Models of English Songs Textbook in Primary and Junior High School Students
Abdul Rahman Siagian
Lecture of English Department
FKIP UMTS
e-mail : abdulrahmansiagian@gmail.com

ABSTRACT

Language as system of meaning is unique based on text and context, especially children's song. Children's song must be created funny by simple structure and simple language development. In fact, in children's song textbook in English is found inappropriate development of ideas. However, the text such children's song is affected by social context to create and to comprehend the message.

The objective of this study is to identify how are the development of ideas structures of the songs, to describe what type of development of idea is dominantly used in children's song textbook both primary and junior high school English textbook. This study is based on descriptive and qualitative designs which focus on the naturalistic of the data. The analysis is conducted by describing the data. There are 4 (four) songs for each school textbook as the data source.

The data analysis reveals that development of ideas such the uses of simple sentences, words, clauses and phrases are dominantly used. They imply that children's songs convey the most interesting information to attract the listeners in written by simple structure, the choice of the pattern is influenced by the development of the ideas and the information is simple and easier to get the message.

Keyword :English, Text Song, Soft skill Development

Prodi Pendidikan Bahasa Inggris UMTS

Introduction

The students are expected to develop the four skills of English they are writing, sentences, listening and reading, besides the four skills they also expected to master language elements such as, words, sentences, clauses and so forth. Language is a toll of communication that is used by human as a social being, therefore, language plays important role in human's life.

In the other hand, language literacy. is the terminology of the ability to write, to speak, and to red the language. In addition, as it is also involving to use numeric, culture, communicative, practice, and so forth. In the other hand, language is system of meaning that it is created in oral and written forms. It is to say that language as a system of meaning is implicated into two types in the social language in other how language is created and gives message to the listeners and readers. Language refers to linguistics study is expressed into two systems of meaning: symbol and sound.

In integrating message, it is related to linguistics which language is a medium of meaning or message; they are sounds, symbols, words, groups, phrases, clauses, sentences, text and context. They are structured in other to produce message easier and comfortable. One medium of message easier and comfortable is song.

Song is one of interesting language forms especially in English. It is to say that how song is created in other to be interesting. Song is also a text that has unmarked and marked structure refers to the way how the writer creates the message in it. Based on the structure of song, it should be created by simple structure and by simple information development in lyric.

In fact, nowadays, after observing the text book: *Getting Started in English*, the structure and the language development such in song "Down by the Station" (Diyata, 2004) have changed. In the other case, song " are you sleeping" (Kistono, 2005) is also have changed. Language development and the structure have some difficulties traditionally. It is to say that they are found various songs in the textbook.

However, song would be applicable to the their competences how the song understood based on the linguistic elements in other the song can convey message through the concept of discourse: all linguistic patterns exist beyond the words, clauses and sentences (Gerrot and Wignel, 1994; Paltridge, 2000).

Further, only by having good and relevant songs are able to get the meaning. By providing song, someone will simultaneously stimulated to learn English more and more. In addition, the fact (Gusrayani: 2008) that songs provide a perfect environment and setting for children to learn a new language should not be made in a rush. It is important that the content of the songs should be considered first whether they are relevant and understandable for children or not.

Furthermore, Pane (2006) in her findings finds some difficulties that commonly both speaker and listener very hard to comprehend the development of song lyrics, due to the lack of knowledge of thematic development. So that, this study specifies and concerns to the student's song textbook on the pattern of thematic development that it is important to be analyzed.

Nevertheless, songs themselves should be analyzed in terms of their development of ideas; words, simple sentence, clause and phrases, how students' song develops language in order to serve their needs. Practically how song is grasped by Indonesian students master the English.

Knowledge of literacy is needed to comprehend a song. In this analysis study, the researcher will unveil which one of the songs serves language development by considering the development of idea. In conclusion, the researcher wants to see only by applying the process of the models of English song text in primary students and junior high school students.

The Problem of the Study

This study focuses on the song text both primary and junior high school English song: to make it more available to research, the problems of the research are formulated as the following.

