

TEACHING VOCABULARY FOR YOUNG LEARNER BY USING SONGS AS THE MEDIA

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Abstract: Teaching young learners is not an easy job. Then, vocabulary is central of language teaching and learning. Therefore, in this paper, the writer would like to elaborate some theories and practice of teaching vocabulary by using English songs as the media. Dealing with the characteristic of young learner students, song is one of appropriate ways to create a good atmosphere to make teaching and learning process fresh and interesting

Key Words : Vocabulary, Young Learner, Song as media

INTRODUCTION

Teaching young learners is not an easy job. The young learners sometimes face some problems in learning English as foreign language. Consequently the teacher should be creative and become a good model in teaching English for their student. The objective of teaching English in elementary is to prepare children to have comparative value in the globalization Era and introduce English at early ages.

Vocabulary is central of language teaching and learning. Through vocabulary we can express ideas, emotions and desires. Besides that, through good command in teaching vocabulary on a certain language the students can express ideas effectively and efficiently.

To teach vocabulary in Elementary, especially for young learners, is not an easy way. Teaching young learner is different from teaching adults. We must have extra power to teach them, because the young learners have certain characteristic and need certain treatment. So we must give basic vocabulary to make them understand English. Before continuing the next step the

teacher must have preparation to teach children, for example the teacher must prepare a media as the teaching tools.

In this paper, the writer would like to elaborate some theories and practice of teaching vocabulary by using English songs as the media. Dealing with the characteristic of young learner students, as it is stated by Murphy “teacher can use songs to teach vocabulary to students”. Song is one of appropriate ways to create a good atmosphere to make teaching and learning process fresh and interesting .

TEACHING YOUNG LEARNERS

1. Characteristics of Young Learners

As a group, young learners are very diverse. They come from many different backgrounds, have many different profiles, and learn English in many varied contexts.

Young language learners vary greatly in terms of their language competence even within the same age group. In addition, learners may vary in terms of the skills they have acquired in their home language(s), depending on their age and how many languages they use in daily communication. Learners may also vary in terms of their proficiency level in the different language skills—reading, writing speaking, and listening. Some learners may understand almost everything said in English but may not be able to speak confidently. Other learners may be able to read and write quite well, but become completely lost in casual conversations. In terms of experience with literacy, the differences are huge; some learners demonstrate literacy skills in 70 Instructing for learning their native language while others, even in the same age group, do not. In addition, young learners differ in how they learn best. They also differ in terms of their socioeconomic status, as well as the countries in which they are learning English. All teachers working with young learners can benefit from understanding more about the diversity represented in this population.

We explained the distinction between Inner, Outer, and Expanding Circle countries and discussed the pros and cons of using this paradigm to describe the contexts in which English language teachers work; therefore, we will not review this

discussion here. Nevertheless, for the reasons explained in we will use the paradigm here to describe the characteristics of young learners.

2. Characteristics of Learners at Each Stage of Development

In addition to understanding the cognitive stages, it is important to understand how to translate these stages into learner behaviors at each stage.

a. Preschool (ages 2–4)

This is a sensitive period for language development. Children at this stage are usually quite good imitators of speech sounds. They do not work well in groups and prefer to work alone on something that interests them although they enjoy parallel play (i.e., playing alongside other children but not directly with them). They have very short attention spans and love to repeat the same activity over and over again. They need concrete experiences.

b. Grades K–2 (ages 5–7)

Like preschoolers, they need concrete experiences and love to name objects, define things, and learn about objects in their own world. They learn new concepts best when they are taught in binary opposites. They learn the meaning of large by referencing it with something in their world that is small. Children at this age also have vivid imaginations and respond well to stories of fantasy. At this age, they learn best through oral language, so they love being told stories with a solid beginning, middle, and end. It is important for teachers to remember that young learners at this age are unskilled in using the small muscles (e.g., the intrinsic muscles) and coordinating fine-tuned motor skills. Reinforcing regular routines helps learners at this age.

c. Grades 3–5 (ages 8–10)

At this stage, children begin to develop characteristics of concrete operations, such as the ability to understand cause and effect. They are also most open at this age to people, situations, and ideas that are different from their own experiences.

Introducing children to information about other cultures and countries at this stage is very important. In addition, children at this age can learn how to work with other students, particularly in groups, and they like writing notes to each other and to pen pals, and creating skits and participating in role plays. Like children in younger grades, they continue to benefit from imaginative and creative play, and they also like a story that has a definite beginning, middle, and end. Using rubrics and peer assessments can be used with children at this age.

Based on the assumption above, the sample in this research included in grades 3-5 (ages 8-10). In this level the students still like to play so the researcher used English songs to made the students more interested.

3. Teaching English To Children

In language learning context it is believed that children will learn a foreign language more actively under certain conditions. Therefore, there are some assumption about language learning that should be considered when teaching English to children. The assumption below different sources (Larsen Freeman, Mackey, Richard and Rodgers)

1. Learning should be fun and natural for children. In order for them to be successful in learning the target language, there must be the absence of stress. Children are believed not to learn language forms directly, commons are believed to be helpful for children to interpret meanings.

