

The Use of English Song in Teaching Vocabulary to Young Learners

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Abstract

The aims of the study are to know the use of English song in vocabulary teaching of young learners and to know the students' response toward English song in vocabulary teaching to young learners. The approach of this study was descriptive qualitative. Observation checklist, questionnaire, and interview were used as the instrument to elicit the data. The subjects of this study were kindergarten B students at PAUD ASSALAM in Tarik Sidoarjo. In the data analysis, the researchers were analysis the information gained in the observation checklist and filling in the checklist. The researchers also used field notes to gave explanation. Almost of young learner get bored easily, therefore the researchers used songs to teach vocabulalry in the class. The results showed that there were positive responses from the students by using English song in vocabulary teaching. This suggests that songs are right media that can used in teaching vocabulary to young learners.

Keywords: *Media, Song, Vocabulary, Young Learner*

Introduction

Writing as productive skill that involve thinking skill has many rules such as, grammar, spelling, cohesion, coherent, and the style of writing in the process of writing. Vocabulary is one of the language aspects that are very important for communication English. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and

can use it in sentence context. If we have less vocabulary, we will not understand what people say.

Most of the students in kindergarten schools have difficulty to learn English, especially to vocabulary mastery. Because of English has the different pronounce and write. Many of young learners have lots of problems in vocabulary mastery. Most of the students are not easy to remember of English words. It is caused by many reasons.

First, the students do not have interest in the teaching learning process. Interest is on awareness of someone that an object or case (matter) or situation always deals with him (Djamil, 1997: 70). Interest will appear when the students aware toward education or information for their need. At school, the teachers often find that the students are not interested in learning a subject matter. It also happens in learning English, because the students do not have knowledge about the correlation between the subject matter and themselves. It becomes the teacher's responsibility to give motivation by arranging the situation, so the students are aware that there is correlation between the subject matter with their life. For example, the teachers give support and explanation to the students that learning English is very important to their life in this globalization era. The teachers also give explanation toward their students about beneficial of leaning English to their life later.

Secondly, the teachers are still having less creativity when teaching English. Usually the teachers just explain the material without any media or method, so it can make the students bored. As teachers, they must build the interest of students to learn English by using varieties of methods. For example, the teachers using a game in teaching learning process because the students like to play and have fun.

Finally, the uses of media and method are not appropriate with the situation of the students. Media and method are important in English learning process. Media and method help to understand the teacher explanation easily. In using method or media a teacher must be adjust with the students like. The use of media and method are appropriate with situation or condition of the students can influence the interest and understand of them.

From the situation above, we know that the students just acquire a few vocabularies. This situation also found in PAUD ASSALAM, in English teaching

learning process there are of the teacher use media or method that able to increase the interest and achievement of the students. So the researcher needs to know that media that can happened to the students' interest in learning English.

Based on the problems above, the researcher seen the teachers media that using song in teaching English on B kindergarten B at PAUD ASSALAM. The teacher useing song media as a problem solving in learning English on B kindergarten B at PAUD ASSALAM. Hornby, AS (1995) defines song as a short poem or number of verses set into music and intended to be sung. Song are one of the media that can improve vocabulary mastery. Usually the students are able to remember of English words easily if many teachers listening the song. By using song, the teachers are able to teach English by employing many methods too, such as cards game, puzzle, role play, etc. So the student can be more interested and enjoy in the English learning process. By employing this media, the researcher hopes that the students of PAUD ASSALAM can improve their vocabulary. From the explanation above, the researchers conducted a research entitled "The Use English Song in Teaching Vocabulary to Young Learners"

Research Methodology

This study was conducted by using case study research. It means is conducted to describe situation at the time of study in order to get certain information. According to Creswell (2007), case study research is a qualitative approach in which the investigator explores a bounded system (case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (for example, observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes (p.73). A case study can be considered a methodology, strategy of inquiry, or research strategy. It involves the study of an issue through specific cases. In case studies emphasis is placed on the exploration and description. According to J. Creswell, data collection in a case study occurs over a "sustained period of time." One approach sees the *case study* defined as a *research strategy*, an empirical inquiry that investigates a phenomenon within its real-life context. Case-study research can mean single and multiple case studies, can include quantitative evidence, relies on multiple sources of evidence, and benefits from the prior development of theoretical propositions.

Thomas offers the following definition of case study:

"Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more method. The case that is the *subject* of the inquiry will be an instance of a class of phenomena that provides an analytical frame — an *object* — within which the study is conducted and which the case illuminates and explicates." In this research, the researcher describe the class activities included the teacher and the students' activities during the teaching learning process. The researcher describes the teaching learning process and the students' activities when they listening, sing a song, answer some question about many vocabulary and many others.

