CHAPTER IV

RESULT AND DISCUSSION

A. The Result Of Identification

The research was started by gathering initial information from the English teacher and students of TK El-Azzam. It was done by interviewing the English teacher and the students, observing the teaching and learning process, some problems found by the researcher at the beginning of the study could be seen from the following vignette (see at the appendix).

B. The Data Resources Teaching

The resources was utilized by the students, and has calculated the number of each resource. The researcher draws the result of calculation into table and converting them into percentages. Then the research interprets the data after processing the result. This table below is the recapitulation of the data resources utilized in teaching and learning.

Students Data of Resource

No	Students	Resource Utilized Criteria			Total	Average
		Writing Text	Vocabulary	Pronounciation		
1	ZF	8	7	8	23	7.6
2	AP	9	8	9	26	8.6
3	DN	9	7	7	23	7.6
4	MA	8	6	7	21	7
5	DP	9	7	7	23	7.6
6	MH	8	7	6	21	7
7	AM	8	7	7	22	7.3
8	SA	9	9	9	27	9
9	MK	8	8	7	23	7.6
10	MD	8	7	7	22	7.3
11	AH	8	8	9	25	8.3
12	MZ	8	7	8	23	7.6
13	HB	7	8	8	23	7.6
14	MN	7	7	7	21	7
15	IR	8	9	8	25	8.3
16	RW	7	6	7	20	6.6
17	AZ	8	7	8	23	7.6
18	AA	7	7	8	22	7.3
19	MY	7	8	8	23	7.6
20	UI	8	8	7	23	7.6
Total		159	148	152	459	
Percentage of resource utilized criteria		35%	32%	33%	100%	

C. Study Findings

This chapter will discuss the analysis of the data collected from twenty very young learners from a private kindergarten in a case study at TK EL-AZZAM. The findings of the survey have been measured descriptively and in light of research question.

D. The Analysis Of Research Question Use Of Song Influence Vocabulary Acquisition

The descriptive statistics was applied for the Pre-test and Post-test. The results revealed that the participants have a mean of 6.63 (m=6.63) for the Post-test. The minimum score achieved on the Pre-test was 0 and the highest score was 29. The Post-test result showed that the participant's minimum and maximum score was the same 33. Therefore the result of the descriptive statistics on the table shows that there was a great increase in the mean between the Pre-test and Post-test. The participants for the Pre-test achieved a mean of 6.63 (m=6.63) showing us allow mean, when we look at the mean of the Post-test it had risen up to 33.00 (m=33.00), confirming that there was significance mean difference between the Pre-test and Post-test.

Table 3 : Pre-test and Post-test Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Score	20	0	29	6.63	7.396
Post-test Score	20	33	33	33.00	000

The result of table 3 indicate that for the Post-test there was an increase of scores, up to 100% of the participants scored higher. Therefore the present finding showed a noticeable influence on the participant's performance after the instruction of the lesson. It can be stated that the lessons taught through the selection of the songs has had a significant impact on the Post-test scores.

Table 4 : Post-test Percentage.

	Frequency	Percent (%)
Post-test Scores	20	100

A paired sample t-test was conducted to compare the Pre-test and Post-test scores of the participant's. The result showed a significant difference in scores for the Pre-test.

Pre-test (m=6.63, SD=7.396) and the Post-test (m=33, SD=000); t (39) =22.554, p=0,005. Values of sig. (2-tailed) are smaller than .04.

As a result, it can be concluded that the scores of the pre-test and post-test was significant mean difference in the achievement of the pre-test and post-test (table 4 &4.1). there is strong evidence (t=22.554, p=0.005) that the teaching intervention improved the marks. It improved the marks on average of 26.375. therefore the use of song within the language classroom for very young learners has achieved its aim the participant acquired the target vocabulary, and the target language structures through the teaching intervention.

Table 5 : Paired Sample Statistics.

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test Score	6.63	20	7.396	1.169
Post-test Score	33.00	20	.000	.000

Table 5.1 : Paired Sample Test

Paired Differences

	Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig.(2 - tailed)
				Lower	Upper			
P re - te st P o st - te st S c or es	26.375	7.396	1.169	-28.740	-24.010	22.554	3 9	.000

E. **The Analysis Of Research Question**

The research question examined if it was possible to raise the cultural awareness of the children through the songs. The open-ended questionnaire consisted of six cultural questions prepared by the researcher. The question as the follows :

1. Are English songs different to Indonesian songs?

2. Do you prefer to listen to English songs?

3. Do you listen to any English songs at home?

4. Do you watch any programs in English such as cartoons?

5. Do you think that English songs help you to learn English?

6. Do you find it easy to learn English through songs?

F. **Participant Response To Open-Question**

1. **Are English Songs Different To Indonesian Songs?**

This question was asked to the participants to see whether there were aware of the cultural differences of the two language and would be participants be able to differentiate the differences.

