

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING
CHILDREN'S SONG AT SD IT TUNAS HARAPAN MESUJI**

By:

SEPTIYANTI SHERLY

Student Number 2001050028



TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO

1446 H / 2024 M

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING
CHILDREN'S SONG AT SD IT TUNAS HARAPAN MESUJI**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

SEPTIYANTI SHERLY

Student Number: 20010500284

Tarbiyah And Teachers Training Faculty

English Education Department

Sponsor: Drs. Kuryani, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1446 H / 2024 M



**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.ain@metrouniv.ac.id

APPROVAL PAGE

Title : IMPROVING THE STUDENTS VOCABULARY
MASTERY BY USING CHILDRENS SONG AT SDIT
TUNAS HARAPAN MESUJI

Name : Septiyanti Sherly

Student Number : 2001050028

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic
Institute of Metro.

Metro, 28 October 2024
Sponsor

Drs. Kuryani, M.Pd
NIP. 196202151995031001



**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

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Munaqosyah
of Septiyanti Sherly**

The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script
which is written by:

Name : Septiyanti Sherly
Student Number : 2001050028
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : IMPROVING THE STUDENTS VOCABULARY MASTERY
BY USING CHILDRENS SONG AT SDIT TUNAS HARAPAN
MESUJI

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.

Wassalamu'alaikum Wr. Wb

Head of English Education Departement



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

Metro, 28 Oktober 2024
Sponsor

Drs. Kurvani, M.Pd
NIP. 196202151995031001



**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.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Permohonan Munaqosyah
Saudara Septiyanti Sherly**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di-
Tempat

Assalamu'alaikumWr.Wb.

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

Nama : Septiyanti Sherly
NPM : 2001050028
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : **IMPROVING THE STUDENTS VOCABULARY MASTERY BY
USING CHILDRENS SONG AT SDIT TUNAS HARAPAN
MESUJI**

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.



**Mengetahui,
Ketua Program Studi TBI**
Dr. Muchlis Djalilatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 28 Oktober 2024
Pembimbing

Drs. Kuryani, M.Pd
NIP. 196202151995031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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

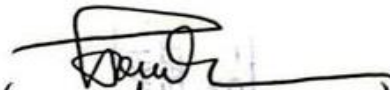
RATIFICATION PAGE

No. **B-5375/In.28.1/O/PP.009/11/2024**


An Undergraduate thesis THE STUDENTS VOCABULARY MASTERY BY USING CHILDRENS SONG AT SDIT TUNAS HARAPAN MESUJI, written by: Septiyanti Sherly, student number 2001050028 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, October 31st 2024 at 13.00-15.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Drs. Kuryani, M.Pd


(.....)

Examiner I : Dr. Widhiya Ninsiana, M.Hum


(.....)

Examiner II : Aisyah Sunarwan, M.Pd


(.....)

Secretary :Leny Setyana, M.Pd


(.....)

The Dean of Tarbiyah and Teaching Training Faculty


Dr. Zuhairi, M.Pd.
NIP: 1962061319899031006

ABSTRACT

IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING

CHILDREN’S SONG AT SD IT TUNAS HARAPAN MESUJI

BY:

SEPTIYANTI SHERLY

The research aims to know that using children’s song can improve students’ vocabulary mastery at the fifth SDIT tunas Harapan Mesuji. This research was based on the last observation result which the students’ vocabulary score was improved and learning process had been active through children song.

In this research, the researcher conducted Classroom Action Research (CAR). It was carried out to solve the students’ problem in vocabulary mastery. It consist of four phases: Planning, acting, Observing, and reflecting. This research was conducted in 2 cycle and every cycle consist of 2 meetings. The subject of this research was the students of class Va of SDIT Tunas Harapan Mesuji. In collecting the data, this research used test, observation, and documentation

Based on the result and the discussion of this research, it could be said that the implementation children song to improve students’ vocabulary mastery was success because the criteria of success (80%) was achieves. The result of the result showed that there were 90% of students passed the minimum standard criteria (65) in the post-test 2. Before the action was conducted, there were just 28% of the students who passed the minimum standard criteria in the pre-test. Besides that, the significant improvement could be seen from the standards’ learning activity. It means that children song can improve the students vocabulary mastery.

Keyword : Vocabulary mastery, children song, Classroom Action Research

ABSTRAK

MENINGKATKAN PENGUASAAN KOSAKATA SISWA DENGAN MENGUNAKAN NYANYIAN ANAK DI SDIT TUNAS HARAPAN MESUJI

OLEH :

SEPTIYANTI SHERLY

Penelitian ini bertujuan untuk mengetahui bahwa lagu anak dapat meningkatkan penguasaan kosakata siswa kelas 5 SDIT Tunas Harapan Mesuji. Penelitian ini berdasarkan pada hasil penelitian terakhir yang menyatakan bahwa nilai kosakata siswa meningkat dan proses pembelajaran berjalan secara aktif melalui lagu anak.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas. Penelitian ini diadakan untuk memecahkan masalah siswa dalam penguasaan kosakata. Desain penelitian ini terdiri dari empat fase yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Penelitian ini dilakukan dalam 2 siklus, setiap siklus terdiri dari 2 pertemuan. Subjek penelitian ini adalah siswa kelas 5A SDIT Tunas Harapan Mesuji. Metode yang digunakan dalam mengumpulkan data adalah tes, observasi, dan dokumentasi.

Berdasarkan hasil dan pembahasan penelitian ini, menunjukkan bahwa penerapan lagu anak dapat dikatakan berhasil dalam meningkatkan penguasaan kosakata siswa karena kriteria keberhasilan (80%) telah tercapai. Hasil penelitian menunjukkan bahwa 90% siswa dapat mencapai KKM dalam post-test². Sebelum penelitian dilakukan, hanya ada 28% siswa yang dapat mencapai KKM pada pre-test. Selain itu, peningkatan yang signifikan dapat dilihat dari aktivitas belajar siswa. Ini berarti bahwa penggunaan lagu anak dapat meningkatkan penguasaan kosakata siswa.

Kata Kunci : Penggunaan Kosakata, Lagu Anak, Penelitian Tindakan Kelas

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Septiyanti Sherly
Student Number : 2001050028
Study Program : English Education Deptatment (TBI)
Faculty : Tarbiyah and Teacher's Training

States this undergraduate thesis is originality the result of the researcher's research, in exception of certain parts which are quoted from the binliographies mentioned.

Metro, October 25st 2024

The Researcher,



Septiyanti Sherly

St. Number. 2001050028

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Septiyanti Sherly
NPM : 2001050028
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

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 2025

Peneliti



Septiyanti Sherly

NPM. 2001050028

MOTTO

أَكْرِمُوا أَوْلَادَكُمْ وَأَحْسِنُوا آدَابَهُمْ

“Glorify your Children and excellent their education”

(HR. At-Tabrani & Khatib)

DEDICATION PAGE

This undergraduate thesis is dedicated to :

- Allah Swt, The Most Gracious and The Most Merciful who always gives all needs.
- My beloved Prophet Muhammad SAW who brings the darkness to the lightness.
- My beloved parents (Mr. Asnawi and Mrs. Rosita Yuliati) who always pray and support in their endless love
- My beloved family who has given me support and motivation until now
- My beloved Friends Annisa ‘Ul maghfiroh who has support to assign this undergraduate thesis
- My beloved Friends

ACKNOWLEDGMENT

In the name of Allah SWT. The Most of Graceious, the Most Merciful. Praise is only to Allah S.W.T. the lords of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, prophet Muhammad SAW. His families and componiens. Finally the researcher can accomplish this undergraduate thesis entitles *“IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING CHILDREN’S SONG AT SD IT TUNAS HARAPAN MESUJI”*.

Therefore, the researcher would like to express her appreciation and sincere thanks to:

1. Prof. Dr. Siti Nurjanah, M. Ag. PIA, the Rector of State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd, Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd the head of English Education Department of IAIN Metro.
4. Drs. Kuryani, M.Pd, my supervisor who has spent of time to give guidance, suggestions, and advice in the accomplishment of their research
5. Edi Wiyono, S.Pd as a headmaster who has allowed the researcher conducted this research in SDIT Tunas Harapan Mesuji
6. Yuliani, S.Pd as a English teacher in SDIT Tunas Harapan Mesuji
7. The researcher also would like to express her thank to honorable of English Educational Department

The researcher apologizes for any mistakes made in writing and presenting this work. All comments and criticisms are welcome to help improve the quality of this research. It is hoped that this undergraduate thesis will be a meaningful contribution to the researcher, our campus, and all readers.

Metro, 30 November 2024
Researcher,

A handwritten signature in black ink, consisting of a large, stylized 'S' followed by several vertical strokes and a horizontal line extending to the right.

Septiyanti Sherly
NPM. 2001050028

TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
NOTA DINAS	v
RATIFICATION PAGE	vi
ABSTRACT	vii
ABSTRAK	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINALITAS PENELITIAN	x
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGMENT	xiii
TABLE OF CONTENTS	xv
LIST OF TABLES	xviii
LIST OF FIGURES	xx
LIST OF CHART	xxi
LIST OF APPENDICES	xxii
CHAPTER I INTRODUCTION	1
A. Background of study	1
B. Problem Identification.....	4
C. Problem Limitation	4
D. Problem Formulation	5
E. Objective and Benefits of the Study.....	5
1. The Objective of the Research.....	5
2. Benefits of the research.....	5
F. Prior Research	6
CHAPTER II THEORETICAL REVIEW	9
A. The Concept of Vocabulary Mastery	9
1. The Definition of Vocabulary	9

2. Kinds of Vocabulary	9
3. Definition of Vocabulary Mastery	12
4. The Importance of Vocabulary Mastery	13
5. The Problem of Mastering Vocabulary.....	14
6. The Measurement Vocabulary Mastery	16
7. Teaching Vocabulary Mastery	17
B. The Concept of Childrens song.....	19
1. Definition of Song.....	19
2. Definition of Children song	20
3. The characteristics of children's song	21
4. The Principle of Children's Song	21
5. Procedure of Teaching Vocabulary by using English Children Song.....	21
6. The Advantages and Disadvantages of Children Song	22
a. Advantage.....	22
1) Creating a fun learning atmosphere,.....	22
2) Boosting student' motivation to learn,	22
3) Stimulation students' imagination,.....	22
4) Enhancing student' creativity,.....	22
5) Facilitating students' in memorize vocabulary.....	23
b. Disadvantage	23
1) Tends to focused on vocabulary learning,23	
2) Less effective for, speaking, reading, writing and grammar.	23
7. Action Hypothesis.....	23
CHAPTER III RESEARCH METHOD	24
A. Research Design.....	24
B. Variable and Operational Definition of Variables	24
C. Research Location	27
D. Subject and Object of Study.....	27
E. Action Plan.....	27
F. Data Collection Technique.....	31
1. Test.....	31
2. Observation	32
3. Documentation.....	32

G. Data Collection Instrument	33
1. Test.....	33
2. Observation	33
3. Documentation.....	35
H. Data Analysis Technique	36
I. Indicator of Success	37
CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION	38
A. Result of the Research.....	38
1. Description of the Research Location.....	38
2. Description of The Research Data	42
B. Discussion	68
1. The Result of the Research	68
2. Interpretation the Result of Students' and Teacher's Activity in Cycle I and Cycle II.....	71
CHAPTER V CONCLUSION	73
A. Conclusion	73
B. Suggestion.....	73
BIBLIOGRAPHY	75
APPENDIXES	77
CURRICULUM VITAE.....	111

LIST OF TABLES

Table 1 The result of Students English Vocabulary Mastery of The Fifth Grade of SDIT Tunas Harapan Mesuji	3
Table 2 The Measurement of Vocabulary Mastery	16
Table 3 The Students Observation Sheet	34
Table 4 The Teacher Activity Observation Sheet in Learning	34
Table 5 The Data of Teachers in SDIT Tunas Harapan Mesuji	38
Table 6 The Quantity Students of SDIT Tunas Harapan Mesuji	39
Table 7 Facilities and Infrastructure SDIT Tunas Harapan Mesuji	40
Table 8 Pre-Test Vocabulary Students' Score at Grader of Va	43
Table 9 The Frequency of The Students' Score in Pre-Test	44
Table 10 The Result of Students' Vocabulary Score of Post-Test Cycle I.....	47
Table 11 The Frequency of Students' Vocabulary Score in Post-Test in Cycle I	48
Table 12 The Result of the Students' Activity in the Teaching and Learning Process in Cycle I	50
Table 13 The Comparison of the Teacher's Activity in the Teaching and Learning Process in Cycle I	52
Table 14 The Result of Students' Vocabulary Score in Pre-Test and Post-Test I	54
Table 15 The Frequency of The Students' Vocabulary Score in Pre-Test and Post-Test.....	54
Table 16 The Result of Students Vocabulary Score of post-Test Cycle II	59
Table 17 The Frequency of the Students Vocabulary Score in Post-test Cycle II	60
Table 18 The Result of The Students Activity in The Teaching and Learning Process in Cycle II	61
Table 19 The Result of The Teacher Activity in the Teaching and Learning Process in cycle II	63
Table 20 The Comparison of Students Vocabulary Score in Post-Test I and Post-test II	65
Table 21 The Frequency of Students Completeness	66
Table 22 The Students Improvement from The Pre-Test, Post-test 1,	

and Post-Test 2	67
Table 23 The Recapitulation of Students Improvement in Vocabulary Score	69
Table 24 The Frequency Percentage of Students Improvement in vocabulary Score	70
Table 25 The Result of Students Activity in Cycle I and Cycle II	71
Table 26 The Result of The Teacher Activity in Cycle I and Cycle II	72

LIST OF FIGURES

Figure 1 Kemmis and Mc Taggart Model.....	28
Figure 2 Organization Structure of SDIT Tunas Harapan Mesuji	41
Figure 3 Location Sketch of SDIT Tunas Harapan Mesuji	42

LIST OF CHART

Chart 1 Result of the Students' Vocabulary Score in Pre-Test.....	44
Chart 2 The Result of the Students' Vocabulary Score in Post-Test 1	48
Chart 3 The Result of the Students' Activity in the Teaching and Learning Process in Cycle I.....	50
Chart 4 The Result of the Teacher's Activity in the Teaching and Learning Process in Cycle I	53
Chart 5 The Result of the Students' Vocabulary Score in Pre-Test and Post-Test I	56
Chart 6 The Result of the Students' Vocabulary Score in Post-Test II	60
Chart 7 The Result of the Students' Activity in the Teaching and Learning Process in Cycle II	68
Chart 8 The Result of the Students' Vocabulary Score in Pre-Test I and Post-Test II	66
Chart 9 The Student's Improvement from the Pre-Test, Post-Test I, and Post-Test II	68
Chart 10 The Percentage of Students' Improvement in Vocabulary Score	70

LIST OF APPENDICES

1. The lesson plan of the fifth grade of SDIT Tunas Harapan Mesuji
2. The instrument of students' vocabulary score
3. The table of the students' vocabulary score
4. The students' vocabulary score
5. The observation sheet of the students' activity
6. The teacher observation sheet
7. The table of the students' attendance list
8. The location sketch of SDIT Tunas Harapan Mesuji
9. The photograph documentation
10. The letters
11. Curriculum vitae

CHAPTER I

INTRODUCTION

A. Background of study

As human being we should learn language. Language is an important aspect in human life because language has function to communicate each other. Not only for communicate each other but also for interact and negotiate. Language involves whole person, culture, educational, and development communicative process, because language is more than one system. Language is a tool for communication, so that we can use language to express our ideas, thought, opinion, and feelings. Without language it is so hard to do all activities.

