MASTERING ENGLISH VOCABULARY THROUGHT THEMATIC SONG

OF THE EIGHT GRADE OF PMDS PUTRI PALOPO

Submitted to the English Language of S1 Tarbiyah Department and Teacher Training Faculty of The State Islamic Institute of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Study program

IAIN PALOPO

A THESIS

BY,

AHMAD BAEHAKI
REG. NUM. 14.16.3.0005

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021

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ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY
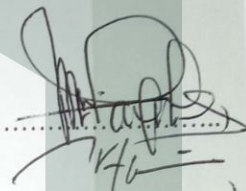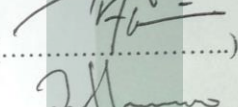
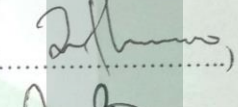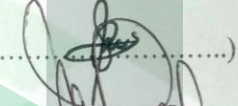**STATE ISLAMIC INSTITUTE OF PALOPO**

2021

THESIS APPROVAL

This thesis, entitled **"Mastering English Vocabulary Through Thematic Song Of The Eighth Grade Of PMDS Putri Palopo"** was written by **Ahmad Baehaki, Reg. Number 14.16.3.0005**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in the **MUNAQASYAH** session which is carried out on **Monday, March, 22nd, 2021 M**, coincided with **Syakban, 8st 1442 H**. It is authorized and acceptable as partial fulfillment of the requirement for S.Pd, a degree in English language teaching.

Palopo, May 3rd 2021 M
Ramadan, 21st 1442 H
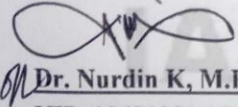
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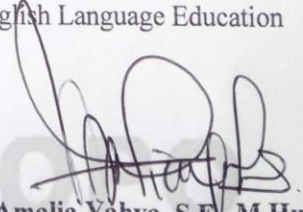
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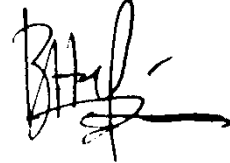
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                                           Researcher

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                                           NIM 14.16.3.0005

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الحمدللهربالعالمينوالصلاةوالسلامعلىأشرفالانبياءوالمرسلينوعلى

الهوصحبهأجمعينأمابعد

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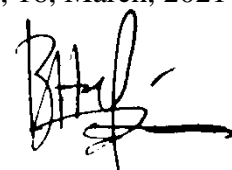
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Palopo, 16, March, 2021th

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Ahmad Baehaki

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ABSTRACT

Ahmad Baehaki, 2020 "Mastering English Students' Vocabulary through Thematic Song at the eight grade SMP PMDS PUTRI Palopo. **Thesis of English study program of Tarbiyah Department in State Institut for Islamic Studies (IAIN) Palopo, Consultant, 1 Amaliah Yahya S.Pd, M.Hum. and consultant, II Muh.Irfan Hasanuddin, S. Ag.,M.A**

Key Word: Improving Vocabulary, Thematic song.

This thesis about mastering English vocabulary through thematic song of the eight grade of PMDS Putri Palopo. The problem statement of the research was the use of Thematic song effective in improving students' vocabulary of the eight grade of PMDS Putri palopo?. The objective of this research was to find out whether or not the use of thematic song is effective to improve students' vocabulary of the eight grade of PMDS Putri Palopo.

This thesis applied pre-experimental method. The researcher got the score by using a test namely pre-test and post-test. The population of this research was the students of the eight grade of PMDS Putri Palopo. The sample was taken by using purposive sampling. The number of sample was 20 students .

The result of this research showed that there was significant difference in pre-test and post-test after using this song. The result of the data showed that pre-test was 50, 75 and post-test was 70, 50. the mean score of post-test was greater than pre-test. It proved that the hypothesis (H_0) was rejected and hypothesis (H_I) was accepted. It means that there was a significance difference in teaching vocabulary before and after using thematic song.

HAPTER I

INTRODUCTION

A. *Background*

In learning foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, writing and reading all together. In order to communicate well in foreign language, students should acquire and adequate number of words and should know how to use them accurately. As Jeremy Harmer said "one of the problem of vocabulary teaching is how to select the words to teach''.[1]

Teaching teens is different from teaching adult. Teacher must have extra innovations to teach in fun way, because the teens have certain characteristics and need more treatment. In teaching English there are several problems faced by the teacher. After doing the observation, writer found some problems that faced in teaching learning process. Those are some students have difficulty in understanding reading text. They also felt hard in writing because they have limit stock of vocabulary. When the writer asked them to speak, they also cannot speak English well because they did not know the words in English. In listening, they have a hard time listening because they are unfamiliar with the new vocabulary or the very uncommon vocabulary.

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[1]Jeremy, Harmer, *The Practice of English Language Teaching,* (London: Longman Publishing,1991), p. 154.

There are several reasons for which the vocabulary component of a language course needs to be carefully planned. Firstly, because different vocabulary gives different returns for learning, it is important to make sure that the learners have good control of the high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching courses make vocabulary learning more difficult than it should be as a result of the way vocabulary in the course is sequenced. The last is vocabulary learning opportunities and the quality of vocabulary can be greatly increased through the careful design of both vocabulary and other skill activities.[2] Based on the reasons it can be concluded that students have difficulties in memorizing new words which they had just gotten. They forget the word which they have memorized. This, there should be fun way to help them in keeping vocabulary in their mind.

Up to now, many teachers have not used any teaching media as the aid in improving the students' vocabulary mastery and as the variety of teachers' techniques of teaching in classroom. While, the effort to increase the students vocabulary by using playing media has not grown well. During PPKT process, the writer interviewed some teachers about media that they used in teaching learning process. From the results of an interview on August 10, 2020, with one of the teachers at PMDS Putri. To be precise, the teacher in grade eight E, namely: the teaching system in Indonesia still makes grammar or language structure or accuracy is what often

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[2] Paul Nation, *New Ways in Teaching vocabulary,* (USA: Teachers of English to speakers of other language, Inc), 1994. P. IV.

makes it difficult for students in schools to communicate fluently. To use vocabulary, students still have low abilities. because even basic vocabulary is still difficult to memorize because it is fixated on grammar issues. The difficulty in arranging sentences correctly is what makes students less confident in speaking in English.[3]

Then, this is the main weakness of an accurate system in the process of learning English. Unlike if knowledge begins, the introduction of learning English begins with fluency or fluency in speaking. With fluency, educators will provide sufficient space for learners to express their English production without having to correct the structure of the language. This means that the learning process focuses on speaking fluency, not on the accuracy of the language structure. The weakness of this fluency system is that students pay less attention to the structure of the language because they are required to communicate actively with one key, namely the listeners understand the message conveyed.

Signals of the application of fluency in learning in junior high schools have also been conveyed by the government through the minister of education. English subjects will emphasize English for communication. This means that the English material will contain more practice of grammar revision. This signal will require educators to be more active in using English as a language of communication and instruction in schools. Unfortunately, this prayer is sure to be quite difficult for many reasons. One

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[3] Hj. Ernawati Husain, *interview about ability of students in junior high school (PMDS Putri Palopo). Especially the eighth grade E*. 2020.

reason is the low level of self-confidence of both educators and students when using English.

Educators and students alike must begin to become accustomed to conversing fluently in English on a regular basis. Facilitating this form of contact would be incredibly difficult. Using gestures is a good way to keep contact going. Body language with limb movements has been considered a non-verbal language capable of representing verbal language until recently. This body language is also able to help English learners convey messages when they do not find the right word equivalents to convey in speech.

These cues will also provide a lot of ideas for educators in introducing and smoothing communication with their students. One application is to combine cues in management known as Total Physical Response James J. Asher, Rambe.[4] Total Physical Response (TPR) is a language treatment method that combines body and limb movements as a visualization of the commands and vocabulary of the language introduced J. J. Asher & Price. This method is manifested in various learning activities, such as role-playing, dialogue, drilling, and songs.[5]

The introduction of English using the media of songs is very common in our society. By singing songs containing English, children will use vocabulary in English. Unfortunately, the children did not understand the lyrics of the songs they were

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[4] Asher, James J. (1969). The Total Physical Response Approach to Second Language Learning. *The Modern Language Journal*. https://doi.org/10.1111/j.1540-4781.1969.tb04552.x

[5] Asher, J. J., & Price, B. S. (1967). The learning strategy of the total physical response: some age differences. *Child Development*. https://doi.org/10.1111/j.1467-8624.1967.tb04397.x

singing. The vocabulary in the song lyrics will be implemented by children if it is supported by the intended visual object, video, original object, or imitation Brewster et al.[6] Singing activities for children is an activity to actualize children's musical intelligence Amstrong. Oftentimes, the children hum and sing songs with lyrics that change according to the child's mood and preferences at that time. This habit has the potential to introduce English through the media of songs.[7]

In previous studies, researchers have developed song learning media for children in one of the school locations where the researchers conducted field learning practices or (PPL). In this study, researchers designed three songs to introduce English to children. One of the songs designed is walking walking walking. The entire lyrics in this song are body movements so that it will make it easier for children to understand the meaning of the introduced English vocabulary Kurniati & Widyastuti. This media development continues to measure whether children who know the song can use naturally introduced English vocabulary.[8] By using the Process ability theory, the children's mastery of English in this study can be seen. And the purpose of this lesson is not only to increase the student's score but rather to improve the student's experience according to the ability to remember words in the way he likes.

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[6] Dominey, P. ., & Dodane, C. (2004). Indeterminacy in language acquisition: The role of child directed speech and joint attention. *J Neuro linguistics*, *17*, 121–145.

[7] Amstrong, T. (2009). *Multiple Intelligences in the Classroom*. ASCD.

[8] Kurniati, V. S. D., & Widyastuti, I. (2019). Developing English Children Learning Media through Lyrics Visualization. In D. . Setiana, D. Setiawan, D. Supriadi, K. Najib, T. Ardhian, N. Handoyono, I. Widyastuti, & L. Tiasari (Eds.), *The 1st International Conference on Technology, Education, and Sciences*. LP3M UST.

Based on the explanation above, the writer interested in conducting research on the mastering English vocabulary through thematic song.

B.   *Problem statement*

Based on the background above, the writer formulates a reseach question as follows. Is English Thematic song effective to improve the students' vocabulary in PMDS Putri?

C.   *Objektive Of the Reseach*

This reseach has the following objective. To find out whether or not is effective to improve the mastering of vocabulary by the students Thematic songs at PMDS Putri.

D.   *Significance of the Research*

The result of the reseach is expected to be a useful information for the teacher especially for english teacher to improve their education quality aspecially in vocabulary skill and especially to the English teacher at PMDS Putri Palopo. And for all peopleof this research can be used as information and refrence can be used as information and refrence in languange teaching especially for the children.

