



A Study Of English Songs On Teaching Vocabulary At Kindergarten Students Of Lembaga Pendidikan Islam Bustanuddin Galis Pamekasan

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Abstract

Teaching English to young learners, especially for kindergarten students, is focused on teaching vocabulary because they are still introduced to new language in which it has not ever been learned before. The use of songs in teaching vocabulary for young learners is an effective way to teach English. This study is descriptive qualitative research because (1) It is concerned with context and meaning, (2) the researcher works in natural setting, (3) the researcher is the key instrument in collecting data, (4) the data are presented descriptively, and (5) the data are analyzed inductively. The subjects are kindergarten students and the English teacher. In this study, the instruments used are observation checklist, field note, and interview guide for the four teachers. From the findings, it can be concluded the characteristics of the songs used in teaching vocabulary were the lyrics of the songs were simple and not too long, there was the repetition of the words while singing the songs, the vocabulary used in the lyrics was presented in the meaningful context, the lyrics were based on the theme in the school curriculum, and the rhythm of the songs was fun, The teachers also considered the criteria of the appropriate songs for their students while they were selecting the songs.

Keywords:

songs;
teaching vocabulary;
young learner.

Abstrak

Mengajar Bahasa Inggris kepada anak, terutama bagi siswa TK, difokuskan pada pengajaran kosa kata karena mereka masih diperkenalkan dengan bahasa baru yang belum pernah dipelajari sebelumnya. Penggunaan lagu dalam pengajaran kosakata untuk anak adalah cara yang efektif untuk mengajar bahasa Inggris. Penelitian ini adalah penelitian kualitatif

Kata Kunci:

lagu;
Mengajar Kosa kata;
Pelajardini.

deskriptif karena (1) Berkenaan dengan konteks dan makna, (2) peneliti bekerja secara alamiah, (3) peneliti adalah instrumen kunci dalam mengumpulkan data, (4) data disajikan secara deskriptif, dan (5) data dianalisis secara induktif. Subjek penelitian adalah siswa TK dan guru bahasa Inggris. Dalam penelitian ini, instrumen yang digunakan adalah daftar observasi, catatan lapangan, dan panduan wawancara untuk keempat guru. Dari penelitian tersebut, dapat disimpulkan karakteristik lagu yang digunakan dalam pengajaran kosakata adalah lirik lagu yang sederhana dan tidak terlalu lama, ada pengulangan kata saat menyanyikan lagu, kosakata yang digunakan dalam lirik disajikan dalam konteks yang bermakna, liriknya didasarkan pada tema di kurikulum sekolah, dan irama lagu itu menyenangkan. Para guru juga mempertimbangkan kriteria lagu yang sesuai untuk siswa mereka ketika mereka memilih lagu.

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1. Introduction

Language as a means of verbal and non verbal communication. Language as a vehicle of communication, language is everywhere, it permeates our thoughts, mediates our relation with others, and it even creeps into our dreams. (Cameron ,2002)says that language is a system of arbitrary vocal symbols used for human communication. Every person in the world has a language, in every city, town, or village of the world; people are always talking to one another. Through language human can induce their peers to share, their culture and through language human can form a larger social group. Many languages used in the world, but one of the most widely spoken language is English.

Considering the importance of English language teaching (ELT) as mentioned above, most primary school even kindergarten school in Indonesia have taught English to their students. Consequently, kindergarten students who are notably young learners should be treated with more consideration. English for young learners' class should be created in an amusing environment dealing with their atmosphere and focused on teaching vocabulary because they are still introduced to new language in which it has not ever been learned before. Because teaching English for

young learners is not easy, the teachers should have strategies or interesting activities to attract the students in learning English.

A good English teacher should have a good way to teach their students. Preparing the instructional media for young learners, teachers need to know the characteristics of children in order to fit with the condition of their foreign language classroom. There are three categories of teaching media or instructional media that can be used by the teachers, (1) audio media, (2) visual media, and (3) audio visual media.

Today, many of English songs exist in our country and a large number of Indonesian like English song included the teens. In fact, the majority of Indonesian like to listen and sing English songs, unexceptly kindergarten students of Lembaga Pendidikan Islam Bustanuddin Pamekasan. Lembaga Pendidikan Islam Bustanuddin Pamekasan is one of the famous and favorite kindergartens in Pamekasan especially in Galis village; it has good facilities and professional teachers which teach English songs to their students. At beginning levels as kindergarten, music can be used to teach basic vocabulary as colors, names of things and names of people are only a few of the concepts that can be taught through music. Children like enjoying and singing English songs because their lyrics are simple and easy to understand. The simplicity and ease of the lyrics make the writer interested in discussing some of English songs that is used in Kindergarten of Lembaga Pendidikan Islam Bustanuddin Pamekasan (LPIB). By using the English songs, the students can improve their English vocabulary. This phenomenon is very interesting to be investigated.

