

IMPROVING THE FOURTH GRADE STUDENTS' VOCABULARY BY USING EDUCATION SONG AT SASNUPATHAM MULNITHI KRABI, THAILAND IN THE 2015/2016 ACADEMIC YEAR

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Abstract

Abstract: It is essential to learn vocabulary in order to support the mastery of English skills. In fact, many of English learners of Sasnupatham Mulnithi Krabi are often faced the problem of vocabulary mastery. The most common factors that become the obstacles are the old technique teaching and the difficulty to memorize the meaning of the words. Therefore, it is necessary for the teacher to apply certain method or technique to solve those problems and make students interested to learn English.

This research is aimed to know whether the technique of using Education Song could improve the students' vocabulary mastery in English learning at the fourth grade of Sasnupatham Mulnithi Krabi, Thailand.

This research is a classroom action research. It was conducted at Sasnupatham Mulnithi Krabi, Thailand. The researcher conducted a classroom action research from September 7th until September 25th 2016 at the fourth grade of Sasnupatham Mulnithi Krabi, Thailand in the academic year of 2015/2016. In this research, the researcher takes the fourth grade students as the subject of research. In conducting this classroom action research, the researcher divided the action into two cycles and carried out in the instrument namely; observation checklist and test.

The result of the research shows that Education song can improve the students' vocabulary mastery. There was an improvement on the total score of the test. In the first cycle, it was 51 and improved to 62.36 in the second cycle. Education song could make the students pay attention to the lesson properly. It also improved students' participation in learning vocabulary. They were not shy anymore and highly motivated to join the instructional process.

So, the use of education songs in teaching vocabulary to the fourth grade of Sasnupatham Mulnithi Krabi in the 2015/2016 academic year can improve the students' vocabulary mastery by playing education song, give them the lyric, didn't play the song by using laptop, and the researcher sing the song by herself. And the researcher asks the students to imitate her. Teaching vocabulary through education songs could involve the students in the process of teaching and learning activity.

Keywords: education song, vocabulary

1. Introduction and Theoretical Background

In Thailand, English is taught as the foreign language, from elementary level until senior high school level. English is so important in Thailand, because basically Thailand is really famous with its tourism places, wonderful sites and unique culture. Indeed, in Basic Education Core Curriculum (2008: 259) stated that English becomes a tool for communication, education, seeking knowledge, livelihood, and creating understanding of cultures and visions of the world community. This aimed for preparing Thailand easily to face the globalization in which English is used as a means of oral and written communication.

As mentioned above, Basic Education Core Curriculum has certain extent that students should have mastered English. The certain extent according to curriculum has aimed enabling learners to acquire a favorable attitude towards foreign languages, the ability to use foreign languages for communication in various situations, seeking knowledge, engaging in livelihood and pursuing further education at higher levels. According to the Curriculum, one of the main contents is Language for Communication which is concern on the usage of foreign languages for listening, speaking, reading and writing.

Based on the interview, it can be seen that the teacher in Sasnupatham Mulnithi Krabi did not use certain method in teaching vocabulary. They wrote the vocabulary on the whiteboard, and then they asked the student to read it after them. And when they thought that the student memorized it, they asked the student to copy it to their note book. The teachers' though that it was successful, but in fact most of the students forgot it. "I see, I read, I write and I forget" this expression is to show the teaching vocabulary for a student without using certain method.

The success of learning a foreign language is assumed in term of the ability to communicate by using English. Therefore, students should be able to have enough vocabulary. Vocabulary is increasingly as a crucial component to language learning. The teaching vocabulary for children as beginner in learning a language is very important. Teacher can motivate students to learn the vocabulary by using some interesting technique, such as vocabulary game, songs and activities related to the vocabulary building and vocabulary learning to prevent the young learners from forgetting the vocabularies.

Teaching means showing or helping someone to learn how to do something, giving instruction, guiding the knowledge, causing to know or to understand (Brown, 2001:7). In this case, the teaching has an aim to make the students understand from the lesson given since they do not know. Teaching vocabulary to children is considered difficult. Students seem very quickly to learn new words but they will also quickly to forget them. Therefore, it is very important to give students a lot of interesting activities to help them in memorizing vocabulary.

