INTRODUCING VOCABULARY BY USING SONGS TO THE THIRD YEAR STUDENTS OF SDN KRAS I KEDIRI

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ABSTRACT

Curriculum 1994 states that elementary school students can learn English as a local load from grade four. The reality shows that nowadays English is taught at all level of elementary school. Elementary school students have many characteristics; there are physical side, social side, and psychological side. One of the techniques that can be used is songs. Songs is one of teaching techniques that can create an enjoyable activity. Introducing vocabulary by using song gives some advantages. The first advantage is that many people including students and teachers like singing. Singing songs will make them happy and they get pleasure. The second advantage is that by using songs in English class could create relaxed situation. However, the teacher must be able to choose suitable songs to teach. Songs used should be simple and have familiar tone. In this research, songs that used were suitable with the materials of the third year students of SDN Kras I Kediri, they are: Human body, animals and activity.

In this research, the research design is descriptive qualitative because it presents qualitative data. They are not presented in number, but they consist of information on introducing vocabulary by using songs to third year students of SDN Kras I Kediri. The subject of the research is the English teacher who introduces vocabulary by using song to the third year students of SDN Kras I Kediri. To get the data, the writer used written tests. The test consists of 20 questions. They are multiple choice and essay.

In this research, the teacher taught vocabulary by using songs which are simple and familiar for the students. The materials are human body, animals and activity. The first steps of presentation the materials are warming up. The Second is presentation, the teacher introduced vocabulary, showed pictures about materials, showed songs which are suitable with materials, asked the students to practice the songs line by line, guided the students to sing the whole song and repeated it for many times. The third is closing, in this step the teacher asked the students to sing the song again and gave them homework. Finally, after the teacher finished teaching, a test was given. From the computation, it is found out that the result is good—71.07 %. It means that introducing vocabulary by using songs is very effective. In other words, introducing vocabulary using songs can be applied effectively to the third year students of SDN Kras I Kediri. It can be concluded that songs can be chosen as one of various activities in teaching learning process for young learners.

Key words: introducing vocabulary, young learners

Introduction
Background of The Problem

In Indonesia English is a subject learnt by the students at all level from elementary schools up to university. It is the first foreign language for the students. English is taught at elementary school as a load subject. Many experts explain that learning English at an early age will be much better than adults. Introducing English at elementary school students will also be better. Early age foreign language learners are much easier to learn than the adults...
because young learners do not feel shy when they make mistakes. Therefore, it is better to introduce English for the early age—elementary school students. It is supported by the Degree of Ministry of Education and Culture no.060/U/1993, stated that English can be taught at elementary school if it is needed by the surrounded are. However, it must be supported by the teacher whose the qualification needed. Therefore the teaching of English at elementary school is called a local load subject. English is usually taught at the fourth year until the sixth year students of elementary school. Lately, English is not only taught at the fourth year until the six year students of elementary school, but it is also taught at the first year, the second year, and the third year even at kindergarten.

The English teacher has an important role in teaching learning process at elementary school. Teaching English to elementary school students as young learners can be started by introducing Vocabulary. Vocabulary is one of the important elements in learning English. It is important to master vocabulary as it influences the students’ skill in English. In curriculum 1994, it is stated that at the end of the study at elementary school, the students have the skills of listening, speaking, reading, writing in simple pattern appropriate with the level of the students’ development and the reading interest more or less 500 words.

In learning teaching process, the students get difficulty in understanding new material and they sometime feel bored to the lesson. Brown (2001: 88) explains that short attention span do come into play when children have to deal with material that to them is boring, useless, or too difficult. Closely connected to the statement, the teacher must be able to choose the suitable strategy in teaching learning process to make the students interested in the lesson. Brown (2001: 88) adds that the lesson needs a variety of activities to keep interest and attention alive. The teacher can use songs to introduce vocabulary to the elementary school students as young learners by using songs. Using songs in English class gives some advantages. First many people including students and teachers like singing. Singing songs will make them happy and they get pleasure. Besides that, the class situation could be relaxed.

