

# LEXICAL ASPECTS IN ENGLISH NURSERY RHYMES FOR KINDERGARTEN LEVEL

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**Abstract:** This research aims to analyze the lexical aspects in English nursery rhymes at Peniel Kindergarten school. Design of this research is descriptive qualitative. Data are gained by observation, interview and documentations. The result of this research shows that the five lexical aspects that found in English nursery rhymes, they are: repetition, synonymy, antonymy, meronymy and hyponymy. Repetition type is the most dominant in the English nursery rhymes that are used at Peniel Kindergarten, it gives contribution toward the building of new vocabulary of the children through English nursery rhymes.

**Keywords:** *Lexical Aspects, Nursery Rhymes*

Early childhood is a golden age where everything can be easily and quickly to absorb and it is also the period where the children want to know everything and they have the ability to imitate so many things around them. For example, when a child tried to learn to say new words, although they said it rather hard and wrong, but in the process is expected to their assistance and corrections in accordance with the errors.

Introducing the foreign language to children is not an easy thing to do, because, it must be adapted to the children's world. Children's world is fun, where it is all done the same time with play, therefore, the growth and development of the child must be supported by the good environment around them, both in the family and school environment.

The implementation of teaching and learning process in Kindergarten has never been apart from musical activities. Music consists of two elements : sounds and lyrics. Song is one of the literary works that is interesting to listen. Song has many functions in humans life, such as in the medical field, song can be used as a source of research, as a sort of therapy as well, and also song has an amazing power to influence human's emotion, behavior, and stimulate many different parts of the brain and body. Moreover, lyrics give the audience deep understanding about the message contained in the song. English nursery rhymes is one of many learning media that use in Kindergarten teaching and learning process. Nursery rhymes is a short song written for young children contain rhyming, simple words, strong rhythm, repeated line, easy to remember and familiar for the children.

In the research, the researcher wants to analyze the lexical aspects in English nursery rhymes and songs that are used as learning media at Peniel Kindergarten and to analyze the contributions toward the building new

vocabulary of the children. Lexical aspects is group of words which is lexically cohesive when all of the words are semantically related. Lexical aspects or lexical cohesion is the cohesion achieved by the selection of the vocabulary. The function of lexical cohesion is to link between word and word, phrase and phrase within a text then it can divided again like to indicate a repetition, synonymy, antonymy, hyponymy, meronymy, and the contributions of English nursery rhymes and songs toward the building new vocabulary of the children at Peniel Kindergarten in North Poso Sub Regency, because at this kindergarten never done research before and used English nursery rhymes and songs in the learning process.

## 1. Lexical aspects or lexical cohesion.

Lexical aspects or lexical cohesion is group of words which is lexically cohesive when all of the words are semantically related. Lexical cohesion refers to the reader perceived unity of text achieved by the writer usage of words with related meaning. Every word in English nursery rhymes and songs has semantically related. Lexical cohesion always appeared in every English nursery rhymes and songs. There are five categories of general lexical cohesion that present by Halliday and Mathiessen (1999), they are: repetition, synonymy, antonymy, hyponymy, and meronymy.

a. Repetition: is refers to words that are repeated in the text, and repetition sometimes called reiteration.

Example: Dion met **adog**. **The dog** was ugly.

b. Synonymy: is refers to the relationship between words that are similar to meaning. According to Halliday and Mathiessen, (1999) stated that: lexical cohesion results from the choice of a

lexical item that is in some sense synonymous with a preceding one.

Example: The water is **clean**. It is **pure**.  
Clean is synonymy with pure.

- c. Antonymy: it refers to opposite meaning.

Example: My boss is **agree** with my idea. He **disagree** with Debora's idea.  
Agree is antonymy with disagree.

- d. Hyponymy: it refers to classes of lexical items where the relationship is one of specific to general.

Example: **Dog** is my favorite pet. The **animal** is mine. Dog (specific) and animal (general).

- e. Meronymy: it refers to lexical items which are whole part relation (general to specific). According to Halliday and Mathiessen (1999) stated that: Hyponymy and meronymy often work together in the development of text.

Example: I love my **family**. There are my father, my mother, my brother and sisters in my little family. Family is part of meronymy (general).

## 2. Song lyric.

All human in the world definitely loves songs, especially for the children, songs are the first language that they heard from their mother. Song that used by human to tell something in different ways. Song also tells something or someone's feeling that uses imaginative diction and rhyme, sometimes people disclose the feelings through the song, something that cannot say but can be expressed through song.

