

**THE USE OF SONGS TO INCREASE ENGLISH VOCABULARY TO THE  
FIRST GRADE STUDENTS OF SDN TUGU JEBRES NO.120  
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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**MOTTO**

**When you can't get your idea on one way, get it on another way.**

## **DEDICATION**

This final project report is whole-heartedly dedicated to:

- ♥ My lovely mom and dad
- ♥ My close friends
- ♥ My sweetheart

## PREFACE

Alhamdulillahirobbil'alamin, praise and gratitude to the most Merciful and the most Beneficent, Allah SWT, for blessing me in accomplishing this final project report, under the title "The Use of Songs to Improve English Vocabulary to the First Grade Students of SDN Tugu Jebres No.120 Surakarta". Praise is also given to the Messenger, our Prophet Muhammad SAW, peace be upon him, a glory person who gives his blessing to his masses in the next day. This report is submitted as a partial requirement in obtaining degree in the English Diploma Program, Faculty of Letter and Fine Arts, Sebelas Maret University.

It is impossible to finish this report without assistance and encouragement from both individual and institution. On this occasion, firstly I would like to thank to English Diploma and SDN Tugu Jebres No.120 Surakarta. Secondly, I also thank to Drs. Budi Waskita, M.Pd for guiding and helping me in finishing my final Project report. Finally, I thank to my all friends for giving me support and helping my work.

I realize that this final project report is far from being perfect. In order to make this final project report better, I welcome any comment, criticism and suggestion. I hope this final project report is useful for the readers who want to develop the English literacy study.

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Thank to God for giving me everything in my life. I would like to say thankfulness to these following people:

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8. My sweetheart, you colored my beautiful life. *luyyu*, Muach...
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Welcome to our life! Our extensive jungle! Whu huuw.....!!!
10. Nova, Ana, Mb Sum, Mb Ut, Mb Dyah.

Surakarta, July 2009

IKA DEVI

## ABSTRACT

**Ika Devi. 2009. The Use of Song to Increase English Vocabulary to The First Grade Students of SDN Tugu Jebres No.120 Surakarta. English Diploma Program. Faculty of Letters and Fine Arts. Sebelas Maret University.**

This report is written based on the job training activities done by the writer as an English Teacher in SDN Tugu Jebres No.120 Surakarta. The purpose of this report is to describe the use of songs to improve English vocabulary to the first grade student.

Using songs can be good alternation to teach English to young learners because children like songs. In many cultures, songs are used to introduce or practice mother tongue to young children. By implementing the songs, the students are easier in understanding the meaning of the words and memorizing the vocabulary. It happened because first, songs are consisted of special rhythm that stimulates the brain to catch the lyrics. Second, there are many word repetitions in songs that is very helpful for young learners to memorize the new vocabulary. Third, singing is a happy and stress-free activity that brings different atmosphere in the classroom so that the students feel more interested in learning English vocabulary.

Songs are a motivating and enjoyable aid to learn language. Singing many English songs could add the students' vocabularies. As the result, the scores of English is increasing well. Songs increase English vocabulary students.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the study

Language is instrument of communication among people in the world. Every person needs to make communication with others. They make communication to take and give information. Every country in this world has its own language, such as Japanese, English, Chinese, Arabic, Spanish, and many more. The language differences will make difficulties in communicating with other people from other countries and cultures. It will make misunderstanding. To reduce it, people use English as the main language for communication.

In Indonesia, English is taught formally in elementary school. It is done because the elementary students are the best age to learn something new, such as English. They are exposed to English since the early age, it is hoped that they will learn English more naturally as they learn their mother tongue.

In elementary schools, students are taught English by emphasizing the basic of the vocabularies, the meaning and the pronunciation. Therefore, the teacher should pay attention not only in providing and giving the basic material but also choose the correct techniques that can be implemented rightly to the students' characteristics as children. They are aimed to make the teaching learning process interesting and comforting to the

students so that they can reach the learning goal, and English will be more attractive subject for them. English might not be an interesting subject for some students. It may be caused by the fact that the English teachers do not create an interesting circumstance in the classroom.

The writer then tries to explore the use of songs to improve English vocabulary. Children commonly like something attractive and enjoyable such as songs in recognizing something new. This study aims to bring different atmosphere in the classroom so that the students feel more interested in learning English vocabulary. In Addition, the different atmosphere can prevent students from being bored. Moreover, it also gives the students opportunities to remember the words and the sentences easily.

It is the best to pick some songs from popular songs which our students know well. The teacher selects some songs from popular songs having words, which the students want to learn. They already know how the words are used in songs. They can associate this by learning the definitions.

Based on the previous explanation the writer decides to write a final project entitled:

**“The Use of Songs to Increase English Vocabulary to The First Grade Students of SDN Tugu Jebres No.120 Surakarta.**

## **B. OBJECTIVE**

The objective of this report is to describe the use of song to increase the students' vocabulary of the first year students of SDN Tugu No. 120 Jebres Surakarta.

## **C. BENEFITS**

This report is expected to be beneficial for:

1. The English teacher of SDN Tugu No. 120 Jebres Surakarta.

The writer hopes this report can be used as an additional reference to the teacher. By using songs in teaching English vocabulary to young learners, the students can enjoy the English learning processes and feel interested in learning English.

