

INTRODUCING VOCABULARY THROUGH SONG TO ELEMENTARY CHILDREN

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ABSTRACK

Vocabulary is one of the important things that must be understood to learn language. Because without understanding vocabulary, it will be difficult for us to learn. One effort that can be done is to introduce English, especially vocabulary through songs. Apart from being a medium, songs are also an alternative that can be used by teachers to create fun learning. From the results of community service carried out, the song has a high level of effectiveness that can be used in introducing English vocabulary to children. The purpose of this service is to attract students' interest to improve students' English vocabulary and improve memory and understand vocabulary effectively. Songs can also help to develop pronunciation skills with good intonation. Children will prefer this way of learning because the atmosphere is more fun and not bored. The notes contained in the song will create a happy mood. Make the child comfortable and begin to be lulled by the tone and language that is conveyed. Learning vocabulary using songs is a quick way to learn English that will make children feel happy and want to learn more. From the results of community service that has been done, songs have a high level of effectiveness that can be used in introducing English vocabulary to children.

Keywords : english vocabulary, song, study success

1. INTRODUCTION

Vocabulary is knowledge about words and word meanings. In the Big Indonesian Dictionary, vocabulary is vocabulary. While the meaning of the word itself is an element of language that is spoken or written which is the embodiment of the unity of feelings and thoughts that can be used in language. Dowdowski (1982: 1454) vocabulary is all the words contained in a language. Vocabulary is all available words, both active vocabulary used by readers and writers and passive vocabulary used by readers and listeners.

In line with Brewster (2003) that the right age to teach vocabulary is at the age of children. We can teach vocabulary appropriate to their developmental age. They will always remember what is introduced to them and of course it is different from adults who have been contaminated with many thoughts so that they have limitations in brain memory. One aspect of English that is relevant to be introduced to children, especially in elementary school, is vocabulary (vocabulary). Of course this is very important and becomes the basis for someone to speak. As stated by Tarigan (2012) that the more vocabulary a person has, the greater their opportunity to speak. In other words, when we

introduce English vocabulary to children, we indirectly bridge them to become skilled at speaking English.

The introduction of English as a foreign language in elementary school is certainly not as easy as one might imagine. It takes a long process and special skills that must be owned by a teacher. This is based on the fact that the teacher will be dealing with individuals who have various characters and backgrounds, of course this is not an easy job. Apart from having to choose material that is appropriate to the child's age level of development, the teacher also always has to be able to create an interesting learning atmosphere so that in its implementation students do not feel bored.

Another fact that occurs in elementary schools, especially those related to the learning process, is that there is still a lack of human resources who really have the required English language competence. Many of those who teach English do not have adequate English skills. Of course this becomes an obstacle in itself, where in the implementation of English that is introduced to children it is only a perfunctory introduction.

Many strategies or methods can be used by teachers to teach English to children. One way

is through songs in English. Alfaridi in Shopiya (2013) states that English songs can help teachers create active, creative and fun learning. This is because the song does not have a time limit for its use. Children at will, both inside and outside the classroom can sing it again. They naturally come into contact with English quickly and enjoy the process. Of course this is in line with Brown (2000) who argued that one of the principles of learning English is automaticity. This means that by singing songs in English, students automatically learn to speak either listening or speaking and of course there is vocabulary that is spoken. From the explanation above, we can conclude that learning English, especially vocabulary recognition, can be done through English songs.

Songs or songs are something that cannot be separated from the world of children. The purpose of creating songs is not only to be enjoyed by listeners. Suyatno (2010) revealed that in addition to listening to songs, they can also be used as a medium in learning, especially language learning. In this regard, of course this is an alternative that can be maximized by teachers in teaching language to children. The characteristics of songs created for children's learning according to Suyanto (2010) are as follows: 1) Contains words, phrases or sentences with a particular theme. 2) Elements of language are repeated. 3) In general, songs that have context make it easy to memorize. 4) Songs are sung with limb movements (action songs). 5) Songs can be sung by children outside the class. 6) Sounds happy.

At the stage of child language development, songs have many uses. One of them according to Millington (2011) in introducing English in the song class is something that is flexible. The use of songs can help children to develop their listening skills and also their pronunciation which will automatically help their speaking skills. Beyond that, the song plays a very important role in creating a pleasant atmosphere in which situations are often not noticed by the teacher. In fact, by creating an interesting and fun atmosphere, students will be more motivated to participate in learning. The introduction of English for children is certainly different from adults, not all language skills are suitable and can be developed through songs.

