THE INFLUENCE OF STUDENTS VOCABULARY MASTERYBY USING ENGLISH KIDS SONGS AT SD ISLAM ASSALAM

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

BENING TYAS WINASARI
NPM 1911040040

Study Program   **: English Education**
Advisor   **: Yulan Puspita Rini, S.S., M.A**
Co-Advisor   **: M. Fikri Nugraha K., M.Pd**

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445 H/ 2024 M

ABSTRACT

The learning process at SD Islam Assalam Bandar Lampung in terms of students vocabulary development is still low. In learning English vocabulary teachers use book to develop students vocabulary so that learning is less efficient and children were easily bored. This research aims to find out whether there is a significant influence of the use of English kids songs on students vocabulary mastery.

The research methodology used in this research is a quasi-experimental design. The population of this research was the fifth grade of SD Islam Assalam in the academic year of 2023/2024. The research samples were divided into two classes, namely 5A and 5B. 26 students for the experimental class (5A) and 26 students for the control class (5B). So, the total of the samples were 52 students. The experimental class used kids songs, while the control class used the "Grow with English" textbook. The treatment was carried out in 1 meeting. In collecting data, this research used a test instrument in the form of multiple choice questions. Before giving treatment, a pre-test is given. Then after carrying out the treatment a post-test is given.

The result of data analysis identified significant differences in the vocabulary scores of students before and after treatment. This can be seen in the following data. The study used hypothesis testing, specifically the T-test, to assess the statistical significance of the impact of using kids songs on students vocabulary scores. Based to the T-test conducted using SPSS version 21, the resulting significance value (Sig.) = was 0.000 and = 0.05. It can be concluded that the use of kids songs has a considerable impact on students vocabulary results.

Keywords: *influence, kids songs, vocabulary*

DECLARATION

The researcher's identity, the undersigned below:

Name   : Bening Tyas Winasari
NPM   : 1911040040
Department : English Department
Thesis Title : The Influence of Students Vocabulary Mastery by Using English Kids Songs At SD Islam Assalam

There by declared that the thesis entitled "The Influence of Students Vocabulary Mastery by Using English Kids Songs At SD Islam Assalam" is truly the researcher's own original work. The researcher fully responsible for the publication of the thesis. The sources and structure of the writings in this research have complied with the provisions and ethical standards.

Bandar Lampung, 10 March 2024
Declared by

Bening Tyas Winasari
NPM. 1911040040

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jln. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721) 703260

APPROVAL

Title	:	THE INFLUENCE OF STUDENTS VOCABULARY MASTERY BY USING ENGLISH KIDS SONGS AT SD ISLAM ASSALAM
Student Name	:	Bening Tyas Winasari
Student Number	:	1911040040
Study Program	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty,
State Islamic University of Raden Intan Lampung

Advisor,   Co-advisor,

Yulan Puspita Rini, S.S., M.A   M. Fikri Nugraha, K., M.Pd
NIP. 197708182008011012

The Chairperson of
English Education Program

M. Ridho Kholid, S.S., M.Pd
NIP. 198505122201503004

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jln. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721) 703260

ADMISSION

A thesis entitled:

THE INFLUENCE OF STUDENTS VOCABULARY MASTERY BY USING ENGLISH KIDS SONGS AT SD ISLAM ASSALAM, by: **BENING TYAS WINASARI, NPM: 1911040040**, Study Program: English Education, was tested and defended in the examination session in Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung, on: Thursday, March 07 2024.

Board of Examiners:

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The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 196408281988032002
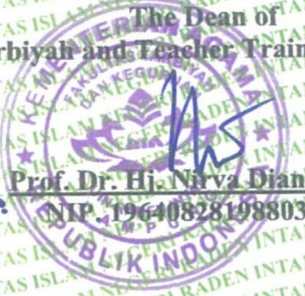
MOTTO

فَٱذْكُرُونِيَ أَذْكُرْكُمْ وَٱشْكُرُواْ لِى وَلَا تَكْفُرُونِ ﴿١٥٢﴾

Therefore, remember me, I will remember you.
Give thanks to me, and reject not to me.

(Q.S Al-Baqarah : 152)

DEDICATION

Alhamdulillah, thanks to Allah SWT for His grace. This thesis has been completed. From the depths of the heart, this thesis is dedicated to:

1. My beloved parents, Mr. Suwito and Mrs. Zulina, have provided me with unconditional love and endless support, not only for the completion of my studies but also for the success of my life. I am grateful to have you by my side, and this thesis is absolutely also yours.

2. My beloved sisters, Wiati Atma Juwita and Wilianti Sapta Wulan, have been very supportive, caring, and generous during many difficult stages of my study at the university.

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4. All beloved lecturers and almamaters of the Department of English Education, Tarbiyah, and Teacher Training Faculty at Raden Intan State Islamic University Lampung who have contributed a lot to my development.
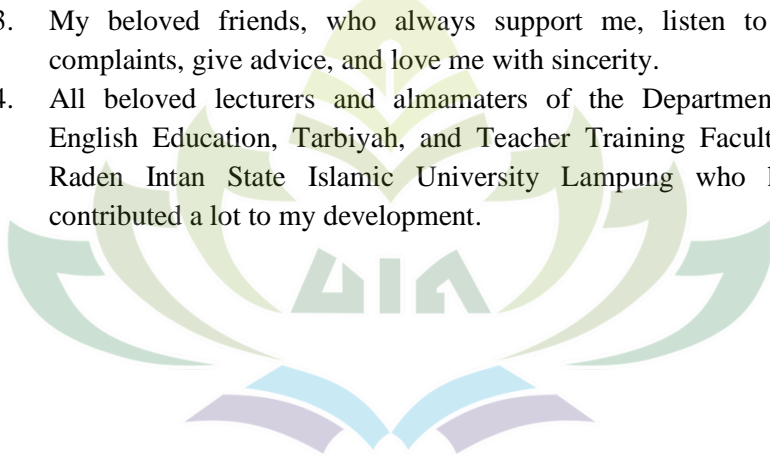
CURRICULUM VITAE

Bening Tyas Winasari was born on June 14th, 2001 in Cilegon. Bening is the third daughter of Mr. Suwito and Mrs. Zulina. She has two sisters, the first is Wiati Atma Juwita and the second is Wilianti Sapta Wulan.

In academic background, Bening accomplished her formal education at SDN Krenceng 1 in 2007 and she graduated in 2013. In the same year, she continued her study in SMP IT Raudhatul Jannah Cilegon and finished in 2016. Then she continued to MAN 1 Cilegon and graduated in 2019. Then, she continued her study at UIN Raden Intan Lampung in 2019.

