

PENGEMBANGAN MATERI BERBASIS LAGU DAN CHANTS (LANTUNAN KATA-KATA) BAGI SISWA KELAS DUA SEKOLAH DASAR

DEVELOPING SONGS AND CHANTS-BASED MATERIALS FOR SECOND GRADE OF ELEMENTARY SCHOOL STUDENTS

Oleh: Rayi Rochim Asmara, Yogyakarta State University
11202244009@student.uny.ac.id

Abstrak

Tujuan penelitian ini adalah untuk mengetahui kebutuhan target, kebutuhan pembelajaran dan karakteristik lagu dan materi belajar berbasis lantunan kata-kata (Chants) untuk siswa kelas II Sekolah Dasar. Studi ini adalah tentang bagaimana menyediakan materi menyimak dan berbicara untuk proses pengajaran dan pembelajaran bahasa Inggris. Studi ini adalah Penelitian dan Pengembangan (R & D). Subjek penelitian ini adalah siswa kelas dua SD Teladan, Yogyakarta. Penelitian ini mengadaptasi model R & D yang dikemukakan oleh Borg dan Gall (1983) dan Masuhara (dalam Tomlinson, 1998). Langkah-langkah penelitian ini adalah melakukan analisis kebutuhan, mengembangkan kisi-kisi pembelajaran, menulis materi pembelajaran, mendapatkan penilaian ahli dan mengevaluasi materi pembelajaran, merevisi dan menulis draf akhir dari materi pembelajaran berbahasa Inggris berbasis lagu-lagu dan lantunan kata-kata. Hasil analisis kebutuhan menunjukkan bahwa siswa membutuhkan lagu dan materi berbasis lantunan kata untuk proses belajar menyimak dan berbicara yang berisi berbagai kegiatan, gambar yang menarik dan teks yang menarik. Produk dari penelitian ini adalah materi pembelajaran berbasis lagu dan lantunan kata-kata yang dikompilasi dalam "Let's have fun with English" (Mari bersenang-senang dengan bahasa Inggris), untuk kelas dua Sekolah Dasar yang dilengkapi dengan buku Panduan guru. Produk ini mengandung tiga unit bahan. Mempertimbangkan kebutuhan siswa, inputnya berupa lagu, teks dan gambar. Berdasarkan analisis data dari penilaian ahli, skor rata-rata semua aspek unit, dalam skala 1-4, berada di kisaran $3 \leq x \leq 3.49$ dan dapat dikategorikan sebagai "Baik". Oleh karena itu, dapat disimpulkan bahwa materi yang dikembangkan sesuai untuk siswa kelas II Sekolah Dasar.

Abstrak berisi 100-150 kata dan hanya terdiri dari 1 paragraf, yang memuat tujuan, metode, serta hasil penelitian.

Kata kunci: materi pembelajaran bahasa Inggris, materi berbasis lagu dan lantunan kata-kata/chants, menyimak, berbicara

Abstract

The objectives of this research were to find out the target needs, the learning needs and the characteristics of songs and chants-based learning materials appropriate for second grade of Elementary School. This study was a Research and Development (R&D) study. The subjects of this study were the second grade students of SD Teladan, Yogyakarta. This study adapted the R&D model proposed by Borg and Gall (1983) and Masuhara (in Tomlinson, 1998) which are conducting needs analysis, developing the course grid, writing the learning materials, getting expert judgment, revising and rewriting the final draft. The results of the needs analysis showed that the students needed song- and chants-based materials for listening and speaking learning process that contained varied activities, attractive pictures and interesting texts. Considering the students' needs, the researcher designed three units of songs and chants-based learning materials compiled in "Let's have fun with English," which was completed with the teacher's Guide book. Based on the evaluation by an expert, the mean score of all aspects of the units, was in the range of $3 \leq x \leq 3.49$ and could be categorized as "Good". Therefore, it was appropriate for second grade students of Elementary School.

Keywords: English Learning Materials, Songs and chants-based Materials, Listening, Speaking

INTRODUCTION

Learning materials is important to make the teaching learning process run well and to achieve the goal of the learning process, the materials should be designed by the teacher carefully. The appropriate learning materials are needed to support their skill based on their age. Teaching English to children should be emphasized on the teaching of simple language functions which are close to the children's lives. Children need individual attention, interesting physical activities, variety, context, and sensory aids in learning. So, the learning material should be matched with their needs. Young learners not only have different ways in learning but also have unique characteristics in learning. Some experts mention the characteristic of young learners. Halliwell (1992) states that there are some characteristics of YL. First, children are good in interpreting meaning without necessarily understanding the individual words so that they can create any sentences as creative as possible. Second, children have great skill in using limited language creatively. Third, children prefer learn indirectly than directly. They learn by seeing and imitating people around them. Fourth, children have good passion in creating and finding something fun of what they do. Last, children words are full of imagination and fantasy, and it is more than simply a matter of enjoyment.

