

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the descriptions of the data analysis. The data obtained are expected to be able to answer research questions mentioned in the first chapter. They are (1) What songs are used for teaching vocabulary, (2) How are the songs applied for teaching vocabulary to kindergarten student, and (3) How are the student's vocabulary mastery of using songs to teach Vocabulary.

4.1 Songs that are used for teaching vocabulary

In doing the research, the writer collected the data by conducting an observation. The observation activity that was used by the writer comprised the non participant. The writer did not participate in the group activities but she was present in the class room. Each meeting has 35 minutes. The research was conducted at Al Husainy kindergaten in Krian. The students of Al Husainy kindergarten were active in learning English. The teacher did not use English all the time in class, sometimes she spoke Indonesian language. It was done to make sure that the message could be completely conveyed to the students. She used "ABC", "head and soulder" and "Fruits song" to teach vocabulary and for make the students enjoy learning the material. In this session, the students looked very enthusiastic in listening the song. The teacher choose the songs because the content of the song matched with the topic material.

In the learning process the "ABC" songs was used as "ice breaking" and to get the student attention. Beside this song help the students memorize the

Alphabets spelling easily. The “Fruits song” that created by the teacher was very interesting song because the lyrics and the ryme was easily to understand and to memorized for young learners. So the teachers used this song to drill the vocabulary. The “Head and shoulders” song that has beaten music was used to improve the students spirit when the students get bored and uncontrol.

The “ ABC “ Songs lyrics:

ABCDEFGH
HIJKLMN
OPQRST
UVWXYZ,
Know you know our ABC’s
next time won’t you sings with me.

The “ FRUITS Songs”lyrics:

Lemon, lemon
Apple, apel
Water melon, semangka
Mango, mangga
Orange, jeruk
Avocado, Alpukat.

The “HEAD AND SHOULDERS “ Songs lyrics:

Head and shoulders kness and toes, kness and toes,
Head and shoulders kness and toes, kness and toes,
And eyes, and ears
And mouth, and nose,
Head and shoulders kness and toes, kness and toes.

The term **nursery rhyme** is used for traditional poems and songs for young children , in which he divided rhymes into antiquities (historical), fireside stories, game-rhymes, alphabet-rhymes, riddles, nature-rhymes, places and families,

proverbs, superstitions, customs, and nursery songs (lullabies)(Wikipedia free encyclopedia).

4.1.2 The application of songs for teaching vocabulary to kindergarten

Students.

a. The first observation

The teacher was ready with the topic of alphabets. She selected the song titled “ABC” that is used to teach English vocabulary. The activities were warming up activities, presentation of the songs and follow up activities.

In warming up activities, the teacher started the lesson by greeting the students. These activities are appropriate with the lesson plan which had been made. In the lesson plan warming up activities use for “ice breaking”. Then she asked the students’ condition. After that she ask the students to pray together, then she called the students’ names one by one to check who was absent at the time.

After doing warming up activities, teacher divided the students in two group and presented the song. She introduce the song by the video. Then she wrote alphabets letters from A to Z on whiteboard. She sang the song while the students were listening to her. After that, she read the letters A to G loudly. Then she asked the students to repeat those letters few times until the students spelled them correctly. After that she would continue to the next letters; H to P ; then Q to Z. This was mean to drill the student so that they could spell the alphabets letters correctly. The students who could spell the alphabets corretcly would be given the star.

In this meeting, the teacher gave test for follow up activities. She passed out copies of words with pictures in it. The words began with the alphabets letters (A to G), The students had to circle the correct word according to the pictures (see appendix 2). The word began with alphabets letters (H to P), Students had to write the missing letters (see appendix 3). The word began (Q to Z), students had to draw a line to the words based on the correct pictures (see appendix 4). After that, she asked the students about the vocabulary. Then, she asked to the students to do the task given.

b. the second observation

As in the first meeting, the teacher was used to do warming up activities. After that, she asked the students to sing along the ABC song. In this meeting, she asked the students to spell the words one by one. Then, she asked the students to repeat the words few times. By using this technique, the teacher expected to increase the students' ability in pronunciation English letters correctly. The student who could spell the word correctly would be given the star. It purposed to motivate the students.

