THE EFFECTIVENESS OF ENGLISH KIDS SONG IN INCREASING
VOCABULARY OF THE SECOND GRADE STUDENTS'
AT SD INPRES 3 TATURA PALU

A SKRIPSI

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd) at English Tadris Study Department, Faculty of Tarbiyah
and Teaching Training Datokarama State Islamic University Palu

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STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled "The Effectiveness of English Kids Song in Increasing Vocabulary of The Second Grade Students' at SD Inpres 3 Tatura Palu", has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another university institute for the award any other degree. If later, this thesis is found to be fabricated either in whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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I

APPROVAL SHEET

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A thesis by **Marsya Fitri**, NIM. 19.1.16.00.82 entitled **"The Effectiveness of English Kids Song in Increasing Vocabulary of The Second Grade Students' at SD Inpres 3 Tatura Palu"** which has been tested in front of the examiners of the Teacher Training and Tarbiyah Faculty in State Islamic University Datokarama Palu on 31th August 2023. It can be seen that this thesis has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor of education in English Departement with some improvements.

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III

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ABSTRACT

Name : Marsya Fitri
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The use of a kids song as a vocabulary learning tool aims to motivate students in the learning process. They are more interested and also get new illustrations and vocabulary to express ideas in English, considering that vocabulary knowledge is an important tool for a second language.

With regard to this, the description in this thesis departs from the problem is the English kids song effective in increasing vocabulary of the second grade students' at SD Inpres 3 Tatura Palu?

In this research, the researcher used quantitative research, with a pre-experimental research design, One Group Pretest-Posttest Design. The researcher took the location at SD Inpres 3 Tatura Palu. The population in this study were all grade 2 with a total of 56 students. The researcher took a sample of class 2B with a total of 28 students, using a purposive sampling technique. The instrument in this study used a test, which was carried out twice, the first pre-test and the second post-test.

In this research the critical t-table using 0.05 level significance and the degree of freedom (DF) = 27. Based on the results of statistical value analysis, the t-count value is 8.241 while the t-table (27) is 1.706, and the significance value is (0.000). It can be concluded that t counted (8.241) > t table (1.706) or a significance value (0.000) < (0.05). This means that Ha is accepted and H0 is rejected. In other words, the use of English kids song was effective in increasing the vocabulary of the second graders of SD Inpres 3 Tatura Palu.

The use of English kid's songs in learning can be an alternative to increasing students' vocabulary, its' fun and uplifting nature can increase children's enthusiasm for learning. Doing several repetitions can help students remember the lyrics and the vocabulary. However, it must remain under supervision so that the learning process is more directed.

CHAPTER I

INTRODUCTION

A. *Background of the Research*

English is an international language because most countries in the world use it as their main language. According to Crystal English, cites by Listia English is spoken and used by almost a quarter of the world's population and will continue to grow to one and a half billion in the early 21st century.[1] In Indonesia today, English is the foreign language. Along with the development of technology and the times, every Indonesian needs to learn English. It can be said that by learning English we can compete with other parties in this increasingly advanced era.

In Indonesia, English is one of the subjects in schools, one of which is in elementary schools. English is best used in elementary schools because, first, students can easily advance to the next level without being burdened by English lessons; secondly, elementary school children are more receptive to language learning; third, in today's global world where all systems use English, automatic English recognition makes it easier for elementary school students to use technology correctly from an early age.[2] With the introduction of English in elementary school, students learn and get to know the language early. Therefore, they will have better basic skills before going to the higher education.

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[1] Rina Listia, *Kendala Pengajaran Bahasa Inggris Di Sekolah Dasar* (No. 060; National Seminar Proceeding: 2008), 470.

[2] Sjafty Nursiti Maili, *Bahasa Inggris Pada Sekolah Dasar* (ed. 6, no. 1; Jurnal Pendidikan Unsika: 2018), 23.

There are four main skills of English, namely: listening, speaking, reading, and writing. Within the main skills, there are also sub-skills, namely vocabulary, grammar, and pronunciation.[1] Hoshino states that vocabulary is the basis of language; therefore, we can never underestimate the importance of learning the target language.[2] The problems of learning English in elementary school include the following: 1) not very interesting subject matter. 2) Choosing the wrong method.[3] 3) Students find it difficult to learn words, verb differences, traits, etc. 4) Students' reluctance to learn English.[4]

Al-azri et al. found that using songs to teach new vocabulary to early grades students has amazing result. They point out that the students always enjoy listening to song and have higher language vocabulary accuracy. Therefore, Jordan, Rill Cars, and Bundles found that songs often evoke strong memories. According to Murphey, songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and

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[1] Rahmatullah Katawazai, Mustafa Haidari, and S. C. Sandaran, *An Evaluation of Sub-Skills (Vocabulary, Grammar and Pronunciation) in the Grade 9 English Textbook of Afghan Secondary Schools (*ed. 8, no. 5; International Journal of Engineering and Advanced Technology: 2019), 17.

[2] Y. Hoshino, *The Categorical Facilitation Effects on L2 Vocabulary Learning in a Classroom Setting* (ed. 41, no. 3; RELC Journal: 2010), 301-312.

[3] Sucandra, Muhammad Arief Budiman, and Khusnul Fajriyah, *Analisis Kesulitan Penguasaan Kosakata Pembelajaran Muatan Lokal Bahasa Inggris Pada Siswa Kelas Iv Di Sd Plus Latansa Kabupaten Demak (*ed. 2, no. 1; *Wawasan Pendidikan*: 2022), 71.

[4] Tifanny Sahanaya Tanjung, *The Effectiveness Of Kids Song on Students ' Vocabulary Mastery At V Grade Of Sdit Bunayya Written By : Tarbiyah And Teacher Training Faculty State Institute For Islamic Studies The Effectiveness of Kids Song on Students ' Vocabulary Mastery (*no. 13; Thesis: 2020), 2.

songs can add interest to the classroom routine and potentially improve student motivation.[5]

Based on initial observations made by researcher with an English teacher at SD Inpres 3 Tatura, it was said that students' vocabulary was still lacking and needed to be increased. Obstacles in learning English are the difficulty for children to distinguish between numbers, as well as how to write properly and correctly, besides that the character of children who like to play even though they are still in the process of teaching and learning. The kids song technique has not been applied in second grade, so the researcher want to try to implement the kids song technique in learning English. Therefore, researcher conducted a research entitled "The Effectiveness of English Kids Song in Increasing Vocabulary of The Second Grade Students' at SD Inpres 3 Tatura Palu".

B. *Formulation of the Problem*

Based on the background of the problem above, the formulation of the problem in this study is "Is the English kids song effective in increasing vocabulary of the second grade students' at SD Inpres 3 Tatura Palu?

C. *Objectives of the Research*

Based on the formulation of the problem above, the objectives of this research is to find out whether the English kids song effective in increasing vocabulary of the second grade students' at SD Inpres 3 Tatura Palu or not.

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[5]Neil T. Millington, *Using Songs Effectively to Teach English to Young Learners* (*Language Education in Asia* 2, no. 1 (2011): 134, https://doi.org/10.5746/leia/11/v2/i1/a11/millington.(15 march 2023)

D. *Benefits of the Research*

The benefits of the research explain what or who will have benefit from the research. Thus, the results of this study are expected to provide benefits both theoretically and practically.

1. Theoretically

In addition to enrich the theory of teaching English vocabulary for teachers and students, especially prospective English educators, and also as a literature review for similar research.

2. Practically

a. For students, this research is expected to make students motivated and interested in aligning English, especially to increaase vocabulary.

b. For teachers, this research is expected to be one of the alternative teaching techniques to increase students' vocabulary

c. For other researchers, this research is expected to be useful as reference material for those interested in conducting studies relevant to this research.

d. For Schools, this is expected that the results of this research can be a positive input for the implementation of education.

E. *Outline of the Research*

The systematics of the study is divided into three chapters, and each chapter consists of many sub-chapters with the following details:

Chapter I consists of background of the research, the formulation of the problem, objectives of the research, benefits of the research, and outline of the research. Chapter II consists of previous research, theoretical studies, conceptual

framework, and hypotheses. Chapter III consists of the research methodology, population and sample, research variables, operational definition, research instrument, data collection techniques, and data analysis techniques. Chapter IV consists of description of discussion results and discussion of research results, and the last is chapter V consists of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

The first previous study was conducted by Iman I a Shehadeh and Mohammed A A Farrah with the title of their research "The Effectiveness of the Use of Children's Songs in the Development of Vocabulary and English Pronunciation of Elementary Grade Students in Jerusalem, Palestine".[1] This study aims to investigate the influence of the use of children's songs in developing the vocabulary and pronunciation of elementary-grade students and investigate teachers' attitudes toward the use of songs in their English classes. The participants were 123 fourth-grade EFL students; 72 females and 51 males. Research data were collected through students before and after tests and teacher questionnaires. The exam results show that students have improved their vocabulary and pronunciation due to the use of songs in learning. The results of the questionnaire shows that the teacher has a positive attitude towards the use of songs in his class because songs have a positive effect on increasing student achievement, interest, and motivation. Finally, the results reveal that student achievement is not influenced by gender.

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[1] Iman I A Shehadeh and Mohammed A A Farrah, *The Effectiveness of Using Children's Songs in Vocabulary Development and English Pronunciation of Elementary Grade Students in Jerusalem, Palestine* (Volume 4, Number 2; Journal of Creative Practices in Language Learning and Teaching (CPLT), 2016)

The similarities between previous researches with this study are as follows:

1. Using kids song in research

2. Measure the development of students' vocabulary

3. Using Pre and Post Tests.

Meanwhile, the differences between previous study and this research are as follows:

1. The previous object of study was 123 grade IV EFL students from four private schools in Jerusalem, while the object of this study was the second grade students of SD Inpres 3 Tatura

2. In the previous study, apart from investigating the effect of using children's songs in developing the elementary graders' vocabulary and pronunciation, It aimed also to investigate teachers' attitudes towards the use of songs in their English classes. While this study only focused on increasing students' vocabulary.

