



**DEVELOPING ENGLISH MATERIALS USING
ENGLISH-INDONESIAN MIXED SONG LYRICS TO
TEACH VOCABULARY**

**The Case of the Fifth Graders of *Hj. Isriati Baiturrahman 2* Elementary School
Semarang**

A THESIS

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Degree in English Education**

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I, Vinta Cahyaningsari, hereby declare that this thesis is my ownwork and that the best of my knowledge and belief. I am completely responsible for the content of this thesis. Other's opinion or findings included in this thesis are quoted and cited in accordance with ethical standard.

Semarang, April 2016

Vinta Cahyaningsari

MOTTO AND DEDICATION

Learning is the beginning of wealth. Learning is the beginning of health. Learning is the beginning of spirituality. Learning is where the miracle process all begins
(Jim Rohn)

To:

My beloved Parents, Husband and Children

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Finally, I hope that this thesis will significantly contribute for the development of the teaching learning English materials and further study.

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ABSTRACT

Cahyaningsari, Vinta. 2015. Developing English Materials by Using English-Indonesia Mix Song Lyrics to Teach Vocabulary (*The Case of Fifth Graders of Isriati Baiturrahman 2 Elementary School Semarang*).A Thesis, English Language Education, Graduate Program, State University of Semarang. First Advisor: Prof. Mursid Saleh, M.A.,Ph.D., Second Advisor: Prof.Dr.Dwi Rukmini,M.Pd.

Key words : vocabulary, mix song lyrics,Elementary school Students Research and Development,

The fifth graders of Isriati Baiturrahman 2 Elementary School Semarang had problems to improve their English Vocabulary.Unfortunately the existing materials did not provide the materials which facilitate the learners to study English vocabulary interactively and fun. The students did not enjoy to study English vocabulary using drill and writing method done by the teacher. They need the interactive English materials which make them enjoy to study English, especially to imrove their vocabulary.

This study employed Research and Development design to develop the English materials by using English-Indonesia mixed song lyrics to teach Vocabulary. This design was adopted and modified from Gall,et.all (2003:772). Seven stages employed for Developing English materials by using English-Indonesia mixed song lyrics to teach vocabulary were information and research collecting, planning and developing, validating, revising, try out, and producing final English materials. Observation, questionnaire, interview, validation, and pre-test also post test were administered to collect the data.

From the results of data collection the writer found that using English-Indonesia mixed song lyrics to teach vocabulary were interesting and creative way to teach vocabulary. Moreover, the writer employed pre-experimental design to find the effectiveness of the product. The average score of pretest was 67.00 and of post-test was 88.38. It means that all the result of collected data agreed that English-Indonesia mixed song lyrics to teach vocabulary could be implemented in improving the learners' vocabulary competence.

In line with above statements, English-Indonesia mixed song lyrics to teach vocabulary were effective and practical for the fifth graders of Isriati Baiturrahman 2 Elementary School Semarang. Therefore, English teachers are suggested to employ the English-Indonesia mixed song lyrics for their future teaching materials. It is also necessary to conduct further studies dealing with the product to get more effects toward teaching and learning process and to increase quality of education, especially in the learners' vocabulary.

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CHAPTER 1

INTRODUCTION

Introductory issues that was discussed in this section are; (1) the background of the study, (2) reasons for choosing the topic, (3) the statements of the problem, (4) the objectives of the study, (5) the significances of the study, (6) the scopes of the study, (7) the definition of key terms, in order to give an overview of the study, and (7) the outlines of thesis.

1.1 Background of the Study

In Indonesia, English becomes the foreign language that has an important role to the development of the country. It has been introduced from elementary school to university. Even some kindergartens in big cities have introduced it as one of the subjects. On the other hand, many formal education institution and courses also offer the same programs as the formal education do.

English for young learners is a trend in Indonesia within recent years. It can be seen that many schools as playgroups, kindergartens, and also primary schools offer English program as one of their favourite program. Many parents are proud if their children can speak English fluently. People realize that English is important to face a better future. So, they try to introduce English to their children earlier. By giving English lesson from primary level, hopefully the children are not left behind in this global era in which English language is used in all sectors in order to have communication.

