THE IMPLEMENTATION OF CHILDREN'S ENGLISH SONG IN TEACHING VOCABULARY FOR THE THIRD-GRADE STUDENT OF SDN KEMLATEN

SKRIPSI

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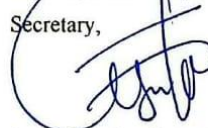Chairman,

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MOTTO

Success is not instantaneous, but the result of a gradual process like climbing

stairs.

(Wiyani Istiana)

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The writer realizes that this thesis is not perfect, and therefore, constructive criticism and suggestions are truly appreciated.

Bojonegoro,10 July 2025

The Writer

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STATEMENT OF AUTHENTICITY

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

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Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

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ABSTRACT

Istiana, Wiyani, 2025 The Implementation of Children's English Song in Teaching Vocabulary for the Third-Grade Student of SDN Kemlaten. Skripsi, English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor Oktha Ika Rahmawati, M.Pd. (II) Dr. Moh. Fuadul Matin, M.Pd.

Keyword: Teaching Vocabulary, Children's Songs, Elementary School.

Teaching vocabulary is an important part of language learning. It enables students to understand, remember and use new words appropriately in various contexts. Therefore, teachers use some media to help teaching vocabulary such as songs. This study aims to describe the implementation of song in teaching vocabulary to third grade students of SDN Kemlaten. The method used is descriptive qualitative with data collection techniques through observation, interview, and documentation. The results show that songs in teaching vocabulary have been implemented well by teachers to attract students' attention, facilitate understanding, and create a pleasant learning atmosphere. The songs used are adapted to the theme of the vocabulary being taught and equipped with simple movements to strengthen the meaning of the word. The use of songs in vocabulary learning has proven to be a beneficial, interactive and meaningful approach for the third-grade students of Elementary school.

ABSTRAK

Istiana, Wiyani, 2025 The Implementation of Children's English Song in Teaching Vocabulary for the Third-Grade Student of SDN Kemlaten. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing Oktha Ika Rahmawati, M.Pd. (II) Dr. Moh. Fuadul Matin, M.Pd.

Kata kunci: Pengajaran Kosakata, Lagu Anak, Sekolah Dasar.

Pengajaran kosakata adalah bagian penting dari pembelajaran bahasa. Hal ini memungkinkan siswa untuk memahami, mengingat, dan menggunakan kata-kata baru dengan tepat dalam berbagai konteks. Oleh karena itu, guru menggunakan beberapa media untuk membantu pengajaran kosakata seperti lagu. Penelitian ini bertujuan untuk mendeskripsikan implementasi lagu dalam pengajaran kosakata pada siswa kelas tiga SDN Kemlaten. Metode yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa lagu dalam pengajaran kosakata telah diimplementasikan dengan baik oleh guru untuk menarik perhatian siswa, memudahkan pemahaman, dan menciptakan suasana belajar yang menyenangkan. Lagu-lagu yang digunakan disesuaikan dengan tema kosakata yang diajarkan dan dilengkapi dengan gerakan-gerakan sederhana untuk memperkuat makna kata. Penggunaan lagu dalam pembelajaran kosakata telah terbukti menjadi pendekatan yang bermanfaat, interaktif, dan bermakna bagi siswa kelas tiga Sekolah Dasar.

PREFACE

Praise be to Allah SWT, the Almighty God, for His grace and guidance in completing the thesis entitled **"The Implementation of Children's English Song in Teaching Vocabulary for the Third-Grade Students of SDN Kemlaten"** can be completed well. This thesis was prepared as a requirement to obtain a Bachelor of Education degree in the English Language Education Study Program. The author would like to thank the supervisor, all parties at SDN Kemlaten, both parents, and friends who have provided support and assistance. The author realizes that this thesis still has shortcomings, so constructive criticism and suggestions are highly expected. Hopefully this work will be useful for readers and the development of English language education.

Bojonegoro,10 July 2025

The Writer

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CHAPTER I

INTRODUCTION

Chapter 1 contains descriptions of the research background, research questions, research objectives, research significance, and definitions of key terms where this research will focus on the Implementation of Children's English Songs in Teaching Vocabulary

A. Background of the Study

English education at the primary school level plays a crucial role in shaping the foundation of students' language development. At this stage, children are in a critical period of cognitive and linguistic growth, making it an ideal time to introduce a new language such as English. Early exposure to English not only supports their ability to understand and use the language in everyday contexts but also fosters a positive attitude towards language learning. By engaging students with interactive and age-appropriate materials, teachers can nurture students' interest and motivation to learn English from an early age.

One of the fundamental aspects that students need to master during this period is vocabulary acquisition. Vocabulary serves as the building blocks of language, allowing learners to form sentences, express ideas, and comprehend spoken and written texts. Without a sufficient vocabulary base, students will face difficulties in developing other language skills such as reading, writing, speaking, and listening. Therefore, building vocabulary effectively through various strategies—such as songs, games, storytelling, and visual aids—is essential to ensure students gain a strong grasp of English that can support their continued learning in the future.

According to Nation (2013) vocabulary acquisition is central in language learning. He emphasizes the importance of understanding words in various aspects, such as form, meaning and usage. Nation also introduces the concept of basic vocabulary and advanced vocabulary, which should be learned sequentially to support the development of language skills.