The second is a study conducted by Tifanny Sahanaya Tanjung in his thesis entitled "The Effectiveness of Kids Song on Students' Vocabulary Mastery at V Grade of SDIT Bunayya Padangsidimpuan". This study aims to test the effectiveness of Kids Song on Vocabulary Mastery of Grade V Students of SDIT Bunayya Padangsidimpuan.[1] The approach used in this study was experimental research where researcher chose two classes as samples. They are V A as an experimental class consisting of 23 students and V B as a control class consisting of 23 students. In this study, researcher provided pre-test and post-test by filling

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[1] Tifanny Sahanaya Tanjung, *The Effectiveness of Kids Song on Students' Vocabulary Mastery At V Grade of SDIT Bunayya Padangsidimpuan* (Padangsidimpuan, Medan, 2020)

out a blank form. Meanwhile, data is obtained from pre-test, and post-test. To analyze the data, researcher used the t-test formula. After the data were analyzed, researcher found a difference in the average score after Kids Song was applied. The average score of the experimental class before using Kids Song is 60 and the average score after using Kids Song is 82. The effectiveness of Kids Song on Student Vocabulary Mastery is 3.221 with a higher count than the table (3.221 > 1.6802). This means that Ha is accepted and H0 is rejected. So, there is a significant influence on the effectiveness of children's songs on the vocabulary mastery of grade V students of SDIT Bunayya Padangsidimpuan.

The similarities between previous studies with this study are as follows:

1. The approach used in this study is experimental research

2. The object of the study is elementary school students

Meanwhile, the differences between previous research and this study is as follows:

1. The previous study object was class V, while this study was conducted at class II.

2. The previous study used quasi-experimental by selecting two classes as samples, while in this study, researchers used pre-experimental by using one class as a sample.

The third is study was conducted by Tita Ratna Wulandari with entitled "Improving Class V English Vocabulary through Video Recording of Children's

Songs".[2] The purpose of this study was to find out if there were significant differences in vocabulary mastery between students who were taught using children's song videotapes and those who did not. The population of this study was all grade V students of SDN 6 Talang Kelapa. The sample numbered 60 students. This research is experimental. Data is collected using tests. The data were analyzed by using a t-test. The findings showed that videotaped nursery rhymes could significantly improve students' vocabulary mastery (T=3.696, p<0.001). In addition, there was a significant difference in pupils' vocabulary mastery (T=2.435, p<0.018) between pupils who were taught using videotapes children songs and those who did not.

The similarities of previous research to this study are:

1. Previous study with this research is experimental research with data collection techniques through tests

2. Previous study with this study was both researched in elementary schools.

The differences between the previous research and this study is:

1. Previous study has chosen class V as a sample, while in this study, the researcher have chosen class II as a sample.

2. Previous study used videotape media, while this research used video media from YouTube and/or audio and TPR.

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[2] Tita Ratna Wulandari, *Increasing English Vocabulary Of The Fifth Grade Through Videotaped Children Songs* (Bina Darma, 2022)

B. *Theoretical Review*

1. Increasing vocabulary

a. *Definition of increasing vocabulary*

Language learning is inseparable from vocabulary learning. Vocabulary helps the speaker to express his opinions, thoughts, and feelings in communicating. In general, vocabulary is information about the meaning of a word. According to experts, there are several notions of vocabulary, the first according to Caroline T. Linsen is: "Vocabulary is the collection of words that an individual knows."[3] Second, according to Thomas, "vocabulary is the essence of language. In words, sounds and meanings are intertwined so that we can communicate with each other, and we combine those words into sentences, conversations, and all kinds of conversations."[4]

According to Cambridge dictionary increasing is an action to (make something) become larger in amount or size. Hamzah B Uno Increasing is a process, method, action to raise something or business activities to advance something in a better direction than before. Medium According to Moeliono, as quoted by Sawiwati, increase is a way or effort made to get better skills or abilities.[5] Ellis concluded that vocabulary knowledge includes the meaning, spoken and written language, grammatical behavior, word derivation, word

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[3] Caroline T. Linse, *Practical English Language*: Young Learners, (New York: McGrow Hill, 2006), 121.

[4] Thomas Pyles and John Algeo, *English an Introduction to Language*, (New York: Harcourt Brace Jovanovich INC, 1968), 96.

[5] Sawiwati, "Peningkatan Prestasi Belajar Siswa Kelas III SDN 3 Makarti Jaya Tentang Ciri- Ciri Makhluk Hidup Melalui Metode Demonstrasi", *Skripsi Sarjana Pendidikan*, (Palembang: Perpustakaan UT, 2009), 4.

formation, word lists, spoken and written language, word connotations or associations, and an increase in word frequency.[6]

Based on the above understanding, it can be concluded that the meaning of the word "increase vocabulary" implies a gradual process element in increasing vocabulary. Which in the learning process students are led to be able to know the meaning of words, spoken and written language, grammatical behavior, word derivation, word formation, word lists, spoken and written language, connotations or word associations, and increased word frequency.

b. *Characteristics of learning English vocabulary*

According to Gorys Keraf, vocabulary development has 3 stages, namely: in childhood, then in adolescence, and then in adulthood. Of the three levels, childhood is the most essential and important basis for expanding vocabulary, especially the ability to express concrete ideas. For example, in concrete times children- only need terms, to mention words individually.[7]

Achmad Nurhadi said that in providing English activities to children, especially in early childhood, several things need to be considered:

1) Activities should be simple enough for children to be harmed.

2) The tasks assigned should be by their abilities.

3) Activities should be mostly based on spoken (oral) language, of course for children listening activities are also given a large portion.

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[6] Ellis, *Master of the Word* (1998), 502.

[7] Keraf, Gorys. *Diksi dan Gaya Bahasa* (Jakarta: PT Gramedia, 2009), 6

4) Writing activities should be avoided in early childhood.[8]

5) The vocabulary used is colloquial and simple for communication.[9]

According to Richards and Rodgers, learning English vocabulary requires attention to:

1) Children's vocabulary learning is taught related to listening, reading, speaking, or writing.

2) We recommend using approximately 100 words in early childhood learning.

3) Includes verbs, nouns, adjectives, and pronouns.

4) Learning English related to vocabulary recognition should be taught in a fun way such as playing, singing, or acting.[10]

c. *Kinds of vocabulary*

According to Hurlock cited by Ayu Bella Pertiwi, there are two types of vocabulary that must be mastered by elementary school children (6-13) years, namely: general vocabulary and special vocabulary. The general vocabulary consists of adverbs, adjectives, nouns, and verbs, while the special vocabulary consists of color vocabulary, number vocabulary, tense vocabulary, money

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[8] Richards, J., & Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 2001), 204

[9] Kasihani Suyanto, *English For Young Learners,* (Jakarta: Rossdakarya, 2007), 23

[10] Santrock, W John, *Perkembangan Anak,* (Jakarta: Erlangga, 2007), 353

vocabulary, popular vocabulary, and swear words.[11] Thornbury explained the common vocabulary as follows:[12]

1) Adverbs

Adverb is a very important part of parts of speech, because adverbs provide additional information to adjectives and adverbs themselves. At In addition, it can also explain verbs and even sentences. This is in line with what is described by Frank who explains that adverbs words that describe or modify verbs, adjectives, and other adverbs.[13] That is, adverbs can be used to describe or modify verbs, adjectives, and other adverbs. Sjah and Enong explain that adverbs are words that describe when, where, and how something happened.[14] This means that adverbs refer to the process, the timing, and how it occurs. For example now, tomorrow, for sure, maybe, etc.

2) Adjectives

Adjectives are also an important kind of vocabulary, as they provide more information than a noun. Adjectives can "describe" and also "modify" the noun. There are several adjectives put forward by experts. Frank says that adjectives are modifiers that have comparative grammatical properties.[15] It is often identified by looking for specific derivations or adverbial modifiers that precede it. The most common position is in front of the transformer, but there are also other positions.

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[11] Ayu Bella Pertiwi, Anayanti Rahmawati, Ruli Hafidah. *Metode Pembelajaran Kosakata Bahasa Inggris Pada Anak Usia Dini* (Vol. 9 No. 2; KUMARA CENDEKIA, Juni 2021), 100

[12] Scott Thornbury, *How To Teach Vocabulary* (England, Pearson Education Limited, 2002), 13

[13] Marcella Frank, *Modern English A Practical Reference Guide* (New York: New Jersey, 1972), 141

[14] Sjah and Enong. *Modern English Grammar* (Jakarta: CV Simplex), 72

[15] Marcella Frank, *Modern English*, 109

On the other hand, Sjah and Enong explain that adjectives are words used to expand or narrow the meaning of nouns.[16] This means that adjectives are words that describe nouns. Example: Beautiful, friendly, small, and different. From the previous statement, the researcher conclude that adjectives are words that have descriptive and comparative grammatical properties. For example, beautiful, good, and small.

