

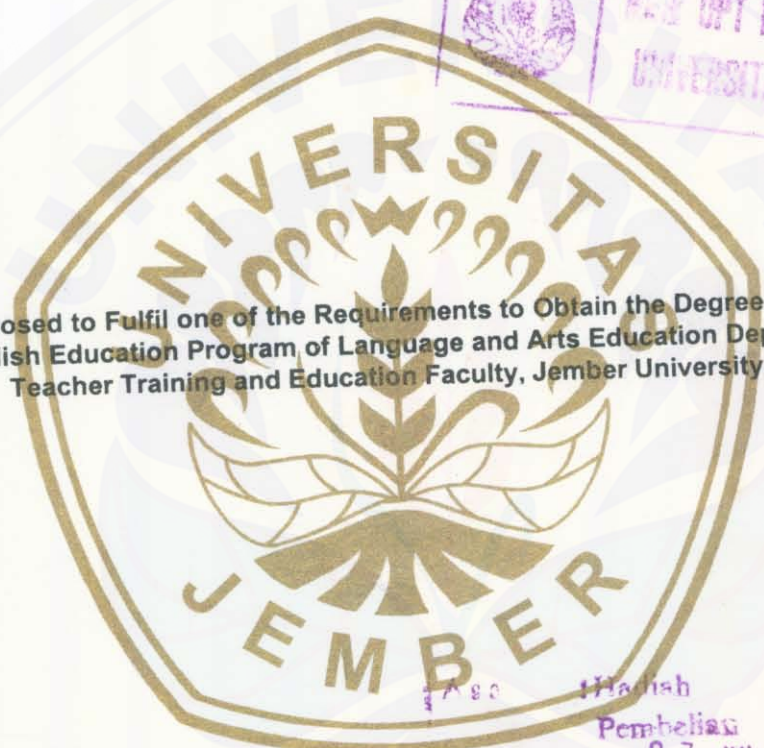
**A DESCRIPTIVE STUDY OF THE USE OF NURSERY SONGS IN
TEACHING VOCABULARY TO THE FOURTH YEAR STUDENTS OF
SDN AJUNG 2 JEMBER IN THE ACADEMIC YEAR 2002 / 2003**

THESIS



MEK OPT Perpustakaan
UNIVERSITAS JEMBER

Proposed to Fulfill one of the Requirements to Obtain the Degree of S1
at the English Education Program of Language and Arts Education Department of
Teacher Training and Education Faculty, Jember University



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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
JUNE 2003**

MOTTO

Trying, praying, then resigning.

(The Writer)



DEDICATION

This thesis is honorably dedicated to:

1. My beloved father *Saohan* and mother *Ama Handayani*.
Thanks will never be enough for all your love, affection, silent praying and everything given to me. I do love you more than I could say.
2. My beloved younger brothers and sister *Andri, Rizki* and *Ria*.
3. My best friends *Mimid, Dyah, Erna* and *Erni*.
Thanks for your helps and your supports. I feel lucky to have you as my friends.
4. All my friends at 98 level English program.

CONSULTANT APPROVAL

A DESCRIPTIVE STUDY OF THE USE OF NURSERY SONGS IN
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APPROVAL SHEET

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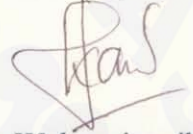
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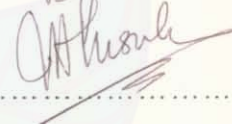
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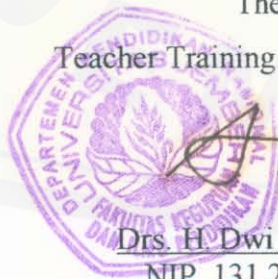
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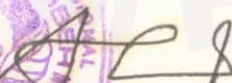
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It is only under the guidance and blessing of Allah S.W.T that this thesis has finally been completed. In this occasion, the writer would like to express the deepest appreciation and sincere thanks to the following people:

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3. The Chairperson of the English Education Program of the Teacher Training and Education Faculty, Dra. Siti Sundari, MA ;
4. The Consultants, Dra. Made Adi Andayani T, M.Ed. and Eka Wahyuningsih, S.Pd. who gave valuable input to help the writer write this thesis;
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Finally, the writer hopes that this thesis will provide some advantages to the readers. Any criticisms, suggestions and inputs that contribute to the improvement of this thesis will be highly appreciated.

Jember , June 2003

The Writer

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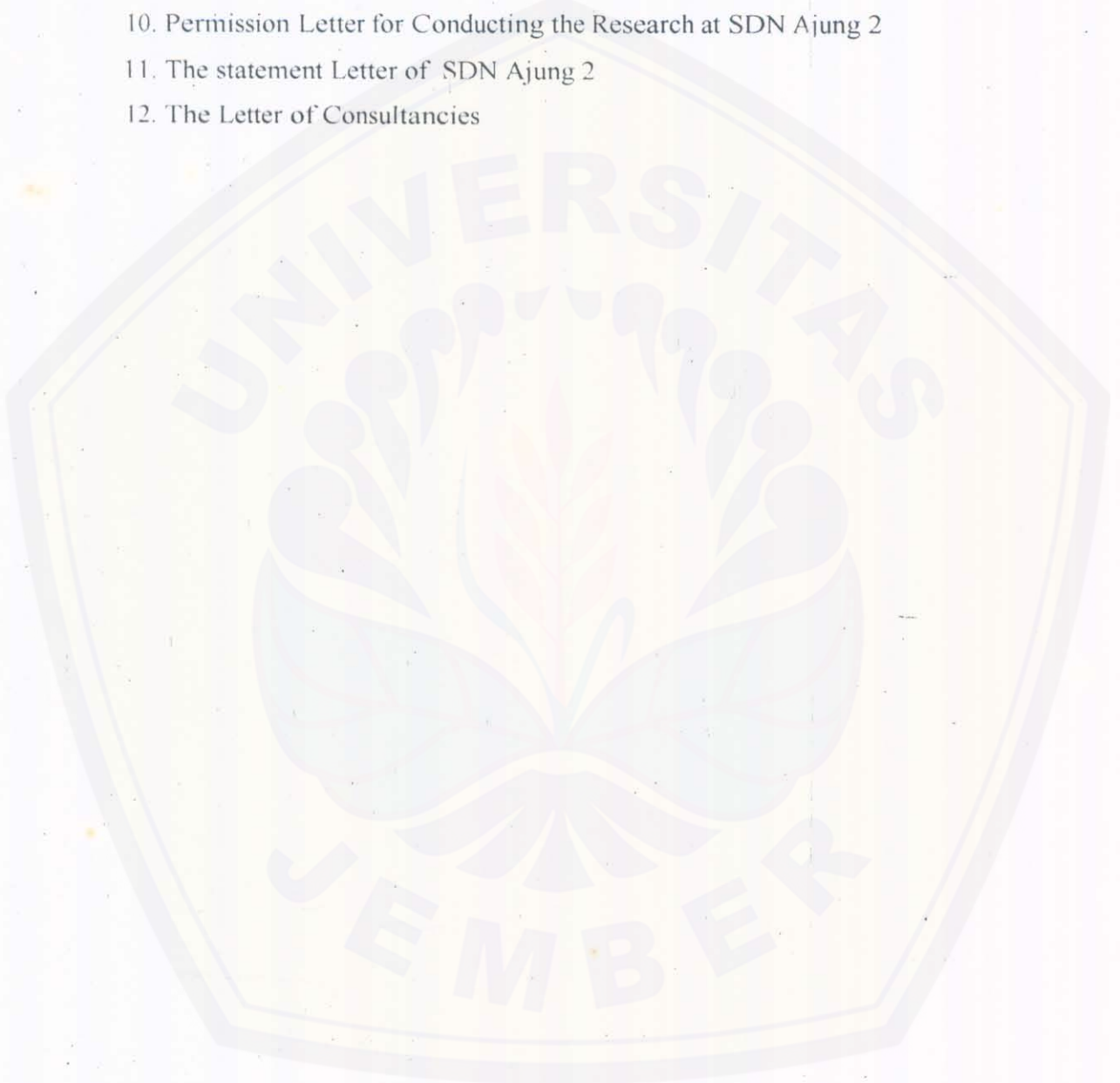
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9. The List of the Teacher at SDN Ajung 2
10. Permission Letter for Conducting the Research at SDN Ajung 2
11. The statement Letter of SDN Ajung 2
12. The Letter of Consultancies



ABSTRACT

Agustina Wiwidaningsih, June, 2003, **A Descriptive Study of the Use of Nursery Songs in Teaching Vocabulary to the Fourth Year Students of SDN Ajung 2 Jember in the Academic Year 2002/2003.**

Thesis, English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

The Consultants: 1. Dra. Made Adi Andayani T, M.Ed
2. Eka Wahyuningsih, S.Pd

Key Words: Nursery Songs, Teaching Vocabulary.

Vocabulary is the basic thing in learning languages. Teachers do not only teach the meaning of words but they also teach the pronunciation, spelling, and the usage of words. Songs can be used to create the English teaching learning process more interesting and alive. This research was conducted at SDN Ajung 2 Jember. The objectives of this research were to describe (1). the procedures of using nursery songs in teaching vocabulary, (2). the students' attitudes toward the use of nursery songs in teaching vocabulary and (3). the students' perception on the use of nursery songs in teaching vocabulary. The data was analyzed by using descriptive analysis. The result of research showed the procedures used by the teacher. Firstly, the teacher taught the vocabulary related to the topic. Secondly, she wrote the songs and gave the meaning of words in the songs. Thirdly, she read aloud the song line by line. Then, she divided the class into four groups and asked them to read it aloud in turns. She sang the song with appropriate rhythm. After that, she sang the song line by line while the students repeated after her many times. Finally, she let the students sing the song by themselves. The students' attitudes toward the use of nursery songs in teaching vocabulary were good. They liked the nursery songs given and were actively involved in the English class. The students' perception was good. They were interested in the English lesson which was taught by using nursery songs. It could help them pronounce, understand and memorize the vocabulary more easily. Based on the results, the English teacher is suggested to develop the English teaching, especially the vocabulary teaching by using interesting and various nursery songs to improve the students' vocabulary.



I. INTRODUCTION

I.1 Background of the Research

English, as an international language in the world, is used to communicate with people from other countries. In many countries, English is used as a second language but in Indonesia it is considered as a foreign language because English is only learned at school and it is not used as a colloquial language. Besides, the development of science and technology demands us to learn and use English if we want to cope with them. Therefore, the Indonesian government includes English as a compulsory subject at secondary schools and universities, and as a local subject at elementary schools. It is meant to give knowledge to students in entering globalization era without ignoring our national language.