According to Bertoli-Dutra and Bissaco, (2006) stated that : Every song has its message. It means that, in the children's song, the writer created the song with the meaning and particular purpose, for example One and one song, to teach about love and family, and anyone be a part in the family, there are the message contained in the song.

Song has big effect to the human's life, through song listener can memorize the lyrics very well, understand what the message contained in the song. Lyrics have big contribution in the music as well in the children's songs, the writer have to use the right and simple words as lyrics and adjusted by children's world. According to Dallin (1994), Lyrics are written as a form of interaction between the writer and the listeners. Music consists of two elements, sound as the primary and lyrics as the secondary. It means that, all words that used as lyrics is contents of heart by writer,

sometimes affect to the listeners feelings. It means that, sound is a main factor in the music, and supported by lyrics. In the music, both of these elements cannot be separated. Lyrics give the listeners deep understanding about the message through the words contained in the song.

Moreover, song lyrics contains an expression of the writer's idea, message or must be something that would like to share with others for example at Peniel kindergarten, every English nursery rhymes and songs are used adapted to the theme that will be taught to the children of the day in teaching English such as theme: God, colors, animal, family, friend, love and a particular purpose. The contribution this theory to the research is clarify every lyrics of English nursery rhymes and songs has a specific message to the children.

Examples of nursery rhymes and songs that are used as learning media at Peniel Kindergarten

- a. One and one I love my mother
- b. Head, Shoulders, Knees and Feet
- c. Twinkle, Twinkle Little Star
- d. Twinkle, Twinkle Little Starpart 2
- e. Are You Sleeping?
- f. If You're Happy
- g. Little Indians Boys
- h. I love You Jesus
- i. Ayam Chicken
- j. Walking, Walking

The benefit of using nursery rhymes and songs in the classroom are the children can be fun, add interest and improve children motivation to learn English. Nursery rhymes and song can provide the opportunity for to the children to vocabulary practice. The song and lyrics need to be selected carefully to complement the target vocabulary.

## 3. Nursery Rhymes

Every country or area has a traditional culture like nursery rhymes, in Indonesian the familiar nursery rhymes are Nina bobo, Pok ame-ame, etc. Actually nursery rhymes we know very well as songs that mother used to help children sleep or to make them calm. According to (Wehmeier, 2005) stated that: a nursery rhyme is "a simple traditional poem or song for children". Nursery Rhymes are taught to children by their mothers or nurses when they are in nursery. Nursery is a room in a house where a baby sleeps or where children can play. It stands to reason then that many of nursery rhymes are intended to help a child sleep (The Nursery Rhymes, 2007). It

means that, nursery rhyme is poem or short song for children that it used to played before children sleep. But now, nursery rhymes also used as fun and interesting learning media.

The short, simple, and sweet rhymes help children to learn vocabulary by using the music and movement trough nursery rhymes, and then children will get encouragement from themselves to learn vocabulary and make active in the class.

English nursery rhymes and songs are suitable as tools in teaching English at Kindergarten, since consists of simple words, repeated lines so that helps the children to memorize every lyrics as well and can be fun as vocabulary practice, as media to teach the children to love English from early age, supported by experts statements below : According to Brown (2006), nursery rhymes can create an excellent learning experience for English learners, and the use of nursery rhymes in the classrooms “ can be fun and educational for everyone involved”. Filmer (2007) stated that “nursery rhymes skill seems to be essential in teaching children about the love of English”.

Based on explanations above, the contributions of nursery rhymes and songs are: can be fun, love of English, improve the memory and language skills from early age, and useful tool and learning vocabulary.

#### **4. Vocabulary**

Vocabulary is group of words and it has meaning that is used as lyrics at nursery rhymes and songs. According to Hornby (2006), vocabulary is all the words that a person knows or uses and it is all the words in a particular language. It means that vocabulary is the total number of words that person knows or uses in particular language.

Song have crucial role at the teaching and learning process, since almost all children loves song, and the teachers using song as an interesting and fun media to introduce vocabulary to Kindergartens children, with singing the songs repeatedly, the children automatically memorized every vocabulary on the nursery rhymes and song lyrics, and also reduced they bored in the class.

Murphey, 1992 stated: Song can also be useful tools in the learning of vocabulary, sentence structure, sentence patterns, not to mention their reflectivity of mother tongue culture. It means that, song

can also be useful tool as a learning vocabulary for the children.

