INCREASING VOCABULARY USING SINGING ACTIVITIES

IN FIRST GRADE STUDENTS OF SD IT HIDAYATURAHMAN

JEMBANGAN, PRINGANOM, MASARAN, SRAGEN

IN ACADEMIC YEAR 2022/2023

PROPOSAL OF THESIS

Submitted as A Partial Requirements for Writing the Thesis

UNIVERSITAS ISLAM NEGERI
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGE

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

ADVISOR'S SHEET

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Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

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has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. My beloved parents (The late Mr. Karman and Mrs. Suparti)
2. My beloved brother (Muhammad Syaiful Rochman)
3. My beloved Sister (Farah Aulia)
4. My beloved friends in Mapala Specta
5. My beloved friends in PBI G 2018
6. My Almamater UIN Raden Mas Said

MOTTO

"Live gloriously or martyrdom"

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*Increasing Vocabulary using Singing Activities in First Grade Students of SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen in Acadeic Year 2022/2023*" is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, May 19th, 2023

Stated by,

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *Increasing Vocabulary Using Singing Activities in First Grade Students of SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen in Academic Year 2022/2023*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudhofir, S.Ag., M.Pd., as the Rector of UIN Raden Mas Said Surakarta,
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of the faculty of Cultures and Language,
3. Elen Inderasari, S.Pd., M.Pd., as the Head of Language Education Study Program,
4. Wildan Mahir Muttaqin, M.A., TESL., as the Coordinator oof English Language Education study Program,
5. Furqon Edi Wibowo, M.Pd., as the Advisor who was given guidance, deep attentions, helps, advices, and corrections to revise the mistakes during the entire process of writing this thesis,
6. Ika Sulistyarini, M.Pd., has given her time to be the main examiner,
7. Atin Kurniawati, S.Pd., M.Pd., has given her time to be the chairman,
8. All lecturers of the English Language Education Study Program, for all knowledge and advice that was given to him,
9. My beloved father and mother, the late Mr. Karman and Mrs. Suparti, always give supports, love, the best encouragements and always give motivation to the researcher to finish the thesis as soon as possible,

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, May 19th, 2023

The researcher

Bilal Syaifullah

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Advisor   : Furqon Edi Wibowo, M.Pd.

Keywords : *Learning Methods, Vocabulary, Singing Activities*

English lesson is one of the lessons that must be held in every school in Indonesia, including elementary school. To learn a language, of course, the main factor that need to be learned is the vocabulary of that language. Vocabulary is very important to realize students understanding in learning English. However, sometimes students have difficulty memorizing vocabulary because it is something new and foreign to them. Therefore this research aims of this research to increase the vocabulary mastery in first grade students of SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen in Academic Year 2022/2023.

This classroom action research was carried out in 2 cycles with each cycle consisting of 4 stages, namely planning, implementing, observing, and reflecting. The data analysis technique used is descriptive comparative, namely by analyzing data since the implementation of learning and developed during the reflection process until the preparation of the report. Data analysis techniques consist of three stages, namely data reduction, data exposure, and making conclusion.

The results of this study indicate an increase vocabulary mastery in first grade students of SD IT Hidayaturahman using singing activities. It was proven that the pre-cycle obtained an average score of 56.7, then cycle I obtained 73.8 and cycle II obtained 85.8. Therefore, the conclusion from this classroom action research is that vocabulary mastery can be improved by using singing activities in first grade students of SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen in Academic Year 2022/2023.

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning a new language will be difficult to start if you don't understand the collection of words that have meaning from that language or commonly called vocabulary. Because language is a means of communication and lexical knowledge, vocabulary becomes the main thing in language learning. Therefore, lexical knowledge is central to communicative competence and second language acquisition (Holidazia & Siti, 2020). Vocabulary is a collection of words combined to have meaning (Hornby, 1984). To learn a language, vocabulary mastery is important. In learning English, if someone masters a lot of vocabulary, it will make it easier for him to understand the language properly and fluently because the key to understanding language is knowing the meaning of words (Rambe, 2019). In English, 3 things need to be understood, namely grammar, vocabulary, and pronunciation. Of the 3 things that must be learned first is vocabulary mastery, because without it, is impossible for students to be able to write, read, or speak English. Based on these reasons, it is necessary to equip students with understanding or learning about vocabulary mastery.

Funny activities to increase vocabulary for students is singing. Kasihani K.E Suyanto in his book explains that singing is a series of words that are voiced with rhythm and pitch. Actually, songs are created with 2

purposes: (1) songs are created just to be enjoyed and (2) songs are created for learning purposes, for example to teach certain vocabulary, phrases, or sentence patterns. Singing activities were chosen as the method because songs and rhythms are considered more fun and make it easier for students to learn. In addition, language learning, especially foreign languages, will be more interesting if packaged in a series of interesting activities. Learning a language through singing makes students feel happy learning because they enjoy the song, while singing they are learning English (Suyanto, 2012).

This research will be conducted at SD IT Hidayaturahman which is located in Jembangan Hamlet, Pringanom Village, Masaran Sub-district, Sragen Regency. This school was established in 2007 and has B accreditation. In the 2022/2023 academic year, the school has a total of 631 students and 31 teachers, with details of first grade consisting of 112 students, grade 2 consisting of 105 students, grade 3 consisting of 104 students, grade 4 consisting of 112 students, grade 5 consisting of 106 students, and grade 6 consisting of 92 students. The learning process in this school implements curriculum 13 as the basis for its implementation.

The researcher chose SD IT Hidayaturahman for several reasons, including this school has a lot of students so it is suitable to be the subject of this research. In addition, based on the researcher interview with the teacher, it is known that vocabulary learning by singing activities has never been applied here so that it will be an innovation in classroom learning. Researcher also conducted a pre-test for the students and the result was that

the first grade vocabulary mastery was still lacking, so this research could help them improve their vocabulary mastery.

In choosing the title "Increasing Students Vocabulary Using Singing Activities in First Grade of SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen Academic Year 2022/2023", there are several reasons, including increasing vocabulary using singing activities is very suitable for first grade students. The method is not monotonous and can give students the impression that learning is fun. In addition, the researcher feels this title is already understood by the researcher so that it can facilitate the research process.

In the pre-research conducted by the researcher, most of the first grade students at SD IT Hidayaturahman still have difficulties in mastering vocabulary. This is known because some students do not know when asked basic vocabulary such as the names of animals and the names of objects around the school. The impact is that there are complaints from some parents so that the school function will not be maximized from the parent's point of view. In addition, the learning process carried out at SD IT Hidayaturahman still tends to be classical so that it does not attract student's interest in learning. Seeing the above conditions, the researcher decided to make a research design with the title " Increasing Students Vocabulary Using Singing Activities in First Grade of SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen Academic Year 2022/2023".

Before conducting this research, researchers studied research from Sulastri Manurung and Dewi Yana (2018) entitled "Learning English Using

Songs for SD Kavling Saroja" which was conducted by providing additional tutoring outside school hours for students. This coaching is done by providing material to students with songs in English that contain certain themes. Then the students joined in singing together. The results of this study show a good impact on students, this is indicated by consistent and timely attendance and students experience an increase in vocabulary mastery (Manurung & Yana, 2018). Then research from Ratnawati and Lusi Angraeni (2021) with the title "English Language Learning Based on Visual Media and Songs" is carried out by playing songs along with English videos according to the material to be studied. In its implementation, this research succeeded in attracting student's learning interest. With the audio-visual learning method, students look enthusiastic about learning so that this method is very effective in learning English strategies for students as an authentic learning resource (Ratnawati & Angraeni, 2021).

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The novelty in the research that will be carried out, the researcher wants to make a simple song in English that can help students memorize

vocabulary. So, the researcher will give the song directly to the students then the students will imitate the song while memorizing the meaning of the song. Here the researcher wants to create interesting learning, fun and students can enjoy every learning process. Researcher used singing activities for the process of applying vocabulary mastery to first grade students at SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen in academic year 2022/2023 and will analyze whether this method is effective in increasing students vocabulary.

B. Identification of the Problem

From the background description stated above, the problems in this study can be identified as follows:

1. The vocabulary mastery is still low in first grade students of SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen.

2. First grade students of SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen have difficulty memorizing vocabulary.

3. The learning process of vocabulary mastery in first grade students of SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen is still classical.

4. Singing activity has not been carried out to increase vocabulary mastery at SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen.

C. Limitation of the Problems

The focus of the research is to describe how singing activities increase vocabulary mastery in first grade students of SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen in academic year 2022/2023.

D. Formulation of the Problems

After stating the identification and limitation of the problem above, it can be concluded that the formulation of the problem in this study is: "How does singing activity increase vocabulary in first grade of SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen in academic year 2022/2023?"

E. Objective of the Study

Based on the research problem above, the objective of this study is "Increasing vocabulary using singing activities in first grade of SD IT Hidayaturahman, Jembangan, Pringanom, Masaram, Sragen in academic year 2022/2023".

F. Benefits of the Study

Through writing this research, it is expected to provide benefits, including:

1. Theoretical Benefit

Theoretically writing this research can be useful for increasing the quality of education to increase English vocabulary, especially in first grade SD IT Hidayaturahman students through singing activities.

