THE USE OF ENGLISH CHILDREN SONGS AS MEDIA TO IMPROVE STUDENTS’ ENGLISH VOCABULARY POWER IN NOUN
(A Classroom Action Research with the Fifth Grade Students of MI Miftahul Ulum Sekuro Jepara in the Academic Year of 2010/2011)

THESIS
Submitted in partial fulfillment of the requirement
For the degree of bachelor Education
In English Language Education

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"From Anas Bin Malik, the prophet Muhammad (peace and blessing of Allah be upon for him) said: Make it easy and don’t make it difficult to them, and give them happy thing and don’t make them run away”
DEDICATION

This thesis is dedicated to:

☒ My beloved father (Sunhaji Sutikno) and mother (Sri Miasih) who always support me with prayer, love, and patience.

☒ My beloved my brother (Ahmad Kharis Muhyidin) and my sisters (Himmatus Suroyya and Himmatul Ulya) who always support and motivate me.

☒ All of language learners especially TBI C 06
A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer’s opinions or findings included in the thesis are quoted or cited in accordance with ethnical standards.

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ABSTRACT


Key words: Noun, English Children Song, Classroom Action Research.

The background of the study in this research are the students still have difficulties in remembering new vocabulary and confused to understand the vocabulary. The teacher still uses conventional method, the teacher only translates the words and monoton, so the students are easy to get bored. To improve young learner’s understanding, teacher use English children songs as teaching aid to help her in teaching learning process.

The problem of this research can be stated as follow; (1) how is the implementation of using flash cards to improve young learner’s understanding on concrete nouns? And (2) how is the improvement of the students’ English vocabulary power in noun after being taught through using English children songs?

The study was conducted at MI Miftahul Ulum Sekuro Jepara the Academic Year 2010/2011. The subject of this study was the students of fifth graders. The number of the subject was 38. The design research that used was classroom action research with the reason the teachers can develop and repair their skills in giving the material to the students. This research conducted pre-test, and two cycles in classroom action research.

The techniques which were used to collect the data are observation, and test. In the pre-test, the teacher uses conventional method. The teaching learning process in cycle 1 until cycle 2 in classroom action research, the teacher introduces the words that represented by English children songs and gives test.

In this research, the researcher analyzed the result from observation and achievement test from each cycle. In the pre-test, there are about 45% or less half of students give attention and response maximally to the teacher, the average of the students’ achievement was 57,35. In the first cycle there are about 50% or half of students joined the class, and the average of the students’ achievement was 66,38. In the second cycle there are about 75% or almost majority of the students joined in the class, the average of the students’ achievement was 80,27.

Based on the results of the research, it can be concluded that by using English children songs in teaching noun, teacher can improve students’ ability in vocabulary. And it is hoped that it can be valuable as the information resource for students, teachers, and the researcher herself.
Praise is to Allah, the merciful, and the compassionate that the writer can finish this thesis completely. Shalawat and Salam for the Prophet Muhammad who brings us from darkness to the brightness.

The writer realizes that there are many people who are already helped his in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

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Finally, the writer realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin

Semarang, 6 December 2010
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A. Research Background

In this world we were created as human, automatically every human has language to communicate with another. Allah create human in the world with various nations, ethnics, and customs. Even so the language, one country and another country have different language. Allah states about the variety of language in surah Ar-Rum verse 22:

\[
\text{And of His signs are the creation of the heavens and the earth, and the diversity of your tongues and colors. Surely there are signs in this for all mankind. (Ar-Rum 22).}^2
\]

In surah above, Allah shows us the signs of His authority through differences of tongue. Tongue means a language. There are no people who have the same language in the world. It is influenced by the location. People who live in difference location have difference language. They have to cooperate with one another to complete the necessities in their life. Language has important role in human life because language not only to communicate but also to convey the message can express and interpret something. According to \textit{LONGMAN DICTIONARY OF APPLIED LINGUISTIC} language is system of human communication by means of a structured arrangement of sound (or their written representation) to form larger unit, e.g. morphemes, words, sentences.\(^3\)

Certainly all people in the world have more than one language to convey their message, to express their ideas in oral, written, or signal

\(^2\) Mahmud Y.Zayid, the \textit{Quran: an English Translation of the Meaning of the Quran}, (Lebanon: Dar Al-Choura, 1980), p.297

language. Moreover many children perhaps the majorities in the world are exposed to more than one language in early childhood. Children who hear more than one language virtually from birth are sometimes referred to as ‘simultaneous bilinguals’, where as those who begin to learn a second language later is referred to as ‘sequential bilinguals’. There is a considerable body of research on the ability of young children to learn more one language in their earliest year.

Most of Indonesian has more than one language and differences language between them, Most of them use English as a second language. all of the people from over the world can communicate each other by using English because it is an international language used among them. It is identic with the Janet Holmes state in his book by saying;” A world language or international language is English language. It was used by people such as in economic, political and also education”.

In Indonesia English is one of subject to be taught in the elementary school because English has become an international language and used by most communities in the world so hopefully with give this subject earliest help students more interested to this subject and mastering it in order to when they being adult can interact with other people from another country because English is an international language. When teaching elementary school automatically teaches young learners, young learners’ especially those up the ages of nine or ten learn differently from children, adolescent, and adults. They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so. Their understanding comes not just from explanation, but also from what they see and hear and crucial have a chance to touch and interact with. Here role of teacher is very important, because teachers need to plan a range of activities for a given period and flexible enough to move on to the next exercise when teachers see their students getting bored. Teachers can also draw some

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conclusions about what a classroom for children should look like and what might be going on in it. Teachers will want the classroom to be bright and colorful with windows the children can see out of and with enough room for different activities to be taking places. Beside teachers must manage the classroom teachers should have strategy to teach young learners may be teachers when teach young learners using some media for example song, picture, realia, etc to make children more interested to the subject.

Music and song are included as teaching media. The use of music and song in the classroom give positive stimulate to learner who learn a language. A piece of music can change the atmosphere in a classroom or prepare students for a new activity, it can amuse and entertain, and make a satisfactory connection between the world of leisure and the world of learning.

Song is one of audio media that can be used to learn vocabulary, can establish condition which enables the students to acquire knowledge and skill. It make students are not boring in a classroom because they usually like song. By using songs as media to teach children, songs itself can create fun atmosphere to young learners and they can be more interested to the material.

First step when teachers introduce children about new language teachers must introduce the vocabulary of the language because vocabulary is important thing to learn new language and learners have to master it. And young learners have to be known by things in surround them.

Noun is one of the language components because noun is one of vocabulary elements that have to be mastered and acquired by the students in learning a new language. It should be mastered as well as the other language components and language skills. In learning process, students are expected to master a large number of nouns.

This statement appropriate with the Koran Allah said:

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“And he taught Adam the nature of all things, then he placed them before the angels and said: ‘tell me the nature of these if you are right.’” (Al-Baqarah: 31)\(^8\).

Therefore, by mastering it, they will be able to communicate their ideas clearly, understand passages, and make simple composition. If the students learn adjective, verb, and adverb without learning noun, they will get difficulties because even a simple sentence which is grammatically correct has a set of nouns.

In the past, vocabulary teaching learning was often given little priority in second language program. But recently, there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Vocabulary has relationship with words, according to Vygotsky word is a microcosm of human consciousness.\(^9\) young learners learn about new language and they do not understand about the vocabulary of the language it is a big problem that has to be solved by the teacher because if children have limit vocabulary they cannot say anything to express their idea. There is catch word from David Wilkins ‘without grammar very little can be conveyed, without vocabulary nothing can be conveyed’ this is how the linguist David Wilkins summed up the importance of vocabulary learning. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say little with grammar but you can say almost anything with words\(^{10}\). And in fact, young learners find difficulties to express their idea because they limit the vocabulary.

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\(^8\) Mahmud Y.Zayid, *the Quran: an English Translation of the Meaning of the Quran,* (Lebanon: Dar Al-Choura, 1980), p.4  
\(^{10}\) *ibid,* p. 13.
Based on the fact above, it is important to analyze the children’s problem in vocabulary and also apply this method that can overcome the problem. This research will help the teacher to find method that can reduce the children’s problem.

MI Miftahul Ulum is a school located in Mlonggo Jepara. The condition of students’ English skills is low. This is caused by several factors such as limited library collection and most of the teachers used conventional method in teaching learning process. In addition, the environment of school does not support to study English because students believed that English is a hard subject to be studied.

From that case, the researcher conducted an action research to improve students’ vocabulary power in noun using children song at the 5th grade of MI Miftahul Ulum Sekuro Jepara in The Academic Year of 2010/2011.

B. Reasons for Choosing the Topic

The researcher has chosen the topic of improving students’ vocabulary power in noun using children song for the following reasons:

1. Vocabulary is important to be learnt because when we communicate with other people, we should have mastered it. By mastering it we can be able to communicate our ideas clearly.

2. Considering the importance of vocabulary, the researcher used songs as teaching media to support teaching learning process in order to make students enjoyable in learning vocabulary because most of the English teachers used a conventional method. Song is chosen because there are many vocabularies on the lyric of song.

3. The researcher concerned in doing an action research as methodology of research for the sake of effectiveness and efficiency in teaching English. By doing action research, the researcher intended to improve the quality of teaching method especially in teaching vocabulary.
C. Research Questions

1. Research Question

The research questions of the study, they are as follows:

a. How is the implementation of English children songs to improve the students’ vocabulary power in noun?

b. How is the improvement of the students’ vocabulary power in noun after being taught through using English children songs?

D. Objectives of the Study and Significant of the study:

The objectives of the study will be about:

1. To describe the implementation of using children English songs to improve students’ English vocabulary power in noun.

2. To identify the improvement of students’ understanding on vocabulary especially using English children songs as media

The result of this study was useful for students, teacher, school, and researcher:

1) For Student

By using song in teaching vocabulary, hopefully the students will be interested in English class especially in learning vocabulary and motivating students to improve their English vocabulary through English children songs.

2) For Teacher

By doing this research, the researcher hopes that the output of the study will be useful and to give contribution of developing English teaching especially in vocabulary.

3) For researcher

The researcher can know in more detail way how to teach vocabulary effectively for elementary school.
E. Scope of the Study

To limit the scope of the study, the writer will only discuss such as follows:

1. This study will be done in the 5th grade students of MI Miftahul Ulum Sekuro Jepara in the academic year of 2010/2011.

2. This study will talk about improving students’ English vocabulary power in noun by using English children songs as media. It is done because most of students’ lack of vocabulary and it can influence to master all the language skill.

F. Definitions of Key Term

1. Song as Media

Most of students have difficulties in learning English, because they believe that English subject is difficult. In that case, an English teacher needs to be responsive to the students’ condition. The teacher should make students enthusiastic in learning English, brown states that teaching is helping someone to learn how to do something and causing to know or understand. So, teacher as facilitator in learning process should learning creatively how to make students interest in learning. One of strategies that can be used by teacher is using media to support teaching learning process.