3) Nouns

Nouns are one of the main kinds of words in English, along with other parts of speech such adjectives. Nouns are an important part of verbs as they are used to name all the objects and concepts that exist in this world which includes both physical and abstract things. Experts have presented several substantive definitions. Frank explains that nouns are one of the most important things in a language.[17] Placements containing verbs help with the content of sentences. This is important for the whole sentence. On the other hand, Sjah and Enong explain that nouns are words used to refer to people, places, plants, objects, animals, properties, and abstract concepts.[18] In other words, nouns refer to names of places, plants, people, etc. for example, John, college student, house, chair, rose, dog, honesty.

From the previous statement, we can conclude that nouns are one of the most important parts of speech that can be used to refer to people, plants, objects, animals, properties, and abstract concepts.

4) Verbs

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[16] Sjah and Enong, *Modern English*, 27
[17] Marcella Frank, *Modern English*, 6
[18] Sjah and Enong, *Modern English*, 15

Verbs are the most important part and always appears in every sentence. Verb is a word that describes the action, condition or experience of something that shows the activity of the subject in the sentence. There are several definitions of verbs given by experts. Frank says that verbs are the most complex parts of speech.[19] Different noun placements determine different types of sentences, statements, questions, commands, and exclamation points. Like nouns, verbs have a numerical grammatical basis and properties that require agreement with their subject. Meanwhile, Sjah and Enong explain that verbs are words that describe the size and state of an object.[20] This means that verbs can be used to indicate the size and state of an object. Examples: writing, reading, listening, etc.

From the previous statement, it can concluded that a verb is a word, it is the most complete part of a word, and has grammatical properties of both. Vocabulary is a list of all the words you need to know and learn and the types of vocabulary are adverbs, adjectives, nouns, and verbs. Successful acquisition of vocabulary requires knowledge and learning of all kinds of vocabulary. Later, Scott Thornbury stated that vocabulary can be divided into active vocabulary and passive vocabulary.[21]

1) Active vocabulary refers to the proper use of what you have learned in speaking and writing, also called productive vocabulary, but it is more difficult to practice.

2) Passive vocabulary refers to elements of language that can be recognized and understood when reading or listening, also known as receptive

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[19] Marcella Frank, Op.Cit, 47
[20] Djalinus Sjah and Azimar Enong, Op.Cit, 30
[21] Scott Thornbury, *How To Teach Vocabulary*, (New Zealand: Longman, 2002), 114

vocabulary. In other words, active vocabulary refers to the words that learners use when speaking or writing, and passive vocabulary refers to words they understand when reading or listening.

d. *The importance of learning vocabulary*

Vocabulary have an important role in learning so it needs to be learned. According to Scott Thornbury, vocabulary knowledge is often seen as an important tool for second language learners because limited vocabulary in a second language hinders successful communication. [22] Nation further explains the relationship between vocabulary knowledge and the use of complementary languages: Knowledge of vocabulary allows the use of language and, conversely, the use of language leads to an increase in knowledge of vocabulary. The importance of vocabulary is evident every day inside and outside the school. Students who excel in the class have the most appropriate vocabulary. Rivers and Nunan further argue that acquiring enough vocabulary is essential to use a second language successfully since without a voluminous vocabulary of course we cannot apply the structures and functions we have learned in communication.

In this life, if we have a meaning or concept that we want to express, we must have a repository of words that we can choose to express that meaning or concept. David Wilkins quoted from Thombury summed up the importance of learning vocabulary by saying, "Very little can be taught without grammar, nothing can be taught without vocabulary."[23] What Wilkins said was true. Even if

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[22] N. Schmitt, *Vocabulary in language teaching.* (Cambridge: Cambridge University Press, 2000), 55

[23] Thorburry, S. *How to teach vocabulary*. (England:Pearson Education Limited.Ur, P., (1998). A course I language teaching. Abridge University Press, 2002), 97

we have good grammar knowledge, this skill is useless if we don't have enough vocabulary. In addition, after Richards and Krashen, Maximo mentions that there are many reasons to pay attention to vocabulary. "First of all, of course, a wide vocabulary is important for mastering a language. Second language learners know this, they have a dictionary instead of a grammar book, and they regularly report that lack of vocabulary is the biggest problem."[24] However, vocabulary knowledge is only part of language skills, such as reading and speaking. Nor should it be assumed that knowledge of vocabulary is always a prerequisite for the completion of language skills. According to Nacio, knowledge of vocabulary enables the use of language, use of language enables expansion of vocabulary, knowledge of the world increases vocabulary and use of language, etc.[25]

2. Definition of kids song

a. Definition of song

A song is a collection of sung words that is still often listened to today. The Oxford Student Pocket Dictionary defines "a song that is a short piece of music with the words you sing". Songs are usually music to sing. According to Moeliono the word song means various rhythmic sounds. Songs can be used in English classes to create a learning environment; John explained that songs can be used to improve listening comprehension, improve pronunciation, increase

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[24] R. Maximo, *Effects if rote, context, keyword, and context/ keyword method on retention of vocabulary in EFL classroom, Language Learning,* (vol 50, no 2, 2000), 385-412.

[25] Nation, I.S.P. 1993 *Vocabulary size, growth and use.* (In The Bilingual Lexicon. Ed. R. Schreuder and B. Weltens, Amsterdam/Philadelphia: John Benjamins, 1993), 115-134.

vocabulary, give examples of grammatical structures, practice reading and writing, and educate students about cultural aspects.[26]

b. *Meaning of kids song*

Kids song are collection of beautiful words with a message meant to be conveyed to those who have not yet reached puberty and served with beautiful music to capture that message.[27] Kids' songs are a collection of beautiful and simple words suitable for children and easy to remember. The use of kid's songs as a vocabulary learning tool aims to motivate students in the learning process. They are more interested and also get new illustrations and vocabulary to express ideas in English.

Kids' songs have simple language and dynamic tempo, making them suitable for elementary school children. This is by Rasyid, F, who states that kids song have short, simple lines, and fun rhythms and children can join in. In addition, the meaning is very deep and easy for children to hear, understand and absorb.[28] According to Nurita, a good children's song can cover all children's learning objectives, namely (1) cognitive aspects, namely understand information about the promised behavior, (2) affective aspects, namely emphasizing the influence of emotions, and (3) psychomotor aspects, namely that Understanding

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[26] Thomas and John Algeo, *English an Introduction to Language.* (New York: Horcout Brace Jovanovich, INC. 1968)

[27] Ibid

[28] Sri Wulan Anggraeni, *Penggunaan Media Lagu Anak Dalam Meningkatkan Hasil Pembelajaran Menulis Puisi* (Jurnal Sekolah Dasar; Vol. 1 No. 1 September 2016), 51

information about the behavior being praised. The ability to behave politely which is reflected in the ability to communicate verbally and non-verbally.[29]

From these opinions, the researcher concluded that a good kid's song is one that can describe the world and is suitable for children. Lyrics, melodies, rhythms, and other musical elements must be adapted to the world of children about the theme of more playful songs, having a happy tone, etc. Messages kids' songs are also good messages that can influence learning objectives in terms of cognitive, affective, and psychomotor to support the achievement of learning objectives.

c. *Principles of English song*

There are several principles of the English song:

1) Songs and rhymes for young children must be interesting and understandable

2) The song must have a relationship with the children's area

3) Songs must be related to the theme and must be related and interesting.[30]

From the previous research above, the researcher concluded that the considerations and principles for choosing children's songs are that teachers must choose songs that are suitable for the level of students. So, it can make you interested, enjoy, easy, and happy.

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[29] Nur Rakhmat, Pudarnya, *Pudarnya Lagu Anak-anak di Tengah Hegemoni Lagu-lagu di Masyarakat (Studi Masyarakat: di Kelurahan Kapas Madya Baru Kecamatan Tambaksari Kota Surabaya)*. Skripsi. Surabaya: Fakultas Ilmu Sosial dan Ilmu Politik Program Studi Sosiologi UIN Sunan Ampel, 2014), 40-41.

[30] Mohammed Mousa El-Nahhal, *The Effectiveness of Using Children Songs on Developing the Fourth Grade's English Vocabulary In Rafah Governmental Schools,* (Al-Azhar University Gaza: Thesis, 2011), 20

d. Characteristics of kids song

Kids song is ubiquitous in every culture and childhood. kids song is song created, sung, or heard by children. Kids song share many musical characteristics, such as short phrases and lots of repetition. These similarities could be due to kids external environment, including musical culture, internal drives, or innate musicality. According to Kasihani the characteristics of songs created for children's learning in the classroom are:

1) Contains words, phrases, or sentences with a specific theme

2) Elements of language support in re-re

3) Generally contextual singing so it's easy to memorize

4) Songs are sung with the movement of the limbs (action songs)

5) The song can be sung by the children outside the class.

6) Happy and fast rate.

In addition, Rosediana believes that children's songs should have the following characteristics:[31]

1) The tone tends to be funny.

2) The lyrics are easy to understand, not too long, contain a moral message, and are simple.

3) The theme of the song corresponds to the life of children.

4) The tone of the song should be able to be combined with movements and claps.

5) The content of the song is about put joy.

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[31] Ardipal, *Kembalikan Lagu Anak-anak Indonesia: Sebuah Analisis Struktur Musik,* (Jurnal Panggung, Vol. 25, No. 4; Desember 2015), 345.

e. Various type of song

The various types of songs can be used according to our needs in the classroom. Songs can be categorized into activity song, animal song, counting song, food song, learning song, lullaby, patriotic song, parody, sport song, traditional song, and so on.[32] People must know that not all songs are in English, people can use learning resources and here are the examples of English kids songs that can be used in English class:

1) Alphabet songs

2) Daily routine songs

3) Fruit songs

4) Color songs

5) One to ten then again

6) Food songs

7) Days of the week song

8) What time is it song

9) Head, shoulders, knees, and toes

The purposes of the song above are to learn about parts of the body, physical, movement, memorizing coordination and concentration, developing vocabulary, and presenting happy situations in the classroom.

