

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description of Object of the Research

1. Brief History of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

The history or background of establishment and development from time to time of SDIT Ukhuwah Banjarmasin:

a. TKIT Ukhuwah I (1997-1999)

It was located in Mushalla Al Hikmah Jl. Dahlia II.

b. TKIT Ukhuwah II (1999-2003)

It was located in Mushalla Al Hikmah Jl. Dahlia II.

c. TPAIT, KBIT dan TKIT Ukhuwah (2001-2005)

Jl. Cempaka Putih Gg. Limau Kebun Bunga.

d. SDIT Ukhuwah (2001-2004)

Al Mudzakkir Foundation Jl. Banua Anyar.

e. TPA/KBIT, TKIT, SDIT dan SMPIT Ukhuwah (2005-now)

SDIT Ukhuwah is located on Jl. Bumi Mas Raya Kompleks Perumahan Bumi Handayani XII A Banjarmasin. It is a part of some levels of education under the management of *Sekolah Islam Terpadu Ukhuwah* foundation.

SDIT Ukhuwah also applied a full-day school system, which means almost all of the students' activities are in the school, from studying, playing,

eating and praying, all was packed in an integrated system of Islamic Full-Day School. Many things that also influence in this school development, likewise the vision, mission and quality assurance.

The vision of SDIT Ukhuwah Banjarmasin is pass students by having a good character, achievers and independent.

The mission of SDIT Ukhuwah Banjarmasin is being an educational institution based on missionary endeavor.

The Quality Assurance of SDIT Ukhuwah Banjarmasin are:

- a. Praying with the awareness
- b. Serving devotedly with the parent
- c. Having good social attitude
- d. Good in reading Holy Koran
- e. Memorized the thirtieth chapter of Holy Koran
- f. Completing the score of five subject
- g. Having an effective reading ability
- h. Having a good communication ability
- i. Discipline
- j. Having a clean culture
- k. Comfortable in reading
- l. Self-confidence

2. The Description about Teachers, Administration Staffs, Employees, Students and Facilities of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

a. Teachers, administration staffs and employees

The total number of the teachers, administration staffs and employees description at SDIT Ukhuwah Banjarmasin 2010/2011 are 71 persons.

The English teacher taken as subject in this research is Nurul Hikmah, S.Pd.I, that recommended by Headmaster. The description can be seen in the following table:

Table 4.1 : An English teacher as subject in this research

No.	Name	Latest Education	Class	Subject
1.	Nurul Hikmah, S.Pd.I	S1. IAIN 2004	1A, 1B, 1C, 1D	English Teacher

b. Students

For the year 2010/2011 the total numbers of students at SDIT Ukhuwah Banjarmasin are 764 students. They consist of 137 students from class 1, 133 students from class 2, 137 students from class 3, 129 students from class 4, 133 students from class 5 and 95 students from class 6. It can be seen in the following table:

Table 4.2 : Description students' total number at SDIT

Ukhuwah Banjarmasin 2010/2011

No.	Class	Sex		Amount
		Male	Female	
1.	I	67	71	137
2.	II	77	56	133
3.	III	67	70	137
4.	IV	67	62	129
5.	V	75	58	133
6.	VI	46	49	95
Total				764

The class which is being observed in this research is the first grade at Integrated Islamic Full-day School SDIT Ukhuwah Banjarmasin 2010/2011.

There are 33 students to be the subject of this research, taken 25 % from each class. The writer interviewed all of them by using questioner guidance to know their responses about teaching and learning in their class especially about the vocabulary by using songs. It can be seen in the following table:

Table 4.3 : The Distribution of the first grade of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin Academic Year 2010/2011

No.	Class	Male	Female	Total
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		Population	Sample 25%	Population	Sample 25%	
1.	1A	17	4	17	4	8
2.	1B	17	4	18	5	9
3.	1C	16	4	17	4	8
4.	1D	17	4	17	4	8
Total						33

c. Facilities

Integrated Islamic Full-day School SDIT Ukhuwah Banjarmasin has some facilities, which are purposed to support the teaching and learning process such as the following table:

Table 4.4 : Description about the facilities of SDIT Ukhuwah
Banjarmasin 2010/2011

No.	Facility	Amount	Condition
1.	Headmaster's room	1	Good
2.	Office/Teachers' room	1	Good
3.	Classroom	25	Good
4.	Library	1	Good
5.	Mosque	1	Good
6.	School Health Unit	1	Good
7.	Canteen	1	Good
8.	Teachers' toilet	2	Good
9.	Students' toilet	20	Good
10.	Teachers' bathroom	2	Good
11.	Natural Science Laboratory	1	Good
12.	Computer Laboratory	1	Good
13.	Warehouse	1	Good

B. Data Presentation

After doing observation at integrated full-day school (SDIT) Ukhuwah Banjarmasin, the writer presents the data have been collected. Those data related to the teacher's techniques and procedures to teach English vocabulary to the students

by using songs at the first grade of integrated Islamic full-day school SDIT Ukhuwah Banjarmasin and the students responses about the use of songs in teaching and learning English vocabulary at the first grade of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin Academic Year 2010/2011.

1. The teacher's techniques and procedures to teach English vocabulary to the students by using songs

Based on my observation at the first grade of integrated Islamic full-day school (SDIT) Ukhuwah Banjarmasin and interview to the English teacher, I have got much information and experience about teaching and learning especially for teaching English vocabulary by using songs at the first grade of integrated Islamis full-day school SDIT Ukhuwah Banjarmasin.

Based on my interview to the English Teacher, firstly teaching English by using songs is suggested by the deputy of head master SDIT Ukhuwah Banjarmasin, because the English teacher found many difficulties and problems to teach the students of the first grade. This technique is also adopted from many literatures to facilitate teaching and learning process and getting an attractive technique for the students.

Song is one of the most appropriate techniques to teach the students at the first grade, as the young learners. In this class, they study English for the first time and never study before. Moreover, their age is really young and this period is a removal period from Kinder Garden period to Elementary School

Period which is still need the adaptation and phases to pass it. Using song is one of the alternative techniques to take the students' heart, to make them interested and enthusiast to study the lesson. Another reason why the teacher uses this song, because some of the students is still not able to read yet and the most important for them is listening as the stimulus in their learning, until they are able in memorizing and it will be better if they also able and good in reading.

This atmosphere is seen when I observed them while the teacher was teaching them in the class. They were not paying attention when the teacher just saying the word or sentences to let them study, but when the teacher said it in song, spontaneously the students followed the teacher and adhered to obey what the teacher said. Then, when the teacher taught them the English vocabulary by using song, they were active and paying attention to the lesson because they felt interesting and enjoy.

There are five procedures or stages for teaching and learning English vocabulary by using song that the teacher used in the class:

- a. The teacher writes the material on the blackboard without explaining before, to stimuli the students' response with their curiosity feeling and their attractiveness to the lesson and material that will be taught in the class.
- b. The teacher explains the material
- c. Giving the example how to sing the song gradually, from verse to verse or one sentence to another sentence, until they memorize it and also use the

body movement based on the teacher has taught. (focused on pronunciation, intonation, spelling and meaning)

This step is the main procedure in reaching the goal of teaching vocabulary by using song.

Pronunciation

The teacher pronounces the word on the blackboard, and then the students follow to pronounce after the teacher. It is implemented repeatedly as can as possible until the students can pronounce it well.

Intonation

The teacher tells students how to read the word or sentences, whether rising intonation; the pitch of the voice increases over time [↗], falling

intonation; the pitch decreases with time [↘], dipping intonation; falls and then

rises [↘↗] or peaking intonation; rises and then falls [↗↘]. The intonation is

important to understand the meaning.

Spelling

This aspect is also important to make good foundation for the students to spell the alphabet or letter from the word well. The teacher teaches them many certain symbols and introduces them the voice in English to spell the alphabet or letter well and they will be able to recognize it according to the symbol.