Young learners are unique because they have some characteristics that differ from those of the adults learners. Piaget says that very young learners create their own learning engaging with their environment and they are active in their learning process by exploring immediate settings (Uysal & Yavuz, 2015). When a learner expresses preference for an object or an activity or engages in behavior which leads attaining an objective or participating in an activity. Interest can also refer to the selection or stimuli or attending to something. They feel that the subject makes a difference to them. They want to become fully aware of the subject. They enjoy dealing with it either for what it can lead to or for its own sake. They have high level of attention, their work output is sustained and they are greatly satisfied with the subject. Therefore, it is possible that things will simply not be noticed and attended to unless the interest in the object, event, or idea is present. Interest can also been (observed) by nothing increased persistence at a task with increasing frequency.

There are some ways to know the students' interest. The teacher can directly ask the students through discussions or questionnaires. The teacher can observe how the children spend their free time. The teacher can also find out the clue of the students interest through their attentiveness during the lesson.

Having background knowledge of basic concepts and principles underlying materials design is necessary to help the writer prepare and develop instructional materials. There are six principles:

- (1) *Materials should be clearly linked to the curriculum they serve,*
- (2) *Materials should be authentic in terms of text and task,*
- (3) *Materials should stimulate interaction,*
- (4) *Materials should allow learners to focus on*

formal aspects of the language,(5) Materials should encourage learners to develop learning skills, skills in learning, (6) Materials should encourage learners to apply their developing language skills to the world beyond the classroom.

In teaching English, the strategies to overcome the problems of vocabulary are not only a matter of developing the students' English proficiency in the target language but also change a monotonous class into a cheerful one. One of the useful teaching strategies that may help students to learn in cheerful classroom activities is the application of playing songs. Songs are widely held to be a valuable teaching resource in EFL classrooms (Coyle & Gómez Gracia, 2014). To summarize, one of the useful teaching strategies that may help students to learn in cheerful classroom activities is the application of playing songs. The discussion of the paragraph above helps the teacher to know that song can be use in teaching and learning process, and we have to know the type and technique of song. The discussion of type and technique of song is presented in the next section.

To summarize, there are some advantage of song, are: Practice a language point, stimulate discussion of attitude and feelings, encourage creativity and use of imagination, provide a relaxed classroom atmosphere, and bring variety and fun to learning. The discussion of the paragraph above helps the teacher to know the advantages of song. From song activity, students can improve their vocabulary.

According to Alex Case in his article for TEFL, there are fifteen criteria for a good kindergarten English song, they are: (1) *Memorable*, (2) *Useful Language*, (3) *Easy to sing*, (4) *Easy to Explain*, (5) *Actions*, (6) *Can use the Language in Different Ways*, (7) *Sitting down and Standing up*, (8) *Can be made shorter or longer*, (9) *Can be Varied*, (10) *Positive*, (11) *Something they would like in L1*, (12) *Tied to their lives / fantasy*, (13) *Stimulates and Emotions*, (14) *Anticipation*, (15) *Repetitive*.

The notion of vocabulary is given based on the form and the size. The discussion of the paragraph above helps the teacher to know the appropriate vocabularies based on the student's level. There are some types of vocabularies, active and passive vocabulary to refer productive and receptive vocabulary, respectively. Further, he points out that, passive vocabulary includes the active vocabulary and three other kinds of vocabulary words that are only partly known, low – frequency word not readily available for use and words that are avoided in active use.

2. Methods

Research Design

Research design used in this research is qualitative research which focuses on descriptive field. A qualitative research is concerned with collecting and analyzing information in as many forms, chiefly non-numeric as possible. The researcher is the observer that collects the data from Lembaga Pendidikan Islam Bustanuddin Galis Pamekasan that used English songs in teaching vocabulary to the students. The study is started on April and finished on May. In which the teaching and learning process is conducted one month. The procedures that are used by the researcher are:

(1)The researcher interview the English teachers, (2) the researchers interview the students (3) Coordinate with the English teachers, (4) Set the schedule of the class that will observed, (5) Observe the teaching and learning process, (6) Analyze, and (7) Describe the results.