3. Teaching vocabulary through Songs

Using songs in class is something special. Songs provide material in English that students want to understand. They want to be able to sing songs and

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[32] Lusi Nurhayati, *Penggunaan Lagu Dalam Pembelajaran Bahasa Inggris Untuk Siswa SD; Mengapa dan Bagaimana* (Majalah Ilmiah Pembelajaran, 2009), 6.

understand them. Teacher can use one of the many ways to introduce songs and to increase vocabulary in class as follows:

a. Play songs and tell students to listen to the song for which you will give the lyrics in a moment

b. Give the lyrics of the song to students

c. The teacher and students sing the song together until the students enjoy or get used to the song

d. Tell them to listen to the song and circle the word or phrase they don't understand. They do not understand

e. Discuss the circled word.

There are many ways to present vocabulary in class using songs. Some things related to the framework for using songs for language teaching framework suggested by Brewster, are:

a. Create a context, in this case, the teacher must explain the purpose and background information.

b. Teach the important vocabulary first by using visual aids, actions, etc.

c. Teach vocabulary that is considered important by using visual aids, actions/movements, reality or artificial objects, puppets, and so on.

d. Listen to tapes or sing songs so that students can listen, show their understanding and become familiar with the rhythm and tone.

e. Do advanced listening activities

f. Pay attention to pronunciation such as identifying intonation patterns, stressed words, or syllables.

g. Encourage students to listen, repeat, and practice singing and learning the song. Encourage them to use body movements, facial expressions, and so on.

h. Give written notes of the song text. In this case, the teacher does not necessarily have to provide complete notes of the song he/she is teaching. Teachers can package it into exciting and learning-oriented activities. For example, students are asked to create their own version of the song (changing according to the context), students can listen and complete the omitted parts of the song first, sequence the song, compose words from 2 different songs, match the picture with the writing, and so on.

i. Encourage students to compare it with similar types in their mother tongue, or national language.

j. Perform them together, individually, in groups, or in pairs.

4. Advantages and disadvantages of the song

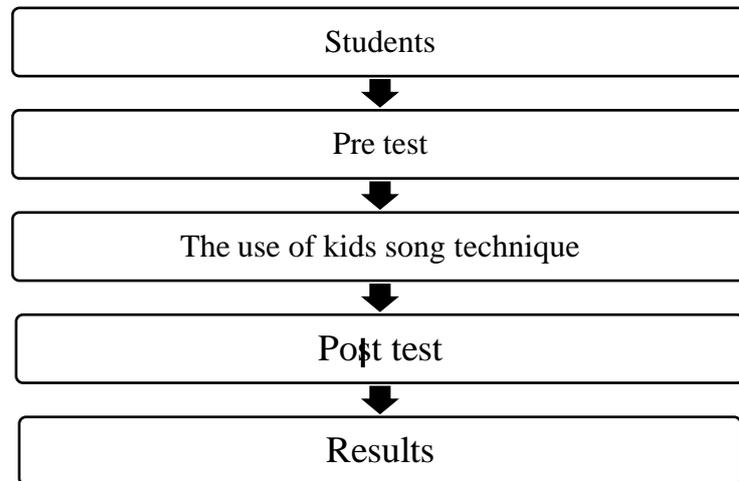There are many advantages and disadvantages of the song, namely:

Table 1 Advantages and disadvantages of the song

Advantages	Disadvantages
1. Songs will motivate children to have more fun in English learning	1) Loudly playing songs may disturb neighboring classes
2. During the learning process, the children are able to grasp the learning material easily through singing	2) Some learners get too excited and may forget about the discipline.
3. Singing and various learning activities, educators can foster children's interest to be happier and more active in learning, and can even make it easier for children to understand the teaching material presented	3) Teachers often complain that the learners just want to listen, not work.
4. A happy and active learning process can be achieved	4) Many songs may be intelligible for students since they contain many colloquial expressions and the pace is too fast.
5. Teaching rhymes and songs in Primary Education to the students may be beneficial for them both inside and outside the school[33]	5) There are songs which touch taboo topics like violence and sexism and thus such songs may confuse the learners or embarrass them.[34]

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[33] Aria Septi Anggaira, Nurul Aryanti , Suryadi, Tusriyanto, *Songs for Teaching Vocabulary: English Learning Media for Preschoolers,* (Volume 6, Issue 6; Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 2022), 6072

[34] Şevik M, *Teacher views about using songs in teaching English to young learners* (Volume 2, issue 21; Poznan, Poland: Educational Research and Reviews, 2011), 26

C. *Conceptual Framework*

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┌─────────────────────────────────────────┐
│                Students                    │
└─────────────────────────────────────────┘
                    ▼
┌─────────────────────────────────────────┐
│                Pre test                    │
└─────────────────────────────────────────┘
                    ▼
┌─────────────────────────────────────────┐
│      The use of kids song technique        │
└─────────────────────────────────────────┘
                    ▼
┌─────────────────────────────────────────┐
│               Post test                    │
└─────────────────────────────────────────┘
                    ▼
┌─────────────────────────────────────────┐
│                Results                     │
└─────────────────────────────────────────┘
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English is an international language, most countries in the world use it as their main language. Vocabulary plays an important role in language, as stated by Hoshino vocabulary is the basis of language. Based on the importance of vocabulary in English, and the importance of learning English since elementary school also based on interviews conducted by researcher with one of the English teachers at the school in the initial observation, she is said that students' vocabulary is still lacking and needs to be increased.

Based on these problems, the researcher tried to find ways to increase the English vocabulary of students in the lower grades, until he found a theory from Al-azri which states that using songs to teach new vocabulary to early grades students has amazing results. The researcher also found several previous studies that also proved this theory so the researcher was interested in raising this title in his research.

In this research, the researcher was conducted a pretest to determine the initial ability of students' vocabulary skills before being given treatment. After that, the

researcher will give treatment to students for five meetings by teaching vocabulary through kids song as described in the lesson plan in the attachment. Furthermore, the researcher will give a posttest to determine the results before and after the treatment is given to students, which will be measured using statistical analysis. At the end of the research, the researcher can conclude whether the English kids song will be effective in increasing vocabulary of the second grade students' at SD Inpres 3 Tatura.

D. *Hypothesis*

Sugiyono suggested that the research hypothesis is a temporary answer to the formulation of research problems. It is said to be temporary because the answers given are only based on empirical data obtained through data collection.[35]

Based on the conceptual framework of research in the action hypothesis can be formulated as follows:

Ha: The use of English kids songs is effective in increasing students' vocabulary of the second grade at SD Inpres 3 Tatura Palu

H_0: The use of English kids songs is not effective in increasing students' vocabulary of the second grade at SD Inpres 3 Tatura Palu

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[35] Sugiyono, *Metode Penelitin Kuantitatif, kualitatif dan R & D* (Bandung: ALFABET, 2012), 93

CHAPTER III

RESEARCH METHODS

A. *Research Methods*

Research methods are very important foundation in research. This is because the success or failure of research results and the high low quality of research results are greatly influenced by the accuracy of research method decisions. A research method is basically a method of scientifically obtaining data with a specific purpose and usefulness.[1] In this study, the researcher used quantitative research that aims at testing hypotheses from data collected according to previous theories and concepts. As Sugiyono argues that quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative/ statistical with the aim of testing predetermined hypotheses.

There are several types of research methods involved in quantitative approaches, including experimental methods and survey methods. Sugiyono cited in Icam Sexplained that experimental method is a research method used to find the influence of treatment in controlled conditions (laboratory).[2] Meanwhile, the survey method is a research method that aims to determine certain

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[1] Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 7th ed. (CV. ALFABETA, 2009), 2.

[2] Icam Sutisna, *Statistika Penelitian* (Universitas Negeri Gorontalo, April 2020), 2.

attributes/variables carried out through measurement. The position of the researcher in research studies is as an influential observer.[3]

This research was included in the experimental research. Ary, et al, Jhon W Best, and Suryabrata divided the experimental design into 3, namely, pre-experimental, true experimental, and quasi-experimental.[4] This research was a study using pre-experimental design. The pre-experimental design is not yet a real experiment because there are still external variables that influence the formation of dependent variables. There are several forms of pre-experimental designs, namely: One-Shot Case Study, One Group Pretest-Posttest Design, and Intact-Group Comparison.[5] This research took One Group Pretest-Posttest Design as the research design. In the design of this research, the researcher conducted a pretest, before given treatment and finally a posttest to find out the comparison of the results of the situation before and after treatment or can be written with (O_2 - O_1). Here's the One Group Pretest-Posttest Design pattern:[6]

$$\boxed{O_1 \qquad X \qquad O_2}$$
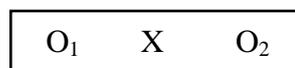
Information:

O_1 = Pretest value

X = Treatment

O_2 = Posttest value

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[3] Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 7th ed. (CV. ALFABETA, 2009), 2.

[4] M Syahrun Effendi, "Desain Eksperimental Dalam Penelitian Pendidikan," *Jurnal Perspektif Pendidikan*, 2013, (10) https://ojs.stkippgri-lubuklinggau.ac.id/index.php/JPP/article/view/363. (10 March 2023).

