

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The writer has enjoyed spending the time with the children and being able to collect the data right from the natural setting. From the time spent with the children, observing the English vocabulary teaching-Learning process in SD. Pendrikan Tengah, and interviewing the teacher, the writer has been able to make a conclusion.

The writer has found that teacher's sources of songs come from a wide range of children songs that have been available in the form of CDs and cassettes. The teacher will select them carefully so that they will be suitable with the curriculum. Thus, the songs that are used to teach English vocabulary to the children are as follows (see also in the appendix)

5.1.1 Kinds of Songs

Using songs to teach English vocabulary to the children is not without any difficulty. Since English is a foreign language for the children, they are not only learning the tones, and the rhythms of the songs, but also memorizing each English word given to them. Not to mention when they are learning a new song that will take time longer than what has been scheduled. Thus, when the children are struggling with the tones and the words, at the same time the teacher is struggling with the limited time.

The writer found that there were some kinds of songs that are used to teach English vocabulary, they are about:

- a. Numbers
- b. Fruits and animals
- c. Alphabet
- d. Parts of the body
- e. Others

5.1.2 The Problems of the Teachers in Using Songs to Teach English Vocabulary

Pronunciation is one of the problems faced by the teacher. The children often fail in pronouncing the words correctly. While the teacher has to deal with those problems, she also faces another difficulty. The teacher has to find materials that are appropriate to the children age level and their developmental needs.

Based on the writer observation and the result of the interview with the teacher, the writer is able to conclude that there are some steps taken by the teacher to solve the problems she faces. She uses helping activities and materials like pictures and dance or motor movement to help the children in memorizing the vocabulary taught to them. The teacher not only makes a good preparation, but she also makes some repetition in the procedure of teaching the song to the children. The repetition includes the repetition of both songs and the movements or dance. The repetition is very useful in helping the children to understand the meaning of the vocabulary they

learn and then to put it in their mind. The repetition is also useful to help the children in pronouncing the English words correctly.

In helping the children to memorize the vocabulary and to understand the meaning of each vocabulary the children learn, the teacher often gives the reinforcement. Because usually it takes quite a long time for the children to learn a new song, the writer finds that the teacher often uses the same song to teach other different vocabulary for the children. She only changes the lyrics of the song with the vocabulary she wants to teach. This way is viewed as an effective way since the children do not have to learn different song, and this way is faster than when the children have to learn a new different song with different vocabulary. The teacher also makes a short and simple research to find proper materials for the children. She collects many kinds of songs but then selects them carefully so that they are suitable with the children's age level and developmental needs.

5.2 Suggestion

After all, the writer likes to propose some suggestion for the teacher and for those who are dealing with children and intend to involve music and songs in the teaching-learning process to:

- Provide plenty of opportunity for the children to have a variety of musical experiences that will bring pleasure and enjoyment to them throughout their lives and to experience a balance of musical activities and materials that are appropriate to their age level and developmental needs.

- Encourage the children to improve. Children, as what has been stated, can not motivate themselves. The teacher should be able to motivate the children to learn and to show development.
- Choose as many songs as possible, as long as they are suitable with the curriculum and the children's developmental needs.
- Repeat the song as many as it is needed. The repetition will help the children to establish the lesson they learn and to keep the lesson in their mind.
- Arrange the environment in which the children feel free to learn.

The writer also has suggestion to the teacher who wants to teach a new song for the children. Knowing how to present the song effectively to young children can influence whether or not the children will like the song. To help in mind the rhythmic flow, the teacher should always remember to sing the song slowly and distinctly. The teacher should not expect a response on the first day or the second. It takes time for the young children to understand and remember the words and longer still to gain a clear conception of a melody. The teacher, then, should encourage the children to improve and to place emphasize on the children's enjoyment of the musical experiences rather than on an expected outcome. It means that the children are not forced to achieve one goal. By letting the children to be free in learning the lesson, the writer believes that the children will give a good result.

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