

**Teaching vocabulary by using English kid songs for the 3<sup>rd</sup> grade  
students of Linguistic Class Program (LCP) at MI Muhammadiyah 1**

**Pare – Kediri**

**Cayati**

Cayatiannajma@gimail.com

**Abstract**

English cannot be separated from vocabulary learning, because it is a very important aspect in language skills in addition to aspects of speaking, listening and writing. In this case, the vocabulary is not only used for communication it can also improve English skills such as writing, speaking and listening skills. Lacking vocabulary is the reason why English is difficult to master. The students have been studying English for long time with the several methods, but they do not have an adequate vocabulary in English. Descriptive qualitative method is used by the researcher as research design. This research is intended to find out the descriptive outcome of the collected data and the interpretation of which as the conclusion to know how the curriculum, syllabus and implementation of teaching. The response of students toward the teaching of vocabulary process was consist of three terms, they are students' difficulties, students' perception on teaching learning process, and the advantages which can be taken by following this class. The first was about students' difficulties, students had the problem in pronouncing and memorizing the vocabulary. The second was about their perception in teaching learning process. Generally the students enjoy this program because the teacher always asks the students to sing a song together. The students really like learning while singing a song. Even though they had some problems in the class; they liked this program because it gave them advantage to prepare themselves to build their vocabulary. By following this program, it increased their knowledge about vocabulary.

Key word: *Teaching Vocabulary, English Kid's Song.*

**Introduction**

Lacking vocabulary is the reason why English is difficult to be mastered. The students have been studying English for long time with the several methods, but they do not have an adequate vocabulary in English. Palmer as Quoted by

Richard and Rodger (2002) says “Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read and write. This chapter will explain the problem that was founded by researcher in the English classroom when study English and it was found out that the students have problem in memorizing and understanding vocabulary. They easily forget some new vocabularies that the teacher taught and sometimes they could not remember how to pronounce it. They tend to dislike English subject because their lack of vocabulary. One of the best ways for having effective learning is media use. Media is a part of teaching process that cannot be separated from the teaching and learning process to make successfully in teaching or learning goals. One of the researches about media that will be used in teaching English in the classroom is song. The application of children's English songs can help students in vocabulary learning. English songs may be the right media which can be used for elementary school. By using English song, learners can enjoy and be happy to learn English vocabulary. The learners also can easily learn how to pronounce and understand well the vocabulary by listening and repeating the song.

MI Muhammadiyah 1 Pare especially in Linguistic Class Program (LCP) students learn some subjects of English, such as; grammar, speaking, and vocabulary. Based on the background above, the teacher applied the song in teaching vocabulary. The songs that were applied as a medium taught vocabulary in grade 3 of Linguistic Class Program (LCP) at MI Muhammadiyah 1 Pare and with song methods can make students build fun, interest, motivation and self-

confidence when learning process and the students easy to improve their vocabulary by using English songs as media. and in terms of learning outcomes where researchers have conducted research in grade 3 of Linguistic Class Program (LCP) at MI Muhammadiyah 1 Pare is proven that they prefer the teacher using song when learning process because from the song students always keep spirit and understand the lesson easily.

### **Literature Review**

Richard (2001) says that vocabulary is one of the components of Language and one of the first things applied language turned their attention to. Meanwhile, hornby (1995) defines vocabulary is a total number of word which make up a language with definition. From that definition can be conclude that vocabulary is list of words expresses a wide range of meaning.

Vocabulary is an important aspect in learning language, especially in learning a second or a foreign language. When learners are learning a new language, they should have enough vocabulary, Wilkins (1976) said that without grammar very little could be conveyed but without vocabulary, nothing can be conveyed. We are able to understand the language even if we do not understand grammar. On the other hand, we are not able to understand one single simple sentence if we are not able to recognize the meaning of vocabulary. Vocabulary is considered as an important language component because it is able to support the learners' ability in developing language skills (Lado, 1959). Vocabulary can make the students convey their idea both in oral and written form effectively.

