AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' VOCABULARY MASTERY BY USING KIDS' SONG IN YOUTUBE AT FIFTH GRADE OF SD MUHAMMADIYAH TELUK DALEM MATARAM BARU EAST LAMPUNG

By:

Tatia May Hartanti
Student Number: 2001050031

**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M**

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Presented as Partial Fulfilment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Program

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STATE INSITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title	:	IMPROVING STUDENTS' VOCABULARY MASTERY BY USING KIDS' SONG IN YOUTUBE AT FIFTH GRADE OF SD MUHAMMADIYAH TELUK DALEM MATARAM BARU EAST LAMPUNG
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APPROVED BY:

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NOTIFICATION LETTER

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Appendix   :

Matter   : **In order to hold the examined**
Of Tatia May Hartanti

To: The Honorable the

Dean of Faculty of Tarbiyah and Teacher

Training
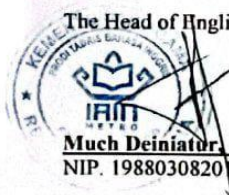
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

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

Name   :   Tatia May Hartanti

Students Number :   2001050031

Title   :   IMPROVING STUDENTS' VOCABULARY MASTERY BY USING KIDS' SONG IN YOUTUBE AT FIFTH GRADE OF SD MUHAMMADIYAH TELUK DALEM MATARAM BARU EAST LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

Wassalmu'alaikum Wr. Wb

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Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama   : Tatia May Hartanti

NPM   : 2001050031

Judul Skripsi : IMPROVING STUDENTS' VOCABULARY MASTERY BY USING KIDS' SONG IN YOUTUBE AT FIFTH GRADE OF SD MUHAMMADIYAH TELUK DALEM MATARAM BARU EAST LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING STUDENTS' VOCABULARY MASTERI BY USING KIDS' SONG IN YOUTUBE AT FIFTH GRADE OF SD MUHAMMADIYAH TELUK DALEM MATARAM BARU EAST LAMPUNG written by: Tatia May Hartanti, Student Number 2001050031 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 4th, 2024, at 10.00-12.00 AM

BOARD OF EXAMINERS

Chairperson : Trisna Dinillah Harya, M.Pd (.........................)

Examiner I : Syahreni Siregar, M.Hum (.........................)

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IMPROVING STUDENTS' VOCABULARY MASTERY BY USING KIDS' SONG IN YOUTUBE AT FIFTH GRADE OF SD MUHAMMADIYAH TELUK DALEM MATARAM BARU EAST LAMPUNG

ABSTRACT

BY

TATIA MAY HARTANTI

Students' vocabulary mastery is one of the basic abilities that must be possessed by students. But in fact, students have difficulty in memorizing the vocabulary given by the teacher. This is the background for researchers to conduct this study. The purpose of this study to improving students' vocabulary mastery by using kids' song in YouTube at fifth grade of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung.

The research method used in this research is classroom action research (CAR) that takes place over two cycles. Each cycle consists of planning, acting, observing and reflecting. The subject of this research is the fifth grade of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung which amounted to 12 peoples.

Based on the results of the study it can be concluded that learning media Kids' Song in YouTube can improve vocabulary mastery in students. This can be seen from the percentage of pre-test scores which is 8% then increased in post-test 1 to 25% and again increased in post-test 2 which is 75%. This shows that learning media kids' songg in YouTube can improve students' vocabulary skills.

Keyword: *Vocabulary Mastery, Kids Song in YouTube, Classroom Action Research (CAR)*

ABSTRAK
OLEH
TATIA MAY HARTANTI

Penguasaan kosakata merupakan salah satu kemampuan dasar yang harus dimiliki oleh siswa. Namun pada kenyataannya, siswa mengalami kesulitan dalam menghafal kosakata yang diberikan oleh guru. Hal inilah yang melatarbelakangi peneliti untuk melakukan penelitian ini. Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa dengan menggunakan lagu anak-anak di YouTube di kelas V SD Muhammadiyah Teluk Dalem Mataram Baru Lampung Timur.

Metode penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang berlangsung selama dua siklus. Setiap siklus terdiri dari perencanaan (planning), pelaksanaan (acting), pengamatan (observing), dan refleksi (reflecting). Subjek penelitian ini adalah siswa kelas V SD Muhammadiyah Teluk Dalem Mataram Baru Lampung Timur yang berjumlah 12 orang.

Berdasarkan hasil penelitian dapat disimpulkan bahwa media pembelajaran Kids' Song in YouTube dapat meningkatkan kemampuan kosakata pada siswa. Hal ini dapat dilihat dari persentase nilai pre-test yaitu 8% kemudian meningkat pada post-test 1 menjadi 25% dan kembali meningkat pada post-test 2 yaitu 75%. Hal ini menunjukkan bahwa media pembelajaran kids' song in YouTube dapat meningkatkan kemampuan kosakata siswa.

Kata Kunci: *Penguasaan Kosakata, Lagu Anak-Anak di YouTube, Penelitian Tindakan Kelas (PTK)*

STATEMENT OF RESEARCH ORIGINALITY

These undersigned:

Name : Tatia May Hartanti

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State that this undergraduate thesis is originally the result of the research done by the researcher, in exception of the criteria parts of which are excepted from the bibliography mentioned.

Metro, May 2024

The writer

Tatia May Hartanti
St. Number. 2001050031

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ORISINALITAS PENELITI

Yang bertandatangan dibawah ini:

Nama : Tatia May Hartanti

NPM : 2001050031

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadria Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk sumbernya dan disebutkan dalam daftar Pustaka.

Metro, Mei 2024

Penulis

Tatia May Hartanti
Npm. 2001050031

MOTTO

وَعَلَّمَ اٰدَمَ الْاَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلٰٓئِكَةِ فَقَالَ اَنْبِئُوْنِيْ بِاَسْمَاءِ هٰٓؤُلَاۤءِ اِنْ كُنْتُمْ صٰدِقِيْنَ

He taught Adam the names of all things, then showed them to the angels, saying,
"Name them if you are right!"(Al-Baqarah:31)

DEDICATION PAGE

I dedicated this undergraduate thesis to:

My beloved parents

(Mr. Roni Hartanto and Mrs. Suharni)

My beloved brother

(Rifky Aditya Wijaksana)

My beloved friends

(Dwi Oktianingrum, Emilia Fatma, Reni anggraini)

My beloved lecturer of English Education Study Program of State Islamic Institute of

Metro

My beloved almamater

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Praise is to Allah SWT, the Lord of the Worlds thanks to His Mercy and Blessings, so the writer can complate this undergraduate-thesis entitled "IMPROVING STUDENTS' VOCABULARY MASTERY BY USING KIDS' SONG IN YOUTBE AT FIFTH GRADE OF SD MUHAMMADIYAH TELUK DALEM MATARAM BARU EAST LAMPUNG". Solawat and salam always praised to our prophet Muhammad SAW.

This undergraduate thesis was crafted to fulfill the requirements for earning an S-1 degree at the State Islamic Institute of Metro. Throughout the process, numerous challenges were encountered, yet with the invaluable guidance and support from various individuals and entities, this thesis was successfully completed. Therefore, the researcher extends sincere gratitude to all those who contributed to this endeavor:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd.BI, as the Head of English Education Department of IAIN Metro Lampung.
4. Trisna Dinillah Harya, M.Pd, as the advisor valuable knowledge and support in finishing this undergraduated thesis.

5. All lectures of the English Education Department of IAIN Metro who have given their thought and shared thei knowledge.

6. Headmaster, teacher, and staff of the SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung who gives permission to the researcher conduct the research in this school.

7. Beloved father and mother for endless prayers and support.

8. Beloved brothers who always support me.

9. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The researcher realizes that there are still imperfections in this thesis. Therefore, constructive criticism and suggestions are highly expected to improve the quality and perfect this undergraduate thesis.

Metro, June 2024

Tatia May Hartanti

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CHAPTER I

INTRODUCTION

A. Background of Study

In the year 2013, through permendikbud No. 67 of 2013, the English subject was removed from the Elementary School (SD) curriculum. The aim was for elementary school students to enhance their proficiency in the Indonesian language before studying a foreign language. This posed challenges for English teachers at the junior high school level as student entering junior high school had no prior exposure to English.

The absence of the English language subject in elementary school is regrettable, considering English is international language that should be mastered by all students. However not all elementary school eliminated the English subject, many private schools designated English as a local content or a flagship subject in their curriculum.

In the era the independent curriculum, teaching English is increasingly encouraged from the elementary school level. This is driven by three main reasons. Firstly, English is considered a necessity for all Indonesian children. Secondly, it aligns with the English curriculum and thirdly, it aims to equalize the quality of learning.

English in Indonesia is generally taught as a foreign language. English language learning is the first step to directing students to master foreign languages, especially for young learners. Young learners expect English language learning to be fun and interesting learning. With this English language subject will increase their knowledge in foreign languages which will be very useful in the future.

Besides speaking, listening, reading, writing and grammar, the significance of vocabulary in English teaching is underscored. The assertion endorsed by Hatch and Brown, who emphasize that vocabulary serves as the cornerstone for language development, playing crucial role in effective communication.[1] A strong command of vocabulary empowers individual to express ideas clearly and grasp essential language skill.

Vocabulary mastery and speaking skill are closely intertwined. A strong vocabulary improves speaking skill. Therefore, educators often emphasize vocabulary mastery as a fundamental aspect of improving speaking skill. Stephen D Boyd Suggests Speaking involves the transmission of information from the speaker to the listener through verbal communication.[2] This implies that speakers actively need to understand a lot of vocabulary to gather information.

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[1] Evelyn Marcussen Hatch and Cheryl Brown, "Vocabulary, Semantics, and Language Education," *Cambridge Language Teaching Library*, 1995.

[2] Stephen DBoyd, *School for Champions: A Short Guide to Effective Public Speaking*, 2004.

Elementary school students, particularly young learners, engage in the study of Basic English. They acquire basic vocabulary relate to animals, fruits, colours, day, family and more. The goals are to enable students comprehend straightforward English commonly used in daily situations. The term "young learners" in this context refers to student ranging from 7 to 12 years old.

According to Piaget he said that a children's brains develop and they interact with the world through hands-on experiences. They advance through four distinct stages of cognitive development. These stages represent qualitative shifts in thinking that become increasingly suited to comprehending the complexities of the world. The four stages are: sensorimotor (birth - 2 years), Preoperational (2-7 years), Concrete Operational (7-11), and Formal Operational (11 years on).[3]

In the context of language acquisition, the development of vocabulary holds a significant role in shaping a student's overall language proficiency. This is particularly critical for young learners in their early educational lay the foundation for effective communication and future academic achievements.

English teacher in fifth grade of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung only apply book and boards for learning media. Teacher do not use other media for the learning process. Even though the media

[3] Jean Piaget, *The Psychology of Intelligence* (London: UK Rouledge, 1950).

becomes something interesting for students' so that students are more interested in the learning process.

Based on the researcher's observation and interview with english teacher of fifth grade of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung, the students' have difficulty memorizing vocabulary and they have is still low.

Table 1.1

The Data Pre-Survey of Vocabulary at SD Muhammadiyah Teluk Dalem East Lampung

No	Score	Category	Frequency	Percentage
1	≥70	Complete	1	8%
2	≤70	Incomplete	11	92%
Total	**12 students**			**100%**

Therefore, from the data above, the Minimum Mastery Criteria (MMC) of English subject of SD Muhammadiyah Teluk Dalem East Lampung is 70. Based on pre-survey the researcher found the fact that the second graders of SD M Muhammadiyah Teluk Dalem East Lampung have problem with their vocabulary. The students' proficiency in vocabulary remains deficient, as evident from the data.

One media to address this issue involves incorporating kids' song in YouTube into English language instruction for young learners. Utilizing kids'

song is aimed at making the learning experience enjoyable, entertaining, and more conducive to mastering vocabulary. The expectation is that students will find it easier to memorize words though the engaging and fun nature of these songs. According to research by Chotimah and Astiyandha, "kids' song is one of the most effective media to create an interesting environment by fostering an anxiety-free atmosphere filled with fun active".[4]

The use of music, specifically kids' songs, has proven to be an engaging and effective method for language acquisition among young learners. Frisdayanti explains "kids' song are media to introduce vocabulary".[5] Children are naturally drawn to music, and incorporating it into educational settings can enhance the learning experience.

In this research, the researcher chose to measure students' vocabulary mastery in the context of speaking. The writer conducing the tittle "Improving Student Vocabulary Mastery by Using Kids Song in YouTube at fifth Grade of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung" special for speaking skill.

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[4] TaurichabAstiyandha Chusnul Chotimah, "The Effectiveness of Using Kids Song to Teach Listening on Young Learner Viewed From Students' Motivation," no. 12 (n.d.): 87–92.

[5] Arie Frisdayanti, "Increasing Kindergarten Students ' Vocabulary and Learning Interest Through English Kids Songs at Palembang Paramount School" 565, no. INCoEPP (2021): 684–87.

B. Problem Identification

Based on the background of study above, the researcher identified problem that is the students' have difficulties in memorizing vocabulary.

