CHAPTER III

METHODOLOGY

This chapter describes the procedures of the study to find out the answer of the two research questions proposed and one general statement proposed. This chapter covers the formulation of problem and the research design. The research design section consists of the participant and setting, design of the study, the data collection, and the data analysis.

3.1 Formulation of Problem

As stated in the previous sections, there is a general statement of problem below:

How does the teacher use songs to teach vocabulary?

In order to find out the answer of this question, there are two specific questions conducted to find out in the research:

1. What kind of songs-based activities are implemented to teach vocabulary?
2. What are teacher's considerations taken when implementing those songs-based activities?

3.2 Research Design

The study was conducted in a qualitative-descriptive method. This study is aimed at finding out how the vocabulary is taught in kindergarten classroom and how the songs are used as technique in teaching vocabulary to children. Additionally, Huberman and Miles (1994) mention that descriptive design involved the process of describing, analyzing, categorizing, and interpreting the data. It also includes the data reduction and the display of the data.

As stated by Alwasilah (2008) there are several characteristics of qualitative research. First, the focus of the research is the *quality;* the study is conducted to find out the quality of teaching English vocabulary through songs. Second, the aim of the research is describing, finding, and understanding; the aim of the research is to describe, find, and understand how the teacher implements teaching English vocabulary to young learners through songs. Third, the setting is natural; it means that the research only captures the activities in the classroom without changing or interfering teacher's way of teach. Fourth, the sample involved is small and purposive. The class that becomes sample of the teaching English vocabulary through songs is a class consists of twenty students. Last, the data collections consist of researcher as the main instrument, interviews, and observation that conducted the research in order to find out kinds of activities implemented in the classroom and teacher's considerations about the activities implemented. Therefore, the qualitative method is chosen as appropriate method to be employed in the study.

The design of the study is case study. Alwasilah (2008) states that the focuses of case study are in the process and meaning of the study. The quality of the case study research is on its in-depth depiction of subjects in actual setting (Goubil-Gambrell, 1992). It means that in case study, the data collected in the form of words descriptions, citation, and pictures, and then the analysis of the data serves as description of the study (Basrowi and Suwandi, 2008). Case study is chosen in the study as there is no treatment given during the observation. The observation was based on the real situation happened during the vocabulary teaching in young learners classroom. The observation was set out to investigate the activities used by teacher in the class to teach vocabulary through songs and teacher's consideration in creating the activities related to the songs implemented in the young learners' classroom.

3.3 Site and Participant

The setting of the study was taken in a kindergarten in Bandung. This institution was chosen for at least two reasons. First, the kindergarten provides an

ideal model of English lesson for Very Young Learners. Second, the kindergarten is located near to the researcher, so it is easily accessed. The class involved in the study was *Awan* Class which consists of twenty students. The participants involved in this study were students from age four to five.

The following is the summary table of the lesson conducted in TK GagasCeria:

Table 3.3.1 Lesson Summary TK GagasCeria

Meeting	Theme	Vocabulary Targets	Song-based activities		
			Opening	Main	Closing
1 **(February 28, 2013)**	**My House**	**My House:** living room, bedroom, bathroom, kitchen	Hello Good Morning, My Family, and Clothes song	Review vocabulary and Detective games	Story time and Goodbye song
2 **(March 5, 2013)**			Hello Good Morning and In My House song	Review song and Up & Down movement while singing In My House song	Story time and Goodbye song
3 **(March 7, 2013)**	**Cek Perkembangan 1** (Theme: Pet and In My House)	**Pet:** fish, turtle, rabbit, cat, dog, bird **My House:** living room, bedroom, bathroom, kitchen	Hello Good Morning, Pet, and In My House song	Sing the songs and Picture Vocabulary Test	Story time and Goodbye song
4 **(March 21, 2013)**	**Shapes**	**Shapes:** Square, circle, triangle, star, heart, diamond, oval, crescent, rectangle	Hello Good Morning, Clothes, and Family song	Introduction to Shapes through songs and pictures	Story time and Goodbye song
5 **(March 28, 2013)**	**Play ground**	**Playground:** swing, slide, seesaw, merry go round, sandpit, monkey bar.	Hello Good Morning, Shapes, In My House, Clothes song	Introduction to things in the Playground using song and pictures	Story time and Goodbye song
6 **(April 2, 2013)**			Hello Good Morning, Let's Go to School, and In My house	Choral singing Playground song with pictures	
7 **(April 11, 2013)**	**Transportation**	**Transportation:** bus, train, bicycle, ship, aero plane, fire truck, car, helicopter, motorcycle, truck	Hello Good Morning, I see the Rainbow, and Playground songs	Introduction to Transportation through song and picture	Story time and Goodbye song
8 **(April 18, 2013)**			Hello Good Morning, Clothes, and Playground	Jump to the Middle game	Story time and Goodbye song
9 **(April 30, 2013)**	**Cek Perkembangan 2** (Theme: Play ground and Transportation)	**Playground:** swing, slide, seesaw, merry go round, sandpit, monkey bar. **Transportation:** bus, train, bicycle, ship, aero plane, fire truck, car, helicopter, motorcycle, truck	Hello Good Morning and Transportation songs	Sing the songs and Picture Vocabulary Test	Story time and Goodbye song

