

**USING NURSERY RHYMES AS ENGLISH TEACHING MEDIA
FOR YOUNG LEARNERS**

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ABSTRACT

In the learning process, teachers must be able to adapt to the goals, so appropriate supporting factors are needed to achieve these goals, one of which is the use of appropriate teaching media. Songs can be used as an intermediary in learning. Songs have a lot of content in them, for example regarding the content of song lyrics which can be included as learning material. Songs have a high level when it comes to language. The focus of this thesis research is 1) How to plan English learning using nursery rhymes as media? 2) How is English learning carried out using nursery rhymes as media? To identify these problems, this research uses a qualitative descriptive approach. This research uses a case study type. Determining informants using purposive sampling. Data collection techniques use observation, interviews and documentation. The data analysis in this research goes through stages, namely: data collection, data condensation, data presentation and drawing conclusions. Validity of data using triangulation of sources and techniques.

ABSTRAK

Dalam proses pembelajaran guru harus bisa menyesuaikan dengan tujuannya, maka dibutuhkan faktor pendukung yang tepat untuk mencapai tujuan tersebut salah satunya adalah penggunaan media pembelajaran yang tepat. Lagu bisa dijadikan sebagai perantara dalam pembelajaran. Lagu memiliki banyak muatan di dalamnya, misalnya saja terkait isi lirik lagu yang bisa dimuati materi pembelajaran. Lagu memiliki tingkat fleksibilitas tinggi jika dikaitkan dengan Bahasa. Fokus penelitian skripsi ini adalah 1) Bagaimana perencanaan pembelajaran Bahasa Inggris dengan media lagu tipe nursery rhymes ? 2) Bagaimana pelaksanaan pembelajaran Bahasa Inggris dengan media lagu tipe nursery rhymes? Untuk mengidentifikasi permasalahan tersebut, penelitian ini menggunakan pendekatan kualitatif deskriptif. Penelitian ini menggunakan jenis studi kasus. Penentuan informan menggunakan purposive sampling. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Adapun analisis data dalam penelitian ini melalui tahap, yaitu: pengumpulan data, kondensasi data, penyajian data dan penarikan kesimpulan. Keabsahan data menggunakan triangulasi sumber dan teknik.

Introduction

In the learning process, teachers must be able to adapt to their goals, so appropriate supporting factors are needed to achieve these goals, one of which is the use of appropriate learning media. Arsyad (2011) state the use of learning media in learning can arouse new desires and interests, generate motivation and stimulation of learning activities and even have positive influences on students. Apart from arousing students' motivation and interest, learning media also makes teachers productive in using intermediaries in delivering their material.

Regarding intermediaries in conveying material, songs can be used as intermediaries in learning. Songs have a lot of content in them, for example regarding the content of song lyrics which can be included as learning material. Songs have a high level of flexibility when it comes to language. Students can use songs as language input as much as the students want, whenever the students want, and wherever the students want. Students can hum songs anywhere, whenever they want. And unconsciously students learn in a fun and carefree way.

To use or select song media, teachers must know the students' initial needs or skills. Song media is an interesting alternative medium for conveying learning material and can also be used to facilitate the learning process.

In the 2013 curriculum, English learning is not given explicitly in the curriculum structure, but English subjects can be given as local content subjects, and to date many schools are still oriented towards KTSP in terms of providing 2 hours of English lessons in a week. It can be said that the aim of learning English in elementary schools is to achieve communication competence that integrates all language components, namely vocabulary, grammar and pronunciation (Ratminingsih,2016).

The Department of National Education has actually anticipated the level of vocabulary mastery that students must master at each level of education. The curriculum for primary and secondary schools in 1994 stipulated that vocabulary mastery for elementary school graduates was 3500 words, for junior high school graduates 9000 words and for high school graduates 12,000 words. and high school graduates is 21,000 words (Depdikbud,2000).⁸

According to (Brewster,2003), the foreign language mastery target for elementary school age students is 500 words per year depending on many factors including learning conditions, time and ability to understand words. Based on this, mastery of vocabulary in learning English is very important, because vocabulary is an element which is important in understanding a language

Songs are used as a technique or medium in the English learning process because there is almost no time limit for using song media to teach English, meaning that students can use songs as language input as much as they like, whenever they want, both in the

classroom and outside. class. Naturally they come into contact quickly with English and enjoy this process (Sovia,2013)

In order for the use of songs to learn English to be effective, there are several things that must be considered, including: (1) the level of ability of students, (2) the type of song, some songs are not suitable for use as learning media, for example the pronunciation is not good or even wrong, (3) the level of difficulty (language complexity) contained in the song. We can use various types of songs according to our needs in class. Songs can be categorized into activity songs, animal songs, counting songs, food songs, learning songs, lullaby, patriotic songs, parodies, sports songs, traditional songs, and so on.