Based on the preliminary study by conducting interview to the English teacher of grade 4 students at Sasnupatham Mulnithi Krabi, there were factors causing the students' problems in teaching English, especially in learning vocabulary. The difficulties in learning vocabulary occurred when the students cannot remember the vocabulary. This problem is also affects students' participation in teaching and learning process. Besides the interview, the problems were proved in the classroom observation. It was found that many students of class grade 4 have

low score in vocabulary. However, all of these observations and assumptions need to be proved, and will be proved through this research.

Based on the above information, it is known that education song has some advantages to the vocabulary mastery of the students, which can be used to overcome the students' problem in learning English. The researcher is going to make a research entitled "Improving Students' Vocabulary by Using Education Song at Sasnupatham Mulnithi Krabi Thailand in the 2015 / 2016 Academic Year"

1.1 Education Song

There are many types of songs. One of types of songs is education song. Education song is a genre of music in which songs, lyrics or other musical elements are used as a method of teaching and/or learning. Education song is a major theme and lyrics related to education (Cullen, 1998). From an incredibly early age, infants learn lessons about the world around them through observation and pattern recognition. But even in these stages, babies and young children can quickly grasp more advanced ideas when they're reinforced with education songs. It has been proven that combining music and teaching makes lessons easier to remember, recall and understand (Cullen, 1998).

Education types were chosen as teaching aids and instructional materials to teach vocabulary at elementary school. And education songs were chosen by seeing the characteristic. The characteristic of education songs is the song has educated lyric and the theme of song has been taught in the handbook. Songs can help students to solve their difficulties in learning language and they would love using songs in the class.

1.2 The Procedures of Using Songs in Language Teaching

There are some ways of using songs in teaching learning process. Karim and Hasbullah (1986: 6.27) suggest some steps of using songs in teaching vocabulary.

They are:

1. Teach the words and idioms included in the song, if the students understand the meaning of the words then ask them to pronounce the sentences when they have understood the meaning of the song.
2. Sing the song to whole class meanwhile the students listen to her/him. It gives the students a chance to know the song.
3. Repeat the words line by line while the teacher makes beats by knocking the table to introduce the rhythm of the song to the students.
4. Sing the song with appropriate intonation and ask the students to imitate and sing the song. Do it again until they can sing well.
5. Ask the students to sing the song by themselves and ask them to sing individually or in group.

1.3 Vocabulary

Vocabulary has an important role using a language, including English. Knowing a lot of English vocabulary is the best way to master English as a foreign language. It means that by using words, people can communicate the ideas more effectively. Hatch and brown (1995:1)

define the term of vocabulary as a list or sets of words for a particular language or as a set of words that individual speakers of a language might use. Hatch and Brown (1995:1) also state that vocabulary is the foundation to build language, which plays a fundamental role in communication. By mastering vocabulary, people can express their ideas and understand other's well. Hornby (1995:1331) defines vocabulary as the total number of words in language. In short, vocabulary is stock of words for communication. Without a sufficient vocabulary, students cannot communicate effectively or express their ideas in both oral and written forms. Having limited vocabulary is also barrier that precludes learners from learning a foreign language. The students who have adequate vocabulary will be able to express their opinions, feeling, and their ideas easier. The communication will run well because the students understand what is being discussed. Moreover, Thornbury (2002:13) states that people can say very little grammar, but people can't say anything without words. In short, no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meaning, communication in an L2 just cannot happen in any meaningful way.

Students who learn English need to have a lot of vocabulary to gain the four English language skills namely listening, reading, speaking, and writing. This means that vocabulary is very important to learn. Vocabulary helps the students understand of others and communicate the ideas more fluently. Thus, vocabulary is a tool to make phrases and sentences to effectively express ideas, feelings, and thoughts to be shared. And teaching and learning vocabulary is focused on noun.

