

**THE USE OF SONGS TO TEACH ENGLISH VOCABULARY TO
YEAR 2 STUDENTS OF SD NEGERI SEKIP I NO.161
SURAKARTA**



FINAL PROJECT REPORT

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

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**ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2008**



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84

*Angka 10 – 100

Model penilaian tidak mengikat

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..... 85

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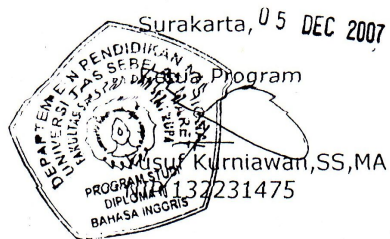
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Dalam rangka memenuhi salah satu syarat akademik untuk menyelesaikan studi
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Demikian agar tugas ini dapat dilaksanakan sebaik-baiknya.



MOTTO

*In life, never spend more than 10 % of your time on the problem,
but spend at least 90% of your time on the solution.*

*If the rain is sadness and the sun is happiness, we need both of
them to see rainbow.
(Yusuf Mansyur)*

DEDICATION

I would like to dedicate this final project to:

- *My beloved parents who always take of me with the wonderful and beautiful love*
- *My beloved sister and brother. My life is so silent without you.*
 - *My beloved friends.*
 - *The beautiful future.*

PREFACE

First of all, I would like to say unlimited thank to Allah SWT who has given me power, spirit, belief and everything and also everyone who gives me support and guidance in finishing this report entitled “The Use of Songs to Teach English Vocabulary to Year 2 Students of SD Negeri Sekip I No.161 Surakarta. I wrote this report to fulfill the requirements in obtaining the English Diploma Degree.

In general, this report explains the use of songs in teaching English Vocabulary in SD Negeri Sekip I No.161 Surakarta. I am interested in discussing this topic because I want to observe the use of song to teach English vocabulary to year 2 students of elementary students.

Finally, I hope that this report will be useful for all of the readers, especially for the people who have interest in teaching English Vocabulary.

Solo, July 2008

Noerrita Kuattiningsih

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12. My beloved family in Boyolali, Bu Endang, Bapak and my sister Rina nad mbk Ti, for accepting me to be daughter and sister.

Solo, July 2008

Noerrita Kuattiningsih

ABSTRACT

Noerrita Kuattiningsih. 2008. The Use of Songs to Teach English Vocabulary to Year 2 Students of SD Negeri Sekip I No.161 Surakarta. English Diploma Program, Faculty of Letters and Fine Arts, UNS.

This report is written based on job training, which I have done on January, 21st 2008 in SD Negeri Sekip I No.161 Surakarta. The purpose of this report is to describe the use of songs to teach English Vocabulary to year 2 students of SD Negeri Sekip I No.161 Surakarta.

The information for report was obtained by observing the class, and directly teaching year 2 students. The technique that I used in teaching and learning English Vocabulary is using songs.

During the job training in SD Negeri Sekip I No.161 Surakarta, I found some benefits of songs to teach English Vocabulary. They are helping the students understand and memorize easily, making the students relax, making the class more productive, and helping the teacher to handle the class.

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CHAPTER I

INTRODUCTION

A. Background

Nowadays, the skill of foreign languages, especially English is absolutely needed. Therefore, the government wants to increase the quality of human resources. For those reason, the students must get English lesson early. The government educational institution announces that English should be taught in Elementary school.

Elementary school is one of the government education institutions for young learners to learn English. The young learners will know the basic of the vocabularies, the meaning and the pronunciation of English in Elementary school. Therefore, elementary school should maximize their roles not only in providing and giving the basic materials but also choosing the correct ways and techniques to teach English for students. If elementary school does it well, the students will not get significant difficulties in learning English in the future.

To apply the government policy and introduce English as the foreign language to the students beside their mother tongue and Indonesia language as the second language, SD Negeri Sekip I No.161 Surakarta includes English as the local content in its curriculum. English lesson in SD Negeri Sekip I No.161 Surakarta is taught from year 1 until year 6. Teaching and learning English in SD Negeri Sekip I No.161

Surakarta is also to face English learning of Junior High School and fulfill the parents of the students' demands.

