

**USING RAINBOW SONG TO INTRODUCE ENGLISH COLOR
VOCABULARIES; A CASE OF THE SECOND GRADE STUDENTS OF
KINDERGARTEN “TARBIYATUL ATHFAL 04 SABILUN NAJAH”
PENJALIN BRANGSONG KENDAL**

By

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This research is based on the study which attempted to introduce English color vocabularies using rainbow song. The objectives of the study were: (1) To find out the teacher's way in applying English color vocabularies through rainbow song. (2) To find out the teacher's problems in applying rainbow song to introduce English color vocabularies. (3) To identify the teacher's solution in solve the problems. This study is a descriptive qualitative research. The object of the research were the second grade students and teachers of *Kindergarten “Tarbiyatul Athfal 04 Sabilun Najah” Penjalin Brangsong Kendal*. The writer took 20 students and 2 teachers of group B as object of the research. The instruments of this research were observation sheet and questionnaire. In this study, the writer collected the data from field research. The writer conducted a classroom observation activity and gave questionnaires to the teachers after the lesson finished. The writer found that the teachers implemented the use of rainbow song as a media in introducing English color vocabularies through three activities, they were: pre-activity, main-activity, and post-activity. In main-activity, the teacher showed the material used video compact disc and gave pictures to paint by the students to match between pictures with the colors. In post-activity, the teachers asked the students one by one about colors in the picture that they have painted. The writer found some problems faced by the teachers. The students difficulty to concentrate in the teaching learning process. The students didn't speak well. The students' difficulties to understand English color vocabularies. The writer also found some possible solutions to overcome the problems faced by the teacher. The teachers should give example not only one, but also more than one. The teachers should ask the students to do some exercise of vocabulary to improve their proficiency in English skill. The teachers should be able to give attention to the students. The teachers should be creative to find or create the English teaching method especially vocabulary, that attracts the kindergarten students. The teachers should give the students different experience and reinforcement, and the teachers practice the teaching material vocabulary to students day by day. The teachers should encourage the students to learn vocabulary.

Keywords: Rainbow song, Vocabulary

Introduction

As a foreign language in Indonesia which is learned since kindergarten school, it is still not easy to learn. Many difficulties faced by kindergarten teachers in Indonesia. One of the mayor problem is how to teach vocabulary. It is because the words are the main point in making sentence besides grammar.

As we know that vocabulary is one of the basic learning English to be a master in speaking, listening, writing and reading where as it has the meaning which constructs a sentence along with other element such as grammar and so on.

Now days, the local content curriculum of English for kindergarten school puts vocabulary as one of the language element, vocabulary is very important because by mastering more vocabulary, people can communicate their ideas easily.

The teaching vocabulary is a complex task. Teachers do not only have to teach

the meaning of the words to students but also have to use an appropriate technique in teaching. Setiyadi (2006:181) states “One of the common principles that may be considered to develop or choose methods for children is that learning of foreign language should be fun and natural.”

From that principle, a language teacher may develop his/her own techniques. Such as introducing songs and games to make children are fun and natural in learning. Moreover, teacher should use a method which is suitable for the children’s activities. Because they should remember that the children have active characteristics. The method that is employed by the teacher should be able to develop creativities, motivations and imagination of the children. There are some techniques which can be applied by the teacher to arise student’s motivation to study English. One of the techniques is using song. It is usually

conducted to the student's of kindergarten school. Because, in teaching using songs, children will enjoy in learning English. It is mean that the teacher should place a higher priority on having fun in their teaching. Song can enrich our lives and touch our emotions and also help children to thinks and to be creative. Because songs may stimulate brain.

In this activities, new songs and techniques will be given to the students. Based on the activity, the teachers are

able to observe the students development in mastering vocabulary. The study focused on introduces English color vocabularies by using song and its difficulties that might be faced by the teachers and the students so that the theme of this research was teaching vocabulary by using rainbow song as supporting media and the students will be interested to learn, so that the students vocabulary will increase fast, especially for the kindergarten students.

