

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and discussion consist of (1) The songs that are used for teaching vocabulary to the students of preschool program at SDIT Alam Al Uswah ICP Bangil, (2) The steps of teaching vocabulary using songs to the students of preschool program at SDIT Alam Al Uswah ICP Bangil, (3) Discussion.

4.1 Songs Used for Teaching Vocabulary to the Students of Preschool Program at SDIT Alam Al Uswah ICP Bangil

In doing the research, the writer came to the class to observe and record the teaching and learning activities. The teacher did not use English to the whole time in teaching learning activities, sometimes she spoke Indonesian language. It was done to make material could be completely conveyed to the students. The teacher presents some songs in the teaching vocabulary. She uses “*Where is...*” song to check the students’ attendance, “*Head, Shoulders, Knees and Toes*” to teach the vocabulary, and “*Good Bye*” song to close the teaching and learning activities. In this section, the students looked enthusiastic and enjoy learn English. The researcher chose the songs because the content of the song match with the topic material.

The “Where is...” lyrics:

(Finger song rhyme)

Where is Yazid? ... Where is Yazid?

Here I am... Here I am

How are you this afternoon?

Very well I thank you

Run away... Run away

The teacher used “Where is” song as the ice breaker and media for checking students attendance. As stated before by Mol (2009:01) “Language teachers can use songs to open or close their lessons.

The “Head, Shoulders, Knees, and Toes” lyrics:

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

The “Head, Shoulders, Knees, and Toes” song presented as the media for teaching the vocabularies of part of the body. It is chosen because the song was matched with the today’s topic. As stated before by Tassoni (2002:424-428), “Songs should be linked to the theme”. The “Head, Shoulders, Knees, and Toes” song’s rhymes also fun and easy to learn for young learner. As stated before by Tassoni (2002:424-428), “Songs and rhymes for young children should be fun and easy to learn”

The “Goodbye” lyrics:

Clap your hands, Spin around

Jump up high, OK!

Clap your hands, Sit down, Stand up

One... two... three... four...

Goodbye, goodbye, see you again

Goodbye, goodbye, see you my friends

Goodbye, goodbye, I had fun today

I had fun today.

Stomp your feet, shake your body

Stand still, OK!

Stomp your feet, turn left, turn right

One... two... three... four...

Goodbye, goodbye see you my friends

Goodbye, goodbye I had fun today

I had fun today, I had fun today, I had fun today

Goodbye

The “Goodbye” song was used for closing the lesson. It is the routine song sung by the student before they went home. The songs’ purpose is to make the students felt happy when they go home so that they have an interest to study English in the next meetings. As stated before by Harmer (2001:242-245), “song can change the learners’ mood and it can positively influence their motivation for vocabulary learning”.

In the observation the researcher attributed these to the following results: (1) using interesting and fantastic song; (2) the songs are suitable with the students’ age; (3) using different activities in the classroom; (4) asking students to repeat the song. Giving them a chance to pronounce the vocabulary correctly; (5) using variety action and body movements.

4.2 The Steps of Teaching Vocabulary Using Songs to the Students of Preschool Program at SDIT Alam Al Uswah ICP Bangil

4.2.1 Planning

The planning described how to present “The Teaching Vocabulary Using Song to the Student of Preschool Program”. The researcher prepared the lesson plan which was needed before starting the observation. The lesson plan was designed to make the teaching learning process run well and easier. The lesson plan consisted of specific instructional objective, the time allocation, the instructional media, standard competence, basic competence, indicators, and procedures of teaching learning process. The researcher used English children song to teach the vocabulary.

The procedures consisted of three steps, namely pre activities, main activities, and post activities. The total of time allocation was 90 minutes. Pre activities were 15 minutes, main activities were 60 minutes, and post activities were 15 minutes. The standard competences are students understand daily expression, know vocabulary related to the theme and be able to communicate in English. The basic competences are students understand daily expression and instruction, memorize the vocabulary related to the theme, and able to communicate in English. The indicators are answering simple question ‘where is....’, knowing parts of body ‘Head, shoulders, knees, and toes’, understand the instruction ‘stand up’ and ‘sit down’.