Based on explanation above, vocabulary is one of the important things in language component. The teacher have to note and selected the words contained in English nursery rhymes and songs are used at Peniel Kindergarten.

#### **RESEARCH METHOD**

This study uses descriptive qualitative to analyze the data since it focuses to find out the kinds of lexical aspects in the lyrics of English nursery rhymes and songs and to find out the contributions of English nursery rhymes and songs toward the building new vocabulary of the children at Peniel Kindergarten.

Source of the data in this research are the lyrics of English nursery rhymes and songs that are used as a learning media in learning process at Peniel Kindergarten, in North Poso Sub Regency. The instruments of data collection in this research are observation, interview and documentation. After getting the data, the researcher then analyzed by using the theory of lexical aspected by Halliday and Mathiessen (1999), they are: repetition, synonymy, antonymy, hyponymy, and meronymy.

#### **FINDINGS AND DISCUSSIONS**

##### **Lexical Aspects and the Contribution Towards the Building of Children Vocabulary**

##### **1. One And One Song**

One and one I love my mother  
Two and two I love my father  
Three and three I love brother sister  
One, two, three, I love my family  
(aims to introduce about love and family).

Based on the findings above there are three (3) types of lexical cohesion that found in the *one and one* song, they are repetition, meronymy and hyponymy. This song consists of twenty eight (28) words, nine (9) words included in repetition type, five (5) words included in hyponymy type whereas meronymy types consist of the only one (1) word.

##### **a. Repetition.**

Repetition refer to repeated of lingual units like syllables, word, or part of sentence that considered important to provide the pressure in a suitable context. This is short song, with simple melodies. There are 28 vocabularies found in ‘*one and one song*’, 23 vocabularies including

in types of repetition in lexical cohesion, five (5) words repeated three (3) times (*one, and, my, two, three*), two (2) words repeated four (4) times (*I, love*), the purpose of this song are children can understand about numbers when repeated the sentences (1) '*one and one*,' in line (1), while the teacher shows her thumbs with the aim to help children understand that "one" word meaning is the first number, similarly with the next number until number three. The next repeated words are '*I and love*'. The teacher do the same techniques, her pointed herself when sung words "*I and my*" and her pointed love's symbol through her fingers.

The teacher teach this song repeatedly, until the children can said every words correctly. English nursery rhymes and songs that are used at Peniel Kindergarten content of repeated lines. The purpose of repeated lyrics are helps the children to memorize the simple words in English nursery rhymes and song, add their motivation to learn new vocabularies in English and loves English. This findings consistent with Brown (2006), stated that "nursery rhymes can create an excellent learning experience for English learners, and the use of nursery rhymes in the classroom "can be fun and educational for everyone involved". It is suitable with the purpose of the Peniel Kindergarten used nursery rhymes and songs.

This findings are consisten with Rahmawati (2014), who found the repetition dominate in the result of previous study. These findings also supports the theory of lexical cohesion by Halliday and Mathiessen (1999) that present five categories of general lexical cohesion: they are repetition, synonymy, antonymy, hyponymy and meronymy.

#### **b. Meronymy**

The second aspects of lexical cohesion that found in '*one and one*' song is meronymy. The general sense of meronymy is "be a part of" as in '*one and one*' song lyrics. There is the only one (1) word (*family*) including in meronymy type of lexical cohesion.

#### **c. Hyponymy**

The next types of lexical cohesion in *One and one* song is hyponymy. The general sense of hyponymy is "be a kind of". There are five (5) words including in hyponymy types of lexical cohesion in

*One and one* song (*I, mother, father, brother and sister*).

According to Halliday and Mathiessen, (1999), meronymy and hyponymy often work together in the development of text, as when some entity is being subclassified into subclass by reference to properties of their parts. There are words (*I, mother, father, brother, sister*) including in hyponymy types of lexical cohesion, and (*family*) word including in meronymy types of lexical cohesion. It means that *I, mother, father, brother, and sister* words are parts of the *family*. Theory of lexical cohesion by Halliday and Mathiessen, (1999) stated that : meronymy and hyponymy often work together in the development of text is proven in this song lyrics. The purpose of the '*one and one*' song are the children can understand about family, who are kinds of the family, while practicing English words pronunciation and of course add their new vocabulary.