Based on the 1994 curriculum, English is taught to elementary school students as a local subject. It means that English can be taught in elementary schools when people think that it is important to be taught and it is supported by the availability of an English teacher. Teaching English at elementary schools gives a chance for students to get knowledge and to develop their English in order to anticipate the environment condition that has been influenced by science and technology development in our country. In other words, it can be said that English is very important. For that reason, English is taught at elementary schools to prepare the students to have good basic knowledge on English before they enter junior high schools.

There are four English language skills that must be mastered well. They are listening, speaking, reading and writing. The four skills must be taught integratedly because they are interrelated. The success of one depends on the success of the others. In addition, the language components such as structure, pronunciation, and vocabulary must also be presented clearly. Vocabulary is very important in languages. According to Tarigan (1993:2), the quality of using language depends on the quantity and quality of vocabulary which someone has. The more vocabularies someone has, the better s/he uses the language. It can be said that vocabulary is the basic thing in language learning. Therefore, students

should have a lot of vocabulary in learning English because vocabulary is needed in the four language skills. Vocabulary can grow through experience and available models on the four language skills.

Teaching English to children and adults are different. Scott and Ytreberg (1992:3) explain that the adult's world and the children's world are not the same. Adults usually find out something by asking questions but children do not always ask. Children pretend to understand, and they understand everything in their own terms. To avoid having problems in choosing methods in teaching language, the teacher should know the characteristics of children.

Scott and Ytreberg (1992:3-4) classify the characteristics of children who are approximately eight up to ten years old as follows:

- a. Their basic concepts are formed. They have very decided views of the world.
- b. They can tell the difference between fact and fiction.
- c. They ask questions all the time.
- d. They are able to work with others and learn from others.
- e. They are able to make some decisions about their learning.
- f. They rely on the spoken word as well as the physical world to convey and understand meaning.
- g. They have definite views about what they like and don't like doing.
- h. They have a developed sense of fairness about what happens in the classroom.

From the statements above, it can be concluded that from eight up to ten years old, children's mind is growing and mature. Therefore, they can already think, speak and understand things.

Teaching English to children is not easy because English is a new thing for them. English has different vocabulary, structure, grammar and pronunciation from those of Indonesian. There are many words which have same pronunciation and many meanings. In addition, it also uses many tenses in making sentences but Indonesian does not use them. We use the same structure and grammar although the sentences are in the past, future, or present. Most of the students still find difficulties in making sentences. They usually use Indonesian structure and grammar in making sentences. Moreover, it is also difficult for them to pronounce the English vocabulary. To overcome the difficulties, the teacher can use media to make the students interested in learning English. According to Arsyad (1997:16), the use of media in teaching learning process can motivate the students' interest,

help them understand more easily, and give a solid information. In addition, Ibrahim (1995) (in Arsyad, 1997:16) explains that media carry and make students happy, reform their spirit, help them firm knowledge in their mind, and make the lesson alive. It means that media is needed in teaching learning process to make the students more interested in the material taught by the teacher,

One of the media that can be used to teach English is song. It offers some repetitions, intonations and speech rhythms. There are many words in a song which are usually repeated. Repetition of words makes the students remember the words more easily. By repeating the words in a song, the students will also learn and remember the words. In addition, intonation and speech rhythm in a song make words be imitated and remembered easily than those which are just spoken. It happens because the singer does it automatically because of the intonation. Meanwhile, if the words must be pronounced, they can also remember the pronunciation easily. In other words, a song can also train students' pronunciation. By singing a song, automatically we will pronounce the words again and again without having to remember how to pronounce it correctly. It can be said that while singing a song, someone will remember the vocabulary found in the song automatically.

All children love to sing and like to repeat the song. Children like singing nursery songs because the vocabulary included is simple and easy to be followed. Karim and Hasbullah (1986:6.25) explain that it is easy for children to memorize songs, and most of them never forget it. It happens because they like to sing the song so many times. It means that by singing a song they can enrich their English vocabulary and use them to learn English.

Based on the explanations above, the researcher conducted a research entitled "A Descriptive Study of the Use of Nursery Songs in Teaching Vocabulary to the Fourth Year Students of SDN Ajung 2 Jember in the Academic Year 2002 / 2003".

1.2 Research Problems

Based on the background above, there were some problems to be solved in this research. The problems consisted of one general problem and three specific problems. They were as follows:

1.2.1 General Problem:

How is the use of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 Jember in the academic year 2002 / 2003?

1.2.2 Specific Problems:

1. What are the procedures of using nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 Jember in the academic year 2002 / 2003?
2. How are the students' attitudes toward the use of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 Jember in the academic year 2002 / 2003?
3. How are the students' perceptions on the use of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 Jember in the academic year 2002 / 2003?

1.3 Operational Definitions of the Key Terms

To avoid misunderstanding between the researcher and the readers about the ideas of the terms used in this title, the writer defined the terms as follows:

1.3.1 Nursery Songs

Song (Smith, 1991:742) is a short poem set to music or meant to be sung, while nursery refers to children. Thus, nursery song meant in this research was a short poem set to music intended to be sung by children. In this research, nursery songs were used as media to teach vocabulary. Nursery songs mean English songs for children, for instance, Old McDonald, Head, Shoulders, Knees and Toes, That is a window, What color ?, etc.

I.3.2 The Fourth Year Students

The fourth year student meant the students who study on the fourth level of elementary school. They were approximately nine up to ten years old.

I.4 Objectives of the Research

There were two objectives in this research. They were general objective and specific objectives. The objectives of this research were formulated as follow:

1.4.1 General Objective:

1. To describe the use of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 Jember in the academic year 2002 / 2003.

1.4.2 Specific Objectives:

1. To describe the procedures of using nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 Jember in the academic year 2002 / 2003.
2. To describe the students' attitudes toward the use of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 Jember in the academic year 2002 / 2003.
3. To describe the students' perception of the use of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 Jember in the academic year 2002/2003.

I.5 Significance of the Research

It was expected that the results of the research would give an important input to the following people:

I.5.1 For English teachers;

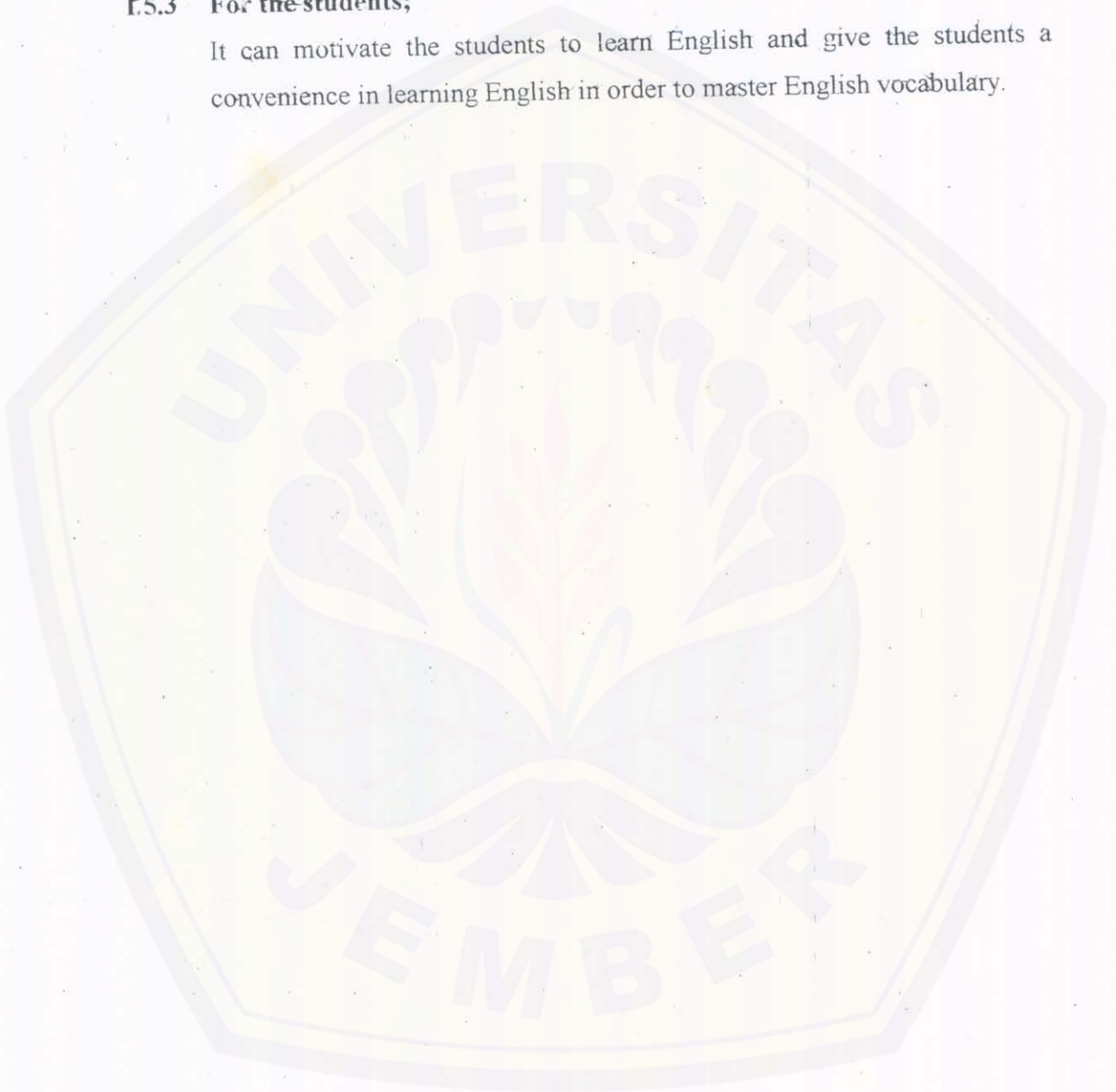
Hopefully, the teacher can select and use nursery songs optimally in teaching English especially teaching vocabulary to the fourth year students.

I.5.2 For other researchers;

It can be as a useful input for the same study and it can be used as consideration to choose the same subject.

I.5.3 For the students;

It can motivate the students to learn English and give the students a convenience in learning English in order to master English vocabulary.





II. RELATED LITERATURE REVIEW

2.1 Teaching Vocabulary in Elementary School

Learning vocabulary is a very important part of learning English because the quality of using language depends on the quality and the quantity of vocabulary which someone has (Tarigan, 1993:2). In other words, it can be said that someone who has mastered a lot of English vocabulary will learn English more easily. As a language component, vocabulary must be presented clearly because it is the basic thing in mastering the four language skills: listening, speaking, reading and writing. Besides, it cannot be separated from words. Words are also important in a language because they are tools with which one speaks, listens, reads and writes. Therefore, vocabulary which consists of words is considered as the basic thing to learn a language. People still understand the meaning of a sentence although the sentence is ungrammatically wrong. However, it is very confusing to understand the meaning if we miscast the words in making a sentence.