The procedure of teaching are the teacher prepares the songs as media in teaching vocabulary, then the teacher presents the songs and point out the new vocabularies in the song.

4.2.2 Observation

After preparing the lesson plan, the observation in the classroom was done on April, 23rd 2015. It was divided into three parts, they were: pre activity, main activity, post activity.

Pre activity was 15 minutes (15.00-15.15)

The student made line out the class. The student read “Ikrar” and prayed before starting the lesson. The teacher chooses the leader from the students to lead her friends for read “Ikrar” and pray as a routine activity before enter to the class. The student memorized “An Naba” 1-5 together.

After that, the teacher greeted and asked students’ condition. Below are some dialog of the teacher and students.

Teacher : “’Assalamualaikum’ how are you?”

Students : “Just Fine”

Teacher : “’Assalamualaikum Assalamualaikum’ how are you?”

Students : “Just fine”

Teacher : “pertemuan kemarin, kita belajar apa class?”

Students : “angka ustazah”

Teacher : “ayo coba sebutkan secara bersama sama nama angka dari 1-10 dalam Bahasa inggris”

Students : “one, two, three, four, five, six, seven, eight, nine, ten”

Teacher : “Excellent, hebat semua anak anak soleh dan cerdas”

The teacher asked the student about the last lesson then let them entered the classroom to start the main activity.

The teacher checked the student’s attendance using “where is...” song. As stated before by Mol (2009:01) that “Language teacher can use songs to open or close their lessons...” The teacher and students sung “Where is...” song until all the students called the name.

Main activity was 60 minutes (15.15-16.15)

The teacher explained the material of today's lesson. There was Part of Body. The teacher touched her body: head, shoulders, knees and toes. The student followed the teacher, touched their part of body. As stated before by Harmer (2001:38) that "their understanding come not just from explanation, but also from what they see, hear and crucially have a chance to touch and interact with"

The step continued with the teacher pronounced the part of body one by one. The teacher then played the song. The teacher played the song once more followed by the action. After that, the teacher played the song for the three times. As stated by Haycraft (1983:95), that "Play the songs as many times as necessary...."

The teacher wrote the song lyric in the white board. The teacher sang the song without a sound. Then the teacher explained the students the part of body by touching to its. The teacher asked student to follow her action and repeat her song step by step directly after the teacher. After that, the teacher asked the students to pronounce the words by themselves that were held by the teacher. After all students could pronounce the word classically, the teacher then played the song again.

The teacher asked the students to make a line on the floor. The student made a line then sung a song followed by the action. After the action, the student sat on the chair. The teacher gave opportunities to them for drink.

The teacher checked student's ability. Firstly, the teacher touched her body and asked the students to tell its name in English. The student who could answer correctly would get a reward. It was a sticker of star. Secondly, the teacher told part of body in English and asked the student to touch their body. The student who could answer accurately would get a reward. It was a sticker of star.

Below is the sign of reward



Figure 4.1 Star Reward

The teacher asked the student to make a group of two. The first student touched her/his part of body and her/his friend guessed what it is name in English.

While student made a pair, the teacher assessed the student. The teacher checked the student whether the student could answer and guessed her/his friend instruction.

The teaching vocabulary through song was done with game, in order they felt happy and did not get bored. As stated before by Ytreberg in Susanti (2013:13-14), “young children love to play and learn best when they are enjoying themselves”.

The teacher gave worksheet as written assessment to the student. The students were done the worksheet individually. The worksheet was connecting the body’s name to its picture and completing the missing word. The teacher monitored the students’ activities and after the time was up, the student collected their worksheet to the teacher.

Post activity was 15 minutes (16.15-16.30)

The teacher played the song, the student sung together followed by the action. The teacher reviewed about the part of body by asking some question to know the students’ ability. The student told orally what they had just learned, whether they like it or not.

Teacher : “Class, hari ini kalian sangat hebat, amazing. Kita sudah belajar tentang apa ya hari ini?”