Scope of The Research

Vocabulary is one of language components that are important to be taught. To make it more interesting the teacher must choose a suitable method, material, teaching aids and also time. In learning English, there are many methods, techniques, and materials that can be used, among other things: real object, songs, pictures, games, role play, and storytelling. In learning teaching process, an appropriate and effective approach is needed to make learning English successful. The teacher introduces vocabulary by using songs for young learners. This method takes into account the characteristics of young children who enjoy singing. The writer believes that this method will encourage and motivate the children to learn and use English. The teacher must write the lyric of the songs that suitable with students’ level and material. Some criteria of songs that can be used in teaching vocabulary to young learners are as follow: A song must be simple and has familiar tone, has minimum vocabulary and regular sentences, should use normal and useful language. Beside, the song must be suitable with mastery of the third year at SDN Kras I Kediri. The materials for the third year at SDN Kras I Kediri are Human body, animal, and activity.

The songs that suitable with materials above are:

1) “My eyes” It is suitable with lesson “human body”.
2) “Elephant ” It is suitable with lesson “Animals”
3) “In the classroom” It is suitable with lesson “Activity”
In teaching English, it is known how song can be applied to teach English to the third year students of SDN Kras I Kediri.

**Formulation of the Problem**

The writer formulates the problems as follows:
1. How to teach vocabulary by using songs to the third year students at SDN Kras I Kediri?
2. How far can songs interact the students in learning English at SDN Kras I Kediri?
3. How is the vocabulary mastery of the students who are taught using songs at SDN Kras I Kediri?

**Objectives of the Research**

1. The writer wants to know how to teach vocabulary by using songs to the third year students at SDN Kras I Kediri.
2. The writer wants to know how far songs can interact the students to learn English at SDN Kras I Kediri.
3. The writer wants to know the vocabulary mastery of the students who are taught using songs at SDN Kras I Kediri.

**Review of related literatures**

**Elementary School Students**

Elementary school students are students who study from the first grade to six grades at formal school. So they are young learners. Scoot (1980) states that young learners means children from the first year of formal schooling (six to seven years old) to eleventh or twelve years of age. In this period it is a sensitive period to young children to accept new language--English. The age of elementary school students are extremely important in their development which influence the way they learn English. Considering that English is a foreign language in Indonesia, an appropriate and effective approach is needed to make the learning teaching process of English successful.

Teaching a foreign language at elementary school is different from junior and senior high school. Realizing the characteristics of elementary school students, it is very important for the teacher to be able to chose and decide the materials used, the method applied, and activities carried out during the teaching learning process. Young learners have some characteristics, they are as follows:

1. **Physical side**
   a) The physical world of young children is dominant
   The young learners like do things that contain in physical for example they like running, jumping, walking.
   b) Their understanding comes through hands, eyes and ears.
   The young learners can grasp meaning of words through their eyes, hand and ears. For example singing songs influence their listening.
   c) They perform physical activity in many ways such as coloring, drawing, and writing. So that, they like to show their work in many ways such as coloring, drawing and writing.
   d) They are at developing stage
   The young learners like new activity that has enjoyable learning.

2. **Social side**
a) They are happy playing and working in the company of others (sitting, with others encourages co-operation).
The young learners like to have an interaction and communication with others. They like do work together with their friends.
b) They are aware of themselves in relation to others.
The young learners like to get relation with others.

3. Psychological side
a) They have short concentration span.
The young learners have short concentration to accept materials, so that the teacher must be clever to choose suitable techniques to attract them.
b) They are free of prejudice
The young learners delight in imagination
c) They get bored easily
The young learners will get bored easily if the material is not interest for them.
d) They are forgetful
The young learners can create the word in this time but next time they forget to create the word.

Realizing the characteristics of young learners above, the teacher should not be worried to use English because the students will understand what the teacher means by grasping the meaning. The teacher should create activities. It can be done to avoid bored in teaching learning process. The teacher should provide pair and group activities. As social creature, children like to have interaction with others. In this situation they will enjoy in teaching learning process. In other words the teacher must prepare material and activity that suitable with students’ level.

