VOCABULARY BUILDING THROUGH SONGS IN THE THIRD GRADE STUDENTS OF SDN 01 BANYUURIP KLEGO BOYOLALI

FINAL PROJECT REPORT

Submitted as a Partial Requirements in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

By:

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APPROVAL OF SUPERVISOR

Approved to be Examined before the Board of Examiners,

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BANYUURIP KLEGO BOYOLALI

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Preface

Assalamualaikum, Wr. Wb

First of all, the writer would like to thank to Allah SWT The only one God in this world for blessing, guidance, and gratitude so this final project report can be finished well. This final project report is entitled *Vocabulary Building through Songs in the Third Grade Students of SDN 01 Banyuurip Klego Boyolali*. It is submitted as a partial submitted as partial requirements in obtaining degree in the English diploma program, faculty of letters and fine arts, Sebelas Maret University.

The writer is interested in discussing the topic because the writer wants to know the effectiveness of songs in teaching and learning English vocabulary to the students especially for young learners. For applying the method, the writer chooses SDN 1 Banyuurip Klego Boyolali as a place to do the job training.

And finally, the writer realized that this final project report is far from perfect. So the writer welcomes any critics from the reader nicely for the improvement of this final project report.

Wassalamualaikum, Wr. Wb

Surakarta, 2009

The writer

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MOTTO

Beautiful Mind for getting the best future

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Dedications

I want to dedicate my Final Project to:

- Allah SWT
- My beloved mother and father
- My sisters
- My beloved girl
- All my friends
Acknowledgment

First, I would like to the highest gratitude to Allah SWT for helping and blessing to the writer in finishing the final project report without any heavy obstacle. In this special occasion, I would like to say thanks to this following person:

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6. The big family of SDN 1 Banyuurip Klego Boyolali Pak janto, Pak agung and all teachers for giving me permission to do my job training.
7. My mother and my father, thank you very much for your love, care and support to me. Without you I believe I can not be like this. I love you so much.

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8. My sisters, Rini “trimbil” and Putri “ciprut”. You make me happy and fun all the time. Study hard to reach what you want. I believe you can do. I love you so much.

9. My sweet girl Susanti”shasya”, you make me fell so proud and happy to do my activities. You are my spirit. I love you very much honey.

10. All my friends in English Diploma Program thank for the friendship. I hope we can continue this friendship. Thanks guys.

11. The student of class b, the crazy monkeys Monyeng, Veris, Idi, B-jo, Prima, Lilik, Seno and Students of class a, Edi, Veri, Aan, Chandra, the flying pig Mr.frans, Grex Deny, Daniel, Andi lets make a nice conversation in Boulevard or in batu penantian. I like those conversations friends. Thanks for every think.

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Surakarta, 2009

Wiwit Ari Wibowo
ABSTRACT


This Final Project Report was written by the writer based on the job training in SDN 1 Banyurip Klego Boyolali for a month. The writer took the third grade students of SDN 1 Banyuurip Klego Boyolali as the object to observe. This Final Project Report has purpose to describe the process of building vocabulary through songs in third students and the effectiveness of using songs in teaching vocabulary English to young learners.

The writer observed the condition of the class and the student’s habit and personality. There are many ways to make the students interest with the lesson or materials and easy to memorize the lesson. In this case, the writers choose using songs to attract the student’s interest in learning. During the job training, the writer did not find the difficult matter. The writer did several activities in teaching the third grade students. They are; teaching listening, teaching reading, teaching speaking, and teaching writing. And finally, there is some effectiveness of using songs to teach the third grade students. All explanations are explained by the writer in this Final Project Report.
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CHAPTER I
INTRODUCTION

A. Background

Nowadays, English becomes the most popular language known by peoples around the world. English is an important language used for communication. People can communicate with other people from other or foreign countries using this language. Because of the importance English in the globalization era, the government of Indonesia tries to increase the education quality. Indonesia government adds the English lesson in the curriculum of school, especially in elementary school.