Students : “part of body ustazah”

Teacher : “Very good, Apa Bahasa Inggris nya bahu? Raise your hand”

Bani : “Shoulder”

Teacher : “Very good Bani, sekarang silahkan tunjuk temanmu dan berikan pertanyaan untuknya”

Bani : “Keyza, Bahasa Indonesia nya knees?”

Keyza : “Lutut”

Teacher : “Subhanallah, anak anak hebat. Sekarang ustazah akan menyentuh anggota tubuh ustazah, anak anak yang menyebutkan nama nya dalam Bahasa Inggris ya”
(the teacher touched her part of body)

Students : “head, shoulders, knees and toes”

The student sang “Goodbye” song and then prayed for leaving school.

4.2.3 The Analysis of the Teaching and Learning Process.

The researcher observed the whole situation along the teaching learning process. During the implementation of the action, the researcher paid attention to the whole activities to note all the activity that happen during teaching learning process include the problems and improvements that occurred in the teaching learning process.

In pre activity the student did not feel difficult because it was routine activity: (a) read ikrar; (b) pray; (c) memorize “An Naba”.

In main activity, the teacher started with touch her body: head, shoulders, knees and toes. While the teacher played the song, the children listen carefully. Some of students were very

noisy, the teacher stopped the song and said that she would play the song when the students are ready and respect to the teacher. In the observation the teacher used “Total Physical Response” method with song. The song was “*Head, Shoulders, Knees, and Toes*”.

As stated before by Nunan (2005:29-43) that TPR can be used with songs and finger plays.

The step continued with the teacher asked students to make group of two, this time the teacher assessed the interaction of the student with her friend and the students’ pronunciation. Most of students have good pronunciation in each word. The students showed the enthusiasm in learning. As stated before by Harmer (2001:38) that “they generally display an enthusiasm for learning about world around them”. After the group work, the teacher gave written assessment that concerned with today’s topic. The students did the worksheet individually. The worksheet was connecting the vocabularies of part of the body to the appropriate picture and completing the missing letter. Ten students got four stars, they active to answer in the teaching learning process and they could do the worksheet correctly. Six students got three star, they did not active like others in the teaching learning process. And one student got two stars, he is Ali. He had limited ability to memorize the vocabulary.

During the teaching and learning process, the teacher always gives a praises and verbal rewards as a motivation to the students. It makes the students feel confident. As stated before by Harmer (2001:38), “they need an individual attention and approval from the teacher”. Most of the activity and the instruction are given orally. As stated before by Philips in Nahal (2011:13), “the activities should be largely orally based... written activities should be used rarely with younger children.

In the post activity, before the students went home. The students sung together. The teacher reviewed the material and let the student to go home if she/he can answer the teacher's question.

4.3 Discussion

In doing the research, the researcher collected the data by conducting an observation. The observation was done on April, 23rd 2015. The researcher came to the class to observe and record all about what happen during the teaching and learning process. The teacher used "Where is...", "Head, Shoulders, Knees and Toes", and "Goodbye" song to teach the vocabulary.

In the teaching and learning process, the "Where is..." song was used for checking the students' attendance list. The teacher called the students name one by one by using song. It also used as an "ice breaking" before the lesson. The "Head, Shoulders, Knees and Toes" song was used for reviewing the part of body. The students not only showed enthusiasm and motivation in learning English, but also they felt relax and enjoy in learning. This situation, help the students to understand and absorb the material easily. It is also helps the students in memorizing new vocabulary and the meaning of it. The "Goodbye" song was used for closing the lesson, it purposed to make the students felt happy when they go home so that they have an interest to study English in the next meetings. As stated before by Harmer (2001:242-245), "song can change the learners' mood and it can positively influence their motivation for vocabulary learning".

The teaching vocabulary was done by using TPR with song. The students sung and memorized the new vocabulary followed by the action. They touch their part of body based on the song lyric. The students very active and enjoy in teaching learning process.

The teaching vocabulary through song as the material in the class activities could help the students memorizing the new English vocabulary well. They were also interested and enjoyed learning the material in the class. Therefore, it can be conclude that songs have many contributions to the teaching of vocabulary to the young learners.