

**The Effectiveness of English Songs in the Teaching of Vocabulary to the Sixth Grade Pupils of *SDN Sungai Bambu 05 Pagi* in the 2019 – 2020 Academic Year.**

**A PAPER**

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**FERINA RIZKIANI**

**1501055041**

**THE STUDY PROGRAMME OF ENGLISH EDUCATION  
THE SCHOOL OF TEACHER TRAINING AND EDUCATION  
THE UNIVERSITY OF MUHAMMADIYAH PROF.DR.HAMKA**

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### VALIDATION SHEET

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Name : FERINA RIZKIANI

NIM : 1501055041

This paper has been presented, examined, and revised based on the advisor and examiners' suggestions

The study programme : English Education

The Faculty : The school of Teacher Training and Education

The University : Muhammadiyah Prof. DR. HAMKA

The Day and Date : 28 Agustus 2020

Validated by,

Chairperson : Drs. Zuhad Ahmad, M.Pd.

Secretary : Silih Warni, Ph.D.

Advisor I : Drs. H. Bahrul Hasibuan, M.Ed.

Advisor II : Siti Aminah, M.Pd.

Examiner I : Dr. Akhmad Haqiqi Ma'mun, M.Pd.

Examiner II : Nita Kaniadewi, M.Pd.

Signature

Date

30 Oktober 2020

28 Oktober 2020

28/09/2020

3 Oktober 2020

21 September 2020

16 September 2020



**Dr. Desvian Bandarsyah, M.Pd.**

NIDN: 0307426903

## ABSTRACT

**FERINA RIZKIANI. 1501055041.** *The Effectiveness of English Songs in the Teaching of Vocabulary to the Sixth Grade Pupils of SDN SUNGAI BAMBU 05 Pagi in the 2019-2020 Academic Year.* The School of Training and Education, The University of Muhammadiyah Prof. Dr. Hamka, Jakarta, 2020.

This research was held at *SDN Sungai Bambu 05 Pagi*. The objective of the study is to find the empirical evidence of whether or not English songs is effective in the teaching of vocabulary to the sixth grade pupils of SDN Sungai Bambu 05 Pagi in the 2019-2020 academic years. The samples of this study were 28 students of VI D.

The writer used quantitative design by employing pre-experiment method in doing this research. She used vocabulary test to find the students vocabulary pre-test and post-test scores and use t-test to analyse the effectiveness of English songs in the teaching of vocabulary. The test consisted of two parts; multiple choice, and matching with the total 50 items

After describing and analysing the data, it can be concluded that English songs is effective as an alternative strategy in the teaching vocabulary to the SDN pupils. It is proven that there is a significance score after several treatments in the classroom. The post-test score is 67.05 with the 15 pupils (53.57%) of who were successful and 13 pupils (46.43%) were failed. Moreover, the benefits of the research result are the teacher and the students feel more relaxed, less-stressful, and happy, the teacher and the students gain new word from the lyric so, they will try to pronounce the words, and the teacher and the students become more active.

Keywords: vocabulary, English songs

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## Chapter I

### Introduction

#### A. The Background of the Study

Indonesian elementary school pupils have officially learned English for two years since they were in the fourth year elementary schools. However, in reality they haven't been able to use English in their daily learning tasks. They cannot frequently understand the simple texts they are reading in their daily school learning. They seldom correctly answer the questions following reading passages in their English textbook. This reality looks even worse if they are involved in daily communication activities. Neither can they understand the expressions addressed to them nor can they provide the responses to the expressions.

These phenomena seem to be the effects of many possible causes. The causes which always emerge are the tedious teaching strategies or method which the teacher has employed, and the pupils' lack of desire to learn the daily-assigned English subject. Other common causes are the pupils' lack of curiosity and motivation to explore and improve their English receptive and productive skills. In addition, the pupils know very limited learning strategies which do not enable them to vary their English learning activities. Every time they have any difficulties, the only thing they do is to open their dictionary which does not give solution to their difficulties. Looking at all these phenomena, it is necessary for

teachers to be able to use a variety of teaching strategies and methods. One of the fun strategies, which the teacher might choose to run his English class, is using songs in English teaching. This is because songs contain music and rhythm which create enjoyable situation for the learners, and songs will provoke the learner to feel more interested and more engaged in the English classroom.

There are some reasons why songs could be a solution to the learners in learning English. Diakou (2013: 17) has found that songs can; 1) create positive emotion for the learners, 2) reduce the anxiety because songs create funny and enjoyable situation, 3) boost motivation, 4) reflect cultural features. To emphasize, Eken (1996: 46) in Kusnierek and Kalisz (2016: 23) states that songs can be used:

1. To present a topic, a language point, lexis, etc.
2. To practice a language point, lexis, etc.
3. To focus on common learner errors in a more direct way
4. To encourage extensive and intensive listening
5. To stimulate discussion of attitudes and feelings
6. To encourage creativity and use of imagination
7. To provide a relaxed classroom atmosphere
8. To bring variety and fun to learning

So, songs might bring advantageous for learners to learn vocabulary.

To teach English vocabulary, the teacher has to teach vocabulary in a variety of ways; for example, the teacher could sing the songs in his classroom or the teacher presents English short movie in his classroom. The teacher can teach vocabulary, such as noun, adjective even grammar tenses from the English songs.



He can select the suitable songs based on the English school book material and lesson plans before he employs the song in his vocabulary teaching.

During the implementation of classroom observation on Sept. 2, 2019 at the VI D class of *SDN Sungai Bambu 05 Pagi*, the writer got information from the sixth grade pupils that their English teacher never taught them the subject employing a variety of methods. This made their English class monotonous and left nothing in their memory. They felt that English was a difficult subject to learn. So, they didn't sufficiently have grammar and vocabulary knowledge yet. That's why the pupils had no idea what to do if they were asked questions.

Based on the information above, the writer is interested in doing an investigation on the teaching of English in *SDN Sungai Bambu 05 Pagi* focusing on the teaching of vocabulary. The investigation involved the activity of listening to English songs as a treatment in the classroom to see whether or not it is effective in the teaching of vocabulary. That is the reason why the writer chose ***The Effectiveness of English Songs in the Teaching of Vocabulary to the Sixth Grade Pupils of SDN Sungai Bambu 05 Pagi in the 2019 – 2020 Academic Year***, as the title of this research.

## **B. The Limit and the Scope of the Study**

The writer limits the discussion on the effectiveness of English songs in the teaching of vocabulary to the sixth grade pupils of *SDN Sungai Bambu 05 Pagi*. The scope of the vocabulary covers the vocabulary which the sixth grade pupils have learned.

## **C. The Questions of Study**

Based on the background presented earlier, the writer formulates the research question as follows, “Are English songs effective in the teaching of vocabulary to the sixth grade pupils of *SDN Sungai Bambu 05 Pagi*?”

## **D. The Objective of the Study**

The objective of this study is to find the empirical evidence of whether or not English songs are effective in the teaching of vocabulary to the sixth grade pupils of *SDN Sungai Bambu 05 Pagi*.

## **E. The Significance of the Study**

The significance of this study is expected to broaden the writer’s knowledge and perception, in particular (in the teaching of vocabulary), and of the readers, in general.

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