IMPROVING VOCABULARY USING SONG IN THE SECOND GRADE STUDENTS OF MIFTAHUL HUDA ISLAMIC ELEMENTARY SCHOOL

SKRIPSI

Presented as Partial Fulfillment of the Requirement of Obtain

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Faculty of Teacher Training and Education University of Nusantara PGRI Kediri

By:

Dhayan Andreas Wisnu Putra

NPM: 18.1.01.08.0014

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

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ABSTRACT

Title: IMPROVING VOCABULARY USING SONG IN THE SECOND GRADE STUDENTS OF MIFTAHUL HUDA ISLAMIC ELEMENTARY SCHOOL

The background of this research is based on the researcher's observations and experiences. This study is about to improve students vocabularies. Vocabularies is a fundamental aspect of language learning, yet many students have difficulties in this thing. This literature review explores the effectiveness of utilizing songs as a tool to enhance vocabulary skills among second-grade students. With the aim of improving language development and literacy outcomes, researchers and educators have sought innovative approaches that engage young learners in enjoyable and meaningful ways. Songs offer a dynamic and multisensory medium, integrating music, rhythm, and lyrics to captivate students' attention and facilitate language acquisition. This review analyzes relevant studies, summarizing their findings on the benefits of incorporating songs into vocabulary instruction for second graders. the review identifies potential challenges, such as the need for teacher training, appropriate song selection, and the need for careful alignment with curriculum goals and standards.

The quantitative phase involved administering pre and post-tests to measure the students' vocabulary growth over a designated period. Additionally, a control group was used to compare the effectiveness of song-based vocabulary instruction against conventional teaching methods. The qualitative phase encompassed classroom observations, interviews with teachers, and student focus groups to gain insights into students' perceptions and attitudes towards song-based vocabulary learning.

The results indicated that song-based instruction significantly improved the students' vocabulary acquisition compared to conventional methods. The experimental group exhibited a notably higher increase in vocabulary knowledge compared to the control group. Moreover, qualitative data revealed that students enjoyed the learning process through songs, expressing enthusiasm and engagement during lessons.

Keyword: Vocabulary, Song, Songs Vocabularies.

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The author realizes that in the preparation of this thesis is still far from perfection. Therefore, the author expects constructive criticism and suggestions for the perfection of further research.

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APROVAL PAGE

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By:

DHAYAN ANDREAS WISNU PUTRA

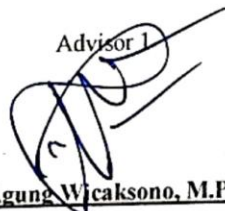NPM: 18.1.01.08.0014

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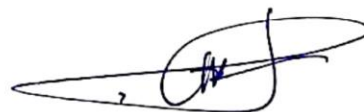University of Nusantara PGRI Kediri

Kediri, 25th July 2023

The Advisors,

Advisor 1

Advisor 2

Drs. Agung Wicaksono, M.Pd.
NIDN: 0711076802

Dr. Suhartono. M.Pd
NIDN: 0714026901

APPROVAL SHEET

SKRIPSI

By:

DHAYAN ANDREAS WISNU PUTRA

NPM: 18.1.01.08.0014

ENTITTLED:

IMPROVING VOCABULARY USING SONG IN THE SECOND GRADE STUDENTS OF MIFTAHUL HUDA ISLAMIC ELEMENTARY SCHOOL

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Board of Examiners

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The Dean of Faculty of Teacher
Training
and Education, UN PGRI Kediri

Dr. Mumun Nurmilawati M.Pd.
NIDN. 00006096801

STATEMENT OF WRITING ORIGINALLY

The undersigned below, I:

Name	: Dhayan Andreas Wisnu Putra
Gender	: Male
Place/ Date of Born	: Kediri/ April, 15th 1999
NPM	: 18.1.01.08.0014
Fac/ Dept	: FKIP/ English Language Education Department

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CHAPTER I

INTRODUCTION

A. Background of The Research

English is one of the foreign languages that becomes very important in the education aspect. Because English is used in several language lessons in this country. The design and use of the language can be determinant in international communication and the study of language.

Learning English via songs is one of the techniques that the Students can concentrate on the lesson better. Because in a tune has the range new phrases and terms with many distinctive themes, so the scholars can study a few objects of vocabulary, rhyme of language, and grammatical systems that regarding any subject matter. The reality that English songs for the students are frequently easy subject matter that they prefer maximum to study and the scholars will study tune through listening to it many times, perhaps memorization happens through repetition. Using songs in Teaching English is the amazing strategy to educate language for students who can't apprehend absolutely all of the lyric however they nonetheless pay attention to tune and sing comply with their trainer or tune due to the fact they may be very interesting.

