IMPROVING TEACHING ENGLISH VOCABULARY ABOUT ANIMAL BY USING VIDEO SONG FOR THE 3RD GRADE STUDENTS OF SDN YOSODIPURO 104 SURAKARTA

FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

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APPROVAL OF SUPERVISOR

Approved to be examined before the board of examiners, English Diploma Program, Faculty of Letters and Fine Arts Sebelas Maret University

Final Project report:

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MOTTO

* Learning without thinking is useless, but thinking without learning is very dangerous.
  (Soekarno)

* In learning you will teach, and in teaching you will learn.
  (Phil Collins)

* Learn from the past, plan for the future by focusing on today.
  (The writer)

* That's it. Love makes us all strong.
  (The writer)
DEDICATION

From deep of my heart I dedicate this final project to:

♥ My almighty God, Allah SWT

♥ My beloved father and (Alm.) mother

♥ All my friends
PREFACE

First of all, the writer would like to present enormous thanks to Allah SWT for all the blessing. The writer would also like to say a lot of thanks to everyone who has given guidance, support and motivation to accomplish this final project report entitled "Improving Teaching English Vocabulary about Animal by Using Video Song for the Third Grade Students of SDN Yosodipuro 104 Surakarta." The final project is submitted as a partial requirement in obtaining the degree in English Diploma Program, Faculty of Letter and Fine Arts, Sebelas Maret University.

This final project discusses about the process of teaching vocabulary using video song and the effectiveness of using video song in improving the vocabulary to the third grade of SDN Yosodipuro 104 Surakarta. The writer is interested in discussing the topic because the writer wants to know the effectiveness of using video song in improving English vocabulary to students especially for young learners.

Finally, the writer realized that this final project report is far from being perfect. Therefore, suggestion and criticism are needed as an evaluation in the future. The writer hopes that this final project report will be beneficial to the readers.
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ABSTRACT

Asokawati Endang Lestari. 2013. Improving Teaching English Vocabulary about Animal by Using Video Song for The Third Grade Students of SDN Yosodipuro 104 Surakarta, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project is written based on the job training done by the writer as an English teacher in SDN Yosodipuro 104 Surakarta. The writer focused on third grade, as the main object of observation. The aim of this final project is to describe the process of teaching vocabulary by using video song and the effectiveness of using video song in improving the vocabulary to the third grade of SDN Yosodipuro 104 Surakarta.

The process of using video songs in teaching English vocabularies to the third grade of SDN Yosodipuro 104 Surakarta was conducted by means of several steps, namely: warming up, presentation, exercising, and assessment.

In teaching English vocabulary, the writer used video song as the media. Using video song made the learning process more effective. Video songs as an audio-visual media which present motion pictures help the writer explain the lesson. Learning through video songs makes students interested in studying English and can keep students’ concentration. Besides, the use of video song can help the students improve their skill in listening comprehension and speaking.
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CHAPTER I
INTRODUCTION

A. Background

In this modern era, English is not only used by the British, but it has also become international language which can be tool to communicate between people in the world. English is used in many fields of life, such as: politics, economics, social and education. English is one of the foreign languages learnt by Indonesian students in school since kindergarten level until university level. English is considered to be a difficult subject for the Indonesian students, because English has its own grammar which is different from the grammar of Bahasa Indonesia. Besides grammar, pronunciation and vocabulary are also considered to be difficult for Indonesian students.

English teaching in schools in Indonesia involves four language skills, which are listening, speaking, reading and writing. In teaching and learning a language, there are four other aspects that support four language skills above, namely: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. In learning a foreign language, vocabulary plays an important role. Vocabulary is one of the most important aspects of the foreign language learning. Without vocabulary, someone can not communicate well. So, the first step to learn English is learning vocabulary. In teaching vocabulary, teachers must make the students able to memorize words in English and new words which students have not known before. Therefore, teachers need to find the most effective way to teach vocabulary.
In teaching English vocabulary in elementary schools, there are some common problems. The first problem is faced by the students. They must learn many new English words, and the pronunciation. Besides, children will be bored, if they are asked by teachers to memorize vocabulary continously. The second problem is faced by teachers. The techniques which are used by teachers all this time are always considered to encumber the students. Therefore, teachers should make the learning activities more fun and enjoyable.