E.   *Scope of the Research*

The scope of research, such as: according to the discipline, this research is included in applied (teaching English). In one activity, the research uses thematic songs including jungle animal songs, claps your hands, and what do you do. In

vocabulary learning. Based on the content, this research is focused on nouns consisting of body parts, animals, and occupations.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

1. Niswatin Nurul Hidayati, Institut Agama Islam Al Hikmah Tuban. The title is ''*Language and Brain: Maximizing Children's Brain in Learning Foreign Language through Storytelling, Songs, and Flashcards''. Early age is the age to play for children. In addition, early age is also a time when the child's brain is able to absorb many things. Therefore, using playing media to maximize the child's brain, especially in the field of language mastery is very important. Of course, there are many ways that can be used, but in this paper, the author focuses on the use of storytelling, songs, and flashcards as a medium to maximize foreign language learning in children. Language becomes one of the important things to be developed besides the cognitive domain. Learning foreign languages at an early age is considered good because it will stick in the brain of a child rather than learning it in adulthood. One part that is emphasized is related to the mastery of vocabulary that will become a provision for mastering other abilities, such as the ability to write, read,*

listen and speak. A thesis of Islamic Elementary Education based scientific studies, 2020.[9]

2. *Ima Widyastuti, and Victa Sari DWI Kurniati, English Language Education, Sarjanawiyata Tamansiswa University, Jl. Batikan UH III / 1043 Yogyakarta. The title is ''Understanding English Vocabulary For Children Through Song''. Songs combined with movement or dance are still the main medium of delivery for English children. Unfortunately, children often do not understand the meaning of the lyrics of the songs they sing. This research was conducted to determine the time it takes for children to understand the meaning of English vocabulary introduced through the song. This study involved 15 Kangaroo PAUD students between 3-6 years old and has been familiar with English for 2-15 months. Within one week, they were successful able to memorize 2 songs taught and during 4 days of observation, understanding English the vocabulary of the lyrics is between 20-90%. Interestingly, all the participants understood very well the meaning of the word thumb, but they had difficulty understanding one word, namely nodding. That The discussion of the results of this study in terms of cognitive aspects in*

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[9] Niswatin Nurul Hidayati, ''*Language and Brain: Maximizing Children's Brain in Learning Foreign Language through Storytelling, Songs, and Flashcards'',* thesis S1, (*Islamic Elementary Education based scientific studies, 2020*).

foreign language mastery by combining two input languages, namely songs and visualization in Total Physical Response, 1, may, 2020.[10]

The research entitled "Language and Brain: Maximizing Children's Brains in Learning Foreign Languages through Storytelling, Songs, and Flash Cards" (Case Study in Class II of MAN Parung, Bogor) has been conducted by Niswatin Nurul Hidayati, she conducted her research in 2020 and she also focuses on improving student vocabulary. He's researching to find out the mastery of student vocabulary. This study is almost the same as the author's research. But there are differences; The author only uses tests to collect data, but Nissan uses three techniques to collect data, namely observation, interviews, and tests.

He took samples and made his students an experiment and controlled classes. Research shows that using songs is effective for mastery of vocabulary in the second grade of middle school. Researcher Above uses the same media as the author. He used the song to improve his quality student vocabulary. Another difference between nismawati and research the author's research is the subject of research. He researched on Second-grade high school while the author conducted his research at second-grade junior high school.

Research that also discusses vocabulary has been done a lot By Ima Widyastuti, and Victa Sari DWI Kurniati entitled "'Understanding English

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[10] *Ima Widyastuti, and Victa Sari DWI Kurniati, ''Understanding English Vocabulary For Children Through Song''.* https://jurnal.ustjogja.ac.id/index.php/wacanaakademika/index, *V 4, no 1. May, 2020. P. 14-22.*

Vocabulary For Children Through Song "(Quasi-Experimental Study on PAUD students). Kangaroos are between 3-6 years old and have been familiar with English for 2-15 months He's doing his research in 2020 and is focused on Ability to memorize students' vocabulary. He researched to determine the mastery of nodding adjectives in students.

The results of the study prove that in one week, they managed to memorize 2 songs that we're taught, and during 4 days of observation, the comprehension of English vocabulary was between 20-90%. In this term, the author has the same dependence Variable but the researchers above only focus on memorizing while the author is active vocabulary. The author uses the song as a medium while Ms. Ima Widyastuti and Victa Sari DWI Kurniati uses visualization media Techniques used in cooperative learning in the classroom.

Of all the experiments that had been conducted, none had used Song as a medium for vocabulary mastery in the second grade of junior high school. Therefore, the authors chose to conduct a new study entitled "mastering English vocabulary through thematic songs".

B. Concept of Vocabulary

1. *The Definition of Vocabulary*

According to Kasihani K.E Suyanto songs are made with 2 Purpose: (1) songs created only to be explored and (2) songs that are created for learning purposes, for

example for vocabulary teaching, certain phrases, or sentence patterns, etc.[11] Vocabulary is one of language elements which important in English. Vocabulary is the main element for people, especially the students, in the process of learning, mastering and using language. Vocabulary is set of words in English that used to express our ideas, feeling and information to the others. Hiebert state Vocabulary is the knowledge of meanings of words. We must master vocabulary to be able using language.[12] In learning vocabulary we have to know the meaning of words itself and can use it in sentences. Vocabulary is one of the major problems uncounted by teaching of English as a foreign language. Vocabulary is foundation or a basic of a language.

In Dictionary of Education definition of Vocabulary is one of the components of language and that no language exist without words. Words are signs or symbols for ideas. There are means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.[13] Hiebert suggested that words come in at least two forms are oral and print. Knowledge of words also comes in at least two forms, receptive that which we can understand or recognize and productive the vocabulary we use when we write or speak. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning

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[11]Kasihani K.ESuyanto, 2002. *English for Young Learners.* Jakarta: Bumi Aksara

[12]Hiebert, Elfrieda H and Kamil, Michael L. 2005. *Teaching and Learning Vocabulary, Bringing Research to Practice*. London: Lawrence ErlbaumAssociates

[13]Pieter A. Napa, *Vocabulary Development Skill,* (Yogyakarta: kanisius, 1991)

is known when we write or read silently. Productive vocabulary is the set of words that an individual can use when writing or speaking.

They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is set of words for which an individual can assign meanings when listening or reading. We use vocabularies to express our ideas, felling, motivation and information to the people clearly. Vocabulary is each one of English subject at school that learnt by students. In this study vocabulary means the students' ability in mastering any kind of words or stock of words such as: noun, verb, adjective, adverb, and others in teaching and learning process and the students know how to use in a particular way and regularly in their daily life. Based on the explanation above, it can be concluded that vocabulary is knowledge the meaning of words which come in at least difference form to know the meaning of words when listening, speaking, reading and writing, vocabulary is used to express ideas, feeling, motivation and information to the people clearly.

2. Types of vocabulary

In general, the vocabulary we know can be divided into two groups - passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which we do not use (or cannot remember) in our own writing and speaking. Active vocabulary is all the words you understand, plus all the words that we can use ourselves. Ouractivevocabulary, in English and your own language, is probably much smaller than ourpassive vocabulary. In detail

the vocabulary are divide into four types ofvocabulary, those are: Active speaking Vocabulary is words that the speakers are able to use in speaking.

1) Passive listening vocabulary, words that the listener recognize but cannot necessary produce when speaking.

2) Passive reading vocabulary refers to words that a reader recognizes but would not necessarily be able to produce.

3) Active writing vocabulary, words that a writer is able to use in writing.

Harmer also divides vocabulary into two types, those are:

1) Passive vocabulary refers to words, which the student will recognize when they meet them but they will probably not be able to produce.

2) Active vocabulary refers to words that students have learned. They are expected to be able use by the students.[14]

Collier writes that there are words lists, one of function words and contain Words that containing basic two thousands words English vocabulary. White page and Thomas in Ali divided vocabulary into four kinds as follows:

1) Oral vocabulary; consist of words actively used speech.

2) Writing vocabulary; the word that come reading to one finger vocabulary.

3) Listening vocabulary; the stock of woods one responds with meaning and understanding in the speaking of other, and

4) Reading vocabulary; the words which one responds in the writing of others.

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[14] Jeremy harmer, the *Practice of English Language Teaching a New Edition*, (New York: Longman Publishing, 1992), p.159.

Vocabulary refers to words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize our use in print or the words we need to know to understand what we hear. Writing vocabulary refers to the words we use in writing.

3. The class of word

1. Content Words

Content words are also known as lexical words. They are called content words because they carry their own meanings. In other words, they have their own independent meaning, and can occur in isolation. In addition, they have an open class system because they can accept new words with the expansion of the vocabulary of the language.[15] They are nouns, verbs, adverbs and adjectives.

a. Nouns

A noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on.[16] Some example of noun are;

Nouns		
Nouns (People)	**Nouns (thing)**	**Nouns (parts of body)**

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[15] Sukirman, *English Morphology* (Makassar, 2013), p.107.
[16] *Ibid* p.107.

Student	Table	Face
Teacher	Pen	Nose
Doctor	Book	Hand
Nurse	Pencil	Foot

b. Verbs

English verbs are a class of english words used to; 1) describe an action such as *make, study,* and *write,*2) show existence such as *be*, 3) indicates possession such have and has, or 4) designate a state of being such as love, have, know, and understand.[17]

So, we may glean from that verbs is what is done by someone. Some example of verbs;

Reguler verbs		
Infinitive	**Past tense**	**Past participle**
Ask	Asked	Asked
Check	Checked	Checked
Delete	Deleted	Deleted
Enjoy	Enjoyed	Enjoyed
Help	Helped	Helped

Irreguler verbs		
Infinitive	**Past tense**	**Past participle**
Build	Built	Built
Buy	Bought	Bought
Cut	Cut	Cut
Drink	Drank	Drunk
Fell	Felt	Felt

c. Adverbs

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[17]*Ibid* p.110.

An adverb is a word class that describes a verb, an adjective or other adverb such as in the phrases speak fluently, very easy, and quite slowly. An adverb deals with supplying crucial information such as place, manner, time, condition, degree, result, purpose, and reason.[18]

Some examples of adverbs:

Adverb	Examples
Adverbs of frequency	Always, usually, often, generally, seldom, sometimes, occasinally, never, once, etc.
Adverbs of time	Today, tomorrow, yesterday, now, soon, everyday, every night, every week, this morning, at night, at midnight, at present, last year, next time, etc.
Adverbs of place	At school, at campus, in the library, in the market, there, here, anywhere, in bed, away, inside, etc.
Adverbs of manner	Really, seriously, slowly, carefully, terribly, kindly, pleasantly, etc.
Adverbs of numbers	Firstly, secondly, thirdly, lastly, finally, twice, etc.
Adverbs of degree quantity	Little, enough, fully, very, so, rather, much, etc.
Adverbs of affirmation or negation	Certainly, no, yes, surely, etc.
Adverbs of reason	Hence, therefore, consequently, thus, etc.

d. Adjectives

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[18]*Ibid* p. 114.

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. In other words, an adjective is a word which precedes, and qualifies a noun or pronoun.[19] Some examples of adjectives.

Adjective		
Young	Beutiful	Familiar
Wise	Calm	Green
Shy	Cute	Sweet
Rich	Correct	Nice
Kind	handsome	Patient

4. Function Words

Function word is also known as closed-class. It is called closed-class because it cannot be added by any component of language such as affixes. The word the *for* instance, is used for referring to somebody or something that has already been mentioned or can be understood. The meaning of *the* will be understood completely when it occurs when it occurs with other word such as *car*. Therefore, if *the* and *car* occur together, it means that *the*is used for referring to a *car* that has already been mentioned.[20] Function words are prepositions, pronouns, determiners, conjuctions, and auxiliary verbs.

