



**IMPROVING THE FIFTH YEAR STUDENTS' VOCABULARY  
ACHIEVEMENT THROUGH ENGLISH CHILDREN SONGS AT  
SDN BARATAN 1 JEMBER**

**THESIS**

Presented as One of the Requirements to Obtain S-1 Degree at the  
English Education Program, Language and Arts Education Department  
The Faculty of Teacher Training and Education  
Jember University

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2010**

## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents, Imam Sutopo and Siti Suwarni. Thank you very much for the endless love, care, support, guidance, affection and patience. I will devote my love and endless prayers for you, may Allah give you happiness through your life.
2. My dearest younger sisters, Ziadhatus Sa'adhah and Arini Nur Faridati, and also my dearest younger brother Rohmat Ainur Rokhim Imam Saputro. Thanks for your support.

## **MOTTO**

**Where there is life, there is hope. Where there are hopes, there are dreams.**

**Where there are vivid dreams repeated, they become goals.**

**(Rajni Manchanda)**

**You are bound to success as long as you have confidence in yourself.**

**(Anonymous)**

## **CONSULTANT APPROVAL SHEET**

### **IMPROVING THE FIFTH YEAR STUDENTS' VOCABULARY ACHIEVEMENT THROUGH ENGLISH CHILDREN SONGS AT SDN BARATAN 1 JEMBER**

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## ACKNOWLEDGEMENT

First of all, I would like to express my gratitude to Allah, the Almighty, for the blessing and guidance, so that I can finish this thesis entitled “Improving the Fifth Year Students’ Vocabulary Achievement through English Children Songs at SDN Baratan 1 Jember”.

I do realize that this thesis will not be able to be finished without the support and guidance from many people. I would like to express the deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and eEducation, Jember University;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. The First consultant, Dra. Made Adi Andayani T., M.Ed. and Second consultant, Dra. Wiwiek Istianah, M.Kes., M.Ed. for giving me guidance and valuable suggestions in writing this thesis;
5. The Examination Committee;
6. The Lecturers of the English Education Program;
7. The Principal, Dra. Iswanti and the English teacher who helped me to conduct the research, and also the fifth year students in class VA of SDN Baratan 1 Jember who helped obtain the research data;
8. My beloved friends, Mas Saif, Mbak Evi, Mbak Ajeng, Mbak Tika, Anyak, Mbak Atik, Saifudin, Mas De’, and Iwan. Thanks for your support and kindness. I will remember every single moment that we spent together.
9. All of my fellows in the 2004 level. My best time is with you all. I love you all.
10. My beloved Almamater, Jember University.

Finally, I hope this thesis provides advantages to the readers. Any criticism to improve this thesis would be appreciated.

Jember,            May 2010  
The Writer

**RESEARCH MATRIX**

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
<p>Improving the Fifth Year Students' Vocabulary Achievement Through English Songs at SDN Baratan 1 Jember.</p>	<p><b>Problems:</b> 1. How can English songs improve the fifth year students' vocabulary achievement at SDN 1 Baratan Jember?</p>	<p><b>1. <u>Independent Variable</u></b> The use of English songs in teaching vocabulary.</p> <p><b>2. <u>Dependent Variables</u></b> - The students' vocabulary achievement obtained from the vocabulary test.</p>	<p><b>1.</b> Students are able to do the vocabulary tests (nouns, verbs, adjectives, and adverbs) which were taught by using English songs.</p> <p><b>2.</b> 70% of the students are able to get the score 60. (The SKM in the school is 60)</p> <p><b>3.</b> At least 70% of the students are actively involved in the teaching and learning process of vocabulary through the use of English songs.</p> <p><b>4.</b> The second cycle is done if the result of vocabulary test in the first cycle does not fulfill the target of this research.</p>	<p><b>1. Participants:</b> The fifth year students of SDN Baratan 1 Jember in the 2008/2009 academic year.</p> <p><b>2. Informant:</b> The English teacher of SDN Baratan 1 Jember.</p>	<p><b>1. Research Design</b> Classroom Action research with cycle model. The stages of each cycle: 1. Planning the action. 2. Implementing the action 3. Class observation and evaluation 4. Reflection of the action and analysis. (Adopted from Tim Pelatihan Tindakan,2000:11)</p> <p><b>2. Area Determination Method:</b> Purposive method</p> <p><b>3. Respondent Determination Method:</b> Purposive method</p> <p><b>4. Data Collection Methods:</b> a. Primary data: - Vocabulary test through English songs. - Observation b. Supporting data: - Interview - Documentation</p> <p><b>5. Data Analysis</b> -The primary data taken from vocabulary tests are analyzed quantitatively by using the following formula: <b><math>E = n / N \times 100\%</math></b> Note: E = The percentage of the students vocabulary achievement of each indicator. n = The vocabulary scores of each indicator obtained by the students test N= The total score of the test item of each indicator (Adopted from Ali, 1998:189)</p> <p>- The primary data taken from observation is analyzed qualitatively.</p>	<p><b>Hypothesis</b> 1. Teaching vocabulary through English songs can improve the fifth year students' vocabulary achievement at SDN 1 Baratan Jember.</p>

