

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Education is a necessity for humans and they need it since their early age. Ministry of Education and Culture (Menteri Pendidikan dan Kebudayaan) of 2014 states in the first section of No. 137 of the Indonesian government's regulations that early childhood education (Pendidikan Anak Usia Dini - PAUD) is a building process for very young learners, zero to six years old, to help the educational development of the very young learners and prepare them to enter higher levels of educational achievement in early childhood development. This education achievement level is known in Indonesia as Standard Tingkat Pencapaian Perkembangan Anak (STPPA), which are the criteria of ability achieved in all aspects of child development and growth. One of the options to schools under STPPA is English language (Permendikbud, 2014, p. 2).

The first section of No. 20 of the 28<sup>th</sup> article of Legislation National Education System (2003, as cited in Hasan, 2012, p. 17) says that the scope of PAUD is categorized in three groups, namely, Infant (zero to one years old),

Toddler (two to three years old) and Preschool/Kindergarten children (three to six years old). At the kindergarten age of four to six years old, learning English will mostly focus on vocabulary, as they are learning a foreign language. Yet, very young Indonesian children will not learn English as naturally as they learn their first language, Indonesian (Mindari & Saukah, 2012, p. 58). As a foreign language, English is rarely spoken in Indonesian setting. Besides, very young learners will learn their mother tongue as they listen to and communicate with their parents and family who speak Indonesian language in their daily life.

Hijriyah, Ali, and Endang (2012, p. 2) state in their journal article that learning vocabulary could be very exhausting academically for very young learners because they learn so many unfamiliar new words in English, which is not their mother tongue. A previous study by Syah in Bandung (2014, p. 163) shows that saturation with too many new words can attack very young learners, with the result of losing their learning motivation. Once they lose their learning motivation, they find it hard to be motivated again. At this age, very young learners need a lot of activities to prevent themselves from this situation. As Slattery and Willis (2001, par. 3) point out, very young learners aged under seven have a limited concentration span, and they easily stop doing an activity that is not interesting for them. With this in mind, a teacher could use songs as one of the teaching media to make learning English enjoyable and fun in order to help the children in their learning process.

A previous study by Millington in Ritsumeikan Asia Pasific University, Japan (2011, p. 136) in his journal *Using Songs Effectively to Teach English to Young Learners* reveals that the use of songs in the classroom will increase very

young learners' interest in learning English vocabulary because they do not see it as a learning process, but as an entertaining activity which will increase their enjoyment as well as their motivation to learn. Using songs, then, helps them to increase not only their affective side, but also their cognitive side.

The lyrics of the songs play an important role in helping the learning process for the very young learners. In one of a previous study carried out by Kay in London (2013, p. 16) in her book *Sound Before Symbol - Developing Literacy Through Music*, children learn vocabulary by listening to, copying and responding to the sound that they hear, and using repetition in a song helps children to focus and remember the melody and lyrics in their heads. By using simple lyrics, children can also easily grasp the meaning of the words as the context is suitable for their comprehension level. Millington (2011, p. 136) said that the length of the phrases or sentences is also not too long, and the grammar is also simple.

In Indonesia, a song that is used in the learning process according to the topic of the lesson is called "model song." Model songs help the very young learners understand the topic for that lesson. A model song can be a song that is familiar to the very young children or a new song can be composed according to a particular criteria for young learners (Ekosusilo 1994, as cited in Suyadi, 2014, p. 201).

Realizing the importance of using songs in teaching English vocabulary, the researcher choose to analyze English model songs with simple and repetitive lyrics as a medium to help kindergarten children memorize English vocabulary easily and to also fulfil the standard of a school which follows the PAUD standard in learning English vocabulary. Another reason is to find out the main feature of

the model songs with simple and repetitive lyrics that would fulfil the standard of a school which follows the PAUD standard in learning English vocabulary.

### **1.2 Statements of the Problem**

Following are the questions that the researcher wish to answer at the end of this study :

1. Does the use of model songs with simple and repetitive lyrics fulfil the standard of a school in Bandung which follows the PAUD standard in learning English vocabulary?
2. What would be the main feature of the model songs with simple and repetitive lyrics to fulfil the standard of a school in Bandung which follows the PAUD standard in learning English vocabulary?

### **1.3 Purpose of the Study**

The purposes of this study is therefore formulated in the following statements:

1. To find out if the use of model songs with simple and repetitive lyrics fulfils the standard of a school in Bandung which follows the PAUD standard in learning English vocabulary.
2. To find out the main feature of the model songs with simple and repetitive lyrics to fulfil the standard of a school in Bandung which follows the PAUD standard in learning English vocabulary.

#### **1.4 Significance of the Problem**

The significance of this study will be a benefit for kindergarten teachers and the researcher, as they will know whether model songs with simple and repetitive lyrics are suitable with the standard of a school which follows the PAUD standard or not. This study will also be beneficial for kindergartens to use this method as it fulfils the standard of a school which uses the PAUD standard. Teachers who wish to compose their own songs for very young learners to learn English vocabulary will know the main feature of the model songs with simple and repetitive lyrics to fulfil the standard in a school which follows the PAUD standard in learning English vocabulary.

#### **1.5 Limitation of the Study**

The correlation in the use of model songs with simple and repetitive lyrics in this study will focus on affective and cognitive aspects of the very young learners. This study will analyze 20 teaching experiments in one TK-A class of one of the kindergartens in Bandung. The reason the researcher took 20 meetings was because it is a suitable number of meetings to determine whether a research is appropriate or not to get a valid research. In 20 meetings, the researcher taught English vocabulary by using simple and repetitive model songs with different topics and materials. The data that the researcher has collected will be measured by using the standard of the school which uses the PAUD standard to see whether using this medium fulfils the standard or not, and also to find out what would be the main feature of the model songs with simple and repetitive lyrics that would fulfil the standard of a school which follows the PAUD standard in learning

English vocabulary. The subjects of my analysis are the kindergarten children who learn English vocabulary.

### **1.6 Organization of the Study**

Chapter One is divided into six parts, which consists of Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Problem, Limitation of the Study, and Organization of the Study. Chapter Two consists of the theoretical foundation of simple and repetitive lyrics in a song. Chapter Three discusses the Research Methodology, which consists of Research Design, Participants and Setting, Data Collection Techniques (instruments), Data Analysis and Validity. Chapter Four discusses the finding of the data that has been mentioned in Chapter Three with the experimental method. The last chapter is Conclusion, which concludes the result of the analysis; besides it gives recommendations to the readers or prospective researchers in dealing with a similar topic. The appendices consist of lesson plans 1 - 20, model songs of lessons 1 - 20, sample of worksheets of lessons 1 - 20, and students' written and oral tests of lesson 1 - 20.