

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF RESEARCH**

In this chapter, the researcher presents the findings and discussion of research. The data collected from the observation, interview, and documentation which are discussed based on the theory and concept from the previous chapter.

#### **A. Research Result**

##### **1. The Use of Children Song in Teaching Sentence Pattern At Raudatul Athfal Nurul Huda in Pakandangan Barat Sumenep**

The use of children song to teach sentence pattern in Raudatul Athfal Nurul Huda covered several steps, they are as follow ;

###### **a. Pre-teaching**

Warming up: the teacher greeted the students by singing “greeting song”, checking the students’ attentants and giving warming up by delivering some questions related to the topic.

###### **b. Whilst Teaching**

1. The teacher showed some media such as picture, puppet and real thing related to the topic of the day.
2. The teacher explained the rules of today’s activities in which they would listened to teacher and then sang the song together after the teacher.
3. The teacher practiced singing the song with the students several times.
4. The teacher asked some questions related to the song.

5. The teacher modified the lyric of the song by changing some words.
6. The teacher and the students practising the song with modifications of some words

c. Post teaching

The teacher playing guessing game with the students related with the song . This game played important role to the taching of sentence pattern to the students. Through this game, the students practiced making new sentence forms happily by singing children song.

The steps above coherent with the teacher's guideline provided by Hancock. The guildeline presents some activities during the use of song in the clasroom. The activities are *pre-listening* (showing the pictures to the students to help them focus on the topic of the day), *listening activities* (singing activities done by the teacher and students), *Game Page* (provide the students with the game activities).

## **2. The Advantages of Children Song in Teaching Sentence Pattern At Raudatul Athfal Nurul Huda in Pakandangan Barat Sumenep**

a. Children song could become a media introduction of new languages

In general, song is a means of communication. It is also considered as instructional system of teaching learning process.<sup>1</sup> It issued in order to facilitate the teacher to achieve the goal teaching learning process. Children song is group of beautiful words in which there are a message to be conveyed to individuals and presented with a beautiful music so

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<sup>1</sup> Asri Tiara, Farhati " The Effectiveness of English Song As Media To Enhance Students To Pronounce English Voiced Plosive Consonants"(Semarang Universitas Negeri Semarang), page 19

that they can get the message.<sup>2</sup> Children song is a series beautiful and easy words that compatible for the kids and easy to memorize it.

It is in line with the result of observation in the classroom in which the teacher employed the children song as media. It is due to the children song that was used in the classroom contained some lyrics which are suitable for the topic of learning (sentence pattern). During the observation, it can be concluded that the students were easily memorize the song although it was sung for the first time in the classroom.

- b. Children songs could improve students' comprehension about English especially sentence pattern

According to the result of interview with the students, they were easier to understand the lesson, especially sentence pattern, through singing children song.<sup>3</sup> Song can be used to focus on the form of the language, including grammar, vocabulary and pronunciation.<sup>4</sup> The song may be used as sample for analysis. Alternatively, with a little more preparation, the teacher can turn the lyric into an exercise that was useful for students' comprehension. In the observation result, it can be seen in the second meeting, the teacher made modification on the lyric. She changed the word "*mother*" into "*father*", then "*sister*" and

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<sup>2</sup> Thesis Shofiyah "The Use Of Children Songs To Improve Students Listening Skills "(Semarang, Universitas Islam Negeri Walisongo Semarang, July 2015), page 9

<sup>3</sup> Interview, Labib Alifatul Widjan, Muktafi Billah, Nafia Amoroh Farhanty, students, 30<sup>th</sup> of March 2022

<sup>4</sup> Mark, Hancock. 1998. *Singing Grammar, Teaching Grammar through Songs*. Cambridge : Cambridge University Press. Page 8

“*brother*” as she did in the previous meeting. Then the teacher asked the question about the person in the *family chart* with the question “who is this?”(while pointing at the “sister” picture). Then more than half of the students answered the question correctly.

- c. Children song can strengthen memory of students because they repeat the lyric over and over

The advantages of using children song are: children song could become a media introduction of new languages, songs can improve students’ comprehension about English especially sentence pattern. It can be seen from the ability of the students in answering the question by the teacher by using simple sentence correctly, children song can give good contribution in increasing students’ motivation in learning, and children song can strengthen memory of students because they repeat the lyric over and over.

