



**MARA UNIVERSITY OF TECHNOLOGY SARAWAK
KOTA SAMARAHAN CAMPUS**

**THE EFFECTIVENESS OF USING SONGS IN IMPROVING
ENGLISH LANGUAGE VOCABULARY ACQUISITION
FOR THE YEAR FOUR STUDENTS IN
SK SONG KHENG HAI, KUCHING.**

BY

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ABSTRACT

The Use of Songs in Improving the English Language Vocabulary Acquisition for the Year Four students in SK Song Kheng Hai, Kuching.

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This study is to find out the effectiveness of using songs in improving the vocabulary acquisition. The objective of this study is to determine the use of songs in improving English language vocabulary acquisition amongst the Year Four in SK Song Kheng Hai, Kuching. 40 out of the 100 students from the Year Four were randomly selected. 20 students were selected for the Experimental Group and another 20 students were selected for the Control Group. Both the Experimental Group and Control Group were administered with Pretest and Posttest. Only the Experimental Group was given treatment in teaching using songs while the Control Group followed the same conventional teaching in the lesson. The data in this study was collected using the Pretest and the Posttest results tested on both groups. Observation on the Experimental Group during the treatment of teaching using songs was also carried out. Later, the data were analyzed descriptively to identify students' performance in the vocabularies taught. The findings of the study revealed that there was an improvement in vocabulary acquisition among the students. The data showed the student's vocabularies increased in the Experimental Group although some may only showed a slight improvement. The students showed an active participation and were motivated during the lesson with songs incorporated in the classroom.

ABSTRAK

Kajian Terhadap Pengabungjalinan Unsur Lagu untuk Meningkatkan Kosa Kata Bahasa Inggeris Murid-Murid Tahun Empat di SK Song Kheng Hai, Kuching.

Oleh

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Tujuan utama kajian ini dijalankan ialah untuk mengkaji keberkesanan pengabungjalinan lagu dalam mengajar Bahasa Inggeris untuk meningkatkan kosa kata Bahasa Inggeris murid-murid. Objektif utama kajian ini ialah untuk menentukan lagu dapat meningkatkan kosa kata murid-murid Tahun Empat di SK Song Kheng Hai, Kuching. Seramai 40 orang murid telah dipilih secara rambang untuk kajian. Seramai 20 orang murid yang dipilih diletakkan di Kumpulan Eksperimen dan seramai 20 orang murid lagi diletakkan di Kumpulan Kawalan. Kedua-dua kumpulan diberi ujian PreUjian dan PraUjian. Cuma Kumpulan Eksperimen diberi pengajaran menggunakan lagu manakala Kumpulan Kawalan tidak diajar menggunakan lagu semasa pengajaran dijalankan. Tujuan seterusnya ialah untuk memperoleh matlummat dari ujian PreUjian dan PraUjian yang dijalankan terhadap kedua-dua kumpulan. Pemerhatian juga dijalankan semasa Kumpulan Eksperimen sedang menjalankan pengajaran menggunakan lagu. Selanjutnya data kajian dikaji secara diskriptif untuk mengesan penguasaan murid selepas pengajaran kosa kata. Hasil kajian ini memperlihatkan bahawa penguasaan kosa kata murid-murid meningkat walaupun ada murid yang tidak menunjukkan peningkatan yang tinggi. Murid-murid juga menunjukkan minat dan penyertaan yang aktif semasa pengajaran dijalankan menggunakan lagu. Akhir sekali, kajian ini mendapati ada implikasi dalam kajian dan memberi cadangan untuk kajian masa depan.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This is a study on the use of songs in English Language Vocabulary Acquisition for the Year Four students in SK Song Kheng Hai, Kuching. The Year Four students in SK Song Kheng Hai, Kuching are particularly weak in their English Language. This is due to their low proficiency and the limited knowledge of the vocabularies in the language. Apart from that, they have little interest in learning the language because of their family and economic backgrounds. The students are multi racial, which consist of Malays, Chinese and other Bumiputras. The students prefer to speak in their mother tongue, that is, Mandarin, Bahasa Melayu or the local dialect to communicate among their friends and not surprisingly use this language in the classroom during the English lesson.

This has brought about the researcher to the basic reason to study the vocabulary aspect of the curriculum in this language learning. The vocabulary aspect of the curriculum constitutes a critical component of academic language which is much more difficult for the students to acquire especially when it comes to the learning of the second language. Hence, the failure to grasp the meaning

of the words has always been a major factor of the students' poor performance in vocabulary learning. Therefore, having a sufficient amount of vocabulary of the language is essential for a student to start writing or reading comprehension in that language.

In general, vocabulary can be categorized as oral vocabulary (the words we use in speaking or recognize or use in print) or reading vocabulary (the words we recognize or use in print). Vocabulary plays an important part in learning to read. These vocabulary instructions in the Language may be our most powerful tool. It is important for the students to understand their world through listening and reading, and to communicate their own feelings, needs and desires through speaking and writing. With strong language skills, students are hoped to have a much better chance of understanding and being understood, and getting what they want and need from those around them.

Therefore, acquisition of receptive and reproductive language is essential for every student. Each student should have every opportunity to grow every year in school in one or more languages, both oral and written. Since every student has different learning style, a variety of strategies should be available to the teachers for teaching such languages. One of the most viable, versatile strategies involves teaching with songs.

Teachers are concerned with the intriguing matters raised in teaching English Language by using SONGS to enhance the learning process and the approaches to use songs in teaching. This is especially focusing on the VOCABULARY ACQUISITION. The interest in the field of vocabulary acquisition is further advocated by the language researchers on the use of songs in the language learning. There have been tremendous research and development on the use of songs in the educational field especially for the acquisition of second language and other foreign languages.

The question is that how to facilitate an effective way to the teaching and learning of vocabulary in the classroom? Is using songs the effective way in doing so?

1.1 Background of the Study

The problem of the poor vocabulary acquisition has resulted in low achievement in the English Language assessments amongst the students in the Year Four SK Song Kheng Hai, Kuching. Most of the students are not from the English speaking family and their basic knowledge of the language is initially limited. Furthermore, their family background is of the low-income family. Their parents do not send them to tuition center for extra knowledge apart from what they acquire in the classroom.

There is little improvement in vocabulary acquisition despite the various reading programs being implemented by the school. For instance, the Nilam Reading Program (the students were required to read a storybook for 10 minutes before the lesson began everyday), the Inter class Story Telling Competition and the Spelling Competition. Apart from that, the students were given Spelling Test once every week (on Friday) to evaluate how much the students have acquired the vocabularies taught in the week.

The English Language teachers had put so much effort on these programs and tried their best to motivate the students to read in order to improve their vocabularies but it had shown little progress as English was hardly used in their daily communication. The students are used to converse in their mother tongue or the National Language.

Due to the reasons above, it had led the researcher to try and experiment the use of songs in the teaching of vocabulary and to find out whether the approach of using songs in the teaching of vocabulary to the Year Four students of SK Song Kheng Hai, Kuching is effective.

1.2 Problem Statement

The students' low performance in their English Language assessment is due to their limited exposure to the language since they are not from an English speaking family and most of the students are not given any extra tuition after school hour. Hence, their low proficiency of the language have indirectly affected their lack of interest in learning; even the simplest component in the language, namely vocabulary.

Therefore, this study is to find out whether by **using songs** in the teaching of vocabulary in the English lesson will help to motivate their interest in learning the language and at the same time improve the English **Vocabulary Acquisition** amongst the Year Four students in SK Song Kheng Hai, Kuching.

1.3 Objective of the Study

Referring to the problem stated above, this study is designed to provide insight into the effectiveness of using songs in improving the English vocabulary acquisition, which, the teachers and students can use in the teaching and learning process in the classroom. Specifically, the objective of the study is,

- i) to determine the effectiveness of using songs in improving the Vocabulary acquisition of the Year Four students of SK Song Kheng Hai, Kuching.

1.4 Significance of the Study

This study is undertaken upon realizing its importance towards the students, teachers, parents, and the school in striving to achieve academic excellence.

1.4.1 To the Students

Students' language proficiency depends greatly on the use of rich vocabulary in their writing, reading and speaking. One way to enrich vocabulary is to incorporate songs in the teaching. To encourage the students to acquire vocabulary is by providing them with interesting activities and in creating enjoyable atmosphere. With the findings obtained from the study, teachers can use innovative teaching activities in improving the vocabulary acquisition among the students. Thus, the right teaching approach and learning style can provide a positive effect on the students' achievement.

1.4.2 To the Teachers

The teachers are the individuals who will also benefit from the outcomes of this study. The teachers have to fulfill the standard of techniques in teaching and are encouraged to use the most advanced ways in their teaching. As in most of the teaching situations, students are totally dependent on the teachers. Hence, with the findings of this study, teachers can practice innovative and creative approaches in the use of songs in improving vocabulary acquisition. Apart from

that, teachers will also gain the knowledge on the types of songs preferred by the students to further enhance the students performance.

1.4.3 To the School

The success of the study will definitely benefit the school for future improvement and performance of the school academic achievement, especially the results of the English Language assessments. With the result of the study, the school will be able to use all the useful statistical data and other valuable information about using song in motivating the students in acquiring vocabulary. The school can also work closely with teachers in the school by providing the necessary resources and materials to improve the teaching and learning of vocabulary acquisition.

1.4.4 To the Parents

The parents will also indirectly benefit from this study. The parents can obtain information about the findings of the study from the teacher to motivate and encourage their children in improving their vocabulary.

1.4.5 To The Future Researchers

Future researchers who are interested in this field will be able to go deeper into this area of research and related discipline concerning vocabulary acquisition, particularly, using songs. Therefore, further research on the most

crucial and effective means or factor related to the vocabulary acquisition must be pursued. This research paper is just another effort in complementing such research in the future.

1.5 Limitation of the Study

There are some limitations to this study:

First, there are only 20 students of the Year Four are given treatment of using songs in teaching. Therefore, the small size of the sample population (N=20) sheds doubt on the validity of the observed significance. A replication study with a greater number of subjects is needed in order to obtain reliable and generalizable results.

Second, the study will only focus on the Year Four students of SK Song Kheng Hai, Kuching. Hence, it may not reflect the students' vocabulary acquisition of English Language who is outside the study sample.

1.6 Definition of Terms

1.6.1 Vocabulary

The study focuses on a single word vocabulary. The vocabularies learned are generally important words or key words that help the students to comprehend the meaning of the text.

1.6.2 Acquisition

The students' ability to acquire the vocabularies in the texts is shown when they are able to understand the meanings of the words when reading the texts.

1.6.3 Songs

Children songs consist of the repetition of a single brief melodic phrase (eg. "Ba Ba Black Sheep") followed by certain rhythmic features and groups of musical pitches and phrases in a repetition fashion.

1.6.4 English Language

The foreign language that was brought by the colonial is used as the second language, in Malaysia. It has become the second most important medium of instruction in all schools in Malaysia.

1.6.5 Year Four Students

It refers to the students in the Upper level, which is Primary Four. They are of ten years of age and consists of 22% Bumiputras and 78% Chinese students.

1.6.6 SK Song Kheng Hai, Kuching.

This school has two mediums of instructions, namely, the Chinese Medium and the Bahasa Malaysia Medium under one administration. It is situated in the urban area of Kuching.

1.6.7 Bahasa Medium

Bahasa Medium is the National medium of instruction used in most schools in Malaysia. The students' medium of instruction in the Year Four (BM) is Bahasa Melayu, the National Language.