More than four years ago, English lesson was taught only in Junior High School or Senior High School. But now, the English lesson has been taught in preschool or kindergartens and elementary levels in some regions.

English must be introduced to the children as early as possible in elementary school. As we know that a child in elementary school is facing the golden age, where they can absorb lesson more easily. Of course, the English lesson to the primary students is a basic lesson. It means that, the students are introduced with vocabulary about things around them. They learn about the names of things in their home, fruits, vegetables, animals, etc.

The writer realized that the English given for the first time in elementary school will find many problems. The first problem is faced by the learners. They must learn much new word of English in spoken or written form. Besides, they will mostly spend their time for playing rather than learning at home. The second
problem is faced by the teacher. The teacher must have the techniques to help the
learners to improve their English Vocabularies and make the learning activities
are more fun and enjoyable.

The English teacher should apply a certain technique to the learners when
they begin bored and do not concentrate on teaching and learning process any
more. A particular way or technique to gain the learner’s attention and spirit from
the teacher is needed. The technique here is all those activities that containing of
fun activity such as; singing a song, plying games, etc. The important thing is that
the kind of activities should be simple, interesting and enjoyable.

The writer did job training as an English teacher at SDN 01 Banyuurip.
The writer taught the third grade students up to fifth grade students, and focused
on teaching in the third grade students to improve skills and abilities of teaching
and got the result to complete the data for final project report. Based on the job
training, the interesting topic discussed in this final report and this final project is
entitled:

VOCABULARY BUILDING THROUGH SONGS IN THE THIRD GRADE
STUDENTS OF SDN 01 BANYUURIP KLEGO BOYOLALI
A. Objectives

Based on the writer’s explanation above, the objectives of this report are:

1. To describe the activities of teaching English vocabulary in the 3rd grade students of SDN 01 Banyuurip.
2. To explain the effectiveness of teaching English vocabulary by using songs

B. Benefits

The writer hopes that the result of this final project will be useful for:

1. SDN 01 Banyuurip
   This final project report can be a positive reference to increase The English teaching, quality, etc.

2. English teachers
   This final project report can be a useful input to the teachers to improve their quality of teaching English
CHAPTER II

LITERATURE REVIEW

In this Chapter II, the writer tries to show some theories and opinions as reference in the next chapter. There are four theories used by the writer. They are the theory of teaching, learning, young learners, methods, and teaching vocabulary.

A. Teaching

Teaching is one of the main parts in a teaching and learning process. We can find this fact in a schools or universities. If there are students or learners who study, certainly there is a teacher who teaches them. So teaching is a guiding the learners to find out the knowledge and the skill. It means that teaching can be placed in formal education and informal education.

Formal education is a teaching and learning process take place in schools, institutes, or universities. A teacher who teaches the student is one of the examples of teaching in formal education. The teacher accompanies and guides the students to find out the knowledge, skill, and good behavior. While, informal education is a coincidence teaching and learning process take place in the learner’s environment. It means that the parents are not realized that what they have done to their children is a teaching and learning process. For example, parents who make their child know about the fruit’s name, animal’s name, etc. Usually, the parents will make their child comfort and give a reward as a stimulant so their child wants to learn (setting the condition for learning). They show some
pictures of fruits (Facilitating learning), and guide them to follow what parents said (guiding).

There are two sections in teaching process in formal education. They are active teaching and passive teaching. In the first section, the teacher is an active person who guides the learners in a teaching and learning process. Start from giving an instruction, asking the learners, and giving some exercises. So the learners are only following what the teacher asks and what the teacher says. But teacher should also give a chance to the students to learn by themselves. Of course it is still in teacher’s control so they will not out from the track. For example is in listening section. The teacher speaks much to explain the lesson to the learners, and the learners are only listen what the teacher’s said. In the second section, the teacher is a passive person. It means that the teacher is only accompanying the learners and giving an instruction to find out the answer.

“Teaching is a process of giving instruction to some body…….” (Manser, 1995: 425).