Teaching English to children of elementary schools is not an easy job. It is a challenging activity. It needs patience because English is a foreign language for the students. It's not easy to teach the beginner how to pronounce and memorize English words. It's hard for them to remember, spell, and utter the words they have learnt. The students sometimes face some problems in acquiring the language as their foreign language. Consequently, the teacher should be creative and be good model in teaching English for their students.

Basically, the purpose of teaching English as foreign language for young learners especially Elementary students is to nurture their vocabulary development. As the world goes, nurturing vocabulary is crucial period for young learners and it influences them for their futures in communicating to others. Bond and Wasik (2009:76) on their research noted down that this level is important to learn vocabulary because they acquire to remember new vocabulary until ten thousands vocabulary words. Moreover, Monks, Dekker, and Nijmegen, (2006: 64) stated that language development actually happens in the first seven years. Also, Phillips (1993: 68) stated that young learners are faster in mastering words than structures.

Some theories above show the urgency of teaching English for the children. It is better to introduce a new language to the young learners, because at their young ages they can remember many new words faster and easier. Therefore educators, teachers and parents have to employ developmentally appropriate and attractive strategies, materials, and techniques for gaining learners' vocabulary

maximally. The more interactive and attractive technique applied, the better result will be reached.

The goal of teaching English in elementary school is to motivate or to encourage the students to be more confident in studying English at higher educational level. Teaching English to the students of elementary school is presenting vocabulary since they learn English for the first time. The students are introduced with simple things around them, which are familiar to them. Meanwhile, curriculum of elementary education also contains a number of vocabularies to learn besides expression and simple sentences about things around the children, family, school, geography and their communication to the environment.

Fundamentally, there are four competences in English lesson, they are listening, speaking, reading, and writing. By learning vocabulary, the students ability to learn four skills of language can be achieved. Students need to master English vocabulary in primary level. Since it is important, the students have to learn it because vocabulary is a base to develop the four skills in learning English Foreign Language (EFL)

Zimmerman (1997:121) states that vocabulary is the central of language and critical importance to the typical language learner. While Joklova (2009:7) says that the word vocabulary generally represents a summary of words or their combinations in a particular language. On the other side Nguyen and Nga (2003:2) assert that in learning foreign language, vocabulary plays an important role and it is one element that links the four skills of speaking, listening, reading,

and writing all together. So, from some statements above we can conclude how vocabulary is a very important aspect when we learn about language. It means that by mastering vocabulary, of course with grammar, the learners will produce so many sentences easily either in spoken or written one. They can also communicate with other people fluently and express their opinion or ideas conveniently.

The English teacher found that there were many difficulties that the students faced in learning English. One of the difficulty that is faced by the students in learning English is learning the vocabulary. As the result, they couldn't do the exercise or test well. Shejbalova (2006:10) strongly argues that learning vocabulary is a complex process. She says that in this process the students are demanded to have ability to recall the words and recognize it in its spoken and written form. The students have to understand, pronounce and memorize it. In the other way, the students may be forget, do mistakes in uttering the words they say. Considering this matter, the teacher have to choose strategies to overcome these problems; they have to be creative to find out the best methods and techniques to help the students to learn English vocabulary easily.

Teaching English vocabulary for Elementary school's students needs appropriate techniques and media to make learning easier. When students learned English, sometimes they felt bored. In fact, Harmer (2007:82) takes the view that the children can be easily bored and lose interest after ten minutes or so. According to what Harmer said, as teachers, they have to find the best way to make the students feel interesting and have entusiasm in learning English, so that

activities must be fun, interesting and meaningful for the students. Teachers must be creative in selecting, creating or even developing the materials and media to teach the children. They need to choose the most suitable methodology in delivering the materials.