Data Sources

The subject of this research is English teacher and student's interaction when they are conducting teaching and learning process. In this case, the subject of the study is from the kindergarten students of Lembaga Pendidikan Islam BustanuddinGalispamekasan. The study is started on April and finished on May. In which the teaching and learning process is conducted one month, in one week one topic is given to the students by the teacher. The numbers of the students who are studying at kindergarten of Lembaga Pendidikan Islam BustanuddinGalispamekasanare about seventy five students. It contains into 3 classes, they are PAUD, class A, and class B. PAUD contains of twenty students, class A is about twenty five students, and class B is about thirty students. Class B divided into 2, they are B1 and B2. Each class is about fifteen students. The researcher takes one class as an object of the research, it is class B1.

Instruments

In this study the researcher use two instruments, they are:

1. Observation Guide
To observed the English teachers and the students of Lembaga Pendidikan Islam BustanuddinGalispamekasan.
2. Interview Guide
To obtain the information the researcher makes some questions to interview the English teachers.
3. Recorder
To record the teaching and learning process in the classroom.
4. Documentation
To take the picture the teaching and learning process in the classroom

Data Collection

In collecting the data, the researcher took the following steps:
The researcher and the two of interraters came and sat in the classroom together with the students, then sat at the back row to observe the teacher, the students, and the teaching learning activities. After that the researcher took a note or whatever happened during teaching- learning activities, including the teachers' questions and the students' answers, then interviewed the class teacher after the teaching -learning activities were finished, and collecting all the results of observation and interview.

Data Analysis

After the data have been obtained since it is qualitative study it must be analyzed through objective. Data analysis is important step in research. The function of data analysis is to interpret the result of the observation.

Then the researcher will compare the results of the observations, in this phase, the data will be analyzed related to what are gathered in the data collection and try to answer the research

problem. After that the researcher find the similarities and the differences, Then the researcher find the advantages and the disadvantages, the strength and the weakness and the last describe the results.

To make them simpler, the steps are as follows: *First*, the researcher collected the data and analyzed all the data. The data collected on May 26th 2019. *Second*, the researcher invited two interraters in observing and analyzing the data when the teaching learning process happened. These two interraters were English teachers in GalisPamekasan. The researcher compared all the data with interrater 1 and interrater 2. The data was about the students and teachers activities in the classroom when they used English songs technique. The data compared on May 27th, 2019. *Third*, the researcher noted the similarities and the differences data in using song technique at the classroom. *Fourth*, the researcher found the advantages and disadvantages of this technique. *Fifth*, the researcher found the strength and the weakness of this technique. *And the last*, the researcher described the results of the observation "How are the teaching English through songs which can improve the students vocabulary in LPIB GalisPamekasan".

3. Result and Discussion

The purpose of this study was to discover how English songs are used in teaching vocabulary to kindergarten students at LPIB GalisPamekasan as follow:

The Teaching Vocabulary through English Songs at Kindergarten Students of Lembaga Pendidikan Islam Bustanuddin Galis Pamekasan

In learning vocabulary to the children, the teacher should have a good preparation before teaching in the classroom in order the student pay attention to the subject. The teaching method used by the teacher is Songs. The teacher used the target language in explaining the lesson and in giving direction or question to the students. The teacher encouraged her students to answer the questions using the target language. When students did not understand, if the students still could not understand the meaning, the teacher gave the meaning in Indonesia. Here are the steps of the techniques are used by the teacher:

Prepare

Before started to teach the teacher prepared the materials for teaching the children. So the teacher would not be confuse what she should teach to their students.

Review

The teacher always review the lessons or materials that given to the students in the last meeting by singing a song. The aim is to make sure that the students had understood and reminded the lesson that had given before. And to make the students understand about the material as a whole.

Practice

The teacher gives practice using directional, functional and situational approach based on the explanations.

Objective

In this part means the students have already understood with what the teacher explained.

Summary

To make sure whether students have understood about the lesson the teacher has explained, the teacher gives the questions based on the subject, and she always asked the students to sing together.

Assessment

The teacher gives final task to the students orally as an evaluation to find out whether the teaching sessions succeed or not.

Let's we see the following teaching and learning activity in LPIB GalisPamekasan:

A. Topic : My Body

Target vocabularies : Head, shoulder, knees, and toes

Before entering to the class, the students together with the teachers in front of the class to sing together. After that they entering to the class, then:

Step 1: The teacher came to the class. She smiled to her students. Teacher asked one student to guide his friend to read prayers together before English class begin;

- Stand up please friends; give salam to missis x
"Assalamualaikumwr.wb."