1.7 Statement of Hypotheses

The hypotheses, which the study sought to test, are as follows:

1. Hypothesis: Students who are taught vocabularies using songs obtain **better results**.
2. Null Hypothesis: Students who are taught vocabularies using songs **do not** obtain better results.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

It is known that different individuals show different level of achievement in developing language performance. Many researchers in their studies agreed that songs could improve the vocabulary acquisition. This chapter begins with discussing the vocabulary acquisition of the English Language in general, characteristics of using songs in language learning particularly using songs in vocabulary acquisition, and the findings obtained by researches and scholars on songs enhancing vocabulary acquisition.

2.1 Vocabulary Acquisition

Today's effective classrooms offer exposure to areas of vocabulary in high use in the daily life of a young child, frequently in association with early mathematics and literacy activities. Valuable vocabulary occurs in an unforced way during work with such topics as numbers and counting, colours, schools, animals and transport.

Song-related activities and guided tasks with other children in learning centers provide further opportunities for meaningful practice the vocabularies in places such as home, shopping, and the family.

According to Groot (2000), "...a grammar-oriented approach is not to understand the importance of language learning steps but about the most efficient way to achieve communicative competence is to integrate approaches by combining systematic attention to the acquisition of both grammar and vocabulary is considered to be more effective."

Therefore, to language learners, especially learning English, vocabulary is the most important lexical item used in speaking and writing. In fact, writing facts typically utilizes more vocabularies than speaking due to the formal convention of writing compared to speech. In writing, vocabularies are vital lexical items because of the writers' desired to be precise and clearer in conveying his intention and thought. The competency of using appropriate words and items will propel the learners to go beyond the perimeter of the classroom and improve their social status with their language skills.

Students learn the meaning of song vocabulary from one another in order to create a skit in which all vocabularies are used. The main purpose is for the students to learn the meaning of vocabulary words, which students will hear in

the song. By doing this, students will be able to comprehend the significance of the song's lyrics when they actually sing the song later on. Language acquisition cannot occur unless the second language is made comprehensible to the learner (Krashen, 1985).

2.2 The Characteristics of Using Songs

Studies have shown that using song in English Language classroom could provide tremendous benefits to students. Among the studies are those by Maley and Duff (cited in Silberstein, 1994:86) and Maley (cited in Rivers, 1987:93-95) recommend the use of songs in the language classroom because songs bear the characteristics that could enhance language teaching such as (1) memorability, (2) songs are highly rhythmical, (3) non-triviality, (4) playful, fun and enjoyable, (5) motivation and recreational, and (6) affective features.

2.2.1 Memorability

Maley, (cited in Rivers, 1987:93) defines memorability as ***“nuggets of information that stays in the pool of memory”*** Maley also find that ***songs could be remembered for along time because songs contain a lot of redundancies such as striking phrases or words that are repeated phrases over and over again.***

This view is shared with Cross (1990:164), who agrees that ***“once the song have been learned, it is in the students’ mind for the rest of their life”***.

Carol (cited in Wenden and Rubin, 1981:43-54) suggests that memory is crucial as there is little use in comprehension language unless the outcome of that comprehension could be remembered. Maley (cited in Rivers, 1987:93) also stress that ***“the elements of redundancy resembles drill which is a features based on the behaviorist doctrine that language learning consist primarily of establishing a set of habits”***.

From the findings mentioned above, both Maley (cited in Rivers, 1987:93) and Carol (cited in Wenden and Rubin, 1981:43-54) emphasized memory as one of the important factors in English Language learning.

2.2.2 Songs are Highly Rhythmical

Rivers (1987:93) describes songs as ***“highly rhythmical because patterns of sounds and stress that are repeated in regular sequences facilitate the acquisition of songs”***. According to Halliday (1985:48), ***“rhythm is the beat of the language that gives it a language and song or stressed syllable in words”***. Brown (1977, in Rivers, 1987:93) also asserts that ***“the rhythm is not something extra to the language but it is the spoken language (song)”***.

According to Halliday (1985:48), *“intonation is the melodic movement, that is, the rise and fall in pitch found in songs.”* He emphasizes that both intonation and rhythm are prosodic features forming part of the system of the language.

2.2.3 Non- Triviality

Maley (cited in Rivers, 1987:94) describes the theme in the songs as non-triviality in that the themes could offer something, which is of ‘significant input’ for learners. He put out that *“songs have a content which are really meaningful to learners and is not simply cooked up for the supposedly fragile digestion of language learners.”* Maley and Duff (cited in Silberstein, 1994:120) issues that song usually address *“fundamental issues of human conditions.”*

2.2.4 Song Activities- Playfulness, Fun and Enjoyable

Songs are not only an enjoyable means of reinforcing second language students’ language learning, they can also be a valuable potential means of giving very young children an understanding of the use of text to express meaning and vocabulary. Teachers can find appropriate materials from traditional and modern children’s songs and rhymes or they can create their own with the students’ help using content and vocabulary from classroom themes. A valuable

aspect of using the text of songs and rhymes is the possibility of incorporating body movement to enhance and reflect the meaning.

Thus, young children can be taught to mime, move and play percussion instruments in ways that reflect the content of the songs or rhymes. These types of activities provide enjoyable and communal reinforcement to the idea of the words conveys meaning.

Rivers (1987:94) describes ***“Playfulness” – as learner’s ability and opportunity to try out something that they have never dared to do with language such as singing and dancing.***

According to Morse, N. (1995), ***“Sing as you work. Any and all songs acceptable. Sing songs you know or make up new ones. The easiest way make up new a song is to sing new words to familiar tunes.”*** For example, to the tune of ***“Here we go Round the Mulberry Bush,”*** “you may sing:

This is the way we set the table, set the table, set the table; This is the way we set the table, so we can all eat lunch.”

He added, ***“Children often know popular songs on the radio. Encourage them to sing along when they come on. Singing together also can be fun.”***

Both of the researchers, Rivers (1987:94) and Morse, N. (1995) agree that teachers can improvise their classroom into a fun and enjoyable atmosphere. Apart from that, students also have fun moments while singing the song. Hence, by singing the lyrics of the songs at the same time enabling the students to retain the words better.

2.2.5 Motivational and Recreational

Rivers (1987:95) describes motivational as "*a force of appreciation*" (to a certain degree) that gives the learners' moral-boost. Maley (cited in Rivers 1987: 95) asserts that there is a motivational element in learning English Language using songs. Even though learners are not expert in the language but they can still appreciate and can write such language to a certain degree. According to Rivers (1987:95), the motivational element in learning song in English Language is self-evident especially when using popular songs.

Research by Gardner and Lambert (cited in Littlewood, 1992:97) found that attitudes and motivation were equally important in learning a second language. They claim that the theme provides the social context for the students to relate the language learning and help to use the language for expressing their own personal needs and personality.

Griffiee (1991: 4-6) supported Rivers view, that songs could make students feel more relaxed and at same time provides an enjoyable classroom atmosphere. According to Griffiee (1992: 4-6) songs are used in English Language teaching and learning because of their non-threatening nature. He says that songs contain at least three features. Firstly, songs contain a condensed amount of information. Secondly, songs have a lot of redundancy, which they gained by catchphrases and clichés as well as alliteration in the text. This redundancy results in the simplicity of the songs, which in turn contribute to our understanding. Thirdly, songs have a personal quality that makes the listener react as if the songs were their own world of feeling and emotion as we participate in the songs; we participate in the world they create.

2.2.6 Songs as an Affective Strategy in English Language

According to Krashen (1987: 10-23) affective factors such as motivation, self- confidence and anxiety influence the process of the second language acquisition. Krashen says, ***“Learners with attitudes less conducive to language acquisition tend to seek less input, has strong affective filter and thus causing the input not to reach the language acquisition device.”*** (cited in Scardella and Oxford, 1992:41) Krashen (1987: 10-23) also pointed out that ***those with more conducive attitudes to language acquisition will have a weaker affective filter, thus they seek to obtain more input.***

Brown (cited in Omaggio-Hadley, 1993: 87) also agrees that ***by lowering anxiety an inhibition, students could increase their comprehension of the language.***

According to Oxford (1990: 140-164) negative feelings can stunt progress whilst positive emotions and attitudes can make learning far effective and more enjoyable. As music and **songs** calm learners and put them in more positive mood for learning, Oxford further suggests ***songs could be used as an indirect strategy to lower anxiety in learning as anxiety plays a strong role in learning a new language such as English.***

Most people listen to songs for pleasure rather than any other purpose but according to Underwood (1996: 6); she found that many young students of English enjoy writing the words down and then joining in the singing. Ur (1988: 15) found that learners who are bored find it difficult to concentrate, their attention wanders and they may spend much of the lesson time thinking of the other things rather than learning task. She claims that even if they are apparently engaged with the exercise, the quality of the effort and attention given to learning drops appreciably.

2.3 Songs Enhance Vocabulary Acquisition

It has been proven in researches that songs do help in the language development and provide tremendous benefits among the language learners. Students studying English language through the use of songs with interesting song-related activities have shown an increase in their vocabulary acquisition.

Lyrics in the printed form can also hit the visual modality. Information that is meaningful or emotionally charged is then, of course, is likely to be remembered. Rhymes, poems, songs, chants and raps are effective for cumulative and long-term learning (Brown & Brown, 1997). When using songs instructions, the teacher can focus on lyrics. Children songs are very useful because they have several short words and many personal pronouns. The language is conventional, and they are easier to comprehend because they are sung at a slower rate than spoken words; they also have pauses and repetition.

According to Melissa, Tina, & Kathy (2002), orally, students can pick out stretching and compacting of words. Contractions like "you've" can be analyzed. The compacting of a word ending in "t" and a word starting with "y" make a "ch" sound; this is a valuable lesson in pronunciation for anyone from a different language background. Songs can also be summarized orally; the students can sequence the song and pick out key points. Sequencing can also be a reading and writing activity. The songs can be put into fill in the blanks worksheets; taking

out common words can help with hypothesizing what comes next and what makes sense for a phrase or sentence.

In addition to the systematic description of children song, a few researchers have also asked whether singing in children has other effects. Positive findings have been reported.

For instance, ten weeks of group musical activities including singing are reported to increase scores on tests of vocabulary and language in two to five year old developmentally delayed children, cited from Hoskins, C. (1988).

A fluent Spanish speaker, Butler who (cited in Jennifer O. Prescott, 2005) started Boca Beth (www.bocabeth.com), a Spanish- English Language program that **uses songs**, movements, and puppets to teach Spanish **vocabulary** and phrases. The familiar songs on Butler's DVDs and CDs—such as *“Five Little Monkeys Jumping on the Bed”*—*alternate between English and Spanish stanzas.*

He reported, “Children are like sponges. They picked it up quickly. Just 10 minutes a day can put kids on the road to building a decent bilingual vocabulary—with no effort at all. Kids can just relax and listen.”

This is not surprising since literature abounds with positive statements regarding the efficacy of songs as a vehicle for first and second language acquisition. It has been reported to help second language learners acquire vocabulary and

grammar, improve spelling and develop the linguistic skills in reading, writing, speaking and listening (Jalongo and Bromley, 1984, McCarthy, 1985; Martin, 1983, Jolly, 1975). Singing songs and listening to music are an enjoyable experience to the students. The experience is so pleasurable that it is not uncommon for students ^{to} "pester" their teacher so that they can sing again and again. Also, as students repeatedly sing songs, their confidence level arises.

Furthermore, by engaging in a pleasurable experience, learners are relaxed and their inhibitions about acquiring a second language are lessened. Yet, while they are more relaxed, they are also more attentive than usual, and therefore, more receptive to learning. Through songs, students are exposed to "authentic" examples of the second language. Furthermore, target vocabulary; grammar, routines and patterns are modeled in context. These are but a few of the benefits associated with songs used in the second language.