According to Arsyad, media is means that are used to convey teaching message. Teaching media that are used by teacher to convey the teaching material to the students, there are some media available now. Here the researcher uses song as media to teach vocabulary

Song is a piece of music for accompanied or unaccompanied voice or voices or,” the act or art of singing,” but the term is generally not used for large vocal forms including opera and oratorio.

12 Azhar Arsyad, Media Pembelajaran,(Jakarta:PT Raja Grafindo Persada,2006),p.4
13 http://wikipedia.org/wiki/Song, accessed on 27/03/1010/17.27
Song influential to the teacher and young learners, as a teacher you can use song to create welcoming atmosphere, change students’ mental, and to support young learners for learning. Song helps students connect with the material and memorize so much vocabulary.

2. English Vocabulary Power

Vocabulary is a set of lexemes, including single words, compounds words and idioms.\textsuperscript{14}

Vocabulary is one of language component which have to be mastered by students in learning new language, students should have an adequate vocabulary to improve the four language skill. In listening, by having many vocabularies they can hear and understand all the words in oral communication easily. In speaking skills, they can cover all the words that they use in oral communication. In reading skills, they can understand all the words in written materials. And in writing skills, they can express their ideas, opinions, and feeling cohesively. The writing and speaking are language productions that belong to productive skills while listening and reading involve receiving the massage that belong to receptive skills.\textsuperscript{15}

When the students limited of vocabulary, they will have some difficulties in learning and understanding the foreign language.

The definition of power is the specific ability or faculty. So, the word of power is used to measure the strength of students’ vocabulary. Vocabulary power is the ability of students to understand the English vocabulary.


CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Vocabulary in Teaching Learning
   
a. The Definition of Vocabulary

   To know what vocabulary is, this study would like to present several definitions as follows:

   According to Caroline T. Lines vocabulary is the collection of words that an individual knows.\(^{16}\)

   Jack Richards, John Platt, and Heidi Weber say, “Vocabulary is a set of lexemes, including single words, compounds words and idioms.”\(^{17}\)

   When we only know the form and meaning and do not know the implementation of vocabulary in sentences, our vocabulary will be useless.

   From the explanation above, the researcher concludes that vocabulary means the total number of words including single words, compound words and idioms that individual knows and the rules for combining the words to make up a language.

   Vocabulary is one of the language components which have to be mastered by students in learning new language. David Wilkins explains that Without Grammar very little can be conveyed. Without vocabulary nothing can be conveyed.\(^{18}\) It means that Students who want to improve their English, they should master vocabulary. Vocabulary is one of the important aspects in learning English. We should have an adequate vocabulary to improve the four language skills. Only with sufficient vocabulary we can express our idea effectively, can understand the language task and foreign language conversation. With the limited

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\(^{16}\) Caroline t lines, Practical English Language Teaching: Young Learners,(New York: MC Graw Hill,2006),p.121


vocabulary the students will have the difficulties in learning and understanding the foreign language. When the students do not know the ways to increase their vocabulary they will lose their interest in learning foreign language, because they can not understand the foreign language words. So, vocabulary is very important in learning foreign language.

b. The Kinds of Vocabulary

There are some opinions about kinds of vocabulary. One of them is proposed by Haycraft, there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.\(^{19}\)

1) Receptive vocabulary is that the students recognize and understand when they occur in context but which can not produce correctly. It refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.

2) Productive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

Another opinion by Marianne Celce and Murcia Elite Olshtain, “there are two kinds of vocabulary: they are function words and content words”.\(^{20}\)

1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or

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lose old ones: pronoun, auxiliary verbs, prepositions, determiners and adverbs).

2) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes: (a) Words that refers to a person, a place or a thing that we might call them Noun, (b) Words that express an action, an event or a state are called verbs, (c) Words are used to describe the qualities of thing or action are called adjectives and adverbs.

c. The Ways to Improve Vocabulary

A large vocabulary can help you communicate clearly and effectively and the positive repercussions are endless—write understandable textbook and letters, communicate your thoughts in any speech, getting well understanding of any listened songs, write better research papers, give memorable speeches that make long–lasting impressions and more. The list goes on and on. There are some ways to improve vocabulary, they are:\footnote{http://dictionary-software-review.toptenreviews.com/some-simple-ways-to-improve-your-vocabulary.html accessed on 20/12/2010/10.15}

1) Attend Lectures or Continuing Education Classes

There are many free lectures at local colleges, universities and libraries. Be sure to take your dictionary. It’s never too late to learn something new.

2) Keep a Notebook of New Words

We hear and read new words all of the time but rarely do we take the time to look them up. When you hear an unfamiliar word, jot it down and take the time to look it up later.
3) Study Foreign Languages

Studying foreign languages is a great way to improve your vocabulary in your native language. You’ll find similar words and become more familiar with conjugations. A common word in a foreign language may be uncommon in your native language. For example, edificio is a common word in Spanish for building. The word edifice is the less common English translation.

4) Use Dictionary Software and a Thesaurus

Dictionary software is a handy tool to define words you come across on the Internet and in emails. You can also easily search for words in the thesaurus to use in your emails and reports.

5) Sign up for a Word of The Day Email or Use a Word of the Day Calendar

Various websites offer a word of the day so you can increase your vocabulary. Check out dictionary.com and w–m.com, two websites that offer a word of the day. Another way to learn a new word each day is use a tear–off calendar that features vocabulary.

6) Read, Read and Read

There is no better way to improve your vocabulary than to read books. Read a variety of genres from different periods, and when you read an unfamiliar word, look it up in a dictionary or dictionary software.

7) Play Word Games

Scrabble, crossword puzzles and other word games are not only fun, but also educational. You can keep your mind sharp, alert and full of good words by doing the crossword puzzle in your favorite newspaper or magazine.

8) Watch Educational Shows on TV

You can learn a lot of new words and terms by watching educational TV like OPRAH or the Discovery Channel instead of your favorite sitcom or listening English song in TV. This is especially
helpful to learn words that pertain to a certain topic like amphibians, space or nuclear energy.

9) Join a Writing Group or Book Club

A writing or book club can motivate you to write, read and learn new words. And, you can share your new vocabulary with the group and visa versa.

d. The Aspects of Lexis that Need to be Taken in Teaching Vocabulary

Several aspects of lexis that need to be taken into account when teaching vocabulary. They are\(^{22}\):

1) Polysemy

Distinguishing between the various meaning of a single word form, which has several meaning and closely related meaning (e.g. head: of a person, of pin, of an organization).

2) Homonymy

Distinguishing between the various meaning of a single word form, which has several meaning which is not closely related (e.g. file: used for keeping papers in or a tool for cutting or smoothing hard substances).

3) Homophony

Understanding words that have the same pronunciation but different spelling and meaning (e.g. flour, flower).

4) Synonymy

Distinguishing between the different shades of meaning that synonymous words have (e.g. extends, increase, expand).

Distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speaker’s attitude of the situation. Socio- cultural association of lexical items is another important factor.

5) Style, Register, Dialect

Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

6) Translation

Awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).

7) Chunks of Language

Multi-word verbs, idioms, strong and weak collocations, lexical phrases.

8) Grammar Vocabulary

Learning the rules that enable student to build up different form of the word or even different words forms that word (e.g. sleep, slept, sleeping, able, unable, disability).

9) Pronunciation

Ability to recognize and reproduce items in speech.

There are many aspects of lexis which are mastered in order that students are able to improve their vocabulary. Because mastering vocabulary is on of basic language. For example, in order that our speaking can be understood by another person, our pronunciation must be good. So there is no misunderstanding in communication.

e. The Principles of Teaching and Learning Vocabulary

In teaching, a principle is beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making. There are principles of teaching and learning vocabulary, they are:23

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1) **Aim**

The teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do? And which word?

2) **Quantity**

The teacher may have to decide on the number of vocabulary items to be learnt. Many words in a lesson can students learn, but if there are too many words, the students may become confused, discouraged, and frustrated.

3) **Need**

The teacher may have to choose the vocabulary that will be taught on the students. The students are put in a situation where they have to communicate and get the words they need it.

4) **Frequent exposure and repetition**

It is seldom, however, that we remember a new word simply by hearing at the first time. There has to be a certain amount of repetition until there is evidence that the student has learned the target word.

5) **Meaning presentation**

Wallace states that the teacher must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning- although ‘meaning’ involves many other things as well. This requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6) **Situation presentation**

Michael J. Wallace says that the choice of words can according to the situation in which we are speaking and how well we know the person, to whom we are speaking. So, students should learn words in the situation, in which they are appropriate.

Based on explanation above, it can be concluded that there are principles in teaching and learning vocabulary such aim, quantity, need, frequent exposure and repetition, meaning and situation
presentation. Beside that, teacher’s principles are an important aspect of their belief systems, and may be it is a result of teaching experience, training, or their own experiences as learners. Good principles of teaching and learning are useless without good teacher’s principle in teaching process. So, there is compatibility between principles of teaching learning and teacher’s principles. Then, the aim of teaching learning can be gained.

f. **Methods in Teaching Vocabulary**

In the teaching learning process the teacher has to be able to make the interesting materials for the students, and he has to know all kinds of method in order to be able to use one of them when situation demands it. The creativity of the teacher will get a good result. In order to get a good result, the teacher uses a teaching learning method. According to Diane Larsen and Freeman, there are some methods in teaching vocabulary.

1) **Direct Method**

In this method, a foreign language can be taught without translation or use the learners’ native tongue if meaning is conveyed directly through demonstration and action. The teacher just encourages directly and spontaneously uses the foreign language in the classroom. Teaching begins with systematic to teach new vocabulary by using pictures, mime, and demonstration.

2) **Silent Way**

Learning task and activities in the silent way have function of encouraging and shaping the students oral response without direct oral instruction from the teacher. The teacher works with the gestures and sometime instructions in the students’ native language to help the students produce the target language sounds as accurately as possible. When the teacher speaks, it means that he or she just gives clues to the students, and the students do what the teacher says. This constitutes to

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24 Diane Larsen and Freeman, *loc.cit.*, p.23-107
the basis for classroom activity. The language is emphasized on pronunciation, structure of the language, and vocabulary.

3) Community Language Learning

The teacher considers their students as “whole person”. Whole person learning means teachers consider not only their students feeling and intellect, but also have some understanding of the relationship among students’ physical reactions, their instinctive protective reactions, and their desire to learn. The teacher initial role is a counselor. It does not mean that the teacher is a therapist, or that the teacher does not teach. Rather, it means that the teacher recognizes how threatening a new learning situation can be for adult learners, so he skillfully understands and supports his students in their struggle to master the target language.

Community language learning method is students –neither centered, nor teacher-centered, but rather teacher-student centered with both being decision makers in the class.

