

THE USE OF ENGLISH SONG IN VOCABULARY TEACHING TO YOUNG LEARNERS: A CASE STUDY ON KINDERGARTEN B AT PAUD ASSALAM TARIK SIDOARJO

Advisor I
Rini Lindawati, M.Pd
Advisor II
Ahmad Iklil Saifulloh., SS., M.Pd

Latifatul Faizah
faizah_latifatul@yahoo.com

Abstract

The aims of the study are to know the use of English song in vocabulary teaching of young learners and to know the students response toward English song in vocabulary teaching to young learners. The approach of this study was descriptive qualitative. Observation checklist, questionnaire, and interview were used as the instrument to elicit the data. The subjects of this study were kindergarten B students at PAUD ASSALAM in Tarik Sidoarjo. In the data analysis, the researcher were analysis the information gained in the observation checklist and filling in the checklist. The researcher also used field notes to gave explanation. Almost of young learner get bored easily, therefore the researcher used songs to teaching and to have many vocabulary in the class. The result showed that there were positive responses from the students by using English song in vocabulary teaching. This suggests that songs are right media that can used in vocabulary teaching to young learners.

Key Words: Young Learner, Vocabulary, Media, Song.

Abstrak

Penelitian ini bertujuan untuk mengetahui tentang penggunaan dari lagu berbahasa inggris dalam pengajaran kosakata terhadap anak usia dini dan untuk mengetahui tentang respon siswa terhadap lagu berbahasa inggris dalam pengajaran kosakata terhadap anak usia dini. Pendekatan penelitian ini adalah penelitian kualitatif. Observation checklist, questionnaire dan interview digunakan sebagai instrument pengambilan data. Subyek penelitian ini adalah siswa TK B di Paud Assalam Tarik Sidoarjo. Dalam analisis data, peneliti menganalisis informasi yang diperoleh dari observation checklist dan isian dari observation checklist tersebut. Peneliti juga menggunakan catatan lapangan untuk memberikan penjelasan. Hampir semua dari anak usia dini merasa mudah bosan, oleh karena itu peneliti menggunakan lagu-lagu untuk mengajar dan memperbanyak kosakata dalam kelas. Hasil penelitian menunjukkan bahwa ada respon positif dari siswa dengan menggunakan lagu berbahasa inggris dalam pengajaran kosakata. Ini menunjukkan bahwa lagu adalah salah satu media yang tepat yang dapat digunakan dalam pengajaran kosakata untuk anak usia dini.

Kata kunci: Anak Usia Dini, Kosakata, Media, Lagu.

Introduction

English is one of the subject matters in the schools in Indonesia. English becomes the foreign language that has important roles to the beneficial development of the country. The government has apparently understood the essential of learning English. The establishment of the 1994 curriculum has made a clue that English can be taught in elementary schools, especially on the vocabulary mastery.

Vocabulary is one of the language aspects that are very important for communication English. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context. If we have less vocabulary, we will not understand what people say.

Most of the students in kindergarten schools get much difficulty to learn English, especially to vocabulary mastery. Because of English has the different pronounce and write. Many of young learner have lots of problems in vocabulary mastery. Most of the students are not easy to remember of English words. In my opinion, it is caused by many reasons.

First, the students do not have interest in the teaching learning process. Interest is on awareness of someone that an object or case (matter) or situation always deals with him (Djamil, 1997: 70). Interest will appear when the students aware toward education or information for their need. At school, the teachers often find that the students are not interested in learning a subject matter. It also happens in learning English, because the students do not have knowledge about the correlation between the subject matter and

themselves. It becomes the teacher's responsibility to give motivation by arranging the situation, so the students are aware that there is correlation between the subject matter with their life. For example, the teachers give support and explanation to the students that learning English is very important to their life in this globalization era. The teachers also give explanation toward their students about beneficial of leaning English to their life later.