Teaching English vocabulary is a complex task for the teacher because the teacher does not only teach the meaning of words, but also the spelling, pronunciation and the usage of words as well. It has been known that sometimes a word can have more than one meaning. So, the teacher should also teach how to use the word correctly in making a good sentence to make the sentence logical. Besides, because English is a foreign language for the Indonesian, it has different spelling, pronunciation and also intonation from those of Indonesian words. So, it is understood that it is sometimes hard for the teacher to teach vocabulary.

To gain the goals of learning, the teacher should use appropriate techniques in presenting vocabulary and give opportunities to the students to practise them. There are many kinds of techniques that can be used to teach vocabulary. They are games, pictures, flashcard, songs etc.

Lado (1979:152) states some ways to teach vocabulary. They are as follows:

1. Listening to the word.

Let the students listen to the word in isolation and in a sentence and give them opportunities to listen to the word correctly with repetitions when they have mastered the sound of the word. In other words, the teacher should repeat the words to give a chance for students to listen to the words pronounced correctly.

2. Pronouncing the word.

Let the students pronounce the word. It can help them remember the words, and identify them more readily when they hear them.

3. Grasping the meaning.

Get the meaning to the class without translating the vocabulary, except possibly as a last resort. In this case, the teacher asks the students what the meaning of a sentence is, without translating the vocabulary. There are some ways of understanding a meaning of a certain word if they are put in sentences. They are as follows:

- a. Self defining context;

The context makes the situation clear and it explains the meaning of the new word clearly. In this case, the teacher should try hard to make sentences containing the meaning of a new word.

Example: On time.

The class is at 10:00. Mary comes at 10:00. She is on time.

- b. Definition;

Definition can be used effectively if they are expressed in terms that are better known or more easily guessed than the word defined. Sometimes, the teacher can get the definition of a word by looking up a dictionary. Anyhow, sometimes, the definition found in a dictionary consists of some unfamiliar words. If it happens, the teacher has to make his or her own sentences to make the meaning of a new word clearer.

Example: Cup.

It is a small bowl with a handle for drinking tea or coffee.

c. Opposites;

The meaning of the word can be made clear when we know the opposites of the words. However, the students will still have any difficulties if they do not understand the meaning of the opposite either.

Example: Empty.

The bottle is empty. It is not full.

d. Pictures;

Pictures can be used to illustrate the meaning of the word and it can also be used as stimulus to remember the word. Hence, a teacher should be creative to look for a picture which can clarify the meaning of a certain word.

Example: Under.

The cat is under the table.



e. Dramatization;

Children enjoy dramatizations and can learn through them. Action and dramatization make the meaning clear.

Example: Sit down.

The teacher acts how to sit down and asks the class to sit down.

In this way, the students will automatically understand the meaning of a new word.

f. Realia;

Real objects or models of real objects are effective ways in showing the meaning of words and utterances. Instead of using picture, real objects or realia can also be used to show the meaning of a word easily.

Example: Money [show the real money]

g. Series, Scales, Systems;

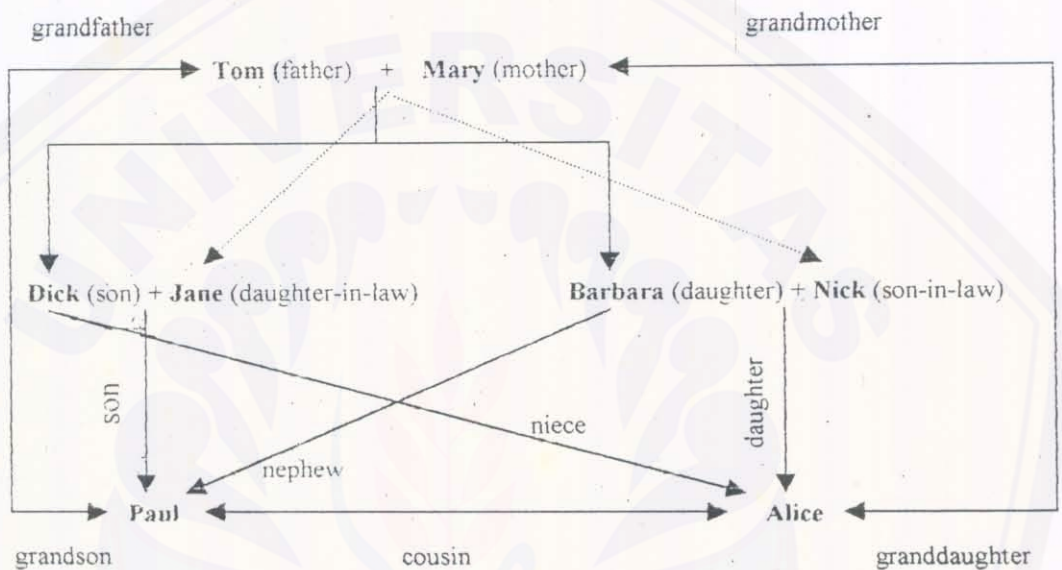
The meaning of words such as the days of the week that forms part of familiar series can be made clearer by presenting them in the usual order of the series.

Examples: - The days of week [Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday].

To make it more interesting, the teacher can give the order of the day of the week in the form of song.

- Family tree. They will know the meaning of a new word by looking at the family tree.

Example:



h. Part of words;

Separating the words into their component parts can clarify the meaning of words. To do this, the students should know the component parts well. If not, they should consult their dictionary.

Example: Reconstruction [Re-construct-ion]

Construct (verb)

Construction (verb + suffix)

Reconstruction (prefix + verb + suffix)

4. Illustrative sentences.

Give several examples that illustrate the range and variation of the usage of the word. In this case, the teacher puts the word in some different sentences.

Example: Present.

- She gave me a present last night. (Noun)
- He is always present in the English class. (Adjective)
- The students will present a role play tonight. (Verb)

5. Practice from meaning to expression.

After the students had known the meaning of the new word, let them practise it and give varieties of stimulus to elicit the expression. In this case, the teacher asks the students to use the word presented. It is intended to reinforce the use of word presented. The teacher can use picture, realia or dramatization.

6. Reading the words.

Let the students read the word aloud. After knowing how to pronounce the word well and what it means, they have to read the word aloud. By reading the words aloud, their pronunciation can be trained. Moreover, the teacher knows how they pronounce the words.

7. Writing the word.

Let the students write the word when their memory of word is fresh. If they write the word long after they heard it, they will forget it and, sometimes, it makes them lazy to write it because they think the word has passed.

8. Shift of attention.

Give a context by description or through reading, which elicits the use of the word so that the students' attention is not on the word itself. In this way, the teacher uses the word in the context. The students are expected to guess and get the meaning of the words.

Example: - Factories are usually in towns.

- A factory is a big building.
- Many people work in a factory.
- Cars, pencils are made in factories.

Moreover, Anwar (1999:5.13) also states that there are three ways in teaching vocabulary. They are (1) demonstrating something such as by using mime or real object. In this way, the teacher demonstrates the word by showing an

act or showing the real object to teach the word, (2) using pictures such as stick figure. The teacher teaches the word by showing pictures about the word. For instance, the teacher shows the pictures of animals when s/he teaches about animals. (3) giving explanation such as translation. In this way, the teacher explains the word given by translating the word into the first language, or gives the synonym of word.

In conclusion, teaching vocabulary to elementary school students needs much patience and attention because it is not easy to learn a foreign language. The students do not only learn the meaning of words but also learn how to spell and pronounce the words and how to use them correctly. Based on the curriculum (Depdikbud,1994:1) it is known that as a foreign language, English is taught since they are in the fourth grade. They are expected to have about 500 words when they are graduated from the elementary school.

2.2 Song

Song (Smith,1991:742) is a short poem set to music or meant to be sung. In other words, it can be said that song is related to music. It is composed to be sung and enjoyed by the singer and listener.

Songs used for children should be different from songs for adults because children still lack of vocabularies. The song should be a short one. It is intended to make the children learn it more easily.

2.2.1 The Reasons of Using Songs

Songs have many advantages for teaching language. According to Karim and Hasbullah (1986:6.25) songs can increase students' motivation in learning a language. It is due to the fact that children love to sing. The student who has low ability feels that he/she has reached something when he can sing a song. Moreover, songs also give a chance to the students to practise the language intensively without feeling bored. Besides, they can practise the pronunciation, intonation, rhythm and sound of the language. In addition, most of the students

can memorize the words included in the song more easily. They will never forget the songs; automatically they will never forget the language, too.

In addition, Maley (1985) (in River, 1987:93-95) gives some reasons of using songs in teaching language. They are as follows:

1. Memorability.

The lyrics in songs always enter our minds and often whine in our ears. It can be said that songs are easier to be memorized than others. Song offers repetition that is needed in learning a language. The repetitive lyrics in a song make us learn and remember the song more easily. In addition, if we sing the song frequently, we will always remember the song in our long-term memory.

2. Rhythmicity.

Songs are highly rhythmic. Pattern of sounds and stresses are repeated in regular sequences, and this facilitates their acquisition. Repetition in song gives a chance for the learners to remember the song easily. Moreover, the rhythm is useful to get the grammatical information in spoken message.

3. Performance / Recitability.

Songs give an opportunity for the students to participate in learning a language. The students can sing the song in-group without feeling that it is an unnatural process. By singing a song, the students will enjoy the lesson given. In addition, the group performance masks individual error and adds their self-confidence. It can be said that when the students sing a song automatically they have practised the language and it can lower their fearness in learning language.

4. Ambiguity.

Song sometimes has more than one meaning. It offers the students to interpret the meaning of song by themselves. Each student has different interpretation and it has validity. The differences of interpretation can make an interactive discussion. It can be said that by using a song, the students can be trained to interpret the meaning of a song.

5. Non triviality.

The function of a song is to enhance our experiencing of existence because most themes of songs usually tell about existence in the world such as animal. Songs offer significant input for the students. It sets the students apart from much other language learning material. In other words, it can be said that the students can learn something such as existence of solar system through a song.

6. Universality.

Song is universal among human beings. Each person loves to sing or to listen to a song in his or her first or second language. It means that song is familiar in every language. The themes of song such as love, death, peace are usually common to all cultures. That is why it is universal.

7. Playfulness.

The ability and opportunity to play with the language are important in learning a foreign language. It can test its elasticity. The elasticity of using a language shows that we can already use and master the language well.

8. Reactional language.

Songs give access to a reactional type of spoken language use. The purpose is neither to make people feel comfortable nor to procure a utilitarian result. Rather, it is to make people react personally to another person's verbal sensibility. In other words, it can be said that by using songs in learning a language, the teacher knows how the students react to spoken language use.