4) Total Physical Respond

In this method, a language teaching method builds around speech and action; it attempts to teach language through physical activity. The teaching is started by using a short sentence and it can be shown in class, for example, in words stand up, sit-down, walk, and stop. Then the teacher asks the students to make short sentence well, or the teacher gives commands quite quickly, and students initially learn one part of the language rapidly by moving their bodies. The translation is used if the material that is given by the teacher is form abstraction. Grammatical structure and vocabulary are emphasized in this method.

5) Audio Lingual Method

In this method, the teacher uses audio aid to teach his students. This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-
lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method didn’t focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar. Here, teacher can use song or others audio to teach students.

Teacher can use and combine some methods that are suitable for students, situation, and material lesson.

2. The Students’ Vocabulary Power

Vocabulary is a list of words with their meanings especially on that accompanies a text book in a foreign language. So, it is important to teach vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

The more vocabulary the learners have, the easier for them to develop their four skills. In listening, by having many vocabularies they can hear and understand all the words in oral communication easily. In speaking skills, they can cover all the words that they use in oral communication. In reading skills, they can understand all the words in written materials. And in writing skills, they can express their ideas, opinions, and feeling cohesively. The writing and speaking are language productions that belong to productive skills while listening and reading involve receiving the massage that belong to receptive skills. 25

Both listening and speaking is referred to as oral vocabulary, whilst reading and writing denotes literate vocabulary. Apart from word meanings, oral vocabulary particularly relies upon correct pronunciation. Confusion and

misunderstanding can result when words are pronounced incorrectly. Hearing a word said wrongly, or listening to a word that is not spoken the way it is spelt, is often one of the largest issues for the non-English speaker.\textsuperscript{26}

One of the ways to improve vocabulary is to hear it. Research shows that vocabulary building can occur via listening, even when the listener is exposed to a minimal amount of new words. It is also noted that by just listening, even without repetition (i.e. a noted way of building vocabulary), vocabulary development can occur. It is also necessary for learners (both \textit{English as a second language} learners and native speakers) to hear English before actually \textit{reading} the words.

A study by Vidal (2003) revealed that students who listened to just three lectures demonstrated reasonable increases in vocabulary (Cohen, 2008). It is suggested that listening could substitute for reading in regards to increasing vocabulary, and that when used with interactive teaching, exposure to \textit{audio} increases vocabulary development (Cohen, 2008). According to Cohen (2008), just listening to stories or the reading of text may be more effective for vocabulary development than once thought.\textsuperscript{27}

Besides that, the definition of power is the specific ability or faculty. So, the word of power is used to measure the strength of students’ vocabulary.

From the definition above, the writer concludes that vocabulary power is the ability of students to understand the English vocabulary.

3. General Concept of Noun

a. The Definition of Noun

There are some definitions of Noun. Noun can be defined as follows:

1) “Noun is a word used to name or identify any of a class of things, people, places, or ideas, or a particular one of these.

\textsuperscript{26}http://www.write-better-english.com/how-to-improve-my-vocabulary.aspx accessed 2/12/2010

\textsuperscript{27}http://www.write-better-english.com/Importance-of-Hearing-Words.aspx accessed on 2/12/2010
2) According to Oxford Dictionary in Kardimins’ book noun (grammar) word that is the name of thing, quality, person, etc. and can be the subject, or object of a verb.

3) Noun is used to refer to people and things as well as to abstract ideas and phenomena.\(^\text{28}\)

From the definition above, we can draw a conclusion that noun is a word which is used to name or identify a person, place, thing, idea and condition.

b. Types of Nouns

In this study, I would like to explain the types of noun;\(^\text{29}\)

1) Proper Nouns

   Proper nouns are nouns that refer to specific entities. Writers of English capitalize proper nouns like *Nebraska, Steve, Harvard,* or *White House* to show their distinction from common nouns.

2) Common Nouns

   Common nouns refer to general, unspecific categories of entities. Whereas *Nebraska* is a proper noun because it signifies a specific state, the word *state* itself is a common noun because it can refer to any of the 50 states in the United States. *Harvard* refers to a particular institution of higher learning, while the common noun *university* can refer to any such institution.

3) Countable Nouns

   To linguists, these count nouns can occur in both single and plural forms, can be modified by numerals, and can co-occur with quantificational determiners like *many, most, more, several, etc.*

   For example, the noun *bike* is countable noun. Consider the following sentence:

   *There is a bike in that garage.*


In this example, the word **bike** is singular as it refers to one bike that is presently residing in a particular garage.

However, **bike** can also occur in the plural form.

*There are six broken bikes in that garage.*

In this example, the noun **bikes** refer to more than one bike as it is being modified by the numeral **six**.

In addition, **countable** nouns can co-occur with quantificational determiners.

*In that garage, several bikes are broken.*

This sentence is grammatical, as the noun **bike** can take the modification of the quantificational determiner **several**.

4) **Uncountable Nouns or Mass Nouns**

Conversely, **some** nouns are not countable and are called uncountable nouns or mass nouns. For example, the word **clutter** is a mass noun.

*That garage is full of clutter.*

This sentence makes **grammatical** sense. However, the following example does not.

*That garage is full of clutters.*

Mass nouns can not take plural forms, and therefore a sentence containing the word **clutters** is ungrammatical.

Substances, liquids, and powders are entities that are often signified by mass nouns such as **wood, sand, water**, and **flour**. Other examples would be **milk, air, furniture, freedom, rice**, and **intelligence**.

5) **Collective Nouns**

In general, collective nouns are nouns that refer to a group of something in a specific manner. Often, collective nouns are used to refer to groups of animals. Consider the following sentences.

*Look at the gaggle of geese. There used to be herds of wild buffalo on the prairie. A bevy of swans is swimming in the pond. A colony of ants lives in the anthill.*
In the *above* examples, gaggle, herds, bevy, and colony are collective nouns.

6) Concrete Nouns

Concrete nouns are nouns that can be touched, smelled, seen, felt, or tasted. *Steak, table, dog, Maria, salt,* and *wool* are all examples of concrete nouns.

*Can I pet your dog? Please pass the salt. Your sweater is made of fine wool.*

*Concrete* nouns can be perceived by at least one of our senses.

7) Abstract Nouns

More ethereal, theoretical concepts use abstract nouns to refer to them. Concepts like *freedom, love, power,* and *redemption* are all examples of abstract nouns.

*They hate us for our freedom. All you need is love. We must fight the power.*

4. English Children Songs in Teaching Vocabulary

a. English children songs as media

1) The Definition of Children Song

Song is a piece of music for accompanied or unaccompanied voice or voices or, "the act or art of singing," but the term is generally not used for large vocal forms including *opera* and *oratorio*\(^{30}\).

We have seen the definition of song above, so let us talk about children. Principally, children are the plural of child. And the definition child itself is an individual who has not reached puberty. \(^{31}\)

Children song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message

\(^{30}\) [http://en.wikipedia.org/wiki/Song](http://en.wikipedia.org/wiki/Song), accessed on 27/03/2010/5.27

from it easily. But in fact, it can be enjoyed by everyone. It can be enjoyed by teenagers, adults, and even old people.

Children's song may be a nursery rhyme set to music, a song that young children invent and share among themselves, or a modern creation intended for entertainment, use in the home, or education.  

2) The Basic Elements of Song

When the teachers choose the song to teach students so teacher should know the basic elements of song, they are;

a) Melody

Melody is sweet music, tunefulness, arrangement of notes in a musically expressive succession. A melody in music is a series of linear events or a succession, not a simultaneously as in chord. However, this succession must contain change some kinds and be perceived as a single entity called melody. Melody may be said to result where there are interacting pattern of changing events occurring in time. The essential elements of any melody are duration, pitch, and quality (timbre, texture, and loudness). Melody often consists of one or more musical phrases, motifs, and is usually repeated throughout a song or piece in various forms.

b) Rhythm

Rhythm from Greek- rhythmos,” any regular recurring motion, symmetry” is a” movement marked by the regulated succession of strong and weak elements, or of opposite or different conditions”.

In other words, rhythm is simply the timing of the musical sounds and silences. While rhythm most commonly applies to sounds, such as music and spoken language, it may also refer to visual presentation, as “timed movement through space.

c) Lyrics

Lyrics are simply words of song, the lyric of song text roles not only as a complement of the song but also as important part of musical elements which determine the theme, character and mission of the song.\(^{35}\)

3) Teaching Vocabulary Using English Children Song as Media

Children {\textit{Song}} is one of teaching media, it may be used to create a more relaxing foreign language classes. It also can be used to teach vocabulary.

Arsyad says that teaching media are means that are used to convey teaching messages.\(^{36}\) Another definition of teaching media is conveyed by National Education Association, which says that media are forms of communication either printed or audio visual and the tools.\(^{37}\)

From the two definitions above conclude that teaching media are the means that are used by the teacher to convey the teaching material to the students. It can be printed or audio visual and the tools.

In Indonesia, most of English students have difficulties in learning English, they are less motivation in studying English because they believe that English is difficult. In that case, an English teacher needs to be responsive to the students’ condition, the teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand.\(^{38}\) So, teacher as facilitator in learning process should think creatively how to make English can be

\(^{36}\) Azhar Arsyad, \textit{Media Pembelajaran}, (Jakarta; PT Raja Grafindo Persada, 2006),p.4
\(^{37}\) Azhar Arsyad, M.A, \textit{ibid},p.5
learnt well and make students interested in learning. One of the strategies that can be used by teacher is using media to support teaching and learning process.

According to Kasihani media can be classified into three groups, those groups are:

a. Visual aids; it is media that can be seen such as pictures, flashcard or card short, newspaper, realia, map, etc.

b. Audio aids; it is teaching media that can be heard such as radio, music or song, tape, cassette, MP3 player, CD, etc.

c. Audio Visual aids; it is teaching media that can be seen and can be heard such as video clips, films, TV news, VCD, TV, etc.

According to the explanation above, the researcher concluded that the use of song can be classified as audio aid because it can be heard. In other hand, media are needed in teaching

As an addition, Esthi Endah states the functions of media are; make students easy to learn, make teachers easy to teach, give concrete description to students (they are not just imagine), make learning process exiting to reduce students’ boredom, stimulate students attention and motivate them to learn. By using many kinds of media, students can do various activities.

From several explanations above, the researcher concluded that media are important in teaching learning process. It makes students easily to catch the material because they are interested in learning and the teaching learning process will be more various so that the students enjoy it. Students also will be more active in giving response to the teacher’s explanation.

39 Kasihani, English for Young Learners.(Jakarta:PT Bumi Aksara,2007),p.103

4) The Procedures of Applying English Songs in Teaching Vocabulary

According to Haycraft, the procedures of applying English songs are as follows:\footnote{J. Haycraft, \textit{an Introduction to English Language Teaching},(Britain: Longman Group, 1983),p.39}

a. Play the song as many times as necessary and ask questions

b. Show the students the script and get the class to sing it following the song

c. Divide up the class and have a group, each singing a line. Replay the song often as necessary find out who has good voice try to get solos.

d. Bring out the students to conduct different combinations until the song is familiar, so it make students can catch the words in the song

e. Play and sing whenever you want to revise. It is a good idea to play song at the beginning of class while everyone is setting down.