As the result of the research written by Aulia Fransischa, entitled revealed that there are some advantages in teaching English through songs like various activities in the classroom, fun, and alive, also the young learners be active and confidence. Then, songs can improve the young learner’s skill in memorizing new words and pronouncing clearly. It is also coherent with Nurvia’s research which stated that song

could give good contribution in increasing students' motivation in speaking, and song can strengthen memory of students.<sup>5</sup>

- d. Using children songs as the activity in teaching English helps the teacher to build an active and interesting class

There are some advantages in teaching English through songs like various activities in the classroom, fun, and alive, also the young learners be active and confidence. Then, children songs can improve the young learner's skill in memorizing new words and pronouncing clearly. Using children songs as the activity in teaching English helps the teacher to build an active and interesting class.<sup>6</sup> As the result of interview with the students, all of them liked to sing in the classroom and were highly engaged with the lesson. The result of interview with the teacher also stated that the students were happier in learning and it make them easier to memorize the sentence. The previous research done by Jatmiko, revealed that to enrich the effectiveness, the researcher hesitated to use song as the resources and the techniques could assist his teaching of grammar while providing a relaxed atmosphere and motivating students.

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<sup>5</sup> Sri Nurvia, *Using Song in Teaching English Speaking Skills for Young Learners*. (Cirebon, Syekh Nurjati State Islamic Institute, 2016) page 36.

<sup>6</sup> Aulia Fransischa. *Using Songs to Teach English to Young Learners*. (Padang, Universitas Negeri Padang, September 2016)

### 3. The Disadvantages of Children Song in Teaching Sentence Pattern At Raudatul Athfal Nurul Huda in Pakandangan Barat Sumenep

- a. Children song only contains few sentences, so there are only few examples of sentences in the song

A simple sentence consists of a single clause; a clause contains a single verb (or predicate).<sup>7</sup> Simple sentences are the easiest type of sentence for students to grasp and construct for themselves. On the other hand, children song only contains few sentences, so there are only few examples of sentences in the song. The teacher must use several children song in teaching in order to give the students as many as simple sentence pattern example. Younger students in particular may start dancing and banging desk while singing the song. It will lead to chaos in the classroom.<sup>8</sup> As the result of interview with the teacher about the situation in the classroom, she confirmed that sometime they did chaotic action while singing the song. It was due to the students were over excited and overwhelmed.

- b. The use of children song can lead the students in the classroom into chaos, because they over excited to the song activity in the classroom

Children song could disturb the class adjacent lessons, the use of children song could make the students lose control in the classroom.

But, there is no problem that cannot be resolved, as well as the

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<sup>7</sup> Erlinda, Rita. 2010. *Linguistic for English Language Teaching: Sounds, Words and Sentences*. Batusangkar: STAIN Batusangkar Press. Page 14

<sup>8</sup> Mark, Hancock. 1998. *Singing Grammar, Teaching Grammar through Songs*. Cambridge : Cambridge University Press.

problems faced by teachers in learning English using song. Therefore, teachers must have good ideas so that the problem was solved. Sometimes the students created chaos in the classroom while singing because they were too excited as a result the classroom becomes noisy. This condition somehow could lead into bias of learning and time consuming.<sup>9</sup>

Thus of the advantages of song as teaching media, there are also several disadvantages of it:<sup>10</sup> The students who felt self-conscious about the song will probably started to giggle; The students may feel that they cannot sing or that singing gives wrong impression of themselves to the others in the class. Then, some students, particularly older one, may think that they learn only from serious looking activity. They may think singing song is waste of time. And bellow the researcher has presented the complete from observations at Raudatul Athfal Pakandangan Barat Sumenep.

The researcher collected the data from the observation in the process of the teaching of sentence pattern using children song at Raudatul Athfal Nurul Huda in Pakandangan Barat Sumenep, and also the researcher described the teacher's activity in the class.