For this purpose, teachers can use media as teaching aids which can help teachers in teaching and learning vocabulary. The use of media is aimed at making students more enjoyable in classroom to encourage students’ motivation and students’ attention in the lesson. One of several media that can be used by teachers to teach the students is video song.

According to Cooper, Lavery and Rinvoluti, (1991: 11), “Video song is a supercharged medium of communication and a powerful vehicle of information. It is packed with messages, images, song and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom.” The use of video song is related to the characteristic of the elementary school students as children who commonly feel excited in something entertaining. Through learning with video song, students can study happily.

The writer chose to use video song to teach vocabulary to elementary school students and measure the effectiveness of the method. Therefore, the writer composes a report entitled “Improving Teaching English Vocabulary about Animal by Using Video Song for The Third Grade Students of SDN Yosodipuro 104 Surakarta”.

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This report is based on the job training done in SD Negeri Yosodipuro 104, Surakarta. The writer taught the first grade students up to six grade students, but focused on teaching in the third grade students to improve skills and abilities of teaching.

B. Objectives

Based on the writer’s explanation above, the objectives of this report are:

1. To describe the process of teaching vocabulary using video song
2. To describe the effectiveness of using video song in improving the vocabulary to the 3rd grade of SDN Yosodipuro 104

C. Benefits

It is hoped that the result of this final project will give advantages to:

1. SDN Yosodipuro 104 Surakarta
   
   It expected that, this final project report can be a good reference to improve English teaching learning process, quality and capability of the students.

2. Teachers
   
   It expected that, this final project can be used as an input in English teaching learning process, especially in teaching vocabulary.

3. Readers
   
   It expected that, this project can be used as a reference for the readers who are involved in education activities to increase the knowledge about the

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teaching English vocabulary by using video song to third grade students of elementary school.
CHAPTER II
LITERATURE REVIEW

A. Teaching

Teaching is one of the most important elements in teaching and learning process. Teaching is also very useful to support the development of education in this world. During the development of modern era, the education system grows rapidly and students will be easy to absorb their knowledge with the help of the new technology, for example: internet, books, teleconference, and etc.

According to Douglas Brown, “Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in study of something, providing with knowledge, causing to know or understand.” (Brown, 2000:7). Brown also says, “Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.” (ibid) Based on the definition, it means that teaching is the efforts that a teacher does in helping students learn.

Meanwhile, dictionaries also have other definitions about teaching. Merriam-Webster’s Collegiate Dictionary defines that teaching as “to acquire knowledge or skill. Teach applies to any manner of imparting information or skill so that others may learn.” (2003:1281). Teaching is acquiring knowledge or skill so that others can learn.

According to Longman Dictionary of Contemporary English, teaching means “to give lessons in a school, college, or university, or to help someone learn about something by giving them information.” (2006:1584). Teaching is an
activity which enables people to know skill and knowledge by giving them lesson about extending information in an educational institution.

Related to the definitions above, teaching can be defined as the efforts of teacher in sharing knowledge by giving lesson to students in order to make them understand about the subject they are learning.

B. Learning

Learning is a process of gaining knowledge through studying. In a learning process, teachers have an important role in holding the teaching activities. Teachers are the leaders in class management.

According to Douglas Brown, “Learning is acquiring or getting of knowledge of subject or a skill by study, experience, or instruction”. (Brown, 2000:7). There is an adage that supports this statement, “Experience is the best teacher”. Meanwhile, Kimble and Garmezy (1963) stated, “Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice”. It means that in learning there would be a process of getting knowledge or acquiring knowledge or skill. As a result, there will be memorizing of information or skill and behavior changes within the learner.