I chose SD Negeri Sekip I No.161 Surakarta as the place of my job training. Job training is one of the subject and the final project that becomes one of the requirements of graduate for the students of English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. I held job training as an English teacher in SD Negeri Sekip I No.161 Surakarta. I taught year 2 students.

Basically, there are many ways to teach English vocabulary. However, I was interested in using songs to teach English vocabularies because the students of SD Negeri Sekip I No.161 Surakarta did not sing when they were learning English. The students just learned English based on the book. Therefore, I wanted to make the teaching learning activities more enjoy than before.

This report describes the use of songs to teach English vocabulary to year 2 students of SD Negeri Sekip I No.161 Surakarta. English is something new, especially the vocabularies for the students. Therefore, the teacher should find appropriate way to make the students enjoy in learning English vocabulary.

B. Objective

The objective of this report is to describe the use of songs to teach English vocabulary to year 2 students of SD Negeri Sekip I No.161 Surakarta.

C. Benefits

This report is expected to be beneficial for:

1. The English teacher at SD Negeri Sekip I No.161 Surakarta

This report includes various themes of English songs and the explanation of using songs in teaching English vocabulary to elementary students. Therefore, this report can be used as an additional reference to the teacher to develop their teaching activities especially in teaching vocabulary by using songs, in order to make the students more interested and motivated in learning English.

2. The students of English Diploma Program, Letters and Fine Art Faculty, Sebelas Maret University.

This report will give an input and new information for the students who need additional information about teaching vocabulary to the elementary students, since this report explains the use of songs to teach English vocabulary to the elementary school students. The students who are interested in English teaching and learning can use this report as one of their reference to develop their teaching activities and help them making assignments related to teaching activities.

CHAPTER II

LITERATURE REVIEW

One of the important things of the final project report is literature review. Literature review is a part of final project report that contents the statements to support the data that I observed.

Related to the topic of this report, there are 6 materials that I will discuss in this chapter; English Learning and Teaching, Young learners, Teaching English to Young Learners, Teaching Vocabulary, Teaching Vocabulary to Young Learners, and Songs for English Vocabulary Teaching.

A. English Learning and Teaching

A.1 Teaching

Wright (1987: 10) says that “teaching is essentially social activities, implying relationship between teacher and learners, learners and learners”. It implies that teaching is involving active communication and interaction not only between teacher and students but also between the students and their surroundings.

Brown (2000:7) also says that teaching can be defined as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing how to know or understand.” In short, in teaching activities, the teacher is not only helping students in doing tasks but also guiding them in finding the mistakes and correcting them.

According to Halliwell (1992:23), “Recently, language teaching has tended to follow patterns of work which do not help to calm the learners but instead stir them up”. It means that language teaching can not make the learners understand and be quiet. It also makes the learners confused. Therefore, “the language teaching should be concerned with real life”. (Halliwell, 1992:7) It implies that the language teaching

should be taken from the daily life in order to make the teacher can teach the materials easily and the learners can understand it well.

A.2 Learning

According to Klein (1996: 13), “Learning can be defined as an experimental process resulting in a relatively permanent change in behavior that can not be explained by temporary states, maturation, or innate response tendencies”. In accordance with the statement, learning is a process which is experienced by human in their life consciously and unconsciously. Learning is unlimited by time, age, innate of each person.

Similarly, Brown (2000: 7) states, “Learning is a relatively permanent changes in behavioral tendency and it is the result of reinforced practice”. It implies that learning started when human was born until the end of their life. Learning is a process not only getting lessons from the formal education but also getting knowledge from daily events happened in their life. In other word, people can be called learning if they always want to change their behaviors, abilities better than in the past.

According to Nunan (1992:11), “Learning is most often figuring out how to use what you already know in order to go beyond what you currently think”. In other word, learning is not only getting knowledge but also giving and distributing the knowledge to other people. Therefore, the learners should be able to develop what they get in learning.

B. Young Learners

According to Suyanto (2007:15),” Young learners are the students of elementary school of 6-12 years old. They can be divided into younger group (6-8 years old) and older group (9-12 years old)”. It implies that young learners are classified by their age. In other word, age has an important role in dividing young learners’ classification.