In this section, the researcher did the observation. The researcher conducted the observation three times which were first meetings (30 of

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<sup>9</sup> Mark, Hancock. 1998. *Singing Grammar, Teaching Grammar through Songs*. Cambridge : Cambridge University Press. Page 8

<sup>10</sup> Mark, Hancock. 1998. *Singing Grammar, Teaching Grammar through Songs*. Cambridge : Cambridge University Press. Page 9

March 2022 at 07:30), second meeting (6 of April 2022 at 07:30), and third meeting (7 of April 2022 at 07:30). The researcher entered to the classroom directly when the teacher also entered to the classroom. Then, the researcher did direct observation in the classroom based on the observation guideline.

All of students of B class at Raudatul Athfal Nurul Huda in Pakandangan Barat Sumenep consists of 21 students. In the first observation, the researcher directly observed the activity of teaching learning process of teaching of sentence pattern using children song at Raudatul Athfal Nurul Huda in Pakandangan Barat Sumenep. There were three steps of teaching learning process of students' in English teaching learning. They are pre-teaching, whilst teaching, and post-teaching. Each steps will explained by the researcher as follow:

### **1. First Meeting (30 of March 2022)**

#### **a. Pre-teaching**

##### **1. Greeting**

The teacher greeted the students and asked the students condition. The following were the transcription of teacher's and students' interaction:

*Teacher: Assalamualaikum wr.wb*

*Students: waalaikumsalam wr.wb*

*Teacher: good morning students!*

*Students: good morning miss.*



*Teacher: how are you today?*

*Students: I am fine thank you, and you?*

*Teachers: I am fine too thank you.*

After that, the teacher asked the students to sing the school march and some warming up songs. The following was one of the English song which was sung by the teacher and students together:

*Teacher: Hello...hello how are you?*

*Students: I'm fine ...I'm fine, how are you?*

*Teacher: Hello...hello how are you?*

*Students: I'm fine ...I'm fine, and thank you.*

2. The teacher checked students' attendance list

The teacher checked the presence of the students by calling their name one by one, and the students responded the teacher.

3. The teacher gave warming up about the material which will be explained sentence pattern

The teacher delivered some questions in Indonesian to brainstorm the students. The questions were related to today's topic. It was about family.

The teacher recalled the students' background knowledge about family and vocabularies about family (for example, father, mother, brother and sister)

## b. Whilst Teaching

1. The teacher showed pictures in front of the class related to the song

The teacher showed picture of family tree to the students and delivered some questions about it (for example *who's she? She is my mother*) as the teacher pointed the picture. In that time, the teacher used both English and Indonesian Language.



Picture 1. The teacher showed family tree to the students

2. The teacher informed today's activities in front of the class

The teacher explained the rule of today's activities. She would sing the song at first while the students' listening, and then teacher would asked the students to sing together with her.

3. The teacher sang children song in the classroom

The teacher started to sing the song with family topic. The song was as follow:

*Who's she? Who's she? Who is she?*

*She's my mother, she's my mom.*

*Who's she? Who's she? Who is she?*

*She's my moooooom....*

While the teacher sang the song, the students listened to the teacher carefully. The teacher repeated the song 3 times while pointed to the picture.

4. The teacher asked to the students to sing along with the teacher

The students sang along with the teacher by following her instruction. The class became noisy at first because they faced difficulty to follow the lyric. The teacher repeated the activity 3 times together with the students to ensure that they could sing the song with correct rhythm and lyric. The teacher also employed body movements and danced together with the students.

5. The teacher delivered some questions related to the song

After the students and the teacher sang the song, the teacher delivered some questions related to the song. She asked about family member in the song, who in the picture were, who the students' family member. After that, she also asked the student about their family member and mention them

6. The teacher practice with the students about new sentence in the song

After the students mentioned their family member, the teacher also practiced the students to make sentences correctly,

such as “*who is she?*” (while pointing to the picture). Then the students answered “*Mother*”, the teacher corrected it into “*she is my mother*”. In this occasion, the teacher occupied two languages, English and Indonesian. She corrected the students every time they mentioned the family member by using incomplete sentence.