Brown (2000: 7), in his book entitled Principle of Language Learning says that there are some understandings about learning. They are:

1. Learning is acquisition or “getting.”
2. Learning is retention or information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

5. Learning is relatively permanent but subject to forgetting.


7. Learning is a change in behavior.

From the statements above, it can be said that learning is producing new information or knowledge for the students which can be saved in memory system. In the process of learning, the focus is not only about the knowledge or information but also the students' attitude.

C. Teaching Vocabulary

Vocabulary plays an important role because it appears in every language skill. Thus, vocabulary building is really important in any language learning. Thornbury states that “you can say very little with grammar, but you can say almost anything with words.” (2002:13). Based on the statement, it can be seen that teaching vocabulary is very important because we can not speak without word.

According to Harmer (1991:161), in teaching vocabulary, there are many interesting ways to introduce new words to students in the classroom, especially young learners. They are:

1. Realia

   Bring the things they represent into the classroom. For example: the teachers bring a book, pen, ruler, and then give the students know about each name of the things.
2. Pictures

It is another way to introduce the new word that is by using picture, teacher can explain the name of the picture. The teacher can repeat to show the pictures, so the learners can remember it well.

3. Songs

The best way to introduce the new language is by singing a song. Students will be more attracted to know the vocabulary by singing a song. Of course the teacher should write down the lyrics on the black board, so the students will know the words introduced.

4. Explanation

Explaining the meaning of a word must include explaining any facts of words which are relevant.

5. Translation

Translation can solve a presentation of vocabulary problem. It can be a good idea, but we should bear in mind that a consistent policy towards the use of the mother tongue is helpful for both teacher and students.

D. Media

According to Latuheru, “Media is medium or message or information from the source of information to the message receiver. Teaching media are materials, tools, or techniques that are used in teaching learning process with the aim of making the interaction of teaching and learning communication between the teacher and the students can be done effectively.” (1988:14). Meanwhile, Gagne and Briggs in Wiwik (2011) stated, “Teaching media are media which bring the
messages or informations for instructional purpose or teaching intention.” Media has a very important role in increasing students’ interest to follow and pay attention to the lesson. By using media, students not only listen to what is said and taught by the teachers, but they also see, notice, and feel it directly. It can increase students’ motivation in learning, make students active to give response, enable the student to repeat what they learn, stimulate the student to study harder, and encourage the student to give direct feedback.

There are several kinds of media. Nababan in Sidik (2010) stated, teaching media divided into three kinds, as follows:

1. Commercial media is media that can be bought in book store, stationery and media that are made by the teacher.
2. Auditory, visual and audio-visual
3. Games.

According to the book Teaching and Media written by Gearlach dan Elly (1980: 67), the classification of teaching media is as follows:

1. Real object

   The real objects are: people, situation, and object.

2. Verbal presentation

   Verbal presentation includes: printed media, written text in power point, transparence, and black board.

3. Graphic presentation

   Graphic presentation includes: chart, graph, and map.

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4. Still picture
   It is taken from many objects or events which are presented by book, movie, etc.

5. Motion picture
   Motion picture is the kinds of media which is obtained from captured object and it taken from animation movie.

6. Audio recorder
   The form of audio recorder is using verbal language or voices. It can be used classically, or individually. It also can be used in a group.

7. Programmed teaching
   It is verbal, visual, audio information which is deliberately made to stimulate responses from students.

8. Simulation
   It is the imitation of deliberate situation held for approaching and resembling the real event. For example: simulation of behavior of a driver in a car by taking into account the state of the road shown on the screen (the film). Simulations can also be done with the game (game simulation).

E. Video Songs

   Video songs as audio-visual media which present motion picture become more popular in our society. The message which is delivered can be informative, educative and instructional.

   According to Cooper, Lavery & Rinvolucrri, (1991:11), “Video song is a supercharged medium of communication and a powerful vehicle of information. It
is packed with messages, images, song and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom.” The use of video song is related to the characteristic of the elementary school students as children who commonly feel excited in something entertaining.

There are many benefits of using video songs in teaching and learning process:

1. Video songs make teaching learning process more exciting.

2. Showing video songs in teaching and learning English in the classroom is very effective, because it can motivate students to learn English.