[5] Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

[6] Ibid

B. *Population and Sample*

1. Population

According to Amirullah, the Population is a whole collection of items that have many common characteristics, consisting of areas of interest. Alternatively, a population is a whole group of people, events, or objects of interest to a researcher (Malhotra). Therefore, the population is a whole set of items that can be used to draw some conclusions.[7] The population in this study was all second grade students at SD Inpres 3 Tatura Palu. It can be seen in the table below:

Table 2 Population of Research

NO	CLASS	TOTAL
1	II A	28
2	II B	28
	Total all of Students	56

2. Sample

The sampling technique in this study used the purposive sampling technique. According to Kassiani Nikolopoulou, states that purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling.[8] To determine the sample members from the existing population, the researcher has conducted discussions with the English teacher at SD Inpres 3 Tatura, and has chosen class II B as the research sample because it has a low vocabulary, a calmer attitude, and is

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[7] Amirullah, *Populasi dan Sampel (Pemahaman, Jenis Dan Teknik)* (Malang: Bayumedia Publishing, 2015), 68.
[8] Kassiani Nikolopoulou, *Methodology.* (Scribbr; December, 2022)

happy with songs. This can be seen through initial observations, the researcher saw how class II B students looked active and happy with ice breaking involving songs in the learning process.

C. *Research Variables*

In research activities, the determination of research variables is one of the important stages and must even be carried out appropriately in research activities. Sugiyono argues that research variables are basically things in the form of what researchers set to study so that information about them is obtained, then conclusions are drawn.[9] According to Kelinger, it is stated that a variable is a construct or trait to be studied, so it is a concrete representation of an abstract concept.[10] In this study, there were 2 variables, namely independent variables and dependent variables.

1. Independent variables

According to Tritjahjo Danny Soesilo, cite by Rafika Ulfa, Independent variables are variables that can influence or that are the cause of changes or the emergence of dependent (bound) variables.[11] From this explanation, the researcher concluded that independent variables are variables that are the cause or have a theoretical possibility of having an impact on other variables. In this study, the independent variable is the English kids song technique.

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[9] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

[10] Kerlinger, *Foundation of behavioral research (4th Ed)* (New York: Holt, Rinehart & Winston, 2000), 348

[11] Rafika Ulfa, *Variabel Penelitian Dalam Penelitian Pendidikan* (Al-Fathonah: Jurnal Pendidikan dan Keislaman, 2021), 345

2. Dependent variables

Dependent variables are variables that are influenced or that become a result due to the presence of independent variables.[12] So, in this study, the dependent variable is students' vocabulary.

D. *Operational Definition*

According to Poespoprodjo, a definition is a short, concise, clear, and precise formulation that explains "what exactly a thing is" so that it can be clearly understood and distinguished from all other things.[13] This operational definition contains an explanation of the terms used in the research. As stated by Sumadi Suryabrata cited by Juhana Nasrudin, an operational definition is a definition based on the properties of the defined thing that can be observed.[14]

Operational definitions are used to equalize the diverse possibilities between researchers and people who read their research. In order to avoid misunderstanding, an operational definition is compiled in a study. Based on these statements, the researcher describes the operational definition as follows:

1. Effectiveness

Effectiveness is the degree to which something is successful in producing a desired result; success. In the general dictionary of the Indonesian language, effectiveness is an explanation that means the size of the task results or success in achieving goals. It is slightly understood that effectiveness also shows the level of

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[12] Ibid 347

[13] EK T Gilarso W. Poespoprodjo, *Logika Ilmu Menalar: Dasar-dasar Berpikir Tertib, Logis, Kritis, Analitis, Dialektis. Cetakan Pertama.* (Bandung: Pustaka Grafika, 1999) 67.

[14] Nasrudin, Juhana. *Metodologi Penelitian Pendidikan: Buku ajar praktis cara membuat penelitian.* (Pantera Publishing, 2019) 20.

achievement of goals, an effort is said to be effective if the effort achieves its goals.

2. **Kids song**

Kids songs are a collection of beautiful and simple words suitable for children and easy to remember. Kids song are collection of beautiful words with a message meant to be conveyed to those who have not yet reached puberty and served with beautiful music to capture that message.[15]

3. **Increase**

According to Cambridge dictionary increase is an action to (make something) become larger in amount or size. Hamzah B Uno Increasing is a process, method, action to raise something or business activities to advance something in a better direction than before.

4. **Vocabulary**

In general, vocabulary is information about the meaning of a word. According to Caroline T. Linsen is: "Vocabulary is the collection of words that an individual knows."[16] While according to Thomas, "vocabulary is the essence of language. In words, sounds and meanings are intertwined so that we can communicate with each other, and we combine those words into sentences, conversations, and all kinds of conversations."[17]

E. *Research Instrument*

Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense

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[15] Thomas. *English an Introducation.*(1968)

[16] Caroline, *Practical English.* (2006) 121.

[17] Thomas Pyles, *English an Introduction* (1968), 96.

that they are more careful, complete, and systematic so that they are easier to process.[18] The test is prepared based on predetermined research indicators. Before being given to the research sample, the test was first tested for content validity by discussing the research instruments that had been prepared with experts or experts in their fields.

1. **Validity test**

Validity is defined as the extent to which a concept inaccurately measured in a quantitative study.[19] According to Anastasi and Urbina cited by Lutfi Surucu and Ahmet Maslakci, validity is concerned with whether the measuring instrument measures the behavior or quality that it is intended to measure and is a measure of how well the measuring instrument performs its function.[20] In other words, a research instrument can be said to have high validity if the tool serves its measurement function or provides measurement results in accordance with the purpose of the measurement.

In this research, validity testing was carried out to show the results that the instruments are valid to measure the variables used. In this study, researchers used Aiken's V formula. Aiken formulated the Aiken's V formula to calculate the content-validity coefficient based on the results of the judgment of a panel of experts of n people on an item in terms of the extent to which the item represents the measured construct. The coefficient is based on an assessment from a panel of

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[18] Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Rineka Cipta: Jakarta, 2010), 203.

[19]Heale, Roberta, and Alison Twycross, *Validity and Reliability in Quantitative Studies*, (18 no. 3; Evidence Based Nursing, 2015), 66. https://doi.org/10.1136/eb-2015-102129. (8 June 2023)

[20] Surucu, L. & Maslakçı, A., *Validity and Reliability in Quantitative Research*, (BMIJ; 8(3): 2694-2726, 2020), 2069. doi: http://dx.doi.org/10.15295/bmij.v8i3.1540. (8 June 2023)

n experts on an item in terms of the extent to which the item represents the measured construct. The formula proposed by Aiken is as follows:[21]

$V = \sum s / [n (c-1)]$

$S = r - lo$

Lo = the lowest validity assessment number (e.g. 1)

C = the highest validity assessment number (e.g. 5)

R = the number given by the rater

While the Correlation coefficient in the validity test is as follows:[22]

0,800 - 1,00	Very high
0,600 - 0.800	High
0.400 - 0.600	Sufficient
0.200 - 0.400	Low
0.00 - 0.200	Very low

2. Reliability test

Reliability relates to the consistency of a measure.[23] According to Lutfi Surucu and Ahmet Maslakci, reliability refers to the stability of the measuring instrument used and its consistency over time. In other words, Reliability is the ability to measure instruments to give similar results when applied at different

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[21] Hendryadi, *Content Validity (Validitas Isi),* (No. 1; Teorionline Personal Paper, June 2014), 2.

[22] Hidayat, Anwar, *Penjelasan Berbagai Jenis Uji Validitas dan Cara Hitung*, (Statistikian, Agustus 2012).

[23] Heale, Roberta, *Validity and Reliability,* 66.

times.[24] In this study, the internal consistency reliability test was carried out using the Cronbach alpha (α) coefficient. To find out whether the data is reliable or not, if the calculation of r counted > r table 5%, where r count is seen from the table of calculation results obtained on SPSS, while r table 5% is seen in the table.[25]

F. *Data Collection Techniques*

Based on this statement, in this study researcher used tests in collecting data, the description is as follows.

1. Tests

The test is the main instrument in this study. This technique was applied to find out the results of student achievement in increasing vocabulary by using kids songs in the class. The researcher conducted the test twice. The first test is the pre-test and the second is the post-test. Following explanation:

a. *Pre-test*

To find out the students' initial vocabulary knowledge before the researcher apply kids song in learning in class. As for how to implement it in the class as follows:

1) Pre-test was given to the students to determine the students' vocabulary knowledge before the treatment.

2) The researcher prepared 10 valid questions

3) The researcher gave test questions to students

4) The researcher explain to students what to do

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[24] Surucu, L., *Validity and Reliability,* 2707.
[25] Janna, Nilda Miftahul, and H. Herianto. *Konsep Uji Validitas dan Reliabilitas dengan Menggunakan SPSS*. (2021).

5) The researcher gave students time to take the test.

6) The researcher collect tests if students have finished taking the test.

7) The researcher check student answers and found the average score.

b. *Treatment*

Researcher conducted seven meetings, with five treatments, one pre-test, and one post-test. The first meeting given the pre-test, the second-sixth meeting was the treatment, and the last meeting was the giving the post test.

c. *Post test*

The post test was given at the end, after the researcher had treated the class, with the aim of obtaining data or knowing whether the use of kids songs in learning can increase students' vocabulary. The results of this study can be seen from the final grades of students by paying attention to assignments during treatment.

G. *Data Analysis Techniques*

1. **Normality test**

The normality test aims to determine whether the sample used comes from a normally distributed population or not.[26] In general, it is stated that normality can be assessed in various ways which, when grouped, are basically in 2 groups, namely visual analysis and statistical analysis.[27] In this study, the researcher used statistical tests, using the Q-Q Plot. Q-Q Plot using graph. According to Akbar Nasrum, if the data distribution is close to the line, the data distribution is normal.