C. Problem Limitation

Based on identification of the problem above, the researcher only limits the problem on improving student vocabulary mastery by using kids' song in YouTube at fifth grade of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung.

D. Problem Formulation

Based on the background of the study above, the researcher formulated problem of this research that is Can the kids' song in YouTube improve the student vocabulary mastery at fifth grade of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung?

E. Objectives and Benefits of the Study

1. The objectives of the study are:
   a. To know the improving student vocabulary mastery by using kids' song in YouTube at fifth grades of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung.

b. To describe the process to improving student vocabulary mastery by using kids' song in YouTube at fifth grades of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung.

2. The benefits of the study

The study is expected to yield both theoretical and practical benefits. The theoretical contributions include enriching the existing body of the knowledge related to teaching English vocabulary. On the practical level the research is anticipated to beneficial in the following was:

a. For student, the findings are expected to foster increased interest and motivation in enhancing vocabulary mastery.

b. For teacher, the research offers an alternative media for teaching vocabulary mastery in English language.

c. For other writers, the study provides valuable insights for those interested in pursuing related investigations with diverse research subject.

F. The Prior Research

This research will be conducted by considering several previous studies. The first prior research was conducted by Istianingsih, Rozak and Ermawati with the tittle "THE EFFECTIVENESS OF KIDS SONG ON KINDERGARTEN STUDENTS' MOTIVATION". This research uses qualitative research methods. There are similarities and difference between these researchers. The similarity with this research is that using kids' song as a learning medium, the difference is

that the research for students' motivation. Based from the result of research, that the children do prefer to learn by using the song method. [6]

The second research was conducted by Frimulia with the tittle "The effectiveness of Kids Song on Students' motivation in Listening Comprehension". This study employed quantitative Research. The purpose of this study is to find out the effectiveness of Kids' song on Students' motivation in Listening comprehension at the SDN 055999 Kw.Bingai. There are similarities and difference between these researchers. The similarity with this research is that using kids' song as a learning medium and the difference is that the research by frimulia is listening comprehension and this research is vocabulary mastery. The result of the research is Learning English using songs is one of the alternative solutions that the teacher can use to teach listening comprehension to their students. It makes students more relax in learning; thus, they can learn and understand them easily. Therefore, it can be concluded that learning listening comprehension using songs is more effective than learning listening comprehension without using songs.[7]

The third prior research is conducted by Sanggam Siahaan, Anita Sitanggang, and Limsardo Panjaitan with the tittle "The Effect of English Kids

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[6] Mimin Istianingsih et al., "THE EFFECTIVENESS OF KIDS SONG ON KINDERGARTEN STUDENTS ' MOTIVATION," n.d., 1–6.

[7] Frimaulia Sara, "The Effectiveness of Kids Song on Students' Motivation in Listening Comprehension," *The SEALL JOURNAL The STKIP Al Maksum English Education, Linguistics and Literature Journal* 3, no. 1 (2022): 19–25.

Song Teaching Media TO the Ability Listening Comprehension of Grade Eight Student' At Smp Negri 1 Dolok Pardamean on Descriptive Text". The data analysis technique used is quantitative research. The aim is to determine the effect of using English children's songs as a teaching media. The There are similarities and difference between these researchers. The similarity with this research is that using kid's song as a learning medium; the difference is that the research of sanggam, anita and limsardo for ability listening comprehension and this research is vocabulary mastery. In analysing the data, the student's mean score for the pre-test in the experiment was 32.94 and the student's mean score for the post-test in the experiment was 62.95. The mean pre-test in the control group was 32.30 and the mean for the post- test in the control group was 45.85. The conclusion is that the use of English Kids' songs as a teaching media has a significant effect on students' listening comprehension. [8]

Based on the previous research above, the similarities with this research are both using Kids Song as media in learning. Therefore, the researcher conducts investigation about improving student vocabulary mastery by using kid's song for young learners. The distinguishing factors in this research are the location, kids' song in YouTube media, sample and skill or Mastery.

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[8] Limsardo Panjaitan Sanggam Siahaan, Anita Sitanggang, "The Effect Of English Kids' Song Teaching Media To The Ability Listening Comprehension Of Grade Eight Students' At Smp Negeri 1 Dolok Pardamean On Descriptive Text," *Jurnal Pendidikan Dan Konseling* 4 (2022): 1349–58.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Vocabulary Mastery

1. The Definition of Vocabulary

Vocabulary is a collection of words understood in a particular language. According to Lessard and Clouston, vocabulary refers to the words within a language, encompassing both individual terms and combinations of words or phrases that convey specific meanings, similar to the way single words do.[1] The words we choose play and crucial role in forming sentences, and for effective communication, selecting the right words is essential.

Moreover, Richard and Renandya emphasize the pivotal role of vocabulary as fundamental element of language proficiency, they highlighted its significance in shaping the effectiveness of learners in speaking, listening, reading and writing.[2] In addition, Hatch and Brown defined vocabulary as a compilation of collection of words specific to a language, representing the set of words that individual language speakers employ.[3]

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[1] Clouston Michael Lessard, *Teaching Vocabulary*, *Reading for Life*, 2019, https://doi.org/10.4324/9780429490767-27.p.2.

[2] Richard & Renandya, "Methodology_in_Language_Teaching_2002_Scanned.Pdf," 2002.

[3] Hatch and Brown, "Vocabulary, Semantics, and Language Education."

According to the information provided earlier, the researcher inference is that vocabulary encompasses a set of words utilized in forming sentence, serving as the foundation for effective communication. Proficiency in communication is achieved through the mastery of vocabulary. Consequently, an extensive vocabulary serves a crucial standard for language proficiency, particularly, in mastering the English language.

2. **Kinds of Vocabulary**

Vocabulary plays a crucial role in connecting the four language skills: listening, speaking, reading and writing. Hatch and Brown categorized vocabulary into two main types:[4]

a. Productive Vocabulary

Productive vocabulary refers to words that students comprehend, can pronounce accurately, and effectively employ in both spoken and written communication.

b. Receptive vocabulary

Receptive vocabulary consists of words that students can recognize and understand when encountered in context. However, these words may be challenging for them to use correctly produce in their own speech and writing.

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[4] *Ibid,.*

3. The Importance of Vocabulary

According to Anggaira, Aryanti, Suryadi, and Tusriyanto, they emphasize the crucial role of vocabulary as a fundamental language component. They argue that individuals lacking sufficient vocabulary struggle to articulate their thoughts. The authors contend that those with extensive vocabulary proficiency exhibit superior language skills compared to those with limited vocabulary. [5]

Additionally, Ur highlights the significance of words in conveying meaning.[6] Thornbury further supports this idea by asserting that while grammar is essential for effective communication, vocabulary is indispensable in essence. Thornbury suggests that without a rich vocabulary, conveying any meaningful message becomes challenging. [7]

Based on explanation above the researcher concludes, that vocabulary is crucial in English learning due to its fundamental role in communication. A robust vocabulary facilitates effective understanding and expression, playing a key role in speaking, reading and writing proficiency in the target language. Therefore, vocabulary plays as significant part in the learning process.

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[5] Tusriyanto Aria Septi Anggaira, Nurul Aryanti, Suryadi, "Songs for Teaching Vocabulary: English Learning Media for Preschoolers," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 6 (2022): 6057–68, https://doi.org/10.31004/obsesi.v6i6.3254.

[6] Penny Ur, *A Course in Language Teaching*, *IOSR Journal of Humanities and Social Science*, vol. 19, 2014, https://doi.org/10.9790/0837-19664456.

[7] Scott Thornbury, "How to Teach Vocabulary.Pdf," 2002.

4. Vocabulary Mastery

According to Alqahtani "mastery means complete knowledge makes someone a master in certain subject".[8] Vocabulary mastery is considered a crucial aspect of language proficiency, as a rich and varied vocabulary not only improves communication abilities but also and in better comprehension and overall language fluency. Mastering vocabulary is a key element in the process of learning and advancing in language, whether it is in one's native language or when acquiring proficiency in a second language.

Based on the explanation above, the researcher concludes that mastery is defined by a person's understanding and proficiency, shaped by the learner's knowledge and skill. Vocabulary mastery involves not only understanding the meanings, but also the ability to spell and use words in sentence. Proficiency in vocabulary involves the ability to understand the meanings of words. Students not only required to comprehend the vocabulary but also to effectively use it in constructing sentence.

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[8] MOFAREH ALQAHTANI, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, https://doi.org/10.20472/te.2015.3.3.002. p. 25.

5. Indicator of Vocabulary

According to Ur indicator of vocabulary include:[9]

a. Pronunciation

Pronunciation refers to how wan individual articulates words in a language. It is a significant factor that can greatly impact one's vocabulary.

b. Spelling

Children should also be acquainted with the letters and syllables that compose a word; a skill commonly referred to as spelling. Spelling involves the process of correctly constructing words from individual letters or understanding the specific arrangement of letters a word.

c. Grammer

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we do not neglect grammar.

d. Meaning

Meaning can also refer to the definition or sense of a word or phrase. When someone asks, "what is the meaning of the word?" they are speaking to understand the specific sense or definition of that word.

---

[9] Ur, *A Course in Language Teaching*.

B. The Concept of Kids Song in YouTube as Learning Media

1. Definition Learning Media

Learning media refers to any tool or method utilized to communicate messages or information during the educational process, with the aim of captivating students' attention and fostering their interest in learning.

According to Hikmah types of learning media include:[10]

a) Visual media

Visual media is a form of communication that utilizes symbols and imagery to convey messages. Visual media serves to capture the attention of students, enhance the presentation of educational content and illustrate or embellish facts that may otherwise be overlooked when not presented visual. Visual media among others pictures, board, textbook, newspapers, magazines, comics, literary works, computer, augmented reality media.

b) Audio media

Audio media encompasses a wide range of content that relies predominantly on sound for communication and expression. Audio media among others tape recorder, radio, compact disk.

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[10] Durratul Hikmah, "Media For Language Teaching and Learning in Digital Era," *International Journal of English Education and Linguistics (IJoEEL)* 1, no. 2 (2019): 36–41, https://doi.org/10.33650/ijoeel.v1i2.963.

c) **Audio visual media**

Audio visual media refers to any forms of media that combines both auditory and visual elements to convey information. Audio visual media among others film, television, YouTube

2. **The Definition of YouTube**

YouTube in the world of education has an important role in helping the learning process. YouTube is one of the effective media used in learning. Video clips are employed to enhance educators' proficiency in integrating technology within the classroom setting.

According to Sari and Bahara Kinds of YouTube include:

a) Music

The music section on YouTube encompasses of variety of genre including British music, pop, Islamic music, kids', and rock.

b) Vlog

This category encompasses content that pertains to individuals or their creations. It includes narratives of personal achievements, channels focused on controversies and educational videos discussing notable figures.

c) Education and Learning

The educational YouTube video genre serves as a valuable resource for hight school educators, providing a plethora of beneficial content.[11]

3. The Definition of Kids Song

Kids' song in YouTube included in audio visual media. Kids' song plays a significant role in early childhood development or young learners, as they can help enhance language skill, stimulate creativity and promote social interaction. According to Millington, he mentioned that song process diverse applications and there are numerous compelling reasons why they can be viewed as valuable tools for education.[12] Therefor kids' song is one of the suitable media for young learners.

In addition, Batista said, I have already experienced that music has ability to change the classroom atmosphere.[13] A kids' song is cherished element of popular culture, seamlessly blending the innocence of childhood with catchiness of pop tune. It captures the essence of youthful emotions, becoming a delightful and nostalgic piece that resonates with people of all

[11] Bahara R Susan Sari Fitria Wulan, "The Use of Youtube Videos in Learning English," *Jurnal Bilingual* 12, no. 1 (2022): 7–11, https://doi.org/10.33387/j.bilingual.v12i1.4492.

[12] Neil T. Millington, "Using Songs Effectively to Teach English to Young Learners," *Language Education in Asia* 2, no. 1 (2011): 134–41, https://doi.org/10.5746/leia/11/v2/i1/a11/millington.

[13] Juliana Spirlandeli Batista, "Music and Song," *Shakespeare: The Late Plays*, 2013, 193–215, https://doi.org/10.1007/978-1-137-37564-3_10.

ages. Kid's song is a musical composition specifically created for children. These songs are design to entertain, educate or engage young listeners, often incorporating simple lyrics, catchy melodies, and themes that are relatable and age-ape.

Appropriate, Kid's song is commonly used in educational settings and media towards children to enhance learning and enjoyment. Kid's song as a learning media can be effective in supporting young learner's development. Kid's song can enhance memory, facilitate language learning, and provide a fun learning experience. This media is believed to create a positive learning environment, stimulate student's creativity, and increase their engagement in the learning process.

