

CHAPTER I

INTRODUCTION

This chapter consists of: (1) background of the study, (2) problem of the study, (3) purpose of the study, (4) significance of the study, (5) limitation of the study, and (6) definition of key terms. It is done to make the readers know about the content of this and make this research understandable.

1.1 Background of The Study

English has an important role in the world as an international language. As an International language, English must be known by all peoples over the world. It must be used in international and regional convention, and also it is used in many fields of life such as: politic, economy, social life, technology, and education. English becomes a daily language in international school, and as second language in regional school. All students must master English.

According to Leni (2006:02) In Indonesia English has been introduced from elementary school to university. She also said that some kindergartens in big cities have introduced English as one of the subjects. Many formal education institutions and courses also offer the same programs as the formal education do.

Musliar Kasir as a vice of Minister of Education and Culture as stated in Wulandari (2013:01) clarified that English has never been put in Indonesian curriculum as the compulsory subject but as the local content subject. Huda in Lestari (2003:198) says,

In the paper prepared by the Ministry of Education and Culture for the 1992 National Meeting of the department it was stated that English might be taught in the primary schools as a local content subject if the local community considered that English proficiency was needed by the pupils.... The Decree of the Ministry of Education and Culture (R.I./No.0487/4/1992, Chapter VIII) that stated that an elementary school could add some extra lessons in its curriculum as long as they were not in contradiction with the objectives of national education.

Lestari stated that the inclusion of English as one of the local content subject was welcomed by the schools and the community enthusiastically. He further stated that although English was decided as an optional subject, many school felt it was necessary to teach English because of the pressure from higher authorities, the parents' wishes, and the headmasters' pride. In fact, English is treated as inseparable from the school curriculum. (Lestari, 2003:199)

Learning English vocabularies is not easy for young learners. Rahmawati (2003:62) stated that teaching young learners is not like teaching adults, children have their own way of learning. Young learners only have short attention in learning something. Because of that, the English teacher should try to teach new English vocabulary as interestingly as possible to the young learners.

Singing a song with a child is not only enjoyable, but also beneficial. Ott (2011:19) stated that singing together can stimulate growth in many areas of a child's development and in several areas simultaneously. He further explained that by singing a song, it can help student stimulate language and communication skills, encourage interaction, assist in learning academic concepts, encourage expression, increase esteem, help the children relax, and help establish routines.

Campbell (1998:169) says,

All children, to a greater or lesser degree, are musical They have the mental and physical equipment to perceptually organize the sounds they receive and to logically and inventively organize the sounds they

produce. On countless occasions, children show themselves to be perceptive listeners.

Song can be used as media for teaching vocabulary to young learners. It is explained in the following:

According to brain imaging technological research conducted in California, Los Angeles, children aged 6-13 years old who are commonly known as in critical periods, states that areas of the brain that organize a language skill has the most rapid growth. Giving them a second language needs some stages along with their ability. In grade 1 of an elementary school, we can tell them vocabulary that is near with their activity or environment with the pictures. For example, the teacher gives them a pictorial dictionary. In grade 2, we tell them a simple song in English and ask them to sing together. For example, the teacher asks children to sing a song “Twinkle-Twinkle Little Star” (Hissa, 2013:01)

And this study is focus in the implementation of the teaching vocabulary using song.

Vocabulary instruction needs to be long term memory. Nagy in Hiebert and Kamil (2005:27) stated that a fair amount about what kind of vocabulary instruction is more effective for improving reading comprehension. She further stated that the relationship between vocabulary knowledge and reading comprehension is complex. It is also said:

Effective vocabulary instruction is a long-term proposition. Attention to vocabulary growth has to start early, in preschool, and continue throughout the school years. Although the exact nature of effective instruction changes across grade levels, the focus on and commitment to vocabulary instruction is a sustaining component of schooling. Effective instruction must also be multifaceted.

The use of media is needed by the teacher in creating an interesting atmosphere in the teaching learning activities for young learners. The English teacher should make students enthusiastic in learning English. Teacher also should use the appropriate media in teaching English vocabularies for young learners. Song is one of media which can be used by the teacher for teaching

children. It is appropriate to the characteristics of young learners. Using English songs as media in teaching learning process is one of way that have a significant effect for the students on their vocabulary achievement.