The data of the research were the students of Kindergarten B at PAUD Assalam Tarik Sidoarjo for a study on the use of english song in vocabulary teaching to young learners. The source of the data in this study will both the English teacher who used songs in his teaching and the students who will involved in the teaching learning process. Here, the songs was conducted in language development of young learners.

The research instrument in this study was the researcher herself. It is caused by the research data are obtained from the teacher and students' activities. It could be measured by the human instrument. The researcher also used observation as her supported instrument that recorded in form of:

This research used descriptive qualitative method. According Sutopo (2002) stated that generally qualitative research could be called as descriptive qualitative, because it will present the research finding in the form of:

a. Observation Checklist

Observation is the data collection of human behavior that most commonly involves sight or visual data collection as well as that via other sense, such as hearing, touching or smelling. The observation checklist is conduct in the form of "yes" and "no" answer. This checklist helpful for teacher to support the research. In observation checklist to the kindergarten B in PAUD ASSALAM was used by the lesson plan in the school.

b. Questionnaire

Questionnaire is the use to obtain the student's response when the song media is implementating in teaching learning to know the vocabulary. It was expected that through questionnaire, the students gave their response honestly. Questionnaire also used to know the advantages and disadvantages this media. The form of the questionnaire was multiple choices. It was used to make the students to state their responses. The questionnaire consisted of 10 questions and they were classified into three parts. The classification was as follows: the students' interest; the students' opinion; and the students' understanding about their activity during their teaching learning process applying by English songs.

c. Interview guideline

According to Ary (2002) says that interview is designed to collect the data by using direct conversation with the respondents and provides information that cannot be obtained through observation. There are three types of interview: structure interview, unstructured and combination. In structured interview, the researcher should make guide interview first when she/he want to ask to the respondent. This type can be easily analyzed and important to the researcher, in order to obtain the data or information that has been planned. Unstructured interview are more informal, and the researcher in giving the question to the respondent is free questioning, it means that without guide interview. And the last is combination interview; in this type the researcher uses two kinds of interview above with the aim to get the maximal information from the respondents. In this research used structure interview with the English teacher and the topic dealt with the media in teaching English.

The result of teacher's interview, observation, review documents and students' questionnaires were analyzed descriptively. The researcher would be analysis the information gained in the observation through the result of the observation check list. After filling in the checklist, the researcher would be analysis the activities done by the teacher when applied the some of songs media. researcher's field-notes gave more explanation for some songs media, especially when there is something happened out from the checklist.

The data gained from the teacher's interview will present descriptively in the interview result to support the result from the observation check list. Here, the researcher will analysis the information get from the interview activity with the

teacher to know more about songs media in learning-teaching process in the class. Next, in analyzing the students' responses toward the use of songs to teach language teaching, the researcher used the result of the questionnaire.

Results and Discussions

Based on the data collected through observation, interview, and questionnaire, there are some major fields to note down. The research findings will be described in two subheadings including the (1) the use of English song and (2) the students' response of English song in vocabulary development to young learners.

1. The Use of English Song in Vocabulary Development to Young Learners

a. Lesson plan

Specially, the lesson plan is designed to meet the learners need. The material of English vocabulary is placed in separated column which mean that during the day, the teacher had to introduce the vocabulary to the students. Some other English materials, such as song, is usually mentioned together with the activities planned.

The lesson plan is used for one day learning, but one lesson is planned for three different classes in three days. The themes taught every week does not only for one time, but might be repeated in the other weeks or the other learning centers depending on the yearly program.

The main activities on each lesson plan are determined by indicators of the week. Meanwhile, the opening, break time, and closing of each lesson plan are the same. Thus, those repeated activities create the class routine, especially in relation to the use of English as the instructional language.

b. Learning activities

The observation was done on August 18th, 2016 until August 31th, 2016. In the observation, the researcher observed the subject of the research namely the students of kindergarten B of PAUD ASSALAM Tarik and the English teacher who were involved in the teaching learning activity. In order to get the data, the researcher did the data in five meetings. In each meeting, the researcher observed

and noted all class activity during the learning process.

During the day, Indonesian and English were regularly used in starting and ending the lesson. It was also often used by the teacher in the form of simple communication between teacher and student. In a day, the activities are divided into five sessions as mentioned in the lesson plan document: (1) Opening, (2) Main Activities I, (3) Having Break, (4) Main Activities II, (5) Closing.