5) The Advantages and Disadvantages of Song

As a teaching media, song prevents students’ boredom in language classroom. The use of song in teaching learning process has good implication, those are:\footnote{Adi W Gunawan, \textit{Genius Learning Strategy},(Jakarta: PT Ikrar Mandiri Abadi,2004),p.254-259}

a) Create a desire environment, students are expected to be enthusiastic in the learning process.

b) Facilitate a positive learning mood and motivate students to learning, song helps students to focus on the material discussed and raise their concentration in the learning activities.

c) Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.
d) Reduce learning stress levels. As a filler, when students are boring, teacher can stimulate them by playing song to make they more active.

e) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. So, students are easy to understand the material.

f) Stimulate imagination and creativity. Song is good stimulus to imagine and it can explore students’ creativity.

g) Embed new vocabulary. Students can enrich their vocabulary after listen to a song.

h) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

In other hand, the use of song in teaching learning process has disadvantages. Those are;

a) Song disturbs concentrations when applying to people who hate a genre of song.

b) Song can hurt eardrums if it is set up so loud.

According the advantages and the disadvantages above, the researcher concluded that the use of song in teaching learning process has good effect than bad effect. It gives good effects to activate understanding and make students easy to memorize the material.

b. Teaching and Learning English at Elementary School

1) The Characteristic of Elementary School Students

Every body is different, either their characteristic of personality. Therefore, it is necessary for us to treat them in different treatments in order to make them feel convenient. In the same case, teaching English for elementary school level is also different with teaching English for students at the higher levels. The elementary

school students are still called as children because their ages are between 7 to 12 old. According to Mary Slattery and Jane Willis, children at that group have some general characteristics as follows:

a) They are learning to read and write in their own language.
b) They are developing as thinkers.
c) Understand the difference between the real and the imaginary.
d) They can plan and organize how best to carry out an activity.
e) They can work with others and learn from others.
f) They can be reliable and take responsibility for class activities and routines.\(^{44}\)

While according to Harmer, young children especially those up the age of nine or ten have some light of characteristics as follows:

a) They respond to meaning even if they do not understand individual words.
b) They often learn indirectly rather than directly, that is they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
c) Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
d) They generally display an enthusiasm for learning and curiosity about the world around them.
e) They have a need for individual attention and approval from the teacher.
f) They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.

g) They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.  

From the characteristic above, we can conclude that children are unique. They lost interest more quickly in doing something, and they more like to have other children around them and sitting with others encourages cooperation. Hence, for teachers at this level should provide a fun, cheerful, enjoyable classroom and provide an appropriate technique in order to be able to attain a successful and activity.

2) Learning English for Elementary School Student

As stipulated our government, that English is the first foreign language which is must be taught at all school levels. Additionally, elementary school becomes the first level that must involve English into its curriculum. Because at elementary school English is firstly introduced, it meant that the students at this level have not received English before. Their English knowledge is still lack, or even no knowledge. Their gradual growth of knowledge in learning English is still in the basic level.

Generally based on learners’ language knowledge, English learners are described in three levels, i.e. beginner, intermediate, and advanced. Beginners are those who do not know any English, intermediates are those who have basic competence in speaking and writing, and an ability to comprehend fairly straightforward listening and reading, while advance are those whose level of English is competent, allowing them to read difficult fact and fiction and communicate fluently with native speakers.  

Seeing that learning English is the first experience for elementary school students, I have an opinion that elementary school students are

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still categorized as beginners. This categorization is not based on physically they are still children, but the fact that English is a new subject for most Indonesian elementary school student.

B. Previous Research

1. The previous research is from Widyatuti Setyaningsih, students number 220 140 3613, Language and Arts Faculty State University of Semarang, 2008. The title is “Song Text Usage as Media to Improve Vocabulary Proficiency”, The Case of Year 8th Students SMPN 13 Semarang in Academic year of 2007/2008. She was using song to improve students' vocabulary, the objectives of her study were to describe the significant different on vocabulary achievement between the students' who have been taught using song and students who have been taught without song. In order to achieve the objective her study, she designed an experimental research using pre test and post test. The population of her study was the Eighth grade students of SMPN 13 Semarang, she chooses two classes to be result. One class was as control class and the other class was as experimental class. And the result was significant; song could give contribution in teaching vocabulary. Song can help students to memorize words easily because all song almost certain words related with their environment and it makes students relaxed so that the learning English vocabulary is enjoyable.

2. The previous research is from Wita Cahyaningtyas, students number 220 140 3591, Language and Arts Faculty State University of Semarang, 2008. The title is “The Effectiveness Of Children Song As An Aid To Improve The Student’s Mastery Of English Vocabulary” (The Case Of Fourth Grades of SDN Semawung Daleman 2 Kecamatan Kutoarjo Kabupaten

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47Widyatuti Setyaningsih(2201403613), Song Text Usage As Media to Improve Vocabulary Proficiency”, The Case of Year Eighth Students SMPN 13 Semarang in Academic year of 2007/2008
In this research, the researcher states that using children song can improve the student’s mastery of English vocabulary. It can also help students easier to catch the material because by using it, there is good atmosphere in teaching learning process so make students fun and can catch the material. In order to achieve the objective her study, she designed an action research using 3 cycles.

3. The previous research is from Mare Tri Mulyawati, Department of English Education the Faculty of Language and Arts Education IKIP PGRI Semarang, 2010. The title is, “The Use of Song as Media in Teaching Vocabulary to SDN Winong 02 Students at Fifth Grade in The Academic Year of 2009/2010”. She was identifying the implementation of song to teach vocabulary. The result shows that the use of song in teaching vocabulary was very beneficial for the students to facilitate them in learning.

From those examples above, the researcher found the similarities and differences between my research and the example above:

a. The Similarities
   1) Both my research and those research are using song in teaching vocabulary
   2) Both of them is to know how extent the effectiveness using song for improving English vocabulary
   3) Both my research and those research are using a classroom action research in our thesis

b. The Differences
   The Participant In my research includes 38 students but in that research there are 35 students.

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49 Mare Tri Mulyawati, Unpublished thesis under title The Use of Song as Media in Teaching Vocabulary to SDN Winong 02 Students, (Semarang: IKIP PGRI, 2009)
CHAPTER III
METHODS OF INVESTIGATION

A. Setting of the Study

The researcher conducted the classroom action research at MI Miftahul Ulum Sekuro Jepara in The Academic Year of 2010/2011. It is located on Jl. Desa Sekuro-Mlonggo Km. 11 Jepara. It is located in Sekuro, Mlonggo, Jepara. Besides MI, there is also MTs, in one institution.

B. Participant

In a classroom action research, there are populations that will be investigated. Population means the group that you are interested in investigation.\(^{50}\) Population of this study is the students at the fifth grade of MI Miftahul Ulum Sekuro Jepara. Sometimes it is not possible to investigate the whole population directly, so you have to take a sample. Sample is a part of population that can represent all the population observed.\(^ {51}\) There are 6 classes at MI Miftahul Ulum Sekuro Jepara and total number of the students in MI Miftahul Ulum Sekuro Jepara is 218 students.

The researcher chooses class fifth as sample in this research. So participant in this study are students at class fifth of MI Miftahul Ulum Sekuro Jepara, in the academic year of 2010/2011.

Tabel 1

| Students’ Name on Class fifth at MI Miftahul Ulum Sekuro in the Academic Year 2010/2011.\(^ {52}\) |

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\(^{50}\)Subana ,Moersetyo Rahadi, and Sudrajat, *Statistik Pendidikan*,(Bandung;Pustaka Setia,2000),p.24


\(^{52}\)Documents from MI Miftahul Ulum Sekuro Jepara in The Academic Year 2010/2011
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</table>
C. Research Methods

1. Design of Research

The design of research used by the researcher is classroom action research. According to Harmer action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspect of their teaching, or because they wish to evaluate the success and/or properness of certain activities and procedures.  

Arikunto state that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.

Kemmis and Mc. Taggart add in Nunans’ book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be ‘action research’, the essential impetus for carrying out action research is to change the system.

From all the definition above, the researcher concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson.

2. Characteristics of a Classroom Action Research

Kemmis and Mc. Taggart in Nunan’s book argue that there are three defining characteristic of action research, they are:

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53 Jeremy Harmer, *the Practice of English Language Teaching*, (New York: Longman, 2003), P. 344
56 *Ibid*, P. 17
a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers,
b. It is collaborative, and
c. It is aimed at changing things.

3. **Aim of an Action Research**

   According to Harmer in book “The Practice of English Language Teaching” there are many possible reasons for conducting a classroom action research as follow: we want to know more about our learners and what they find motivating and challenging. We want to learn more about ourselves as teachers how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching. We want to gauge the interest generated by certain topics, or judge the effectiveness of certain activity types. We want to see if an activity would work better done in groups rather than pairs, or investigate whether reading is more effective with or without pre-teaching vocabulary. In other words, can be said that by doing an action research, teachers can develop their skills in giving the material to the students. They have challenge to solve the problem that they have found in the class. They have inner motivation to do this research because they a ware of their advantages, their class situation needs a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

   Action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching children.

4. **Model of Classroom Action Research**

   There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the

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next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle. In this study, the researcher uses English children songs to improve students’ new vocabulary, especially in nouns.

The Steps of Action Research

<table>
<thead>
<tr>
<th>Planning</th>
<th>Reflection</th>
<th>Cycle 1</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td>Planning</td>
<td>Reflection</td>
<td>Cycle 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All those steps can be explained as follow:

Before the researcher conducting the cycle in action, he will do an initial observation at first. Then he does some procedures and steps as follows:

a. Initial observation

In initial observation, the researcher intended to find out:

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1) Data collected such as documentation includes the number of the students, students’ list, and preliminary research.

2) The researcher interview an English teacher related to teaching learning process in English subject, and

3) Identify the problem.

Based on the interview with the English teacher and some of students, the researcher can identify the problem of teaching learning process at MI Miftahul Ulum Sekuro, The problem of this research is was the students still lack of vocabulary.

b. Planning in action

In this research, the researcher plans to conduct two cycles in classroom action research. There are four steps process in each cycle for doing classroom action research.

1) Planning

In planning step, the researcher formulated some procedural acts how to improve students’ vocabulary power in noun using song lyrics. The procedures are put in some lesson plans, it includes how and why this research is going to carry out.

2) Acting

At the acting stage, the researcher tried to implement some techniques or procedural acts that have been formulated at planning.

3) Observing

The researcher observed the teaching and learning process when she was implementing some techniques or procedural acts in improving students’ vocabulary power in noun using English children songs.

4) Reflecting

After observation process is done, the researcher and the teacher made a reflection to evaluate teaching learning process and
the improvement of students’ vocabulary power in noun using English children songs.