Before deciding the materials for teaching, the teachers have to meet particular characteristics of young learners. Scott and Ytleberg (1993:3) write that young learners tend to love playing and they will do something seriously when they enjoy those activities, also they do not bear in their mind whether those activities are difficult to solve when they feel comfortable and interested in activities. Referring to Scott and Ytleberg statement, it is so important for the teachers to create the activities that make the students feel comfortable, interested and fun with the atmosphere of learning. It will make them enjoy the materials happily.

Moreover, Phillips (1993:5) states that learners prepare themselves to enjoy planned activities from teachers without any anxiety and unself consciousness. In addition, Shin (2011:4) inserts that learners, especially young learners love playing with language sounds, imitating, and making funny noises. From their statements, it can be evaluated that the students can enjoy the English materials if the teachers plan the activities that the students usually like to do. The teachers can relate the materials by inserting playing with language sounds, imitating, making funny noise, etc. The creative teachers are needed for Elementary students in learning new language.

Fauziati (2002:169) states that “Teaching English to the beginner should need techniques. There are many ways of teaching English to young learners, but the most important aspect to teach English is building their motivation to learn the language.” In other words, motivation is the main part for students’ success in learning English. The teacher must be able to motivate the students to love English as an interesting subject to study. Giving motivation is giving the spirit and power to the students, so they can be more confident in learning new language. It can be a compliment, suggestion, good example that can encourage the students to study English well.

Wijaya (1992:3) says that teaching is to regulate and to organize environment around the students that could motivate students to do activities of learning. Anuthama (2010: 10) adds that the teachers should keep looking for ways to substitute repetition with more effective techniques. From some statements above, the teachers are requested to be creative in both designing and preparing materials in their classrooms, so that the students are motivated in the learning process.

The use of media is important to support the teaching and learning process. The teacher needs an appropriate media in order to make the students become active and creative in learning process. The use of media in teaching and learning process will help the teacher and the students to get the achievements much better and also help the students to learn by themselves. Murcia (2001:461) stated that media help teachers to motivate students by bringing a slice of real life

into classroom by presenting language in its more complete communicative complex.

There are many kinds of media that can make the students feel interested in learning English. Teachers' creativity can be realized through creating, transforming, applying, and preparing songs, chants, game, video, cards, story, also movie for teaching their learners. Eventually, they make the students motivated in learning English lesson.

One of the media that can make the students feel enthusiast to learn English is "song". Song is one alternative ways to increase English especially on vocabulary. Nowadays, song becomes one of the educational media in teaching English as a second or foreign language. Song can provide attractive and instructional media in learning activities. It is attractive because the children will have more fun in learning processes by using songs.

Language has sound, forms, vocabulary, and grammar. Thus, it is reasonable that language is interesting to analyze. There are many phenomena of language use which happened around people. Song is one of those phenomena. Song consists of lyrics and they can be used as another way for people to communicate to the other, from young children to old people.

Dickinson (1987:34) states that one way to motivate students' self enthusiasm in learning English is by using songs, which will enable them to give more reaction in learning English. Singing a song is a nice activities for the students. Most of the students enjoy singing together. Memorizing words by singing a song is easier than memorizing them by saying them in sentences.

According to Scoot and Ytlerberg (1990:6) children have an amazing ability to absorb language through play and other activities which make them enjoy. The pleasant and relaxed atmosphere fostered by songs has proven to be highly conducive to efficient learning. English teacher should develop and create interesting teaching materials in order to attract students' attention and make them enjoy learning English. A good teaching material should be appropriate to the curriculum and also to the students' need.

The subject of this study is Hj.Isriati Baiturrahman 2 Elementary School Semarang. It is one of Islamic Elementary Schools in Semarang. It is located on Jl Abdurrahman Saleh Semarang. As one of a good private school in West Semarang, Hj. Isriati Baiturrahman Elementary school has many students around 800 students. The school has some Islamic local content subjects as Fiqih, Reading and Writing Qoran, Aqidah Akhlaq, and also some activities that related with the religious value. By giving the some activities and subjects related with religious values, it affects to the characteristics of the students in Hj.Isriati Baiturrahman 2 Semarang. Most of them are easy to organized, more corporated, polite and nice students. They have a good attitude in learning the subjects, curious about something that they don't know or don't understand, yet, and say something politely. They obey and respect their teachers. Of course not all the students have that characteristics above. Still there are some students who don't pay attention to the teacher, noisy, anoying,etc.