1) How is the development of idea of English song textbook in primary school?
2) How is the development of idea of English song textbook in junior high school?
3) What various patterns of development ideas are used in song text book primary and junior high school?

The Significance of the Study

This study provides the readers to see how primary English song text and junior high school English song text convey the literacy in case of developments of idea. In other words, this analysis creates the answers of the problem of the study in the previous points by using the development of idea to convey literacy in both

songs. Therefore, the findings of this study are expected to be relevant in some respects; especially relevant to: (1) the learners who need them as reference of literacy, (2) the learners who want to have a good analysis in case of students' songs, (3) the learners who learn English, (4) the teachers who want to be successful in their job in literacy course teaching English, (5) the National Education Department of Indonesia for improving or progressing the English in particular.

What is the Text ?

A text is a linguistic unit that is functional in context (Halliday, 1982, 2004: I; Halliday and Hasan, 1985: I). The text is called discourse in linguistic to refer to any passages, spoken or written of whatever length, that forms tenor, field and mode. Field, tenor and mode belong to genre. Genre may be spoken or written.

Text is not only used in grammatical unit but also in semantic unit. In grammatical unit like a clause or sentence, text is sometimes considered to become super-sentence. It means that it is related to a sentence, a clause, phrase, or a group of word and so on. A text is any passage, spoken or written of whatever length that forms a unified whole (Halliday and Hasan, 1976: I) or the smallest meaningful passage of social language. A text can also be defined as an actual use of language which is produce for a communicative purpose.

The language is a system of communication which is organized as coherent units. It is always produced, exchanged and received as text. From the definitions, it can be inferred that text is language which has meaning and produced in a social context. Furthermore, text forms in an interaction between the addresser and the addressee in social environment.

Context consists of 'co' plus text, co means 'together with', 'accompany' or anything that goes with or is together with the text. So, in analyzing text and context, there is a structure which sets them together such linguistic and social context, both are joint in one study, that is systemic functional linguistics.

The Students' Songs and The Requirement

A song is a composition of tuneful tones that produce the specific tune, In general, a song is created in particular format like "Smile" (Diyata, 2004). Than World Book (Inc. Encyclopedia, 1988: 591 in Pane, 2006: 62) argues that Songs are the oldest musical forms and songs have been found in all culture. It is Depending on the style of song that you are listening to, the format can be shuffled around.

Further, song is a musical composition usually sung by a solo voice. It may be perform with or without accompaniment. Additionally, quite often a song will have lyrics to it. Lyrics are the words to the song, and they will often tell the story of the song. Most songs have a simple lyrical style.

In many cases, these lyrics might rhyme, but they do not have to. Lyrics can be sung or spoken depending on the composer's intent. There are many different styles of songs. A composer can set style of the song by the rhythms that they create with melodic structure that they choose to use.

Songs have a place for helping children to create that friendly and cooperative atmosphere is so important for language learning, but they can also offer much more. They offer insights into the culture and especially the stories and myth of different society, providing a window into the frames of reference and value of the people whose language we are learning.

Songs can be given to almost all people. They can be given all used not only for adults but also for young children. It means, they are kinds of songs can be formed; they are popular songs and students' songs. But the writer will only choose students' songs as the object of the research because students' songs provide a natural context for the most common structure. A child is better given if everyday sees him broadening his knowledge of the stories, the poems, the songs, the music; the pictures are a part of his culture heritage (Burns and Broman, 1975 in Pane, 2006: 63).

Students' songs is one of interesting language forms especially in English. It is to say that how students' song is created in other to be interesting. Students' songs is also a text that has Unmarked and marked structure refers to the way how the writer creates the message in it.

Based on the structure of students' songs, it should be created funny, by simple structure and by simple information development in lyric. In fact, nowadays, after observation in the students' songs text book, the structure and the language development such in song "Down by the Station" (Diyata, 2004) have changed. Language development and the structure have some difficulties traditionally. It is to say that it is found Unmarked and Unmarked songs in the students' songs textbook.

