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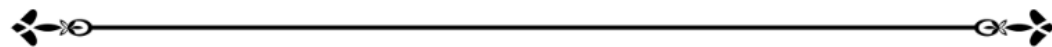
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Improved Mastery of Basic BIPA Vocabulary through 7th Grade Singing Method SEPAMA Cambodia

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ABSTRACT

This study aims to describe the learning process and improve the mastery of basic BIPA vocabulary for grade 7 SEPAMA Cambodia through the singing method. This research study uses the qualitative descriptive method. The data used is in the form of all information on the process and results of BIPA learning in grade 7 SEPAMA in the form of BIPA learning value results. The data sources in this study are zoom videos of online BIPA learning in grade 7 SEPAMA, BIPA learning documents for grade 7 SEPAMA, and the results of interviews with informants. Data collection techniques are carried out by observation, interviews, reading, and recording. The results of this study concluded that (1) the learning process of BIPA A1 in grade 7 SEPAMA with the method of singing goes through three stages, namely listening to songs and imitating them repeatedly and gradually, stringing word by word spoken when singing, and memorizing lyrics on songs correctly and smoothly so that vocabulary increases in children; (2) Some of the conveniences in the

learning process of grade 7 SEPAMA Cambodia through online media include, learners really like to be invited to sing, there are teachers who can speak Indonesian so that they can help the learning process, and the use of interesting learning videos so that the class becomes crowded; (3) The obstacles in the learning process of BIPA A1 grade 7 SEPAMA Cambodia experienced online are the use of virtual Zoom so that it is not so effective because of unstable signals, learners do not really understand Indonesian in general so that if the teacher gives material must use sign language, students look shy, and learners have not found the right learning strategy for less active students. The discussion concludes that there is an increase in mastery of basic BIPA vocabulary through the 7th-grade singing method of SEPAMA Cambodia.

Keywords: *basic BIPA, vocabulary, singing method, improvement*

INTRODUCTION

The method is one of the most important parts of the learning process. In BIPA learning, in particular, the method aims to achieve the learning objectives themselves. There are many learning methods, one of which is the singing method. The singing method is a fun learning method using certain rhythms and notes. Agree with (Dea et al., 2020; Haryani & Supardi, 2022; Rachmawati & Husin, 2022; Sari et al., 2022; Slamet, 2020; Tyasrinestu, n.d.) The singing learning method is a learning method using verse singing. Musical works contain rich human emotions, and emotions play an indispensable role in the transmission of music emotions and understanding and appreciation of music (Tong, 2022). Often the verses or lyrics of the song are adapted to the material taught by the teacher. Singing makes the learning atmosphere lively so BIPA learners' development can be more optimal. This statement is supported by (Anggia Ayu Lestari, 2017; Herlina, 2020; Isnaningsih, 2016; Mubarak et al., 2020; Murti & Antoro, 2019; Rifai, 2021) revealed that singing makes the learning atmosphere more carefree and active, and children are more

enthusiastic about learning and relax so that they can improve learning, stimulate children's skills, and maintain vocabulary.

Vocabulary mastery is included in the basic BIPA. The mastery of the vocabulary in question is to master vocabulary with the material of the limbs well. In basic BIPA learning, there are several problems faced, both obstacles and conveniences encountered by teachers and learners. In terms of learners, it is still difficult to say letters, syllables, words, and sentences so errors are found in BIPA learning. The statement is in line with (Defina, 2021a; Faizin & Isnaini, 2018) who explained that the problems faced, especially by learners, include difficulties at the level of phonology, morphology, sentences, and differences in the characteristics of learners from one another because they have different capacities.

In contrast to the opinion (Faiza & Erowati, 2021) states that for beginner-level learners, the description text becomes a reference for learners in using the vocabulary and structure of the text that has been learned. Through the speech of the learner studied when creating the description text, the teacher can find out the learner's ability to explain something with the new language he is learning.

Thus, it is hoped that there will be an increase in mastery of basic BIPA vocabulary through the singing method. A description of the obstacles faced and the conveniences encountered during BIPA learning is needed to determine the compatibility between vocabulary improvement and singing methods. In general, the obstacles faced include online using virtual *Zoom*, BIPA learners do not understand Indonesian, BIPA learners looking shy, and have not found the right learning strategy for BIPA less active BIPA learners. In addition to the obstacles faced, there are several conveniences such as BIPA learners enthusiastically using the singing method, there are teachers who understand Indonesian, and use of interesting videos during learning.