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Praise be to Allah SWT, the Almighty and the Most Merciful, who has given His blessings and guidance so that I can complete this undergraduate thesis. Peace and salutation may always be upon the holy world leader, Prophet Muhammad S.A.W., peace be upon him. In the third place, thank you to:

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Finally, it has to be admitted that nobody is perfect and is fully aware that there are still a lot of weaknesses in this thesis. Therefore, we sincerely welcome criticism and suggestions from the readers to enhance the quality of this thesis. Furthermore, the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in the English teaching profession.
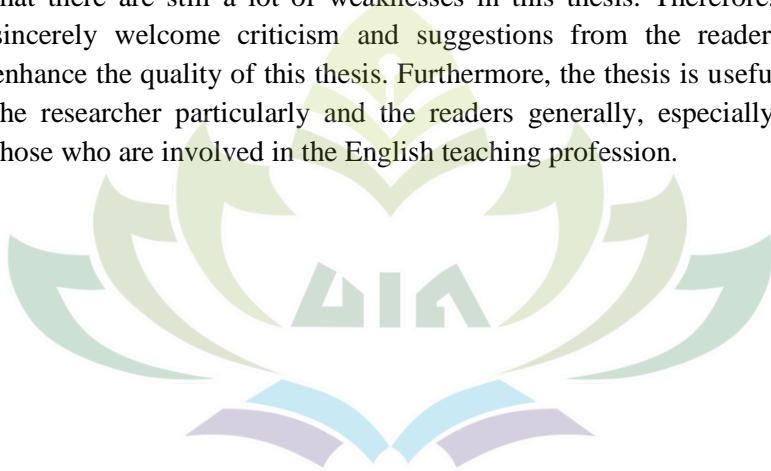
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CHAPTER I
INTRODUCTION

A. Title Confirmation

As a first step to understand the title of this thesis and avoid misunderstandings, it is necessary to emphasize a few words which are the title of this thesis. The thesis title in question is"The Influence of Students Vocabulary Mastery by Using English Kids Songs At SD Islam Assalam". For this reason, it is necessary to describe the meaning of several terms contained in the title of this thesis, namely as follows:

Influence is a contribution has been developed, the activities planned have been carried out, and the chain of expected results has occurred.[1] Another definition of influence can also be defined in terms of changes in behavior over a certain period of time and measured through real motor or verbal activity. This means that influence refers to the development of a system, the execution of planned activities, and the expected outcomes, measured through actual or verbal behavior over time.

In general, many definitions of vocabulary have been put forward by experts. Vocabulary is the basic thing needed to use a foreign language. Vocabulary according to Cameron, being one of the knowledge categories of language, is extremely important for learners when learning a language.[2] It means that vocabulary is a crucial component of language. Without vocabulary, learning a language would be difficult.

Mastery, according to Hornby is "complete knowledge or complete skill".[3] Based on Hornby's definition, mastery

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[1] White, H., & Philipps, D. *Addressing attribution of cause and effect in small n impact evaluations*; towards an integrated framework. (International Initiative for Impact Evaluation, 2012), p. 15

[2] Cameron, L. *Teaching languages to young learners*. (Cambridge: Cambridge University Press 2001), p. 73

[3] Hornby, A.S. *Oxford Advenced Learner's Dictionary of Current English*. London: Oxford University Press,1995)

involves complete knowledge or exceptional proficiency in a specific field. It might be stated that students must comprehend the language.

Kids songs, in the most basic sense, are songs that contain a kids spirit and are part of a kids daily activities.[4] Thus, kids songs are musically and functionally tied to the life of kids at the age.

Therefore, the aim of this research is to find out whether learning vocabulary using English kids songs has an influence on students vocabulary mastery. Therefore, the title of this thesis research is "The Influence of Students Vocabulary Mastery by Using English Kids Songs At SD Islam Assalam"

B. Background of the Problem

One of the international language is English. English is mostly used all over the world. Meanwhile, in Indonesia, English is one of the subjects that must be studied from elementary to tertiary level.[5] Vocabulary is one of the most important aspects of language and is one of the communicative bases. The existence of low vocabulary mastery can cause serious challenges for students.[6] Students in Indonesia are not only required to master vocabulary but also in terms of the four English supporting skills, such as (reading, writing, speaking, and listening). In the

teaching and learning process, it will be successful if the teacher can make teaching materials appropriate to the subject matter and the age level of students.[7]

To communicate effectively with others, both in writing and orally, students must increase their vocabulary. Harmer

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[4] Refi Yunanda Wicaksono. *Daya Tarik Lagu BagiI Anak Usia Dini*: Studi Kasus Di TK Pertiwi I (Singodutan,Wonogiri 2017), p. 93

[5] Rifanda Goni, Meity Muntuuntu, and Maikel Sanger. "*The Correlation Betwwen Students Interest And Academic Achievement In Learning English*," Journal of English Culture, Language, Literature and Education (2021)9,no. 1, 30–46

[6] 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

[7] Mr Akrim. "*Media Learning in Digital Era*," in Proceedings of the 5th International Conference on CommunityDevelopment (2018) 458–460

explains that a little grammar ability can be conveyed, but nothing can be conveyed without vocabulary knowledge.[8] Students with a small vocabulary will find it difficult to communicate effectively with others, while students who have a large vocabulary will find it easy to communicate with others and express their opinions. Students vocabulary are influenced by various factors, including teaching style, media, and techniques used during the teaching and learning process. This is a problem for students in the lack of knowledge of vocabulary, especially English vocabulary.

Based on the results of an interview with Mr. Ruli Destian as Classroom teacher grade V at SD Islam Assalam Bandar Lampung, on March 8 2022, it can be concluded that students vocabulary is still very low, this is due to the diversity of children in understanding vocabulary, and students lack of vocabulary knowledge. External factors are caused by low student motivation to learn as well as students attitudes and learning habits in everyday life. Therefore, there needs to be action from the teacher so that students are more enthusiastic and active during the learning process. The scores can be seen in the table below:

Table 1.1
The achievement of KKM at Fifth Grade of SD Islam Assalam

No.	Class	Student t's Score		Number of Students
		<70	**>70**	
1.	5 A	20	6	26
2.	5 B	17	9	26
Total		37	15	52
Percentage		70%	30%	100%

Source Document of the Classroom teacher in SD Islam Assalam

Based on the table above, many students who score low

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[8] Harmer, J. *The Practice of English Language Teaching*. (U.K.: Longman 2007), p. 87

or below the minimum completeness criteria (KKM), with 30 (30%) students passed and 70 (70%) students failed. It can be stated that the students vocabulary is still very low. The percentage score table reveals that the students vocabulary mastery is low.

The activities carried out by the teacher during vocabulary learning in class are the drill method. Drilling technique is a method of teaching language through dialogues that emphasizes habit building in pupils through repetition, learning grammatical structures, and tense transformation using the target language and the culture in which the language is spoken.[9] According to Roestiiyah, the following are the shortcomings of a drill-based learning method or technique: (1) Because, they are standardized procedures, there are many ways or motions that cannot change, which can stifle students skills and initiative. (2) Students may not employ alternative ways or procedures based on their own ideas. (3) Students learned skills are often sedentary, resulting in stiff habits / incorrect talents.[10]

According to Saricoban and Metin point out the benefits songs to teach vocabulary are as follows, (a) motivate students during teaching, (b) attract students attention when teaching is taking place, (c) they provide authenticity and context, and (d) entertaining and calming students.[11] Therefore, this research intended to see whether song media could increase the vocabulary of grade V students at SD Islam Assalam. The techniques that was used in teaching vocabulary using song media is translation techniques.

