

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of teaching English through songs to young learner. Brief conclusions from the previous chapter are presented along with the suggestions towards the teaching English vocabulary through songs to young learners.

5.1 Conclusions

This study was concerned with the kinds of song-based activities implemented in young learners' classroom and teacher's considerations when implementing the song based activities in the classroom. The purpose of the study was to find out kinds of song-based activities implemented in the classroom and to discover teacher's consideration in implementing song-based activities to teach English vocabulary in the classroom.

Some similar research has been conducted on teaching vocabulary to young learners and song-based learning to teach English to young learners. This study confirms findings from the previous research that song-based learning is beneficial to teach English vocabulary to young learners. It is not only to create a joyful and playful atmosphere in young learners' classroom, but also give a context to teach vocabulary to young learners. (MacNaughton & Williams, 2004; Shen, 2009; Linse & Nunan, 2005; Gordon, 2007; Cameron, 2005; Paul, 2003; Millington, 2011, Ara, 2009; Cakir, 2000; Sorcioban & Metin, 2000)

Teaching English vocabulary through songs to young learners gives positive responses to children's language development. As stated in the earlier chapter, songs that have simple wordings and clear vocabulary target learning can help children to learn language better. The songs are not only amusing for children, but also contextual for children as it is taught in theme as the theme song. The rhythm

Dewi Rifayanti, 2013

A Portrait Of Teaching English Vocabulary Through Songs To Young Learners (A Case Study in TK GagasCeria Bandung)

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

of the songs, especially if teacher use the popular songs rhythm, will also help children to remember easier. The vocabulary exposure is the most valuable evidence towards children vocabulary development. As children benefits the language learning through listening, then song is the best way to remember vocabulary in different way. Authentic songs made by teacher in the classroom also make it easier to present the vocabulary in the classroom.

Most of the song-based activities in young learners' classroom are choral singing as routines, games based on song, and role play using the vocabulary learned in the classroom. These activities somehow changed due to the condition of the children in the classroom, such as the needs of children to move and distraction from other students. In order to overcome this kind of conditions, teacher is not only sticking to the activities in the lesson plan, but also needs to prepare other activities and be flexible towards the changes.

Therefore, using songs in the young learners' classroom can be beneficial, not only to arouse children interest in learning language and give context to the language learners. But also provide children the opportunity to listen the vocabulary as many as possible before they can produce, use the vocabulary and give positive encouragement to the students. Songs are not only giving challenge to the average and above average students to think and reflect. As for the weaker student, they can also try to think and reflect through the joyful song without being intimidated by the language itself since the songs become the classroom routines.

5.2 Suggestions

Based on the research findings, discussions, and the conclusions of the research results, the writer proposes some suggestions towards song-based activities for teaching English vocabulary to young learners, as follows:

1. The song-based activities implemented in the observation site are highly recommended in teaching English vocabulary to young learners, especially for kindergarten level. It is really encouraging and motivating

children as young foreign language learners, creating a relaxed atmosphere, and actively engaging students to learn a new language, English. Moreover, the vocabularies are listed through visual aids, such as pictures and flashcards, therefore the song-based activities is not only stimulates the musical ability, but also the visual ability for children.

2. Teaching English vocabulary is not only about drilling the vocabulary, but also how to attract young foreign language learners, build their confidence, and enjoy the foreign language. Therefore, in the future, children are not afraid to learn English more.
3. Song-based learning for teaching English vocabulary to young learners should consider the variety of children learning interests. Each child have different learning interests, teacher should facilitate children's learning interests by combining the activities. She can integrate sounds/songs with visual aids, such as pictures and real objects.
4. For the teachers who are interested in teaching English vocabulary to young learners, they are suggested to create their own songs according to the theme in the school. Teacher of young language learners somehow collides with the idea of singing, using familiar songs, and creating original songs for children. Creating songs for young foreign language learners can be joyful and motivating for both children and teacher. Using and creating a song in song-based learning is highly recommended to try in young foreign language learners' classroom.
5. For those who are interested to conduct the similar research, they are advised to collect the data from different perspective in order to gain more comprehensive result. For example, the researcher can assess the young learners' responses towards song-based learning using child friendly questionnaire; and asking the parents' opinion about their children progress in song-based vocabulary learning.