2. The students of English Diploma Program UNS

The writer hopes this report can give an input and new information for the students who need additional information about teaching vocabulary to the elementary students. They also can use this report as one of their reference to develop their teaching activities.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. English Teaching and Learning**

##### **1. Teaching**

Brown (2000:7) states that “Teaching is guiding, facilitating, learning, enabling the learner to learn, setting the conditions for learning”. As stated above, a teacher has four responsibilities for the success of learning process. The teacher should guide students in understanding and knowing any subject or topic given by the teacher. The learning process needs a teacher to facilitate the students in following the learning process. Good or bad condition in learning process will affect the students in accepting the lesson, so that the teacher should be able to set the comfortable condition in order to make the students understand the lesson easily. The teacher should give a chance to make the students learn independently and the teacher just keeps watching them.

Another teaching definition stated by Brown (2000:7) is that “Teaching is showing or helping someone to learn how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know or understand”. In short, in teaching, a creative teacher is much needed to make the students understand something new easily.

While Thomas (1961:180) states that “Teaching is the indirect guidance of problem-solving”. It means that every learner has a problem with something new

that they never learn before. By following the teaching process, the learners can solve their problems indirectly. A good teacher must be able to help the learners in solving their problems.

## **2. Learning**

According to Brown (2007:7)“Learning is relatively permanent changes in behavioral tendency and it is the result of reinforced practice”. It implies that learning begins since one day of our life. Learning is a process not only getting knowledge from the formal education but also getting knowledge from daily events which happen in our life. In short, people can be called learning if they want to change their behaviors, abilities better than in the past.

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

### **B. Young Learners**

According to Philips (1993:5), Young learners are children from the first year formal schooling (five/six years old to eleven /twelve of age). It implies that the definitions of young learners are influenced by the age.

Brumfit (1995:33) says “Young children learn better through play or at least can be induced to go along with teaching that is tempered by “fun activities”.

This gives ideas that the children love to learn through fun activities like singing a song.

While, (Suyanto 2007:6) says, “To stimulate young learners interested in learning English, the teacher should know the characteristics of young learners”.

These are the characteristics of young learners:

1. They like learning by playing;
2. They can tell what they have done and listened;
3. They can do debate about something;
4. They are faster comprehend the situation around them;
5. They have attention and concentration only in a view moment;
6. They always feel happy in playing and working by themselves but must be other people around them;
7. They learn English by listen, repeat and spell;
8. They know the rules must be obeyed, and make them feel happy and enthusiastic and;
9. Children will learn better when they are given the motivation to get involved directly in the activity.

(Suyanto 2007:6)

Based on the characteristics above, the teacher should have the appropriate techniques in teaching young learners. She (teacher) concerns more on her students' characteristics in finding out a good technique in teaching English to get the best result of the teaching-learning process of teaching English.



### **C. The Importance of Vocabulary**

McCarthy (1990:p.iii) has a statement about the importance of vocabulary, he states “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meaning, communication in an L2 just cannot happen in any meaningful way”.

Hatch and Brown (1995:1) also state that vocabulary is the foundation to build language, which plays a fundamental role in communication. By mastering vocabulary, people can express their ideas and understand other’s well. Gower, Philips and Walters (1995:142) say that there will be a breakdown of communication if someone has lack of vocabulary stock.

Vocabulary is stock of words for communication. Without a sufficient vocabulary, students cannot communicate effectively or express their ideas in both oral and written forms. Having limited vocabulary is also barrier that precludes learners from learning a foreign language. The students who have adequate vocabulary will be able to express their opinions, feeling, and their ideas easier. The communication will run well because the students understand what is being discussed. In conversation, the students need not only speaking but also listening skills to understand and apply the stocks of words. It constitutes an essential thing that students should have a stock of words in order to be able to speak and listen.

### **D. Teaching Vocabulary to Young Learners**

Vocabulary is very important for second language learners. Only with a sufficient vocabulary, learners can effectively express their ideas both in oral and written forms. Learners typically spend a great deal of their time looking up words in the dictionary and translating texts from the foreign language into their native language.

Suyanto (2007:47) says “Teaching vocabulary to young learners will be better if the words are given related to the children world”. It implies that the teacher should give the vocabulary in simple words usually used by young learners.

There are four steps to teach vocabulary:

1. Introducing

The teacher should mention pronunciation of new words clearly and correctly. The teacher can use pictures or real things in the class.

2. Modeling

The teacher gives an example as a model of new words. For example, the teacher introduces the word “smile”, and then the teacher shows smile expression in the front of class. So, the young learners can imagine the word in real activity.

3. Practicing

The young learners repeat and practice the words as the teacher says. The teacher should pronounce the words many times in order to make the young learners repeat and remember it easily.

#### 4. Applying

The young learners are asked to apply the situation with the teacher's help.

The teacher should create an interesting situation in order to make the young learner apply the new word easily. The teacher should also make the young learners understand how to use and express the words as the teachers tell.