This findings are consisten with Rahmawati (2014), who found the meronymy and hyponymy in the result of her previous study, and also supports the theory of lexical cohesion by Halliday and Mathiessen (1999). about five lexical aspects they are : repetition, synonymy, antonymy, hyponymy and meronymy, and

The contribution this song toward the building new vocabulary of the children : the children can understand three (3) numbers in English, (*one, two, three*) and words (*love, mother, father, brother, sister and family* ). It has translations in Indonesian language, so that the children easily to memorize every words in the song. There are nine (9) new English words as part of lexical aspects in "*one and one*" song that proved the building new vocabulary of the children through this song, they are : one, two, three, love, mother, father, brother, sister, family.

This is the example of the simple test that teacher used to prove that nursery rhymes and songs as a media that suitable for teaching English to the children. These findings support previous studies of Sayakan, and Bradley (2014), Mudawi (2015), about nursery rhymes and song as vehicle for teaching English, and teaching core vocabulary.

## **2. Ayam Chicken Song**

Ayam chicken, ayam chicken

Anjing dog, anjing dog  
Buaya crocodile, buaya crocodile  
Ikan fish, ikan fish

After get the data, the researcher analysed every words that contained in the song, to find out the lexical aspect that found in the Ayam Chicken Song. In this song dominated repetition since all words in this song are sung repeated twice (2) (ayam, chicken, anjing, dog, buaya, crocodile, ikan, fish).

Based on the finding above, there is the only one lexical cohesion type that found in the Ayam Chicken Song, it was repetition type.

#### **a. Repetition**

Repetition refers to repeated of lingual units like syllables, word, or part of sentence that considered important to provide the pressure in a suitable context. The lyrics of English nursery rhymes and songs that are used at Peniel Kindergarten content of repeated lines. The purpose of repeated lyrics are helps the children to memorize the simple words in English nursery rhymes and song, add their motivation to learn vocabularies in English. It is suitable with the purpose of the Peniel Kindergarten used nursery rhymes and songs.

There is the only one lexical cohesion type in the song. Repetition types of Lexical aspects still dominated in the *Ayam chicken* song. This song consists of sixteen (16) words. All word as lyrics of this song, sung repeated. There are four lines of sentences in this song, and sung repeated fully without reduced. All sentences in each rows repeated alternately, the main characteristics are repeated line, simple words, familiar for the children and easy to remember. This is short song and suitable for the children to memorize English vocabulary, because consists of four names of animal with their meaning in Indonesian language.

The contribution of lexical aspects that found in Ayam Chicken Song, children can memorize four animal names, since have translations in Indonesian language, it helps them to memorized simple words and added new vocabularies such as chicken, dog, crocodile, and fish. These findings also consisten with previous studies of Sayakan, and Bradley (2014), Mudawi (2015), about nursery rhymes and song as vehicle for teaching English, and teaching

core vocabulary and theory song lyrics by Dallin (1994).

#### **3. Head, shoulders, knees and feet**

Head, shoulders, knees and  
toes. (knees and feet)  
Head, shoulders, knees and  
toes. (knees and feet)  
My ears, my eyes, my nose, my  
cheek  
Head, shoulders, knees and toes,  
(knees and feet)  
(aims to introduce part of body)

Based on the findings above there are three lexical cohesion found in the *Head, shoulder, knees and feet* song, they are repetition, meronymy and hyponymy.

#### **a. Repetition**

There are thirty-two (32) vocabularies found in the “*head, shoulder, knees and feet*” song. Twenty-one (21) vocabularies including in types of repetition in lexical cohesion, 3 words repeated 3 times (*head, shoulder, and*), 3 words repeated 4 times (*my, knees, feet*). The purpose of this song are children can understand about part of body when repeated the sentences (1) “*head, shoulder, knees and feet*” in line (1), the teacher sung this song while shows with move, dance and pointed her head, knees and toes, and it made the children easily to understand their parts of body, and they can said it in English. Although they not yet said the word with perfect but they knew the meaning of each words.

These findings are consisten with Rahmawati (2014), who found the repetition dominates in the result of previous study.

#### **b. Meronymy**

The general sense of meronymy type is “be a parts of”. There is the only one (1) word including in meronymy type of lexical cohesion that is (*my = pronoun*) word.

#### **c. Hyponymy**

The general sense of hyponymy type is “be a kind of”. There are eight (8) words (*head, shoulder, knees, feet, ears, eyes, nose, cheek*) including in Hyponymy types of lexical cohesion. It means that *head, shoulder, knees, feet, ears, nose, cheek* are parts of body in this song.