As far as the researcher's knowledge, study of teaching vocabulary through song to the preschool students still difficult to found. So that, this analysis will offers some contribution of the new ideas of teaching learning process. And it is hoped that the pre-schooler should be motivated to have higher interest in learning English especially in vocabularies by using songs. So they will be ready to get to the elementary school and achieve their good competence in English. Based on the reasons mentioned above, the aim of this study is to improve the vocabularies of preschool students in SDIT Alam Al Uswah ICP Bangil Pasuruan.

1.2 Problem of The Study

The problems of this study are:

- 1.2.1 What songs are used for teaching vocabulary to the students of preschool program at SDIT Alam Al Uswah Bangil Pasuruan?
- 1.2.2 How is the implementation of teaching vocabulary using song to the students of preschool program at SDIT Alam Al Uswah Bangil Pasuruan?

1.3 Purpose of The Study

The purposes of this study are:

- 1.3.1 Describes the songs that are used for teaching vocabulary to the students of preschool program at SDIT Alam Al Uswah Bangil Pasuruan.
- 1.3.2 Describes the implementation of teaching vocabulary using songs to the students of preschool program at SDIT Alam Al Uswah Bangil Pasuruan.

1.4 Significance of The Study

The result of this study is intended to:

1.4.1 The student: the student will get stimuli that studying English is fun and attractive. In other hand, they will get motivation and enjoy studying English.

1.4.2 The teacher: this research will be useful for the teacher to create them the best method to improve the student's vocabulary by using song. Besides, the teacher can motivate student to study English.

1.4.3 The other researcher: this research can be used as a material consideration, if he will investigate some subjects.

1.5 Scope and Limitation of The study

The scope is specified in the Teaching Vocabulary Using Songs to the Students of Preschool Program at SDIT Alam Al Uswah ICP Bangil Pasuruan.

And the limitation is the simple words especially in the study on:

1.5.1 Vocabulary.

1.5.2 The teaching media is songs.

1.5.3 The 3rd class of English club.

1.5.4 The material presented for preschool program of English club.

1.6 Definition of Key Terms

In the last stage, the writer wants to explain the meaning of the tittle at glance. It consists of five main terms, which are necessary to be explained. They are as follows:

1.6.1 Teaching Vocabulary

Brown (2000:7) stated that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand.

Hornby (1995:331) says, "Vocabulary is the total number of words in a language."

From the statement above, teaching vocabulary means helping students have more knowledge about the total number of words in language.

1.6.2 Song as Teaching Media

Song is a chain of word sung with specific tone and rhythm. (Kasihani, 2008:113)

Vernon in Saikhu (2010: 10) says, "Media is a medium of instruction that must be selected on the basis of its potential for implementing a stated objective".

Song as a teaching media means a tool of song used by teacher in the teaching learning process especially in presenting new English vocabulary. A song can be used because it can help students remember the word deeply.

Some songs offer a pleasant way of giving repetition to words of a particular centre of interest or situation. "*Head, Shoulders, Knees and Toes*" is useful for reviewing the names of parts of the body, and is accompanied by actions.

1.6.3 SDIT Alam Al Uswah ICP Bangil

SDIT Alam Al Uswah ICP Bangil was built on June, 18th 2004. It is addressed on Jl. Raya Bangil Pandaan Km.1 Pogar-Bangil, Pasuruan, Jawa Timur,

Indonesia. The principal is Lulu Novita Anggraeni, S.Pd. The number of teacher in this school is 30.

The mission of this school is to create a strong Islamic generation. To make them has a good intellectual quotient, emotional quotient, and spiritual quotient.

This school adopts three curricula, they are: ICP (International Class Program), SIT (Sekolah Islam Terpadu), and KTSP (Kurikulum Tingkat Satuan Pendidikan)

1.6.4 Students of Preschool Program at SDIT Alam Al Uswah ICP Bangil

Preschool program of this school is designed for the new student. The purpose of this program is to make the student ready to get in the first grade of elementary school. Preschool program has 5 classes; three classes of English club, a class for reading club and a class for student with a special need. In English club the program is purposed for memorizing the new vocabularies. Every class has an English teacher. The researcher only observes one class that is “3rd class of English club”. It class consists of 17 students, 10 girls and 7 boys. The students of this program are 5-7 years old. The teaching and learning of preschool program is started at 15.00-16.30 o'clock.