The successful of teaching and learning process is depending on the teacher. The teacher becomes the main person in the classroom who leads and masters the class’s condition. The teacher has to have an ability in attract the learners so they will interest to learn. The teacher should also have a good behavior as an example for the learners, and procedure in giving instruction, giving knowledge, guiding the learners in order to make them understand about the subject/lesson they are studying.
In order to success in teaching and learning process, the teacher must be good. To be a good teacher, there are some qualifications that must be fulfilled by a teacher.

They are some qualifications that teacher should point out:

a. A teacher should make his/her lesson interesting.

b. A teacher must love his/her job

c. A teacher should have his/her own personality

d. A teacher should have lots of knowledge

e. A good teacher is an entertainer in positive sense, not in negative sense. (Harmer, 1998:1-2)

B. Learning

Teaching cannot be separated with learning. The difference is only in the subjects who do it. Teaching is done by a teacher, while learning is done by a student. So what is learning? There are some theories that can represent the meaning of learning. In a simple perception, learning is an activity which is done by learners during teaching and learning process. In this case the learners are the main part persons. The learners are only guided by the teacher to absorb and filter the lesson that comes from the teacher.

In a learning process the learners will not only find their skill and their brain’s ability, but also their behavior and their identity. In learning process, the
learners become an active learner and passive learners. Active learners mean that the learners are become the important point. They should know and understand what the teacher instruction is, and then they will find out the answer by their self. While passive learners mean that learning or teaching process are mastered by the teacher. So the learners are only listening and doing what the teacher asks by guiding the teacher.

C. Young Learners

“Young learners mean children from the first year of formal schooling, between five and ten or eleven years of age” (Scott and Yterberg, 1990:1)

Children of five years of age and children of ten or eleven years of age are quite different in many terms. It can be seen by asking these questions; What children of five can do and what children of ten can do. We should know the differences between children of five and ten years old. The differences of both can be seen in their characters. According to Scott and Yterberg, 1990; 1, children are divided into two main groups; five to seven years old and eight to ten years old.

1. The characteristic of children of five to seven years old.
   - Their understanding comes through hands, eyes, and ears.
   - They have very short attention and concentrations span
   - They sometimes are often happy in playing
   - They do not always understand what adults talk about
They love to play, and learn best when they are enjoying themselves.

They are enthusiastic and positive about learning

(Scott and Yterberg, 1990:1)

2. The characteristic of children of eight to ten year’s old.

- They ask question all the time.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and don’t like to do.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions.
- They are able to work with others and learn from others.

(Scott and Yterberg, 1990:3)

From the definition about the differences between the two sides, the teacher can improve their strategy to make the learners more interested in learning process. Of course, it can be done by dividing the strategy between the children of five to seven with the children of eight to ten years old.

The teacher needs to make a variety in the classroom. It means that the teacher is not only giving a spoken and written lesson, but also giving some refreshing activity such as; sing a song, play some games, etc.
D. Methods

There are many kinds of method in teaching. The writer tries to show some theories that contain of teaching method. According to the book *Teaching by Principles: an Interactive Approach to Language Pedagogy*, there are five kinds of language teaching methodology, they are:

1. Grammar Translation Method
   a. Classes are taught in the mother tongue.
   b. Much vocabulary is taught in the form of lists of isolated word.
   c. Little attention is paid to the content of texts.
   d. Often the only drills are exercise in translating disconnected sentences from the target language into the mother tongue.
   e. Little or no attention is given to pronunciation.

   (Brown, 2001:19)

This method focuses on grammatical rules as the basis for translating from the second to the native language. It requires few specialized skills on the part of teachers. This method is sometimes successful in leading the students toward a reading knowledge of a second language.

The teaching of grammar examines the texts, and develops awareness that language constitutes a system which can be analyzed. Grammar makes possible to understand how the mother tongue functions, in order to give the capacity to communicate its thought.

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2. Direct method

The purpose of language learning is to learn how to use a foreign language for communicating. The direct method has one basic rule; no translation is allowed, because the native language should not be used in classroom. Student need to know the meaning of the language directly.