2. Practical Benefits

   a. For Teachers

   Through this research can provide benefits for teachers about how to increase the teaching process for elementary school students, especially increasing English vocabulary.

   b. For Researchers

   This research is also useful for researchers in the form of experience and new knowledge in finding appropriate learning methods taught to elementary school students in first grade.

   c. For Students

   With the writing of this research, students will also benefit in the form of easier and more varied ways of learning to increase their English vocabulary.

   d. For the Principal

   This writing can help teachers at SD IT Hidayaturahman in educating students regarding the addition of English vocabulary and can increase student achievement so that it has a positive impact on schools.

G. Definitions of Key Terms

The following are some key terms to make it easier to understand this research.

1. Learning Methods

   Learning method is a systematic process used by the teacher to convey subject matter to students so that the subject matter can be understood and utilized by students.(Syaifullah, 2023)

2. Student's Vocabulary

   Vocabulary is a collection of words contained in a language that is owned by a student.(Syaifullah, 2023)

3. Singing Activities

   Singing activities are activities carried out by someone to produce pitched sounds.(Syaifullah, 2023)

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Vocabulary

a. Definition

In the Big Indonesian Dictionary (KBBI), vocabulary means a collection of many words in a language. In general, vocabulary can be understood as the mastery of words possessed by someone who is used to communicating in a language. Without vocabulary, someone will have difficulty communicating because vocabulary is the first step to form sentences, convey feelings and ideas (Nurfadilah & Nurhastuti, 2018).

According to Keraf (2007) vocabulary is a means of conveying ideas, meaning that the more vocabulary a person masters, the more smoothly the ideas are conveyed (Keraf, 2007). According to Hamka, vocabulary is passive and active words that have meaning according to specific rules used in a language (Hamka, 2013). Furthermore, according to Mursalin Nur, et al, vocabulary is a collection of words that have a meaning that is used by someone in writing or speaking activities (Nur et al., 2021). Then there is another opinion put forward by Djiwandono explaining that vocabulary is a collection of words in various forms which include: loose words with or without affixes, and

words that are combinations of the same or different words, each of which has own meaning. (Djiwandono, 2008).

From the above definitions, it can be concluded that vocabulary is a collection of words mastered by someone in a particular language. It includes various types of words and each word has a different meaning. From a collection of words can form a sentence that a person uses to write, speak, or communicate.

b. **Increasing Vocabulary in Students Language Skills**

Learning a language is inseparable from learning vocabulary because vocabulary mastery is the most important thing in language skills. Without adequate vocabulary mastery, the purpose of language learning will not be achieved, because the more vocabulary a person has, the more skilled he is in speaking. Hurlock (2007) suggests that one of the main tasks in learning a language is that students must be able to increase their vocabulary (Hurlock et al., 2007).

Nurgiyantoro (2001) states that vocabulary mastery is a person's ability to recognize, understand, and use words properly and correctly, by listening, speaking, reading, and writing. The ability to understand is realized in reading and listening activities, while the ability to influence is realized in writing and speaking activities. Knowing words is acquiring new words from listening or reading. The essence of understanding words is acquiring new vocabulary, understanding words and their meanings and understanding the relationship between words and concepts that are the beginning of the word (Nurgiantoro,

2001). According to Djiwandono (1996) in communication activities vocabulary is a very important element. The meaning of discourse as a form of language use is determined by the vocabulary used in its expression (Djiwandono, 1996). Thus, if a student cannot master vocabulary, the student will have difficulty understanding a language. For students, mastering vocabulary is not enough to understand, it must also include the ability to use the vocabulary in communication activities.

Harmer also states that language is the torso or bone structure that forms the frame, while vocabulary is the flesh that gives the body its shape (Harmer, 2007). If a student is weak in his/her vocabulary, he/she cannot communicate his/her thoughts and feelings orally or in writing as clearly as he/she expects.

The role of vocabulary is very important in the language learning process. The quality, quantity and depth of a person's vocabulary are the best personal index of his or her mental development. In addition, vocabulary development is the development of a single concept which is the basic educational goal for every school or college. All levels of education are principally vocabulary development which is also conceptual development. Vocabulary mastery is one of the main conditions that determine the success of a person to be skillful in language, the richer a person's vocabulary the more likely a person is to be skillful in language and the easier it is for him to convey and receive information either orally, in writing, or using

signs and signals. The scope of vocabulary that students speak and learn early in their development involves basic vocabulary, including universal nouns, main verbs and main number words.

2. **Singing**

   a. **Definition**

   Singing is chanting with a regular tone. Singing can also be interpreted as emitting sounds, tones or songs accompanied by certain lyrics. According to Novi Mulyani, singing is a fun activity for students. The singing experience is a musical experience that gives them satisfaction and happiness (Mulyani, 2017). According to Pekerti (2005), singing is a musical activity whose expression is very personal because it uses musical instruments in the human body and is direct also singing is an artistic natural expressive. (Pekerti et al., 2021). Singing is the release of sound with the verses used. Managing the classroom with singing means creating and managing learning by using sung verses. Usually, the verses are adapted to the material to be taught. singing makes the learning atmosphere cheerful and vibrant so that student development can be stimulated more optimally (Fadlillah et al., 2014). Meanwhile, lyrics are a collection of words that have a certain meaning. Each song has a different meaning - different depending on the purpose of the song is made.

   From the above definition, it can be concluded that singing is an activity to express the feelings that exist in humans through

tones and words. Singing is a very fun activity and this activity can foster enthusiasm for learning.

b. Singing Activities

The learning method is defined as a method used by teachers, which in carrying out its function is a tool to achieve learning objectives. Learning methods are more procedural, containing certain stages. A method is a comprehensive plan for presenting materials in good order. (Uno, 2009).

Singing activities illustrates that singing activities can be done in school learning. Students like to sing while clap and also dance. By singing in every lesson, students will be able to stimulate their development, especially in language and interacting with their environment (Fadlillah et al., 2014).

Singing activities is a strategy to convey messages and impressions. Singing is one of the effective learning methods, especially for children. This method has been utilized by teachers in the world of education, not only in early childhood education, kindergarten, elementary school, and even high school. Without realizing it from childhood we have learned through singing that is often hummed. This proves that singing is a learning model that can quickly seep into students' memory. (Triatnasari, 2017).

From the explanation above, singing activity is one of the teacher's creations in creating a fun learning model for students. This method can make students more enthusiastic about learning so that

the material is easily understood and quickly stored in their memory. This method also does not make students bored in learning because it can maintain class activity.

c. Benefits of Singing

In general, singing for students functions more as a fun activity. Thus, singing is an activity that students like. Singing has many benefits in student's learning practice, and in their personal development in general. Singing also provides benefits: a) fun, b) expressive, c) helps self-confidence, d) helps student's memory, e) develops a sense of humor, f) develops student's thinking skills and motor skills (Syafi'i, 2003).

According to Syamsuri Jari, the benefits of using songs in learning are:

1) A means of relaxation by neutralizing heart rate and brain waves.

2) Growing interest and strengthening the attractiveness of learning.

3) Creating a more humanistic and enjoyable learning process.

4) As a bridge in remembering learning material.

5) Builds retention and touches students' emotions and aesthetics.

6) The process of internalizing the values contained in the learning material.

7) Encourage students motivation to learn (Fadlillah et al., 2014).

According to Yeni Rachmawati, singing activities using music will be able to develop the following knowledge and skills:

1) Train sensitivity to taste and emotion.

2) Mentally train children to love harmony, harmony, beauty and goodness.

3) Trying to express the content or meaning of feelings.

4) Increase the ability to hear messages and synchronize motion to the music heard.

5) Increase listening skills by observing nature or character.

6) Increase sensitivity to the content and message of music or song (Rachmawati & Kurniati, 2011).

In addition, from the results of research development, it turns out that singing can also train a child in language development. With a simple song, the child can follow every word in the song. Frequently holding singing for children will indirectly stimulate children's language development.

Singing also provides another benefit, namely understanding simple concepts. As in the lyrics of the song "Balonku", students are taught the concept of round shapes, recognize colors, and number concepts. Besides that, it also enriches the vocabulary mastered by students and will be more active in speaking so that their speaking skills are also stimulated

From the description of some of the benefits of singing for students as described above, it became one of the motivating factors

for researchers to use singing activities to increase vocabulary mastery in English vocabulary students.

3. Teaching Vocabulary Procedure using Singing Activities

In the use of singing activities as a learning method in the introduction of English, there are many methods used by the teacher in its application. Are as follows:

a. Usually before singing, the teacher gives an example of reciting the lyrics of the song. After the words are introduced, students are asked to imitate.

b. Then the teacher sings the song and the students imitate the teacher.

c. The listen-and-repeat technique can be applied at this time. The teacher must pronounce it correctly first so that students can listen and then imitate it correctly.

d. Another way the teacher can use a tape recorder if don't know the melody of the song. Playing the tape 2 to 3 times then students are asked to listen. After that the teacher sings and the students imitate (Habibah, 2013).

Giving songs in singing activities is adjusted to the level of development of students. The songs given are also in the form of simple basic vocabulary that is easy for students to understand, as previously explained. The songs given are simple, already exist, and are familiar to the student's ears for example the song twinkle twinkle little star.

Twinkle twinkle little star. How I wonder what you are

Up above the world so high. Like a diamond in the sky

Twinkle twinkle little star. How I wonder what you are

In the song, the teacher can explain or ask students some of the vocabulary contained in the song. For example, what do the words star, little, high, diamond, or sky mean?

Teachers can also change song lyrics from melodies or song rhythms that are also quite familiar to students. If students still feel that they have not been able to understand all the lyrics in English, then the lyrics can also be mixed with the Indonesian language. For example, the teacher wants to emphasize understanding the vocabulary of animal names for students.