The contribution of lexical aspects that found in the *Head, Shoulders, Knees, And Feet Song* toward the building new vocabulary of children, all of them can understand about their parts of body, since

this song taught with the movement and pointed their head, shoulders, knees and feet, and repeated it made them easily to memorized every words as parts of their body.

### **3. Twinkle, twinkle little star**

Twinkle, twinkle little star  
How I wonder what you are  
Up above the world so high  
Like a diamond in the sky  
Twinkle, twinkle little star  
How I wonder what you are

This is familiar nursery rhymes for the children. All of children memorized the words very well, therefore the teacher easily to teach about the meaning of each words that contained in this song. After get the data, the researcher filled into the table every words that contained in the song, and analysed the lexical aspects that found in the song.

In this song, there are ten words that are sung repeated (twinkle, little, star, how, I, wonder, what, you, are, the), there is only one words as meronymy (world), and also there are two words as hyponymy (star, sky).

Based on the findings above there are three lexical cohesion found in the song, they are:

#### **a. Repetition**

Twinkle, twinkle little starsong included in the type of nursery rhymes and the main characteristics of this song are repeated line, simple words, easy to remember and familiar for the children. This song are repeated in the sixth lines, the third and the fourth lines are rhythmic and used final words *high* and *sky*. There are thirty-two (32) vocabularies found in the “*twinkle, twinkle little star*” song. One 1 word (*twinkle*) repeated four (4) times, and nine (9) words repeated twice (2). The purpose of this song is children can understand about star and what are the objects in the sky and of course they can said in English. These song very familiar with children..

This findings are consisten with Rahmawati (2014), who found the repetition dominates in the result of previous study.

#### **b. Meronymy**

The general sense of meronymy is “be a part of “ or as general to specific. There is the only one (1) word (*world*)

including in meronymy type of lexical cohesion. It means that *world* word as parts of *sky*, *star* in this song.

#### **c. Hyponymy**

The general sense of hyponymy is “be a kind of” or as specific to general, and in the “*twinkle, twinkle little star*” song lyrics there are two (2) words (*sky*, *star*) including in hyponymy types of lexical cohesion. It means that (*sky*, *star*) are parts of the *world* in the song.

Theory of lexical cohesion by Halliday and Matiesen, (1999) stated that : meronymy and hyponymy often work together in the development of text is proven in this song. The purposes of the “*twinkle, twinkle little star*” song are the children can understand about nature, they can understand sky and star are parts of the world, and added their new English vocabularies.

This findings are consisten with Sayakhan, and H. Bradley (2014), Rahmawati (2014), and Mudawi (2015) who found the meronymy and hyponymy in the result of previous study..

The contribution of lexical aspects that found in the song towards the building of children vocabulary it can be seen after the teacher gave them simple test, they can understand about star. there are four words as types of lexical aspects that they can memorize like star, sky, little, and high.

### **4. Twinkle, twinkle little star (2)**

When the blazing sun is gone  
When he nothing shines upon  
Then you show your little light  
Twinkle, twinkle all the night  
Twinkle, twinkle little star  
How I wonder what you are

Based on the findings above there are five lexical cohesion types that found in the *Twinkle, twinkle little star* part (2) they are : repetition, synonymy, antonymy, meronymy and hyponymy. These song consists of thirty-two (32) vocabularies. There are four (4) words repeated twice (2), one (1) word repeated four (4) times and included in repetition type, two (2) words included in synonymy type, four (4) words included in antonymy type, three (3) words included in hyponymy type, and one (1) word included in meronymy type of lexical cohesion.

**a. Repetition**

Twinkle, twinkle little star part 2 song included in the type of nursery rhymes and the main characteristics of this song are repeated line, simple words, easy to remember and familiar for the children. This song are repeated in the sixth lines, the third and the fourth lines are rhythmic and used final words light and *night*. There are thirty-two (32) vocabularies found in the “*twinkle, twinkle little star part 2*” song. One (1) word (*twinkle*) repeated four (4) times, and four (4) words repeated twice.

**b. Synonymy**

Synonymy it refers to the relationship between words that are similar to meaning. According to Halliday and Mathiessen (1999) stated that: lexical cohesion results from the choice of a lexical item that is in some sense synonymous with a preceding one. There are two (2) words (*gone, nothing*) included in the synonymy type. *Gone* word is similar with *nothing*.