9. Motivation.

There is an obvious motivational element in learning songs in the foreign language. People are usually proud when they are able to sing a song in foreign language. Commonly, they also want to know the meaning of song. Therefore, it forces the listener to find the meaning of the word. In other words, a song will motivate someone to learn the words and the language itself. Although relatively inexpert in a language, one can appreciate what is thought to be a difficult use of language, and can even write such language when she/he sings or listens to a song. It can be said that a song can motivate someone to learn the language.

10. Interaction.

Words sometimes have more than one meaning and everyone also has a different perception to interpret the meaning of the words in the songs. For that reason, the use of songs offers opportunities both for teacher-student and student-student interaction in discussing their different interpretation of the song. It can be said that the differences of interpretation of the meaning of a song cause discussion and interaction between teacher-students and student-student to get the same interpretation.

Furthermore, Fonseca (2000:152) argues that using a musical approach can accomplish several goals; (1). verbal practice associated to musical information seems to be more memorable. For instance, when we sing a song, we will probably rehear the singer's voice, or we will remember the events occurred when we listened to that song; (2). the students will have a chance to listen to a choral melodic repetition of the language which can lower their anxiety filter because it gives a chance for the children to practise the language; (3). the students can memorize the appropriate foreign sound in their long-term memory by strengthening their musical memory because song can be easily remembered. It can be concluded that when we sing or listen to a song we can easily remember and learn the language. In addition, by singing a song, the students can lower their fear to practise the language.

2.3 Teaching Vocabulary through Songs

Vocabulary needs memorization; however, it is difficult to memorize a lot of words especially new words in foreign language. Commonly, the students are lacking of their confidence to memorize so many new words. They usually miss their words when they have the new words. That is why, they need to repeat the new words.

According to Anwar (1999:5.13) repetitions are needed in teaching vocabulary. Repetition provides a positive effect on the students' language acquisition level. In addition, Lado (1979:152) suggests that listening and pronouncing the word are also necessary in learning vocabulary. It can help

students to practise how to spell and pronounce the word. In addition, they can help them remember the word and identify it more readily when they hear it. On the other hands, songs offer repetitions because some words are repeated. It encourages the students' memorization. By singing a song so many times, the students will remember the words found in that song and have opportunities to hear and pronounce the words well.

Not all of English songs are appropriate to be applied in teaching language because the words in the song sometimes are not in standard usage. Therefore, the teacher should select appropriate songs for the students before she applies the song in the classroom. Karim and Hasbullah (1986:6.26) give some steps in selecting songs. They are as follows:

1. Write or collect songs that can be applied in teaching language. It can help the teacher to adopt the song to the topic of the lesson.
2. Write vocabulary and structure that must be known by the students. The students will learn the vocabulary more easily if they have known them.
3. Choose the song which has simple and easy rhythm. The simple and easy rhythm will make the students easier in singing and remembering the lyrics of a song.
4. Choose the interesting song for the students. If the song is interesting, the students will sing the song repeatedly so that they will remember the words included in the song and be motivated to learn English.

In conclusion, it can be said that selecting a song is important before we apply it in the classroom. The song should be simple, have easy rhythm and be interesting to make the learner more interested in learning the material.

Most of songs are used to practise listening skill because listening to a song is more interesting and makes an enjoyable situation so that we can practise our listening skill more easily. In addition, we can also learn the intonation and stress of words. However, songs can also be used to practise the use of structure and vocabulary. It depends on the song. In teaching vocabulary through songs, the teacher should know the steps in applying song.

There are some examples of songs that can be used in teaching vocabulary to the fourth year students. The topics are based on the curriculum (1994: 5). They are as follows:

Song 1: Topic: Greeting

Good morning

Good morning to you
Good morning to you
Good morning, Mrs. Bradner
Good morning to you.

(Taken from *Sing along with children songs*)

From this song, the students can learn about greeting. "Good morning" can be changed into good afternoon, good evening, good night and good bye to add the students' vocabulary. Moreover, "Mrs. Bradner" can be changed into dear teacher, dear students, or someone else' s names.

Song 2: Topic: Numbers

Ten little Indians

One little two little three little Indians
Four little five little six little Indians
Seven little eight little nine little Indians
Ten little Indian boys.

(Taken from *Sing along with children songs*)

From this song, the students can learn the vocabulary about noun and numbers. They are one up to ten.

Song 3: Topic: Parts of body

Head, shoulders, knees and toes

Head, shoulders, knees and toes
Knees and toes, knees and toes
Head, shoulders, knees and toes
Up here my nose.

(Taken from *Sing along with children songs*)

From this song, the students can learn vocabulary about noun, especially parts of the body.

2.3.1 Procedures of Using Songs in Teaching Vocabulary

According to Karim and Hasbullah (1986:6.27) the steps in applying song in teaching vocabulary are as follows:

1. The teacher teaches the words and idioms included in the song. Then, s/he asks the students to pronounce the words when they have understood the words. It can make the students easier in learning vocabulary and by pronouncing the words, they will sing the song more easily.
2. The teacher sings the song meanwhile the students listen to her/him. It gives the students a chance to know the song.
3. The teacher repeats to pronounce the words line by line and makes some knocks on the table to introduce the rhythm of song. It is intended to make the students know the pronunciation of the words and the rhythm of song.
4. The teacher sings the songs with appropriate intonation and asks the students to imitate her/him in singing the song. By imitating the teacher's intonation, the students will be able to say the words with correct intonation.
5. The students sing the song by themselves. It gives a chance to the students to master the song. The teacher can find out whether the students have mastered the song or not. Finally, they can sing the song by themselves.

By singing English songs, the students are expected to have a pleasure in learning English so that they can improve their English and enrich their vocabulary. It can be said that English songs are useful and necessary to be applied in the English teaching learning process for fun or for reinforcement of language learners.

2.4. The Students' Attitudes toward the Use of Songs in the Classroom

Attitude is also an important element in teaching learning process. Attitude has been described as a particular feeling about something (Sorenson,1984:349). It can be acceptance or rejection, like or dislike toward person, idea or object.

Anwar (1999:2.16) explains that each student has different attitudes toward the stimulus given by the teacher. The attitudes will be influenced by some intrinsic factors. They are aptitude, interest, experience, knowledge, intensity of sensation and environment. Aptitude refers to the ability to develop a certain talent such as drawing, singing etc. Interest motivates someone to respond the stimulus. Thus, the student who has an interest in learning a language will be interested and occupy it. S/he will get a pleasure after s/he learns it. Meanwhile, one's experience also influences how s/he should respond the stimulus. S/he usually learns something through experiences, so that s/he will think first before s/he sets her/his attitude. Knowledge is also related to experience. Sometimes, we have knowledge through experiences. It makes us easier to determine our attitude because it can be as a guide. Moreover, intensity of sensation also influences the attitude. Someone who gets sadness will have different attitude than others. At last, environment is external factor. Environment around the students also has a big role toward their attitude. If s/he lives in a good environment, s/he will have a good attitude. By having an attitude, the students can describe their feeling about the stimulus. It can be happy or unhappy, to accept or to reject the stimulus.

The students' attitude toward the lesson given can influence their learning and their habits. If they love the lesson or the stimulus given in the classroom, they will learn the lesson more easily. On the contrary, they will feel difficult to learn the lesson if they do not love it. It can be concluded that good attitudes can motivate the students to learn something. The stimulus can be given by using media such as songs in teaching a language. Fonseca (2000:151) states that music has an ability to change the hearer's mood and attitude because it stimulates our imagination. It can be said that someone's feeling influences one's attitude. When s/he sings or listens to a song about sadness, s/he will also feel sad and get a bad mood because s/he imagines it.

2.5 The Students' Perception on the Use of Songs in Classroom

Perception refers to the acquisition of specific knowledge about object or events directly stimulating the sense at any particular moment (Ryan,1986:52).

Two or more people sometimes have different perception in observing the same phenomenon. It is influenced by physical state of the sense organ, interest, past experience, degree of attention, and the stimulus. It can be concluded that individuals have variation in those factors. The differences of those factors make individuals have different perception about the same object.

Therefore, it is important to know the students' perception about the teaching learning process or the stimulus given. It can make the teacher easily to choose a technique that is appropriate to the students' need and condition. If the students think that the teaching learning process or the stimulus given is good, the teacher can defend or increase it. On the contrary, the teacher can change the way of her/his teaching if the students think that it is bad.

Using a song as stimulus in teaching language can also influence the students' perception. The students are more interested in learning by doing something. Thus, after applying a song in teaching learning process the teacher can ask the students about the song given whether it is interesting or uninteresting. However, most students love doing activities related to music. When we ask them about their hobbies, most of them will answer that their hobbies are listening to music, singing, dancing etc.



III. RESEARCH METHOD

3.1 Research Design

The design used in this research was descriptive qualitative. The research was not intended to establish hypothesis but it was intended to describe the procedures of using nursery songs in teaching vocabulary, the students' attitudes and the students' perceptions on the use of nursery songs in teaching vocabulary. The procedures of this research were as follows:

1. Distributing the questionnaire to the respondents;
2. Observing the teaching learning process and made some notes about it;
3. Interviewing the English teacher about the procedures of using nursery songs in teaching vocabulary and the students' perception on the use of nursery songs in teaching vocabulary;
4. Analyzing the data collected and made some conclusions.

3.2 Area Determination Method

Determining the research area was important for the researcher. From the research area, the researcher got the data. In this research, the researcher chose SDN Ajung 2 Jember as the research area. This location was determined based on some considerations. Firstly, the situation and condition had been known. Secondly, it was possible to get permission to conduct the research there. Thirdly, this school had used nursery songs in teaching vocabulary. Finally, limited time and fund also became the reasons to choose this school as the research area. In other words, this area was taken based on purposive method.

3.3 Respondent Determination Method

According to Arikunto (2000:125), if the subjects of a research are less than 100 it will be better to take them all. If it is more than 100, we can take 25-30% from the population. In this research, the researcher used population method because there was only one class for the fourth year students in this school and it was less than 100 students. There were 50 students in this class.

because there was only one class for the fourth year students in this school and it was less than 100 students. There were 50 students in this class.

3.4 Data Collection Method

It was necessary to collect the data needed to solve the problems. In this research, the methods used were as follows:

3.4.1 Observation

Observation was done to get the information directly about the situation and the condition of teaching learning process. The researcher observed the English teacher and the fourth year students of SDN Ajung 2 Jember. The observation for this research was done three times to get the data. The observation guide was intended to make the observer observe the teaching learning process easily. It was used for the observation conducted in the classroom concerning with the teaching procedures, the teacher's and students' activities, and the students' attitudes. In this research, the researcher was only as an observer by observing the teaching learning process and by making some notes about the teaching learning process.

