

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING
INTERACTIVE SONG MEDIA IN SD NEGERI 02 BUMI RESTU**



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TARBIYAH AND TEACHERS TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE (IAIN) METRO
1446 H / 2024 M**

**IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING
INTERACTIVE SONG MEDIA IN SD NEGERI 02 BUMI RESTU**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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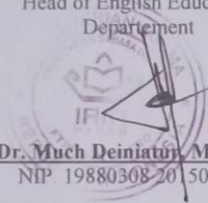
APPROVAL PAGE

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Assalamu'alaikumWr.Wb.


Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh

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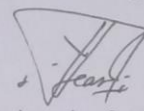
Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE



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An undergraduate thesis entitled: IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING INTERACTIVE SONG MEDIA IN SDN 02 BUMI RESTU, Written by Octa Ariyani, student number 2001051030, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, October 25th, 2024 at 13.00 - 15.00 WIB.

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ABSTRACT

IMPROVING STUDENTS' VOCABULARY MASTERY USING INTERACTIVE SONG MEDIA AT STATE ELEMENTARY SCHOOL 02 BUMI RESTU

By:

Octa Ariyani

The purpose of this study was to improve students' vocabulary mastery in learning English by using interactive song media as a tool for the English learning process. This study was conducted in class V of State Elementary School 02 Bumi Restu, North Lampung, with the number of research subjects being 20 students from a population of 45 at the school. The problem raised in this study is the low interest of students in learning English.

This study used the Classroom Action Research (CAR) method which is carried out for two cycles. Each cycle consists of planning, action, observation, and reflection. Data collection methods include tests, observations, and documentation.

The results of the research showed a significant increase from cycle I to cycle II. The average value obtained in cycle I was 58 with a completion rate of 40%. In cycle II, the average value of students increased to 72.5 with a passing percentage of 75%. These results indicate that the success indicator of 70% with a passing standard of 70 has been achieved. In conclusion, the use of interactive song media can improve students' vocabulary mastery, facilitate interaction in the learning process, and provide motivation to improve vocabulary.

Keywords: Classroom action research (CAR), Interactive song media, Vocabulary mastery

ABSTRAK

PENINGKATAN PENGUASAAN KOSAKATA SISWA DENGAN MENGUNAKAN MEDIA LAGU INTERAKTIF DI SD NEGERI 02 BUMI

Oleh:

Octa Ariyani

Tujuan dari penelitian ini adalah untuk meningkatkan vocabulary mastery siswa dalam pembelajaran bahasa inggris dengan menggunakan media lagu interactive sebagai alat bantu untuk proses pembelajaran bahasa inggris. Penelitian ini dilakukan di kelas V SD Negeri 02 Bumi Restu, Lampung Utara, dengan jumlah subjek penelitian 20 siswa dari 45 populasi yang berada di sekolah. Masalah yang diangkat dalam penelitian ini adalah rendahnya minat siswa dalam mempelajari bahasa inggris.

Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilakukan selama dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Metode pengumpulan data meliputi tes, observasi, dan dokumentasi.

Hasil penelitian menunjukkan adanya peningkatan yang signifikan dari siklus I ke siklus II. Nilai rata-rata yang diperoleh pada siklus I adalah 58 dengan tingkat ketuntasan 40%. Pada siklus II, nilai rata-rata siswa meningkat menjadi 72,5 dengan persentase kelulusan 75%. Hasil ini menunjukkan bahwa indikator keberhasilan 70% dengan standar kelulusan 70 telah tercapai. Kesimpulannya, penggunaan media lagu interactive dapat meningkatkan vocabulary mastery siswa, memudahkan interaksi dalam proses pembelajaran, dan memberikan motivasi untuk meningkatkan vocabulary.

Keywords: Penelitian tindakan kelas (PTK), Media lagu interaktif, Penguasaan kosakata

STATEMENT OF RESEARCH ORIGINALITY

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Study Program : English Education Study Program

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Metro, October 25th 2024
The Researcher



Octa Ariyani
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 25 Oktober 2024
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not burden a person except according to his ability”
“Allah tidak membebani seseorang kecuali sesuai dengan kesanggupannya”

(QS. Al-Baqarah: 286)

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Thanks to the presence of Allah SWT and His love and mercy, the researcher was able to complete the undergraduate thesis entitled “*Improving The Students’ Vocabulary Mastery by Using Interactive song Media in SDN 2 Bumi Restu*” shalawat and salam to our prophet Muhammad SAW who had delivered the truth to human being in general and muslim inparticular. The researcher would to express his deep gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag. PIA, the Rector of the State Islamic Institute of Metro Lampung.
2. Dr. Zuhairi, M.Pd, the Dean of the Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Metro Lampung.
3. Dr. Much Deiniatur, M.Pd, the Head of English Education Department of the State Islamic Institute of Metro Lampung.
4. Yeasy Agustina Sari M.Pd, the advisor who has taken the time to teach and guide until finishing this undergraduate thesis.

To all lecturers of the Department of English Education who have taught and guided all of us during lectures. Hopefully healthy and always in the protection of Allah SWT. The researcher knows that the writing of this undergraduate thesis is still not perfect, so constructive criticism and suggestion are needed. Lastly, the researcher would like to say thank you.

Metro, October 2024
Researcher



Octa Ariyani
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DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. My beloved parents (Mr. Sujoko and Mrs. Sulis setiowati) who had sacrificed everything.
2. My beloved little brother (Okis Hanan Saputra) who has been an encouragement in everything
3. My best friends (Aulia Saputri Dewani, Elsa Widyawati, Wulan Febriani, Faizatul Mahbubah) who always help and encourage.
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6. My beloved almamater of State Institute for Islamic Studies of Metro.

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CHAPTER 1

INTRODUCTION

A. Background of Study

According to Wardani (2015) vocabulary is an important aspect of language, because it appears in every language skill including listening, speaking, reading, and writing skills. It can be concluded from this statement that vocabulary is a major factor in a language, because it is needed in speaking. A major factor in a language, because it is needed in speaking, reading, and writing. This means that a person's low ability in language is closely related to the amount of vocabulary he has¹.

Vocabulary is one of the important components of learning English as a foreign language because it has a primary role and affects the four skills. By having a lot of vocabulary students can express more ideas. Harris and Hodges said that “vocabulary is a tool to communicate known words with others”. It is meant that vocabulary is a primary goal in learning English and vocabulary is defined as an important aspect for students to master their skills in listening, reading, writing and speaking in English.² It means that the mastery of vocabulary is required for speaking competence. Students have difficulty in learning English if they lack vocabulary. However, most students faced problems in understanding the meaning of words. The students could not speak in English because of their limited vocabulary.

¹ Ihya Umuludin, Rian Herdiana, Neneng Siti Nurfatimah “Pentingnya Strategi Pembelajaran Vocabulary Bahasa Inggris Pada Anak Usia Dini” Banun: Jurnal Pendidikan Islam Anak Usia Dini, Vol 1, No 2, Desember 2023.

² Israel, S. 2008. *Vocabulary Lists And Activities For The PreK-2 Classroom: Integrating Vocabulary, Children's Literature, and Think-Aloud to Enhance Literacy*. Retrieved May 6th, 2020 from books.google.co.id

Choosing a learning technique or approach that matches students' needs is very helpful in teaching English. Teacher should apply the interesting methods in the classroom, so that the students can understand well and faster about what they are learning.

According to Cameron (2001), teaching language for young learners must take into account all skills such as handling and holding children at work, as well as having language expertise like language teaching and language learning. Teachers teaching English for children should apply a suitable method or approach relating to their development.³

The researcher focused on the vocabulary mastery of grade V SDN 2 Bumi Restu. Based on the observation that was conducted, the researcher found the students have difficulties and some problems in learning English. The issues are the students are less comfortable in learning, the students have found it difficult to remember vocabulary, they have felt bored and less interested in learning English as the students concentrate only on the resources and do written exercises. The teachers didn't use combinations or other teaching tools.

The researcher needs to include certain tools or strategies for teaching and learning processes to solve such problems. The teacher must be able to choose and use the correct and appropriate media or method in the process of teaching and learning. There are many medium and methods in the field of education that can be used to support and help both teacher and students in the teaching and learning process. One of them is using interactive songs-based

³ Putri Zaharatul Baiza, *"The Use Of Total Physical Response (TPR) Method in Teaching English At MIN 11 Banda Aceh"* UIN Ar Raniry Banda Aceh, 2020.

media. Using this method in teaching English is expected to be a solution for students who have difficulty in learning English and can also motivate students to master it. The researcher conducted the pra-survey on the 31 of January 2024 to find out the students level of vocabulary. The pra-survey was conducted by interviewing the English Teacher (Mrs. Siswati S.Pd.I) she told about some problems faced by the fifth-grade students of SDN 2 Bumi Restu. Some of the students didn't enjoy, the teaching-learning process and found it uninteresting. Additionally, the English teacher explained that students difficulties with understanding vocabulary.

After the reseacher interviewed the teacher, the researcher decided to conduct tests and interviews with fifth grade students of SDN 2 Bumi Restu to find out the score of vocabulary understanding in students and get the following score. The writer also obtained the students English scores. The score can be seen as follows:

Table 1.1
The Criteria of Learning Result

Grade	Frequency	Percentage	Criteria
≥ 70	16 students	80 %	Incomplete
≤ 70	4 students	20 %	Complete
Total	20 students	100%	

Source: The final score of the researcher test taken on January 31, 2024

Based on the data listed above, 16 students have a low score ≤ 70 and 4 students have a complete score ≥ 70 . It can be concluded that students at SDN 2 Bumi Restu have problems in Vocabulary. The teachers stated that the students were identified as having no interest in learning English because the

learning media used made the students bored. So that students experience a lack of vocabulary.

The problem of vocabulary mastery experienced by fifth grade students of SDN 2 Bumi Restu is motivated by the lack of learning methods and media when learning so that they have difficulty understanding and memorizing the vocabulary learned. This making them difficult to understand some vocabulary.

The researcher feels the need to improve the vocabulary of grade V students of SDN 2 Bumi Restu by using interactive song media. In this case the researcher will conducted research at SDN 2 Bumi Restu through this media. Therefore, the researcher will conduct research with the title “Improving the Students English Vocabulary Mastery by Using Interactive Song Media in SDN 2 Bumi Restu in the 2023/2024 academic year”.

B. Problem Identification

The following student’s problem can be identified based on the problems background:

1. Students have limited English Vocabulary
2. The students have found difficulties in remembering vocabulary
3. Students bored and less interested in learning English vocabulary

C. Problem Limitation

The researcher limits the use of interactive song based media. This research aims to overcome and improve the vocabulary mastery of grade V students of SDN 2 Bumi Restu and the weak understanding of vocabulary based on the problems that have been observed.

D. Problem Formulation

The researcher formulates this research as follows: “Can the use of interactive song media improve student vocabulary mastery and student learning activities in class V of SDN 2 Bumi Restu in the 2023/2024 academic year?”

E. Objective and Benefit of Study

1. Objective of Study

The objective of this study is to find out whether interactive song media can improve the students vocabulary mastery and their learning activity of the fifth graders of SDN 2 Bumi Restu in the Academic Year 2023/2024.

2. Benefit of Study

a. For students

The researcher hopes that the results of this study can enrich students' knowledge about English language learning, especially about vocabulary.

b. For teachers

The results of this research are expected to be useful input for teachers to choose good materials to use in the teaching and learning process

c. For Institution

It is expected that this research will have a significant positive impact on improving Student academic achievement in school In order to preserve the institution's excellent reputation. It is anticipated that the school will take these findings into account while finishing up the

infrastructure needed to teach English. Additionally, it is intended that this study will encourage teacher to choose and apply innovative English teaching techniques in their classrooms.

F. Prior Research

The research was carried out by taking into account several earlier studies on teaching with the interactive song media. The first prior research was conducted by a student of the Muhammadiyah University of Surakarta Sri Wahyuni from the master degree in English Language Study with the title “Improving Students Vocabulary Mastery Through Popular Songs (A classroom action research in SDN 2 Teloyo Wonosari)”⁴. The first prior research found that the works well for teaching to students SDN 2 Teloyo Wonosari, Based on these findings, the song media can be used in the classroom to get the best results. The first prior research compares and contrasts with this research in terms of the use of song media, the first prior research applied popular songs to help students understand vocabulary mastery. The first class action research is prior research, and this research is class action research, another difference is the location of the research. The first prior research was conducted at SDN 2 Teloyo Wonosari and this research was conducted at SDN 2 Bumi Restu in class V.

The second prior research was conducted by a student of the English Education Department of Tarbiyah and Teacher Training Faculty state institute for Islamic studies Padangsidempuan Annisa Mardia Octia, with the title “Improving Vocabulary Mastery through Listening to English Songs at

⁴ Sri Wahyuni, “*Improving students vocabulary mastery through popular songs (A classroom action research in SDN Teloyo Wonosari)*”, 2010

The Grade IX Students of SMP N 8 Padangsidempuan”.⁵ The second prior research found that listening to English songs can improve pronunciation because when learning English songs students will pronounce the correct pronunciation of the song. The prior research have similarities and differences with this study. The similarity is the media used to help students understand vocabulary, namely through songs. And other similarities are the research methods used using classroom action research methods, the difference between this research and previous research is the location. Prior research was conducted at SMP N 8 Padangsidempuan, while this research was conducted at SDN 2 Bumi Restu.

The third prior research was conducted by a student of The State Islamic Institute Of Surakarta named Halimatus Sya'idah, Department of English Education, Faculty of Teacher Training and Education with the title “The Implementation of Song for Students Vocabulary Mastery at The Seventh Grade of SMP Al-Islam 1 Surakarta in Academic Year 2019/2020”⁶ The conclusion of this research is considered important by the author because the teacher said that using songs in the learning process can improve vocabulary mastery and check pronunciation in students. What distinguishes this research from previous research is the object and its use and location. Prior research was conducted on Al-Islam 1 Surakarta Junior High School students and the use of song media was used to improve listening. The location of prior research was conducted at Al-Islam 1 Surakarta Junior High

⁵ Annisa Mardiah Octia, *“Improving Vocabulary Mastery through Listening to English Songs at The Grade IX Students of SMP N 8 Padangsidempuan”* 2019.

⁶ Halimatus Sya'idah *“The Implementation of Song for Students Vocabulary Mastery at The Seventh Grade of SMP Al-Islam 1 Surakarta in Academic Year 2019/2020”*, 2020

School, while this research was conducted at SDN 2 Bumi Restu and the media used was interactive music.

The difference between this research and prior research is that the researcher compared several aspects such as:

1. Teaching Methods

- a. Prior Research may have used different teaching methods, such as the use of visual media, educational games, or lecture methods.
- b. This Research focuses on the use of interactive song media, which is more specific and may not have been widely applied in the context of teaching vocabulary in elementary schools.

2. Use of Technology

- a. Prior Research may not have used interactive technology intensively in the teaching and learning process.
- b. This Research emphasizes the used of technology through interactive media to improve students' vocabulary.

3. Education Level

- a. Prior Research were conducted at different education levels (such as junior high school, senior high school)
- b. This Research only focused on V grade elementary school students, specifically at SDN 2 Bumi Restu.

4. Population and Research Location

- a. The location of prior research was different from this study, which may affect the results of the study due to differences in environment, culture, or other factors.

- b. This Research was specifically conducted at SDN 2 Bumi Restu, which may have unique characteristics in terms of demographics or educational conditions.

From these differences, This Research apply innovation in the approach to teaching vocabulary through more interactive media, in accordance with technological developments and student interests.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Vocabulary Mastery

1. Definition of Vocabulary Mastery

Vocabulary Mastery refers to the level of command and proficiency that a learner has over the vocabulary of a language. This mastery is crucial for language acquisition, as it forms the foundation for effectively understanding, speaking, listening, reading, and writing in the language.⁷

According to (Dody Wahyudi 2016:6) Vocabulary mastery is knowledge or a broad understanding of the meaning of a word that owned a language. In this research, vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up language which might be used by particular person, class, or profession.

From this definitions, it can be concluded that vocabulary represents all the words in a language that people use to express their thoughts, feelings, and ideas. Mastering vocabulary is essential because it is the foundation of effective communication. The more words you know, the better you can understand what you hear and read, and the more effectively you can express yourself when speaking or writing.

Based on several definitions above that have been given, it can be concluded vocabulary is all of words in language that using people to

¹ Nur Aprianti. *Enhancing Students' Vocabulary through Hangaroo Word Game at the Seventh Grade Students' of MTs PP DDI AS-SALMAN Allakuang Sidrap* (Unpublished Skripsi of IAIN Parepare 2019),p. 6.

express to opinion, feeling statement consist of some letters and has meaning. A vocabulary usually develops with age and serves as a fundamental tool for communication. To have mastering vocabulary is of much importance because you will be judged based on the words you use. The more words you knows, the more you will be able to understand what you hear and read and the better you will be able to say what you want to when speaking or writing

2. Types of Vocabulary

Vocabulary can be divided into two types, namely active vocabulary and passive vocabulary.⁸

- a. Active vocabulary is vocabulary that can be used appropriately in speaking or writing, also known as productive vocabulary. When selecting and teaching vocabulary, it is important to take into account native language learning, other languages, or initial English courses, and avoid mistakes in the organization and presentation of vocabulary. Students must have knowledge of correct pronunciation, collocation, and understanding of word meaning to be able to use this vocabulary well in speaking and writing skills. Meanwhile,
- b. Passive vocabulary is vocabulary that is recognized and understood in the context of reading or listening, also known as receptive vocabulary.