- "Before we study let's pray together by reading Basmalah let's begin, "Bismillahirrohmanirrohim".

- "Sit down please, friends!"

Step 2: Teacher said : "Thank you my dear! How are you today?"

Students answered : "We are okay mom!" what about you?

Teacher : "I'm fine". My dear, you look so handsome and beautiful today!"

Students : (smiled)

Then the teacher asked the students to stand up and singing a song that the teacher had been taught the week before, it was about color song. (They sung "colour")

Step 3: Teacher asked the students to take their book, crayons, pencil and eraser.

Step 4: Teacher prepared the media. Teacher showed the picture "part of body" and begun to ask the students what the teacher pointed to the students, the picture that could be used to support the materials and to help the students understand the topics. There the picture of head, shoulders, knee, and toes. The teacher used the pictures to help students comprehend the materials and to attract their attention to the lesson topic.

Step 5: The whiteboard was the essential media in the classroom. Teacher wrote the fourth vocabularies with drawn the picture in the whiteboard, they were head, shoulder, knees, and toes. Then she asked the students to write down in their book and color it.

Step 6: The teacher took the students book to give the score. After that she read the vocabularies in the white board loudly following by the students.

Step 7: The teacher asked the students listened to the song that the teacher sung about "My Body" see appendix. The teacher could find the clue of the students interest though their attentiveness during the lesson. As Woolfolk, 1990 "*Once the teacher gets his/ her students' interest, he /she can apply in the teaching and learning process.*

After that the teacher asked the students to stand up and sing together. Next, one student came forward and guided his friend to sing together while moved their body. The students smiled and they felt happy. In the kindergarten school teacher used students' interest in singing English songs class in order the students could get the lesson more easily.

Then she asked the student to answer what the teacher pointed to her body.

Teacher : "What is this?" (Pointed to her head)

Student 3 : "*kepala* mom . . .!"

Teacher : "Very good. What is this?" (pointed to her bahu)

Student 8 : "*Hmm . . .bahu* mom"

Teacher : "Okay, listen to me then let's we sing together!"

Teacher and student 8: (They sing, head, shoulders, knees, and toes) According to Janet the reason for using songs in teaching vocabulary that music is *effective and helpful in teaching learning process.* Teacher however must

look for more effective technique to make learning vocabulary easier and more pleasant so the students become easier in understanding and learning English.

Teacher : " So, what is this?" (Pointed to her knees)

Student 8 : "Yes, I know that, mom. It is lutut mom!

Teacher : " So, what is this?" (Pointed to her toes)

Student 1 : "It is kaki mom!

Teacher : "Right! "Okay dear, repeat after me!"

Kepala : Head

Bahu : Shoulders

Lutut : Knees

Kaki : Toes

"Now, stand up please! And look at me (the teacher sung while used her body, the students followed her) .

Step 8: The teacher asked the students to keep silent. Then one student came forward and guided his friend.

- "Okay friends, now close your book and put into your bag.
- Stand up please friends, let's we sing together (they sing some of the English songs that had given from the teacher while clapped their hands.
- After we study let's pray together by reading hamdalah let's begin "*Alhamdulillahirrobita;almien*"
- Give salam to missis X "*Assalamualaikumwr.wb*"

After the class finished, the researcher asked some questions to the students about the English lesson.