There are many languages in this world, but we know that English is international language. In addition, English become familiar as the international language and also uses in informal education. Almost of the countries in the world use and learn English language as the main language in communication. English language instructions have been classified the four skills namely listening, speaking, reading and writing. Moreover, there are four language components that support four language skills above such as vocabulary, grammar, pronunciation and spelling. The language learners should master four skills in language and also understand component of language.

In relation to study vocabulary, it is one linguistics feature which influences the communicative process because to master four skills in

language we must master vocabulary first. In fact, the students have good English vocabulary mastery so that they can speak English well. It means that the students be able to communicate in English well. If the students have limited vocabulary, they will find some difficulties in communication. The beginner, mastery vocabulary is the foundation of four skills in English. If students mastering vocabulary, they can understanding the meaning of the words and they can create new words.

From the explanation above it can be concluded that vocabulary is an important aspect in mastering English and for starting communication each other. It means that by mastering vocabulary the students will study English easily. The English teacher must to improve their process teaching and learning.

There are many techniques that can be applied in teaching vocabulary, such as crossword, main mapping, listening English song, game, reading English book and watching English movie. Dealing with many techniques that can be applied in teaching vocabulary. The researcher applies one of the technique by using song media.

The researcher applied listening to song media because by playing the song the students can finds new words and they can know how to pronoun the words correctly. If the students are interested to play song media, they will enjoy to follows their learning process and they can memorize the word faster and better. The aim of this research are to find out the improvement student's English vocabulary mastery song and reading comprehension.

The pre survey was conducted on Thursday, 16 Mei 2024. The researcher interviewing an English teacher at the fifth grade students. English Teacher said that there are some problems in teaching and learning process, especially in learning English vocabulary such as, students have limited vocabularies because they have low motivation in the learning process, students have difficulties to memorize the meaning of words because students are lazy to read English book. It can be said that, many students at SDIT Tunas Harapan Mesuji assume that English is a difficult subject.

Based on the explanation above, the researcher would like to know about the improvement of the students English vocabulary mastery through song media. There are two classes of the fifth grade. This research was conducted in A class which consists of 21 students. The Minimum Standard Criteria (MSC) of the subject English is 65. If the students can reach the MSC, it means that they pass, but when they get score learner than the MSC, they will fail. By using the test for knowing the score in vocabulary mastery, the researcher got the result of the test and it can be seen on the following table.

Table 1

The Result of Student's English Vocabulary Mastery of the fifth Grade of SDIT Tunas Harapan Mesuji

NO	Scores	Categories	Frequency	Percentages
1	>65	Complete	6	28%
2	<65	Incomplete	15	72%
Total			21	100%

Based on the table above, it can be inferred that there were 6 students who are in passed category (28%), and there were 15 students who are in failed category (72%). Based on the problem above, the researcher assumes that students have limited vocabulary so that they have difficulties in the learning process. Thus, the researcher will use the song media to increase the students English vocabulary mastery.

B. Problem Identification

In this research, the researcher would like to do the classroom action research and hopefully the problem in the class can be solved. Based on the background above, the problems can be identified as follows:

1. The students have lack of vocabulary
2. The students are often seen difficult to understand English text and to make English sentence, because they have limited vocabularies mastery
3. The students motivation have lack in vocabularies mastery
4. The students have lack media to vocabulary mastery

C. Problem Limitation

The researcher realizes that it is impossible to investigate all problems related to vocabulary memorization. Therefore, the researcher limited the problem by focusing on the research problem "the student have lack of vocabulary mastery". Therefore, the title of this research is "Improving the Students Vocabulary Mastery By Using Children's Song at SDIT Tunas Mesuji"

D. Problem Formulation

Based on the background of the study, the problems formulation of this study are as follows:

1. Can the use of children song improve the students vocabulary mastery at SDIT Tunas Harapan Mesuji?
2. Can the use of children song improve the students learning activity at SDIT Tunas Harapan Mesuji?

E. Objective and Benefits of the Study

1. The Objective of the Research

The objective of this research are as follows:

- a. To improve the students' vocabulary mastery by using children's song at SDIT Tunas Harapan Mesuji
- b. To improve the students' learning activity at SD IT Tunas Harapan

2. Benefits of the research

This study is formulated as an effort to find some benefits. The benefits of this research are:

- a. For the teachers

As information for teachers, the results of this study can be applied to improve the students' vocabulary memorization skills. By applying children's songs that are easy for students to understand in the teaching and learning process.

b. For the students

The results of this studies as a solution to improve students' ability to interest in learning English by fostering students' creativity by listening to children's songs to capture a lot of vocabularies.

c. For the researcher

This research is useful to gain knowledge about the students' ability to learn English vocabulary from a song so that they can understand the teaching that must be done in improving students' vocabulary.

F. Prior Research

Regarding in her Research, the first research has done by Lavira Mantika, entitled “Improving the Students’ Vocabulary Mastery Using Songs”¹ Song are interesting teaching technique to teach the children new vocabulary and they have also introduced the meaning of the words and how to pronounce it. The students can enjoy the teaching-learning process trough songs together and do some gestures to make them more valuable. Songs and music can be used to relax students and to provide and enjoyable classroom atmosphere.

The second in her research has done by Lydia Amalia, entitled Teaching vocabulary through movie to improve student’s English vocabulary mastery”² this research is aimed to find out the improvement of vocabulary mastery through movie as media and to find students difficulties with respect

¹ Lavira Mantika,”*Journal Improving Students’ Vocabulary Mastery Using Songs*”,(Teacher Training and Education Faculty, Universitas Sebelas Maret),P.25-37

² Lydia Amalia,”*Journal Teaching Vocabulary through movie to improve student’s English vocabulary mastery*”,(English department: Lampung University),p2.

is written test. The researcher give writing test to find out whether students ability in vocabulary mastery through movie. The method in vocabulary mastery is quantitative method. Referring to findings and discussion that had been elaborated in the previous chapter, it show that getting after several treatments, there were significant differences mean score between students taught using movie as visual media in the teaching activities.

The Third research has done by Marni Bawana in the research entitled “Teaching English Vocabulary Using Songs To Developing Students’ Vocabulary Mastery”³ in this research, The researcher chose a song as a media of learning vocabulary. Because the using English song can develop the quality of students vocabulary and can motivate students to get new words they have listened. In addition, most learners enjoy singing songs, and songs can often be a variety from the routine of learning the foreign language. According to Zatikasari in pradana, Songs as also effective to make the students to remember the words easily and feel more motivated in the class because they learn in an interesting way. It’s mean that, One of the ways in creating an enjoyable learning atmosphere is by using songs as teaching media in the classroom to develop students vocabulary mastery.

The researcher uses the result of the prior research as the reference and as a comparison about increasing student’s English Vocabulary Using Children’s Song. The similarities between the previous research and this research is aimed to find out the improvement of vocabulary mastery and

³ Marni Bawana”*Journal Teaching English Vocabulary Using Songs To Developing Students’ Vocabulary Mastery*”(Program Studi Pendidikan Bahasa Inggris, Universitas Musamus)

teaching learning process. Both of research, explain about vocabulary mastery. Furthermore, the differences between the previous research and this research are the independent variable of the research. The previous research, there were significant effect in the teaching and learning process such as students were active in the following the lesson, the students become less noisy, the students were not ashamed to answer the question and students could focus more on the lesson. method can interest students' attention they will enjoy and easy to receive the lesson. But, in this research there were good effect for students learning activities such as students easier to understanding the meaning of the words, students can increase their vocabulary, and students are more active in the learning process.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Vocabulary Mastery

1. The Definition of Vocabulary

According to Caroline, vocabulary is the collection of words that an individual knows.¹

Meanwhile Jack C Richard states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.²

Furthermore, according to John vocabulary is an inventory of individual words, with their associated meaning.³

From the definition above, the researcher concludes that vocabulary is a number of words that is known by individuals in a certain language, which is used to master four skills in English.

2. Kinds of Vocabulary

According to John Read state that words of this kind, article, preposition, pronouns, conjunction, auxiliaries are often referred to as functions words and are seen as belonging more to the grammar of the

¹Caroline, T Linse, *Practical English Language Teaching, Young Learner*, (New York: McGraw-Hill Companies,2005),p.121.

²Jack C Richard, Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press,2002),p.255.

³John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000),p.16.

language that its vocabulary. Content words refers to noun, verbs, adjectives and adverbs.⁴

1. Function Word.

Function word is a word that expresses grammatical or structural relationship with other word in sentence. The kind of function word such as:

a) Preposition

Preposition is a word (or group of words) which is used to show the way in which other words are connected. Example: for, of, in, at, etc.

b) Conjunction

A word that connects sentences ,phrases or clauses. Example: and, so, but, that, etc.

c) Pronoun

A word that is used in place of a noun or noun phrase. Example: her, she, him, they.⁵

d) Auxiliaries

A verb which helps another verb to form a sentence structure complete.Example : can, will, shall, could, etc.⁶

⁴John Read, *Assessing Vocabulary*,.p.18.

⁵Jeremy Harmer, *How to Teach English*,(England: Pearson Education Limited,1998),p.37.

⁶Rudy and Harry W.Smit,*English Grammar Complete Edition*,(Mahirsindo Utama,2013),p.199.

e) Article

The article is not included in the class eight part of speech but the article is grouped in the class of adjective, namely demonstrative adjective. Example: the, a, an.⁷

2. Content Words

Content word are word that have meaning. They can be compared to grammatical words. The kind of content word such as:

a. Noun

A words (or group of words) that is the name of person, a place, a thing or activity or a quality or idea: nouns can be used as the subject or object of a verb. Example: town hall, even, book, school, market, pen, ruler, table, chair, window, etc.

b. Verb

A word (group of words) which is used in describing an action, experience or state. Example: write, eat, read, speak, buy, go, sleep, sing, see, drink, etc.

c. Adjective

A word that gives more information about a noun or pronoun. Example: kind, better, best, beautiful, handsome, smart, stupid, diligent, cruel, naughty, fussy, etc.

⁷Ibid., p. 89.

d. Adverb

A word(or group of words)that describe or adds to the meaning of a verb, adjective, another adverb or a whole sentence.

Example: carefully, quickly, at home, in half of hour, etc.⁸

3. Definition of Vocabulary Mastery

Vocabulary is used by students to communicate each other. Students cannot communicate effectively without sufficient vocabulary. It is important in study language to mastering vocabulary first. Vocabulary plays important role because it appears in every language skills.

According to Merriam Webster's state that mastery is a very high level of skill or knowledge.⁹ Meanwhile mastery is complete control or knowledge.¹⁰ Therefore, Della Thompson states that mastery defined as comprehensive knowledge or skill.¹¹

From the definition above, the researcher conclude that mastery is skill or knowledge to understanding of subject.

Mastering vocabulary is an important factor to learn English language. The master of number vocabulary is a basic requirement of English language acquisition. Student can not listen, speak, read, and write well if they do not understanding vocabulary well. They cannot do

⁸Jeremy Harmer, *op.cit.*, p.36.

⁹Merriam Webster, *Merriam Webster's Elementary Dictionary*, (United States of America: library of congress Cataloging in Publication Data,2009),p. 418.

¹⁰Alan Evison, *Oxford Learner's Pocket Dictionary*, (Newyork: Oxford University Press, 1980),p.230.

¹¹Della Thompson, *The Oxford Dictionary Of Current English*, (United States: Oxford Univresity Press, 1992),p.546.

anything with four skills if they don't know vocabulary and single word well.

Vocabulary mastery is important for students. Mastering English vocabulary in learning language is basic. It means that, without mastering vocabulary, students will get some difficulties in teaching and learning English. From the definition above the researcher conclude that, vocabulary mastery is skill or competence that individual known to receive of words in language learning so that make student easier to mastering four skill in English.

4. The Importance of Vocabulary Mastery

Scott Thornbury states that without grammar very little can be conveyed,¹² without vocabulary nothing can be conveyed.¹⁵ It means that, vocabulary is important skill to communicate with each other in certain language. In using the language, students who rich in vocabulary will be successful both in expression skill such speaking, writing, also receptive skill listening and reading, but those who are poor in vocabulary will get trouble in those skills.

As English teacher, to increasing student's English vocabulary mastery is not easy. Teacher needs some various method or technique to teach vocabulary for students in the classroom because teacher has important role as facilitator in teaching and learning process in the classroom. The technique that is used by teacher is given big influence for

¹²Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), p.13

students. If the method is interest students to learn vocabulary so that students can increase vocabulary well, but if the method is not interest students to learning vocabulary so that they will lack of vocabulary. The technique that is used by teacher in the teaching learning process given positive or negative impacts for students directly.

Finally, it is clear that vocabulary is the most important factors in teaching and learning in the classroom of English as a foreign language even in all language, without ignoring other language components. So, teacher are expected to have the excellent way to make the student interested in learning English vocabulary so that the object teaching and learning objectives can be carried out successfully

5. The Problem of Mastering Vocabulary

According to Scott Thornbury, there are some factors that makewords are difficult to learn, such as: pronunciation, spelling, length, and complexity, grammar, meaning, range, connotation, and idiomaticity. Other factors make some words more difficult than others such as:

1. Pronunciation

Research shows that words are difficult to pronounce are more difficult to learn.

2. Spelling

Sound, spelling mismatches are likely to be cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty

3. Length and Complexity

Long words seem to be no more difficult to learn than short ones.

4. Grammar

Also problematic in the grammar associated with the word, especially if this differs from that of its language equivalence.

5. Meaning

When two words overlap in meaning, learners are likely to confuse them.

6. Range, connotation and idiomatic city

Words that can be used in a wide range of context with generally will perceived as easier than their synonym with narrower range. Uncertainty as to the connotations of same words may cause problems too. Thus propaganda has negative connotations in English it is their idiomatic city.¹³

Based on the problems of mastering vocabulary above the researcher identified some problem such as, meaning, pronunciation and spelling

¹³Ibid., p.27-28.

6. The Measurement Vocabulary Mastery

Vocabulary is the important element in learning English; it is the first step for the students if they want to achieve their goal in learning English skill. Vocabulary is an essential part of language and always be first thing to learn a language. It considered basic, either written or spoken. In schools, the students are introduced and taught English like other important subject as one of compulsory subjects. However, English is still regarded as a difficult subject and a difficult language to be mastered by the students. Vocabulary is the total number of the words which make up a language.¹⁴ As Nunan states that “vocabulary is the collection of words that an individual knows”. That is a reason why without a sufficient vocabulary, students will have difficulties in learning a language. The measurement vocabulary mastery score by the student can be assessed based on the table:

Table 2

The Measurement of Vocabulary Mastery

No.	Assessment Aspect	Indicators	Score
1.	Interpreting Vocabulary	Student can translated the vocabulary	20
		Student can't translated the vocabulary	10
2.	Reading Vocabulary	Student can reading the vocabulary	20

¹⁴ Homby, 2002:6

		Siswa can't reading the vocabulary	10
3.	Pronounce Vocabulary	Student can be pronounce vocabulary	20
		Student can't pronounce vocabulary	10
4.	Writing Vocabulary	Student can write English vocabulary exactly and quickly on the book	20
		Student can't write English vocabulary exactly and quickly on the book	10
5.	Using Vocabulary in Learning	Student can use vocabulary in learning	20
		Student can't use vocabulary in learning	10

Source: Assesing Vocabulary. John Read. 2000. Cambridge: CUP.