Suyanto (2007:48)

### **E. Techniques in Vocabulary Teaching by Using Songs**

Related to the importance of vocabulary in teaching-learning, the role of vocabulary has great influence to students. Teaching vocabulary needs appropriate techniques. One of the techniques in teaching vocabulary to young learner is using songs.

Griffe (1992:5) states "songs are especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary".

Concerning the characteristics of young learners, it is stated that there are nine reasons why we use songs in this age group. The reasons are as follows:

1. Children like songs;
2. Song can be integrated into language-learning, singing and doing activities around the songs;
3. In many cultures songs are used to introduce or practice mother tongue to young children;
4. Songs are memorable;
5. Songs often include a lot repetition that helps to make language memorable;

6. Because songs must be sung at reasonably fast speed, they encourage natural phonological features like linking and weak form;
7. Children have energy and want to make noise.
8. Parents will enjoy hearing their children singing in English; and
9. Singing is a happy and stress-free activity that will add a positive classroom-learning environment.

([www. Onestopenglish.com](http://www.Onestopenglish.com))

From the reason above, undoubtedly, songs can be used in teaching English to the children. Murphey (1996:10) states that Teachers can use songs to teach vocabulary to the students.

Murphey (1996:6) also says that the songs that we learned would be understood easily by the children. There are many of word repetitions in a song. Word repetition in a song is very helpful for young learners to memorize the new vocabularies easily. No matter what culture young learners come from, singing is a great way to introduce, improve and strengthen language skills.

Songs have an important role in the development language in young children. Many parents sing for their young children. The song that they are learned will be remembered well by their children. It will give the children a chance to build their new vocabulary.

Therefore, using songs can be the good alternation to teach young learners. The teacher can use this technique in teaching English vocabulary to the students. The use of a song will make the learning English processes more successful because the students will feel closer with their lives.

## CHAPTER III

### DISCUSSION

#### A. The Description of School

##### 1. General description of SDN Tugu Jebres No.120 Surakarta

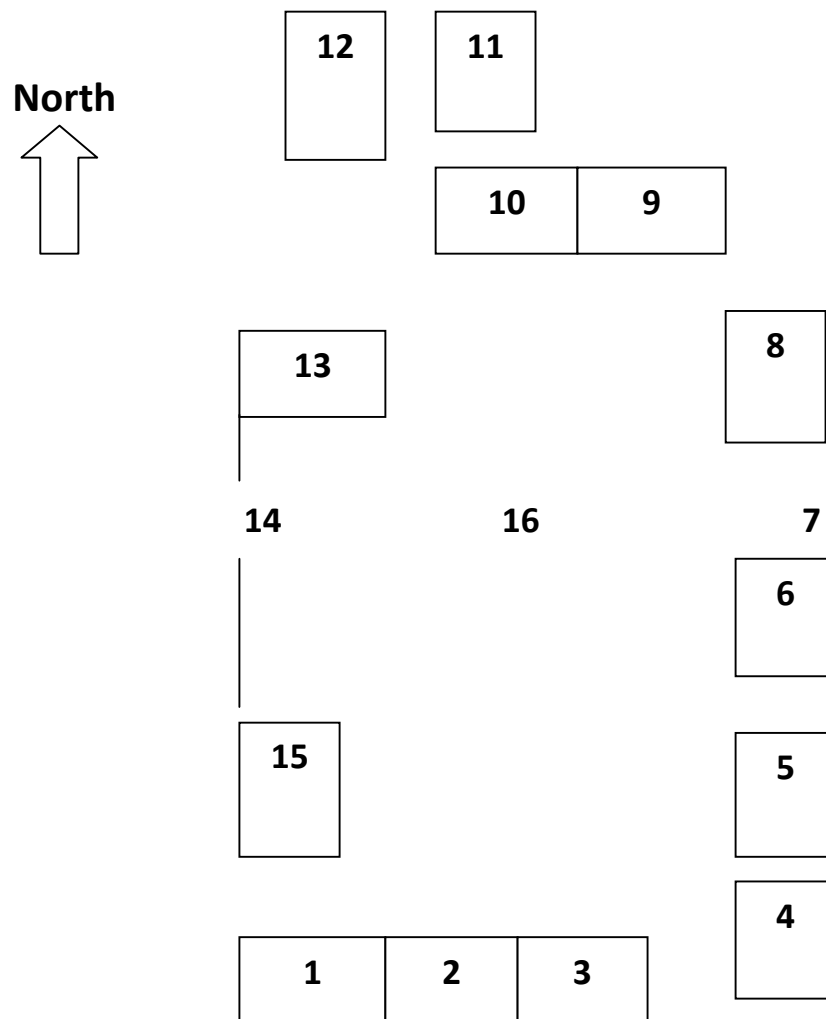
SDN Tugu Jebres No.120 Surakarta is one of Elementary Schools owned by government in Jebres regency. It is located in Jln. Halilintar No. 3 Kentingan Kulon RT 01/XI, Jebres, Jebres, Surakarta. This Elementary School was built on May 20, 1970. At that moment, the society of Kentingan Kulon has an idea to establish Elementary School because their children should take long distance to go to School from their house. The children should go to Ngoresan, Kentingan, or Pucangsawit to pursue the knowledge.

