CHAPTER I

INTRODUCTION

A. Background of the Study

A birth of a baby brings a certain meaning and major effects towards its parents; it brings a special substance, moral value, satisfaction, pride, and the sense of life perfecting (Kartini, 1995: viii). This sentence shows the importance of a child’s existence towards his parents. A child is the futuristic investment for his parents and the nation, the one who has an undeveloped potential and will replace his parents someday. Thus, it makes him a special asset of his parents and becomes the place to lay many futuristic hopes. That is the reason why parents pay great attentions toward their children, not only on their physical growth but also their character and mind building.

Children themselves have certain characteristics that are different from adults. They are active, dynamic, enthusiastic, and always want to know more about what they see, what they listen, and what they feel. They also never get bored to explore and learn the new things, they are full of fantasy, and have a short term of concentration. Besides, they are in the best period of learning.

A deep understanding of children’s characteristic that is in line with their growth is needed in giving an ideal education for children. A good understanding can really help the children in passing the learning process, which fits to their ages, needs, and their own condition emotionally, intellectually, and socially.
In Indonesia, the government shows a big attention on Early Education by legalizing the Regulation number 20/2003 in the first section number 14. It states that it is an effort to develop the children in the 0-6 years old. It is done in the form of giving educational stimulation in order to help them in spiritual and physical development to be ready to face the higher level of education.

Ministry regulation Number 58/2000 about the Standard of Early Education supports it by his statement that Early Education becomes an integral part of the National Educational Standard as written in Governmental Regulation Number 19/2005 which is defined by considering the characteristics of organizing Early Education. The standard of organizing the Early Education consists of four categories: (1) the standard of attaining the development; (2) the standard of educator and the staff; (3) the standard of substance, process, and assessment; and (4) the standard of management, infrastructure and facilities, and defrayal.

Ministry regulation Number 58/2000 adds that the educator of Early Education is the professional person who makes the learning program, applies it and then gives the assessment to the students, besides, he also has to guide, take care and protect the students. The educator works not only in formal way as a teacher or its counterpart but also in informal way as a nanny for his students.

Early education can be given since the very young ages. Actually, the institution of PAUD (Pendidikan Anak Usia Dini) can educate children at the ages of 0-6 years old, but, PAUD in Indonesia is used to take children informally (play group) in the ages of 2-4 years old and formally (kindergarten) in the ages of 4-6 years old.
Kasihani in her working paper with the title “Pembelajaran Bahasa Inggris untuk Anak: Dasar Pemikiran, Karakteristik Anak dan Guru EYL” states that children’s early ages can also be called as “the Golden Ages”. In this period, children are able to absorb any knowledge maximally so that the present’s early education learning materials are specially designed in order to make them easier in facing the subjects of higher-level education (Kasihani: Semiloka Nasional, 2009). Passing the Golden Ages by learning many new things can be a stimulant of a child’s personal characteristic, psychomotor, cognitive, and his social development; that makes the support coming from his surrounding take an important role and needed in optimizing the developing process.

With the purpose of creating a high quality generation, education field does many improvements in its curriculum. In these latest years, English is becoming a new subject lesson for young learners in some pre-schools and kindergartens. It is legalized by the government through the regulation No. 2/1989 on the National Education System that is continued by the legalization of Governmental Regulations No. 28, 1990 about human resources development. They have been used since 1990 as the legalization of teaching English to young learners in Indonesia (Kasihani, 2007: 1).

In this globalization era, as the language used in computer and internet technologies, English deemed to be necessary to be learned by children. Hopefully, recognizing it in early ages can make students easier in reaching its skillfulness. Of course, the success of teaching English to young learners in the pre-schools and kindergartens depends on the EYL teacher. He should have the
knowledge of English Teaching, can handle the children and able to serve the good teaching learning process for EYL students.

*Taman Kanak-kanak Santo Bernardus Madiun* is one of kindergartens that enclose English inside the curriculum. This kindergarten puts English as one of the material because English has been used as an International language all over the worlds. The children are in their golden age period so as early as they start to learn and practice English in their daily life, their will gain the good ability to master this language. This is supported by the recorded interview done by the researcher with Sr. Diana Lado Bara, the headmaster of this kindergarten. She says, that English is really important to be taught in kindergarten because children have a good adding capacity in learning language. Learning English at this age will bring a good benefit that they will keep the lesson in their mind until they are grown up. In the other words, making students to be accustomed to English in their daily life by using it in the teaching learning process as a medium of instruction can be a good basic learning for them to know about English in the early ages. Thus, it is hoped that in the future, the students will have a good capability in using English as the international language.

