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

Vinta Cahyaningsari
vintappsunnes@yahoo.co.id
Isriati Baiturrahman 2 Elementary School
Semarang Indonesia

Mursid Saleh
mursids@hotmail.com
Graduate Program
Universitas Negeri Semarang Indonesia

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Abstract

The fifth graders of Isriati Baiturrahman 2 Elementary School Semarang had problems to study English Vocabulary. They didn't 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 improve their vocabulary. This study employed Research and Development design to develop the English materials using English-Indonesia mixed song lyrics to teach Vocabulary. 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-Indonesian mixed song lyrics is effective to teach vocabulary. The average score of pretest was 67,00 and of post-test was 88,38. It means that English-Indonesia mixed song lyrics to teach vocabulary could be implemented in improving the learners' vocabulary competence. Therefore, English teachers are suggested to employ the English-Indonesian mixed song lyrics for their future teaching materials.

Key words: Elementary school Students; mixed song lyrics; Research and Development.

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INTRODUCTION

Teaching English to children of elementary schools is not an easy job. 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. 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.

When students learned English, sometimes they felt bored. In fact, Harmer (2007) takes the view that the children can be easily bored and lose interest after ten minutes

or so. The teacher must be creative in selecting, or even developing the materials and media to teach the children. He/she needs to choose the most suitable methodology in delivering the materials.

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. Most children enjoy singing songs, and usually they are happy to sing a song during teaching learning process. Songs can play an important role in the development of language in young children learning a second language.

Dickinson (1987) 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 activity 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.

In 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 have some mistakes. The material book used by the teacher and the students also didn't support their need. The book didn't relevant with the curriculum and couldn't explore the students' ability to improve their English vocabulary.

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-Indonesia 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 a teaching media.

RESEARCH METHODOLOGY

This study addressed to develop a new product that is namely English materials using English-Indonesia mixed song lyrics for elementary students in the grade fifth. In this research, the writer used the Research and Development model proposed by Borg and Gall. According to Borg and Gall (2003) a

research and development is a research in which focused on developing and validating the use of the product of education. Research and development is not only to make the theory but also develop the effective products that can be used in teaching and learning activity.

There are some techniques in collecting the data, i.e. test, questionnaire, interview, observation and documentation (Arikunto, 1996). While According to Saleh (2008) the data of the research are collected with five ways, they are observation, interview, test, questionnaire, and document study. In obtaining the data in the preliminary research, the writer used some techniques/ research instruments; they are observation, interview, questionnaire, pretest and post test as instruments to fulfill the data. The techniques can be explained as follows:

Isriati Baiturrahman 2 Elementary School Semarang is located on Islamic Center, Jl Abdulrahman Saleh Semarang. There are 4 classes of the fifth grade. The writer chose randomly one of the class to do her research. She chose VD class as the experimental class. It consists of 33 students as the total sample on experimental group. In this study, population and sample were the students of grade five D which consist of 33 students, the English curriculum and syllabus of Elementary school of the fifth grade students of Isriati Baiturrahman Elementary School in the Academic year of 2013/2014.

In developing the product, the writer used only seven steps of R&D cycle. The first concern dealt with starting to arrange an observation of the available book. And then the writer had observation at Isriati Baiturrahman 2 Elementary School Semarang. She did needs analysis and determined what materials were going to developed. Having got some information

from the preliminary observation, she planned and developed the intended product, i.e. Developing English materials using English-Indonesia mixed song lyrics. Afterward, an English teacher and an expert validated the product in order to know the product's practicality and effectiveness. Furthermore, the writer revised the developed product based on the previous suggestions and corrections from them. The next step was trying out the products for the students. After the writer had the second revision, the final product was ready to be published.

RESULTS AND DISCUSSION

In order to know the students and the teachers' need in English teaching learning process, the writer did some observation in Hj. Isriati Baiturrahman 2 Elementary School as the preliminary research.

The writer began to observe the curriculum, especially for the fifth grade of Elementary school. The writer also observed the previous materials used by the teacher in her class. The first time, she observed the English worksheet used by the fifth graders, especially in "Weather and Season theme" as the object of observation. From this worksheet book the writer found that some parts of the book was not relevance with the standard of competence and basic competence.