Vocabulary is emphasized over grammar. In order to do this, when the teacher introduces a new language word or phrase, she/he demonstrates its meaning by using pictures, or pantomime.

3. Community Language Learning

The teacher not only considers their student’s feeling and intellect, but also has some understanding of the relationship among the student.

4. The communicative Approach

Language is used in the real context. The target of language is a vehicle for classroom communication, not just the object of the study. Communicative competence is the method’s goal. Student use the language as a great deal through communication activities such as games, role-plays and problem solving task.

(Brown, 2001)
E. Teaching Vocabulary

Vocabulary is the crucial component in English language teaching. Based on the Jeremy Harmer’s statement, “If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” and “without lexical knowledge they would not be able to use the grammar or generate sentences with meaning” (Harmer, 1991:14&154).

So introducing the new word or language to the learners is very important. We know that vocabulary is a basic terms in learning the new language to young learners. The writers believe that if a teacher teach a new word to the learners by giving a clue how to pronounce it, it will not be successes. The teacher should know the interesting way to teach the new word or language to learners, especially to young learners.

There are many interesting ways to introduce the new words into the classroom to the learners especially young learners. They are;

a. Realia

Bring the things that represent into the classroom. For example, the teacher brings a book, pencils, bag, etc and then gives them know about each name of the things.

b. Pictures

It is another way to introduce the new word that is by using a picture; teacher can explain the name of the picture. The teacher can repeat to show the picture, so the learners can remember it well.

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c. Songs

The best way to introduce the new language is by singing a song. Children will be more attracted to know the vocabulary by singing a song. Of course the teacher should write down the lyrics on the black board, so the learners will know what the word it is.

d. Explanation

Explaining the meaning of a word must include explaining any facts of words which are relevant.

e. Translation

Translation can solve a presentation of vocabulary problem. It can be a good idea, but we should bear in mind that a consistent policy towards the use of the mother tongue is helpful (Harmer, 1991:161)
CHAPTER III

DISCUSSION

A. Description of SDN 1 Banyuurip Klego Boyolali

1. General Description of SDN 1 Banyuurip Klego Boyolali

SDN 1 Banyuurip Klego is one of the state elementary schools in Klego Boyolali. This school was built in 1965. It is located at Banyuurip village, Klego district, Boyolali regency. There are 11 rooms in that school. They are divided into 2 parts, main building and supported building. In the main building there are rooms for students from the first grade up to the sixth grade and office for the teachers and the head master. The main rooms are divided into two sides. The right side is for first, second, and third grade student, while the left side is for fourth, fifth, sixth grade students and teacher and head master office. In the middle of the two sides, there is a yard. The yard is multi function. When Monday is coming, the student and the teacher usually do *Upacara bendera*. It is a ceremony that done to build nationalism feeling for the students as early as possible. When breaking time, that place becomes the play ground for the students. The supported building contains a library, in the right side of the office. In the right corner of the area, there are two bathrooms. One bathroom is for students, the other is for the teacher. In another day (the students have a sport class) the yard becomes sport yard. There is also a canteen and a parking area.

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Teaching and learning process starts from 07.00 am to 12.30 pm from Monday to Thursday for the fourth, fifth, and sixth grade students. While on Fridays and Saturdays, the teaching and learning activities end at 10.30 am. However, the first, second, and third grade students do teaching and learning activities from 07.00 until 10.00. SDN 1 Banyuurip has a good headmaster. Besides he has a good responsibility, he is also kind and very helpful. The headmaster controls the teacher’s work, manages the school, and makes decision that related to the school.

To support the teaching and learning activities, the school has 10 teachers. They are divided into 8 servant government teachers, and 2 honorary teachers. Of course, they have different duties in the school. It depends on the subject they teach. The teachers consist of six class teachers, one sport teacher, one religion teacher, one regional language, one English teacher, and one music teacher. Beside the teacher, SDN 1 Banyuurip also has a school guard. He usually prepares the school’s cleanliness, prepares drink for the teachers, and also keeps the school safe. The other member of that school is students. SDN 1 Banyuurip has 91 students. They are from first grade up to sixth grade.