Harimau *Tiger*, anjing *dog*, kupu-kupu *butterfly*

Tikus *mouse*, sapi *cow*, Kambing *goat*

4. Classroom Action Research

According to Kemmis and McTaggart, action research has a specific research procedure. The procedure forms a spiral-like cycle consisting of planning, action, observation, and reflection. If the changes are not as expected, the cycle is repeated as planning, action, observation, and reflection (Kemmis & McTaggart, 1998).

While Calhoun (1994) also explained that action research is research that has a cycle: (a) selecting the research area and focus, (b) collecting data, (c) organizing data, (d) analyzing and interpreting data, and (e) taking action. According to Calhoun, the data collected for the basis of making action decisions can come from existing data, past research results, and literature studies (Calhoun, 1994). Meanwhile, John Elliot (1991) explains

that action research activities include: (a) problems (b) data collection (c) planning (d) planning implementation, and (e) evaluation. (Elliot, 1991).

In action research, after the problem is formulated, the next step is to seek information to find the things that cause the problem. Information can be obtained through observation in the field or through literature review. If the cause of the problem is known, the next step is to study the theory to formulate a hypothesis of action or action plan. In planning the action, researchers must be careful because in addition to having to prepare everything needed in the implementation of the action, researchers must also prepare the instruments needed to collect data. If the hypothesis of action has been formulated and preparations have been completed, then the next step is to carry out the action accompanied by observation. Two main things that need to be observed, namely the implementation and impact of the action.

The final step in the action research cycle is reflection. In this step, the researcher analyzes deeply and critically the observations that accompany the previous actions. What needs to be observed is that the efforts that have been made must have a positive impact on improvement. If it is felt that the movement has had a positive impact, then the research is stopped. This means that action research only requires one cycle or monocycle. However, if it is felt that the action has not brought the expected improvement, then it needs to be studied more carefully to find the cause of the failure. This could be because the implementation of the

action was not as planned and it could also be because the action plan was not appropriate.

In this reflection, researchers can find a better way out, find new effective strategies, and anticipate inhibiting factors. Furthermore, the results of this reflection are used to make the next action plan. For this kind of situation, action research requires two or more cycles, which means multicycle. There is no stipulation on the time required for each cycle and the number of cycles for each action research. It all depends on the researcher, the time, and the funds available (Mahmud & Priatna, 2008).

From the explanation above, it can be concluded that there are several procedures in action research, namely planning, action, observation, and reflection. This series of planning to observation is considered as one cycle. When the first cycle has not achieved the expected results, the next cycle will be made until it reaches the targeted results. Each new cycle created will refer to the results of the previous cycle to find out the shortcomings that will be corrected in the next cycle.

B. Previous Related Studies

Research on increasing vocabulary using singing activities is not new in learning. Before the researcher applied this method, several previous researchers had conducted research using the same way. Each of these studies has its concepts and procedures that are developed so that each study is different from one another. The following are some of the previous studies that the researchers used as references.

The first study is entitled "The Influence of Singing Method to Students Vocabulary Acquisition at Third Grade of YPPK Bunda Maria Pikhe Elementary School" written by Densi Elisabeth Carolina Natasian and Anastasia Alua. This study took sample from third grade of YPPK Bunda Maria Pikhe Elementary School with a total of 23 students. Data collection was carried out using true and false test as pre-test and post-test. Researcher used the singing method to convey material to students. The researcher uses melodies from popular songs and then changes the lyrics and adapts them to the material being taught. This study has 2 variables, namely variable X is teaching using the singing method and variable Y is students vocabulary mastery. The result obtained from this study are singing methods that can affect students vocabulary (Natasian & Alua, 2023).

The second research is entitled "Influence of Singing English Songs on Vocabulary Learning by Senior School Students in Guangzhou" written by Shuqiong Luo. This research was conducted at Conghuan High School Guangzhou, China by taking a sample of 50 students from seventh grade of Conghuan high school. This study discusses how singing English songs can affect the effectiveness and interest in learning of Conghuan High School students. The result of this study indicates that singing English songs can be beneficial for the learning effectiveness and interest of Conghuan High School students (Luo, 2019).

The third study is entitled "Enhancing English Vocabulary Mastery Through Sing-Along Teaching Technique at 11th Grade of MA Mu'min Cendekia Babelan" written by Aisah Ekarani. This study aims to increase

students vocabulary through the method of singing together. The subject taken were eleventh grade students of MA Mu'min Cendekia Babelan consisting of 23 students. The data collection process uses a pre-test, observation sheet, and post-test. The result of this study indicates that the use of the Singing Together method can increase students vocabulary. This can be seen from the increase from cycle I to cycle II (Ekarani, 2022).

The fourth research is entitled "Application of Singing Activities to Stimulate Children's Vocabulary Acquisition" written by Nurheti Dorlina Simatupang, Sri Widayati, Kartika Rinakit Adhe, and Sefy Amaliatus Sholihah. This research was conducted at Kurnia Putra Kindergarten Sirnoboyo, Benjeng, Gresik by taking samples from class A, which consisted of 16 students. The data collection method uses participatory observation, while the data analysis technique uses descriptive statistics. The result of this study is that singing can stimulate students vocabulary acquisition (Simatupang et al., 2022).

Table 2.1 The Similarities and differences from the Previous Related Study

Title	Authors	Similarity	Difference
The Influence of Singing Method to Students Vocabulary Acquisition at Third Grade of YPPK Bunda Maria Pikhe Elementary School	1. Densi Elisabeth Carolina Natasian, 2. Anastasia Alua.	• Using singing as a method	• Took the subject of third grade elementary school students
Influence of Singing English Songs on Vocabulary Learning by Senior School Students in Guangzhou	1. Shuqiong Luo	• Using singing as a method	• Took the subject of seventh grade senior high school students

Enhancing English Vocabulary Mastery Through Sing-Along Teaching Technique at 11th Grade of MA Mu'min Cendekia Babelan	1. Aisah Ekarani.	• Using singing as a method	• took the subject of eleventh grade senior high school students
Application of Singing Activities to Stimulate Children's Vocabulary Acquisition	1. Nurheti Dorlina Simatupang, 2. Sri Widayati, 3. Kartika Rinakit Adhe, 4. Sefy Amaliatus Sholihah	• Using singing as a method	• took the subject of class A kindergarten students

C. Rationale

The tedious learning process and boring methods tend to reduce student's interest in learning vocabulary. This has an impact on student's vocabulary mastery which is very minimal. The selection of appropriate teaching methods is an important factor to assist students in the process of mastering vocabulary. Therefore, the researcher wants to use a technique that is not monotonous and can attract student's interest in learning vocabulary, namely by holding singing activities.

Singing is an activity that most people like and is often used in formal learning at school. Singing can give students a sense of fun and joy so that learning will not be monotonous. Through singing activities, the researcher wants to use as a learning method to increase vocabulary mastery in first grade students of SD IT Hidayaturahman, Masaran, Sragen.

This research is needed to increase student's English vocabulary mastery. In this study, researchers will observe how students react when

applying the method that the researcher has designed to every teaching activity carried out by the supervising teacher. Problems or obstacles that occur as well as the initial visible results will be used as a reference for the application of the next method.

D. Action Hypothesis

Based on the problems and what has been stated at the beginning, the authors formulate a hypothesis that is an increase in English vocabulary mastery through singing activities in first grade students of SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen in academic year 2022/2023.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variable

This study used the Classroom Action Research method. Classroom Action Research (CAR) is research conducted within the scope of the class aimed at finding solutions to the problems faced by teachers, increasing the quality and learning outcomes, and innovating to increase learning outcomes. CAR can be done individually or in groups. CAR is included in qualitative research even though the data to be obtained later can be quantitative (Widayati, 2008). In this study, the teacher must be able to organize the conditions of his learning practice by learning from his own experience. Teachers can carry out new ideas for improvement in their learning practices, and see the real impact of these efforts.

Classroom Action Research is carried out when the teacher seen a problem in his learning, then it is analyzed so that a solution can be found through a method. This method is applied by the teacher with several supporting factors so that problems can be overcome and increased learning for students can be achieved.

From the problems that arise regarding the difficulty of memorizing vocabulary for first grade elementary school students, this study discussed two variables, namely students vocabulary mastery as the dependent variable and singing activities as the independent variable. So, the focus of this research is how does singing activities increase student's vocabulary mastery.

In practice, the researcher applied singing activities to increase student's vocabulary comprehension.

B. Research Settings

1. Place of Reseach

This Research took place at SD IT Hidayaturahman. The research address is located on Jembangan, Pringanom, Masaran, Sragen, Central Java 57282.

2. Time of Research

This research is going to conduct from June 2022 until June 2023.

Table 3.1 Schedule of the Research

Activity	June 2022	July 2022	Aug-Jan 2022	Feb 2023	Mar 2023	Apr 2023	June 2023
Tittle Accepted	▓						
Pre-research			▓				
Writing Proposal		▓	▓				
Consultation and Guidance			▓				
Proposal Seminar				▓			
Revise Proposal					▓		
Collecting and analyzing data of thesis					▓	▓	
Consultation and Guidance						▓	

Report the research/ munaqosyah							

C. Subject and Objects of the Research

The research subjects in this study used purposive sampling. The subjects were first grade students of SD IT Hidayaturahman, Masaran, Sragen with a total of 112 students consisting of 4 classes. The selected class is class 1A which consists of 29 students. The selection of this class was made because it was felt that first grade students still had difficulty memorizing vocabulary. While the object of this research is increasing student's vocabulary mastery.