D. Procedure of the Study

This study is classroom action research; it means that there must be cycles in this study. According to Kurt Lewin the cycle of classroom action research project involved identifying a problem (planning), collecting data (acting), analyzing and interpreting data (observing), and developing an action (reflecting).\(^{59}\) Those four steps are interrelated each other. There are second cycles in this study, each cycle consists of planning (planning to use song in teaching), acting (implementing the children song in teaching noun), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle). The researcher conducted two cycles and each cycle is ended by a final test, but before conduct the first cycle she will conduct preliminary to know the initial condition of students’ vocabulary power in noun. The activities that have done in each cycle are as follows:

1. Pre Cycle

Pre cycle was conducted on September 8\(^{th}\) 2010. In this cycle the researcher didn’t teach the students, the students were taught by the teacher. The researcher observes the class to get the information about students’ initial condition and to know their problems in teaching learning. In this activity the teacher taught students using conventional method. After that, the teacher gave test to check the students’ understanding in noun form.

After conducting the pre cycle, the researcher got conclusion that the vocabulary power of students was low. It can be seen from their score. Not only their score, there were many students didn’t give their attention when the teacher taught them. However, the researcher decided to conduct the next cycle to over come the problem.

\(^{59}\) Sarwiji Suwandi, *Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Ilmiah*, (Surakarta; Yuma Pustaka, 2009), p.27
2. The First Cycle

The first cycle conducted on Friday, September 15th 2010. In this cycle the researcher prepared some activities that will be done in this first treatment, those are:

<table>
<thead>
<tr>
<th>No</th>
<th>Steps</th>
<th>Researchers’ Activity</th>
<th>Teachers’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning</td>
<td>- Looking for an appropriate lesson plan with school.</td>
<td>- Preparing students’ attendance list.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Looking for several songs which is included noun that would be used in the research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Preparing the teaching material</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Preparing the test as an instrument.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Preparing the observation scheme</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Acting</td>
<td>- Entering the class and greeting the students. After that, she checked students’ attendances.</td>
<td>- Teacher as an observer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Asking a question related the topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Explaining about noun and give chance to students who want to ask question.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Write the song lyric in the white board</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Playing a song and asking them to listen carefully</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Asking students to make some groups, each group consist of five students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- After that, the researchers asked them to identify the sentences contain of noun and interpret it from the lyrics and asked some of them to write the answer in the white board.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Then giving final test to find out the final outcomes of first cycle.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Observing</td>
<td>- The researcher also becomes an observer of the classroom activities.</td>
<td>- The teacher becomes an observer in the teaching and learning process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Observing students’ activities using observation sheet.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reflecting</td>
<td>- Analyzing the data from the observation checklist and result of the test to find out the improvement of students’ vocabulary power in noun after.</td>
<td>- The teacher and researcher evaluated the step in teaching learning process</td>
</tr>
</tbody>
</table>
taught using children song.
- The researcher and teacher discussing about teaching learning process that have done to find the weakness and how to improve it in the next cycle.
and discuss the result of the observation sheet
- Teacher and researcher discussed the results of the test.

3. The Second Cycle

After conducting the first cycle, the researcher conducted cycle II. The second cycle was done based on the result of the first cycle, if the result from observation shows that the students score still low, it is needed to be continued to the next cycle to fix the previous weakness. The second cycle conducted on Friday, September 22\textsuperscript{th} 2010. The designs of the second cycle are:

<table>
<thead>
<tr>
<th>No</th>
<th>Steps</th>
<th>Researchers’ Activity</th>
<th>Teachers’ Activity</th>
</tr>
</thead>
</table>
| 1  | Planning | - Designing lesson plan of cycle II  
- Preparing the teaching material.  
- Preparing the song which is applied in cycle II  
- Preparing observation checklist of cycle II  
- Designing test in cycle II | - Preparing students’ attendance list.  
- Teacher and the researcher made a plan to develop teaching learning process. |
| 2  | Acting | - Entering the class and greeting the students  
- Giving song lyrics to students.  
- Before the researcher plays the song, she asked students about noun to refresh memory.  
- Explaining more about noun.  
- Playing a song and asked students to identify the noun and interpret it from the song in pairs.  
- Make others example of noun related to the topic and interpret it  
- Conducting the final test in cycle II to find out the learning outcomes of the teaching learning process in cycle II. | - Teacher asked students about their problems on the previous lesson.  
- Teacher and the researcher asked the students to find the difficult words then they will help them to find the meaning of the words. |
3 Observing
   - Observing the event during teaching learning process using observation checklist
   - Observing students’ activities when they did the test to know their improvement of understanding in noun in cycle II.

4 Reflecting
   - The researcher and teacher discussed the teaching and learning processes that have been done to find the weakness and how to surmount the problem in the next cycle.
   - Analyzing the students score and the observation checklist to find on the improvement of students’ vocabulary power at the cycle II researcher reflection.

   - Observing students’ participation.

   - The teacher and researcher evaluated the step of teaching learning process and discussed the result of the test and the result of observation checklist.

E. Collaborator

Collaboration as an important feature of this type of this research, Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is English teacher who teach English in MI Miftahul Ulum Sekuro for fifth graders, she is Mrs. Mariyatul Qibtiyah.

F. Source of the data

The source of the data in this research is from what the researcher gets during the research. In a qualitative research, source of primary data are the actions and the words, and additional data like the written data, document, picture, or statistical data.60

The source of data in this research are from the head master who give further information about school and school curriculum, the teacher who give some further instructional information, teaching materials, learning

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assessments, and teaching methods applied in fifth graders of MI Miftahul Ulum Sekuro, and from school documents (the data of teacher and students, lesson schedule, students’ exercise book, and soon).

G. Technique of Data Collection

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, fields’ notes, interview, documentation, test, and etc. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to her school environment, and can be done there. The technique and methods which are used by the researcher to collect the data are observation and test.

1. Observation

Observation is the process of observe and write the phenomena that happened in class systematically.\(^{61}\) Classroom observation is an observation that is focused on the understanding of social event of the language classroom is enacted.

In this classroom observation, the objects of observation are students’ activities in English language teaching learning. The researcher used the checklist observation to make it more systematic, containing list of students’ activities and response or happening which might happen.

Observation checklist is used to make the observation process easier, the aspect that observed are concern to teacher explanation, responding to question, asking question and accomplishing the task.

2. Test

Test is an instrument to collect the data that gives response about the question in the instrument, and the students have to show their ability\(^{62}\). In this research, the researcher uses an achievement test to

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measure the student’s progress in vocabulary power. Related to the achievement test, there were many types of achievement test, such as essay test, multiple choice tests, and so on. The researcher uses written assessment to measure the students’ vocabulary power development with multiple choices as achievement test. With those forms, the researcher can get score directly. The scoring can be done quickly and accurately.

H. Instrument of The Study

Research instrument is a device used by researcher while collecting data to make his work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.\textsuperscript{63}

An instrument could be informed of questionnaire, observation list, interview, test, etc. In this study, the researcher uses observation and test.

1. Observation Check List

In arranging check list of observation, the researcher lists some students’ observable behavior that indicates their activities and response during teaching learning process through English children song

\begin{table}[h]
\centering
\caption{Table 2. Form of observation checklist:}
\begin{tabular}{|c|c|c|}
\hline
No & Indicators & Grade \\
\hline
1. & Students pay attention to the teacher’s explanation & 1 2 3 4 5 \\
\hline
2. & Students show curiosity by asking questions. & 1 2 3 4 5 \\
\hline
3. & .students response to questions & 1 2 3 4 5 \\
\hline
4. & Students accomplish tasks & 1 2 3 4 5 \\
\hline
\end{tabular}
\end{table}

Notes :
1. None \hspace{1cm} ( 0% )
2. A few \hspace{1cm} ( <20 \% )
3. Half \hspace{1cm} ( 20-49 \% )
4. Many \hspace{1cm} ( 50-69\% )
5. Majority \hspace{1cm} ( > 70 \% )

2. Test

In this research, the researcher uses an achievement test to measure the student’s progress in vocabulary power. Related to the achievement test, there were many types of achievement test, such as essay test, multiple choice tests, and so on. The researcher uses multiple choices test. With those forms, the researcher can get score directly. The scoring can be done quickly and accurately.

I. Technique of Data Analysis

This study used descriptive statistical analysis to find out the improvement of students’ English vocabulary power in noun using English children songs. The steps are:

1. Method of Analyzing Observation Checklist

   The observation in this research was conducted four times, before the treatment or pre cycle, during cycle I, and cycle II. The researcher gave check in the observation checklist, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

   \[
   \frac{\text{Sum of checklist}}{\text{amount of students}} \times 100\%
   \]

2. Method of Analyzing Test

   a. Measuring the students individual ability

      In every cycle, after giving a treatment the researcher gave test to students. The score of the correct answer is 1 and 0 to each wrong answer. The result of the test will be analyzed by using percentage scoring as following formula:\(^{64}\)

      \[
      \text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%
      \]

      Then, the researcher is going to determine the frequency of correct answer. The frequency of correct answer is divided by total

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number of respondent (n), and multiplied by 100% the formula is:

\[ P = \frac{\sum f}{n} \times 100\% \]

Note  \( P = \) the Percentage of Correct Answer 
\( f = \) Frequency of Correct Answer 
\( n = \) the Total of Students

After giving percentage of the correct answer, then the writer gave five letters: A, B, C, D and E to classifying the grade of students’ scores level as follows:

<table>
<thead>
<tr>
<th>The Percentages of Correct Answer</th>
<th>Grade</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% – 100 %</td>
<td>A = Excellent</td>
<td>Outstanding</td>
</tr>
<tr>
<td>75% – 89 %</td>
<td>B = Good</td>
<td>Above average</td>
</tr>
<tr>
<td>60% – 74%</td>
<td>C = Fair</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>50% – 59%</td>
<td>D = Less</td>
<td>Below average</td>
</tr>
<tr>
<td>0% – 49%</td>
<td>E = Poor</td>
<td>Insufficient</td>
</tr>
</tbody>
</table>

b. Measuring The Mean

After calculate the percentage of students score, the researcher calculate the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average which is obtained by adding the sum offset score and dividing the number of the students.

The following formula is:  

\[ M = \frac{\Sigma x}{N} \]

Explanation:
\( M \) : the average of students’ score
\( \Sigma x \) : Total score
\( N \) : the number of students

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\(^{65}\) Suharsimi Arikunto, *ibid*, p.245

From the result of those formula the researcher analyzed the score of test and the result from observation checklist to find out the improvement of students’ vocabulary power in noun
CHAPTER IV
DATA INTERPRETATION

A. RESEARCH PREPARATION

The researcher prepared some steps before this research was conducted, the preparation are as follow:

1. Doing preliminary research to identify the problems through the interview with the English teacher of the fifth grade it was conducted on May.
2. Asking for the headmaster permission to conduct this research it was done on August.

B. PROCESS OF THE RESEARCH

1. Preliminary Research

Preliminary research was conducted on May by doing interview with the English teacher. The teacher said that there were many students still don’t know with thing in surround them, many of them still lazy to memorize the words. Based on the problem, the researcher offered the English teacher to use English children song to solve it. Therefore, she decided to conduct pre cycle and gave the students vocabulary test in order to know the ability of students before getting new media.