⁵ Jeremy Harmer in Bahri , *“Improving the students’ vocabulary mastery through the attack strategy of the second year students of SMP Negeri 3 Pamboang Kabupaten Majene”* (published Skripsi STAIN Parepare, 2013), p. 10.

3. The Importance of Vocabulary

The vocabulary mastery is very important. We use vocabulary in the form of language to express our feelings, idea, etc. talking about vocabulary, it cannot be separated from four language skill: listening, speaking, reading, writing. The Proficiency in someone's speaking is heavily influenced by their vocabulary. To clarify this, let's examine the importance of vocabulary in relation to the four key language skills:

- a. Speaking, Vocabulary is essential for expressing our ideas or feelings effectively. The words we possess influence how well we communicate, making vocabulary a crucial component of effective speech.
- b. Listening, In listening, vocabulary is crucial for understanding what others say. Even if we know sentence structures, understanding spoken language becomes challenging if we lack sufficient vocabulary.
- c. Reading, Vocabulary is necessary for comprehending written material. Without a strong vocabulary, reading can be difficult, as understanding a passage depends on knowing the meaning of the words used. A person's vocabulary directly impacts their ability to grasp the content of a text.
- d. Writing In writing, vocabulary allows a writer to develop and clearly express their ideas. A good command of vocabulary enables the selection of accurate and clear words, which is essential for effective

writing. Limited vocabulary can hinder writing development and expression.⁹

4. Indicators of Vocabulary

According to Cameron (2001:78), Indicators of Vocabulary included: pronunciation, spelling, grammar and meaning.

a. Pronunciation

Pronunciation is one of the aspects that have a great influence of Vocabulary. "Pronunciation is the way in which a particular person pronounces the word of a language" (Wehmeler, 2003:1057). Children need to hear a new word in foreign language in order they can notice the sound at the beginning and at the end, the stress pattern of the word.

b. Spelling

Children also need to know the letters and syllables that make up the word that is called spelling. "Spelling is the act of forming words correctly from individual letter or the way that a word is spelt" (Wehmeler, 2003:1293).

c. Grammar

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are not thereby abandoning grammar. (Cameron, 2001:72).

⁶ AsmilahDani. *Using a Match Game to increase students' vocabulary at the second grade SMPN 2 TelluLimpoesidenreng, Rappang* (Unpublished Skripsi Parepare: STAIN Parepare, 2015),p. 09.

d. Meaning

Nation and Cameron (2001:85) argue ways to explain the meaning of new words in the young learner classroom that is by using an object, a cut-out figure, gesture, performing and action, photograph, drawing or diagram on the board, and picture from story book.¹⁰

B. The Concept of Song Learning Media

1. Definition of Song Learning Media

According to Pribilova (2006) Learning Media with music or songs is a type of media in the suggestopedia method that successfully helps students stimulate the brain to store word memories.¹¹

According to Utami & Hartini (2014) song media (singing) can be applied in learning by changing learning material into song lyric which students can then sing. Song media are methods and techniques in the form of words song with rhythm and tone which are used as intermediaries in conveying information in the form of learning material so that communication and interaction between teachers and students can be more effective in learning.¹²

⁷ Elda Martha Suri, *Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang*, Vol 1 No 1, 2012.

⁹ Dzakiah Kinanti Eka Putri Kadir, *Teaching Vocabulary for the Seventh Grade Students of SLB Dharma Anak Bangsa in Academic Year 2018/2019*, Surakarta 2019.

¹⁰ Putri Amelia, *Increasing Teenagers Vocabulary Matery Through Community Language Learning Strategy*, Palopo, 2021.

2. Characteristics of Song Learning Media

Utami & Hartini (2014) also explained song characteristic in their research. The characteristic of songs created for learning are as follows:

- a. Learning songs contain words or sentences with themes according to the subjects being studied. Contains words, phrases, or sentences with a certain theme
- b. The teacher sing a song that is repeated. Songs should be repeated so that students memorize more and don't forget easily.
- c. Songs must be based on a certain context to make it easier for students to memorize.
- d. Songs should be sing with dance or body movement so that students are more enthusiastic.
- e. Songs should be made in a happy and fast tone so that students are enthusiastic and happy in singing them.

The main characteristic of the song media performed by (Ernanida & Yusra 2019) is the auditive symbols of learning, both verbal and nonverbal, namely the message that is poured through audio. The second statement explains the characteristic of song media in learning. The characteristic of good song media is song media that uses good lyrics, does not contain elements of violence, or things that are not polite.¹³

3. Benefits of Song Learning Media

Song learning media that is suitable for student learning styles, there are other benefits. According to Utami & Hartini (2014) song media

¹³ Yuana Listyaningtyas, *The Effectiveness of Teaching Vocabulary Using Song with Movement to the Fourth Grade Students of SDN 1 Senggowar Nganjuk 2022/2023*, Kediri 2024.

(singing) is quite effective in making learning feel lighter and more fun because learning activities are carried out by singing while studying so students don't feel bored and sleepy, but will be more interested, enthusiastic in learning. Students also pay attention to learning, are brave and active during the learning process.

The use of song learning media also has various advantages. Some of these advantages are explained by Ernanida & Yusra (2019). These advantages are:

- a. Able to overcome space limitations and activate multiple targets.
- b. Able to influence the mood and behavior of students through background music and sound effect, so as to develop the imagination of listeners.
- c. Able to focus students attention on the use of words, sound and the meaning of these words/sounds.¹⁴

C. Song as Interactive Media

1. Interactive Song

According to Crowther et al (2016), the use of song in higher education spans a wide variety of disciplines within and beyond STEM and its possible benefits include reduced stress or anxiety, improved recall, and increased motivation or engagement. A well-written jingle or song with rhymed lyrics can help content make a more memorable impression on students than that same content delivered in prose form.

¹² Lilis Rizki Utami, Audi Yundayani, Sari Astuti, *The use of songs as Teaching Media to Improve Student' Listening Skil*, (2023).

According to (Chew and Dillon 2014) the main of this research is to develop interactive song resources that require little instructor time or expertise, but that reduce statistics anxiety, and have high impact on developing statistical literacy and reasoning (delMas 2002).

The purpose of this research is to illustrate the process of developing this distinctive intervention of interactive songs for teaching statistics. By “interactive,” we mean building supplemental online activities that include student contributions that integrate with the song. Here, students interact with prompts to provide examples and demonstrate conceptual knowledge.

In rough orderings of increasing *interactiveness* (Lesser 2017) with respect to the role of students for the use of song in teaching, a fairly highly interactive level of song has students contribute inputs for the lyric. The use of interactive songs is arguably consistent with various pedagogical calls for active learning.

2. Aspect of Interactive Song

According to (Cavanagh 2014) Interactive songs also have many aspects of personalized Learning:

- a. The songs allow students to feel ownership (when they choose songs and within song examples of interest to them).
- b. Students individual needs and skills are taken into account by students being given feedback and having access to hints as needed
- c. Students can pause, rewind, and replay songs as desired.

According to (Goldman and Kelley 2009) that songs for which students contribute inputs will be more memorable because of the cognitive psychology phenomenon known as the generation effect, which stipulates that generated information is remembered better than provided information.¹⁵

3. The Advantages and Disadvantages of Interactive Song

Song is important tool in learning English. Because, song can help are the students in learning process. The advantages of song according to Brewster (2002: 162) as follows:

- a. Song could become a media introduction of new languages
- b. Songs can improve students' vocabulary and pronunciation
- c. Song could be give good contribution in increasing students motivation in speaking
- d. Song can strengthen memory of students

The disadvantages According to song in YLs classroom Murphey (1992: 103) are:

- a. Their differences of characteristics young learner, because not all children can receive which will delivered by their teacher.
- b. It can disturb adjacent lessons.
- c. Teachers may experience difficulties in controlling the class during the learning process.

¹³ Lawrence M. Lesser, Dennis K. Pearl, John J. Weber III, Dominic M. Dousa, Robert P. Carey & Stephen A. Haddad, *Developing Interactive Educational Songs for Introductory Statistics*, hal 239, 2019.

- d. Students may have difficulty understanding new vocabulary¹⁶

D. Teaching vocabulary using Interactive Song

Teachers have their own ways of using songs in their lessons. Regardless of the way it is taught, the key to successful use of a song is its application. That is to say that the presentation and activities have to suit young learners' characteristics, their mastery of the language and their interests. In order to accomplish this, a certain technique has to be applied. The suggested, but flexible, procedure is as follows (Brewster et al., 2002):

1. Set the context.
2. Use visual aids to introduce new vocabulary.
3. Play or sing the song to familiarize students with it.
4. Do further listening activity.
5. Practice pronunciation (intonation, rhythm and stress).
6. Encourage students to join in and do actions or mime. Repeat the song several times.
7. Give students written text of the song. The text can further be used for multiple activities, such as: gap-fill, listen and
8. Sing the song with the whole class.

The song used it is of immense importance not to teach the target language structures but to let students learn and discover the language on their own. In this process students need to get the feeling of success. The language needs to be presented at an attainable rate as well as to connect previous words and language structures to the ones that will be learned in the near future.

¹⁴ Sri Nurvia, *Using song in Teaching English Speaking Skills for Young Learners*, Cirebon 2016.

After doing this a “Questioning Cycle” (Paul, 1996: 7) occurs. The questioning cycle explains how learners process the new language in a song. Students first recognize the new language forms, and students want to learn them because students need them for the activity students like. So, students try to understand the words by finding out their meanings. After that, students use this new language and connect it with other words from the song. In this way learners develop positive attitude and willingness to learn.¹⁷

E. Action Hypothesis

The action hypothesis of this research is stated, as follows: “By using Interactive Song Media, the students vocabulary mastery and their learning activity can be improved among the fifth graders at SD Negeri 02 Bumi Restu in the Academic Year of 2023/2024.

¹⁵ Nihada Delibegović Džanić, University of Tuzla Alisa Pejić, University of Tuzla, *The Effect of Using Songs On Young Learners and Their Motivation for Learning English*, hal 43-44, 2016.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variable

1. Variable of the Research

An independent variable, or variable X, is one that affects, influence, or causes result. It is also known as a manipulative, treatment, antecedent, or predictive variable. The interactive song is the research independent variable (X). This variable focuses on improving student's vocabulary mastery scores in the area of general knowledge. Moreover, to know students participation in this method there are some indicators as follow:

- a. The students can focus on the teacher explanation.
- b. Students are able to understand the vocabulary explained by the teacher about body parts and days, dates, years.
- c. The students are able to activity understand the meaning of vocabulary in the learning process.
- d. The students are to mention their of the meaning vocabulary learned from the results of previous learning.

2. Dependent Variable

The variable that is measured and observed to determine the influence of the independent variable is called the dependent variable (Y). Vocabulary understanding is the dependent variable of the research. To assess their level of vocabulary understanding, researchers will give

vocabulary Comprehension tests to students by giving students. This test provides several parts of the song that have been studied and understand.

B. Research Location

This research is located in SD Negeri 02 Bumi Restu, Kec, Abung Timur, North Lampung. The researcher choose this school as the object of research, because the school have a problems that are relevant to the research topic, the researcher hopes that the research conducted can be applied in schools and can help overcome these problems. This school is also in an easily accessible location.

C. Subject and Object of Research

The subject of the study in this research is the students of the fifth graders in SD Negeri 02 Bumi Restu north lampung. The object of this research is the students with vocabulary understanding. This action research is a collaborative study. The collaborator of this research is the English teacher of the fifth grade. That is Mrs. Siswati S.Pdi.

D. Action Plan

1. Classroom Action Research (CAR)

The research used classroom action research. The focus of this research is how the researcher applies the Interactive Song media to improve Students vocabulary. According to Car and Kemmis by Anne Burns, action research is simply a form of self-reflective inquiry undertaken by participants in social situations, and teachers in order to

improve the regionality and justice of their own practices.¹⁸ It means that through self-reflection the teacher conducts that study in his class. Furthermore, McNiff suggest that action research is conducted with critical partners.¹⁹ It means that the research conducted the together with the teacher. In doing classroom action research, the researcher would ask Mrs. Siswati S.Pd.I as a collaborator of research. There are four steps in each cycle that have a relationship with one another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follows:

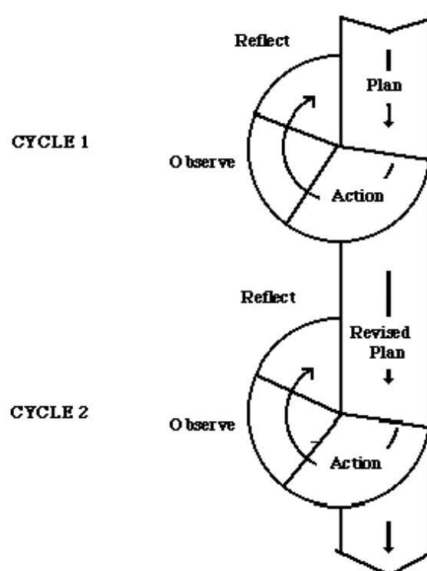


Figure : Cycle of Action Research Kemmis and McTaggart Model

Based on the illustration above, the explanation of the four steps of the action research procedure:²⁰

¹ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Madison Ave, 2010), p.5

² Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p.15

³ Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research* (New York: Springer Science and Business Media Singapore, 2014), 19

2. Cycle I

During the preparation stage, the English teacher assisted the researcher in preparing and determining certain important details to support the research. The researcher acted as the teacher who taught the students in the classroom by using interactive songs, while the English teacher served as the collaborator. Acted as the collaborator. In this step, the researcher did the following,

a. Planning

- 1) The researcher prepared a lesson plan.
- 2) Preparing learning resources in the form of interactive songs and English books.
- 3) The researcher prepares interactive songs as media to improve students' vocabulary acquisition.
- 4) The researcher prepares a written test as a post-test consisting of 10 multiple choices questions

b. Acting

During the performing stage, the researcher oversaw the implementation of the plan. In this stage, the researcher serves as the teacher, selecting the media for the teaching and learning process. The researcher acts as follows:

1) **Pre- Teaching activities**

- a) The teacher greets the students.
- b) The teacher and students prayed together.
- c) The teacher checks the attendance list.

- d) The teacher explains the purpose of the study about learning vocabulary.

2) **Main Teaching Activities**

- a) The teacher explains the media that will be used and explains to the students.
- b) The teacher shows the interactive song that will be used in learning vocabulary.
- c) The teacher reiterates the mused so that students understand the vocabulary better.
- d) The teacher asks the students to remember the interactive song that has been played.
- e) The teacher asks students to practice together.
- f) The teacher given practice questions consisting of 10 multiple choice questions.

3) **Post-Teaching**

- a) The teacher given a conclusion of the material
- b) The teacher closes the meeting.

c. Observing

Following planning and acting, the researcher conducted observations. The researcher used an observation form to observe instructor performance and student learning activities, as well as classroom settings. The observation result is utilized to act the text following cycle.

d. Reflecting

Reflecting is the final stage of classroom action research. It occurs following planning, acting, and observation. In reflection, the researcher and English teacher examine students' learning outcomes based on data collection, result observation forms, and student test scores, obtaining to determine what has been accomplished and what remains to be improved in the next class. If the student's English vocabulary will be increased. The writer will come to an end in cycle one. Furthermore, if the student's English vocabulary does not develop, the cycle will repeat in the following cycle with the same stages.

3. **Cycle 2**

In the second cycle, repeated practically all of the activities from the first cycle until the teaching and learning activity was completed. In this stage, the researcher used a different topic, and occupation, expecting that the student would be more active than in the first cycle.

a. Planning

During the preparation stage, the English teacher assisted the author in preparing and determining certain important details to support the research. The researcher acted as the teacher who taught the students in the classroom by using interactive songs, while the English teacher acted as the collaborator. In this steps, the researcher did the following planning:

- 1) The researcher prepares a lesson plan.
- 2) Preparing learning resources in the form of interactive songs that will be used and English books.
- 3) The researcher prepares interactive songs as media to improve students' vocabulary mastery.
- 4) Outline the evaluation and observation procedures.
- 5) The researcher prepares a written test as a post-test consisting of 10 multiple choice.

b. Acting

During the performing stage, the researcher oversaw the implementation of the plan. In this stage, the researcher serves as the teacher, selecting the media for the teaching and learning process. The writer acts as follows:

1) Pre- Teaching activities

- a) The teacher greets the students.
- b) The teacher and students prayed together.
- c) The teacher asked to condition the students.
- d) The teacher checks the attendance list.
- e) The teacher explains the purpose of the study about learning vocabulary.

2) Main Teaching Activities

- a) The teacher explains the method that will be used and explains to the students.

- b) The teacher is asked to arrange the students' seating positions so that the highest students can help the lowest students based on the results from cycle I.
- c) The teacher provides exercises and students are asked to practice what vocabulary by using interactive song
- d) The teacher participates in practicing the vocabulary again based on the interactive song played during the lesson.
- e) The teacher gives practice questions consisting of 10 multiple choice questions.

3) Post-Teaching

- a) The teacher gave a conclusion of the material
- b) The teacher closes the meeting
- c. Observing

In this step, the researcher observed the teaching-learning process and collected data for action plan II using an observation format.

- d. Reflecting

This stage involved comparing the pre-test and post-test scores. The researcher analysis and reflected on students' activity, whether it was positive or poor, and whether the second cycle was sufficient or necessary for the next stage.

4. Field Note

The researcher would use a field note. It's making the data analysis more simple. You can write them notes in a special notebook or, if you

like, on the back of your hand, which would require further writing. You can write in straight notes, or try mindmaps, spider diagrams, and pictures.²¹ In this research, the researcher use field notes to record the students activity during the learning process.