D. Action Plan

In this study, researchers used the Kurt Lewin(1944) procedure. Kurt Lewin was the first CAR inventor who stated that each cycle consists of the following steps:

  a. Planning

  b. Acting

  c. Observing

  d. Reflecting

Overall, the four stages in CAR form a CAR cycle which is depicted in a spiral. Resolving a problem may take more than one cycle. These cycles are interrelated and continuous.

Before carrying out CAR, make initial observations to (1) find problems; (2) identify problems; (3) determine the problem boundaries, (4)

analyze the problem by determining the factors suspected as the main causes of the problem; (5) formulate problem-solving ideas by formulating Problem Identification action hypotheses as a solution, (6) determine problem-solving action hypotheses, (7) formulate the title of CAR-based learning activity planning.

This research was planned in two cycles. In each cycle, students work will be measured and analyzed for any deficiencies in the implementation of learning. Then re-plan the learning activities to eliminate the deficiencies that existed in the previous cycle.

The stages taken in the classroom action research are as follows:

1. Planning

At this stage, the researcher plans a series of activities that will be implemented in class during the research. The activities carried out at the planning stage are making lesson plans, making observation formats, preparing learning tools in the form of English language learning materials, preparing worksheets that will be used by students in the learning process, and preparing media.

The elements of vocabulary mastery in this research are spelling and memorizing. To be able to spell vocabulary well, the researcher gave examples of writing correctly and then invited students to rewrite. Meanwhile, to improve vocabulary mastery, the researcher made simple songs that were easy for students to memorize.

2. Action Implementation

The next step for researcher is implementation. At this stage, the plans that have been made by the researcher will be implemented in the learning activities. The observation or observation stage is carried out simultaneously with the implementation of the action. At this stage, the researcher recorded all the things needed in the research in the form of data collection.

3. Observation

In this observation stage, there are three data needed in research to find out whether the success criteria have been achieved or not. The three data are:

a. Results of student learning test about English vocabulary.

This data was obtained by the way the researcher conducted an evaluation using a written test which was developed in the planning stage and completed by the students after the end of the action. Based on the test the researcher can find out the success criteria.

b. Teacher activity data during remedial learning.

This data is obtained from observations, observers use observation sheets of teacher activity. This data is used to determine the achievement of success criteria.

c. Student activity data during remedial learning.

This data is obtained from observations, observers use observation sheets of student activities. This data is used to determine the achievement of success criteria.

4. Reflection

In the reflection activity analysis of the results of tests, observations, documentation, and interviews are carried out to find out the failures or problems experienced during the learning process and then look for effective solutions (replanning) that are appropriate to overcome these failures to be implemented in the next cycle, namely cycle II.

In classroom action research several actions are carried out in each cycle, giving actions will be carried out continuously until the expected results are achieved optimally. The following is a table of research steps:

Table 3.2 Cycle of Lesson

Cycle I	Reflection Results	Plan
Action I	In cycle I, action I many children did not know the vocabulary about objects around the class and the names of animals because students were not enthusiastic about participating in learning at that time.	• Making agreements about rules when carrying out activities • Using singing activities during vocabulary mastery activities for students
Action II	After knowing the obstacles that exist in action I, in act II the learning process will begin by singing along with musical	• Before executing, teacher provide advice and motivation to students regarding the importance of learning English.

	accompaniment to increase student enthusiasm	• Help students who are still having difficulty mastering vocabulary personally.
Cycle II	**Reflection Results**	**Plan**
Action I	In action I, cycle II the process of student's vocabulary mastery was quite developed because there was an increase compared to before. Then it will fix the constraints that occurred from the previous cycle.	• Re-implementing singing activities in the process of mastering student's vocabulary • Give intensive attention to students who have not been able to follow the development of other students
Action II	In the process of action II in cycle I this has achieved optimal results, because vocabulary mastery has increased children begin to achieve the expected results	• Maintain student's enthusiasm to continue to increase their vocabulary mastery

E. **Techniques of Collecting the Data**

According to the Thesaurus dictionary, data is true and real information, real material that can be used as a theoretical basis for study. Meanwhile, data analysis is an attempt to systematically find and compile records of observations, interviews, etc. to increase the researcher's understanding of the cases under study and present them as findings to others. Meanwhile, to increase this understanding, the analysis needs to be continued by trying to find meaning (Rijali, 2018).

From the research that will be conducted, the data used is information from the teacher related to students vocabulary and also the results of the pre-test conducted on students. After the initial data is owned, the researcher will apply singing activities in the learning process and then retrieve new data. From these two data it can be seen how many vocabularies the students mastered before and after the method was applied by the researcher.

In this research the type of data used is divided into 2:

1. Primary Data

Primary data is data obtained directly from research subjects using measuring instruments directly on the subject as a source (Pramiyati et al., 2017). In this research, the primary data was data obtained by researchers through question test.

2. Secondary Data

Secondary data, namely data through other parties, or indirectly obtained by the researcher from the subject (Pramiyati et al., 2017). Secondary data in this study is in the form of reports on student learning outcomes and documentation via photos.

The data collection method is a way to find or collect subject data to be studied. The data to be taken in this study is about increasing the English vocabulary in students with the singing activity it implements. In obtaining accurate data to expedite the research process, there are several data collection techniques that researchers, including:

a. Documentation

The documentation used to obtain school data and student identity in first grade, as well as photo recordings of the English vocabulary learning process taking place.

b. Test

The thing that is measured in this study is the increase student's English vocabulary skills obtained by using instrument tests. Retrieval of data by conducting tests namely giving students questions about the vocabulary they have learned when implementing the singing activity.

F. Research Instruments

In his journal, Yusup said a research instrument is a tool used to collect data or measure objects from a research variable (Yusup, 2018). In other journals, it is explained that an instrument or data collection tool is used to collect data in an assessment. In general, an instrument is a measuring tool that meets academic requirements, so it can be used to measure a measuring object or collect data about a variable. Data collected using specific instruments will be described and attached or used to test the hypothesis proposed in a study (Nisa et al., 2018).

In the field of education, instruments are used to measure student achievement, factors that are thought to have a relationship or influence on educational outcomes, the development of student learning outcomes, the success of the teacher's teaching and learning process, and encouragement to

emphasize a particular subject program. Test instruments can be classified into two types of instruments, namely tests and non-tests. The types of tests are learning achievement tests, intelligence tests, aptitude tests, and academic ability tests, while the non-test types are attitude scales, rating scales, observation guidelines, interview guidelines, questionnaires, document checks, and others (Dachliyani, 2019).

It can be concluded that research instruments is a tool to facilitate researchers in processing the data obtained. The researcher compiled the instrument grids based on several expert opinions regarding the indicators of student's mastery of English vocabulary, namely the introduction of basic vocabulary consisting of kinship terms, names of body parts, pronouns (self-instructions), main number words, and universal objects. In addition, English learning, especially for students, emphasizes the introduction of basic commands and knowledge of the names of objects around it.

The materials that will be taught by researcher is greeting sentences, count in English, name of animals and fruits, name of objects around the class. In the pre-test questions, the researcher will take from the book compiled by Lala Intan Gemala, Hani Dwi Utami, and Ulin Farichah entitled "Studen's Book My Next Words for Elementary School 1". The following is a lattice of instruments related to test questions that will be used as follow:

Table 3.3 Blueprint of the Post Test

No.	Material	Basic Competences	Questions Indicator	Question Number
1.	Student's Vocabulary mastery	Knowing greeting sentences and their meanings in Bahasa Indonesia	Given a picture, students can write greeting sentence according to the picture.	1 – 4
2.		Knowing the names of numbers in English	Presented with a picture of numbers 1-10, students can write the numbers in English.	5 – 14
3.		Knowing the names of animals in English	Presented with random pictures and animal names, students can match the pictures and animal names appropriately.	15 – 20
4.		Knowing the names of objects around the classroom in English	Presented with pictures and names of objects around the classroom randomly, students can match the pictures and names of objects correctly.	21 – 26
5.		Knowing the names of fruits in English	Presented with a picture of a fruit and a word, students can write the right letter in the word.	27-30
			Presented with a picture of a fruit, students can complete the sentence related to the picture.	31-35

G. Techniques of Analyzing the Data

Data analysis techniques are techniques used by researchers to analyze research data to test the hypotheses that have been formulated. Data analysis was carried out using comparative descriptive, that is, data analysis was carried out starting from learning and development during the reflection process to the report preparation process. The data analysis technique consists of three activity streams, namely data reduction, data presentation, and conclusion drawing. Researchers analyzed the results of observations of singing activities in each cycle. The results of each cycle are used as guidelines for reflection so that the learning process can be improved in the next cycle. Here a more detailed explanation.

1. Data reduction

    The raw data that has been obtained is summarized into a complete form, focusing on important things, and it is enough to choose a few main points in analyzing it so that it can make it easier for researchers to collect further data.

2. Data Exposure

    The reduced data is then explained descriptively according to the rules of good and correct writing.

3. Conclusion

    Conclusion drawing and verification are the final steps of the data analysis process. The conclusion statement is initially still temporary and it is possible to change it if the evidence results are inconsistent when the

researcher returns to the field to collect further data. So, it is hoped that the conclusion is a statement that can be trusted and accountable.