Because there was not a school building, the teaching learning activities were conducted in the villager's house. These conditions ran for 3 years. Just at certain time, in 1967, the society and the donor had a cooperation to set up a simple building for conducting the teaching learning activities. Then, SDN Tugu Jebres was named officially. At the first, it just has three class rooms (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class).

Nowadays, SDN Tugu Jebres has some buildings such as classrooms, teacher office, mosque, library and toilet. Beside those, there is a special room. The room is used to saves gamelan. In that room the students learn to play the traditional Javanese music instruments. It also has big schoolyard in the front of main building used for flag ceremony, sport activity, and playing activity. Besides the Elementary School buildings,

there is a small canteen to fulfill the student's daily needs such as snacks and drinks. The sketch of this Elementary School can be seen in the picture below:

**Sketch of SDN Tugu Jebres No.120 Surakarta**

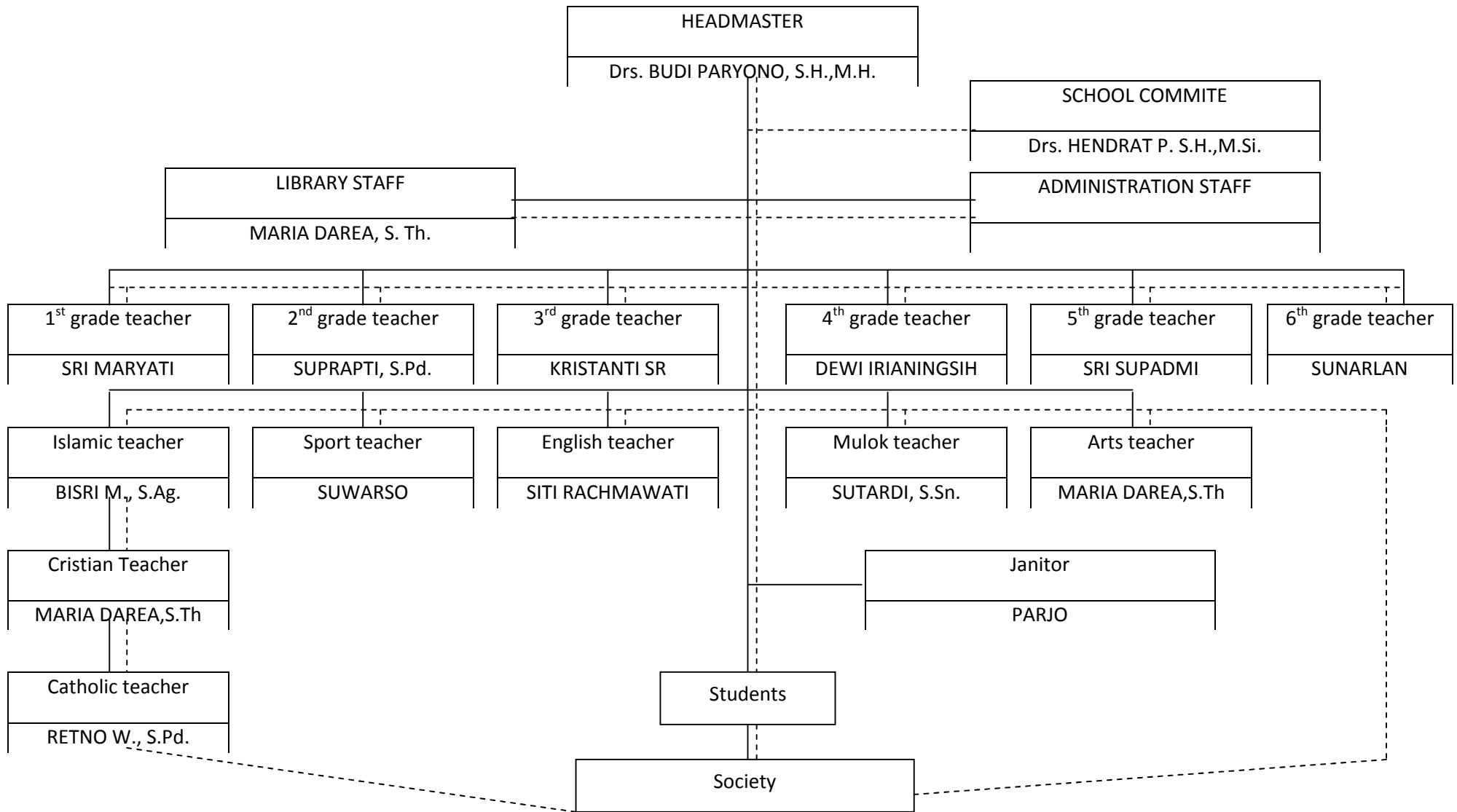


- |                            |                            |
|----------------------------|----------------------------|
| 1. Teacher office          | 4. The 4th grade classroom |
| 2. Headmaster's room       | 5. The 1st grade classroom |
| 3. The 3rd grade classroom | 6. The 2nd grade classroom |

7. Parking Area
8. Library
9. The 5th grade classroom
10. The 6th grade classroom
11. Toilet
12. Canteen and Janitor's house
13. Mosque
14. Gateway
15. Gamelan room
16. Schoolyard



## 2. School Organization





Headmaster is central management of school. He 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, coordinate all the teachers to attain the school program and evaluating the teachers' duties.