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[26] Zul Amry. *Uji Normalitas dan Homogenitas Dalam Penelitian Kuantitatif.* (Seminar Nasional Pembelajaran Matematika Berbasis ICT Yang Menyenangkan Dan Berkarakter, 2011), 207

[27] Anwar Hidayat. *Uji Normalitas dan Metode Perhitungan (Penjelasan Lengkap)* (Statistikian, 2013) https://www.statistikian.com/2013/01/uji-normalitas.html (11 June 2023)

Conversely, if the data distribution is far from the line, the data distribution is not normal.[28]

2. Homogeneity test

The homogeneity test is used to determine whether some population variants are the same or not. The two variance equality test is used to test whether the data distribution is homogeneous or not, namely by comparing the two variances. If two or more data groups have the same variance, then the homogeneity test does not need to be done again because the data is considered homogeneous. The homogeneity test can be carried out if the data group is in normal distribution.[29] In this research, the researcher conducted a homogeneity test with the Levene test. According to Reyvan Maulid, data that is tested is said to be homogeneous based on its significance value.

a. A significance value (p) > 0.05 indicates that the data group comes from a population that has the same variance (homogeneous).

b. A significance value (p) < 0.05 indicates each group of data comes from a population with different variances (not homogeneous). [30]

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[28] Akbar Nasrum. *Uji Normalitas Data Dalam Penelitian* (Jayapangus Press; Bali, 2018), 66

[29] Usmadi, Usmadi. *Pengujian Persyaratan Analisis (Uji Homogenitas Dan Uji Normalitas).* (Inovasi Pendidikan; 7, no. 1, 2020), 51. https://doi.org/10.31869/ip.v7i1.2281. (8 June 2023)

[30] Reyvan Maulid. *Contoh Teknik Analisis Data dalam Uji Homogenitas* (DQLab Al-Powered Learning, 22 July 2022) https://dqlab.id/contoh-teknik-analisis-data-dalam-uji-homogenitas. (17 June 2023)

3. Assessment

In the assessment process, the researcher was calculated the scores obtained by students in the pretest and posttest, according to Abdurrahman and Ellya Ratna, the formula used to process scores into grades is as follows.[31]

$$N = \frac{SM}{SI} \; x \; Smax$$

Description:

N   : mastery level

SM   : score obtained

SI   : score that must be achieved

Smax : the scale used (100%)

4. Descriptive Statistics

Descriptive statistics are statistics that are used to analyze data by describing or depicting the data that has been collected as it is without intending to make general conclusions or generalization.[32]

a. Mean

The mean is a group explanation technique based on the average value of the group. To find the mean of a single data set, it can be searched by adding up all the existing data and then dividing it by the amount of existing data.[33] This means that the mean is equal to the average value. The formula for finding the mean value is as follows:

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[31] Abdurrahman dan Ellya Ratna. *Evaluasi Pembelajaran Bahasa dan Sastra Indonesia*. (Padang: FBSS UNP, 2003), 264.
[32] Icam Sustina, *Statistika Penelitian,* (Universitas Negeri Gorontalo, 2020), 7.
[33] Ibid, 8.

The mean formula:[34]

Mean $\bar{x} = \dfrac{\sum x_i}{n}$

Where:

$\bar{x}$ = mean

x = total value

n = amount of data

b. *Standard deviation*

The standard deviation is equal to the value indicating the degree of variation of the data group from its mean. The second power of the standard deviation is called the variance.[35] Hatch and Farhady suggest that standard deviation is used to measure variability. The larger the standard deviation, the more variability of the central point in the distribution and the smaller the standard deviation from the central point in the distribution and the smaller the standard deviation, the smaller the distribution to the center point. According to Abdurrahman and Ellya Ratna the following formula is used to determine the combined standard deviation.[36]

$$S^2 = \dfrac{\sum X_1^2 - \left(\sum \frac{X_1}{N_1}\right) + \sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{(N_1 + N_2) - 2}$$

Description:

$\sum X_1^2$ = sum of squares of pre-test mean scores

$\sum X_2^2$ = sum of the squares of the mean values calculated after the test

$\sum X_1$ = sum of mean scores before the test

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[34] Ibid, 9.
[35] Setiawan and Pepen Permana, *Pengantar Statistik* (Deutschabteilung UPI: 2018)
[36] Abdurrahman, *Evaluasi Pembelajaran.* 191.

$\sum X_2$ = sum of mean values calculated after the test

N_1 = total number of students in the group before the test

N_2 = total number of students in the group after the test

5. Categorization

Data categorization is based on the ideal mean as the ideal benchmark and standard deviation. At this stage, the researcher was classify the results of increasing student vocabulary in class IB students before and after using the kids song technique based on the following 10-scale benchmark. [37]

Table 3 Conversion Guidelines on a Scale of 10

No.	Mastery Level	Scale Change Value 10	Category
1	96%-100%	10	Perfect
2	86%-95%	9	Excellent
3	76%-85%	8	Good
4	66%-75%	7	More than enough
5	56%-65%	6	Fair
6	46%-55%	5	Almost enough
7	36%-45%	4	Less
8	26%-35%	3	Very poor
9	16%-25%	2	Poor
10	0-15%	1	Very bad

[37] Ibid, 265.

Furthermore, the researcher will display the data or pretest and posttest scores in the form of histograms and will conduct hypothesis testing to determine the he effect of English kids song in increase the vocabulary of IB class students at SD inpres 3 Tatura Palu by using the hypothesis formula to make conclusions.

6. Hypothesis test

Hypothesis testing is the process used to evaluate the strength of evidence from the sample and provides a framework for making determinations related to the population, i.e., it provides a method for understanding how reliably one can extrapolate observed findings in a sample under study to the larger population from which the sample was drawn. The investigator formulates a specific hypothesis, evaluates data from the sample, and uses these data to decide whether they support the specific hypothesis.[38] Research hypothesis testing is carried out based on data and increase in learning outcomes, namely data on the difference between pre-test and posttest scores. In this study used the t-test. According to Sugiyono, if the samples are correlated / paired, for example comparing before and after treatment, or comparing the control group and the experiment group, the sample t-test is used.[39] According to Siregar, the formula for testing the hypothesis is as follows.[40]

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[38] Davis, Roger B., and Kenneth J. Mukamal. *Hypothesis Testing: Means.* (Circulation; 114, no. 10, 2006), 1078. https://doi.org/10.1161/CIRCULATIONAHA.105.586461 (13 June 2023)

[39] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D).* (Bandung: Alfabeta, 2010),273

[40] Siregar, S. *Statistik Terapan untuk Penelitian.* (Bandung: Grasindo, 2004), 153.

$$t = \frac{[\bar{x}_1 - \bar{x}_2]}{\sqrt{\frac{S^2}{N^1} + \frac{S^2}{N_2}}}$$

Description:

t = Hypothesis test

$\bar{x}_1$ = Posttest mean score

$\bar{x}_2$ = Pretest mean score

N^1 = Total number of posttest students

N_2 = Total number of pretest students

S^2 = Posttest variance

S^2 = Pretest variance

To be able to reject the null hypothesis (H$_0$), it is necessary that the t counted value is equal to or greater than the t table value. With the significant results of data analysis, on this basis the null hypothesis (H$_0$) is rejected and the alternative hypothesis (H$_a$) is accepted.

CHAPTER IV

RESULT OF THE RESEARCH

A. *Description of Discussion Results*

In this section, the researcher presents the results of the research. In this research, the researcher gave tests to students consisting of pretest and posttest. The pretest was given at the first meeting and the posttest was given at the last meeting.

1. Pre-test

a. Validity test

Before conducting the pre-test, the researcher first conducted validity and Reliability tests. In this research, the validity test used the assessment results by 2 experts, namely UINDK Palu lecturer, mam Fitriningsih S.S., S.Pd., M.Hum and English teacher at SD Inpres 3 Tatura Palu, mam Tuty Purnawaty, S.Pd. which were then summed up using the Aiken's formula as follows:

$$V = \frac{\sum s}{n\,(c-1)}$$

Information :

V = Validity

S = r - lo

Lo = the lowest validity assessment number (e.g. 1)

C = the highest validity rating (e.g. 5)

R = the number given by the rater

Based on the results of the assessment, it can be written as follows:

Tabel 4 pre-test validity test

No. Test	Rater 1	Rater 2	S1	S2	ΣS	V
1.	5	4	4	3	7	0.875
2.	5	4	4	3	7	0.875
3.	5	4	4	3	7	0.875
4.	5	4	4	3	7	0.875
5.	5	4	4	3	7	0.875
6.	5	4	4	3	7	0.875
7.	5	4	4	3	7	0.875
8.	5	4	4	3	7	0.875
9.	5	4	4	3	7	0.875
10.	5	4	4	3	7	0.875

Based on the results of the validity test, it is known that the V value = 0.875 which means that the pre-test instrument has very high validity.

a. *Reliability test*

Furthermore, for the reliability test, the researcher used the SPSS application, by comparing Cronbach's alpha value with the r-table value, to get the following results: To find out whether the data is reliable or not, if the calculation of r counted > r table 5%, where r count is seen from the table of calculation

results obtained on SPSS, while r table 5% is seen in the table.[1] Based on this

data, it can be written as follows:

Table 4 the Reliability Pre-Test

Cronbach's alpha	r- table	Information
.603	.374	Reliable

Based on this data, it can be seen that the Cronbach's alpha value (0.603) >

r-table (0.374), it can be stated that the question is reliable.

b. The result of pre-test

Pre-test is the first test conducted by the researcher to find the initial

vocabulary ability of students before treatment. The pretest consisted of 10

matching questions, which were given to class II B students with 28 students,

which were given on July 11, 2023, and obtained the following results.