In Hj. Isriati Baiturrahman 2 Elementary School, English becomes one of the local content subject which taught 2 hours in a week. English lesson is given

from the first up to sixth grade. Most of the students like to study English, but many of them are not active in the class. The main problem is because they have a very limited English vocabulary skill, so they are reluctant to speak because they are afraid to make some mistakes.

In the preliminary research, the writer tried to observe the material book used by the teacher and the students. Unfortunately, It did not support their need. The book did not fully relevant with the curriculum and could not explore the students' ability to improve their English vocabulary.

As far as in teaching English, especially the teaching vocabulary, the teacher has been using monotonous way. The teacher is accustomed in using the guided book and introducing the new words by translating each word directly. Sometimes the teacher uses drilling method in teaching vocabulary. This condition makes the students are not interested and easily get bored in teaching learning process.

Based on the background of the study, the writer assumes that the teacher needs a creative English material to motivate the students to be more active in learning English. The use of English materials by using English-Indonesian mixed song lyrics in teaching and learning process will help the teachers and students engage together to get the main goal much better. It also helps the students to improve their English vocabulary better by using songs as the teaching media.

The writer chooses song as one of the teaching media because most children enjoy singing songs, and usually they are happy to sing a song during teaching learning process. Songs can often be a welcome changing from the

routine of learning a foreign language. For the teacher, using songs in the classroom can also be a nice break from the following a set of curriculum. Songs can be taught to any number of students and even those teachers with the most limited resources can use them effectively. Songs can play an important role in the development of language in young children learning a second language.

This study aims to develop English materials by using English-Indonesian mixed song lyrics to teach vocabulary for fifth graders elementary school. This study is different from the previous studies. The writer developed the materials using the modified songs which are created by mixing two languages to make the students easier to study and memorize the words. The teaching materials are in line with the syllabus and theme of the lesson, and integrated in teaching learning activities. The songs are applied in the opening and closing session of teaching learning activities. The material development is related to the students' level, curriculum and it involves them to learn actively.

1.2 Reasons for Choosing the Topic

Vocabulary is the main aspect to study and to learn English especially in Elementary school level. Learning and improving English vocabulary for Elementary school students is very important. Thornbury (2002:13) stated that without grammar very little things can be conveyed, but without vocabulary, nothing can be conveyed. He said that spending most of the time studying grammar will not improve one's English, but you will improve your English if you learn more words and expression. You can say very little grammar, but you

can say almost anything with words. It means that when people want to master or to speak English well, people must learn and master the vocabulary as well as the grammar and pronunciation because vocabulary can express meaning of words, which are used. By having more words, people can communicate more effectively and they also can say more things.

Learning English as a second or foreign language means learning its vocabulary as well. Actually by learning vocabulary, it will develop the competence of the four skills in English. However, learning English vocabulary is not easy for the elementary students. Generally, many of them have some difficulty in memorizing and pronouncing new English vocabulary.

For many years, the teachers used a conventional way to teach English vocabulary in Indonesia.. Reading books or imitating the teacher were the usual methods to teach English vocabulary. The students did not pay attention because the material which was presented by the teacher was not interesting and attractive for them. This condition was happened because the teacher did not use any interesting media to attract the student's attention in teaching and learning process. That's why there must be an interesting way to improve their vocabulary better. Good teachers must create the most effective and efficient way to help the students to understand the lesson. She is supposed to be able to prepare the lesson in such a way so that she can create a good and interesting class atmosphere.