2. Pre Cycle

Pre cycle was conducted on September 8, 2010. The activities were as follow:

a. Teacher started the teaching learning process by greeting the students.
b. Teacher explained about the noun
c. Teacher gave the students an example about noun
d. Teacher pronounced the materials and students listened.
e. Students repeated after the teacher.
f. Teacher asked students to make other example
Based on the observation result of the vocabulary teaching learning process, the researcher saw that teacher still taught the class by using conventional method, where teacher explained, and students listened. After giving students vocabulary test, the researcher concluded that students’ vocabulary power in noun was low, because the average score of pre cycle only 57.3, whereas the standard score (KKM) was 6. It was suitable with the English teacher said when preliminary research. Thus, the teacher and the researcher agreed to use English children song in teaching vocabulary in noun

3. Cycle I

This research was conducted on Friday, September 15, 2010. The result of the test in pre-cycle was not satisfied yet. So, the researcher decided to use English children song to solve the problem. In this activity, the researcher became a teacher. The students were enthusiastic in following the treatment, the researcher told students that she would use English children song to teach vocabulary in noun. This research was classroom action research there were four steps; planning, acting, observing and reflecting. The activities were as follow:

a. Planning

1. The researcher made lesson plan as guiding to teach students in the first cycle.
2. The researcher made observation guide to observe the students during teaching learning process.
3. The researcher prepared the instruments test to check students understanding.
4. The researcher made students name card in order to make easy when she observed the students.
5. The researcher prepared the song related to the topic
b. Acting

The activities in these steps were as follow:
1. Teacher started by greeting the students.
2. Teacher introduced herself to the students.
3. Teacher checked students' attendance.
4. Teacher gave building knowledge to students by asking one of students the English of foods and drinks.
5. Teacher pronounced the word and student repeated it.
6. Teacher explained again about noun and gave examples related to the topic.
7. Students made other examples.
8. Teacher wrote song lyrics on the whiteboard.
9. Teacher played the song and students listened carefully.
10. Teacher asked students to identify noun form and interpret it.
11. Students worked in groups, each group consists of four students.
12. Most of them wrote their answers on the whiteboard.
13. Teacher and students sang together.
14. Students completed the assignments the teacher had given for about 10 minutes.
15. Students and teacher discussed the assignments.

c. Observing

In observation step, the researcher observed the events that happened during teaching-learning process. The researcher observed the activity by using observation guide. It was used to find out to what extent the action result reached the objective. The steps were as follow:
1. The researcher observed the activeness and attention of students in the classroom during teaching-learning process.
2. The researcher monitored the students' response when they were asked by the teacher.
3. The researcher observed the students' task, they were accomplishing the task or not.
d. Reflecting

For the reflection on the activity during cycle 1, the researcher noted that there were some problems should be solved in the next cycle, the problems were as follow:

1. Class should be conducive during teaching learning process, before teacher started the activity. It found some students shouted making noise. And 2 students did not enter the classroom yet.
2. When the activity in progress, it found that some students were passive, they were not fully joining the teaching learning process. It was then the duty of the teacher to give some more attention and motivation toward the students in order to make them interest to join the activity.
3. There were many students that can’t answer the question from teacher.
4. Time management was a very crucial factor in teaching learning process, to make students understanding, the teacher needed a longer time, so teacher should try to manage and provide time perfectly.

4. Cycle II

The second cycle was conducted on Friday, September 22, 2010. In this cycle the researcher tried to handle weakness in the first cycle. The teacher gave new topic ”toys and games”, but she still used English children song to teach it. There steps were as follow:

a. Planning

1. The researcher made lesson plan as guiding to teach students in the second cycle.
2. The researcher made observation guide to observe the students during teaching learning process.
3. The researcher prepared the instruments test to check students understanding.
4. The researcher made students’ name card in order to make easy when she observed the students.
5. The researcher prepared the song that related to the topic

b. Acting

In this step was quiet different with previous cycle. The activities were as follow:
1. Teacher started by greeting the students.
2. Teacher checked students attandence.
3. Teacher asked students about the material in previous meeting.
4. Teacher asked some students about the name of foods in English.
5. Teacher write song lyric in white board
6. Teacher played song and students listened it.
7. Teacher asked students identify and interpret it
8. Students worked in pairs.
9. Students written their answer in white board.
10. Students done the assigments from the teacher about the toys and games.
11. Students and teacher discussed the assigments.

c. Observing

In observation step during cycle 2 did not different with the previous cycle, the researcher also observed the events that happened during teaching learning process. The researcher observed the activity by using observation guide, the steps were as follow:
1. The researcher observed the activeness and attention of students in the classroom during teaching learning process.
2. The researcher monitored the students response when they were asked by teacher
3. The researcher observed the students’ task, they accomplishing the task or not
d. Reflecting

Generally, based on the activity in cycle 2, the result was significant enough. This involved teaching learning process, students’ activeness and attention, students’ ability in using English children song. The reflection results were as follow:

1. Class was conducive enough, since some students were concentrated to join the activity. And they love to use English children song

2. In this cycle the researcher asked students to work in pairs and most of students were enjoying themselves to get engaged in the activity. They seemed more active expressing their opinions although in Indonesian language. This can be shown when she asked students’ opinions about the material.

3. Some students that can’t explain in the first cycle, in this cycle they can explain it better.

4. Teacher had provided enough time; this can be shown that most of students come forward to answer the questions.

C. RESULT OF THE RESEARCH AND DISCUSSION

After the researcher implementing English children song in teaching noun, the researcher got the data from each cycle. It was analyzed to get the improvement in every cycle, and then the researcher got the result of the classroom action research. The results were as follow:

1. Pre Cycle

The first cycle was conducted on Friday, September 8, 2010. There were 34 students as participants. In the pre cycle, the researcher just followed the teaching learning process which taught by the teacher using conventional method, and then the teacher gave the vocabulary test to them in the end of lesson.
Table 4
Score of observation in first cycle

<table>
<thead>
<tr>
<th>NO</th>
<th>Indicators</th>
<th>None (0%)</th>
<th>Few (&lt;20%)</th>
<th>Half (20-49%)</th>
<th>Many (51-69%)</th>
<th>Majority (&gt;70%)</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students pay attention</td>
<td></td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Students show curiosity by asking questions</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Students answer teachers’ questions</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Students accomplish task</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

\[
Score = \frac{Total \ score}{Maximum \ score} \times 100\%
\]

\[
= \frac{9}{20} \times 100\% = 45\%
\]

Based on the result of observation above it can be concluded that only less half of the students are active and enthusiastic. After implementing the test, the researcher examined it and gave score. In giving score, the researcher used the following formula:

\[
score = \sum_{right \ answer} \frac{score}{\sum_{items}} \times 100\%
\]

The score of all students that had been counted as follow:

Table 5
The Results of the pre cycle are as follows

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Score</th>
<th>Percentage</th>
<th>Letter Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C1</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>2</td>
<td>C2</td>
<td>absent</td>
<td>absent</td>
<td>absent</td>
<td>absent</td>
</tr>
<tr>
<td>3</td>
<td>C3</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>C4</td>
<td>30</td>
<td>30%</td>
<td>D</td>
<td>Less</td>
</tr>
<tr>
<td>5</td>
<td>C5</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>6</td>
<td>C6</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>7</td>
<td>C7</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>C8</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>C9</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>10</td>
<td>C10</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>C11</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>12</td>
<td>C12</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>13</td>
<td>C13</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>14</td>
<td>C14</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>15</td>
<td>C15</td>
<td>absent</td>
<td>absent</td>
<td>absent</td>
<td>absent</td>
</tr>
<tr>
<td>16</td>
<td>C16</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>17</td>
<td>C17</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>18</td>
<td>C18</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>19</td>
<td>C19</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>20</td>
<td>C20</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>21</td>
<td>C21</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>22</td>
<td>C22</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>23</td>
<td>C23</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>24</td>
<td>C24</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>25</td>
<td>C25</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>26</td>
<td>C26</td>
<td>Absent</td>
<td>Absent</td>
<td>absent</td>
<td>absent</td>
</tr>
<tr>
<td>27</td>
<td>C27</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>28</td>
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<td>absent</td>
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<td>29</td>
<td>C29</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>30</td>
<td>C30</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>31</td>
<td>C31</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>32</td>
<td>C32</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>33</td>
<td>C33</td>
<td>40</td>
<td>40%</td>
<td>D</td>
<td>Less</td>
</tr>
<tr>
<td>34</td>
<td>C34</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>35</td>
<td>C35</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>36</td>
<td>C36</td>
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<td>50%</td>
<td>C</td>
<td>Fair</td>
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<td>37</td>
<td>C37</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>38</td>
<td>C38</td>
<td>40</td>
<td>40%</td>
<td>D</td>
<td>Less</td>
</tr>
</tbody>
</table>

The category of students’ ability and their percentage can be seen using the formula. The computation of the scoring of percentage as follow:
Table 6
The Category of The Students Score and Their Percentage:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90% - 100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>70% - 89%</td>
<td>9</td>
<td>26.47%</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>50% - 69%</td>
<td>22</td>
<td>64.70%</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>30% - 49%</td>
<td>3</td>
<td>8.83%</td>
<td>Less</td>
</tr>
<tr>
<td>5</td>
<td>0% - 29%</td>
<td>34</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the data above, it could be classified that 26.47% or 9 students got good mark, 67.70% or 22 students got fair mark, and 8.83% or 3 students got less mark.

After calculating the percentage of students score, the researcher calculated the mean to measure the improvement of students’ score in every cycle. To know the mean of the students’ score in the pre cycle using this formula is as follows:

\[ X = \frac{\sum f \times 100}{n} \]

\( X \) = the mean
\( f \) = the sum offset score
\( n \) = the number of the students.

The computation of the average of the score is as follow:

\[ X = \frac{\sum f}{n} \times 100\% \]

\[ X = \frac{195}{34} = 57.35 \]

\( \text{Mean} = 57.35 \)

From the data above, it showed that the average of the students’ score in the pre cycle is 57.35. It means that the result was low. The teacher and researcher decided to use another technique to make students interested in the learning process in order to improve students’ ability on
vocabulary especially in noun. They decided to use English children song as teaching media to facilitate the teaching learning process.

2. The First Cycle

This research was done on Friday, September 15, 2010. In this first cycle, the researcher used English children song as teaching media to teach vocabulary in noun, and students were being enthusiastic because it was their first experience. The researcher thought about food and drink. The students’ were interested but they were still forgetting the English of the word. The test result of the first cycle can be seen in the table below.