1. The Result of the First Observation

The first observation was started on Wednesday, August 17th, 2017 at 8.50-10.30 a.m. in the first meeting of teaching learning activity, the teacher led praying, checked the students' preparation, and introduced the researcher as the observer that was in this class for three meetings. Then, the teacher announced it to the students about the material that was going to be taught for them namely "diriku". In this theme, the students will study about "diriku dan alat panca indra". The activities involved are described in the following section.

1) Opening

To begin the activity, the students and the teacher make a line in front of class to did the gymnastics, after that the students with the teacher saying the confession and saying the pledge. After saying the pledge the students go to the class then the students make a circle time to saying greeting and absent. Before begin the lesson, the teacher prepared the student to praying and memorize some of surah in Al-qur'an (An-nas, Al-falaq, Al-ikhlas and Al-humazah).

2) Main Activities I

Teacher NA begin to explain about the body, function of part of the body and introduce some of vocabulary. Before teacher NA explain, teacher tried to find the background knowledge of the students, teacher NA asking one by one what are kind of the body and what are the function. Teacher NA explain about the activity today. Teacher NA begin to asking to the student about what is the day, date, month, year theme and subtheme. Then teacher NA invited the students to get up and asking one by one part of the body randomly. After that teacher NA remembering and invited about one little finger songs', then the students begin to sing a song actively.

“Get up please... teman-teman kira-kira tahu nggak yaa, dimana hidung kalian? (anak-anak menjawab ada beberapa yang langsung menunjuk)kalo dagu?kepala, chik? Foot? “(get up please, who have know, where is your nose? Several of the students answer correctly, while the chin? Head? Chik? and Foot?

One Little Finger

One Little Finger

One Little Finger

Tap... Tap... Tap

Put your finger up

Put your finger down

Put it on your head (Head!)

Teacher NA take book and dividing to the students. After the teacher explain what the students doing, they begin to do it. There is not the special time for English lesson in this class they just use English language in daily activity but not all conversation.

3) Having Break

Finishing the task, the students begin to noisy because they hear the bells are ringing. Time to resting. The students quickly to collect their book in the teacher's table. The student listen the teacher's announcement to pray before eating and drinking, hand wash, take a food in their bag then eating. Part of the instruction were in English and Indonesian. After pray together the teacher was calling the name one by one and washing the hand, take a food in the bag and back on the table.

4) Main Activities II

In this activity, carried out four areas. Reading area, praying area, tasking area, playing area. But the first time the teacher doing is tasking area, the teacher dictated five sentences and had been write some questions of mathematics in the whiteboard. It was usually in the middle of the lesson (at 9:30 – 10:00). After tasking area, the teacher gave the instructions to playing, reading and praying areas, all of the students enjoyed the time in playing area. While the teacher called two students come in the teacher table to reading and praying (mengaji).

5) Closing

The routine was not only about beginning the lesson, but also closing the lesson. Before the lesson was finally closed and the children were allowed to go home, the teacher reviewed what they learned during the day.

Go home, go home

It's time to go home

Good bye and see you again...

Good bye my friend,

Good bye my teacher

Good bye and see you again

“Para murid mulai membuat lingkaran sesuai perintah guru, setelah rapi murid-murid menghafal beberapa kosakata yang dipelajari hari ini dan mulai berdo'a dan bernyanyi lagu pulang.”

(the students make a circle time , to pronounce several of vocabulary that learning today and the teacher asked to praying and singing before go home)

2. The Result of the Second Observation

The second observation was conducted on Friday, August 19nd, 2017 at 08.45-10.30 a.m. in the second meeting of the teaching and learning activity, the teacher led pray and checked the students' preparation like in the first meeting. Before continued the material, the teacher did praying dhuha together with the students. The teacher continued to review the previous material that the students had learned in the previous meeting that was about song entitle “colors” and the vocabularies about colors. The teacher also gave some questions to remind the students' vocabulary about previous material about song entitle “one little finger” and the vocabularies about part of the body. The students still remembered and could answer the question by the teacher.

1) Opening

To begin the activity, same with the previous meeting the students and the teacher make a line in front of class to did the gymnastics, there was different after did the gymnastic the students with the teachers praying dhuha together. After saying the pledge and cofession of faith, the students go to the class then the students make a circle time to saying greeting and absent. Before begin the lesson, the teacher prepare the student to praying and memorize some of surah in Al-qur'an (Al-lahab, An-nashr and Al-humazah).

