

**NASKAH PUBLIKASI**

**DESCRIPTIVE STUDY ON TEACHING ENGLISH TO CHILDREN BY  
USING SONGS AND GAMES TO THE FIFTH YEAR STUDENTS OF SD  
NEGERI KARANGJOMPO PEKALONGAN**



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

**2012**

**APPROVAL**

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**PUBLICATION ARTICLE**

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**DESCRIPTIVE STUDY ON TEACHING ENGLISH TO CHILDREN BY  
USING SONG AND GAMES TO THE FIFTH YEAR STUDENT OF SD  
NEGERI KARANGJOMPO PEKALONGAN**

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**ABSTRACT**

*In this study, the writer describes the implementation of teaching English to children by using song and games and the problem faced by the teacher in teaching English to children. The writer uses descriptive qualitative research, which does not use statistics data. The writer did interview with the English teacher and the students of V class, and observed the process of teaching English to children at the fifth year of SDN Karangjampo.*

*The result of the study shows that song and game can improve the students' four basic skills, they are: reading, listening, speaking, and writing. There are six steps in the implementation of song and game in SDN Karangjampo. The students respond song and game well. There are some strengths and weaknesses of using song and games. The strengths are students become more active and comfortable. The weaknesses are that teacher has difficulties in managing the class. The other weaknesses are that song and games cannot cope the different capability of the students. "song and games" also need much time more facilities to prepare.*

**Key words :** *Teaching English, Song, Games.*

## 1. Introduction

**Background of the Study:** Generally, primary school is the first step for children to know and understand English. Therefore, the teacher should be creative and also have a good teaching method because this point is required by the children so it can accelerate the children to understand the four basic skills of English language: listening, speaking, reading, and writing. According to Hafield (1985) in Fauziati (2002: 171) elementary school students are children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching technique to make the English lesson more exiting.

Researcher choose SDN Karangjampo as a research school because SDN Karangjampo has more students from other schools in the same region, and last year SDN Karangjampo get highest value for UAN 2011 in the English language. Besides that, the location easy to reach. So, those are the points which make the researcher choose SDN Karangjampo.

In SD Negeri Karangjampo Pekalongan, the teacher uses song and games as techniques to teach the children. By using song and games, the students could understand material easily. They get English language test results on an average 7,5. Moreover, sing and games also make the students very interested in learning process. In this research, the writer describes the use of song and games in teaching children in SD Negeri Karangjampo Pekalongan which has been applied in teaching learning.

**Problem Statement** of this research are: how is the implementation of teaching English to children using songs and games, what are the student's responses . and what are the strength and weaknesses.

**Limitation of the Study** is The writer is only focused on teaching children English at the fifth year students of SD Negeri Karangjampo Pekalongan in 2011/2012 academic year.

**Objective of the Study** are: to describe the implementation of teaching English to children using songs and games, to describe student's responses ,and to describe the strength and weaknesses.

**Literature Review:** First, Tri Wijayani (UMS, 2007) conducted a study entitled *Developing the Oral Proficiency of Young Learners at Kindergarten using Songs and games: An Action Research in TK Taqwa Wonogiri*. The result of her research is that using songs and games technique conform to develop the oral proficiency of young learners, especially at TK Taqwa Wonogiri.

The second research was done by Irma Ade (UMS, 2011) with her research entitled *The Use of English Song to Improve Student' Prononciation in the Fourth Year of SDN Pasekaran O2 Batang 2009/2010*. She focuses in the use of songs as a technique to teach pronunciation. The result of her research is that, the student can learn and improve their pronunciation because of song.

## **2. Research Method**

The type of this research is descriptive research. Educational researchers might use observational, survey, and interview techniques to collect data. The steps to conduct the this research are (1) Retrieval the data taken from observation and interview. (2) Analyzing the data from the result of observation and (3) interview. Concluding the result and giving suggestion.

There are two data sources that are needed to do this research (1) The primary data source oaken from observation (2) Secondary Data Source, the secondary data sources are document and interview.

## **3. Songs**

### **a. Notion of Songs**

According to Griffiee (1992: 3), song refers to 'pieces of music that have words'. Someone forgets nearly everything he/she learns in another language, except the few song that is learning.

For a variety of reasons, songs stick in minds and become part of the listeners. Since songs can be memorized easily, the process of learning language through songs will run effectively and more interestingly.

## **b. Ways to Use Songs**

Paul (2003: 58-59) mentions some various ways in which teacher can use songs:

1. Singing
2. The children combine actions with songs.
3. Chants
4. Background
5. Between Lessons

## **c. The Importance of Songs in Language Teaching**

The importance of songs is that songs easily stuck in mind, since they are enjoyable and self confident. Songs have also been described as egocentric language. They have many repetitions; therefore, it will be easier for children to sing them. Related to repetition, Krashen (1982) in Murphy (1992: 6-8), reveal that brains have natural tendency to repeat what is heard in the environment in order to make sense of it.

