researchers also thanks the first and second supervisors who have helped, corrected, and provided input in completing this research.

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