In order to collect all of the information from the fifth grade at SD Negeri 02 Bumi Restu north lampung about the activities of the students in vocabulary mastery, the events in each learning step, the learning objectives, the learning time, and the feelings of the students in the learning process, the researcher will conduct field notes in this study.

Field Note in Cycle I

Data sources	Before the Action	After the action Cycle I
Observation Questionnaire Interview	1. Teaching and learning process <ul style="list-style-type: none"> • Teacher did not use interactive song media • The students were bored because the teacher only used books in teaching • The students were noisy in teaching learning process • Students were not active in teaching learning process, it could be seen when teacher asked uestion many of them did not try to answer the question 2. Vocabulary Mastery <ul style="list-style-type: none"> • The students' vocabulary mastery was still low 	1. Teaching and learning process <ul style="list-style-type: none"> • Teacher used interactive song media in teaching vocabulary mastery • Students were enthusiastic in teaching learning process • Students enthusiastic when they were asked to song the song • Some students, especially boy students were not active in learning process 2. Vocabulary Mastery <ul style="list-style-type: none"> • The students were better in memorizing the vocabulary then before the action

⁴ Jean Mcniff&Jack Whitehead, *All you need to know about Action Research*,...p,139

	<ul style="list-style-type: none"> • The students got difficulties in memorizing the vocabulary • The students got difficulties to pronounce word 	<ul style="list-style-type: none"> • Some students could pronounce correctly but other students could not pronounce well
Test	<p>The problem that should be solve:</p> <ul style="list-style-type: none"> • Some students were not active in teaching learning process • The students still found difficulties it memorizing the word • The students still found difificulties to pronaounce the word 	<p>The weaknesses which still happen:</p> <ul style="list-style-type: none"> • Not all students were active in teaching learning process • The difficulties to memorize the vocabulary • The difficulties to pronounce the word well

Field note cycle II

Data sources	Before the Action	After the action Cycle II
Observation Questionnaire Interview	<p>1. Teaching and learning process</p> <ul style="list-style-type: none"> • Teacher used interactive song media in teaching vocabulary mastery • Students were enthusiastic in teaching learning process • When the song was sing, students paid attention • Some students were same when they were sked to sing the song • Some students, especially the boy students were not active in teaching learning process 	<p>1. Teaching and learning process</p> <ul style="list-style-type: none"> • Teacher still used interactive song media in teaching vocabulary mastery • Students were more enthusiastic in teaching learning process • Most of students could be active in teaching learning process • Students were more confidents when they sing

	<p>2. Vocabulary Mastery</p> <ul style="list-style-type: none"> • The students' vocabulary mastery was still low • The students were better in memorizing the vocabulary than before but some students still found difficulties to memorize • The students could pronounce correctly but some others students still could not pronounce 	<p>the song</p> <ul style="list-style-type: none"> • The class was noisy but stil could be managed <p>2. Vocabulary Mastery</p> <ul style="list-style-type: none"> • The students could remember the vocabularies that had been learning • Students could pronounce vocabulary better than in cycle I
Test	<p>The problem that should be solve:</p> <ul style="list-style-type: none"> • Some students still needed more exercise in pronunciation 	

E. Data Collecting Technique

In collecting data, the researcher will use the following steps:

1. Test

In this research, the writer gave two tests to students, namely pre-test and post-test. The tests consisted of multiple choice tests. These tests were given to measure students' mastery of English vocabulary.

- a. **Pre-Test**, to get information on how the students' achievement was, the writer gave a pre-test before the students learned about vocabulary by using interactive song media.
- b. **Post-Test**, after the treatment, the author gave a post-test.

The researcher gave the post-test to measure how the students' achievement in learning vocabulary mastery by using interactive song media after being given the treatment. The results of the pre-test and post-

test are then compared to see if there is an increase in vocabulary after the treatment.

2. Observation

The researcher observed students' learning activity. The researcher conducted at SD Negeri 02 Bumi Restu as the place of observation. Students Class A consist of 20 students in the fifth grade as the participants and the English teacher as a collaborator the observed the way of teaching. The data was made to know the result of students' achievement and formulate the problem in the classroom.

3. Documentation

Documentation is something written or printed that can be used as a record or evidence. The author uses documentation to obtain information and data about schools such as:

- a. The history of SDN 2 Bumi Restu
- b. The school layout of SDN 2 Bumi Restu
- c. The school vision and mission of SDN 2 Bumi Restu
- d. The school employment structures of SDN 2 Bumi Restu
- e. Field Note

F. Research Instrument

The students of vocabulary mastery in the fifth SD Negeri 02 Bumi Restu north lampung researcher used vocabulary test. This test assesses students' competence in understanding vocabulary by using interactive song media the assessment consist of a pre-test and post-test, and it will challenge

students to learn and understand the vocabulary material provided. The following is the student's rubric score.

No	Indicator of The Evaluation	Number of Question	Kind of Question
1	Pronunciation	1-10	Multiple Choice
2	Spelling	1-10	Multiple Choice
3	Grammar	1-10	Multiple Choice
4	Meaning	1-10	Multiple Choice
5	Students are able to use English words in the simple sentence	1-10	Multiple Choice

G. Data Analysis Technique

The researcher analyzes the process of teaching vocabulary through English song by evaluating the field notes, the interview and the photographs. In addition, the researcher also gives written test (pre test-post and post test); the data that are collected from the written test will be analyzed. To analyze the data, the researcher uses qualitative and quantitative techniques.

1. Qualitative

The researcher analyzes the process of teaching and learning vocabulary mastery by using interactive song media analyzing the data taken from observation, interview, questionnaire and photograph. The data from the observation, interview, questionnaire result will be described into written forms, while the photographs are printed out.

2. Quantitative

Meanwhile the data from the written test will be analyzed in order to prove whether teaching vocabulary using song can overcome to students' problem in vocabulary mastery or not. The objective of hypothesis of the research will be test to know mean score.

To know the students' achievement before and after action, the writer uses mean formula in research.

Calculating the test result and determining the pre- and post-test means.

The following formula was used to determine the mean:

$$X = \frac{\sum x}{N}$$

Notes:

X = Mean

$\sum x$ = The total number of students scores

N = Number of students²²

The formula to figure out the percentage of the students who pass the passing grade in each cycle is as follows:²³

$$P = \frac{F}{N} \times 100\%$$

Note: **P** =Class percentage

F = Frequency

N = Number of Students

⁷ Donal Ary at all, *Introduction to Research in Education*, p. 108

⁸ Ibid

H. Indicators of Success

The research success can be measured by two key indicators: first, 70% of all students must score 70 on the final assessment. Second, at least 70% of all students must be actively engaged in learning. Which includes participating in class discussions, completing assignments, and interacting effectively with class materials. These two criteria are met, the research is considered successful because it demonstrates a significant level of achievement and an appropriate level of student participation.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of the School

SD Negeri 02 Bumi Restu is a public school located on the bumi restu village road in North Lampung Regency. In 1970 it was named SD Negeri 4 Way Abung and then in 1971 SD Negeri 4 Way Abung changed its name to SD Negeri 02 Bumi Restu. And now SD Negeri 02 Bumi Restu uses the independent curriculum as teaching material.

b. Vision and Mission of SD Negeri 02 Bumi Restu

Vision:

The realization of qualified, cultured, faithful and devoted human resources

Mission:

- a) Improve the professionalism of teaches and employees in daily tasks
- b) Implementing effective learning and guidance for students in accordance with their potential
- c) Creating a conducive school environment
- d) Completing facilities and infrastructure
- e) Improve learning outcomes

f) Increasing community participation in efforts to improve the quality of education.

c. The Quantity of the Students class V A and B of SD Negeri 02 Bumi Restu

The quantity of students class V A and B of SD Negeri 02

Bumi Restu can be identified, as outlined:

Table 1

No	Class	Gender		Total
		Male	Female	
1	V A	11	9	20
2	V B	14	11	25
Total				45

2. Description of Research Data

This research is a classroom action research conducted in class V of SD Negeri 02 Bumi Restu in the 2024/2025 academic year. This research was conducted in two cycles, each consisting of four steps: planning, implementation, observation, and reflection. Students' vocabulary improvement was measured through tests including pre-test and post-test, which were given at the beginning of the research and at the end of each cycle. Students' activities were recorded through observations during learning activities.

a. Pre-Test Activity

The researcher conducted a pre-test on Wednesday, 2 October, 2024 at 08.00. When the researcher entered the class, the students first

read a prayer and murojaah. After the students prayed and murojaah, the researcher greeted and checked the students' attendance, then the researcher said that the researcher would give a pre-test to determine the level of students' ability in vocabulary mastery. The type of test taken by students was a written test by giving each sheet of multiple-choice questions which the researcher then distributed to each student and then the students were asked to fill in the questions properly and correctly. The results of the pre-test are presented on the table.

Table 2
The Name Students of Class V A

No	Students Name	Score	Category
1	ADK	70	Complete
2	AMH	70	Complete
3	ABS	30	Incomplete
4	ALB	30	Incomplete
5	AAS	40	Incomplete
6	AKP	20	Incomplete
7	AK	30	Incomplete
8	AF	20	Incomplete
9	BMP	40	Incomplete
10	BAM	20	Incomplete
11	DOP	30	Incomplete
12	DRD	30	Incomplete
13	DP	50	Incomplete
14	DAS	30	Incomplete
15	DLS	40	Incomplete
16	EA	50	Incomplete
17	NRG	50	Incomplete
18	FS	20	Incomplete

19	IMU	30	Incomplete
20	MAB	70	Complete
Highest Score			70

The percentage of the Students pre-test score can be seen on the following table:

Table 3
The Percentage of Pre-test Score

No	Score	Frequency	Percentage	Category
1	≥ 70	3	20%	Complete
2	≤ 70	17	80%	Incomplete
Total		20	100%	

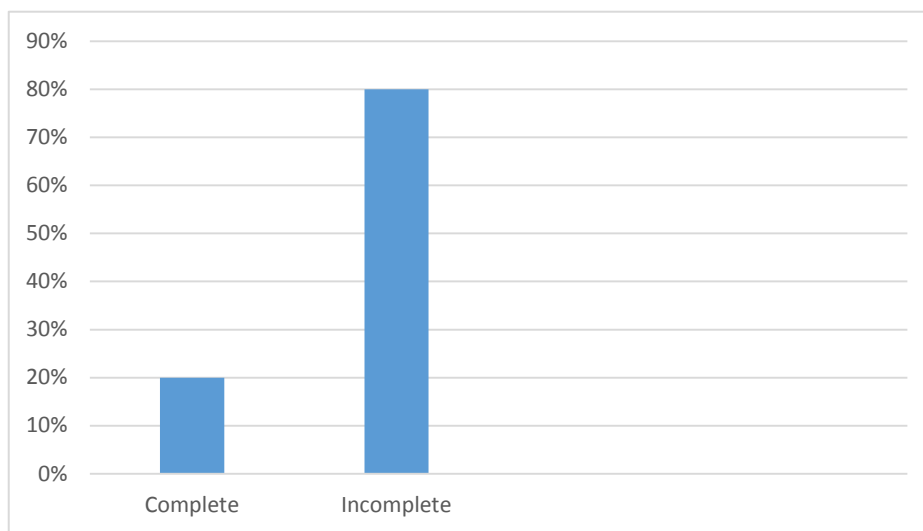


Figure 1. The Percentage of Students Pre-test Score

Based on the results of the students' pre-test, it can be concluded that only 30% or equivalent to 6 students who scored above 70 passed the Minimum Standard Criteria (MSC). On the other hand, 70% or equivalent to 14 students who scored below 70 did not meet the Minimum Standard

Criteria (MSC). This shows that students' performance in improving vocabulary is still below standard.

b. Cycle I

1) Planning

At this stage researcher prepare everything used in the research. Things that are prepared include lesson plan, instrument post-test in cycle 1, the material, and the observation sheet of the students.

2) Actions

The researcher conducted this cycle in three sessions. The action schedule for the 1 cycle can be seen in the following table:

Table 4
The Schedule of Cycle I

Meeting	Date	Time
1 st	Wednesday, Oct 2 th 2024	08.00 – 09.00
2 nd	Thursday, Oct 3 th 2024	08.00 – 09.00

a) First meeting

The first meeting was held on Wednesday, October 2, 2024 at 08.00. The meeting began with a prayer together after the students had also prayed and then continued with a review. After that, the researcher greeted and had a brief chat with the students and continued by checking the students' attendance on that day. At this first meeting, the students looked awkward because it was their first time meeting the researcher. However,

the atmosphere was quite relaxed because the researcher invited them to play a game first. After that, the classroom atmosphere became fun and the students were more enthusiastic about learning. When the learning was about to begin, the researcher asked the students "is there anyone here who likes to sing and listen to music" and many students answered "yes, miss, I like to sing" then the researcher asked again "do you know what a part of the body is" all students answered "don't know, miss, is that English" then the researcher explained "yes, part of the body is the parts of the human body" then in this meeting the researcher explained to the students that they would learn about part of the body and the function of part of the body using interactive song media. After the researcher explained the material to the students, then the researcher played a song that would be their learning media, the song was related to the part of the body material. Then the researcher invited the students together to pronounce the vocabulary that the researcher had given.

The steps for implementing interactive song media on YouTube are: first, the researcher invited the students together to be one then the researcher showed a video of a children's song on YouTube. Second, the researcher played the video several times until the students memorized the vocabulary. Third, the researcher invited students to practice together without media with small movements or clapping. And finally, the researcher

invited students to practice alone without the help of the researcher. The lesson was closed by concluding the material and praying together.

b) Second meeting

The second meeting was held on Thursday, October 3, 2024 at 08.00. In this meeting, the researcher started the learning by praying first and then continued by greeting the students. After greeting the students, the researcher checked the students' attendance. Before starting the learning, the researcher asked questions related to the material taught previously. In the second meeting, the researcher replayed the interactive song related to the part of the body material, then re-explained the material that had been presented in the first meeting, then the researcher invited the students to practice coming forward and after that the researcher invited the students to practice the interactive part of the body song again using body movements. After all the students practiced the parts of the body and the functions of the parts of the body, the researcher gave the students the opportunity to practice and memorize the parts of the body and their functions. then the researcher gave the promise of high marks to the students if they answered the questions well and correctly and so that they were more enthusiastic in practicing vocabulary. The learning process at the second meeting ended with a prayer together.

c) Post-test 1

The researcher conducted the first post-test after the second meeting was completed on Thursday, October 3, 2024. The type of test used by the researcher was a written test where students were asked to answer 10 multiple-choice questions. The results of the post-test can be seen in the table below:

Table 5
The Result of Post-test I

No	Students Name	Score	Category
1	ADK	80	Complete
2	AMH	80	Complete
3	ABS	70	Complete
4	ALB	50	Incomplete
5	AAS	60	Incomplete
6	AKP	70	Complete
7	AK	70	Complete
8	AF	30	Incomplete
9	BMP	50	Incomplete
10	BAM	40	Incomplete
11	DOP	70	Complete
12	DRD	40	Incomplete
13	DP	60	Incomplete
14	DAS	40	Incomplete
15	DLS	50	Incomplete
16	EA	60	Incomplete
17	NRG	70	Complete
18	FS	40	Incomplete
19	IMU	50	Incomplete
20	MAB	80	Complete
Highest Score			80

Lowest Score	30
Average Score	58

Table 6
Frequency of Students' Grade Completeness on Post-test I

No	Score	Frequency	Percentage	Category
1	≥ 70	8	40%	Complete
2	≤ 70	12	60%	Incomplete
Total		20	100%	

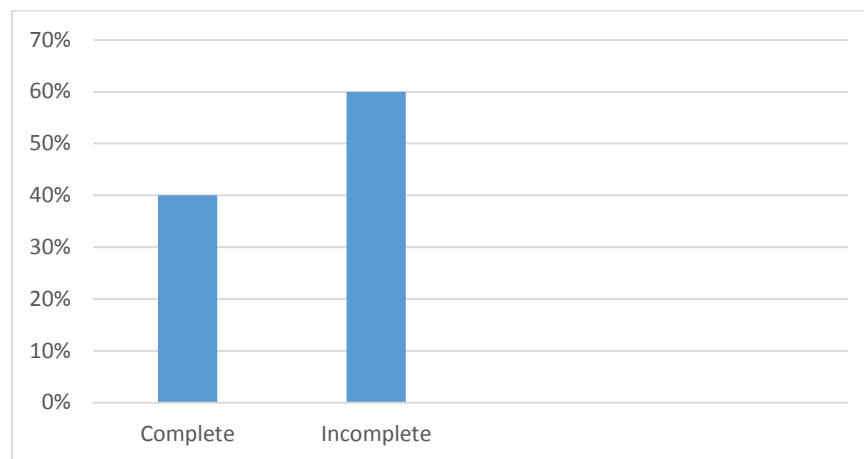


Figure 2. The Percentage of Post-test I Scores

Based on the results presented, it can be concluded that of the total number of students who have completed post-test I, out of 20 students only 8 students (40%) achieved a score of ≥ 70 , while 12 students (80%) score ≤ 70 . This shows that the results of post-test I cannot be categorized as successful based on the previously determined indicators of success.

3) Observation

In the observation stage, the researcher observed all student activities in the classroom. Observations were made from the beginning to the end of the learning process at meetings 1 and 2.

- a) Student attention
- b) Student activity
- c) Student vocabulary mastery

The result of students learning activities could be seen in the table.