Secondly, the teachers are still having less creativity when teaching English. Usually the teachers just explain the material without any media or method, so it can make the students bored. As teachers, they must build the interest of students to learn English by using varieties of methods. For example, the teachers using a game in teaching learning process, because the students like to play and have fun.

Finally, the uses of media and method are not appropriate with the situation of the students. Media and method are important in English learning process. Media and method help to understand the teacher explanation easily. In using method or media a teacher must be adjust with the students like. The use of media and method are appropriate with situation or condition of the students can influence the interest and understand of them.

From the situation above, we know that the students just acquire a few vocabularies. This situation also found in PAUD ASSALAM, in English teaching learning process there are of the teacher use media or method that able to increase the interest and achievement of the students. So the researcher needs to know that media that can happened to the students' interest in learning English.

Based on the problems above, the researcher seen the teachers media that using song in teaching English on B kindergarten B at PAUD ASSALAM.

The teacher using song media as a problem solving in learning English on B kindergarten B at PAUD ASSALAM. Hornby, AS (1995) defines song as a short poem or number of verses set into music and intended to be sung. Song are one of the media that can improve vocabulary mastery. Usually the students are able to remember of English words easily if many teachers listening the song. By using song, the teachers are able to teach English by employing many methods too, such as cards game, puzzle, role play, etc. So the student can be more interested and enjoy in the English learning process. By employing this media, the researcher hopes that the students of PAUD ASSALAM can improve their vocabulary.

All of the above explanations create inspiration to the researcher make a case study with the title "THE USE OF ENGLISH SONG IN VOCABULARY TEACHING TO YOUNG LEARNERS: A CASE STUDY ON KINDERGARTEN B AT PAUD ASSALAM IN TARIK SIDOARJO"

Research Methodology

This study was conducted by using case study research. It means is conducted to describe situation at the time of study in order to get certain information. According to Creswell (2007), case study research is a qualitative approach in which the investigator explores a bounded system (case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (for example, observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes (p.73). A case study can be considered a methodology, strategy of inquiry, or research strategy. It involves the study of an issue through specific cases. In case studies emphasis

is placed on the exploration and description. According to J. Creswell, data collection in a case study occurs over a "sustained period of time." One approach sees the *case study* defined as a *research strategy*, an empirical inquiry that investigates a phenomenon within its real-life context. Case-study research can mean single and multiple case studies, can include quantitative evidence, relies on multiple sources of evidence, and benefits from the prior development of theoretical propositions.

Thomas offers the following definition of case study:

"Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more method. The case that is the *subject* of the inquiry will be an instance of a class of phenomena that provides an analytical frame — an *object* — within which the study is conducted, and which the case illuminates, and explicates." In this research, the researcher describe the class activities included the teacher and the students' activities during the teaching learning process. The researcher describes the teaching learning process and the students' activities when they listening, sing a song, answer some question about many vocabulary and many others.

The data of the research was the students of Kindergarten B at PAUD Assalam Tarik Sidoarjo for a study on the use of english song in vocabulary teaching to young learners. The source of the data in this study will both the English teacher who used songs in his teaching and the students who will involved in the teaching learning process. Here, the songs was conducted in language development of young learners.

The research instrument in this study was the researcher herself. It is caused by the research data are

obtained from the teacher and students' activities. It could be measured by the human instrument. The researcher also used observation as her supported instrument that recorded in form of:

a. Observation Checklist

Observation is the data collection of human behavior that most commonly involves sight or visual data collection as well as that via other sense, such as hearing, touching or smelling. The observation checklist is conducted in the form of "yes" and "no" answer. This checklist is helpful for teacher to support the research. In observation checklist to the kindergarten B in PAUD ASSALAM was used by the lesson plan in the school.

b. Questionnaire

Questionnaire is the use to obtain the student's response when the song media is implementing in teaching learning to know the vocabulary. It was expected that through questionnaire, the students gave their response honestly. Questionnaire also used to know the advantages and disadvantages this media. The form of the questionnaire was multiple choice. It was used to make the students to state their responses. The questionnaire consisted of 10 questions and they were classified into three parts. The classification was as follows: the students' interest; the students' opinion; and the students' understanding about their activity during their teaching learning process applying by English songs.