Based on the research that was conducted at SD Teladan Yogyakarta, it was difficult to find a suitable English book that can be used as input materials to teach English there. There were no sufficient English books which were suitable with

the needs and characteristics of the Indonesian children. Many English books for children were written in complex language usage e.g. the usage of long and complex sentences and no sufficient illustration to facilitate children's comprehension. The materials were focused on the reading and writing skill, whereas we know that the first skill of learning English that should be mastered is listening and speaking. Moreover, most of them had less iterative learning so that it was difficult for children to learn and memorize new words.

Based on the facts considered above, the researcher decided to develop an English book materials and activities for English teaching and learning process of second grade students based on songs and chants which are focused on the listening and speaking skills.

Literature Review

Definition and Characteristics of Young Learners

Young learners not only have different ways in learning but also have unique characteristics in learning. Some experts, such as Halliwell (1992) who states that there are some characteristics of YL. First, children are good in interpreting meaning without necessarily understanding the individual words so that they can create any sentences as creative as possible. Second, children have great skill in using limited language creatively. Third, children prefer to learn indirectly than directly. They learn by seeing and imitating people around them. Fourth, children have strong passion in creating and finding something fun of what they do. Last,

children words are full of imagination and fantasy, and it is more than simply a matter of enjoyment.

Teaching English to young learner

According to Brown (2001), since children focus on what the new language can actually be used here and now, it is important for children to be taught using authentic and meaningful language. To maintain that the children keep in touch with the language, teachers can use many creative ways such as storylines, real-life conversation, role play with familiar situations and characters. Moreover, since the children like to talk actively even when they do not know the meaning of the words, they should be given a lot of opportunities for meaningful communication activities. One of the alternative ways to help them is by providing inductive exercise but the language should be contextualized and motivating. (Brewster, Ellis, and Girard, 2002).

In teaching children, there are two aspects that should be considered; they are why we teach them English and how we teach it to them. The first aspect means that if we teach English to YL, we should know the reason and the factors that influence them. Students at the elementary level are just starting their academic careers. School may be intimidating for some of the students in our class. In order to encourage everyone to participate, it is important to make lessons relaxing and fun. Young learners will be learning very basic material but teachers can design creative lessons that get students to move around and speak with one another. Brumfit (1997:6)

mentions the number of reasons for teaching English for YL, they are:

- a. the need to expose from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others.
- b. the need to link communication and understanding of new concepts.
- c. the need for maximum learning time for important language.

Listening and Speaking Skills

Listening is an active receptive skill. It is one of the important skills as a base for other skills. This is proposed by Linse (2005) who believes that listening is a foundation for other skills. He assures that by growing great listening abilities children can coordinate the sounds with relating images when they decode the words. Linse's statement below helps to understand how other skills are built in listening:

“You need to hear a word before you can say it. You need to say a word before you can read it. You need to read a word before you can write it.” (2005: 27)

This statement is supported by Nation and Newton (2009). They claim “listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in a naturalistic acquisition of other languages) are dependent on listening” (2009: 37). In this aspect of language learning, listening is a way to open it. Listening provides children information to build up the knowledge needed for using the language. When this comprehension is built up, they can begin to recognize the language then speak. Therefore, it can be concluded that listening period is an occasion of observation and

learning which provides the foundation for the other language skills children needs.

The Nature of Listening Skills

Very young learners have limited comprehension of their second language. Teaching them can be started from the basic natural order of human knowledge that is listening. According to Pinter (2009), there are two approaches that can be used to help children in learning to listen. First is ‘bottom-up’ approach. It refers to hearing and making sense of speech based on the knowledge of the linguistic system (phonological, morphological, and syntactical). Second is ‘top-down’ processing, children can make a guess and interpretation based on a listening text.

Previously, Richard (2008) proposes that the bottom-up processing is viewed as the use of incoming input as the foundation for recognizing the message and top-down processing as the use of background knowledge in understanding the meaning of a message. Both theories from Pinter and Richard stress that the nature of listening skills comes from the bottom-up and top-down process.