7. The teacher sang the same song with different modification in sentence pattern (change the lyric)

Furthermore, the teacher made modification on the lyric. She changed the word “*mother*” into “*father*”, then “*sister*” and “*brother*”

*Who's she? Who's she? Who is she?*

*Who's she? Who's she? Who is she?*

*She's my moooooom....*

*Who's he? Who's he? Who is he?*

*He's my father, he's my dad.*

*Who's he? Who's he? Who is he?*

*He's my daaaaaaad....*

*Who's she? Who's she? Who is she?*

*She's my sister, she's my sister.*

*Who's she? Who's she? Who is she?*

*She's my sisteeer....*

*Who's he? Who's he? Who is he?*

*He's my brother, he's my brother.*

*Who's he? Who's he? Who is he?*

*He's my brotheeeeer....*

### **c. Post teaching**

1. The teacher delivered some questions to the students related with song

After the singing session, the teacher played guessing game with the students. She asked about the family member related with the song. For the students who could answer the questions correctly, she gave reward in the form of funny sticker.

2. The teacher gave chance for the students to ask some questions

The teacher gave chance to students to ask everything related with the topic. Hence, the students delivered the questions in Indonesian, such as: what is the meaning of “father” / “mother” / “sister” and “brother”. The teacher answered the questions patiently.

3. The teacher gave motivation to the students

The teacher gave motivation to the students in term of reward. The reward was given if the students could answer the question correctly.

#### 4. The teacher closing the lesson

The teacher closed the lesson by giving reinforcement and reviewing information about the lesson in that day.

## 2. Second Meeting (6 of April 2022)

### a. Pre-teaching

#### 1. Greeting

The teacher greeted the students the same way as previous meeting. The following were the transcription of teacher's and students' interaction:

*Teacher: Assalamualaikum wr.wb*

*Students: waalaikumsalam wr.wb*

*Teacher: good morning students!*

*Students: good morning miss.*

*Teacher: how are you today?*

*Students: I am fine thank you, and you?*

*Teachers: I am fine too thank you.*

After that, the teacher asked the students to sing the school march and some warming up songs.

#### 2. The teacher checked students' attendance list

The teacher checked the presence of the students by calling their name one by one, and the students responded the teacher.

3. The teacher gave warming up about the material which will be explained sentence pattern

The teacher delivered some questions in Indonesian to brainstorm the students. The questions were related to previous topic. It was about family. The teacher reviewed the students' background knowledge about family and vocabularies.

#### **b. Whilst Teaching**

1. The teacher showed chart and puppets in front of the class related to the song

The teacher showed picture of family tree to the students and delivered some questions about it (for example *who's she? She is my mother*) as the teacher used the puppets to represent father, mother, brother and sister. In that time, the teacher used both English and Indonesian Language.



Picture 2. The teacher showed puppet to the students

2. The teacher informed today's activities in front of the class

The teacher explained the rule of today's activities. She would sing the song at first while the students' listening, and

then teacher would asked the students to sing together with her.

3. The teacher sangs children song in the classroom

The teacher started to sing the song to remind the students about previous topic. The song was as follow:

*Who's she? Who's she? Who is she?*

*She's my mother, she's my mom.*

*Who's she? Who's she? Who is she?*

*She's my moooooom....*

While the teacher sang the song, the students listened to the teacher carefully. The teacher repeated the song 3 times while playing the puppet.

4. The teacher asked to the students to sing along with the teacher

The students sang along with the teacher by following her instruction. The teacher repeated the activity 3 times together with the students. The teacher also employed body movements and danced together with the students.

5. The teacher delivered some questions related to the song

After the students and the teacher sang the song, the teacher delivered some questions related to the song. She asked about family member in the song,

6. The teacher practice with the students about new sentence in the song



The teacher repeated practicing the students to make sentences correctly as she did in the previous lesson, such as “*who is she?*” (while pointing to the puppets). Then the students answered “*Mother*”, the teacher corrected it into “*she is my mother*”. In this occasion, the teacher occupied two languages, English and Indonesian. She corrected the students every time they used incomplete sentence.

7. The teacher sang the same song with different modification in sentence pattern (change the lyric)

Furthermore, the teacher made modification on the lyric. She changed the word “*mother*” into “*father*”, then “*sister*” and “*brother*” as she did in the previous meeting.

### **c. Post teaching**

1. The teacher delivered some questions to the students related with song

After the singing session, the teacher played role play with the students. She asked about the family member related with the song. After that she pointed two students to do role play by using the song lyrics. She pointed one student as father and the other as mother and played the role in front of the class.