However, students' song should be applicable to the children in their competence

how the song understood based on the linguistic elements in other the song can convey message through the concept of discourse: all linguistic patterns exist beyond the words, clauses and sentences (Gerrot and Wignel, 1994; Paltridge, 2000).

Further, only by having good and relevant students' songs are able to get the meaning. By providing students' songs, the children especially for primary school will simultaneously stimulated to learn English more and more.

In addition, the fact (Gusrayani, 2008) that songs provide a perfect environment and setting for children to learn a new language should not be made in a rush. It is important that the content of the songs should be considered first whether they are relevant and understandable for children or not.

Lyrics of Students' Song

The straight of lyrics are providing on rhymes. Simple Rhymes and jingles can be used to draw attention to similarities in sentences ending. The teacher reads all but the last word in the rhyme, and the children take turns filling in the rhyming word (Burns & Broman, 1975 in Pane, 2006: 63). It means that students' song must be created funny by simple structure and language development, because, the level of lyrics in students' song is very low.

Rhymes of Students' Song

A rhyme is a traditional poem, rhythm or song that is taught to children mostly when they begin to attend nursery and also by parents at home. Learning these verses and rhymes helps in the development and overall understanding of vocabulary as the child grows from being a toddler to a little boy or girl. There are many rhymes that deal with counting, alphabets, animals, and fruits, assisting the in all round development of children.

Rhymes have rhythm and that encourages children to have fun with music. Moreover, these have particular actions, dances or motions which children will gradually associate with a particular song rhyme.

Rhymes contain words about many kinds of activities that children take up in their everyday life, like running, dancing, creating paper toys, coloring, drawing and many more. If rhymes that have similar wordings are given to them then it will assist them in being able to identify very quickly with that activity. Also make use of the dearest toys while enacting or singing the rhymes and poems, like by holding their bunny toy and use the bunny's hands to show them how to brush their teeth, once they see their favorite stuffed toy brushing its teeth they too shall find brushing their own teeth a fun activity to do.

Each rhyme, poem or song has a rhythm which aids kids in remembering the words they contain, ultimately helping in the development of auditory memory skills in children. The golden age for memory development is widely believed to be between ages 6-9 (Bussongs, 2009). During this time a child is able to memorize quickly, plus remember things for a greater span of time.

The writer (in his teaching) also heard it said that children, who cannot yet read, remember better than their peers who can read, as the non-readers cannot refer back to the text for information but have to remember everything they have seen or heard.

Textbook and Purposes of Composer

Students' songs textbook is *Getting Started in English* written by Firmansyah Diyata, 2004 and published in Banding by Regina. The textbook contains vocabulary mastery, reading, speaking, listening and writing for beginners of English by providing picture, sign, stories in form of conversations, students' songs, etc. The textbook is addressed for the first until sixth grade learners of primary schools. In line of this study after doing observation, the textbook provides students' songs especially in textbook of fifth grade. It is found that there are four students' songs. Each of students' songs has only one and two lyrics and has some rhymes.

In surface, students' songs are seemed simple lyrics. But in fact, there are some of them such "Rainbow, Rainbow" and "Down by the Station" are complete structure and language development. Of course they are ambiguities between the theory and the production of students' songs in general; the textual and information development also will be hard implicated for children especially in learning English as foreign language.

In contrast, junior high school text book was Bahasa Inggris untuk SMP written by Kistono, 2005 and published in Jakarta by Ghalia Printing Indonesia. The textbook contained vocabulary mastery, reading, speaking, listening and writing for beginners of English by providing pictures, signs, stories in form of conversations, students' songs, etc. The textbook was addressed for the grade seventh until grade ninth learners of junior high schools in Padangsidimpuan especially SMP Negeri 7 Padangsidimpuan.