In the following is the lesson plan used by the teacher,

MY BODY

Unit 1

Duration : 2 weeks

Lesson Time : 30 minutes every Tuesday and Friday

AIMS

INTENDED
OUTCOMES

VOVACULARY

<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> To introduce the names of different parts of the body • To introduce the English lesson as a fun time • To share the fact that God made us and we're all special • To introduce simple Greetings • To introduce basic instructions • To introduce numbers 1-5 	<ul style="list-style-type: none"> • To be able to point to the part of the body when they hear the word • To begin to be able to say the names of some parts of the body • To be able to do the action when they hear the instruction • To enjoy the English lessons • To be able to say "hello" • To be able to say their name in response to "What's your name?" • To begin to be able to count along with the teacher, up to 5 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> head <input type="checkbox"/> <input type="checkbox"/> shoulder <input type="checkbox"/> <input type="checkbox"/> knees <input type="checkbox"/> <input type="checkbox"/> toes <input type="checkbox"/> <input type="checkbox"/> eyes <input type="checkbox"/> <input type="checkbox"/> ears <input type="checkbox"/> <input type="checkbox"/> mouth <input type="checkbox"/> <input type="checkbox"/> nose <input type="checkbox"/> <input type="checkbox"/> arm <input type="checkbox"/> <input type="checkbox"/> shake your head <input type="checkbox"/> <input type="checkbox"/> bend your knees <input type="checkbox"/> <input type="checkbox"/> stamp your feet <input type="checkbox"/> <input type="checkbox"/> shrug your shoulders <input type="checkbox"/> <input type="checkbox"/> number s 1-5 <input type="checkbox"/> <input type="checkbox"/> stand up, sit Down
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GRAMMAR	EVERYDAY LANGUAGE	ACTIVITIES
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> possessive; your <input type="checkbox"/> <input type="checkbox"/> questions; where's ...? <input type="checkbox"/> <input type="checkbox"/> commands; point to, shake, stamp etc 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> numbers 1-5 <input type="checkbox"/> <input type="checkbox"/> what's your name? <input type="checkbox"/> <input type="checkbox"/> hello <input type="checkbox"/> <input type="checkbox"/> goodbye <input type="checkbox"/> <input type="checkbox"/> how many? <input type="checkbox"/> <input type="checkbox"/> Through the accompanying worksheets: <ul style="list-style-type: none"> o Colour o Cut o Stick 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Total Physical Response; children to do actions, following the teacher's example to begin with Games: <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Heads down, thumbs up <input type="checkbox"/> <input type="checkbox"/> Using flashcards; Terry's game, point to... pelmanism, guessing game, swapping places Songs: <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Head, shoulders, knees and toes <input type="checkbox"/> <input type="checkbox"/> Hand upon your head <input type="checkbox"/> <input type="checkbox"/> I have two eyes, two

ears, one
nose (S&K)
Clap hands, follow me
Roly poly poly
I'm a little bear, my
name is
Teddy...
Story:
Sometimes I like to
curl up in a
Ball

In the following is one of the song used by the teacher,

“My Body”

Head, shoulders, knees, and toes,
Knees, and toes
Head, shoulders, knees, and toes,
Knees, and toes
And eyes and ears and mouth and nose,
Head, shoulders, knees, and toes,
Knees and toes

Every meeting the teachers always asked the students to remember the English lesson by singing. Unconsciously, we have often heard songs throughout our lives. Songs become a part of human experiences for as long as we can remember. We can listen to the songs wherever we are, and whenever we think or whatever we do. Songs are easy to find, we listen superficially on television, tape, computer or while walking at the market. We use songs as background to activities such as studying, jogging, driving a car, typing, washing, even more imaging and those becomes familiar to the ears. Songs have great tendency to attract attention of the students.

listening to the songs is also fun, in accordance with improving vocabulary it can be great help. At the time we listen to the music automatically we can sing it together with the singer of the songs. It means at once we practice our listening; we catch new words we never heard before. Songs are extremely adaptable and can suit any age, sex, taster, mood or level of ability. Why we should use songs, the answer for this question for one reason is that the students need something fun and easy to access the vocabulary quickly when it is required to use. We can see the

4. Conclusion

Vocabulary is crucial component in requiring and understanding language. Based on the fact above, it is important for anyone who

concerns in teaching English to find out the easier technique which can improve student's motivation for improving their vocabulary. To solve this problem, the writer in this regards tries to offer solution in teaching vocabulary which aims to derive meaning with the help the songs. Songs are provided as a tool to predict the sentence. By using this technique the teacher just becomes the facilitator of the students because the teacher lets the students read and comprehend the songs as the text consisting of words.

After doing the observation and interviews, the researcher draws some conclusions. The method employed by the teacher in LPIB is songs that make the students remember about the lesson, even after they have already arrived home and have done other activities. The media used in the teaching learning activities are picture and whiteboard.

Kindergarten student's attitudes were positive with the use of songs in teaching vocabulary in the classroom as well as feeling more successful. When songs activities were implemented before, during, and after formal time, during calendar activities and throughout the day, students were engaged and focused on learning.

As a result of these findings, the teachers of LPIB GalisPamekasan will continue to use songs activities not only in the area of vocabulary but all subject areas in the kindergarten classroom. Positive attitudes were displayed and an increase in participation noted. The researcher believes that songs an integral part in the early childhood classroom. The researcher recommends that if this study were to be replicated, that the future researcher might want to look at student achievement in all areas, and not just in the area of vocabulary.

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