In order to know the students and the teacher's need on the developing English materials using English-Indonesia mixed song lyrics, the writer did class observation in Isriati Baiturrahman 2 Elementary School as the preliminary research. During teaching and learning process, English teacher taught quite good because she explained well and understandable for learners. In addition, she also answered the questions from the learners directly. However, a number of important

things were noted down as follows: The class was too noisy; teacher took the role; no song taught; no media used for teaching instead of teacher's book; and no character building inserted in the lesson plan. There were some students who paid attention to the teacher, some of the students did not seriously joined the teaching and learning process and the rest of the students didn't understand the materials. The teacher just explained the material as the teacher-centered. The teacher explained then gave exercises, so the students feel bored to the materials. In this school, English subject took 2 hours (2x35') for one meeting. It was taught only once a week. The teacher only used one text book (Focus) to teach English. The students had no courage to come in front of the class, but they were too noisy in groups. No interactive media used for English teaching and learning process. The students didn't have self confident to speak English because their English vocabulary was still limited. They were afraid to make mistakes in speaking English. They felt ashamed if their friends laughed at their mistake in speaking English. They had the problem in memorizing English vocabulary. The teacher used drill method listen and repeat method, and writing method to help the students in memorizing English vocabulary, but it seemed that the students didn't enjoy using this method.

In this study the writer also used questionnaires to get data and information in line with the needs analysis. From the questionnaire the writer can conclude that 28 students (84.8%) liked English, and only 2 students (15.2%) didn't like English. All of the students (100%) thought that English is important. There were 15 students (45.5%) stated that English was easy lesson, and there were 18 students (54.5%) stated that English was difficult. There were 23 students (69.7%)

stated that English was interesting study, and 10 students (30,3%) stated that English was not interesting. There were 25 students (75.8%) could understand when the English teacher teaches them and 8 students (24.2%) still didn't understand clearly when the English teacher taught them. There were 7 students (21.2%) stated that they had memorized many English vocabulary, and there were 26 students (78.8%) stated that their English vocabulary was still poor. There were 30 students (90.9%) thought that it was important to improve English vocabulary, and there were 3 students (9.1%) thought that improving English vocabulary was not important. There were 10 students (30.3%) had no problem in memorizing English vocabulary, and there were 23 students (69.7%) had a problem in memorizing English vocabulary. There were 18 students (54.5%) stated that the activity in memorizing English vocabulary was boring, and 15 students (45.5%) thought that memorizing English vocabulary was a nice activity. There were 31 students (93.9%) stated that they liked studying English by adding some English songs in their activity, and there were 2 students (6.1%) didn't agree with that idea.

The writer interviewed one of the English teacher Miss Atin Megarani. From the result of interview, in Hj Isriati Baiturrahman 2 Elementary school, it was found that English was taught in all grades. Each class consisted of 33 to 40 students. The time allotment for English class in each class was 2x35' in a week. She used only "Focus" book for teaching. According to the teacher, she used "Focus" because it was recommended book to use for most Elementary school in Semarang. Most of the English semester tests from the local government were based from that book. The teacher realized that actually she needed another book as references, but because of

limited time, she only taught based on the Focus worksheet book.

In teaching vocabulary, the teacher asked the students to repeat after her over and over again, or noted some difficult vocabulary to memorize. The teacher used book and pictures as the media to teach vocabulary. She realized that her method and media for teaching were not effective yet. That's why sometimes the students were too noisy to join English class because sometimes they get bored.

According to the English teacher, her students actually liked to study by using song. Sometimes the teacher taught them the nursery rhymes songs to get the students interest in studying English. Of course the songs were not relevance with the topic of the study, but the students enjoyed it.

In the future, she expected to teach English fun by using song media to teach vocabulary. The song can be created by her as long as it is relevance with the English topic. The English teacher really supported the idea of the writer in developing the English materials using English-Indonesia mixed song lyrics.