Philips (1993:5) also states that “young learners are children from the first year formal schooling (five/ six years old to eleven/twelve of age”. It also implies that the definitions of young learners are influenced the age. However, the children’s age do not really mean in defining their maturity.

To stimulate the young learners’ interest in learning English, the teachers should know the characteristic of young learners. Scott and Yteberg (1990:1-2) says that some of characteristics of 5-7 years old are:

1. They talk what they are doing.
2. They tell you about what they have done or heard.
3. They can plan activities.
4. They can argue for something and tell you why they think and what they think.
5. They can use logical reasoning.
6. They use their vivid imaginations.
7. They use a wide range of intonation pattern in their mother tongue.

It can be concluded that young learners are very active learner. Their memorizing level and their imagination are also high. Therefore, the teacher should be able to understand and should be aware what the kinds of learner they are.

Furthermore, here are some characteristics of 8-10 years old:

1. Their basic concepts are formed. They have very decided views of the world.
2. They have definite views about what they like and do not like doing.
3. They are able to work with others and learn from others.
4. They have developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
5. They can tell the differences between fact and fiction.

Knowing the characteristics of young learners is very important so that the teacher can choose appropriate method and materials for them.

According to Brumfit (1995:8),” There are some characteristics which young learners share:

1. Young learners are only just beginning their schooling, so that teachers have a wide opportunity to mould their expectations of life in school.
2. As a group, young learners are potentially more differentiated than secondary or adult learners.
3. They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling.
4. Their learning can be closely linked with their development of ideas and concepts, because it is close to their initial experience of formal schooling.
5. They need physical movement and activity as much as stimulation for their thinking and the closer together these can be the better. Young learners are different from secondary or adult learners. Young learners are enthusiastic

learners and they need physic movements and activities to stimulate their thinking.

It implies that creating physical activities in class are suggested to encourage the young learners' interest in class. From the definitions above, I can know that young learners are very active learner. They can not be silent or calm only for a while. Therefore, young learners should be involved in class activity directly. In other words, young learners should be the main actor in class activity.

C. Teaching English to Young Learners

According to Singleton (1989: 242-5), there are several reasons for teaching English at primary level:

1. The need to expose the children from the early age to understand foreign cultures. So that they grow up tolerant and sympathetic to other cultures.
2. The need to link communication to the understanding of new concepts.
3. The need for maximum learning time how important languages. The earlier one stars the more time he gets.
4. The advantages of starting with early second language instruction, so that later the language can be used a medium of teaching.

It implies that teaching English to young learners can decrease their difficulties in learning English later.

Teaching to young learners is different from teaching to adult since “children differ in physical characteristic, social, skill, home life, intellectual ability, learning

capability, ideas, attitudes, needs, ambition, hopes, and dream. It requires teacher use teaching strategies and tactics” (Jarolimek, et.al, 2001: 3). It means that young learners vary in not only their skills and preferences in the way they receive information, but also in how they mentally process that information once to receive it. That is why teacher must be able to create the English class enjoyable to stimulate useful experience for the children. Here are some points to reach it:

1. The activities should be simple enough for the children to understand what is expected of them.
2. The task should be within their abilities.
3. The activities should be largely orally based.
4. Written activities should be used sparingly with younger children.

(Philips 1993: 7)

It means that activities done in classroom has very significant role to young learners. Therefore teacher should be creative not only in creating activities to young learners but also making in the assignments which is appropriate with young learners’ ability.

According to Suyanto (2007: 43),”There are three language components in teaching English to young learners:

1. Grammar

Grammar is a pattern and a rule which the young learners should follow if they want to learn English. In teaching grammar to young learners, the teacher

should not give the lesson in pattern or form that the young learners must remember it. Grammar is better given in statement sentences directly.

2. Vocabulary

Vocabulary is a group of words which is had by a language. Therefore, vocabulary should be taught early to young learners in order to make them know the meaning of words. Vocabulary will give the meaning if we use a language.