Related Theories

Vocabulary

a. The Definition of Vocabulary

Studying a language cannot be separated from a studying vocabulary because it is an essential part of language. Vocabulary is one of component of language besides sound system, grammar and culture. Students who want to learn a target

language, in this case English, they have to learn those components. Students may find them lives live either temporary or permanent in the target language community. At the beginning levels, teacher should concentrate on the function of words and the more frequency is using vocabulary, it is great number of words, each of which independently meaningful.

To know what the vocabulary is, the researcher would like to present some definitions of vocabulary according to several experts. Hornby defines vocabulary as “(range of) words known to, or used by a person in trade, profession, etc. “(Hornby 1983: 959). Lado (1964: 182) explain that vocabulary deals with words as lexical units that are considered as the culture meaning of speech community.

Vocabulary is one of the language components, which should be mastered by English learners. Vocabulary has role, which parallels with phonology and grammar to help the learners mastering four language skills. More vocabularies the learners have, more chances they master the language.

Rebecca M. Valet quoted by Riyanto (1994: 29) states:

- 1) The ability to understand the target language

greatly depends on one's knowledge of vocabulary.

- 2) Vocabulary acquisition is an important aspect of the speaking skill.

- 3) The ability to write a foreign language presupposes knowledge of the lexical units of the language.

It is evident that each of the four language skills requires the mastery vocabulary.

According to the lexicon Webster Dictionary, vocabulary is the stock of words used by animals can't be mentioned as vocabulary class or person can be mentioned as vocabulary.

Finocchiard quoted by Jack Richard (1979: 182), mentions that vocabulary is content and function words of a language that are learned so through that they used in performance of any communication act.

From the statement above, the writer concludes that vocabulary is a list or a content of words that used to express the idea or in the other meaning it is used for general communication.

Hornby states that vocabulary is the total number of words. Which (with rules for combining them) make up a language? From the definition, we can infer that language appropriately, we should, firstly, master the words of the language. Having mastered a large number of words, we will likely be able to express our ideals in the language appropriately.

So, vocabulary is the one important thing many factors in learning English. Without mastering vocabulary, it is impossible to master English well. The more students get the vocabulary it make easier for students to increase their English.

b. Vocabulary Mastery Process

Vocabulary mastery process begins when someone still a baby. He tries to respond well to the vocabulary by someone else. Therefore, the first vocabulary mastered by then baby is listening vocabulary, than he gradually can master speaking vocabulary. When the child begin to read he begins to master reading vocabulary. So writing vocabulary is mastered after the child has mastered after the child has mastered listening, speaking and reading vocabulary (Haris and Sipay 1980: 269).

Vocabulary mastery is not a spontaneous process. It is a gradual process to almost die stable vocabulary mastery. A child at 7-it is always interested to recognize and know new words, for basically he has a big curiosity if a child hears or read new words, he tends to repeat them again so that he will memorize them.

According to Keraf (1984: 65-66), someone's vocabulary mastery

goes through three stages. The first stage is childhood stage. In this stage, the child use vocabulary to express their ideas. The second stage is adolescence. This stage is child's additional process from childhood stage, to mastering language. The third stage is adulthood stage. In this stage, mastering child about vocabulary more stable and she/he start to learn new vocabulary in community broadly and freely.

c. **The Important of Learning Vocabulary**

Learning vocabulary is very important because it is one of the important things in learning English when students will speak, write, read and listen to English words. They cannot avoid from vocabulary. They must get more vocabularies.

The lack of vocabulary often brings many for learners especially in kindergarten to get good communication

in English, not only in speaking but also another skill.

The researcher thinks that it is useful to think of way students learn vocabulary outside of school. They can learn basic words in English necessary for communication. Because, learners can never be able to build good communication without having appropriate vocabulary.

The Rainbow Song

<http://www.youtube.com/watch?v=tRNy2i75tCc>

[Ny2i75tCc](http://www.youtube.com/watch?v=tRNy2i75tCc)

Red, orange, yellow, green, blue,
purple, pink 2X

It is rainbow, it is rainbow

Beautiful rainbow in the sky, beautiful
rainbow in the sky

Red, orange, yellow, green, blue,
purple, pink

Red, orange, yellow, green, blue,
purple, pink 2X

It is rainbow, it is rainbow

Beautiful rainbow in the sky 3X

Teaching English Color

Vocabularies Using Song

We have known that teaching English is not only teaching grammar, but also teaching language skill, listening, speaking, reading and writing. We also know that many people think that speaking class is very interesting but it a hard job. In this class the teacher should applies many creative techniques, so the class will be not boring. The teacher has many problems of material and affective techniques accommodating to the students need and condition. In this thesis the writer tries to explain about the effectiveness of using song as media in teaching learning.