2. The teacher gave chance for the students to ask some questions

As the previous meeting, the teacher gave chance to students to ask everything related with the topic. The students

delivered the questions in Indonesian, such as: what is the meaning of “father” / “mother” / “sister” and “brother”. The teacher answered the questions patiently.

3. The teacher gave motivation to the students

The teacher gave motivation to the students in term of reward. The reward was given if the students who took part in the role playing bravely.

4. The teacher closing the lesson

The teacher closed the lesson by giving reinforcement and reviewing information about the lesson in that day.

**3. Third Meeting (7 of April 2022)**

**a. Pre-teaching**

1. Greetings

The teacher greeted the students the same way as previous meeting. The following were the transcription of teacher’s and students’ interaction:

*Teacher: Assalamualaikum wr.wb*

*Students: waalaikumsalam wr.wb*

*Teacher: good morning students!*

*Students: good morning miss.*

*Teacher: how are you today?*

*Students: I am fine thank you, and you?*

*Teachers: I am fine too thank you.*

After that, the teacher asked the students to sing the school march and some warming up songs.

5. The teacher checked students' attendance list

The teacher checked the presence of the students by calling their name one by one, and the students responded the teacher.

6. The teacher gave warming up about the material which will be explained sentence pattern

The teacher delivered some questions in Indonesian to brainstorm the students. The questions were related to new topic. It was about color. The teacher recalled the students' vocabularies about color.

**b. Whilst Teaching**

1. The teacher showed realia in front of the class related to the song

The teacher showed some balloons in many colors to the students and delivered some questions about it (for example; *what is this? what color is it?*) as the teacher used balloons to represent the color (red, yellow, blue and green). In that time, the teacher used both English and Indonesian Language.



Picture 3. The teacher showed balloons to the students

2. The teacher informed today's activities in front of the class

The teacher explained the rule of today's activities. She would sing the song at first while the students' listening, and then teacher would asked the students to sing together with her.

3. The teacher sings children song in the classroom

The teacher started to sing the song about color. The song was as follow:

*Red, yellow, blue and green*

*Red, yellow, blue and green*

*Purple, orange and white*

*Purple, orange and white*

*What color is it?*

*What color is it?*

*Blue blue blue...*

*It's blue*

While the teacher sang the song, the students listened to the teacher carefully. The teacher repeated the song 3 times while showing the balloons to them.

4. The teacher asked to the students to sing along with the teacher

The students sang along with the teacher by following her instruction. The teacher repeated the activity 3 times together with the students. The teachers also employed body movements and danced together with the students.

5. The teacher delivered some questions related to the song

After the students and the teacher sang the song, the teacher delivered some questions related to the song. She asked color in the song. The students mentioned the color in the song.

6. The teacher practice with the students about new sentence in the song

The teacher repeated practicing the students to make sentences correctly, such as “*what color is it?*” (while pointing to the balloon). Then the students answered “*blue*”, the teacher corrected it into “*it’s blue*” and so forth. The teacher occupied two languages, English and Indonesian. She corrected the students every time they used incomplete sentence.

7. The teacher sang the same song with different modification in sentence pattern (change the lyric)

Furthermore, the teacher made modification on the lyric.

She changed the word “*blue*” into another color.

*Red, yellow, blue and green*

*Red, yellow, blue and green*

*Purple, orange and white*

*Purple, orange and white*

*What color is it?*

*What color is it?*

*Blue blue blue...*

*It's blue*

*Red, yellow, blue and green*

*Red, yellow, blue and green*

*Purple, orange and white*

*Purple, orange and white*

*What color is it?*

*What color is it?*

*Red, red, red...*

*It's red*

And so on.

**c. Post teaching**

1. The teacher delivered some questions to the students related with song

After the singing session, the teacher played guessing game with the student. She asked about the color related with the song. After that she pointed some students to sing in the classroom.

2. The teacher gave chance for the students to ask some questions

As the previous meeting, the teacher gave chance to students to ask everything related with the topic. The students delivered the questions in Indonesian, such as: what is the meaning of “purple” / “orange” / “white” etc. The teacher answered the questions patiently.