One type of song that can be used in teaching English is Nursery Rhymes. Nursery Rhymes are simple traditional songs or poems for children that contain a sequence of words and sentences that can be learned by children. Nursery rhymes usually have simple but attractive tunes. because it is intended for children. The simple but attractive tunes are intended to attract children to listen to them and then they can easily follow along without hesitation. Meanwhile, the lyrics in nursery rhymes usually have deep meaning but use language that is easy for children to understand.

Some examples of nursery rhymes developed in western countries are “Twinkle, Twinkle, Little Star”, “A Wise Old Owl”, and “Dickory Dock”. When this, the tradition of singing nursery rhymes was not only dominated by the state west. In Indonesia music was introduced to children through the medium of nursery rhymes, particularly in older children early. In Indonesia alone nursery rhymes are quite well known in the community, for example, the song “Head of Shoulders” (which is an adaptation of the nursery rhyme entitled “Kepala Pundak”), “Topi Saya Bundar”, “Burung Kakak Tua”, and "Kasih Ibu". Some English children's song titles that can be used as teacher references in choosing and singing songs include: 1) Twinkle Twinkle Little Star, 2) Are You Sleeping, 3) You're Happy to Clap Your Hands, 4) Head, Shoulders, Knees and Toes, 5) ABC Alphabet Song and Many more.

Based on the explanation above, the researcher is interested to describe more about nursery rhymes more. Therefore, the objective of this research is to describe the use of nursery rhymes in teaching young learners in childhood education including the lesson plan, implementation, and impacts of English learning using nursery rhymes.

Literature Review

Foreign Language Learning

Nowadays, learning a foreign language becomes an important thing since we need to communicate and cooperate with other people from other countries such as in politics, business, tourism, science, technology, and educational development. Furthermore, in this new millennium, the world has no limits and the communication technology develops very

fast. This condition forces people around the world to have knowledge of a foreign language that is used for international communication concerning many aspects of life.

English is taught as the first foreign language in Indonesia. It has been taught in school such as in elementary school, junior high school, senior high school to university for some semesters. Learning English as the first foreign language is something new, especially for students of elementary school because it gives a new experience and knowledge.

Finocchairo (1974:12) states that learning a foreign language is different from learning a native language because the students live in a different place from the one from which the foreign language is derived. The differences are as follows:

1. Students do not know how to read or write at the time they are learning their mother tongue, but they learn the foreign language through written expression and reading.
2. Students speak in their mother tongue language at home, at school, or even in communication with other people in their society, where foreign language is not used as a means of communication.
3. In learning the first language, students do not know yet another language system, but in learning a foreign language they do. Therefore, they may be interfered by their earlier language system, which has been established in their mind.
4. Students have not reached a high level of maturity in learning their first language; they just accept the language being used in their society without any curiosity in wondering the things they learnt. In other words, they have little awareness in getting the knowledge of a language.

Like any other learners of English as a foreign language, Indonesian learners also meet difficulties in learning English since their native language is quite different from English. Consequently, the learners should have a great motivation. They should learn English seriously because learning language needs a total physical, intellectual, and emotional response. Learning a foreign language also involves many factors. Teachers should know the crucial factors. Finocchairo (1974:14) says that the crucial factors are age, ability, aspiration and needs, native language, and previous language experience.

Characteristics of Elementary School Students in General

Teaching English to elementary school students is different from teaching English to adults because they have different characteristics as stated by Helay: Unlike adults, children are not self-motivated and do not have an immediate need to learn English. They are not concerned with job or university degree that requires knowledge of English. Their world is their daily games, events of interest to them, knew knowledge that may come across and question that their inquisitive mind may ask.