Based on the background described above, problems can be formulated: (1) how to improve the mastery of basic BIPA vocabulary through the 7th-grade SEPAMA Cambodia singing method, (2) how is

the ease in the learning process of grade 7 SEPAMA Cambodia, and (3) how are the constraints of the learning process of grade 7 SEPAMA? The purpose of this study is to describe the improvement of mastery of basic BIPA vocabulary through the 7th-grade singing method of SEPAMA Cambodia and describe the ease and constraints in learning grade 7 SEPAMA Cambodia. The benefits of this research are divided into two, namely theoretically and practically. Theoretically, it can develop existing linguistics and in practice, it can provide inspiration as reference material for other research and can be developed more broadly.

The study was conducted at SEPAMA Cambodia via virtual *zoom*. The time for conducting the study was carried out for seven days. The object of this study is the use of singing methods to improve vocabulary mastery in grade 7 SEPAMA Cambodia. The research used is descriptive qualitative. The data used is in the form of all information on the process and results of BIPA learning in grade 7 SEPAMA in the form of BIPA learning value results. The data sources in this study are zoom videos of online BIPA learning in grade 7 SEPAMA, BIPA learning documents for grade 7 SEPAMA, and the results of interviews with informants. The population in this study was 7th-grade BIPA learners consisting of 11 learners and the sample of this study was 4 learners.

Data collection techniques are carried out with Data collection techniques are carried out by observation, interviews, reading, and taking notes. Observation technique means that the author makes direct observation of the observed object, related to the singing method used in learning to improve the mastery of Indonesian vocabulary. The interview technique includes preparing questions first, then the questions are addressed to BIPA learners in grade 7 SEPAMA. Then, data analysis was carried out with a more in-depth discussion of the content of basic BIPA learning grade 7 SEPAMA.

DISCUSSION

The following are the results and discussions based on the description of the problem formulation above.

Improved Mastery of Basic BIPA Vocabulary through 7th Grade Singing Method SEPAMA Cambodia

The choice of singing method in the learning process is because singing is one of the fun activities, especially for BIPA learners so by learning it is easier for learners to master vocabulary. Before starting learning, things that are considered in choosing a song include 1) the lyrics in the song are clear; 2) the language used in the song is easy; 3) the topic of the song chosen according to the child's world; 4) the song is not very long; and 5) the song has a connection with the material taught (Ni'mah, n.d.).

Here are the lyrics to the song *Dua Mata Saya* *Dua mata saya. Hidung saya saru. Dua kaki saya pakai sepatu baru. Dua telinga saya. Yang kiri dan kanan. Satu mulut saya tidak berhenti makan.* In learning, the steps taken by the teacher are as follows: 1) saying greetings and presenting the learner at the beginning of learning; 2) interacting with learners regarding the names of limbs; 3) showing the learner a picture of the limb; 4) the teacher gives a quiz by pointing a limb; 5) the teacher provides a learning video in the form of a song of the names of the limbs; 6) the teacher invites the learner to listen and imitate; 7) the learner follows and recites verse after verse; 8) the teacher asks the learner to sing one by one; 9) teachers evaluate and assess learning outcomes using singing methods.

There are several stages in the continuity of teaching and learning through the singing method. The stages are divided into three. The first stage listens to the song and mimics it repeatedly and gradually, spelling it verbatim so that it is easier because the offsetting tone will feel more pleasant in the learning process. The teacher (SEPAMA team) started the lesson by introducing the names of the limbs, such as mata, hidung, kaki, telinga, mulut. The teacher

mentions the limbs one by one through the PowerPoints provided. Then, students are asked to read through the PowerPoint screen and follow the instructions from the teacher.

The second stage in the singing method is to string together word by word spoken while singing, pronouncing song lyrics, and practicing them among their friends to support and develop the learner's expressive language in speaking. Through singing the learner will be free to express his feelings and emotions. To make it easier for learners to grasp the intent of the learning material, teachers must provide interesting learning media. Teachers use Youtube as a learning medium. The youtube video plays for three minutes. The teacher asks the learner not only to listen but to sing along. All the learners were enthusiastic and sang together.

The third stage in the singing method is to memorize the lyrics of the song correctly and smoothly so that the learner's vocabulary can be increased. In the last stage, the teacher asks the students to sing the song Dua Mata Saya. Previously, the teacher had given several quizzes pointing to body parts and all learners could answer correctly so that when memorizing a song the learner did not have much difficulty. 4^{7th} graders sang the song Two My Eyes enthusiastically and precisely. They can increase the vocabulary of the body parts conveyed by the teacher.