3.4.2 Questionnaire

Questionnaire was used to get some information about the students' attitudes and perceptions on the use of nursery songs in teaching vocabulary. The questionnaire consisted of 12 items. It was written in Indonesian to avoid difficulty in understanding the items given. The questionnaires were distributed to all of the fourth-year students of SDN Ajung 2 Jember.

3.4.3 Interview

Interview is a dialogue done by an interviewer to get some information from interviewee (Arikunto,1996:144). This research used free guided interview by setting an outline about some questions before the interview was conducted. Interview was conducted to the English teacher to know the procedures of using

nursery songs in teaching vocabulary and the students' attitudes toward the use of nursery songs in teaching vocabulary.

3.4.4 Documentation

Documentation was also important to support the data collected. In this research, documentation was used to collect the data about the names of respondents, the personnel list of SDN Ajung 2 Jember and the facilities of the school.

3.5 Data Analysis

All data collected through observation, interview, questionnaire and documentation were analyzed by using descriptive qualitative analysis. The analysis was done by making description of the activities during the English class in using nursery songs in teaching vocabulary.

After all of the data had been analyzed, the data were classified into three sub topics. The sub topics were the procedures of the use of nursery songs in teaching vocabulary, the students' attitudes toward the use of nursery songs in teaching vocabulary and the students' perceptions on the use of nursery songs in teaching vocabulary.



IV. RESULTS AND DISCUSSION

4.1 Results of the Data

The data were collected from class observations, questionnaire, interview to the English teacher and documentation. The results of the data are presented as follows:

4.1.2 Results of the Observations

Class observation was conducted three times on April 23rd, April 30th and May 7th, 2003. It was done when the teacher was teaching English especially teaching vocabulary to the fourth year students at SDN Ajung 2. It was intended to get the data about the indicators described in Chapter III.

The first observation was done on April 23rd, 2003. Based on the result of the class observation, the data found were as follows:

In teaching vocabulary the teacher used a song entitled "Are you sleeping?". The topic was about "family". The procedures used by the teacher in the teaching learning process were as follows;

- a. The teacher taught the vocabulary related to family such as father, mother etc.
- b. She wrote the song on the blackboard and gave the meaning of words included in the song.

Example of the song:

Are you sleeping ?

Are you sleeping ?

Are you sleeping ?

Brother John, brother john

Morning bells are ringing

Morning bells are ringing

Ding, ding dong, ding, ding, dong.

- c. She read aloud the song line by line.
- d. She divided the class in four groups and asked them to read it aloud in turns.
- e. She sang the song with appropriate intonation and rhythm.
- f. She sang it line by line while the students imitated her many times.

- g. The students sang it by themselves.

The teacher changed "Brother John" into "Sister Jane", "Uncle Tom" etc. It was intended to enrich the students' vocabulary.

The second observation was done on April 30th, 2003. The results of the observation were as follows:

The teacher used a song entitled "That is a window". The topic was about "classroom object". The procedures used by the teacher were as follows:

- a. The teacher gave the students some sentences and their meanings.

Examples: - It is a chair.
 - It is a table.
 - That is a door.
 - This is a window.

- b. She read the sentences and asked the students to repeat after her.

- c. She wrote the song and read aloud line by line.

Example of the song:

That is a window

That is a window, that is a door.

That is a blackboard and this is a floor.

- d. She asked the students to read aloud the song in-groups in turns.

- e. She sang the song with appropriate intonation and rhythm.

- f. She sang the song line by line and asked the students to imitate her in singing the song many times.

- g. She let the students sing the song by themselves.

The third observation was done on May 7th, 2003. Based on the observation, that the data found were as follows:

The teacher used a song entitled "The days of the week". The topic was about "day and month". The procedures were as follows:

- a. The teacher gave the students a short dialogue and read it.

Example: T: What day is today ?

S: Today is Wednesday.

T: and what month is it ?

S: It is May.

- b. She taught the names of day and month.
- c. She pronounced them and asked the students to repeat after her.
- d. She wrote the song on the blackboard.

Example of the song:

The days of the week.

Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday.

- e. She sang the song with appropriate intonation and rhythm.
- f. She sang the song line by line and the students repeated them many times.
- g. She let the students sing the song by themselves.

From the class observations, it was known that the students were active and motivated in learning English when the teacher applied the nursery songs in the English class. Some students seemed to follow the teacher in singing the song, while the others were quiet and listened to the teacher and few of them wrote the song when the teacher sang it. They were also enthusiastic when the teacher gave the opportunities to sing the song in the front of class. It could be reported that the teacher always repeated the words / lyrics in singing the song and gave the students opportunities to sing the song by themselves.

4.1.2 Results of the Questionnaire

The data about the students' attitudes were also obtained from the students' questionnaire. The data indicated that 92 % of the respondents (46 students) had good attitudes, while 8% of the respondents (4 students) had enough attitudes. 28% of the respondents (14 students) said that the teacher always used nursery songs in their English class, 40% of the respondents (20 students) said that the teacher often used nursery songs in their English class, and 32% of the respondents (16 students) said that the teacher seldom used nursery songs in their English class.

From the questionnaire, it was known that 64% of the respondents (32 students) liked the nursery songs taught by the teacher very much and 34% of the respondents (17 students) liked them for the following reasons: 46% of the respondents (23 students) liked them because the songs were nice, 30% of the

respondents (15 students) liked them because the teacher sang the songs well, 16% of the respondents (8 students) liked them because the words found in the songs could be pronounced and memorized more easily, while 6% of the respondents (3 students) liked them because they could learn English more easily. However, only 2% of the respondents (1 student) stated that he did not like to have nursery songs in their English class.

From the questionnaire, it could also be reported that 60% of the respondents (30 students) stated that the teacher always gave the opportunities to sing the songs, 20% of the respondents (10 students) stated that the teacher often gave them opportunities to sing the songs, 16% of the respondents (8 students) stated that the teacher seldom gave them opportunities to sing the songs, while only 4% of the respondents (2 students) stated that the teacher never gave them opportunities to sing the songs. Besides, it was also known that 56% of the respondents (28 students) were very happy if the teacher asked them to sing the song, 40% of the respondents (20 students) were happy if the teacher asked them to sing the song, while only 4% of the respondents (2 students) were not happy if the teacher asked them to sing the song.

It could be reported that 72% of the respondents (36 students) stated that they were quiet and listened to the teacher when she sang the song, 22% of the respondents (11 students) stated that they followed in singing when the teacher sang the song, while 6% of the respondents (3 students) stated that they only wrote the song when the teacher sang the song.

The data about the students' perception were obtained from the questionnaire. The data indicated that 78% of the respondents (39 students) had good perception on the use of nursery songs in teaching vocabulary, while 22% of the respondents (11 students) had enough perception on the use of nursery songs in teaching vocabulary.

The finding from the questionnaire, showed that 22% of the respondents (11 students) stated that the English lesson was very easy, 26% of the respondents (13 students) stated that it was easy, 36% of the respondents (18 students) stated that it was difficult, while 16 % of the respondents (8 students) stated that it was

very difficult. It could also be reported that 78% of the respondents (39 students) stated that the songs given by the teacher were very interesting, while 22% of the respondents (11 students) stated that the songs given by the teacher were interesting.

From the questionnaire, it was known that 26% of the respondents (13 students) stated that they were very easy to memorize the words found in the songs, 48% of the respondents (24 students) stated that they were easy to memorize them, 14% of the respondents (7 students) stated that they were difficult to memorize them, while 12% of the respondents (6 students) stated that they were very difficult to memorize the words in the songs. Besides, 26% of the respondents (13 students) stated that it was very easy to understand the words taught by using nursery songs, 44% of the respondents (22 students) stated that it was easy to understand the words taught by using nursery songs, 22% of the respondents (11 students) stated that it was difficult to understand the words taught by using nursery songs, while 8% of the respondents (4 students) stated that it was too difficult to understand the words taught by using nursery songs.

It could be informed that 40% of the respondents (20 students) stated that the teacher always gave repetitions in singing the song, 34% of the respondents (17 students) stated that the teacher often gave repetitions in singing the song, 20% of the respondents (10 students) stated that the teacher seldom gave repetitions in singing the song. However, only 6% of the respondents (3 students) stated that the teacher never gave repetitions in singing the song. It was also known that 66% of the respondents (33 students) stated that it was very necessary to repeat the song, 32% of the respondents (16 students) stated that it was necessary to repeat the song, while only 2% of the respondents (1 student) stated that it was not necessary to repeat the song.

4.1.3 Results of the Interview

In this research, the researcher interviewed the English teacher concerning the use of nursery songs in teaching vocabulary. From the interview, the teacher

explained that the procedures of using nursery songs in teaching vocabulary were as follows:

- a. She taught the vocabulary related to the topic;
- b. She gave the song and its meaning;
- c. She read aloud the song line by line and asked the students read it aloud in-group by turns;
- d. She sang the song with appropriate intonation and rhythm;
- e. She sang the song line by line while the students followed her many times;
- f. She let the students sing the song by themselves.

The teacher said that she gave the song in order to give the students reinforcement toward the material given and to make the students more interested and enjoy the English class. It also intended to make the class atmosphere alive because English lesson was given in the last period.

From the interview, the teacher stated that she got the nursery songs from the English book and cassette. In teaching English, the teacher used English book entitles " Buku Pintar Bahasa Inggris untuk SD" published by PT. Duta Graha Pustaka. She also stated that she chose the songs in which the themes were suitable with the topics of the material. Besides, she stated that the songs should to have easy and simple rhythm and also be interesting.

From the interview, the teacher said that she used nursery songs in teaching vocabulary because it was very helpful for the students to train their pronunciation and to enrich their vocabulary. They could memorize the words found in the songs more easily. By using nursery songs, the students could also be motivated and enjoy learning English.

It could be reported that the teacher often used nursery songs in teaching vocabulary, for instance, "one, two and three", " the song of ABC", "Twinkle-twinkle little stars", and " Head, Shoulders, Knees and Toes" She chose the songs because they had easy rhythm and the lyrics were simple so the students could learn and memorize the songs more easily.

From the interview, the teacher said that the students had good attitudes toward the use of nursery songs in English teaching, especially in vocabulary

teaching. She said that most of the students liked singing a song. It made them be motivated and enjoy the English teaching learning process. They were involved actively and enthusiastic when the teacher applied nursery songs in the English class.

4.1.4 Results of the Documentation

There were 50 students study on the fourth grade in 2002/2003 academic year at SDN Ajung 2 Jember. The names of students could be seen on Appendix 8. There were 11 teachers in that school and one of them was the English teacher (see Appendix 9). Based on the result of documentation, it was known that this school had a tape recorder. However, the tape recorder was never used in the English class because the classroom did not have an electric socket. There were six classrooms, a library, a teacher's room, a headmaster's room, a kitchen, and two bathrooms.