c. Interview guideline

Interview is used to collect the data about the use of media, the problem faced by the English teacher when teaching by using media and how to solve those problem. According

to Ary (2002) says that interview is designed to collect the data by using direct conversation with the respondents and provides information that cannot be obtained through observation. There are three types of interview: structure interview, unstructured and combination. In structured interview, the researcher should make guide interview first when she/he want to ask to the respondent. This type can be easily analyzed and important to the researcher, in order to obtain the data or information that has been planned. Unstructured interview are more informal, and the researcher in giving the question to the respondent is free questioning, it means that without guide interview. And the last is combination interview; in this type the researcher use two kinds of interview above with the aim to get the maximal information from the respondents. In this research used structure interview with the English teacher and the topic dealt with the media in teaching English.

The result of teacher's interview, observation, review documents and students' questionnaires were analyzed descriptively. The researcher would be analysis the information gained in the observation through the result of the observation check list. After filling in the checklist, the researcher would be analysis the activities done by the teacher when applied the some of songs media. researcher's field-notes gave more explanation for some songs media, especially when there is something happened out from the checklist.

The data gained from the teacher's interview will present descriptively in the interview result to support the result from the observation check list. Here, the researcher will analysis the information get from the interview activity with the teacher to

know more about songs media in learning-teaching process in the class. Next, in analyzing the students' responses toward the use of songs to teach language teaching, the researcher used the result of the questionnaire.

Research Findings

Based on the data collected through observation, interview, and questionnaire, there are some major fields to note down. The research findings will be described in two subheadings including the (1) the use of English song and (2) the students' response of English song in vocabulary development to young learners.

1. The Use of English Song in Vocabulary Development to Young Learners

a. Lesson plan

Specialy, the lesson plan is designed to meet the learners need. The material of English vocabulary is placed in separated column which mean that during the day, the teacher have to introduce the vocabulary to the students. Some other English materials, such as song, is usually mentioned together with the activities planned.

The lesson plan is used for one day learning, but one lesson is planned for three different classes in three days. The themes taught every week does not only for one time, but might be repeated in the other weeks on the other learning centers depending on the yearly program.

The main activities on each lesson plan are determined by indicators of the week. Meanwhile, the opening, break time, and closing of each lesson plan are the same. Thus, those repeated activities create the class routine, especially in relation to the use of English as the instructional language.

b. Learning activities

The observation was done on August 18th, 2016 until August 31th, 2016. In the observation, the researcher observed the subject of the research namely the students of kindergarten B of PAUD ASSALAM Tarik and the English teacher who were involved in the teaching learning activity. In order to get the data, the researcher did the data in five meetings. In each meeting, the researcher observed and noted all class activity during the learning process.

During the day, Indonesian and English were regularly used in starting and ending the lesson. It was also often used by the teacher in the form of simple communication between teacher and student. In a day, the activities are divided into five sessions as mentioned in the lesson plan document: (1) Opening, (2) Main Activities I, (3) Having Break, (4) Main Activities II, (5) Closing.

1. The Result of the First Observation

The first observation was started on Wednesday, August 17th, 2017 at 8.50-10.30 a.m. in the first meeting of teaching learning activity, the teacher led praying, checked the students' preparation, and introduced the researcher as the observer that was in this class for three meetings. Then, the teacher announced it to the students about the material that was going to be taught for them namely "diriku". In this theme, the students will study about "diriku dan alat panca indra". The activities involved are described in the following section.

1) Opening

To begin the activity, the students and the teacher make a line in front of class to did the gymnastics, after that the students with the teachers saying the confession and saying the pledge. After saying the pledge the students go to the

class then the students make a circle time to saying greeting and absent. Before begin the lesson, the teacher prepare the student to praying and memorize some of surah in Al-qur'an (An-nas, Al-falaq, Al-ikhlas and Al-humazah).