Analyzing the success or percentage of student success after the teaching and learning process for each cycle is carried out by providing an evaluation in the form of a test at the end of each cycle. Then to score the test using the formula below:

S = {(B + 5) / 4}x 10

Description:

S : Score

B : Correct amount of questions

Meanwhile, to calculate the means student score using the formula below:

$$x = \frac{\Sigma \, x}{\Sigma \, N}$$

Description:
X   : Means
Σ X : Sum of all students
Σ N : Students amount

H. Indicators of Succes

The improvement that was focused on in this study was the student's English vocabulary skills. Therefore, the achievement indicator used in this study is the ability to receive and express vocabulary.

For more details, achievement indicators in this study are explained as follows:

1. Students can imitate some of the language vocabulary spoken by the teacher,

2. Students can name objects in English and their meanings in Indonesian,

3. Students can use English vocabulary in simple sentences.

4. Students can answer the test questions correctly.

5. Obtained an average value of more than 70.00

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. **Research Findings**

1. **Increasing Vocabulary Using Singing Activities in first Grade A-Class of SD IT Hidayaturahman**

Implementation This research was conducted using classroom action research which included two cycles, each cycle consisting of four stages, namely planning, implementing, observing, and reflecting. The results of this reflection serve as the basis for determining decisions in the next cycle.

a. Pre-Cycle

The researcher carried out the pre-cycle on March 06, 2023. In the pre-cycle the researcher could find that the vocabulary mastery ability of class 1 A was still low and some students also had difficulty memorizing vocabulary. The researcher found out after conducting pre-tests on students. This pre-test aims to determine the ability of students in vocabulary mastery.

In addition to the pre-test, the researcher also made observations on the process of learning English in class. This is carried out to determine the conditions of the implementation of learning and the constraints experienced during the learning process. SD IT Hidayaturahman stipulates that the minimum score for English lesson for class 1 A students in academic 2022/2023 is 70. The teaching and learning process at SD IT Hidayaturahman is carried out every day

starting at 07.00 - 15.00 WIB for Mondays, Tuesdays, Thursdays, and

Friday. While from 07.00 – 12.00 WIB for Wednesday and 07.00 –

10.00 for Saturday. The results of the pre test that the researchers

obtained were as follows.

Table 4.1 Result of the Pre-Test

NO.	Name	Score	Note
1.	Abdurrahman Yusuf Alfandi	50	NP
2.	Akif Pradana Ramadhan	50	NP
3.	Al Khafi Zafran	50	NP
4.	Alif Hafizh Sharkan	50	NP
5.	Alif Muhammad Manuri	40	NP
6.	Arjuna Wisnan Al-Kafi	60	NP
7.	Ben Muhammad Husain	60	NP
8.	Fabrizio Juan Adha	60	NP
9.	Fattan Al-Farizqi	65	NP
10.	Fuad Nizar Royyan	65	NP
11.	Gibrah Alkahlifi	50	NP
12.	Justin Adhyasta Putra	60	NP
13.	Muhammad Zidan Arrohim	60	NP
14.	Muhammad Abdillah Asnawi Putra	60	NP
15.	Muhammad Ahsan Ar Rayyan Hafizh	50	NP
16.	Muhammad Ahtar Asryafurrahman	55	NP
17.	Muhammad Habib Sirojuddin	55	NP
18.	Mohammad Haikal Ahsan El Khaledy	50	NP
19.	Muhammad Hanan Ar Rafif	65	NP
20.	Muhammad Haris Abdurrahman	65	NP
21.	Muhammad Jati Alfarizi	65	NP
22.	Muhammad Rafif Zarrarzain Fawwas	50	NP
23.	Qori Ahnaf Al-Fayadh	60	NP
24.	Raffaza Alfarizqi Mu'tashim	50	NP
25.	Rafif Dzakwan Firzatullah	60	NP
26.	Raka Nur Pratama	60	NP
27.	Rizaldi Muhdani Rais	60	NP
28.	Sa'id Aqil Siroth	60	NP
29.	Dhimas Rofa Aditya Haidar	60	NP
	Total Score	1645	

Note

NP : Not Pass

P : Pass

The average score of the Pre-Test as follows.

$$x = \frac{\Sigma \, x}{\Sigma \, N}$$

$$x = \frac{1645}{29} = 56,7$$

Description:

X   : Means

Σ X : Sum of all students

Σ N : Students amount

b. Cycle I

Analyzing the increase of vocabulary mastery in grade 1 A using singing activities, the researcher conducted the research in 2 cycles. In order for this research to be successful, previous researcher used several stages, namely:

1) Pre-Action I

Learning In the action I cycle I consists of 1 meeting with a duration of 90 minutes. Researchers first compile and prepare research instruments, namely:

a) Prepare learning materials and resources in accordance with the learning concept.

b) Determine learning objectives.

c) Developing Learning Plans

d) Compile post test questions

2) Action I

After planning is done, the next process is as follows.

a) Opening Activity

   (1) Open the lesson by saying *Basmallah*, greeting students, and praying,

   (2) Attendance of students present,

   (3) Researchers prepare observation sheets,

   (4) Researchers convey to students about the indicators and material to be studied,

   (5) Motivating students by generating curiosity and being active in the learning process,

   (6) Explain a little about the material to be taught.

b) Main activity

   (1) The researcher wrote down the song lyrics according to the material being taught, namely vocabulary about greeting sentences, animals, fruits, school supplies and numbers.

   (2) The researcher asked the students to read and imitate the song from the researcher repeatedly,

   (3) The researcher gave directions to students to record song lyrics,

   (4) The researcher gave questions to the students orally about the vocabulary in the class that they had not understood and understood,

(5) Researchers provide opportunities for students to ask questions.

c) Closing Activity

(1) The researcher concludes the material,

(2) The researcher gives a message to repeat the material that has been taught,

(3) The researcher ended the meeting by greeting and praying.

3) Action II

The learning process of cycle I action II, the researcher acts as a teacher like the first meeting. Within 45 minutes the researcher made preparations then carried out the opening activity and main activity by reviewing the material that had been taught before and giving more teaching to students who had not understood the material. After that the researcher held a post test individually by giving question sheets to students with a total of 35 questions then students were given 45 minutes to complete the questions.

When the post test took place, the researcher paid attention to all students, many students looked confused in working on the questions and asked each other with their bench mates. Many students are still noisy in doing the post test so that it disturbs the concentration of other students. Learning ends by concluding the results of the material that has been taught then the researcher reminds students to repeat learning and memorize vocabulary

properly and correctly. after that the researcher closed the lesson with a prayer together.

4) Observation Cycle I

Observation cycle I researchers collect data in the form of observations and post-test students during learning takes place. Researchers make field notes as a result of the implementation of cycle I which will have deficiencies including:

a) Many students pay less attention to the explanations that have been delivered, so that many still do not understand the vocabulary being taught,

b) Many students are busy doing other things and playing while learning taking place so that the classroom atmosphere is not conducive.

c) For activeness in class is not yet visible, students must be appointed by the researcher first to be active in answering what the researcher asks, even though the researcher is aware of the shortcomings in directing the course of learning.

5) Reflection Cycle I

The first cycle was held on March 8 and 9, 2023 showing the average score of class 1 A students at SD IT Hidayaturahman was 73,8 consisting of 7 students who had not completed and 22 students who received sufficient scores in cycle I. The score results are as follows:

Table 4.2 Results of the Post Test in Cycle I

NO.	Name	Score	Note
1.	Abdurrahman Yusuf Alfandi	92,5	P
2.	Akif Pradana Ramadhan	62,5	NP
3.	Al Khafi Zafran	55	NP
4.	Alif Hafizh Sharkan	72,5	P
5.	Alif Muhammad Manuri	87,5	P
6.	Arjuna Wisnan Al-Kafi	47,5	NP
7.	Ben Muhammad Husain	97,5	P
8.	Fabrizio Juan Adha	70	P
9.	Fattan Al-Farizqi	80	P
10.	Fuad Nizar Royyan	75	P
11.	Gibrah Alkahlifi	67,5	NP
12.	Justin Adhyasta Putra	72,5	P
13.	Muhammad Zidan Arrohim	62,5	NP
14.	Muhammad Abdillah Asnawi Putra	82,5	P
15.	Muhammad Ahsan Ar Rayyan Hafizh	70	P
16.	Muhammad Ahtar Asryafurrahman	75	P
17.	Muhammad Habib Sirojuddin	60	NP
18.	Mohammad Haikal Ahsan El Khaledy	62,5	NP
19.	Muhammad Hanan Ar Rafif	90	P
20.	Muhammad Haris Abdurrahman	97,5	P
21.	Muhammad Jati Alfarizi	70	P
22.	Muhammad Rafif Zarrarzain Fawwas	75	P
23.	Qori Ahnaf Al-Fayadh	87,5	P
24.	Raffaza Alfarizqi Mu'tashim	75	P
25.	Rafif Dzakwan Firzatullah	70	P
26.	Raka Nur Pratama	72,5	P
27.	Rizaldi Muhdani Rais	72,5	P
28.	Sa'id Aqil Siroth	70	P
29.	Dhimas Rofa Aditya Haidar	70	P
	Total Score	2142,5	

The criterion for completeness score is 70, in cycle I there are 7 students in grade 1 A who have not completed English lessons including:

Table 4.3 Students who do not pass in cycle I

NO.	Name	Score	Note
1.	Akif Pradana Ramadhan	62,5	NP
2.	Al Khafi Zafran	55	NP
3.	Arjuna Wisnan Al-Kafi	47,5	NP
4.	Gibrah Alkahlifi	67,5	NP
5.	Muhammad Zidan Arrohim	62,5	NP
6.	Muhammad Habib Sirojuddin	60	NP
7.	Mohammad Haikal Ahsan El Khaledy	62,5	NP

Note

NP : Not Pass

P : Pass

The average score of the Pre-Test as follows.

$$x = \frac{\Sigma\,x}{\Sigma\,N}$$

$$x = \frac{2142,5}{29} = 73,8$$

Description:

X   : Means

Σ X : Sum of all students

Σ N : Students amount

Picture 4 1 Lesson Section

Picture 4 2 Lesson Section Day 2

c. Cycle II

The results of the values from cycle I the researcher felt lacking and needed to do a second cycle to correct deficiencies in cycle I. The implementation of class II cycle action research took place on March 15 and 16, 2023. The learning steps that will be carried out in cycle II include:

1) Pre-Cycle

Cycle II planning consists of 2 meetings with a duration of 90 minutes each meeting. Researchers first compile and prepare research instruments, namely:

a) Determine learning objectives,

b) Designing learning materials and resources according to the learning concept,

c) Make a learning implementation plan,

d) Develop post test questions that will be held at the next meeting.