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## SUMMARY

**Improving the Fifth Year Students' Vocabulary Achievement Through English Children Songs at SDN Baratan 1 Jember;** Liana Afifa Agustina; 2010; 61 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Vocabulary is one of the language components which are crucial in language learning. It helps the students to communicate well and to master the four language skills namely listening, reading, speaking, and writing. Based on the preliminary study at SDN Baratan 1 Jember, it was found that the fifth year students of VA faced difficulties in vocabulary, memorizing new words and its meaning. It was proved by the fact that class VA had low average score of vocabulary that was 51.7 whereas the minimum standard score requirement used in that school was 60 and only 35.3% of the students who got 60 or more. Additionally, the students' participation during the English lesson was not more than 41%. It caused by the way the English teacher gave vocabulary material quite monotonous. The English teacher taught the students entirely based on the material books. The English teacher wrote the new vocabularies completed with their meanings on the blackboard. Furthermore, the English teacher asked the students to memorize the meaning of the new vocabularies. Meanwhile, the English teacher has actually been trying to solve the students' problem in memorizing new vocabularies by using real things. However, it did not work well; the students were still unable to solve their difficulties in memorizing new vocabularies.

Considering the problems above, this research was undertaken to overcome the students' problem by using English children songs. English children songs could help the students memorize the words easily since words in English children songs are frequently repeated so that the students will be familiar with the vocabulary used. This means that the English children songs were able to arouse the students' motivation and improve the students' vocabulary achievement.

The Classroom Action Research (CAR) with the cycle model was applied in this research. The action research was carried out to improve the fifth year students' vocabulary achievement by using English children songs at SDN Baratan 1 Jember. This Classroom Action Research was conducted in two cycles, in which each cycle covered four main stages of activity namely; planning of the actions, implementation of the actions, class observation and evaluation, data analysis and reflection of the actions. Then each cycle was conducted in two meetings. The primary data about the students' vocabulary achievement were gained from the test done in each cycle in the third meetings. Meanwhile, the supporting data were gathered from interview and documentation. The actions were considered successful if 70% of the students achieved minimum requirement standard score that was 60 and if 70% of the students are actively involved in the vocabulary teaching and learning process using English children songs.

From the data of the students' vocabulary test in the first cycle, it was revealed that the percentage of the students who got score at least 60 was 64.8%. It was considered unsuccessful since the criteria of success were 70%. Before doing the actions in the second cycle, some revisions were made by finding and adapting English children songs that had familiar tune to the students and repeated lyrics and also gave more times from two into three times to sing and act out the songs. Those resulted in the better score obtained which was 76.5%. This means that the actions in the second cycle were successful. The similar thing happened to the students' participation during the vocabulary teaching and learning process conducted in two cycles which showed improvement. In the first cycle the average result of the students' active participation in the both meetings was 61.8% then it turned into 77.9% in the second cycle. This meant that the actions in the second cycle had met the standard requirement of product and process evaluation that was 70%.

Based on the result above, it could be concluded that the use of English children songs could improve the fifth year students' vocabulary achievement at SDN Baratan 1 Jember. Then, it was suggested to the English teacher to use English

children songs as a variation in teaching vocabulary and to improve the result of the students' vocabulary achievement.