In line with the current conditions, this research using a more fun approach and motivating students enthusiasm in increasing student vocabulary. English kids songs are one of the appealing learning media in the English classroom that

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[9] Setiyadi, A.B. *Teaching English as A Foreign Language.* (Yogyakarta: Graha Ilmu, 2006) p. 54

[10] Roestiiyah NK. *Strategi Belajar Mengajar* (Bina Aksara, Jakarta, 1985), p.125

[11] Saricoban, A. and Metin, E. Songs, Verse, and Games for Teaching Grammar. The Internet TESL Journal, (2000)

adds good energy and influences students motivation, making them more passionate, interested, and enjoying studying English.[12] Therefore, this research use English kids songs to overcome these problems. This Badanamu 3D animated song was chosen because it is more realistic, easier to remember, and improves understanding of the material.[13]

This research use the Badanamu song, because when teachers want to apply songs in the teaching and learning process, the teacher must know what type of song he will bring to the class. This is a problem if the teacher wants to use songs in class. Harmer stated that there are two ways to solve the problem of how to choose songs to bring to class: the first is to ask students to bring their own favorite songs to class. However, if students do this, the teacher may take time (a day or two) to listen to the song and try to understand the lyrics. The second way is to use old songs, asking students whether they like them even though they are old. The teacher can then choose a song that he likes and is appropriate to the topic and lesson material. In this case the researcher used the second method.[14] Here this research took three songs related to this material. Based on the syllabus, the material for fifth grade elementary school students is parts of the body, symptoms/illness, and sympathy. In conducting this research, the songs chosen were songs related to the material, namely "sneeze", "do exercise", and "Head, hands, toes and nose".

Robert created the animated song "Badanamu", which was produced by the Calm Island label record (badanamu.com). According to Ika, adult learners at the beginner level can use animation for language acquisition.[15] Since his song collection was combined in Smart Hafizh, an

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[12] Putri, C. M., Bunau, E., &Rezeki, Y. S. *Using english songs in improving listening skill*. Jurnal Pendidikandan Pembelajaran Khatulistiwa (2018), 1- 10.

[13] M. Tavanti and M. Lind, "*2D vs 3D, Implications on Spatial Memory*," in IEEE Symposium on InformationVisualization, (2001), 139

[14] Harmer, J. The practice of English language teaching. (Essex, England: Longman, 2000), p. 243

[15] Devi, Ika A*nimation Video To Improve Students Vocabulary Mastery*. Jurnal Pendidikan Bahasa Inggris,(2012) Vol. 1, no. 1, p. 7

educational media created for Muslim children, Badanamu has become popular. More than two billion people subscribe to Badanamu, a platform that aims to revolutionize early learning through several instructive songs and rhymes.[16]

Currently, the development of students vocabulary can be developed with various media, one of which is through the media of songs. The use of these songs is not limited to being a media for students to learn English, songs can also be used as an alternative in creating entertaining learning, which can increase the quality of learning.

C. Identification of the Problem

Based on the background of the problem above and the result of preliminary research (interviewed the teacher) this research found some problems.

1. The use of media is less than optimal.
2. Presentation of material is less interesting.
3. Vocabulary owned by students is limited.
4. Lack of student interest in learning vocabulary.

D. Limitation of the Problem

Based on the identification of the problem above, this research focuses on the influence of students vocabulary mastery by using English kids songs at SD Islam Assalam. In addition, this research focuses on introducing simple vocabulary based on the syllabus such as noun, verb and adjective.

E. Formulation of the Problem

Based on the limitation of the problem, this research can be formulated as follows: Is there any influence of students vocabulary mastery by using English kids songs at SD Islam Assalam?

F. Objective of the Research

The objective of the research is to know the influence

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[16] Nuri Ma'rifatil Laili and Fauzana Putri. "*Phonological Study of Onomatopoeia in Children's Song*," Journal of English Language Teaching and Linguistics (2021), p. 215

of students vocabulary mastery byusing English kids songs at SD Islam Assalam.

G. Significant of the Research

1. Theoretical Significance

It may support the theory that using English kids song can be applied to increase vocabulary.

2. Practical Significance

It may inform teacher how to increase vocabulary by using English kids song. Therefore, the results of this research are expect useful for:

a. For English Teachers

After this research, it is hoped that teachers in elementary schools will be able to take references for using interesting media in teaching vocabulary by using English kids songs. In addition, it can provide inspiration and insight for English teachers to develop media when learning in class.

b. For Students

After doing this research, it is hoped that later students will be able to increase their vocabulary easily.

c. For Other Researchers

The results of this research, are expected to later become a useful reference. Other researchers need to know how to use appropriate and interesting media for elementary school students in learning vocabulary.

H. Relevant Researchers

Based on several sources in this study, there are several previous research that discuss increasing the students vocabulary by using English kids songs. Below are some studies that have been done previously

Wida Rianti (2017), the title is "Increasing Students Vocabulary Mastery Using kids Songs". In this research, The object of this research in class IV B of SDN 022 Kampar. This research was conducted using a two-cycle class action research approach. The results is showed an increased level of positive vocabulary. Their ability to give meaning to a vocabulary that have been studied increased from 70 in cycle 1 to 87 in cycle 2.

Arie Fridayanti, Tahhrun, & Mulyadi (2021), the title is

"Increasing Kindergarten Students Vocabulary and Learning Interest Through English Kids Songs at Palembang Paramount School". The object of this study consisted of 6 girls and 3 boys. Collection of data collected by researcher through observation and oral tests. Then, from the results of the data they have collected, it can be concluded that the use of songs in teaching can increase interest in learning and increase the vocabulary of children at Paramount School.

Cicih Kurnia (2017), the title is "Increasing Young Learners' Vocabulary Mastery By Using English Songs". Researcher target young learners at an early age for example (3-4 years). In this research, she collected data through field notes and observation sheets. Then, for the song the researcher used a children's song entitled "row-row your boat" and the teaching technique used was using two cycles of class action. The conclusion from the results of this study is that the use of songs provides an increase in vocabulary mastery for young learners. This song is a very appropriate media for learning media for ages (3-4 years) because songs can encourage them to be confident.

Sri Wahyuni (2012), the title is "Improving Students Vocabulary Mastery Through Popular Songs". The object of the research are twenty six students of the third grade at SDN 2 Teloyo. And the research method is classroom action research conducted in three cycles. The data are collected quantitatively and qualitatively. The conclusion from the results of this study is that popular songs are very important to the vocabulary learning, therefore, it is recommended.