7. Teaching Vocabulary Mastery

Teaching vocabulary mastery involves various approaches and theorist that aim to optimize the way learners acquire and retain new words. Here are some key theories along with relevant:

a) Input Hypothesis

Stephen krashen's Input Hypothesis suggests that language learning acquire vocabulary (and other language futures) when they are

exposed to comprehensible input that is slightly above their current level (i+1). This exposure helps learners understand and internalize new vocabulary in a natural context.¹⁵

b) Dual Coding Theory

Developed by Allan Paivio, this theory posits that vocabulary learning is enhanced when both verbal and visual information are used. By associating words with images, learners can better remember and recall vocabulary.¹⁶

c) Depth of Processing Theory

Proposed by Craik and Lockhart, this theory argues that the deeper the level at which information is processed, the more likely it is to be remembered. For vocabulary, this means engaging with words in meaningful ways, such as through sentence creation, discussion, and application in context.¹⁷

Combining these theories in vocabulary teaching can create a more holistic and effective approach. By using comprehensible input, visual aids, contextual learning, social interaction, constructivist activities, and direct instruction, teachers can enhance students' vocabulary mastery.

¹⁵ Krashen, S. D. (1985) *The Input Hypothesis: Issues and Implications*. Longman.

¹⁶ Paivio, A. (1986). *Mental Representations: A Dual Coding Approach*. Oxford University Press.

¹⁷ Craik, F. I. M., & Lockhart, R. S. (1972). Level of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behavior*, 11(6), 671-684

B. The Concept of Childrens song

1. Definition of Song

According to Merriam Webster, song is a melody for a lyric poem or ballad.¹⁸ Song is one of teaching media that can be used to teach any material, it may be used to create a more relaxing in learning foreign language. It also can be used to teach vocabulary because in the lyrics of song there are several kinds of vocabularies.

Song, based on the oxford dictionary, is a little part of music. In addition Griffie states that song is a part of music which have words, and it has some elements that make song differ from the poetry or speech although they are have many similarity.¹⁹

In Indonesia, most of students have difficulties in learning English. They are less motivation in studying English because they believe that English is difficult material. In that case, an English teacher needs to be responsive to the students' condition. The teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand.²⁰ So, teacher as facilitator in learning process should think creatively how to make English can be learnt well and make

¹⁸ <http://www.merriam-webster.com/dictionary/song> accessed on 11/08/2010

¹⁹ Dale T. Griffie, *Songs in Action*, (New York: Prentice Hall, 1992), p. 3

²⁰ H. Douglas *Brown*, op.cit, p. 7

students interested in learning. One of the strategies that can be used by teacher is using media to support teaching and learning process.

2. Definition of Children song

Children's songs are musical compositions specifically created for young audiences, typically characterized by simple lyrics, memorable melodies, and cheerful rhythms. These songs are not only intended for entertainment but often serve as educational tools to teach values, vocabulary, and basic concepts to children. According to Pennington, "children's songs play a crucial role in cognitive and emotional development due to their ability to simplify and convey information in an engaging manner".²¹ Additionally, children's songs can reflect specific cultures and traditions, providing young listeners with an early understanding of their social environment. Research by Gately and Elstad indicates that "through carefully crafted songs, children can internalize social norms and language essential for everyday interactions"²². Overall, children's songs are an integral part of both the educational and social experiences of children, serving as a bridge between entertainment and learning.

²¹ Pennington, R. (2012). *Music and Child Development: The Role of Songs in Cognitive Growth*. Academic Press. p. 45.

²² Gately, M., & Elstad, K. (2015). *Cultural and Educational Impacts of Children's Songs*. Journal of Child Development Studies. p. 78.

3. The characteristics of children's song

According to Kasihani²³ the characteristics of the children's song are created for children's learning in the classroom:

- a. Contains word, phrases, or sentence with particular theme.
- b. Element of language support in re-re
- c. Generally singing contextual so easy to memorize
- d. The song sung by the movement of the limbs (action songs)
- e. The song can be sung by children's outside the classroom.
- f. Level happily and quickly

4. The Principle of Children's Song

There are some principles of English children's songs.: There are:

- a. Songs and rhymes for young children should be interesting and understandable.
- b. Songs should have a relationship to the children area
- c. Songs should be linked to the theme, it should relate and interested.²⁴

From the previous research above the researcher conclude that the consideration and principles of choosing children song that the teacher has to choose the suitable songs for the students' level. So, it can make interest, enjoy, easy, and happy.

5. Procedure of Teaching Vocabulary by using English Children Song

In this case the writer will apply song lyrics in teaching vocabulary of verbs by using procedures as follow:

²³ Kasihani (2007, p.114)

²⁴ https://en.wikipedia.org/wiki/children's_song accessed on 06/07/2015 /08.30p.m

- a. Introduce the lesson as an easy and enjoyable way to learn new words.
- b. Ask the students to work in pairs
- c. Hand out a sheet of the content of paper are words.
- d. let the students listen the song.
- e. Ask the students to circle the word that they listen, the students must listen carefully in order to make out the exact words being song.
- f. Repeat the song 3 times until the students finished circling the word.
- g. checks their work one by one. After the teacher finish checks their work, the teacher gives a copy of song lyric.
- h. The teacher ask the students for a word's meaning, give clues as an exaggerated the of voice and appropriate facial expression.

From the procedures above, the researcher assumes that students will be easy to understand the material and easy to memorize the vocabulary also will not feel bored in the classroom.

6. The Advantages and Disadvantages of Children Song

- a. Advantage
 - 1) Creating a fun learning atmosphere,
 - 2) Boosting student' motivation to learn,
 - 3) Stimulation students' imagination,
 - 4) Enhancing student' creativity,

5) Facilitating students' in memorize vocabulary.

b. Disadvantage

1) Tends to focused on vocabulary learning,

2) Less effective for, speaking, reading, writing and grammar.

7. Action Hypothesis

Based on the theoretical review above the researcher was formulates the hypothesis as follow by using children song, the student's vocabulary mastery can be improved.

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Cresswell, research design are plans and the procedures for research to get detailed methods of data collection and analysis. In this research the researcher uses classroom action research (CAR). Classroom action research is an action research conducted by the teachers in the classroom. For the purpose researcher can try making the new strategy to students can be understanding with the researcher purpose.

The researcher be conducted in SDIT Tunas Harapan that has located on Gedung Ram Mesuji.

B. Variable and Operational Definition of Variables

1. Operational Definition of Variables

Variable refers to the variable employed in a particular study. The research variable in question encompass two key components, specifically the independent variable and dependent variable.

a. Independent Variables (X)

Independent variables is a factor that has an impact on other variables within a study. The independent variables in this research is children song. It's an exciting media for young learner. The indicator of independent variable include:

- 1) The Students are able to capture the new vocabulary children's song.
- 2) The student are able to repeat the vocabulary in children's song.
- 3) The student are able to remember the vocabulary in children's song.
- 4) The students are able to improve listening and speaking skill in vocabulary well by using children's song.

b. Dependent Variables (Y)

The dependent variable is the variable that depend on the independent variable. The dependent variable is also the variable of the outcome is influenced by independent variable. In this research student's explore their abilities in vocabulary mastery. This variable can be measured using a written test, namely pre-test and post-test. The exam has been given twice, before treatment and after treatment. The test only 20 multiple choice with answer paying attention to the existing vocabulary mastery. Student get a score according to the rubric for measuring vocabulary mastery abilities categories include identifying important information, identifying options, summaries. And every category has the assessment criteria good, fair, and poor. So the highest score is 100 as total score.

The indicators of dependent variable are:

- 1) The student are able to measure the number of new vocabulary words learned after listening to children's songs.

- 2) The student are able to recognize and identify words from children's songs when shown pictures or objects.
- 3) The students are able to understand the meaning of the words taught through songs.
- 4) The students are able to pronounce new words correctly.
- 5) The student are able to use new vocabulary in appropriate sentence.

So it can be concluded that the independent variables are not related to the research objectives, but it can influence the dependent variable which is called an extraneous variable. Suppose the writer wants to test the hypothesis there is a relationship between acquisitions in the learning process. Therefore it has nothing to do with the objectives of the research carried out by the writer, then this will be called an extraneous variable.

Therefore, the research must always be designed in such a way that it has an impact the dependent variable is attributed entirely to the independent variable and not to an extraneous variable. If the dependent variable is attributed cannot be separated from the influence of external variables, the relationship between the dependent and independent variables is said to be confused by extraneous variables.

C. Research Location

The research was conducted at SDIT Tunas Harapan Mesuji Lampung. Its location is on Desa GedungRam, Kec. TanjungRaya, Kab. Mesuji, Prov.Lampung.

D. Subject and Object of Study

In this research, the research subject is the fifth grade at SDIT Tunas Harapan Mesuji, and the object of this study is student's vocabulary mastery using children's song. In this class, there are 21 students. 14 are female and 7 are male. The class was chosen by the researcher because most of the students have difficulty in memorizing vocabulary and their scores did not reach the minimum criteria.

E. Action Plan

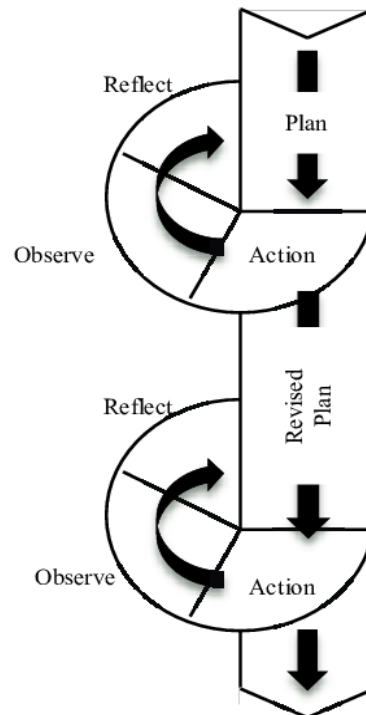
This research design of the study is Classroom Action Research. Norton stated that the purpose of action research is to investigate systematically the teaching or learning facilitation with the dual aim of modifying practice and contributing to theoretical knowledge.¹

This classroom action research is conducted with the teaching vocabulary ability using two kinds of tests, those are pre-test and post-test. Action research is compatible for educators as a practical process since it commonly does not gain elaborate statistical analysis. Action research is more concerned with improvement in the context of study.

¹Lin S. Norton, *Action Research in Teaching & Learning*, (New York: Routledge, 2009),4.

Action Plan's Picture

Figure 1



1. Cycle I

a. Planning

The first step in every activity is planning. Planning is the first of this teaching context and must be prepared by the researcher before doing action. Planning is a step to make arrangement for action project which explains about what, why, when, who, and how the action will be done.² Here is the step that the researcher can make in planning:

- 1) The researcher formulating a lesson plan
- 2) The researcher prepare teaching material and media

²Jack C. Richards, *Reflective Teaching in Second Language Classroom*, (New York, Cambridge University Press, 2007), p. 28

- 3) The researcher creating and observation format.
- 4) The researcher developing and evaluation format for student's activities post-teaching

b. Acting

The second step from classroom action research is action. This step is the realization from the planning that has made by researcher. The planning is just imagination without action. The writer will do the steps in some action:

- 1) The researcher implementing the lesson plan
- 2) The teacher explained the material vocabulary mastery for the students.
- 3) The teacher employing children's song to explain vocabulary.
- 4) The teacher guided the students through the learning-process.

c. Observing

Observations needed to collect data on the results of the actions taken. At this stage, the researcher made observations starting from observing student activities during the learning process and observing students' understanding of the material being taught which had been adopted in the study. The researcher gave a vocabulary test to the students and also gave vocabulary tests to students and took scores and observation results where this was done to determine the level of success.

d. Reflecting

The last activity is reflecting. Suharsimi Arikunto states that in this step, researcher tries to learn, to see, and to consider the results or effect of the action from some criteria. Reflection is the activities that have purposes to analyze, understand, get conclusion based on observation of part that need correction or perfection part have filled the target. The researcher will know the strength and weakness from action by reflecting. The researcher applies the date for evaluation of making improvement the next cycle. It means that classroom action research is actually helped from process of learning in the class that utilized a systematic planning.

2. Cycle II

a. Planning

The planning phase the second cycle replicated key step from the first cycle:

- 1) The researcher formulating a lesson plan
- 2) The researcher prepare teaching material and media
- 3) The researcher creating and observation format.
- 4) The researcher developing and evaluation format for student's activities post-teaching.

b. Acting

the activities carried out at this stage are Development action plan II by carrying out more efforts improve student learning

enthusiasm in the implementation process cooperative learning with think aloud strategy on English children's song.

c. Observing

The observation step in the second cycle include closely monitoring the teaching and learning process, collecting data using observation and field note.

d. Reflecting

The last step, the researcher compares the score of pre-test and post-test. The researcher reviews and reflects on students' activity and teacher performance whether it is positive or negative. Based on the condition, if the students' vocabulary score is increase or the indicators of success have been achieved, the cycle will be stop if the students speaking score is not increase, the cycle will be continue to cycle III.

F. Data Collection Technique

Technique of collecting data in this study consists of four techniques that will be conducted by the researcher to collect data. They completely explain as follows:

1. Test

Test is a technique used in measurement and assessment efforts. In this research, an oral test was used to evaluate the students' vocabulary mastery special for speaking skill. The participant of this test were fifth grade students of SDIT Tunas Harapan Mesuji Lampung. This research combined two types of test namely:

a. Pre-test

The observer gives the pre-test to the students. This step will be done before presenting the special treatment to know how far students' vocabulary mastery.

b. Post-test

The post-test is given in the last meeting after doing treatments, and to find out whether the treatments give any contribution to the students achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. To know the students vocabulary ability the researcher uses oral test. One of the students answer question based on researcher questions.

2. Observation

Observation is data collection tool in research carried out by observing and systematic recording. In this way it is hoped that it can be obtained information about the learning process, facility and other. The observation in this research lead to the improving student's vocabulary mastery by using song at SDIT Tunas Harapan Mesuji Lampung.

3. Documentation

Documentation means something written or printed, to be use as a record or evidence. The researcher use documentation to get information and data about the school such as:

- a. The history of SDIT Tunas Harapan Mesuji.
- b. Total of students o SDIT Tunas harapan Mesuji.

- c. Condition of staff and teacher of SDIT Tunas Harapan Mesuji.
- d. The structure of the organization of SDIT Tunas Harapan Mesuji.
- e. The infrastructure condition of SDIT Tunas Harapan Mesuji.
- f. Located sketch of the school of SDIT Tunas Harapan Mesuji.

G. Data Collection Instrument

Research instrument are tools use to collect information.³ Research instrument involves various types of devices or means used by researcher to collect data. The following are the instruments used by researchers:

1. Test

A test is an instrument that is given to measure the level of student's understanding. In this research, question items using tests are intended to measure student development by referring to the standard indicators and basic competencies that have been previously set. This test was given as an assessment tool for the achievement student's learning outcomes through pre-tests and post-test that have been prepared.

2. Observation

The tools used in the observation method include observation sheets which is used the collect information about activities of student's and teachers during the implementation of learning takes place. The following is a grid of observation sheets that will be used to observe students and teachers activate.

³Mahmud, h.94.

Table 3
The Student observation sheets

NO	Aspect to be Assessed	Assessment Score			
		1	2	3	4
1.	Students participation during the learning process				
2.	Students seriousness in completing assignments given by teacher				
3.	Students collaboration in groups.				
4.	Student's participation in the learning process by using children's songs for learning.				

