

ACTION SONG: PROMOTING A JOYFUL AND ENTERTAINING VOCABULARY LEARNING FOR KIDS

**A.A. Istri Bulan Fitria Dewi¹⁾, I Made Iwan Indrawan Jendra²⁾, Putu Santi Oktarina³⁾,
I Dewa Gede Rat Dwiyana Putra⁴⁾, Komang Trisnadewi⁵⁾
^{1,2,3,4,5)} Hindu State University of Denpasar
Bulan.Luminous@gmail.com**

ABSTRACT

This research aims to describe the best implementation of Action Songs in improving young learners' body parts vocabularies mastery at ACCEL Kids Center Ubud. This is a CAR which has done in ACCEL Kids Center Ubud. There are 6 children who participate in this study because they have low vocabulary mastery especially in term of Body Parts. The findings of this research indicate the use of action songs as the best implementation of action songs as a media to improve young learners' body parts vocabulary mastery was the action songs that (1) could encourage young learners to focus and concentrate during the activity, (2) less of the materials that could distracted young learners coordination and concentration,(3) has the list of enough body parts vocabularies based, and (4) not too much words of intro lyric that not highlight to the core of vocabulary being taught. The teachers should use Action Song because it makes the situation of learning is enjoyment and entertaining. And enjoyment is the best primary modal that must be noticed as a way to get young learners' interest in learning. If the young learners have a high interest in the use of action songs, it might no longer be too challenging for teachers to carry the object lesson. Additionally, young learners may be able to open their thoughts on accepting the object lesson without problems.

Keywords: action song, TEYL, body parts, and vocabulary mastery

INTRODUCTION

Currently, we are facing a global problem in which we are dealing with Covid-19, which has paralyzed all activities in all circles. All activities are currently carried out on a limited basis and at home from work to study. In terms of education, students around the world will face different habits, parents will change the role of being teachers at home for their children, where the burden as parents will increase because the obligations that should be done by teachers at school will be taken over by parents currently at home. Furthermore, after various polemics and long debates took place about the request to re-apply direct learning in schools, the Ministry of Education and Culture Affair provided a policy from a joint decision in Surat Keputusan Bersama 4 Menteri (SKB 4) tentang Panduan Penyelenggaraan Pembelajaran Tahun Ajaran 2020/2021, dalam Keputusan Bersama Menteri. Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan, dan Menteri Dalam Negeri Nomor 01 / KB / 2020, Nomor 516 of 2020, Nomor HK.03.01 / Menkes / 363/2020, Nomor 440-882 of 2020 tentang Panduan Penyelenggaraan Pembelajaran Tahun Ajaran 2020/2021 dan Tahun Akademik 2020/2021 di Masa Pandemi Corona Virus Disease 2019 (COVID-19). According to Nadiem Makarim, face-to-face learning is permitted but not required. Not only that, the authority is handed over to local governments, schools and parents. Teaching young learners is one area that heavily affected by this situation, because young learners rely more on contact with their teachers and are not independent learners. Thus, many Pre-school-level of education would select in-person teaching and learning process. One of the subjects that requires highly communicative contact is language teaching.

Language teaching practice in ACCEL Kids Center are mainly for the students whose non-native English speakers, i.e., Russian. There are 3 classes, named KG Rainbow, KG Younger Rainbow, and Toddler Little Stars, and each class consisted of 5-8 kids per class, which every class was led by 1 main teacher and 1 assistant teacher, who is mostly locals. Therefore, even in introducing the simplest vocabulary, i.e., body parts, teachers have to give more effort which would be doubled its burden if it was done online. During the preliminary study, through a direct observation, most of the young learners have a very limited body parts vocabulary, and they have a difficulty in locating and naming their bodyparts at the same time. Only 1 out of 6 students can do 70% of the instructions. Other teachers also found similar problem regarding this vocabulary teaching. Therefore, the reasearcher, as a teacher in this school, would investigate the best strategy that can be applied in teaching vocabulary for the young learners.