5. The importance of vocabulary

Vocabulary is very important in communicating. Especially people communicating by using words. They come into contact with words. If someone wants to be able to communicate in a particular language, he should know about the language vocabulary. We will find vocabulary when we are studying the reading,

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[19]*Ibid* p.113-114.
[20]*Ibid* p.115-116.

pronunciation and structure of dialogue. There are always vocabulary items to be learned in all English language learning books in addition to reading, structure, dialogue and pronunciation. From the above statement it is clear that ifstudents do not have enough vocabulary, they will not understand the English text well.[21]

C. The Concept Of Thematic Song

1. Definition of thematic

For Halliday (1994: 37), the Theme is a "clause-initial element", for it appears to be relevant to the context, which "then combines with the remainder" (Rheme) of the clause "so that the two parts together constitute a message ". For Systemic linguists, language is originated in the socio-cultural environment and must be studied in terms of the choices of speakers to make use of several different ways of expressing themselves.[22] According to Eggins (1994: 4), the speakers of the lexicalgrammatical choices don't occur randomly but they depend on the context they occur. This is a probabilistic view of language which we have associated with the concept of interdependency between context and language.[23]

In order to get to the perspective of listeners of the song, the lyrics were also major students in English. And they categorized them into five main message topics: socio, political, love (man / woman), religion, existentialism (philosophical issues) and homage. It is worth pointing out that these students are not theory-free, as they

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[21]Richar and rodger, *approaches and methods in language teaching*.(Australia:Cambridge University Press, 1987) 7.

[22]Halliday, M.A.K.*An introduction to functional grammar.* (2nd edition, 1994) 37, Edward Arnold.

[23]Eggins, S.*An introduction to systemic functional linguistics,* 1994; 4. Pinter Publishers.

have lessons in textual and theoretical analysis. The students were identified by the students. The students were identified by the students.

2. **Kinds of Thematic Songs**

Songs, like literature and poetry, have a tendency to reflect the same themes many times over. Instead of using just words, the musicality of the songs adds another level. Take a look at these fourth popular themes in music and the songs that fit right in.[24]

Example #1: Dream On (By Aerosmith)

"Every time that I look in the mirror

All these lines on my face getting clearer

The past is gone

It went by, like dusk to dawn

Isn't that the way

Everybody's got their dues in life to pay"

Example #2: *Simple Man* (By Lynyrd Skynyrd)
"Mama told me when I was young
Come sit beside me, my only son
And listen closely to what I say
And if you do this it'll help you some sunny day
Oh, take your time don't live too fast
Troubles will come and they will pass

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[24]. https://www.literary devices.net/examples-of-themes-in-popular-songs/ Examples of Themes in Popular Songs

Go find a woman you'll find love
And don't forget son there is someone up above"

Example #3: *Rolling in the Deep* **(By Adele)**

"The scars of your love remind me of us

They keep me thinking that we almost had it all

The scars of your love, they leave me breathless

I can't help feeling

We could have had it all"

Example #4: *Anytime You Need a Friend* **(By Mariah Carey)**

"Anytime you need a friend
I will be here
you'll never be <u>alone</u> again
So don't you fear
Even if you're miles away
I'm by your side"

D. Teaching Thematic Song

According to Resor, Cynthia Williams Thematic teaching (also known as thematic instruction) is the selecting and highlighting of a theme through an instructional unit or module, course, multiple courses. It is often interdisciplinary, highlighting the relationship of knowledge across academic disciplines and everyday

life. Themes can be topics or take the form of overarching questions.[25] Robin, Fogarty Thematic learning is closely related to <u>interdisciplinary</u> or integrated instruction, topic, projector <u>phenomenon based learning</u>. Thematic teaching is commonly associated with elementary classrooms and middle schools using a team-based approach, but this pedagogy is equally relevant in secondary schools and with adult learners. Thematic instruction assumes students learn best when they can associate new information holistically with across the entire curriculum and with their own lives, experiences, and communities.[26]

Resor, Cynthia Williams Choosing a theme**:** Themes should be of interest to students and relevant to the curriculum. In some situations, students can choose the thematic topic. Themes should also be topics of interest to the teacher(s) because successful thematic instructions often require additional research and preparation. Interdisciplinary themes related to multiple academic disciplines such as science, social studies, math, language/writing, and other courses or subjects can be reinforced in lessons throughout the school day.[27]

- Themes relevant to students' interests encourage active participation. For example, students may express interest in current popular music. This interest can be developed into thematic instructional units and lessons that span across

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[25] Resor, Cynthia Williams, *Exploring Vocation And Etiquette Themes In Social Studies, Primary Source Inquiry For Middle And High School*. Maryland: rowmand and Littlefield publishers. P 93-4.

[26]Robin, Fogarty, *Problem Based Learning And Other Curriculum Models For The Multiple Intelligences Classroom*: NY, Corwin. p. 160

[27] Resor, Cynthia Williams, *Investigating Family, Food, And Housing Themes In Social Studies*, Maryland: Rowmand and Littlefield publishers, p. 1-2

time and cultures, how cultures interact and impact one another, music as a social or political commentary in social studies or history classes.

According to Zepe by applying thematic song, it is hoped that students will easily focus on a particular theme. So, that even if they remember new vocabulary they will be easier. Understand of the subject matter is more profound, memorable, and of course gave recorded in the memory for a long time. In addition, students are able to feel the benefits and the meaning of learning more because the material is presented in a clear theme context. The learning atmosphere becomes more enjoyable, because students do not feels burdened by different and unsustainable subject Matter.[28]

In addition Mc Tighe Wiggins doing the research**:** Effective interdisciplinary thematic instruction requires extensive knowledge and research by the teacher. Without a broad knowledge base on which to design relevant activities and lessons, thematic lessons can become randomly selected activities loosely related to a topic that fail to demand higher level thinking from students.

1. *Why Are They Grouped According To Theme?*

Sometimes educators have difficulty finding songs with certain themes. Sometimes educators don't care about reason. They use existing songs, change the lyrics, and change as a medium of learning. However, if this becomes a habit, then the teacher directly teaches students to do the law. Because many cases occur,

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[28] https://id-id.facebook.com/notes/kak-zepe-lagu-lagu-anak/segala-tentang-kak-zepe-dan-album-lagu-anak-tematik-asyik-1-2/1085716601461967/

songwriters use the tune of songs that are already popular, and end up at the court table. Although in this case, when a popular song is changed its lyrics, then it is used as a medium for education / educational purposes (not for commercial purposes), it rarely ends up on court. However, if this continues to happen, the development of children's songs will be hampered. Because many children's song writers painstakingly compose songs, the songs are rarely played or taught to children. And the educators prefer to be easy, and do not want to learn new children's songs to teach students. It seems that children also become less familiar with new children's songs, which leads to boredom, and more direct their tastes towards adult songs.

Essential questions are open-ended, intellectually engaging questions that demand higher-order thinking. Essential questions focus a thematic inquiry, helping the teacher chose the most important facts and concepts relative to the theme and focus planning efforts. Essential questions require students to learn the key facts and concepts related to the theme as well as analyze and evaluate the importance and relevance of that information. Good essential questions cannot be answered with a simple yes/no or true/false; students must discuss, defend, and debate issues related to the theme. Designing thematic instruction around essential questions requires that students learn both content and develop critical analysis skills.[29]

For thematic learning to be successful among learners, the following should be considered:

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[29]*Ibid* p.93 -4

- Thematic learning consists of a curriculum that is unified and dwells on an identified theme or topic, ideally guided by essential questions.

- The sources are not limited to textbooks. For example, in the social studies or history classroom, primary source texts and images encourage the development of critical reading skills. For themes related to current events, analysis of modern media hones media literacy skills[30].

2. *Procedure Thematic Song*

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

For junior high school students, the best songs would be those that are either familiar to the children or those, though maybe not familiar, which have an international nature, such as Old Mac Donald. Since there is not a strict teaching procedure, the teacher can mainly concentrate on what to teach rather than on how to teach. For instance, while teaching them individual letter sounds or spelling the words, the traditional camp song', or while teaching them counting 'Johnny Works with One Hammer' will be useful. In order to make the songs more meaningful and more enjoyable, motions can be added to the song which parallel the words of the song. Since most children enjoy singing fun and nonsensical lyrics, using easy

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[30]*Ibid* p.1-2

children songs will be useful. Furthermore, choosing lively action songs through which they can dance or act while singing will ensure a lively atmosphere.

For teenagers or adults in the intermediate or advanced level, it is better to use more meaningful or popular songs, which not only review or introduce grammar points but also reflect cultural aspects. At the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques.

What are the benefits of children's songs that have been arranged thematically?

The existence of children's songs in education is increasingly important. Because there are many studies that prove that children's songs really help students remember the subject matter.

Many textbooks include songs as a learning medium. In ancient times, children's songs were introduced at the PAUD / Kindergarten level. However, currently, the books that are studied by elementary school students also use a lot of children's songs. Usually children's songs are used as an appreciation. Apperception is conveying learning objectives that aim to motivate students by providing an explanation of the importance of studying this material. There are many ways to motivate children to like learning materials, including games, songs, pictures, films, poetry, dances, and so on. The existence of children's songs is very important as a media perception, because children songs can also be invited to play, dance / move, and sing.

In fact, sometimes this stage of appreciation is what students remember the most. Because the reception is usually done in a pleasant atmosphere, and becomes a "provision" stage before entering the main material. So the lyrics of children's songs contain educational messages related to learning material, so the students will find it easier to understand the subject matter to be studied.

For example, let's look at an example of the lyrics for a song entitled "Nocturnal Animals" below:

''They work hard at night making a living when it gets dark we call it nocturnal animals Nocturnal animals taste the name An owl, with sharp eyes With sensitive ears and nose Capable of catching mice in the dark Because owls are nocturnal animals''.

Some students may find it difficult to understand the meaning, characteristics, and types of animals that are nocturnal. However, if before studying the types of animals, especially animals, student's first listen to a song entitled "Nocturnal Animals", invite them to sing, and it would be better to perform movements and songs with a song entitled "Nocturnal Animals", then students will become easier to understand everything about nocturnal animals.

A teacher's selection of a technique or a set of techniques should be based on his or her objectives for the classroom. After deciding the grammar point to be studied, and the song and the techniques to be used, the teacher should prepare an effective lesson plan. Since songs are listening activities, it is advisable to present them as a

listening lesson, but of course it is necessary to integrate all the skills in the process in order to achieve successful teaching.

When regarding a lesson plan, as a pre-listening activity, the theme, the title, or the history of the song can be discussed. By directing the students toward specific areas, problem vocabulary items can be picked up in advance. Before listening to the song, it is also beneficial to let the students know which grammar points should be studied. At this stage, pictures may also be used to introduce the theme of the song. In the listening stage, some of the techniques listed above can be used, but among them gap filling is the most widely used technique. Through such gaps, the vocabulary, grammar, or pronunciation are highlighted. This stage can be developed by the teacher according to the needs of the students and the grammar point to be studied.