2.3.1 Theoretical Support for the Use of Songs to Acquire Vocabulary

Of the 3,000 words the average child acquires each year, only a portion is learned as a result of the instruction received in school. Thus, the remainder of these words must be learned incidentally from a variety of sources (Nagy & Herman, 1987). This incidentally acquisition of vocabulary is explained by Krashen (1989) with the context and framework of his "Input Hypothesis." According to this hypothesis, new and unfamiliar vocabulary is acquired when its significance is made clearer to the learner. Further more, because of the positive

effects which song has upon second language learners, songs may motivate and captivate the attention of second language learners. As reported in the literature, singing songs in unison produces a sense of community and increases students confidence in the second language, hence, evokes positive emotions which can lower the “affective filter” and bring about language acquire.

Songs in the second language classroom is supported by the work of still another theorist, Howard Gardner (1993). According to this psychologist, there exist eight distinct intelligences: musical, spatial, logical, linguistic (verbal) logical-mathematical, bodily- kinesthetic (movement), interpersonal (understanding others) and interpersonal (understanding self) and naturalist (observing and understanding natural and human-made pattern and system). First Gardner believes that it is the responsibility of educational institutions to cultivate these intelligences and teachers need to teach in ways that tap a wide variety of intelligences. Although it is impossible to tap all intelligences at all times, teachers need to incorporate a variety of strategies so that they reach and are successful with more students than they have been in the past (Campbell, Campbell & Dickinson, 1996). Using music as a vehicle for second language learning is consistent with Gardner’s theory of multiple intelligences. Music can be used in any number of ways to teach the second language to second language learners. In order to acquire new vocabulary, students may listen to song while teacher points to picture illustrations of key vocabulary words. Or

students may learn to sing songs with lyrics containing key target vocabulary. These are essential when it comes to learning and using language.

2.4 Summary

The review of the related studies in this chapter has provided some insights concerning the use of songs in improving vocabulary acquisition to the researcher in finding out the effectiveness of using songs to improve vocabulary to the students under the study.

The studies revealed that teachers who applied song-related activities showed an increase in the students' vocabulary acquisition, especially the young learners. It shows the scores in the vocabulary test given to the students increase when songs were integrated in the English Language classroom. Besides, songs create positive emotions and make the learning effective and more enjoyable. In the studies done, researchers also agree that song enhanced the students' language for broadening knowledge of the vocabularies, for enhancing literary skills, and for motivating the students' interest in learning the language. Moreover, songs turn the classroom into a fun and enjoyable atmosphere while at the same time the students are acquiring vocabulary.

The review of the related studies showed that song is an appropriate element to be used in improving the vocabulary acquisition for the students in the

English Language classroom. With previous studies' evidence, it is reasonable to conclude that songs is influential and effective in acquiring vocabulary of the second or foreign language, especially English Language.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains in detail the methods and research procedures taken to obtain data for the findings of the study. It describes the Research Design, population and sample, research instruments, the data collection procedures and data analysis procedures.

3.1 Research Design

In this study, an experimental design, that is, the Pretest and Posttest-Experimental and Control Group Design was employed. The study proposed a group of forty students from the 100 students of the Year Four were chosen randomly. From the forty samples only twenty students of the Experimental Group will be given treatment and the other twenty students of the Control Group are not given treatment. The observation is done when the Experimental Group is given treatment.

3.2 Population and Sample

This study involved the Year Four students of SK Song Kheng Hai, Kuching. From the 100 students of the Year Four, 40 students were chosen randomly.

Twenty students are selected for the Experimental Group and another number of twenty students for the Control Group. The students were of different proficiency level and different social and financial family background, exposure to English Language, ethnic groups, and gender.

3.3 Research Instruments

This study employed two research instruments:

1. The Pretest and The Posttest
2. Observation

The instruments of the study consisted of Pretest and Posttest as well as observation. The respondents, both the Experimental Group and the Control Group are given the same set of questions on vocabularies in the Pretest session. After the Pretest, the Experimental Group of twenty students are given treatment. They are taught using songs in the English lesson while the Control Group of twenty students follows the same conventional teaching. After four days of given treatment in teaching using songs, then Posttest is administered to all the forty respondents in the Experimental Group and the Control Group. The purpose of the Posttest is to see whether there is a difference in the students' performance between the Experimental Group and the Control Group.

3.3.1 The Pretest

This section aims to find out the respondents' understanding and knowledge on the vocabularies taught before any treatment given to the Experimental Group. The questions include answering questions based on a reading passage with the vocabularies taught in the class, matching the word and completing the sentences with the most suitable words. (See Appendix 2). The Pretest will be given to all the forty respondents, the Experimental Group and the Control Group. The respondents will be given 45 minutes to complete the tasks given.

The rationale behind the items in Pretest is to provide the researcher with general information of the respondents' performance on their vocabulary acquisition and this information might help in the discussion of the findings. This study also aims to find out whether the results of the test will show the difference when teaching vocabularies with and without the presence of songs. Table 3.1 below shows the brief description of the Pretest.

TABLE 3.1 Brief Description of the Pretest

Section	Content
Section A	Questions based on a reading passage
Section B	Matching the suitable words
Section C	Completing the sentences with words

3.3.2 Treatment of Teaching Using Songs

This study employed the treatment of teaching the language focusing on vocabulary acquisition using children songs. The treatment of teaching vocabulary using songs in the classroom will only involve twenty students of the Experimental Group. The songs will be children songs relevant to the respondents level and ability of understanding. (See Appendix 1) The treatment will be conducted after the administration of the Pretest. The researcher took four days to conduct the treatment. (See Appendix 4)

3.3.3 Observation

The researcher observed the twenty respondents of the Experimental Group during the treatment of teaching using songs in the lesson is carried out. The researcher observed the Experimental Groups' behaviours and participations during the four days of teaching and learning.

3.3.4 The Posttest

This is the final stage of the data collection. The researcher administered the Posttest after the treatment given to the twenty respondents of the Experimental Group on teaching vocabulary using songs had been done. The Posttest is given to all the forty respondents, the Experimental Group and the Control Group. The Posttest later on will provide the researcher with useful information on the students' Posttest results. The duration given for respondents to answer the questions in the Posttest is 45 minutes.

This test aims to find out the respondents' understanding and knowledge on the vocabularies given to them after the treatment of teaching vocabulary using songs in the lesson. The questions included answering a reading passage, matching the suitable words and completing the sentences with suitable words. (See Appendix 3).

The rationale behind using the items in Posttest is to provide the researcher with general information of the respondents' vocabulary acquisition and this information might help in the discussion of the findings. The Posttest is to find out whether the teaching influenced the results of the test of vocabulary with the presence of songs. The table 3.2 shows a brief description of the Posttest.

TABLE 3.2 Brief Description of the Posttest

Section	Content
Section A	Matching the suitable words
Section B	Completing the sentences with words

3.4 Data Collection Procedures

The researcher first identified the samples from the lower level. The researcher chose forty samples from the Year Four students. As this study employs by employing the experimental design, twenty respondents were put in the experimental group and twenty respondents for the control group. Table 3.3 Stated a clear procedures of the data collection for this study.

TABLE 3.3 Procedures of the Data Collection

EXPERIMENTAL GROUP	THE EXPERIMENTAL DESIGN METHOD	CONTROL GROUP
1. Twenty respondents involved.		1. Twenty respondents involved.
2. Pretest Administered.		2. Pretest Administered.
3. Treatment		3. No Treatment
4. Observation		4. No Observation
5. Posttest Administered		5. Posttest Administered
6. Results		6. Results

3.5 Data Analysis Procedures

The results from the Pretest and the Posttest were recorded and analyzed quantitatively to find the frequency count and percentage for the items tested in the tests.

The scores from the Pretest and the Posttest were analyzed quantitatively in order to find out whether there was any improvement in the vocabularies after vocabulary are taught to the students using songs. The experimental group is taught with songs, while the control group is not taught with the presence of songs. The percentage of the students' achievement in acquiring the vocabularies later on will be presented in the tables and bar charts. Then the comparison of the percentage of the respondents' results in the Pretest and the Posttest are made to find the difference of the two test administered to the Experimental Group and the Control Group.

CHAPTER 4

ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

The aim of this chapter is to discuss the findings that are obtained from the data analysis based on the objective and hypotheses that are mentioned in Chapter 1.

4.1 Distribution Based on Demographic Characteristics

The distributions based on demographic characteristics in the selection of the respondents looked into the characteristics of gender and race. The demographic characteristics of both the control and experimental group are standardized. The number of 20 students is selected for the control group is taught the normal conventional teaching. Another 20 students are selected for the experimental group and they are taught using songs in the teaching as a treatment.

TABLE 4.1 Distribution Based on Demographic Characteristics

Characteristic	Control Group		Experimental Group	
	N	%	N	%
Gender				
Male	11	55	11	55
Female	9	45	9	45
Total	20	100	20	100
Race	N	%	N	%
Malay	9	45	9	45
Chinese	10	50	10	50
Iban	1	5	1	5
Total	20	100	20	100

4.2 Observations and Treatment on the Experimental Group

In this study the researcher also conducted an observation on the experimental group when they were given treatment of using songs in the English Language classroom. The experimental group was given four days treatment and the researcher observed the students' behaviors, which include the students' participation, motivation and their performance in the vocabularies, taught. The period of observation done by the researcher is shown in the table below.

TABLE 4.2 Schedules of the Observation and Treatment on the Experimental Group

Date	Title of Songs	Time
13th March 2006	PRETEST	8.00-8.15am
14 th March 2006	Old Mc Donald Farm	7.30-8.30 am
15 th March 2006	Five Little Ducks	9.00-10.00 am
16 th March 2006	At the Zoo	8.00-9.00 am
17 th March 2006	The Animals went in Two by Two	10.30-11.30 am
20th March 2006	POSTTEST	8.00-8.15am

The researcher conducted the treatment a day after the Pretest was given to the Experimental Group and the Control Group. The treatment was only given to the Experimental Group. The songs were selected in line with the themes of the lesson that is the animal theme. During the four days of observation there were tremendous changes in the students' ability to acquire vocabulary and their interest in learning the language through songs. The researcher observed that the students picked up more vocabularies taught. The animal themed lyrics to the popular tunes seemed to have helped the students to memorize the essential key words. This fact has been proven in Maley, (in Rivers, 1987:93) who defines memorability as "nuggets of information that stays in the pool of memory." Furthermore, it was observed that the students' participation in the songs-related activities also had added another level of engagement. The researcher observed

that the students reinforced vocabulary by making up new words to a well-known song. This strategy is an effective way to have students embed anything they need to learn for mastery or to memorize. All the students were actively involved in teaching and learning at the same time the students had fun during the activities. The researcher emphasizes movement: clapping, bouncing and finger play when they are singing. And it was observed that the students were excited and enjoyed the learning activities. This has been proven by both researchers, Rivers (1987:94) and Morse, N. (1995) who agree that teachers can improvise their classroom into a fun and enjoyable atmosphere. During the four days of observation, all the 20 students responded in favour of the songs taught during the lesson. Therefore, songs have proven to be a better means of capturing the attention of children who show little interest in the language especially in acquiring the targeted vocabulary. The researcher observed that the students are learning, but they do not know that they are actually learning. That is the best situation.

4.3 Scores for the Control Group

4.3.1 Scores in Pretest for the Control Group

As shown at Table 4.3, more than half of the students in the control group pass the pretest given to them. 11 students or 55% scores more than the passing marks, which is 50%. Nine students (or 45%) are considered to have failed the pretest.