Give an assessment using a check list on the scale assessment appropriate to demonstrated abilities.

Information

4= very good (A)

3= Good (B)

2= Sufficient (C)

1= Less (D)

Table 4
The teacher activity observation sheets in learning

No	Aspect	Score	
		1st	2nd
1	The teachers' preparation		
	-The materials are ready		
	-There is structure of the lesson		
2	The teachers' mastery in the subject content		
	-Relating with another knowledge		
	-Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	The teachers teaching methods		
	-The teacher uses the relevant teaching method, strategy, technique, activity or media		
	-The teacher use the appropriate media in teaching		

- d. Documentation regarding the school organizational structure at SDIT Tunas Harapan Mesuji.
- e. Documentation about teacher and teaching staff at SDIT Tunas Harapan Mesuji.
- f. Documentation regarding the number of students at SDIT Tunas Harapan Mesuji.

H. Data Analysis Technique

Analyzing the data will be organized step of the pre-test and post-test. This step is to know comparison between pre-test and post-test by conducting the test.

The formula to get the average of pre-test and post-test as follow:

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

Note:

\bar{X} = Mean

$\sum x$ = total of scores

N = total of subject⁴

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

Note:

P = percentage

F = frequency

N = number of students

⁴BurhanNurgiyanto, GunawandanMarzuki, *StatistikTerapanuntukPenelitianIlmu-IlmuSosial*, (Yogyakarta:GajahMada University Press, 2004),P.64

I. Indicator of Success

Research is considered successful if 70% of students research the minimum maximum criteria of 75. And 70% of students are active in learning activities. If the indicator of success has not been achieved, it will continue to next cycle and if the indicators of success have been achieved then the research is considered complete.

CHAPTER IV
RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Location

a. Brief History about the Establishment of SDIT Tunas Harapan Mesuji

SDIT Tunas Harapan Mesuji was established on April 07, 2018, supported by the Head of Gedung Ram Village. Kabupaten Mesuji, Lampung. The management of the SDIT Tunas Harapan Mesuji was entrusted to respected community figures, especially Mr. Edi Wiyono. Assisted by the surrounding scholars.

b. The Condition of Teacher in SDIT Tunas Harapan Mesuji

The condition of teachers in SDIT Tunas Harapan Mesuji can be identified as follow:

Table 5
The Data of Teachers in SDIT Tunas Harapan Mesuji

No.	Teachers Education Background				
	SMA	D1	D2	S1	S2
1.	6	-	1	24	-
Total	31				

c. Quantity Students of SDIT Tunas Harapan Mesuji

The Quantities of the students SDIT Tunas Harapan Mesuji identified as follow:

Table 6
Quantity Students of SDIT Tunas Harapan Mesuji

No.	Class	Total of Student
1.	I	46
2.	II	47
3.	III	41
4.	IV	40
5.	V	36
6.	VI	31
Total		236

d. Facilities and Infrastructure of SDIT Tunas Harapan Mesuji

The facilities and infrastructure of SDIT Tunas Harapan Mesuji can be identified as follow:

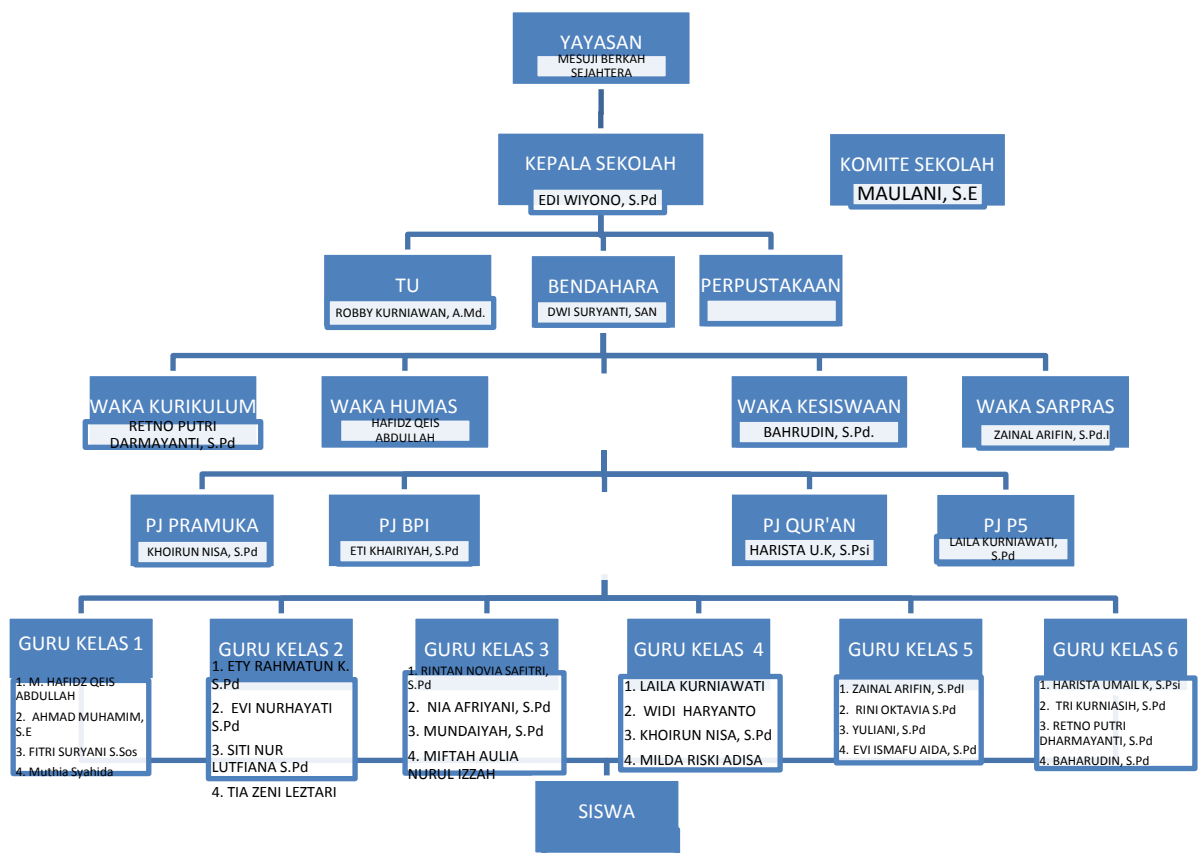
Table 7
Facilities and Infrastructure of SDIT Tunas Harapan Mesuji

No.	Name of Building	Total
1.	Headmaster Room	1
2.	Teacher Room	1
3.	Classrrom	12
4.	Library	1
5.	Hall	1
6.	Teachers' Toilet	1
7.	Students' Toilet	2
8.	Storage room	1
9.	Other room	1
10.	Praying room	1
11.	Kitchen	1
12.	Canteen	1

e. Organization Structure of SDIT Tunas Harapan Mesuji

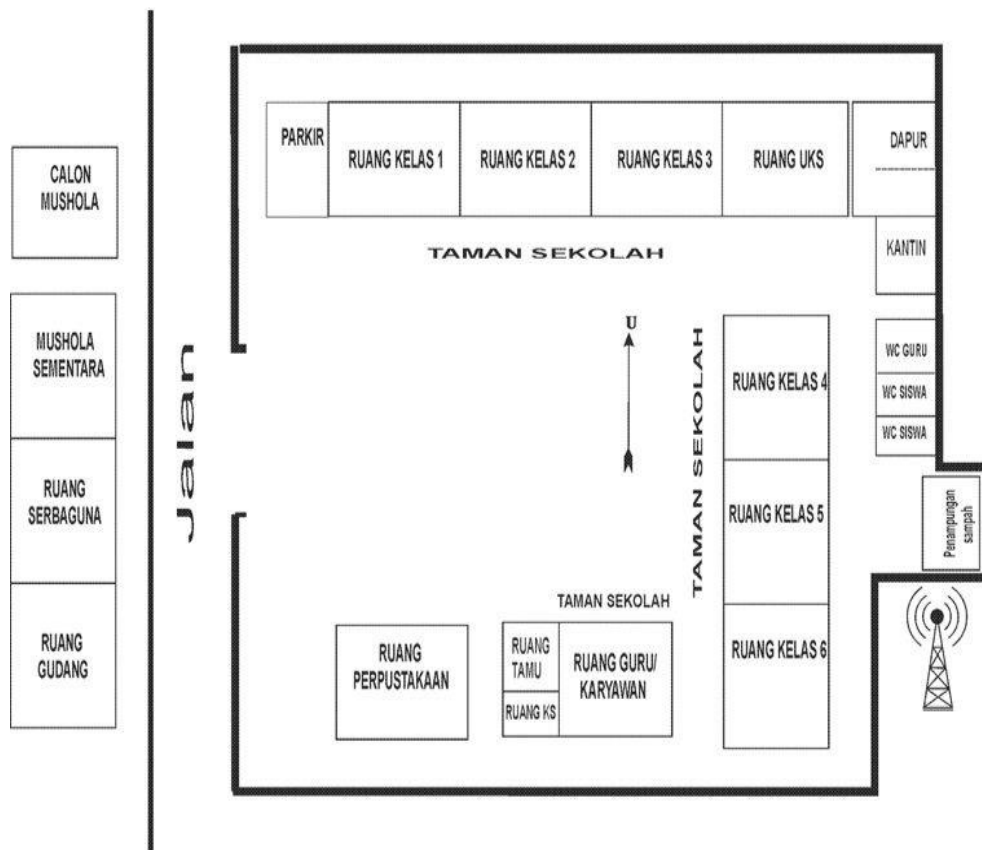
The organization structure of SDIT Tunas Harapan Mesuji can be shown in the following figure:

Figure 2
Organization Structure of SDIT Tunas Harapan Mesuji



f. Location Sketch of SDIT Tunas Harapan Mesuji

Figure 3



2. Description of The Research Data

This research utilized classroom action research to improve Five grader students' mastery of vocabulary at SDIT Tunas Harapan Mesuji. The research consisted of two cycles, each involving planning, implementation, observation, and reflection. Before administering the treatment, a pre-test was given to gauge the students' vocabulary proficiency. Assessments at the end of each cycle determined the students' vocabulary mastery, while their activity data during the learning process was collected through observation.

In this research prior to the commencement of Cycle I, a pre-test was administered on Tuesday, September 5, 2024, to assess the students' vocabulary proficiency before any treatment was introduced. The pre-test involved written some things at class The results of the pre-test are presented in the table below:

**The Pre-test Vocabulary Students' Score at
grader of Va
Table 8**

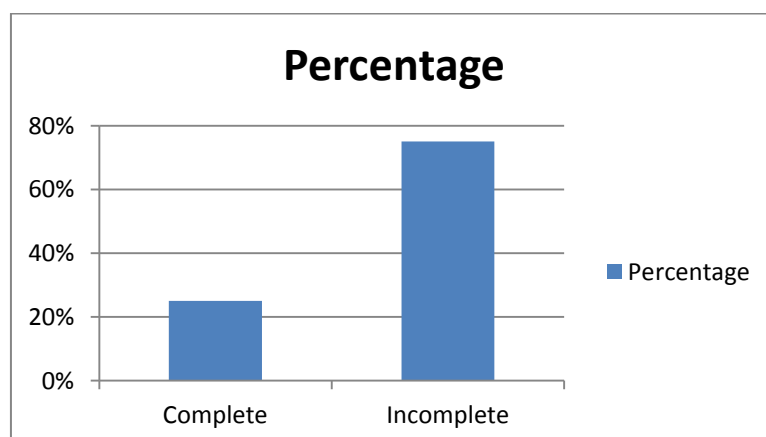
No.	Students' Code	Pre-Test Score	Category
1.	A.J.S.	66	Complete
2.	A.R.A.	50	Incomplete
3.	A.B.M.	52	Incomplete
4.	A.D.P.	50	Incomplete
5.	A.P.	52	Incomplete
6.	A.S.M.	58	Incomplete
7.	A.A.R.	54	Incomplete
8.	A.R.	66	Complete
9.	A.R.Y.	62	Incomplete
10.	A.P.A.A.	56	Incomplete
11.	B.N.	60	Incomplete
12.	B.R.	68	Complete
13.	B.A.P.	72	Complete
14.	C.	52	Incomplete
15.	C.J.S	54	Incomplete

16.	D.A.P.M.	48	Incomplete
17.	D.A.P.M.	54	Incomplete
18.	E.F.D.	68	Complete
19.	F.R.M.	60	Incomplete
20.	G.A.A.	60	Incomplete
21.	J.A.	58	Incomplete
Total		1220	
Average		58	
Higher Score		72	
Lowest Score		48	

**The Frequency of The Students' Score in Pre-Test
Table 9**

No.	Students' Score	Percentage	Frequency	Explanation
1.	≥ 65	25%	5	Complete
2.	< 65	75%	16	Incomplete
Total		100%	21	

**Chart 1
Result of the Students' Vocabulary Score at Pre-Test**



According to the findings from the students' pre-test, only 5 out of 16 students (28%) met the minimum passing criteria of 65. The pre-test revealed common difficulties among students, including challenges in memorizing vocabulary and confusion regarding word meanings, which were evident in their pre-test scores. A majority of the students, 16 out of 21 (75%), scored below 65, indicating a low level of mastery in vocabulary. Consequently, the researcher opted to utilize introducing vocabulary as a method to improve the students' vocabulary proficiency at SDIT Tunas Harapan Mesuji.

a. Cycle I

1) Planning

During this stage, the researcher, alongside the collaborator/English teacher (Yuliai, S.Pd.), organized the lesson plan, instructional materials, and teaching aids for the acting phase of the teaching-learning process. Additionally, the researcher developed an observation sheet containing the names of students and a record of their activities to monitor their engagement throughout the instructional sessions.

2) Acting

Cycle 1's action phase comprises two sessions: one for the implementation of the action and another for conducting the post-test. These sessions include:

a. The first meeting

The initial session took place on Wednesday, September 12, 2024, spanning 2 sessions of 40 minutes each. During this meeting, the researcher assumed the role of the teacher, while the collaborator acted as the observer. The actions undertaken during this session were as follows: .