School committee is formed to cooperate with the headmaster as a partner to develop school quality. His role is as an education supervisor. He has responsibilities in completing the school facilities needed, giving advice and guidelines.

Library staff is the person who keeps library. She is responsible to manage the students in borrowing books.

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 subject (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.

This school has 3 religion teachers. They are Islamic, Christian and Catholic teacher. Each teacher has responsibility in teaching the religion lesson respectively. He/she gives suggestion and counseling related to the religion matters and managing the religious programs.

The sport teacher duty is to lead the students in doing sport. He keeps the sports equipment and manages the sport championship that the government holds.

The English teacher is a teacher who teaches English lesson. She must be able to make the students practice English both in oral and written forms.

The mulok teacher is a teacher who teaches karawitan lesson. He trains the students to play gamelan.

The teacher of arts is responsible to make the students love arts. She should make the students be able to practice dancing, singing and drawing.

### **3. The Extracurricular Activities**

SDN Tugu Jebres has extracurricular activities to develop students' interest and talent. There are three extracurricular activities in this school. The more specific information will be explained bellow:

#### **1. Boy Scouting**

This activity is done to train the students in order to have high responsibility. The purposes of this activity are that the students will be able to work together, love their country, and independent. It is held once a week on Friday. The Boy Scout trainer will lead the activity starting from 15.00 pm up to 17.00 pm for each meeting. The participants of boy scouting are third until sixth grade students.

#### **2. Karawitan**

Karawitan is a traditional music extracurricular. Here, the students are trained to play gamelan, the traditional Javanese music instruments such as; kethuk, kempyang, bonang, saron, ketipung, gong etc. It is held before the first lesson begins, from 06.00-07.00. This activity is taught to the third until fifth grade students. The first and the second grade did not join this activity because they are too young.

#### **3. Dancing**

Dancing is another traditional art extracurricular activity given to the students beside karawitan. Here, students are trained to be supple in moving. The aim of this activity is that the students will be more familiar with their original culture. This activity is taught to the fourth until sixth grade students.

#### **4. Vision and Missions**

To create the quality students and school, SDN Tugu Jebres No.120 Surakarta has vision and missions. The vision of this school is to get excellent and nobleness achievement. The missions are:

1. to establish religious guidance and have God-fearing.
2. to create exalted personality and glorious characters.
3. to create the students having broad knowledge and technology.
4. to create the students having achievement in academic and nonacademic fields.
5. to create the students are ready to used in academic and nonacademic fields.

### **B. Job Training Activities**

#### **1. Class Observation**

I did the job training in SDN Tugu Jebres No.120 Surakarta as an English teacher from January, 30-February, 28, 2009. In the job training, I taught English lesson to the first and fourth grade, but I focused on the first grade as the main observation.

The classroom faces to the west. Inside it, there are 23 students' desk and 46 chairs. There are 46 students in this class, 21 girls, and 25 boys. The class has a door. There is no

window but as its substitute, there are four air circulations that are big enough in right and left side. It is also equipped with a lamp, a blackboard, a cupboard and an electric fan. It also has some brooms, feather duster to keep the classroom clean.

During the teaching and learning process, sometimes this class is very noisy. The students were busy with their own activity. They were talking each other and also playing their toys. When I reminded them to pay attention to me, they just ignored me. Then, I searched another step to take their attention. I tried to write "Good morning song lyric" in the blackboard. I gave an example singing this song. Then, they repeated enthusiastically. From here, I knew that the first grade students like singing.

Songs bring a different atmosphere in the classroom so that the students feel more interested in learning English vocabulary. The different atmosphere can prevent students from being bored. In short, it gives the students opportunities to remember the words and the sentences easily.

## **2. Making Lesson Plan**

Before doing the teaching and learning activity, a teacher should make a lesson plan. The function of the lesson plan is as guidance for the teacher in teaching based on the topic discussed and also I would not go from the topic to another topic.

### **LESSON PLAN**

Topic : Days

Level : 1<sup>st</sup> grade of Elementary school

Time : 35 minutes

Skill focus : Listening and Writing

Objective : After the lesson, the students should be able to remember and write the days in a week.

➤ **Motivating Strategies**

- Students greet teacher

Students : “Good morning Miss”

Teacher : “Good morning students”.

“How are you today?”

Students : “I am fine thank you”. “And you?”

Teacher : “I am fine too”

- Teacher asks the students:

“What day is it today?”

“How many days are there in a week?”

- Setting the Objective

Now, I would like to talk about the days. So after this lesson, I hope you could mention the name of the days in a week in oral and written forms because I would give you exercise.

➤ **Presentation Strategies**

- The teacher asks the students to listen to “The Days Song”.
- The teacher sings the song without giving the students its lyric.  
*Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*  
*Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*
- The teacher asks the students to try sing together.
- The teacher repeats sing the song and asks the students to listen carefully because after she finished sing the song, the students should predict the words of the song they might hear.

➤ **Skill Practice**

- The students should write the words of the song they might hear in their books.
- After the time is over, the teacher writes the words on the board.