TABLE 4.3 Scores in Pretest for Control Group

Score (%)	Pre-Test	
Fail (Below 50)	N	%
12	1	5
16	2	10
28	2	10
36	1	5
40	1	5
44	2	10
Total	9	45
Pass (Above 50)	N	%
64	2	10
68	1	5
80	2	10
84	1	5
88	2	10
96	1	1
100	2	10
Total	11	55

Control Group Pre-Test

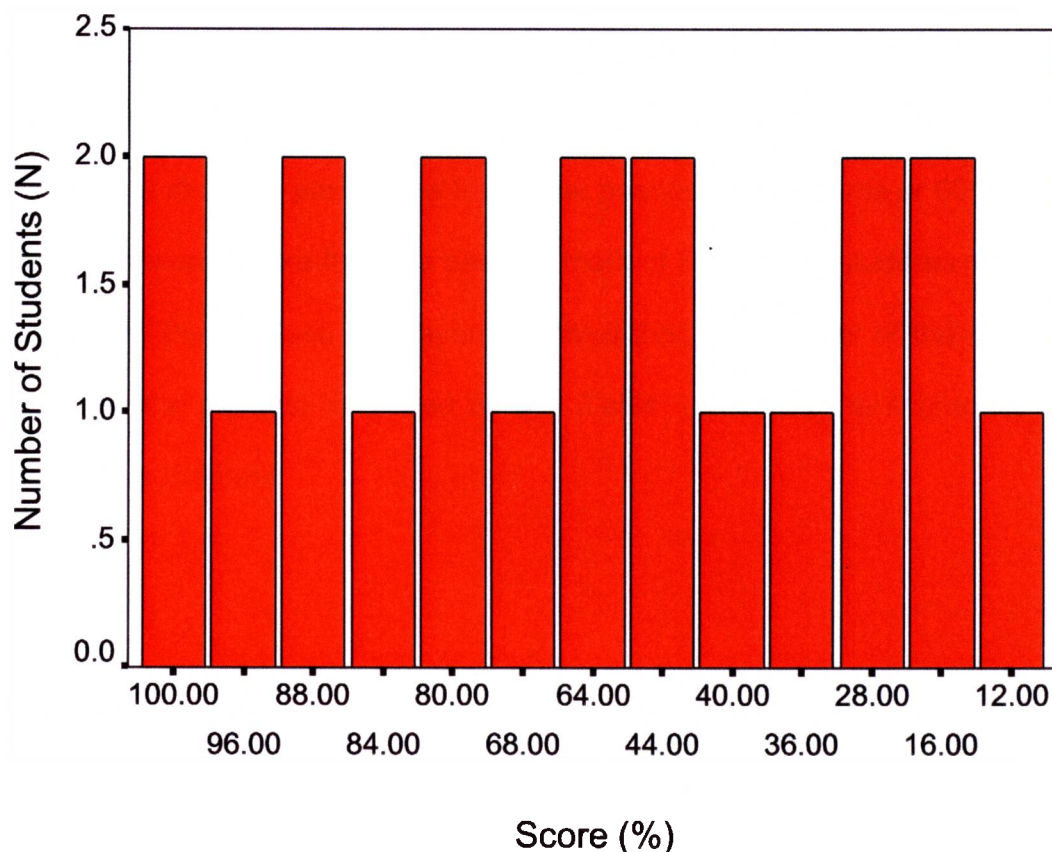


FIGURE 4.1 Scores in Pretest for Control Group

Based on Figure 4.1, one of the students has the lower score, which is 12%, and it is equivalent with answering three questions correctly. One student (or 5%) scored for 36%, one student (or 5%) scored for 36% and one student (or 5%) 40%. Two students (10%) scored 16%, two students (10%) 28% and two students (10%) 44%. Among the 55% of the students who passed the test during the pretest in the control group, only two students (10%) scored the full mark of 100%. While, two students (or 10%) scored 88%, two students (or 10%) scored

80% and two students (or 10%) scored 4%. One student (or 5%) scored 96%, one student (or 5%) 84% and one student (or 5%) 68%.

4.3.2 Scores in Posttest for Control Group

Majority of the students passed the test in the posttest. 12 students or 60% of the respondents scored more than the passing mark of 50%. Eight students (or 40%) of them failed the posttest. The finding showed that, the number of the students who passed the posttest increased by 5%. Table 4.4 shows the scores for the Control Group Posttest.

TABLE 4.4 Scores in Posttest for Control Group

Score (%)	Post-Test	
	N	%
Fail (Below 50)		
12	1	5
16	1	5
24	1	5
28	2	10
36	2	10
44	1	5
Total	8	40
Pass (Above 50)	N	%
56	1	5
68	1	5
76	1	5
88	4	20
92	2	10
96	1	5
100	2	10
Total	12	60

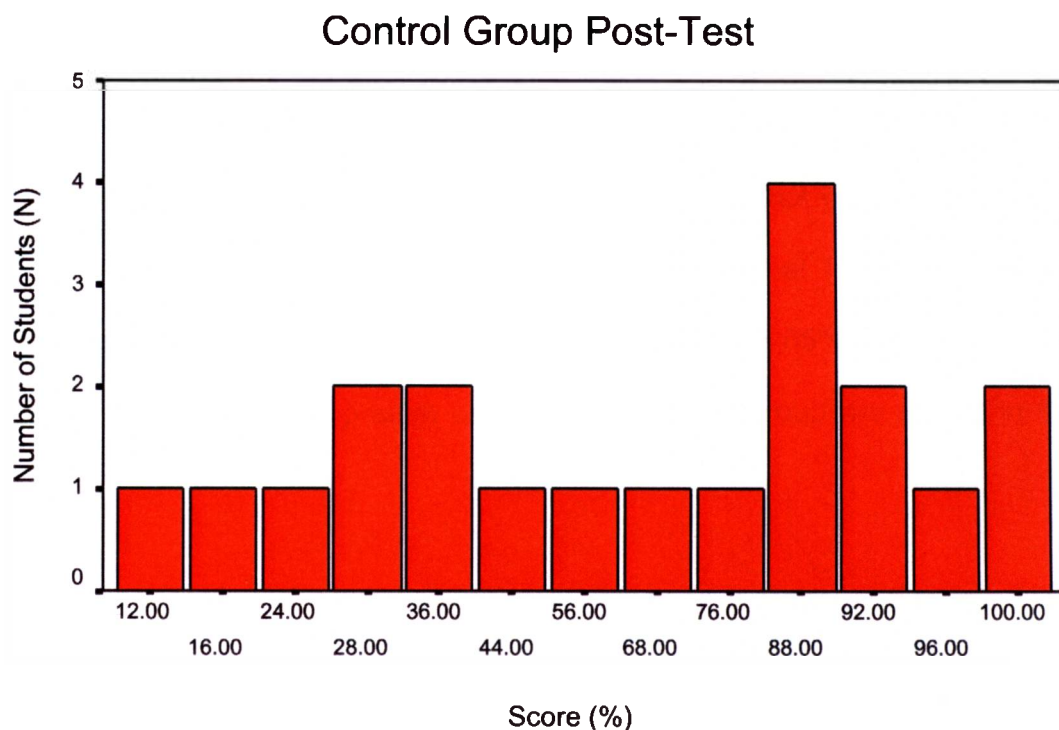


FIGURE 4.2 Scores in Posttest for Control Group

As shown in Figure 4.2, within the passing group, two students (10%) scored 100%, one student (5%) scored 96%, two students (10%) scored 92%, four students (20%) scored 88%, one (5%) scored 76%, one (5%) 68% and one (5%) 56%. During the pretest, one (5%) of the students has the lowest score of 12%, which is equivalent to answering three questions correctly.

The findings show that, after the administration of the posttest on the control group, the difference between pretest and posttest are low (one student or 5%). This study shows that, some treatment is really needed to increase their capability in increasing their vocabulary acquisition.

4.4 Scores for the Experimental Group

4.4.1 Scores in Pretest for Experimental Group

Like the control group, the experimental group was also not given treatment of using songs in the teaching before the pretest. As shown at Table 4.3.1, seven (or 35%) of the students failed the pretest. 13 students (or 65%) had passed the pretest. The scores of the pretest on the experimental group are shown in the table 4.5.

TABLE 4.5 Score in Pretest for Experimental Group

Score (%)	Pre-Test	
Fail (Below 50)	N	%
8	1	5
16	1	5
20	1	5
24	1	5
28	1	5
36	1	5
40	1	5
Total	7	35
Pass (Above 50)	N	%
52	1	5
56	1	5
68	2	10
76	1	5
84	2	10
88	1	5
92	1	5
96	1	5
100	3	15
Total	13	65

Experimental Group Pre-Test

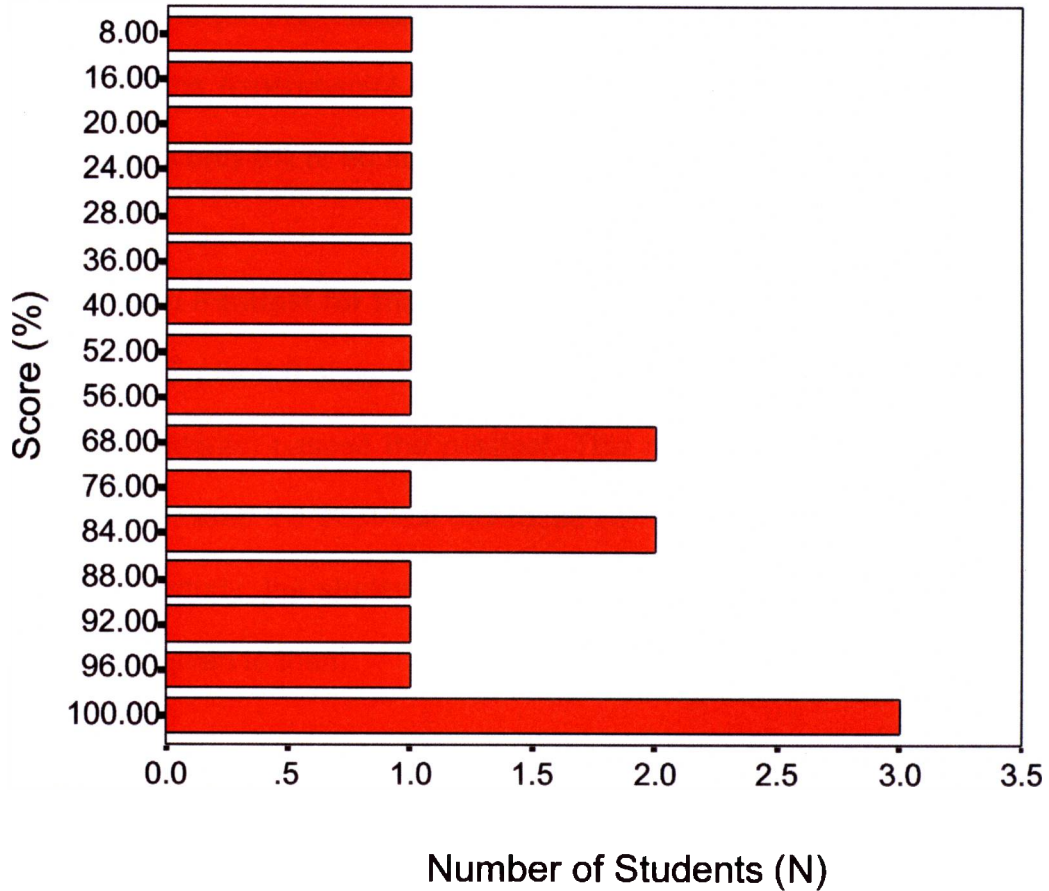


FIGURE 4.3 Scores in Pretest for Experimental Group

Figure 4.5 shows us, within the passing group, three (or 15%) of the students obtained high scores of 100%. One (or 5%) student scored 96%, one (or 5%) student scored 92%, one (or 5%) student scored 88%, one (or 5%) student scored 76%, one (or 5%) student scored 56% and one (or 5%) student scored 52%. Two (or 10%) students scored 84% and two (or 10%) students scored 68%.