In the follow-up, integrated skills can be used to complete the overall course structure. Since many songs are on themes for which it is easy to find related reading texts, it may lead the learner to read a text about the singer or the theme. Besides, many songs give a chance for a written reaction of some kind. Opinion questions may lead the learner to write about his own thoughts or reflections. Some songs deal with a theme that can be re-exploited through role plays. Acting may add enthusiasm to the learning process. Finally, some songs deal with themes, which can lead to guided discussion. By leading the students into a discussion, the grammar point could be practiced orally and, in a way, naturally.

Exploitation of songs for grammatical structures can be illustrated through several examples. For present tense 'Let It Be' by the Beatles, for past tense

'Yesterday' by the Beatles, for present progressive 'Sailing' by Rod Stewart, for present perfect 'Nothing Compares to You' by Sinead Occonor, for past perfect 'Last Night I Had...' by Simon and Garfunkel, for modals 'Blowing in the Wind' by Bob Dylan, and for conditionals 'El Condor Pasa' by Simon and Garfunkel can be used. However, it should be kept in mind that songs, which provide frequent repetitions, or tell a story, or provide comments about life, or introduce cultural themes are the effective ones, since they provide authentic and meaningful material.

As a consequence, the use of songs in language classrooms provides many advantages. They entertain and relax the learners while they are learning or practicing a structure, and they often eliminate the students negative attitude towards learning. Through providing authenticity and context they make the grammar points more understandable and easy. As language teachers, we can benefit from using songs, since our concern is to motivate the students and draw their utmost attention on the subject during teaching.

Based on the explanation above, the researcher concludes that improve students' vocabulary through thematic song technique is a good strategy that can motivate the students' to learning in the class.

3. ***The Advantages Of Thematic Song***

There are advantages of thematic song.[31]

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[31]Thematic in the social studies classroom. *Teaching with themes, social history through primary sources.*

1) Students learn better when experiencing knowledge in a larger context. They begin to see relationships and connections across time, place, and disciplines.

2) Learning about wider themes and related concepts and facts more closely resembles how life is experienced outside of school and the classroom.

3) Themes can be chosen that are current and student centered, incorporating the needs, interests and perspectives of the students.

4) Carefully selecting topics and information related to a theme helps teachers narrow the overwhelming amount of information of any discipline.[32]

E. Theoretical Framework

Vocabulary is an important part of the language. In teaching vocabulary there are many ways that can be used. But in this case the researcher uses the song in teaching vocabulary. Based on the above descriptions, the study focused on the effectiveness of song in vocabulary teaching.

The concept framework in this research is as follows:

Child's Song

Suitable for All Ages

Rich Vocabulary

Honor Theme

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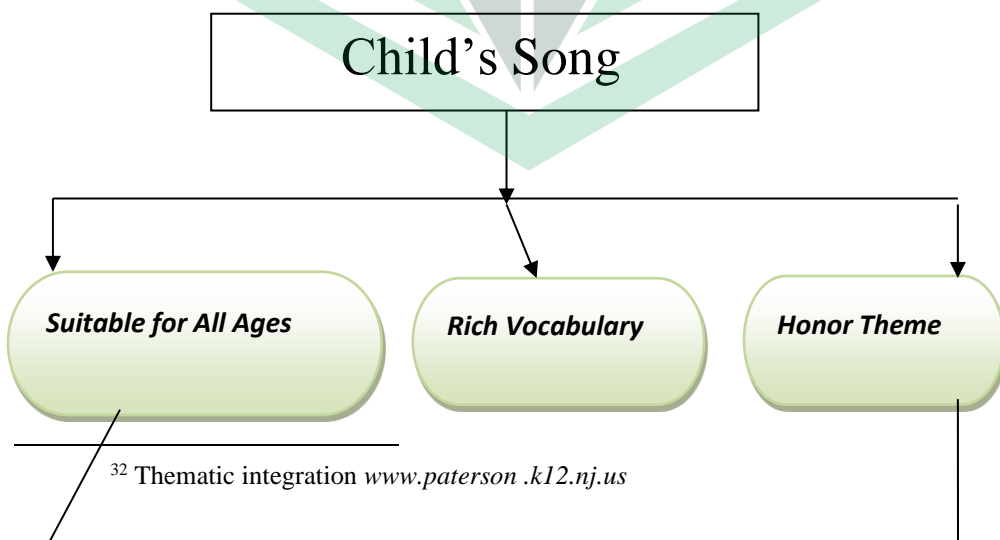
[32] Thematic integration *www.paterson .k12.nj.us*

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┌──────────────────────┐   ┌──────────────────────┐
│  Creative and Active │   │    Work Together     │
└──────────────────────┘   └──────────────────────┘
```

STUDENTS' VOCABULARY IMPROVEMENT

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┌─────────────────┐   ┌──────────────┐   ┌────────────┐
│  Part of body   │   │   Animal     │   │    Jobs    │
└─────────────────┘   └──────────────┘   └────────────┘
```
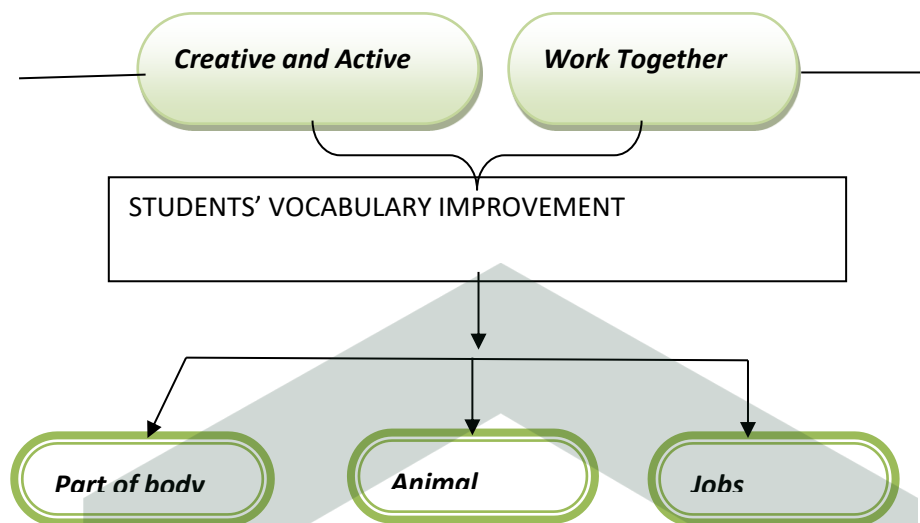
In the diagram above is classified as follows :

There are several ways to develop a student's vocabulary such as using a song. In teaching vocabulary, the teacher has made students interested in learning. Due to the importance of vocabulary expansion in students in novice student learning because English teachers need to find some effective ways of teaching vocabulary. One effective way of learning vocabulary learning is considered useful if the student teacher creates good situations and cooperation. With the song used in the learning process make good situations (fun and funny), effective teaching vocabulary, can improve vocabulary, motivate. Students 'vocabularythrough song can develop students' vocabulary.Because it can develop the learners" memory in memorizing vocabulary and it can help the students to memorize the words in long-term memory.

F. Hypothesis

Based on the review above, the researcher made the hypothesis formulas follows.

The hypothesis of the research are formulated as follow:

1. (Ho): Teaching vocabulary thematic song is not effective way to improving student' vocabulary at PMDS PUTRI Palopo.

2. (H1): Teaching vocabulary thematic song is effective way to improving students' vocabulary at PMDSPUTRI Palopo.
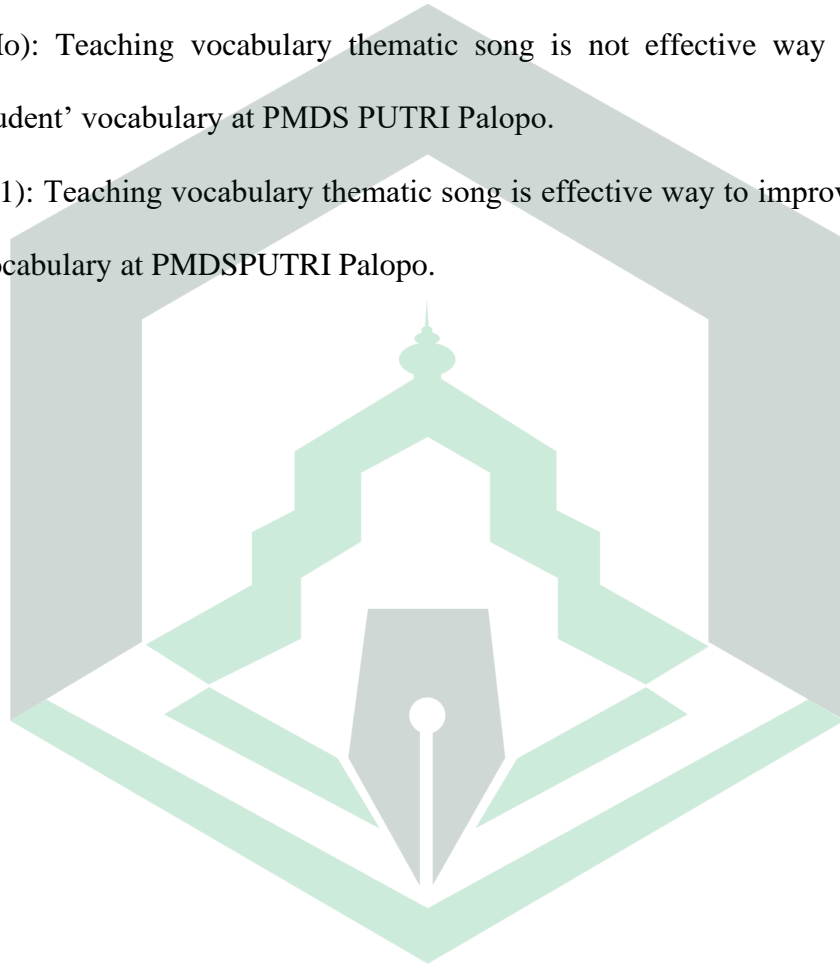
CHAPTER III

METHOD OF THE RESEARCH

A. Method

The method used in this research was pre-experimental method. The experimental Group was given pre-test, treatment, and post-test.

B. Research Design

Researcher applics pre-test and post-test design. It aims to find out whether the use of a Thematic Song can be effective in improving vocabulary of the students or not. The design is written as follows:

The design of this research is described as follows:[33]

$$O_1 \quad X \quad O_2$$
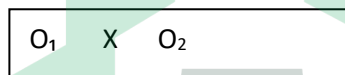
Where:

O1: Pre-test

X: Treatment

O2: Post-test

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[33] Suharsimi Arikunto, *Prosedur Penelitian 'Suatu Pendekatan Praktek'*, (EdisiR evisi IV; Jakarta: PT. RinekaCipta, 1998), p.84.

C. Population and Sample

1. Population

The population of the research was taken from all of the eighth class students' PMDS PUTRI Palopo. They were divided into six classes and the total number of populations were 180 students

2. Sample

In this research. The researcher focused on the students at eight grade of PMDS Putri Palopo because they still have problem in vocabulary. The sample of this research consists of 20 students in one class.