SUNDAY : MINGGU

MONDAY : SENIN

TUESDAY : SELASA

WEDNESDAY : RABU

THURSDAY : KAMIS

FRIDAY : JUMAT



## SATURDAY : SABTU

- The teacher corrects the students' answer.

### ➤ Assessment

Rearrange the words in the box below in the same order as in the song.

Give their meaning!

SOAL	URUTAN	ARTI
a. Wednesday		
b. Saturday		
c. Monday		
d. Thursday		
e. Friday		
f. Tuesday		
g. Sunday		

Fill in the blank with correct answer.

1. What is day today?

2. Yesterday is.....
3. Tomorrow is.....
4. ....is a day to holiday.
5. Every..... and.... we use batik uniform.

### **3. English Teaching and Learning Process**

The starting point in the teaching and learning activity is greeting. Usually, when I entered the class, the students stated the greeting first. After that, I checked the presence list of the students. I called the names of the students one by one. Then, I reviewed the last meeting. So, the students would memorize it. Usually I reviewed the last meeting by giving questions to the students or by discussing homework. Then, I continue with activities below;

#### **a. Motivating Strategies**

I warmed up the classroom. I chose the song that is appropriate with lesson content. Then, I made the students interested to the topic with singing a song. I asked some questions to the students about the topic. For example, I would give a new material about the days. I sang "The Days Song". Then I gave some questions related to the topic.

#### **b. Presentation Strategies**

I gave explanation to the students. Mostly, I explained the materials in Indonesia because it will make the students understand easily. But sometimes, I used English. It is

purposed to train the students in listening English and to make them common with English.

I discussed the material in oral and written forms on the blackboard. The oral explanation was repeated twice or more to make the students understand about the explanation. The English lesson of first grade Elementary School is mostly learning vocabulary. Therefore, I used song to teach them in order to make them fun in learning and easy in memorizing.

Before doing this activity, I selected song and the lyrics related to the theme. Then, I played the song without giving its lyric. I told the students to listen the song and asked them to sing together.

Sometimes I used pictures, it is done to help them in interpreting the song visually. Visual images clarify definitions and make the students remember vocabulary words easily. It creates a stronger image of the song.

#### **c. Skill Practice**

Skill practice is the time for the students to practice. I sang song repeatedly, and then I asked the students to predict words they might hear. It is done to train listening skill of the students. Then, I asked them to write the words of the song in their books. It is done to train them write the words correctly. I also asked to the students to sing again after explaining the material. It is done to help students in memorizing the vocabularies of the song.

#### **d. Assessment**

The teacher would check the students' progress. I would ask them to do the practices individually. Then, I would check the students' answer with the class. It is done to know how far the students understand the material.

### **C. Songs Increase English Vocabulary Students**

The basic purpose of teachers is that their students could understand what they taught. They hoped their students get a good mark. Because if the most of students got a good mark, it means that they are successful in teaching. And when I carried out the job training in SDN Tugu Jebres No.120 Surakarta, I used the song to teach students. I gave songs to the students, they respond enthusiastically. They could memorize the lyric quickly. It happened because the songs are consisted of special rhythm that stimulates the brain to catch the lyrics. It helps the students memorize the vocabularies of the song easily. Singing many English songs could add their vocabularies. In short, this final project brings positive effect to the students. As the result, the scores of English is increasing well. The students get good marks. It means that songs increase English vocabulary of the students.

The increasing vocabulary of the students cannot also be separated from activities implemented in the job training. The activities that actually give big contribution to the increasing of vocabulary are as the follows:

1. Listening to the different song and singing together. The activities can attract the students' attention and increase their motivation in learning English.

2. Playing the songs repeatedly and doing exercises of which sources are taken from the songs. These activities make the students closer to the songs and more familiar with certain English words of the songs. Therefore, they are more active in responding or even answering the teacher's questions; and
3. Doing exercise in groups. The activity stimulates the students to work together and has responsibility in learning English words so that they will be easier in mastering vocabulary.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the previous chapter, I can draw conclusion about the use of songs to improve students' vocabulary. The conclusion can be seen below:

It is important to know about the psychological aspects of the children before conducting a certain teaching process to them. Young learners actually have their own special characteristics that should be understood by the teacher in improving the quality of teaching learning process so that the objectives will be successfully reached.

Using songs can be good alternation to teach English to young learners because children like songs. In many cultures, songs are used to introduce or practice mother tongue to young children. By implementing the songs, the students are easier in understanding the meaning of the words and memorizing the vocabulary. It happened because:

1. The songs are consisted of special rhythm that stimulates the brain to catch the lyrics. It helps the students memorize the vocabularies of the song easily.

2. There are many word repetitions in songs. Word repetition in a song is very helpful for young learners to memorize the new vocabulary. Singing many English songs could add their vocabularies.
3. Singing is a happy and stress-free activity that brings different atmosphere in the classroom so that the students feel more interested in learning English vocabulary. It can prevent students from being bored. It gives the students opportunities to remember the words and sentences easily.

In short, songs are a motivating and enjoyable aid to learn language. Singing songs help the students are easier in receiving the lesson. Singing many English songs could add their vocabularies. As the result, the scores of English is increasing well. The students get good marks. It means that songs increase English vocabulary of the students. The increasing was known by comparing students' scores.