2. Visions and Missions

a. Vision

The visions of SDN 1 Banyuurip are; Faithful, Devout, Erudite, Creative, and Autonomous.
b. Mission

The mission of SDN 1 Banyuurip is to create a human who has faithful and has devout to the God the Only One, has a noble behavior, is smart and health, and loves her/his father land.
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4. Extra Curricular Activity

Although a school is a place for doing a teaching and learning activity, the school usually has an extra curricular. That is an activity out from teaching and learning process, but it has a good purpose that is to create the confidence, brave of the students. SDN 1 Banyuurip also has that curricular, namely scout. It is a compulsory extra curricular that must be attended by all the students from third grade up to six grade students. The extra curricular activity usually starts from 14.00 pm-16.00 pm on Friday.

The purpose of this extra curricular is to train the student’s independence, creativity and team work. In this activity, the students also learn how to keep their environment clean and appreciate the nature and all creatures living in it. In the scout activities, students do something fun too, such as singing, playing games, etc.

B. Class observation

Before having the real process of teaching and learning, the writer did an observation in a class. As the main object of observation, the writer focused on the third grade. The writer thinks that it is important to be done because recognizing the situation and the condition of the class could make the writer easier in preparing everything during the job training.

The third grade room is located in the middle of fourth and second grade room in the west row. The condition of the class is comfortable enough to carry out the process of teaching and learning. Inside the class there are many pictures
of body’s parts, national heroes, and beautiful scenery. The building condition is good, because it has renovated in 2007. There are 13 desks and 13 chairs in the class which are in good condition. The class also has good management. It can be seen that the class has a progress achievement data of each student, presence graphic of the student, an attendance sheet, etc.

C. Material Preparation

In the teaching and learning process, the writer used the hand book as a guiding book to help him in making certain material. The hand book was English Exercise for Elementary School (LKS) completed with pictures that can increase the students’ interest in studying the materials. The book is good, because it contains the materials and the exercise to show the student’s ability.

Before starting the process of teaching and learning, the writer prepared the material by making a lesson plan. By using lesson plan, the writer could manage the time and the materials appropriate by the main purpose that was to teach the vocabulary to the students. The lesson plan consists of planning the materials that would be given to the students, some skill practices, etc. The example of lesson plan is enclosed in the appendices of this final project.

Lesson plan is useful for the writer in teaching and learning process and also for the teacher in general. The lesson plan was arranged by the writer to guide the writer in teaching and learning activity. It also helped the writer to work orderly and to make easier in organizing the time during teaching and learning activity so that all the materials could be delivered to the students. By using lesson
plan it was expected that the effective teaching and learning process could be achieved.

D. The Teaching and Learning Activity

After getting the observation and getting deal time with the head master and the English teacher, the writer prepared to start the teaching and learning activities. The writer also did an interview with the English teacher about the lesson, the way of teaching, and the characteristics of third grade students. It was very helpful for the writer in arranging the lesson plan, and the way to teach them.

English teaching and learning activities for third grade students of SDN 1 Banyuurip started at 7.00 - 8.55 a.m. The writer got 115 minutes for a meeting. Before entering the teaching and learning activities, the writer usually greeted the students. These are the example of the greeting:

The writer : Assalamualaikum wr.wb, good morning students?
Students : Walaikumsalam, good morning sir…

The writer : How are you today?
Students : I am fine, thank you…and you?

The writer : I am fine too

By using greeting, the writer believed that the students would be closer with the writer and with the English greeting. After giving a greeting, the writer did the next activities that were prepared before. The writer presented the materials based on the hand book (LKS) that got from the English teacher before. Teaching the students was easier for the writer because the students had the LKS.
However, the writer was not satisfied with the materials, so the writer looked for the other material and applied it to the students.