- 1) The researcher checking the students' attendance list
- 2) The researcher implementing the lesson plan
- 3) The teacher explained the material vocabulary mastery for the students.
- 4) The teacher employing children's song to explain vocabulary.
- 5) The teacher guided the students through the learning-process.

b. The second meeting

The session occurred on Friday, September 13, 2024, and served as the post-test 1, lasting for 2 sessions of 40 minutes each, following the implementation of the action with the students. The assessment included fill-in-the-blank questions from the English songs children. The results of post-test cycle I are presented in the table below:

Table 10
The Result of Students' vocabulary Score of Post Test
Cycle I

No.	Students' Code	Post-Test Score	Category
1.	A.J.S.	70	Complete
2.	A.R.A.	65	Complete
3.	A.B.M.	55	Incomplete
4.	A.D.P.	65	Complete
5.	A.P.	60	Incomplete
6.	A.S.M.	65	Complete
7.	A.A.R.	60	Incomplete
8.	A.R.	70	Complete
9.	A.R.Y.	66	Complete
10.	A.P.A.A.	65	Complete
11.	B.N.	63	Incomplete
12.	B.R.	70	Complete
13.	B.A.P.	75	Complete
14.	C.	60	Incomplete
15.	C.J.S	60	Incomplete
16.	D.A.P.M.	52	Incomplete
17.	D.A.P.M.	60	Incomplete
18.	E.F.D.	75	Complete
19.	F.R.M.	67	Complete
20.	G.A.A.	62	Incomplete

21.	J.A.	65	Complete
Total		1350	
Average		64,2	
Higher Score		75	
Lowest Score		52	

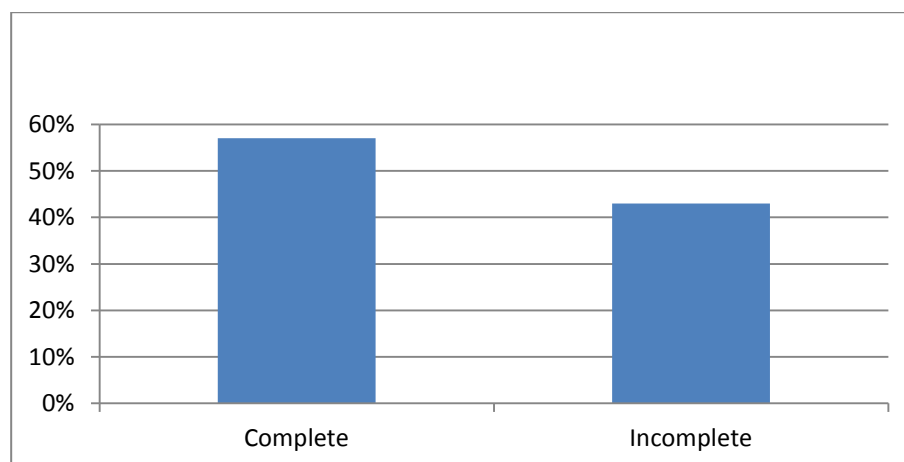
Table 11

The frequency of the students' Vocabulary score in post-test Cycle I

NO	Students' Score	Percentage	Frequency	Explanation
1.	>65	57%	12	Complete
2.	<65	43%	9	Incomplete
	Total	100%	21	

Chart 2

The Result of the students' vocabulary score in post test 1



According to the findings from Post Test I, 12 students (57%) get the minimum mastery criteria of 65, while 9 students (43%) did not reach it. The number of successful students remains below the desired success indicator, as ideally, 80% of students should score above 65.

3) Observing

The observation took place during the learning sessions, utilizing observation sheets to monitor both student and teacher activities in class. The collaborator (English teacher) from the Five grade level at MTs SDIT Tunas Harapan Mesuji conducted the observation.

a. The observation of students' activities in teaching and learning process

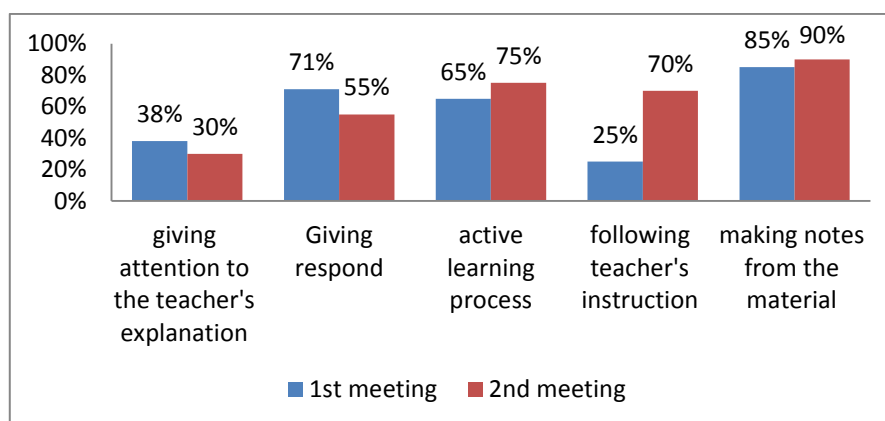
According to the student activity observation sheet, a number of students displayed a lack of engagement during the teaching and learning sessions. Additionally, some were passive during discussions, with only a few actively participating. Several students took notes from the teacher's explanations, while the majority completed the assigned tasks. The details of student activity data are presented in the following table:

Table 12
The Result of The Students' Activity in The Teaching and Learning Process In Cycle I

No	Students' Activity	Cycle		Average	Improvement 1 st -2 nd Meeting
		1 st meeting	2 nd meeting		
1	Giving attention to the teacher's explanation	8	15	77,5%	35%
		38%	71%		
2	Giving Respond	6	11	57,5%	25%
		30%	55%		
3	Active in learning process	13	15	70%	10%
		65%	75%		
4	Following teacher's instruction	5	14	47,5%	45%
		25%	70%		
5	Making notes from the material	17	18	87,5%	5%
		85%	90%		
Average		49%	73%	67,6%	24%

Furthermore, to see the comparison of the students' activities in cycle I:

Chart 3
The Result of The Students Activity in The Teaching and Learning Process In Cycle I



According to the table and chart provided, it is evident that 77.5% of students were attentive, 57.5% actively responded, 70% engaged in the learning process, 47.5% followed the teacher's instructions, and 87.5% took notes. With an average student activity rate of 67.6%, it can be concluded that the use of word wall media consistently enhanced student engagement.

b. The Observation of teacher's activities in teaching and learning process

The teacher's actions throughout the learning process significantly impacted the students' comprehension of the material. The outcomes of the teacher's activities, as recorded in the observation sheet, are presented in the table below:

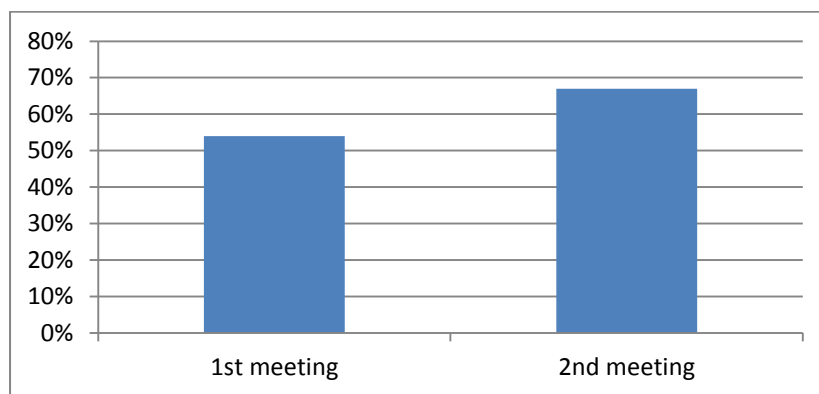
Table 13
The Comparison of The Teacher's Activity in The Teaching and Learning Process in Cycle I

No	Aspects	Assessment	
		1st	2st
.1.	The Preparation	2	3
	-The materials are ready		
	-There is structure of the lesson		
2.	The teachers' mastery in the subject content	2	2
	-The teacher shows good command and knowledge of subject content		
	-Relating with another knowledge		

	-Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3.	The teachers teaching methods	3	4
	-The teacher uses the relevant teaching method, strategy, technique, activity or media		
	-The teacher uses the appropriate media in teaching		
4.	The teachers' performance	2	2
	-Clearness of the teacher's sounds		
	-Establishes classroom environment conducive to learning		
	-Establishes the communication between teacher and students		
5.	The ability of managing class	2	3
	-Making conclusion made by the students and teacher together		
	-conducting evaluation		
6.	The ability managing class	2	2
	-All the students are treated fairly		
	-Used the time wisely		
Total		13	16
Percentage		54,2%	66,7%
Average of Percentage		60,45%	

Furthermore, to see the comparison of the teachers' activities in cycle I:

Chart 4
The Result of The Teacher's Activity in The Teaching and Learning Process in Cycle I



According to the table provided, it is evident that the teacher's engagement during the learning process reached 54.2% in the initial meeting and increased to 66.7% in the second meeting of Cycle I.

4) Reflecting

At the conclusion of Cycle I, the researcher and teacher conducted an evaluation and reflection session together. Analyzing the vocabulary scores from Cycle I revealed that while the utilization of English song media improved students' vocabulary mastery, only 12 students, or 57%, achieved the Minimum Mastery Criteria (MMC). Furthermore, students' activity levels showed improvement from the first meeting to

the second meeting in Cycle I. This indicates that the use of English song media positively impacts student engagement in the classroom. Despite not meeting the success indicator entirely, there was noticeable enhancement in both vocabulary scores and learning activity among the students.

- a) Based on post-test 1, the average score has not yet reached the success indicator, which is 80%. Therefore, this research will proceed to Cycle 2.
- b) The application of English song resulted in an improvement in the students' vocabulary scores compared to the pre-test. The contrast in the students' vocabulary scores is illustrated in the subsequent table:

Table 14
The Result of Students' Vocabulary Score in Pre-Test and Post Test I

No.	Students' Code	Pre Test	Post Test Score	Improvement	Category
1.	A.J.S.	65	70	5	Complete
2.	A.R.A.	50	65	15	Complete
3.	A.B.M.	52	55	3	Incomplete
4.	A.D.P.	50	65	15	Complete
5.	A.P.	52	60	8	Incomplete
6.	A.S.M.	58	65	7	Complete

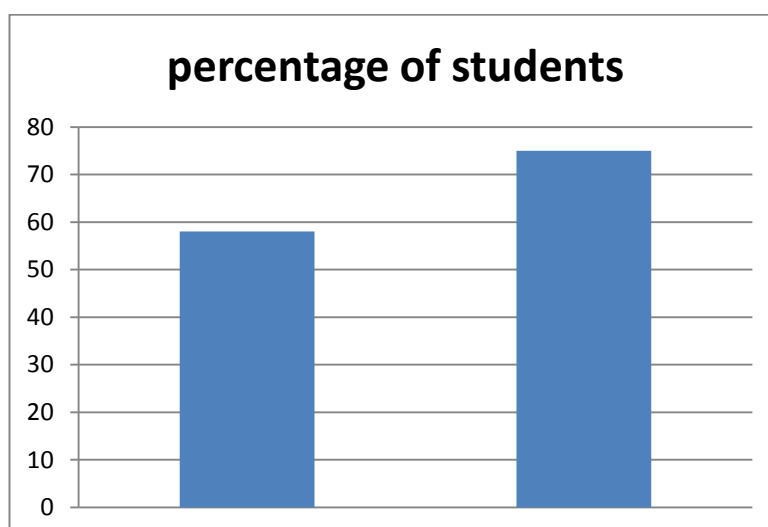
7.	A.A.R.	54	60	6	Incomplete
8.	A.R.	66	70	4	Complete
9.	A.R.Y.	62	66	4	Complete
10.	A.P.A.A.	56	65	9	Complete
11.	B.N.	60	63	3	Incomplete
12.	B.R.	68	70	2	Complete
13.	B.A.P.	72	75	3	Complete
14.	C.	52	60	8	Incomplete
15.	C.J.S	54	60	6	Incomplete
16.	D.A.P.M.	48	52	4	Incomplete
17.	D.A.P.M.	54	60	4	Incomplete
18.	E.F.D.	68	75	7	Complete
19.	F.R.M.	60	67	7	Complete
20.	G.A.A.	60	62	2	Incomplete
21.	J.A.	68	65	0	Complete
Total		1220	1350	122	
Average		58	64	17	

Table 15
The Frequency of the Student's Vocabulary Score in Pre-test and post test

NO	Students' Score	Percentage Pre-Test	Frequency Pre-test	Percentage Post test 1	Frequency Post test 1	Explanation
1.	>65	28%	6	57%	12	Complete
2.	<65	72%	15	43%	9	Incomplete
	Total	100%	21			

Moreover, the chart depicting the contrast between the students' vocabulary scores in the pre-test and post-test I is provided below:

Chart 5
The Result of Students' Vocabulary Score in Pre Test and Post Test I



Based on the aforementioned data, it can be inferred that there was a progression in the students' vocabulary scores from the pre-test to post-test I. In the pre-test, the average score was 58, while in the post-test I, it increased to 75, marking a notable improvement of 17 in the average score from the pre-test to post-test I.

c. Cycle II

Due to the lack of success in the action, it is necessary to conduct Cycle II again to address the shortcomings identified in Cycle I. The steps for Cycle II are outlined as follows:

1) Planning

During the planning phase of Cycle II, the researcher and teacher addressed the issues encountered in Cycle I. Subsequently, the researcher proceeded to develop the lesson plan and materials for the upcoming teaching-learning sessions. Additionally, an observation sheet was created to record the students' names and their activities throughout the instructional period.

2) Acting

a) The first meeting

The initial session took place on Wednesday, September 19, 2024, spanning two sessions of 40 minutes each. Upon commencing the class, the researcher warmly greeted the students, who responded in a similarly friendly manner.

In Cycle II, the focus of the learning process was to address the shortcomings identified in Cycle I. The researcher observed that students were not attentive during explanations of the material. To remedy this, the researcher actively engaged the students in memorizing vocabulary. The researcher displayed the English children songs and students were encouraged to participate in the process. They repeated after the researcher, and some were selected to write and explain the meanings of the vocabulary words. Students were also prompted to take notes, and their enthusiasm was noticeable. Overall, in this meeting, students appeared more interested and engaged compared to the previous sessions in Cycle I.

Ultimately, the researcher summarized the lesson with the students, concluding the meeting. Before closing, the researcher reminded the students to review the vocabulary related to daily activities both at school and at home.

b) The second meeting

The second session occurred on Thursday, September 20, 2024, and served as the post-test II, lasting for 2 sessions of 40 minutes each, following the implementation of the action with the students. The results of post-test cycle II are presented in the table below:

Table 16
The Result of Students' Vocabulary Score of Post Test Cycle II

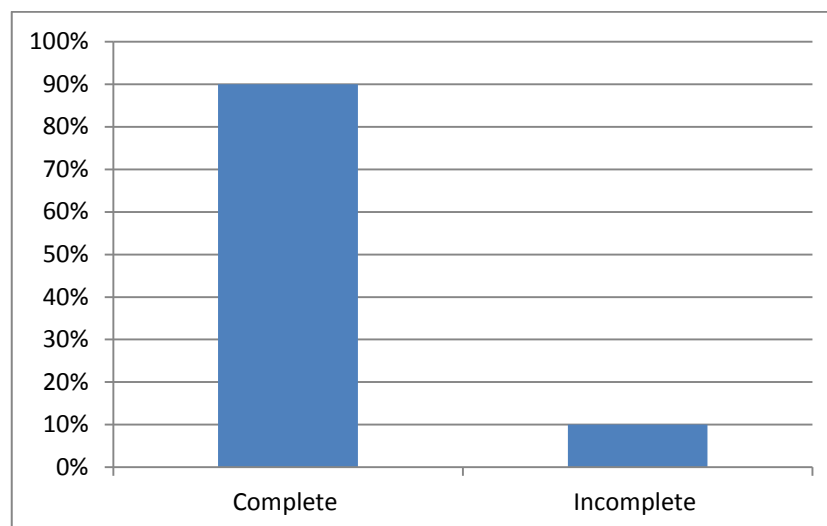
No.	Students' Code	Post-Test Score	Category
1.	A.J.S.	75	Complete
2.	A.R.A.	70	Complete
3.	A.B.M.	64	Incomplete
4.	A.D.P.	70	Complete
5.	A.P.	75	Complete
6.	A.S.M.	78	Complete
7.	A.A.R.	75	Complete
8.	A.R.	80	Complete
9.	A.R.Y.	75	Complete
10.	A.P.A.A.	79	Complete
11.	B.N.	65	Complete
12.	B.R.	79	Complete
13.	B.A.P.	85	Complete
14.	C.	64	Incomplete
15.	C.J.S	76	Complete
16.	D.A.P.M.	69	Complete
17.	D.A.P.M.	70	Complete
18.	E.F.D.	75	Complete
19.	F.R.M.	80	Complete
20.	G.A.A.	75	Complete

21.	J.A.	70	Complete
Total		1549	
Average		73,7	
Higher Score		85	
Lowest Score		64	

Table 17
The Frequency of the Students' Vocabulary Score in Post Test Cycle II

No.	Students' Score	Percentage	Frequency	Explanation
1.	≥ 65	90%	19	Complete
2.	< 65	10%	2	Incomplete
Total		100%	20	

Chart 6
Result of Students' Vocabulary Score in Post Test Cycle II



The findings from Post Test II indicate that 19 students, comprising 90% of the total, successfully achieved the minimum standard of mastery (MMC), while only 2 students, or 10%, did not meet the MMC. This outcome aligns with the success indicator,

where 80% of students were expected to score ≥ 65 . Thus, the utilization of English Children songs effectively improved students' vocabulary mastery, demonstrating its success.