2) Main Activities I

Teacher NA begin to explain about the body, function of part of the body and introduce some of vocabulary. Before teacher NA explain, teacher tried to find the background knowledge of the students, teacher NA asking one by one what are kind of the body and what are the function. Teacher NA explain about the activity today

Teacher NA begin to asking to the student about what is the day, date, month, year, theme and subtheme. Then teacher NA invited the students to get up and asking one by one part of the body randomly. After that teacher NA remembering and invited about one little finger songs, then the students begin to sing a song actively.

Get up please... teman-teman kira-kira tahu nggak ya, dimana hidung kalian? (anak-anak menjawab ada beberapa yang langsung menunjuk ke kepala, chik? Foot?)

(get up please, who have know, where is your nose? Several of the students answer correctly, while the chin? Head? Chik? and Foot? (see field note 10, appendix 1)

*One Little Finger
One Little Finger
One Little Finger*

*Tap... Tap... Tap
Put your finger up
Put your finger down
Put it on your head (Head!)
(see appendix 4)*

Teacher NA take book and dividing to the students. After the teacher explain what the students doing, they begin to do it. There is not the special time for English lesson in this class they just use English language in daily activity but not all conversation.

3) Having Break

Finishing the task, the students begin to noisy because they hear the bells are ringing. Time to resting. The students quickly to collect their book in the teacher's table. The student listen the teacher's announcement to pray before eating and drinking, hand wash, take a food in their bag then eating. Part of the instruction were in English and Indonesian. After pray together the teacher was calling the name one by one and washing the hand, take a food in the bag and back on the table.

4) Main Activities II

In this activity, carried out four areas. Reading area, praying area, tasking area, playing area. But the first time the teacher doing is tasking area, the teacher has dictate five sentences and had been write some questions of mathematics in the whiteboard. It was usually in the middle of the lesson (at 9:30 – 10:00). After tasking area, the teacher give the instructions to playing, reading and praying areas, all of the students enjoyed the time in playing area. While the teacher call two students come in the

teacher table to reading and praying (mengaji).

5) Closing

The routine was not only about beginning the lesson, but also closing the lesson. Before the lesson was finally closed and the children were allowed to go home, the teacher reviewed what they learned during the day.

Go home, go home

It's time to go home

Good bye and see you again.

Good bye my friend,

Good bye my teacher

Good bye and see you again

"Para murid mulai membuat lingkaran sesuai perintah guru, setelah rapi para murid menghafal beberapa kosakata yang dipelajari hari ini dan mulai berdoa dan menyanyi lagu pulang."

the students make a circle time to pronounce several of vocabulary that learning today and the teacher asked to praying and singing before go home) (see field note 21 appendix 1)

2. The Result of the Second Observation

The second observation was conducted on Friday, August 19th, 2017 at 08.45-10.30 a.m. in the second meeting of the teaching and learning activity, the teacher led pray and checked the students' preparation like in the first meeting. Before continued the material, the teacher did praying dhuha together with the students. The teacher continued to review the previous material that the students had learned in the previous meeting that was about song entitle "colors" and the vocabularies about colors. The teacher also gave some questions to remind the students' vocabulary about previous material about song entitle "one little

finger" and the vocabularies about part of the body. The students still remembered and could answer the question by the teacher.