3. Video songs can facilitate students to use their imagination to understand the lesson.

4. Video songs can help the students memorize and remember vocabulary easily.

According to Riva (2012), in teaching and learning process by using video songs, there are also some strengths as follows:

1. It can attract the people's attention in such a short period.

2. It can be used to observe moving object more closely.

3. It saves time.

4. It’s very simple and enjoyable.
CHAPTER III

DISCUSSION

A. Description of SDN Yosodipuro 104 Surakarta

1. General Description of SDN Yosodipuro 104 Surakarta

SDN Yosodipuro 104 Surakarta is one of the public elementary schools in Surakarta. It is located at Jalan Yosodipuro 82, Surakarta. It faces south. SDN Yosodipuro 104 was established in 1969. This school is situated in strategic location. It makes this school easy to reach by using any transportation. This building consists of 6 classrooms and 7 other rooms. They are six classes, teachers’ office, a computer laboratory, a health care (UKS), a library, a religion room, an equipment room, and a small mosque.

SDN Yosodipuro 104 is led by headmistress whose job is to manage all school activities. She also has responsibility to arrange everything related to the school. The headmistress is Mrs. Suprihatin, S.P.d. In the academic year of 2011/2012, this school has eleven teachers, one school guard, and one official worker. Six teachers are classroom teachers. Each of them has a class to handle and teachers teach all of the lessons in their classes. Two teachers are responsible to teach Islam, and Christianity, one teacher is responsible to teach sport, one teacher is responsible to teach English, and one teacher is responsible to teach computer skill. Besides the teachers, SDN Yosodipuro 104 also has school guard. He usually keeps the schools’ cleanliness, prepares drinks for teachers, and keeps the school safe.
The total number of students in SDN Yosodipuro 104 Surakarta is 198 students. 111 students are boys and 87 students are girls. English is taught in the 1st up to 6th grade students. Once a week, every class gets English lesson.

2. Visions and Missions of SDN Yosodipuro 104 Surakarta
   a. Visions

   The visions of SDN Yosodipuro 104 are: Making students become faithful, smart, skilled and independent.

   b. Missions

   1) Improving the quality of the school in accordance with the educational curriculum.

   2) Improving the achievement, capability and skillful which are appropriate with the ability of the school.

   3) Organizing education which is harmonious with nation’s identity and available to follow the development of science and technology.

3. Extracurricular Activity

Besides SDN Yosodipuro is a place that is used for doing teaching and learning activity, this school also has many extracurricular activities to improve students’ potentials outside the academic potentials. The extracurricular activities are:

1. Scout

   It is an organization for children and young people which teaches them to be practical, sensible, and helpful. Scout activity is held on commit to user
Thursdays at 15.00. The third until six grades students must follow this extracurricular activity. The first and second grades students are not allowed to follow it, because they are too young.

2. Computing

During the development of modern era, technology grows rapidly. Therefore, students must be able to use computer and master it well. This activity is held everyday at 11.30. All of first grade students until sixth grade students join this extracurricular activity.

3. Traditional Dance

This activity is done in order that students can preserve the original culture and students will be more familiar with their arts. The first grade students until fifth grade students are the participants of this extracurricular activity.

B. Job Training Activities in SDN Yosodipuro 104 Surakarta

The writer had done the job training from January, 2nd 2012 until February 25th 2012 for two months. In SDN Yosodipuro 104 Surakarta, the writer did several activities. The activities are: school observation, class observation and making lesson plan.

1. School Observation

The writer did school observation before the writer did job training. First, the writer came to look around the school. After that the writer met the headmistress, and explained about the job training. Then the writer asked for
permission to do the job training in SDN Yosodipuro 104 Surakarta. After having the explanation about the job training, the headmistress gave the permission to the writer dealing with the job training.

Having the permission from the headmistress, the writer introduced herself to the teachers in SDN Yosodipuro 104 Surakarta. The headmistress also introduced all of the teachers in SDN Yosodipuro 104 Surakarta to the writer. Then the writer met the English teacher to consult about the teaching and learning English in this school. The English teacher asked the writer to teach the first grade, second grade, third grade, fourth grade and sixth grade. The English teacher also gave the schedule for teaching English.