3) Observing

The observation occurred during Cycle II of the learning process, utilizing observation sheets for both student and teacher activities in class. It was carried out by the collaborator, an English teacher, for Fifth grade students at SDIT Tunas Harapan Mesuji

a. The observation of students' activities in teaching and learning process

According to the observation sheet, students showed increased enthusiasm for engaging in the learning process. Presently, the majority of students are actively following the teacher's instructions and taking notes. The details of the students' activities are presented in the subsequent table:

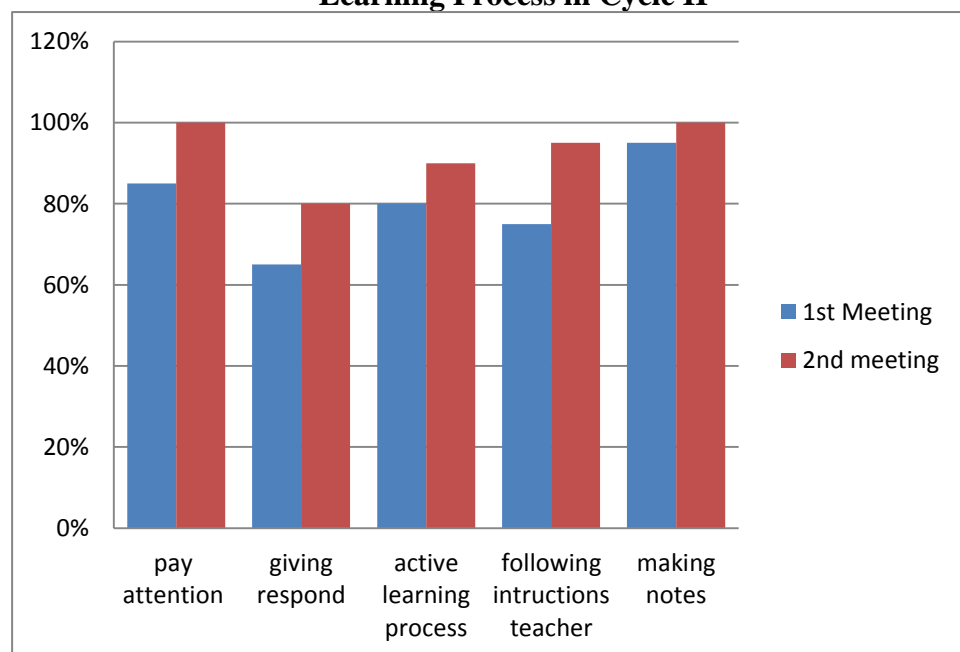
Table 18
The Result of The Students' Activity in The Teaching and Learning Process in Cycle II

No	Students' Activity	Cycle		Average	Improvement
		1 st meeting	2 nd meeting		1 st -2 nd Meeting
1	Giving attention to the teacher's explanation	17	20	92,5%	15%
		85%	100%		
2	Giving Respond	13	16	72,5%	15%
		65%	80%		
3	Active in	16	18	85%	10%

	learning process	80%	90%		
4	Following teacher's instruction	15	19	85%	20%
		75%	95%		
5	Making notes from the material	19	20	97,5%	5%
		95%	100%		
Average		80%	93%	86,5%	13%

Furthermore to see the comparison of the students' activities in Cycle II:

Chart 7
The Result of The Students Activity in The Teaching and Learning Process in Cycle II



The table and chart provided indicate that the average student activity rate was 86.5%, suggesting a high level of engagement in the teaching and learning process, surpassing the success indicator of 80% active participation. Additionally, it can

be inferred that student activity consistently increased from the initial meeting to the second meeting during Cycle II, facilitated by the use of English children songs media.

b. The observation of teacher's activities in teaching and learning process

Throughout the learning process, the activities conducted by the teacher significantly impacted the students' comprehension of the material. The outcomes of the teacher's activities, as recorded in the observation sheet, are presented in Table 4 below:

Table 19
The Result of The Teacher's Activity in The Teaching and Learning Process in Cycle II

No	Aspect	Score	
		1st	2 nd
1	The teachers' preparation	3	4
	-The materials are ready		
	-There is structure of the lesson		
2	The teachers' mastery in the subject content	3	4
	-Relating with another knowledge		
	-Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	The teachers teaching methods	4	4
	-The teacher uses the relevant teaching method, strategy, technique, activity or media		
	-The teacher use the appropriate media in teaching		
4	The teachers' performance	3	3
	-Clearness of the teacher's sound		
	-Establishes classroom environment conducive to learning		
	-Establishes the communication between teacher and students		
5	The ability of closing the meeting	3	4
	-Making conclusion made by the students and teacher together.		

	-Conducting evaluation		
6	The ability of managing class	2	3
	-All the students are treated fairly		
	-Used the time wisely		
Total		18	22
Percentage		75%	91,7%
Average		83,35%	

From the table provided earlier, it is evident that the teacher's engagement during the learning sessions reached 75% in the initial meeting and rose to 91.7% in the subsequent meeting during Cycle II.

c. Reflecting

The utilization using of Children's song media in Cycle II demonstrated improvement compared to Cycle I. This is evident through the improvement in students' vocabulary scores and their increased engagement in the teaching and learning process.

In Post Test I, students achieved a vocabulary score of 57%, which increased to 90% in Post Test II, meeting the success criteria. Similarly, student activity percentages were 67.6 in Cycle I and rose to 73,3 in Cycle II, also meeting the success criteria.

This research has been successfully declared to reach its peak in Cycle 2. At this stage, overall, the use of English children song media has been proven to improve students' vocabulary mastery and their engagement in teaching and learning activities. The result of the vocabulary score in Cycle II as follow:

Table 20
The Comparison of Students' Vocabulary Score in Post Test 1 and Post Test 2

No.	Students' Code	Post Test 1 Score	Post Test 2 Score	Improvement	Category
1.	A.J.S.	70	75	5	Complete
2.	A.R.A.	65	70	5	Complete
3.	A.B.M.	55	64	9	Incomplete
4.	A.D.P.	65	70	5	Complete
5.	A.P.	60	75	15	Complete
6.	A.S.M.	65	78	13	Complete
7.	A.A.R.	60	75	15	Complete
8.	A.R.	70	80	10	Complete
9.	A.R.Y.	66	75	9	Complete
10.	A.P.A.A.	65	79	14	Complete
11.	B.N.	63	65	2	Complete
12.	B.R.	70	79	9	Complete
13.	B.A.P.	75	85	10	Complete
14.	C.	60	64	4	Incomplete
15.	C.J.S	60	76	16	Complete
16.	D.A.P.M.	52	69	17	Complete
17.	D.A.P.M.	60	70	10	Complete
18.	E.F.D.	75	75	-	Complete

19.	F.R.M.	67	80	13	Complete
20.	G.A.A.	62	75	13	Complete
21.	J.A.	65	70	5	Complete
Total		1350	1549	122	
Average		64	73,7	17	

Table 21

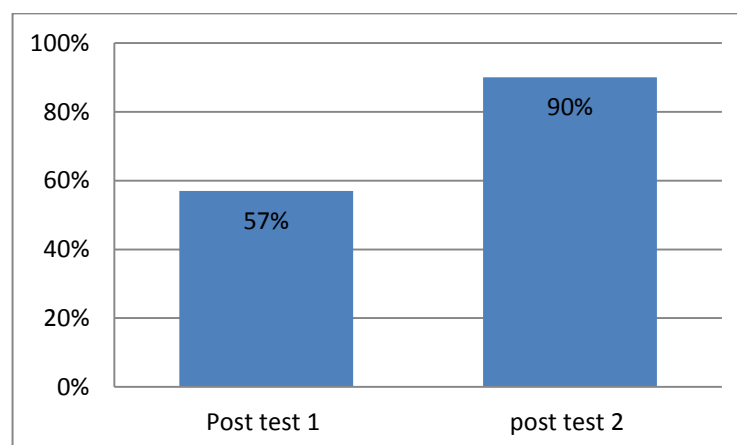
Table Frequency of Students' completeness

Cycle	Percentage	Frequency	Average
Post test 1	57%	12	64,2
Post Test 2	90%	19	73,7

Moreover, the chart displaying the comparison of students' vocabulary scores between post-test 1 and post-test 2 is provided below.

Chart 8

The Result of Students' Vocabulary Score in Post Test 1 and Post Test 2



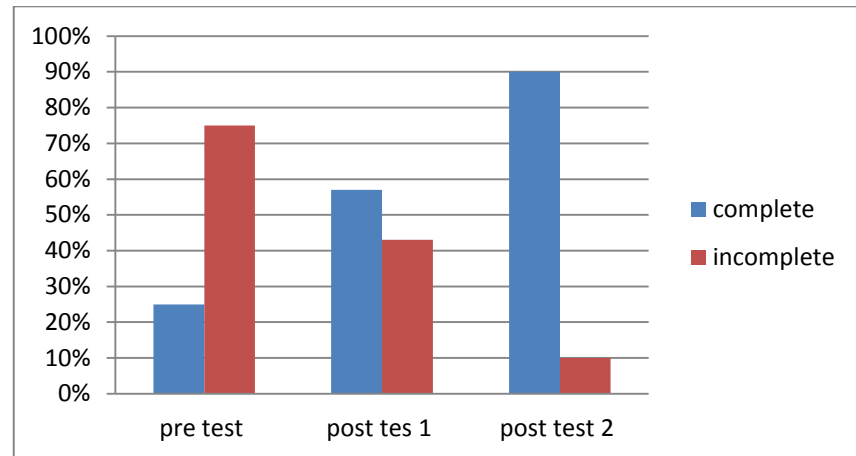
Based on the data provided, it can be inferred that there was an improvement in the students' vocabulary scores from post-test 1 to post-test 2. In post-test 1, the percentage students' completeness was 57% whereas in post-test 2, it rose to 90%, indicating a percentage improvement of 33%. Improvement in students' grades in using childrens' song media to improve students' vocabulary mastery can be seen in the table below:

Table 22
The Students' Improvement from the Pre-test, Post-test 1, and Post-test 2

	Frequency		Percentage		Improvement
	Complete	Incomplete	Complete	Incomplete	
Pre-Test	5	16	25%	75%	25%
Post Test 1	12	9	57%	43%	32%
Post Test 2	19	2	90%	10%	17%

Moreover, the chart displaying the improvement of students' vocabulary scores between pre-test, post-test 1 and post-test 2 is provided below:

Chart 9
The Students' Improvement from the Pre-test, Post-test 1, and Post-test 2



Based on the data provided, it can be inferred that there was an improvement in the students' vocabulary scores from pre-test, post-test 1 to post-test 2. In pre-test, the percentage was 25%, post-test 1, the percentage was 57%, whereas in post-test 2, it rose to 90%, indicating improvement of 30%.

B. Discussion

1. The Result of the Research

The summary of the students' progress in vocabulary scores from the pre-test, post-test 1, and post-test 2 is displayed in the table below:

Table 23
The Recapitulation of Students' Improvement in Vocabulary Score

No.	Students ' Code	Post Test 1 Score	Post Test 2 Score	Impr ovem ent	Category
1.	A.J.S.	70	75	5	Improved
2.	A.R.A.	65	70	5	Improved
3.	A.B.M.	55	64	9	Improved
4.	A.D.P.	65	70	5	Improved
5.	A.P.	60	75	15	Improved
6.	A.S.M.	65	78	13	Improved
7.	A.A.R.	60	75	15	Improved
8.	A.R.	70	80	10	Improved
9.	A.R.Y.	66	75	9	Improved
10.	A.P.A.A.	65	79	14	Improved
11.	B.N.	63	65	2	Improved
12.	B.R.	70	79	9	Improved
13.	B.A.P.	75	85	10	Improved
14.	C.	60	64	4	Improved
15.	C.J.S	60	76	16	Improved
16.	D.A.P.M .	52	69	17	Improved
17.	D.A.P.M .	60	70	10	Improved
18.	E.F.D.	75	75	0	Impair
19.	F.R.M.	67	80	13	Improved
20.	G.A.A.	62	75	13	Improved
21.	J.A.	65	70	5	Improved

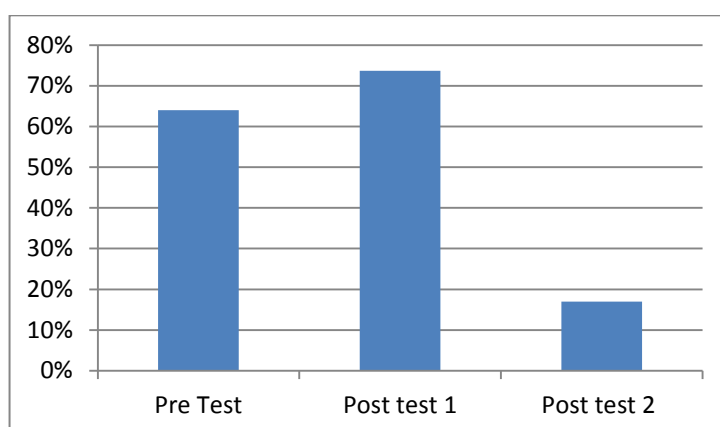
Total	1350	1549	122	
Average	64%	73,7%	17%	

Table 24
The Frequency percentage of students' Improvement in Vocabulary Score

Cycle	Percentage	Frequency	Average
Pre Test	25%	5	58
Post test 1	57%	12	64,2
Post Test 2	90%	19	73,7

Additionally, the chart illustrating the comparison of students' vocabulary scores in the pre-test, post-test I, and post-test II is provided below:

Chart 10
The Percentage of Students' Improvement in Vocabulary Score



Based on the provided information, there was a progression in the students' vocabulary scores from the pre-test to post-test 1 and then to post-test 2. The students' average scores were 64% in the pre-test, 73% in post-test 1, and 90% in post-test 2. This marks an improvement of 7 from

the pre-test to post-test 1, followed by an improvement of 7 from post-test 1 to post-test 2. In conclusion, the utilization of English children songs appears to enhance students' mastery of vocabulary.