As follow up activities, the teacher used picture as media to introduce the vocabulary. This activity was appropriate with the lesson plan because in the lesson plan there is follow up activity steps. She divided the students in five group and all the group has a name they are Apple group, Cucumber Group, Lizard Group, Car Group, and Eagle Group. This activities purposes to help the teacher control the students activities. In this time the teacher ask the students to mention the kind of fruits, vegetables, reptils, transportation, and wild animals that there was in the pictures. The most of the students could do the task well.

When the fruit group mention the kind of fruits, the teacher ask the students to sing a song that was Fruits Song together and repeat the song from beaten rhyme to slowly rhyme. This activities aim to drill the vocabulary to the students, so that could help the students to memorizing well.







In this meeting, the teachers introduces a new song to the students. The title was “head and soulders”. This song was used for the students so that they memorized the words easily in part of body, because when the song was presented the teacher ask the students to immitate the body language that present in the video. So the students was very enthusiasm when following the learning process activities .

From the observation it can be seen that teaching vocabulary using songs as the material in the class activities could increase the students vocabulary mastery. The songs also helped the students memorizing the vocabulary well. There were also interested and enjoyed learning the material in the class. It also motivated the students to learn and reduced their boredom in the teaching-learning activities in the classroom. Therefore, it could be concluded that songs have many contributions to the teaching of vocabulary to kindergarten students.

4.1.3 The student’s vocabulary mastery in using songs to learn Vocabulary.

To answer the third research question, the researcher used the worksheet in order to know the students vocabulary mastery (see appendix 5).In the first observation, the students were active to sing the song. Some of them could spell the alphabets letters by following the teacher’s drill. The rest still made mistakes in spelling the alphabets letters, because of that the teacher do the drilling






repeatedly . Most of the students could do the task well. Based on the worksheet result from the 13 students, only 2 students who did a mistake in doing the task.

				Need motivation
1	1	11		Talent step
				Exellent

From the students worksheet result table can be seen that from 13 students, one student in “ need motivation” step and one student in “talent step” , it mean the teacher must give extra motivation and extra attention to support the students in vocabulary mastery, and the 11 students in “exelent” step it mean that the students has perfect vocabulary mastery and ready to learn next topic material.

The second observation, In this meeting the teacher expected to increase the students ability in pronunciation English letters corectly by using “ABC” song she ask the student spell the words one by one then ask the student repeat the words few times. In this section the teacher used the work grouping to assesed the students vocabulary mastery. All the group must mention the kind of vocabulary based on the picture that the teacher give to them. The group who could spell the vocabulary correctly would be given the ten stars. From the work grouping activities, four groups do the task well and one group need help in answer the task. It mean teaching vocabulary using songs was effective way to improve the vocabulary mastery of kindergarten studens in Al husainy kindergarten.

Work Grouping result table

Group	APPLE	CUCUMBER	LIZARD	CAR	EAGLE
Score	10 	10 	10 	10 	8 

4.2 Discussion

This study was meant to investigate the using of songs in teaching vocabulary. The writer points that there are three main activities in teaching and learning process that used songs to teach vocabulary, the teacher was used to start the lesson by doing warming up activities in opening session. There were to intended to give students a background of the content of the song. It was offered to open their minds about the topic. The teacher was capable to present the song in the classroom. She sang the song loudly in order to make the whole students in the class could hear her voice. To make sure that the learning has taken place the teacher used follow up activities that was gives the Worksheet to the students.

To overcome the students pronunciation problem, she drilled the students by giving the example of how to pronounce correctly and then asked them to repeat it. In the second meeting, she asked the students to spell the words. If they still made mistakes, she would remind them by singing the song several times

The teacher could make the students understand to the vocabulary by using some materials to support the lesson. It would make them cath the lesson easily. from all the data the writer found that the using of songs in teaching and learning

vocabulary is effective to make the students vocabulary mastery well. Thus, it could be concluded that songs have valuable things in teaching vocabulary.