2. Class Observation

Before starting the real activity of teaching and learning English, the writer did an observation in the class. The writer wanted to know the conditions, facilities of the classes and the procedures that were used by English teacher in teaching and learning activity. The writer observed the students of first grade until the students of sixth grade. The writer focused on the third grade, as the main object of observation. The third grade class is located in the middle of second and fourth grade classes and it faces south. The class condition of the third grade class is comfortable enough to accomplish the process of teaching and learning. The facilities of this class are good enough. The class has two windows, a door, two lamps, a cupboard and ventilations. There are many pictures of national heroes and body’s parts, a map, a painting and a whiteboard hanging on the wall. It also has some brooms and feather duster to keep the classroom clean.
This class consists of 27 students, 14 boys and 13 girls. The writer introduced herself to students. During the process of teaching and learning English, the writer watched the way the English teacher taught. The third grade class was little noisy, but almost all of the students paid attention to the teacher and the students were active to study English. Sometimes, the students chatted with their friends and were busy with their own activities.

Moreover, students also got some difficulties in English lesson. Students could hear, but they still got difficulty in writing words. Thus, teachers should have an effective technique to help the learners improve their English vocabulary.

3. Making Lesson Plan

Before the writer taught English to students in SDN Yosodipuro 104 Surakarta, the writer should make a lesson plan during the job training. Lesson plan was important part that had to be prepared before doing the process of teaching by the teacher. Making lesson plan was very important thing, because lesson plan helped teachers arrange material and it became the references of teaching materials. The lesson plan was guideline for the writer in teaching and learning English to students. The allocation of the time could be arranged according to the fixed schedule.

The lesson plan was arranged by the writer based on the subject that was given by the teacher in SDN Yosodipuro 104 Surakarta. In arranging the lesson plan, the writer discussed it first with the English teacher. The English teacher gave a handbook to the writer as a guiding book to help her make certain material. The handbook was English exercises for elementary school (LKS) completed with
pictures that can increase the students’ attention in learning the materials. The lesson plan was made to plan the learning activity based on the chapters in the LKS. The subjects that the writer taught in third grade students were the vocabularies about animals and parts of body. The duration for one meeting was 60 minutes.

All of the preparation above was arranged based on the lesson plan enclosed in the appendices.

C. DISCUSSION


The English lesson was taught once a week to the first grade students until the sixth grade students of SDN Yosodipuro 104 Surakarta. English lesson in this school is conducted by Miss S. Tri Nurcahyani, S.S.

The third grade of SDN Yosodipuro 104 Surakarta got the English lesson once a week on Thursday and lasted from 07.30 pm until 08.30 pm. The students of the third grade used Permata as a handbook to learn English. In teaching and learning English to the third grade students, the writer used English and Indonesian languages, because students were not familiar with English. The writer used English and then translated it into Indonesian language.

In teaching English, the writer also used teaching aids to attract students’ attention, such as: whiteboard, video songs, laptop, OHP, and speaker. Students were very excited in studying and learning English. The activities of
teaching and learning English in the third grade students could be divided into four sections. They were warming up, presentation, exercises, and assessment.

a. Warming Up

In this activity, the writer controlled the whole class. The writer started the class activity by greeting to open the activity in the class.

Teacher: “Good morning students.”

Student: “Good morning, miss”

Teacher: “How are you today?”

Student: “I’m fine, thank you and you?”

Teacher: “I’m fine too, thank you.”

After greeting the students, the writer checked students’ attendance. Then, the writer made agreement with the students, when the writer said “Class.. class.. class..” students should answer “Yes.. yes.. yes..” and when the writer tried it once the students looked attracted. Before starting the new material, the writer asked students about the last material that they had in the previous meeting to recheck the understanding of students of the last material. The examples of the questions were:

- “Do you remember our last material?”
- “What did you learn in the last meeting?”

In the next activity, the writer introduced the new material by asking students some questions related with the topic. The topic was about animals. The writer used questions as follows:

Teacher: “Class.. class.. class.. Have you ever visited the zoo?”