2. Interpretation the Result of Students' and Teacher's Activity in Cycle I and Cycle II

a. The Result of the Learning Activity

Based on the result of Post Test II it is known that 19 student (90%) of the students have completed their learning outcome, while based on the indicator success 80% of the students have completed this is can be understood that the result of this research have achieved or even exceeded the targets that can be achieved. Therefore, this research is considered complete and does not need to be continued in the next cycle.

b. The Result of the Observation Students' activity

This observation findings were obtained during the teaching and learning sessions. A comparison of student activity between Cycle I and Cycle II is presented in the following table:

Table 25
The Result of The Students' Activity in Cycle I and Cycle II

	1st Meeting	2 nd Meeting	Total	Average	Note
Cycle I	49%	73%	122	57%	Improved
Cycle 2	80%	93%	122	73%	Improved

The table above indicates an improvement in student activity from Cycle I to Cycle II. The average in Cycle I was 57%, which increased to 73% in Cycle II, meeting the success criterion of 80% active participation in the learning process. This suggests that the use of English children song media also contributed to the improvement of student activity in vocabulary learning.

c. The Result of the Observation in Teacher's Activity

These observation findings were obtained during the teaching and learning sessions. A comparison of the teacher's activity between Cycle I and Cycle II is presented in the following table:

Table 26
The Result of The Teacher's Activity in Cycle I and Cycle II

	1st Meeting	2 nd Meeting	Total	Average	Note
Cycle I	54,2%	66,7%	120,9%	60,45%	Improved
Cycle 2	75%	91,5%	166,7%	83,35%	Improved

The table above demonstrates an improvement in teacher activity from Cycle I to Cycle II. The average in Cycle I was 60.45%, whereas in Cycle II, it increased to 83.35%. This marks a significant improvement of 22.9% in the average teacher activity from Cycle I to Cycle II.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings from the implementation of English Children song media in teaching vocabulary to fifth graders at SDIT Tunas Harapan Mesuji, the researcher concluded a significant improvement in students' vocabulary proficiency. This improvement is evident in the results of the pre-test, post-test 1, and post-test 2. Notably, the results of post-test cycle II met the success indicator, with 80% of students scoring a minimum of 65 or higher.

Moreover, the use of English children's song media can improve the mastery of students' vocabulary, exactly at SDIT Tunas Harapan Mesuji. The use of this method, as shown from the results of the researcher's study, has been conducted by the researcher, showing that student learning achievement is able to reach up to 80%.

B. Suggestion

Based on the findings and conclusions presented earlier in the research, the researcher puts forth the following suggestions:

1. To The students

The students should engage more actively in the learning process to improve their comprehension of the material and improve their performance, particularly in mastering vocabulary.

2. To The English Teacher

The English teacher has the option to utilize English Children Song media as an alternative media for teaching vocabulary, aiming to cultivate greater student interest, thereby enhancing motivation and promoting vocabulary learning.

3. To The Headmaster

The principal should embrace the positive aspects of this media when it is integrated into the classroom, as utilizing media for learning can foster increased student interest and engagement in class activities.

BIBLIOGRAPHY

- Amalia, Lydia. "Teaching Vocabulary through Movie to Improve Student's English Vocabulary Mastery." English Department: Lampung University.
- Bawana, Marni. "Teaching English Vocabulary Using Songs to Developing Students' Vocabulary Mastery." Program Studi Pendidikan Bahasa Inggris, Universitas Musamus.
- Brewer, Chris. "Music in the Learning Cycle.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. Pearson Education Limited.
- Craik, F. I. M., & Lockhart, R. S. (1972). "Level of Processing: A Framework for Memory Research." *Journal of Verbal Learning and Verbal Behavior*, 11(6), 671-684.
- Dale, T. Griffiee. *Songs in Action*. New York: Prentice Hall, 1992.
- Evison, Alan. *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press, 1980.
- Gately, M., & Elstad, K. (2015). "Cultural and Educational Impacts of Children's Songs." *Journal of Child Development Studies*.
- Harmer, Jeremy. *How to Teach English*. England: Pearson Education Limited, 1998.
- Homby, 2002. *Oxford Advanced Learner's Dictionary*. Oxford University Press.
- Kusnadi, Edi. *Metode Penelitian*. Metro: STAIN Metro, 2008.
- Krashen, S. D. *The Input Hypothesis: Issues and Implications*. Longman, 1985.
- Lin, S. Norton. *Action Research in Teaching & Learning*. New York: Routledge, 2009.
- Mantika, Lavira. "Improving Students' Vocabulary Mastery Using Songs." Teacher Training and Education Faculty, Universitas Sebelas Maret.
- Marzuki, Gunawan, & Nurgiyanto, Burhan. *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*. Yogyakarta: Gajah Mada University Press, 2004.
- Merriam-Webster. *Merriam-Webster's Elementary Dictionary*. United States of America: Library of Congress Cataloging in Publication Data, 2009.
- Nurgiyanto, Burhan, & Marzuki, Gunawan. *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*. Yogyakarta: Gajah Mada University Press, 2004.

- Paivio, A. *Mental Representations: A Dual Coding Approach*. Oxford University Press, 1986.
- Pennington, R. (2012). *Music and Child Development: The Role of Songs in Cognitive Growth*. Academic Press.
- Read, John. *Assessing Vocabulary*. Cambridge: Cambridge University Press, 2000.
- Richards, Jack C. *Reflective Teaching in Second Language Classroom*. New York: Cambridge University Press, 2007.
- Richards, Jack C., & Renandya, Willy A. *Methodology in Language Teaching*. New York: Cambridge University Press, 2002.
- Scott, Thornbury. *How to Teach Vocabulary*. England: Pearson Education Limited, 2002.
- Smit, Rudy, & W. Harry. *English Grammar Complete Edition*. Mahirsindo Utama, 2013.
- Thompson, Della. *The Oxford Dictionary of Current English*. United States: Oxford University Press, 1992.
- Norton, Lin S. *Action Research in Teaching & Learning*. New York: Routledge, 2009.

APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SDITS harapan Mesuji
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V
Materi Pokok	: Pengenalan Vocabulary
Alokasi Waktu	: 60 Menit (1 x pertemuan)

A. CAPAIAN PEMBELAJARAN :

Pada akhir Fase ini, peserta didik mampu mengumpulkan serta menghafal kosakata bahasa inggris benda-benda yang ada di sekitar lingkungan sekolah. Mereka dapat mengubah/mengganti sebagian kosakata bahasa indonesia menjadi kosakata bahasa inggris untuk dapat berpartisipasi dalam aktivitas belajar. Mereka menggunakan beberapa strategi untuk mengidentifikasi beberapa kosakata benda di lingkungan sekolah dalam berbagai konteks, seperti meminta tolong untuk mengambil sebuah penggaris dalam kosakata bahasa inggris. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar

B. TUJUAN PEMBELAJARAN :

Siswa dapat memahami dan menambah beberapa kosakata benda-benda yang ada di lingkungan sekitar

a. Model pembelajaran:

Ceramah, tatap muka

b. Kegiatan pembelajaran utama:

individu, berkelompok (3-4 orang)

c. Penilaian:

Individu dan kelompok

d. Metode:

Ceramah dan diskusi

KATA KUNCI :

Memahami beberapa kosakata benda dalam bahasa Inggris di lingkungan sekitar

DESKRIPSI UMUM

Peserta didik akan menggali beberapa kosakata bahasa Inggris benda-benda yang ada di lingkungan sekitar sekolah

PERSIAPAN

1. Guru membuat presentasi tentang kosakata bahan-bahan yang ada di sekitar
2. Guru membuat contoh-contoh penerapan kosakata yang ada di lingkungan sekolah

AKTIVITAS

- Studi pustaka terkait beberapa kosakata benda-benda yang ada di sekitar lingkungan sekolah
- Menggali informasi mengenai beberapa kosakata benda-benda yang ada di sekitar lingkungan sekolah
- Membuat rangkuman dan catatan beberapa kosakata benda-benda yang ada di sekitar lingkungan sekolah

Kegiatan Awal

1. Peserta didik dan Guru memulai dengan berdoa bersama.
2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan guru.
3. Peserta didik bersama dengan guru membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran
4. Peserta didik dan diminta untuk fokus dan menyiapkan catatan apabila dibutuhkan.
5. Peserta didik dan guru berdiskusi mengenai kosakata-kosakata yang dapat digunakan dalam kegiatan sehari-hari

Kegiatan Inti

1. Peserta didik mendapatkan pemaparan secara umum tentang kosakata-kosakata yang sering digunakan di lingkungan sehari-hari
2. Dengan metode tanya jawab guru memberikan pertanyaan mengenai beberapa kosakata benda-benda yang kerap di jumpai di dalam kelas
3. Peserta didik diberikan kesempatan untuk melakukan studi pustaka (membuka kamus dan bahan sumber lainnya) guna mengeksplorasi lebih kalimat-kalimat yang belum di ketahui
 1. Peserta didik diminta melaporkan hasil studinya dan kemudian bersama-sama dengan dibimbing oleh guru mendiskusikan hasil materi-materi yang telah ditemukan dari lingkungan sekitar
 2. Peserta didik diminta memahami beberapa kosakata yang telah dikumpulkan oleh kelompok sendiri dan kelompok lain.
 3. Peserta didik diminta untuk menyebutkan kosakata bahasa inggris yang telah di kumpulkan oleh beberapa kelompok

Kegiatan Penutup

1. Peserta didik dapat menanyakan beberapa kosakata yang belum dimengerti oleh guru maupun kelompok lain.
2. Peserta didik mengomunikasikan kendala yang dihadapi selama menghafal kosakata
- 3 Peserta didik menerima apresiasi dan motivasi dari guru.

Refleksi

1. Apakah ada kendala pada kegiatan pembelajaran?
2. Apakah semua siswa aktif dalam kegiatan pembelajaran?
3. Apa saja kesulitan siswa yang dapat diidentifikasi pada kegiatan pembelajaran?
4. Apakah siswa yang memiliki kesulitan ketika berkegiatan dapat teratasi dengan baik?
5. Apa level pencapaian rata-rata siswa dalam kegiatan pembelajaran?

6. Apakah seluruh siswa dapat dianggap tuntas dalam pelaksanaan pembelajaran?
7. Apa strategi agar seluruh siswa dapat menghafal kosakata-kosakata yang telah disiapkan?

Lembar Kegiatan

1. Lembar latihan yang akan di isi oleh peserta didik dengan kosakata-kosakata yang telah di dapat dari observasi lingkungan sekitar

1. Refleksi Guru dan Siswa

- a. Guru merefleksi proses pembelajaran yang telah dilaksanakan dengan menganalisa hasil ketercapaian belajar siswa.
- b. Siswa merefleksi pengalaman belajar yang diperoleh dari mengumpulkan beberapa kosakata benda-benda yang ditemukan di lingkungan sekitar

Mengetahui, 24 September 2024

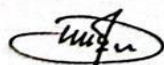
The Result of Students' vocabulary score

No.	Students' Code	Score		
		Pre-Test	Post-Test I	Post-test II
1.	A.J.S.	66	70	75
2.	A.R.A.	50	65	70
3.	A.B.M.	52	55	64
4.	A.D.P.	50	65	70
5.	A.P.	52	60	75
6.	A.S.M.	58	65	78
7.	A.A.R.	54	60	75
8.	A.R.	66	70	80
9.	A.R.Y.	62	66	75
10.	A.P.A.A.	56	65	79
11.	B.N.	60	63	65
12.	B.R.	68	70	79
13.	B.A.P.	72	75	85
14.	C.	52	60	64
15.	C.J.S	54	52	76
16.	D.A.P.M.	48	60	69
17.	D.A.P.M.	54	75	70
18.	E.F.D.	68	67	75
19.	F.R.M.	60	60	80
20.	G.A.A.	60	62	75
21.	J.A.	58	65	70
Total		1220	1350	1549
Average		58	64	73.7

Metro, September 17,

2024 Researcher

English Teacher



Yuliani S.Pd



Septiyanti Sherly

Npm. 2001050028

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/Date : Monday, 9 September, 2024. Cycle : 1

Class : V A Meet : 1

No.	Students' Code	The Student's Activity				
		1	2	3	4	5
1.	A.J.S.	✓	✓	✓	✓	✓
2.	A.R.A.	-	-	✓	-	✓
3.	A.B.M.	-	-	✓	-	✓
4.	A.D.P.	✓	✓	✓	✓	✓
5.	A.P.	-	-	-	-	✓
6.	A.S.M.	✓	✓	✓	-	✓
7.	A.A.R.	-	-	✓	-	✓
8.	A.R.	-	✓	✓	-	-
9.	A.R.Y.	✓	-	✓	-	✓
10.	A.P.A.A.	-	-	✓	-	✓
11.	B.N.	✓	-	✓	-	✓
12.	B.R.	-	-	-	✓	✓
13.	B.A.P.	✓	-	✓	-	✓
14.	C.	-	✓	-	-	✓
15.	C.J.S.	-	-	-	✓	✓
16.	D.A.P.M.	-	-	-	✓	-
17.	D.A.P.M.	-	-	✓	-	✓
18.	E.F.D.	✓	✓	-	-	✓
19.	F.R.M.	-	-	-	-	-
20.	G.A.A.	-	-	✓	-	✓
21.	J.A.	✓	-	-	✓	✓
Total		96%	28%	61%	23%	85%
Percentage		235%				
Average of Percentage		47%				

Notes :

1. Giving attention to the teacher's explanation
2. Giving respond
3. Active in learning process
4. Following teacher's instruction
5. Making notes from the material

Criteria :

0-20% = Very Bad

21-40% = Bad

41-60% = Average

61-80% = Good

81-100% = Very Good

Metro, September, 2024

English Teacher



Yuliani S.Pd

Researcher



Septiyanti Sherly

Npm. 2001050028

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/Date : Thursday, 12 September 2024. Cycle : 1

Class : V A Meet : 2

No.	Students' Code	The Student's Activity				
		1	2	3	4	5
1.	A.J.S.	✓	✓	✓	✓	✓
2.	A.R.A.	✓	✓	-	✓	✓
3.	A.B.M.	✓	-	✓	✓	✓
4.	A.D.P.	✓	✓	✓	✓	✓
5.	A.P.	✓	✓	-	✓	✓
6.	A.S.M.	✓	✓	✓	✓	✓
7.	A.A.R.	✓	✓	✓	-	✓
8.	A.R.	✓	-	✓	✓	✓
9.	A.R.Y.	✓	-	✓	-	✓
10.	A.P.A.A.	✓	✓	✓	✓	✓
11.	B.N.	-	-	✓	-	✓
12.	B.R.	✓	✓	✓	✓	✓
13.	B.A.P.	✓	✓	✓	✓	✓
14.	C.	-	-	✓	-	✓
15.	C.J.S.	✓	-	-	✓	-
16.	D.A.P.M.	-	✓	-	✓	-
17.	D.A.P.M.	-	-	-	✓	✓
18.	E.F.D.	✓	✓	✓	-	✓
19.	F.R.M.	✓	✓	✓	✓	✓
20.	G.A.A.	-	-	✓	-	✓
21.	J.A.	✓	✓	✓	✓	✓
Total		76%	61%	76%	71%	90%
Percentage		368%				
Average of Percentage		73.6%				

Notes :

1. Giving attention to the teacher's explanation
2. Giving respond
3. Active in learning process
4. Following teacher's instruction
5. Making notes from the material

Metro, September, 2024

English Teacher

A handwritten signature in black ink, consisting of a stylized 'Y' and 'S' intertwined within a circular shape.

Yuliani S.Pd

Researcher

A handwritten signature in black ink, featuring a large, sweeping 'S' followed by 'H' and 'R'.