2) Action I

a) Opening Activity

(1) Open the lesson by saying *Basmallah*, greeting students, and praying,

(2) Attendance of students present,

(3) Researchers prepare observation sheets,

(4) Researchers convey to students the indicators and material to be taught,

(5) Provide stimulus to students to generate curiosity and be active in the learning process,

(6) While the learning was in progress, the researcher applied the singing method.

b) Main activity

(1) The researcher explained the vocabulary about greeting sentences, animals, fruits, school supplies and numbers. The researcher hoped that the students would read and imitate the songs that had been given.

(2) The researcher asked the students to read and imitate the song from the researcher repeatedly,

(3) The researcher asked the students to translate into English,

(4) The researcher gives a question to students in oral form about vocabulary that has not been understood,

(5) Researchers provide opportunities for students to ask about things that are not yet understood.

c) Closing activity

(1) The researcher concludes the material that has been taught,

(2) Researchers provide messages and motivation for the spirit of learning,

(3) The researcher closes the lesson by interpreting greetings and prayers.

3) Action II

Cycle II action II researchers act as teachers like the first meeting. Researchers make preparations then carry out opening activity and main activity by reviewing the material that has been taught before. Then the researcher invited students to practice singing activities together and then held a post test with a total of 35 questions. The researcher gave 45 minutes to complete the question.

Implementation of the post test researcher pay attention to all students, in cycle II students have started to pay attention to lesson in class and students can reduce noise during the learning process. Learning end by concluding the material that has been taught. Then the researcher reminds students to repeat learning and memorize vocabulary properly and correctly. After that the researcher closed the lesson with a prayer.

4) Observation cycle II

Researchers analyzed the increase in vocabulary mastery using singing activities with the results obtained in the second cycle of data experiencing an increase compared to the results in the first cycle, which reached 85,8 0f average scores. During the learning process, researchers collected data in the form of observations and student test results. Researchers made field documentation as material for observation and evaluation of the results of the implementation of cycle II which were then felt to be lacking, namely:

a) Although there are still many students who pay less attention to the explanations given, this is also offset by an increase in student understanding.

b) Regarding student conductivity in the learning process, it is still difficult to regulate. Many students are busy doing other things and are engrossed in playing while learning takes place.

c) In the second cycle, student learning was seen to be more active than in the previous cycle, some students actively answered questions from researchers without being appointed beforehand. Although not much, this activity can encourage other students to be more enthusiastic about learning. The researcher also realized that there were deficiencies in directing the course of learning so that student mastery was not significant.

5) Reflection cycle II

The results of the data prove that the average grade 1 A student at SD IT Hidayaturahman is 85,8 and all students get a complete score. This learning achievement is very good because most students get scores above the completeness score. The average value of the second cycle has increased compared to the first cycle from 73,8 to 85,8. It can be concluded that singing activities can increase students vocabulary mastery. The results of cycle II scores are as follows:

Table 4.4 Result of the Post Test in Cycle II

NO.	Name	Score	Note
1.	Abdurrahman Yusuf Alfandi	92,5	P
2.	Akif Pradana Ramadhan	70	P
3.	Al Khafi Zafran	72,5	P
4.	Alif Hafizh Sharkan	90	P
5.	Alif Muhammad Manuri	92,5	P
6.	Arjuna Wisnan Al-Kafi	70	P
7.	Ben Muhammad Husain	95	P
8.	Fabrizio Juan Adha	92,5	P
9.	Fattan Al-Farizqi	90	P
10.	Fuad Nizar Royyan	90	P
11.	Gibrah Alkahlifi	95	P
12.	Justin Adhyasta Putra	82,5	P
13.	Muhammad Zidan Arrohim	87,5	P
14.	Muhammad Abdillah Asnawi Putra	92,5	P
15.	Muhammad Ahsan Ar Rayyan Hafizh	82,5	P
16.	Muhammad Ahtar Asryafurrahman	82,5	P
17.	Muhammad Habib Sirojuddin	87,5	P
18.	Mohammad Haikal Ahsan El Khaledy	82,5	P
19.	Muhammad Hanan Ar Rafif	97,5	P
20.	Muhammad Haris Abdurrahman	95	P
21.	Muhammad Jati Alfarizi	82,5	P
22.	Muhammad Rafif Zarrarzain Fawwas	72,5	P
23.	Qori Ahnaf Al-Fayadh	95	P
24.	Raffaza Alfarizqi Mu'tashim	90	P

25.	Rafif Dzakwan Firzatullah	82,5	P
26.	Raka Nur Pratama	90	P
27.	Rizaldi Muhdani Rais	85	P
28.	Sa'id Aqil Siroth	80	P
29.	Dhimas Rofa Aditya Haidar	72,5	P
	Total Score	2490	

Note

NP : Not Pass

P : Pass

The average score of the Post-Test as follows.

$$x = \frac{\Sigma \, x}{\Sigma \, N}$$

$$x = \frac{2490}{29} = 85,8$$

Description:

X   : Means

Σ X : Sum of all students

Σ N : Students amount

Picture 4 3 Lesson Section Day 3

Picture 4 4 Lesson Section Day 4

B. Discussions

The next stage is the presentation of data from the use of singing activities to increase vocabulary mastery after collecting data according to the procedures and results of the tests that have been carried out. The following are the results of the scores obtained in the pre-cycle, cycles I and cycle II:

Table 4.5 All result from Pre-test until Post Test

NO.	Name	Pre-cycle	Cycle l	Cycle ll
1.	Abdurrahman Yusuf Alfandi	50	92,5	92,5
2.	Akif Pradana Ramadhan	50	62,5	70
3.	Al Khafi Zafran	50	55	72,5
4.	Alif Hafizh Sharkan	50	72,5	90
5.	Alif Muhammad Manuri	40	87,5	92,5
6.	Arjuna Wisnan Al-Kafi	60	47,5	70
7.	Ben Muhammad Husain	60	97,5	95
8.	Fabrizio Juan Adha	60	70	92,5
9.	Fattan Al-Farizqi	65	80	90
10.	Fuad Nizar Royyan	65	75	90
11.	Gibrah Alkahlifi	50	67,5	95
12.	Justin Adhyasta Putra	60	72,5	82,5
13.	Muhammad Zidan Arrohim	60	62,5	87,5
14.	Muhammad Abdillah Asnawi Putra	60	82,5	92,5
15.	Muhammad Ahsan Ar Rayyan Hafizh	50	70	82,5
16.	Muhammad Ahtar Asryafurrahman	55	75	82,5

17.	Muhammad Habib Sirojuddin	55	60	87,5
18.	Mohammad Haikal Ahsan El Khaledy	50	62,5	82,5
19.	Muhammad Hanan Ar Rafif	65	90	97,5
20.	Muhammad Haris Abdurrahman	65	97,5	95
21.	Muhammad Jati Alfarizi	65	70	82,5
22.	Muhammad Rafif Zarrarzain Fawwas	50	75	72,5
23.	Qori Ahnaf Al-Fayadh	60	87,5	95
24.	Raffaza Alfarizqi Mu'tashim	50	75	90
25.	Rafif Dzakwan Firzatullah	60	70	82,5
26.	Raka Nur Pratama	60	72,5	90
27.	Rizaldi Muhdani Rais	60	72,5	85
28.	Sa'id Aqil Siroth	60	70	80
29.	Dhimas Rofa Aditya Haidar	60	70	72,5
	Total Score	1645	**2142,5**	**2490**
	Average Score	56,7	**73,8**	**85,8**

Based on the results of the data above, the average score of the test carried out in the pre- cycle obtained 56,7 cycle I obtained 73,8 and cycle II obtained 85,8. From these results it can be seen that the post test scores of grade 1 A students at SD IT Hidayaturrahman with vocabulary material have increased in each cycle. Researchers conducted research up to cycle 2 because all students had received the completeness score set by the school, which was 70.