Vocabulary can be mastered by the students if in the teaching process the teacher implements creative method in teaching vocabulary that attracts students' interest and give fun. Nowadays, there are many of media that can be used as a

model for the students. One way of doing this is by varying the teaching techniques and providing teaching aids such as songs. Any sound which organized easy to listen having meaning and having pitch can called as song. In short, the combination of sounds or elements is such as rhythm, melody, harmony and timbre can be concluded as definition of song. Songs and music can be used to relax students and provide an enjoyable classroom atmosphere.

Teaching English by using some songs can be used as the solution to teach English vocabulary. Teachers who add songs to English teaching learning process will help the students achieve their full mental, intellectual and creative potential. Music creates a stimulating and challenging environment by bridging the connections between songs, poetry and reading. Because children learn the best through repetition and multi-sensory activities that engage the full body, singing familiar songs and doing activities set to music help the children memorize and retain language arts concepts from part of speech to proper listening and speaking skills.

As explained by Brewster (2003: 168) songs can be used in many different ways. They can be used as warmers, as activity transition filler, and closers. They can also be used to introduce new language, to practice language, to revise language, to change the mood, to get everyone's attention, to revise language, to channel high level of energy or to integrate with storytelling, topic work or cross-curricular work.

Read (2007) notes the use of songs enhances children's language learning and language acquisition. In order to instruct the second language, songs can be

utilized in different ways. Clearly, rhymes, chants and songs can be used as a ritual part of starting and ending lessons, or as an integrated part language, story or topic-based work.

Read (2007:182) states that songs can be used to generate language skills. Since they acquired through the ear, they can help to improve listening skills of the young learners. Since the words in the refrains are repeated several times and part of linguistics may be formed when the song is learned by heart, this combination makes the song memorable.

Most of the children love music and like to sing a song. Singing a song is a pleasure activity. Most of the elementary students enjoy singing. It will be a nice activity to learn English by singing. All songs build confidence in young learners and even shy children will enjoy singing or acting out as part of a group or whole class. This also develop a sense of class utilized in the ESL/EFL identity. Children are often proud of what they have learnt and will like having the opportunity to show off what they have learnt to friend or family.

Many songs can help develop memory and concentration, as well as physical coordination, for example when doing action for a song. For teacher songs can be a wonderful starting point for a topic and can fit in well with topic, skills and cross-curricular work.

From songs the children can learn new vocabularies and expressions as well as pronunciation. Songs are useful for practicing pronunciation (Brewster et al., 2002: 163). They further mention that parts of pronunciation practices provided by songs include individual sounds, sounds in connected speech, stress,

rhythm and intonation. They emphasize that songs are good for ear training. In other words, songs help the children practice pronunciation of English sounds, including stress and rhythm, in a natural way. Singing together is a shared social experience and helps develop class and group identity (Brewster, 2003: 163).

This study focused on how effectively could the use of English - Indonesian mixed song lyrics improving students' vocabulary to be better. Creating English Educational song by mixing two languages (English-Indonesian) in one song would help the students easier to learn English. In the end of this research the writer get some conclusion about how effective using the English-Indonesian mixed song lyrics can improve children in learning English vocabulary. The selected songs can also be one of the English materials for the Elementary students.

By using English-Indonesian mixed song lyrics as a media in teaching learning process, it is hoped that the teacher will be able to motivate the students to learn and pay attention to the materials presented by the teacher.

1.3 Statement of the Problems

In this study, the writer limited the discussion by stating the following problems:

1. What materials were given to the fifth graders of Isriati Baiturrahman 2 Elementary school in learning English vocabulary?
2. What kind of media did the students need in learning English vocabulary?

3. How were English-Indonesian mixed song lyrics developed to teach English vocabulary for the fifth graders?
4. How effective were English-Indonesian mixed song lyrics used to teach English vocabulary for the fifth graders?