2. The Implementation of Education Songs

2.1 Subject of the Study

I chose Class 4 at Sasnupatham Mulnithi Krabi based from the data that I took from the English Teacher that Class 4 had the lowest vocabulary mastery score rather than the other Classes. I can conclude that there is a problem there, low vocabulary mastery score indicates that the students didn't have enough motivated to memorize vocabulary and made them having bored to learn English.

2.2 The class

The observed students attend the fourth year of the elementary school level. They are between 9 - 10 years of age. At this phase of their studies all the students – 22 in total. They have a 80- minute English lesson in a week.

2.4 The Classroom Setting

The classroom arrangement is different from the conventional classroom setting; there are six chairs in front of the class which three chairs face another three chairs. There is one table in front of the class which is used for the student to perform the debate in front of the class, and they can use the table to put their notes, so they are not going to hold their note when they are giving speech in front of the class. During the observation the main focus was laid on improving self-confidence and their speaking ability; make them brave enough to speak in front of the class, because actually their skill is not that bad, they can do it when they are willing to do so.

2.5 Data collection and analysis

As the aim was to find the improvement of the students' vocabulary mastery in the classroom during the teaching and learning process, data collection and analysis demanded

several viewings of the relevant songs material besides gathering data in class as well. During the observation process the observer concentrated on collecting data by playing the education song twice. And also the researcher uses the observation checklist which has four indicators that indicates that the students are active enough or confidence enough to be practice and imitate the education songs. The indicators are: 1. Answering Question, 2. Making Note that they heard 3. Doing vocabulary test, 4. Singing the song

3 Results and Discussion

3.1 The Result after Implementing Education Song in Classroom

The result of the vocabulary test in the Cycle 1 showed that the mean score of the students' vocabulary mastery was 51.09 and the percentage of students who scored was 45.45%, and the students' active involvement in teaching learning process was 40.90%. It means that the standard mean score (M=55), the requirement of students scoring (E = 60%) and the requirement of active student in observation process (60%) in Cycle 1 of this research had not been achieved. From the data above, it can be concluded that Cycle 1 was not successful.

In Cycle 2, the class was more conductive as the students have practiced more and they became more familiar with the education song. The researcher finds some name of days and months from internet or English paper, and then the researcher used on the education song process.

Therefore, the researcher investigated the cause of this matter. In the first cycle, a lot of students were passive because education song was a new method for them, they tend to only watch the laptop while in the process of learning and process, they were not imitating the song. And also, the researcher only plays the song twice. From the reasons above, the action in the second cycle needs to be improved by playing song more, give the lyric about the song, didn't use laptop anymore, and the researcher sings by herself. This technique made them fun and enjoyable in teaching learning process. Also, at the same time, it provided a lot of opportunities for the students to enrich their vocabulary especially concrete noun.

Vocabulary is stock of words for communication. Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking (Lehr, Osborn, & Hiebert, 2004). In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand. Based on the result of vocabulary test through education song in Cycle 2, the students' vocabulary mastery in Cycle 2 was better than in Cycle 1.

Education songs as the way of developing vocabulary achievement can be applied in teaching vocabulary because it can develop the learners' memory in memorizing vocabulary and it can help the students to memorize the words in long-term memory. It means that education song is able to improve the students' vocabulary mastery. In this research, education song tries to build in student's mastery to improve their vocabulary. Griffie (1992:4) explains the language teacher can use song in teaching vocabulary, grammar structure, pronunciation and memorizing some material. It means that using songs in teaching vocabulary are good for introduction the vocabulary since related to the topic material.

From the discussion above it can be concluded that teaching vocabulary by using education songs is worth being applied in improving the students' vocabulary.

4. Conclusions

Based on the research finding, the writer gives the conclusion as follows: The use of education songs in teaching vocabulary to the fourth grade of Sasnupatham Mulnithi Krabi in the 2015/2016 academic year can improve the students' vocabulary mastery by playing education song, give them the lyric, didn't play the song by using laptop, and the researcher sing the song by herself. And the researcher asks the students to imitate her. Teaching vocabulary through education songs could involve the students in the process of teaching and learning activity.

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