The activities that actually give big contribution to the increasing of vocabulary are as the follows:

4. Listening to the different song and singing together.
5. Playing songs repeatedly and doing exercises of which sources are taken from the songs.
6. Doing exercise in groups.

## **B. Suggestion**

Based on the result of this final project report from my experience on job training in SDN Tugu Jebres No.120 Surakarta, I present the suggestions to:

1. The English teacher of SDN Tugu Jebres No.120 Surakarta

It is necessary for the English teacher to use appropriate technique, such as songs technique, in teaching English to young learners. It is done to make teaching learning process not monotonous. It is expected that the teacher will be able to create various songs related to the topic such as creating song about animals, fruits, numbers, transportations etc, so that they will be interested in joining the lesson and will pay more attention to the teacher's explanation.

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 who are interested in teaching program apply the songs 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 increases students' vocabulary, in teaching English.



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# APPENDICES

# SONG LYRICS

## OPENING CLASS

Good morning everybody how are you (just fine)

Good morning everybody how are you (just fine)

Good morning to you...

Good morning to you...

Good morning everybody how are you (just fine)

Good morning everybody how are you (just fine)

## CLOSING CLASS

See you later.....

See you later.....

See you later all my friends

Tomorrow together again

on the next beautiful day

## ALPHABET

**A B C D E F G**

(ei) (bi) (si) (di) (i) (ef) (ji)

**H I J K L M N**

(eith) (ai) (jey) (key) (el) (em) (en)

**O P Q R S T U**

(ou) (pi) (kyu) (ar) (es) (ti) (yu)

**V W X Y Z**

(vi) (dabelyu) (eks) (way) (zie)

## THE DAYS

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

## MY FAMILY

One and one I love my mother

Two and two I love my father

Three and three I love brother sister

One two three I love my family

## If You're Happy

If you're happy and you know it, clap your hands\*

If you're happy and you know it, clap your hands\*

If you're happy and you know it and you really want to show it

If you're happy and you know it, clap your hands\*

\*The underline can be changed into other sentences such as:

.....say horey

.....touch your nose

.....stamp your feet

## FRUITS

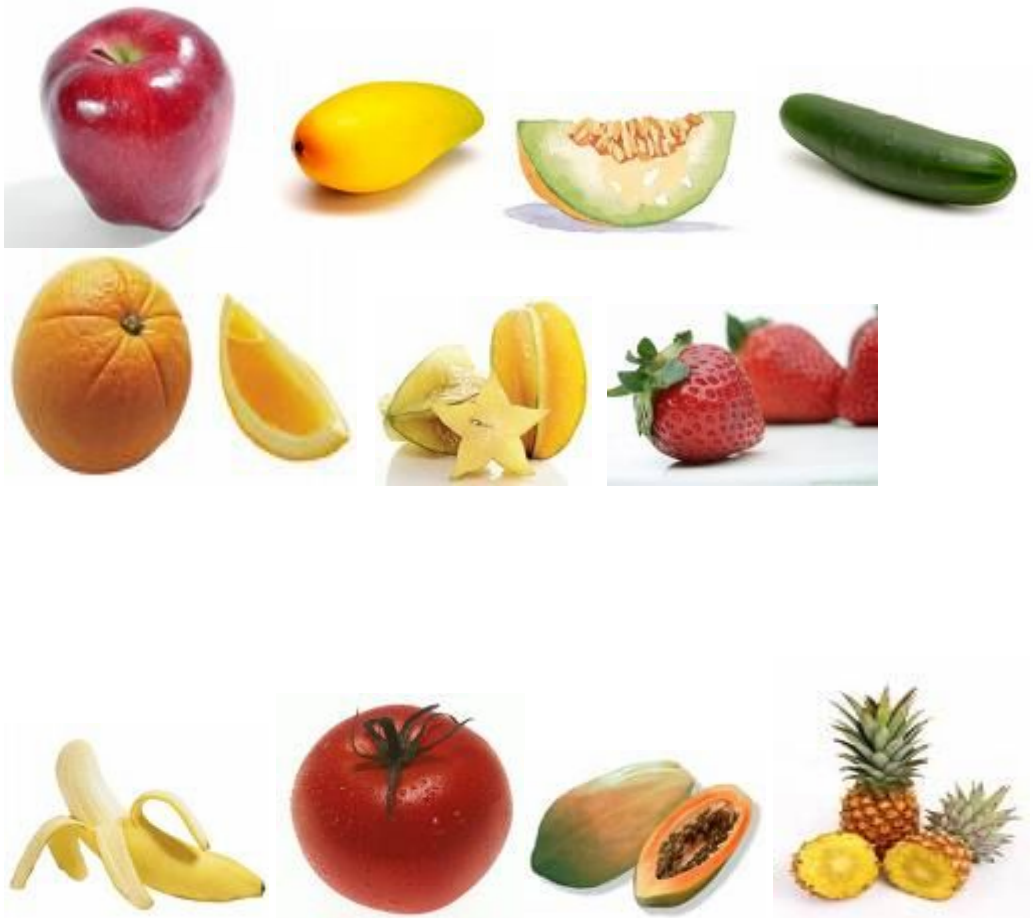
Apple...orange ...mango...melon...