4.2 Discussion

4.2.1 The Procedures of Using Nursery Songs in Teaching Vocabulary

Concerning the results of the observation and interview, it could be said that the procedures of using nursery songs used by the teacher were suitable for teaching vocabulary.

Based on the results of the observations, the teacher taught the vocabulary related to the topic first before she gave the students a song. She also taught the words included in the song. It was supported by the results of the interview, the teacher said that she gave the song after she taught the topic because she wanted to give the students reinforcement toward the material given. In line with this information, Karim and Hasbullah (1986:6.27) state that the students can sing the song more easily when they have learned the vocabulary first. It happened because they did not only learn the meaning of words but they also learned how to pronounce the words.

From the results of the observations and interview, it could be reported that the teacher read aloud the song line by line and asked the students to read it

aloud in-groups in turns. Reading aloud the words line by line were intended to introduce how to say the words. This information was supported by Lado (1979:152) who states that by reading the words aloud, the students' pronunciation can be trained. Moreover, Karim and Hasbullah (1986:6.27) state that it can give the students a chance to know the pronunciation of the words.

The finding of the observations and interview informed that the teacher sang the song with appropriate intonation and rhythm. It was intended to make the students know the song. Then, she sang the song line by line while the students imitated her many times. This data was supported by Karim and Hasbullah (1986:6.27) who state that by imitating the teacher's intonation, the students will be able to say the words with correct intonation.

From the results of the observations and interview, the teacher let the students sing the song by themselves. Theoretically, the teacher gave the students opportunities to sing the song by themselves to make the students master the song well. This information was supported by Maley (1985) (in River, 1987:93) who states that songs give an opportunity for the students to participate in learning a language.

4.2.2 The Students' Attitudes toward the Use of Nursery Songs in Teaching

Vocabulary

The results from the questionnaire showed that most of the students (46 students or 92% of the respondents) had good attitude toward the use of nursery songs in teaching vocabulary and only 4 students who had enough attitude. It happened because the students liked singing a song especially nursery song and they enjoyed it. It was supported by the teacher's statement that the students enjoyed and be motivated in learning English by using nursery songs.

Dealing with the results of the questionnaire, it could be said that the teacher often used nursery songs in teaching vocabulary. This information was in line with the teacher's answer through the interview. From the interview, it could be known that the teacher often used nursery songs in teaching vocabulary because it was very helpful for the students to train their pronunciation and to

enrich their vocabulary. It was supported by Lado (1979:152) who states that hearing and pronouncing the words are necessary in learning vocabulary.

Concerning the results of the questionnaire, it could be concluded that most of the students liked the nursery songs given by the teacher. They liked it for the following reasons; (1) the songs were nice; (2) the teacher sang the songs well; (3) they could pronounce and memorize the words in the song more easily; (4) they could learn English more easily. However, only 1 student stated that he did not like to have nursery songs in their English class. It happened because he felt it was difficult to pronounce English words. It could be summarized that interesting nursery songs and the teacher's performance in singing the song could motivate the students to love the stimulus given so they could learn the material given more easily. This information was supported by the teacher's answer through interview. She stated that most of the students liked singing nursery songs. The data about this was also obtained from the observations. From the results of the observation, it could be reported that most of the students seemed happy when the teacher gave them nursery songs in English class.

From the finding of the questionnaire, it could be summarized that the teacher gave them opportunities to sing the song. It happened because the teacher wanted the students to master and sing the song well. This data was supported by the results of observation. From the results of the observation, it could be reported that the teacher always gave the students opportunities to sing the song many times until they could sing the song well. In line with this information, Maley (1985) (in River, 1987:94) states that the ability and opportunity to play with the language are important in learning a foreign language. It can show that we can already use and master the language well.

Dealing with the result of the questionnaire, it could be said that most of the students were happy if the teacher asked them to sing the song. It was supported by the results of the observation. From the results of the observation, it could be reported that the students were happy and enthusiastic when the teacher asked them to sing the song in the front of class. However, the results of the questionnaire showed that only 2 students were not happy if the teacher asked

them to sing the song. It might be caused by their intrinsic factors, or it might be caused they did not like to have English nursery songs. Therefore, the teacher had to know the reasons why they were not happy if they were asked to sing the song so all students could enjoy the teaching learning process. In this case, the students were not happy because they felt it was difficult and afraid to pronounce English words

Concerning the results of the questionnaire and observations, it could be summarized that most of the students were quiet and listened to the teacher when she sang the song. It happened because they wanted to know how to sing the song correctly. In addition, some of them imitated the teacher to sing the song to make them easier in singing the song, while few of them wrote the song when the teacher sang the song. It happened because of two reasons: they had known the song, or they did not like the song. It would be better for the students to pay attention and listen to the teacher when she sang the song. A good teacher will give the students chances to imitate her/him in singing the song so they will be able to say the words with correct intonation and rhythm.

4.2.3 The Students' Perception on the Use of Nursery songs in Teaching

Vocabulary

From the finding of the questionnaire, it could be reported that most of the students (39 students or 78% of the respondents) had good perception on the use of nursery song in teaching vocabulary, while the others (11 students or 22% of the respondents) had enough perception on the use of nursery songs in teaching vocabulary. In short, if the students' perception is good, the teacher does not need to change the way of her/his teaching but s/he must keep or increase it.

Dealing with the results of the questionnaire, it could be said that some students stated that English lesson was difficult and some of them stated it was easy. In line with this information, generally, English lesson is difficult for the students because they only learn at school and it is not used in daily conversation. However, some students found it easy to learn English. Therefore, the teacher has to select appropriate and interesting techniques in teaching English to make the

students more easier in learning English. Theoretically, the differences of perception can be influenced by interest, the sense organ, experience, degree of attention, and the stimulus given by the teacher.

Based on the results of the questionnaire, it could be summarized that the songs taught by the teacher were interesting. It was supported by the result of interview. The teacher said that she selected the songs which had easy and simple rhythm and also were interesting. An interesting song makes the students love the song. This information was supported by Karim and Hasbullah (1986:6.26) who state that the song must be interesting for the students. It is intended to make the students sing the song easily and repeatedly so they can remember the words found in the song and be motivated to learn English.

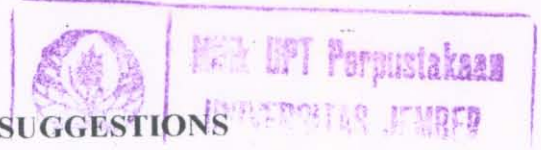
Generally, each individual had different perception in memorizing the words found in the song. It was easy for some students to memorize them but others students found it difficult to memorize them. It would be better for the teacher to select a song which have easy and simple rhythm, and also have simple lyrics to make the students memorize the words more easily. It was supported by the teacher. She said that she chose the songs which had simple lyrics to make the students memorize them easily. This statement was supported by Fonseca (2000:152) who states that the students can memorize the appropriate foreign sound in their long-term memory by strengthening their musical memory because song can be easily remembered.

From the finding of the questionnaire, it could be summarized that it was easy for most of the students to understand the words taught by using nursery songs while others still found difficulties to understand them. The students will understand them if the teacher teaches the words first before she applies the song. It was supported by Maley (1985) (in River, 1987: 95) who states that a song can motivate someone to learn the words and the language.

All the data from the results of the questionnaire, observations and interview supported each other that the teacher gave repetitions in singing the song. It was necessary to give repetitions in learning language. By repeating the song, the students could know and master the song more easily. Anwar

(1999:5.13) states that repetitions are necessary in teaching vocabulary. Moreover, Maley (1985) (in River, 1987:93) states that song offers repetitions that are needed in learning language.





V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the data analysis and discussion in Chapter IV, the following conclusions were drawn:

1. In general, the use of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 in the academic year 2002/2003 was good. The teacher had applied the nursery songs in teaching English, especially in teaching vocabulary. It was intended to make the teaching learning process more effective to make the students easier in learn English vocabulary and to make the English class more interesting and alive.
2. Based on the results of the observation, the procedures of using nursery songs in teaching vocabulary were as follow:
 - a. The procedures of using nursery songs in teaching vocabulary used by the teacher were good.
 - b. It was appropriate to create the condition of the English teaching learning process more interesting and effective so that the students will learn English more easily.
3. The students' attitudes toward the use of nursery songs in teaching vocabulary were as follows:
 - a. The students had good attitude toward the use of nursery song in teaching learning process.
 - b. They were active and motivated in learning English vocabulary.
 - c. They liked the nursery songs given by the teacher very much.
4. The students' perception on the use of nursery songs in teaching vocabulary were as follows:
 - a. The students' perception on the use of nursery songs in teaching vocabulary was good.
 - b. The students were interested when the teacher applied the nursery songs in teaching vocabulary.

- c. It was easy for them to understand and pronounce the words taught by using nursery songs.
- d. They said that the teacher always repeated in singing the song. They thought it is necessary to repeat it.

5.2 Suggestions

Based on the research results above, some suggestions are given to the following people:

1. The English Teacher

The teacher is suggested to develop the English teaching, especially the vocabulary teaching by using interesting and various nursery songs to improve the students' vocabulary.

2. Other Researchers

It is important for other researchers to conduct further research such as a developmental research on how to develop the students' vocabulary through nursery songs in teaching speaking, writing or listening in elementary schools, or an experimental research on the effectiveness on the use of nursery songs in teaching vocabulary.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
<p>A descriptive study of the use of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 in the academic year 2002 / 2003</p>	<p>General problem How is the use of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 in the academic year 2002/2003 ?</p> <p>Specific problems 1. What are the procedures of the using of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 in the academic year 2002/2003 ? 2. How are the students' attitudes toward the use of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 in the academic year 2002/2003 ? 3. How are the students' perception on the use of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 in the academic year 2002/2003?</p>	<p>The use of nursery songs in teaching vocabulary</p>	<p>1. The procedures of using nursery songs in teaching vocabulary 2. The students' attitudes toward the use of nursery songs in teaching vocabulary 3. The students' perceptions on the use of nursery songs in teaching vocabulary</p>	<p>1. Respondents - Students of SDN Ajung 2 2. Informants - Teacher - Administration staff 3. Document</p>	<p>1. Research Design - Descriptive Qualitative 2. Area determination method - Purposive Respondents Determination Method 3. Population Data Collection Method 4. Observation - Interview - Questionnaire - Documentation 5. Data Analysis - Descriptive Qualitative</p>

Appendix 2

DATA INSTRUMENTS

I. Interview Guide

No	The Questions	The Informant
1.	Could you explain the procedures of using nursery song in teaching vocabulary?	The English teacher
2.	How do you get the songs?	
3.	How do you choose the songs in teaching vocabulary?	
4.	Why do you use the songs in teaching vocabulary?	
5.	What English books do you use?	
6.	What are the students' attitudes toward the use of nursery songs in teaching vocabulary?	
7.	What are the songs you have ever used to teach the students?	
8.	Why do you choose those songs?	