Table 5 the Result of Pre-test

No.	Initial Name	Correct	Score	Category	Qualification
1.	AHN	4	40	Less	Unsuccessful
2.	ASRU	5	50	Almost enough	Unsuccessful
3.	ARS	6	60	Fair	Unsuccessful
4.	APRL	8	80	Good	Successful
5.	AW	5	50	Almost enough	Unsuccessful
6.	ACA	8	80	Good	Successful

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[1] Janna, *Konsep Uji Validitas dan Reliabilitas dengan Menggunakan SPSS*. (2021).

7.	CK	6	60	Fair	Unsuccessful
8.	DB	8	80	Good	Successful
9.	FSA	7	70	More than enough	Unsuccessful
10.	JNSL	10	10	Very bad	Unsuccessful
11.	KAP	8	80	Good	Successful
12.	MF	5	50	Almost enough	Unsuccessful
13.	MRS	5	50	Almost enough	Unsuccessful
14.	MRH	1	10	Very bad	Unsuccessful
15.	MAR	3	30	Very poor	Unsuccessful
16.	MAS	5	50	Almost enough	Unsuccessful
17.	MRR	4	40	Less	Unsuccessful
18.	MAR	3	30	Very poor	Unsuccessful
19.	MYHT	3	30	Very poor	Unsuccessful
20.	M	8	80	Good	Successful
21.	PR	6	60	Fair	Unsuccessful
22.	RM	5	50	Almost enough	Unsuccessful
23.	SM	8	80	Good	Successful
24.	MFS	3	30	Very poor	Unsuccessful
25.	RAW	8	80	Good	Successful

26.	NZD	2	20	Poor	Unsuccessful
27.	MCA	2	20	Poor	Unsuccessful
28.	AR	2	20	Poor	Unsuccessful
Amount		139	1390		

In this research, the determination of category follows the table 3, Conversion Guidelines on a Scale of 10,[2] found in Chapter IV. As for the determination of qualifications, the researcher took the Maximum Completeness Criteria (KKM) value at SD Inpres 3 Tatura Palu, class II, which is 65. Next, the researcher determine the mean score and standard deviation, using the SPSS application, the following results are obtained:

Table 6 Descriptive Statistics Pre-Test

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Score	28	10	80	1390	49.64	23.330
Valid N (listwise)	28					

Based on the result of the pre-test for the class presented in the table, it can be seen that the highest score was 80 and the lowest was 10, with mean value 49.64 (Almost enough), and the standard deviation is 23.330.

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[2] Abdurrahman, *Evaluasi Pembelajaran.* 191.

2. Post-test

a. Validity test

As with the pre-test, the validity test on the post-test also uses the Aiken's V formula, so that the results are as follows:

Tabel 7 Post test validity Test

No. Test	Rater 1	Rater 2	S1	S2	ΣS	V
1.	5	4	4	3	7	0.875
2.	5	4	4	3	7	0.875
3.	5	4	4	3	7	0.875
4.	5	4	4	3	7	0.875
5.	5	4	4	3	7	0.875
6.	5	4	4	3	7	0.875
7.	5	4	4	3	7	0.875
8.	5	4	4	3	7	0.875
9.	5	4	4	3	7	0.875
10.	5	4	4	3	7	0.875

Based on the results of the validity test, it is known that the V value = 0.875 which means that the pre-test instrument has very high validity.

b. Reliability test

For the post-test reliability test, the researcher also used the SPSS application, and the results can be seen below:

Table 8 the Reliability Post-Test

Cronbach's alpha	r-table	Description
.800	.374	Reliable

Based on this data, it can be seen that the Cronbach's alpha value (0.800)> r-table (0.374), it can be stated that the test is reliable.

c. *The result of post-test*

The post-test was conducted to determine the final results of the treatment that had been given. The post-test was conducted on August 1st, 2023, in class 2B, with 28 students, and obtained the following results:

Table 9 the result of post-test

No.	Initial Name	Correct	Score	Category	Qualification
1.	AHN	6	60	Fair	Unsuccessful
2.	ASRU	10	100	Perfect	Successful
3.	ARS	10	100	Perfect	Successful
4.	APRL	8	80	Good	Successful
5.	AW	7	70	More than enough	Successful
6.	ACA	10	100	Perfect	Successful
7.	CK	10	100	Perfect	Successful
8.	DB	10	100	Perfect	Successful
9.	FSA	9	90	Excellent	Successful
10.	JNSL	10	100	Perfect	Successful

11.	KAP	10	100	Perfect	Successful
12.	MF	8	80	Good	Successful
13.	MRS	10	100	Perfect	Successful
14.	MRH	2	20	Poor	Unsuccessful
15.	MAR	7	70	More than enough	Successful
16.	MAS	10	100	Perfect	Successful
17.	MRR	10	100	Perfect	Successful
18.	MAR	8	80	Good	Successful
19.	MYHT	10	100	Perfect	Successful
20.	M	9	90	Excellent	Successful
21.	PR	10	100	Perfect	Successful
22.	RM	10	100	Perfect	Successful
23.	SM	8	80	Good	Successful
24.	MFS	7	70	More than enough	Successful
25.	RAW	10	100	Perfect	Successful
26.	NZD	7	70	More than enough	Successful
27.	MCA	7	70	Poor	Successful
28.	AR	2	20	Poor	Unsuccessful
	Amount	235	2350		

Furthermore, the researcher looked for the mean and standard deviation using SPSS, and obtained the following results.

Table 10 Descriptive Statistics Post-Test

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Score	28	20	100	2350	83.93	22.334
Valid N (let wise)	28					

Based on the result of the post-test for the class presented in the table, it can be seen that the highest score was 100 and the lowest was 20, score mean of 83.93 and with standard deviation of 22.334.

2. **The results of data analysis techniques**

a. *Normality test*

In this study, the researcher used statistical tests, using the Q-Q Plot of Test, and obtained the following results:

Normal Q-Q Plot of Test
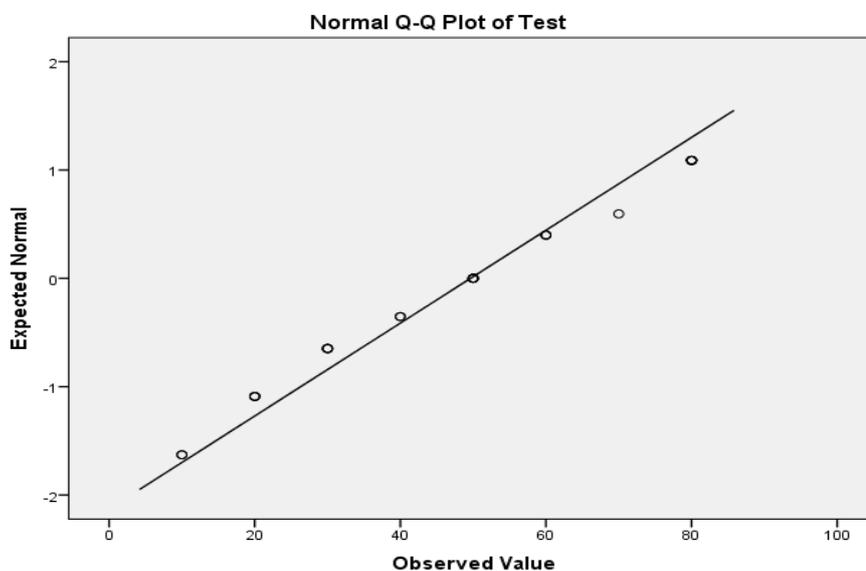
Based on the Q-Q Plot above, it can be seen that the plot is spread close to the diagonal line, so it can be said that the test is normally distributed. This is in accordance with the opinion of Akbar Nasrum, who states that if the data distribution is close to the line, the data distribution is normal.[3]

b. *Homogeneity test*

The homogeneity test can be carried out if the data group is in normal distribution. In this research, the researcher conducted a homogeneity test with the Levene test, and obtained the following results:

Table 7 Test Of Homogeneity Of Variances

Variable

Levene Statistic	df1	df2	Sig.
.322	1	54	.573

Based on the results of the homogeneity test table above, it can be seen that the significance value $(0.573) > 0.05$. So it can be concluded that the data group comes from a population that has the same variance (homogeneous). This is in accordance with the opinion of Reyvan Maulid, the data tested is said to be homogeneous based on its significance value. A significance value $(p) > 0.05$ indicates that the data groups come from populations that have the same variance (homogeneous). A significance value $(p) < 0.05$ indicates that each group of data comes from a population that has a different variance (not homogeneous).[4]

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[3] Akbar Nasrum. *Uji Normalitas Data Dalam Penelitian* (Jayapangus Press; Bali, 2018), 66

[4] Reyvan Maulid. *Contoh Teknik Analisis Data dalam Uji Homogenitas* (DQLab Al-Powered Learning, 22 July 2022) https://dqlab.id/contoh-teknik-analisis-data-dalam-uji-homogenitas. (17 June 2023)

3. **The result of t-test**

To find out the T-test value, the researcher also used SPSS. The following

Table 8 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre Test Pair 1	49.64	28	23.330	4.409
Post Test	83.93	28	22.334	4.221

is a comparison between the pre-test and post-test:

The results of the t-table can be seen from the following table:

Table 9 Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test – Post Test	-34.286	22.015	4.160	-42.822	-25.749	-8.241	27	.000

Based on the table above, it is known that the t-test value is 8.241 and the

significance value is 0.000.

4. **Testing hypothesis**

In this research, the researcher proposed alternative hypothesis (Ha) and

null hypothesis (H$_0$), with explanation as follows:

Ha   : The use of English kids songs is effective in increasing students' vocabulary of the second grade at SD Inpres 3 Tatura Palu.