Suwandesi, N. M. A., Ratminingsih, N. M., & Dewi, K. S. (2022), the title is "Implementing English Kids' Song Media to Improve Students Vocabulary Achievement". The object of this study consisted of 33 fifth-grade students. This study employed Classroom Action Research (CAR). The results of this research show that all students gave positive responses to the application of English kids songs as media to increase students vocabulary achievement in the teaching and learning process. The conclusion from the result, English kids songs can be an alternative media for teaching and learning vocabulary.

This is the difference between this research and the five previous research names, previous research increased students vocabulary mastery using kids songs from different channels,

the research design used classroom actions, and previous research focused on increasing knowledge mastery through English kids songs. Previous research findings there are interesting things to teach students vocabulary mastery by using kids songs as media in class, and teachers can improve their vocabulary. While this research was used the kids song from Badanamu, this research design was used quantitative and experimental data collection. And this research was focused on the influence of students vocabulary mastery by using English kids songs at SD Islam Assalam, especially fifth grade. The similarities of this research are, this research discusses students mastery of English vocabulary, the media used to increase students vocabulary is kids songs, the object of this research is targeted at English for Young Learners. The findings of this research indicate the significant effect of using English kids songs as learning media in the classroom on students vocabulary, especially in fifth grade.

I. Systematic and Discussions
This research discusses structure below:

1. Chapter I Introduction
This chapter consists of the title confirmation, background of problem, identification and limitation of the problem, formulation of the problem, objective of the research, significant of the research, relevant research, and systematic and discussion.

2. Chapter II Literature Review
This chapter consists of the theories of vocabulary, media, and kids songs.

3. Chapter III Research Method
This chapter consists of time and place of the research, research design, population, sample and data collection technique, operational definition of variables, research procedures, research instrument, validity and reliability of the instruments, and fulfillment of the assumptions.

4. Chapter IV Research Findings
This chapter consist of data presentation, result of data analysis, interpretation and discussion.

5. Chapter V Conclusion and Suggestion
This chapter consist of conclusion and suggestion.

CHAPTER II
FRAME OF THEORY AND HYPOTHESIS

A. Frame of Theory
1. Vocabulary

Vocabulary is a part of language and a tool that people use to communicate ideas to one another.[1] It indicates that certain words are understood and used to convey language by individuals. Because life has complexity, vocabulary in one language continues to grow anddevelop.

a. Definition Vocabulary

One area of knowledge in language is vocabulary. Vocabulary is a person's collection of words that they use in conversation.[2] As Hatch & Brown define that vocabulary is a list or collection of terms for a specific language or a list or set of words that particular language speakers may employ.[3] While Ur states, vocabulary is roughly described as the words we teach in the foreign language.[4]

Vocabulary can be defined as the words we need to understand to communicate effectively, such as words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).[5] There are many experts who define vocabulary, Hornby describes vocabulary represents every aspect of an individual's knowledge and use of words, as well as the complete

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[1] Richard, J. C. And W. A Renandya. *Methodology in Language Teaching*: An Anthology of Current Practice.(Cambridge: Cambridge University Press, 2002), p. 255

[2] Linse, Caroline T. *Practical English Language Teaching : Young Learners*. (New York: McGraw Hill, 2006)

[3] Brown, H Douglas. *Teaching by Principle*. New York: Longman Susan B. Neuman and Julie Dwyer, "Missingin Action: Vocabulary Instruction in Pre-K," *The Reading Teacher* 62, no. 5 (February 2009), p. 385

[4] Ur, P. *A Course in Language Teaching*. (Cambridge: Cambridge University press, 1998), p. 60

[5] Susan B. Neuman and Julie Dwyer. "*Missing in Action: Vocabulary Instruction in Pre-K*," The ReadingTeacher 62, no. 5 (2009), p. 385

set of terms within a specific language.[6] This statement emphasizes that vocabulary is a category of words with meanings that have a role in language learning. While Richard and Willy defines "vocabulary is an important component of language proficiency and is an important part of the basis of how effectively learners speak, listen, read, and write".[7]

In addition, Burns defines that vocabulary is a collection of words used by someone in talking to others.[8] According to Wilkins as cited in Alfaki, vocabulary learning involves the ability to distinguish and understand the meanings of words in the target language, compared to their similar equivalents in the native language.[9] Furthermore Lessard Cluston states that, "Vocabulary is anything that deals considered with a word. Vocabulary, as the basic process by which humans acquire and grow a language such as English, is a list of words".[10]

From the definition above, it can be concluded that vocabulary as including an individual's whole understanding and used in listening, speaking, reading and writing. It is also called the foundation of a language, because vocabulary can be used by a single speaker and is an important tool for learning a language. With a large foreign language vocabulary that a person has, that person can communicate

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[6] Hornby, A.S. *Advance Learner's Dictionary*. (New York: Oxford University Press, 2006), p. 1645.

[7] Jack C. Richards and A Willy Renandya. *Methodology in Language Teaching: AnAnthology of Current Practice,* (Cambridge: Cambridge University Press, 2002)*,* p. 255

[8] Burns. *Teaching English to Children. From Practice to Principle* (Collins ELT: Prentice Hall, 1975), p. 295

[9] AlfAki, I. M. *Vocabulary input in English language teaching* : Assesing the vocabulary load in spine five. International journal of English language and linguistics research, 3, (2014), p. 1-14.

[10] Lessard-Clouston, M. *Teaching Vocabulary*. Alexandria, VA : TESOL International Association, ISBN 978-1931185974. (2013

effectively.

b. Kinds of Vocabulary

Vocabulary is divided into two kinds. Nation explains the two kinds, namely, receptive vocabulary and productive vocabulary.[11] Each vocabulary has its owncharacteristics.

1) Receptive Vocabulary

Words that students can recognize and comprehend when they are spoken in context are referred to as receptive vocabulary. It is language that students recognize when they read a text or come across it, but they don't utilize it when they speakingor writing.

2) Productive Vocabulary

Words that learners can understand, pronounce, and use effectively in speaking and writing are known as productive vocabulary. Productive knowledge refers to the capacity to produce a word in written or spoken form. This vocabulary requires receptive vocabulary as a support. Because learners can create words to communicate their ideas to others, this productive vocabulary can be called an active process.

From the statement above it can be concluded that vocabulary is divided into two, namely receptive vocabulary and productive vocabulary. Receptive vocabulary is vocabulary that students can recognize and use in context but is not used in speaking or writing. Meanwhile productive vocabulary is vocabulary understood by students, how the context is implemented and students use it in writing or speaking.

c. Types of Vocabulary

Vocabulary has several types, there are eight

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[11] Nation, P. *Learning vocabulary in another language*. United Kingdom: Press Syndicate of The University Of Cambridge, (2001)

types of vocabulary proposed by Thornbury.[12] These include noun, verb, adjective, adverb, pronoun, preposition, conjunction, and determiner. Those can be described are:

1) Noun

According to Dykes, a noun is an object's name. Whether you can see it or not, everything has a name.[13] Words that describe a person, place, or object are called nouns. The most common types of nouns include common nouns, which refer to people, places, and things; proper nouns, which are specific names of persons, places, and things; countable nouns and uncountable nouns; and plural nouns.

a. **Common Nouns**

These are the names of common objects that are visible by the senses of touch, sound, and sight.[14] These types of common nouns:

1. Common nouns are words for things

These common nouns are words for nouns: table, pencil, ruler, pen, chair, refrigerator, bed, car, lamp, carpet, knife, stove, bowl, pillow, bowl, book, medicine.