Table 7
The Student Learning Activities Observation in Cycle I

No	Name	Students Attention	Students Activeness	Students Vocabulary Mastery
1	ADK		✓	✓
2	AM	✓		✓
3	ABS	✓		✓
4	ALH			✓
5	AAS			✓
6	AKP	✓		✓
7	AK		✓	✓
8	AF	✓	✓	✓
9	BMP		✓	✓
10	BAM	✓		
11	DOP	✓	✓	
12	DR	✓		✓
13	DP	✓	✓	
14	DAS			✓
15	DAS	✓		✓
16	DLS	✓	✓	
17	EA	✓	✓	✓

18	NRG			✓
19	FS			✓
20	IMU			✓

Table 8
The Students Activities in Cycle I

No	Student Activities	Frequency	Percentage
1	Students Attention	11	55%
2	Students Activeness	8	40%
3	Students Vocabulary Mastery	6	80%
Total Students		20	

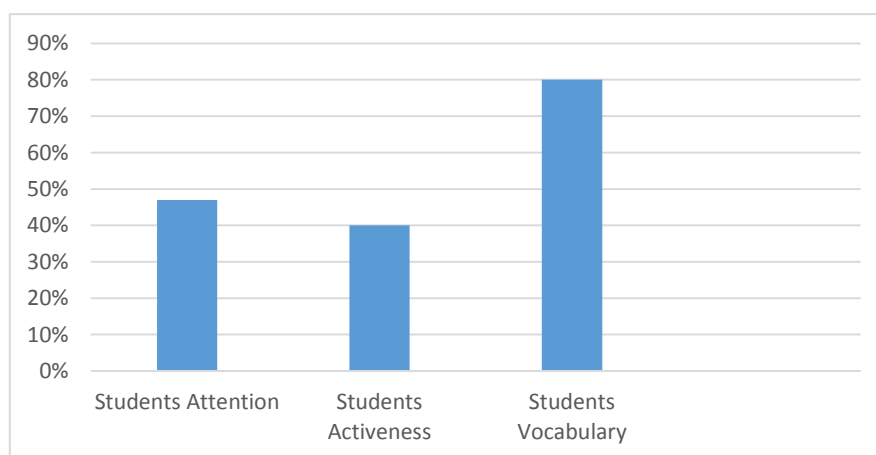


Figure 3. The Percentage of Students Activity

Based on the visible results, it is apparent that not all students were actively participating in the learning activities. Out of the total number of students, 11 students (55%) pay attention to the class, 8 students (40%) answer the question, while a significant number of 16 students (80%) do the work.

4) Reflecting

Based on the findings from the observation of the learning process in cycle II, it was evident that the learning process has not achieved Minimum Standard Criteria (MSC) established by the research. Therefore the researcher conducted an analysis and computation of all processes, including the pre-test scores of students and the outcomes of student's post-test I score. The comparison between the pre-test scores and post-test I is outlined as follows:

Table 9
The Comparison between Pre-Test and Post-Test I Scores in Cycle I

No	Student name	Pre-test	Post-test	Increasing	Category
1	ADK	70	80	10	Improve
2	AMH	70	80	10	Improve
3	ABS	30	70	40	Improve
4	ALB	30	50	20	Improve
5	AAS	40	60	20	Improve
6	AKP	20	70	50	Improve
7	AK	70	70	40	Improve
8	AF	30	30	10	Improve
9	BMP	50	50	10	Improve
10	BAM	40	40	20	Improve
11	BAM	30	70	40	Improve
12	DOP	30	40	10	Improve
13	DRD	50	60	10	Improve
14	DP	30	40	20	Improve
15	DAS	40	50	10	Improve
16	DLS	50	60	10	Improve

17	EA	50	70	20	Improve
18	FS	20	40	20	Improve
19	IMU	70	50	20	Improve
20	MAB	80	80	10	Improve
Total Score		770	1.160		
The Highest		70	80		
The Lowest		20	30		
Average		38,5	58		

Table 10
The Comparison between the of Students Pre-Test and Post-Test I
in Cycle I

No	Score	Pre-test	Post-test	Category
1	≥ 70	3	8	Complete
2	≤ 70	17	12	Incomplete
Total		20	20	

The graph of comparison students listening skill pre-test and post-test I score in cycle II as follow:

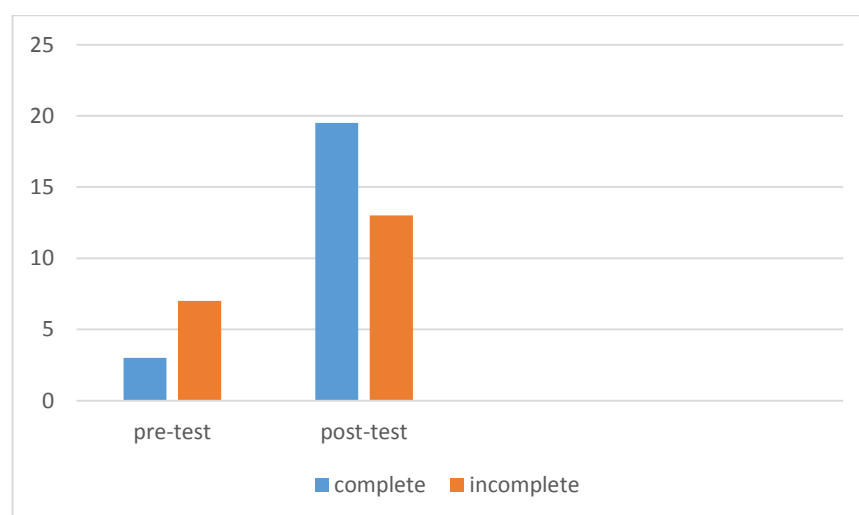


Figure 4. The Students Pre-test and Post-test Scores in Cycle I

Based on the results, it is evident that in the pre-test, out of 20 students only 3 students (20%) achieved a score of ≥ 70 , while 17

students (80%) score ≤ 70 . Moving on to post-test I, 8 students (40%) managed to score ≥ 70 , while 12 students (60%) still score ≤ 70 . The average score for the pre-test was 38,5 and for post-test I it was 58. Therefore, it can be concluded that there was improve in the results during cycle II, although it did not meet the indicator of success. As a results, further adjustments and enhancements need to be made the implementation of cycle II

Field Note in Cycle I

Data sources	Before the Action	After the action Cycle I
Observation Questionnaire Interview	1. Teaching and learning process <ul style="list-style-type: none"> • Teacher did not use interactive song media • The students were bored because the teacher only used books in teaching • The students were noisy in teaching learning process • Students were not active in teaching learning process, it could be seen when teacher asked uestion many of them did not try to answer the question 2. Vocabulary Mastery <ul style="list-style-type: none"> • The students' vocabulary mastery was still low • The students got difficulties in memorizing the vocabulary • The students got difficulties to pronounce word 	1. Teaching and learning process <ul style="list-style-type: none"> • Teacher used interactive song media in teaching vocabulary mastery • Students were enthusiastic in teaching learning process • Students enthusiastic when they were asked to song the song • Some students, especially boy the students were not active in learning process 2. Vocabulary Mastery <ul style="list-style-type: none"> • The students were better in memorizing the vocabulary then before the action • Some students could pronounce correctly but other students could not pronounce well
Test	The problem that should be solve: <ul style="list-style-type: none"> • Some students were not active in teaching learning process • The students still found 	The weaknesses which still happen: <ul style="list-style-type: none"> • Not all students were active in teaching learning process

	<p>difficulties it memorizing the word</p> <ul style="list-style-type: none"> • The students still found difificulties to pronaounce the word 	<ul style="list-style-type: none"> • The difficulties to memorize the vocabulary • The difficulties to pronounce the word well
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c. Cycle II

At this stage, the researcher analyzes the results obtained from the first cycle. Based on the data obtained, there has been no progress between the pre-test and post-test scores. To find out significant progress in accordance with the Minimum Standard Criteria of SD Negeri 02 Bumi Restu. Thus, the researcher needs to hold a second cycle again.

1) Planning

Same as during the first cycle, at the second cycle the researcher prepares everything used in the research. Things that are prepared included lesson plan, instrument post-test in cycle 2, the material and the observation sheet of the students.

2) Action

The researcher conducted this cycle in three sessions. The action schedule for the 2 cycle can be seen in the following table:

Table 11
The Schedule of Cycle II

Meeting	Date	Time
1 st	Wednesday, Oct 9 th 2024	08.00 – 09.00
2 nd	Thursday, Oct 10 th 2024	08.00 – 09.00

a) First Meeting

The first meeting of cycle II was held on Wednesday, October 9, 2024 at 08.00. The meeting began with a prayer together then continued with Murojaah. After that, the researcher invited and chatted briefly with the students and continued by checking student attendance on that day. Before starting the lesson, the researcher asked the students "who knows today, what day, what month, and what date" then the students answered "today is Wednesday, the 9th, October miss" then the researcher answered "yes, that's right" then the researcher explained to the students that today they will learn about, days, dates, and months. Next, the researcher played an interactive song via laptop. Then the researcher gave the students orders to pay attention to the song, after the song finished playing the researcher explained the material. The researcher invited students together to pronounce the vocabulary that the researcher had given. After that, the researcher applied interactive song media to improve students' vocabulary mastery.

The steps for implementing interactive song on YouTube are: first, the researcher invites students to gather together then the researcher shows a video of a children's song on YouTube. Second, the researcher plays the video several times until the students memorize the vocabulary. The three researchers invited students to practice together without media with small movements and clapping. And finally the researchers invited students to practice alone without the help of researchers. At this stage, students felt very happy and entertained by the application of this media. Students were very interested in the children's song videos on YouTube that were shown by the researchers. The learning process went well and the students were quite interactive. The learning was closed by concluding the material and praying together.

b) Second Meeting

The second meeting was held on Thursday, October 10, 2024 at 08.00. In this meeting, the researcher started the learning by praying first and then continued by greeting the students. After greeting the students, the researcher checked the students' attendance. Before starting the learning, the researcher asked questions related to the material that had been taught previously. Then the researcher played the interactive song again to the students so that the students would better understand the vocabulary related to days, dates, and months. Then the

researcher invited the students to memorize the previous material again, at first the students had difficulty remembering the vocabulary related to the material. But because the researcher used interactive song media, it made the students feel happy during the learning process. After the song finished playing, the researcher asked the students to come forward to sing the song that had been played again. The students were quite enthusiastic in following the learning process with the research.

c) Post-test II

The researcher conducted a post-test after the second meeting was completed on Wednesday, October 9, 2024. The type of test used by the researcher was a written test where students were asked to answer 10 multiple-choice questions. The results of the post-test can be seen in the table below:

Table 12
The Scores of Post-test II

No	Students Name	Score	Category
1	ADK	90	Complete
2	AMH	90	Complete
3	ABS	80	Complete
4	ALB	70	Complete
5	AAS	70	Complete
6	AKP	80	Complete
7	AK	80	Complete
8	AF	50	Incomplete
9	BMP	60	Incomplete
10	BAM	50	Complete
11	DOP	80	Complete

12	DRD	70	Complete
13	DP	80	Complete
14	DAS	70	Complete
15	DLS	60	Incomplete
16	EA	70	Complete
17	NRG	80	Complete
18	FS	60	Incomplete
19	IMU	70	Complete
20	MAB	90	Complete
Highest score		90	
Lowest score		50	
Average score		72,5	1,450

Table 13
The Percentage Scores of Post-test II

No	Score	Frequency	Percentage	Category
1	≥ 70	15	75%	Complete
2	≤ 70	5	25%	Incomplete
Total		20	100%	

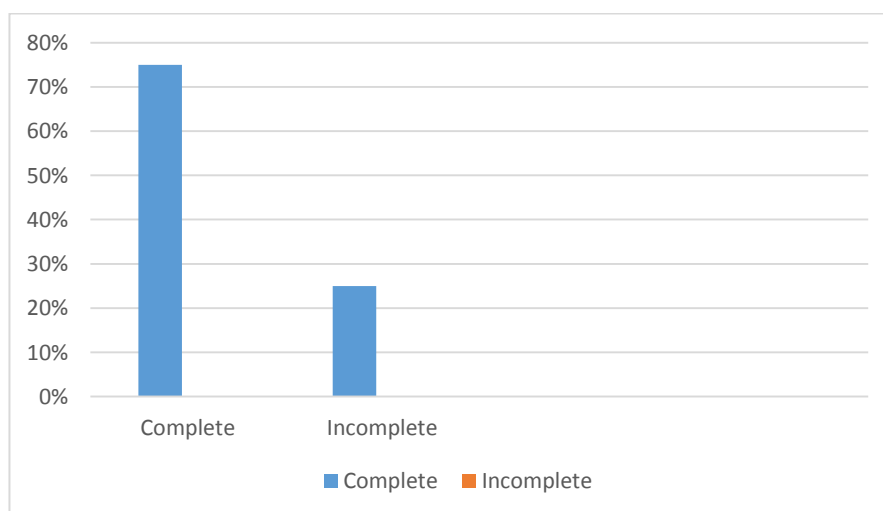


Figure 5. The Percentage of Students Scores in Post-test II

Based on the results presented, it can be concluded that of the total number of students who have completed post-test II, 15 students (75%) achieved a score of ≥ 70 , while 5 students (25%) scored ≤ 70 . After seeing what has been described, conclusions can be drawn by looking at the indicator of success that the results of post-test II are successful.

3) Observation

The observation stage is the same as the observation in the first cycle. At this stage there are also four criteria for assessing student activeness in class. Researcher can judge if the learning in the second cycle has made a lot of progress and can be said to have been successful. This successful can be seen in the table below:

Table 14
The Student Learning Activities Observation in Cycle II

No	Name	Students Attention	Students Activeness	Students Vocabulary Mastery
1	ADK	✓	✓	✓
2	AM	✓	✓	✓
3	ABS	✓		✓
4	ALH		✓	✓
5	AAS	✓		✓
6	AKP		✓	✓
7	AK	✓	✓	✓
8	AF		✓	✓
9	BMP	✓		✓
10	BAM	✓	✓	
11	DOP	✓	✓	
12	DR		✓	✓

13	DP	✓	✓	✓
14	DAS			✓
15	DAS	✓		✓
16	DLS	✓	✓	
17	EA	✓	✓	✓
18	NRG	✓		✓
19	FS			✓
20	IMU	✓	✓	✓

Table 15
The Students Activities in Cycle II

No	Student Activities	Frequency	Percentage
1	Students Attention	15	75%
2	Students Activeness	14	70%
3	Students Vocabulary Mastery	18	90%
Total Students		20	

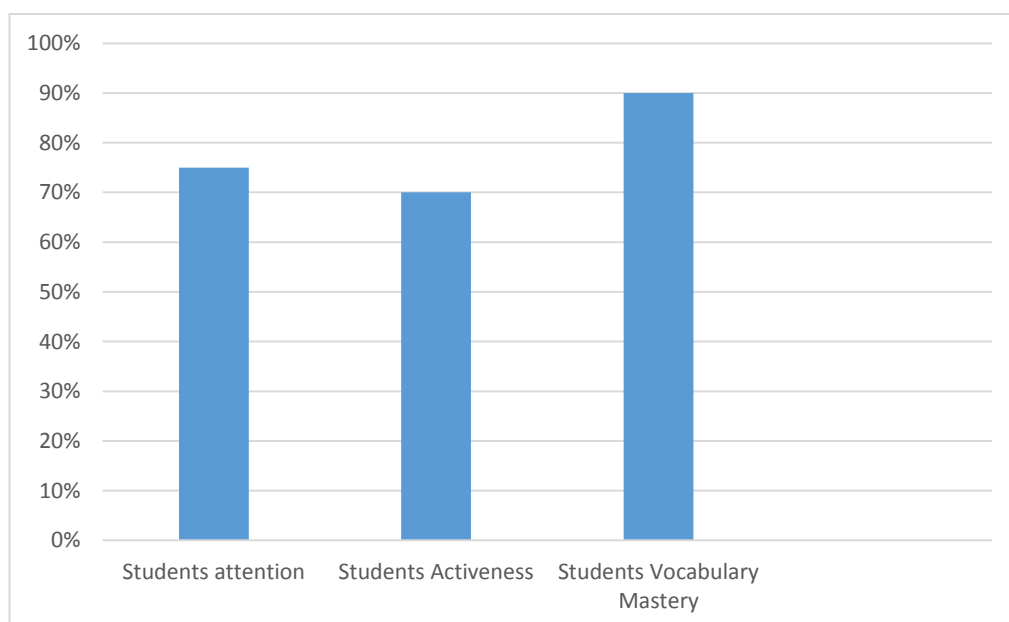


Figure 6 The Percentage of Students Activities

The table above shows that student's activity in cycle III experienced improve. The percentage of students pay attention to the class is 75%, students answer the question 70%, and students do the work 90%. Based on the research results above, the researcher shows that the learning process in cycle II was successful because student activity obtained a percentage of 70%.

4) Reflecting

Based on the learning outcomes that have been carried out in cycle 2, the researcher concluded that the use of interactive song media can improve the vocabulary of grade V students. At the end of cycle 2, the researcher calculated and analyzed the results of post-test 2.

The comparison of post-test 1 and post-test 2 scores is explained in the table below.