While Pinter and Richard put concern on listening sub-skills, Harmer (2007) focuses on listening input for YLs. It can come from the outside or inside of the classroom. According to him, there are two different kinds of listening input. First, it is called extensive listening. In doing the extensive listening, the children are freely choosing what topic that they want to listen for pleasure for their general language improvement. It usually takes place outside the

classroom and the materials for extensive listening can be taken from many sources.

Second is intensive listening. This listening activity is done by having some tasks through taped materials and the material on a disk given by the teacher. The listening practice in intensive listening usually takes place in the classroom with their teacher.

Teaching Listening to Young Learner

In order to engage their interest, teachers need to make them feel happy and relaxed. Then, they will understand the instruction during the teaching and learning process. In accordance to learn a listening skill, Brewster *et al.* (2002) propose specific guidelines for the teachers to help children acquire listening skills in a classroom. They are as follows:

- Give the children confidence

Teachers’ advanced planning will help children achieve what children should get in teaching and learning process. Moreover, teachers’ gestures, a tone of voice and visual aids help children feel confident to concentrate on.

- Explain why the children have to listen

Spelling out the main purpose of listening is important hence children understand what they have to do. For example, if the purpose is ‘to interact with others’ the activities to do can be about working together in pairs or groups to negotiate meaning, asking a question, checking meaning, agreeing, and so on.

- Help children develop specific strategies for listening

Teachers can teach children to do ‘intelligent guessing work’ such as predicting,

working out the meaning from context, and recognizing discourse patterns and markers.

- Set a specific listening task

Teaching listening can be set in three stages: activities that children should do before listening (pre-listening activities), activities that make children keep active during listening (while-listening activities), activities that children should do after listening (post-listening activities). In line with the purpose to make an active listening, the teacher can develop a repertoire of the stage.

- Organize listening

The use of cassettes or pre-recorded materials rely on its availability in the classroom. The availability of this kind of stuff helps the teacher teach children. Teachers can prepare another activity for children while they are listening such as drawing, sticking pictures, etc.

The importance of speaking skill

Speaking is one of the important skills have to be mastered. Speaking is categorized as a productive skill, since it produces language rather than responds it. Spratt et al (2005:34) propose that speaking involves using speech to express meaning to other people. It is a kind of activity designed to practice the language learned before. Speaking emphasises on accuracy and the activity should be designed to promote fluency. Moreover, they also state that fluency is speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. Accuracy in speaking is the use of correct forms of grammar, vocabulary, and pronunciation.

Teaching speaking to young learner

Brown (2004: 271) describes six categories of speaking skill areas. Those six categories are as follows:

- Imitative

This category includes the ability to practice an intonation and focus on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling technique in the teaching learning process. The reason of using drilling is that students get opportunity to listen and to orally repeat some words.

- Intensive

This is the children's speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

- Responsive

Responsive performance includes interaction and text comprehension but at somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or children-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

- Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

For example here is conversation which is done in pair work.

- Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

- Extensive (monologue)

The teacher gives the students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the children have been ready and prepared for the activity, they can use the language appropriately.

TPR

Teaching English skills to young learners requires a special method. According to Harmer, a method means a functional realization of “theories about the nature of language and language learning” (2007: 62). It is used to maximize teaching and learning process in a classroom.

Brewster (2002), Dunn (2003) and Pinter (2009) claim that Total Physical Response (TPR) is the best method to teach listening to children. According to Asher (1977) in Brown (2007), the founder of TPR, it is a method when children figure out listening before they speak in their first

language. The children’s listening process goes along with their physical responses (reaching, grabbing, moving, looking and so forth) without responding it verbally. Therefore, doing the practice of TPR in a classroom means that the children should do a big deal of listening and acting. Brown (2007: 79) adds if “many successful communicative, interactive classrooms utilize TPR activities to provide both auditory input and physical activity”.

Pinter (2009: 50) gives several examples of activities in teaching listening to children using TPR such as:

- The teacher does the action as the cassette is played;
- pupils join in as they become confident;
- pupils point to pictures in the book as they hear the instructions; and
- pupils do the actions and join in with the words if they want.

Songs and Chants

Songs as one of language learning resources are recently being recognized as a means to teach English to YLs. Singing songs can be the most interesting and fun activity in the classroom because children enjoy and feel safe to sing. It is in accordance with Paul’s explanation that “most children love songs, and songs and chants are one aspect of the English class that most children learned with genuine feeling and take home with them” (2003: 58).