E. Vocabulary Building

There are two steps in the process of teaching vocabulary by using songs for the third grade students, they are;

1. Warming up

The first step in teaching and learning process was warming up. Warming up could be called as brainstorming. This was very important to be done before entering the materials. It was used to make the students interested and also gave the students chance to express their opinion. The writer did it by asking some questions related to the materials which would be discussed. The example was about the things in their environment (class). The writer gave the question about the things in their class. The writer used Indonesia language, because the students did not understand enough when the writer asked them in English.

   The writer : Assalamualaikum, good morning students?
   Students : Walaikumsalam, good morning sir….
   The writer : How are you today?
   Students : I am fine, thanks and you?
   The writer : I am fine too
   The writer : My students, kalian tahu nama benda yang ada didekatmu?
Students : Ya pak!

The writer : OKe, sekarang siapa yang berani menyebutkan benda apa saja yang ada disekitar kalian?

Some students raised their hand trying to answer the writer question. The writer chose one of them, and gave time for her.

Student : Meja, kursi, pensil, buku!

The writer : Bagus. Nah sekarang siapa yang berani menyebutkan benda-benda tadi dalam bahasa Inggris?

They were silent. And then one of them tried to answer.

Student : Table untuk meja…

The writer : Ok, you still do not know what the name of things in your environment in English are? Now, we will discuss about things in your class. The writer repeated it by using Indonesian language.

Students : Oke…

By asking those questions, although using Indonesia language the students were interested in learning English that day. That was an interaction with the students so they could take a part and expressed their idea. And of course it could make the students enjoy the materials.

2. Presentation

The next step of teaching and learning process is presentation. At this time, the writer began to explain the material by using mix language between English and Indonesian. In this step, there were some skills that must be mastered
by the students. They were listening, speaking, writing, reading and also vocabulary and simple grammar.

a. Teaching Listening

To teach in listening part the writer used a song and some pictures to help in delivering the materials. For the first, the writer asked the students about the alphabet. The students answered in Indonesia, and then the writer said in English please. Only few students had a brave to answer the writers’ questions. Then the writer gave some lyrics to the students and told how to sing that song.

The writer: Ok students, I have a song. Would you want to sing it? The students: Yes, sir

Then the writer wrote down on the blackboard the lyrics. Then the writer sang the song twice as the example to the students. Ok students, let’s sing this song together.

\[
\begin{array}{cccc}
A ; É & H ; Éight & O ; Ou & V ; Vi \\
B ; Bi & I ; Ai & P ; Pi & W ; Double yu \\
C ; Cl & J ; Jé & Q ; Kyu & X ; Ex \\
D ; Di & K ; Ké & R ; Ar & Y ; Way \\
E ; li & L ; Él & S ; És & Z ; Zet \\
F ; Éf & M ; Ém & T ; Ti \\
G ; Ji & N ; Én & U ; Yu \\
\end{array}
\]
After singing the alphabet song, the writer entered the materials by using pictures of things in their class (pictures of table, chair, eraser, etc). The pictures could make the students easier to imagine the real things, especially the things that were not stated in the class. The writer showed the pictures one by one and mentioned the name of each thing loudly so the students could hear the name of each thing. After showing and saying the name of the things, the writer asked the students to repeat what the writer said. The material was about things in their environment.

The writer : (showing the picture of a table)
Table!

Students : Table!

The writer : (showing the picture of an eraser)
Eraser!

Students : Eraser!

After doing those activities, the writer gave some questions to the students about the pictures. The writer showed some pictures and then the students answered the name of the pictures together. But sometimes the writer pointed a student to answer the question.