1) Opening

To begin the activity, same with the previous meeting the students and the teacher make a line in front of class to did the gymnastics, there was different after did the gymnastic the students with the teachers praying dhuha together. After saying the pledge and cofession of faith, the students go to the class then the students make a circle time to saying greeting and absent. Before begin the lesson, the teacher prepare the student to praying and memorize some of surah in Al-qur'an (Al-lahab, An-nashr and Al-humazah)

2) Main Activities I

Teacher NA begin to explain about the color, example and introduce some of vocabulary. Before teacher NA explain, teacher tried to find the background knowledge of the students, teacher NA asking one by one what are kind of the colors and what are the example. Teacher NA explain about the activity today

"08:00-09:00

"1. Menyanyikan tepuk hari, tanggal, bulan, tahun, tema dan subtema

2. menyebutkan macam-macam warna dan rasa

3. membedakan tinggi pendek

4. mengerjakan soal di lembar kerja anak-anak"

(1. asking the day, mounth, year, theme and subtheme, metioned the kind of colors and taste, 3. Mentioned the different of small and long,

4. Did the exercise) (see field note 5, appendix 1). teacher NA begin to asking to the student about what is the day, date, month, year theme and subtheme. Then teacher NA take out something from the bag, there are sugar, salt, coffee, chili, tamarind. One by one of the students must know what is question so students must try or taste the matter. After asking kind of taste, teacher NA take book and dividing to the students. After the teacher explain what the students doing, they begin to do it. After did the task, teacher NA invited the students to singing the color's song.

*“red, red, red... red itu merah
Blue, blue, blue... blue itu biru
Green, green, green... green itu hijau
Yellow, yellow, yellow... yellow itu kuning”*
(see appendix 4)

There is not the special time for English lesson in this class they just use English language in daily activity but not all conversation.

3) Having Break

Finishing the task, the students begin to noisy because they hear the bells are ringing. Time to resting. The students quickly to collect their book in the teacher's table. The student hear the teacher's announcement to pray before eating and drinking, hand wash, take a food in their bag then eating. Part of the instruction were in English and Indonesian.

“09:00-09:30

*‘ siapa yang mau resting?
(Aku)*

*Syaratnya resting apa yaa?
(cuci tangan, ambil bekal,
duduk lagi)*

Setelah itu apakah kita boleh makan bekal sambil berjalan dan berlari-larian ? (tidaaak)

Okay, please clear up your table. Tidak boleh ada buku, pensil atau crayon di atas meja yaa? (Siap)

Are you ready ? (yess)

It's time to resting, before resting let's pray together

(who want to resting? I'm, what is required? Washing the hand, take the food and sit down, after that could we eating with standing and running around? No, okay please clear up your table, forbidden there was book, pen or crayon on your table? Okay are you ready? Yes, it's time to resting, before resting let's pray together.)

(see field note 19, appendix 1)

After pray together the teacher was calling the name one by one and washing the hand, take a food in the bag and back on the table. When the students resting teacher NA gave instruction for them to collect the assignment book.

4) Main Activities II

In this activity, carried out four areas also. Reading area, praying area, tasking area, playing area. But the first time the teacher doing is tasking area, teacher NA divided the assignment book which contain the different questions of mathematics and also the teacher gave a blank that contain a task about the themes today. It was usually in the middle of the

lesson (at 9:30 – 10:00). After tasking area, the teacher give the instructions to playing, reading and praying areas, all of the students enjoyed the time in playing area. While the teacher call two students come in the teacher table to reading and praying (mengaji).

10:00

'masuk pada area bermain, membaca dan mengaji. Semua murid boleh bermain bersama tetapi dilarang membuat gaduh. Sambil sang guru memanggil dua anak untuk maju kebangku guru dan membawa buku membaca dan mengaji mereka, begitu seterusnya.

(in playing area, all of the students could to playing but forbidden to noisy. While the teacher asked two by two of the students to in front of the teacher table and bring reading book and pray book)

(see field note 20, appendix 1)

5) Closing

The routine was not only about beginning the lesson, but also closing the lesson. Before the lesson was finally closed and the children were allowed to go home, the teacher reviewed what they learned during the day.

Go home, go home
It's time to go home
Good bye and see you again...
Good bye my friend,
Good bye my teacher
Good bye and see you again
"Para murid mulai membuat lingkaran

sesuai perintah guru, setelah rapi murid-murid menghafal beberapa kosakata yang dipelajari hari ini dan mulai berdo'a dan bernyanyi lagu pulang."