II. Observation Guide

No	Indicators	Objects
1.	The teaching procedures	The English teacher The fourth year students of SDN Ajung 2
2.	Teacher's activities	
3.	Students' activities	
4.	Students' attitudes	

IV. Documentation

No	Data taken	Sources
1.	The names of students	Document
2.	The names of personnel	
3.	The facilities of the school	

Questionnaire

Angket ini bertujuan untuk mengumpulkan data demi keperluan penelitian dengan topik penggunaan lagu anak-anak dalam pengajaran kosakata di Kelas 4 sekolah dasar. Oleh karena itu, jawablah pertanyaan yang ada sesuai dengan pendapat anda. Jawaban yang anda kumpulkan tidak akan mempengaruhi nilai pelajaran anda. Kami ucapkan banyak terima kasih atas kesedian anda untuk menjawab pertanyaan yang kami berikan.

Lingkarilah jawaban di bawah ini sesuai pendapat anda!

1. Menurut pendapat kalian, bagaimanakah pelajaran bahasa Inggris itu?
 - a. sangat mudah
 - b. mudah
 - c. sulit
 - d. sangat sulit
2. Selama mengikuti pelajaran bahasa Inggris di kelas, apakah guru mengajarkan lagu anak-anak berbahasa Inggris ?
 - a. selalu
 - b. sering
 - c. jarang
 - d. tidak pernah
3. Apakah kalian suka jika guru mengajarkan lagu anak-anak berbahasa Inggris?
 - a. sangat suka
 - b. suka
 - c. kurang suka
 - d. tidak suka
4. Jika jawaban kalian no 3 adalah sangat suka / suka , apa alasan anda?
 - a. karena lagunya bagus
 - b. karena kata-katanya mudah dihafalkan/diucapkan
 - c. karena guru menyanyi dengan baik
 - d. karena lebih mudah mempelajari bahasa Inggris
5. Menurut kalian, apakah lagu yang diajarkan oleh guru menarik?
 - a. sangat menarik
 - b. menarik
 - c. kurang menarik
 - d. tidak menarik
6. Menurut kalian, menghafalkan kata-kata yang ada pada lagu
 - a. sangat mudah
 - b. mudah
 - c. sulit
 - d. sangat sulit
7. Apakah kalian mudah mengerti kata-kata yang diajarkan oleh guru melalui nyanyian?
 - a. sangat mudah
 - b. mudah
 - c. sulit
 - d. sangat sulit

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8. Apakah guru mengulangi lagu yang diajarkan di kelas?
 - a. selalu
 - b. sering
 - c. jarang
 - d. tidak pernah
9. Apakah guru memberi kesempatan siswa untuk menyanyikan lagu yang diajarkan?
 - a. selalu
 - b. sering
 - c. jarang
 - d. tidak pernah
10. Selama guru menyanyikan lagu, apa yang anda lakukan ?
 - a. diam dan mendengarkan
 - b. ikut bernyanyi
 - c. mencatat lagu
 - d. bertepuk tangan
11. Menurut kalian, mengulangi lagu yang diajarkan adalah
 - a. sangat perlu
 - b. perlu
 - c. kurang perlu
 - d. tidak perlu
12. Bagaimana jika guru menyuruh kalian untuk menyanyikan lagu yang diajarkan?
 - a. sangat senang
 - b. senang
 - c. kurang senang
 - d. tidak senang

Appendix 4

Distribution of questionnaire items

No	Indicators	Items number	Total items	Total score
1	Attitudes	2,3,4,9,10,12	6 items	24
2	Perceptions	1,5,6,7,8,11	6 items	24
			12 items	48

SCORING

1. A=1 B=2 C=3 D=4
2. A=4 B=3 C=2 D=1
3. A=4 B=3 C=2 D=1
4. A=1 B=4 C=2 D=3
5. A=4 B=3 C=2 D=1
6. A=4 B=3 C=2 D=1
7. A=4 B=3 C=2 D=1
8. A=4 B=3 C=2 D=1
9. A=4 B=3 C=2 D=1
10. A=3 B=4 C=2 D=1
11. A=4 B=3 C=2 D=1
12. A=4 B=3 C=2 D=1

Score Classification

Per Indicators

- Good 17-24
- Enough 9-16
- Bad 1-8

All Indicators

- Good 33-48
- Enough 17-32
- Bad 1-16

(Adapted from Arikunto,2000:355)

Appendix 5

The Results of the Questionnaire

NO	Questions	Responses
1.	What do you think about English lesson?	<ul style="list-style-type: none"> - Very easy (22% of respondents). - Easy (26% of respondents). - Difficult (36% of respondents). - Very difficult (16% of respondents).
2.	Does the teacher teach English nursery songs in teaching English?	<ul style="list-style-type: none"> - Always (28% of respondents). - Often (40% of respondents). - Seldom (32% of respondents).
3.	Do you like if your teacher teaches English nursery songs?	<ul style="list-style-type: none"> - Like very much (64% of respondents). - Like (34% of respondents). - Dislike (2% of respondents).
4.	If your answer for number 3 is like very much or like, what is your reason?	<ul style="list-style-type: none"> - The songs are nice (46% of respondents). - The words are easier to be pronounced / memorized (30% of respondents). - The teacher sings the songs well (16% of respondents). - It is easy to learn English (6% of respondents).
5.	Are the nursery songs taught by the	<ul style="list-style-type: none"> - Very interesting (78% of respondents).

	<p>teacher interesting for you?</p>	<ul style="list-style-type: none"> - Interesting (22% of respondents). - Very easy (26% of respondents). - Easy (48% of respondents). - Difficult (14% of respondents). - Very difficult (12% of respondents).
6.	<p>Do you think that memorizing the words found in the nursery songs is easy?</p>	<ul style="list-style-type: none"> - Very easy (26% of respondents). - Easy (44% of respondents). - Difficult (22% of respondents). - Very difficult (8% of respondents)
7.	<p>Is easy for you to understand the vocabulary taught by using nursery songs?</p>	<ul style="list-style-type: none"> - Always (40% of respondents). - Often (34% of respondents). - Seldom (20% of respondents). - Never (4% of respondents)
8.	<p>Does the teacher give repetitions in singing the songs?</p>	<ul style="list-style-type: none"> - Always (60% of respondents). - Often (20% of respondents). - Seldom (16% of respondents). - Never (4% of respondents).
9.	<p>Does the teacher give you opportunities to sing the song given?</p>	<ul style="list-style-type: none"> - Be quiet and listen to the teacher (72% of respondents). - Follow the teacher in
10.	<p>What do you do when the teacher sings the song?</p>	<ul style="list-style-type: none"> - Be quiet and listen to the teacher (72% of respondents). - Follow the teacher in

11.	Do you think that giving repetitions in singing the song are necessary?	singing the song (22% of respondents). - Write the song (6% of respondents). - Very necessary (66% of respondents). - Necessary (32% of respondents). - Unnecessary (2% of respondents).
12.	How do you feel if the teacher asks you to sing the song?	- Very happy (56% of respondents). - Happy (40% of respondents). - Unhappy (4% of respondents).

Appendix 6

The Field Notes of the Observations

First observation.

Topic: Family.

It was done on April 23rd, 2003. The class began at 11 a.m. and it ended at 12 a.m. The teacher used nursery song entitled “ Are you sleeping ”. The activities were as follows:

Opening activities:

- Greeting.
- The teacher checked the attendance list.

Main activities:

- The teacher taught the vocabulary about family;
- She wrote the song on the blackboard;
- She gave the meaning of words included in the song;
- She read aloud the song line by line;
- She divided the class into four groups;
- She asked the students to read it aloud in turns;
- She sang the song with appropriate intonation and rhythm;
- She sang it line by line and asked the students to imitate her many times;
- She let the students sing the song by themselves.

Closing activities:

- She gave the students' homework.
- Parting.

The students were involved actively and enthusiastic in English teaching learning process. Most of them seemed happy and interested when the teacher asked them to sing the song in the front of class. Moreover, when the teacher sang the song, most of the students were quiet and listened to the teacher, some students seemed imitating the teacher in singing the song, and few of them only wrote the song.

Second observation.

Topic: Classroom Object.

It was done on April 30th, 2003. The class began at 11 a.m. and it ended at 12 a.m. The teacher used nursery song entitled "That is a window". The activities were as follows:

Opening activities:

- Greeting.
- The teacher checked the students' homework.

Main activities:

- The teacher and the students discussed the homework together;
- She gave some examples of sentences and their meaning;
- She read the sentences and asked the students to imitate her;
- She asked the students to write them;
- She wrote the song then she read it aloud line by line;
- She asked the students to read it aloud in-groups in turns;
- She sang the song with appropriate intonation and rhythm;
- She sang the song line by line and asked the students to follow her in singing the song many times;
- She let the students sing by themselves.

Closing activities:

- She asked some students to sing the song in the front of class.
- Parting.

Most of the students were interested in the use of nursery songs. It was proved when they paid attention and listened to the teacher. Moreover, they were happy and enthusiastic while singing the song.

Third observation

Topic: Day and Month

The class observation was done on May 7th, 2003. The class began at 11 a.m. and ended at 12 a.m. The teacher used song entitled "The days of the week". The activities were as follows:

Opening activities:

- Greeting.

Main activities:

- The teacher gave the students a short dialogue and read it;
- She asked the students to read it;
- She taught the names of day and month;
- She pronounced them and asked the students to follow her in pronouncing the words;
- She wrote the song on the blackboard;
- She sang the song with appropriate intonation and rhythm;
- She sang the song line by line while the students followed her in singing the song many times;
- She let the students sing the song by themselves.

Closing activities:

- Parting.