Scott (1990) mentions some general characteristics of the children at this group as follows: (1) They are able to use their mother language both in written and spoken; (2) they understand the difference between the real and imaginary; (3) they have high motivation to learn new things; (4) they love to play very much. When they enjoy themselves they will think what they are doing; (5) it will be easier for them to understand what they learn if it is taught orally associated with action; (6) they can work with their friends and learn from their friends; (7) they have very short attention in learning, that's why teachers must be able to create an interesting way to attract students' attention in teaching and learning process.

There are some general characteristics of Elementary School students in Indonesia that are not much different from those in general, based on the book of “ Psikologi Perkembangan”, written by Hurlock (1999:111), they are: (1) The elementary school students are the students at the age between 7 to 12; (2) they like to show to others especially their parents what they know because they proud of it; (3) their physical condition influences their school achievement; (4) they also like to praise themselves to their friends and people around them; (5) they also have an interest in special subjects.

In general, the elementary school students are the children at the age between seven up to twelve years old who are enthusiastic to know and learn anything. Concerning those characteristics, teachers need to make their teaching more interesting like their daily world and motivate them.

Some Problems of Elementary School Students in Learning English

It is not easy for Elementary School students to learn a foreign language since the environments in achieving their first language and a foreign language are different. This is why the Elementary School students as beginners face many problems. According to Wahyuni, the problems they face are as follows:

1. Students speak at home, at school or even when they communicate with other in their society with their mother language where foreign language is not used as a means of communication.
2. Students do not know how to read or write at the time they are learning their mother language, but they learn English through written expression and reading.
3. In learning the first language, students do not know yet another language system, but in learning a foreign language they do. Their first language which has been well established in their mind may be interferes them (Wahyuni, 1998).

From the statements above it can be concluded that learning foreign language is regarded difficult for Indonesian students because their environment and their preceded background do not support the process of learning the foreign language.

Media

Media is anything that can be used to channel messages from the sender to the recipient so that it can stimulate thoughts, feelings, and attention and interest so that the learning process occurs (Hamdani, 2011). Media can be in the form of people, materials or events that create conditions that make students or someone capable of acquiring knowledge, skills or attitudes.

Good media can make the audience more active and easier to understand and also provide responses and feedback. Media in the world of education has benefits, including the delivery of learning material can be uniform, the learning process becomes clearer and more interesting, the learning process becomes more interactive, efficiency in time and energy, improves the quality and learning outcomes of students, allows the learning process to be carried out anywhere and At any time, media can also foster positive attitudes towards the material and learning process and can make teachers more positively productive.

Song

Songs are a series of words consisting of certain rhythms and tones (Suyanto, 2008). Songs are included in the classification of audio media. Audio media used in the learning process is material that contains messages in auditory form which can stimulate students' thoughts, feelings, attention and will so that the teaching and learning process occurs (Musfiqon, 2012).

Songs as a learning medium have several advantages, including: (Musfiqon, 2012)

1. Linguistic Resource

Songs can be an intermediary medium in introducing a new language. This introduction of a new language can also contain grammar and vocabulary. Through songs, the language that students already know changes into a new and more interesting form. Songs make it possible to use language that we think is good and important to be expressed and according to needs. Often songs have many natural repetitions and are not boring. This repetition is an important activity in learning. Repetition makes it easier for students to remember the song. Apart from that, songs can be used to develop language skills in an integrative way, even for students' pronunciation abilities.

2. Psychological atau Affective Resource

Psychological or Affective Resource Songs are able to build students' motivation to pay attention, and at the same time students also feel happy. Students think that the learning process that students do is not scary. Apart from that, a positive attitude towards the new language that students receive will be built and developed. Singing makes the atmosphere less scary, as students who come from kindergarten, students still have a big sense of shyness, students feel safe when they have the opportunity to sing with their group or classmates. Songs build students' self-confidence.

3. Cognitive Resource

Songs and lyrics that sound comfortable to the ears attract students. Their interest makes students want to concentrate on learning, remembering that elementary school students easily lose their concentration. By singing songs that students really enjoy and keep repeating until they are memorized. Songs help Students improve memory, concentration and coordination. Students become more sensitive to rhythm signs as a tool to help interpret each word in the song.

