

**TEACHING ENGLISH VOCABULARY THROUGH SONG
TO THE KINDERGARDEN STUDENTS OF TK AISIYIAH BUSTANUL
ATHFAL (ABA 11) PALEMBANG**

THESIS

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UNIVERSITAS MUHAMMADIYAH PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
FEBUARY 2019

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THESIS

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PERNYATAAN

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Menyatakan bahwa skripsi berjudul

Teaching English Vocabulary Through Song to the Kindergarden Students of TK Aisyiyah Bustanul Athfal (ABA II) Palembang beserta seluruh isinya adalah benar merupakan hasil karya saya sendiri dan saya tidak melakukan pejiplakan atau pengutipan dengan cara- cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah

Atas pernyataan ini , saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap skripsi saya

Palembang, 15 februari 2019

Yang menyatakan ,



Nova Zahara

MOTTO AND DEDICATION

Motto

Trust Allah SWT and everything will be easier. aamiin

This thesis is dedicated to;

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ABSTRACT

Zahara, Nova. 2019 *Teaching English Vocabulary Through Song to the kindergarden Students of TK Aisyiyah Bustanul Athfal (ABA II) Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education *universitas muhammadiyah palembang*. Advisors: (1) Sri Yuliani, S.Pd., M.Pd., and (11) Kurnia Saputri., S.Pd., M.Pd

Keywords: Teaching English Vocabulary, Song to the kindergarden

The title of this thesis was “ Teaching English Vocabulary Throuhg song to the Kindergarden Students of *TK Aisyiyah Bustanul Athfal (ABA 11) Palembang*”. The Problem of this study was formulated in the following question “ Is English song effective in teaching English Vocabulary to Children of class A at *TK Aisyiyah Bustanul Athfal (ABA 11)* ? “. The objectives of the study the writer wanted to find out whether or not it is effective to teach English vocabulary by using English songs to the children of class A at *TK ABA 11 Palembang*. The population of this study was 24 Students. The smple were selected by using purposive sampling technique and it was 13 students. To conduct this study, the Pre Experimental design method. The test consisted of 20 item and it was given to 13 sample students in class A. SPSS 21 was used to analysis the data paired sample t-test. Based on the calculation in paired sample statistical table of the experimental group, the mean in the pretest was 31,54, with standard deviation was 15,993, standar error mean was 4,436 and the mean of posttest was 89,62, standar deviation was 4,770 with standar error was 1,323 as it is critical value, it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be said that it was effective to teach english vocabulary through song to the kindergarden Students of *TK Aisyiyah Bustanul Athfal (ABA 11)*.

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Last but not least, the writer realizes that the thesis is still far from being perfect. Therefore any criticism, comments, suggestion and constructive critics are very much welcome, Hopefully this thesis will be useful for all of us

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NZ

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) the problem of study, (3) the objective of the study, and (4) the significance of the study, (5) hypotheses.

1.1 Background of the Study

Early childhood education is essential for the growth and development of children. Based on Indonesian Ministry of Education and Culture (2015:1) towards the law number 20 of 2003 on the national education system, article 1 point 14, that early childhood education is a guiding effort that is shown to children from birth to six years old which is done through the provision of educational stimuli in order to help children's growth and development. Therefore, teaching children will be more challenging especially when teaching English.

Teaching English to young learners is not as easy as teaching adult. Teachers should have strategies which can make the children enthusiastic to learn English before they get down deeply with the more complex materials in the next level (junior high school until university). Rodliyah (2008:3) states that teachers of English for young learners need to have a sound understanding of how students think and operate, that is how young learners learn a language. This will serve as the foundation for the implementation of teaching English to young learners.

According to Puskas (2016:13), Primary language teaching is a unique and dynamic ongoing learning experience, not only for children but for the teacher as well. The very first years of language learning have an enormous influence on the following years; it has an impact on the motivation and general approach of language learners to learning the particular foreign language. Therefore, teaching English to young learners involves great responsibility and important challenges.