4. **The Basic Elements of Song**

The basic elements of song have three points there are:

a. Melody

Melody refers to the pleasant aspect of music, characterized by harmonious arrangement of notes forming a musical sequence. In music, a melody is constructed through series of events notes, not occurring simultaneously like chords. It is essential for this sequence to undergo some variation while maintaining a cohesive identity as a singular melody. The fundamental components of a melody include aspect such as duration,

pitch, and quality, which encompasses elements like timbre, texture, and loudness. A melody typically comprises musical phrases and motifs, often repeated in diverse forms throughout a song composition.

b. Rhythm

Rhythm is essentially the argument of musical sounds and pauses. While rhythm is commonly associated with auditory experience like music and spoken language, it can also be applied to visual presentations, representing the concept of "time movement through space"

c. Lyrics

Lyrics or song words are the textual expression of a song. Beyond serving as a complement to the music, Lyrics play crucial role in the musical composition by shaping the theme, character, and purpose of the song.

5. **Characteristics of Kids' Song**

According to Kasihani, the characteristic of the song is created for kids learning in the classroom are:

a. Contains words, phrases, or sentence with a particular them,

b. Elements of language support in re-re

c. Generally singing contextual so easy to memorize,

d. The song sung by the movements of the limbs (action songs),

e. The song can be sung by kids outside the classroom,

f. Level happily quickly. [14]

6. The Procedure for Applying Kids Song in YouTube for Teaching Vocabulary Mastery

a. Opening

1) Start the lesson with prayer

2) Greeted students' and asked how they were doing

3) Take attendance list.

b. While teaching

1) Provide an overview of today's learning material

2) Showing vocabulary learning video which is kids' song in YouTube media,

3) Asked the students if they knew about today's subject matter,

4) Inviting students to watch and memorize the vocabulary in the kids' song in YouTube media,

5) Asked students to memorize without the help of the teacher and media,

6) Evaluate today's learning outcomes.

c. Closing

1) Inviting students to repeat simultaneously the same vocabulary that has been memorized,

2) Summarize today's lesson

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[14] Kasihani .K.E Suyanto, *English For Young Learner; Melejitkan Potensi Anak Melalui English Class Fun, Asyik Dan MENARIK* (Jakarta: Bumi Aksara, 2007).p113

3) And closed with prayer.

7. Advantage and Disadvantage of Kids Song in YouTube

 a. Advantage

  1) Creating a fun learning atmosphere,

  2) Boosting students' motivation to learn,

  3) Reducing the level study-related stress,

  4) Stimulating students' imagination,

  5) Enhancing students' creativity,

  6) Facilitating students in memorize vocabulary.

 b. Disadvantage

  1) Tends to focus on vocabulary learning,

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

C. Action Hypothesis

Based on the frame of the theories and assumptions, the researcher formulates the action hypothesis that the use of Kids Song in YouTube will be able to improving students' vocabulary mastery at fifth grade of SD Muhammmadiyah Teluk Dalem Mataram Baru East Lampung in academic 2023/2024.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variable

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

2. Operational Definition of Variables

a. Independent Variable (X)

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

1) students are able to capture the vocabulary in the kids' song in YouTube,

2) students are able to repeat the vocabulary in the kids' song in YouTube,

3) Students are able to improve speaking skill in vocabulary mastery well by using kids' song in YouTube.

b. Dependent Variable (Y)

The operational definition of dependent variables is the successes that students of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung. Dependent variable in this research is Student Vocabulary Mastery. Dependent variable was assessed using a test.

B. Research Location

The research will conduct the research at SD Muhammadiyah 1 Teluk Dalem Mataram Baru East Lampung. Its location is on Jalan Raya Lintas Timur Teluk Dalem Kec. Mataram Baru Est Lampung.

C. Subject and Object of Study

In this research, the research subject is fifth grade of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung. Meanwhile, the object of this study is students' vocabulary mastery. In this research, the researcher collaborated with an English teacher, she is Miss Luthfika Rahmadini Arifin S,Pd. The researcher chooses the fifth-grade student, because most of them student having difficulty in memorizing vocabulary. SD Muhammadiyah 1 Teluk Dalem East Lampung is one of the schools that have not implemented the Kids' Song in YouTube learning media.

D. Action Plan

In this research, the researcher used the CAR (Classroom Action Research) principles to collect the data. According to Mcniff' and Whitehead "action research is about practitioners creating new ideas about how to improve practice, and putting those ideas forward as their personal theories of practice".[1] Classroom action research entails a methodical investigation undertaken by educators within their own classrooms to enhance educational practices and result. Classroom action research is characterized by reflection and active participation, involving teachers in a continuous cycle of planning, acting, observing and reflecting. The fundamental objective of classroom action research is to tackle particular issue or difficulties within the classroom environment, enabling educators to make well informed decisions regarding instructional methods grounded in empirical evidence.
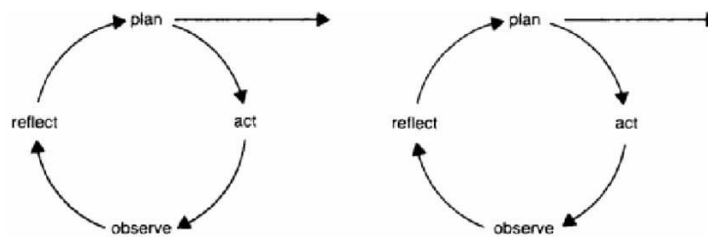
Image

Jean McNiff model[2]

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[1] Jack Whitehead. Jean McNiff, *Action Research*, *Principle and Practice*,(London, 2002),

[2] *ibid., 9.*

1. **Cycle I**

    a. Planning

        Planning serves as the initial phase of this classroom action research, according before the implementation of the action. The writer, in this stage prepared materials relevant to the teaching and learning process. The planning steps include:

        1) The writer formulating a lesson plan,

        2) The writer preparing teaching material and media,

        3) The writer creating an observation format,

        4) The writer developing an evaluation format for student activities post-teaching.

    b. Acting

        Following the planning phase, the writer executed the learning process in a fifth grade of SD Muhammasiyah Teluk Dalem East Lampung. Taking the following actions:

        1) The writer implementing the lesson plan,

        2) The teacher explaining vocabulary concept,

        3) The teacher employing kids' song in YouTube to explain vocabulary

        4) The teacher guiding student through the teaching-learning process based on the lesson plan.

c. Observing

After planning and acting, the observation step involved the research closely monitoring the teaching and learning process using predefined observation format. The writer documented both positive and negative indicator of students' activities.

d. Reflecting

Reflection, the concluding step, entailed analysing and discussing the observation result. The writer identified strengths and weaknesses in the implemented actions, utilizing evaluation data to inform improvements for the upcoming cycle. The decision was made to address the weaknesses identified in the initial cycle.

2. **Cycle II**

a. Planning

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

1) The writer formulating a lesson plan,

2) The writer preparing teaching materials and media,

3) The writer creating an observation format,

4) The writer developing an evaluation format for student activities post-teaching.

b. Acting

The writer will apply the action plan II, doing the treatment and giving the post-test 2

c. Observing

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

d. Reflecting

Reflecting on the second cycle involved comparing pre-test and post-test score. The writer reviewed and analysed students' activities and teacher performance, determining whether the second cycle was sufficient or if further steps were needed.

E. **Data Collection Technique**

In this research, the writer will use the data collection technique to collect data. The data collecting technique are test, observation, field note and documentation. The data collecting technique will be explained as follow:

1. **Test**

Test is a technique used in measurement and assessment efforts. In this research, an oral test was used to evaluate students' vocabulary mastery special for speaking skill. The participants of this test were fifth grade

students of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung. This research combined two types of tests namely:

a. Pre-test

Pre-test is an assessment or examination given before treatment. The purpose of a pre-test is to evaluate students' understanding before the learning process begins. This test provides a starting point for measuring progress or changes, and it serves as a reference for comparisons with subsequent post-test.

b. Post-test

Post- test generally refers to an assessment or examination administered after a learning process. The primary objective of a post-test is to asses to knowledge or skills that students' have acquired a result of learning process. Post-test in this research given after the treatment by using kid's song in YouTube media to find out can the use of this media improve students' vocabulary mastery.

2. Observation

Observation is one of some data collecting technique. In this particular study uses observation to get the data of students' activities during the teaching and learning process which is observed by the observer. In this

research, writer will observe about vocabulary mastery at fifth grade of SD Muhammadiyah Teluk Dalam Mataram Baru East Lampung.

3. **Field note**

Field note is technique of data collection by making written records whatever happens in the field. In this research involves the use of field note, where the writer systematically takes notes students' activities throughout each learning cycle. This technique entails creating written records to capture and analyse the happening in the field during the learning process.

4. **Documentation**

Documentation is the technique which is used to get information from the written source or documentation. Writer will use the documentation method to get data about story summaries, location, vision and mission, information of the teachers, official employers, students' and organization structure of SD Muhammadiyah teluk Dalem Mataram Baru East Lampung.

F. **Data Collection Instrument**

Instrument is a tool used to collect data completely and systematically by the writer.

1. **Test**

   A test is an instrument that is given to measure the level of students'
   understanding. In this research, the question items used simple clues in the
   form of pictures related to the material. students were asked to mention the
   pictures to measure vocabulary mastery especially in speaking skill.

2. **Observation guidance**

   a. The student learning activity

   b. The teacher teaching in the classroom

3. **Documentation guidance**

   a. The history of the school

   b. The condition of teacher and official employee

   c. The condition of student

   d. Learning facilities

   e. Organization structure

   f. Location sketch at SD Muhammadiyah Teluk Dalem Mataram Baru East
      Lampung.

G. Data Analysis Technique

Data analysis was conducted by taking the average score of pre-test and
post-test. Furthermore, to know comparison, the writer compared between pre-test
and post-test. Then the result in matched by minimum standard criteria at the

school at least 70. If, from cycle I there are some students' not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycles, if from cycle II all of students were successful, the cycle able to be stopped until cycle II only. The data analysis technique from the average score of pre-test and post-test were formulate as follow:

$$\bar{X} = \frac{\Sigma X}{N}$$

Note:

$\bar{X}$: Average

ΣX : Total of score

N : Total of students

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

Note

P : percentage

F   : frequency

N   : number of students'

H. Indicator of Success

The research is said to be successful if 70% of student get a minimum score of 70 and student learning activities can improve in vocabulary. If the target has been achieved, then the cycle can be stopped and the research is said to be successful.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung

SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung is one of the private schools under the auspices of the Muhammadiyah education foundation. SD Muhammadiyah Teluk Dalem was established in 1977 and currently lead by Mrs. Dian Fimalasari, S.Pd. the location of this school is Jln. Lintas Timur Teluk Dalem, Teluk Dalem village Mataram Baru sub-district, East Lampung Regency, Lampung Province and at this time it has been accredited B by national agency.

b. The Vision and Mision of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung

1) Vision of School

Intelligent, Creative, Innovative, Noble, Cultured and National Character

2) Mission of School

    a) Carry out innovative and effective learning and guidance, encourage and help students to recognize their potential so that it can develop optimally,

    b) Fostering a spirit of excellence to all school members in the field of science and technology (IPTEX),

    c) Fostering the appreciation and belief in the teachings of the religion adopted and the national culture, so that it becomes a source of wisdom in action,

    d) Implementing participatory management by involving all school members and the school committee,

    e) Improving the quality of school-based education and national character,

    f) Fostering critical thinking innovation.

c. The Organization Structure of SD Muhammadiyah Teluk Dalem East Lampung

    The organization structure of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung in academic year 2023/2024 as following picture:

Structure of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung

School committee Agus Widodo	Head Master Dian Fimalasari

Administration staff
sindi wulan sari

Teacher class 1 (Adinda Fillaily Sabila)	Teacher class 2 (siti lathifah)	Teacher class 3 (purnama ningsih)	Teacher class 4 (Imam bukhori)	Teacher class 5 (Lutfhika rahmadini arifin)	Teacher class 6 (Eni arifidiyanti)

Students

School guard
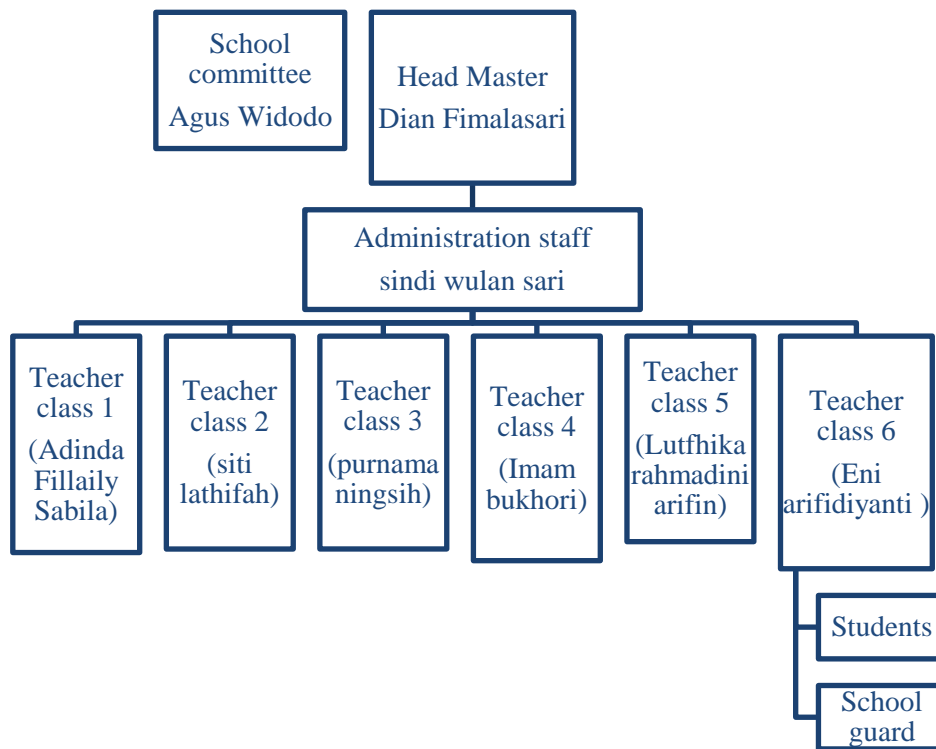
d. The formation of Teacher and Office Employees at SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung

The formation of teachers and office employees at SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung, relates to the count of teachers and official staff members. The formation of teacher and teacher employees in SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung can be seen in the table below:

Table 4.1

**The Teacher at SD Muhammadiyah Teluk Dalem Mataram Baru
East Lampung**

No	Name	Occupation	Subject
1.	Dian fimalasari, S.Pd.	Head master	-
2.	Cindy Wulan Sari, S.Pd.	Administration Staff	-
3.	Adinda Fillaily Sabila	Teacher	Teacher class 1+ ismuba 1-6
4.	Siti Latifah, S.Pd.	Teacher	Teacher class 2
5.	Purnama Ningsih, S.P	Teacher	Teacher class 3
6.	Imam Bukhori, M.Pd	Teacher	Teacher class 4
7.	Luthfika Rahmadini Arifin, S.Pd	Teacher	Teacher class 5
8.	Eni Arifidiyanti, S.Pd	Teacher	Teacher class 6
9.	Fitri Handayani, S.Pd	Teacher	PAI
10.	Imam Safe'i, S.Pd	Teacher	PJOK

Sources: Documentation of teacher SD Muhammadiyah Teluk Dalem Mataram Baru East
Lampung academic Year 2023/2024

**e. The Quantity of The Students of SD Muhammadiyah Teluk Dalem
Mataram Baru East Lampung**

SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung
has 82 students. Students consist of grades 1 until grades 6. For more
details can be seen on the table below.

Table 4.2

The Students Quantity of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung

No	Class	Sex		Total
		Male	**Female**	
1.	I	10	12	22
2.	II	7	8	15
3.	II	8	5	13
4.	IV	4	6	10
5.	V	8	4	12
6.	VI	5	5	10
Total				82

Sources: documentation of Quantity of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung

f. The Building of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung

The building of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung can be seen on the table below:

Table 4.3

The Building of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung

No	Name building	Total
1.	Head Master Room	1
2.	Teacher Room	1
3.	Library	1

4.	Classes	6
5.	Mosque	1
6.	Toilet	2
7.	Canteen	1

Sources: documentation Building of SD Muhammadiyah Teluk Dalem Mataram Baru
East Lampung

g. **Location Sketch of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung**

Class 1	Class 2	Head Master Room+ library	Teacher Room	TOILE

Class V

Class IV

Class VI

Class III

MUSQUE
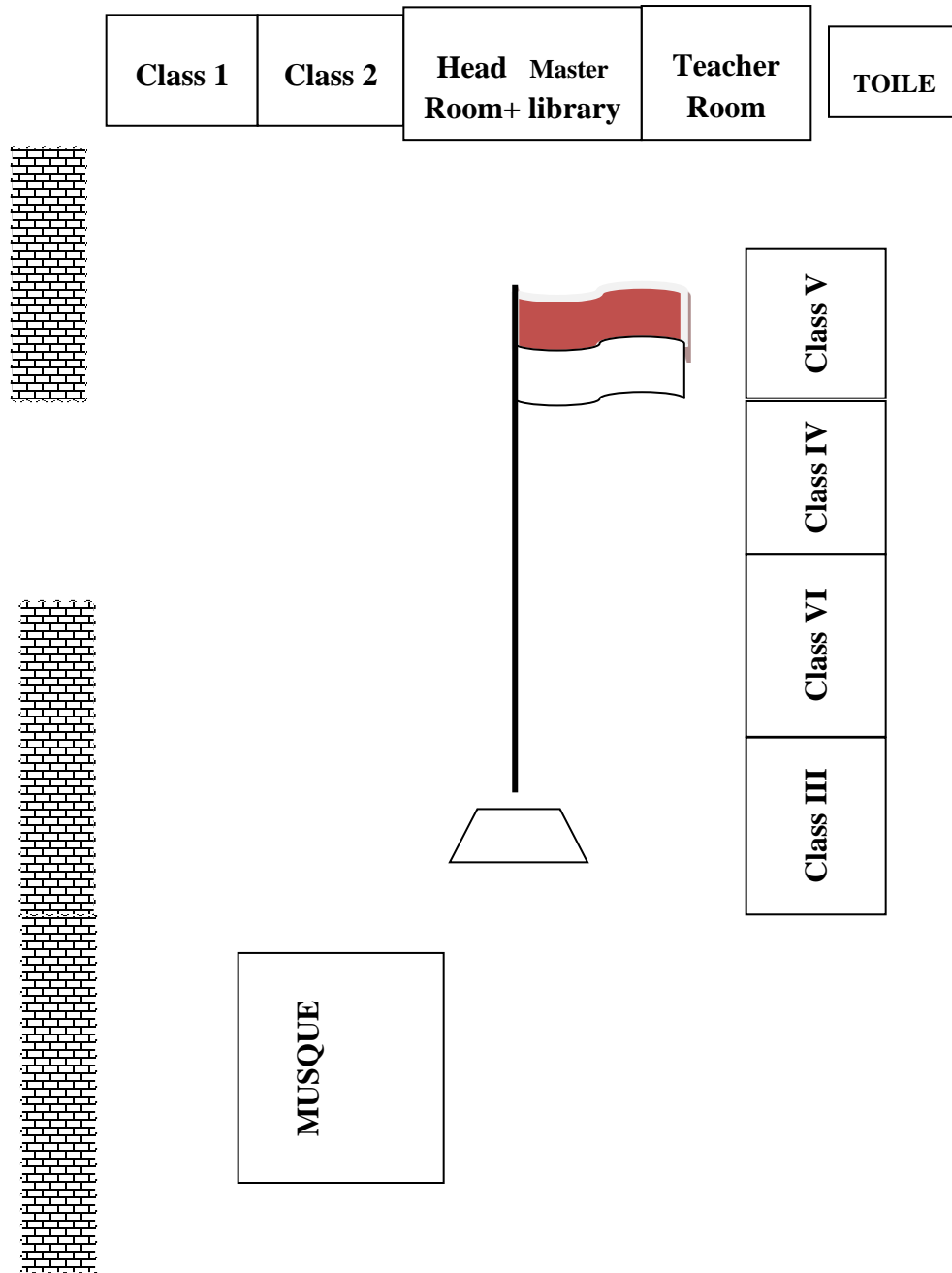
2. Description of Research Data

In this research, researcher used classroom action research methods consisting of two cycles, namely cycle I and cycle II. In each cycle consists of two meetings with an estimated time 1 X 60 minutes which includes planning, action, documentation and reflection. Researcher used modules to manage the class based on the syllabus used by class teacher. In this research, the researcher used Kids Song in YouTube media to improve vocabulary Mastery.

a. Pre- test Activity

The researcher conducted a pre-test on Friday, March 8 2024 at 08.00. When the researchers entered the classroom, students read players and murojaah first. After students praying and murojaah, the researcher greeted and checked attendance of students then the researcher said that the researcher would give a pre-test to determine the level of student's ability in vocabulary mastery. The type of test carried out by students is an oral test with a clue of pictures which then students are asked to mentions the picture properly and correctly. The results of the pre-test are presented on the table.

Table 4.4
Student Pre-Test Grade

No	Name	Score	Interpretation
1.	AS	30	Incomplete
2.	AY	55	Incomplete
3.	AP	40	Incomplete
4.	AC	50	In complete
5.	CF	40	Incomplete
6.	II	55	Incomplete
7.	KS	55	Incomplete
8.	NS	70	**Complete**
9.	RW	50	Incomplete
10	R	40	Incomplete
11	IA	50	Incomplete
12	TM	65	Incomplete
	Total	**600**	
	Average	**50**	
	High score	**70**	
	Low score	**30**	
	KKM	**70**	

Sources: the grade of vocabulary mastery pre-test on Friday, march 8, 2024.

Table 4.5

frequency of Students' Grade Completeness on Pre-test

No.	Grades	Frequency	Percentage	Explanation
1	≥70	1	8%	Complete
2	≤70	11	92%	Incomplete
Total		12	100%	

Sources: the grade of vocabulary mastery pre-test on Friday, march 8, 2024

Figure 4.1

The Percentage of the Students' Completeness Grade on Pre-test
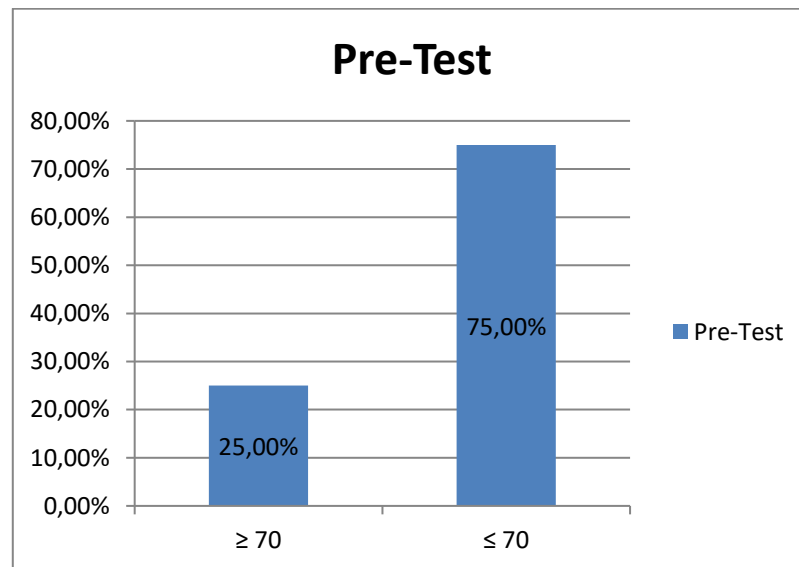
Based on data of pre-test, it is known that 92% of students still not yet successful in the pre-test and 8% of student are successful. Students' who pass the pre-test are those who achieve a score 70, as outlined in the regulations of Minimum Mastery Criteria (MMC) SD Muhammadiyah Teluk Dalem Mataram Baru Eats Lampung. The quantity of successful students is lower

than those who have not passed, resulting in unsatisfactory outcomes. Therefore, the researcher used Kids Song in YouTube media to improve students' vocabulary mastery.

b. Cycle I

1) Planning

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

2) Acting

a) First meeting

The first meeting of the second cycle was held on Friday, march 15 2024 at 08.00. the meeting began with a prayer together after previously the students had also prayer dhuha first, then continued with murojaah. After which the researcher greeted and talked briefly with the students and proceeded to check the attendance list of students in this day.

At this first meeting, students look awkward because it was the first time they meet with the researcher. However, the atmosphere was quite melting because the researcher invites them

to play games first. After that the classroom atmosphere becomes fun and students are more eager to learn.

When the lesson started, the researcher played a kid's song in YouTube once and asked the students "what is the tittle of the song" and the student answered "body" the researcher give reinforcement for the student like "good job, excellence and anything". The researcher also asked the students "what are the part of body and their functions in humans" the students answered with Indonesian language.

Next, the researcher provides material about part of body. the researcher also gave a short lesson on part of body and taught the correct pronunciation. The researcher invites students together to say the vocabulary that the researcher has given. After that, the researcher applied the Kids Song in YouTube media to improve students' vocabulary mastery. The steps to apply Kids Song in YouTube are: first, the researcher invites students together into one then the researcher shows a video of a kid's song in YouTube. The second, the researcher played the video several times until the students memorized vocabularies. Thert, the researcher invites students to practice together without the media with small movements or claps. And finally, the researcher invites students to

practice without the help of the researcher. The lesson was closed by summarizing the material and praying together.

b) Second meeting

The second meeting was held on Saturday, 16 march 2024 at 10.00. at this meeting the researcher started the lesson by praying first then continued by greeting the students. After greetings the students, the researcher checked the student's attendance. Before starting the lesson, the researcher asked questions related to the material taught previously.