Especially for children, song will activate the repetition mechanism in the language acquisition device. That is why the children seem to learn songs effortlessly.

## **4. Games**

### **a. The Definition of Game**

The term "game" refers to the models of primitive language to clarify the working of language in general. It refers to games those children which enable them to learn the language according to Wittgenstein (1952) in Shawver (1998: 58). So it can be said that games are not only function as time filling activities but also they can bring some educational values that enable the children to learn the language.

### **b. Ways to Use Games**

Lewis (1992: 24) mentions some various ways in which teacher can use games:

1. Games are fun and children like to play them.
2. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.
3. The game context makes the foreign language immediately useful to the children. It brings the target language to life.
4. The game makes the reasons for speaking plausible even to reluctant children.
5. Through playing games, students can learn English without stress, they can learn a lot.
6. Even shy students can participate positively.

### **c. The Benefit of Games**

Games have a beneficial role in teaching English. Kim Kim (1995:35) presents six advantages of using the language games in the classroom:

- a. Games are motivating and challenging.
- b. Games are as a welcome break from the usual routine of the language class.
- c. Games help the students make and sustain the effort of learning.
- d. Games provide language practice in the various and integrated language skills.
- e. Games encourage students to interact and communicate to each other.
- f. Games create a meaningful context for language that is being learned by the students.

#### **d. Notion of Language Teaching**

Kimble and Garnezy (1963: 133) in Brown (1994: 7) state that teaching is showing or helping someone to learn how to do something by giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Based on the explanation above, it can be concluded that language teaching is complex activities designed for the purpose of helping student to learn language well

#### **e. Teaching Children**

Teaching children is different from teaching adults. Children easily get bored when they learn something, especially for elementary school students. Children like something interesting because they like playing.

#### **f. Characteristic of Young Learner**

1. Children like playing
2. Children talk about "Here and Now"
3. Association and memory.

### **5. Research Finding**

#### **a. The Implementation of Teaching Children Using Songs and Games**

- 1) Greeting

Those activities are praying together, greeting , and preparing the lesson

- 2) While-teaching or Preview

The teacher begins the class with eliciting about the new material.

- 3) Post-teaching or presentation of the material

The teacher lecturing and writes the material on the board and the students rewrite on the their book. Then the teacher start sing a song related the material, after that followed by games.



The song to increase listening and speaking skills, and games to increase reading and writing.

4) Closing

In the end of the class, the teacher concludes the point of the material gave some homework related to the next meeting.

**b. Students responses**

The students like this technique. They could easily learn English reading, writing, speaking and listening. The students also admitted that they were not bored during the teaching learning process. They became active and full of interaction in classroom during the lesson. They are motivated to produce the high point in games and memorize the song.

**c. Strength and weakness teaching English to children using songs games**

**1. Strength Using Songs and Games**

a) Students more active in the class.

Using this method students become more active because of the atmosphere becoming more fun classes and lessons were well received

b) More effective for student learning.

With song and games students more easily understand the material obtained, and the material submitted becomes easier.

c) Students are more comfortable with English lessons.

Students learning but also fun and students more confidence to try English language.

**2. Weakness using songs and games**

a) The teacher finds difficulties in managing the students in the class.

Not all the students pay attention to the teacher when explains the materials in front of the class. Moreover, when doing game activities in the class.

- b) Each student has different capability in receiving in the material. Some of them could learn the materials and others learned it slowly. This situation makes the teaching learning doesn't run well. For example, when the teacher explained material to the students, some of the slow learners didn't understand what the material she has explained
- c) The teacher has limited time. The English schedule in this school is 5x35 minutes a week. This time is used to teach all language skills, namely: writing, reading, listening, and speaking. So the time is not enough for all the language skills.
- d) Minimum facilities also make the learning process cannot be implemented optimally, because there is no special rooms such as a language laboratory.
- e) Limited English-language songs that are known to exist and teachers.

## 6. Conclusion

Based on the observation the researcher the researcher draws conclusion in the following.

Firstly, the implementation of using songs and games has several steps: Greeting., eliciting or exploring the students., lecturing., using song for speaking, and listening., using games for writing and reading activity, Closing.

Secondly, the students responses are: Most of the students said that they like song and games technique, they could easily learn English reading, writing, speaking and listening, they were not bored during the teaching learning process.

The last, strengths and weaknesses there are: the strengths are; Students become more active in the class and students are more comfortable with English lessons, the weakness are; the teacher finds difficulties in managing the students in the class, each students has different capability in

receiving in the material, the teacher has limited time, minimum facilities also make the learning process can not be implemented optimally.

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