4. Culture Resource

The song contains a language that is full of culture. The cultural content in the language presented to young students, in this case in English, provides the meaning values of the language. Students whose knowledge is not yet as extensive as that of adults cannot only learn another language. , but also learn the language to make more sense of it. Students benefit from having the experience of learning a language that is different from their own. Students learn about another side of the wider world. Apart from that, students learn about differences that students can compare with their own culture.

5. Social Resource

Singing together in a group provides a social experience and helps students build student identity. Shy and brave students join together as one. Students can use the students' solidarity in their singing performance.

General Concept of Nursery Rhyme

Teaching media is needed in the teaching learning process to help the students to become active. Gerlach and Ely (1980) propose that a medium is any person, materials, or event that established condition that enable learners or students to acquire knowledge, skill and attitude. There are a lot of media that can be used to teach English vocabulary, one of them is nursery rhyme.

There are some definitions of nursery rhyme:

1. Nursery rhyme is a simple traditional poem or song for children. (Oxford dictionary, 1994:794).
2. Nursery rhyme is a traditional song or poem taught to young children, originally in the nursery. (www.en.wikipedia.org/wik/Nursery_rhyme).
3. Nursery rhyme is folk verse for young children. (www.ed.psu.edu/americanreads/Resources/glossary.htm).

From the statements above, it can be concluded that nursery rhyme is a traditional song or poem for young children. Since it is intended for young children, it follows a regular repeated verse for with rhyme and has a series of other discourse features, which make them easy to follow. So once a nursery rhyme has been learned, it stays in minds of the students for the rest of their lives with all the rhythms, grammatical features and vocabulary.

Applying Nursery Rhymes in Teaching

Vocabulary Before applying nursery rhymes to students, the teacher should be well prepared in choosing nursery rhymes. Slattery and Willis (2001:45) state that the songs or rhymes chosen by the teacher should:

1. Suit the pupils' age group and their interest.
2. Match their level of English.
3. Have a catchy, easy to remember melody.

From the statements above, it can be concluded that the teacher should choose nursery rhymes that suit the students' age, interest, and the vocabulary they learned. Since children can only sing simple nursery rhymes, the teacher should choose short and simple nursery rhymes. The lyrics also should be clear and easy to follow. Furthermore, they should use repetitive materials so that the students can remember words easily. In order to make the nursery rhymes more meaningful and enjoyable, motions can also be added to the nursery rhymes that are paralleled to the words of the nursery rhymes.

Method

The research approach used in this research is a qualitative approach. Because in collecting data, researchers carry out an advance stage and interact directly with people at the research site. With this qualitative approach, researchers will describe and analyze each individual in their life and thoughts. Qualitative research can also be referred to as a type of research whose findings are not obtained through statistical procedures or other forms of calculation

Qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivation, actions, etc (Arikunto, 2013) The qualitative approach in this research aims to obtain descriptive information or data in the form of words or verbal about learning English using nursery rhymes type songs at the Al-Mubarakah Education Foundation. Meanwhile, this type of research uses descriptive research because the aim is to present a complete picture of the social setting or is intended to explore and clarify the cases that occurred

As for the type, this research uses a case study type because events or events can be very simple or complex, therefore the researcher chooses only one that is truly specific in its event or is classified as a unique event, meaning it only occurs in a certain location. To find the uniqueness of a case, it is an actual thing (real life event) that is ongoing, not something that has passed. Researchers collect complete information using various data collection procedures based on a predetermined time. The case study research in this research means that the researcher is trying to research and collect information about how English is taught using Nursery Rhymes Type Song Media at the AL-Mubarakah Education Foundation. (Moleong, 2016) 32

This research was carried out at the Al-Mubarakah Palembang Education Foundation. It was carried out in this place, because the researchers found interesting things in the Madrasah which in my opinion would not be common if it were not determined by the institution. The researchers found that some or not even some of the children from class IV b spoke English to their friends. According to researchers, this is not normal because peers or other students do not do the same thing.

Results and Discussion

Result

Based on the research results, data will be described regarding English Language Learning using Nursery Rhymes Type Song Media at MIN 6 Jember. In this case the researcher will present two types of data collection, namely the results of observations which are the main data and then reinforced with the results of interviews to get accurate results. The data that will be presented is as follows:

1. Planning for English Learning using Nursery Rhymes Type Songs

Learning planning is the entire process of thinking and determining an activity that will be carried out in the future in order to achieve goals and in the learning planning or RPP there is an explanation or design of the learning media.