In the second meeting, the researcher invites student to practice going forward and after that the researcher invited students to interact with a short dialog based on the picture. The researcher pointed to the part of the picture that had then asked "what is this?" the students answered "this is hand". After all students have practiced a short dialog with the researcher, the researcher provides an opportunity for students to practice dialogue and practice the kid's song that has been taught with small movements in front of the class. The researcher promised to give the gifts to students who were brave so that students would be more enthusiastic in practicing vocabulary. Learning process in the second meeting ends with praying together.

c) Post-test 1

Researcher conducted the first post-test after the second meeting finish on Saturday, march 16 2024. the types of tests used by researcher is an oral test where students are asked to come forward face to face with the researcher as many as two people two people. The post test results can be seen in the table below:

Table 4.6
The Result of Post-test I

No	Name	Score	Interpretation
1.	AS	40	Incomplete
2.	AY	70	**Complete**
3.	AP	55	Incomplete
4.	AC	60	In complete
5.	CF	50	Incomplete
6.	II	60	Incomplete
7.	KS	60	Incomplete
8.	NS	75	**Complete**
9.	RW	60	Incomplete
10.	R	50	Incomplete
11.	IA	70	**Complete**
12.	TM	70	Complete
	Total	**720**	
	Average	**60**	
	High score	**75**	
	Low score	**30**	
	KKM	**70**	

Sources: the grade of vocabulary mastery post-test 1 on Tuesday, march 16, 2024

Table 4.7
frequency of Students' Grade Completeness on Post-test I

No.	Grades	Frequency	Percentage	Explanation
1	≥70	3	25%	Complete
2	≤70	9	75%	Incomplete
Total		**12**	**100%**	

Sources: the grade of vocabulary mastery post-test 1 on Tuesday, march 16, 2024

Figure 4.2
The percentage of Students Completeness Grade on Post-test I
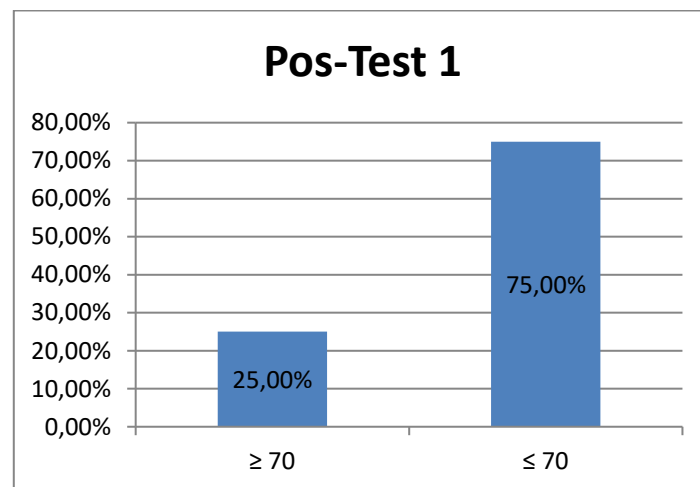
Based on the result of post-test 1, It can be seen that 3 students scored more than the Minimum Mastery Criteria (MMC) while the other 9 students did not score according to Minimum Standard Criteria

(SMC). This means that only 25% of students was complete at this stage. While the other 75% incomplete in this stage. The cycle is said to be successful if 75% of students have scored according to the Minimum Mastery Criteria (MMC) in fact the result is still not satisfactory. However, there was an increase in the average students score to from 50 in pre-test to 60 in this post-test.

3) Observing

In the observation stage, researcher observed all students' activities in the classroom. Observation was carried out from the beginning to the end of the learning process in meeting 1 and meeting 2.

a) Students' attention

b) Students' activities

c) Students' activities in using media

d) Students' vocabulary mastery

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

Table 4.8
The Student Learning Activities Observation in Cycle I

No	Name	Students Attention	Students Activeness	Students Activeness in Using Media	Students Vocabulary Mastery
1.	AS	✓	-		-
2.	AY	✓	✓	✓	✓
3.	AP	✓	✓	✓	-
4.	AC	✓	✓	✓	-
5.	CF	✓	✓	-	-
6.	II	✓	✓	-	-
7.	KS	✓	✓	✓	-
8.	NS	✓	✓	✓	✓
9.	RW	✓	✓	-	✓
10.	R	✓	-	-	-
11.	IA	✓	✓	✓	
12.	TM	✓	✓	✓	✓
Total		12	10	7	4

Source**:** The result grade of students activates observation cycle 1

Table 4.9

The Frequency of Students' Learning Activity Observation in Cycle I

No	Students Activities	Frequency	Percentage
1.	Students' attention	12	100%
2.	Students' activeness	10	83%
3.	Students' activeness in using media	7	58%
4.	Students' vocabulary mastery	4	33%
The average percentage		**69%**	

Source**:** The result grade of students activates observation cycle 1

Based on the data on the result of students learning activity in cycle 1 first and second meeting above it can be seen that all students or 100% students pay attention to explanations from researcher, 83% students activeness, 58% students activeness in using media and only 33% students' vocabulary mastery. The average students learning activity in this cycle is 69%.

4) Reflecting

Base on the observation of the learning process in cycle 1, this research can be said to be incomplete. Although not yet complete, this research also show progress that can be seen from the pre-test and post-test scores. The researcher has analyzed and calculated the pre-

test and post-test scores that have been carried out in this cycle. The

score comparison can be seen in the table below.

Table 4.10
The Comparison Between Pre-test and Post-test I Grade in Cycle I

No	Name	Pre-test	Post-test 1	improving	Explanation
1.	AS	30	40	10	Improved
2.	AY	55	70	15	Improved
3.	AP	40	55	15	Improved
4.	AC	50	60	10	Improved
5.	CF	40	50	10	Improved
6.	II	55	60	5	Improved
7.	KS	55	60	5	Improved
8.	NS	70	75	5	Improved
9.	RW	50	60	10	Improved
10.	R	40	50	10	Improved
11.	IA	50	70	20	Improved
12.	TM	65	70	5	Improved
Total		600	720		
Average		50	60		
Hight Grade		70	75		
Low Grade		30	40		

Sources: the result of vocabulary mastery comparison between Pre-test and Post-test
1 Grade in Cycle 1

Table 4.11
The Comparison of Students' Grade in Pre-test Post-test I in Cycle I

Interval	Pre-test	Post-test	Explanation
≥ 70	8%	25%	Complete
≤ 70	92%	75%	Incomplete
Total	100%	100%	

Figure 4.3
The Comparison of Percentage of the Students Completeness
Grade on Pre-test and Post-test I
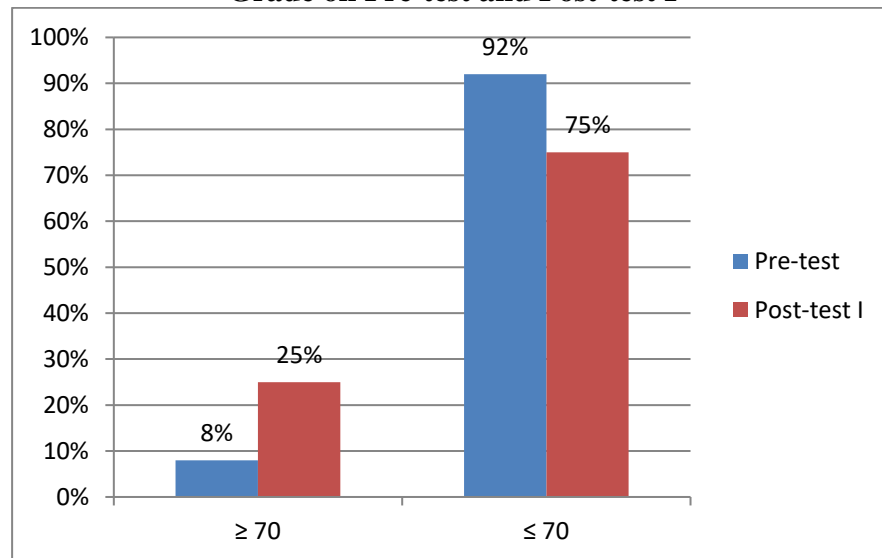
Based on the table above, in the pre-test score, there were 8% of student who had completed and there were 92% of students who had incomplete. Whereas in the post-test score there were 25% of students who were complete and 75% students who were still incomplete. Therefore, it can be said that the research has progressed even though it has not met the success indicators so that cycle 2 needs to be held.

c. Cycle II

In this stage the researcher analyzes the results that have been obtained from the first cycle. Based on the data obtained, there is progress

between the pre-test and post-test scores. However, the progress obtained is not significant enough in accordance with the Minimum Standard Criteria of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung. Thus, it is necessary to hold a second cycle again.

1) Planning

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

2) Acting

a) First meeting

The first meeting of the second cycle was held on Friday, march 22 2024 at 08.00. the meeting began with a prayer together after previously the students had also prayer dhuha first, then continued with murojaah. After which the researcher greeted and talked briefly with the students and proceeded to check the attendance list of students in this day.

When the lesson started, the researcher played a kid's song in YouTube once and asked the students "what is the tittle of the song" and the student answered "animals" the researcher give reinforcement for the student like "good job, excellence and

anything". The researcher also asked the students "what animals are around us" the students answered with Indonesian language.

Next, the researcher provides material about animals. the researcher also gave a short lesson on animals and taught the correct pronunciation. The researcher invites students together to say the vocabulary that the researcher has given. After that, the researcher applied the Kids Song in YouTube media to improve students' vocabulary mastery. The steps to apply Kids Song in YouTube are: first, the researcher invites students together into one then the researcher shows a video of a kid's song in YouTube. The second, the researcher played the video several times until the students memorized vocabularies. Thert, the researcher invites students to practice together without the media with small movements and claps. And finally, the researcher invites students to practice without the help of the researcher.

At this stage, students feel verry enjoy and fun with the application of this media. Students are very interested in the kid's song in YouTube video shows by the researcher. The learning process went well and the students were quite interactive. The lesson was closed by summarizing the material and praying together.

b) Second Meeting

The second meeting was held on Saturday, 23 march 2024 at 10.00. at this meeting the researcher started the lesson by praying first then continued by greeting the students. After greetings the students, the researcher checked the student's attendance. Before starting the lesson, the researcher asked questions related to the material taught previously.

Furthermore, at this meeting the researcher provided speaking material related to the previous material. The material is a short conversation according to the vocabulary that has been taught, namely about animals. The researcher teaches simple conversations in the form of adjectives that exist in animal. The example about the short conversation is;

X   : how does elephant look like?

Y   : the elephant is big.

At first, students were quite difficult in conducting conversations. The researcher invited them to continue practice with their lap mates and then perform to the front. Students were quite enthusiastic in following the learning process with the researcher.

c) Post-test 2 Activity

Researcher conducted the post-test after the second meeting finish on Saturday, march 23 2024. the types of tests used by researcher is an oral test where students are asked to come forward face to face with the researcher as many as two people two people. The post test results can be seen in the table below:

Table 4.12
The Result of Post-test II

No	Name	Score	Interpretation
1.	AS	55	Incomplete
2.	AY	80	**Complete**
3.	AP	90	**Complete**
4.	AC	90	**Complete**
5.	CF	60	Incomplete
6.	II	80	**Complete**
7.	KS	85	**Complete**
8.	NS	80	**Complete**
9.	RW	90	**Complete**
10.	R	60	Incomplete
11.	IA	80	**Complete**
12.	TM	80	**Complete**
Total			**930**
Average			**77,5**
High score			**90**
Low score			**55**
KKM			**70**

Source: The grade result of vocabulary mastery post- test 2 on Saturday, march 23
2024

Table 4.13
Frequency of Students Grade Completeness on Post-test II

No.	Grades	Frequency	Percentage	Explanation
1	≥70	9	75%	Complete
2	≤70	3	25%	Incomplete
Total		**12**	**100%**	

Source: The grade result of vocabulary mastery post- test 2 on Saturday, march 23
2024

Figure 4.4
The Percentage of Students Completeness Grade on Post-test II
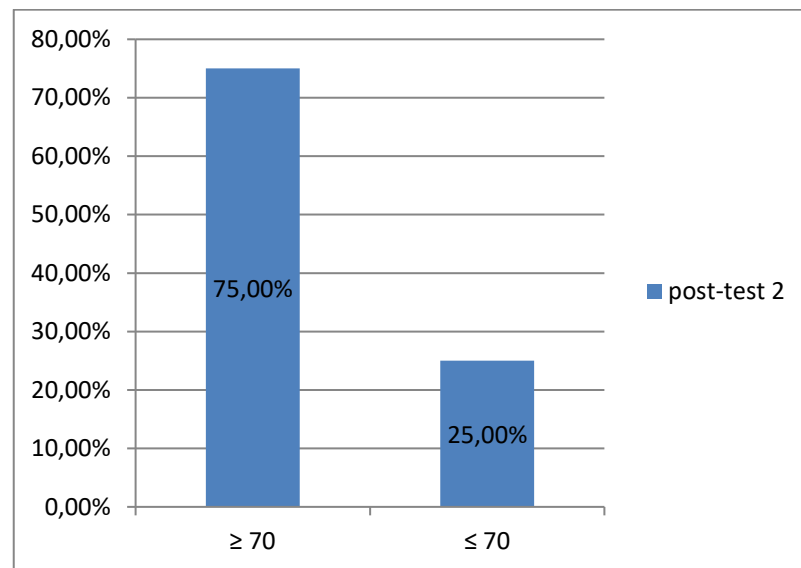
Based on the result of post-test 2, It can be seen that 9
students scored more than the Minimum Mastery Criteria (MMC)
while the other 3 students did not score according to Minimum
Mastery Criteria (MMC). This means that 75% of students was

complete at this stage. While the other 25% incomplete in this stage. The cycle is said to be successful because 75% of students have scored according to the Minimum Mastery Criteria (MMC).