Septiyanti Sherly

Npm. 2001050028

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/Date : Monday, 16 September 2014 **Cycle :** 2

Class : V k **Meet :** 1

No.	Students' Code	The Student's Activity				
		1	2	3	4	5
1.	A.J.S.	✓	✓	✓	✓	✓
2.	A.R.A.	✓	✓	✓	✓	✓
3.	A.B.M.	-	✓	✓	✓	✓
4.	A.D.P.	✓	✓	✓	✓	✓
5.	A.P.	✓	-	✓	✓	✓
6.	A.S.M.	-	-	✓	-	✓
7.	A.A.R.	✓	✓	✓	✓	✓
8.	A.R.	✓	✓	-	✓	✓
9.	A.R.Y.	✓	✓	✓	✓	✓
10.	A.P.A.A.	✓	-	-	-	✓
11.	B.N.	✓	✓	✓	✓	✓
12.	B.R.	✓	-	✓	✓	✓
13.	B.A.P.	✓	✓	✓	-	✓
14.	C.	-	✓	-	✓	✓
15.	C.J.S.	✓	-	✓	✓	✓
16.	D.A.P.M.	✓	✓	-	✓	✓
17.	D.A.P.M.	✓	-	✓	✓	✓
18.	E.F.D.	✓	✓	✓	-	-
19.	F.R.M.	✓	-	✓	✓	✓
20.	G.A.A.	✓	✓	✓	✓	✓
21.	J.A.	✓	✓	✓	-	✓
Total		85%	66%	80%	76%	95%
Percentage		402%				
Average of Percentage		80.9%				

Notes :

1. Giving attention to the teacher's explanation
2. Giving respond
3. Active in learning process
4. Following teacher's instruction
5. Making notes from the material

Metro, September, 2024

English Teacher

Researcher

A handwritten signature in black ink, appearing to be 'Yuliani S.Pd', written over a faint circular stamp.

Yuliani S.Pd

A handwritten signature in black ink, appearing to be 'Septiyanti Sherly', written in a cursive style.

Septiyanti Sherly

Npm. 2001050028

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/Date : Thursday, 19 September 2024 Cycle : 2

Class : V &

Meet : 2

No.	Students' Code	The Student's Activity				
		1	2	3	4	5
1.	A.J.S.	✓	✓	✓	✓	✓
2.	A.R.A.	✓	✓	✓	✓	✓
3.	A.B.M.	✓	✓	✓	✓	✓
4.	A.D.P.	✓	✓	✓	✓	✓
5.	A.P.	✓	✓	✓	✓	✓
6.	A.S.M.	✓	-	✓	✓	✓
7.	A.A.R.	✓	✓	✓	-	✓
8.	A.R.	✓	✓	✓	✓	✓
9.	A.R.Y.	✓	-	✓	✓	✓
10.	A.P.A.A.	✓	✓	✓	✓	✓
11.	B.N.	✓	✓	✓	✓	✓
12.	B.R.	✓	✓	✓	✓	✓
13.	B.A.P.	✓	✓	✓	✓	✓
14.	C.	✓	✓	✓	✓	✓
15.	C.J.S	✓	-	-	✓	✓
16.	D.A.P.M.	✓	✓	✓	✓	✓
17.	D.A.P.M.	✓	-	✓	✓	✓
18.	E.F.D.	✓	✓	-	✓	✓
19.	F.R.M.	✓	✓	✓	✓	✓
20.	G.A.A.	✓	✓	✓	✓	✓
21.	J.A	✓	✓	✓	✓	✓
Total		100%	60%	90%	95%	100%
Percentage		93%				
Average of Percentage		93%				

Notes :

1. Giving attention to the teacher's explanation
2. Giving respond
3. Active in learning process
4. Following teacher's instruction
5. Making notes from the material

Metro, September, 2024

English Teacher

Researcher

A handwritten signature in black ink, appearing to be 'Yuliani S.Pd', written over a faint circular stamp.

Yuliani S.Pd

A handwritten signature in black ink, appearing to be 'Septiyanti Sherly', written in a cursive style.

Septiyanti Sherly

Npm. 2001050028

The table of Students' attendance list

No.	Students' Code	The attendance list				
		Pre-test	Cycle 1		Cycle 2	
			1	2	1	2
1.	A.J.S.	✓	✓	✓	✓	✓
2.	A.R.A.	✓	✓	✓	✓	✓
3.	A.B.M.	✓	✓	✓	✓	✓
4.	A.D.P.	✓	✓	✓	✓	✓
5.	A.P.	✓	✓	✓	✓	✓
6.	A.S.M.	✓	✓	✓	✓	✓
7.	A.A.R.	✓	✓	✓	✓	✓
8.	A.R.	✓	✓	✓	✓	✓
9.	A.R.Y.	✓	✓	✓	✓	✓
10.	A.P.A.A.	✓	✓	✓	✓	✓
11.	B.N.	✓	✓	✓	✓	✓
12.	B.R.	✓	✓	✓	✓	✓
13.	B.A.P.	✓	✓	✓	✓	✓
14.	C.	✓	✓	✓	✓	✓
15.	C.J.S.	✓	✓	✓	✓	✓
16.	D.A.P.M.	✓	✓	✓	✓	✓
17.	D.A.P.M.	✓	✓	✓	✓	✓
18.	E.F.D.	✓	✓	✓	✓	✓
19.	F.R.M.	✓	✓	✓	✓	✓
20.	G.A.A.	✓	✓	✓	✓	✓
21.	J.A.	✓	✓	✓	✓	✓

Pre Test

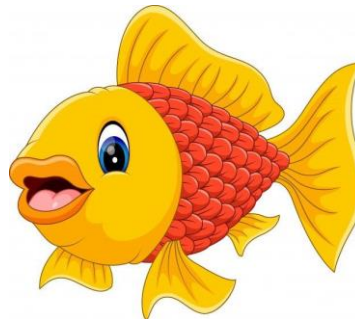
1. Peserta didik diminta untuk menyebutkan nama nama hewan

Post Test 1

Sebutkan beberapa gambar dibawah ini menggunakan bahasa inggris



.....



.....



.....



.....



.....



.....



.

.....



.....



VectorStock® VectorStock.com/23981757

.....

.....

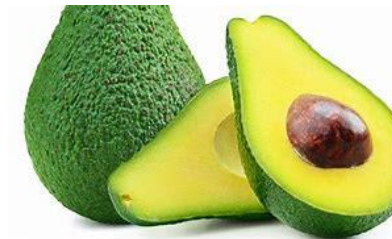
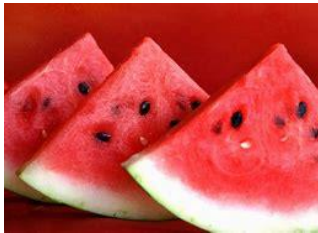
Kunci jawaban:

1. chicken
2. Fish
3. Crocodile
4. Duck
5. elephant
6. Cat
7. Dolphin
8. Horse
9. Dog
10. Tiger

Appendixes 11

Post test 2

Sebutkan nama buah buahan dibawah ini menggunakan bahasa inggris





Kunci jawaban:

1. mango
2. Apple
3. Watermelon
4. banana

5. Avocado
6. Orange
7. Pear
8. Star Fruit
9. Pineapple
10. Grapes

Documentation







**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; Faksimil (0725) 47296. Website: www.tarbiyah.metrouniv.ac.id. e-mail: tarbiyah.ian@metrouniv.ac.id

Nomor : 2951/In.28/J/TL.01/06/2024
Lampiran :-
Perihal : IZIN PRASURVEY

Kepada Yth,
Kepala sekolah SD IT Tunas harapan
mesuji
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : SEPTIYANTI SHERLY
NPM : 2001050028
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENT'S VOCABULARY USING
CHILDREN'S SONG AT THE SD IT TUNAS HARAPAN
MESUJI

untuk melakukan prasurvey di SD IT Tunas harapan mesuji, 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, 20 Juni 2024
Ketua Jurusan



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



**YAYASAN MESUJI BERKAH SEJAHTERA
SD SWASTA ISLAM TERPADU TUNAS HARAPAN
KEC. TANJUNG RAYA KAB. MESUJI**

SD INDOCIAS

Alamat: Jl. E. A Puger Alam RT 003/ RR 001 Desa Gedung Ram Kec. Tanjung Raya Kab. Mesuji Provinsi Lampung
NPSN: 69977041, E-mail: sdittunas harapan17@gmail.com

Nomor : 420/0144/SDSIT.TH/MSJ/VII/2024
Lampiran :
Perihal : **Persetujuan Izin Prasurvey**

Kepada Yth,
Ketua Jurusan Tadris Bahasa Inggris
Di

TEMPAT

Assalamu'alaikum warohmatullahi wabarokatuh

Alhamdulillahirobil'alamin, Puji syukur kita panjatkan kepada Allah SWT atas Rahmat dan Hidayah-Nya sehingga kita masih diberikan kesehatan. Sholawat dan Salam semoga tetap tercurah kepada junjungan kita Nabi besar Muhammad SAW, keluarga, beserta sahabat dan para pengikutnya.

Dasar : Surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : 2951/In.28/J/TL.01/06/2024 tanggal 20 Juni 2024 tentang Izin Prasurvey.

Berdasarkan surat diatas, maka kami MENERIMA saudari SEPTIYANTI SHERLY dengan NPM 20015050028 untuk melakukan Prasurvey disekolah kami.

Demikianlah surat ini kami sampaikan. Atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum warohmatullahi wabarokatuh

Mesuji, 11 Juli 2024
Kepala SDSIT Tunas Harapan



EDI WIYONO, S.Pd.



**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-4668/In.28/D.1/TL.00/10/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SDIT TUNAS HARAPAN
MESUJI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4667/In.28/D.1/TL.01/10/2024, tanggal 18 Oktober 2024 atas nama saudara:

Nama : **SEPTIYANTI SHERLY**
NPM : 2001050028
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SDIT TUNAS HARAPAN MESUJI bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SDIT TUNAS HARAPAN MESUJI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING CHILDRENS SONG AT SDIT TUNAS HARAPAN MESUJI".

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



**YAYASAN MESUJI BERKAH SEJAHTERA
SD SWASTA ISLAM TERPADU TUNAS HARAPAN
KEC. TANJUNG RAYAKAB. MESUJI**

Alamat : Jl. Z. A Pagar Alam RT 003/RK 001 Desa Gedong Ram Kec. Tanjung Raya Kab. Mesuji
NPSN 69977041, E-mail sditunas harapan17@gmail.com



Nomor : 420/0210/SDSIT.TH/MSJ/X/2024
Lampiran : -
Perihal : Persetujuan Izin Research

Kepada Yth :
Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro
Di
Tempat

Assalamu'alaikum warohmatullahi wabarakatuh

Alhamdulillahirobil'alamiin, Puji syukur kita panjatkan kepada Allah SWT atas Rahmat dan Hidayah-Nya sehingga kita masih diberikan kesehatan. Sholawat dan Salam semoga tetap tercurah kepada junjungan kita Nabi besar Muhammad SAW, keluarga, beserta sahabat dan para pengikutnya.

Dasar: Surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro
Nomor : B-4667/In.28/D.1/TL.01/10/2024, tanggal 18 Oktober 2024 tentang Izin Research.

Berdasarkan surat diatas, maka kami MENERIMA saudari SEPTIYANTI SHERLY dengan NPM 20015050028 untuk melakukan Research disekolah kami.

Demikianlah surat ini kami sampaikan. Atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum warohmatullahi wabarakatuh.

Mesuji, 21 Oktober 2024

SDSIT Tunas Harapan



EDY WYONO, S.Pd
NIP.:



**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

SURAT TUGAS

Nomor: B-4667/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 : SEPTIYANTI SHERLY
NPM : 2001050028
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SDIT TUNAS HARAPAN MESUJI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING CHILDRENS SONG AT SDIT TUNAS HARAPAN MESUJI".
 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


EDI WIYONO, S.Pd
NIP.

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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

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

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Septiyanti Sherly
 NPM : 2001050028

Program Studi : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jumat 7 Mei 2024		Bimbingan Bab II 1. Test measurement UM 2. Teaching Vocabulary mastery 3. kind of song 4. example of children song.	
	Jumat 14 Juni 2024		Bimbingan Bab II Menambah table score	
	Senin 29 Juli 2024		lec Bab II	
	20 2 Agustus 2024		Bab III Research Design Jelaskan variabel x and y.	

Mengetahui,
 Ketua Program Studi TBI

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

Dosen Pembimbing

Dr. Kurvani, M.Pd
 NIP. 19620215 199503 1 001



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

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Septiyanti Sherly
 NPM : 2001050028

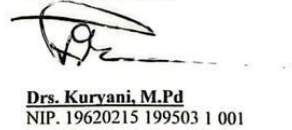
Program Studi : TBI
 Semester : Vth g

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	12/8 2024		Ace Seminar	

Mengetahui,
 Ketua Program Studi TBI

 Dr. Much Deiniatur, M.Pd.B.I.
 NIP. 196203082015031006

Dosen Pembimbing


 Drs. Kuryani, M.Pd
 NIP. 19620215 199503 1 001



**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.iain@metrouniv.ac.id

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

Nama : Septiyanti Sherly
NPM : 2001050028

Program Studi : TPB
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 24/10/2024	Drs. Kurvani, M.Pd	- tabel frequency - hasil belajar siswa	
	Jumat 25/10/2024	Drs. Kurvani, M.Pd	Bimbingan Bab 4-5 ACC Munadosyah.	

Mengetahui
Ketua Program Studi TBI



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

Dosen Pembimbing

Drs. Kurvani, M.Pd
NIP. 19620215 199503 1 001



**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.iain@metrouniv.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 : Septiyanti Sherly
NPM : 2001050028
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, 24 Oktober 2024
Ketua Program Studi TBI



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1056/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 : SEPTIYANTI SHERLY
NPM : 2001050028
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 2001050028

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, 18 Oktober 2024
Kepala Perpustakaan

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

101

2

1

IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING CHILDREN'S SONG AT SD IT TUNAS HARAPAN MESUJI

by Turnitin Fr_s



Submission date: 27-Oct-2024 09:23AM (UTC-0400)
Submission ID: 2479879108
File name: 2001050028_SEPTIYANTI_SHERLY.docx (515.75K)
Word count: 14738
Character count: 80164

IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING CHILDREN'S SONG AT SD IT TUNAS HARAPAN MESUJI

ORIGINALITY REPORT

21% SIMILARITY INDEX	21% INTERNET SOURCES	2% PUBLICATIONS	4% STUDENT PAPERS
--------------------------------	--------------------------------	---------------------------	-----------------------------

PRIMARY SOURCES

1	repository.metrouniv.ac.id Internet Source	17%
2	repository.uinsu.ac.id Internet Source	2%
3	eprints.walisongo.ac.id Internet Source	1%
4	123dok.com Internet Source	1%
5	text-id.123dok.com Internet Source	1%
6	Submitted to Universitas Musamus Merauke Student Paper	1%

Exclude quotes On

Exclude bibliography On

Exclude matches < 1%

CURRICULUM VITAE



The researcher has named Septiyanti Sherly was born on 27 september 2001. The first daughter of the couple Mr. Asnawi and Mrs. Rosita yuliati. The researcher has two brother and sister, named Hafid Hidayah Rohman, Febi Revelina Aulia. Currently the researcher lives in the Mekarsari village of Tanjung Raya, Kab. Mesuji Lampung. The researcher when elementary school was taken at SDN Gedung Negara and finished in 2014. Then she ccontinued in Junior High School at SMPN 1 Tanjung Raya graduated in 2017. Meanwhile, Senior High School was taken at MA Darul Amal Metro Lampung, and completed in 2020. Then in 2020 the researcher continued her education ad IAIN METRO by manjoring in English education program.