THE IMPLEMENTATION OF ENGLISH SONG IN BUILDING ENGLISH VOCABULARY AT MURNI KINDERGARTEN PADANG

Meidiawaty Mokhtar¹, Mayuasti², M. Khairi Ikhsan³
STKIP PGRI Sumatera Barat, Indonesia
E-mail: ¹meidiawatymokhtar1@gmail.com, ²mayuasti@gmail.com, ³khairi84ikhsan@gmail.com.

INTRODUCTION

English teachers who teach English to Kindergarten pupils usually have an amazing experience in their first classroom meeting. The English teacher introduces and speaks the simple English vocabulary to pupils in order to make them understand new words which are said by her or him easily. English teacher can teach English word’s meaning through suitable activities for pupils, such as playing activities, watching English songs, and puzzle. Listening to English songs is enjoyable for pupils. In short, we can say that pupils should not have a burden in their language learning environment in order to make them easily absorb the new language.

Based on researchers’ preliminary research in English vocabulary teaching at Murni Kindergarten Padang in academic year 2016/2017, she found...
that the school headmistress attracted its stakeholders by giving English lesson as Local content (Mulok) to Kindergarten pupils. Kindergarten Pupils’ parents supported this idea because they wanted their children know a foreign language from early level of study. Pupil’s parents hoped that pupils would be able to get many English vocabularies in their learning process. On the other side, the researcher found some facts in teaching English to the pupils. Previous English teacher’s strategy in English teaching is through showing pictures of English Word Cards to the pupils. She brought the picture of English words to the classroom. She showed to the pupils and said the English word and its meaning of the picture. She asked them to repeat those words in picture cards one by one or by a groups of pupils. Only small amount of pupils answered and focused on the answer of teacher’s questions. The rest of them just listened to their friends’ answer and said it again to the English teacher. As the result of the teaching strategy, the pupils did not remember the English words they have learned when the teacher asked again the lesson in the next meeting. Those facts showed English vocabulary’s teaching problem to the researcher.

Once at the previous English teacher classroom meeting, she used a recorded English song to introduce a new song to the pupils. She showed the video of English song and asked the pupils to listen and then sang the song for several times. The observer observed the pupils’ face were very amazing to watch the video. Unfortunately, the English teacher did not introduce the words from the song clearly to the pupils. As the result, the pupils could not remember the English words from the song in the next classroom meeting. The researcher solved the vocabulary’s problem through English song strategy which is suitable for Kindergarten English teaching.

A. Young Learners

Young Learners are our country’s asset in developing good generation for better future. There are some experts define about young learner in language learning. According to Linse (2005:2), Young Learners are children between five and twelve years. When we refer to Indonesian Educations’age, five years old
pupils usually in Kindergarten school level. While twelve years old students usually enter primary school. Young learner with age 4-5 years old goes to group A of Kindergarten class, while 5-6 years old’s pupil enters Group B of Kindergarten class. It is different with Santrock’s (2008) who divides child’s development into three categories: childhood, adolescence, and adulthood. Childhood itself is divided into four categories, they are: Pranatal, infancy, early childhood and middle and late childhood. Early childhood starts at six to ten or eleven years old. It is usually called as preschool years. Middle and late childhood starts at six to ten or eleven years old. It is the time for them to enter Primary School. Thus, we can say that young learners usually starts after the child leave the infancy period or two years old until 13 or 14. Moreover Wills in Ningsih (2012) states the children that attend in formal or informal education level categorized as young learner. In an informal level, Young Learner seems to attend kind of courses. But, in a formal education level commonly young learners attend in a school which is called by Elementary School or Kindergarten”. His opinion says Kindergarten and Elementary school students are Young Learners.

**Teaching Vocabulary to Young Learners**

In teaching vocabulary to young learners, the researcher should give more attention to them in learning and understand the pupils’ condition, because younger children need more attention to make them have learning enthusiasm. According to Cameron (2001: 72) states that Children are still building up their first language vocabulary, and this development is intimately tied up with conceptual development. It means the teacher have to pay attention early stage in learning language so that teacher should be able to choose word and topic which suited for them. Furthermore, Linse (2005:123) adds there are principles of teaching vocabulary to Young Learner. First principle is to emphasize both direct and indirect teaching. Direct instruction refers to teaching the words and their meanings. An example of direct instruction would be pre teaching vocabulary items students will encounter in a song selection. In direct instruction refers to word on their own. Second one is to teach vocabulary words before a new activity. Teacher can choose one of those principles which is suitable for their
pupils’ condition of learning. Bruner in Shin (2009:3) states that children learn effectively through scaffolding by adults. The adult’s role is very important in a child’s learning process. Both Vygotsky and Bruner’s opinions are focused on the importance of language in a child’s cognitive development. Adults use “scaffolding” to guide a child’s language learning through fine-tuned talk. (Cameron, 2001). We can say that young learner’s ability in language learning will depend on adult’s help to them through social interaction, ZPD, or scaffolding.