The considerable numbers of strategy have been applied about improving vocabulary mastery such as, the text message (Fatma, 2016), online games (Ashraf, 2014), word attack (Hashemi, 2011) and song (Millington, 2011; Vinyets, 2013). The various of previous researches have claimed that by using numerous strategies could be done to improving English vocabulary mastery, however, songs might be the most suitable strategies that can be applied for the young learners to improve young their body parts vocabularies mastery.

For a long time, the song has been a part of human life. Everywhere it can be heard; on radio, television, family events, such as wedding parties, funerals, etc (Kusnierek, 2016). Studies also showed the efficacy of using the song to develop the vocabulary of young learners, as Millington (2011) states that song can add a variety to the daily routine of the classroom and establish a comfortable and enjoyable environment that makes the classroom non-threatening. As young learners like to imitate, combining song with movement would be more effective in helping young learners to learn. In this study, song that is combined with movement is called action song. Action song is inspired from the tennets of both Total Physical Response (TPR), and Audio-Lingual Method (ALM) in learning language. This combination the researcher has chosen to apply because young learners aged 1-3 years have the attraction to move when accompanied by a song that is familiar to them and also sounds interesting. Action song would enable the language teaching methods that built around the coordination of speech, action, and repetition, it attempts to teach the language through physical activity (Richard & Rodgers, 2001; Rokhayati, 2017) and also the sounds.

Using an action song in teaching and learning process would persumably enhance the young learners' vocabulary mastery. Therefore, this research aims to describe the best implementation of Action Songs in improving young learners' body parts vocabulary mastery at ACCEL Kids Center Ubud.

METHOD

A. Research Design

This research was designed by applying classroom action research (CAR). The classroom Action Research (CAR) research is done to improve the quality of learning in the classroom. The activities in the classroom action research were based on planning,

action, and observation, then, the researcher could make a reflection to determine the next cycle. On Planning, the researcher identifies an issue or problem in this process and creates an action plan to bring about changes in a particular area of the research context. Meanwhile, on action, the researcher arranges the strategy is carefully considered, requiring the same intentional interventions in teaching circumstances that bring an agreed period into effect. Users are critically aware that the strategies challenge assumptions about the current situation and intend to do things in different and alternative ways. The next is Observation, this stage includes periodically evaluating the outcomes of the operation and recording the past, actions, and views of those involved. The last is Reflection; the researcher concentrates on the assessment and clarification of the results of the intervention at this point to make sense of what has occurred and to explain more clearly the phenomenon that has been discussed.

B. Research Setting

The research setting of this research is at ACCEL Kids Center Ubud Bali. This learning center is one of the best learning centers in Ubud Bali. ACCEL Kids Center Ubud is Located in the middle of Parq Space Building. The research was conducted in a group of toddlers (1-3 yo) at ACCEL Kids Center Ubud Bali in the year 2020/2021.

C. Participant

The researcher researches in a single classroom of a toddler group containing 6 kids as participants because they are beginner level foreign learners at ACCEL Kids. The learners consist of 3 girls and 3 boys in the toddler group and the background of the learners in ACCEL Kids Center is non-English native speakers who come from Russia and live in Ubud Bali. The age range of those learners who choose to study at ACCEL Kids Center Ubud, especially in the toddler group, is around 1.5 to 3 years old.

D. Data Collection and Analysis

The data of this study was collected from observation and vocabulary tests to gain the answers to the research questions. There are two instruments in collecting the data namely an observation sheet and vocabulary checklist form. Observation used to collect data about the situation in the classroom while the combination in teaching vocabulary to young learners using action songs. To observe the students' responses in the implementation of the action songs strategy, the researcher acts as an observer and teacher. The subject observed is the problem of teaching and learning vocabulary. While, the researcher used a vocabulary checklist form to find out how young learners improve in vocabulary achievement and how many questions/instructions can be performed correctly by young learners. In this vocabulary checklist form, the researcher gave it before treatment and after treatment to find out if songs are used to improve the young learners' body parts vocabulary mastery after the implementation of the action songs to young learners at ACCEL Kids Center.