Teaching vocabulary is the process of teaching students new words with the aim of enabling them to understand, retain, and effectively use these words in various contexts. Vocabulary is a key component of language learning because it provides the necessary tools for students to express their thoughts, understand others, and engage in meaningful communication. Therefore, teaching vocabulary must be planned and delivered carefully so that students not only recognize new words but also internalize their use.

This process involves more than simply presenting a list of words. Students need to recognize and understand the meaning, form, pronunciation, and spelling of each word. Additionally, they should be exposed to how these words are used in sentences or conversations so that they can grasp their function and nuance in different situations. Teachers may use various strategies such as visual aids, real-life examples, and engaging activities to make vocabulary learning more effective and enjoyable.

Furthermore, teaching vocabulary is not only oriented towards memorization. It emphasizes students' ability to apply the words they have learned in appropriate communication contexts. This means that learners are encouraged to use new vocabulary in speaking and writing tasks, role plays, and real-life conversations. Through repeated exposure and meaningful use, students are more likely to retain vocabulary and use it accurately, helping them become more confident and proficient language users.

Schmitt (2014) emphasizes the importance of vocabulary teaching strategies that involve repetition and contextualization. He suggests that students learn better if words are taught in real contexts through reading, listening or speaking activities. Strategies such as "spaced repetition" are very effective in helping students remember vocabulary in the long term.

Teaching vocabulary to students at the elementary school level is a fundamental step in developing their language skills. By having a rich vocabulary, students can more easily comprehend reading, communicate effectively and enhance their cognitive development. In addition, vocabulary acquisition from an early age plays an important role in supporting academic success later in life, especially in reading and writing skills. Alqahtani (2015) states that vocabulary is a key element in language learning. Good vocabulary mastery at an early age gives students the ability to understand and communicate effectively, both in academic and social contexts.

Futhermore the teachers can use media in teaching vocabulary in real context. The use of media in teaching vocabulary for elementary school children is very important to create interactive, fun and effective learning. The right media can help children understand, remember and use new vocabulary better. There are several vocabulary learning media that are easier and more fun for students. One of them is by integrating songs. Children's songs are an interesting medium to introduce new vocabulary because the lyrics are simple, repetitive, and easy to remember.

Ahmadi and Rezaei (2021) emphasize that songs create a pleasant learning atmosphere, helping students understand vocabulary through repetition and association with melodies. Songs also increase students' emotional and motor engagement.

English songs can provide opportunities for vocabulary practice. Songs usually focus on a theme or topic that can provide a context for teaching vocabulary. Songs would be a good choice because songs play an important role in the development of learners who are learning a second language (Millington,2011). In addition, most learners enjoy singing songs, and songs can often be a variation of the foreign language learning routine.

Knowing the benefits of songs, then his study focuses on how English songs are implemented as a learning medium at SDN Kemlaten, as well as the challenges encountered during the process. The focus of the research includes the role of teachers in implementing English songs to support students' vocabulary acquisition. In addition, this study also will explore various obstacles challenges faced by teachers during the learning process.

B. Research Problem

Based on the background of the study, the researcher formulates the researcher questionas follows:

1. How is the Implementation of Children's English Song in Teaching Vocabulary for the Third-Grade Students of SDN Kemlaten?

2. What are obstacles and challenges faced by the teacher when Implementing Children's English Songs in Teaching Vocabulary for the Third-Grade Students of SDN Kemlaten?

C. Objectives of the Research

The objectives of the study are expected to:

1. Describe the implementation of English children's songs in vocabulary teaching.

2. Identify the obstacles and challenges faced by teachers in the process.

D. Significances of the Study

There are several benefits that can be gained from this research. Among them:

1. Theoretical Significances:

    To contribute to the literature on the use of song in English language learning.

2. Practical Significances:

    a) Provide insight to teachers about effective implementation strategies.

    b) Helping schools to overcome obstacles in using songs as learning media.

E. Definition of Key Terms

1. Vocabulary is a collection of words that students need to master in order to understand and express ideas. According to Coady (2020), vocabulary is an essential component in language learning, encompassing words, phrases, and expressions used in communication.

2. Teaching vocabulary is an instructional strategy designed to enhance students' language proficiency by focusing on the acquisition and mastery of words. It involves guiding students in learning new words, their meanings, and how to use them in various contexts. According to Graves (2016), teaching vocabulary is the process of teaching words to learners through various methods, such as direct recognition, use in context, and independent learning strategies. The focus is on improving students' understanding of the meaning of words and their use in various situations.

3. A song is a arrangement of words accompanied by music and sung. According to Joyce Jordan (2020), songs can be used as an effective vocabulary learning tool for children because they combine music and lyrics.

4. Implementation refers to the process of carrying out or applying a plan, strategy, or system. In an educational context, implementation involves putting theoretical concepts or curriculum frameworks into practice in the classroom, ensuring that learning tools, methods, and activities are used effectively to achieve learning objectives. Robinson & Shor (2021) emphasize that effective implementation is more than just theory; it requires careful management, appropriate use of resources, and ongoing support for both teachers and student.