Teaching English as foreign language in Indonesia has some contradiction starting from Primary level of education. Some experts state “English should be taught from lower level of education”. On the other hands some experts look the social condition of Indonesian people who can not master Indonesian language until now. How can they master foreign language that is strange for them? According to Vygotsky in Sandra and Sally (2007:1) “Adults provides children with the language (permanent meaning of words), not with the thinking itself. He also adds his statement “Children’s language learning advances through social interaction and experiences based on the context or situation”. In other words, children can learn language both by adults help as a quick way of learning and through their own social interaction to other people as a long lasting memory way of learning. The above statement is contradicted by Piaget’s opinion. According to Piaget in Sandra and Sally (2007:1) “Children learn from the environment through develop what they have in their personality and will interact with what they will find in their environment.” We can see the different between Vygotsky and Piaget’s opinion about teaching foreign language to young learner. Piaget emphasis on children ability that will develop through their own force. Adults are not allowed to give a hand in the process of gaining the new language. But adult can make a contact in supporting the children gaining the new language by themselves.

Furthermore, Vygotsky’s opinion above is supported by Bruner in Sandra and Sally (2007:1) who find the theory of discovery learning and scaffolding. He argues “the most important one in children cognitive’s development is using
language”. Parents can help small kids connect with the real world through language use. Parents can do an activity with their kids and also explain about what they are doing now. This way is called “scaffolding”. And this way also can be done in a classroom activity by a teacher. It seems to us that using a kid’s learning experience through adult’s help will improve the language use for kid’s cognitive developments.

**Teaching English Vocabulary**

Teaching English to pupils through song will give a good effect to them. Al-Faridi in Sophya (2013:2) states “English song helps teachers to create active, creative, and enjoyable learning situation.” The experts introduce the uses English song as learning tool to support pupils’ ability to understand English vocabularies in it. Besides that this fun and full of happiness activity supports pupils to learn more English vocabulary in English learning process. It is similar to Al-Faridi’s opinion, Suyanto (2010:114) says “Song and rhythm are important parts of pupils life and also as language learning tools or teaching media. It means the words and rhythm exist in an English song send certain meaning to Kindergarten pupils. Their teachers help them to understand the meaning of the song. Moreover, they can use it in their life.

Furthermore, Case (2008:3) states “English song can be great fun to pupil’s English vocabulary’s learning”. English teacher motivates Kindergarten pupils’ learning through English song which she or he is taught to them. The song words and its rhyme are interesting and fun for them because there are numerous things that can be taught to Kindergarten pupils through songs that will remain with them throughout their lives (Sigurðardóttir, 2012:14).

There are some procedures that should be followed by the teacher in implementing this strategy in teaching vocabulary. According to Case (2008), there are some procedures of using English song, they are using background song, using specific action, repeating the actions again, singing aloud, changing verses of well known songs are suitable done in this research. There are some situations in the classroom that makes those selected stages are suitable applied in this research. First, The memorable English song can be used as background
song before researcher doing the next stage. Second, Researcher will use specific action to make English vocabularies learning attractively presented. Third, Repeating the action again is also applicable for kindergarten’s English vocabularies’ learning. Last, changing verse of well known songs is suitable for Murni Kindergarten pupils by the teacher assistance in the research.

It is shortly explained by Sophya (2013:13) that kindergarten teacher helps the pupils build their vocabularies through English songs through giving chance to pupils in expressing their feelings, giving a hand to the children, knowing how pupils are able to say the alphabeth, and repeating the song frequently. In another article, Lynch (2015:3-5) also explains about steps in teaching ESL songs successfully. They are: using specific ESL song, teaching key vocabulary, replaying the song, keeping it fresh, making up an action, breaking down difficulty.