Teaching is a complex process. According to Brown (1994: 7) Teaching is “showing and helping someone to learn or to do something, giving instruction, guiding in study of something, providing with knowledge, causing to know and to understand.” Students might even have a receptive knowledge of wider range of vocabulary, which mean they can recognize the item and recognize its meaning. Nevertheless, their productive use of wide range of vocabulary is normally limited and this is one of the areas that greater attention for the teacher.

According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them.

Sophya (2013: 8) says that song is a tool to help student in learning English language especially able to increase students' motivation. So, learning English language using song is appropriate for student' of elementary school because it make they are interesting in learning process. . In different way according to Nurhayati (2009: 2) the song is an appropriate resources, the song is a good tool to help the process of learning English, the song is believed to motivate children in learning. Song is an important part of learning English because the song makes the students more sensitive to sounds. When children are taught teachers liked the song, they will be happy and enthusiastic in learning English. So, through songs in learning activities can foster children's interests to

be happy and to learn, even a child can make it easier to understand the material teaching is delivered. “Songs can stimulate a positive emotional attitude to language learning (El-Nahhal, 2011: 18)”.

Based on the definition above, I conclude that more vocabulary the learner have, the easier they develop their skills (listening, speaking, reading and writing) so they can learn English as the foreign language generally.

## **Method**

This research uses descriptive qualitative as research design. The qualitative research design is the natural research that purposes a conjugate phenomenon, which happens in the teaching learning process in grade3 of Linguistic Class Program at MI Muhammadiyah 1 Pare. This research is intended to find out the descriptive outcome of the collected data and the interpretation as the conclusion to know how the curriculum, syllabus and implementation of teaching. The object of this descriptive research is to make a description or view systematically, factually and accurately about the facts, characteristic and relation.

The instrument used was observation, interview and documentation. This study was conducted on at 27<sup>th</sup> April 2019 in MI Muhammadiyah 1 Pare addressed at Gede street No 06 Pare Kediri.

## **Results and Discussion**

Learning vocabulary is a difficult and easy thing for everyone, because of the ability to memorize and remember the lessons are difference in some Students. By this case the teacher give the rule to the students, the student must speak English in Amazing Class if students broke this rule they must deliver poem and speech in front of their friends. Amazing class is class 25 minutes before students go home. In this class the teacher gives simple material such as telling their daily activities and conversation about the material whit same in the class.

The students' response of this croup was good. They were interesting to the join in the English class. Besides, by teaching vocabulary by English kid song could increase the confidence in speaking English. They had been given practice in daily although in the simple sentence.

This teaching method only wanted to give students spirit, easy to get new knowledge and help students answer question easily. So the advantage of teaching vocabulary by using kid song was only to give them easy to receive a new knowledge.

Based on the students interview, the researcher found that teaching vocabulary using English kid songs is effective to make the students understand and to build their vocabulary mastery. It was admitted by the students that by using a song, they could enjoy the lesson and they could memorize and build up their vocabulary well.

Syllabus which was found in Linguistic Class Program (LCP) in MI Muhammadiyah 1 Pare is a combination between National Geographic Learning and 2013 curriculum. The program has its own module made by the teacher which is arranged as the lesson plan (RPP).

At Linguistic Class Program (LCP) in MI Muhammadiyah 1 Pare, the form of lesson plan was arranged by the teacher functionally. It is arranged based on the need of their teaching. Every teacher of the program might have different lesson plan, but they still refer to the government curriculum.

From observation and interview which was done, the method which was applied in the class was the teacher repeated the same vocabulary while singing the song. After the students memorized the vocabulary which was given by the teacher, the students were asked to build the vocabulary in some different ways like arranging the sentence or telling simple story.

From the findings, the media which was used in the class was LCD, whiteboard, and other tools in the class. LCD projector is really important to display the lyric of the song, and so is whiteboard. Whiteboard is used to write the new vocabulary that the students need to write.

The material which was used by the teacher is from National Geographic Learning (NGL) book. The students have their own handbook. The material is packed in a song about part of body, food and drink, and so on. It means that every song that the teacher played has its own topic. National Geographic Learning (NGL) handbook provides the vocabulary that the students need to build up their vocabulary they learn in the song.