The Tests (Pre test and Post Test) were given in the first meeting and the last meeting. Pre test was given before the students had the treatment from the English teacher. Post test was given after the English materials from the writer were given for the students. The result of Pre test and Post test can be used to measure the effectiveness of the product made by the writer.

Getting the data from the observation, questionnaire, interview, and tests the writer knew that some of the students were difficult to learn English. One of the interesting media was learning English by song. Most of the students stated that they liked singing. The songs were created by the writer by mixing

two languages (English-Indonesia) in one song. The songs were relevance with the topic. To make the songs easy to memorize, the writer used the tone from the familiar nursery rhymes or children songs in her created songs. The songs were delivered in the beginning and in the end of the lesson in each English meeting.

After knowing the standard competence and basic competence, the writer also arranged the available syllabus to develop her lesson plan. During the completion, the content of the syllabus and lesson plan had been upgraded and revised several times based on the suggestions from the experts.

The writer created and developed The English materials using English-Indonesian lyrics by choosing one of the themes taken from the second semester. The theme was about "The Weather and Season". The Student's worksheet contained of Listening section, Speaking section, Reading section, and Writing section.

The Students worksheet consists of 30 colorful pages. The Title of the worksheet is "What's the Weather Like Today?" It has four sections: Listening Activity, Speaking Activity, Reading Activity, and Writing Activity. It was made and created according to the Standard of Competence and Basic Competence. The students' worksheet is for four meetings. The writer created seven English-Indonesian mixed song lyrics. The songs are given in the beginning and in the end of the teaching learning process.

On the other hand, the Teacher's worksheet was the combination of the student's worksheet and lesson plan. Every time the teacher opened the teacher's worksheet, she would find the lesson plan was placed on the right side and the student's worksheet on the left side of the page.

Before the products were tried out to the

students, It had been necessary to get the validation from the experts and the teacher. There were one expert and an English teacher who did the validation in developing teaching materials. They are:

1. Dr. Dwi Anggani Linggar Bharati, M.Pd.
2. Atin Megarani, S.Pd

The first Expert is Dr. Dwi Anggani LB, M.Pd. She is an expert in teaching English and developing the curriculum. The second validator is Miss Atin Megarani, S.Pd. She is an English teacher in SD Isriati Baiturrahman 2 Semarang. She teaches fifth graders. During the try out, she taught English using the writer's product

There were three steps of revisions that had been done by the expert. The researcher also made three times of revisions based on the experts' suggestions, ideas, critics, and judgments. The revisions dealt with the content of the students' book.

After doing revision, the writer asked for permission to the English teacher who taught in fifth D graders to do a research in four meetings including pretest and post test. The writer asked the teacher to try out the writer's product in her class. The try out supposed to know whether the product was effective for teaching the fifth grade of elementary level or not. There were four meetings to try out the text book. It was expected to gain objective result. Moreover, the teacher also might validate the product accurately based on practicing it in her class.

Trying out for the learners were conducted for four meetings to learn English using English-Indonesia mixed song lyrics. The Pre-test began the try out on June 14th, 2014. After the learners had done the pre-test, the tryout was conducted in four days (Monday, Tuesday, Wednesday and Thursday). Everyday, the meeting took two hours (2x35') each meeting on June 16th to 19th, 2014. And

then on June 20th the learners had the post-test.

In this research, the result of the score of the students in the post test was better than in the pre test. The analysis provided the writer about the information of the effectiveness of English Indonesia mixed song lyrics to teach vocabulary by comparing pretest and post-test scores within the class.