However, the trainer needs to now no longer overlook the primary cause that the use of songs in Teaching English is simplest device if you want to intention the scholars in English classroom. In short, I wish that the use of songs may be useful

strategy for students to Improve studying English and for instructors need to pick out appropriate songs and create numerous sports to assist college students' study actively.

Research shows that language learners' rate "singing English songs" as a more enjoyable classroom activity than anything else. As a motivational strategy in teaching English, its value is clear. Songs contain many common short words and his personal pronouns. Language is conversational, with many commands and questions. Lyrics are usually sung slower than spoken words, with more pauses between sentences. This makes it easier to recognize and pronounce the new vocabulary and grammatical forms. There is usually repetition of vocabulary and structure. High-frequency lyrics allow extra practice without the boring regular drills. Three linguistic features that are always present in songs are rhythm, accent, and intonation.

The rhythmic contours of a song usually match the natural stress patterns of spoken English. This will definitely help students to develop their oral expression skills through musical naturalists and follow their teachers and their music as it is very interesting. However, teachers should remember that the primary purpose of using songs in English classes is simply a tool to engage students in the English class. In other words, students found that using songs to improve their English learning was an effective method, and that teachers could select appropriate songs and help students learn actively.

One of the advantages of using songs in the classroom for basic learners is their flexibility. Songs can be used for many purposes and there are many reasons

why songs are considered valuable educational tools. Singing can help basic learners with many skills such as listening and pronunciation, and thus may help improve speaking skills (Murphey, 1992). Songs are also useful tools for learning vocabulary, sentence structures, and sentence patterns, not to mention their ability to reflect the culture of their native language (Murphey, 1992). Perhaps the greatest benefit of using songs in the classroom is that they make singing fun.

This makes it easier to recognize and pronounce the new vocabulary and grammatical forms. There is usually repetition of vocabulary and structure. High-frequency lyrics allow extra practice without the boring regular drills. Three linguistic features that are always present in songs are rhythm, accent, and intonation. The song's rhythmic outline generally matches the natural stress pattern of spoken English. This will definitely help students to develop their oral expression skills through musical naturalists and follow their teachers and music as it is very interesting. However, teachers should remember that the primary purpose of using songs in English classes is simply a tool to engage students in the English class. In other words, students found that using songs to improve their English learning was an effective method, and she found various I hope you need to create a nice activity.

According to Scrivener (2005: 227), "vocabulary typically refers mainly to single words (e.g. dog, green, wash) and sometimes to very tightly linked two-or three-word combinations (e.g. stock market, compact disc, sky blue, go off)." Interestingly, the author also uses the term lexis, which "(…) refers to our 'internal database' of words and complete 'ready-made' fixed /semi-fixed/ typical combinations of words that we can recall and use quite quickly without having to

construct new phrases and sentences word by word from scratch using our knowledge of grammar" (Scrivener 2005: 227).

B. The Identification of The Problem

The problem to be addressed in this research is how can be obtained by using song in learning to improve students' vocabularies by:

1. What does the difficulty that the researcher finds during the assessment method to improve students' vocabularies?

2. What is the result that the researcher finds during the progress to improve students' Vocabularies?

3. How can this method improve students' vocabularies?

C. The Purpose of the Research

The purpose of this research is:

a) To know whether the song method can improve students' Vocabulary at MI Miftahul Huda Kandat

b) To help students improve English Vocabulary.

The result of this research is expected to give a contribution to the teacher, students, and other researchers. The significance of the studies is

a) For the writer (Researcher)

By using this method, perhaps the researcher will get one solution to evaluate. The researcher will know what the advantages are by using the song method in teaching English language.

b) For the teacher

The teacher can evaluate the result of teaching the English language using this method. This research can be given to the teacher as a variation in teaching the English language.

c) For the student

This research is a presence to increase students' interest in learning the English language.

D. Key of Term

a. Song

Songs are one of the most captivating and culturally rich resources that can be easily used in language classrooms. As Griffee say that "the word song refers to pieces of music that have words, especially popular songs such as those one hears on the radio." In the same field, Griffee also states that: Songs have elements in common with speech and poetry, they are a unique form. Both songs and speech are vocally produced, are linguistically meaningful and have melody. Both songs and poetry use words to convey meaning, both are usually written down before publication, both can be put to music and both can be listened to.

b. Vocabulary

Laufer (1997:54) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language.

Vocabulary is an important aspect in teaching language, as stated by Edward (1997:149), "Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system". Sometimes, it's difficult to determine the words that students related to vocabularies such as: meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc. (Linse,2005:121)

Based on the importance of vocabulary, teachers should consider some types of vocabulary that can be taught to young learners. It will be discussed in the following section

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