The researcher analyzes all data gathered from the observation sheet, vocabulary checklist form by using certain indicators. The researcher fills the observation sheet from the reality in the classroom during the implementation of body parts song to young

learners and fills the score that young learners got from the vocabulary checklist form that was given by the teacher. There are two instruments of data analysis, such as observation sheet and observation checklist. The data gained from the observation sheets were in the form of descriptions which have been used to provide some information about the research. Whereas, The observation checklist was given in every cycle to know the improvement of the achievement of the young learners. The formula that will be used to analyze during this research it is the form of percentages.

From the result, the researcher analyzed to find the improvement of young learners. The young learners will be asked to perform a number of instructions related to the questions of the body parts, and if 4 out of 6 young learners can perform more than (70%) of the instruction this research will be stopped. This criteria of success is selected because the baseline of students performance is very low. Based on the preliminary result, only 1 out of 6 students can do 70% of the instructions.

FINDINGS AND DISCUSSION

The aim of this study is to improve young learner's vocabulary mastery by using action songs in combination of Total Physical Response (TPR) and Audio-Lingual Method (ALM). The findings and discussion shared in the following sections; they are:

A. Pre- Cycle.

In the preliminary study, researcher do the first attempt of action song and tried to give the students instruction to mention and locate their bodyparts. It was found that only 1 out of 6 young learners can do 7 of 8 (70%) tasks according to the instructions, 3 young learners do less than (70%) of the instruction, 2 young learners cannot do the instruction at all and prove that there is a problem because only 1 young learner can do more than (70%). Therefore, the researcher concluded that the treatment was necessary to improve young learners' vocabulary achievement. Thus, n the next cycle, researcher would do more action song repetition because during the pre-cycle there was only a single repetition of the action song which is only demonstrated by the researcher and followed by young learners, and also becomes a new experience for the kids.

B. The first Cycle on the 1st song

The first cycle, the researcher acts as an observer and teacher, while the collaborator acts as an assistant teacher. The teaching and learning process focused on introducing bodyparts using "Head, Shoulder, Knees, and Toes" song using movement which is repeated 2 times during the classroom process. From the whole data of vocabulary checklist form in first cycle that consist 8 vocabularies, data obtained 4 out of 6 young learners in qualifications can do 8 of 8 tasks and could reach the instructions more than (70%) than the pre-cycle as they have been listened many times and young learners has the opportunity to demonstrate the song in turns as the repetitions in the first cycle as well, and 1 young learner started to improve, and 1 young learner had not improved. The percentages score in the Cycle 1 showed 4 out of 6 young learners can do more than (70%) of the instruction, however as the target research that the researcher has been stated that this research will be confirmed to stop if it is repeated 3 times with the addition of

vocabulary mastery. That means the cycle 1 score percentages of young learners can be classified as good because the results of cycle 1 are greater than (70%) in the first action song. The score indicates an increase from the previous pre-cycle.

In addition, the weakness of head and shoulder song in the first cycle has uncompleted based of body parts vocabulary to improve young learners' vocabulary mastery as a media of teaching process, however, the strength of head and shoulder song has easy lyric and rhythm that match to young learners aged 1.5-3 years old. As the English body parts vocabulary in the first cycle was limited than the researcher decided to continue the next cycle as second cycle to improve their vocabulary through another body parts action song that has more of body parts vocabulary and to get the consistent result in second cycle.

C. The Second Cycle on the 2nd song

The teaching and learning process in second cycle on second song, entitled Body Part Song consist of 13 vocabularies. When the song started, young learners gathered by researcher to stand on their circle mats. Encourage them to move like what the researcher did in front of them. However, they were running in and out of the line and laughing as reactions were still the same as in the previous cycle, however, in this meeting some of them could show the improvement and were still excited to follow the activity.