The majority of the participants agreed that there is a differences between the English Indonesian songs, in total 97.5% (39) agreed to the differences and 2.5% (1) disagreed that there was no differences between their native language song and the English songs.

Table 6 : Are English songs different to Indonesian songs?

	Frequency	Percent
Agree	19	97.5
Disagreed	1	2.5
Total	20	100.0

Only 30% (12) of the participants gave further information regarding this question. The responses are the following:

Participants No.9 (Class A) "They are different but English songs are more fun".

Participants No.12 (Class A) "They are different because English songs are more fun"

Participant No.3 (Class A) "Yes they are different but English songs are better".

Participant No.16 9 (Class A) Agreed that they are different and sang if your happy you know it clap your hands first in English then translated the song into his native language Indonesian and stated that's how they are different.

Participant No.17 (Class A), Participants No.11 (Class A), Participants No.9 (Class A), Participants No.6 (Class A), Participants

No.4 (Class A), Participants No.5 (Class A) "In English we speak differently and in Indonesian we speak differently.

Participants No.3 (Class A), Participants No.13 (Class A) "They are different because I heard that they are".

2. Do You Prefer To Listen To English Songs?

The purpose of this question was to discover if the participants would prefer to choose English songs rather than the songs in their native language.

The majority of the participants agreed that they prefer to listen to English songs than Indonesian songs, in total 82.5% (13) agreed and 17.5% (7) disagreed with this question.

Table 7 : Do you prefer listen to english song?

	Frequency	Percent
Agree	13	82.5
Disagree	7	17.5
Total	20	100

Only 5% (2) of the participants gave further information regarding this question. The responses are the following:

Participant No: 14 (Class A) "I enjoy listening to Turkish and English songs" Participant No: 15 (Class A) "I like both English and Turkish songs".

3. **Do You Listen To Any English Songs At Home?**

The purpose for this question was to identify if the participants continued to bring the English culture into their homes. 92% (17) agreed that they do listen to English songs at home and only 7.5% (3) disagreed to not listening to English songs at home.

Table 8 : Do you listen to any English songs at home?

	Frequency	Percent
Agree	17	92.5
Disagree	3	7.5
Total	20	100

50% (20) of the participants gave additional information to this question, the responses are the following:

Participant No: 14 (Class A), Participant No: 11 (Class A), Participant No: 10 (Class A), Participant No: 18 (Class A) "1, 2,3, once I caught a fish alive" Participant No: 17 (Class A), Participant No: 6 (Class A), Participant No: 4 (Class A), Participant No: 16

(Class A), Participant No: 7 (Class A) "If you're happy, happy clap your hands".

Participant No: 5 (Class A), Participant No: 2 (Class A), Participant No: 12 (Class A), Participant No: 20 (Class A) "Five little monkeys jumping on the bed".

Participant No: 3 (Class A), Participant No: 15 (Class A), Participant No: 16 (Class A), Participant No: 5 (Class A), Participant No: 18 (Class A) "Head shoulders knees and toes".

Participant No: 9 (Class A) "Humpty Dumpty and ten green bottles hanging on the wall". It can be confirmed that the participants identified the songs used in the language classroom; their understanding of the English songs seems to be the ones used only in the English language classroom.

4. **Do You Watch Any Programs In English Such As Cartoons?**

80% (12) of the participants agreed and confirmed that they do watch English programs or cartoons at home; hence 20% (8) of the participants disagreed and confirmed that they do not watch any programs or cartoons in English.

Table 9 : Do you watch any Program in English such a cartoons?

	Frequency	Percent
Agree	12	80
Disagree	8	20
Total	20	100

22.5% (9) responded to the open-ended questionnaire and confirmed that they do watch cartoons in English. The responses are the following: Participant No: 12 (Class A) "I watch the dinosaur cartoon".

Participant No: 16 (Class A), Participant No: 6 (Class A) "I watch the Ninja Turtles".

Participant: 11 (Class A) "I watch Batman".

Participant No: 1 (Class A) "I watch Spiderman and Batman". Participant No: 10 (Class A) "I watch Mickey Mouse". Participant No: 17 (Class A) "I watch the transformers".

Participant No: 15 (Class A) "I watch fireman Sam.

Participant No: 2 (Class A), Participant No: 17 (Class A) "I watch McQueen". Participant No 14 (Class A) "I want to and tell my parents that I do but my parents do not let me watch any cartoons in English".

Participant No: 5 (Class A), Participant No: 4 (Class A) "I want to watch English cartoons but there isn't any on the television, if there was then I would".

5. **Do You Think That English Songs Help You To Learn English?**

The reason for this question was to get feedback from the participants to identify if they really enjoyed the songs used and if it had promoted their learning. 100% (20) of the participants agreed that English songs do help them to learn English.

Table 10 : Do you think that English songs help you to learn English?