(the students make a circle line to pronounce several vocabulary which learned today and begin to praying and singing before go home.)

(see field note 21, appendix 1)

3. The Result of the Third Observation

The third observation was conducted on Thursday, August 24th, 2017 at 08:45 – 0:30 a.m. In the third meeting of teaching and learning activity, teacher NA led to praying and checked the students' preparation like in before meeting. Then, the teacher continued to review the previous material that the students had learned in the previous meeting that was about my family's song and the vocabularies about family. As usual the teacher gave some question to remind the student about the previous material about the colors vocabulary and family vocabulary. The students still remembered and could answer the question by the teacher.

1) Opening

To begin the activity, the students and the teacher make a line in front of class to did the gymnastics, after that the students with the teachers saying the confession and saying the pledge. After saying the pledge the students go to the class then the students make a circle time to saying greeting and absent. Before begin the lesson, the teacher prepare the student to praying and

memorize some of surah in Al-qur'an (al- lahab, al-kafirun, dan al maun).

2) Main Activities I

Teacher NA begin to explain about family, and vocabularies about family. As usual Before teacher NA explain, teacher tried to find the background knowledge of the students, teacher NA asking one by one their family in the home . Teacher NA explain about the activity today. teacher NA begin to asking to the student about what is the day, date, month, year, theme and subtheme. Then teacher NA fill one of the student to in front of the class to singing the one little finger song. After that teacher NA remembering and invited about color songs then the students begin to sing a song actively.

Teacher NA take book and dividing to the student. After the teacher explain what the students doing, they begin to do it. There is not the special time for English lesson in this class they just use English language in daily activity but not all conversation.

"Kita-kira ada yang mau maju nementn ustadzah untuk menyanyi one little finger ngak ya?"

(para siswa dengan antusias mengangkat tangan)

Oke, kita bernyanyi bersama tapi dipandu oleh teman kita mbak VC ya.. ayo silahkan maju, sambil memperagakan yaa

One little finger,

One little finger

One little finger tap tap tap

Put your finger up

Put your finger down

Put in on your nose"

(is there want to came in front of the class to follow singing one little finger with ustadzah? And the students ethuaticly rish their hand, okay now we will singing with our friend VC)

(see appendix 4)

3) Having Break

Finishing the task, the students begin to noisy because they hear the bells are ringing. Time to resting. The students quickly to collect their book in the teacher's table. The student hear the teacher's announcement to pray before eating and drinking, hand wash, take a food in their bag then eating. Part of the instruction were in English and Indonesian. After pray together the teacher was calling the name one by one and washing the hand, take a food in the bag and back on the table.

4) Main Activities II

In this activity, like in the before meeting carried out four areas. Reading area, praying area, tasking area, playing area. But the first time the teacher doing is tasking area, the teacher has dictate five sentences and had been write some questions of mathematics in the whiteboard. It was usually in the middle of the lesson (at 9:30 – 10:00). After tasking area, the teacher give the instructions to playing, reading and praying areas, all of the students enjoyed the time in playing area. While the teacher call two students come in the teacher table to reading and praying (mengaji).

5) Closing

The routine was not only about beginning the lesson, but also closing the lesson. Before the lesson was finally closed and the children were allowed to go home, the teacher reviewed what they learned during the day. As like usually teacher NA gave a rule to the students clean up the class before go home and not forgot to praying and singing before go home.

Based on the data description above, it can be drawn eight important terms of the best practices of the classroom activities including: (1) clear goals and feedbacks, (2) active and fun learning, (3) introducing letter and word, (4) reasons to use English, (5) exposure to chunk of language, (6) using thematic units, (7) using lots of visual, real and movement.

c. Students background

The students of PAUE ASSALAM Tarik come from various family backgrounds, yet their mother tongue is the one influencing the English learning more. The result of the questionnaire reveals that there is no family applying other languages than the five listed (Javanese, Bahasa Indonesia, and English). All of the respondents use Bahasa Indonesia to communicate with their children, though it is not the mother tongue for some children. Some of their also use Javanese to talk with their children. Since Javanese is the local language in Tarik, Sidoarjo, it becomes the mother tongue of those children.