Vocabulary
Vocabulary is a list of words and phrases which usually arranged alphabetically. Vocabulary has an important role in communication and expressing the speaker idea. Richard (1990: 32) states that vocabulary is one of the most important aspects of learning a foreign language. It means that vocabulary plays a very important role in developing the language skills. The more vocabulary the students have the easier will be. Their language skills will also be better since. In other words vocabulary can be considered as an important thing in teaching learning process of a foreign language that can influence the development of the four language skills. The four skills cannot be apart from the language components, they are pronunciation, vocabulary, and structure which influence the mastery of the four language skills, for example if the students have good capacity in mastering vocabulary, their language skills – listening, speaking, reading and writing will also be better.

A good appropriate technique of teaching English vocabulary is needed so that the students will understand and comprehend the word. Hadfield (2001: 2) says that in presenting new language it needs:
1. Create a context for the new language
   The new language should be presented in a context that makes its meaning clear. In other words you need to show the learners how the language is used and what it means. There are some ways to create a context:
a. Text
   The teacher can create simple dialogue or a description or story. This activity must be suitable with teaching situation and the learners.
b. Pictures
Pictures may be drawn on the board, on large pieces of paper (posters) or on pieces of card (flashcard). Sometimes one kind of the pictures is more appropriate than another.

c. Realia

Realia or real object can be used as an alternative teaching aid used to explain new words.

d. Mime

Another way to create a context is to use mime. The mimes in these activities are all very simple everyday action such as brushing your teeth or opening a door.

e. Visualization

Visualization means asking learners to close their eyes and imagine a scene.

2. Focus on form

After the meaning of the language has been established, the students should know how it is formed. All the techniques here use visual presentation, which is usually easier for students to understand than verbal explanation.

3. Check comprehension

It is important to check that the learners have understood how to form and use the new language. Some considerations above are needed in order that the materials presented by the teacher are easily comprehended to the students.

Songs

Song is a kind of art which is usually accompanied by music human voice to sing. Song is one of teaching techniques which is very enjoyable. Byrne (1980: 166) says that most children enjoy singing and songs are often a welcome change from the routine of classroom activity in learning a language. It is supported by Harmer (2001: 242) that a piece of music can change the atmosphere in a classroom or prepare students for a new activity. In other words song has an important role in teaching learning process that is enjoyable learning.

There are some reasons to use songs in foreign language learning. First song will make children faster to master the material because by using songs the students get pleasure. If they are happy in English learning, it will be easier for them to remember. The second is the song will promote relaxed situation. The children ability in listening, singing and creativity can be trained in this activity. Using song can create a change from routine classroom activities. It means that song can be chosen to avoid the boredom in the classroom.

Choosing song must be concerned before teaching learning process. There are some criteria for choosing song according Richard (1985: 11) as follows:

1) For the beginner, select song which have minimum vocabulary load and which keep in the vocabulary bounds of most basic elementary course.

2) Avoid choosing songs which use are very grammatical or which use slang or old fashionable experience. Select song which contain norm, useful language.

3) Song which catchy and easily remembered tone will be the most suitable one since the students will at least be able to hum the tone before they learn the word.

4) Knowing statement above we can conclude that choosing song must use simple song because to make them to be easier remember it.

Teaching vocabulary Using Songs

Vocabulary is one of the most important aspects in teaching learning process. The teacher must introduce new vocabulary to elementary school. The teacher usually has some
teaching technique such as role play, games, song. Song as one of English techniques is very important because it can increase the effectiveness of teaching by helping the students to assimilate ideas in more meaningful and interesting manner. Singing a song is an enjoyable activity and can be brought to the classroom as a technique of teaching, especially vocabulary.

In teaching learning process using songs, the teacher must also pay attention to some considerations that must be done, such as:

1. Who are the students?
   It means that choosing song must be suitable with student’s level. The songs are used not too simple or too difficult for them.

2. Are the familiar with object of the song
   It’s related to the words that are used in the song. It means that the teacher must be sure that the objects in the song are not strange to them.

3. Is it easy to present the song?
   It means that the teacher must consider their ability in presenting the songs and should be able to set up a presentation and activity using song so that the students can understand and practice it easily.

4. Does the song provide enough language exposure?
   It means that the teacher must considering in selecting songs. It means that the song should provide the students with some new vocabulary and new knowledge.