D. Instrumen of the research

a. Test

The instrument of this study was total sampling to ensure and to determine the ability to identify in the pre-test and post-test. The number of test was 20 questions. The sample is part of the population that represents the population to be taken.

b. Interview

The researcher interviewed several students to find out the responses of students about the use of themed songs in the learning process.

c. Recorder

Recorders are used to record when research is compiled, to make research results more accurate. The researcher used the Oppo F1S call phone to record activities during the study.

d. Camera

The researcher used the Samsung Grand Prime camera to take pictures during the learning process.

E. Data Collection Procedure

The data collection procedure as described below:

1. Pre-test

Before giving some information and explanation of thematic Song, the researcher gave pre-test to the student to know how is privious knowladge of the student's vocabularies.

2. Treatment

After giving pretest, The treatment was given to the students. The treatment carried out in four meetings. Each meeting takes 90 minutes, so the total time for five meetings is 450 minutes. It was done for three weeks. The treatment was divided into three steps. The first step, the researcher explained the material relevant with the topic, divided the students into five groups. Each group was given one worksheet of thematic song. Than the researcher explained about thematic song. The second step, each group discussed about the thematic song. And finally, the researcher corrected on some mistakes done by the students.

a. The first treatment held on Saturday 9[th]September 2020. The researcher gaveteaching material about part of body.

b. The second treatment held on Monday 16[rd]September 2020. The researcher gave teaching material about animal.

c. The third treatment held on Friday, 23rdSeptember 2020. The researcher gave teaching material about the job / profession.

d. And The last treatment held on Saturday 9th Oktober 2020. The researchers gave teaching material about things.

The steps of using thematic song as follows:

1. The teacher provides several pictures, asks the rest to sort/arrange the pictures based on the song. Can also select the request image in the song.

2. Eliminate certain parts of the song. The removed part is pasted to the blackboard. Students choose to work together (2 -3 people). Students are asked to listen to songs either sung by the teacher or through assets / CDor other audio media. Upon hearing a particular word the student can run to the blackboard, take the word that is pasted, then stick it on his shirt or store it somewhere else. The group that collects the most words is considered the best and this game.

3. Choose a short song, scissors into several parts. Classes are divided into groups. Each group sits on the floor (relaxed). The teacher plays the song; the students arrange the lyrics according to the song. Could be, the teacher must play the song over and over again.

4. The teacher prepares pieces of words or phrases from 2 songs. Everything is mixed into one. Students are asked to listen to the song one by one while arranging the words / phrases that were mixed together to form the correct song text. Students worked quickly and correctly who won this song.

5. Classes are divided into groups. Each one gets a ball. All sing together while rotating the ball. When the song stops, the student holding the ball gets a certain assignment. For example, say certain expressions, ask questions, tell stories, etc.

6. Students are asked to answer several questions related to the contents of the song.

7. In certain types of songs we can invite students to perform according to song lyrics (for example hockey pokey songs). With this song, students can immediately understand the meaning of the song they sing, especially vocabulary.

3. Post-test

After giving treatment, the researcher gave post test. The researcher gave a post test that aims to identify students' vocabulary after giving treatment.

F. *Technique Analysis Data*

In analysing data, the researcher used the following procedure:

1. Analyzing the raw data of present. Each of the students correct answer got 1 and the wrong answer got 0.

2. Raw scores were converted to a set of core maximum of 100, using the following formula:

$$\text{Score} = \frac{student's correct answer}{total number} \times 100$$

3. Score or the test is classified into criteria as follows:

   a. 80 to 100 are classified as very good.

   b. 70 to 79 is classified as good

   c. 60 to 69 are classified as enough.

d. 50 to 59 are classified as less.

e. 0 to 49 is classified as failed[34]

4. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the experimental by using SPSS statistics 22 for windows evaluation.

5. Criteria of hypothesis acceptability

$t^o > t^t$: Reject null hypothesis

$t^o < t^t$: receive null hypothesis[35]

G. *Defenition of Term*

To get general understanding about the as of the title, the reseach will explain as follows.

The song is considered effective to use in teaching because it can trigger creativity and curiosity especially in relation to the process of acquiring vocabulary.

Song is the formation of word that express in uniform rytyhm and melody so become a good musical. This is one of the way or media to make young learner easier and fun for learning vocabulary.

Theme song an often repeated song in musical play that is identified with the work or one of its characters. A song that is identified with a performer, group, or radio or television program.

[34] Muhibin Syah Psikologi Belajar, (Ed Revisi IX; Jakarta : Rajawali Pers 2009),h 223

[35]Jemmi minarti. *Improving Reading Comprhehension through Cooperative learning* Program in STAIN Palopo (palopo : STAIN Palopo, 2011)

Thematic is all about connecting creators and music artists. So, the thematic song is a song message from the creator of the song, about life or anything else depending on the message you want to convey.

So, this is a thematic song in this research. Firstly, the song about ''self'' is directly related to the child's self, such as self-identity, body characteristics, preferences, and the five senses. Secondly, a song about ''Animals'' which is directly related to the knowledge that is useful for children, such as food for various animals, zoos, pets. Thirdly, a song about jobs which deals with knowledge such as kinds of jobs, place of work, and equipment used.
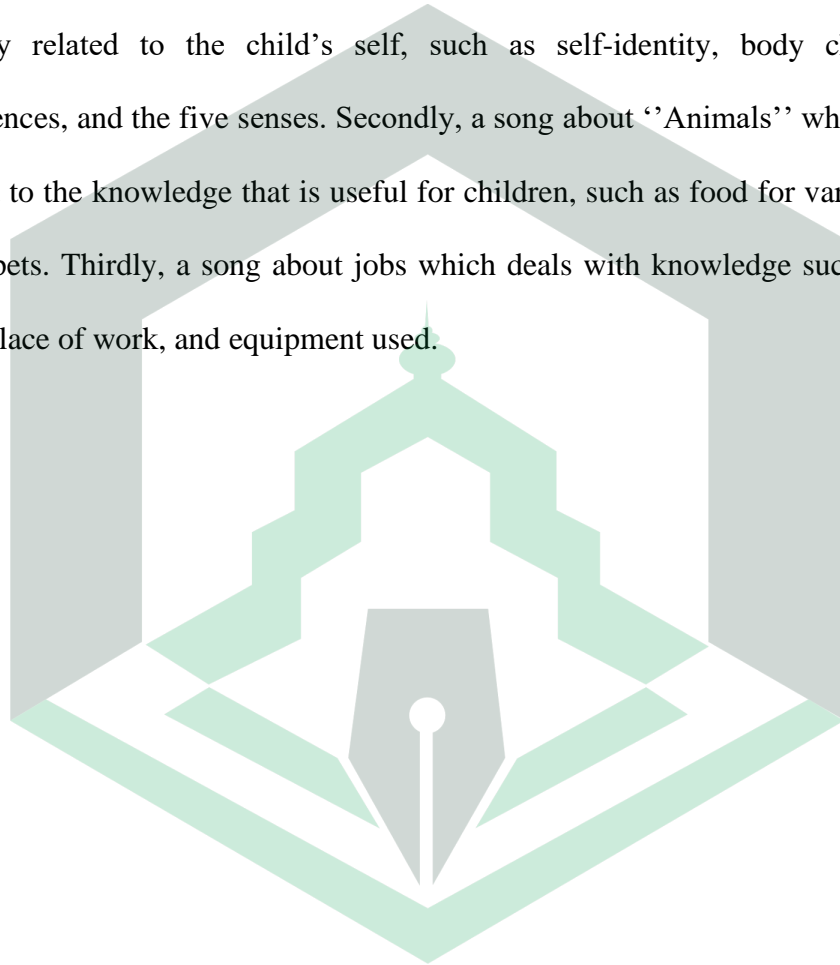
CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter shows that the result of the data was analyzed statically and tabulating of data. It comparised of mean score and standar deviation of the students' in pre-test and post-test, classification percentage of students' score in pre-test and post-test.

1. The Analysis Students' Vocabulary Score in pre-test and post-test
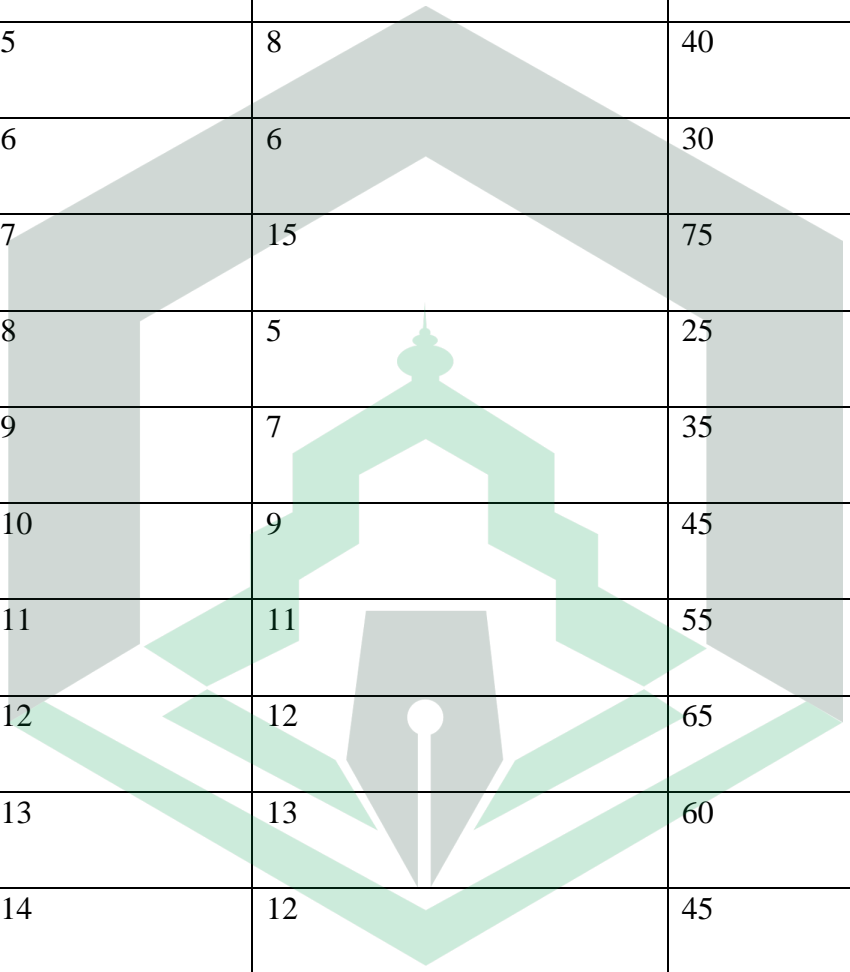
a) Pre-test (T_1)

In this section, the researcher shows the complete score of students' in vocabulary (students'correct answer) in pre-test, the mean score and standar deviation of students, and the rate percentage of students' vocabulary score in pre-test. The researcher presents the data in the tables and calculates the score by using SPSS 22 program. It is tabulate by following table 4.1

Table 4.1

The score of students' in Pre-test (T_1)

Student	Value of Students' Correct Answer	Score
S1	15	75

S2	12	60
S3	9	45
S4	12	60
S5	8	40
S6	6	30
S7	15	75
S8	5	25
S9	7	35
S10	9	45
S11	11	55
S12	12	65
S13	13	60
S14	12	45
S15	9	70
S16	14	35
S17	7	35

S18	12	60
S19	8	40
S20	12	60

To calculated the mean score of students' correct answer in pre-test using SPSS 22, the result can be presented in to the table descriptive statistic it can be seen in table 4.2

Table 4.2

The mean score of students 'correct answer in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	20	25	75	1015	50,75	15,155
Valid N (listwise)	20					

The table 4.2 shows that the highest score was 75, and the lowest score was 25. Besides, it also indicates that the mean score of students' correct answer in pre-test was 50, 75 and the standard deviation error was 15,155.