In order to make children ready to face the futuristic challenges, a basic knowledge of English vocabularies is taught and applied daily in *Taman Kanak-kanak Santo Bernardus Madiun Madiun*. It becomes a first step of having a good vocabulary mastery, then hopefully, this can make students understand the meaning of the words, can spell the words, can pronounce the words, and can use them to communicate with others.
The researcher has observed the situation of teaching learning English in the B-I class Taman Kanak-kanak Santo Bernardus Madiun and found some problems. The first observation was conducted on Wednesday, October 16\textsuperscript{th} 2013 at 09.00 – 09.30 a.m., continued with the second observation on Friday, November 1\textsuperscript{st} 2013 at 10.00-10.30 a.m. and the third observation on November 15\textsuperscript{th}, 2013 at the same time as the second observation. Besides, the researcher also had some necessary interviews on October 23\textsuperscript{th} 2013 at 10.00 – 10.30 a.m.

Some important things noted from the observations are: (1) The first observation was done in a singing session. The whole class were in the yard and got some songs to be sung, Sr. Diana Lado Bara, the Headmaster of this kindergarten led them while playing keyboard. They sang some Indonesian songs for kids. The students seemed happy to learn new songs and made some movements. They enjoyed music and song a lot. Just sometimes some students in the back rows, who stood up away from Sr. Diana seemed busy by themselves. When they hit and kicked each other by mistakes, because they enjoyed the singing and dancing, they start fighting each other. Fortunately some teachers were around and separated them. (2) In the second observation, the class was run by Ms. Liana, the English teacher in Taman Kanak-kanak Santo Bernardus Madiun. She played a Magic English VCD for the students in the school library. In the beginning of the class, the students looked so happy because they watched the funny cartoon characters in the movie. This watching video session was continued then after only five minutes, the students seemed starting to get busy with their own activities. Watching video without doing other activities made
them get bored, and soon, they started asking for the teacher’s permission to take their drink bottles outside, coming out and inside the room, talking with their friends, getting busy with their own stuffs, and even some boys were fighting each other inside the class. Only a few students in the front rows who paid attention and kept watching the movie. Ms. Liana seemed busy with answering some girls’ questions about the movie. When the movie was played, the teacher sometimes repeated some words and phrases mentioned in the movies, then she asked the students to repeat after her, just a few students could repeat her in a proper way. The rest were speaking slowly or even did not speak at all. When the movie ended, the teacher asked her students to answer some questions related to the movie, she did not get a nice response as most students could not answer her questions. Then she asked her students to pronounce and spell some new vocabularies taken from the movie, not many of them did what she said, many students kept silent and said nothing. It seemed that they could not remember any new vocabularies from the movie. She kept asking and repeating her questions, also in the students’ mother tongue, Bahasa Indonesia, but it was really did not work well; (3) the third observation was in the class and at this time, the teacher run the class by reading a story for the students. Again, the students could only be focused on the story for few minutes, they did not pay so much attention to the story read by their teacher. Some students stood up and run around the class to disturb their friends while some other students were talking by themselves. Ms. Liana seemed get busy only with a few students around her, and was not able to take the whole class’ attention. This class was ended by asking some students to
repeat her to say some words and phrases, and also asking some questions about the story read by the teacher. She also asked the students to spell and pronounce the new vocabularies from the story. It was exactly the same as the last observation, most of them did not answer correctly, some did it softly, and the others were only sitting, staring at the teacher and keep silent. Although the teacher had repeated the questions several times, and also used Bahasa Indonesia to help her students to catch the meaning, only a few students could answer correctly, the rest were not able to answer because they did not get anything from the story while they were busy by themselves.

By the three observations, the researcher could see that the students of B-1 class of Taman Kanak-kanak Santo Bernardus Madiun have low vocabulary mastery. They face some problems of vocabulary as follows:

1. The students could not identify the meaning of the English words. They had difficulty to understand some words said by the teacher. Most of them were passive and only kept silent when they did not understand what the teacher said;

2. The students cannot spell the English words correctly

3. The students cannot pronounce the English words correctly

4. The students cannot use the English words properly

Besides, the researcher also found some causes from the situations on teaching learning process in the B-1 class of Taman Kanak-kanak Santo Bernardus Madiun, as follows:
1. From the teacher:
   
a. The teacher could not make the students focus on the lesson.
It is seemed that the English teacher did not use the proper technique to teach then
she got difficulties to keep their attention to be focused on the lessons. Most
students only paid attention for about 10 minutes before they started doing their
own activities; played with their drinking bottles, pencil cases, and hit their
friends.

b. The teacher did not use the proper media to teach English to young learner.
The teacher chose the teaching medias which are less attractive to keep the young
learners pay attention during the lesson.

c. The teacher does not master the young learners teaching technique
The teacher looked confused and did not handle the unresponsive students
properly.

d. The teacher did not master the young learners assessment technique
   
   Some students kept silent and did not give a proper response when the
teacher gives some questions in English.