Banana...papaya....

Pineapple and starfruit

Strawberry cucumber

Tomato tomato.....



## NUMBERS

One little two, little three, little Indians

Four little five, little six, little Indians

Seven little eight, little nine, little Indians

Ten..... little Indian boys ( girls )

## RAINBOW

Oh rainbow oh rainbow

how wonderful you are

purple red yellow and green

on beautiful blue sky

your creator is great

could you guess who is Him

oh rainbow oh rainbow

created by the God



DEPARTEMEN PENDIDIKAN NASIONAL  
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 FAX ( 0271 ) 634521

Surakarta, 28 Januari 2009

Nomer : **NOTA KHUSUS**  
 Lampiran : -  
 Perihal : PERMOHONAN IJIN PRAKTEK KERJA LAPANGAN MAHASISWA

Kepada : Yth. KEPALA SD TUGU JEBRES NO.120  
 Di Tempat

Dengan hormat,

Dengan ini kami, Pengelola Program D.III Bahasa Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret, memohon kesediaan dan bantuan Bapak/Ibu kiranya dapat memberikan kesempatan kepada mahasiswa kami untuk melaksanakan Job Training atau Praktek Kerja Lapangan ( Magang ) di Instansi/Lembaga/Perusahaan yang Bapak/Ibu pimpin.

Praktek Kerja tersebut merupakan kegiatan kurikuler yang sangat diperlukan untuk memantapkan ketrampilan mahasiswa dalam bidang kerja yang akan mereka hadapi kelak dikemudian hari. Praktek kerja yang diwajibkan kepada mahasiswa yang bersangkutan berlangsung selama 100 (seratus) jam.

Perlu kami tambahkan bahwa mahasiswa telah dibekali dengan kemampuan berbahasa inggris,tetapi Praktek Kerja yang mesti mereka jalani tidak harus secara langsung sesuai dengan bidang Bahasa Inggris. Selain itu Mahasiswa kami masih mengikuti perkuliahan ,sesuai jadwal,sehingga mereka tidak bisa memenuhi jam kerja secara penuh

Adapun rincian pelaksanaan tugas yang perlu dipenuhi oleh mahasiswa diantaranya : **penalaran,ketrampilan,disiplin,rutinitas kehadiran,penampilan,pergaulan dan tanggung jawab.**

Kami mohon agar mahasiswa selesai melaksanakan Praktek Kerja, Bapak/Ibu berkenan memberikan nilai pada formulir yang kami lampirkan. Nilai diberikan secara Kumulatif dan dikirim kepada kami dalam sampul tertutup.

Adapun Mahasiswa yang akan melaksanakan Praktek Kerja adalah :

No	Nama	NIM	Alamat Rumah
1.	HIMAYATUS SHOLIHAH	C9306121	JL.RAJAWALI RT 04/RW 10 BANJARSARI,NGLOROG SRAGEN.
2.	IKA DEVI	C9306123	SIDOWAYAH,POLANHARJO KLATEN.

Atas kesediaan Bapak/Ibu dalam memberikan kesempatan dan bimbingan kepada mahasiswa kami ,kami mengucapkan terimakasih. Bersama ini kami lampirkan formulir penilaian.

Ketua Program D.III Bahasa Inggris



Kurniawan, SS, MA  
 NIP.132231475





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## SURAT TUGAS

Nomor : 046/H27/1.1/D.3 Bahasa Inggris/JT/2009

Ketua Program Diploma III Bahasa Inggris Fakultas Sastra dan Seni Rupa  
 Universitas Sebelas Maret Surakarta dengan ini menugaskan :

Nama : IKA DEVI  
 NIM : C9306123  
 Semester : V ( LIMA )

Untuk melaksanakan praktek kerja di :

### SD TUGU JEBRES NO.120

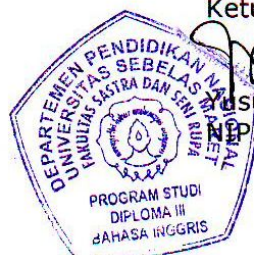
Dalam rangka memenuhi salah satu syarat akademik untuk menyelesaikan studi  
 pada Program Diploma III Bahasa Inggris Fakultas Sastra dan Seni Rupa  
 Universitas Sebelas Maret Surakarta.

Demikian agar tugas ini dapat dilaksanakan sebaik-baiknya.

Surakarta, 28 Januari 2009

Ketua Program

Musuf Kurniawan, SS, MA  
 NIP. 132231475





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Penilaian Praktek Kerja  
 Mahasiswa Program Diploma III Bahasa Inggris  
 Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret  
 Surakarta

Nama : IKA DEVI

NIM : C9306123

Atas dasar **penalaran,ketrampilan,kedisiplinan,rutinitas kehadiran,penampilan,pergaulan dan tanggung jawab, nilai ditetapkan :**

*83 (delapan\* puluh tiga)*

\*Angka 10 – 100

Model penilaian tidak mengikat

Pembimbing di Perusahaan Swasta/  
 Instansi Pemerintah  
  
 Dr. B. PARYONO, SH. MH.  
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