In order side, the researcher also has written the students' scoring classification of the frequency and percentages of the result students score in the pre-test can be seen in the table 4.3

Table 4.3

The Percentage Score of the students' Accuracy in pre-test

Classification	Score	Frequency	Percentage
Very good	80-100	-	0%
Good	70-79	3	15%
Enough	60-69	6	30%
Less	50-59	1	5%
Failed	0-60	10	50%
Total		20	100%

Based on the table 4.3, it can be seen that before giving the treatment. There were none of students got "very good. There was 3 students (15%) obtained "good" classifications, there were 6 students (30%) obtained "enough" classifications, there were 1 students' (5%) obtained "less" classifications, there w ere 10 students (50%) obtained "failed".

a) Post-test (T_2)

In this section, the researcher shows the complete score of students' after giving treatment teaching the vocabulary of through thematic song. The students' score in post-test show in table 4.4

Table 4.4

The score of students' in Post-test (T$_2$)

Student	Value of Students' Correct Answer	Score
S1	16	80
S2	15	65
S3	10	50
S4	17	85
S5	19	95
S6	12	60
S7	19	70
S8	17	85
S9	11	55
S10	9	45

S11	14	70
S12	16	80
S13	12	60
S14	18	90
S15	10	50
S16	11	55
S17	13	65
S18	18	90
S19	15	75
S20	17	85

To calculated the mean score of students' correct answer in pre-test using SPSS

22, the result can be presented in to the table descriptive statistic as shown in table 4.5

Table 4.5

The mean score of students 'correct answer in post-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
posttest	20	45	95	1410	70,50	15,295

Valid N (listwise)	20				

The table 4.5 shows that the highest score was 95 and the lowest score was 45. Besides, it also indicates that the mean score of students' correct answer in post-test was 70, 50 and the standard deviation error was 15,295.

In order side, the researcher also has shown the students' scoring classification of the frequency and percentages of the result students score in the post-test can be seen in the table 4.6

Table 4.6

The Percentage Score of the students' Accuracy in post-test

Classification	Score	Frequency	Percentage
Very good	80-100	8	40%
Good	70-79	3	15%
Enough	60-69	4	20%
Less	50-59	4	20%
Failed	0-49	1	5%
Total		20	100%

The table shows the students score classifications in post-test. there were 8 students (40%) achieved very good classifications, 3 students (15%) achieved good, 4

students (20%) achieved enough, 4 student (20%) achieved less and 1 student (5%) achieved failed classification.

Besides showing the mean score in subject of students' vocabulary, this research also presented the total mean score and standard deviation of pre-test and post-test, and also compares both of them. The result presented in to the table descriptive statistic it can be seen in table 4.7

The Table 4.7

The mean score and standard deviations of pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	20	25	75	50,75	15,155
posttest	20	45	95	70,50	15,295
Valid N (listwise)	20				

The table 4.7 indicates that the standard deviation in pre-test was 15,155 and in post-test were 15,292. It shows that mean score of the students' in pre-test were 50,75 and the mean score of the students' in post-test were 70,50. The result of the table above shows that the mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that teaching the vocabulary of through thematic song method was effective increase students' vocabulary.

Table 4.8

The paired sample statistics of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	50,75	20	15,155	3,389
	posttest	70,50	20	15,295	3,420

Table 4.9

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	20	,118	,622

The table paired samples statistics of pre-test and post-test above indicates that value of standard deviation in pre-test was 15,155 and 15,295 in post-test. The table above also shows that mean score in pre-test was 50,75 and it post-test was 70,50. It means there is increasing students' ability after teaching vocabulary through thematic song method.

Table 4.10

The paired samples Test of Pre-test and Post-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pretest – posttest	-19,750	20,227	4,523	-29,217	-10,283	-4,367	19	,000

The hypothesis was tested by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test that is a test to know the significance difference between the result of students' mean score in pre-test and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed. The degree of freedom (df) = N-1, where df = 22, than the t-test is presented in the following table.

Table 4.11

The probability value of t-test of the students' achievement

Variable	p-value	(α)
T_2-T_1	0.00	0.05

1. **Hypothesis Testing**

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in teaching vocabulary of word processor application through thematic song. In other words, in teaching vocabulary could be used to increase the students' vocabulary.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where (N) = 20, df = 22. The probability values was smaller than α (0.00< 0.05), it indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that teaching the vocabulary of word processor application through thematic song method is effective to increase students' vocabulary.

B. **Discussion**

There was well progress in the research of teaching the vocabulary of word processor application through thematic song method that used by the researcher in teaching learning process. During doing research in class, students could be discipline in the classroom and good participating.

Based on data collected from 20 students at experimental class, it can be explained that the mean value of the pre-test before use the song media in the vocabulary is the pre-experimental research has conducted pre-test, treatment, and post-test. The first, the researcher had given test to know students' ability by looking the result of score in pre-test, the highest is 75 and the lowest is 25 and the mean score of individual test is 50,75. The second, the researcher was doing treatment with same steps of every treatment in teaching process to increase students' vocabulary. The third, the researcher was doing post-test to know the development of teaching vocabulary of word processor application through learning by doing method before and after treatment, we could look at the result of students' score in post-test that the highest score is 95 and the lowest score is 45 and the mean score is 70,50.

The rate percentage of students' score at the pre-test, there were 3 students (15%) get "good" classification, 6 students (30%) get "enough" classification, 1 students (5%) get "less" classification, 10 students (50%) and there was not one student get "excellent", or "good" classification. While at the post-test, there were 8 students (40%) get "very good" classification, 3 students (15%) get "good" classification, 4 students (20%) get "enough" classification, 4 students (20%) and one student get "inadequate" or "failing" classification. Result from student interviews 14. By using a thematic song. So this thematic song is very helpful for the initial value of 45, especially in learning, it is very fun so that I easily remember vocabulary.

Based on the data description, it can be observed that the scores of students who have been taught by using Song as media in mastery vocabulary is higher than the scores of students who have been taught without song as media. It proves that song as media is effective in mastery vocabulary.

There are benefits of media Song in teaching learning process that is an as alternative media, that helps the students memorize new words. The fun activities which had been implemented in experiment class were successful to help students in increasing vocabulary. Furthermore, the students admitted that material that the teacher was made can help students to memorize new word easily. Thus, most of the students in experiment class increased in mastery vocabulary. It can be seen from their result in posttest that most of the students in experimental class got the higher score in post-test than their score in the pre-test.

Based on this research, the writer can conclude that Song is simple, fun, and easy media in mastery vocabulary which gained students motivation in mastery vocabulary. It is also effective to increase students' vocabulary at eighth grade students of SMP PMDS Putri Palopo.

CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusion*

Based on the findings, data analysis and discussion in the previous chapter, the researcher draws conclusions as in follow:

Using Thematic songs in expremental class, the researcher concludes that Thematic songs is effective to improve students' vocabulary of the eight grade of SMP PMDS Putri Palopo. A Thematic song was really effective to use in learning and teaching procces because it made students' active in learning. It could be proven by the students' result of mean score in the pre-test was 50.75 and the mean score of the students' in the post-test was 70.50. the mean score of post-test was greater than pre-test. After gave treatment to the students and based on the result of data analysis of the finding in chapter IV, the reseracher found that the p Value was 0.00 and the Alpha was 0.05, therefore $p<\alpha$ (0.00<0.05). it proved that the hypothesis (H_0) was rejected and hypothesis (H_I) was accepted.

B. *Suggestion*

From the advantages of using Thematic songs in study vocabulary, the researcher would like to give some suggestion to be considered by English teachers af follow:

1.   For teachers

For the teacher, Thematic songs should be considered as an alternative song to be used by English teachers in teaching vocabulary in the classroom. since it may be effective to improve students vocabulary.

2. For students

The advantage of Thematic song at students' specially in SMP PMDS Putri palopo more active and not bored, so that this method give benefit which good to them. Besides give opportunity for more creative, can build their vocabulary. Thematic song not only teaching vocabulary but how to teaching listening skill.

3. For the other researcher

Hopefully, there will be an improvement for the next research . It is really possible to optimize many sectors of teaching vocabulary. They can make this study as a reference to conduct another research in the same field.