2. Common nouns are words for animals

These common nouns are words for animals: horse, cat, cow, kitten, dog, rabbit, puppy, bird, ant, lion, zebra, tiger, goat, frog, etc.

3. Common nouns are words for places

These common nouns are words for places: museum, bank, airport, hospital,

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[12] Scott Thornbury. *How Teach Vocabulary*. (Logman: Person Education Limited, 2012)

[13] Barbara Dykes. *Grammar for Everyone Practical Tool for Learning And Teaching Grammar*. (Australia Cataloguing: Victoria Acer Press, 2011)

[14] Ibid, p.21

library, park, zoo, theater, etc.

4. Common nouns are words for people who do certain things

These common nouns are words for people who do certain things: doctor, dancer, singer, vet, teacher, police, farmer, businesswoman, engineer, businessman, pilot.[15]

b. Proper Noun

As previously stated, a proper noun refers to specific names of individuals, locations, and objects. Sargeant categorizes proper nouns into various types such as:

1. The names of individuals are proper nouns. Examples include: Bada, Jess, and the others.

2. The names of the days of the week and the months of the year are classified as proper nouns.

3. The names of special days and celebrations are also referred to as proper nouns.

c. Concrete and Abstract Nouns

A concrete noun refers to something physical that can be perceived through the senses, such as sight, touch, and smell. Examples of concrete nouns include head, hair, nose, ear, hand. An abstract noun is a term in language used to describe a word that represents a notion or idea that is intangible and lives solely inside the real of our thoughts, such as rest, stomachaches, toothache, earache, etc.

d. Countable and Uncountable Nouns

Countable nouns is a noun that indicates

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[15] Howard Sargeant, *Basic English Grammar* (Essex: Saddleback Educational Publishing, 2010)

something you could count and can have singular and plural form for example, desk(s) and book(s). The majority of countable nouns are physical or observable. Uncountable noun is a noun that indicates something you cannot count for example water, oil, and sugar.

2) Verb

The verb either directly or indirectly, visible or invisible, expresses a state or describes an action. A sentence is only complete if it has a subject and a verb. Because most verbs describe actions, they are referred to as action verbs. Action verbs describe what someone or something does. Here are some examples of common action verbs: drink, eat, etc. [16]The kinds verbs are:

a. Transitive Verb

Intransitive verbs are verbs that do not require an object or subject complement in the sentence.[17] For example: touch, write, etc.

b. Intransitive Verb

Transitive verbs require a direct object in the sentence. For example: sneeze, work, arrive, etc.

c. Distransitive Verb

Distransitive verbs are verbs that require two objects in the sentence: a direct object indicating "what" or "whom" and an indirect object indicating "to" or "for whom" the direct object is being sent, given, bought, and so on.[18]

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[16] Ibid, p. 11

[17] Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis*: An Introductory : Course (Amsterdam : John Benjamins Publishing Company, 2000), p. 65

[18] Ibid, p. 67

3) Adjective

Adjective is a word that describes a noun. Adjectives, according to Phyllis, describe nouns and pronouns, adding color and clarity to sentences. [19]The types of adjective are:

a. Determiners Adjective

Determiners adjective such as articles (the, an, a), demonstrative adjectives (this, that, these, those), possessive adjectives (my, your, her), numeral adjectives (fourth, first, tenth, third), and adjectives of uncertain quantity (some, few, all).

b. Descriptive Adjective

Descriptive adjectives typically denote an intrinsic characteristic (such as old, young, new) or a physical condition (such as blue, red, yellow), size, pale, or age.

4) Adverb

Adverb is a word that gives us information about how, where, when, or to what extent something is done.[20] An adverb is a word that modifies a verb, adjective, or other adverb and is used to explain how, where, when, and why for an activity. Example: I attended university.[21]

5) Pronoun

Pronoun is a word that can be used as replacements for a noun. Example: They are classmates of mine. [22]

6) Preposition

A preposition is a word used to describe the

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[19] Phyllis Dutwin, *English Grammar* (United Stated: McGraw-Hill, 2010), p. 35

[20] Fitri Apriyanti. *Teaching Part of Speech To Efl Students Through "the Tortoise and the Hare" Story'*, (Ed Humanistics: Jurnal Ilmu Pendidikan, 2020) 5(2), pp. 686-690

[21] Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Book Palace, 2003), p. 5-8.

[22] Ibid, p. 5-8

connection between two grammatical words or a word used with a noun or pronoun to indicate the connection with another word in the sentence. It is classified as a preposition. Example: He is upset with me.[23]

7) Conjunction

A conjunction is a grammatical particle that is an invariable, regardless of whether it is placed between the objects it conjoins. It could be used to join phrases, sentences, and paragraphs.[24]

8) Determiner

Determiners are a small group of structured words with no distinguishing shape.[25] According to Radford, function words can also project phrases; for example, by combining a determiner with a noun expression, we can form a determiner phrase. As a result, there is a new phrase known as the determiner phrase. This phrase is usually shown by the determiner in the first phrase, and it serves a similar function to noun phrase because there must be a noun or noun phrase after the determiner. As an example, The chair represents the determiner phrase, with the word the as the head and chair as the modifier. As a head, the determiner the modifies the specific modifier, chair.[26]

In this research, the focus is on vocabulary learning, this research does not focus on adverbs, conjunctions, determiners and preposition. This research focuses on nouns, verbs, and adjectives only, according to the material that has been studied.

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[23] Ibid, p. 5-8

[24] Huddleston, R. Payne, J.& Peterson, P. Coordination and Supplementation. (Cambridge University Press, 2002), p. 132

[25] Marcella Frank, Modern English: *A Practical Reference Guide, United States of America*: Prentice-Hall, Inc., (Englewood Cliffs, New Jersey, 1972), p.109

[26] Andrew, Radford. *Minimalist Syntax*. (Cambridge: Cambridge University Press, 2004), p. 70

d. Teaching Vocabulary

According to Berne & Blachowicz, there are many problems in teaching vocabulary because many teachers lack confidence in the most effective methods and sometimes do not know how to provide instructional emphasis on learning words.[27] Without words, it is nearly impossible to acquire language, in fact human communication is based on words. Given that language consists of words, teaching vocabulary according to Alqahtani, is an important part of language learning.[28] One of the most discussed aspects of teaching English as a foreign language is teaching vocabulary. Problems usually arise for teachers during the learning process of teaching vocabulary. Teachers must pay attention to the way they teach so that children understand what the teacher conveys.