3. The teacher gave motivation to the students

The teacher gave motivation to the students in term of reward. The reward was given if the students who took part in the singing and answering questions bravely.

4. The teacher closing the lesson

The teacher closed the lesson by giving reinforcement and reviewing information about the lesson in that day. Based on the result of observations, in the teaching and learning process the teacher combine the use of children song with various media such as pictures, chart, and real thing. The teacher also

made modification to the song in order to expand the scope of the lesson. The students were happily singing the song together with the teacher. Then the teacher implicitly taught the sentence pattern to the student through songs. The students unconsciously got ample input of simple sentence through the use of song.

#### **4. Field Findings**

The field findings that can be concluded from the research are as follow:

- a. Children song is a series beautiful and easy words that compatible for the children and easy to memorize it.
- b. Children song is simple in rhythm and lyric so that it can be easily adapted based on the topic of the lesson.
- c. Children song contains few sentence patterns in its lyric; they are W-H questions and Simple present tense/ simple sentence.
- d. The students are familiar with the children song and like it so much.
- e. The students are able to produce simple sentence correctly based on their knowledge from the song.
- f. The use of children song give significant effect for the student comprehension especially in comprehending sentence pattern.
- g. The advantages of using children song are the students feel easy to comprehend the lesson; they feel happy when learning by using



children song; and the children song also helpful for the students and teacher in gaining the objective of the lesson.

- h. The disadvantages of using children song are it lead into chaos in the classroom when the students over excited to sing; also it consuming time in the lesson.

## **B. Discussion**

The use of children song to teach sentence attern in Raudatul Atfal Nurul Huda covered several steps, they are as follow ; *Pre-teaching* (the teacher greeted the students by singing “greeting song”,checking the students’ attendants and giving warming up by delivering some questions related to the topic), *Whilst Teaching* (the teacher showed some media such as picture, puppet and real thing related to the topic of the day, explained the rules of today’s activities in which they would listened to teacher and then sang the song together after the teacher, practiced singing the song with the students several times, modified the lyric of the song by changing some words, *Post teaching* (The teacher playing guessing game with the students related with the song .Through this game, the students practiced making new sentence forms happily by singing children song).

The steps above coherent with the teacher’s guideline provided by Hancock.<sup>11</sup> The guildeline presents some activities during the use of song in the clasroom. The activities are *pre-listening* (showing the pictures to the students to help them focus on the topic of the day), *listening activities*

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<sup>11</sup> Mark, Hancock. 1998. *Singing Grammar, Teaching Grammar through Songs*. Cambridge : Cambridge University Press

(singing activities done by the teacher and students), *Game Page* (provide the students with the game activities).

Based on the interview with the teacher, the use of children song can be combined with various media such as pictures, chart, and real thing. The teacher also made modification to the song in order to expand the scope of the lesson.<sup>12</sup> The students were happily singing the song together with the teacher. Then the teacher implicitly taught the sentence pattern to the student through songs. The students unconsciously got ample input of simple sentence through the use of song.

As Millington stated that songs can play an important role in the development of language in young children in learning a language, there is one advantage of using songs in the young learner classroom is their flexibility.<sup>13</sup> By adapting the song in this way, the teacher has the advantage of being able to select a particular language feature and incorporate it into the song. The research result was in line with previous theory, that the teacher did make adaptation by changing the lyrics of the children song, so that the teacher can make use of the song based on her necessity. As a result, the students are able to produce simple sentence correctly based on their knowledge from the children song.

Additionally, the teaching sentence pattern by using children song at Raudatul Athfal Nurul Huda in Pakandangan Barat Sumenep covered some topics; they were WH question and Simple sentence. The teacher used

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<sup>12</sup> Interview, Lili Erliyanti, teacher, 30<sup>th</sup> of March 2022

<sup>13</sup> Millington, Neil T.2011, *Using Songs Effectively to Teach English to Young Learners*, (Japan, Ritsumeikan Asia Pacific University, 2011).page 134

children song which contained question and answer in the lyric, but the teacher emphasized the teaching on the sentence formulation rather than WH questions. For example, in the song entitled “*Who’s she?*” the lyric contained question and answer; “*who’s she?*” / “*who is she?*”, and “*She’s my mother, she’s my mom*”. Through this song, the teacher could introduce WH question and simple sentence pattern. It could make the students aware of the sentence formulaic characteristics and memorize them unconsciously.