3) Observing

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

Table 4.14
The Student Learning Activities Observation in Cycle II

No	Name	Students Attention	Students Activeness	Students Activeness in Using Media	Students Vocabulary Mastery
13.	AS	✓	-	✓	-
14.	AY	✓	✓	✓	✓
15.	AP	✓	✓	✓	✓
16.	AC	✓	✓	✓	✓
17.	CF	✓	✓	✓	✓
18.	II	✓	✓	✓	✓
19.	KS	✓	✓	✓	✓
20.	NS	✓	✓	✓	✓
21.	RW	✓	✓	✓	✓

22.	R	✓	-	✓	-
23.	IA	✓	✓	✓	✓
24.	TM	✓	✓	✓	✓
Total		12	10	12	10

Sources: The result grade of student's activities observation cycle II

Table 4.15

The Frequency of Students Activities observation in Cycle II

No	Students Activities	Frequency	Percentage
5.	Students' attention	12	100%
6.	Students' activeness	10	83%
7.	Students' activeness in using media	12	100%
8.	Students' vocabulary mastery	10	83%
The average percentage		92%	

The observation results above show that there was an improvement in the learning process in cycle 2. Where the average percentage increased to 92% so that researcher show a picture of bringing research in the second cycle successfully because most students follow learning process well.

4) Reflecting

Based on the result of learning that has been done in cycle 2, the researcher concludes that the use of learning media Kids Song in

YouTube can improve students' vocabulary mastery. At the end of cycle 2 researcher calculated and analyzed the result of post-test 2. The comparison between post-test 1 and post-test 2 scores is described in the table below.

Table 4.16
The Comparison Between Post-test 1 and Post-test II Grade in Cycle II

No	Name	Post-test 1	Post-test 2	Improving	Explanation
1.	AS	40	55	15	Improved
2.	AY	70	80	10	Improved
3.	AP	55	90	35	Improved
4.	AC	60	90	30	Improved
5.	CF	50	60	10	Improved
6.	II	60	80	20	Improved
7.	KS	60	85	25	Improved
8.	NS	75	80	5	Improved
9.	RW	60	90	30	Improved
10.	R	50	60	10	Improved
11.	IA	70	80	20	Improved
12.	TM	70	80	10	Improved
Total		720	930		
Average		60	78		
Hight Grade		75	90		
Low Grade		40	55		

Sources: comparison between Post-test 1 and Post-test 2 Grade in Cycle II

Table 4.17
The Comparison of Percentage of the Students' Completeness
Grade on Post-test I and Post-test II

Interval	Post-test 1	Post-test 2	Explanation
≤	75%	25%	Incomplete
≥	25%	75%	Complete
Total	**100%**	**100%**	

Figure 4.5
The Comparison of Percentage of the Students Completeness
Grade on Post-Test I and Post-Test II
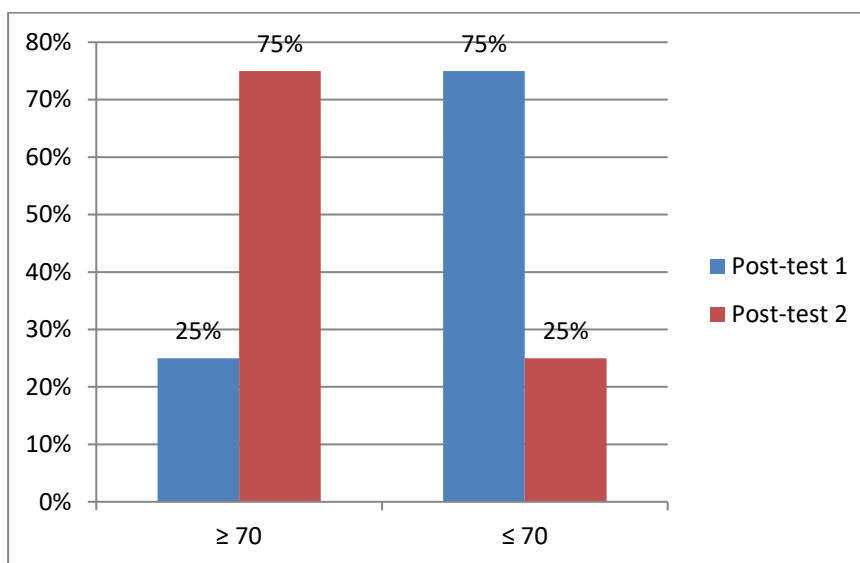
From the explanation above, it can be seen that the result of post-test 1 are only 25% of students who are complete in the learning process and 75% of other students are incomplete. After the second cycle with learning media kids' song in YouTube students' vocabulary mastery increased. The result of post-test 2 showed 75% of students were complete in the learning process and the other 25% were

incomplete. This shows that the class room action research is successful and there is no need for the next cycle.

B. Discussion

Based on a pre-survey conducted by researcher sometimes ago in fifth grade of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung researcher identified several problems related to students' vocabulary mastery. The researcher underlined the problem, namely students' difficulty in memorizing vocabulary. The researcher chose Kid's Song in YouTube media to improve student' vocabulary mastery at fifth grade of SD Muhammadiyah Teluk Dalem Matam Baru East Lampung.

Analyzing from the result of pre-test, post-test 1 and post-test 2 it shows that learning media kid's song in YouTube can improve students' vocabulary mastery. It can be seen in the data that students' completeness increased from only 8% or 1 of student during the pre-test then increased to 25% or 3 of students during post-test 1 and again increased during post- test 2 to 75% or 9 of students. It can be seen that there is an increase in students' vocabulary mastery.

Based on Minimum Mastery Criteria (MMC) and the indicator of success, the research is said to be successful if 70% of student get a minimum score of ≥ 70. The completeness is already at 75% so the research is said to be successful.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of two cycle of research, researcher conclude that learning media Kid's Song in YouTube can improve students' vocabulary mastery at fifth grade of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung. This can be seen in the progress of pre-test scores of 8%, post-test 1 25% and post-test 2 75%. There are significant developments from the two cycles that have been carried out. In accordance with the indicator of success this research is said to be successful.

Moreover, the use of learning media Kids Song in YouTube can improve students learning activities at SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung. The result of learning activities in cycle 1 and cycle 2 showed positive result. Most students follow the learning well and played an active role in each stage.

B. Suggestion

Based on the above conclusions, the researcher provides several suggestions, namely as follows:

1. For the student

The researcher suggests that students increase their activity in learning and also continue to practice to improving vocabulary mastery.

2. For the teacher

    The researcher suggests that teacher implement many types of learning media so that students are more interested in learning process

3. For Headmaster

    The researcher suggests that headmaster support teachers in procurement of learning media.

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APPENDICES

SILABUS

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

Elemen Menyimak – Berbicara	Pada akhir Fase C, peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar. *By the end of Phase C, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities such as asking simple questions, requesting clarification and seeking permission. They use some strategies to identify key information in most contexts such as asking a speaker to repeat or to speak slowly, or asking what a word means. They follow a series of simple instructions related to classroom procedures and learning activities.*

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

menyalin kata atau frasa dari buku atau daftar kata, menggunakan gambar, dan bertanya bagaimana cara menuliskan sebuah kata.

By the end of Phase C, students communicate their ideas and experience through copied writing and their own basic writing, showing evidence of a developing understanding of the writing process. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. With teachers' support, they produce simple descriptions, recounts and procedures using certain patterns of sentences and modelled examples at word and simple sentence level. They show awareness of the need for basic punctuation and capitalization. They demonstrate knowledge of some English letter-sound relationships and the spelling of high-frequency words. In their writing, they use vocabulary related to their class and home environments, and use basic strategies, such as copying words or phrases from books or word lists, using images and asking how to write a word.

Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Materi Pokok	Alokasi Waktu	Profile Pelajar Pancasila
Menyimak – Berbicara	Pada akhir Fase C, peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin. Mereka mengubah/mengganti	1. Peserta didik mampu mengenali fungsi bagian-bagian tubuh. 2. Peserta didik mampu mengenali manfaat	Parts of our body that work together	6 JP	• Mandiri • Kreatif • Berpikir kritis • Bergotong royong

	sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.	dari bagian-bagian tubuh dalam kehidupan sehari-hari. 3. Peserta didik mampu menulis teks pendek yang berkaitan dengan fungsi bagian-bagian tubuh.			
Menulis – Mempresentasikan	Pada akhir Fase C, peserta didik mengomunikasikan ide dan pengalamannya melalui salinan tulisan dan tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Mereka				

	menunjukkan kesadaran awal bahwa teks dalam bahasa Inggris ditulis dengan kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya. Dengan bantuan guru, mereka menghasilkan teks deskripsi, cerita, dan prosedur sederhana menggunakan kalimat dengan pola tertentu dan contoh pada tingkatan kata dan kalimat sederhana. Mereka menunjukkan kesadaran atas pentingnya tanda baca dasar dan penggunaan huruf kapital. Mereka menunjukkan pemahaman terhadap beberapa hubungan bunyi-huruf dalam bahasa Inggris dan ejaan dari kata-kata yang umum digunakan. Dalam menulis, mereka menggunakan kosakata yang berkaitan dengan lingkungan kelas dan rumah, dan mereka juga menggunakan beberapa strategi dasar seperti menyalin kata atau frasa dari buku atau daftar kata,			

	menggunakan gambar, dan bertanya bagaimana cara menuliskan sebuah kata.				
Menyimak – Berbicara	Pada akhir Fase C, peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana	1. Peserta didik mampu menggunakan ajektiva superlative untuk menjelaskan ciri manusia, binatang, dan benda-benda lainnya.	The elephant is the biggest	6 JP	• Mandiri • Kreatif • Berpikir kritis • Bergotong royong

	yang berkaitan dengan prosedur kelas dan aktivitas belajar.				
Menulis – Mempresentasikan	Pada akhir Fase C, peserta didik mengomunikasikan ide dan pengalamannya melalui salinan tulisan dan tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Mereka menunjukkan kesadaran awal bahwa teks dalam bahasa Inggris ditulis dengan kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya. Dengan bantuan guru, mereka menghasilkan teks deskripsi, cerita, dan prosedur sederhana menggunakan kalimat dengan pola tertentu dan contoh pada tingkatan kata dan kalimat sederhana. Mereka menunjukkan kesadaran atas pentingnya tanda baca dasar dan				

	penggunaan huruf kapital. Mereka menunjukkan pemahaman terhadap beberapa hubungan bunyi-huruf dalam bahasa Inggris dan ejaan dari kata-kata yang umum digunakan. Dalam menulis, mereka menggunakan kosakata yang berkaitan dengan lingkungan kelas dan rumah, dan mereka juga menggunakan beberapa strategi dasar seperti menyalin kata atau frasa dari buku atau daftar kata, menggunakan gambar, dan bertanya bagaimana cara menuliskan sebuah kata.				

MODUL AJAR

Mata Pelajaran: Bahasa Inggris

Tujuan pembelajaran:2023/2024

Fase C Kelas/Semester: V (Lima) / 2 (Genap)

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

Fase B Berdasarkan Elemen	
Elemen Menyimak – Berbicara	Pada akhir Fase C, peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar. *By the end of Phase C, students use English to interact in a range of predictable social and*

	classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities such as asking simple questions, requesting clarification and seeking permission. They use some strategies to identify key information in most contexts such as asking a speaker to repeat or to speak slowly, or asking what a word means. They follow a series of simple instructions related to classroom procedures and learning activities.
Elemen Membaca – Memirsa	Pada akhir Fase C, peserta didik memahami kata-kata yang sering digunakan sehari-hari dan memahami kata-kata baru dengan bantuan gambar/ilustrasi serta kalimat dalam konteks yang dipahami peserta didik. Mereka membaca dan memberikan respon terhadap beragam teks pendek, sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif. Mereka menemukan informasi pada sebuah kalimat dan menjelaskan topik sebuah teks yang dibaca atau diamatinya. *By the end of Phase C, students understand familiar and new vocabulary with support from visual cues or context clues. They read and respond to a wide range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts. They find basic information in a sentence and explain a topic in a text read or viewed.*
Elemen Menulis – Mempresentasikan	Pada akhir Fase C, peserta didik mengomunikasikan ide dan pengalamannya melalui salinan tulisan dan tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Mereka menunjukkan kesadaran awal bahwa teks dalam bahasa Inggris ditulis dengan

| | kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya. Dengan bantuan guru, mereka menghasilkan teks deskripsi, cerita, dan prosedur sederhana menggunakan kalimat dengan pola tertentu dan contoh pada tingkatan kata dan kalimat sederhana. Mereka menunjukkan kesadaran atas pentingnya tanda baca dasar dan penggunaan huruf kapital. Mereka menunjukkan pemahaman terhadap beberapa hubungan bunyi-huruf dalam bahasa Inggris dan ejaan dari kata-kata yang umum digunakan. Dalam menulis, mereka menggunakan kosakata yang berkaitan dengan lingkungan kelas dan rumah, dan mereka juga menggunakan beberapa strategi dasar seperti menyalin kata atau frasa dari buku atau daftar kata, menggunakan gambar, dan bertanya bagaimana cara menuliskan sebuah kata.