Classroom action research that has been carried out from cycle I to cycle II in the process of increasing vocabulary mastery using singing activities in class 1 A SD IT Hidayaturahman, resulted in:

1. Pre-cycle

Based on observations made during the learning process, student learning activities at the pre-cycle stage were still not enthusiastic, this was due to several factors including some vocabulary that had not been taught by the teacher so that it became something new for students, the method used was only the lecture method and giving questions so that the learning

process is dominated by the teacher. This causes the active level of students in the class to be less. This can be seen from the results of the students pre-test which only achieved an average score of 56.7 and many students scored below the completeness standard.

2. Cycle I

The results obtained in the application of vocabulary mastery learning using singing activities went well and obtained an increase in each cycle. In cycle I the application of singing activities was quite good even though most students still had difficulty concentrating on learning. Students are still not too enthusiastic in learning. Even so, students have begun to understand the material through the songs being taught. Some students seemed to be more active in imitating the singing, even though it was not optimal, it was felt to be better than the pre-cycle. Its application is done by understanding material about greeting sentences, animals, fruits, school supplies and numbers. The researcher wrote down the song lyrics according to the material, then the students imitated the researcher's words repeatedly while reading the lyrics of the song. After that the researcher asked the students to write the lyrics.

Researchers also observed students who had difficulty understanding the material by paying more attention to these students. The results of the first cycle post test showed an increase compared to the pre cycle with an average value of 73.8. However, even though the average score indicates completeness, there are still 7 students who score below standard. Therefore, it is necessary to make improvements in cycle II to increase the

value of student completeness. The following is a noted of observation made

by researcher on students during cycle I.

Table 4.6 Noted of Observation during Cycle I

No.	Name	Observation Result
1.	Akif Pradana Ramadhan	difficult to memorize, lots of spelling mistakes
2.	Al Khafi Zafran	difficult to memorize, writing is not neat, lots spelling mistakes
3.	Arjuna Wisnan Al-Kafi	difficult to memorize, lots of spelling mistakes
4.	Gibrah Alkahlifi	difficult to memorize, lots of spelling mistakes
5.	Muhammad Zidan Arrohim	writing is not neat, lots of spelling mistakes
6.	Muhammad Habib Sirojuddin	difficult to memorize, lots of spelling mistakes
7.	Mohammad Haikal Ahsan El Khaledy	difficult to memorize, writing is not neat, lots of spelling mistakes
8.	Sa'id Aqil Siroth	difficult to memorize, writing is not neat, lots of spelling mistakes
9.	Dhimas Rofa Aditya Haidar	writing is not neat, lots of spelling mistakes
10.	Rafif Dzakwan Firzatullah	writing is not neat, lots of spelling mistakes

3. Cycle II

In cycle II the learning was carried out by researchers as teachers by

applying singing activities as in cycle I. In this cycle, the researcher focuses

more on reviewing the songs that have been taught to students and then

giving personal lessons to students who find it difficult to understand the

material. In cycle II students experienced an increase compared to cycle l.

students look more enthusiastic in the learning process. During the singing

activities the students also quickly understood and were responsive to the learning process so that the time used was more effective than in cycle I.

Students were very enthusiastic about participating in the learning process, this can be seen from the activeness of students in answering oral questions from researchers. In addition to activeness, the results of the post test scores also increased, previously in the first cycle the average value of 29 students was only 73.8 and in the second cycle the average value of 29 students increased to 85.8. All students in grade 1 A also received a complete score, none of which were below standard

From the analysis of the results obtained, student learning through this research shows that the application of singing activities has a positive impact on students' vocabulary mastery. This can be seen from the increase in students' understanding and mastery of the material that has been delivered by the teacher. The average value of the first cycle increased from 73.8 in the second cycle to 85.8. It can be proven that vocabulary learning uses singing activities with the title: "Increasing Students Vocabulary Using Singing Activities in First Grade of SD IT Hidayaturahman in Academic Year 2022/2023" was declared successful. The following is a noted of observation made by researcher on students during cycle II.

Table 4.7 Noted of Observation during Cycle II

No.	Name	Observation Result
1.	Akif Pradana Ramadhan	difficult to memorize, lots of spelling mistakes
2.	Al Khafi Zafran	difficult to memorize, writing is not neat, lots spelling mistakes
3.	Arjuna Wisnan Al-Kafi	difficult to memorize, lots of spelling mistakes

4.	Gibrah Alkahlifi	difficult to memorize, lots of spelling mistakes
5.	Muhammad Zidan Arrohim	writing is not neat, lots of spelling mistakes
6.	Muhammad Habib Sirojuddin	difficult to memorize, lots of spelling mistakes
7.	Mohammad Haikal Ahsan El Khaledy	difficult to memorize, writing is not neat, lots of spelling mistakes
8.	Sa'id Aqil Siroth	difficult to memorize, writing is not neat, lots of spelling mistakes

Singing activities are an effective way of learning for 1st grade students because this method makes learning more fun. Grade 1 SD students aged between 5 - 6 years are considered young, so innovative and varied learning will make them happier to learn and deliver material more easily. When they enjoy learning, it will encourage them to be more active in learning, indirectly motivating them to continue to develop in a positive direction. singing activities are easier for students to memorize vocabulary because what they memorize is not just words but words that are made into songs that are easy to memorize.

In the learning process takes place, of course, researchers encounter various kinds of obstacles experienced. The first obstacle is that researchers must maintain student focus during learning. It should be noted that elementary school students will be different from junior high school students, elementary school students tend to be more active in playing rather than listening to the teacher speak in front of them. To overcome this sometimes researchers have to reprimand students who are not paying attention by singing loudly in order to keep the focus of other students. Then for the second obstacle, there are

students with special needs where he has limitations in walking and writing. Some of the test results from these students could not be read by the researcher so the researcher had to ask directly for the answers he wrote on the paper. Even so, students still have high motivation in learning. The researcher saw from the enthusiasm of the students to take part in learning to imitate songs with enthusiasm and loud voices.

Increasing vocabulary with singing activities is very effective for students at the age of children who still like to play, but not necessarily effective for adult students. Learning that might feel boring for students becomes more fun with the application of singing activities, but on the other hand the teacher must always innovate in the way of delivering material to students so that students remain enthusiastic and motivated in learning. Singing activities can be an effective way of conveying vocabulary, but there must be innovation in its application and perhaps it should be replaced with other methods so students don't get bored.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the discussion and analysis of the data it proves that the application of learning using singing activities can increase the vocabulary mastery of grade 1 A students at SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen. This can be seen from the results of data analysis, namely in cycle I the average score was 73.8 with 7 students whose grades were incomplete. In cycle II, seen from the results of the post test, an average value of 85.8 was obtained with all students getting a complete score. Thus, it can be concluded that the application of learning by using singing activities can increase vocabulary mastery in grade 1 A SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen. Therefore, we need an innovative way of packaging learning in conveying vocabulary learning to students. One of them is by using singing activities. By packaging vocabulary material in the form of songs, students are expected to be able to easily accept the material.

Based on the results of the research above, it is known that the application of singing activities can increase vocabulary mastery in grade 1 A students at SD IT Hidayaturahman Jembangan, Pringanom, Masaran, Sragen. The results of the data above it can be seen that the application of singing activities as a constituent of teaching materials in vocabulary

learning to increase students vocabulary mastery can be one of the methods used in solving students vocabulary problems.

B. Suggestions

Based on the research that the researchers have done, there is an increase in vocabulary mastery by using singing activities. So, the suggestions that researchers can give are as follows:

1. For teacher

   a. In the learning process, the teacher really understands and prepares the lessons as well as possible so that the material is delivered optimally.

   b. Learning should be designed as well as possible to enrich the variety of teaching. This is to anticipate the boredom experienced by students. The teacher always pays attention to his own development, especially from behavior, thinking and understanding of the material because it can be an example for students.

   c. Before implementing methods, strategies, active learning models and other, teachers are expected to explore it first, make improvements in the learning process, and provide understanding to students before implementing it so that the implementation runs optimally.

2. For students

The researcher hopes that students can study seriously, be more enthusiastic about participating in any lesson and anywhere. listen to and respect the teacher during the learning process and outside the learning process because that way students can understand science well so that in the future it can be of benefit to the students themselves.

3. For next researcher

For future researchers, it is hoped that they will first understand what is being studied, determine the concepts and methods well, then learn what are the strengths of this research so that they can help future researchers. Then pay attention to what are the weaknesses in this research so that in the future it is expected to be even better.

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APPENDIX

LESSON PLAN

Education Unit   : SD IT Hidayaturahman
Lesson   : English
Class/Semester   : I (first)/Semester II
Theme   : Greetings, number, animals, objects around the class, and
                      fruits.
Meeting   : 1
Time   : 2 X 45 Minutes

LEARNING OBJECTIVES

1. Students can memorize and say what they hear in English correctly
    and aloud about greetings, numbers, animals, objects around the class,
    fruits.
2. Students are able to name the types of vocabulary learned and interpret
    them in English.

LEARNING ACTIVITIES

- **Opening Activities (15 minutes)**
    1. The teacher opens with greetings in English and students answer
        the teacher's greetings in English then continue with reading a
        prayer. (2 minutes)
    2. The teacher makes an agreement with the students to sit nicely,
        listen carefully, answer the question and what do you say if you
        want to go to toilet while looking at student attendance and student
        readiness. (5 minutes)
    3. The teacher asks students some questions in English for example
        what day is today?,what have you had breakfast?, what do you fell
        today?etc (4 minutes)
    4. The teacher reviews the material before it is taught and gives an
        overview of the benefits of studying today's material for everyday
        life (4 minutes)

- **Main Activities (60 menutes)**

    **Tools and Material : Book, pencil, white board, white board marker,
    companion book for teacher**

    1. **Writing**
        –   The teacher writes the lyrics of the song on the white board
            and then asks the students to write it back in their books at
            the end of the lesson.