The initial step in learning planning at the Al-Mubarakah Foundation is to plan the learning process by making a lesson plan. In the lesson plan there is the media that will be used as well as the materials used to support the learning process.

From the interview data, observations and documentation that have been carried out, the data obtained is to determine the English language learning planning. Teachers first prepare lesson plans, materials, media, design media and complete supporting materials for the media that will be used. The creation of learning media goes through a long process. Teachers need to prepare a media design before producing and developing it. This is done so that the media produced and used is truly in accordance with the objectives to be achieved. In planning song media, the teacher must first write a song script or lyrics because song media is a medium that only relies on sound to convey information and messages, after that the teacher must choose songs that can stimulate the listeners' imagination. Because in this research the teacher uses nursery rhymes, the teacher must choose songs that use conversation.

2. Implementation of English Language Learning using Nursery Rhymes Type Songs at the AL-Mubarakah Education Foundation

The song media that has been prepared does not have value and benefits if it has not been applied. The application of media is an important part of the learning process and the application of this media is usually in the learning steps in the learning implementation

plan (RPP). The application of media in the learning process is intended to make learning more effective, more efficient, more meaningful for people who are learning, especially students. Implementation of learning is a process that is arranged in such a way according to certain steps so that the implementation achieves the expected results. In implementing learning, teachers follow the learning steps in accordance with the learning implementation plan (RPP) which was created before the implementation process. With the aim of learning to run optimally and conductively.

I usually use songs to teach English using themes that I think are easy to remember and that children always hear at home and at school. From the opinion above, apart from making students happy about learning English, song media can also make students know how to pronounce English words correctly and can also increase their English vocabulary.

The following are the steps for learning activities using nursery rhyme type songs which are divided into three, namely initial activities, core activities and closing activities.

1. Opening Activities

Opening activities are carried out for 10 minutes. The teacher opens by greeting the students with the sentence "Assalamualaikum, how are you?" and the students answer "I'am Fine" then the teacher checks the students' attendance. Before learning, the teacher first provides an apperception of the lesson to be taught and conveys the learning objectives. After that, the teacher always motivates students to always study hard to achieve their goals. Then, the teacher tells what will be learned at this meeting and tells what tests will be carried out after learning.

2. Main Activities

In this activity, the teacher must actively create and foster learning activities in accordance with the plan that has been prepared. The delivery of lesson material must be carried out in a planned and systematic manner so that the teaching objectives can be mastered by students effectively and efficiently. Therefore, it is very important making lesson plans for continuity of learning.

As an introduction to learning teaching material, teachers can use songs as an apperception. For example, when a teacher teaches with a number theme, the teacher can invite students to sing the song "Big Number Song"

"count to 100, come and count with me" 2x

" I can count from 1-20" 2x

" 1 2 3 4 5 6 7 8 9 1 10 11 12 13 14 15 16 17 18 19 20"55

Likewise, when teaching other themes, such as the theme of getting to know your profession, you can use a song with the title "What Do You Do?"

"what do you do? " i am a teacher" 2x

" everybody learn your A B C "

When the teacher teaches the theme of colors, the teacher uses the song "Learn Your Colors"

“learn your colors along with me”
“its as easy as 123”
“look at the window and down the street
“tell me what you see”

While singing, the teacher goes around the class checking for anyone who still can't pronounce the vocabulary of the song. After singing, the teacher explains the vocabulary in the song. After explaining, the teacher gives assignments to students regarding how much the students know the meaning of the vocabulary in the song. After the task is completed, the original teacher points to the students to find out how the students know how to pronounce English vocabulary.

3. Closing Activities

The closing activity is carried out during the last 10 minutes of the learning process. In this activity the teacher provides reinforcement of the results of the students' assignments and carries out an evaluation to see the extent to which the students understand the lesson and the teacher's level of success in implementing the learning process. The lesson closes with greetings.