Dun (2013) defines songs as supportive recordings used in the classroom as a tool of teaching and learning process. He adds that there are two other tools like a song that can support

YLs acquiring language, they are rhymes and chant. Rhymes include “some traditional nursery songs” that have the same last sounds and sing repetitively” (2013: 199) while “chants may be phrases transferred from songs” (2013: 224). These two instruments can be used to accompany the use of songs.

According to Brewster *et al.* (2002: 168), songs, rhymes, and chants can be used in many ways: it can be used as warmers, a transition from one activity to the next activity, as closers, to introduce new language, to practice language, to revise language, to change the mood, to get everyone’s attention, to channel high levels of energy or to integrate with storytelling, and as topic work or cross-curricular work.

Benefits of Songs and Chants

There are a lot of advantages of using songs and chants in the very young learner classroom. One of them is the flexibility. Songs and chants can be used for several reasons. There are many principles why songs can be considered as a valuable pedagogical instrument.

Murphey (1992) states that songs can help children improve their listening skills and pronunciation, therefore it potentially helps children to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. Possibly, the greatest advantage of using songs in the classroom is that they can be amusing tools for either the teacher or the children.

Songs can attract children’ feeling in the language learning. According to Paul (2003), songs assist children to memorize objects more easily and draw children more greatly into a lesson. In addition, Dunn (2013) claims that learning language through songs gain several benefits like 1) fun learning rather than instruction, 2) repetition while playing, growing a ‘love of language’, 3) chunks of an easy language, 4) a full structure with a beginning and end, making guessing possible and 5) petite, but value the meaning.

According to Brewster *et al.*, songs, rhymes and chants can be grouped together to obtain some benefits. Brewster presents it into five main objectives (2002: 162-163):

- 1) A linguistic resource
 - a. They allow a new language to be introduced and structures and vocabulary to be reinforced and recycled;
 - b. They present familiar languages in new and exciting forms and in a rich, imaginative context;
 - c. They provide for lots of natural and enjoyable repetition;
 - d. They can be used to develop all skills in an integrated way; and
 - e. They help improve all aspects of pronunciation.
- 2) A psychological/affective resource
 - a. They are motivating and fun and help develop positive attitudes towards the target language;
 - b. They are non-threatening and the more inhibited children will feel secure when

singing and chant as a class or in groups;
and

c. They can encourage a feeling of achievement and build children's confidence by allowing children to learn chunks of language which they can 'show off' or teach to friends or to members of the family.

3) A cognitive resource

a. They help to develop concentration, memory, and coordination;

b. They sensitize children to rhyming clues as aids to meaning.

c. Repetition enables children to predict what comes next and to consolidate language items.

d. Accompanying actions or gestures help to reinforce meaning while channeling high levels of energy in a positive way;

e. The variety they provide changes the pace and atmosphere of a lesson and caters for different learning styles; and

f. They can be compiled into song/rhyme books to help children develop good study habits.

4) A culture resource

They are from authentic sources and can contribute to the cultural component of a language program. Children can be encouraged to compare with those in their own language.

5) A social resource

a. Singing and chanting together is a shared social experience and helps to develop a class and group identity; and

b. They can be used as the basis for a performance or show.

Based on the explanation from these experts, it can be concluded that songs and chants create a safe atmosphere and facilitates students to fancy with English in a delighted method.

Using Songs and Chants in the Classroom

Introducing songs in the classroom to maximize the teaching and learning process need a particular procedure. Paul (2003) says that introducing a new song can be started from; 1) playing the song, in the beginning, 2) getting the children' attention until they are attracted to the song, 3) succeeding to make the children attracted, playing the song again and doing the action that goes with it, for example, TPR activities, and 4) helping the children sing the song.

Further, Paul (2003: 64) composes some 'follow-up activities' of learning language using songs. It is aimed to "ensure the children relate the language in the song to the language in the other activities in the lesson". Some drilling activities include drawing and puzzling. Students can describe the songs by drawing, illustrating or describing by words, and they can do puzzles, crosswords or word searches due to the words in the song.

Brewster *et al.* (2002: 168) construct some stages that can be used while using songs, rhymes, and chants in the classroom. The stages may be used alternately based on the following situations:

a. set the context (explain purpose, background information);

- b. pre-teach any necessary vocabulary using visual aids, actions, puppets, focus question, etc;
- c. play on cassette or sing or chant to allow children to listen, show understanding, familiarize themselves with rhythm, tune, etc;
- d. do further listening activity;
- e. work on pronunciation awareness, for example, identifying intonation patterns, stressed words or syllables, etc;
- f. invite children to listen, repeat and practice by joining in and learning to sing or chant. Encourage children to use actions, mime, drama, etc.
- g. practice several times;
- h. give a written record of text;
- i. encourage children to compare with a similar type in their own language; and present or perform as a whole class, in groups, in rounds, etc.