2. The language should be first presented through sounds, not written symbols. After children can produce the sound with the truth, they may begin to read the symbol in target language.

3. Children more sensitive to anything that touches the senses, they read easily to physical object.

4. Meaning should be made perceptible through concrete object or by the presentation of experience.

5. The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children.

MEDIA

1. Definition of Media

Frequently, Instructional media is used by turns, the terms are medium or communication media, as said by Hamalik (1986) where he sees that the communication relation will run well with the maximal result if uses medium called communication media at the same time, Gagne and Briggs (1975) implicitly said that learning media includes physical media which is used to convey the contents of learning material, consists of book, tape recorder, CD, video camera, video recorder, film, slide, photo, picture, graph, television and computer. In the other hand, media is learning source component or physical vehicle which contains instructional material in the learner environment that can stimulate the learner to study.

The term “ Media” even usually connected or changed to word “ technology” which is from latin word *tekne* (art) and *logos* (knowledge).

Webster states, “ art “ is skill which is got through experience, student and observation. So that, technology is not more than a knowledge which discusses skill that is got through experience, student and observation. If connected to the education and learning, technology has meaning as: Enlarge the concept about media, where technology is not only things, tools, material or instruments, but also contains behavior, action, organization, and management which related to knowledge application.

Based on the assumptions above, the writer defines media as a supporter in learning process, where media can help the teacher in delivering the material in order the students can understand clearly and easily.

2. The Property of Instructional Media

Gerlac and Ely state that three characteristics of media are clues why media is used and anything that can be done by media that may the teacher can not do it.

a. Fixative Property

This property describes the ability of media to record, save, conserve as well as construct an event or object. The event

or object can be reorganized and rearranged with media such as photograph, video, tape, computer floppy disc, and film.

b. Manipulative Property

Transformation an event or object is possible because media has manipulative property. The event that takes a long time can be presented to the students in two or three minutes by time – lapse recording. The ability of media from the manipulative property needs serious attention because if there is a mistake in rearranging the event organizing or editing the wrong parts so it will also happen wrong interpretation that absolutely will be confusing and even misleading so that it can change their behaviour to the wrong direction.

c. Distributive Property

Distributive property of media is possible an object or event transported through space and presented event at the same time to the students by experience stimulation which is same relatively about the event.

3. *The Function and Benefit of Instructional Media*

Hamalik states that the using of instructional media in teaching learning process can raise the new desire and interest, raise the motivation and stimulation in learning activity, and even bring the psychology effect to the students.

Levi and Lentz state for the function of instructional media, especially visual media, they are (a) attention function, (b) affective function, (b) cognitive function and (d) compensation function.

The attention function visual media is core, it is interesting and direct the students' attention to concentrate to the subject related to the visual meaning which presentate or participate the learning material text.

Affective function visual media can be seen from the students' enjoyment degree when study (or reading) the picture text.

Cognitive function visual media is seen by the observation finding which states that visual or picture sign accelerates the function achievement to understand as well as remember the information or message which is contained in the picture.

Compensation function of the instructional media is seen from the observation result that visual media which gives context to understand the text can help the students who are weak in reading to organize information in text and re-remember it.

From the explanations about, it can be concluded that media can bring the positive effect or stimulate the students in learning process, the characteristics of the students in leaning are different, so through media especially audiovisual aid can help the students.

4. Kinds of Media

Generally, Media can be classified into three kinds, they are:

- a. Visual, visual aids are things that just can be seen. For example: film, strip, transparencies, micro projection, blackboard and picture;
- b. Audio, audio aids just can be listened, for example: photograph, recorder, tramples, electronic, radio, etc.
- c. Audio visual. Audio visual aids can be listened and sighted, example: film and TV.

In this research, the writer used audio visual media namely songs video. By using songs video can attract the students attention to be focused in the learning objective then the students imitating the gesture in the video.

SONG

1. The Definition Song

According to Oxford song is short piece of music with words that you sing. Song is a relatively short musical composition for humans voice (possibly accompanied by other musical instruments), which features words or lyric.

2. Learning Vocabulary Through Song

One of the fun ways to learn the common vocabulary of any language is through the use of music to help a student remember of any language is through the use of music to help a student remember the word easily. This is also true of true

English language. Children are some of the most receptive to this style of studying, yet adults are also happy to have some fun while studying. Let us look at some of the fun ways to use songs to remember English language vocabulary words.

One of the most basic songs a person can use for remembering vocabulary is simply repeating some words in a row. The words can be associated with a kind of dance to help the students remember certain vocabulary. It is good to maintain a simple rhythm while saying or singing the song.