From the whole data of vocabulary checklist form in the second cycle with the addition of task in the same method, data obtained from 5 out of 6 young learners can do 12 of 13 tasks and could reach more than (70%) of instruction and 1 young learner started improved. When compared with the first cycle, there has been a significant improvement in the second cycle as in the second cycle had not learner without improvement. In second cycle the young learners would stick 13 body parts vocabulary, more vocabulary list than the previous cycle, and they matched it according to the body parts vocabulary list in the second song. The percentages score in the cycle 2 showed 5 out of 6 young learners can do more than (70%) and that can be confirmed that the second research has been carried out. The score of young learners in second cycle can be classified as very good as the results in second cycle exceed (70%) in second action song. The score shows improvements from the previous cycle.

However, the song in the second cycle was too long and too much words of intro lyric that not highlight the body parts vocabulary itself. Besides, the towel as the material that needed in the second song could distracted the concentrations of young learners. Therefore, the researcher decided to continue the next cycle as third cycle to improve the coordination and concentration of young learners and provided less material and focus with the body part vocabulary itself through another body parts action song that could highlight the vocabularies and also to get the consistent result.

D. The Third Cycle on the 3rd song

The teaching and learning process in third cycle on third song, entitled My Body song consist of 18 vocabularies. The purposes to conduct the third cycle is to get the numerous body part vocabulary and body parts song that in the song highlight full of the

body parts vocabulary itself, less tools or materials that could distract the young learners' concentration and coordination during the implementation of action song in the classroom.

After getting the data of vocabulary checklist form in third cycle with the addition of tasks in the same method that consist 18 vocabularies, data obtained 5 out of 6 young learners can do 16 of 18 tasks and reach more than (70%) of the instructions and 1 young learner improved. The improvement in each cycle as young learners get used with the action song in the classroom which young learners trained to focus and concentrated in following the activities, recall the vocabularies and trained the memorization in remembering the vocabulary and the pattern of each body parts. The teaching approaches and strategy in delivering the media and the type of action song also suit and hit the mark of expectations that could make the young learners able to concentration during the implementation of action song in the classroom. According the direct observation sheet in the third cycle, young learners' reactions are calmer in observing the song and the researcher's movement. Although each song has its own difficulties, however, the score of young learners in cycle 3 that consisted of 18 body parts vocabulary mastery can be categorized as excellent and could exceed (70%) of the standardized score for the third song, and this research had been successfully done as the best implementation of the third song was suit in the term of the standard based body parts vocabulary mastery for the young learners as the song doesn't need any material that could distract the young learners concentrations, not too much words of intro lyric that not highlight to the core of vocabulary itself. In accordance with the indicators of achievement, the learning outcomes of more than 4 young learners in the treatment are more than (70%) in each song of the target standard. The improvement is not only in the teaching and learning process but also in the results of the treatment.

The use of action songs had improved the young learner's vocabulary mastery more. In fact, action songs might be a selection in teaching vocabulary activities. Right here the young learners had been actively involved within the learning activity. The teachers gave the real objects as something familiar and common. It could be seen immediately by the young learners, and from it, the young learners could memorize their vocabularies less complicated. As action songs, in particular, could enhance young learners' English vocabulary abilities, motivation, and attitude with regard to using songs in the classroom and teacher's and young learners' perception of the use of songs. It suggests that songs improve memory and recall, increase language abilities and promote social skills and cooperation.

A similar result was also found by (Faizah, 2019) who stated in her research "The Use of English Song in Vocabulary Teaching to Young Learners: A Case Study on Kindergarten B at PAUD Asalam Trik Sidoarjo ". That the students were interested in teaching and learning vocabulary using English songs. The song can represent a situation that helps them to memorize a lot of the vocabulary. In another research (Rifayanti,2013) who wrote "A Portrait of Teaching English Vocabulary through Songs to Young Learners (A Case Study in TK Gagas Ceria Bandung)". In her research she found teaching vocabulary through songs to young learners gives positive responses to children's language development. Songs that have simple wordings and clear vocabulary target learning can help children to learn a language better.