H_0 : The use of English kids songs is not effective in increasing students' vocabulary of the second grade at SD Inpres 3 Tatura Palu.

The assumption of this hypothesis as follows:

If t counted > t table, Ha is accepted and H0 is rejected. It means that the use of English kids songs is effective in increasing students' vocabulary of the second grade at SD Inpres 3 Tatura Palu. However, if t counted < t table, H0 is accepted and Ha is rejected. It means that the use of English kids song is not effective in increasing students' vocabulary of the second grade at SD Inpres 3 Tatura Palu However, before ddecides which hypothesis was accepted and rejected, the researcher needed to know the critical t-table using 0.05 level significance and the degree of freedom (df) = 27.

Based on the result of the data analysis above, it can be seen that the t counted was 8.241 while the t table was 1.703, and significance value (0.000). It can be concluded that t count (8.241) > t table (1.703) or significance value (0.000) < α (0.05). Meaning that Ha is accepted and H0 is rejected. In other words, the use of English children's songs is effective in increasing the vocabulary of grade II students of SD Inpres 3 Tatura Palu

B. Discussion of Research Results

The researcher took the location at SD Inpres 3 Tatura Palu, Street I Gusti Ngurarai. This study began on July 10 to August 1, 2023, by taking 7 meetings, the first meeting was a pre-test, the second to sixth meetings were treatment, and

the seventh meeting was a post-test. According to the agreement with the homeroom teacher, the implementation schedule can be seen in the following table:

No.	Date	Times	Activity
1.	Tuesday, July 11th 2023	09.15- 10.00	Pretest
2.	Saturday, July 15th 2023	09.50-11.00	Treatment
3.	Tuesday, July 18th 2023	09.15-10-25	Treatment
4.	Saturday, July 22th 2023	09.50-11.00	Treatment
5.	Tuesday, July 25th 2023	09.15-10-25	Treatment
6	Saturday, July 29th 2023	09.50-11.00	Treatment
7	Tuesday, August 1st 2023	09.15-10.00	Posttest

Table 10 the Implementation Schedule

According to Hurlock cited by Ayu Bella Pertiwi, there are two types of vocabulary that must be mastered by elementary school children (6-13) years, namely: general vocabulary and special vocabulary.[5] In this study, the researcher has chosen general vocabulary that focuses on nouns, the researcher chosen nouns for several reasons, the first is that the material is the suggestion of the English teacher at school and the second is to follow the teaching material book in the class.

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[5] Ayu Bella Pertiwi, Anayanti Rahmawati, Ruli Hafidah. *Metode Pembelajaran Kosakata Bahasa Inggris Pada Anak Usia Dini* (Vol. 9 No. 2; KUMARA CENDEKIA, Juni 2021), 100

In the learning process, the researcher found that students looked very active, excited, and enthusiastic in learning, with singing along with the movements done repeatedly, they became easier to remember and seemed to really enjoy the learning process. This reinforces the opinion of Aria Septi Anggaira, who said that "Songs will motivate children to have more fun in English learning. Singing, and various learning activities, educators can foster children's interest to be happier and more active in learning, and can even make it easier for children to understand the teaching material presented."[6] So that most students have a fairly high score after the treatment is carried out, even JNSL students have a very significant score, which is from 10 to 100. This is because JNSL students are very active and like learning by using children's songs.

However, some learners were too excited and forgot about discipline, the learning objectives, and some learners only wanted to listen, not work. So there are some learners who still have low scores, such as AR, MRH, and AHN. The low score was also caused by the lack of repetition and activeness in learning, also caused by the researcher not expressing emotions and not using movements in the use of kids song. The lack of repetition is due to the limited learning time used by the researcher so learning is not maximized.

Based on the pretest that has been carried out, the researcher get the results of the average value of students before treatment is 49.64. While the value of the minimum completeness criteria (KKM) of class 2 is 65. So it can be said that the value of students' English vocabulary knowledge is still low. Then the researcher

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[6] Aria Septi Anggaira, Nurul Aryanti , Suryadi, Tusriyanto, Lagu Pengajaran Kosakata: Media Pembelajaran Bahasa Inggris untuk Anak Prasekolah, (Volume 6, Edisi 6; Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 2022), 6072

conducted treatment before finally conducting a posttest, and the posttest results showed that the mean value of students was 83.93. This shows that there is a significant difference between the pre-test and post-test after treatment with learning using kids songs.

Based on the results of statistical value analysis, the t-counted value was 8.241 while the t table was 1.703, and the significance value was (0.00). It can be concluded that t counted (8.241) > t table (1.703) or significance value (0.000) < α (0.05). It means that Ha was accepted and H0 was rejected. In other words, the use of English kids song is effective in increasing students' vocabulary of the second grade at SD Inpres 3 Tatura Palu.

CHAPTER V

CONCLUSION

A. *Conclusion*

To answer the problem formulation stated in chapter 1, the researcher made the following conclusion:

Based on the pretest that has been carried out, the researcher get the results of the average value of students before treatment is 49.64. While the value of the minimum completeness criteria (KKM) of class 2 is 65. So it can be said that the value of students' English vocabulary knowledge is still low. Then the researcher conducted treatment before finally conducting a posttest, and the posttest results showed that the average value of students was 83.93. This shows that there is a significant difference between the pre-test and post-test after treatment with learning using kids songs.

Based on the results of statistical value analysis, the t-counted value was 8.241 while the t table was 1.703, and the significance value was (0.00). It can be concluded that t counted (8.241) > t table (1.703) or significance value (0.000) < α (0.05). It means that Ha was accepted and H0 was rejected. In other words, the use of English kids song is effective in increasing students' vocabulary of the second grade at SD Inpres 3 Tatura Palu.

B. *Suggestion*

Based on the conclusion above, the researcher proposes some suggestion as follows:

1. For students, learn more English vocabulary, one of which can be done by listening to many fun songs, repeatedly such as kids songs.

2. For teachers, the use of English kids songs in learning can be an alternative teaching technique to increase vocabulary of the students'. However, in learning, it is necessary to maximize repetition and further increase emotional expression as well as increase movements in learning the use of kids song.

3. For other researchers, this study can be useful as reference material for those interested in conducting research relevant to this study.

4. For schools, this study can be a positive input for the organization of education.

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APPENDICES

A. The Example of Kids songs

1. Head, Shoulders, Knees, and Toes

Head, shoulders, knees, and toes, knees, and toes

Head, shoulders, knees, and toes, knees, and toes

Eyes and ears and mouth and nose

Head, shoulders, knees, and toes, knees, and toes

2. Animal song

Ayam Chicken (2x)

Ikan fish (2x)

Crocodile buaya (2x)

Bebek duck (2x)

Monkey monyet (2x)

Kucing cat, meaw (2x)

Butterfly kupu-kupu (2x)

Kuda horse (2x)

3. I Like Watermelon

I like strawberry

Apple and mango

I like watermelon

Durian and orange

Rambutan, pear

Grape, snakefruit banana

What fruit do you like?

 I like watermelon

Kerjakan soal Pre Test berikut dengan memasangkan nama ke masing-masing gambar tersebut dengan pilihan kata-kata yang berada di kolom sebelahnya

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

Duck

Mouth

Knees

Toes

Goat

Fingers

Mango

Nose

Cherry

Buffalo

Orange

Kerjakan soal Post Test berikut dengan memasangkan nama ke masing-masing gambar tersebut dengan pilihan kata-kata yang berada di sebelahnya, seperti pada contoh!

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

Banana

Eyes

Fish

Apple

Head

Strawberry

Cat

Monkey

Nose

Toes

Ear

Kunci Jawaban Pre-test

1. Orange
2. Mango
3. Cherry
4. Duck
5. Goat
6. Buffalo
7. Knees
8. Fingers
9. Nose
10. Mouth

Kunci Jawaban post-test

1. Apple
2. Banana
3. Strawberry
4. Cat
5. Fish
6. Eye
7. Head
8. Toes
9. Ear
10. Monkey

Realibility post test test

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded[a]	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.603	10

Reliability post tets

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded[a]	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.800	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Question1	7.50	4.037	.569	.772
Question2	7.50	3.963	.627	.765
Question3	7.50	4.333	.350	.796
Question4	7.46	4.036	.667	.764
Question5	7.57	4.032	.460	.785
Question6	7.57	3.884	.559	.772
Question7	7.61	3.729	.620	.763
Question8	7.50	4.556	.195	.812
Question9	7.43	4.476	.391	.792
Question1	7.57	4.180	.365	.797

Sample Pre-Test Answers Of Students

Sample Post-Test Answers of Students

DOCUMENTATION

2. Research Place

3. Asked for Permission from The Homeroom Teacher

4. Giving The Pre Test

5. The First Treatment

6. The Second Treatment

7. The Third Treatment

8. The Fourth Treatment

9. The Fifth Treatment

10. Giving The Post Test

11. Students and Homeroom Teacher Class II B

CURICULUM VITAE (CV)

A. PERSONAL DATA

Name   : Marsya Fitri

Date of Birth   : Labean, December 15th 2001

Gender   : Female

Religion   : Islam

Department   : English Tadris Department

Faculty   : Teacher Training and Tarbiyah Faculty

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B. SOCIAL MEDIA

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C. EDUCATION BACKROUND

1. SD/MI, Graduated year   : SDN 1 Labean, 2013.

3. SMP/MTs, Graduated year   : MTs Nur Labean, 2016.

4. SMA/SMK/MA, Graduated year   : SMAN 2 Balaesang, 2019