Meaning

The students are not only good in pronunciation, intonation, and spelling, but also meaning. It is important, because the meaning of the word influenced their understanding of the material. To teach about the meaning, the teacher can integrate the word with the synonym, antonym, or with the picture.

- d. Continuing to another verse or sentence.
- e. After the students mastered the vocabulary and the song, the teacher lets the students to sing, memorize and compete their singing with another groups (usually the students in the first class is divided into many groups) as well as possible by turns, then the teacher gives them the score by using rating of

stars (for example: for the best group will be get five stars). Singing is more effective if act it together and it can be in the groups.

Another thing that has to be attention for using this song is the characteristics of the song. The teacher has to consider it before using the song.

There are many effective terms for the song, likewise:

- a. The song is taken from the popular rhythm in this time.
- b. The rhythm is familiar among the students.
- c. The lyric is related to the lesson and consist of vocabulary based on the theme.
- d. The song is simple and not too long, until the students are able to memorize it.

Handbooks that the teacher used are “Grow with English” (Erlangga) and “Active English” (Tiga Serangkai). Usually the teacher has to prepare the material well and choose the appropriate song related to the theme for the lesson before teaching. Especially for teaching the first grade, the teacher needs the well preparation and have to be mastered the song before singing in the class front of the students.

There are many songs for the students, which the English teacher used in the class based on the theme, likewise:

Days

Senin Monday, Selasa Tuesday, Rabu itu Wednesday

Kamis Thursday, Jumat Friday, Sabtu itu Saturday

Minggu Sunday, kita nyanyikan nama-nama hari

Minggu Sunday, kita nyanyikan nama-nama hari

(The song's rhythm is like "naik-naik ke puncak gunung")

Fruits

Watermelon itu semangka

Jambu biji itu guava

Avocado itu alpukat

Pisang itu banana

(The song's rhythm is like "nona manis siapa yang punya")

Colors

Merah red, biru blue, hitam putih black and white

Hijau green, coklat, grey abu-abu

Yellow warna kuning, orange warna jingga, purple warna ungu, pink merah

muda

(The song's rhythm is similar to "menanam jangung di kebun kita")

Numbers

One two three, satu dua tiga

Four five six, empat lima enam

Seven eight, tujuh dan delapan

Nine and ten, Sembilan dan sepuluh

(The song's rhythm is similar to "satu-satu aku sayang ibu")

Part of Body

Ear itu telinga, eye itu mata, nose itu hidung, mouth itu mulut

Hand itu tangan, arm itu lengan, waist itu pinggang, knee itu lutut

Caca marica hehe 2x

Itu semua anggota tubuh kita...

(The song's rhythm is similar to "mana di mana anak kambing saya")

2. The Students Response

a. Based on observation

Based on my observation in their class, I have seen the whole of class is good and full of spirit when the teacher used the song in her teaching. It means, the students is really like and interest with this technique. The technique is appropriate and effective to use in their class,

especially for the beginner (children) in the lowest class (first grade) of elementary.

b. Based on interview

Before describing about the students' responses, it have to be known, that actually, the writer needed the questioner to know their responses, but in fact it was difficult to implement. The students are too young for getting and answering the questioner. Then, to avoid the other difficulty or misunderstanding, then the writer used the interview by using the questioner guidance as the solution to know their responses.

Based on my interview to the 33 students as the subject of the research, the writer got some information about their responses. There are 13 questions for asking to the each student as the instrument that the researcher used.

The first, for asking the students' interest in English subject the writer presented who are interested in English are 90,9 % and not interested in English are 9,1 %. It can be seen as the following table:

Table 4.5 : Percentage of students' interest in English subject

The students' interest in English subject:			
a.	Very interested	30 students	90.9 %
b.	Less interested	-	0 %
c.	Not interested	3 students	9,1 %

The second, for asking the students' reasons to study English subject, the writer presented who study English subject for mastering

English are 21,2 %, because they like English are 72,7% and for getting the good score are 6,1 %. It can be seen in the following table:

Table 4.6 : Percentage of the students' reasons to study English subject

The students' reasons to study English subject:			
a.	for mastering English	7 students	21,2 %
b.	because they like English	24 students	72,7 %
c.	for getting the good score	2 students	6,1 %