The figure 4.3 shows that, seven (or 35%) of the students failed the test. While one (or 5%) student scored 8%, one (or 5%) student scored 16%, one (or 5%) student scored 20%, one (or 5%) student scored 24%, one (or 5%) student scored 28%, one (or 5%) student scored 36% and one (or 5%) student scored 40%. But, for the experimental group one student (or 5%) obtained the lowest scores, which is only 8% or equivalent to answering two questions correctly.

4.4.2 Score in Posttest for the Experimental Group

The finding in Table 4.6 shows that, 30% (or 6 students) failed in the posttest. 70% (or 14 students) passed the posttest. This means that, the number of the students who passed the post-test increased compared to the pretest. From the findings of the study, the students showed an increase in vocabularies after the treatment was given to them.

TABLE 4.6 Scores in Posttest for the Experimental Group

Score (%)	Post-Test	
	N	%
Fail (Below 50)		
20	1	5
28	1	5
32	1	5
44	3	15
Total	6	30
Pass (Above 50)	N	%
56	1	5
76	1	5
80	1	5
84	1	5
88	3	15
100	7	35
Total	14	70

Experimental Group Post Test

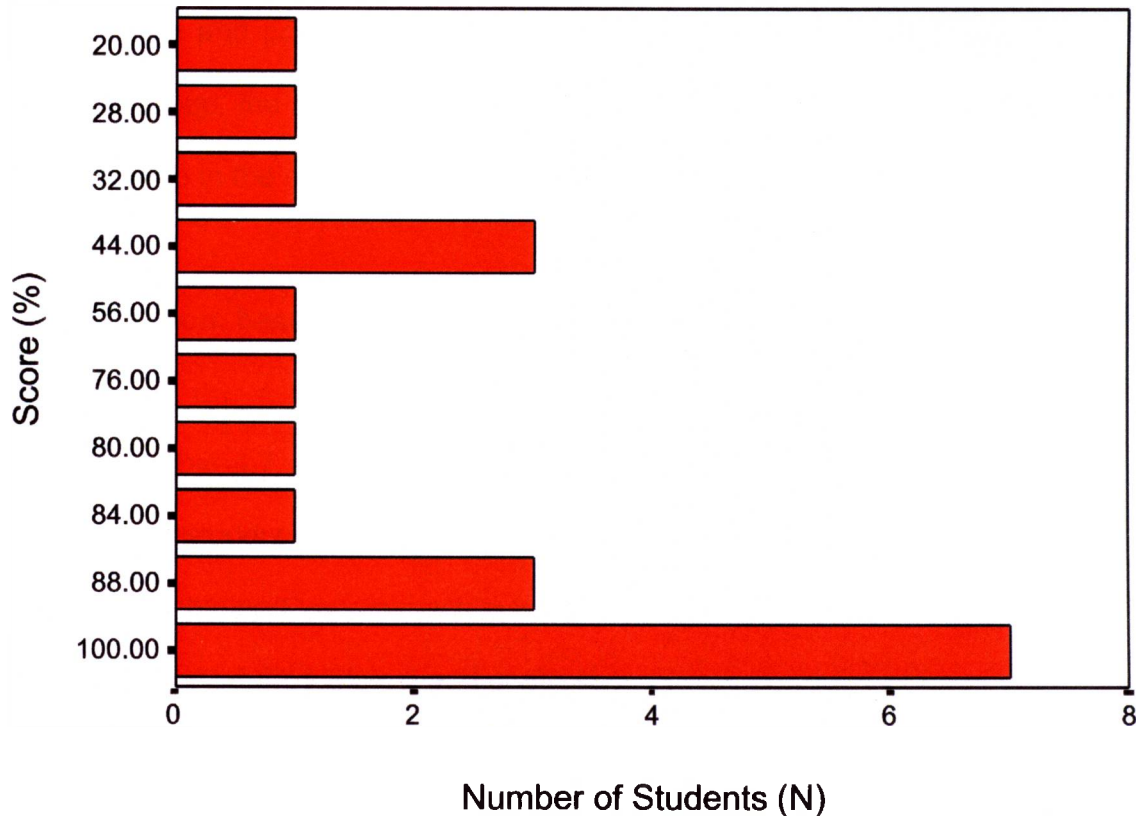


FIGURE 4.4 Scores in Posttest for Experimental Group

As shown in Figure 4.4, the number of students who scored full mark increased from three (or 15%) students during the pretest to seven (or 35%) students in the posttest. That showed an increased of about 20%. Based on the figure 4.4, three (or 15%) students scored 88% followed by one (or 5%) student scored 84%, one (or 5%) student scored 80%, one (or 5%) student scored 76% and one (or 5%) student scored 56%. But, in the failure group, one (or 5%) student scored 20%, one (or 5%) student scored 28%, one (or 5%) student scored 2% and one (or 5%) student scored 44%.

4.5 Comparison in Pretest and Posttest for Control Group

After the pretest and posttest were given to both of the control group and the experimental group, the researcher made a comparison of the two results to find out the difference in the scores on both of the groups.

4.5.1 Comparison based on Level of Score in Pretest and Posttest for Control Group.

As shown in Table 4.7, eight of the respondents (40%) achieved high level of scores and five students (25%) achieved moderate level of scores. But seven students (35%) obtained very low achievement. As a control group, they are not given any treatment during pretest and posttest.

After researcher administered the posttest to the same respondent for pretest, the result can be seen as in Table 4.7. There has been some improvement in the vocabularies taught to the respondents, which is ten respondents (or 50%) achieved the highest level of scores. Three (or 15%) achieved for the moderate and seven (or 35%) for low level, which still remain unchanged.

The findings show that, the improvement of scores especially at high level of score for the control group is very small ($n=+2$, +10%). At the same time, the score for moderate level of score was decreased ($n=-2$, -10%). But, there are no changes on lowest score.

TABLE 4.7 Comparison based on Level of Score in Pretest and Posttest for Control Group

Level of Score	Pre-Test		Post-Test		Improvement	
	N	%	N	%	N	%
High	8	40	10	50	+2	+10
Moderate	5	25	3	15	-2	-10
Low	7	35	7	35	0	0
Total	20	100	20	100		

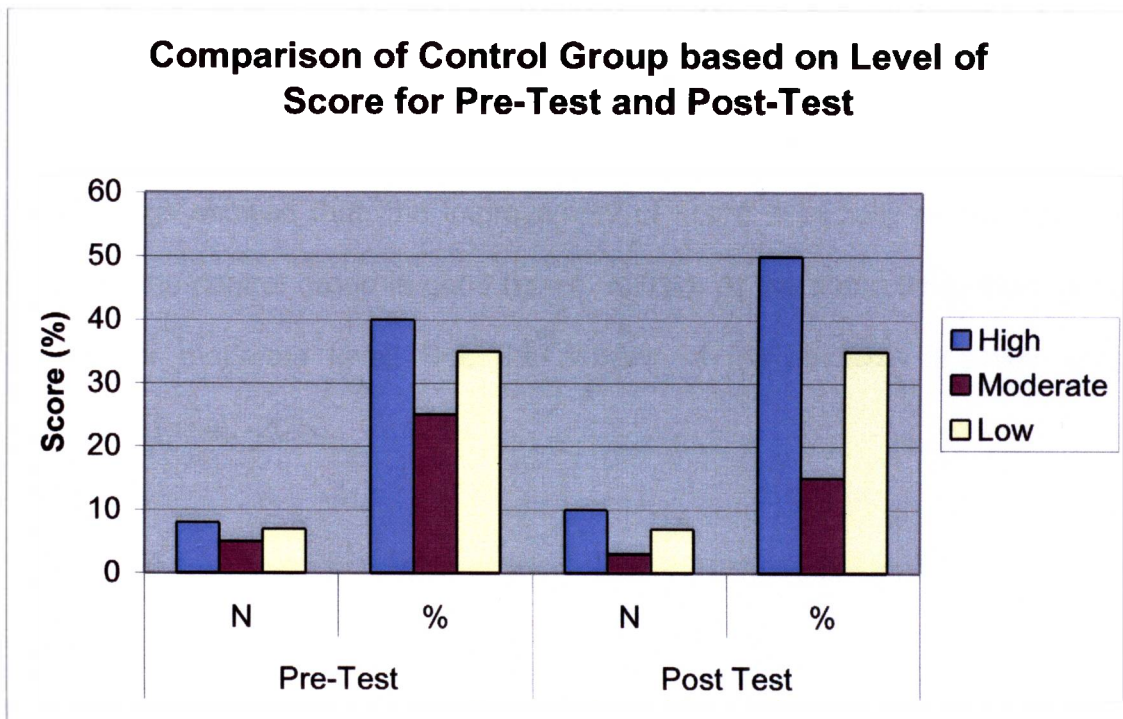


FIGURE 4.5 Comparison based on Level of Score in Pretest and Posttest for Control Group.

4.5.2 Comparison based on Level of Scores in Pretest and Posttest for Experimental Group.

The finding as shown at Table 4.8, nine of the respondents (or 45%) achieved high level of score and four students (or 20%) achieved moderate level of score. But seven students (35%) achieved very low achievement.

After the researcher administered the posttest to the same respondent in the pre-test, the result can be seen as at Table 4.8. There was an improvement in the post-test, which are 13 respondents (or 65%%) obtained the higher level of score. Four respondents (or 20%) obtained moderate level, which still remain unchanged and three respondents (or 15%) obtained low level. This is the effect after using song to increase their vocabulary acquisition.

The findings showed that, the improvement of score especially at high level of score for the control group is good (n=+4, +20%). At the same time, there is no change for moderate level. But, the number of the students in lower level decreased (n=-4, -20%).

TABLE 4.8 Comparison based on Level of Scores in Pretest and Posttest for Experimental Group.