<table>
<thead>
<tr>
<th>NO</th>
<th>Indicators</th>
<th>None (0%)</th>
<th>Few (&lt;20%)</th>
<th>Half (20-49%)</th>
<th>Many (51-69%)</th>
<th>Majority (&gt;70%)</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students pay attention</td>
<td></td>
<td>v</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Students show curiosity by asking questions</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Students answer teachers’ questions.</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Students accomplishing task</td>
<td></td>
<td>v</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

\[
Score = \frac{Total\ score}{Maximum\ score} \times 100\%
\]

\[
= \frac{10}{20} \times 100\% = 50\%
\]

Based on the result of observation above it can be concluded that only half of the students are active and enthusiastic, a half students need more attention from the teacher in teaching learning process. They paid attention to the lesson, although some students cannot answer the question because they still difficult to remember the word.
After implementing the test, the researcher examined it and gave score. In giving score, the researcher used the following formula:

\[ \text{score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\% \]

The score of all students that had been counted as follow:

**Table 8**

The Results of the First Cycle are as Follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Student code</th>
<th>Score</th>
<th>Percentage</th>
<th>Letter Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C1</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>2</td>
<td>C2</td>
<td>Absent</td>
<td>Absent</td>
<td>Absent</td>
<td>Absent</td>
</tr>
<tr>
<td>3</td>
<td>C3</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>C4</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>5</td>
<td>C5</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>6</td>
<td>C6</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>C7</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>C8</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>9</td>
<td>C9</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>C10</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>C11</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>12</td>
<td>C12</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>13</td>
<td>C13</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>14</td>
<td>C14</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>15</td>
<td>C15</td>
<td>Absent</td>
<td>Absent</td>
<td>Absent</td>
<td>Absent</td>
</tr>
<tr>
<td>16</td>
<td>C16</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>17</td>
<td>C17</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>18</td>
<td>C18</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>19</td>
<td>C19</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>20</td>
<td>C20</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>21</td>
<td>C21</td>
<td>60</td>
<td>60%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>22</td>
<td>C22</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>23</td>
<td>C23</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>24</td>
<td>C24</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>25</td>
<td>C25</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>26</td>
<td>C26</td>
<td>30</td>
<td>30%</td>
<td>D</td>
<td>Less</td>
</tr>
<tr>
<td>27</td>
<td>C27</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>28</td>
<td>C28</td>
<td>30</td>
<td>30%</td>
<td>E</td>
<td>Poor</td>
</tr>
<tr>
<td>29</td>
<td>C29</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>30</td>
<td>C30</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
</tbody>
</table>
From the result of the test above, the researcher then classified the students’ ability and their percentage using the formula. The result of the scoring percentage as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90% - 100%</td>
<td>1</td>
<td>2.77%</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>75% - 89%</td>
<td>22</td>
<td>61.11%</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>60% - 74%</td>
<td>11</td>
<td>30.5%</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>50% - 59%</td>
<td>1</td>
<td>2.77%</td>
<td>Less</td>
</tr>
<tr>
<td>5</td>
<td>0% - 49%</td>
<td>1</td>
<td>2.77%</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the data above, it could be seen that 2.77% or 1 students got excellent mark, 61.11% or 22 students got good mark, 30.5% or 11 students got fair mark, 2.77% or 1 students got less mark, and 2.77% or 1 students got poor mark. After that, the researcher calculated the mean using the same formula with previous research. The result of the mean of the first cycle is:

\[ X = \frac{\sum f \times 100%}{n} \]

\[ X = \frac{2390}{36} = 66.38 \]

The result of the mean was 66.38. It means that the students’ score in first cycle could be said successful, because the whole students get over 6 of the achievement. But it was unsatisfied yet,
because 1 students still got less mark and 1 students got poor mark, so the researcher had to continue to the next cycle.

The second cycle was conducted on Friday, September 22th 2010 at 08.00-10.00 a.m. The activities were same with the previous research. In this cycle, the topic in this cycle is toys and games and she focused on the students who got low score in the previous cycle. There was significant improvement in this cycle, it could be seen from the result of the test below:

Table.10

<table>
<thead>
<tr>
<th>No</th>
<th>Students Code</th>
<th>Score</th>
<th>Percentage</th>
<th>Letter Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C1</td>
<td>80</td>
<td>80 %</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>C2</td>
<td>50</td>
<td>50 %</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>3</td>
<td>C3</td>
<td>100</td>
<td>100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>4</td>
<td>C4</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>C5</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>6</td>
<td>C6</td>
<td>100</td>
<td>100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>7</td>
<td>C7</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>8</td>
<td>C8</td>
<td>Absent</td>
<td>Absent</td>
<td>Absent</td>
<td>Absent</td>
</tr>
<tr>
<td>9</td>
<td>C9</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
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<td>10</td>
<td>C10</td>
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<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>11</td>
<td>C11</td>
<td>100</td>
<td>100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>12</td>
<td>C12</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>13</td>
<td>C13</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>14</td>
<td>C14</td>
<td>100</td>
<td>100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>15</td>
<td>C15</td>
<td>40</td>
<td>40%</td>
<td>D</td>
<td>Excellent</td>
</tr>
<tr>
<td>16</td>
<td>C16</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>17</td>
<td>C17</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>18</td>
<td>C18</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>19</td>
<td>C19</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>20</td>
<td>C20</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>21</td>
<td>C21</td>
<td>80</td>
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<td>B</td>
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</tr>
<tr>
<td>22</td>
<td>C22</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>23</td>
<td>C23</td>
<td>100</td>
<td>100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>24</td>
<td>C24</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>25</td>
<td>C25</td>
<td>70</td>
<td>70%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>26</td>
<td>C26</td>
<td>50</td>
<td>50%</td>
<td>C</td>
<td>Fair</td>
</tr>
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</table>
Then, the researcher calculated students’ score based on the percentage formula to categorize their ability. The result of the scoring percentage as follow:

Table. 11

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Category</th>
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<tbody>
<tr>
<td>1</td>
<td>90% - 100%</td>
<td>19</td>
<td>50%</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>70% - 89%</td>
<td>17</td>
<td>44.74%</td>
<td>Good</td>
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<td>3</td>
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<td>5.26%</td>
<td>Fair</td>
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<tr>
<td>4</td>
<td>30% - 49%</td>
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</tr>
<tr>
<td>5</td>
<td>0% - 29%</td>
<td></td>
<td>100%</td>
<td></td>
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</tbody>
</table>

From the Table 6 above, it could be seen that 50% or 19 students got excellent mark, 44.74% or 17 students got good mark, and 5.26% or 3 students got fair mark. From that result, the researcher could calculate the average (mean) of the score as follows:

\[ X = \frac{\sum f}{n} \times 100\% \]

Mean = \[ X = \frac{2970}{37} = 80.27 \]
The result above showed us that the average of students test in the second cycle was 7.8. The result of the second cycle was better than the previous one. It means that there were improvements for the students’ vocabulary power in noun.

D. The Analysis of The Whole Meetings

Table 12
Comparison percentage students enthusiastic in response teaching learning process using English children songs on pre cycle, cycle 1, and cycle 2.

<table>
<thead>
<tr>
<th>No</th>
<th>Cycle</th>
<th>Total Score</th>
<th>Percentage (%)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>9</td>
<td>45</td>
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<tr>
<td>2</td>
<td>Cycle 1</td>
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<tr>
<td>3</td>
<td>Cycle 2</td>
<td>15</td>
<td>75</td>
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</table>

Table 13
Comparison the average of students score on pre cycle 1, and cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Cycle</th>
<th>Mean</th>
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<tr>
<td>1</td>
<td>Pre Cycle</td>
<td>57,35</td>
</tr>
<tr>
<td>2</td>
<td>Cycle 1</td>
<td>66,38</td>
</tr>
<tr>
<td>3</td>
<td>Cycle 2</td>
<td>80,27</td>
</tr>
</tbody>
</table>

As whole the meetings ran well. There was some significant improvement from first cycle to second cycle.

In the pre cycle, all of the students have been doing the test, and the average result was 57,35. In this activity, the teacher still used LKS as source and conventional method. She did not use different method. In teaching learning process, only half of the students were active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who silent and talk their pairs. The students looked boring and sleepy.

In the first cycle, the average result was 66,38. The teacher began to use children song as medium to teach the students and used audio lingual method. In teaching learning process, there were many students
joined the class enthusiastically. They paid attention to the lesson, although many students still confused with past form.

In the third cycle, the average result was 80,27. Before the lesson was begun, the research asked the students to give more pay attention to the lesson. All activities in this cycle run well. According to the research that use children song in teaching vocabulary caused their interesting and responses more increasing than before.

The researcher felt that the implementation of English as media to improve students’ vocabulary power in noun form was successful, because English children songs are interesting media for the students to develop their vocabulary power. So, English children songs are helpful in the process of learning and teaching vocabulary in noun form
A. Conclusions

Based on the data, the researcher concluded that:

1. The implementation of English children songs as a media to improve students’ English vocabulary power in noun are:
   a. English children song is stimulating, and interesting for teaching learning activities, especially in teaching vocabulary.
   b. English children song makes students more enthusiasm during learning activities, they look enjoy and relax while they were listened song.
   c. Motivate the passive students to be more active during the lesson. This relates with students ability to pay attention during the lesson, to understand the material and to speak up their mind in order to brave to express their mind or to ask question.
   d. English children song in teaching vocabulary can help students both of teacher and students to teach the objective of teaching learning process; it can engage students in a topic or as the basis of the whole activity.

2. This research shows us that the use of English children songs as a media to improve students’ English vocabulary power in noun can help the students to solve their problems. The test result indicated that the students varied in their understanding on noun form. After second cycles, there was a significant improvement of students’ vocabulary in every cycle. Based on calculation result after getting all of the treatment using English children songs, the students’ average score increased significantly, the students’ average score from pre cycle was 57.35, the first cycle was 66.38, and the average score of the students in the second cycle was 80.27. It showed s that the use of English children songs could improve students’ English vocabulary power in noun.
B. Suggestions

After implementing English children songs in improving students’ English vocabulary power in noun, there are several important things that can be suggested in the last report of the paper and it is hopefully can be useful for the reader, especially:

1. For the teacher

   English mostly known as difficult subject and vocabulary is the important thing that has to be learned by students if they want to improve their English. The use of English children songs in teaching learning is interesting media because it can attract students’ interest and motivation in teaching and learning process. English teacher should be able to develop their strategy to teach the students in order to make them interest in learning the subject. Teacher can use several songs in any subjects, they can choose the appropriate song with the material. They can find the song by downloading in internet in several sites such as http://www.youtube.com.

2. For the students

   Most of students have difficulties in learning vocabulary because most of them lazy to remember the vocabulary. Therefore, students have to develop their knowledge by studying vocabulary using appropriate media like English children songs. By using English children songs, students can identify the sentences which have form of noun in the lyric, they also can discuss their problems when they are learning vocabulary using English children songs with the teacher.