3. Pronunciation

Pronunciation is a way to say words of a language. The pronunciation of English is very different from the one of Indonesian. The teacher should pronounce the words clearly and ask the young learners to repeat it many times.

In the real class activities, those components can not be done separately. Those components are related to each other. It also implies that creating activities in each component of English to young learners is very different of making activities to adult learners. The teacher must have the ability to create various and appropriate activities in teaching English especially for young learner. The activities also must be appropriate with the young learners' ability.

D. Importance of Teaching Vocabulary

“Vocabulary is central to language teaching and learning” (Taylor, 1990: iv).

A good vocabulary is really needed in both teaching and learning. If the learners do not know the meaning of the words, they will have difficulty in understanding what they see, read, and learn.

According to Thorbury (2002:13), "The ability of English will improve significant if we learn more words. We can say very little with grammar, but we can say almost anything with word". It means that the students' English ability will increase if they know more words. The students can express anything if they master many words. Therefore teaching vocabulary is little more important than teaching grammar because it can help the students to add more vocabularies for them.

Harmer (1998:23) says that "The teacher should ensure that their students are aware of the vocabulary they need for their level and that they can use the words which they want to use". It implies that the teacher should teach clearly some words at lower class than others. The teacher must be certain that the vocabularies they give are appropriate with their students so that the students can know how to use and express the words.

According to Cross (1991:5) "A major aim of most teaching programs is to help students gaining a large vocabulary of useful words". It means that the main purpose of teaching activities is to give more vocabularies to the students. Therefore the teacher should be aware how important of teaching vocabulary is.

Cross (1991:15) also states that there are two main ways to teach (introduce vocabulary); showing the meaning directly and use language that the students already know". It implies that the teacher can show the meaning or words directly when the

students do not know or recognize it yet. When the students already know the meaning of words the teacher can use the sentences to show the meaning clearly. It is used to stimulate the students to enlarge their vocabularies.

E. Teaching Vocabulary to Young Learners

Teaching vocabulary to young learners is different from teaching it to adults. In this case, the vocabulary teaching is focused on teaching vocabulary as a second language for young learners.

According to McCarthy, “As few as eight to twelve new items may be appropriate (eight for elementary, twelve for advance) per sixty minutes lesson for truly productive learning to take place”(McCharty, 1990:117). It means that in teaching vocabulary to young learners we must give them new vocabulary less than ten, so that it becomes easier for young learners in learning vocabulary. “Teaching vocabulary to young learners will be better if the words are given related to children world” (Suyanto, 2007:47). It implies that the teacher should give the vocabularies in simple words or words usually used by young learners to talk to and to be heard.

According to Suyanto (2007:48) there are four steps to teach vocabulary:

1. Introducing

It is the first step that the teacher should introduce vocabulary. The teacher should mention new words clearly and correctly pronunciation. In introducing new words to young learners, the teacher can use picture or real things in class.

2. Modeling

The second step is modeling. After the teacher introduces the new words, the teacher can give example as a model. For example, when the teacher introduces “run”, the teacher should run in the class while he says “run”. In this step, the young learners can imagine the new words in real activity.

3. Practicing

The third step is practicing. In this step, the young learners are asked to repeat and practice the words the teacher says. The teacher should pronounce the words many times in order to make the young learners can repeat it correctly and remember it easily.

4. Applying

The last step to teach vocabulary for young learners is applying. The young learners are asked to apply the words in a situation with the teacher’s help. In this step, the teacher should create an interesting situation in order to make young learners easy in applying the new words. The teacher also should make the young learners active. Applying step can make the young learners understand how to use and express the words the teacher tells.

It implies that the teacher should consider the step to teach vocabulary to young learners because it can help the young learners who need specific process in learning vocabulary. Those steps also can not be done separately. If the teacher only follows less than four steps, the teaching vocabulary process will not be successful.

F. Songs for English Vocabulary Teaching

“In relation to language learning, the use of music and songs offers two major advantages:

3. Music is highly memorable.
4. It is highly motivating especially for children, adolescents and young adult learners”. (Murphey: 1992:3)

It implies that using song and music can help the students to remember the words easily. It can also stimulate the students to learn more than usual.