Table 16
The Comparison between Post-Test I and Post-Test II Scores
in Cycle II

No	Student name	Pre-test	Post-test	Increasing	Category
1	ADK	80	90	10	Improve
2	AMH	80	90	10	Improve
3	ABS	70	80	10	Improve
4	ALB	50	70	20	Improve
5	AAS	60	70	10	Improve
6	AKP	70	80	10	Improve
7	AK	70	80	10	Improve
8	AF	30	50	20	Improve
9	BMP	50	60	10	Improve

10	BAM	40	50	10	Improve
11	BAM	70	80	10	Improve
12	DOP	40	70	30	Improve
13	DRD	60	80	20	Improve
14	DP	40	70	30	Improve
15	DAS	50	60	10	Improve
16	DLS	50	70	20	Improve
17	EA	70	80	10	Improve
18	FS	40	60	20	Improve
19	IMU	50	70	20	Improve
20	MAB	80	90	10	Improve
Total Score		1.160	1.450		
The Highest		80	90		
The Lowest		30	50		
Average		58	72,5		

Table 17
The Comparison between the Students Pre-Test and Post-Test II
Scores in Cycle II

No	Score	Post-test I	Post-test II	Category
1	≥ 70	8	15	Complete
2	≤ 70	12	5	Incomplete
Total		20	20	

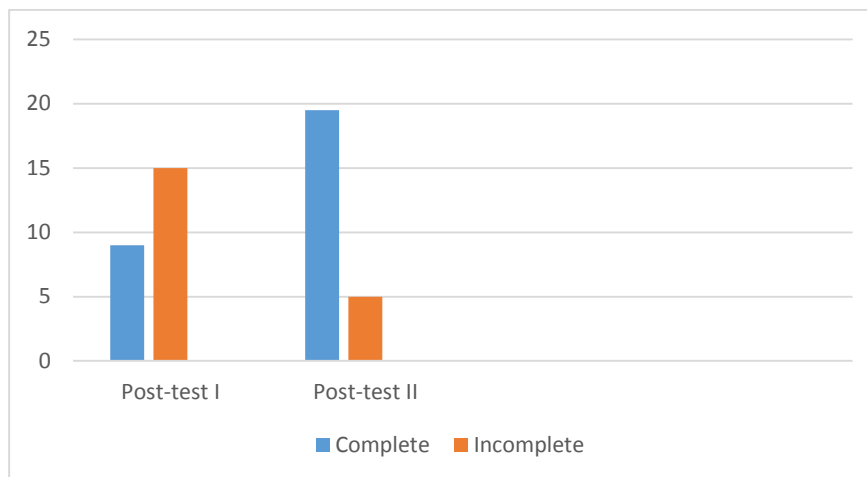


Figure 7. The Percentage of Students Scores in Post-test I and Post-test II

Based on these results, it can be concluded that Classroom Action Research (CAR) was considered successful and was not continued to the next cycle. This decision was due to the fulfillment of success indicators both from the learning process and learning outcomes, which showed that the use of interactive song media as a medium to improve students' vocabulary in grade 5 had been achieved.

Field Note in Cycle II

Data sources	Before the Action	After the action Cycle II
Observation Questionnaire Interview	1. Teaching and learning process <ul style="list-style-type: none"> • Teacher used interactive song media in teaching vocabulary mastery • Students were enthusiastic in teaching learning process • When the song was sing, students paid attention • Some students were same when they were sked to sing the song • Some students, especially the 	1. Teaching and learning process <ul style="list-style-type: none"> • Teacher still used interactive song media in teaching vocabulary mastery • Students were more enthusiastic in teaching learning process • Most of students could be

	<p>boy students were not active in teaching learning process</p> <p>2. Vocabulary Mastery</p> <ul style="list-style-type: none"> • The students' vocabulary mastery was still low • The students were better in memorizing the vocabulary than before but some students still found difficulties to memorize • The students could pronounce correctly but some others students still could not pronounce 	<p>active in teaching learning process</p> <ul style="list-style-type: none"> • Students were more confident when they sing the song • The class was noisy but still could be managed <p>2. Vocabulary Mastery</p> <ul style="list-style-type: none"> • The students could remember the vocabularies that had been learning • Students could pronounce vocabulary better than in cycle I
Test	<p>The problem that should be solve:</p> <ul style="list-style-type: none"> • Some students still needed more exercise in pronunciation 	

B. Discussion

This study aims to determine the effect of interactive song media on vocabulary mastery of fifth grade students of SD Negeri 02 Bumi Restu. The selection of interactive song media by researchers aims to understand the material given. After using interactive song media in the study, it was found that this media has advantages in helping students to improve vocabulary. Thus, this media can increase students' interest in learning English and make the learning process more enjoyable. This is in line with research conducted by Sri Wahyuni, Annisa Mardia Octia, and Halimatus Sya'idah. They said that interactive song media has a significant improving on the learning process,

creates learning motivation and is able to improve students' vocabulary. In this study, researchers used the classroom action research (CAR) method with 4 steps: Planning, acting, observing, and reflecting with a pre-test - post-test design. The research process began by giving a pre-test to students before treatment and ended with a post-test after treatment.

The results of the study showed a comparison of statistical values from 20 samples. The lowest pre-test score was 20 and the highest was 70, while the lowest post-test I score was 40 and the highest was 80. The average pre-test score was 38.5, while the average post-test I score was 58. From the results of post-test II, it is known that the average post-test II score was 72.5, which shows that student learning outcomes after using interactive song media are better than before. In addition, the percentage category of student learning outcomes also increased.

The results of this study indicate that interactive song media has a positive and significant influence on students' vocabulary mastery. After conducting research at SD Negeri 02 Bumi Restu, it is clear that there are changes experienced by each student before and after using interactive media. These changes include an increase in understanding vocabulary, from previously not understanding to understanding and an increase in interest in learning from previously less interested to more concentrated and enthusiastic in following the lesson. By using interactive song media, students are able to understand the meaning and remember the vocabulary they have learned previously.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of two cycles of research, the researcher concludes that interactive song media can improve students' vocabulary mastery at fifth grade students of SD Negeri 02 Bumi Restu north lampung. This can be seen in the progress of pre-test scores of 38,5%, post-test I 70% and post-test II 75%. There are significant developments from the two cycles that have been carried out. In accordance with the indicators of success this research is said to be successful.

Moreover, the use of interactive song media can improve students' learning activities at SD Negeri 02 Bumi Restu north lampung. The results of learning activities in cycle 1 and cycle 2 showed positive results. Most students follow the learning well and play an active role in each stage

B. Suggestions

1. For students Make the most of learning opportunities using interactive songs, so that a fun and interesting learning experience is created.
2. For teachers the used of interactive songs can be an effective means of delivering learning materials in an interesting and interactive way to students. With creativity in creating content, teachers can increase students' interest in learning and enrich teaching methods.
3. For other researchers the use of interactive song media, this study can provide insight into digital media trends and their impact on education.

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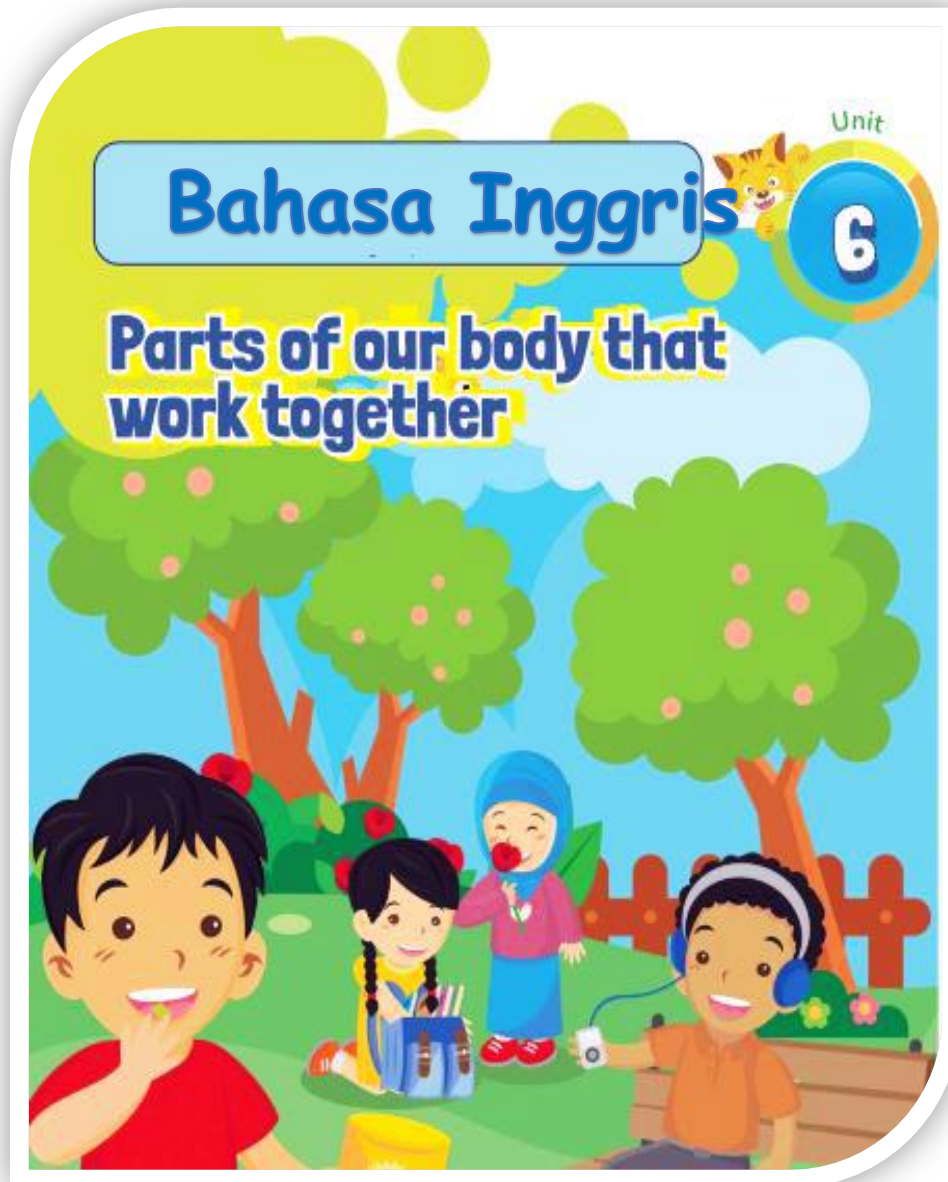
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APPENDICES

MODUL AJAR



A. INFORMASI UMUM MODUL

Nama Penyusun	: Octa Ariyani
Instansi/Sekolah	: SD Negeri 02 Bumi Restu
Jenjang / Kelas	: SD / V
Alokasi Waktu	: 2 x 45 Menit
Tahun Pelajaran	: 2024 / 2025

B. KOMPONEN INTI

Capaian Pembelajaran Fase C

Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh.

Fase B Berdasarkan Elemen

Elemen Menyimak –
Berbicara

Pada akhir Fase C, peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.

By the end of Phase C, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities such as asking simple questions, requesting clarification and seeking permission. They use some strategies to identify key information in most contexts such as asking a speaker to repeat or to speak slowly, or asking what a word means. They follow a series of simple instructions

	<i>related to classroom procedures and learning activities.</i>
Elemen Membaca – Memirsa	<p>Pada akhir Fase C, peserta didik memahami kata-kata yang sering digunakan sehari-hari dan memahami kata-kata baru dengan bantuan gambar/ilustrasi serta kalimat dalam konteks yang dipahami peserta didik. Mereka membaca dan memberikan respon terhadap beragam teks pendek, sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif. Mereka menemukan informasi pada sebuah kalimat dan menjelaskan topik sebuah teks yang dibaca atau diamatinya.</p> <p><i>By the end of Phase C, students understand familiar and new vocabulary with support from visual cues or context clues. They read and respond to a wide range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts. They find basic information in a sentence and explain a topic in a text read or viewed.</i></p>
Elemen Menulis – Mempresentasikan	<p>Pada akhir Fase C, peserta didik mengomunikasikan ide dan pengalamannya melalui salinan tulisan dan tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Mereka menunjukkan kesadaran awal bahwa teks dalam bahasa Inggris ditulis dengan kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya. Dengan bantuan guru, mereka menghasilkan teks deskripsi, cerita, dan prosedur sederhana menggunakan kalimat dengan pola tertentu dan contoh pada tingkatan kata dan kalimat sederhana. Mereka menunjukkan kesadaran atas pentingnya tanda baca dasar dan penggunaan huruf kapital. Mereka menunjukkan pemahaman terhadap beberapa hubungan bunyi-huruf dalam bahasa Inggris dan ejaan dari kata-kata yang umum digunakan. Dalam menulis, mereka</p>

	<p>menggunakan kosakata yang berkaitan dengan lingkungan kelas dan rumah, dan mereka juga menggunakan beberapa strategi dasar seperti menyalin kata atau frasa dari buku atau daftar kata, menggunakan gambar, dan bertanya bagaimana cara menuliskan sebuah kata.</p> <p><i>By the end of Phase C, students communicate their ideas and experience through copied writing and their own basic writing, showing evidence of a developing understanding of the writing process. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. With teachers' support, they produce simple descriptions, recounts and procedures using certain patterns of sentences and modelled examples at word and simple sentence level. They show awareness of the need for basic punctuation and capitalization. They demonstrate knowledge of some English letter-sound relationships and the spelling of high-frequency words. In their writing, they use vocabulary related to their class and home environments, and use basic strategies, such as copying words or phrases from books or word lists, using images and asking how to write a word.</i></p>
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Peserta didik mendapatkan kosakata baru mengenai part of body 2. Peserta didik mampu belajar mengucapkan kosakata dengan baik dan benar 3. Peserta didik mampu memahami dan mengingat makna kosakata yang telah dipelajari. 4. Peserta didik mampu mengenali fungsi bagian part of body 5. Peserta didik mampu mengenali manfaat dari bagian part of body dalam kehidupan sehari-hari.

	6. Peserta didik mampu menjawab pertanyaan yang berkaitan dengan part of body dan fungsi part of body
Profil Pancasila	<ul style="list-style-type: none"> • Mandiri • Kreatif • Berpikir kritis • Bergotong royong
Kata kunci	Part of Body, dan Fungsi dari Part of Body

Target Peserta Didik :
Peserta didik Reguler
Jumlah Siswa :
20 Peserta didik (dimodifikasi dalam pembagian jumlah anggota kelompok ketika jumlah siswa sedikit atau lebih banyak)
Assesmen :
Guru menilai ketercapaian tujuan pembelajaran
<ul style="list-style-type: none"> - Asesmen individu - Asesmen kelompok
Jenis Assesmen :
<ul style="list-style-type: none"> • 10 soal multiple choice tentang part of body
Model Pembelajaran
<ul style="list-style-type: none"> • Tatap muka
Ketersediaan Materi :
<ul style="list-style-type: none"> • Pengayaan untuk peserta didik berprestasi tinggi: Y/TIDAK • Alternatif penjelasan, metode, atau aktivitas untuk peserta didik yang sulit memahami konsep: Y/TIDAK

Kegiatan Pembelajaran Utama / Pengaturan peserta didik :
<ul style="list-style-type: none"> • Individu • Berkelompok (Lebih dari dua orang)
Model Pembelajaran :
Media Lagu Interactive
Media Pembelajaran
<ol style="list-style-type: none"> 1. Laptop 2. Alat bantu audio (speaker) 3. Video yang berkaitan dengan dengan materi 4. Gambar yang berkaitan dengan materi 5. Alat tulis
Materi Pembelajaran
<p>Parts of our body that work together</p> <ul style="list-style-type: none"> • Students acquire new vocabulary about parts of body • Students are able to learn to pronounce the vocabulary well and correctly • Students are able to understand and remember the meaning of the vocabulary that has been learned. • Students are able to recognize the function of parts of body • Students are able to recognize the benefits of parts of body in daily life. • students are able to answer questions related to parts of body and functions of parts of body • Students are able to express functions of body parts in daily activities
Sumber Belajar :
<ol style="list-style-type: none"> 1. Sumber Utama <ul style="list-style-type: none"> • Buku bahasa inggris My Next Words kelas V SD • Internet 2. Sumber Alternatif <p>Guru juga dapat menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas.</p>

Persiapan Pembelajaran :

- a. Memastikan semua sarana prasarana, alat, dan bahan tersedia
- b. Memastikan kondisi kelas kondusif
- c. Mempersiapkan bahan tayang
- d. Mempersiapkan lembar kerja siswa

Langkah-langkah Kegiatan pembelajaran :**Kegiatan Pembuka**

- Guru mempersiapkan peserta didik secara fisik maupun psikis untuk dapat mengikuti pembelajaran dengan baik.
- Guru memberikan dorongan kepada peserta didik di kelas agar bersemangat pada saat mengikuti pelajaran melalui apersepsi yang dapat membangkitkan semangat belajar peserta didik.
- Peserta didik diberikan kesempatan untuk memimpin doa bersama sesuai dengan agama dan kepercayaannya masing-masing sebelum pembelajaran dilaksanakan.
- Setelah berdoa selesai, Siswa yang mendapat tugas bergilir, menyuruh teman-temannya untuk berdiri menggunakan Bahasa Inggris dan memimpin menyanyikan lagu pilihan yang disiapkan oleh guru, atau lagu dalam Bahasa Inggris yang lainnya yang sudah pernah dipelajari.
- Peserta didik bersama dengan guru mendiskusikan tujuan dan rencana kegiatan pembelajaran.

Prosedur Kegiatan :

Look and say

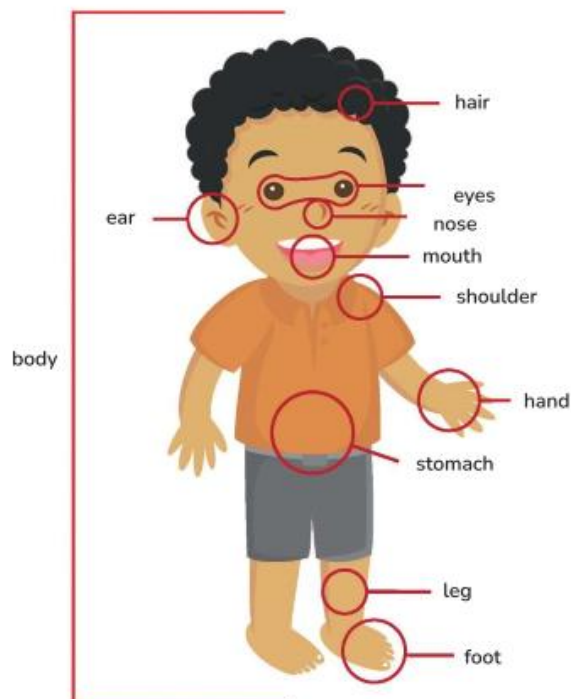
Peserta didik mampu melafalkan kosakata bagian-bagian tubuh dengan tepat.