By the end of Phase C, students communicate their ideas and experience through copied writing and their own basic writing, showing evidence of a developing understanding of the writing process. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. With teachers' support, they produce simple descriptions, recounts and procedures using certain patterns of sentences and modelled examples at word and simple sentence level. They show awareness of the need for basic punctuation and capitalization. They demonstrate knowledge of some English letter-sound relationships and the spelling of high-frequency words. In their writing, they use vocabulary related to their class and home environments, and use basic strategies, such as copying words or phrases from books or word lists, using images and asking how to write a word. |
|---|---|
| **Tujuan Pembelajaran** | 4. Peserta didik mampu mengenali fungsi bagian-bagian tubuh.
5. Peserta didik mampu mengenali manfaat dari bagian-bagian tubuh dalam kehidupan sehari-hari. |

	6. Peserta didik mampu menulis teks pendek yang berkaitan dengan fungsi bagian-bagian tubuh.
Profil Pancasila	- Mandiri - Kreatif - Berpikir kritis - Bergotong royong
Kata kunci	a head, the shoulders, the eyes, the ears, a cheek, a chin, a knees a mouth a neck a chest a body, the toes, a nose

Target Peserta Didik :

Peserta didik Reguler

Jumlah Siswa :

12 Peserta didik (dimodifikasi dalam pembagian jumlah anggota kelompok ketika jumlah siswa sedikti atau lebih banyak)

Assesmen :

Guru menilai ketercapaian tujuan pembelajaran

- Asesmen individu

Jenis Assesmen :

- Practise

• Lisan
Model Pembelajaran
• Tatap muka
Ketersediaan Materi :
• Pengayaan untuk peserta didik berpencapaian tinggi: YA/TIDAK • Alternatif penjelasan, metode, atau aktivitas untuk peserta didik yang sulit memahami konsep: YA/TIDAK
Kegiatan Pembelajaran Utama / Pengaturan peserta didik :
• Individu • Berkelompok (dua orang atau lebih)
Metode dan Model Pembelajaran :
Diskusi, Presentasi, Demontrasi, Permainan
Media Pembelajaran
1. Laptop 2. Alat bantu audio (speaker) 3. Proyektor

4. Jaringan internet
5. Video yang berkaitan dengan dengan materi
6. Gambar yang berkaitan dengan materi

Materi Pembelajaran

Parts of our body that work together

- Students are able to tell different body parts and their functions
- Students are able to express functions of body parts in daily activities
- Students are able to write a short text about the use of different body parts

Sumber Belajar :

1. Sumber Utama

- Buku bahasa inggris My Next Words kelas V SD
- Internet

2. Sumber Alternatif

Guru juga dapat menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas.

Persiapan Pembelajaran :

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

Langkah Langkah Pembelajaran

Pertemuan 1	Pendahuluan
	- Guru mengawali pertemuan dengan do'a, - kemudian dilanjutkan dengan murojaah, - Setelah itu guru menyapa dan berbincang sebentar dengan para siswa, - Guru memeriksa daftar hadir siswa pada hari ini. Inti - Guru memberikan games terlebih dahulu - Guru memutar sebuah Kids' Song di YouTube - Kemudian guru memberikan kesempatan kepada siswa untuk menjelaskan pengetahuan mereka terlebih dahulu terkait lagu anak yang telah di putar, - Guru memberikan penjelasan terkait materi hari ini berdasarkan lagu anak yang

	telah di putar sebelumnya, • Guru mengajarkan pengucapan kosa kata yang baik • Guru menerapkan media Kids song In Youtube. Dalam mengaajr kosakata Penutup • Guru memberikan kesimpulan pembelajaran hari ini, • guru mengahiri pembelajaran dengan berdoa Bersama sama.
Pertemuan 2	Pendahuluan • Guru mengawali pertemuan dengan do'a, • kemudian dilanjutkan dengan murojaah, • Setelah itu guru menyapa dan berbincang sebentar dengan para siswa, • Guru memeriksa daftar hadir siswa pada hari ini. Inti • Guru mengajak siswa untuk mengulas Kembali materi

	Pelajaran yang telah di ajarkan pada pertemuan sebelumnya, • Guru mengajak siswa untuk berlatih di depan, • Guru melatih siswa untuk berdialog singkat, • Guru mengajak siswa untuk berlatih secara berkelompok (2 orang) untuk berlatih dialog yang sudah di ajarkan, • Setelah proses pembelajaran di lakukan guru melanjutkan dengan pemberian Post-Test 1. Penutup • Pembelajaran di tutup dengan berdoa Bersama-sama

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

Fase B Berdasarkan Elemen	
Elemen Menyimak – Berbicara	Pada akhir Fase C, peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar. *By the end of Phase C, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning*

	activities such as asking simple questions, requesting clarification and seeking permission. They use some strategies to identify key information in most contexts such as asking a speaker to repeat or to speak slowly, or asking what a word means. They follow a series of simple instructions related to classroom procedures and learning activities.
Elemen Membaca – Memirsa	Pada akhir Fase C, peserta didik memahami kata-kata yang sering digunakan sehari-hari dan memahami kata-kata baru dengan bantuan gambar/ilustrasi serta kalimat dalam konteks yang dipahami peserta didik. Mereka membaca dan memberikan respon terhadap beragam teks pendek, sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif. Mereka menemukan informasi pada sebuah kalimat dan menjelaskan topik sebuah teks yang dibaca atau diamatinya. *By the end of Phase C, students understand familiar and new vocabulary with support from visual cues or context clues. They read and respond to a wide range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts. They find basic information in a sentence and explain a topic in a text read or viewed.*
Elemen Menulis – Mempresentasikan	Pada akhir Fase C, peserta didik mengomunikasikan ide dan pengalamannya melalui salinan tulisan dan tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Mereka menunjukkan kesadaran awal bahwa teks dalam bahasa Inggris ditulis dengan

kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya. Dengan bantuan guru, mereka menghasilkan teks deskripsi, cerita, dan prosedur sederhana menggunakan kalimat dengan pola tertentu dan contoh pada tingkatan kata dan kalimat sederhana. Mereka menunjukkan kesadaran atas pentingnya tanda baca dasar dan penggunaan huruf kapital. Mereka menunjukkan pemahaman terhadap beberapa hubungan bunyi-huruf dalam bahasa Inggris dan ejaan dari kata-kata yang umum digunakan. Dalam menulis, mereka menggunakan kosakata yang berkaitan dengan lingkungan kelas dan rumah, dan mereka juga menggunakan beberapa strategi dasar seperti menyalin kata atau frasa dari buku atau daftar kata, menggunakan gambar, dan bertanya bagaimana cara menuliskan sebuah kata.

By the end of Phase C, students communicate their ideas and experience through copied writing and their own basic writing, showing evidence of a developing understanding of the writing process. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. With teachers' support, they produce simple descriptions, recounts and procedures using certain patterns of sentences and modelled examples at word and simple sentence level. They show awareness of the need for basic punctuation and capitalization. They demonstrate knowledge of some English letter-sound relationships and the spelling of high-frequency words. In their writing, they use vocabulary related to their class and home environments, and use basic strategies, such as copying words or phrases from books or word lists, using images and asking how to write a word.

Tujuan Pembelajaran	7. Peserta didik mampu menggunakan ajektiva superlative untuk menjelaskan ciri manusia, binatang, dan benda-benda lainnya.
Profil Pancasila	• Mandiri • Kreatif • Berpikir kritis • Bergotong royong
Kata kunci	Animal, giraffe, the tallest, the shortest, the newest, the biggest, the smallest, the oldest, the youngest, the fattest, the thinnest, the slowest, the fastest, the cheapest, the most expensiver

Target Peserta Didik :

Peserta didik Reguler

Jumlah Siswa :

12 Peserta didik (dimodifikasi dalam pembagian jumlah anggota kelompok ketika jumlah siswa sedikti atau lebih banyak)

Assesmen :

Guru menilai ketercapaian tujuan pembelajaran

- Asesmen individu

Jenis Assesmen :
• Practise   • Lisan
Model Pembelajaran
• Tatap muka
Ketersediaan Materi :
• Pengayaan untuk peserta didik berpencapaian tinggi: YA/TIDAK   • Alternatif penjelasan, metode, atau aktivitas untuk peserta didik yang sulit memahami konsep: YA/TIDAK
Kegiatan Pembelajaran Utama / Pengaturan peserta didik :
• Individu   • Berkelompok (dua orang atau lebih)
Metode dan Model Pembelajaran :
Diskusi, Presentasi, Demontrasi, Permainan
Media Pembelajaran

7. Laptop
8. Alat bantu audio (speaker)
9. Proyektor
10.   Jaringan internet
11.   Video yang berkaitan dengan dengan materi
12.   Gambar yang berkaitan dengan materi

Materi Pembelajaran

The elephant is the biggest

- Students are able to use superlative adjectives to talk about people, animals, and things

Sumber Belajar :

1. Sumber Utama

- Buku bahasa inggris My Next Words kelas V SD
- Internet

2. Sumber Alternatif

Guru juga dapat menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas.

Persiapan Pembelajaran :

e. Memastikan semua sarana prasarana, alat, dan bahan tersedia
f. Memastikan kondisi kelas kondusif
g. Mempersiapkan bahan tayang
h. Mempersiapkan lembar kerja siswa

Langkah Langkah Pembelajaran

Pertemuan 1	Pendahuluan
	- Guru mengawali pertemuan dengan do'a, - kemudian dilanjutkan dengan murojaah, - Setelah itu guru menyapa dan berbincang sebentar dengan para siswa, - Guru memeriksa daftar hadir siswa pada hari ini. Inti - Guru memutar sebuah Kids' Song di YouTube - Kemudian guru memberikan kesempatan kepada siswa untuk menjelaskan pengetahuan mereka terlebih dahulu terkait lagu anak yang telah di putar, - Guru memberikan penjelasan terkait materi hari ini berdasarkan lagu anak yang telah di putar sebelumnya, - Guru mengajarkan pengucapan

	kosa kata yang baik • Guru menerapkan media Kids song In Youtube. Dalam mengaajr kosakata Penutup • Guru memberikan kesimpulan pembelajaran hari ini, • guru mengahiri pembelajaran dengan berdoa Bersama sama.
Pertemuan 2	Pendahuluan • Guru mengawali pertemuan dengan do'a, • kemudian dilanjutkan dengan murojaah, • Setelah itu guru menyapa dan berbincang sebentar dengan para siswa, • Guru memeriksa daftar hadir siswa pada hari ini. Inti • Guru mengajak siswa untuk mengulas Kembali materi Pelajaran yang telah di ajarkan pada pertemuan sebelumnya,

	• Guru mengajak siswa untuk berlatih di depan, • Guru melatih siswa untuk berdialog singkat, • Guru mengajak siswa untuk berlatih secara berkelompok (2 orang) untuk berlatih dialog yang sudah di ajarkan, • Setelah proses pembelajaran di lakukan guru melanjutkan dengan pemberian Post-Test 1. Penutup • Pembelajaran di tutup dengan berdoa Bersama-sama

RUBRIC SCORE

No.	Indicator	Category	Score
1.	Pronunciation	Students can pronounce the vocabulary well.	15
		Students are still unable to pronounce vocabulary well	10
2.	Spelling	students can spell the vocabulary well	15
		Students are still unable to spell vocabulary well	10
3.	Grammer	Students can write vocabulary correctly	15
		Students are still unable write vocabulary correctly	10
4.	Meaning	Students can interpret the vocabulary	15
		Students are still unable to interpret vocabulary	10

ATTENDANCE LIST

NO	NAME	PRE-TEST	1	2	3	4
1.	AHMAD SAEKONI	●	●	●	●	●
2.	ALDIEGO YOGA PRATAMA	●	●	●	●	●
3.	ANGGA PRASETYA	●	●	●	●	●
4.	AYU CITRA LESTARI	●	●	●	●	●
5.	CAHYA SAFINA	●	●	●	●	●
6.	IQBAL IRFANSYAH	●	●	●	●	●
7.	KENDRA SATRIA ADINATA	●	●	●	●	●
8.	NADA SYIFA AULIA	●	●	●	●	●
9.	RAFA WIJDAN NINO	●	●	●	●	●
10.	RUDIYANTO	●	●	●	●	●
11.	INTAN AYU SETYA NINGRUM	●	●	●	●	●
12.	TIMUR MANDALA	●	●	●	●	●

PRE-TEST

Mention each picture in english.