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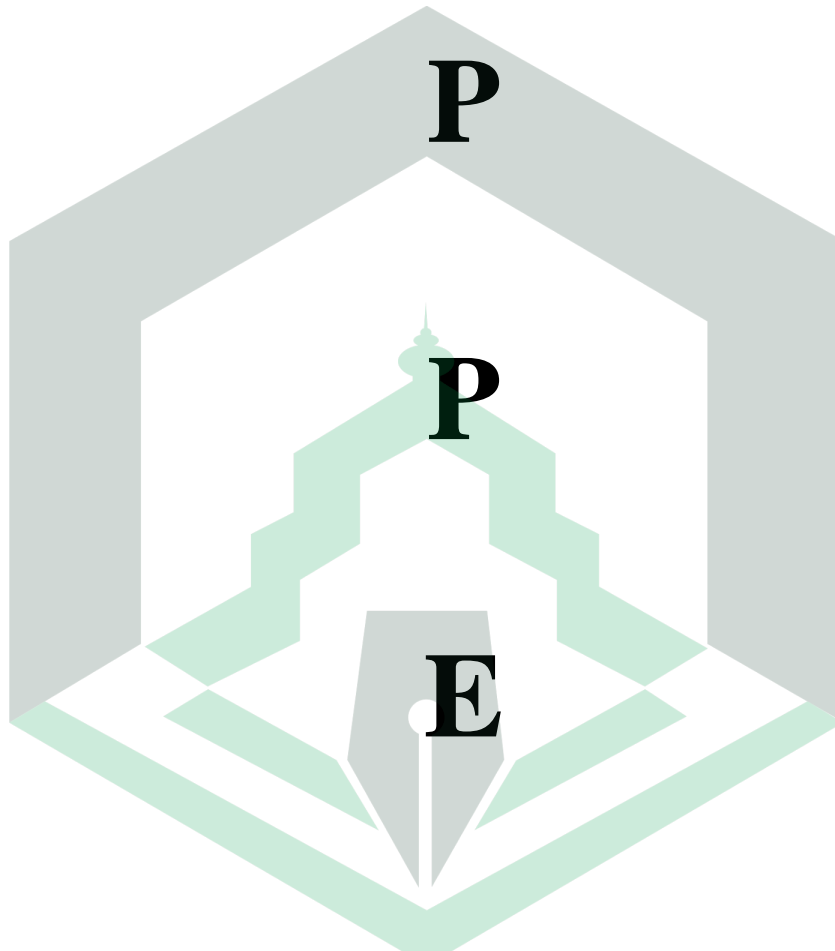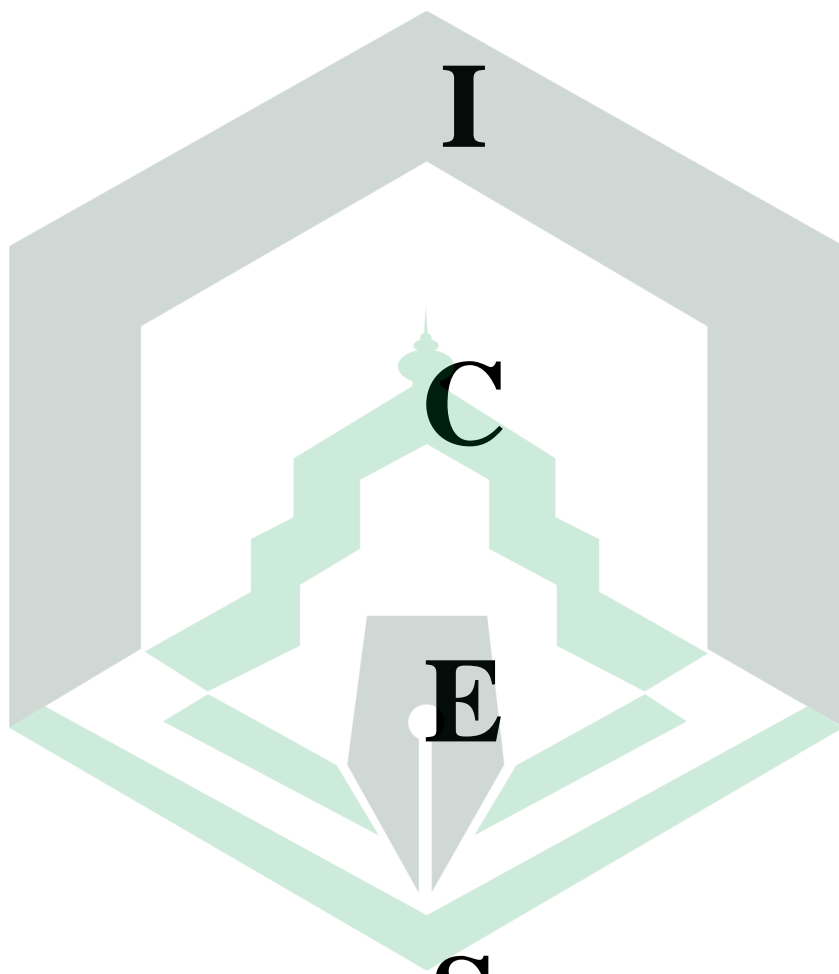Pieter A. Napa, (1991). *Vocabulary Development Skill,* Yogyakarta: kanisius.
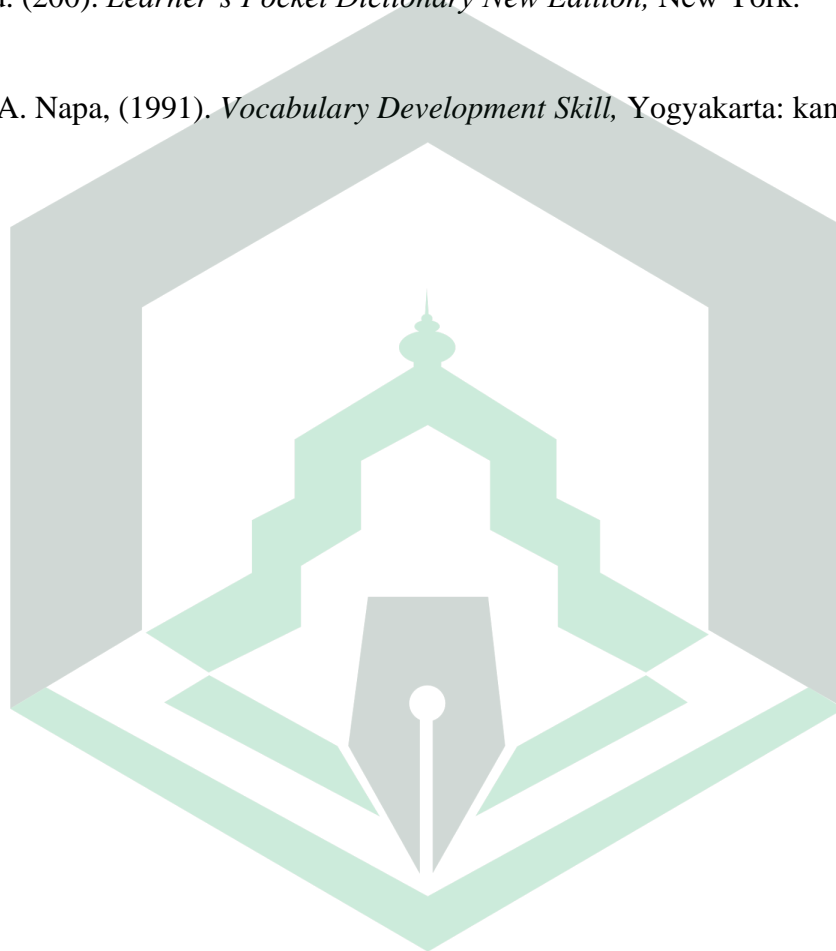
Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah   **: PMDS PUTRI Palopo**

Materi   **: (Describing part of body)**

Mata Pelajaran   **: Bahasa Inggris**

Pertemuan   **: Pertama**

A. Tujuan Pembelajaran
1.1. Menenentukan lagu yang sesuai dengan kosa-kata bagian tubuh.
2.1. Menyanyikan lagu yang memiliki kosa-kata yang berkaitan dengan bagian tubuh.
3.1. Menganalisis kosa-kata benda dalam lagu bertemakan tubuh.
4.1. Mendemonstrasikan cara bernyayi dan melatih kepekaan ingatan dengan gerakan tubuh.

B. Langkah-Langkah Kegiatan Pembelajaran
1. Alat dan Bahan
a. Lagu claps your hands, kertas, kamus, sound, video, dan laptop.
b. **Pertanyaan :**
   1) Apakah anda suka belajar sambil bernyanyi?
   2) Bagaimana cara membedakan jenis kosa-kata dalam bahasa inggris?

2. Kegiatan Pendahuluan
a. Peneliti mengucapkan salam dan berdoa
b. Peneliti memeriksa kebersihan kelas, kehadiran, kerapian berpakaian, posisi tempat duduk disesuaikan dengan kegiatan pembelajaran.
c. Peneliti menyampaikan tujuan pembelajaran.
d. Guru mempersiapkan media/alat praga/alat bantu.
e. Peneliti mengajukan pertanyaan kepada siswa, yang berhubungan dengan materi pelajaran.

3. Kegiatan Inti
a. Peneliti memberikan penjelasan tambahan dan penguatan yang dikemukakan peserta didik tentang materi tersebut.
b. Peneliti menyampaikan gambaran teknis tentang tata cara menyanyikan lagu tematik/peneliti memperlihatkan video.
c. Peserta didik secara bergantian mempraktikkan tata cara melafalkan lagu sesuai dengan video yang telah di putarkan sedang siswa yang menyimak.

C. Penutup Dan Penilaian
1. Penutup
a. Peneliti membimbing peserta didik untuk menyimpulkan materi
b. Peneliti menutup pembelajaran dengan doa dan hamdalah kemudian mengucapkan salam.

2. Penilaian
a. **Sikap Spiritual**   **:** Menghargai dan Kesiapan Belajar.
b. **Sikap Sosial:** Percaya Diri, Interaksi, Jujur, Gotong Royong, Sopan.
c. **Pengetahuan**   **:** Keaktifan Berdiskusi, Mampu Menganalisa Dengan Baik.

    d.   **Keterampilan**   **:** Praktek Bernyanyi Dengan Belajar Kosa-Kata Bahasa Inggris.

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah   **: PMDS PUTRI Palopo**

Materi   **: (Jungle animal song)**

Mata Pelajaran   **: Bahasa Inggris**

Pertemuan   **: Pertama**

D. Tujuan Pembelajaran
    1.1. Menenentukan lagu yang sesuai dengan kosa-kata bentuk noun di animal.
    2.1. Menyanyikan lagu yang memiliki kosa-kata yang berkaitan dengan animal.
    3.1. Menganalisis kosa-kata benda dalam lagu bertemakan animal.
    4.1. Mendemonstrasikan cara bernyayi dan melatih kepekaan ingatan dengan gerakan tubuh.

E. Langkah-Langkah Kegiatan Pembelajaran
    4. Alat dan Bahan
        c. Lagu Jungle animal song, kertas, kamus, sound, video, dan laptop.
        d. **Pertanyaan :**
            3) Apakah anda suka belajar sambil bernyanyi?
            4) Bagaimana cara membedakan jenis kosa-kata dalam bahasa inggris?
    5. Kegiatan Pendahuluan
        f. Peneliti mengucapkan salam dan berdoa
        g. Peneliti memeriksa kebersihan kelas, kehadiran, kerapian berpakaian, posisi tempat duduk disesuaikan dengan kegiatan pembelajaran.
        h. Peneliti menyampaikan tujuan pembelajaran.
        i. Peneliti mempersiapkan media/alat praga/alat bantu.
        j. Peneliti mengajukan pertanyaan kepada siswa, yang berhubungan dengan materi pelajaran.
    6. Kegiatan Inti
        d. Peneliti memberikan penjelasan tambahan dan penguatan yang dikemukakan peserta didik tentang materi tersebut.
        e. Peneliti menyampaikan gambaran teknis tentang tata cara menyanyikan lagu tematik/peneliti memperlihatkan video.
        f. Peserta didik secara bergantian mempraktikkan tata cara melafalkan lagu sesuai dengan video yang telah di putarkan sedang siswa yang menyimak.

F. Penutup Dan Penilaian
    3. Penutup
        c. Peneliti membimbing peserta didik untuk menyimpulkan materi
        d. Peneliti menutup pembelajaran dengan doa dan hamdalah kemudian mengucapkan salam.
    4. Penilaian
        e. **Sikap Spiritual**   **:** Menghargai dan Kesiapan Belajar.
        f. **Sikap Sosial:** Percaya Diri, Interaksi, Jujur, Gotong Royong, Sopan.

g. **Pengetahuan**   : Keaktifan Berdiskusi, Mampu Menganalisa Dengan Baik.
h. **Keterampilan**   : Praktek Bernyanyi Dengan Belajar Kosa-Kata Bahasa Inggris.

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : PMDS PUTRI Palopo

Materi : (Describing part of body)

Mata Pelajaran : Bahasa Inggris

Pertemuan : Pertama

G. Tujuan Pembelajaran

1.1. Menenentukan lagu yang sesuai dengan kosa-kata bentuk noun berkaitan dengan pekerjaan.

2.1. Menyanyikan lagu yang memiliki kosa-kata yang berkaitan dengan pekerjaan.

3.1. Menganalisis kosa-kata benda dalam lagu bertemakan tubuh.

4.1. Mendemonstrasikan cara bernyayi dan melatih kepekaan ingatan dengan gerakan tubuh.

H. Langkah-Langkah Kegiatan Pembelajaran

7. Alat dan Bahan

 e. Lagu what do you do, kertas, kamus, sound, video, dan laptop.

 f. **Pertanyaan :**

  5) Apakah anda suka belajar sambil bernyanyi?