Murphey (1992:3) also states that “Anything you can do with a text you can do with a song”. It means that everyone can learn or teach the English text using songs.

According to Hancock (1998:7) song can be used to focus on the form of the language including grammar, vocabulary and pronunciation”. It is the same statement with Griffiee (1992:5) said that songs are “especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary”. It is clear that song can be used as an aid to teach vocabulary. Songs include so many words that help the students master many meanings too.

Griffiee (1992:6) also says that “songs can be used for pattern practice and memory retention”. It implies that if the teachers give appropriate tasks, songs will give pleasurable repetition with no boredom and provide active participation in the language.

According to Suyanto (2007:114) when the teacher teaches English using song, they should pay attention of several important rules.

1. Songs should be appropriate with the students' characteristic.
2. Songs should be without lyrics.
3. Songs should be interesting, dynamic and with cheerful rhythm.
4. Songs should be in simple word and easy to spell.

It means that teaching using songs should pay attention with the condition of the young learners. The teacher can not choose the songs what they want because the song chosen by the teacher will influence the students' learning. Songs may encourage creativity and use of imagination in a relaxed classroom atmosphere. The teacher should consider the theme and the rhythm when they select the song. The song should be appropriate with the topic of the English lesson and attract the students' attention.

CHAPTER III

DISCUSSION

A. School Description

A.1 Description of School

SDN Sekip I No.161 is one of elementary school in Surakarta. It is located at Jl. Kolonel Sugiyono No.241, Kadipiro, Banjarsari, Surakarta. SDN Sekip I No.161 was built in 1979. Since it was established, SDN Sekip I No.161 has experienced the

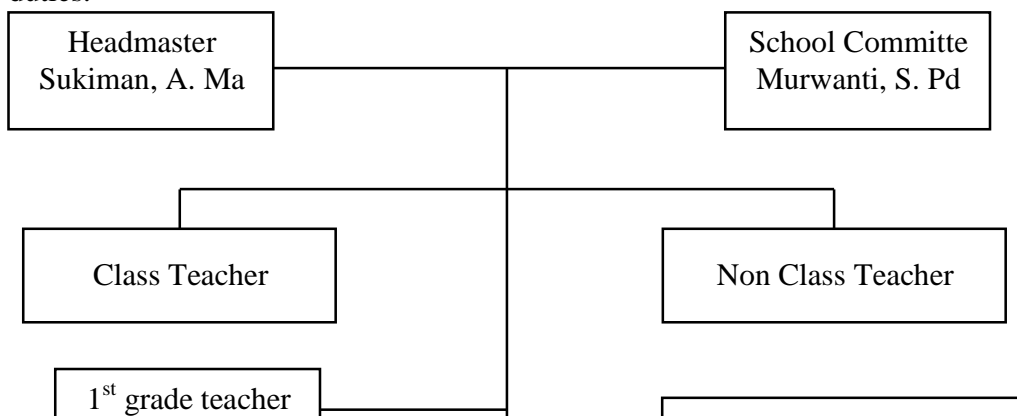
changing of the headmaster for 9 times. Today, SDN Sekip I No.161 is led by Mr. Sukiman, A.Ma.

SDN Sekip I No.161 occupies about 920 m area. It faces to the north. The building consists of the head master's room, teacher's room, guest's room and six classrooms. There are also some other rooms such as library, canteen, bathrooms, school clinic (UKS), religion room and small auditorium for practicing traditional dances. Every room has its own facilities used by the students to make them easier in doing their activities.

In this academic year, SDN Sekip I No.161 has 281 students, 132 boys, and 149 girls. SDN Sekip I No.161 is led by the head master and thirteen teachers. The teachers consist of six academic teachers and seven special teachers. One class is handled by one academic teacher as the class teacher. He or she teaches all subjects except religion, skill, sport, and English. These subjects are taught by special teachers. They are the religion teachers, the art and traditional dance teachers, the sport teacher and the English teacher while the head master is responsible for all activities in the school. This school also has a school guard who is responsible to keep the school secure and clean.

A.2 The School Organization.

The organization of SDN Sekip I No.161 is divided into some parts based on the duties.