To increase the interest in learning English for SDS IRA students, the PKM team offered to teach children at SDS IRA through easy and fun English songs. Using songs can improve children's memory and understand vocabulary more effectively. Songs can also help to develop pronunciation skills with clear intonation.

2. METHOD

This service activity began with observing the locations around the PKM place, especially at the SDS IRA. Then we started to socialize directly down to school. Our good intentions were warmly welcomed by the teachers and students who were present at that time. So that our socialization activities run well. We immediately went into the student's room to teach vocabulary through English songs. Service activities carried out are targeted at students. Through this activity we hope that students will be more enthusiastic in learning English.

This service activity is carried out through the socialization process technique for students of SDS IRA. The material for this activity includes explaining how to learn English through songs. Not only that, we also train children about politeness in dealing with everyone.

In this PKM activity the teacher plays an important role in getting students used to learning English at school because this program is a solution to the problem of children's lack of interest in learning English. In this case, we have discussed it with the principal and our supervisor, so that this program is in line with the PKM targets and objectives that we have proposed. Thus, the children at SDS IRA enjoy participating in learning English in class, so that English learning activities can be implemented optimally and continue to develop optimally with the times. Especially in today's English language is needed.

3. RESULTS AND DISCUSSION

In the process of learning through songs which was carried out at SDS IRA, the PKM team used songs that were appropriate to their age development and also correlated with situations they often encountered around them. For example, on one occasion, we played a song about body parts "parts of the body" in which the tone of the song was taken from an

Indonesian song whose lyrics were replaced with English words according to the theme or need. This is used to facilitate the process of conveying vocabulary to children, with the hope that they will also be able to sing it later when they are in their respective environments. In line with what was revealed by Sophiya (2013) that in choosing a song it is necessary to pay attention to the level of difficulty and also its suitability for the learning that takes place.

The flow that we use in introducing English vocabulary through songs is preparing songs that will be delivered during class meetings, be it original songs or songs composed from Indonesian-language songs which are adapted (selecting). The process of selecting the songs to be delivered is something important. Shopiya (2013) argues that the song that will be delivered needs to be considered for its level of difficulty and also its suitability for their age level. We use the tone of the song "sayonara" in which the lyrics are changed to the names of the body parts. As seen in the lyrics of the song below: head, ears, hair, hair and mouth, mouth, hands are hands, fingers, don't forget all of them, teeth are teeth, cheeks are cheeks. That's all a gift from God.

From using the song above, at least the children will get 10 English vocabulary introduced. Of course, the singing must also be accompanied by movements or gestures so that children can also remember. We first exemplify the song by singing it. In this case the ability that we have to have is not a good voice but the correct pronunciation. Of course learning using song media would be far more perfect if we had good singing skills, but that is not the main criterion considering that what will be introduced to children is the vocabulary. In the pronunciation we have to give examples of the correct pronunciation because it will be a model for students. There are so many mistakes made by the teacher in pronunciation which are eventually imitated by students so that it becomes something that is not quite right. For example to say the words "eleven" and "elephant". It should be noted that the two words not only have different spellings but also in terms of meaning. But many students in third grade say the same thing. Of course these small things must be of concern to us considering that such a mistake would be something that is not good if allowed to continue continuously. We and the students together sing the song

(guiding).

In this activity, we together with the students sing the songs that have been heard. In addition to memorizing tones, interesting activities will also be developed for students. In this case we have to anticipate that all students can participate in this singing activity, so that some students do not sing while the other students are silent.

We provide an explanation of the content of the song (application). This stage is the most important stage in learning to use songs as a medium for introducing vocabulary. In this case we have to explain the words contained in the song and their meanings and also provide concrete examples of the vocab being explained. For example, in the song, it is discussed about "part of body", so the teacher must provide or show these objects either through pictures or real things. Besides that, we also have to use it in a sentence so that students understand the concept of what is conveyed. This is very important considering that memorizing alone will not be optimal if it is not accompanied by the use of these words in the form of sentences. After we felt enough, we together with the students sang the songs that had been discussed.

From the results of this activity almost all students of SDS IRA experienced an increase in vocabulary, this can be seen from their mastery of the vocabulary that has been taught.

4. CONCLUSION

Introducing English which is a foreign language in our country is not a simple job but something that must be done continuously. There are various methods or media that can be used to develop children's English skills, one of which is through songs. The use of these songs is not only limited as a medium for children to know English but the use of songs can also be used as an alternative in creating fun learning, which can improve the quality of learning.

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