Level of Score	Pre-Test		Post-Test		Improvement	
	N	%	N	%	N	%
High	9	45	13	65	+4	+20
Moderate	4	20	4	20	0	0
Low	7	35	3	15	-4	-20
Total	20	100	20	100		

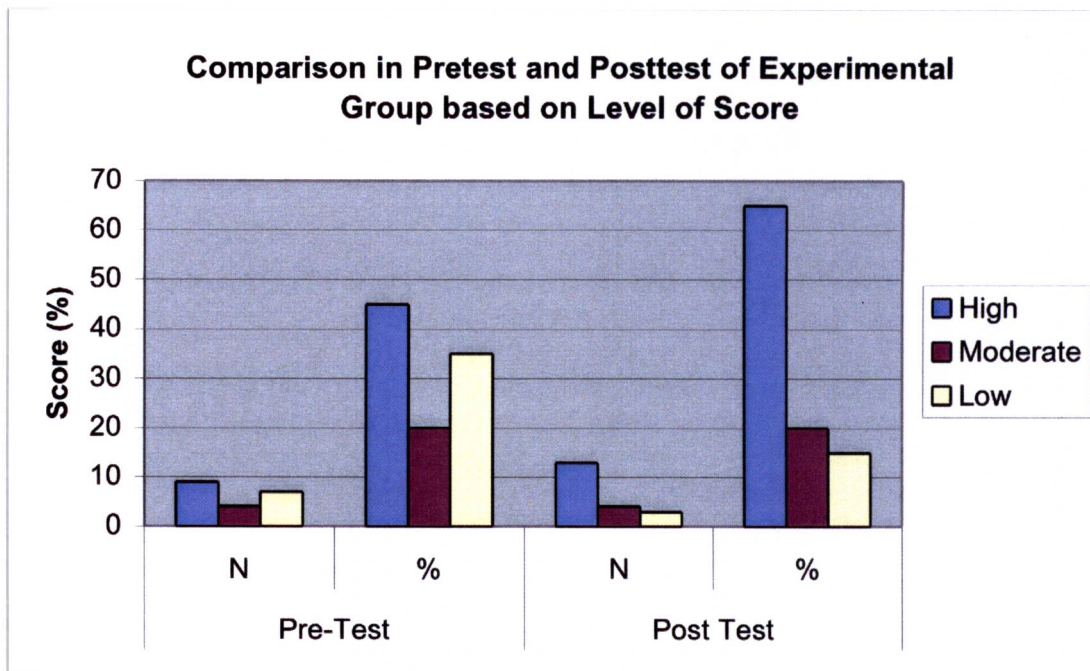


FIGURE 4.6 Comparison based on Level of Scores in Pretest and Posttest for Experimental Group.

4.6 Comparison based on the Improvement of Results between Control Group and Experimental Group

Based on the finding as shown in Table 4.9, to get the difference, the number and the percentage of the students in experimental group is by subtracting the percentage of the control group. Two (or 10%) of the students obtained high level of scores; two (or 10%) students score a moderate level and four (or 20%) of the students are no longer in the lower level of score. The Control group was not given treatment compared to experimental group. By using songs in the teaching it had shown an increase in the students performance. Song is one of way to increase the vocabulary acquisition in teaching vocabulary in the English Language classroom. The students are able to acquire more vocabularies taught. This is relevant with Butler (cited in Jennifer O. Prescott, 2005)) who agrees that children picked up quickly. Just in ten minutes a day can put kids on the road to building a decent bilingual vocabulary—with no effort at all.

TABLE 4.9 Comparison based on Improvement of Results between Control Group and Experimental Group.

Improvement on Level of Score	Control Group		Experimental Group		Differences	
	N	%	N	%	N	%
High	+2	+10	+4	+20	2	10
Moderate	-2	-10	0	0	2	10
Low	0	0	-4	-20	-4	-20

As shown at Figure 4.9, after given treatment using songs the experimental group shows the difference numbers of students in the Posttest compared to the control group. The experimental group shows a positive improvement. There was two (or +10%) of the students score a positive difference between the experimental group and the control group in the high level of score. The same situation happened to the moderate level of score. Therefore, using songs as a method in the vocabulary acquisition can decrease a lot of number of student's scores at the lower level (n=-4, -20%).

Comparison of Improvement between Control Group and Experimental Group [After Using Song at Post-Test for Exp. Group]

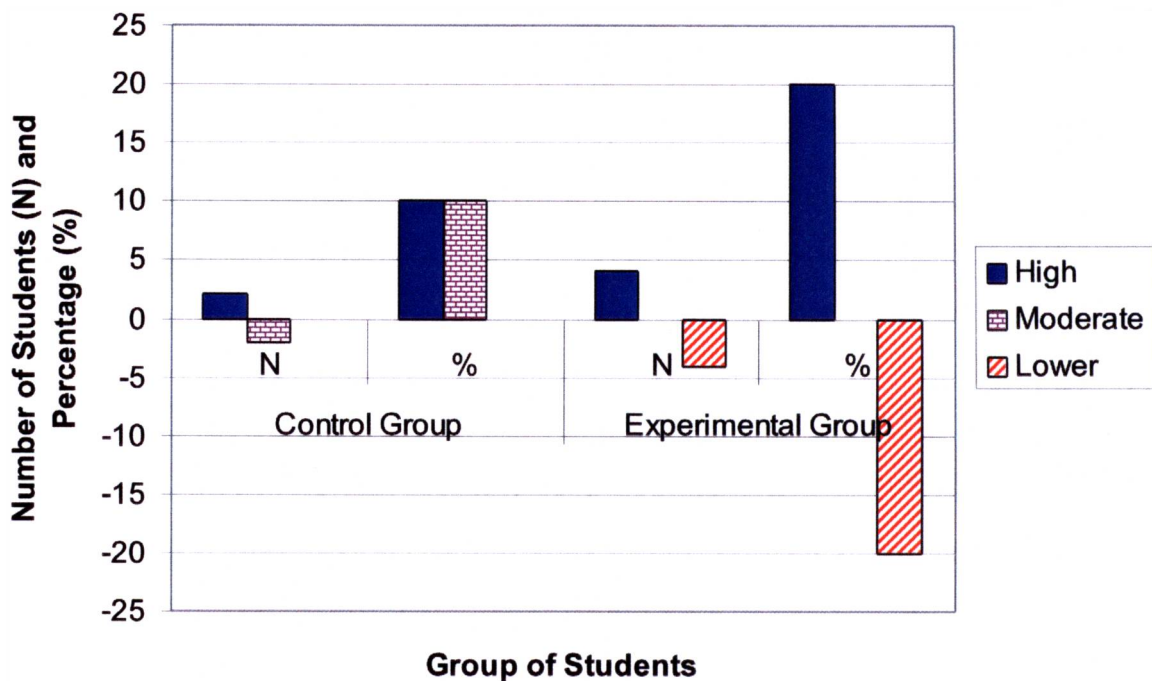


FIGURE 4.7 Comparison based on Improvement of Results between Control Group and Experimental Group.

The findings in this study is consistent with Campbell, Campbell & Dickinson (1996) that mentioned using song and as a vehicle for second language learning is consistence with Gardner’s theory of multiple intelligences. Music can be used in any number of ways to instruct the second language to second language learners. In order to acquire new vocabulary, students may listen to song while teacher points to picture illustrations of key vocabulary words. Or students may

learn to sing songs with lyrics containing key target vocabulary. The essential when it comes to learning and using language. Actually song related activities do help to develop communication skills. This study is consistence with Jalongo and Bromley, 1984, McCarthey, 1985; Martin, 1983, Jolly, 1975 reported positive statements regarding the efficacy of songs as vehicle for first and second language acquisition. Singing and chanting repetitive songs and rhymes all help build confidence in using language while helping students to remember the targeted vocabulary.

The positive results in the post-test for experimental group is consistent with cited from Hoskins, C. (1988) that mentioned ten weeks of group musical activities including singing are reported to increase scores on test of vocabulary and language in two to five year old developmentally delayed children.

4.7 Conclusion

Based on the data analyzed, the result from the pre-test to post-test the control group which followed the conventional teaching showed a slight improvement in the vocabularies taught. The experimental group showed a high improvement in the vocabularies with the presence of song in the teaching. It gave the students first exposure of language structures such as phrasing in sentences and syllables within words. Listening to songs and talking about the lyrics of the sounds and how it makes them feel is also a great opportunity to discover new words and to use them in descriptive ways. Listening carefully to different types of songs is a

good way to build up skill of concentrated listening and the ability to discriminate between sounds. These are essential when comes to learning and using language.

Therefore, the null hypothesis was that the students who are taught vocabularies using song do not obtain better results are rejected. And, we accept the alternative hypothesis, which are the students who are taught vocabularies using song obtain better results.

CHAPTER FIVE

CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary and the conclusion of this study. The implications of the study, the limitation of study and the recommendations for further study in this area are also presented in this chapter.

5.1 Summary of the Study

The main objective of the study is to determine the use of songs in improving the vocabulary acquisition of Year Four students in the English Language. The study was carried out in SK Song Kheng Hai, Kuching, where the total number of 40 students was chosen randomly from the population of 100 students. The researcher selected 20 students for the experimental group and another 20 students for the control group.

The data was collected from the groups, namely, the experimental group and the control group. They were both given the same pretest and posttest. The experimental group was given treatment while the control group was not given treatment. During the treatment was carried out to the experimental group, the

researcher observed the students' participation during the song-related activities in improving vocabulary acquisition in English Language.

The data were then analyzed. Descriptive statistics were used in interpreting the result of the analysis. The findings of the study revealed that most of the students who were given treatment by using song showed a positive effect, as there was an increase in vocabularies acquired by the students. The students participated actively in singing and they were more motivated during the lesson when songs were incorporated in English Language classroom. Compare to the students who were not given treatment, they showed a relatively slight improvement in the vocabularies taught.

5.2 Conclusion

The findings of the study has presented a clear view to the teachers concerned and the future researchers that there are various ways in which songs can be used to enhance second language acquisition, yet some more are effective than others. According to the findings from an investigation on the effects of songs upon English vocabulary acquisition, the combination of song and the pedagogically- sound technique produce greater second language second language acquisition than was possible when teaching English vocabulary the conventional way.

The findings show an increase in vocabularies taught to the Experimental Group after four days of treatment. After the Experimental Group was given treatment, the results showed an increase in the scores in Posttest. There were 13 students (or 60%) scored the highest level, four students (or 20%) scored the moderate level and three students (or 15%) scored the lowest level. The findings showed that, the improvement of score especially at high level for the Experimental Group increased by (n=+4, +20%) and the number of students at low level was decreased by (n=-4, -20%). The numbers of students who scored full mark increased from three (or 15%) students during the pretest to seven (or 35%) students in the posttest. That showed an increased of about 20%. Three students scored 88% followed by one student scored 76% and one (or 5%) student scored 56% after the treatment was given to the Experimental Group. The increase in the vocabularies taught was consistent with Hoskins, C. (1988) who asserted that ten weeks of group musical activities including singing are reported to increase scores on tests of vocabulary and language in two to five year old developmentally delayed children.

Apart from that, although the time span given to the treatment group was considered short but the learners were able to catch up quickly and gained more vocabularies taught. Thus, the findings was relevant with Butler (cited in Jennifer O. Prescott, 2005) who started Boca Beth found that the children picked it up quickly and in just 10 minutes a day can put children on the road building a decent bilingual vocabulary—with no effort at all. Also, the researcher observed

that as students repeatedly sing songs, their confidence level arises. Furthermore, by engaging in a pleasurable experience, learners were relaxed and their inhibitions about acquiring a second language are lessened. Yet, while they were more relaxed, they were also more attentive than usual, and therefore, more receptive to learning. This finding was consistent with Rivers (1987:94) and Morse, N. (1995) who agreed that teachers could improvise their classroom into a fun and enjoyable atmosphere. Apart from learning, students also have fun moments while singing the song.

To conclude, songs gave positive effects to the learners when song was incorporated in teaching English vocabulary. Students showed an increase in their vocabulary acquisition when they were engaged with song-related activities. As a result, second language learners may fully benefit from the potentially powerful effects, which songs can have upon language acquisition.

5.3 Implications of the Study

The findings of the study have definite curricular implications. If music was a viable vehicle for second language acquisition to the same as other nonmusical means, then songs can be no longer being regarded as recreational devices, having little instructional value. Consequently, teachers as an educator might consider giving song a more prominent role in the second language curriculum. This can be easily accomplished by increasing the frequency with which songs were used in the curriculum especially in the English Language

classroom. Furthermore newly acquired words, serving as comprehensible input, could contribute to the acquisition of other words. When songs were taught the contributions which could be made to the child's vocabulary was by occasional explanation of vocabulary words. There was clearly good linguistic grounds for increasing this activity over and above the recreational and cultural reasons for doing so. In short, the investment of time is relatively small, yet the potential benefits in terms of vocabulary acquisition are great. Not only students benefit from additional exposure to the second language; songs can provide the classroom teacher with alternative means of promoting second language acquisition apart from the normal conventional way of teaching.