1. Peserta didik diminta mengamati gambar pada halaman 58.

Contoh kalimat guru untuk peserta didik:

Look at the picture. The picture describe about part of body.

2. Guru mengajak peserta didik mengamati bagian-bagian tubuh pada gambar tersebut.
3. Guru mengucapkan nama-nama bagian tubuh seperti yang tertera di buku. Contoh kalimat guru untuk peserta didik: ***Guru: Look at the picture on page 58. I'm going to say the words. Listen very carefully.*** (guru bisa mengulanginya sampai 2 -3 kali setiap kosakata)
4. Peserta didik menirukan ucapan kosakata yang dicontohkan dengan bantuan guru secara klasikal lalu kelompok



<p>dan individu. Contoh instruksi: <i>I will pronounce the words again. Then, you have to repeat after me.</i></p> <p>5. Peserta didik dapat mengucapkan kosakata sesuai dengan yang diinstruksikan guru</p> <p>6. Guru memegang atau menunjukkan anggota tubuhnya, peserta didik menebak anggota atau bagian tubuh tersebut.</p> <p>7. Peserta didik menyimak dan menirukan kalimat yang diucapkan guru secara berulang-ulang. Peserta didik membaca kalimat secara klasikal kemudian perorangan</p>	
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Let's sing Together	
<p>Peserta didik diminta mengamati gambar pada buku</p> <p>1. Guru dan peserta didik bertanya jawab tentang isi gambar. Contoh pertanyaan guru untuk peserta didik: <i>Why do you see in the picture?</i></p> <p>2. Guru mengajak peserta didik untuk menyanyikan lagu</p>	<p>Part of body (bagian-bagian tubuh) <i>Song: ampar ampar Pisang</i></p> <p>Head itu kepala, Hair itu rambut Forehead itu kening, Ear itu telinga (2×) Eyes itu mata, Nose itu hidung Cheek itu pipi, Mouth itu mulut (2×) Teeth itu Gigi, Lips itu bibir Tongue itu lidah, Chin itu dagu (2×) Neck itu leher, Shoulders itu bahu Arm itu lengan, Elbow itu siku (2×)</p>

<p>tentang part of body (song : ampar-ampar pisang)</p> <p><i>OK students, today we are going to sing a song. Do you like singing?</i></p> <ol style="list-style-type: none"> 3. Guru memberi contoh bagaimana menyanyikan lagu 4. Kemudian guru mengajak peserta didik menyanyikan lagu tersebut bersama-sama sambil memegang anggota tubuhnya sesuai lirik dalam lagu. Contoh instruksi guru: Touch your nose. (Guru menyentuh hidungnya. Touch your shoulder. (Guru menyentuh bahunya) 5. Peserta didik bernyanyi bersama sambil mendengarkan instruksi guru mengenai bagian tubuh yang harus disentuh atau dipegang. 	<p>Hand itu tangan, Fingers jari tangan Nail itu kuku, Stomach itu perut (2×) Chest itu dada, Back itu punggung Foot itu kaki, Toes jari kaki (2×)</p>
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Kegiatan Penutup

- Peserta didik menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam pembelajaran Parts of our body that work together
- Memberikan umpan balik terhadap proses dan hasil pembelajaran
- Peserta didik yang mendapat giliran, memimpin menyanyikan kembali lagu yang sudah dipelajari dalam bahasa Inggris.
- Peserta didik yang mendapat tugas bergilir, memimpin doa

menggunakan Bahasa Inggris kemudian peserta didik berterima kasih kepada guru dan saling mengucapkan salam perpisahan menggunakan Bahasa Inggris untuk mengakhiri kegiatan belajar

Pelaksanaan Asesmen




Sikap

-  Melakukan observasi selama kegiatan berlangsung dan menuliskannya pada jurnal, baik sikap positif dan negatif.
-  Melakukan penilaian antarteman.
-  Mengamati refleksi peserta didik.

Pengetahuan




-  Memberikan tugas tertulis, lisan, dan tes tertulis

Keterampilan




-  Presentasi
-  Proyek
-  Portofolio

Pengayaan dan Remedial

Pengayaan:

-  Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai kompetensi dasar (KD).
-  Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
-  Berdasarkan hasil analisis

Remedial

-  Remedial dapat diberikan kepada peserta didik yang capaian kompetensi dasarnya (KD) belum tuntas.
-  Guru memberi semangat kepada peserta didik yang belum tuntas.
-  Guru akan memberikan tugas bagi peserta didik yang belum tuntas dalam bentuk pembelajaran ulang, bimbingan perorangan, belajar kelompok, pemanfaatan tutor sebaya bagi

penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk perluasan atau pendalaman materi	peserta didik yang belum mencapai ketuntasan belajar sesuai hasil analisis penilaian.
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Kriteria Penilaian :

- Tes tertulis dalam bentuk 10 soal multiple choice

Penilaian :

- Penilaian dilakukan dengan cara menghitung jumlah ketepatan jawaban yang benar pada keseluruhan jumlah soal tersebut.
- Masing masing soal jika dijawab benar maka mendapat skor 10 perhitungan nilai akhir dalam skala 0-100 sebagai berikut:

$$\text{Score} = \frac{\text{Students Answer}}{\text{Total Number of Item}} \times 100$$

Note: Percentage of students activities

$$P = \frac{F}{N} \times 100\%$$

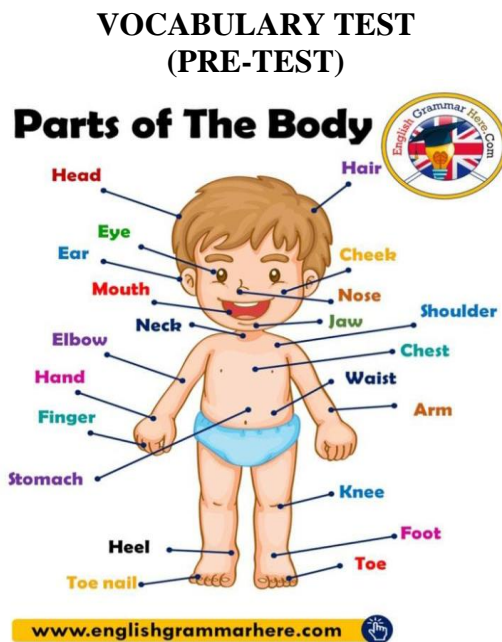
P = Class percentage

F = Frequency

N = Number of Students

B. LAMPIRAN

Lembar Kerja :



Look the following picture to answer questions number 1 to 5

1. I can see with my...
 - a. Eyes
 - b. Hand
 - c. Knee
 - d. Finger
2. I can hear the sound with my...
 - a. Neck
 - b. Hand
 - c. Foot
 - d. Ear
3. She is hungry and her ... starts rumbling
 - a. Finger
 - b. Foot
 - c. Stomach
 - d. Hand
4. We can bite a apple with ...
 - a. Stomach
 - b. Teeth
 - c. Tounge
 - d. Ear
5. My mother always kissess my ... before going to school
 - a. Stomach
 - b. Cheek
 - c. Hand

- d. Ears

Look at the picture below!



6. What part of the body is it?
- a. It is nose
 - b. It is eye
 - c. It is head
 - d. It is arm

Look at the picture bellow!



7. What part of the body is it?
- a. It is leg
 - b. It is lip
 - c. It is head
 - d. It is arm
8. Nose is part of our...
- a. Leg
 - b. Foot
 - c. Face
 - d. Stomach
9. Ear is part our...
- a. Mouth
 - b. Head
 - c. Back
 - d. Fingers
10. My head is covered by...
- a. Arm
 - b. Hair
 - c. Elbow
 - d. Teeth

KUNCI JAWABAN

No	Answer
1	A
2	D
3	C
4	B
5	B
6	B
7	D
8	C
9	B
10	B

**VOCABULARY TEST
(POST-TEST)**

Look at the picture bellow!



1. He uses his . . . to eat noodle
 - a. Nose
 - b. Eyes
 - c. Foot
 - d. Mouth

Look at the picture bellow!



2. He uses his right ... to kick the ball
 - a. Hand
 - b. Leg
 - c. Mouth
 - d. Shoulder

Look at the picture bellow!



3. He uses his nose to ... the food
- Eat
 - Take
 - Smell
 - Listen

Look at the picture bellow!



4. She uses her ... to take a glass of orange
- Hand
 - Eyes
 - Stomach
 - Nose

Look at the picture bellow!



5. She uses her ... to look at the bag
- Hair
 - Nose
 - Eyes
 - Shoulder

Look at the picture below!



6. She uses her headset to ... to the music
- Look
 - Smell
 - Pick
 - Listen

Look at the picture below!



7. He uses his hand to ... an apple
- Eat
 - Pick
 - Smell
 - Walk
8. Which part of the body begin with the letter N?
- Neck
 - Narrow
 - Noodle
 - Number
9. Jack : How do you write note?
Melinda : I use my ... to write note
- Foot
 - Nose
 - Chest
 - Hand
10. Which is not included in the head?
- Eyes
 - Mouth
 - Ears
 - Knees

KUNCI JAWABAN

No	Answer
1	D
2	B
3	C
4	A
5	C
6	D
7	B
8	A
9	D
10	D

Bahan Bacaan Peserta Didik :

Buku siswa Bahasa Inggris My Next Words untuk kelas 5 SD

Glosarium

Tubuh Pada makhluk hidup, tubuh atau badan adalah bagian fisik materi manusia atau hewan, yang dapat dikontraskan dengan roh, sifat, dan tingkah laku. Menurut KBBI tubuh juga berarti keseluruhan jasad manusia atau binatang yang kelihatan dari bagian ujung kaki sampai ujung rambut.

Rambut atau sering disebut bulu adalah organ seperti benang yang tumbuh di kulit hewan dan manusia, terutama mamalia

Mata adalah salah satu bagian tubuh yang memiliki peranan penting dalam hidup manusia. Sebagai indera penglihat

Hidung adalah tonjolan yang berada tepat di tengah wajah dan berfungsi sebagai organ pernapasan, indera penciuman, bahkan indera pengecap.

Pundak atau bahu merupakan bagian tubuh atas yang terdiri dari tulang lengan atas, tulang selangka, dan tulang belikat

Kepala adalah bagian rostral yang biasanya terdiri dari otak, mata, telinga, hidung, dan mulut. Beberapa hewan yang sangat sederhana tidak memiliki kepala, tetapi hewan yang berbentuk simetris bilateral umumnya memiliki kepala.

Kaki dan pergelangan kaki adalah struktur mekanis yang padat dan kompleks yang disatukan oleh sebuah jaringan luas yang terdiri dari ligament, otot dan tendon yang bekerja bersama-sama untuk memberikan sokongan yang kuat dan mobilitas bagi tubuh.

Telinga merupakan organ yang cukup berpengaruh dan penting untuk manusia, yaitu berfungsi sebagai organ pendengaran yang berguna untuk proses komunikasi dan juga sebagai organ keseimbangan bersama dengan mata, persendian, otot dan kulit. Telinga terdiri dari tiga bagian, yaitu bagian luar, tengah, dan dalam.

Mulut adalah suatu rongga terbuka tempat masuknya makanan dan air.

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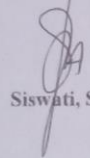
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Guru Bahasa Inggris



Siswati, S.Pd

Metro, 1 Oktober 2024

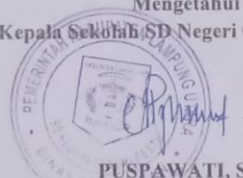
Mahasiswa/Peneliti



Octa Ariyani

Mengetahui

Kepala Sekolah SD Negeri 02 Bumi Restu



PUSPAWATI, S.Pd

NIP. 196910172008012014

MODUL AJAR



A. INFORMASI UMUM MODUL

Nama Penyusun	: Octa Ariyani
Instansi/Sekolah	: SD Negeri 02 Bumi Restu
Jenjang / Kelas	: SD / V
Alokasi Waktu	: 2 x 45 Menit
Tahun Pelajaran	: 2024 / 2025

B. KOMPONEN INTI

Capaian Pembelajaran Fase C

Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh.

Fase B Berdasarkan Elemen

Elemen Menyimak –
Berbicara

Pada akhir Fase C, peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.

By the end of Phase C, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities such as asking simple questions, requesting clarification and seeking permission. They use some strategies to identify key information in most contexts such as asking a speaker to repeat or to speak slowly, or asking what a word means. They follow a series of simple instructions related to

	<i>classroom procedures and learning activities.</i>
Elemen Membaca – Memirsa	<p>Pada akhir Fase C, peserta didik memahami kata-kata yang sering digunakan sehari-hari dan memahami kata-kata baru dengan bantuan gambar/ilustrasi serta kalimat dalam konteks yang dipahami peserta didik. Mereka membaca dan memberikan respon terhadap beragam teks pendek, sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif. Mereka menemukan informasi pada sebuah kalimat dan menjelaskan topik sebuah teks yang dibaca atau diamatinya.</p> <p><i>By the end of Phase C, students understand familiar and new vocabulary with support from visual cues or context clues. They read and respond to a wide range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts. They find basic information in a sentence and explain a topic in a text read or viewed.</i></p>
Elemen Menulis – Mempresentasikan	<p>Pada akhir Fase C, peserta didik mengomunikasikan ide dan pengalamannya melalui salinan tulisan dan tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Mereka menunjukkan kesadaran awal bahwa teks dalam bahasa Inggris ditulis dengan kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya. Dengan bantuan guru, mereka menghasilkan teks deskripsi, cerita, dan prosedur sederhana menggunakan kalimat dengan pola tertentu dan contoh pada tingkatan kata dan kalimat sederhana. Mereka menunjukkan kesadaran atas pentingnya tanda baca dasar dan penggunaan huruf kapital. Mereka menunjukkan pemahaman terhadap beberapa hubungan bunyi-huruf dalam bahasa Inggris</p>

	<p>dan ejaan dari kata-kata yang umum digunakan. Dalam menulis, mereka menggunakan kosakata yang berkaitan dengan lingkungan kelas dan rumah, dan mereka juga menggunakan beberapa strategi dasar seperti menyalin kata atau frasa dari buku atau daftar kata, menggunakan gambar, dan bertanya bagaimana cara menuliskan sebuah kata.</p> <p><i>By the end of Phase C, students communicate their ideas and experience through copied writing and their own basic writing, showing evidence of a developing understanding of the writing process. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. With teachers' support, they produce simple descriptions, recounts and procedures using certain patterns of sentences and modelled examples at word and simple sentence level. They show awareness of the need for basic punctuation and capitalization. They demonstrate knowledge of some English letter-sound relationships and the spelling of high-frequency words. In their writing, they use vocabulary related to their class and home environments, and use basic strategies, such as copying words or phrases from books or word lists, using images and asking how to write a word.</i></p>
<p>Tujuan Pembelajaran</p>	<p>7. Peserta didik mampu menyebutkan tanggal dan bulan dengan baik dan benar.</p> <p>8. Peserta didik mampu mengingat materi yang telah dipelajari tentang tanggal dan bulan.</p> <p>9. Peserta didik mampu menjawab pertanyaan yang telah diberikan oleh guru.</p>
<p>Profil Pancasila</p>	<ul style="list-style-type: none"> • Mandiri

	<ul style="list-style-type: none"> • Kreatif • Berpikir kritis • Bergotong royong
Kata kunci	Tahun, Tanggal, Bulan, Hari

Target Peserta Didik :
Peserta didik Reguler
Jumlah Siswa :
20 Peserta didik (dimodifikasi dalam pembagian jumlah anggota kelompok ketika jumlah siswa sedikit atau lebih banyak)
Assesmen :
Guru menilai ketercapaian tujuan pembelajaran
<ul style="list-style-type: none"> - Asesmen individu - Asesmen kelompok
Jenis Assesmen :
<ul style="list-style-type: none"> • Presentasi • Produk • Tertulis • Unjuk Kerja • Tertulis
Model Pembelajaran
<ul style="list-style-type: none"> • Tatap muka
Ketersediaan Materi :
<ul style="list-style-type: none"> • Pengayaan untuk peserta didik berprestasi tinggi: YA/TIDAK • Alternatif penjelasan, metode, atau aktivitas untuk peserta didik yang sulit memahami konsep: YA/TIDAK
Kegiatan Pembelajaran Utama / Pengaturan peserta didik :
<ul style="list-style-type: none"> • Individu • Berkelompok (Lebih dari dua orang)

Metode dan Model Pembelajaran :
Diskusi, Presentasi, Demontrasi, Permainan
Media Pembelajaran
<ol style="list-style-type: none"> 1. Laptop 2. Alat bantu audio (speaker) 3. Gambar yang berkaitan dengan materi 4. Alat tulis
Materi Pembelajaran
<p>I like playing “balap karung”</p> <ul style="list-style-type: none"> • Students are able to mention dates and months properly and correctly. • Students are able to remember the material that has been learned about dates and months. • Students are able to answer questions that have been given by the teacher.
Sumber Belajar :
<ol style="list-style-type: none"> 1. Sumber Utama <ul style="list-style-type: none"> • Buku bahasa inggris My Next Words kelas V SD • Internet 2. Sumber Alternatif <p>Guru juga dapat menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas.</p>
Persiapan Pembelajaran :
<ol style="list-style-type: none"> e. Memastikan semua sarana prasarana, alat, dan bahan tersedia f. Memastikan kondisi kelas kondusif g. Mempersiapkan bahan ajar h. Mempersiapkan lembar kerja siswa
Langkah-langkah Kegiatan pembelajaran :
Kegiatan Pembuka
<ul style="list-style-type: none"> • Guru mempersiapkan peserta didik secara fisik maupun psikis untuk dapat mengikuti pembelajaran dengan baik.