**c. Antonymy**

Antonymy it refers to opposite meaning. There are four (4) words (*blazing, sun*) and (*nothing, shines*) include in this song. The purpose of this song are children can understand about star and what are the objects that found in the sky and of course they can said in English.

**d. Hyponymy**

The general sense of hyponymy as “be kinds of” or as specific to general. There are three (3) words including in hyponymy types (*twinkle, little, and light*), it means that *twinkle, little, and light* words as kinds of *star* in the song.

**e. Meronymy**

The general sense of meronymy as “be parts of” or general to specific. There is the only one 1 word including in meronymy types (*star*) of lexical cohesion, it means that, *star* word as parts of *twinkle, little, and light* words in the song. This findings are consisten with Rahmawati (2014), H. Bradley (2014), and Mudawi (2015) who found the repetition dominate in the result of the previous study and the useful of nursery rhymes and song as a tools to teaching English.

**5. Are you sleeping**

Are you sleeping? are you sleeping?  
Brother John, brother John,  
Morning bell are ringing, morning bell  
are ringing,  
Ding dong bell, Ding dong bell.  
(Aim to introduce about responsibility,  
do not be lazy).

In this song, all words are sung repeated twice (are, you, sleeping, brother, Jhon, morning, bell, are, ringing, ding, dong).

Based on the findings above there is the only one (1) lexical cohesion type found in the *Are you sleeping* song, that is repetition type. There are twenty-four (24) vocabularies, included in thesesong. Eleven (11) words repeated twice (2) and included in repetition type of lexical cohesion.

**a. Repetition**

Repetition is refer to words that are repeated in the text. There are 11 vocabularies found in the “*Are you sleeping*” song. Each lines in this song repeated twice.

The contribution of lexical aspects in Are You Sleeping Song it can be seen after the teacher gave the children simple test to measure so far their ability to understand and comprehending every words that are in the song. The children can memorize few words, such as you, sleeping, brother, morning, and bell.

**7. If You’re Happy**

If you’re happy and you know it, claps  
your hands  
If you’re happy and you know it, claps  
your hands  
If you’re happy and you know it, and  
you really ought to show it  
If you’re happy and you know it, claps  
your hands

If you’re happy and you know it,  
stomp your feet  
If you’re happy and you know it,  
stomp your feet  
If you’re happy and you know it, and  
you really ought to show it  
If you’re happy and you know it,  
stomp your feet

Based on the findings above there are three lexical cohesion types found in the *If you’re happy* song, they are repetition, meronymy and hyponymy.

#### **a. Repetition**

Repetition is refer to words that are repeated in the text. *If You're Happy* song consists of ninety-five (95) words, repetition types of Lexical aspects dominated in this song. All word as lyrics of this song, sung repeated. There are eight (8) lines of sentences in this song, six (6) sentences repeated fully. The purposes of this song are through nursery rhymes and songs made children fun and reduce bored. These findings are consisten with the previous study by Mudawi (2015), the study proved that songs and rhymes make learning fun and fuse learning and play to ensure that students are engaged and absorbing information.

#### **b. Meronymy**

Meronymy is refers to lexical items which are in whole parts relation. The general sense of meronymy is "be a part of ". There is the only one (1) word (*show*) including in meronymy type of lexical cohesion that found in the *If You're Happy* song. It means that *show* word is parts of *claps* and *stomp* in the song.

#### **c. Hyponymy**

The next general sense of hyponymy is "be a kind of". There are two (2) words (*claps* and *stomp*) including in hyponymy types of lexical cohesion. It means that *claps* and *stomp* are parts of *show* in this song.

It means that *claps* and *stomp* words (hyponymy) are parts of *show* word (meronymy). *If You're Happy* song is cheerful song, because combined with move and dance, helps the children can understand about simple words in English.

This findings are consisten with Sayakhan, and H. Bradley (2014), Rahmawati (2014), and Mudawi (2015) who found the meronymy and hyponymy in the result of previous study.

The contribution of lexical aspects of this song towards the childrens' vocabulary is building their new vocabulary, since this is a cheerful song, and singing with movement, therefore the environment automaticaly fun, happy, and this song persuade the children to follow the instructions like *claps* their hands, and *stomp* their feet. through this song, the children can memorize few English words such as *happy*, *claps*, *hands*, and *feet*, as

parts pf lexical aspects included in repetition, hyponymy, and meronymy.