   The teachers in this kindergarten did not master the methods and
techniques of teaching English in kindergarten. The less variation of teaching
techniques makes the students get bored and have less attention toward what the
teacher says. Even some of them did not pay attention and do their own activities.
This condition makes the teachers feel difficult to gain students’ attention.
Teachers who teach young learners are challenged more to make themselves

   commit to user
creative to handle their class with fun. Children enjoy learning with fun, so the teacher should be able to bring that condition into the classroom.

2. From the students

a. The students have lack of English vocabularies

   Some of the students answer the English questions using Bahasa Indonesia. This phenomenon shows that although sometimes they can understand the question, but cannot answer it in English. Once they try to answer an English question with English, they do it with less confidence. It happens because they are afraid of making mistakes.

b. The students showed low participation during lesson and seemed less enthusiastic;

c. Some students got bored during the learning hours, then they preferred doing their own activities than concentrating on what their teacher said.

Some students think that English is not important and they feel that it is difficult, so they were lazy to learn and show positive responses during lessons, some were busy with themselves, disturbing their friends, and fighting each others. The others seemed unmotivated, passive, and tent to be quiet during the lessons. The infrequent English usage makes them not to be accustomed to applying English daily.

What the students need to do is being highly motivated, competing other students in a good manner, accepting the lesson responsively, being active in teaching leaning process, and being thirsty of new knowledge.
3. From the class situation

a. The situations in the classroom were noisy;
b. Some students talked with their friends during lessons;
c. Some students did not respond properly to what the teacher said;
d. Some students walked and ran in the class; and
e. Some students came in and out the class when the teaching learning process went on.

4. From the Institution

*Taman Kanak-kanak Santo Bernardus Madiun Madiun* doesn’t have enough books for teacher’s reference and also doesn’t give enough training for the teachers to teach English to children. This less reference does not support the teachers properly. They need a guidance to be active and creative teachers for kids. In this era, outstanding teachers are really needed to bloom students’ intelligence.

A school which owns a proper books as the references for teachers and serves a good training for them is really needed at this era. At this globalization era, a school should be the best place for our young generation to learn knowledge and get many skills. With a lot of source books and good quality guidance from the teachers, the chance for students to be highly improved during their studying time will arise.

Kindergarten, the earliest stage for children to start their study, takes a very important part in educating them. Their interest can be grown from this stage. The 4-6 ages group of students, who are in their golden ages period, are ready to
accept any knowledge taught by the teachers. Good teachers will be able to rise
them to be the intelligent generation. Thus, in this case, super creative and
enthusiastic teachers should be placed here. A creative teacher will always have
idea to catch students’ attention, an enthusiastic teacher will keep students full of
spirit during lesson. A humorist teacher will bring more benefit towards the
teaching learning process because this type of teacher will be able to run the
lesson with fun.

The kindergarten teachers also need the special trainings, it is not enough
to train them with the same training material given for upper stages teachers,
because the needs of the students are also different. Different levels of ages need
different approaches and teaching media. Besides trainings, latest books of
education are also important. Teachers can enrich their human resource by reading
and learning the latest issues. More knowledge they have, can make them more
qualified in teaching. So, these are what the young learners really need in their
school: good teachers and a great institution which serves all what the teachers
need.

To overcome the problems in the B-1 class of Taman Kanak-kanak Santo
Bernardus Madiun, the researcher takes the solution by utilizing music and songs
to improve the students’ vocabulary mastery. Singing songs can motivate the
students to join the class happily, full of enthusiasm, and can bring the students’
concentration back to the classroom. Music can be used to re-energize students to
be motivated and get their concentration back.
In teaching vocabularies to the students of kindergarten there are some media which can be used, for example music, songs, and games. The important thing is the activity can bring so much fun in the process of teaching. Funny situation makes children enjoy the class and can be a certain spirit for them in learning English.

Concerning the characteristics of young students, it is stated there are many reasons why we use songs with this age group (Lynch in Sriningsih, 2008:3). The reasons include:

“(1) Children like songs, (2) songs can be integrated into language learning—listening, singing and doing activities around the songs, (3) in many cultures songs are used to introduce or practice mother tongue with young children, so this is a medium that children are very comfortable with, (4) songs are memories, (5) songs often include a lot of repetition that helps to make language memorable, (6) songs contain chunks of language that children can remember and use because songs must be sung at a reasonably fast speech they encourage natural phonological features like linking and weak forms, (7) children will be actively involved in their learning, even at a very young age, rather than passive, (8) children have energy and want to make noise, (9) songs will channel these natural inclinations positively, (10) parents will enjoy hearing children singing in English, (11) singing is a happy and stress-free activity that will add to a positive classroom learning environment."