Teaching English to young learner need appropriate input. But it is difficult to find it. Some problems founded by the researcher are: first, there was no appropriate books for students to improve their speaking and listening skills. Second, they needed interactive and interesting learning media. Third, they had low motivation in learning speaking and listening skill. In order to solve the problems, the researcher developed songs and chants-based materials for second grade students.

RESEARCH METHOD

Type of study

This research is classified as R&D study. The purpose is to develop songs and chants-based materials for second grade elementary school student. The research was conducted at SD Teladan Yogyakarta. The subjects of the study were 22 second grade elementary students. There were some steps to conduct this research adapted from Brog & Gall (1983:775).). The steps of this study were conducting needs analysis, developing the course grid, writing the learning materials, getting expert judgment and evaluating the learning materials, revising and writing the final draft of the English songs and chants learning materials.

The subjects of the research

The subject of the research were second grade elementary school students of SD Teladan Yogyakarta. Since there was limitation of the time, the researcher took one class as the sample of the research. It consisted of 22 students.

Instrument and data collection

The first questionnaire was distributed to the students for obtaining the data for needs analysis and the second questionnaire was distributed to the expert judgment and respondents for evaluating the appropriateness of the book. The interview guidelines were applied to get the data of English teaching and learning process form the students. The data obtained from the questionnaire of the appropriateness of the book were analyzed quantitatively through descriptive analysis while the result of the interview and class observation was analyzed

qualitatively.

Research Procedure

The steps of this study were conducting needs analysis, developing the course grid, writing the learning materials, getting expert judgment and evaluating the learning materials, revising and writing the final draft of the English songs and chants learning materials.

RESEARCH FINDING AND DISCUSSION

Result of the need analysis

Based on the data collection of the need analysis, it can be concluded that the goals of the students' learning were to be able to speak English. They realized that learning English is important, it was indicated by 68.18% of the students stated that learning English is important. And there were 54.55% students agreed that they needed to improve their ability in learning English. The problems of learning English at their school were input materials, the materials were not appropriate and less interesting for them. So they want to have fun learning media to learn English.

By the result of the need analysis, the researcher develop songs and chants-based materials for second grade elementary school students. The products created were teachers' book which contained guidelines for teaching English, students' book which contained three units which consisted of activities for children and listening audio of songs and chants.

Result of expert judgment and book evaluation

The result of expert judgment done by an English education lecturer who had about 12 years of teaching and learning experience, and the result was that the appropriateness of the book fell into "good" category. And the result of the book evaluation done by 10 English teachers having teaching English experience around two up to three years; the result was good.

CONCLUSION AND SUGGESTION

Conclusion

The results of the needs analysis showed that the students needed songs and chants-based materials that contained varied activities, attractive pictures and interesting texts for listening and speaking learning process. The product of this study was songs and chants-based learning materials entitled "Let's have fun with English" for second grade of Elementary School which was completed with the teacher's Guide book. This product contained three units of materials. Considering the students' needs, the input was in the form of songs, texts and pictures. Based on the analysis of the data from the expert judgment, the mean score of all aspects of the units, in the scale of 1-4, was in the range of $3 \leq x \leq 3.49$ and can be categorized as "Good". Therefore, it can be concluded that the developed materials were appropriate for second grade students of Elementary School.

Recommendation

English teacher could use the English songs and chants-based learning book in the teaching and learning process. The materials with varied activities inside could be good references

in teaching and could also inspire the teacher in designing some fun activities for the students.

Furthermore, this book requires students to actively participate in the learning process. There were some fun activities, songs and chants that should be accomplish in pairs and groups.

In brief, it is recommended for other researchers and materials developers who are interested in developing materials for young learners to develop interesting materials that contain other topics and different activities and apply other learning approaches. They should develop materials that contain various activities, interesting media, many vocabularies, since the students find it difficult to comprehend those aspects. In addition, the focus of the materials can be in listening, reading, speaking or writing skills.

There are weaknesses of this book. Other materials developers can make some improvement to make the materials developed better and to be more effective in improving the students' skills. They also should choose different topics that have been taught previously and develop many variations with some colorful designs in different kinds of texts and skills to master

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