Students love songs and their repetitive nature and rhyme make them an ideal vehicle for language learning. This list of benefits for language learning has been grouped together under the main objectives of most language learning. Here are of using song in language learning proposed.

Song and music is a need for younger.

We know that the lyric of a song consists of words and sentence. A teaching can enrich the student's vocabulary with the song. The students can memorize the lyric of the song easier, than they have to memorize while they are singing or listening to the song. Besides that, they can also learn about the pronunciation of the words. When they are singing, they will try to pronounce each words as well as the song they listen to. They can also ask to their teacher if they find a difficulty.

According to Suyanto (2007: 114), song is interesting media in teaching learning process, especially language learned.

Because, when the children were singing, they have studied language.

Singing a song as the supporting media to introduce English color vocabularies, because it is one of the ways to attract students. Kindergarten students need creative media in the learning process because they get bored

easily. To attract their attention, singing a song is the best way this technique is fun and enjoyable. There are many title

Research Method

This research is meant to explore the ability to understand the meaning in the descriptive qualitative. As a scientific study, a study a research requires information to support the explanation of the library activity. The important theories were taken from books which related to the subject matter.

In this research, the research method that is used is qualitative research design. It is an alternative tradition. Here the researcher views the phenomena to be investigated as more personal. She will use methods such as personal accounts, unstructured questioner to gain an understanding of the underlying reasons. With this approach, the emphasis is more on

songs to effective for children. The simple songs and have a meaning can remand all of them.

generating hypotheses from the data collection rather than testing a hypothesis.

Qualitative data is subjective, rich, and in-depth information normally presented in the form of words. In undergraduate dissertations, the most common form of qualitative data is derived from semi-structured.

There were some methods of data collection that used to get some information related to the study. They were observation and questionnaire. The researcher used observation and questionnaire to get the real data of the use of rainbow song as a media in introducing English color vocabularies.

1. Observation

To collect the data, the researcher conducted a classroom observation. The researcher used an observation tools

called direct observation, it is an activity that is done by writing all the teacher and students activity during the teaching and learning process. The researcher observed how the teacher implements the use of colors song as a technique in introducing English color vocabularies and the students' respond. The researcher also do the observation to identify to problems faced by the teacher in implementing the use of rainbow song as a technique in introducing English color vocabularies.

2. Questionnaire

Questionnaire is a set of technique to collect data which is done by giving a set of written questions to the respondents to be answered it (Sugiyono, 2004: 162). On the other hand, questionnaire deals with number of relevant questions that should be answered by the teacher as vise of the students because children can't give answer relevant information. The purposes of this questionnaire is to find

out the difficulties that may be faced by the students during the teaching and learning process in introduce English color vocabularies using rainbowsong and to complete the data needed.

Techniques of collecting the data are one of the most important steps in the research to get a good result. Here are some steps or stages in collecting the data taken by the researcher:

1. The researcher comes to the school where she conducted the research.
2. The researcher asks for permission to the principal of the school to conducts the research.
3. The researcher gives explanation to the teacher about her research and will ask for permission to conducts it in her class.
4. The researcher directly visits to the observation object, in this case second grade of Kindergarten "Tarbiyatul Athfal 04 Sabilun Najah" Penjalin Brangsong Kendal.

5. The researcher joins the English subject class as a participant non-active.
6. The researcher makes questioner to the teachers.
7. The researcher writes the results of the teacher's answer.

Findings

1. The Implementation to introduce English color vocabularies Using Rainbow Song

From the result of observation, the writer found that the teacher implemented the use of thematic pictures as a media in teaching writing descriptive text through three activities, they are: pre-activity, main-activity, and post-activity.