METHOD

The design of the research is descriptive qualitative research. This kind of research was taken because the researcher wants to describe the implementation of English song to build Murni Kindergarten pupils’ vocabulary. Gay and Airasian (2000:275) states that a descriptive research is research that reports phenomena as it appears in the process of the research and collects the data in order to answer the research question. Beside the researcher wanted to know the quality of researcher’s teaching method has reached the standard of English song teaching strategy in building Kindergarten pupil’s vocabulary and to make the result of this research is objectively observed, The researcher asked for an observer’s advise to find out the quality of her teaching method had achieved some steps of English song teaching strategy. Thus, it was clear the reason of choosing descriptive qualitative research in designing this research.

The participant of this research is also the English teacher at Murni Kindergarten which is situated at Nipah Street No. 33 Padang. She is the only English teacher for two Kindergarten English Classrooms. She also asked the Head of Murni Education Foundation who used to be an English teacher in a very
well known Senior High School in Padang as the observer in this research. She was Miss Veridiana Somanto, M.Pd. It was done to make the result of this research is viewed objectively by the researcher.

The instrumentation were observation and check list. The instrument was video recorder. In gathering the data in the field, researcher did some steps. Firstly, the researcher prepared observation checklist and field note. Secondly, the researcher asked help to the homeroom teacher of Class B2 take the video recorder as long as teacher implements remedial teaching. Thirdly, during the observation, researcher did the checklist process and field note to get information about implementation of English song teaching that used by English teacher. The last, researcher analyzed all of information that researcher needed. After collecting the data, the researcher analyzed the data. According to Gay and Airasian (2000: 239-255), they stated that five steps in analyzing the data of the research that are data managing, reading/memoing, describing, classifying, interpreting, and representing the

FINDING AND DISCUSSION

As the purpose of the research was to see how was the implementation of English song in building Murni Kindergarten pupil’s English vocabulary, the research has done three times teaching research and collaborator observation. The collaborator observer analyzed the researcher’s teaching strategy in introducing the English song, break the rhythm down of the song into slow, fast, quite, and loud voice, teach the song’s vocabulary through certain actions, flash card, and using pointer, ask pupils to sing again the song in a group or one by one to check their English vocabulary’s building, and move to the next new song and keep repeat the previous song.

The first teaching research for introducing the English song was not applied well. The pupils just showed their water bottle when the researcher asked the meaning of water. On the second research observation, the teacher made an improvement about the English song which using certain action and showed colour cards. The pupils answered the name of colour which was pointed by the
teacher. Last teaching research, the teacher added three more colours in the song. The pupils said the chosen colour correctly. The first teaching research for break the rhythm down of the song, the teacher didn’t do the teaching strategy, but the next two research, the teacher has implemented it well.

The first teaching research for teaching the song’s vocabulary through certain actions, flash card, and using pointer, the teacher did not bring the flash card and pointer, just did certain actions. On the other hand, on the second teaching research, the teacher used certain acions which made the pupils build their English vocabulary better than before. And the last teaching research, the teacher has made all the tools needed for English song teaching.

The first teaching research for checking the pupils’ English vocabulary building through sing again in a group or one by one, the teacher did not implement this steps well, while on the second and third teaching research, the teacher has asked the pupils sang the English song in group, only girl, only boy and three best pupils sang the studied song.

The first teaching research for keeping repeat the song, the teacher has not implement it very well. But on the second research, While the second one, the pupils has memorized the last English song. And it was done too on the last teaching research.

It is summarized that the result of observation about the implementation of English song in building Murni kindergarten pupils vocabulary has implemented by the teacher and the pupils’ English vocabulary building increased step by step.

CONCLUSION

English song is useful in teaching and learning English vocabulary to Kindergarten pupils. By implementing English song the teacher can motivate Kindergarten pupils, get pupils attention, build pupils English vocabulary, and build pupils self confidence. In implementing English song teaching, there are many steps can be applied in the classroom interaction. They are 1. introduce English song, 2. break the rhythm down of the song into slow, fast, soft and loud song voice, 3. teach the vocabulary through certain actions, songs or flash card, 4. ask pupils to sing again the song in a group or one by one to check their English
vocabularies’s building, 5. move to the next new song and keep repeat the previous song.

In this research, the researcher wanted to show how the implementation of English song teaching could build the pupils vocabulary. This research conducted in descriptive research at Murni Kindergarten School Padang. The researcher was the only one English teacher at this school. It caused the researcher implemented the research with her collaborator observer to give objective analyze to this research.

Related to the research finding, the researcher conclude into video records analyze and observation checklist. In video records analyze, the researcher got her teaching strategy has improved from the first video research until the third video research. Through the observation check list, the collaborator gave the researcher some suggestions in improving into better the teaching strategy. The pupils’ English vocabularies have been built from the first until the last research result.

REFERENCES


Padang