

## **I. INTRODUCTION**

### **1.1. Background**

Teaching of English to young children has become especially important in recent years. The presence of a language is necessary for people to interact with one another and also to transfer science and knowledge. Nowadays, English has become an international language so it is important for us to learn it. Since 1994, the Department of Education has stated that English should be taught early starting from Elementary School.

Based on local content of curriculum 2004, teaching English in Elementary school is around simple vocabulary. The local content of Elementary school curriculum has outlined that the objective of teaching English in Elementary School is to raise students' interest and motivation in studying English. Besides they are expected to be able to communicate in very simple way, starting from what they have in themselves and their environment.

In 2006, curriculum 2004 was changed with KTSP. Difference the most stands out is the teacher to be given freedom of plot learning according to environment and

condition of student and condition of school lies. It was caused by Basic Skeleton / Kerangka Dasar (KD), Graduated Competence Standard / Standar Kompetensi Lulusan (SKL), Competence Standard and Basic Competence / Standar Kompetensi dan Kompetensi Dasar (SKKD) each subject for each unit of education was established by National Education Department. With the result of that development learning equipment, as syllabus and assessment system is competence unit education (school) under coordination and Regency government supervision / City.

In teaching English, a teacher has to know the target that should be reached. In an instruction assessment cycle assessment methods are tied to learning targets and then to decisions about instruction. In the initial part of the cycle, learning targets (goals) are clarified and students know in advance what they are expected to learn. Teachers use their in depth understanding of the curriculum to identify the most important learning goals and establish priorities for instruction in order to build on students' prior understandings.

The teacher considers multiple targets factual information, concepts, processes, reasoning, applications, and attitudes. They establish high expectations for all students for all important learning targets. Most importantly, they are able to clarify for themselves and their students what those targets are and what mastery of them will look like.

**Table 1.1. Table of students' vocabulary at second grade of SD Negeri 2 Krawangsari Natar years academic 2013/2014**

No	Degree	Quality	Frequency	Students
1.	Excellent	80-100	10%	3
2.	Good	70-79	20%	6
3.	Fair	55-69	20%	6
4.	Error	<50	50%	15
Total			100%	30

Source: The score of students' pretest achievement by the researcher.

Based on the pre-survey data above, there are 15 students get bad score in vocabulary ability at the second grade of SD Negeri 2 Krawangsari Natar years academic 2013-2014.

In fact, second grade students of SD Negeri Krawangsari found difficulties to express their idea because they have limited vocabulary. Based on the fact above, it is important to analyze the children's problem in vocabulary and also apply this method that can overcome the problem. This research will help the teacher to find method that can reduce the children's problem.

SD Negeri Krawangsari is a school located in Natar, South Lampung. The condition of students' English skills is low. This is caused by several factors such as limited library collection and most of the teachers used conventional method in teaching learning process. In addition, the environment of school does not support to study English because students believed that English is a hard subject to be studied.

From that case, the researcher conducted an action research to teach students' vocabulary using children song at the 2<sup>th</sup> grade of SD Negeri 2 Krawangsari, Natar, South Lampung in The Academic year of 2013/2014.

Learning vocabulary is not an easy matter, because sometimes learners find some difficulties in learning vocabulary, such us:

(1) Vocabulary which is not suitable for the students' needs, they do not understand what the words mean, because the vocabulary given by the teacher is not suitable for their level as beginners.

(2) They are not familiar with the vocabulary taught by the teacher, since the vocabulary does not refer to their environment. To overcome their problems the teacher should be able to find out ways to solve the problem that may appear in teaching learning process.

Songs are often regarded as an extra in the classroom and are used for a change of focus and not where the core learning takes place. Song can be used to develop students' listening skill, pronunciation and vocabulary.

In fact, variety is one of the most important factors in maintaining the high level of motivation and interest among the students. There are many real life activities that can be brought into the classroom to add variety, not only to learning process but also to the students' experience in English. And one of these activities is song.

Song and music can help develop listening comprehension, facilitate the acquisition of pronunciation, vocabulary, structure, and about culture. Songs are valuable aids in developing students' listening skill. There are many advantages of using them in the classroom. They present new vocabularies an experience in context, through them, students become familiar with the pronunciation of native speaker, they provide a break from textbook and workbook routine. Student will feel enjoy learning.

Technique is one way that is used by the teacher in teaching learning process. There are many techniques that can be used to teach or to improve students' vocabulary such as cross words, puzzle, word games, word selection, picture, song. The teacher should choose the appropriate technique to make the materials more enjoyable, challenging, and interesting in order to avoid the students' boredom.

It is already stated previously that teaching English through song is one of the effective ways to teach children. It will be easier for the learners to accept the materials when they are interested in it. It can raise students' motivation and attention. The student found that it is easy to learn English through song.

Using song to teach English is indeed beneficial because song is part and parcel of every kid's life, the children will naturally like to sing a song. A child who does not want to read a normal text might want to read the lyrics of song, as she/he desires to sing a song. There is motivation; we could easily exploit the song in various ways to cover different skills, forms and function of the language.

Here the researcher uses song as one alternative technique. Because it can create an enjoyable teaching learning activity, which can make students forget that they are learning. Teaching vocabulary through song can help students to learn naturally. Song is valuable aids in developing students' vocabulary achievement. There are many advantages of using it in the classroom. They present new words and expression in contexts and the student become familiar with the pronunciation. It means through song teacher can create very joyful teaching learning activity and make student learning easily without feeling afraid, so students have good motivation in learning English vocabulary.