5. Is the content in line with the theme on syllabus?
   It means that the song that is used must be suitable with theme in syllabus for example the song “My eyes” is suitable to be used in teaching “Part of the body”.

Knowing the statement above the teacher should consider some considerations before teaching learning process. Teaching English using songs does not mean the teacher teach the students’ to sing the English songs. It will be useful if the teacher develop the materials. So, they should provide activities which enable the students practice the language. There are steps that can be done in teaching learning process:

1) Choose a song based on the material.
2) Read the word clearly and check the students’ pronunciation.
3) Practice the song line by line.
4) Give the example of singing the song (become teacher model of the song).
5) Guide the students to sing the whole song and repeat it for many times.
6) Practice the new vocabulary.
7) Let the class guess the meaning of the words in the song.
8) Ask the students to sing the whole song in order that it will be memorized by the students.
9) Ask the students to rewrite the song.

From the steps above, it is purposed to make teaching learning process successful and integrating the four skills. Teaching vocabulary using song cannot apart from the four language skills—listening, speaking, reading, and writing. For listening, students listen to the teacher voice. For speaking, students say and sing the song. For reading, students read the sentences of the song and answer some comprehension question. For writing, students write the lyrics in their notebooks.

The following is the application of presenting materials in teaching by using song, they are:

1. Warming up
The teaching learning process begins by introducing or greeting, questioning about the human body that are known by students.

The teacher gives some vocabulary to the students.

2. Presentation
   a. Introducing the vocabulary using songs.
   The teacher write lyric of the song in black board.
   b. The teacher gives example singing song.
   c. classmate presentation

3. Closing
   Reviewing the word presented in the songs.

The songs as one of the technique in teaching learning process have role important thing. So the teacher can decide the techniques before teaching learning process.

Research methodology
The research design is descriptive qualitative. This research is used to get the information about activities in the class. The researcher uses qualitative research because the data was in the form of qualitative data—information about introducing vocabulary by using songs to third year students of SDN Kras I Kediri.

The research was carried out at SDN Kras III Kras Kediri. The subject of the research is the English teacher who introduces vocabulary by using songs to the third year students of SDN Kras I Kediri.

The writer uses a written test as the instrument to get the information needed. Arikunto (2006: 150) explains that a test is a set of questions or exercises used to measure the skills, knowledge, intelligent ability, or talent had by individual or group.

In this research the writer gave a written test to the students and got the data based on the score of the test. The tests consist of 20 questions about human body, animals, and activity. This test consists of multiple choice and essay. For the multiple choice test, for the best answer the score is 1 and for wrong answer is 0. For the essay one, for the right answer is 2 and for the wrong answer is 1. Finally, the total of the score is multiplied by 4. It is as the result of the final score.

After collecting the data, the next step is analyzing the data. It is important to know the result of research about introducing vocabulary by using songs to the third year students at SDN Kras I Kediri. In this research the writer uses the percentage formula as follows:

\[
\text{The average of capability} = \frac{\text{Total of the result of test score}}{\text{total of the sample students}} \times 100\%.
\]

Then after analyzing the score use the formula above the next step is classify the average of capability students based on the classification of the score level present in the table below:

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 – 100</td>
<td>Very good</td>
</tr>
<tr>
<td>66 – 84</td>
<td>Good</td>
</tr>
<tr>
<td>56 – 65</td>
<td>Fair</td>
</tr>
<tr>
<td>&lt; 55</td>
<td>Fail</td>
</tr>
</tbody>
</table>
The result of the research
Data Analysis

To get data the writer taught vocabulary by using songs to the third year students of SDN Kras I Kediri. The materials which are applied to the students are based on the material of SDN Kras I Kediri. The following is the application of presenting the materials in introducing vocabulary by using songs, as follows:

1. The first meeting by giving the first material “human body”
   a. Warming up
      1) Greeting
      2) The teacher asked the students to open their book about the human body
   b. Presentation
      In this presentation the teacher:
      1) Introduced vocabulary about human body. They are: eyes, nose, mouth, hand, arm, finger, ears, and foot.
      2) Showed a picture about parts of the body
      3) Showed song in title “My Eyes” and to sing it.
      4) Asked the students to practice the song line by line
      5) Guided the students to sing the whole song and repeat it for many times
   c. Closing
      1) The teacher asked the students to review the song
      2) The teacher gave home work about human body