2) Main Activities I

Teacher NA begin to explain about the color, example and introduce some of vocabulary. Before teacher NA explain, teacher tried to find the background knowledge of the students, teacher NA asking one by one what are kind of the colors and what are the example. Teacher NA explain about the activity today

“08:00-09:00

“1. Menyanyikan tepuk hari, tanggal, bulan, tahun, tema dan subtema

2. menyebutkan macam-macam warna dan rasa

3. membedakan tinggi pendek

4. mengerjakan soal di lembar kerja anak-anak”

(1. asking the day, month, year, theme and subtheme, mentioned the kind of colors and taste, 3. Mentioned the different of small and long, 4. Did the exercise)

Teacher NA begin to asking to the student about what is the day, date, month, year theme and subtheme. Then teacher NA take out something from the bag, there are sugar, salt, coffee, chili, tamarind. One by one of the students must know what is question so students must try or taste the matter. After asking kind of taste, teacher NA take book and dividing to the students. After the teacher explain what the students doing, they begin to do it. After did the task, teacher NA invited the students to singing the color's song.

“red, red, red... red itu merah

Blue, blue, blue.... blue itu biru

Green, green, green... green itu hijau

Yellow, yellow, yellow... yellow itu kuning”

There is not the special time for English lesson in this class they just use English language in daily activity but not all conversation.

3) Having Break

Finishing the task, the students begin to noisy because they hear the bells are ringing. Time to resting. The students quickly to collect their book in the teacher's table. The student hear the teacher's announcement to pray before eating and drinking, hand wash, take a food in their bag then eating. Part of the instruction were in English and Indonesian.

“09:00-09:30

‘siapa yang mau resting? (Aku)

Syaratnya resting apa yaa? (cuci tangan, ambil bekal, duduk lagi)

Setelah itu apakah kita boleh makan bekal sambil berjalan dan berlari-larian? (tidaaak)

Okay, please clear up your table. Tidak boleh ada buku, pensil atau crayon di atas meja yaa? (Siap)

Are you ready? (yess)

It’s time to resting, before resting let’s pray together

(who want to resting? I’m, what is required? Washing the hand, take the food and sit down, after that could we eating with standing and running around? No, okay please clear up your table, forbidden there was book, pen or crayon on your table? Akay, are you ready? Yes, it’s time to resting, before resting let’s pray together.)

After pray together the teacher was calling the name one by one and washing the hand, take a food in the bag and back on the table. When the students resting teacher NA gave instruction for them to collect the assignment book.

4) Main Activities II

In this activity, carried out four areas also. Reading area, praying area, tasking area, playing area. But the first time the teacher doing is tasking area, teacher NA divided the assignment book which contains the different questions of mathematics and also the teacher gave a blank that contain a task about the themes today. It was usually in the middle of the lesson (at 9:30 – 10:00). After tasking area, the teacher gave the instructions to playing, reading and praying areas, all of the students enjoyed the time in playing area. While the teacher called two students come in the teacher table to reading and praying (mengaji).

10:00

‘masuk pada area bermain, membaca dan mengaji. Semua murid boleh bermain bersama tetapi dilarang membuat gaduh. Sambil sang guru memanggil dua anak untuk maju kebangku guru dan membawa buku membaca dan mengaji mereka, begitu seterusnya.’

(in playing area, all of the students could to playing but forbidden to noisy. While the teacher asked two by two of the students to infront of the teacher table and bring reading book and pray book)

5) Closing

The routine was not only about beginning the lesson, but also closing the lesson. Before the lesson was finally closed and the children were allowed to go home, the teacher reviewed what they learned during the day.

Go home, go home

It's time to go home

Good bye and see you again...

Good bye my friend,

Good bye my teacher

Good bye and see you again

“Para murid mulai membuat lingkaran sesuai perintah guru, setelah rapi murid-murid menghafal beberapa kosakata yang dipelajari hari ini dan mulai berdo'a dan bernyanyi lagu pulang.”

(the students make a circle line to pronounce several vocabulary which learned today and begin to praying and singing before go home.)

Conclusion

Firstly, that the students were active during the first until the third meeting by using English song. The students were enthusiastic to follow the teaching and learning activity in procedures of English song. Thus, it can be said that teaching and learning activity had successfully done.

Based on the research findings and discussion, the English songs were used well in the vocabulary development activity according to its related theories. The use of English song had increased the students' vocabulary better. In fact, English song could be a variety in teaching vocabulary activity. Here the students were actively involved in the learning activity. The teacher gave real object as something that familiar and common. It could be seen directly by the students. From it, they could memorize their vocabularies easier.

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