Student involvement in learning can be seen from the first stage to the end of learning, and this will help students to improve their learning outcomes. In this case, it can be seen when they complete their tasks. Students are very enthusiastic about working together well, establishing social relationships between friends and being active in the process of teaching and learning activities. The implementation of song media to improve mastery of English vocabulary really helps change the learning atmosphere in the classroom. Students who are usually lazy can become more active by choosing the right methods and media, teachers also act as facilitators who actively control their students during the learning process. And teachers do not hesitate to help students who do not understand the meaning of the material being presented or are being studied using language that is simple and easy for students to understand.

Interpretation

In this section the researcher discusses several findings that were sought during the research process by analyzing data collected through observation, interviews and documentation at MIN 6 Jember and then also reviewing theories related to the research. Among these findings based on the research focus that has been studied are as follows:

1. Planning for English Learning using Nursery Rhymes Type Songs

Based on the research that has been carried out, a discussion of the findings in this research can be presented. In essence, planning is the most important thing before we do anything. Because if we plan it beforehand, the activity will be more focused. As with

learning, before a teacher carries out teaching and learning activities, he should make a thorough plan so that the learning carried out can achieve the objectives. In line with planning theory, one aspect of educational objectives is to maintain, maintain and develop parts of the objectives that become basic integration of community planning and teaching planning. Planning can help achieve a target more economically, on time, and provide opportunities to be more easily controlled and monitored in its implementation. Thus, planning is a process of determining where to go and how to process learning effectively and efficiently.

From the research results, it is clear that at MIN 6 Jember, all teachers before carrying out teaching and learning activities make plans first. This is done so that the learning carried out can achieve the expected goals. This lesson plan is made by teachers in accordance with the basic competencies that will be achieved and implemented in one meeting or more.

The first thing an English teacher does to plan learning using song media to improve vocabulary mastery is to prepare learning tools. After that, the teacher begins to make a learning implementation plan or what is called a RPP. The teacher explains what will be learned in one meeting.

The second thing is that English teachers must also plan the use of song media, as a support for English learning in mastering vocabulary. The teacher prepares all the tools and materials needed such as sample songs, lyrics, speakers, laptop/cellphone and so on. Using songs as a medium for learning English, the teacher invites students to master vocabulary using fun media.

2. Implementation of English Language Learning using Nursery Rhymes Type Songs

The implementation process is an application of a planning program that has been created in advance. Every teacher's teaching and learning process has various media and learning methods so that students can learn effectively and efficiently. One thing that can determine students' success in learning is closely related to the media used by the teacher. The selection and use of media must enable students to learn effectively. active, in other words the teacher must consider the choice of media used to see whether the media can encourage students to think more actively and actively solve problems, as well as whether the model is appropriate to the characteristics of the students or the lesson material provided.

Based on research that has been carried out, the implementation of song media in improving mastery of English vocabulary is divided into three activities, namely preliminary activities, core activities and closing activities.

In the preliminary activity, the teacher conducts an apperception and explains what will be studied and the purpose of learning the material, then in the main activity the teacher explains the material and uses songs as the medium. Then the teacher teaches the song and lyrics of the nursery rhymes that will be sung. In the closing activity, the teacher carries out an evaluation and gives the task of interpreting the lyrics and reviewing the vocabulary that has been learned.

Conclusion

The content of the conclusion is the answer to the research objectives, not a summary of the research results. Conclusions and suggestions are made in a concise, clear and concise manner based on the results and discussion.

Based on the results of research and discussion regarding Learning English using Nursery Rhymes Type Songs researchers draw the following conclusions:

- a. At the planning stage the teacher prepares learning tools namely the Learning Implementation Plan (RPP) as a reference directed learning. In planning song media, First of all, the teacher writes the song script or lyrics using the media Songs are a medium that only relies on sound convey information and messages, after that the teacher chooses a song which can create fantasy power in the listener. Because in this research The teacher uses nursery rhymes, then the teacher chooses a song use conversation.
- b. At the implementation stage, initially the teacher explains the method conventional, then once it is felt that it is sufficient, the teacher invites the students using song media. Initially the students were heard First the song, then sing together. After 3x repeating the song, the teacher always gives the task to search the vocabulary being discussed and interpreting the song lyrics together.

Declarations

I hereby declare that the disclosed information is correct and that no other situation of real, potential or apparent conflict of interest is known to us. I undertake to inform you of any change in these circumstances, including if an issue arises during the course of the meeting or work it (2023).

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