	Frequency	Percent
Agree	20	100

6. **Do You Find It Easy To Learn English Through Songs?**

100% (20) of the participants agreed that they find it easy to learn English through songs.

Table 11 : Do you find it easy to earn English through songs?

	Frequency	Percent
Agree	20	100

G. Classroom Observation And Field Notes Finding

This section will firstly discuss the findings for the documented field notes regarding the features of the classrooms and will continue with the background information of the children and then will discuss the classroom observations documented during the English language lessons, and the observations from the pre-test, post-test, interview and from the questionnaire. The classrooms at TK EL-AZZAM Kindergarten are bright and colorful, and well organised. The tables are organized in a semi-circle and when the children are seated at the tables they are facing the smart board. The classrooms are provided with a toy corner, and each individual child has their own locker. The walls have educational posters prepared by the class teacher and each individual classroom is decorated according to a theme. The children attending Class A are new to the kindergarten as they have been newly enrolled to the school. They have no previous knowledge or experience of how the lessons commence at TK EL-AZZAM Kindergarten.

Therefore the environment of the kindergarten will be new for the children. The children in Class B attended the kindergarten the previous year when they were 3 years old therefore are well aware of what is expected of them during the lessons. The researcher of this study has been working full time at TK EL-AZZAM Kindergarten for two

years as an English language teacher. Class Aware her previous language learners when the children attended the kindergarten when they were in age group 3. Therefore the researcher and the children know each other very well. Class B, are also children which had attended the 3 years age group, although the researcher was not their English language teacher, the children and the teacher were familiar of each other, as on some occasions the researcher had attended their lessons when their English language teacher was absent. The lesson for all one (class A) was conducted after the children adapted to their new environment. Classroom rules were explained and once the children adapted and understood how they should follow the rules and behave the lessons and the instruments were undertaken. During the pre-test the children were called individually to complete the test, the majority of the children were eager to follow the instructions provided. The children were requested to be very quiet during the process as they waited for their turn. In order to keep the children occupied, play dough was provided.

During the pre-test the children followed the instructions and tried to do their best. At the point where the children could not answer and as they felt the need to please the teacher they felt sad. Although the teacher did not respond correct or incorrect and did not use any facial

gestures indicating so, the children identified that they were incorrect and felt unmotivated when they could not answer the questions. The teacher at this point comforted the children and informed them that it was acceptable that they did not know the answers and informed them to try their best. On several occasions the children answered in their native language and seemed pleased that they knew the answer.

During the post-test the same procedure as the pre-test was used, an explanation was provided for the children on what was requested from them and the majority followed through. Again play dough was provided to keep the children occupied.

The children achieved much better in the post-test, they answered quickly to the questions and as they answered correctly they seemed happy with themselves. Some children even wanted to high five the teacher after the test showing their happiness of achievement. On another occasion some children pointed out that the test was very easy. As the children were called individually some children called out to the teacher asking when it would be their turn and if the teacher was to call them, at this point the children showed their impatience but also their motivation towards the lesson.

During the interview and questionnaire again the same process as the pre-test and post-test was used. The children were willing and

complied to the rules provided beforehand. The children kept quiet as they played with the play dough and waited in patience for their turn. During the question: are English songs different to Indonesian songs? The majority of the children answered yes they are different, but when asked how some shrugged their shoulders indicating that they did not know. An unexpected answer was given by participant 15 (Class A) which referred to the difference by giving a direct translation of a song, and as he did he felt happy with himself. On several occasions the children preferred the English songs than their native languages songs indicating that English songs were much fun and better. As they answered from their face expressions it could be seen that they really did enjoy the songs.

During the interview the children within this process preferred to answer the questions as yes or no but were able to recall the English songs that they listen to. The songs that the majority of the children quoted were the songs used in the English lesson. During the interview process the children were motivated and again eager to complete and answer the questions.

H. SUMMARY OF THE FINDINGS

1. Using songs within the language classrooms can help to develop the vocabulary acquisition of the kindergarten children.

2. Songs can raise the cultural awareness of the kindergarten children.

3. Songs can provide the kindergarten students with a motivational, fun environment and can also make the students feel confident when using the language.

I. SUMMARY OF STUDY

The purpose of the study was to investigate whether the use of songs within the language classroom increased the very young learner's vocabulary acquisition. Through using songs did it affect their motivation when using the language and did using songs raise their cultural awareness of the target language. The research was conducted at TK EL-AZZAM kindergarten in Cikupa Tangerang. In total twenty participants aged five kindergarten children participated within the study, they consisted of one class. They had been named as Class A. The instruments used in the research was a Pre-Test, a Post-Test, a questionnaire and interview, classroom observations and field notes was used in order to provide the relevant information. The Pre-Test and Post-Test consisted of six questions in picture form and the interview questions consisted of six questions. The questionnaire consisted.

Once the data had been collected The Statistical Package for Social Sciences (SPSS 17) was used for analyzing the data.