The teaching learning process which was found in Linguistic Class Program (LCP) at MI Muhammadiyah 1 Pare was the teacher greeted the students, gave the motivation, invited the students, told the activities that would be explained in the meeting then the teacher explained the materials then the teacher continued the learning process by using English kids song and the last was exercise. After all, the teacher used different ways to explain the material. After greeting and giving motivation, the teacher invited the student to sing song about the material which would be explained in the meeting. Then the teacher asked about meaning of the song and then teacher helped students answering by using drawing picture in the whiteboard, after that the teacher explained the material. In the end of learning process, the teachers repeated and invited students to sing the song that had been sung. In the third material the teacher greeted students, invited the students to have telling story. Before the teacher invited the students to sing a song, the teacher gave the exercise about the material. Then, the teacher gave conclusions and closing.

It is clear that teaching vocabulary using English kid song is really effective and enjoyable for the students, especially for beginner who wants to master vocabulary. It is admitted by the students that were interviewed by the researcher. From all of 5 students that the researcher asked to, all of them answered that they felt really happy and fun to learn vocabulary and they also admitted that they could easily memorize the new vocabulary. It can be concluded that teaching vocabulary using English kid song is one of the best way to teach



vocabulary in the beginner English learners in order to make them comfortable, fun and active.

## **Conclusion**

The conclusion of the research and some suggestion directed to the subject that involved in the research to upgrade the successful of teaching vocabulary by using kid songs.

1. The teaching preparation of vocabulary using kid songs had been supported by sets of equipment in learning such as syllabus, lesson plan, method, media, and material.
2. In teaching vocabulary by using English kid songs, the application of syllabus and lesson plan can see in the teaching process. And before teaching of course teacher has prepared all the attribute of teaching like syllabus, lesson plan, method, media and material.
3. The response of students toward the teaching of speaking process were consist of three terms, they are students' difficulties, students' perception on teaching learning process, and the advantages which can be taken by following this class.
4. The result of teaching vocabulary by using English kid songs was admitted by the students as the good way to teach vocabulary because they felt fun and they were not bored.

## **About the Writer**

Cayati graduated from English Education Department of Kediri Islamic University (UNISKA). She owns an English Course at Kampung Inggris Pare Kediri (EL CENTER) and works in one of the most favorite schools in pare at MI Muhammadiyah 1 Pare. She likes cooking and listening Islamic music. She can be contacted through her e-mail [cayatiannajma@gmail.com](mailto:cayatiannajma@gmail.com), instagram @mis.ayaaand fb. CayatiAnnajma

## **References**

Thornbury, S. 2001. *How to Teach Vocabulary*. Longman Press

Cebula, D. 2008. *Songs and Rhymes in Language Teaching*. Available at <http://iatefl.org.pl/tdal/n9songs.htm>.

Griffe, D.T. 2001. *Songs in Action*. Hertfordshire: Prentice Hall International

Zatnikasari, R. 2008. *The Effectiveness of Songs in Increasing Students Vocabulary*. Bandung: Unpublished Paper

Hornby, A.S.1974. *Oxford Advanced Learner's Dictionary Of Current English*. Oxford: Oxford University Press

Lado. R. 1959. *Language Testing: The Construction and Use of*

Millington, N. 2011. *Using Song Effectively to Teach English to Young Learners*,

Online, <http://cantesol.org>, accessed on 12 February 2017.

Setia, R. 2012. *English Song as Means of Aiding Students' Proficiency Development*,

Online, [www.ccsenet.org/ass](http://www.ccsenet.org/ass), accessed on February 13, 2017

Harmer, J. 1991. *The Practice of English Teaching*. London: Longman

Wilkins, D. A. (1976) *Notional Syllabuses*. Oxford: Oxford University

PressMurphey, T (1990). *Song and Music in Language learning*. New York:

Bern, Frankfurt and Main.

Nation, Paul 1994. *New Ways in Teaching Vocabulary*. Alexandria: TESOL

Richards, Jack C. 1994. *Reflective Teaching in Second Language Classroom*.

USA: Cambridge University Press

Nilawati, S dkk., 2008. *Care Yourself Kolesterol*, Niaga Swadaya, Jakarta.

Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching*. USA:

Longman

Moleong, Lexy. 2007. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.