Considering the advantages of the song, the researcher would use song as an alternative technique in teaching vocabulary. The researcher assumes that this technique can improve students' vocabulary achievement. Therefore, the researcher entitled the research "The use of English Song as A Technique to Teach Vocabulary to The Second grade of SD Negeri 2 Krawangsari Natar South Lampung.

## **1.2. Identification of the problem**

Based on the background of the problem above, the researcher identified the following problems:

### **1. Pronunciation of the Word**

Most of the students had problem in their dialect because the students could not pronounce in studying English speaking. It is difficult for them to imitate pronounce the English words because they are usually use java language for daily conversation. For instance: field and football. They spoke with double so it could make difficult to pronounce the words. To solve this problem students must often practice to speak with Indonesia Language or not unusual to speak with their language especially in classroom or school environment.

### **2. Students did not master in vocabulary**

The other problem of students was they lacked of vocabulary. This condition was getting worse because students were lazy to answer the question. It made them feel so difficult to answer the question orally. Moreover, their ignorance to improve their vocabularies made the activity of speaking class to be ineffective. To solve this problem students had to open the dictionary and they had to tried to memorize of the vocabulary also the teacher gave the meaning of the vocabularies when the teacher explained the subject.

### **3. Low Motivation**

Students were often asked to read the text by their teacher. Students continued to read and then teacher did not give correctly the sentences or the words they read.

This situation could influence the students to do their activities. To solve this problem the teacher had to give full attention when the students read of the sentences and if there were wrong words that students read so the teacher had to give the correct word. They gave the meaning, too.

#### 4. Shy Characteristic

Most of students had problem in their shy characteristic. It means that the students were seldom to speak English language. They felt shy their friends and the teacher. They were still felt confused to make good sentences in their language. To solve this problem students had to think that there was anybody in front of them. They had to have self confidence to speak English whether it was true or false.

From that case, researcher use English children songs as a teaching technique to help her in teaching learning process.

### **1.3. Research questions**

Based on the background of the problem above, the researcher tried to formulate the problem raised in the classroom action research as follow:

1. How is the implementation of song as a teaching technique to increase students' vocabulary achievement at the second grade of SD Negeri 2 Krawangsari?



2. How is the improvement of the student participation in learning vocabulary through song as a teaching technique at the second grade of SD Negeri 2 Krawangsari?
3. How is the improvement of teacher's performance using song as a technique in teaching vocabulary?

#### **1.4. Objectives of the Research**

From the formulation of the problem search objectives can be formulated:

1. To improve students' vocabulary achievement in teaching vocabulary class through song as a technique.
2. To improve students' participation in learning vocabulary through song as a technique.
3. To improve teacher's performance during implementing song as a technique in vocabulary class.

#### **1.5. Uses of the research**

The result of this study was useful for students, teacher, school, and researcher:

##### **1) For Student**

By using song in teaching vocabulary, hopefully the students will be interested in English class especially in learning vocabulary and motivating students to improve their English vocabulary through English children songs as a technique.

## 2) For Teacher

By doing this research, the researcher hoped that the output of this study would be useful and to give contribution of developing English teaching especially in vocabulary.

## 3) For researcher

The researcher can know in more detail way how to teach vocabulary effectively for elementary school.

### **1.6. Scope of the research**

This classroom action research is conducted at the second year of SD Negeri 2 Krawangsari. This class consists of 30 students. By implementing classroom action research, the researcher was focused on the problem that was investigated in vocabulary ability through song as a teaching technique. The materials are adopted from the English Curriculum of Elementary School about vocabulary of part of body. In the teaching learning process the teacher presented the materials consisting of part of body kids' song and asked the students to work in groups then practice its pronunciation. The increase of their score is gain by comparing the results of the pre and post test in form of multiple choices. The researcher also observed students activities during the teaching learning process and also teacher's teaching performance when implementing song as a technique.

To limit the scope of the study, the writer only discussed such as follows:

This study would be done in the 2<sup>nd</sup> grade students of SD Negeri 2 Krawangsari in the academic year of 2013/2014.

1. This study was discussed about improving students' English vocabulary by using English children songs as a technique. It is done because most of students' lack of vocabulary and it can influence to master all the language skill.

### **1.7. Definition of Terms**

**1. Vocabulary** is one of language component which have to be mastered by students in learning new language, students should have an adequate vocabulary to improve the four language skill. In listening, by having many vocabularies they can hear and understand all the words in oral communication easily. In speaking skills, they can cover all the words that they use in oral communication. In reading skills, they can understand all words in written materials. And in writing skills, they can express their ideas, opinions, and feeling cohesively. The writing and speaking are language productions that belong to productive skills while listening and reading involve receiving the message that belong to receptive skills. . (Arnold, 2002)

**2. Teaching vocabulary** is an activity where the teachers introduce some vocabulary items with all the structure and in the entire situation in which they can logically be used (Finocchiaro and Bonomo, 1973). This also means that in teaching vocabulary the teacher must choose a proper way, strategy, or technique in teaching.

**3. Song** is a combination of melody and lyric. Song can perform different function in language teaching. Song marked by richness of content, poetical metaphor and symbols that emotionally reflects the word we live in.

**4. Teaching media** are equipment physically used to deliver a lesson such as book, tape recorder, cassette video camera, video recorder, film, slide, picture, graphic, television, and computer.

**5. Teaching technique** is a method of organizing classroom activity that made students to success.

**6. Characteristic of 2nd grade** They love to be active and often enjoy doing the same thing over and over again with just a few variations to the activity.