As complex grammar is less taught to the younger students, especially form-focused instruction, *Noticing* activity is suitable for the students in learning new sentence pattern. Noticing is the process in which the learners can be aware of new patterns and how the form and meaning are connected.<sup>14</sup> In this stage, teacher did not ask the students to produce the sentence by themselves. The students only imitated the sentence pattern in constructing new sentences through the use of children song. It was useful to introduce the pattern of simple sentence to the students.

The introduction of the sentence pattern through children song was merely succeeded. As it could be seen in the second song, the teacher used children song entitled “*Red, yellow, blue and green*” to introduce the simple sentence pattern. The song lyric also contained WH question and Simple sentence. The lyric was about colors “*Red, yellow, blue and green, purple, orange, and white*”. Then it came to the question “*what color is it?*” and answered “*blue, blue, blue... it’s blue*”. Afterward, the teacher sang again the

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<sup>14</sup> Utari, Aisyah Ririn Perwikasih. 2017. *Friendly English Grammar Teaching For Young Learners*. Kudus: The 2nd TEYLIN International Conference Proceedings.

song and changed the color in the lyric became “*Red, red, red,.....*”. Then the students could answer correctly “*It’s red*”. This evidence showed that the children song was beneficial for the students to comprehend new pattern of sentence, although the teacher did small modification on the song. By adapting the song in this way, the teacher has the advantage of being able to select a particular language feature and incorporate it into the song.<sup>15</sup> As it was expressed by the students through interview session; that they were easier to comprehend sentence pattern through the use of song.

During the research, interview had been conducted both with the teacher and the students, in order to get the exact perspective about the use of children song in the teaching and learning process. Based on the interview with the teacher, it could be revealed that the teacher always uses song in teaching and learning process not only in teaching sentence pattern, but also other learning topics such as new vocabularies and English expression. The teacher applied the song by doing adaptation and making some modifications in the song lyrics based on the situation needed. The teacher used children song as media in the teaching and learning process. She invited the students to sing along with her, because it could give a lot of exposure for the students in the interesting way. The teacher claimed that the students were happy during the lesson if she applied song. Otherwise, the use of song gave advantages and disadvantages too. The advantages were the students felt happy and excited in learning materials. They also felt easier to understand

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<sup>15</sup> Cameron, L. (2001). *Teaching languages to young learners*. Cambridge, England: Cambridge University Press.

the sentence through the use of songs. Besides, the disadvantages were sometimes the students created chaos in the classroom while singing because they were too excited as a result the classroom becomes noisy. This condition somehow could lead into bias of learning and time consuming.<sup>16</sup>

On the other side, based on the interview with student, all of them were familiar with children song. They knew, heard and liked to sing the children song. It was because the children song was interesting for them. It brought happiness to them. Ahmad Tanzilur Furqon stated “the children song is interesting”.<sup>17</sup> Addin Nabil Maulana also stated “I like song”.<sup>18</sup> Ayzar Ziyad Ilmani added that the use of children song was interesting for him.<sup>19</sup> In addition, amalya Firdaus claimed “it is easier to understand the lesson through children song”.<sup>20</sup>

In line with the easiness of lesson comprehension through the use of children song, all of the students declared that they felt easier to comprehend simple sentences by using children song; compared to those without using children song. As Labib Alifatul Widjan, Muktafi Billah, Nafia Amoroh Farhanty agreed that they felt easier to understand simple sentences through the use of children song<sup>21</sup>. Then, Nadia Nada Azzalia stated “I can understand sentence from children song lyric”.<sup>22</sup>

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<sup>16</sup> Interview, Lili Erliyanti, teacher, 30<sup>th</sup> of March 2022.