The teacher said that students coming from home where Javanese is his daily language, usually get difficulty in understanding English since himself has to acquire Bahasa Indonesia first. As a result, the teacher usually mixed the languages or switch it into Bahasa Indonesia. Additionally, most of the

students come from middle to upper social class for their parents jobs' is mostly entrepreneur (7 respondents) and the rests are employee in state-owned corporation (4 respondents) or non-state-owned corporation (3 respondents). Those children live in modern society, yet they are familiar enough with the modern gadget as they own it themselves and the students' chat shows that they often going to supermarket or distro.

d. Supporting facilities

The school provides some facilities in supporting the teaching of English, such as (1) extracurricular lesson, (2) workbooks, (3) hard wares, (4) English song which were played to the entire school through loudspeaker in the morning. In relation to the hardware used to support the learning, the teacher mention some other tools, such as laptop, CD, flashcard (learning media), whiteboard, and board marker.

This school provided was the workbooks. There was one book for each Centre. The workbooks were designed for bilingual education since the instruction and explanation on it were written in English. Nevertheless, these books were colorful and the materials were in line which those mentioned in the curriculum. Additionally, there was a small cupboard. The students could read various illustrated books. The books were written in Bahasa Indonesia and some of them were in English.

2. The Students Response of English Song in Vocabulary Development to Young Learners

in the last meetings, the students were given questionnaire by the teacher. The data of questionnaire used to know how the students response while the teaching and learning process using songs. The form of the questionnaire was multiple

choice. It was used to make easier the students to state their responses. The questionnaire consisted of 10 questions and they were classified into three parts. The students interest, students opinion, and students understanding about their activity during their teaching and learning process applying by using songs.

The students' responses toward English as subject matter were very positive. From 15 students, there were 13 students liked to song and only 2 students did not like to song. In following the teaching process of English 9 students were liked, 6 students were not like. Because 6 students felt if the pronounced of vocabulary is very difficult. In following teaching English using of songs 11 students were interest and 4 students were not interest. 9 students were understood about the teacher explanation, 6 students did not understand. It meant that some of them argued that the teacher's did not need repaired and the others argued need to be repaired. From the result of the questionnaires, the researcher knew that students gave quite positive responses toward the use of English song in vocabulary to young learners in the class. So, songs could help them to understand many of vocabulary. Over all their activity during their teaching and learning process applied by songs in English lesson was very good.

From the questionnaire, the researcher saw that the teachers' explanation was important for them. It helped them to understand the vocabulary. The teachers' role was also important for them in the middle of the teaching and learning process.

Conclusions

Based on the result on this research, it can be concluded that the students were active during the first until

the third meeting by using English song. The students were enthusiastic to follow the teaching and learning activity in procedures of English song. Thus, it can be said that teaching and learning activity had successfully done.

Based on the research findings and discussion, the English songs were used well in the vocabulary development activity according to its related theories. The use of English song had increased the students' vocabulary better. In fact, English song could be a variety in teaching vocabulary activity. Here the students were actively involved in the learning activity. The teacher gave real object as something that familiar and common. It could be seen directly by the students. From it, they could memorize their vocabularies easier.

Based on the vocabulary result, the researcher found that the students were interest in teaching and learning process of vocabulary using English song. Song can represent situation which helps them to memorize a lot of the vocabularies. Besides by using English song in English lesson can easily and motivate them in memorizing the vocabularies. It could be seen from the result of student' vocabulary from the first until third meeting. Their score were increased from the first song until last song.

From the explanation above, it could be concluded that the use of English song was effective to teach vocabulary development. It could make the students be motivated in memorize the vocabulary. Besides that, English song can increase the students' vocabulary ability better.

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