The third, for asking the students' motivation to study English subject, the writer presented who study English subject by their own desire are 84,8 %, because English is one of the subject in the school are 15,2 % and because of parents' desire are 0 %. It can be seen as the following table:

Table 4.7 : Percentage of the students' motivation to study English subject

The students' motivation to study English subject:			
a.	by their own desire	28 students	84,8 %
b.	English is one of the subject in the school	5 students	15,2 %
c.	parents' desire	-	0 %

The fourth, for asking the students' response about learning English vocabulary by using song in their class, the writer presented who really like this technique are 81,8 %, who like enough are 15,2 %, who don't too like are 3,0 % and who don't like are 0 %. It can be seen as the following table:

Table 4.8 : Percentage of the students' response about learning English vocabulary by using song in their class

The students' response about learning English vocabulary by using song in their class			
a.	Very like	27 students	81,8 %
b.	Like enough	5 students	15,2 %
c.	Not too like	1 student	3,0 %
d.	Don't like	-	0 %

The fifth, for asking the students' reason in loving English subject, the writer presented who love English subject because using the song are 75,8 %, because consist of many vocabulary are 0% and because the attractively of teaching technique are 24,2 %. It can be seen as the following table:

Table 4.9 : Percentage of the students' reason in loving English Subject

The students' reason in loving English subject			
a.	because using the song	25 students	75,8 %
b.	because consist of many vocabulary	-	0 %
c.	because the attractively of teaching technique	8 students	24,2 %

The sixth, for asking the students' opinion about teacher's way or technique to teach English subject in their class, the writer presented who said that the teacher's way or technique to teach English subject in their class is very good or excellent are 93,9 %, good enough 6,1 % and not good are 0 %. It can be seen as the following table:

Table 4.10 : Percentage of the students' opinion about teacher's way or technique to teach English subject in their class

The students' opinion about teacher's way or technique to teach English subject in their class			
a.	Excellent	31 students	93,9 %
b.	Good enough	2 students	6,1 %
c.	Not too good	-	0 %
d.	Good	-	0 %

The seventh, for asking the students' attention to English subject when the teacher taught them by using song in their class, the writer presented who totally paying attention are 87,9 %, enough paying attention are 12,1 % and didn't pay attention are 0 %. It can be seen as the following table:

Table 4.11 : Percentage of the students' attention to English subject when the teacher taught them by using song in their class

The students' attention to English subject when the teacher taught them by using song in their class			
a.	Totally paying attention	29 students	87,9 %
b.	Enough paying attention	4 students	12,1 %
c.	Not paying attention	-	0 %

The eighth, for asking the students' attitude when the teacher taught them by using song in their class, the writer presented who totally silent are 0 %, only paying attention without action are 21,2% and paying attention with following the teacher's action 78,9 %. It can be seen as the following table:

Table 4.12 : Percentage of the students' attitude when the teacher taught them by using song in their class

The students' attitude when the teacher taught them by using song in their class			
a.	totally silent	-	0 %
b.	only paying attention without action	7 students	21,2 %
c.	paying attention with following the teacher's action	26 students	78,9 %

The ninth, for asking the students' attitude when they are not understood yet about the vocabulary the teacher taught in the class. The writer presented who totally silent are 21,2 %, asking to their friend are 0% and asking to the teacher are 78,8 %. It can be seen as the following table:

Table 4.13 : Percentage of the students' attitude when they are not understand yet about the vocabulary that the teacher taught in the class

The students' attitude when they are not understand yet about the vocabulary that the teacher taught in the class			
a.	totally silent	7 students	21,2 %
b.	Asking to their friend	-	0 %
c.	Asking to the teacher	26 students	78,8 %

The tenth, for asking the students' attitude when they are having the homework from the teacher to memorize the song, the writer presented who can memorize excellently are 97 %, can memorize good enough are 3 % and can't memorize it are 0 %. It can be seen as the following table:

Table 4.14 : Percentage of the students' attitude when they are having the homework from the teacher to memorize the song