<sup>17</sup> Interview, Ahmad Tanzilur Furqon, student, 30<sup>th</sup> of March 2022

<sup>18</sup> Interview, Addin Nabil Maulana, student, 30<sup>th</sup> of March 2022

<sup>19</sup> Interview, Ayzar Ziyad Ilmani, student, 30<sup>th</sup> of March 2022

<sup>20</sup> Interview, Amalya Firdaus, student, 30<sup>th</sup> of March 2022

<sup>21</sup> Interview, Labib Alifatul Widjan, Muktafi Billah, Nafia Amoroh Farhanty, students, 30<sup>th</sup> of March 2022

<sup>22</sup> Interview, Nadia Nada Azzalia, students, 30<sup>th</sup> of March 2022

The conclusions that could be drawn from the interview were the teacher and the students apparently familiar with children song. They frequently knew, heard and sang children songs in the classroom. According to the teacher, the use of children song was easy in making some modification as needed for the topic of lesson. The teacher could combine children song with various topics especially in teaching sentence pattern. The use of children song also came with advantages and disadvantages too. They were easiness in modify it, the raise of interest for students and the joyful feel that it brought in the classroom. Beside it, there were also disadvantages of children song; when the students got high interest about the song they create chaos in the classroom. Furthermore it consumed time too.

From the students' perspective, the use of children song brought happiness for them. It made them felt happy. As a result, the students felt easier in comprehending the lesson, especially comprehending sentence pattern. They easily memorized the vocabularies and the sentence structure through the use of children song.

As Millington stated that songs can play an important role in the development of language in young children in learning a language, there is one advantage of using songs in the young learner classroom is their flexibility.<sup>23</sup> By adapting the song in this way, the teacher has the advantage of being able to select a particular language feature and incorporate it into the song. The research result was in line with previous theory, that the teacher did

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<sup>23</sup> Millington, Neil T.2011, *Using Songs Effectively to Teach English to Young Learners*, (Japan, Ritsumeikan Asia Pacific University, 2011).page 134

make adaptation by changing the lyrics of the children song, so that the teacher can make use of the song based on her necessity. As a result, the students are able to produce simple sentence correctly based on their knowledge from the children song.

Additionally, the teaching sentence pattern by using children song at Raudatul Athfal Nurul Huda in Pakandangan Barat Sumenep covered some topics; they were WH question and Simple sentence. The teacher used children song which contained question and answer in the lyric, but the teacher emphasized the teaching on the sentence formulation rather than WH questions. For example, in the song entitled “*Who’s she?*” the lyric contained question and answer; “*who’s she?*” / “*who is she?*”, and “*She’s my mother, she’s my mom*”. Through this song, the teacher could introduce WH question and simple sentence pattern. It could make the students aware of the sentence formulaic characteristics and memorize them unconsciously.

As complex grammar is less taught to the younger students, especially form-focused instruction, *Noticing* activity is suitable for the students in learning new sentence pattern. Noticing is the process in which the learners can be aware of new patterns and how the form and meaning are connected.<sup>24</sup> In this stage, teacher did not ask the students to produce the sentence by themselves. The students only imitated the sentence pattern in constructing new sentences through the use of children song. It was useful to introduce the pattern of simple sentence to the students.

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<sup>24</sup> Utari, Aisyah Ririn Perwikasih. 2017. *Friendly English Grammar Teaching For Young Learners*. Kudus: The 2nd TEYLIN International Conference Proceedings.

The introduction of the sentence pattern through children song was merely succeeded. As it could be seen in the second song, the teacher used children song entitled “*Red, yellow, blue and green*” to introduce the simple sentence pattern. The song lyric also contained WH question and Simple sentence. The lyric was about colors “*Red, yellow, blue and green, purple, orange, and white*”. Then it came to the question “*what color is it?*” and answered “*blue, blue, blue... it’s blue*”. Afterward, the teacher sang again the song and changed the color in the lyric became “*Red, red, red,.....*”. Then the students could answer correctly “*It’s red*”. This evidence showed that the children song was beneficial for the students to comprehend new pattern of sentence, although the teacher did small modification on the song. By adapting the song in this way, the teacher has the advantage of being able to select a particular language feature and incorporate it into the song<sup>25</sup>. As it was expressed by the students through interview session; that they were easier to comprehend sentence pattern through the use of song.

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<sup>25</sup> Cameron, L. (2001). *Teaching languages to young learners*. Cambridge, England: Cambridge University Press.