3. For the school

   This research was carried out in MI Miftahul Ulum Sekuro Jepara in the Academic Year of 2010/2011. The researcher concluded that students in this school have motivation in learning, but there are limited facilities such as limited library collection and there is no language laboratory. School should prepare and design the material based on the students need and their competence. School also has to provide interesting learning environment to the students such as providing language laboratory and teaching media.
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http://www.eslbase.com/articles/songs.asp accessed on August 09, 2010/ 15:45


CURRICULUM VITAE

Personal details:
Name : Indah Rahmawati
Place and date of birth : Jepara, September 28, 1988.
Address : Ds. sekuro Rt: 11/3, Kec. Mlonggo, Kab. Jepara
Phone :

Education:
1. TK Roudlotul Athfal Sinanggul 1 graduated 2000
2. MTs HA Bangsri graduated in 2003
3. MA Walisongo Kudus graduated in 2006
4. IAIN Walisongo Semarang 9th semester
APPENDICES
Appendix 1

Students’ Name on Class V at Mi Miftahul Ulum Sekuro Jeapara in The Academic Year 2010/2011

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Students’ Code</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Agus Rifqiyyanto</td>
<td>C1</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Fahrur Rozikin</td>
<td>C2</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Shodikul Anwar</td>
<td>C3</td>
</tr>
<tr>
<td>4</td>
<td>Ahmad Syaifi</td>
<td>C4</td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Yusuf</td>
<td>C5</td>
</tr>
<tr>
<td>6</td>
<td>Ahnaf Fajrul Huda</td>
<td>C6</td>
</tr>
<tr>
<td>7</td>
<td>Alfu Zusi Hidayati</td>
<td>C7</td>
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<tr>
<td>8</td>
<td>Budi Santoso</td>
<td>C8</td>
</tr>
<tr>
<td>9</td>
<td>Dhatul Khafi Syai</td>
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<td>10</td>
<td>Didik Ega Ariyanto</td>
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<td>11</td>
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<tr>
<td>12</td>
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<td>Fauzi A Latif</td>
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<td>September</td>
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Appendix 3

LESSON PLAN (Cycle 1)

Proficiency : 5th grade
Subject : English
Skill/focus : Listening
Time Allotment : 2 x 35 minutes
Theme : Foods and Drinks
Media : Song
Technique : The Audio-lingual Method

1. Standard of Competence : Understanding the simple instruction and
   information in the classroom.
2. Basic Competence : Understanding meaning of simple Instruction in
   the text about vocabulary of foods and drinks.
3. Indicators : Identify noun from song
4. Learning outcomes :
   By the end of the lesson, students will have been able to:
   - Explain the definition of noun
   - Pronounce the vocabulary of foods and drinks accurately and fluently.
   - Express the meaning of food and drinks vocabulary correctly

Activities:

1) Building Knowledge of the Field (BKoF)
   a. Teacher opens the lesson by greeting and praying together
   b. Teacher checks the roll
   c. Teacher gives questions related to the topic
   d. Students answer the teacher’s question

2) Modeling of Text (MoT)
   a. Teacher explains noun
   b. Students pay attention to the teacher explanation.
   c. Students mention vocabulary of foods and drinks that they have
      known
   d. Teacher writes the song lyrics in the white board and students
      write it too
   e. Teacher plays song and students listen carefully
   f. Students and teacher sing the meal song together

3) Join Construction of the Text (JCoT)
   a. Students make some groups, each groups contains of 5 or 6
      students.
   b. Students work in groups to identify the noun and meaning it
      from the lyrics of song
   c. One of students writes their answer and the meaning of
      vocabulary in the white board.
   d. Teacher gives students a chance to get reflecting from the
      material that was learned.
   e. Teacher reviews the students’ answers.
4) Independent construction of the Text (ICoT)
   a. Teacher reviews the material
   b. Teacher gives an exercise
   c. Students write their own answers
   d. Teacher ends the lesson

Assessments:
1) Form : Written test
2) Technique : Students are assigned to answer questions from teacher
3) Aspect to be assessed : Vocabulary
4) Scoring guidance :
   - Test item : 10
   - Score of each item : 10
   - Total score : 10 x 10 = 100

Sources:
1) Internet; www.youtube.com
2) Himawan, M.Pd, START WITH ENGLISH 2, Jakarta, Erlangga, 2004

Semarang, 15 September 2010

Known by:
The English Teacher

Mariyatul Qibtiyah
NIP: 063411075

Indah Rahmawati
NIM: 063411075
Appendix 4

LESSON PLAN (Cycle 2)

Proficiency : 5th grade
Subject : English
Skill/focus : Listening
Time Allotment : 2 x 35 minutes
Theme : Toys and Games
Media : Song
Technique : The Audio-lingual Method

5. Standard Competence: Understanding the simple instruction and information in the classroom

6. Basic Competence : Understanding meaning simple instruction in the text about vocabulary of toys and games

7. Indicators : Identify noun from the song

8. Learning outcomes :
   - By the end of the lesson, students will have been able to:
     - Explain the definition of noun
     - Pronounce the vocabulary of toys and games accurately and fluently.
     - Express meaning of toys and games vocabulary correctly

Activities:

5) Building Knowledge of the Field (BKoF)
   e. Teacher opens the lesson by greeting and praying together
   f. Teacher checks the roll
   g. Students answer some questions from teacher about the lesson in the previous meeting
   h. Teacher gives warming up related to the topic

6) Modeling of Text (MoT)
   1. Teacher gives song lyrics to students.
   2. Students listen to the song carefully when teacher was playing it.
   3. Students identify the noun and meaning it from the lyrics of song.
   4. Some of the students write their answer in the white board.
   5. Teacher explains the material about toys and games once more and gives examples.

7) Join Construction of the Text (JCoT)
   f. Students make other example of toys and games vocabulary in pairs
   g. Some of students write their vocabulary in white board
   h. Teacher and students discuss together

8) Independent construction of the Text (ICoT)
   a. Teacher reviews the material
   b. Teacher asks the difficulties to the students have
   c. Teacher gives a test
Assessments:
5) Form: Written test
6) Technique: Students are assigned to answer questions from teacher
7) Aspect to be assessed: Vocabulary
8) Scoring guidance:
   - Test item: 10
   - Score of each item: 10
   - Total score: 10 x 10 = 100

Sources:
3) Internet; www.youtube.com
4) Himawan, M.Pd, STAR WITH ENGLISH 2, Jakarta, Erlangga, 2004

Semarang, 22 September 2010

Known by:
The English Teacher
the
Researcher

Mariyatul Qibtiyah.                     Indah
Rahmawati
NIP.                     NIM:
063411075
Appendix 5
Song lyrics in The First Cycle:
Listen The Song Carefully and Identify The Noun Form From The Lyrics!

The meal song

What do you like to eat for breakfast?
I like to eat cereal for breakfast
What do you like to eat for breakfast?
I like to eat cereal for breakfast
What do you like to eat for breakfast?
I like to eat toast for breakfast
What do you like to eat for breakfast?
I like to eat cereal and toast for breakfast
Breakfast, lunch, snack, and dinner
What’s your favorite meal?
They’re all a winner
Breakfast, lunch, snack, and dinner
What’s your favorite meal?
They’re all a winner
What do you like to eat for lunch?
Appendix 6

Song lyrics in the second cycle:
Listen the song carefully and identify the noun form from the lyrics!

The Toys
There are model cars and the toy guitar
This is teddy bear and the doll with curly hair
Toys, toys, toys a lot so lovely toys
In my toys box there are toys for every girl and boy
There are jigsaw puzzle and computer games
And a rail while track, carriage, and train
Toys, toys, toys a lot so lovely toys
In my toys box there are toys for every girl and boy
Look in inside my toys box
See what you can find that
You can play with anything
Cause I like to share
There are crayon, paints, and pens
So I can paint my face
There are robot rocket chip and bugs from male a space
Toys, toys, toys a lot so lovely toys
In my toys box there are toys for every girl and boy
Look in inside my toys box
See what you can find that
You can play with anything
Cause I like to share
Appendix 7
Choose the Correct Answer in the Following Question by Crossing (x) a, b, c, or d

1. What is “Pipi” in English
   a. Mouth  c. Hair
   b. Cheek  d. Eye

2. I have ……in my house
   a. cow  c. cat
   b. bird  d. snake

3. What is “Hidung” in English
   a. Eyebrow  c. Hair
   b. Ears  d. Nose

4. Do you like ……? Yes, I like
   a. rose  c. orchid
   b. jasmine  d. lily

5. What is “Kupu-kupu” in English
   a. Tiger  c. Zebra
   b. Butterfly  d. Ant

Match the words with the pictures

6.  7.  8.  9.  10.
   Doll  broom
   pant  meatball
   Lamp
Appendix 8
Choose the Correct Answer in the Following Question by Crossing (x) a, b, c, or d

1. We have .......... for breakfast
   a. meat     c. cake
   b. toast     d. bread

2. It is a ........... For lunch
   d. It is a ........... For lunch
   e. Fish     c. Chicken
   f. Meat     d. Egg

3. Do you like ......? Yes, I do
   j. Do you like ......? Yes, I do
   a. chocolate     c. Ice cream
   b. Tea     d. Water

4. I like to eat ........ for breakfast
   o. I like to eat ........ for breakfast
   a. Fish     c. Toast
   b. Egg     d. Chicken

5. She has ........ For lunch
   q. She has ........ For lunch
   a. Chicken     c. Meat
   b. Fish     d. Eggs

6. Mother has ........
   a. cake     c. chocolate
   b. cereal     d. biscuits
7. Andien buys ........ for dinner
   a. meat     c. fish
   b. chicken  d. lobster

8. I have ............... for lunch
   a. fried rice c. noodles
   b. soup      d. vegetable

9. I have a cup of ........
   a. coffee    c. water
   b. milk      d. tea

10. I want to eat a plate of……
    a. fried rice c. corn
     b. rice      d. noodles
Appendix 9
Choose the Correct Answer in the Following Question by Crossing (x) a, b, c, or d

1. Lend me your ……… Please?
   a. card     c. toy bicycle
   b. toys     d. toy car

2. Do you like ……….? Yes, I do
   a. skipping rope     c. roller skaters
   b. skateboards       d. puzzle

3. This is my ……….
   a. blocks            c. rubber
   b. marble           d. yo-yo

4. He has a ……….
   a. box              c. skateboard
   b. toys box        d. roller skates

5. It is your ……….
   a. doll            c. catapult
   b. marble         d. blocks
6. Do you like……? Yes, I do
   a. blocks            c. cards
   b. puzzle            d. marbles

7. What are they playing…………
   a. swing               c. see saw
   b. slide                 d. skate board

8. I have……
   a. puzzle               c. roller skater
   b. cards                 d. blocks

9. Andi is playing……
   a. skateboards          c. swing
   b. skipping rope       d. slide

10. Ana has……. for playing with her friends
    a. slide                c. roller skater
    b. swing                d. skateboard
Appendix 10

**Pre cycle**
1. B
2. B
3. D
4. A
5. B
6. Broom
7. Lamp
8. Pants
9. Meatball
10. Doll

**First cycle**
1. D
2. A
3. C
4. C
5. A
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