In addition, they must consider that teaching English to young learners is different from teaching it to adults. One of the most discussed aspects of teaching English as a foreign language is teaching vocabulary. Problems usually arise for teachers during the learning process of teaching vocabulary. Teachers must pay attention to the way they teach so that children understand what the teacher conveys. They must consider that teaching English to young learners is different from teaching it to adults. Teachers must prepare appropriate techniques to be taught to students. A teacher must be creative by equipping himself with a way of teaching using modern methods.

To be effective, the teacher must be imaginative and able to master the material, so as to keep students

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[27] Jennifer I. Berne and Camille L.Z. Blachowicz, "*What Reading Teachers Say About Vocabulary Instruction*: *Voices From the Classroom," The Reading Teacher* 62, (2008), p. 315

[28] 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

interested.

1) Teaching vocabulary using Objects

Takač, V. P. & Singleton states, the use of objects in teaching vocabulary is very helpful for young learners in increasing vocabulary, because children have a high memory for objects and pictures as well as the ability for visual cues to assist in remembering words. This method requires the use of illustrations and demonstrations.[29] Learning this method can enhance students ability to retain words more effectively as images and objects are more easily memoriable, and visual aids can assist students in recalling words. Objects within the classroom or those brought in by students can be utilized.[30]

2) Teaching vocabulary by spelling, and active involvement

Memorizing words with spelling strategies is the best way for children. Because the spelling of English words cannot always be inferred from their pronunciation, but the spelling of words needs to be considered.[31]

A teacher must consider time, subject matter, and teaching materials when deciding which approach to use in class.[32] Personalization is another component of this strategy, when students use words in sentences or contexts that are relevant to their own lives. Related to this method, Pinter argues that as teachers are advised to make presentations of vocabulary in planned

[29] Takač V. P. *Vocabulary learning strategies and foreign language acquisition.* (Multilingual Matters, 2008)

[30] Susanto, A. The teaching of vocabulary: A perspective. Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra, (2017) 1(2), 182-191.

[31] Reed, D. K. *Why teach spelling?* Portsmouth, NH: RMC Research Corporation, Center on Instruction, (2012)

[32] Takač V. P. *Vocabulary learning strategies and foreign language acquisition.* (Multilingual Matters, 2008)

presentations as varied as possible, they must combine several methods when presenting the meaning and form of words.[33] By using this method, teachers can encourage students to derive meaning from eachother's words.[34]

3) Teaching vocabulary using drawing and picture

Susanto argue that using draw and pictures in teaching language improves the students ability to establish a connection between their existing knowledge and a new strory while simultaneously acquiring new vocabulary.[35] They suggest using it alongside flashcards or photos cut from magazines, such as when a teacher makes a picture of a landscape and adds various pictures of people, animals, or objects to it. With a draw method like this, teaching vocabulary made by a teacher makes students interested and excited.

The use of pictures in language instruction has numerous benefits. They engage students and serve as motivation. Pictures may be used in a wide variety of ways since they are appropriate for all learning levels and age groups. According to Hill, "What is done is only constrained by the preparation time available, the visuals at hand, and the individual teacher's imagination".[36]

4) Teaching vocabulary using song

The effectiveness of using songs to teach vocabulary has been thoroughly documented by experts. Zamin, states that singing in English

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[33] Pinter, A. *Teaching young language learners.* (Oxford: Oxford University Press, 2006)

[34] Takač V. P. *Vocabulary learning strategies and foreign language acquisition.* (Multilingual Matters, 2008)

[35] Susanto, A. *The teaching of vocabulary*: A perspective. Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra, (2017) 1(2), 182-191.

[36] Hill, David A. *Visual Impact: Creative language learning through pictures.* (Longman, 1990)

class can help students expand their verbal vocabulary.[37] Using songs can be a fun way to learn new vocabulary. Cahyati added, that students are often asked to sing during the learning process, this not only makes the atmosphere more enjoyable but also allows students to understand new vocabulary in the songs they sing.[38] According to Suri & Martha, singing in class can help kids develop their vocabulary. Other elements that affect vocabulary growth in students are (1) song selection, (2) singing practice, and (3) teacher assistance. Consequently, it may be said that songs have the ability to help kids learn more vocabulary.[39]

5) Teaching vocabulary using translation

Translation is an easy way to teach vocabulary to understand its meaning. In choosing words for students, teachers must know several characteristics of words. According to Thornbury in some situations translation could be effective for teachers, such as when dealing with vocabulary.[40] There are always some words that need to be translated in learning vocabulary at class.

e. **Aspect of Vocabulary**

According to Lado, referenced in Mardianawati,

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[37] Ainul Azmin Md Zamin, Nor Azrul Hardi Adzmi, and Maslawati Mohamad, "*Learning Vocabulary Through Songs*: A Study On The Role Of Music In Teaching Verbs," *Humanities & Social Sciences Reviews* 8, no. 1 (February 8, 2020): 550

[38] Cahyati, S. S., Parmawati, A., & Atmawidjaja, N. S. *Optimizing english teaching and learning process to young learners* (a Case Study in Cimahi). (Journal Of Educational Experts, 2019) 2(2), 107-114

[39] Suri, Elda Martha. *Improving students' vocabulary mastery by using songs at the grade sixth of state elementary school of 45 Bungo Pasang Padang.* Edu Research I, no. 1 (2012), p. 131

[40] Thornburry, S. How to teach vocabulary. (England:Pearson Education Limited, 2002)

the vocabulary aspects include meaning, pronunciation, and spelling.[41]

1) Meaning

Meaning is an important aspect that students must learn because meaning refers to how a word conveys its meaning to language users. Often a word has more than one meaning when used in different contexts. For example, the word "present" as a noun has the meaning of a period of time that is currently happening. The word "gift" as a noun can also be interpreted as something you give to someone, usually for a certain event. Therefore, it is very important for students to know the meaning of the word, as this really helps them to use and understand the message of the word when it appears in different contexts.

2) Pronunciation

The pronunciation is how the words are pronounced. This can help students to understand what others are trying to say. If a word sounds wrong, then it is difficult for someone to understand it. Therefore, it is very important for students to know how to pronounce a word correctly, because to avoid comprehension errors in oral communication.

3) Spelling

Spelling is crucial for vocabulary learning since it facilitates reading. When it comes to spelling, the same words may have several acceptable written forms within the same variety of English. By knowing the spelling of a word, students can know how to write the word correctly in written form. Therefore, it is very

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[41] Mardianawati, L *Vocabulary Teaching Strategies Used by Teachers of Junior High School*. Unpublished Bachelor Thesis. (Purwokerto: Muhammadiyah University of Purwokerto, 2012)

important for students to know the spelling of the word.

4) Word Classes

Word classes can be defined as word categories. This is an important feature in semantic feature analysis. Word categories can be classified into several categories such as nouns, verbs, adverbs, adjectives, and prepositions. Grouping the words of a language in this way depends on their function in communication.

5) Word Use

Word use refers to how a word is used within a language. Word use may also involve grammar and therefore be the subject of in-depth analysis.