The writer : Oke now I will check your attention during the lesson. I will show some pictures that we had learned before then try to answer it together. (After saying in English, the writer repeated it in Indonesia)

(Showing the picture of an eraser)
Students : Eraser!
The writer : (Showing the picture of a chalk)
Student : Chalk!
The writer : OK now Putri, say the name of this picture (In Indonesia too)!
(Showing the picture of a blackboard)
Putri : Blackboard!
The writer : Good Putri.
The writer : (by pointing a student named Evi) Evi, say in English the name of this picture.
(Showing a cupboard)
Evi : Cupboard!
After giving the vocabulary that was the name of things in their class for several times, the writer gave a chance to each student to repeat after the writer. By doing this activity the writer could know whether the students listened to him or not. If the students said the vocabulary wrong, the writer corrected it.

**b. Teaching Speaking**

In the first step the writer had done listening skill, and had exercised them for the students. In the next step after the listening lesson, the students should be tested for the speaking lesson. The writer talked about teaching speaking to the students. Teaching speaking means do some oral exercises to the students to know how far the students know about the pronunciation of some things. To make the students active in this skill, the writer gave the lesson about how to ask the name of some things to someone or friends. For example, the writer gave a kind of simple questions that can be used to ask someone about the name of some things in their environment.

Based on the picture above we can ask some one about the name of that thing.

Evi : *What is that?*

Putra: *That is* a blackboard.
The teacher explained to the students that the italic word is some expression that can be used to ask the name of something (what is that) and answer the question (that is a…..) to a friend or someone.

After explaining that simple dialogue, the writer asked the students to practice it together with their friend. After practicing together, the writer asked pairs of the students to come forward and practiced the dialogue with their partner. The writer pointed some pictures in front of them and then the students did a conversation about the thing. For example:

First group
The writer: Pointed the cupboard
Student 1: What is that?
Student 2: That is a cupboard

Second group
The writer: Pointed a map
Student 1: What is that?
Student 2: That is a map

Beside that, the writer gave a song to the students. This song was about things in their class. The writer hoped that it would be useful. The lyrics are below;

First: Cupboard table and a chair
Blackboard clock are on the wall
Also chalk eraser are in front of me
There are many things in my class, my beautiful class
Back to first…
The writer asked the students to sing together. They were very attracted with this song. By doing that exercise and singing a song, the students could improve their speaking skills by doing a short conversation with their friends and singing a song. It was expected that they could ask something in English and expressed their opinion in English too.

c. Teaching Reading

Teaching reading is the third step in teaching and learning activities. In teaching reading, the writer used a simple text for the student. The text was related to the materials that had been taught.

The third students still do not understand enough with the English so the writer guided the students by reading the text for the student slowly in front of the class sentence by sentence. The students repeated the sentences after the writer. After finishing read the text together, the writer asked the students to read a sentence in the text by his/her self. The writer accompanied them, and revised the wrong pronunciation said by the students. To check the students’ understanding about the content of the text, the writer asked the students to answer some questions related to the text.
Read the text carefully!

My classroom

My name is Putri. I am 7 years old. I am a third grade student of elementary school. There are many things in my classroom.

There are many things in my classroom. They are two brooms, a duster, an eraser, a clock, some books, a blackboard, a cupboard, some chalks, many chairs and tables.

My classroom is clean and dirty. I and my friends usually clean the room every day. We sweep the floor with a broom.

Answer these questions below!

1. What is Putri?
   She is……………..

2. Is there a clock in Putri’s classroom?
   Yes………………

3. How many blackboards in Putri’s class?
   There is…………

4. Is there a broom in class?
   Yes………………

5. What we use a broom for?
   Broom is for………..

*commit to user*
d. Teaching Writing

The next step of teaching and learning activities was teaching writing. Actually this step belongs to the teaching reading to the students, but the writer wanted to know the ability of the students by giving this exercise. Writing material was given to the students by asking the students to write down the name of thing in their class (vocabulary). They must complete some simple sentences. The answer was related to the pictures on their LKS.

- Fill the blank with the correct answer!
  *Isilah bagian yang kosong dengan jawaban yang benar*

1. This is a……..  
2. this is a………..  
3. This is a……..
F. The Effectiveness of Using Songs in Teaching Vocabulary

Children usually like some fun activities in their life. They are more interesting to do those activities. One of the fun activities is singing songs. Based on that fact, applying some songs in teaching English especially teaching vocabulary to the children can be an alternative way for English teacher.