### **8. Little Indians Boys**

One little, two little, three little Indians  
Four little, five little, six little Indians  
Seven little, eight little, nine little  
Indians, Ten little Indians boys.

This is simple song that used by the teacher to teach the children about numbers. This song consists of simple melody and used in calss B. After get the data, the researcher filled in the table every words that are in the song, and analysed the lexical aspects that found in the song.

In this song, there are two words are sung repeated (*little*, and *indians*). Based on the findings above, there is the only one lexical cohesion that found in the *Little Indians boys* song. These song consists of twenty-five (25) vocabularies, there are one (1) word repeated ten (10) times and one (1) word repeated four (4) times, and it included in repetition type of lexical cohesion.

#### **a. Repetition**

Repetition is refer to words that are repeated in the text. *Little Indians Boy* song consists of twenty-five (25) words. Just one lexical cohesion types that found in this song that is repetition. Repetition that occur only at the 1 (one) word that is *Little* word. The same as the previous studies where repetition types of lexical aspects still dominated in this song. *Little Indians boy* lyrics consists of simple words, that teach the children singing while learning about number. This song also familiar for the children and easy to remember. The teacher singing while shows her fingers from the number one to ten, the aims to helps the children easily to understand and memorize the numbers.

The purpose of this song are made children fun and reduce bored, memorize numbers one to ten in English easily. All of them can say number one to ten very well. This findings are consisten with the previous study by Mudawi (2015).

The contribution of lexical aspects toward the build of the children vocabulary in *Little Indians Boy* song, through this song, the children can memorize few words such as *little*, *boy*, and *number one to ten*, as parts of repetition type in the lexical aspects.



### 9. I Love You Jesus

I love you Jesus  
Deep, down in my heart  
I love you Jesus  
Deep, down in my heart  
Talk about deep, deep, down, down  
Deep, down in my heart  
Talk about deep, deep, down, down  
Deep down in my heart  
(aims to introduce The Lord early to the children)

This is a simple song, consists of repeated lines, and the teacher used to the children to teach about God. This song consists of simple melody. After get the data, the researcher filled in the table every words that are in the song, and analyzed the lexical aspects that found in the song.

Based on the findings above there are three lexical cohesion that found in the *I Love You Jesus song*, they are repetition, meronymy and hyponymy types. These songs consist of forty (40) vocabularies. There are two (2) words repeated eight (8) times, three (3) word repeated four (4) times, six (6) words repeated twice (2) and included in repetition type, while meronymy type consist of one (1) word and hyponymy type consist of one (1) word.

#### a. Repetition

Repetition is refer to words that are repeated in the text. *I Love You Jesus song* consists of fourty (40) words, repetition types of Lexical aspects still dominated in this song. All word as lyrics of this song, sung repeated. There are eight (8) lines of sentences in this song, and sung repeated fully without reduced the sentences, all sentences in each rows repeated alternately, and this song included in the type of nursery rhymes, because the main characteristics are repeated line, simple words, familiar for the children and easy to remember. This is interesting and cheerful song for children, because combined with move and dance. All lyrics are sung while assisted with movement and fingers as a symbol of any word in the sentence, and the children enjoyed.

The purpose of this song are through nursery rhymes and songs made children fun and reduce bored while introduce God to children early. This findings are consisten with the previous study by

Mudawi (2015), the study proved that songs and rhymes make learning fun and fuse learning and play to ensure that students are enganged and absorbing information. These findings also supports the theory of lexical cohesion by Halliday and Mathiessen (1999).

#### b. Meronymy

The second lexical cohesion aspects that found in the song is meronymy. The general sense of meronymy is "be a part of". There is the only one (1) word (*I*) including in meronymy types of lexical cohesion. It means that *I* word as part of *heart* in the song.

#### c. Hyponymy

The last lexical aspect that found in *I Love You Jesus song* is hyponymy type. There is one (1) word (*I*) including in hyponymy type of lexical cohesion. It means that *heart* word is part of *I* word in this song.

Theory of lexical cohesion by Halliday and Mathiessen, (1999) stated that : meronymy and hyponymy often work together in the development of text is proven in this song. It means that (*heart*) (hyponymy) are parts of (*I*) word (meronymy). *I Love You Jesus song* is cheerful song, because combined with move and dance, helps the children can understand about simple words in English for example I, love, down, heart words and added their English vocabularies.

This findings are consisten with Sayakhan, and H. Bradley (2014), Rahmawati (2014), and Mudawi (2015) who found the meronymy and hyponymy in the result of previous study.