5.4 Limitations of Study

There were several limitations, which may have affected the generalizability of this study. In this investigation, exposure to teaching vocabulary using songs occurred over a 4-day period, yet this may not have sufficient time to observe a change in the students' ability to acquire vocabulary. The outcome of this study may have been affected by other factors such as degree of cooperation and attention span limits. Because subjects participating in this study were representative only of the population from which they were sampled, generalizations to students of other age groups, socioeconomic backgrounds and geographical areas cannot be made. Apart from that another factor that has affected the study was due to the unexpected circumstances like the outbreak of the Hand Foot and Mouth, ^{disease} The outbreak of this disease has

affected the time factor, which has been planned for the treatment of the Experimental Group. Finally, the sample size of 40 students out of 100 students of the Year Four may not have been large enough to study the constructs of this study. A bigger sample was needed in order to obtain reliable and generalizable results.

5.5 Recommendations

5.5.1 Recommendations for Teachers

Based on the insights gained in this study, it is recommended that teachers of second language learners who are the person directly involved in the teaching of the language can similarly increase the vocabularies of their learner by following some simple guidelines.

1. Before a teacher begin his lesson, make certain that he has selected a song, which will produce maximum results. Find a song, which will be of interest of the learners since not all songs will result in the same amount of vocabulary acquisition.
2. Also, select a song, which contains an appropriate number of unfamiliar words. According to Krashen (1985), language acquisition occurs when the learners is not exposed to few words, what Krashen refers to as "i+1." Acquisition will not take place if learners are inundated by an inordinate number of unfamiliar words (i.e., i+9).

3. Familiarizing learners with the content of the text prior to singing the song will increase the comprehensibility of the text and ultimately the amount of vocabulary acquired.
4. The songs should be expose to the students more than once to each new vocabulary. It is particularly helpful when the target vocabularies are critical in understanding the meaning of the text.
5. Create a situation where the students learn the meaning of song vocabulary from one another in order to create a skit in which all vocabulary is used. Language acquisition cannot occur unless the second language is made comprehensible to the learner (Krashen, 1985).
6. Be creative; get the students practice mini-dialogues containing specific “patterns” and/ or “routines” which the teacher extracted from song’s lyrics. Learners must be able to “transfer” this knowledge to new different contexts. This exercise allows learners the opportunity to generate original utterances using patterns and routines in different contexts.
7. Teachers provide additional opportunities for students to practice saying target vocabulary, routines and patterns that are embedded in the song lyrics. This enable the students the opportunity to make the connection between meaning and symbol. This ultimately leads to language acquisition.

The effects of song upon human learning are not entirely understood. Yet, there is a reason to believe song can be used by educators especially

teachers to promote second language acquisition. While additional research is needed on this topic, there is a reason to believe songs may result in greater vocabulary acquisition more than using the conventional teaching. Teachers can begin immediately to witness the effects of song on their second language learners. By following a few simple recommended guidelines teachers can use songs to boost the acquisition of vocabulary in their learners.

5.5.2 Recommendations for Future Research

Based on the insights gained in this study, it is recommended that future research could be carried out to find out whether there is an effectiveness of promoting songs in improving vocabulary acquisition to the second language learners. The future study must look into on the effect of songs in vocabulary acquisition has a comparable difference on the age level of the learners. Therefore there is a need to conduct research on subjects and various age levels in order to determine whether the impact of songs is greater at any one particular developmental period. The selection of the suitable types of songs and the songs preferred by the learners accordingly to their age levels. The activities prepared should also be relevant to the students' ability and which can create a motivating atmosphere to the learners of second language in order to acquire the vocabularies taught.

Given the limitations of this study, there is a definite need for additional research on this topic. For one, similar investigations need to be made employing large numbers of subjects. Large sample size increases the power of the statistical test. Additionally, future studies need to be made in which more than a few songs are used. This is necessary since songs differ in terms of characteristics (e.g. motivational level), which ultimately influence the amount of vocabulary acquisition. Furthermore, given the research literature, it would be helpful to learn whether additional extra linguistic support (e.g., further explanation) is critical to the effectiveness of songs and its impact upon vocabulary acquisition. A study of this kind could provide the basis for future researches on using songs to improve vocabulary besides providing useful information to the researchers concerned

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APPENDIX 1

CHILDREN SONGS

Old Mc Donald Farm

Old Mc Donald has a farm,
Ee, ai, ee, ai, oh!
And on his farm he has a **duck***,
Ee, ai, ee, ai, oh!
With a **quack quack** here,
And a **quack quack** there,
Here a **quack**, there a **quack**,
Everywhere **quack quack**,
Old Mc Donald has a farm,
Ee, ai, ee, ai, oh!

Old Mc Donald has a farm,
Ee, ai, ee, ai, oh!
And on his farm he has a **cow***,
Ee, ai, ee, ai, oh!
With a **moo moo** here,
And a **moo moo** there,
Here a **moo**, there a **moo**,
Everywhere **moo moo**,
Old Mc Donald has a farm,
Ee, ai, ee, ai, oh!

*(Change the name of animals as preferred)

APPENDIX 1

(Tune: The Animals went in two by two)

Do tigers live in the jungle?

Yes, they do, they do.

Do tigers live in the jungle?

Yes, they do, they do.

The bear, the lion, the fox and the deer,

The monkey and the elephant,

Do they live in the jungle?

Yes, they do, they do.

Do rabbits live in the jungle?

No, they don't, they don't.

Do rabbits live in the jungle?

No they don't, they don't.

The cats, the dog, the cow and the goat,

The donkey and the buffalo,

Do they all live in the jungle?

No, they don't, they don't.

APPENDIX 1

At The Zoo

Teacher is taking us to the zoo today,
Zoo today, zoo today,
Teacher is taking us to the zoo today,
We can stay all day,

We're going to the zoo, zoo, zoo,
See the elephants,
With long trunks swinging,
Sniffing up peanuts,
Long trunk swinging,
We can stay all day,

We're going to the zoo, zoo, zoo,
How about you, you, you,
You can come too, too, too,
We're going to the zoo, zoo, zoo.

APPENDIX 1

Five Little Ducks

Five little ducks went out one day
Over the hills and far away,
Mother ducks said, quack, quack, quack, quack,
But only four little ducks came back.

Four little ducks went out one day
Over the hills and far away,
Mother ducks said, quack, quack, quack, quack,
But only three little ducks came back.

Three little ducks went out one day
Over the hills and far away,
Mother ducks said, quack, quack, quack, quack,
But only two little ducks came back.

Two little ducks went out one day
Over the hills and far away,
Mother ducks said, quack, quack, quack, quack,
But none of those little ducks came back.

One little duck went out one day
Over the hills and far away,
Mother ducks said, quack, quack, quack, quack,
But only four little ducks came back.

Mother duck, she went out one day
Over the hills and far away,
Mother ducks said, quack, quack, quack, quack,
And all of those little ducks came back.

APPENDIX 2

PRE-TEST

Name: _____

DATE: _____

Section A

A. Read the story.

A long time ago, an ant fell down into the water. A dove saw this and quickly dropped a big leaf into the water. The ant climbed up onto the leaf. It was safe.

“Thank you, Mr Dove,” he said.

“Not at all,” said the dove and it flew off.

One day, a hunter came. He saw the dove sitting on the branch.

He wanted to shoot the bird. He pointed his gun at it.

Just then, the ant saw the hunter. It quickly bit the hunter’s leg. The hunter cried in pain. The dove heard the hunter’s cries and it flew off. It thanked the ant for saving him.

B. Answer these questions.

1. Who fell into the water?

The _____ fell into the water.

2. What did the dove drop into the water?

The dove dropped a _____ into the water.

3. How did the ant get out of the water?

It ____ up onto the leaf.

4. Where was the dove when the hunter saw it?

The dove was sitting on a ____.

5. Why did the hunter point his gun at the dove?

He wanted to ____ the dove.

6. Why did the hunter cried?

The hunter cried because the ant ____ his leg.

7. The dove rescued the ant. What must the ant say to the dove?

The ant says, " _____", to the dove.

8. Who saw the hunter?

The _____ saw the hunter.

9. Why did the dove fly off from the branch?

The dove flew off from the branch because he heard the hunter's ____.

10. Who saved the ant from the hunter?

The _____ saved the ant from the hunter.

Section B

A. Where do these animals live? Match the sentence parts.

1. A **dog** lives

in a **web**.

2. A **horse** lives

in a **nest**.

3. A **mouse** lives

in a **hole**.

4. A **bee** lives

in a **kennel**.

5. A **spider** lives

in a **stable**.

6. A **bird** lives

in a **hive**.

7. A **fish** lives

in the **water**.

8. A **hamster** lives

in a **cage**.

9. A **duck** lives

in a **farm**.

10. A **camel** lives

in the **desert**.

Section C

Fill in the blanks with the correct answer.

claws	wings	beaks	high
feathers	Shell	fly	legs

The ducks, pigeons and hens are birds. They have (1)_____ on their bodies. Their mouths are called (2) _____. They have (3) _____ to help them fly. Ducks and hens can fly but not (4) _____. Their feet have (5) _____. These claws help them to get food.

THE END OF THE PAPER

APPENDIX 3

POST-TEST

NAME: _____

DATE: _____

Section A

Match the animal sounds correctly.

1. A sheep

chirps

2. A hen

moos

3. A bird

bleats.

4. A duck

barks

5. A cow

clucks

6. A dog

quacks

7. A goat

meows

8. A cat

bleats

Section B

Fill in the blanks with the correct word.

Part 1

Last week, Muthu and David visited Mr Samad's farm. The (!)_____ was situated at Kampung Sentosa. Encik Samad was an (2) _____ man. Encik Samad's wife helped him to look after his farm. There were many animals in Mr Samad's farm. The animals were (3)_____, cows, ducks, (4)_____, and horses. He kept the (5)_____ in a big pond. The ducks were swimming in the pond. Muthu and David saw (6)_____ eating grass in the field. They also saw (7) _____ sitting on the branch of an old tree near the pond. They watched the birds (8) _____ gay full. They saw farm animals (9) _____. They were so happy.

farm cows birds ducks hens
goat old chirped everywhere

Part 2

Last Sunday, Encik Wahap took his family to the (1) _____. At the entrance, he bought tickets for everyone. First, they watched an (2) _____ show at the zoo. The elephant danced round and round the big balloon. The elephant has (3) _____. It likes to eat (4) _____. After the show, they went to look at the (5) _____. Next to the monkeys were the (6) _____. The bear was kept in a cage. Some of the animals in the zoo were from the (7) _____. One hour later, they decided to have lunch. They went home at 5.00 p.m. in the evening. The children enjoyed themselves on that (8) _____.

jungle

elephant

monkeys

bear

zoo

long trunk

peanuts

day

THE END OF THE PAPER

APPENDIX 4

LESSON PLAN

Class: Year Four

Date: 14th March 2006

Subject: English Language

Time: 7.30-8.30am

Topic: Marina Visits Pak Abu Farm

Theme: Animals

Vocabulary: rabbits, cow, cage, farm, duck, everywhere, goat, quack, moo

Skills:

- 1.1.9 Listen to and identify different types of letter sounds.
- 2.1.6 Say aloud phrases, expressions and exclamation with the correct stress and intonation.
- 2.1.5 Chant rhymes, jazz chants and sing songs pronouncing words clearly.
- 3.2.4 Read and learn the meaning of 5 key words.
- 3.3.2 Read and understand simple sentences.
- 4.3.8 Match words with signs.
- 4.5.4 Form simple sentences by matching sentence parts.