Answer:

Long Pants
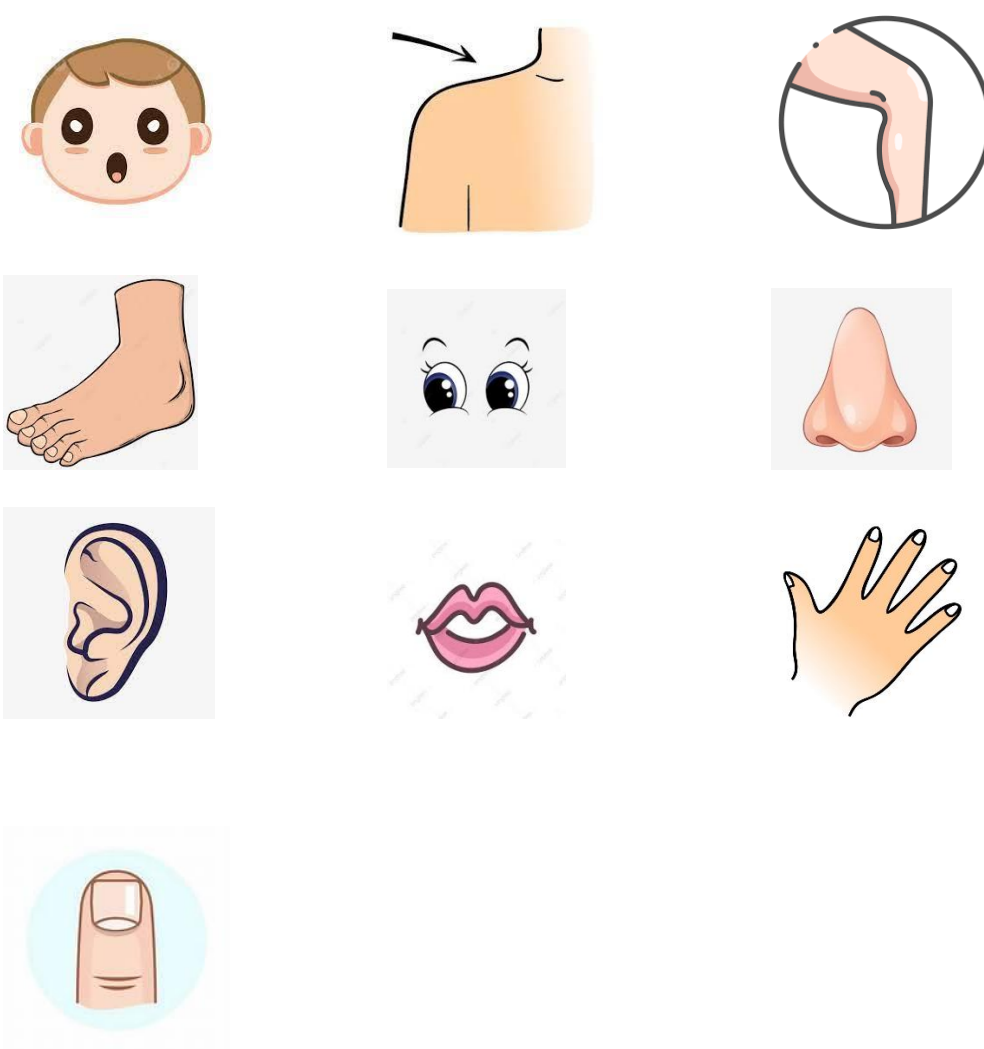
Dress

T-shirt

Shorts

Tie

Bag

Hat

Shoe

Shirt

Answer the question

What is this: this is a long pants

What is this: this is tie

POST-TEST 1

1. Mention each picture in english.

ANSWER

Head

Shoulder

Knees

Eye

Nous

Ear

Mount

Foot
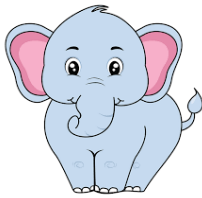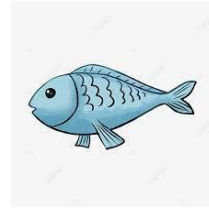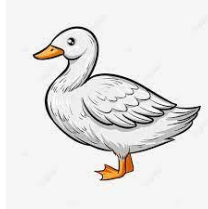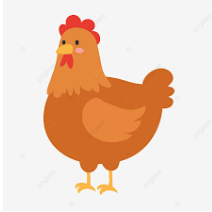
Fingers

Nail

2. Answer the question

What is this: this is a nose

What is this: this is head

POST TEST 2

1. **Mentions Each Picture in English**

ANSWER

Chiken

Duck fish

Elephant

Monkay

Lion

Giraffee

Crocodile

Cat

Answer the question

X: How does elephant look like?

Y: The elephant is big

X: How does giraffe look like

Y: The giraffe is tall

FILD NOTE

No	Date	Fild Note Research
1.	Pre-test	• Students' ability in vocabulary is still low
2.	Cycle I	• The condition of students quite good and quite active, it's just that they are still not used to learning with researcher. • Students are quite interested in the media taught by researcher.
3.	Post test I	• There is progress between pre-test and post-test I scores
4.	Cycle II	• Students are getting used to learning with researcher, • Students are more active in the learning process with researcher.
5.	Post-Test II	• There was a significant increase in post-test 2 score

Observation Sheet of Students Learning Activities in Cycle 1

No	Name	Students Attention	Students Activeness	Students Activeness in Using Media	Students Vocabulary Mastery
1.	AS	✓	-		-
2.	AY	✓	✓	✓	✓
3.	AP	✓	✓	✓	-
4.	AC	✓	✓	✓	-
5.	CF	✓	✓	-	-
6.	II	✓	✓	-	-
7.	KS	✓	✓	✓	-
8.	NS	✓	✓	✓	✓
9.	RW	✓	✓	-	✓
10.	R	✓	-	-	-
11.	IA	✓	✓	✓	
12.	TM	✓	✓	✓	✓
Total		**12**	**10**	**7**	**4**

Observation Sheet of Students Learning Activities in Cycle II

No	Name	Students Attention	Students Activeness	Students Activeness in Using Media	Students Vocabulary Mastery
1.	AS	✓	-	✓	-
2.	AY	✓	✓	✓	✓
3.	AP	✓	✓	✓	✓
4.	AC	✓	✓	✓	✓
5.	CF	✓	✓	✓	✓
6.	II	✓	✓	✓	✓
7.	KS	✓	✓	✓	✓
8.	NS	✓	✓	✓	✓
9.	RW	✓	✓	✓	✓
10.	R	✓	-	✓	-
11.	IA	✓	✓	✓	✓
12.	TM	✓	✓	✓	✓
Total		**12**	**10**	**12**	**10**

DOKUMENTATIONS

Profile of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung

Documentation Treatment in Cycle I

Documentation Post-test I

Documentations Treatment in Cycle II

Documentation Post-Test II

Documentation Students watching Kids Song in YouTube Media

Documentation Students appley the media in learning process

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

Nomor   : B-4400/In.28/J/TL.01/09/2023
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH SD
MUHAMMADIYAH TELUK DALEM
MATARAM BARU LAMPUNG T
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :
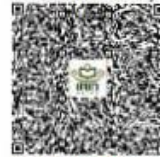
Nama	:	**TATIA MAY HARTANTI**
NPM	:	2001050031
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENT VOCABULARY MASTERY BY USING KIDS SONG FOR YOUNG LEARNERS AT SECOND GRADE OF SD MUHAMMADIYAH TELUK DALEM MATARAM BARU EAST LAMPUNG

untuk melakukan prasurvey di SD MUHAMMADIYAH TELUK DALEM MATARAM BARU LAMPUNG T, dalam rangka meyelesaikan 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, 06 September 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MATARAM BARU
SD MUHAMMADIYAH TELUK DALEM
AKREDITASI "B"
Alamat : Jln. Raya Lintas Timur Teluk Dalem Kec. Mataram Baru Lampung Timur, POS 34199
E-mail: sdmtelukdalam@gmail.com

BALASAN PRASURVEY
NO.93/IV.4.AU/D/2023

Sehubungan dengan datangnya surat dari Fakultas Tarbiyah dan ilmu keguruan Institut

Agama Islam Negeri Metro (IAIN), yang bernama dibawah ini:

Nama	: Tatia May Hartanti
NPM	: 2001050031
Semester	: 7 (Tujuh)
Jurusan	: Tadris Bahasa Inggris
Judul	: Improving student vocabulary mastery by using kids song for young learners at second grade of Sd Muhammadiyah Teluk Dalem Mataram Baru East Lampung

Diberikan Izin untuk melakukan Prasurvey di Sd Muhammadiyah Teluk Dalem,

dalam rangka menyelesaikan tugas akhir Skripsi.

Dengan adanya surat ini kami harap dapat dipergunakan dengan sebagaimana

mestinya untuk keperluan administrasi universitas.

Teluk Dalem, 09 September 2023
Mengetahui,
Kepala Sekolah

Dian Fimalasari, 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.iain@metrouniv.ac.id

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

Nama : Tatia May Hartanti
NPM : 2001050031

Program Studi : TBI
Semester : 7

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa 5/12-23	✓	Acc ch. I	
	Rabu 20/12-23	✓	Acc ch. II	
	Jum'at 22/12-23	✓	Ace ch. I - III Ace for Seminar	

Mengetahui,
Ketua Program Studi TBI

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

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

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INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tatia May Hartanti   Program Studi : TBI
NPM   : 2001050031   Semester   : 6.

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin/ 4 maret 2024	✓	ACC APD Please do research!	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 19880308201501006

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

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

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

Kepada Yth.,
Trisna Dinillah Harya (Pembimbing 1)
(Pembimbing 2)
di-
      Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**TATIA MAY HARTANTI**
NPM	:	2001050031
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENTS VOCABULARY MASTERY BY USING KIDS SONG IN YOUTUBE AT FIFTH GRADE OF SD MUHAMMADIYAH TELUK DALEM MATARAM BARU EAST LAMPUNG

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

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

Wassalamu'alaikum Wr. Wb.

Metro,
Belum di proses,

Dr. Much Deiniatur M.Pd.B.I.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor   : B-1497/In.28/D.1/TL.00/03/2024
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SEKOLAH
di-
　　Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1496/In.28/D.1/TL.01/03/2024, tanggal 06 Maret 2024 atas nama saudara:

Nama	:	**TATIA MAY HARTANTI**
NPM	:	2001050031
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SEKOLAH bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SEKOLAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS VOCABULARY MASTERY BY USING KIDS SONG IN YOUTUBE AT FIFTH GRADE OF SD MUHAMMADIYAH TELUK DALEM MATARAM BARU EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 Maret 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS
Nomor: B-1496/In 28/D.1/TL.01/03/2024

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

Nama	:	**TATIA MAY HARTANTI**
NPM	:	2001050031
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SEKOLAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS VOCABULARY MASTERY BY USING KIDS SONG IN YOUTUBE AT FIFTH GRADE OF SD MUHAMMADIYAH TELUK DALEM MATARAM BARU EAST LAMPUNG".

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 : 06 Maret 2024

Mengetahui,
Pejabat Setempat

DIANA FIMALA SARI, S.Pd

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MATARAM BARU
SD MUHAMMADIYAH TELUK DALEM
AKREDITASI "B"
Alamat : Jln. Raya Lintas Timur Teluk Dalem Kec. Mataram Baru Lampung Timur, POS 34199
E-mail. sdmtelukdalam@gmail.com

Teluk Dalem, 25 Mei 2024

Nomor: No.009/AU/SDM/V/2024
Perihal: *Kesediaan Memberikan Izin Survey Penelitian*

Kepada Yth,

Ketua Jurusan Tadris Bahasa Inggris

Institut Agama Islam Negeri Metro

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

Assalamualaikum warahmatullahi wabarakatuh

Menindaklanjuti surat Nomor: **B-1497/In.28/D.1/TL.00/03/2024** tanggal 06 maret 2024 prihal izin Research, dengan ini kami sampaikan bahwa tiddak keberatan untuk memberikan izin survey penelitian kepada mahasiswa/fakultas tarbiyah dan ilmu keguruan institute agama islam negeri metro dengan data sebagai berikut :

Nama	: Tatia May Hartanti
NPM	: 2001050031
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris
Judul	: Improving Students Vocabulary Mastery by Using Kids' Song in Youtube at Fifth Grade of SD Muhammadiyah Teluk Dalem Mataram Baru East Lampung

Demikian kami sampaikan, atas perthatian dan kerjasamanya kami ucapkan terimakasih.
Wasalamualaikum warahmatullahi wabarakatuh

Teluk Dalem, 25 Mei 2024
Mengetahui,
Kepala Sekolah

Dian Fimalasari, S.Pd
NIP.

BIOGRAPHY

The name of the researcher is Tatia May Hartanti. She was born in Metro, on May 24 2002. She is the second daughter of Mr. Roni Hartanto and Mrs. Suharni. She has one older brother his name is Rifky Aditya Wijaksana. Her parents live in Braja Asri Village, Way Jepara, East Lampung. She completed her kindergarten at TK Aisyah Bustanul Atfal Braja Asri on 2008. She continued her study at MI Muhammadiyah Braja Asri, and graduate on 2014. Then she finished her Junior High School at SMP Muhammadiyah Way Jepara on 2017. The researcher then continued her education to senior high school at SMA Muhammadiyah Way Jepara and graduated on 2020. At the same year, she registered as S-1 student of English Education Study Program OF State Institute of Islamic Studies (IAIN) of Metro.