Students' Learning a Foreign Language

There are many unique phenomena in students' songs learning a foreign language. It is very different compared with adults because a) children are often more enthusiastic and lively, b) children want to please the teacher rather than their peer group, and c) children will have a go at an activity even when they do not quite understand why or how, and do not have the same access as older learners to meta language (Cameron, 2001; Pinter, 1999 in Gusrayani: 2008).

Considering these characteristics of learning, teachers should be careful in bringing teaching material to the classroom since the notable characteristics can be challenging or even impending.

Some experts' remarkable theories of students' songs characteristics should also be taken into consideration. Piaget's (in Cameron, 2001 in Gusrayani, 2008) concerns, for example, is on the child as an active learner and sense maker. The child is seen as continually interacting with the world as he or she is solving problems that are presented by the environment.

Through taking action to solve problems, learning significantly occurs. Children also deal with concrete thinking and concrete objects in their initial stage of life. The implication of learning suggests that children are active learners and thinkers and, thus, seek out intentions and purposes in what they see in other people's actions and language.

The Data Source

The research involved primary English songs textbook: *Getting Started in English* in SD Negeri 200506 Padangsidimpuan and junior high school English song textbook Bahasa Inggris SMP at SMPN 7 Padangsidimpuan. There were 4 songs "The Alphabet Song", "One and Two and Three", "Twinkle, Twinkle, Little Star", "Ten little Indians" taken from primary textbook (Diyata, 2004). There were 4 songs for junior high scool. The songs are "Time to be happy", Are you sleeping", "that is window", and "sweetly sing the donkey", (Kistono dkk 2005).

The Design of the Study

The researcher applied descriptive and qualitative design. Descriptive design simply described what data shown or what was going on by counting the percentage what was set source of the data. Qualitative analysis was then applied to find out theoretically which one seemed to be the better text to convey literacy of English songs.

Bogdan and Biklen (1982:304) states official documents data include memos, minutes from meetings, newsletters, policy documents, books, proposals, codes of ethics, student's records, statement of philosophy, news releases and the like. Based on the statement, students' songs textbook is available to be researched.

In qualitative research, instrument is the researcher it's self. Lincoln and Guba (Sugiono, 2008: 306) have stated that the instrument of choice in naturalistic inquire is the human. This research uses textbook technically as data source. Researcher applied the theory and the data were analyzed by the development of idea. The data were students' songs in their textbook.

The Technique of Data Collection

Textbook was *Getting Started in English* written by Firmansyah Diyata, 2004 and published in Bandung by Regina. The textbook contained vocabulary mastery, reading, speaking, listening and writing for beginners of English by providing pictures, signs, stories in form of conversations, students' songs, etc. The textbook was addressed for the first until sixth grade learners of primary schools in Padangsidimpuan especially SD Negeri 200506 Padangsidimpuan. This primary school was chosen due to the fact that they had English lessons for more than 2 hours a week.

In contrast, junior high school text book was primary schools in Padangsidimpuan especially SD Negeri 200506 Padangsidimpuan. The textbook contained vocabulary mastery, reading, speaking, listening and writing for beginners of English by providing pictures, signs, stories in form of conversations, students' songs, etc. The textbook was addressed for primary schools in Padangsidimpuan especially SD Negeri 200506 Padangsidimpuan.

Therefore, it was assumed that the learners didn't have a good enough background in English. Hence, the school was quite far away or isolated place from city event it was in regional of the city.

The study attempted to see how the development of message by considering the literacy, then second to describe what the data shown based on the analysis of the literacy. In other words, it attempted to make sense of the social phenomenon by contrasting, comparing, classifying the object of the study. The process

was classified in order to find out which type of literacy dominated each song.

The Technique of Data Analysis

Literacy were realized in students' songs. This step was performed in order to figure out which text was best in aiding and how literacy was conveyed and understood. The data analysis were administered in the following steps, they were

1) identifying how literacy were applied in primary and junior high school English song textbook
2) identifying how literacy were applied in junior high school's English song textbook
3) describing what various patterns development of idea were used in primary English song textbook

The Description of Data

The data were found in students' song textbook and specified based on the aims of describing literacy in song textbook. It was divided in to the division of development of ideas such as simple sentence, words, clauses, in the following table.