1.4 Objectives of the Study

In particular, the objectives of the study were as follows:

1. To explain the materials given to the fifth graders of Isriati Baiturrahman 2 Elementary school in learning English vocabulary.
2. To explain the kind of media needed by the students in learning English vocabulary.
3. To explain how the English materials using English-Indonesian mixed song lyrics were developed to teach English vocabulary for the students.
4. To explain the effectiveness of the English materials by using English-Indonesian mixed song lyrics to teach English vocabulary for the fifth graders

1.5 Significance of the Study

The result of this study hopefully can contribute some benefits to the learners and teachers. The benefits are as follows:

1. Theoretically, the study can extend the knowledge of teaching English to the students, especially teaching English for young learners. The study can enrich references about the concept of developing the English materials by

using English-Indonesian mixed song lyrics to improve students' ability in learning English.

2. Practically, It shows teachers that developing English materials by using English-Indonesian mixed song lyrics can help the teachers to improve students' vocabulary. The developed materials of children songs can help the teacher to teach English more easily.
3. Pedagogically, this study can give the benefit for students, teachers and educational authorities as follow:
 - a) For students, it can motivate them to improve their interest in learning English vocabulary.
 - b) For teachers, it can add their general knowledge especially in teaching method and teaching material and they will gain more information about developing English materials by the mixed of English-Indonesian song lyrics.
 - c) For educational authorities, they can recommend all English teachers using the developing English materials by using English-Indonesian mixed song lyrics to improve the students' vocabulary and pronunciation.

1.6 Scope of the Study

Present study used Research and Development approach. It developed English materials using English-Indonesian mixed song lyrics to teach English. Teaching English focused on the learners' competence in learning vocabulary for

fifth graders of Elementary school. The theme about “Weather and Season” was chosen because according to the English teacher it was the most difficult English theme in the fifth grade.

1.7 Definition of Key Terms

The definitions of key terms are important to recognize the key points of the study so that the same comprehension of the writer and the readers can be attained. It will make the readers get easier to trace the availability of the thesis. On this study, they refer to the following explanation, such as;

- (1) Vocabulary is defined as the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 8 1995: 1331).
- (2) Vocabulary teaching is an action taken by the teacher to teach or practice target vocabulary (Sanaoui, 1995, 15-22)
- (3) Curriculum, Based on Longman Dictionary of Language Teaching and Applied Linguistics (2010: 151-152) has two definition. Firstly, it is an overall plan for a course or program, as in the freshman composition curriculum. Secondly, curriculum means the total program of formal studies offered by a school or institution, as in the secondary school curriculum.
- (4) Syllabus is defined as a set of plan and arrangement about learning activity, class management and the evaluation of the learning result

constructed by selecting and sequencing content based on explicit objectives whether it can be achieved or not. (Feez:2002)

(5) Lesson Plan is defined as developed in detail of a particular subject matter or theme that refers to the syllabus. Based on the appendix iv of the regulation of Minister of Education and Culture of Republic Indonesia Number 81a Year 2013:8.

1.8 Outline of the Thesis

This thesis was organized as follows:

Chapter I consisted of introduction of the study. It discussed about the background why teaching vocabulary is really important for the Elementary students. It also discussed the reasons why teaching English using English-Indonesian mixed song lyrics can be an effective media to teach vocabulary.

Chapter II explained about the review of related literature which consists of previous study, theoretical review, and theoretical framework. There were eight previous studies that proved the usefulness of song lyrics in teaching vocabulary, and three theories that supported using songs in the classroom.

Chapter III explained the Research Methodology. It is the process used to collect information and data for the purpose of the research. It gives information about how the study is done from the beginning to the end by chronological order.

Chapter IV was intended to present the results and discuss the findings of the study. It is elaborated into the students's need in learning English vocabulary in Elementary school, developing English materials using English Indonesia mixed song lyrics, and the effectiveness of English-Indonesian mixed song lyrics to study English vocabulary.

Chapter V presented some conclusions and suggestions based on the findings and analysis that were presented in Chapter IV. Conclusion deals with the results of the study which show whether or not the statements of the problem answered. Suggestions are directed to the English teachers, students, and the readers for the improvements of the education field.