The students' attitude when they are having the homework from the teacher to memorize the song			
a.	can memorize excellently	32 students	97 %
b.	can memorize good enough	1 students	3 %
c.	can't memorize it	-	0 %

The eleventh, for asking the students' frequency to repeat the song between the class or in their home, the writer presented who are often to repeat it are 72,7 %, almost often to repeat it are 21,2 %, seldom to repeat it are 6 % and never repeat it are 0 %. It can be seen as the following table:

Table 4.15 : Percentage of the students' frequency to repeat the song between the class or in their home

The students' frequency to repeat the song between the class or in their home			
a.	often to repeat	24 students	72,7 %
b.	almost often to repeat	7 students	21,2 %
c.	seldom to repeat	2 students	6 %
d.	never repeat	-	0 %

The twelfth, for asking the students' special time to study English subject in their home especially for memorizing the song and vocabulary that the teacher taught in the class. The writer presented who have the special time to study are 100 % and have not the special time to study are 0 %. It can be seen as the following table:

Table 4.16 : Percentage of the students' special time to study English subject in their home especially for memorizing the song and vocabulary that the teacher taught in the class

The students' special time to study English subject in their home			
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especially for memorizing the song and vocabulary that the teacher taught in the class			
a.	have the special time to study	33 students	100 %
b.	Don't have special time to study	-	0 %

The thirteenth, for asking the students' opinion about the influence of leaning English vocabulary by using the song, the writer presented all of students said it really help them in study English subject. It can be seen as the following table:

Table 4.17 : Percentage of the students' opinion about the influence of leaning English vocabulary by using the song

The students' opinion about the influence of leaning English vocabulary by using the song			
a.	Help them in study English subject	33 students	100 %
b.	Don't help them in study English subject	-	0 %

C. Data Analysis

All of data from observation, interview and documentary are have been presented in data presentation. Then, the data also analyzed and reported systematically based on the statement of the problem about teaching and learning English vocabulary by using songs at the first grade of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin academic year 2010/2011, which consist of the teacher's technique and procedure to teach English vocabulary to the students by using songs and students' responses about the use of songs in teaching and learning English vocabulary. For more information, it will be presented and explained as follow:

1. The teacher's technique and procedure to teach English vocabulary to the students by using songs.

The result of the research the writer did toward an English teacher and the students at the first grade of integrated Islamic full-day school (SDIT) Ukhuwah Banjarmasin can be concluded that the teacher's technique and procedure to teach English vocabulary to the students by using songs are focused on the students' mastering of the vocabulary, which consists of many aspects, likewise the pronunciation, intonation, spelling and meaning.

In the chapter II, at theoretical review, the writer has mentioned about certain characteristics and terms of the song to use in learning activity. Then based on my observation, I saw the teacher also used and attention to these characteristics and terms before sharing the song to the students. It is one point to the teacher, which she has prepared well her material before teaching the students.

Another reason, the teacher's way in teaching is also appropriate to the students and their age. The procedure is taken based on the atmosphere of the students. In her teaching, the teacher also included the follow up activities, likewise, puzzles, gap fills, choosing the picture and other attractive activities which is still related to the lesson.

Although teaching and learning English vocabulary by using song is an interesting technique, but the teacher still finds many problems and difficulties

from before teaching process until teaching process in the class. Before teaching, the teacher have to prepare herself to be confidence to sing in front of her students (not all of teachers want and can do it), the teacher needs the well preparation for choosing or making the appropriate song for the students related to the lesson. Because not all of song based on the theme can or easy to get from the book, most of the songs are have to be made by the teacher. When in the class, the teacher needs to divide the time allocation effectively for using this song, if the time is really limited or needs another time, the teacher can let them to sing in their part time, likewise between the lesson and break before lunch.

From explanation above, it can be concluded that the teacher's technique and procedure in teaching and learning English vocabulary by using song at the first grade of integrated Islamic full-day school (SDIT) Ukhuwah Banjarmasin are focused on the students' mastering of the vocabulary, which consists of many aspects, likewise the pronunciation, intonation, spelling and meaning. Therefore, by this technique, the students feel enjoy, interesting and enthusiast in their learning.