2. **Listening**
   – Students listen to the lyrics sung by the teacher and then repeat the lyrics together.
   – The teacher pays attention to students pronunciation and corrects if there are pronunciation errors.
   – Repeat the lyrics until students are able to pronounce them correctly.

3. **Speaking**
   – Students are asked to practice singing together and in groups

4. Discussion

   – Students are asked to continue the lyrics sung by the teacher.
   – Students answer questions from the teacher about the vocabulary they have learned.
   – The teacher gives more teaching to some students who find it difficult to follow the lesson.

   – **Closing Activities (15 minute)**
     – The teacher asks students about today's lesson.
     – The teacher gives an overview of the material for the next lesson.
     – Students end the lesson by praying and saying good bye.

COMPETENCE INDICATORS :

Indicators of Competence Achievement	Assessment Techniques	Instrument
▪ Respond by repeating what the teacher said aloud. ▪ Respond by repeating what the teacher said with the correct English pronunciation.	Oral test	▪ Respond by repeating orally. ▪ Listen to the lyric and repeat.

LESSON PLAN

Education Unit   : SD IT Hidayaturahman
Lesson   : English
Class/Semester   : I (first)/Semester II
Theme   : Greetings, number, animals, objects around the class,
                       and fruits.
Meeting   : 2
Time   : 2 X 45 Minutes

LEARNING OBJECTIVES

1. Students can memorize and say what they hear in English correctly and aloud about greetings, numbers, animals, objects around the class, fruits.
2. Students are able to name the types of vocabulary learned and interpret them in English.

LEARNING ACTIVITIES

- **Opening Activities (15 minutes)**
    1. The teacher opens with greetings in English and students answer the teacher's greetings in English then continue with reading a prayer. (2 minutes)
    2. The teacher makes an agreement with the students to sit nicely, listen carefully, answer the question and what do you say if you want to go to toilet while looking at student attendance and student readiness. (5 minutes)
    3. The teacher asks students some questions in English for example what day is today?,what have you had breakfast?, what do you fell today?etc (4 minutes)
    4. The teacher reviews the material before it is taught and gives an overview of the benefits of studying today's material for everyday life (4 minutes)

- **Main Activities (60 minutes)**
    Tools and Material : Book, pencil, white board, white board marker, companion book for teacher

    1. **Writing**
        - The teacher rewrote the song lyrics on the blackboard then asked the students to open notes about the song lyrics that had been written.

2. Listening

- Students listen to the lyrics sung by the teacher and then repeat the lyrics together.
- The teacher pays attention to students pronunciation and corrects if there are pronunciation errors.
- Repeat the lyrics until students are able to pronounce them correctly.

3. Speaking

- Students are asked to practice singing together and in groups

4. Discussion

- Students are asked to continue the lyrics sung by the teacher.
- Students answer questions from the teacher about the vocabulary they have learned.
- The teacher gives more teaching to some students who find it difficult to follow the lesson.

- **Closing Activities (15 minute)**
  - The teacher asks students about today's lesson.
  - Students end the lesson by praying and saying good bye.

COMPETENCE INDICATORS :

Indicators of Competence Achievement	Assessment Techniques	Instrument
▪ Respond by repeating what the teacher said aloud. ▪ Respond by repeating what the teacher said with the correct English pronunciation.	Oral test	▪ Respond by repeating orally. ▪ Listen to the lyric and repeat.

Lyric of the songs

- Greeting Sentences
  Good morning selamat pagi (applause 3x)
  Good afternoon selamat siang
  Good evening selamat sore
  Good night selamat malam, horee!!!

- Numbers (dibagi menjadi 2 kelompok)
  *One two three **(kelompok 1)** tu wa ga **(kelompok 2)***
  *Four five six **(kelompok 1)** pat ma nam **(kelompok 2)***
  *Seven **(kelompok 1)** tujuh **(kelompok 2)***
  *Eight **(kelompok 1)** delapan **(kelompok 2)***
  *Nine and Ten **(kelompok 1)** sembilan sepuluh **(kelompok 2)***

- Animals
  Ikan fish
  Bebek duck
  Kucing cat
  Rabbit kelinci
  Anjing dog
  Ayam chicken
  Monkey monkey si monyet

- Objects around the class
  Table meja
  Pencil pensil
  Buku book
  Ransel bag
  Penghapus eraser
  Penggaris is ruler
  Kursi chair
  Pen bolpoin

- Fruits
  Apple itu apel
  Banana pisang
  Manggo itu mangga
  Orange itu jeruk
  Strawberry stroberi
  Itu nama buah

Pre-Test Questions

1 . One, two, three, four, …, six, seven. Titik-titik tersebut diisi …
2. Warna bendera Indonesia adalah …
3. Bahasa Inggris dari buku adalah …
4. Bahasa inggris dari buah apel adalah …
5. Angka setelah 7 adalah …
6. Angka setelah sembilan adalah …
7. Bahasa inggris dari selamat pagi adalah …
8. Rudi : Hai Maya, good morning!
   Maya : …
9. Bahasa Inggris dari pisang adalah …
10. Kita mengucapkan good night saat …
11. Yellow artinya …
12. Bahasa Indonesia dari elephant adalah …
13. Harimau dalam bahasa Inggris adalah …
14. Merah bahasa inggrisnya adalah …
15. Bahasa Inggris dari jeruk adalah …
16. t – r – h – r – e - e
        The correct word is …
17. We can write using …
18. Ini adalah kucing. Bahasa Inggrisnya adalah …
19. Bahasa Inggris dari penghapus adalah …
20. Bahasa Inggris dari penggaris adalah …

Post-Test Questions
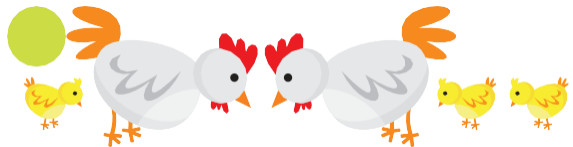
No	Picture	Greetings
1.		………………………………………..
2.		………………………………………..
3.		………………………………………..
4.		………………………………………..
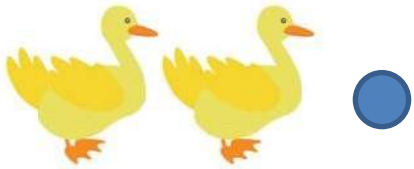
Look at the picture, fill the blank according to the picture
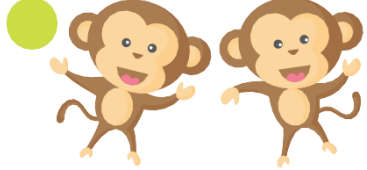
No	Picture	Number	No	Picture	Number
5.	5	....	10.	7	....
6.	3	....	11.	6	....
7.	8	....	12.	2	....
8.	1	....	13.	4	....
9.	10	....	14.	9	....
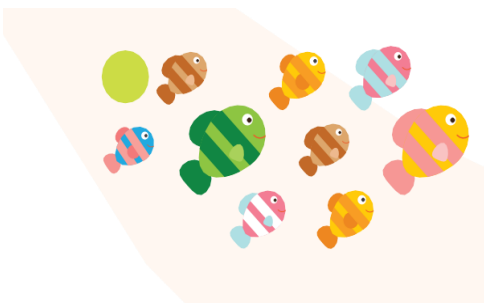
Make a line to the each picture

15.

I have 9 fish

16.

17.

I have 2 ducks

I have 5 chickens

18.

I have 4 cats

19.

I have 2 monkeys

20.

21.

I have 3 rabbits

I have four erasers

22.

I have five books

23.

I have ten pencils

24.

I have three bags

25.
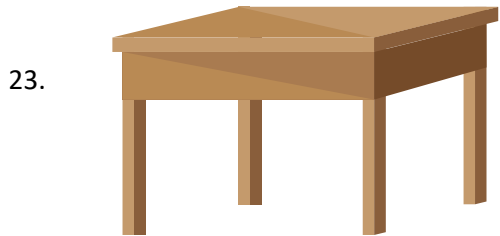
I have seven rulers
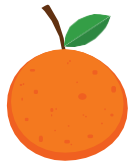
26.

I have one table

Write the

27.
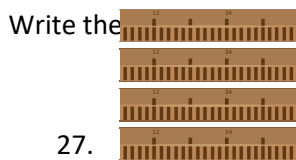
A   p __ l   e   s

28.

M __ n g o e s

29.

O r a n __ e s

30.

__ a n a n a s
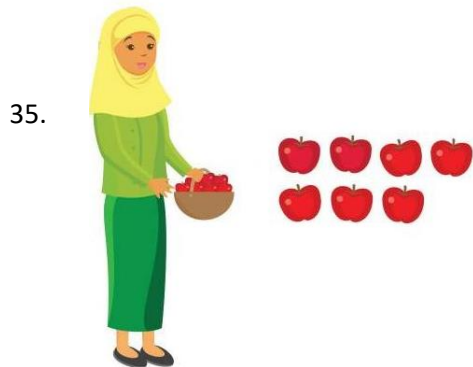
Complete the sentence

31.

He has _____

32.

She has _____

33.

she has _____

34.

He has _____

35.

She has _____