The first step in teaching English to young learners is introducing the vocabulary. Vocabulary is one of the important aspects in English. Students must

have much knowledge in vocabulary, in order to learn English more easily and the important things which we have to know that learning vocabulary is not only about knowing the meaning but, learning morphology and origins of the words are also important component in any vocabulary learning program (Dalton and Grisham, 2011:307). There are at least two aspects on vocabulary, and pronunciation is one of the most important aspects in vocabulary learning that should not be neglected. Pranowo (2006:108) states that before the students are taught these aspects, it is better for teachers to introduce them word recognition as the first stage before the students start to learn word production (i.e. pronunciation). Students need to recognize English words as the first time they learn English. For example, they know if the teacher points out 'a table' then, they said 'it is a table'. As Chard and Osborne (2012:8) state effective word-recognition strategies permit children to quickly and automatically translate the letters or spelling patterns of written words into speech sounds so that they can identify words and gain rapid access to their meanings.

After recognizing words, the students also need to learn how to produce the sounds. Kirana (2006:36) states it is important to learn word production because if a person does not pronounce English word correctly, it is possible that the listener will get wrong ideas of what speaker means. Thus, it will be useless if students know the word but they lack of knowledge in pronouncing the words. According to Gilakjani (2012:3) pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly.

Some problems came from teachers and make the teaching of English become ineffective and some of students' difficulties in pronouncing English words made the teacher hard to continue to the next material because there was no enough time in class to give proper attention to teach English effectively and intensively.

The writer found that the problems in learning English especially vocabulary of children in TK ABA 11 Palembang were difficult to memorize English words and sounds and they easily forgot how to pronounce the English words. Besides, in

teaching English to the children, the teacher just gave some new words with different topics every meeting from the text book and used simple drilling technique, where the students had to drill or repeat what is pronounced by the teacher. This was evidenced by the interview done by the writer when doing observation there. Because of those problems, some innovations were needed to make children enjoy in learning English. Bennett (2007:6) states “pronunciation practice should be multidimensional, with emphasis on listening in a contextualized format with ample exposure to the target sounds and utterances and lots of contextualized oral practice.” Therefore, the writer wanted to use a media which can make the students improve their English especially their vocabulary and pronunciation. Moreover, Chirandon et al. (2010:2) add, “There are number of effective teaching medias that are used to stimulate beginners’ interests. The best answer of it is listening to the English Songs which can be followed and learned by the students as the listeners themselves. It is also in line with Yustiana (2009:3), who states that one way to a rise their self-enthusiasm is by the use of songs, which will enable them to give more reaction in learning English. Therefore, songs can influence the young learners to start learning and knowing English. According to Fabon (2013:16), There is no doubt that songs, through their rhythm and musicality, contribute to the learning and memorization of linguistic structures. Thus, songs can be one of best ways in introducing students’ foreign language skill. As Millington (2011:10) states, “Songs play an important role in the development young children learning a second language.” He also added that Songs can allow young learners to practice a new sound without producing the same level of boredom. Songs also have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English. These patterns make some songs useful for practicing rhythm and stress and memorizing new words.

Thus, the writer was intended to use **English Songs** as a technique in teaching English Vocabulary of the A Class of TK ABA 11 Palembang in order to see whether or not this media was effective to the improve of students’ vocabulary acquisition.

1.2 Problem of the Study

Based on the background, the research problem was formulated in the following question:

Is it effective to teach English Vocabulary by using English songs to the Children of Class A at TK ABA 11 Palembang?

1.2.1 Limitation of the Problem

In this research, the researcher limited the research problem only on teaching English using songs to improve the students' vocabulary in TK ABA 11 Palembang.

1.3 Objective of the Study

Based on the research problem above, the writer wanted to find out whether or not it is effective to teach English vocabulary by using English songs to the children of Class A at TK ABA 11 Palembang.

1.4 Significance of the Study

At the end of the research, the writer expected that this study would be useful for EFL children in improving their English skill especially their vocabulary acquisition through English Songs. Besides, it was expected that it could be useful for the teachers as their tool in teaching English to the children.

1.5 Hypotheses

Tuckman (1978, p. 315) states that hypotheses help to focus a study and to give it direction and often make a study easier to follow. The hypotheses of this study were proposed on the null and alternative hypotheses which were stated as follows:

(H₀) It is not effective to teach vocabulary to the Pupils of Class A at TK ABA 11 Palembang.

(H₁) It is effective to teach vocabulary to the Pupils of Class A at TK ABA 11 Palembang.

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