1. Pre-activity, first, the teachers opened the lesson by greeting. The teachers said good morning to the students, they asked the students' condition and checked the students' attendance by calling the name of the students one by one based on the students' attendance list used simple song, and

the students replied used simple song too.

After that, the teachers asked about the last material. Some of the students still remembered the last material and were able to answer the teachers' questions. They gave stimulus used rainbow picture, and asked the students about colors in the rainbow picture.

2. Main activity, the teachers gave the example sing of material rainbow song while showed rainbow picture. To make students did not feel bored; the teachers used modern media VCD (video compact disc) in teaching learning process. Next, the teachers gave pictures to paint by the students. The teachers gave instruction to the students to match between picture with the colors. In this activity, the students are more enjoyable, because with VCD (video compact disc) they can listen to the music and paint the

picture. So they understand easier to the lesson.

3. Post-activity, the teachers asked the students one by one about colors in their class and in the picture that they have painted and then the teachers asked to the students about colors in rainbow, after that the students answer together. Last, the teachers closed the lesson.

2. The Problems Faced by the Teachers in Teaching Learning Process

From the result of questionnaire for the teachers above, the researcher concluded that the problems faced by the teachers were:

- a. The students have difficulties to concentrate in the teaching learning process;
- b. The students have difficulties to speak well;
- c. The students have difficulties to understand English color vocabularies.

3. The possible solution to solve the teachers' problems

Based on the data above, there are solutions to overcome the teachers' difficulties in improving vocabulary mastery.

- a. The teachers should give example not only one, but also more than one.
- b. The teachers should ask the students to do some exercise of vocabulary to improve their proficiency in English skill. This will help students memorize and apply it in daily activity.
- c. The teachers should be able to give attention to the students. So the students have motivation to study hard.
- d. The teachers should be creative to seek or create the English teaching method especially vocabulary that attracts kindergarten students, so the students are interested in learning again at their home.

e. The teachers should give different experience reinforcement and practice of teaching material of vocabulary to students day by day.

f. The teachers should encourage the students to learn vocabulary. So, they can use it in correctly and communicatively.

In this research, the researcher focused the study on investigating how the teacher implements the use of colors song as a media in introducing English color vocabularies, identifying the problems faced by the teachers during the teaching learning process and finding out the possible solutions to overcome the problems faced by the teachers.

Based on the research finding, the researcher found that the use of colors song as media in introducing English color vocabularies was implemented by the teachers well. The teacher implemented the use of colors

song as a media in introducing English color vocabularies through three activities; they were pre-activity, main-activity, and post-activity.

In pre-activity, the teachers opened the lesson by greeting the students and then checked the students' attendance. They gave apperception by asking colors the rainbow picture. In main activity, they gave the example sing of rainbow song. Then to make the students did not feel bore, they showed the material used video compact disc. Next, the teachers gave pictures to paint by the students. And the teachers gave instruction in order to the students make a match between picture with the colors. In post activity, the teachers asked the students one by one about colors in their class and in the picture that they have painted. Then the teachers and the students make summarized the material. And the last the teachers closed the lesson.

Based on the observation, the researcher found that the implementation of colors song as a media in introducing English color vocabularies and the techniques used by the teachers were able to create the positive interactions during teaching and learning process. The used of colors song can increase the students' motivation in learning English color vocabularies.

However, from the result of the study, the researcher also found that there were some problems faced by the teacher. They were: the students' difficulty to concentrate in the teaching learning process, they didn't speak well and they difficulties to understand English color vocabularies.

The researcher also found out that there were some possible solutions to overcome the problems faced by the teacher. The difficulty faced by the teacher to get the students to understand

color vocabularies well can be minimized with the teachers should give example not only one, but also more than one. And the teachers should ask the students to do some exercise of vocabulary to improve their proficiency in English skill. This will help the students to speak well and apply it in daily activity. The teachers should be able to give attention to the students. So the students have motivation to study hard. The teachers should be creative to find or create the English teaching method especially vocabulary, that attracts the kindergarten students, so the students interest in learning at their home any more. The teachers should give the students different experience and reinforcement, and the teachers practice the teaching material vocabulary to students day by day. The teachers should encourage the students to learn vocabulary, so they can use it in correctly and communicatively.

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