In this research, the teaching and learning process focuses on aspects of meaning, pronunciation, and word classes.

f. Steps in Vocabulary Learning

Based on Hatch and Brown, they conducted an analysis which resulted in five important steps in learning vocabulary.[42]

1) Having sources for encountering new words

The first essential step in learning a vocabulary is finding across new words, or having a source for terms. The students methods included "reading newspapers and magazines", "learning new words by reading books," and "listening to TV and radio".

2) Getting the word form

The second step essential to vocabulary learning getting a good picture of the vocabulary items form, whether it be visual, auditory, or both. Associating new words with words that

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[42] Evelyn Hatch & Cheryl Brown. *Vocabulary, Semantics and Languages Education*, (Washington: America Educational Research Association, 2005), p.373

sound similar in one native tongue and writing words using native language sound symbols are examples of this stage.

3) Getting the word meaning

The third essential step in the learner reported strategies and the one that is most frequently linked to the concept of vocabulary learning. This step involves techniques like inquiring about the definitions of words to native English speakers.

4) Consolidating word form and meaning in memory

The fourth, consolidation of form and meaning in memory is a crucial step, as shown by Brown and Payne's work. Many types of training in learning vocabulary is strengthened by a variety of vocabulary acquisition exercises, including crossword puzzles, matching games, and flashcards.

5) Using the word

The final step in learning vocabulary is using the words. Some would contend that if all that is desired is a receptive knowledge of the word, then this step was unnecessary. Since much can be understood in context even if a reader or listener has no prior knowledge of many of the words being used, such an argument can be made for many of the other processes as well. Nonetheless, word use is crucial if the objective is to assist students in moving as far along the continuum of word knowledge as they can.

2. **Media**

   a. **Definition of Media**

Media is necessary to aid students, as teaching materials. According to Kasihani, media is a tool that can be used to facilitate individuals who are not physically present. Letters, telephone, television, film,

radio, and printed matter are examples of communication media.[43]

Meanwhile, Asnawir states that media is used to spread messages and can pique students interests and minds in order to support instruction. Creative media use can help students learn more effectively and can enhance their performance during instruction.[44]

b. Kinds of Media

Media is usually used by teachers as teaching materials for students. The media used must be interesting and interactive. Suyanto, states there are three classifications of media, as follows:

1) Visual media

Visual media is media that can be seen, for example: real objects, pictures, miniatures, maps, realia.

2) Audio media

Audio media is media that only relies on the sense of hearing, usually used to listen and understand reading. This media has a characteristic that shows one-way communication. For example: tape recorder, cassette recorder, and radio.

c. Audio visual media

Audio visual media is media that can be seen and heard. For example: moviesand TV.[45]

1) To increase understanding of sympathy among students in class.

2) The results of significant changes in students behavior.

3) To show the relationship between material and interest by showing students learningmotivation.

4) To provide freshness and variety to students

[43] Kasihani K.E. Suyanto. *English for Young Learners*. (Jakarta: PT Bumi Aksara, 2010), p. 100

[44] Asnawir, Basyiruddin Usman, and M. Basyiruddin Usman. "*Media Pembelajaran* Jakarta: Ciputat Pers."(2002): 54.

[45] Suyanto. *English for Young Learners*. (Jakarta: PT Bumi Aksara, 2010), p. 102

learning experiences.[46]

3. **Song**

   a. **Definition of Song**

        Songs are crucial for young children learning a second language in their development. Songs are frequently used in English classes around the world as proof of this.[47] According to Mustafa Sevik, singing is undoubtedly one of the most effective language acquisition techniques commonly used by children.[48] Then, according to Grolier song is a short musical composition set to a literary text in which the musicians are given the same importance as words. Equally important is attached to the lyrics and the music. It can be written for one or many voices and is usually sung to an instrumental accompaniment.

   b. **Kids Song**

        The kids song is a collection of lovely phrases with a message for those who have not yet entered puberty, and lovely music is played for them so they may comprehend the message.[49] Kids songs are compositions whose words and melody are tailored to the requirements and peculiarities of young listeners. The melodies of kids songs typically have a moderate tempo and a lot of repetition. Meanwhile, the lyrics are repetitive, written in plain English, and simple to pronounce. Kids songs also impart lessons about personalities that are beneficial to their development and progress. The kids songs is a jovial tune that describe the noble adab typically performed by children. Typically, kids songs poems include

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[46] Ahmad Rivai dan Nana Sudjana. *Media Pengajaran*. (Bandung: Sinar Baru Algesindo, 2005), p. 2

[47] Neil T. Millington. "*Using Songs Effectively to Teach English to Young Learners*," Language Education in Asia 2, no. 1 (2011), p. 134

[48] Mustafa ŞeviK, "*Developing Young Learners' Listening Skills Through Songs*" 20, no. 1 (2012), p. 333

[49] Shofiyah. *The Use Of Children Songs To Improve Students'listening Skills*. A Thesis. (Semarang: University of Walisongo, 2015), p. 9

straightforward actions that kids take every day.[50]

Since its song collection was assembled in the educational medium for Muslim children called Smart Hafizh, Badanamu has gained popularity. More than two billion people subscribe to Badanamu, a platform that focuses on the idea of transforming the world of early learning through various educational songs and nursery rhymes.[51]

c. **The Characteristics of Kids Song**

According to Kasihani, the characteristics of the songs are created for kids learning inthe classroom are:

1) Contains words, phrases, or sentences with a particular theme.
2) Elements of language support in re-re
3) Generally singing contextual so easy to memorize
4) The song sung by the movements of the limbs (action songs)
5) The song can be sung by kids outside the classroom.
6) Level happily and quickly.[52]

d. Procedure in Applying the Song

The writer offers two procedures for applying songs according to Ur, Wright, and Haycraft as cited Ratnasari have suggested.

1) The procedure suggested by Ur and Wright as follows:

   a) Preparation: select a tape recording of a song so that you can sing it. Prepare an overhead transparency (or a poster/ hand out) of the words of the song.

   b) Procedure: first, play the song on a tape or

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[50] Sanggam Siahaan, Anita Sitanggang, and Limsardo Panjaitan, "*The Effect Of English Kids' Song Teaching Media To* The *Ability Listening Comprehension Of Grade Eight Students*' At Smp Negeri 1 Dolok Pardamean " (2022)

[51] Nuri Ma'rifatil Laili and Fauzana Putri, "*Phonological Study of Onomatopoeia in Children's Song*," Journal of English Language Teaching and Linguistics 6, no. 1 (April 13, 2021): 215

[52] Kasihani. K. E. Suyanto. *English for Young Learner*. (Jakarta: Bumi Aksara, 2007), p. 114

sing it to yourself; second, show the words of the song; third, ask the students to follow the words; fourth, sing while you play it again.[53]

2) The procedure suggested by Haycraft, he suggested some variations using songs recorded on tape as follows:

a) Play the tape as many times as necessary and ask questions.

b) Get the class to use line by following the tape.

c) Divide up the class and have a group, each singing a line. Reply the tape as often as necessary. Find out who has a good voice and try to get solos. Bring out a student to conduct different combination until the song is familiar.

d) Play and sing whenever you want to revise. It is good to play songs at the beginning of class, while everyone is setting down. [54]

e. **Consideration and Principles in Choosing Kids Song**

According to Shofiyah, states that there are some considerations and principles in choosing educational songs.