Table 4.1 Description of Simple Sentence in English Song of
Primary School Textbook

	The Song	Simple Sentence	Percentage
a)	The Alphabet	3	30%
b)	One and Two and Three	2	20%
c)	Twinkle, Twinkle Little Star	3	30%
d)	Ten Little Indians	2	20%
	4	10	100%

Table 4.2 Description of words in English Song of

Primary School Textbook

Primary Students' Song		Words	Percentage
a)	The Alphabet	6	28.60%
b)	One and Two and Three	7	33.40%
c)	Twinkle,	8	38.00%
	Twinkle Little Star		
d)	Ten Little Indians	7	33.40%
	4	21	100%

Table 4.3 Description of the Clause in English Song of
Primary School Textbook

Primary Students' Song	Clause	Percentage
a) The Alphabet	4	11.80%
b) One and Two and Three	4	11.80%
c) Twinkle, Twinkle Little Star	6	17.70%
d) Ten Little Indians	20	58.80%
4	34	100%

From the above data, it can be seen that song was analyzed at the level of the simple sentence, words and clauses. The total number of the simple sentences for primary school was ten, the words was twenty one and clause was thirty four. It means that the development of idea for song in primary school is still poor. I the other and, it is found the minimum of development of ideas in the song.

The next data of song in junior high school were described in the following point. They are; Time to be happy", Are you sleeping", "that is window", and "sweetly sing the donkey"

Table 4.4 Description of Simple Sentence in English Song of
Junior High School Textbook

The Song		Simple Sentence	Percentage
a)	Time to be happy	3	27.30%
b)	Are you sleeping	2	18.20%
c)	That is window	4	36.40%
d)	Sweetly sing the donkey	2	18.20%

4	**11**	**100%**

Table 4.5 Description of words in English Song of Junior High School Textbook

Primary Students' Song	Words	Percent age
a) Time to be happy	6	25%
b) Are you sleeping	5	20%
c) That is window	6	25%
d) Sweetly sing the donkey	7	30%
4	24	100%

Table 4.6 Description of the Clause in English Song of Junior High School Textbook

Primary Students' Song	Clause	Percenta ge
a) Time to be happy	6	14.60%
e) Are you sleeping	10	24.40%
f) That is window	10	24.40%
g) Sweetly sing the donkey	15	36.60%
4	41	100%

Song was analyzed at the level of the simple sentence, words and clauses. The total number of the simple sentences for junior high school was eleven, the words was twenty four and clause was forty one. It means that, in this level, there are many development of ideas used in the song. It can be said that the song textbook has more development of ideas.

The Data Analysis

The data were analyzed then by considering the development of idea related to the objective of the study.

Simple Sentences

Simple sentences is dominated in students' English song textbook. The analysis revealed that students' song in the textbook referred to the theory that students' song ought to

be created funny by using various simple sentence.

Words

Song dominantly used words. Therefore, by considering the development of idea, in this case, the pattern could be found in simple development of language. This simple development of course symbolized students' song as an interesting words form that can be used in a song to make song better..

Clause

Song is also dominantly used by clause. Therefore, by considering the development of idea, in this case clauses, the pattern could be found in simple development of language. In addition, clauses must be put in the song textbook, to make it more interesting.

The Finding

The Findings were enrichment to the previous study. This study found some enrichment with variations of the uses of simple sentences, words, and clauses in songs. Many difficulties actually were found to determine what element of language would replace in the song.

Dominantly, the analysis showed the use of simple sentence, words, and clauses. This was the fact that the development of idea gave help to the social context of students' songs literacy. The development of idea contextually conveyed the literacy unit.

Furthermore, the language was addressed to children as the foreign learners of English. Students' songs were full English. In conclusion, students' songs in primary students would not be created in more clauses because they were still beginners. While, junior high school students must be more clauses.

The previous studies dominantly revealed the development of idea in the same phenomena and found that the students' song was dominated by simple sentences, words, clauses and phrases.