3.4 Data Collection

In this research, the data were collected in GagasCeria Kindergarten level A (*Awan* Class). The instruments used are observation, interview, and written documents. The instruments are used to get a description about how the songs are implemented in Kindergarten and teacher's considerations during implementing the activities. Observation, interview, and written documents were used to portray the song-based activities implemented in Kindergarten. The interview is used to answer the teacher's consideration on implementing the song-based activities. Here are the descriptions of the instruments used in this study:

3.4.1   Observation

Observation technique is used to infer the meaning and understanding. Observation is also looking at respondent's point of view, the activities, and process of the learning. The observations were held for nine meetings; in which each meeting was conducted in thirty minutes. The classroom meetings were recorded to gain more information during the songs-based learning in the vocabulary teaching. The observations were held for nine times for thirty minutes session.

The result become criteria of the checklist, as the field notes were made to complete the data. As suggested by Alwasilah (2012) the researcher became complete observer during the observation. In order to gain information from the learning situation, the researcher made field-notes about learning situation in the classroom and the observation checklist were created to give specific details of the observation.

Observation checklists provide a clear focus during the observation, but they can only be used for certain aspects (cited from Practice Teaching a Reflective Approach: *Classroom Observation in Teaching Practice*, Chapter 7, pp. 94). The observation checklist was made by using several aspects that were related to the Songs-Based Learning for teaching

vocabulary in the classroom. There were three types of observation checklists used on the observation; the stages of song-based learning to teach vocabulary, the principles of teaching vocabulary, and children's games and songs assessment.

The stages of song based learning were adapted from Millington (2011). The preparation activity covers activating form-basic sentence structure and eliciting vocabulary through pictures. The core activity covers involving students and maximizing students' interest, varying the pace or volume, Total Physical Response activity, and sing along chorally. The follow-up activity covers oral production of the song, such as role play and/or Picture Vocabulary Test.

Specifically, the principles of teaching vocabulary checklist were modified from Neuman and Dwyer (2009). The items below are the principles of teaching vocabulary on the second checklist observation:

a. *Frequency matters: Teacher provides the opportunity for children to listen the vocabulary as many as possible during the session.*

b. *Make it interesting: Teacher provides visual aids to present the vocabulary. Teacher provides songs to give vocabulary exposures and arouse children interest.*

c. *Make it responsive: Teacher interacts with the students in order to help children to learn the meaning vocabulary.*

d. *Focus on meaning: Teacher put the vocabulary in the context to help children learn the vocabulary.*

e. *Be clear: Teacher provides the opportunity for children to listen and find out the meaning from the pictures, movements and gestures, and clues.*

f. *Beyond the word: Teacher understands that vocabulary learning and grammatical development is mutual process.*

The third checklist is used to observe children's participation in learning vocabulary through songs. The checklist was modified from Paul (2003). There were three items on to be observed during the classroom as shown below.

1. Children Involvement in the Song-Based Learning for teaching Vocabulary.
    - Children will enjoy the activity outside the classroom.
    - All children feel involved during the activity.
    - The children who are weaker at English can take part without feeling frustrated.
    - The activity is clear to understand and use.
    - The activity keeps the children's interest until the end.
    - The activity is visually motivating. If there is any visual aids prepared.

2. Children learning observation in the Song-Based Learning for teaching Vocabulary.
    - Children practice English in the classroom.
    - Children feel challenged by the English.
    - There are new words introduced during the activity.
    - The new target can be mixed with the old target during the activity.
    - The activity can be integrated into a planned course.
    - The activity uses time efficiently.

3. Children Participation in the Song-Based Learning for teaching Vocabulary.
    - Children have initiative to use English (especially the vocabulary learned) in the classroom.

- Children are asking genuine questions.

- Children are anticipating and guessing during the activity.

- Children are reflecting and thinking.