Children can not sit and listen to the teachers’ explanation in long time. If they begin to get bored they will lose their concentration, because the children concentrations are shorter than adults’ concentration. The explanations above become the reason why the writer chooses building vocabulary using a song in this final project report.

Based on the writers’ experience in teaching students through songs, the writer could keep the students’ interest especially the third students in learning, and could keep the students’ concentration as long the writer taught. They could focus more on the lesson when the writer gave some songs to them. That became a positive point for the writer, because the students had received the writer attendance as a friend not as a spooky teacher that made them afraid to learn. It meant that the writer could deliver the lesson easily to the students. By singing a song they also could learn about the new vocabulary without loosing their fun. Singing a song also could increase their motivation in learning. They were more enthusiastic and active in the class.

The use of songs could also make the students easier in memorizing the materials they had learned. The fun activities like singing a song might help vocabulary was memorable. Singing a song also made the students more...
confidence. Because after singing together, the writer asked one of them to sing. Of course with high confidence, the students had a brave to answer and to do what the writer asked and commanded.

The explanations above show that by singing a song is necessary and effective in English vocabulary teaching process for the third grade students of SDN 1 Banyuurip Klego Boyolali and for all young learners in general.
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusions are derived from chapter III. In this part, the writer concludes what have discussed in the chapter III. The conclusions are as follow;

1. Vocabulary building through songs in SDN 1 Banyuurip has two steps. The steps are;
   a. Warming up

      In this first step, the writer made light questions related to the materials, and then asked them for the students. It was done to precede or to do the brainstorming before entering the new materials or topics.

   b. Presentation

      These are the main activities had done by the writer during the job training.

      According to the hand book (LKS), the writer tried to provide the students with all English skills (Listening, speaking, reading, and writing). To make the lesson more interesting for the students, the writer chose singing songs in delivering the materials to the students. Through songs the students more concentrate in teaching and learning process. The writer also used some pictures to help the teaching and learning process.
. Some pictures could catch the students’ attention and made the students easier to imagine the real objects.

2. Teaching vocabularies to young learners by using songs (third grade students especially) is effective for several reasons. They are;
   a. Singing songs can keep the students’ concentration in learning vocabulary.
   b. Singing songs is also interesting for the students in leaning the materials.
   c. Singing songs can improve the students’ ability in memorizing the materials.
   d. Singing songs can help the writer to create the good and fun activities during the teaching and learning process.
   e. By singing songs, the writer can increase the students’ confidence by asking them to sing a song in front of the class.

From those reasons above, the writer chose using songs in vocabularies teaching for the third grade students of SDN 1 Banyuurip Klego Boyolali.

**B. Suggestions**

According to the conclusions above the writer would like to give suggestions to.

The suggestions are for;

1. Third grade students of SDN 1 Banyuurip Klego Boyolali
   
   The writer expects that the third students of SDN 1 Banyuurip can be more interested in English. They enjoy the English learning more so they can
know about the materials given by the teacher. The main suggestions for the third grade students of SDN 1 Banyuurip are keeping the spirit and keeping the confidence to take a part in the teaching and learning process.

2. The English teacher of SDN 1 Banyuurip Klego Boyolali

This way (teaching vocabulary through songs) can be an alternative way to teach or introduce the English materials to the students especially for young learners. Creating something fun in teaching young learners is important to keep the students’ attention. The teacher should know what the students want if they get bored. Using this way may help the teacher to keep and control the students’ interest. So the students can enjoy and do not lose their attention to the teacher.

3. SDN 1 Banyuurip Klego Boyolali

SDN 1 Banyuurip more concerned to the English teaching and learning process. The school should provide some supporting facilities to make the teaching and learning process more fun so the students are more interesting in learning English. Any kinds of supporting tools are; flash cards, mini replica of things can attract the students’ interest in learning English.

commit to user