Andrew Pickett created that the functional songs are:

- To make students active subconscious long term memory in learners
- Drill rhythm and structure
- Enhance grammar, vocabulary, pronunciation, and more.
- Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

1) Some opinions of the importance of song using in learning activities.

A foreign language class should be enjoyable, motivating and creative. Song with their musical background can bring into the classroom atmosphere of quietly, fun, and informality which is far more conducive environment for language learning than a strictly requirement atmosphere.

2) Music (song) can help

Music has influence for the teacher and students. As a teacher, we can use music to make, to change the students' mental, and support the study society. Music helps the students to memorize and to the best. Music can stimulate, freshen and get students to study hard. Music so influenced to the study society. Research showing that study is more easily and interesting if the students were in a receptive place and comfortable.

Within listening to contemporary music while studying, the body will get the stimulus to be changed. Not only the students' mentality but the entire listener. The items we should pay attention to in choosing the music are :

- a) Kinds of contemporary singer.
- b) Kinds of music (music with positive aim).

Music is one of the basic expressions of the human spirit, and it has recently become an important part of foreign language teaching, it is one of its essential elements. Folk songs are also important to the study of a foreign language, for both their vocabulary and social background. The students' memory may also be helped by the rhythm and melodies of the songs. They represent national characteristics, customs, and tastes, with tremendous clarification and strength.

3. The Advantage of Music

Music is not only present while the studying process, of course, but music can improve the studying in other ways. We can use the music for :

- a. Making fresh and effective the study society,
- b. Make our thinking be rest and interest to study,
- c. Build an associative positive in our self,
- d. Increasing our brain productive,
- e. To help in increasing the study process.

Music influences our thinking, and thinking influences the study process. Kinds of specific music can make our brain get fresh and relaxed. So music is used to increase our ability to study.

4. The Advantage to Song in Language Teaching and Learning

There are two kinds of human's mind, rational and emotional mind. The rational mind works by analyzing fact logically, while emotional mind works based on intuition. Even though both of them differ in their ways, they work in harmony and influence each other.

It is based on the function of two hemispheres of the brain. The right hemisphere is specialized for music and recognition of complex visual patterns. The left hemisphere is specialized for music and recognition of complex visual patterns. The left hemisphere is specialized for analytical ability and some aspects of language.

In accordance to this phenomenon in the educational area, educators call it as motivation. Classroom motivation affects both learning and behavior of students. Students who are motivated to learn, who are interested in what they are doing

learn more. Therefore, it is important to activate the right hemisphere of brain (emotional mind) to arise motivation in learning. Music the expression of human can be used for this purpose.

1. For many reasons students feel insecure in receiving a new language. Therefore, song and music can help students relax and create an enjoyable classroom atmosphere.

2. Music and song are reflection of the time and place that produced it. Thus, helps to give a cultural input to the students.

3. Song can provide language input. We can expose students to the rhythm of language.

4. Song can be used as a supplement to the text book or can serve as the text itself in a variety of teaching situation such as using song after a regular lesson, singing a song for chance of face.

5. Song can be used a student as a text in the same way as passage, sort story, or poetry, or other of piece of authentic material.

6. Song can arise students' interest.

The suggestion for teaching vocabulary as follows;

- 1) The position of the students were rearranged into the students sit in some rows and one seat for one student. Where the teacher and students interact face to face, in order to get the students to imitate the gesture easily. It can made the students feel flexible.
- 2) Gave more motivation to the students in order to be active in learning process. Such as giving then wise word to built their self confidence to study more and more.
- 3) Gave more intensive guidance to the students for understand and pronounce the vocabulary in the song.
- 4) Gave some games that had relation with the lesson to motivate the students.
- 5) Gave awards to the successful person and the most active.

CONCLUSIONS

After finishing the experiment, the writer concluded the advantages of using English Songs to teach vocabulary to the fifth year student of SDN 234 Temmalebba. The advantages could be described as follows:

1. Using English children songs is an effective way in improving students' vocabulary. It is supported by the achieving of the ideal score in the second cycle namely in participation 80% and in vocabulary evaluation mean score 71,4. The scores of students increased in every cycle. Furthermore, arranging using English children songs makes classroom situation interesting and the students enjoy the teaching and learning process during the acting.

2. Teaching vocabulary through English songs is one effective and an interesting way that can be applied in any classrooms. The results of this research suggest that song are used not only for fun, but more important, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

3. The researcher concluded the best way in teaching vocabulary by using songs are:

- a. Get the students position as comfortable as to imitate the gesture easily. It can made the students feel flexible.
- b. Giving more motivation like giving wise word that can built students' spirit to study hard and to be active in learning process.
- c. Giving more intensive guidance to the students about the material or vocabularies which are listen from the song and giving opportunity for all of the students to be active in order to understand and pronounce the vocabularies well which are in the song
- d. Giving some kinds of games which relate to the lesson, so that the students can understand and giving a punishment who is lost in the game that can motivated the students.
- e. Giving award such as little gift to the successful and the most active students.

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