The contribution *I Love You Jesus*, are the children can understand about the message contained in the song that is used to teach the children to love and introduce God to the children early. The vocabularies that children can memorize as parts of repetition, hyponymy, and meronymy types of lexical aspects are: I, love, you, Jesus, deep, down, my and heart. This is a cheerful song, and singing with movement and followed by shows their hands and fingers to made love symbol while teach the children. the contribution of this song, can be seen after the teacher give them simple test, to measure how many words they can memorized through the song. These findings also supports the theory of lexical cohesion by Halliday and Mathiessen (1999).

#### 10. Walking, walking

Walking, walking walking, walking  
Jump, jump, jump, jump, jump,  
jump  
Running, running, running, running,  
running, running  
Always stop, always stop.  
Jalan, jalan, jalan, jalan  
Melompat, melompat  
Lari, lari, lari, lari, lari, lari  
Berhenti, berhenti

This is simple song consists of repeated lines and teach to the children about simple activity with similar rhythm and tone with *Are You Sleeping* song. This song consists of simple melody. After get the data, the researcher filled in the table every words that are in the song, and analysed the lexical aspects that found in the song.

In this song, all words are sung repeated (walking, jump, running, always, stop), there are two words as antonymy (running and stop).

Based on the findings above there are two lexical cohesion type found in the *Walking – walking* song, they are :

##### a. Repetition

Repetition is refer to words that are repeated in the text. There are eighteen (18) vocabularies found in the “*Walking, walking*” song. This song included in the type of nursery rhymes, because the main characteristics are repeated line, simple words, easy to remember and familiar for children. There are two (2) words (*jump, running*) repeated six (6) times, one (1) word (*walking*) repeated four (4) times, and two (2) words (*always, stop*) repeated twice (2). Repetition type of lexical cohesion still dominated in this song.

##### b. Antonymy

The last of lexical cohesion that found in this song is antonymy. There are two (2) words (*running, stop*) included in antonymy type of lexical cohesion, supported by theory lexical cohesion by Halliday and Mathiessen (1999) stated that : Antonymy : it refers to opposite meaning. It can be seen on the table above, there are two (2) word has opposite meaning (*running, stop*), where one (1) word explain the ongoing activities, and another one, explain do not anything. The purpose of this song are to teach the children about simple activities while memorize simple vocabularies, it

relevant with the theory song lyrics by Dallin. According to Dallin (1994), stated that: Music consists of two elements, sound as the primary and lyrics as the secondary. Lyrics give the listeners deep understanding about the message through the words contained in the song.

Certainly, the author created this song with the particular message to teach the children about simple activities, to stimulate their cognitive and motoric aspects, and when they sung this song, automatically they practice pronunciation in English while memorize new simple words. It is suitable with children world, playing while learning. This is short song, consists of four (4) simple words that contained in the song.

The contribution of this song toward the children vocabulary is this is a cheerful and short song, there are four simple word explained simple activities for children that are singing with movement. The teacher teaching while shows every words like walking, jump, running, and stop teach them to memorize every words that contained in the song. The contribution toward the building of children new vocabulary, it can be seen after the teacher gave them simple test, to measure how many words they can memorize through *Walking Waloking* song. These findings also consistent with previous studies of Sayakan, and Bradley (2014), Mudawi (2015), about nursery rhymes and song as vehicle for teaching English, and teaching core vocabulary.

Based on the interview with the Peniel Kindergarten’s head master (M.G) on March 28, 2018, the purpose to use English nursery rhymes and songs at Peniel Kindergarten is to introduce simple English vocabularies, as media to teach the children to love English from early age, through interesting, fun media and suitable for children’s world.

#### CONCLUSIONS

Based on the discussion above, the researcher found five lexical cohesion or lexical aspects in the ten (10) of English nursery rhymes and songs are used at Peniel Kindergarten.

1. The kinds of lexical cohesion are: repetition, synonymy, antonymy, hyponymy and meronymy. Repetition type was dominated in the English nursery

- rhymes and songs are used at Peniel Kindergarten.
2. The contribution of English nursery rhymes and songs toward the building new vocabulary of the children, were proved through simple test after learning through the use of English nursery rhymes and songs, it helps children to memorize new word in English, since the characteristics are suitable for the children, consists of simple melodies, simple words, easy to remember, generous repetition, combined with movement and can remain in children's memory for a longer time.

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