From the similarity study above, it could be proved that the used of songs in the teaching and learning process was really effective to teach and improve vocabulary development. It could make the young learners be more motivated in improving and memorizing the vocabulary better and easier. Thus, as the theory of the action song that action song as a media and a media can act as a store in delivering the information. Media in the process of learning often used by others research to improve the comprehension learners towards the lesson and make a process learning become more entertaining. Action song is a versatile medium for language learning. All the features in the song can support the progress learning, and all language skills (listening, reading, speaking, and writing) can be obtained taught by using song. Song is an alternative media to facilitate language learning, and song have a number of advantages.

CONCLUSION

From the result from the pre-cycle until the third cycle can be said that the implementation action songs could help the young learners following the activities well and improve their vocabulary mastery. The effectiveness of the implementations action songs in the classroom because young learners starting to get used to a rule in the learning process. Based on the findings, the best implementation of action songs as a media to improve young learners' body parts vocabulary mastery was the action songs that could encourage young learners to focus and concentrate during the activity, less of the materials that could distracted young learners' coordination and concentration, and has the list of enough body parts vocabularies, not too much words of intro lyric that not highlight to the core of vocabulary itself. In addition, most of the young learners gave positive responses toward the implementation of action songs as a media in teaching body parts vocabulary mastery. They agreed that this media was not only interesting but also easy and made them enjoy being in the classroom. It could motivate them to improve the body parts vocabulary better. Eventually, it could be concluded that action songs could improve young learners' body parts vocabulary mastery.

REFERENCES

- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education*, 3 (3), 21-34. doi:10.20472/TE.2015.3.3.002
- Ekawati, A. D. (2017). The Effect of TPR and Audio-Lingual Method in Teaching Vocabulary Viewed from Students' IQ. *Journal of ELT Research*, 2(1), 55-65. DOI: 10.22236
- Fachraini, S. (2017, November). Using English Song to Increase Early Students' Vocabulary. *Getsempena English Education Journal (GEEJ)*, 4(2).
- Fahmiati, N. (2016). Improving Students' Vocabulary Achievement Through Word Game (A Classroom Action Research at the Fifth Grade of Tarbiyatul Islamiyah Islamic Elementary School Lengkong Batangan Pati in the Academic Year of 2015/2016)
- Faizah, L. (2019). The Use of English Song in Voabulary Teaching to Young Learners: A Case Study on Kindergarten B At Paud Assalam Tari Sidoarjo.
- Islami, F. T. (2019). Using Song as A Media in Teaching Vocabulary to Young Learners Based on Total Physical Response (TPR) method. *Universitas Pendidikan Indonesia*.

- Kurnia, C. (2017, June). Increasing Young Learners' Vocabulary Mastery by Using English Songs. *3(1)*.
- Ma'rifat, D. (2017, April). A Case Study of Using Songs in Teaching English Vocabulary to Young Learners. *Journal of English and Education, 5(1)*.
- Ningsih. (2018). The Use of Song Lyrics to Improve Students' Vocabulary Mastery at Kindergarten One of Town for Kids Preschools.
- Rifayanti, D. (2013). A Portrait of Teaching English Vocabulary Through Songs to Young Learners (A Case Study in TK Gagas Ceria Bandung).
- Sam's, R. H. (2010). *Model Penelitian Tindakan Kelas* (1 ed.). (Zubaedi, Ed., & Zubaedi, Trans.) Teras.
- Singh, C. S., & Jeganmoha, S. (2020, March 28). A Review of Studies on Action Songs among ESL Learners To Improve English. *International Journal of Psychosocial Rehabilitation, 24(5)*. doi: 10.37200/IJPR/V24I5/PR201932.