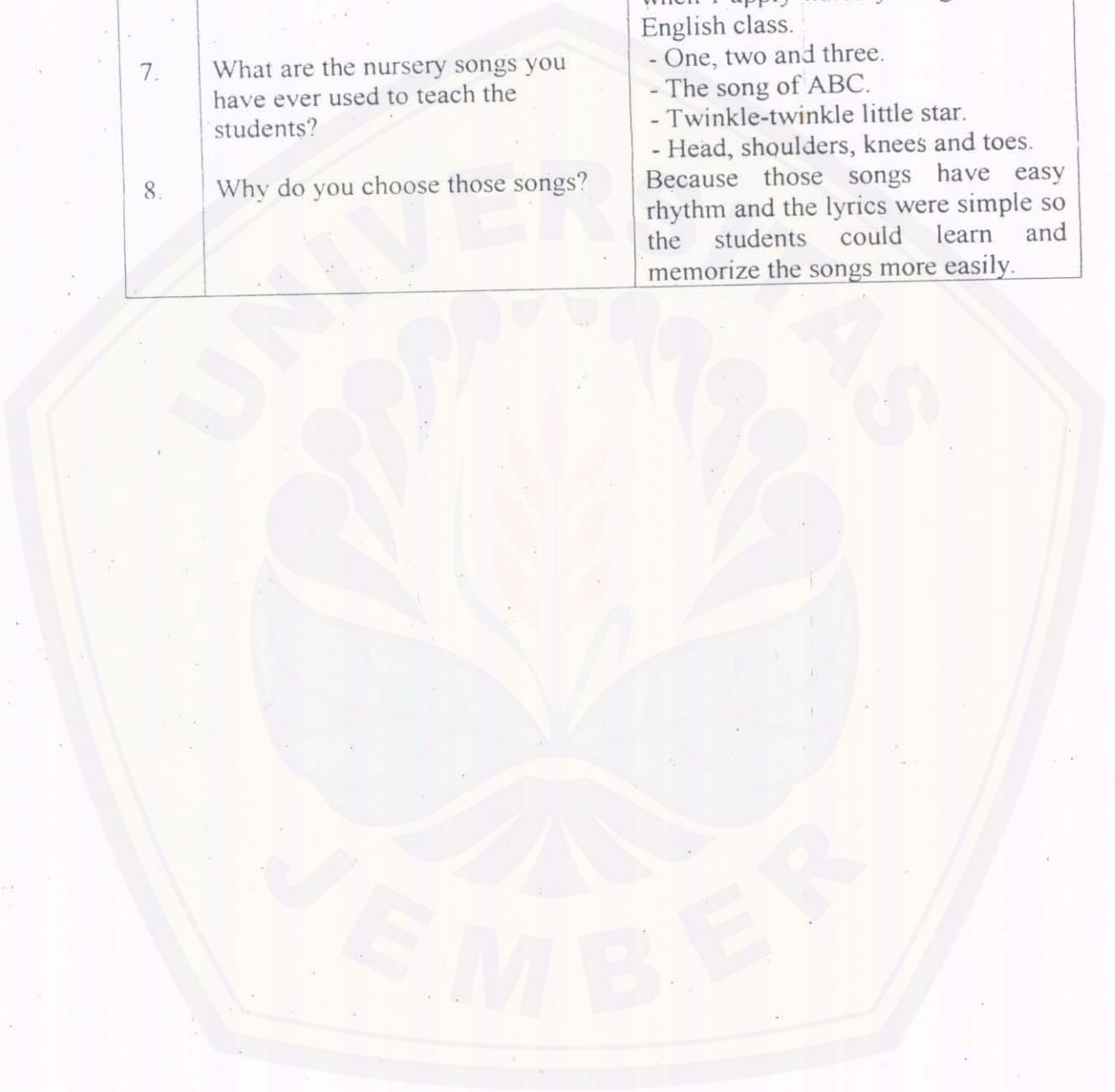
Most of the students were enthusiastic and active in their English class when the teacher gave them nursery song in learning the material. It was showed when the teacher asked them to sing the song in the front of class. They seemed happy and interested.

Appendix 7

The Results of the Interview

No	Questions	Answers
1.	Could you explain the procedures of using nursery songs in teaching vocabulary?	Yes, I could. In teaching vocabulary, I teach the vocabulary related to the topic before I give the students song. After I give the song and its meaning, I read aloud the song line by line and ask the students read aloud it in-group in turns. Then, I sing the song with appropriate intonation and rhythm. After that, I sing the song line by line while the students imitate in singing the song in many times. Finally, I let the students sing the song by themselves.
2.	How do you get the nursery songs?	I get the nursery songs from the English book and the cassette.
3.	How do you choose the nursery songs in teaching vocabulary?	I choose the nursery songs which the themes of songs are suitable with the topics of the material. It has to have easy and simple rhythm and also be interesting for the students.
4.	Why do you use the nursery songs in teaching vocabulary?	I use nursery songs in teaching vocabulary for some reasons: First, I give the songs in order to give reinforcement toward the material given. It is intended to make the students more interesting and enjoy the English class, and to make the class atmosphere more alive because the English lesson is given in the last period. Besides, songs are very helpful for the students to train their pronunciation and to enrich their vocabulary. The students memorize the words found in the songs more easily and they also be motivated in learning English.
5.	What English books do you use?	In teaching English, I use book entitle " Buku Pintar Bahasa Inggris untuk SD " published by Duta Graha Pustaka.

6.	What are the students' attitudes toward the use of nursery songs in teaching vocabulary?	Most of the students have good attitudes toward the use of nursery songs in teaching vocabulary. They like singing the songs. It make them be motivated and enjoy the English teaching learning process. They are involved actively and enthusiastic when I apply nursery songs in their English class.
7.	What are the nursery songs you have ever used to teach the students?	<ul style="list-style-type: none">- One, two and three.- The song of ABC.- Twinkle-twinkle little star.- Head, shoulders, knees and toes.
8.	Why do you choose those songs?	Because those songs have easy rhythm and the lyrics were simple so the students could learn and memorize the songs more easily.



**THE LIST OF THE FOURTH YEAR
STUDENTS AT SDN AJUNG 2**

NO	NAME	NO	NAME
1.	Afi Furqon	26.	Merdian
2.	Agung Febrianto	27.	M. Heru
3.	Ahmad Holidi	28.	M. Kifli
4.	Ahmad Romli	29.	M. Rosyid
5.	Ahmad safik	30.	Muta Komilatul L.
6.	Andri Kurniawan	31.	Fagil Jarot S
7.	Anik Andriyani	32.	Rudi Handari
8.	Ari Ardiansyah	33.	Ruminati
9.	Badriyah	34.	Saiful Bahri
10.	Chofidatur Rahmah	35.	Salimah Nurimamah
11.	Daryati	36.	Sarofah
12.	Dewi Okta Y	37.	Singgih Eko P
13.	Erfan	38.	Siti Arofah
14.	Erik Sugiyanto	39.	Siti Mutmainah
15.	Evi Retnowati	40.	Siti Nurhalimah
16.	Faruk Hidayat	41.	Sofyan A
17.	Galis Abdurohman	42.	Sri Windari
18.	Hairul Kasir	43.	Sutirto
19.	Hairun Rozikin	44.	Sutrisno
20.	Hariyanto	45.	Trisno Gunawan
21.	Hujaemah	46.	Umarul Faruk
22.	Imron	47.	Yayuk Indriyani
23.	Khusnul Hotimah	48.	Yayuk Yuliana
24.	Lutfi Mutiasari	49.	Yeni Andika
25.	Mentos Sholeh	50.	Zaenal Huda

Appendix 9

THE LIST OF TEACHERS AT SDN AJUNG 2

NO	NAME	POSITION
1.	Drs. Munawar	Head master
2.	Mudri'ah	Teacher
3.	Lilis Ernawati	Teacher
4.	Veronica Sumarini	Teacher
5.	Toton Budi R	Teacher
6.	Mainik Juhairiyah	Teacher
7.	Indah Hadiyanti	Teacher
8.	Umi Hariyatik	Teacher
9.	Sunoto	Teacher
10.	Nur Qomriyah	English teacher
11.	Jumala Dwi L	Javanese teacher



DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS JEMBER

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Alamat : A. Kalimantan III/3 Kampus Tegalluh Kota Pos 162 Telp / Fax (0331) 334988 Jember 681

Nomor : 1597 /J2S.1.5/PL5/2001

Jember, 17 April2003

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr.

di -

.....

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama :

Nim :

Jurusan/Program :

Berkenaan dengan penyelesaian studinya mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

.....

.....

.....

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

Dekan
.....Drs. ILMISNO AL, M.Pd
NIP. 130 937 191

Pemerintah Kabupaten Jember
Dinas Pendidikan
SDN Ajung 2 Jember
Jl. Otista no 29 Jember

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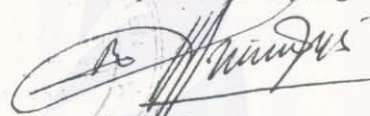
Kami yang bertanda tangan di bawah ini menerangkan bahwa:

Nama : Agustina Wiwidaningsih
NIM : 980210401059
Fakultas : KIP / UNEJ
Jurusan / Program : PBS / Pend. Bhs. Inggris

Telah melaksanakan penelitian dalam rangka penyusunan skripsinya yang ber judul "A descriptive study of the use of nursery songs in teaching vocabulary to the fourth year students of SDN Ajung 2 in the academic year 2002/2003" mulai tanggal 21 April s/d 7 mei 2003.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan agar digunakan sebagaimana mestinya.

Jember, Mei 2003
Kepala SDN Ajung 2 Jember














Drs. Munawar
NIP. 131 197134

**DEPARTEMEN PENDIDIKAN NASIONAL
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Judul Skripsi : A DESCRIPTIVE STUDY OF THE USE OF NURSERY SONGS
 IN TEACHING VOCABULARY TO THE FOURTH YEAR
 STUDENTS OF SDN AJUNG 2 IN THE ACADEMIC YEAR
 2002 / 2003.....
Pembimbing I : Dra. MADE A. AT., MEd.....
Pembimbing II : EKA WAHYUNINGSIH, SPd.....

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	JUMAT / 19 JUNI 02	MATRIX	
2.	SENIN / 12 AGUSTUS 02	CHAPTER I	
3.	SABTU / 29 AGUSTUS 02	REVISI CHAPTER I	
4.	PABU / 11 SEPTEMBER 02	REVISI CHAPTER I	
5.	SENIN / 23 SEPTEMBER 02	CHAPTER II	
6.	JUMAT / 15 NOPEMBER 02	REVISI CHAPTER II	
7.	KAMIS / 28 NOPEMBER 02	REVISI CHAPTER II	
8.	SENIN / 30 DESEMBER 02	CHAPTER III	
9.	JUMAT / 19 MARET 03	REVISI CHAPTER I II III	
10.	PABU / 14 MEI 03	CHAPTER IV, V	
11.	SELASA / 3 JUNI 03	REVISI CHAPTER IV, V	
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**DEPARTEMEN PENDIDIKAN NASIONAL
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No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
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2.	SENIN / 23 SEPT 02	CHAPTER I, II & III	Ka
3.	JUMAT / 10 JAN 03	REVISI CHAPTER I, II & III	Ka
4.	SENIN / 10 FEB 03	REVISI CHAPTER I II III	Ka
5.	KAMIS / 13 MARET 03	REVISI CHAPTER I II III	Ka
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7.	SELASA / 3 JUNI 03	CHAPTER I, II, III, IV, V	Ka
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