2. The second meeting by giving the second material “Animals”
   a. Warming up
      1) Greeting
      2) The teacher asked the students to open their book about animals
      3) The teacher asked the students to collect their home work
   b. Presentation
      In this presentation the teacher:
      1) Introduced vocabulary about animals. They are: elephant, cat, dog, crocodile, mouse, horse, and cow.
      2) Showed pictures of animals.
      3) Showed the song in title “Elephant” and sings it
      4) The teacher asked the students to practice the song line by line
      5) Guided the students to sing the whole song and repeat it for many times
   c. Closing
      1) The teacher asked the students to review the song
      2) The teacher gave home work about animals

3. The third meeting by giving the third material “Activity”
   a. Warming up
      1) Greeting
      2) The teacher asked the students to open their book about activity
      3) The teacher asked the students to submit their home work
   b. Presentation
      In this presentation the teacher:
      1) Introduced vocabulary about activity. They are: Studying, reading, walking, cooking, running, and playing.
2) Showed picture of the activity  
3) Showed the song in title “In the classroom” and sings it.  
4) Asked the students to practice the song line by line  
5) Guided the students to sing the whole song and repeat it for many times  
6) Showed the song in title “Walking”  
7) Asked the students to practice the song  

c. Closing  
1) The teacher asked the students to review the song  

4. The fourth meeting is giving evaluation about human body, animals, activity. The test consist 20 questions. They are multiple choice and essay.  

a. Warming up  
1) Greeting  
2) The teacher gave written test  

b. Presentation  
1) The teacher asked the students to answer the questions  

c. Closing  
1) The teacher asked the students to collect the test  

The writer used written test to get data. Based on the test the writer got the score about the students’ ability. It will be analyzed to find out the result of introducing vocabulary by using songs to the third year students at SDN Kras I Kediri  

The writer uses the following formula to determine the result of introducing vocabulary by using songs to the third year students of SDN Kras I Kediri.

\[ \text{Mean (M)} = \frac{\sum x}{n} \times 100\% \]

\[ = \frac{2132}{30} \times 100\% \]

\[ = 71,07\% \]

Mean = The average of ability  
\( X \) = Total of the result the test score  
\( N \) = Total of the sample students  

From the computation above it can be seen that mean score 71, 07 %. The next step is the writer classifies the main score to this table below:

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Based on the table above, it is clear that the category of the students’ ability of the vocabulary is good.  

**Interpretation and Discussion**  
In learning teaching process, choosing an appropriate method and interesting material is very important to get the students’ attention. The method must be suitable with the material
and students level. Especially vocabulary, many methods can be used for example games, telling story or song. If the students get bored the teacher should have suitable method to attract the students’ attention.

In this research, the writer used songs as one of techniques in teaching learning process. Using songs gave some advantages. Singing song will make the students happy and give pleasure. Using song will make relaxed situation. Choosing song must be suitable with materials. Criteria of choosing songs are simple vocabulary and easy tones, so that the students will remember the vocabulary easily. Using songs in teaching learning process must be suitable with the characteristics of young learners’. Furthermore, concentration span of young learners are short, so they get bored easily. In this case, songs will create a change from routine classroom activities.

The score of the vocabulary mastery of the students who are taught using song is 71.07%. Based on the table the category of the students’ ability is good. It showed that using song can be chosen as one of various activities in teaching technique to elementary school students.

Conclusion

The result of the research shows good effect. The teacher introduced vocabulary by using songs which are familiar and simple to remember to the young learners. Introducing vocabulary by using songs is really effective since the students can be involved actively in the activity. It is concluded that introducing vocabulary by using songs to the third year students at SDN Kras I Kediri has good result. From the result of the research the writer can draw the conclusion that vocabulary mastery of the students who are taught using songs in SDN Kras I Kediri is good. It can be seen from the average score, it is 71.07%. The result of this research means that introducing vocabulary by using songs is effective to be applied to the third year students of SDN Kras I Kediri. So, songs can be chosen as one of various activities in teaching learning process for young learners, especially for the third year students of SDN Kras I Kras Kediri.

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