School committee has responsibilities to help the school completing the facilities needed in conducting all of the school activities. School committee also has to make programs, such as to find the donation source and apply for it.

The headmaster has responsibilities to handle the whole school activities, control the work of teachers, manage the school and make decision such as making school activities program, coordinating all the teachers to attain the school program and evaluating the teachers' duties.

Class teachers are the key of class organization in leading class to do the whole academic programs. The academic teachers teach the students in learning the main subjects (mathematic, Indonesian, science, social, Javanese and citizenship

lesson). They also evaluate the students' personality in facing the lesson and solve the problems faced by the students in learning.

Religion teachers have responsibilities in teaching the religion lesson, giving suggestion and counseling related to the religion matters and managing the celebration of religious program.

Sport teacher has duties to lead the students in doing sports, keep the sports equipment and manage the sport championship that the government holds.

The teachers of art and traditional dance have responsibilities to make the students love in art and traditional dances. The teachers should make the students be able to practice traditional dance and create the creativity.

A.3 The extracurricular Activities in SDN Sekip I No.161 Surakarta

SDN Sekip I No.161 Surakarta has extracurricular activities to develop student's interest and talent. There are two extracurricular activities in this school. They are boy scouting and dancing.

1. Boy scouting

This activity is done to train the students' independence and team work. It is hoped that by joining this, students will be brave, able to work together and be responsible to everything that she or she has done before. The Boy Scout activity is held on Fridays at 14.30 until 16.00. The third until five grade students must join this extracurricular. The first and the second grade are not allowed to join this

extracurricular because they are too young. The sixth grade students are not allowed because they have to prepare the national test to enroll in junior high school.

2. Dancing

The aim of this activity is that the students will be more familiar with their original culture and arts. In conducting this activity, the school asks a professional dance teacher to teach the students. It is carried out from 09.30 until 10.00 in the Saturdays morning. The participants of dancing extracurricular are the third and five grade students.

B. Job Training Activities

B.1 Class Observation

I had done class observation at SDN Sekip I No.161 Surakarta at the time of job training started on January, 21st 2008 until March 17th 2008. The English lesson is taught from the 1st grade class until the 6th class. I could not choose the class should I teach because Nur W, S.Pd as English teacher asked me to teach the second grade class as the focus of my observation. Physically, the condition of the second grade class is good enough and conducive for teaching and learning activities. The class has a door, two windows, and three air circulation. It is also equipped with two lamps, a

map, a cupboard, a blackboard and some pictures. It also has some brooms and feather duster to keep the classroom clean.

Inside the classroom, there are 22 student's desks with its chairs. There are 44 students in the class, 24 girls, and 20 boys. During the teaching and learning activity, sometimes the classroom is noisy when the students do not pay attention to my explanation.

The students were still talking each other or busy with their own activities when I presented the materials. However, when I reminded them, they kept silent and listened to the teacher explanation. It means that the teacher's control was very important to make classroom conducive.

The students of the second grade class liked activity that could make them happy such as learning language using songs. The students were very enthusiastic when I gave a song. The students sang English song happily because they were not taught to sing an English song before.

The situation of other students who are around the second grade classroom is not really good for teaching and learning process. It could be seen from the students' habit when they heard bell rang. The students entered the classroom by running together not queuing one by one. When I entered the classroom to teach English lesson, the students were still very noisy. From my observation, it is hoped that I should be able to teach not only the lesson but also the discipline.

B.2 Making Lesson Plan

In teaching activities, a teacher should have a plan in order to make the material given to the students can be controlled and always be in the curriculum concept. Therefore, before presenting the material to the students, I made a lesson plan for each topic. Making a lesson plan is important point for me if I want to be successful in teaching activities. Lesson plan is also arranged in order to make the delivery process of the material can be easily accepted by the students. Besides, the allocation of the time can be arranged according to the schedule that has been determined.

I arranged the lesson plan based on the material that was given by the teacher in SDN Sekip I No.161 Surakarta. I made one lesson plan for one topic. I presented one lesson plan to the students for one meeting. The length of time for one meeting was 70 minutes. The lesson plan can be seen in appendix.