This description is in line with Muslihana (R et al., 2022) stating that there are three stages in the continuity of teaching and learning through the singing method. The first stage is to hear the song and imitate it repeatedly and gradually. The second stage strings together verbatim spoken while singing. The third stage is memorizing the lyrics to the song correctly and smoothly so that the vocabulary increases in the child.

While in (Malaysia & Ibrahim, 2020) the application of the singing method is divided into pre-cycle, cycle I, and cycle II. The pre-cycle stage is carried out by preliminary observation. At this stage of the cycle, I have carried out planning of action 1, execution of

action 1, observation of action 1, and reflection of action 1. Likewise in cycle II.

The singing method is closely related to maintaining the learner's vocabulary while learning. It also enhances the expressive language of learners by training the child's musical intelligence and the intelligence of word keeping obtained through the lyrics to the song *Dua Mata Saya*. As a result, learners will learn to verbally express their feelings and ideas. This is a motivator to improve expressive language skills and improve Indonesian word skills (R et al., 2022).

Ease in the Learning Process of Grade 7 SEPAMA Cambodia

The teacher presents texts and songs through engaging learning videos during the learning process. The duration of the learning video is only four minutes so that learners do not feel bored. When the video was played, all the learners listened, were enthusiastic, and sang with excitement. It is said that video conferencing through face-to-face interaction is broad, allowing for more efficient communication than asynchronous teaching (Defina, 2021b). The purpose of using video media is to improve the learning learner's concentration ability to make it easier for learners to understand the material (Ardhianti, 2022; Ms, 2019). Learners were quick to grasp the material presented by the teacher although some were a little shy. In addition, at the beginning of learning, teachers do have a little difficulty communicating with learners because they don't understand Indonesian. However, there are teachers from Indonesia, making it easier for teachers (SEPAMA team) to interact together.

Obstacles in the Learning Process of Grade 7 SEPAMA Cambodia

As is well known, the teacher (SEPAMA team) teaches BIPA grade 7 learners via virtual *zoom*. One of the impacts of online

learning in BIPA learning is that if the signal or internet network is not strong, it will be intermittent so that the material is not conveyed clearly, and learning is ineffective and takes a lot of time. It is conveyed that the online learning process cannot be separated from the speed and quality of the internet network, some students or students have difficulty entering because they are constrained by the network (Adi et al., 2021; Marhayani, 2021; Setiani, 2020). At the time of learning, BIPA learners do not understand Indonesian in general so if the teacher gives the material, they must speak using body language. In addition to the enthusiastic learners when the teacher delivers the material, there are still some learners who look shy. BIPA teachers are required to have a good strategy for delivering material in BIPA classes (Kusmiatun, 2018). However, in this case, teachers have not found the right learning strategy for less active and timid learners.

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CONCLUSION

Based on the results of the description above, it can be concluded that there is an increase in mastery of basic BIPA vocabulary through the 7th-grade singing method of SEPAMA Cambodia. The singing method is divided into three stages. The first stage listens to the song and imitates it repeatedly, as well as spelling word by word. The teacher (SEPAMA team) started the lesson by introducing the names of the limbs, such as eyes, nose, feet, ears, and mouth. The second stage in the singing method is to string together the word-for-word spoken while singing, saying the lyrics of the song, and practicing it among his friends. The third stage in the singing method is to memorize the lyrics of the song correctly and smoothly so that the learner's vocabulary can be increased.

The ease of learning grade 7 SEPAMA Cambodia includes teachers presenting texts and songs through interesting learning videos, as well as a learning video duration of only four minutes so that learners do not feel bored. In addition, at the beginning of

learning, teachers indeed have a little difficulty communicating with learners because they do not understand too much in general Indonesian. However, there are teachers from Indonesia, making it easier for teachers (SEPAMA team) to interact together.

The obstacle in learning grade 7 SEPAMA Cambodia is that the teacher (SEPAMA team) teaches BIPA grade 7 learners through virtual zoom. The impact is that if the signal or internet network is not strong, it will be intermittent so that the material is not conveyed clearly. Then, BIPA learners do not understand Indonesian in general so if the teacher gives material, they must speak using body language. In addition, in addition to the enthusiastic learners when the teacher delivers the material, it can be seen that there are still some learners who look shy.

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