  6) Bagaimana cara membedakan jenis kosa-kata dalam bahasa inggris?

8. Kegiatan Pendahuluan

 k. Peneliti mengucapkan salam dan berdoa

 l. Peneliti memeriksa kebersihan kelas, kehadiran, kerapian berpakaian, posisi tempat duduk disesuaikan dengan kegiatan pembelajaran.

 m. Peneliti menyampaikan tujuan pembelajaran.

 n. Guru mempersiapkan media/alat praga/alat bantu.

 o. Peneliti mengajukan pertanyaan kepada siswa, yang berhubungan dengan materi pelaran.

9. Kegiatan Inti

 g. Peneliti memberikan penjelasan tambahan dan penguatan yang dikemukakan peserta didik tentang materi tersebut.

 h. Peneliti menyampaikan gambaran teknis tentang tata cara menyanyikan lagu tematik/peneliti memperlihatkan video.

 i. Peserta didik secara bergantian mempraktikkan tata cara melafalkan lagu sesuai dengan video yang telah di putarkan sedang siswa yang menyimak.

I. Penutup Dan Penilaian

5. Penutup

 e. Peneliti membimbing peserta didik untuk menyimpulkan materi

 f. Peneliti menutup pembelajaran dengan doa dan hamdalah kemudian mengucapkan salam.

6. Penilaian

 i. **Sikap Spiritual** **:** Menghargai dan Kesiapan Belajar.

 j. **Sikap Sosial :** Percaya Diri, Interaksi, Jujur, Gotong Royong, Sopan.

k. **Pengetahuan** : Keaktifan Berdiskusi, Mampu Menganalisa Dengan Baik.

l. **Keterampilan** : Praktek Bernyanyi Dengan Belajar Kosa-Kata Bahasa Inggris.

Pre-test

Nama siswa   :

Kelas   :

PETUNJUK

1. Jumlah soal adalah 20

2. Waktu yang digunakan untuk menyelesaikan soal adalah 60 menit

   A. Translate the words bellow into indonesia!

   1. Face   :

   2. Fish   :

   3. Nurse   :

   4. Pig   :

   5. Grape   :   :

B. Fill in the blanks with suitable words in the box!

   Part 1

Hand	Monkey	flower	Teacher	bag

6. I have a ...,can be used to play music
7. I have a favorite ... in my school. she is Asriani and she is my english teacher
8. A ... is an animal with a long tail that lives in hot countries and it likes banana and likes to climbs trees.
9. Beatiful...in garden
10. Rina has a ... she always brings it for save a book while she go to school

Part 2

Daddy   Nurse   Rockstar   President

Occupations Song

I want to be a (11)..., want to be a dancer,
Want to be an (12)…., I want to be a doctor, a lawyer or maybe event (13)….,
I can be anything, I want to be.
I want to be a (14)….., I want to be a teacher, I want to be a (15)….,
I want to be a farmer, want to be a fire fighter, and want to be drive a race car.

C. **Pay attention the activities of the animals bellow. Its true or false?**

NO 16	Animal	Activity	T/F
	Tiger	Meat	
	Cat	Fly	
	Butterfly	Swim	
	Fish	Swim	
	Snake	Bite	

D. Choose the correct answer by croassing (x) A,B,C and D

17. A ... checks up a patient
    a. farmer   c. chef
    b. doctor   d. lecture

18. Mrs. Inna is a doctor. She works at ...
    a. office   c. school
    .b. hospital   d. garden

19. A rabbit very like eating ...
    a. banana   c. chili
    b. carrot   d. bone

20. I always bring a... go to scholl.
    a. whiteboard   c. chair
    b. table   d. book
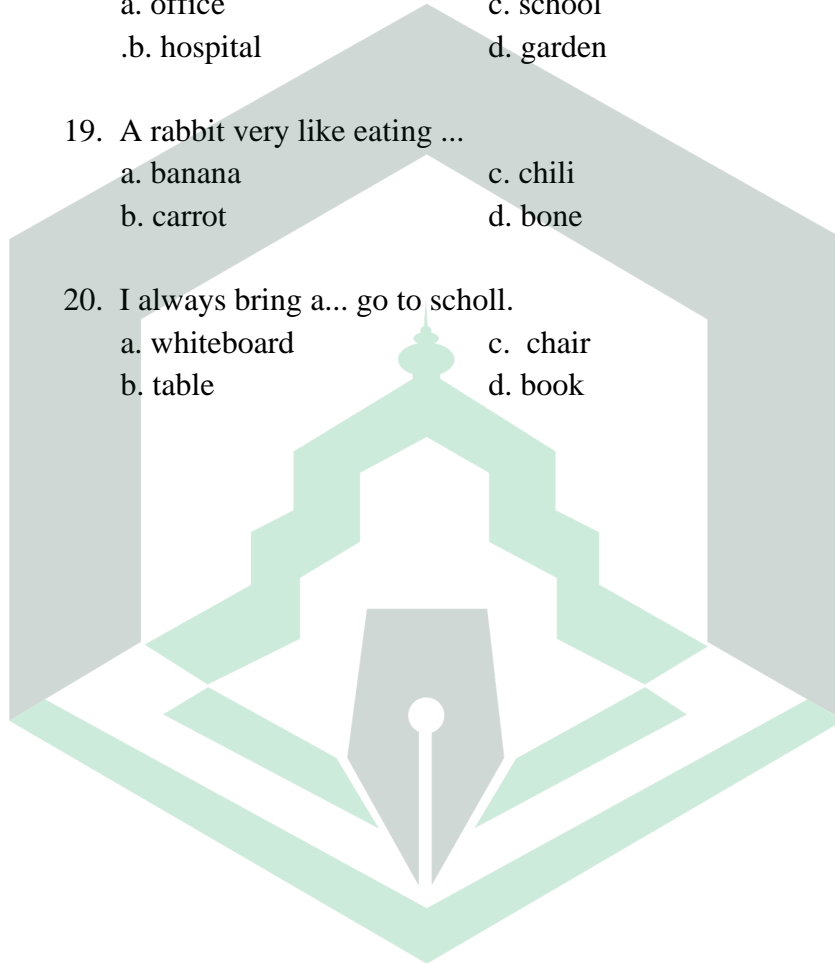
Post-test

Nama siswa   :

Kelas   :

PETUNJUK

1. Jumlah soal adalah 20

2. Waktu yang digunakan untuk menyelesaikan soal adalah 60 menit

A. Translate the words bellow into indonesia!

1. Eye   :
2. Nose   :
3. Pig   :
4. Paper   :
5. orange   :

B. Match the jobs with their description below :

6. ————————   is a person who flies airplane.

7. ————————   is a person who help sick people.

8. ————————   is a person who catches criminals.

9. ————————   is a person who plays music.

10 . ————————   is a person who helps sick animal.

C. Fill the blank space below with right answer

Coconut	Grape
Banana	Star fruit
Durian	

11. The fruit that has same form with star (...................)

12. The fruit that can be used to make wine (...................)

13. The fruit that has water inside it (...................)

14. This fruit is monkey's favorite fruit (...................)

15. It is also called as the king of fruit (...................)

D. Choose the correct answer by croassing (x) A,B,C and D

16. A... makes some food

   a. Teacher   c. Chef

   b. Doctor   d. Lawyer

17. Banana in Indonesian is...

   a. Salak   c. Mangga

   b. Pepaya   d. Pisang

18. Mr.Dedi is a doctor. He works in ...

a. Hotel   c. Hospital

b. School   d. Office

19. We are ... at SDN 10 Jakarta

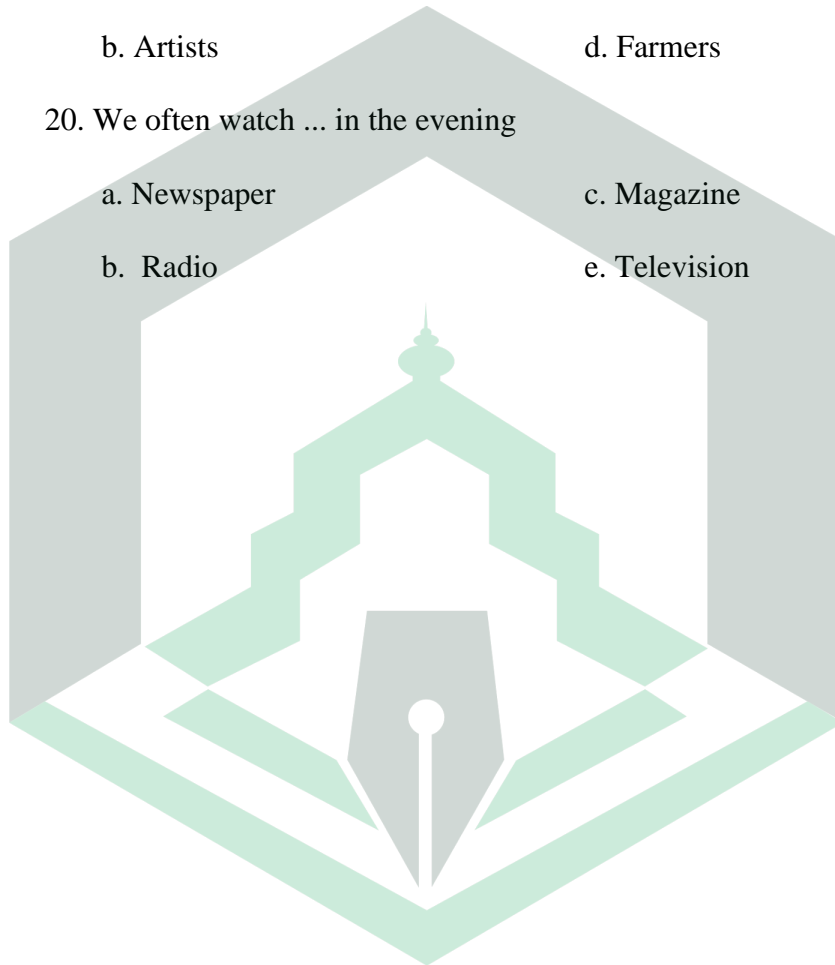a. Students   c. Doctors

b. Artists   d. Farmers

20. We often watch ... in the evening

a. Newspaper   c. Magazine

b. Radio   e. Television

CURICULUM VITAE

A. *Personal Information*

Full Name: Ahmad Baehaki

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Mobile Phone: +6285242109098

Status: The two Child

Mother's Name: Raehanun

Father's Name: Zaenuddin

B. *Educational Backround*

Year	Description
2003-2005	SDN 102 inpres paraili
2005-2008	SDN 300 Bone-Pute
2008-2011	SMPN 1 Bone-Pute
20011-2014	SMAN 1 Burau
2014-2021	IAIN Palopo

C. Organization Involvement

Year	Description
2014	Himpunan Mahasiswa Islam (HMI)
2015-2019.	Resimen mahasiswa (MENWA)
2020-2021	Liga Mahasiwa Nanional untuk Demokrasi (LMND).