The materials used by teacher in making the lesson plan were taken from “Grow with English” book. The lessons which I taught in the year 2 students were the vocabulary about animals and fruits.

B.3 The Teaching and Learning Process in SDN Sekip I No.161 Surakarta

The effectiveness of the teaching learning process comes from three components; they are teachers, students, and materials used. If the three components can support each other, the teaching and learning process will hopefully be successful.

English lesson is given to each grade class once a week. The English lesson is always begun in the first hour in order that the students still have high spirit in

studying English that they have never learned before. I taught English lesson every Wednesday (70 minutes) starting 07.00 a.m up to 08.10 a.m.

In the first teaching practice, I felt nervous. I did not know how to start the lesson. At the time, the class was very noisy. Some students played with their toys and others were singing songs. A few minutes later, after I could control myself in facing the situation, I started the lesson asking their condition. Unfortunately, there was no responding from them. They were just quiet and frightened. Then to make them enjoy and to reduce the teacher's tension, I decided to start the lesson by introducing myself and telling them how to respond greeting. I repeated my greeting and finally the students could respond my greeting. When I offered a question, some of them started to show his/her participation by raising their hands.

Generally, before the teaching learning process happened, I prepared the lesson plan and the materials. In the English class, the first thing that I did was greeting the students and checking their presence before the class began. I called the name of the students one by one, in order that I and students knew each other. The greeting usually done between me and the students was as follows:

Teacher: "Good morning, Students?"

Students: "Good morning, Mam".

Teacher: "How are you today?"

Students: "I am fine, thank you, and you?"

Teacher: "I am fine too."

After that, I asked the students if there was any homework or not and what material given in the previous meeting was. This was to review the material.

Secondly, I introduced the theme to the students. I asked some questions related to the theme. To familiarize students with the topic, I sometimes gave a song related to the theme to them. I started the lesson by brainstorming ideas related to the material. The examples of questions to brainstorm about animals were as follows:

- a. Who ever go to the zoo?
- b. What animals are in the zoo?
- c. Who have pets?
- d. What is your favorite pet?
- e. Do you have chickens in your house?
- f. What animals do you have?

After that, I introduced the song entitled “My Animals” because the theme was about animals. I did not always give the song in my class. I just gave the song in the first and the second meeting of each theme. When I introduced the song, I always sang it first and asked the students to reply it. The next activity was asking the students to do something using simple English command like “Ok, now open your book on page 41”. After that, I began to explain the topic to discuss.

The third activity is explaining the material. In this part, I gave a clear explanation about the theme. During the teaching learning process of the second grade students, the most important was the use of the language. Although it was an English class, I could not use English all the time. It happened because English was a

new language for them. So, the level of their understanding was very low. Moreover, they could not accept the lesson easily. Therefore, I sometimes used Indonesian when I explained the material.

I discussed the material orally and in written form on blackboard. The oral explanation was repeated twice or more to make the students understand about the explanation. The English lesson of year 2 elementary school is mostly learning vocabulary. Therefore, I used songs to teach them in order to make them fun in learning and easy in memorizing. I asked the students to sing again after explaining the materials. The fourth activity is exercising. I gave two kinds of exercise from the lyrics of song to observe if the song was useful in teaching vocabulary or not. The first exercise was in group. I divided the students into some groups consisting of 6 students. I asked one student of each group to stand in front of the class. After that I gave him/her a small piece of paper which was written an animal. The student should act like the animal written in the paper. Other students in that group should guess the animal that their friend acted in front of the class. For example:

Group tiger

Group tiger chose Lusi to stand in front of the class. I gave her a small piece of paper which I wrote "cat". After that, Lusi acted like cat in order to make her friends could guess the written paper. If the group could not guess it well, they had to sing "My Animals" song in front of the class. I did not forget to ask other students to give applause to their friends after finishing the activity.

The second type of exercise was individual. The exercise consisted of two parts. They are matching the pictures and completing the words.