- Guru memberikan dorongan kepada peserta didik di kelas agar bersemangat pada saat mengikuti pelajaran melalui apersepsi yang dapat membangkitkan semangat belajar peserta didik.
- Peserta didik diberikan kesempatan untuk memimpin doa bersama sesuai dengan agama dan kepercayaannya masing-masing sebelum pembelajaran dilaksanakan.
- Setelah berdoa selesai, Siswa yang mendapat tugas bergilir, menyuruh teman-temannya untuk berdiri menggunakan Bahasa Inggris dan memimpin menyanyikan lagu pilihan yang disiapkan oleh guru, atau lagu dalam Bahasa Inggris yang lainnya yang sudah pernah dipelajari.
- Peserta didik bersama dengan guru mendiskusikan tujuan dan rencana kegiatan pembelajaran.

Prosedur Kegiatan :

Look and sing Together

Peserta didik mampu melafalkan kata tentang nama hari, tanggal, bulan, tahun dengan tepat dan benar.

1. Guru mengulang kembali pengucapan tanggal pada pelajaran sebelumnya.
2. Guru bertanya jawab kepada peserta didik yang berkaitan dengan hari dan tanggal. Contoh kalimat guru untuk peserta didik:
Everyone, listen. What day is it? What's today's date?
3. Peserta didik mengingat lagi nama-nama hari sambil menyanyikan lagu. *Sunday ... Monday ... Tuesday ... Wednesday... Thursday ... Friday ... Saturday Today is Monday. Yesterday was Sunday. Tomorrow will be Tuesday ... hey ... hey ...* (seperti lagu naiknaik gunung)
4. Guru menyampaikan kepada peserta didik bahwa mereka akan belajar bagaimana mengucapkan dan menuliskan hari, tanggal, dan bulan.



Song: Days of the week

Vocal: Dewi Meilani

Sunday... Monday...
Tuesday...Wednesday...
Thursday... Friday... Saturday

Minggu... Senin...
Selasa... Rabu...
Kamis... Jumat dan Sabtu...

<p>5. Guru mengajak peserta didik membuka dan mengamati buku halaman 101.</p> <p>6. Guru memberikan beberapa pertanyaan sesuai gambar. Contoh pertanyaan guru untuk peserta didik: <i>Who is he? What does he have in his hand? How many ballons are there? What are the colors? Can you read them? Ok. They are names of the months.</i></p> <p>7. Guru memberikan contoh cara melafalkan nama-nama bulan.</p> <p>8. Peserta didik menirukan guru melafalkan nama-nama bulan.</p>	
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Kegiatan Penutup

- Peserta didik menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam pembelajaran I like playing “balap karung”
- Memberikan umpan balik terhadap proses dan hasil pembelajaran
- Peserta didik yang mendapat giliran, memimpin menyanyikan kembali lagu yang sudah dipelajari dalam bahasa Inggris.
- Peserta didik yang mendapat tugas bergilir, memimpin doa menggunakan Bahasa Inggris kemudian peserta didik berterima kasih kepada guru dan saling mengucapkan salam perpisahan


menggunakan Bahasa Inggris untuk mengakhiri kegiatan belajar

Pelaksanaan Asesmen




Sikap

-  Melakukan observasi selama kegiatan berlangsung dan menuliskannya pada jurnal, baik sikap positif dan negatif.
-  Melakukan penilaian antarteman.
-  Mengamati refleksi peserta didik.

Pengetahuan




-  Memberikan tugas tertulis, lisan, dan tes tertulis

Keterampilan




-  Presentasi
-  Proyek
-  Portofolio

Pengayaan dan Remedial

Pengayaan:

-  Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai kompetensi dasar (KD).
-  Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
-  Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk perluasan atau pendalaman materi

Remedial

-  Remedial dapat diberikan kepada peserta didik yang capaian kompetensi dasarnya (KD) belum tuntas.
-  Guru memberi semangat kepada peserta didik yang belum tuntas.
-  Guru akan memberikan tugas bagi peserta didik yang belum tuntas dalam bentuk pembelajaran ulang, bimbingan perorangan, belajar kelompok, pemanfaatan tutor sebaya bagi peserta didik yang belum mencapai ketuntasan belajar sesuai hasil analisis penilaian.

Kriteria Penilaian :
<ul style="list-style-type: none"> • Tes tertulis dalam bentuk 10 soal multiple choice
Penilaian :
<ul style="list-style-type: none"> • Penilaian dilakukan dengan cara menghitung jumlah ketepatan jawaban yang benar pada keseluruhan jumlah soal tersebut. • Masing masing soal jika dijawab benar maka mendapat skor 10 perhitungan nilai akhir dalam skala 0-100 sebagai berikut: $\text{Score} = \frac{\text{Students Answer}}{\text{Total Number of Item}} \times 100$
Note: Percentage of students activities
$P = \frac{F}{N} \times 100\%$ <p>P = Class percentage F = Frequency N = Number of Students</p>

C. LAMPIRAN

Lembar Kerja :
VOCABULARY TEST PRE-TEST
<p>I. Choose the correct answer by crossing a,b,c, or d !</p> <p>1. A: Today is Thursday, What day was yesterday? B: Yesterday was...</p> <p>a. Tuesday b. Wednesday c. Friday</p>

- d. Saturday
2. The eighth month of the year is...
- a. June
 - b. July
 - c. September
 - d. August
3. There are... days in a week
- a. Seven
 - b. Six
 - c. Ten
 - d. Twelve
4. The day before Wednesday is...
- a. Thursday
 - b. Wednesday
 - c. Tuesday
 - d. Saturday
5. The month before May is...
- a. March
 - b. August
 - c. April
 - d. December
6. The month after August is...
- a. October
 - b. September
 - c. November
 - d. July
7. How many days are there in a month ...
- a. a day
 - b. seven days
 - c. twenty one days
 - d. thirty or thirty one days
8. What day is after Monday ...

- a. Wednesday
- b. Tuesday
- c. Thursday
- d. Friday

9. Yesterday is Wednesday, Tomorrow is ...

- a. Sunday
- b. Monday
- c. Thursday
- d. Friday

10. The day after Tuesday is ...

- a. Wednesday
- b. Thursday
- c. Monday
- d. Friday

KUNCI JAWABAN

No	Answer
1	B
2	D
3	A
4	C
5	C
6	B
7	D
8	B
9	C
10	A

VOCABULARY TEST

POST-TEST**I. Choose the correct answer by crossing a,b,c, or d !****Look at the picture**

1. On August 17 we celebrate the ...

- a. National education day
- b. New year
- c. Kartini's day
- d. Independence day

Look at the picture

2. Kartini Day is celebrated on the date ...

- a. April 21 th
- b. May 21 th
- c. July 21 th
- d. March 21 th

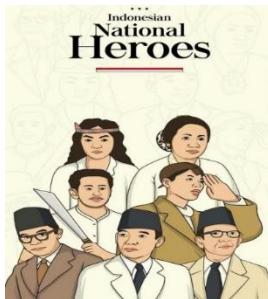
Look at the picture



3. The National Education Day is in ...

- a. May 2 nd
- b. May 21 st
- c. May 22 nd
- d. May 12 th

Look at the picture



4. The Heroes day is in ...

- a. April 21 th
- b. November 10 th
- c. July 12 th
- d. March 10 th

Look at the picture



5. In the picture above everyone is celebrating ...

- a. New year
- b. Independence day

- c. National education day
- d. Kartini day

6. Yesterday is Sunday, Tomorrow is ...

- a. Sunday
- b. Thursday
- c. Monday
- d. Friday

7. The day after Thursday is ...

- a. Wednesday
- b. Thursday
- c. Monday
- d. Friday

8. Yesterday was Wednesday, Today is ...

- a. Thursday
- b. Wednesday
- c. Sunday
- d. Saturday

9. This month is February. The next month is ...

- a. january
- b. march
- c. april
- d. may

10. Nabila :

Aditya : it is June

- a. what month is this month
- b. what time is it
- c. is the month June
- d. what day is today

KUNCI JAWABAN

No	Answer
1	D
2	A
3	A
4	B
5	A
6	C
7	D
8	A
9	B
10	A

Bahan Bacaan Peserta Didik :

Buku siswa Bahasa Inggris My Next Words untuk kelas 5 SD

Glosarium

Bulan : Bulan merupakan satuan waktu, digunakan dalam kalender, yang diperkirakan sama lamanya dengan periode alam yang berhubungan dengan pergerakan bulan.

Tanggal : di dalam kalender adalah sebuah referensi kepada hari tertentu di dalam sistem kalender tersebut.

Hari : Hari adalah sebuah unit waktu yang diperlukan bumi untuk berotasi pada porosnya sendiri.

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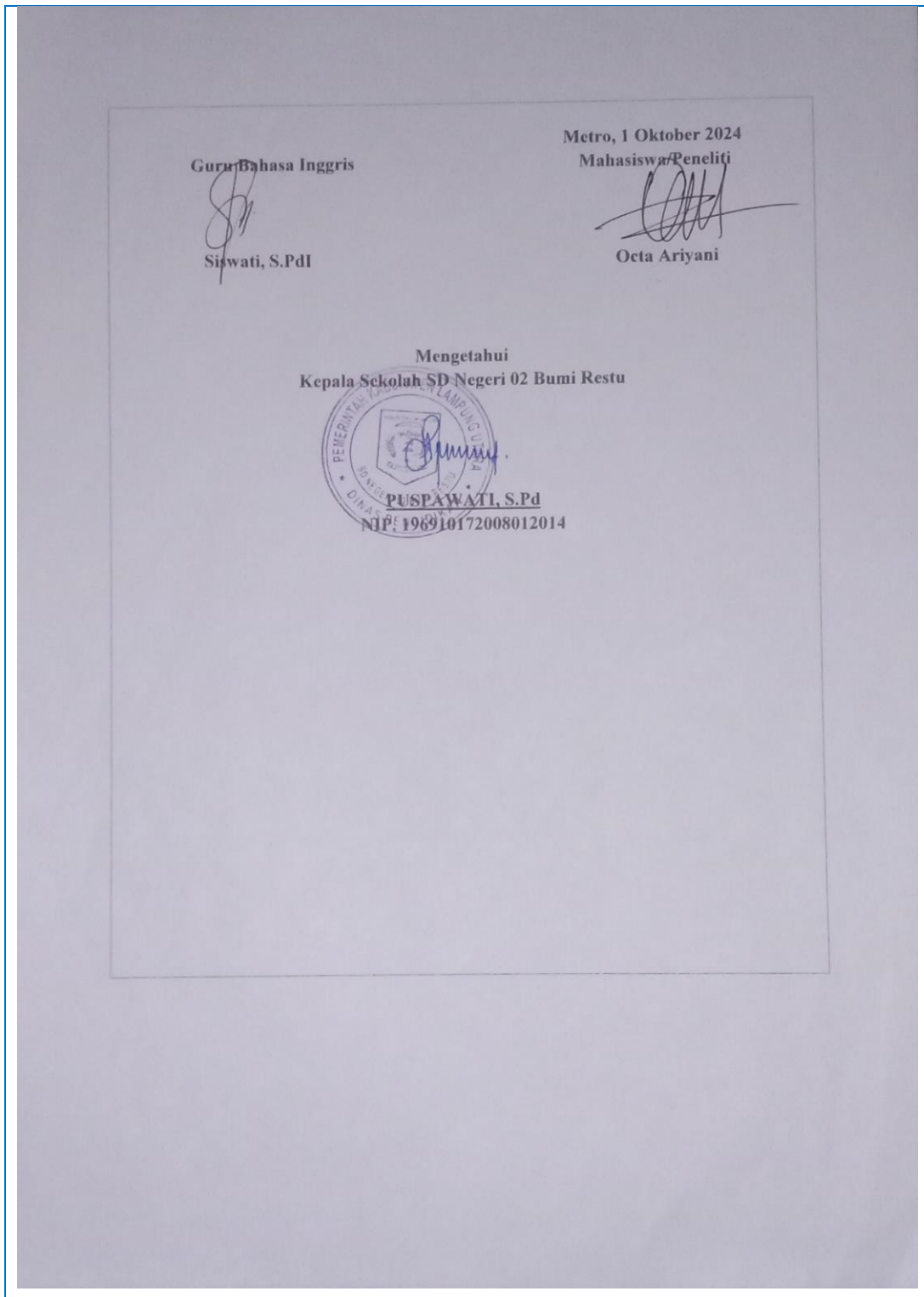
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Pre-test


NAMA = BIRANY AJ H.

B = 3
S = 7

30

VOCABULARY TEST
(PRE-TEST)

Parts of The Body



Look the following picture to answer questions number 1 to 5

- I can see with my...
 - Eyes
 - Hand
 - Knee
 - Finger
- I can hear the sound with my...
 - Neck
 - Hand
 - Foot
 - Ear
- She is hungry and her ... starts rumbling
 - Finger
 - Foot
 - Stomach
 - Hand
- We can bite an apple with ...
 - Stomach
 - Teeth
 - Tounge
 - Ear


NAMA = ASYIFA KARUNIA R.

B = 2
S = 8

20

VOCABULARY TEST
(PRE-TEST)

Parts of The Body



Look the following picture to answer questions number 1 to 5

- I can see with my...
 - Eyes
 - Hand
 - Knee
 - Finger
- I can hear the sound with my...
 - Neck
 - Hand
 - Foot
 - Ear
- She is hungry and her ... starts rumbling
 - Finger
 - Foot
 - Stomach
 - Hand
- We can bite an apple with ...
 - Stomach
 - Teeth
 - Tounge
 - Ear

Post-test I

Alwi Bagas Saputra


B = 7
S = 3

VOCABULARY TEST
(POST-TEST) I

70

1. Choose the correct answer by crossing a,b,c, or d !


Look at the picture



1. On August 17 we celebrate the ...

- National education day
- New year
- Kartini's day
- Independence day


Look at the picture



2. Kartini Day is celebrated on the date ...

- April 21 th
- May 21 th
- July 21 th
- March 21 th

Look at the picture



Ervan Ardianto


B = 7
S = 3

VOCABULARY TEST
(POST-TEST) I

70

1. Choose the correct answer by crossing a,b,c, or d !


Look at the picture



1. On August 17 we celebrate the ...

- National education day
- New year
- Kartini's day
- Independence day


Look at the picture



2. Kartini Day is celebrated on the date ...

- April 21 th
- May 21 th
- July 21 th
- March 21 th

Look at the picture



Post-test II


Nama = Ahmad Maulana H.

B = 9
S = 1

90

VOCABULARY TEST
(POST-TEST) II


Look at the picture below!



1. He uses his ... to eat noodle

- Noise
- Eyes
- Foot
- Mouth


Look at the picture below!



2. He uses his right ... to kick the ball

- Hand
- Leg
- Mouth
- Shoulder

Look at the picture below!



3. He uses his nose to ... the food

- Eat
- Take
- Smell
- Listen


Nama : Asyifa Khumaidh

B = 8
S = 2

80

VOCABULARY TEST
(POST-TEST) II


Look at the picture below!



1. He uses his ... to eat noodle

- Noise
- Eyes
- Foot
- Mouth


Look at the picture below!