2. The Students Response

The result of the research based on my observation and interview of the students about their response toward teaching and learning English vocabulary by using song will be seen more detail.

Based on the table 4.5 about the students' interest in English subject the writer presented who are interested in English are 90,9 % and not interested in English are 9,1 %. It means, most of the students are interested in English subject.

Based on the table 4.6 about the students' reasons to study English subject, the writer presented who study English subject for mastering English are 21,2 %, because they like English are 72,7 % and for getting the good score are 6,1 %. It means most of the students like English subject.

Based on the table 4.7 about the students' motivation to study English subject, the writer presented who study English subject by their own desire are 84,8 %, because English is one of the subject in the school are 15,2 % and because of parents' desire are 0 %. It means most of the students' motivation to study English subject because of their own desire.

Based on the table 4.8 about the students' response about learning English vocabulary by using song in their class, the writer presented who really like this technique are 81,8 %, like enough are 15,2 %, don't too like are 3,0 % and don't like are 0 %. It means most of the students very like learning English by using song.

Based on the table 4.9 about the students' reason in loving English subject, the writer presented who love English subject because using the song are 75,8 %, because consist of many vocabulary are 0% and because the

attractively of teaching technique are 24,2 %. It means most of the students love English subject because using song in their learning.

Based on the table 4.10 about the students' opinion about teacher's way or technique to teach English subject in their class, the writer presented who said that the teacher's way or technique to teach English subject in their class is very good or excellent are 93,9 %, good enough 6,1 %, and not good are 0 %. It means most of the students said that said that the teacher's way or technique to teach English subject in their class is very good or excellent.

Based on the table 4.11 about the students' attention to English subject when the teacher taught them by using song in their class, the writer presented who totally pay attention are 87,9 %, enough paying attention are 12,1 % and don't pay attention are 0 %. It means most of the students really pay attention to English subject when the teacher taught them by using song in their class.

Based on the table 4.12 about the students' attitude when the teacher taught them by using song in their class, the writer presented who totally silent are 0 %, only paying attention without action are 21,2% and paying attention with following the teacher's action 78,9 %. It means most of the students are paying attention with following the teacher's action when the teacher taught them by using song in their class.

Based on the table 4.13 about the students' attitude when they didn't understand yet about the vocabulary the teacher taught in the class. The writer presented the students totally silent are 21,2 %, asking to their friend are 0 %

and asking to the teacher are 78,8 %. It means most of the students are brief and not shy to ask about the lesson to the teacher.

Based on the table 4.14 about the students' attitude when they are having the homework from the teacher to memorize the song, the writer presented who can memorize excellently are 97 %, can memorize good enough are 3 % and can't memorize it are 0 %. It means most of the students can memorize excellently when they are having the homework from the teacher to memorize the song.

Based on the table 4.15 about the students' frequency to repeat the song between the class or in their home, the writer presented the students are often to repeat it are 72,7 %, almost often to repeat it are 21,2 %, seldom to repeat it are 6 % and never repeat it are 0 %. It means most of the students often to repeat the song between the classes or in their home.

Based on the table 4.16 about the students' special time to study English subject in their home especially for memorizing the song and vocabulary the teacher taught in the class, the writer presented who have the special time to study are 100 % and have not the special time to study are 0%. It means all of the students have the special time to study English subject in their home especially for memorizing the song and vocabulary that the teacher taught in the class.

Based on the table 4.17 about the students' opinion about the influence of leaning English vocabulary by using the song, the writer presented that all of students said it really help them in study English subject.

According to the students' responses above, the writer categorized their responses toward teaching and learning English vocabulary by using songs are very well. Because most of the students are interested in English subject, most of the students really like learning English by using song, most of the students said that the teacher's way or technique to teach English subject in their class is very good, they really pay attention when the teacher taught them by using song in their class, most of them can memorize excellently when they are having the homework from the teacher to memorize the song and all of the students said the songs really help them in study English subject.