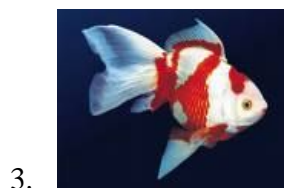
A. Match the pictures with the words!



fish



snake



cat



giraffe



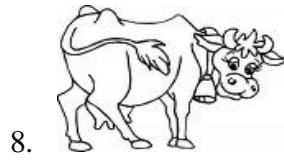
horse



elephant



duck



frog

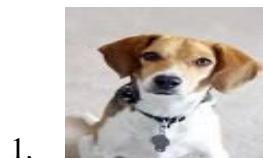


cow



pig

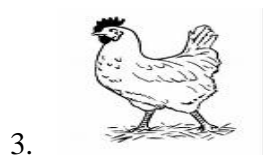
B. Complete these words below!



D _ _



Z _ B _ _



H _ _



P _ R R _ _



M _ U _ _



T _ G _ _



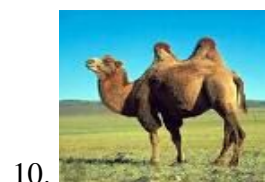
R _ B B _ _



L _ _ _



C _ O _ O _ I _ _



C _ M _ _

After the students finished their work, I checked the answers together with the students because I wanted them to be active. Next, I asked them who got the best score in class in order to stimulate their spirit to learn English more. It was only 5 students who got 5 of score. It meant that using song in teaching vocabulary gave good impact for the students' achievement.

Before ending the lesson, I reviewed all of the material discussed. The purpose of reviewing all of the material was to make the students more understand the lesson. If there was any material that the students did not understand, I would give opportunity to the students to ask again. Fortunately, there was any student did not understand the material. I asked them if they were happy at that day or not. The students answered that they were very happy. It was very important for me to know if my observation worked or not. After that, I gave them homework from their handbook and I closed the lesson by saying "Good bye. Have a nice day" to the students and then the students replied it with the same answer.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

The experience of having job training in SD Negeri Sekip I No.161 Surakarta gave me some experiences. The experiences were not only about teaching and

learning English process but also about the technique in teaching English vocabulary for Elementary school grades.

When doing the job training activity in SD Negeri Sekip I No.161 Surakarta, I also got the opportunity to learn about how to make a good communication and good interaction between the teacher and the students in order to make a good condition in teaching and learning process.

Based on the discussion, I can draw some conclusions about the uses of songs in teaching vocabulary:

1. Songs can help the students to memorize the vocabularies easily.

It happens because the song contains special rhythm that can stimulate the brain to catch the words in the lyrics. When the students sing about animals, they will be able to mention many kinds of animals and when they sing about fruits, they will be able to mention fruits. The students can mention many vocabularies based on the lyrics of song. Their vocabularies also will increase automatically when they sing a song.

2. Songs can make the students relax in learning English vocabulary.

The condition of the students will influence if the learning and teaching English vocabulary are succeed or not. When the students are relaxed, they will be able to accept the vocabularies that the teacher gives and explains.

3. Songs can make the class more productive in encouraging the students to be active in learning vocabularies.

The students usually produce loud voice when they sing a song. They will be more productive in singing a song and asking many questions related to the songs.

4. Songs can help the teacher in controlling the students.

When the students are very noisy, the teacher can ask them to sing a song together. After that the teacher can handle the situation more easily than before.

At the end, the important result of the uses of songs in teaching English vocabulary is that the song gives good impact to the students to get score.

B. Suggestion

Based on the observation that I did in SD Negeri Sekip I No.161 Surakarta, I have some suggestion which may be useful for the English teacher of SD Negeri Sekip I No.161 Surakarta and the students of English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University who are interested in the teaching and learning activity.

1. The English Teacher of SD Negeri Sekip I No.161 Surakarta.

The English teacher should give more activities in order that teaching and learning activity will be more effective. It is expected that teacher will be able to create various songs related to the topic such as creating songs about fruits, numbers, transportation, etc, so that the students will not be bored in learning English vocabularies.

2. The students of English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

It is advisable that the students of English Diploma Program who are interested in teaching program apply the song technique when they practice “peer teaching” lesson. The students of English Diploma Program can also apply it when they do the job training in the institution that they choose to teach because the song technique has many advantages in teaching English vocabulary.

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