Here are the results of the pretest and post test of the students of SD Isriati Baiturrahman 2 Semarang in learning vocabulary especially in the topic of “Weather and season”

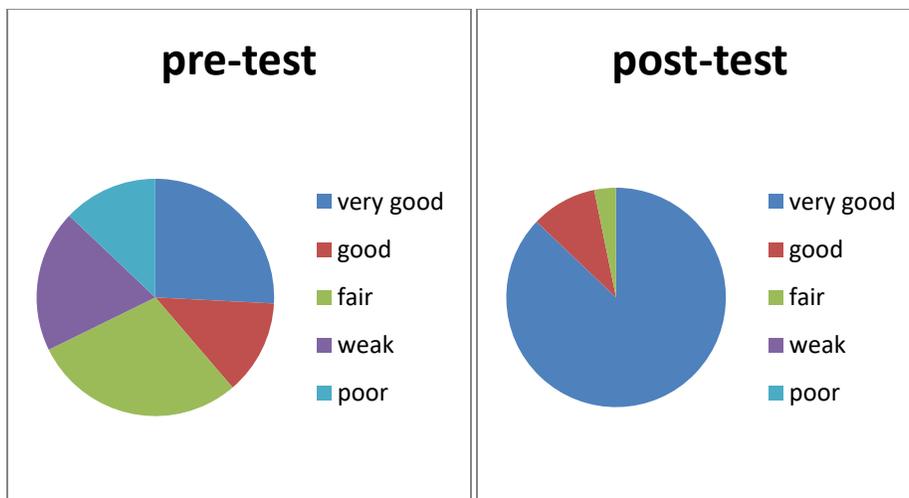
The result below showed the percentage of students’ achievement in pretest.

Very good : 80 – 100 = 8 students = 25.8 %
 Good : 70 – 79 = 4 students = 12.9%
 Fair : 60 – 69 = 9 students = 29 %
 Weak : 50 – 59 = 6 students = 19.35%
 Poor : 0 – 49 = 4 students = 12.9%

While the result below showed the percentage of students’ achievement in post test

Very good : 80 – 100 = 27 students = 87.1%
 Good : 70 – 79 = 3 students = 9.7%
 Fair : 60 – 69 = 1 student = 3.2 %
 Weak : 50 – 59 = 0 student = 0 %
 Poor : 0 – 49 = 0 student = 0 %

Based on the test result above, the writer found there are more different result between pre test and post test. The writer could see the improvement of students’ vocabulary score. The improvement was significance because in post test there were 27 students in level of very good category (80-100), 3 students were in good category (70-79), 1 student was in level of fair (60-69), and zero students were in weak and poor category. The improvement of students’ achievement can be seen in the following figure.



From the table above, it can be seen that English-Indonesia mixed song lyrics is the effective media which can be used in learning English vocabulary. There is an improvement

of student’s score before and after learning vocabulary with and without songs. The mean of score increased from 67 in the pre test to 88,38 in the post test. The improvement was

22,69 %. It can be concluded that there is an improvement in students' score. The learners' vocabulary competence was improved significantly.

Based on the processes and result above, the English materials using English-Indonesia mixed song lyrics are effective to teach vocabulary for the fifth graders of SD Isriati Baiturrahman 2 Semarang.

In the last part of developing material, the writer did editing and revising in order to generate the final product. The final English materials by using English-Indonesia mixed song lyrics were written and finalized entitled 'What's the weather like today?'

CONCLUSIONS

In learning English, the fifth graders of Hj. Isriati Baiturrahman 2 Semarang like to study English, but they had a problem in learning about vocabulary. The result of the questionnaire showed that the students had difficulty in learning vocabulary. Most of the students were passive in learning vocabulary. Some of them felt bored and didn't pay attention because the material which is presented by the teacher is less attractive.

The writer noted some important point that

the students need an attractive text book to guide them because the school provides limited facilities and media in teaching. The writer thought that the use of various media would attract the students' attention, and motivate them in learning English. English teaching materials by using English-Indonesia mixed song lyrics was very helpful in studying English vocabulary

The use of developing English materials by using English-Indonesia mixed song lyrics gives some positive influences for the students in the teaching and learning process. Based on the result of observations, questionnaires, pre-test, post test, the writer assumed that English-Indonesia mixed song lyrics can be applied to improve the learners' competence in vocabulary, especially for the fifth grader of SD Isriati Baiturrahman 2 Semarang. Moreover, the test of effectiveness in pre-experimental design reported that there was significant improvement from the result of pre-test to post-test. It means that all the result of collected data agreed that English-Indonesia mixed song lyric to teach vocabulary can be implemented for improving the learners' competence in learning English.

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