General Objective:

At the end of the lesson students will be able to name animals.

Specific Objective(s):

1. Arrange the words in sequence.
2. Write simple sentences

Moral Values: Love and Care for Animals

Creative and Critical Thinking Skills: sequencing

Teaching Aids: animal pictures, blackboard, textbooks, and worksheet

Language Content: Past Tense

Pervious Knowledge: Pupils have learnt about animals in the Science subject

References: English Year 4

Step/Time	Teacher's Role	Student's Role	Note
Set Induction 5 minutes	<ol style="list-style-type: none"> 1. Teacher asks the students to sing "Old Mc Donald Farm". 2. Teacher asks a few students to say the sounds of animals. 	<ol style="list-style-type: none"> 1. Students sing the song. 2. A few students come forward and say the sounds of animals. 	Song lyric
Development 1 25 minutes	<p>Animal Games</p> <ol style="list-style-type: none"> 1. Teacher calls a few students in front to pick the animal pictures and say the name of animal. 2. Teacher asks the students to move in a circle and calls the names of animals with the sound. 3. Teacher monitors the activities. 	<ol style="list-style-type: none"> 1. Students get the word cards and match it with the name of animals. 2. Students respond to the teacher's instruction 3. Students do the activities actively. 	Picture cards CCTS: Matching
Development 2 25 minutes	<ol style="list-style-type: none"> 1. Teacher reads the words on the blackboard and asks the students to spell it. E.g. cow, goat, duck, everywhere, farm, etc. 2. Teacher distributes the worksheets to each of the students and asks the students to complete the words in the sentences given. 3. Teacher checks the answers written by the students 	<ol style="list-style-type: none"> 1. Students read the words on the blackboard after the teacher. 2. Students receive the worksheet and do their exercises. 3. Students identify their mistakes. 	Worksheets
Conclusions 5 minutes	<ol style="list-style-type: none"> 1. Teacher asks the students to sing the song "Old Mc Donald" again. 2. Teacher conclude the lesson and advice the students that in any activities they should listen to instruction carefully and be attentive. 	<ol style="list-style-type: none"> 1. Students sing the song and clap their hands. 2. Students listen to the teacher's advice. 	

LESSON PLAN

Class: Year Four

Date: 15th March 2006

Subject: English Language

Time: 10-30-11.30am

Topic: Marina and Her Pet

Themes: Animals

Vocabulary: five, little, far away, mother, back, over, hill, quack, duck, and four

Skills:

- 1.1.3 Listen to and group words according to same sounds.
- 1.5.10 Listen to simple recounts of what one did and tell the sequence of event.
- 2.1.5 Chant rhymes, jazz chants and sing songs pronouncing words clearly.
- 3.2.9 Learn another 5 keys words and use them in sentences of one's own
- 3.6.9 Distinguish words that show comparison.
- 4.3.9 Match words with other words
- 4.5.6 Construct simple sentences independently by looking at a picture.

General Objective:

At the end of the lesson students will be able to identify pictures with words.

Specific Objective(s):

1. Identify the words
2. Complete the sentences with phrases

Moral Values: Care for Animals

Creative and Critical Thinking Skills: Matching

Teaching Aids: pictures cards, word cards, textbook, worksheet, and songs lyric

Language Content: Present Tense

Pervious Knowledge: Students had been to the zoo

References: English Year 4

Step/Time	Teacher's Role	Student's Role	Note
Set Induction 5 minutes	1. Teacher shows pictures of animals and asks the students about the pictures. 2. Teacher plays the song "Five Little Ducks". 3. Teacher asks the students to sing the song.	1. Students look at the pictures and respond to the teacher's questions. 2. Students listen to the song. 3. Students sing the song.	Pictures of animals Radio Cassette
Development 1 10 minutes	1. Teacher shows the lyric of the song and point to the words in found in the lyrics. 2. Teacher asks the students to say out the words and spell the words. 3. Teacher shows the number cards and asks the students to spell the numbers.	1. Students say the words found in the lyric of the song shown by the teacher. 2. Students read and spell after the teacher. 3. Students say the numbers.	Picture cards Number cards Word cards
Development 2 20 minutes	Word Game (Pair Work) 1. Teacher asks the students to choose a partner and sit facing each other. 2. Teacher explains the procedures of the activity. <ul style="list-style-type: none"> i) One person says the words and the partner write the spelling of the words. ii) Take turn to say and write the words. iii) The person gets the number of words correct will be the winner. 3. Teacher walks round to monitor the activity.	1. Students find their partner. 2. Students listen to the teachers' instructions. 3. Students work in pairs.	Paper

Development 3 20 minutes	1. Teacher distributes worksheets and asks the students to complete the sentences with the correct words.	1. Students do the written exercise.	Worksheets
Conclusions 5 minutes	1. Teacher explains to the students that they need to protect animal and love animals around them.	1. Students listen to the teachers' advice.	

LESSON PLAN

Class: Year Four

Date: 16th March 2006

Subject: English Language

Time: 8.00-9.00am.

Topic: A Visit to a Zoo

Theme: Animals

Vocabulary: zoo, tiger, stay, day, peanuts, elephants, swinging, and trunk, happy, sniffing

Skills:

- 1.1.7 Listen to simple stories and recall the names of people and animals.
- 2.1.5 Chants rhymes, jazz chants and sing songs pronouncing words clearly.
- 2.2.4 Ask “Wh” questions to seek information.
- 3.2.4 Recognize complete words in text.
- 3.4.7 Read aloud words and phrases, pronouncing them correctly.
- 4.4.6 Complete missing letters in texts.
- 4.5.7 Form simple sentences and questions by arranging words.

General Objective:

At the end of the lesson students will be able to construct simple sentences with words given.

Specific Objective(s):

1. Spell the words correctly.
2. Identify the names of animals.

Moral Values: Cleanliness

Creative and Critical Thinking Skills: matching

Teaching Aids: picture cards, blackboard, textbooks, and activity books

Language Content: Simple Present Tense

Pervious Knowledge: Some of the students have been to the zoo.

References: English Year 4

Step/Time	Teacher's Role	Student's Role	Note
Set Induction 5 minutes	1. Teacher asks a student to do the actions in front of the class and asks the students about the actions do by the student.	1. Students look at the student and guess the actions.	Animal actions
Development 1 30 minutes	<p>1. Teacher shows some pictures of the animal that stay in the zoo and asks the students about the pictures.</p> <p>2. Teacher shows a picture of a zoo and talk about the picture.</p> <p>3. Teacher shows the lyric of the song on the screen (using lap top).</p> <p>4. Teacher asks the students to sing the song "At the Zoo"</p> <p>5. Teacher points to some words in the songs and asks the students to spell the words.</p> <p>6. Teacher distributes the worksheets to the students and asks them to complete the sentences with the most suitable word.</p> <p>7. Teacher goes around the class and gives guidance to the students.</p>	<p>1. Students look at the pictures and respond appropriately.</p> <p>2. Students response to the teacher's questions.</p> <p>4. Students sing the song.</p> <p>5. Students spell the words.</p> <p>3. Students do the exercises.</p>	<p>Pictures cards</p> <p>CCTS: arranging Matching</p> <p>Song lyric</p> <p>Worksheet</p>
Development 2 20 minutes	<p>Group Work Activity.</p> <p>1. Teacher asks the students to moves to groups of 4 and explains to them the Group Work Activity.</p> <p>2. Teacher distributes the worksheets to the students and asks the students to complete the tables on the worksheet.</p>	<p>1. Students move to their own groups and listen to their teacher.</p> <p>2. Students complete the tasks given.</p>	Worksheets

Conclusions 5 minutes	<ol style="list-style-type: none">1. Teacher asks the students to sing the song again and clap their hands while singing.2. Teacher advice the students not to abuse animals.	<ol style="list-style-type: none">1. Students sing the song.2. Students listen to the teacher's advice.	
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LESSON PLAN

Class: Year Four

Date: 17th March 2006

Subject: English Language

Time: 9.00-10.00am

Topic: Where Do Animals Live?

Theme: Animals

Vocabulary: tigers, jungle, bear, Lion, monkey, deer, live, fox, donkey, rabbits, cats, goat

Skills:

- 1.1.3 Listen to and group words according to the same sounds.
- 1.5.12 Listen to simple recounts of what one did and tell the sequence of events.
- 2.1.5 Chants rhymes, jazz chants and sing songs pronouncing words clearly.
- 3.2.10 Learn another 5 key words and use them in sentences of one's own.
- 3.7.0 Distinguish words that show comparison.
- 4.3.12 Match words with other words.
- 4.5.8 Construct sentences independently by looking at a picture.

General Objective:

At the end of the lesson students will be able to identify the places where animals live.

Specific Objective(s):

1. Match the words with the word cards.
2. Write simple sentences with the words given.

Moral Values: Be Thankful

Creative and Critical Thinking Skills: Making association and connections

Teaching Aids: picture cards, blackboard, textbooks, and worksheets

Language Content: Simple Present Tense

Pervious Knowledge: Pupils have learnt about where animals live in Science subject.

References: English Year 4

Step/Time	Teacher's Role	Student's Role	Note
Set Induction 5 minutes	<ol style="list-style-type: none"> 1. Teacher shows a big box to the students. 2. Teacher asks the students to guess what is inside the cage. (A hamster) 3. Teacher tells the students about the hamster. (Where do the hamster live? What it eats. What it likes to do.) 	<ol style="list-style-type: none"> 1. Students look at the box and guess the animal in the cage 2. Students listen to their friend's guesses and look at the hamster. 3. Students listen. 	A hamster
Development 1 15 minutes	<ol style="list-style-type: none"> 1. Teacher display the song lyric and play the song on the cassette. 2. Teacher asks the students to sing the song " The Animals went in Two by Two" and points to the words. 3. Teacher asks the students to sing the song again at the time do the actions of animals. 	<ol style="list-style-type: none"> 1. Students read the lyric of the song and sing the song together. 2. Students sing the song and act animal action. 	Song lyric Radio Cassette
Development 2 20 minutes	<ol style="list-style-type: none"> 1. Teacher shows the pictures of places animals live and asks the students about the pictures 2. Teacher sticks the words cards on the board and asks the students to write the places where animals live. (dog-kennel, bird-nest, worm-hole, bee-hive, tiger-jungle etc.) 3. Teacher jumbles the words cards and asks the students pick the words and make meaningful sentences out of the words cards. 	<ol style="list-style-type: none"> 1. Students respond. 2. Students come forward and write the answers. 3. Students arrange the words on the board. 	Words cards CCTS: making associations and connection
Development 3 15 minutes	<ol style="list-style-type: none"> 1. Teacher asks the students to spell words on the board. 2. Teacher asks the students to copy the words on the blackboard and make simple sentences out of the words. 	<ol style="list-style-type: none"> 1. Students spell the words 2. Students copy the words and write sentences. 	Worksheet

<p>Conclusions 5 minutes</p>	<p>1. Teacher groups the students in groups of 4 and appoints their group leader.</p> <p>2. Teacher asks the students to work in groups and solve the puzzle pertaining the places animal live.</p> <p>2. Teacher goes around the class and guides the students.</p>	<p>1. Students move to their own group.</p> <p>2. Students work in their group and solve the problems given by the teacher.</p>	
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