So, by referring to the findings, this study enriched the application of the development of idea in song textbook. That enrichment was simple sentence, words, and clauses. Students' song also had similarity with conversational interaction. Normally the development of ideas was found in the conversation with reference to formal and informal conversation. In line of the research, findings were specified based on the aim at describing the development of idea in the song based on literacy point of view.

The Discussion

By seeing the findings above, the development of idea gave contributions to see what was going on in the song text based on literacy view. This research found the development of idea used in the song is very minimum. It can be seen from the analysis before.

Conclusions

The conclusion of this mini research is drawn based on the data analysis, findings and discussion as the following.

a) Language is unique included students' song. However, language can be analyzed based on the students' needs.

b) The development of idea; simple sentence, words, clause, phrases are the analysis message in a song. The development of idea give more complete understanding and it is more practical in presenting message, especially English song textbook.

c) Clause is used dominantly in junior high school students' English song textbook.

d) Students' song textbook *Getting Started in English* and English lesson for SMP in sense that the analysis can determine how children' song created by the composer. It is to see how the message is conveyed by the composer. This analysis shows the various elements and structures of the development of idea in students' song textbook both primary students and junior high school students

Suggestions

After analyzing students' song textbook Getting Started in English and *Bahasa Inggris* SMP considering with the development of idea, the following suggestions are addressed.

a) This study will be relevant used by the learners to improve their ability to understand and to produce English song texts which are effective in conveying literacy;

b) The development of idea in this study can be used as models in various styles of texts especially songs. The findings of this research indicate the teachers of English should not only familiarize themselves with the types and the position of the development of idea in simple sentences, words, and clauses

c) Children would learn English especially students' song right from the low level of song or complete and concrete song and then they go on to the higher level such abstract one. This gives clarity for them to study English as foreign language.

d) The composer of students' song especially in English should be consistent and intense to the theory of students' songs and social context of language in students' songs.

e) By having a specific study, also this study will be exploration of more detailed analysis of the development of idea and the pattern of language development in students' song specifically, and literacy.

The Implication

The findings of this research indicate the teachers of English would not only familiarize themselves with the types and the position of the development of idea in simple sentences, words, and clauses.

The development of idea in a song indicate how message is conveyed. Songs convey message to the listeners. The development of idea are useful to comprehend and structure the message by knowing the patterns of the development of idea. Thus, it is important for teachers of students' songs that they would understand the development of idea in other they can apply the most important messages that would be given to the students based on the students' song in English.

In addition, students' song textbook both in primary and junior high school textbook is better focusing the material right from the low level with the complete song without ellipsis because children learn something intensively with the concrete one. Further, they go on to learn the higher level by teaching the abstract one.

References

Bloor, T. & Bloor, M, 1995. *The functional analysis of English.* London: Edward Arnold

Burns, P. C and Broman B. L. 1975. *The Language Arts in Childhood Education*. Chicago: Rand McNally College Publishing Company

Bogdan, R.C. & Biklen, S.K. 1982. *Qualitative Research in Education: An Introduction to Theory and Method,* Boston: Allyn & Bacon

Cameron, L. 2001. *Teaching Languages to Young Learners*. UK: Cambridge University Press

Clark, H. H & Clark, E. 1977. *Psychology and Language*. USA: HBJ Incorporation

Diyata, F. 2004. *Getting Started in English.* Bandung: Regina

Eggins, S. 1994. *An Introduction to Systemic Functional Linguistics*. GreatBritain : Biddles

Gerrot, L and Wignell, P. 1994. *Making Sense of Functional Grammar.*Australia : Gerd Stabler

Halliday, M.A.K. 1982. *"How a Text Like a Clause?".* In Allen, S. (Ed) Text Processing: Text Analysis and Generation, Text Typology and Atribution. Sockholm: Alqvist & Wiskel International, 209-247

Halliday, M.A.K. 1985. *An Introduction to Functional Grammar*. London: Edward Arnold