- Children can do the activity without too much explanation from teacher.

- There are ways for the children to be confused at first but later have a sense of accomplishment.

3.4.2   Interview

Interview was used to collect other information that might undiscoverable through observation (Alwasilah, 2012:110). Interview is one of the data that can be helpful to gain in-depth information from the teacher's perspective. The interview was recorded and then it was transcribed. After that the interview was analyzed due to the needs of the data collection. Bahasa Indonesia was used on the interviews in order to avoid misunderstanding.

There were several interviews held during the research. The first interview was employed to gain an overview of teaching English in kindergarten on May 25th, 2013 with a lecturer of Pendidikan Guru Taman Kanak-kanak (PGTK) UPI. The outline below is the interview question during the interview:

1. *Apakah ada sebaran data statistik pengajar bahaan Inggris taman kanak-kanak di Kota Bandung?* (Is there any statistical review of kindergarten English teacher in Bandung?)

2. *Bagaimana pendapat Anda tentang pengajaran bahasa Inggris di taman kanak-kanak?* (What do you think about teaching English in kindergarten?)

3. *Bagaimana dengan cara pengajaran ideal untuk mengajarkan bahasa Inggris di taman kanak-kanak?* (Is there any ideal teaching method/techniques in teaching English in kindergarten? How?)

4. *Apa saja kegiatan pengajaran yang dilakukan di kelas taman kanak-kanak?* (What are the activities in kindergarten classroom?)

The second interview was held on July 27th, 2013 with the English teacher of TK GagasCeria. The questions below are the outline of the interview with the English teacher in TK GagasCeria:

1. *Darimana mendapat ide untuk aktifitas di kelas?* (Where do you get the ideas of the classroom song-based activities?)

2. *Apa saja pertimbangan saat melaksanakan aktifitas song-based learning di kelas?* (What are the considerations in implementing the song-based activities in the classroom?)

3. *Apa saja target pembelajaran saat mengajar bahasa Inggris di TK?* (What are the targets learning on teaching English to young learners in TK?)

4. *Kesulitan apa saja yang Anda hadapi saat mengajar bahasa Inggris untuk anak-anak?* (What are the difficulties during the teaching English to young learners?)

5. *Apakah lagu-lagu yang digunakan di kelas dibuat secara original oleh guru?* (Are the songs originally made by the teacher?)

6. *Pada penilaian vocabulary, mengapa Anda menggunkan gambar dan lagu sebagai alat penilaian?* (On the vocabulary assessment, why do you use pictures and songs as assessment tools?

3.4.3 Written Document

The last instrument was document analysis. Guba and Lincoln (1981) as cited in Alwasilah (2012:111) define document as two types: (1) *records* that refers to any preferences prepared from an institution to prove an event or check the accountability, whereas (2) *documents* that refer to any preferences that are not prepared specifically to provide researcher's need. Sugiyono (2007) also states that a study will not be reliable if it is not

supported by documents. Thus, the present study collected three documents to enhance reliability as follows:

    a. Lesson Plans

       The lesson plans are analyzed to find out whether there are changes made between the lesson plan activities and the real classroom situations.

    b. Vocabulary assessments

       The vocabulary assessments are used to see children's vocabulary development during the observans captured in the classroom.

3.5 Data Analysis

After all of the data were collected, the researcher analyzed the data that were collected from observation, interview, and written document. The data were cross-checked through triangulation of all collected data. As stated in Alwasilah (2012) there are several triangulation methods mentioned, however the triangulation method used in the study was methodological triangulation within methods, consists of observation, interview, and written document analysis. Therefore, the data analysis will be presented in descriptive explanation. For example based on the interview with the teacher, observation, and lesson plans analysis, when the situation in Shapes theme in the classroom is not supporting for the certain kind of activities planned in the lesson plan, the teacher choses to move to another room that have bigger space to play. In another class, she plays the game with the children in the playground.

3.6 Concluding Remarks

Finally, the last step of the study is drawing a conclusion. The research is conducted to portray teaching English vocabulary through songs to young learners. There were two research questions on the research; (1) what kind of songs-based activities are implemented to teach vocabulary? And (2) what are teacher's considerations taken when implementing those songs-based activities?

The two research questions above were used to find out how the teacher uses songs to teach vocabulary. The portrait of song-based learning was investigated through observation, interview, and written documents. The three data were collected and analyzed through triangulation data. However, the beginning conclusion is still temporary and may change as the new findings emerge. The conclusion in qualitative research is new and gives new color to the teaching English vocabulary to young learners especially teaching through songs.