It can be seen that the use of songs to teach English to children can bring a new teaching variety in the class; it is really important to younger students who often have very little internal motivation for entering a language classroom. Songs can warm up the class, make students enjoy a funny teaching learning situation, and change the passiveness of the students in the classroom activities automatically into an active learning.
Hancock in *Singing Grammar* states that music and songs can be used to focus on the form of the language, including grammar, vocabulary, and pronunciation. A song can be used as a sample of language to be analyzed, as an exercise, and can provide topics for discussion and extension activities. Besides, music can also motivate students and provide variety in a lesson (1998: 7). The use of musical sounds supported by some movements done by the students can bring so much energy that can help them to raise their learning motivation.

Music and songs are good for both teacher and students. Songs offer interesting techniques to conduct teaching-learning process because they provide enjoyment, especially to raise excitement and self-confidence for the teacher and the students. Song takes them to the other side of teaching-learning process, but still, there is the material included.

For variety of lessons songs are enjoyable and highly memorable. Applying songs in the classroom provide a language learning on the focus of:

- **Listening**

  Songs provide a good form of listening because the students are generally very much concerned to make out the words (Byrne, 1997: 78). Songs contain words that are performed with music, so they will raise students’ excitement and make them want to catch the words contained in the songs.

- **Language**

  Songs can be used to focus on the form of language including grammar, vocabulary, and pronunciation. For example, by learning about a song about someone’s childhood the students can learn about past tense, on the contrary, they
can also learn the form of future tense when they listen to a song about someone’s goal. Another example of learning grammar through song is about singular-plural forms. When the students find a lyric about a single object, then they will learn about the usage of the articles “a” and “an”. On the contrary, they will understand that they need to put “-s” at the end of plural objects.

When children like a certain song, usually they will find out the meaning of the whole lyrics, this is really useful for their vocabulary enrichment. The other thing they will do is imitating the way of pronouncing the lyrics. They will try to sing in the similar way as the original singer does. These activities will help the students to be more focus on learning the language. Besides, songs in general use simple, conventional language, with a lot of repetition, so they are effective to be applied in the classroom.

- **Topic**

Songs provide topics for discussion and extension activities because each song has its own theme, which contains the description, story, and purpose of certain topic. Wide range of pop and folk songs can also be used to explore theme by analyzing the lyric of the songs.

Applying English songs is a good starting point to learn English. As someone likes to listen to English songs, he will spend more time to do it then unconsciously he does that continuously until it become a habit. Someone having habit in listening English songs will be accustomed to hearing English words, so he can learn English from them especially vocabulary.
In conclusion, the use of songs can stimulate the students to be active in the teaching learning process and raise their motivation to learn English with fun. The researcher thinks this teaching English through music and songs can improve the students’ English vocabulary as it will brings a new atmosphere in the teaching learning process. She also hopes that the use of music and songs as another variety of teaching media can change students’ passiveness to be active learners. Therefore, she conducts a study under the title; “Using Music and Songs to Improve Students’ Vocabulary Mastery” (A Classroom Action Research in the B-1 Class of TKK Santo Bernardus Madiun in the Academic Year of 2013/2014).

B. The Formulation of the Problem

The problems of this research are formulated as follows:

1) Can music and songs improve vocabulary mastery of the B-1 Class students of TKK Santo Bernardus Madiun?

2) What are the strengths and weaknesses of applying music and songs in teaching English to the B-1 Class students of TKK Santo Bernardus Madiun?

C. The Objective of the Study

Based on the formulation of the problem, the objectives of this research are:

1. To improve vocabulary mastery of the B-1 Class students of TKK Santo Bernardus Madiun.
2. To identify the strengths and weaknesses of applying music and songs in teaching English to the B-1 Class students of TKK Santo Bernardus Madiun.

D. Benefits of the Study

The benefits of the study that the researcher expects are:

1. For the students

   By learning English through music and songs students can learn vocabulary in a better way. They can identify the meaning, spell the words, pronounce the words, and use the words better. They can also enjoy the teaching learning process.

2. For the English teachers

   The study can give contribution to solve problem related to teaching vocabulary to young learners in a fun way. Music and songs are close to children’s world, then using them as the appropriate media will make teachers easier to teach and present new vocabularies to the students.

3. For the researcher

   This study can give an understanding about how to teach English vocabulary to young learners in a fun, interesting, and enjoyable ways. This research can also function as additional references to carry out the similar research on how music and songs can be applied as a media of teaching English to young learners.