2. He uses his right ... to kick the ball

- Hand
- Leg
- Mouth
- Shoulder

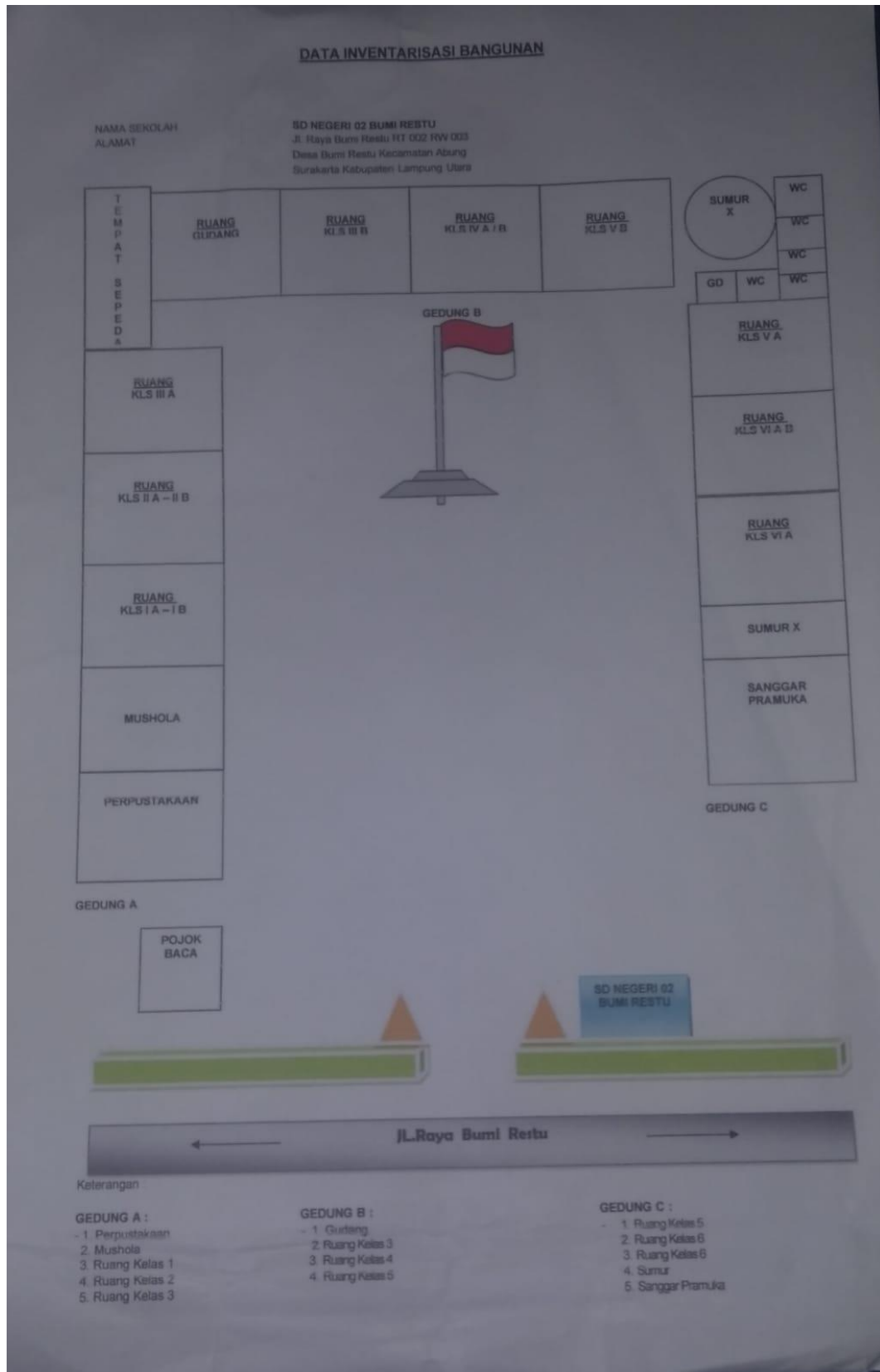
Look at the picture below!



3. He uses his nose to ... the food

- Eat
- Take
- Smell
- Listen

Employment Structure



The Name of the Teachers

No	Name	Position
1	Puspawati, S.Pd	Head Master
2	Haspanalela, S.Pd.SD	Teacher
3	Teguh Susilo	Teacher
4	Ismiyani, S.Pd.SD	Teacher
5	Sunarto, S.Pd.I	Teacher
6	Yanti Manda Sari, S.Pd.I	Teacher
7	Murlela Hasni, S.Pd	Teacher
8	Evan Subiyanto, S.Pd	Teacher
9	Deri Selianta, S.Pd	Teacher
10	Fika Apriliani, S.Pd	Teacher
11	Ramiati	Teacher
12	Siti Maidah, S.Pd	Teacher
13	Putri Melya Oktavia, S.Pd	Teacher
14	Febriansyah Abung, M.Pd	Teacher
15	Siswati, S.Pd.I	Teacher
16	Defriliansyah Albaro, S.Pd	Teacher
17	Zikri Zulkarnain	Teacher
18	Sugeng Saputra, S.Pd	Teacher
19	Tia Safitri	Teacher
20	Reki Selianta, S. Kom	Operator
21	Putut Sriyono	Security

RUBRIC SCORE

No	Indicator of The Evaluation	Number of Question	Kind of Question
1	Pronunciation	1-10	Multiple Choice
2	Spelling	1-10	Multiple Choice
3	Grammar	1-10	Multiple Choice
4	Meaning	1-10	Multiple Choice
5	Students are able to use English words in the simple sentence	1-10	Multiple Choice

**ATTENDANCE LIST
CYCLE I**

No	Students Name	Signature
1	Ade Dwi Kurniawan	•
2	Ahmad Maulana	•
3	Alwi Bagas Saputra	•
4	Alvaro Lexi Habibi	•
5	Amira Ayudia S	•
6	Asyifa Karunia Putri	•
7	Asyifa Khumairoh	•
8	Azien Falah	•
9	Bagas Mahardika Prastian	•
10	Bintang Aji M	•
11	Dea Osca Pratiwi	•
12	Devi Rahmadani	•
13	Diva Pamelya	•
14	Denis Arfian Saputra	•
15	Dwi Lenita Sari	•
16	Ervan Ardianto	•
17	Nazwa Rama Ghani	•
18	Ferry Saputra	•
19	Ismi Mardiyatul Ulva	•
20	M. Alif Bastian	•

**ATTENDANCE LIST
CYCLE II**

No	Students Name	Signature
1	Ade Dwi Kurniawan	•
2	Ahmad Maulana	•
3	Alwi Bagas Saputra	•
4	Alvaro Lexi Habibi	•
5	Amira Ayudia S	•
6	Asyifa Karunia Putri	•
7	Asyifa Khumairoh	•
8	Azien Falah	•
9	Bagas Mahardika Prastian	•
10	Bintang Aji M	•
11	Dea Osca Pratiwi	•
12	Devi Rahmadani	•
13	Diva Pamelya	•
14	Denis Arfian Saputra	•
15	Dwi Lenita Sari	•
16	Ervan Ardianto	•
17	Nazwa Rama Ghani	•
18	Ferry Saputra	•
19	Ismi Mardiyatul Ulva	•
20	M. Alif Bastian	•

**OBSERVATION SHEET OF STUDENTS LEARNING ACTIVITIES IN
CYCLE I**

No	Name	Students Attention	Students Activeness	Students Vocabulary Mastery
1	ADK		✓	✓
2	AM	✓		✓
3	ABS	✓		✓
4	ALH			✓
5	AAS			✓
6	AKP	✓		✓
7	AK		✓	✓
8	AF	✓	✓	✓
9	BMP		✓	✓
10	BAM	✓		
11	DOP	✓	✓	
12	DR	✓		✓
13	DP	✓	✓	
14	DAS			✓
15	DAS	✓		✓
16	DLS	✓	✓	
17	EA	✓	✓	✓
18	NRG			✓
19	FS			✓
20	IMU			✓

**OBSERVATION SHEET OF STUDENTS LEARNING ACTIVITIES IN
CYCLE II**

No	Name	Students Attention	Students Activeness	Students Vocabulary Mastery
1	ADK	✓	✓	✓
2	AM	✓	✓	✓
3	ABS	✓		✓
4	ALH		✓	✓
5	AAS	✓		✓
6	AKP		✓	✓
7	AK	✓	✓	✓
8	AF		✓	✓
9	BMP	✓		✓
10	BAM	✓	✓	
11	DOP	✓	✓	
12	DR		✓	✓
13	DP	✓	✓	✓
14	DAS			✓
15	DAS	✓		✓
16	DLS	✓	✓	
17	EA	✓	✓	✓
18	NRG	✓		✓
19	FS			✓
20	IMU	✓	✓	✓

Field Note in Cycle I

Data sources	Before the Action	After the action Cycle I
Observation Questionnaire Interview	<p>1. Teaching and learning process</p> <ul style="list-style-type: none"> • Teacher did not use interactive song media • The students were bored because the teacher only used books in teaching • The students were noisy in teaching learning process • Students were not active in teaching learning process, it could be seen when teacher asked uestion many of them did not try to answer the question <p>2. Vocabulary Mastery</p> <ul style="list-style-type: none"> • The students' vocabulary mastery was still low • The students got difficulties in memorizing the vocabulary • The students got difficulties to pronounce word 	<p>1. Teaching and learning process</p> <ul style="list-style-type: none"> • Teacher used interactive song media in teaching vocabulary mastery • Students were enthusiastic in teaching learning process • Students enthusiastic when they were asked to song the song • Some students, especially boy students were not active in learning process <p>2. Vocabulary Mastery</p> <ul style="list-style-type: none"> • The students were better in memorizing the vocabulary then before the action • Some students could pronounce correctly but other students could not pronounce well

Test	<p>The problem that should be solve:</p> <ul style="list-style-type: none"> • Some students were not active in teaching learning process • The students still found difficulties it memorizing the word • The students still found difificulties to pronounce the word 	<p>The weaknesses which still happen:</p> <ul style="list-style-type: none"> • Not all students were active in teaching learning process • The difficulties to memorize the vocabulary • The difficulties to pronounce the word well
------	---	---

Field note cycle II

Data sources	Before the Action	After the action Cycle II
<p>Observation</p> <p>Questionnaire</p> <p>Interview</p>	<p>1. Teaching and learning process</p> <ul style="list-style-type: none"> • Teacher used interactive song media in teaching vocabulary mastery • Students were enthusiastic in teaching learning process • When the song was sing, students paid attention • Some students were same when they were sked to sing the song • Some students, especially the boy students were not active in 	<p>1. Teaching and learning process</p> <ul style="list-style-type: none"> • Teacher still used interactive song media in teaching vocabulary mastery • Students were more enthusiastic in teaching learning process • Most of students could be active in teaching learning process • Students were more

	<p>teaching learning process</p> <p>2. Vocabulary Mastery</p> <ul style="list-style-type: none"> • The students' vocabulary mastery was still low • The students were better in memorizing the vocabulary than before but some students still found difficulties to memorize • The students could pronounce correctly but some others students still could not pronounce 	<p>confidents when they sing the song</p> <ul style="list-style-type: none"> • The class was noisy but stil could be managed <p>2. Vocabulary Mastery</p> <ul style="list-style-type: none"> • The students could remember the vocabularies that had been learning • Students could pronounce vocabulary better than in cycle I
Test	<p>The problem that should be solve:</p> <ul style="list-style-type: none"> • Some students still needed more exercise in pronunciation 	

Documentation



Documentation



11/11/23, 10:55 AM

IZIN PRASURVEY



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4442/In.28/J/TL.01/09/2024
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 Kepala Sekolah SD NEGERI 02
 BUMI RESTU
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **Octa Ariyani**
 NPM : 2001051030
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris
 Judul : THE USE OF TPR (TOTAL PHYSICAL RESPONSE) METHOD BASED ON INTERACTIVE SONG MEDIA IN THE ENGLISH VOCABULARY MASTERYAT 5 SD NEGERI 02 BUMI RESTU

untuk melakukan prasurvey di SD NEGERI 02 BUMI RESTU , dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Januari 2024
 Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
 NIP 19880308 201503 1 006



PEMERINTAH KABUPATEN LAMPUNG UTARA
DINAS PENDIDIKAN

SD NEGERI 2 BUMI RESTU

NPSN : 10803360 AKREDITASI : B

Jl. Raya Desa Bumi Restu Kecamatan Abung Surakarta Kabupaten Lampung Utara Kode Pos 34584
e-mail : sdnegeri2bumirestu@gmail.com Telp/HP Kep. Sek +62 8218-4905-500



Nomor : 421.2/020/170/47/04-1.U/2023
Lampiran : -
Perihal : Pemberian Izin Pra-Survey

Bumi Restu, 31 Januari 2024

Assalamu'alaikum Wr. Wb.

Menindak lanjuti surat permohonan izin pra-survey yang diajukan oleh :

Nama : **OCTA ARIYANI**
NPM : 2001051030
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECTIVENESS OF TPR (Total Physical Response) METHOD IN
ENGLISH VOCABULARY MASTERY OF ELEMENTARY SCHOOL
CHILDREN

Dengan ini saya selaku Kepala SD Negeri 02 Bumi Restu memberikan izin kepada yang bersangkutan untuk melaksanakan Pra-Survey di sekolah kami.

Demikian surat ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Wassalamualaikum Wr. Wb.

Ditetapkan di : Bumi Restu
Pada Tanggal : 31 Januari 2024
Kepala SD Negeri 02 Bumi Restu



PUSPAWATI, S.Pd

NIP. 19691017 200801 2 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507. Faksimili (0725) 47296. Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 4384/In.28.1/J/TL.00/10/2024
 Lampiran : -
 Perihal : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
 Yeasy Agustina Sari (Pembimbing 1)
 (Pembimbing 2)

di-
 Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : OCTA ARIYANI
 NPM : 2001051030
 Semester : 9 (Sembilan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING INTERACTIVE SONG MEDIA IN SDN 2 BUMI RESTU

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Oktober 2024
 Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
 NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Octa Ariyani
NPM : 2001051030

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Seminar 30/2014 /9		Acc. Research Instrument . Continue to the research .	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIP. 199008122023212049



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.mctrouniv.ac.id, e-mail: tarbiyah.iaim@mctrouniv.ac.id

Nomor : B-4656/n.28/D.1/TL.00/10/2024
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SD NEGERI 02 BUM RESTU
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4655/In.28/D.1/TL.01/10/2024, tanggal 18 Oktober 2024 atas nama saudara:

Nama : OCTA ARIYANI
NPM : 2001051030
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SD NEGERI 02 BUMI RESTU bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SD NEGERI 02 BUMI RESTU, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING INTERACTIVE SONG MEDIA IN SDN 2 BUMI RESTU".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Oktober 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG UTARA
DINAS PENDIDIKAN

SD NEGERI 02 BUMI RESTU

NPSN : 10803360 AKREDITASI : B

Jl. Raya Desa Bumi Restu Kecamatan Abung Surakarta Kabupaten Lampung Utara Kode Pos 34584
e-mail : sdnegeri2bumirestu@gmail.com Telp/HP Kep Sek : +62 8218-4905-500



Nomor	: 421.2/065/170/47/04 - LU/2024	Kepada	
Sifat	: Penting	Yth Wakil Dekan Akademik dan	
Lampiran	: 1 (Satu)	Kelembagaan	
Hal	: Surat Balasan Izin Research	Intitut Agama Islam Negeri Metro	
		Fakultas Tarbiyah Dan Ilmu Keguruan	
		Di Tempat	


Berdasarkan Surat ijin research skripsi permohonan data Nomor : B-4655 / In.28 / D.1 / TL.01 / 10/2024. Tanggal 18 Oktober 2024 tentang Permohonan Izin research skripsi di SD Negeri 02 Bumi Restu, maka kami memberikan izin kepad :

Nama Mahasiswa	: OKTA ARIYANI
NPM	: 2001051030
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris

Untuk melaksanakan research di SD Negeri 02 Bumi Restu yang berjudul *"Improving the students vocabulary mastery by using interactive song media in SD Negeri 02 Bumi Restu"*

Demikian untuk menjadi maklum dan atas perhatian serta kerjasamanya disampaikan terimakasih.

Bumi Restu, 20 Oktober 2024
Kepala SD Negeri 02 Bumi Restu



PUSPAWATI, S. Pd
NIP. 196910172008012014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507. Faksimili (0725) 47296. Website: www.tarbiyah.metrouniv.ac.id e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4655/In.28/D.1/TL.01/10/2024

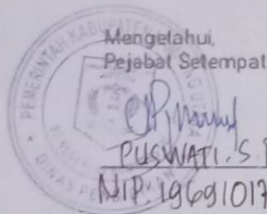
Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : OCTA ARIYANI
 NPM : 2001051030
 Semester : 9 (Sembilan)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SD NEGERI 02 BUMI RESTU, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING INTERACTIVE SONG MEDIA IN SDN 2 BUMI RESTU".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 18 Oktober 2024



Mengetahui,
 Pejabat Setempat

PUSWATI, S. Pd
 NIP: 196910172008012014

Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatimah MA
 NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Octa Ariyani
NPM : 2001051030

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 17/ 10 2024		1. Perbandingan aktivitas siswa dari cycle I dan II 2. First meeting dijadikan 2 Paragraf 3. Action Hypotesis dirapikan 4. Setrap ada teori dikasih Kesimpulan 5. bagaimana siswa itu dikatakan mastery disertai teori	
	Jumat 18/ 10 2024		Ace Munasosyah	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082013031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIP. 199008122023212049

IMPROVING THE
STUDENTS' VOCABULARY
MASTERY BY USING
INTERACTIVE SONG MEDIA
IN SD NEGERI 02
BUMI RESTU

by OCTA ARIYANI 2001051030

Submission date: 16-Oct-2024 09:03AM (UTC-0500)
Submission ID: 2487099108
File name: OCTA_ARIYANI_2001051030.docx (424.21K)
Word count: 13144
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OCTA ARIYANI 2001051030.docx

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UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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Telp (0725) 41507, Faks (0725) 47296, Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1021/In.28/S/U.1/OT.01/10/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

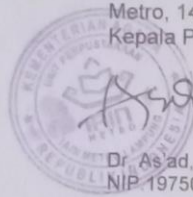
Nama : OCTA ARIYANI
NPM : 2001051030
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2001051030

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 14 Oktober 2024
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Unggulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah-metroiain.ac.id, e-mail: tarbiyah.iain@metroiain.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Octa Ariyani
NPM : 2001051030
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Metro, 30 September 2024

Ketua Program Studi TBI



Dr. Much Deinitur, M.Pd.B.I.
NIP. 198803082015031006

CURRICULUM VITAE



Octa Ariyani was born in Bumi jaya, north lampung on October 09th 2002. The first daughter of the couple Mr. Sujoko and Mrs. Sulis setiowati. She is have young brother, the name is Okis Hanan Saputra. Have the first school at TK Dharma Wanita PTPN VII Tasa it I 2008, and join elementary school at SDN 1 Gardu Harapan and was end in 2014. Then have a junior high school at SMPN 4 Lais and finish the educations in 2017. After that she continued senior high school at SMAN 4 Lais then complete in2020. Then she continue in State Islamic Institue (IAIN) of Metro was her choice to accomplish her studied at s1 English Education Study Program of Tarbiyah and Teacher Training Faculty at 1446 H/2024th.