The following considerations:

1) Structure and lexis are simple and easy to understand.

2) Songs are appropriate to the language level of elementary, middle and high school students.

3) Songs must be appropriate to the age level of students.

4) Teacher chooses a song whose words are suitable for the child.

5) Songs should be more attractive to students. Another principle is:

a) Songs and rhymes for young children should be catchy and easy to understand.

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[53] Ratnasari, Henny. *Songs To Improve The Students' Achievement In Pronouncing English Words*. A Final Project. Languages And Arts Faculty Semarang State University, (2007), p. 13

[54] Ratnasari, Henny. *Songs To Improve The Students' Achievement In Pronouncing English Words*. A Final Project. Languages And Arts Faculty Semarang State University, (2007), p. 13

b) Songs should relate to the children's area.

c) Song must be related to the theme, must be related and interesting.

Based on the previous research, the author conclude that the teacher must select songs that are appropriate for the pupils' grade level while also taking into account certain considerations. Thus, it can make interest, easy, enjoy, and happy.[55]

f. **Song As a Teaching Media**

Media comes from the Latin word "medium" which means "between". This term refers to anything that carries information between a source and a recipient. In general, it is a means of communication. Media is also considered a learning tool for the success of the teaching and learning process.[56] This media was created to facilitate a teacher to achieve the goals of the teaching and learning process. Media development has been classified as advanced from time to time, so teachers can choose media from traditional to modern. In this study, the authors used children's songs as a medium to increase students vocabulary.

The song contains lyrics. Thus, song lyrics can be said as another way to communicate with others.[57] In our daily life we are surrounded by songs. When we listen to a song, our brains and feelings are consciously involved in the song.

According to Harmer music communicates directly to our emotions while still allowing us to utilize our brains to study it and its effects if we choose. This makes music a potent stimulus for student involvement. Songs are a useful teaching tool for English. First, they are funny. Second, they also encourage mimicry, gestures, and other behaviors as associations with meaning. Third, emphasis, rhythm, and intonation are useful for introducing supra-

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[55] Shofiyah. *The Use Of Children Songs To Improve Students'listening Skills*. A Thesis. (Semarang: Universityof Walisongo, 2015), p. 10-11

[56] Farhati, Asri Tiara. (*The effectivness of english song as media to enhance student's to pronounce english voiced plosive consonant*s). A final project. (Semarang: Universitas negeri semarang ((UNNES), 2011)), p. 19

[57] Farhati, Asri Tiara. (*The effectivness of english song as media to enhance student's to pronounce english voiced plosive consonant*s). A final project. (Semarang: Universitas negeri semarang ((UNNES), 2011)), p. 20

segmental phonetics. Fourth, pupils take part in activities. Fifth, they can be used for production (singing) or listening comprehension stages. Sixth, there are songs for people of various ages. Seventh, through echo memory, students learn English very easily.[58]

g. **The Procedure of Teaching Vocabulary By Using English Kids Song**

Based on Sadiman, et al. procedure for using media suggested in the classroom and Hamalik's procedure for using in the classroom.[59]

The steps are as follows:

1) Preparation

Before the teacher starts teaching in class, the teacher must prepare materials at home.

a) The teacher chooses words that are relevant to the theme of the lesson (if discussingthe names of body parts, words related to body parts, for example: head, eyes, ears... etc.).

b) The teacher must know the meaning of these words and teach students how to pronounce them (Make notes on the blackboard).

c) The teacher should make a list of words before class begins.

2) Application

In teaching vocabulary, a teacher must have a plan about the right method and how toapply it in class. Vocabulary teaching is directly related to several other language activities. Vocabulary teaching in early childhood does not just present a few words, but has a significant influence on the four language skills (speaking, listening, writing, reading). To create a good environment, both teachers and students have to follow some procedures. Students must carry out activities in the learning process based on orders given by the teacher. There are three activities that must be considered by the teacher in teaching vocabulary using English kids

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[58] Harmer, J. *The Practice of English language Teaching*. (London: Longman Group Ltd, 2000), p. 242

[59] Sadiman, Abidin, Hamalik dkk. *Media Pendidikan Pengertian, Pengembangan dan Pemanfaatannya.* RajaGrafindo. (Jakarta: 2016), p.56

songs.

a) Pre- Teaching Activities

This is a process of teaching activity before a teacher comes into a new material to be taught. The pre-teaching activities are as follows:

(1) The teacher greet the students. For example:

Teacher: "Good morning class, how are you this morning?" Students: "Fine, and you?"

Teacher: "I am fine, thank you."

(2) The teacher asks the students to pray. For example:

"Before we start our lesson today, let's pray together."

(3) The teacher cheeks the students attendance. For example:

"OK Class, before we start our lesson, I want to check your attendance first, who is absent today?"

(4) The teacher asks the students some questions to lead the students to introduce topic.

- Do you like singing a song?
- Who wants to sing a song in front of the class?

b) Whilst Teaching Activities

In whilst-teaching activities, the teacher may conduct some activities such distributing the selected material to the students and instructing the students to do the activities. Below, there some activities in whilst-teaching activity:

(1) The teacher starts learning in class. Then

(2) the teacher played an English kidssong.

The teacher instructs the students to sing the song and after they have listened, ask some questions based on what they have heard. Example: Teacher: "Have you heard this song?"

All students: "yes ma'am".

Teacher: "what is the song about

Khansa?"

(3) The teacher asks students about some of the vocabulary in the song.

(4) Teacher monitors Khansa: "The song is about part of body, ma'am".

(5) The teacher gives an understanding of some of the vocabulary in the song and how to pronounce it.

(6) The teacher plays the song again and asks the students to sing together.

(7) The teacher asks students to do exercises to find out their understanding of some of the vocabulary in the song.

(8) Teacher: "Okay, students have finished? And now collect the results of the vocabulary comprehension exercise to me."

c) Post-Teaching Activities

This procedure is necessary as the follow up phase on what the students have studied. There are some activities in post- teaching activity.

(1) The teacher evaluates how much vocabulary students have acquired while learning English using kids songs.

(2) The teacher previews the upcoming material.

(3) The teacher leads the prayer. Learning is not done in the final lesson.

(4) The teacher said goodbye to the student.

B. Hypothesis

Hypothesis is a theory-based prediction or educated guess based on several presumptions that may be tested using a variety of methods.[60] Based on that explanation, the hypothesis in thisresearch is:

H$_a$: There is a significant influence of students vocabulary mastery was given English kids songs media

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[60] Walker, P. M. B. *Chambers science and technology dictionary*. New York, NY: W & R Chambers Ltd and(Cambridge University Press, 1988)

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Ho : There is no significant influence of students vocabulary mastery was given English kids songs media

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