Students: “Yes.. yes.. yes.. I have ever visited the zoo”
Teacher : “What animals do you see in the zoo?”

Some students raised their hand trying to answer the writer’s question. The writer chose one of them, and gave the time for him.

Students : “I see crocodiles, elephants, monkeys, snakes, tigers, etc.”

Teacher : “What is your favorite animal?”

Students : “My favorite animal is rabbit”.

Teacher : “Good, do you have rabbit in your house?”

Students : “Yes, I have two rabbits in my house”.

Teacher : “Ok class! Now, we are going to learn about animals”.

After that, the writer was ready to explain the lesson to students.

b. Presentation

The next activity of the process of teaching and learning English is presentation. In this activity, the writer used video songs in order to make students more excited in the lesson. During the lesson, the writer explained the materials by using mixed languages, Indonesian and English.

First, the writer showed video songs entitled “Let’s go to the zoo”. The writer asked students to watch the video song. Here is the lyric of video song “Let’s go to the zoo”.

\[
\text{Let’s go to the zoo (2x)} \\
\text{See the tiger.. See the lion in the zoo..} \\
\text{Let’s go to the zoo (2x)} \\
\text{See the bear.. See the leopard in the zoo..} \\
\text{Let’s go to the zoo (2x)} \\
\text{See the elephant..See the camel in the zoo..} \\
\text{Let’s go to the zoo (2x)} \\
\text{See the panda.. See the zebra in the zoo..} \\
\text{Let’s go to the zoo (2x)} \\
\text{See the monkeys.. See the donkeys in the zoo} 
\]
The writer played this video song three times. Students were very enthusiastic when the writer played it. Then, the writer asked students to sing this song. After that, the writer gave questions to students as follows:

The writer : “Class.. class.. class.. What animals do you see in this video song?”

(The writer pointed one student to answer it)

Students : “Yes.. yes.. yes.. I see lion, bear and panda miss”.

The writer : “Good, what else class? Idham, could you mention it?”

Students : “Yes miss, I see elephant, camel, monkey, leopard, and zebra miss.”

The writer : “Very good, Idham! Ok class, now open your book on page 46”.

In this activity, students not only could see, and sing this video song, but they could also interact with the writer, because this video song was completed with subtitle and motion pictures that showed the animals. Therefore, by watching the video song, students were able to remember and memorize vocabulary easily.

Secondly, in this step, the teacher used some media of teaching to help the teacher explain the material easily. The writer asked students to open their book and the writer showed power point slides on the whiteboard. After that the writer mentioned names of animals and the writer pronounced it. Students should repeat it until they pronounced it well. Then the writer divided students into groups consisting of 3 students. After that, the writer asked students to pronounce vocabularies in front of the class.
Animals

The third activity was explaining the lesson. The writer explained the lesson related to the theme. The writer gave both written and oral explanations. Because of the different abilities of the students, the writer always repeated her explanation more than once. Here, the writer showed power point slides. The power point was about the basic grammar related the topic. (See appendix).

The writer also helped students answer the questions by giving them instructions. The writer used Indonesian language in this part, because some students did not fully understand when the writer explained the material in English.

c. Exercising

After presenting and explaining the material, the writer continued the lesson by giving exercises. The writer gave exercises to measure the students’ comprehension of the materials. It included the four language skills, namely: speaking, listening, reading, and writing activities. The exercises were as follows:
1. Listening

In this activity, the writer played video song. The writer asked students to come forward in front of class individually. Students had to listen and watch the video song on the whiteboard. Then the writer pointed motion pictures which are displayed on the whiteboard. After that, the writer asked students to imitate the lyrics of the song that they listened more than once until they pronounced them correctly. By seeing video song, students could understand the meaning of the words easily and it made students enthusiastic in learning. After finishing this activity, the writer did not forget to ask other students to give applause to their friends.

2. Speaking

In this part, the writer read the dialogue followed by all of the students. After that she asked the students to practice it with their friends in front of the class. While the students practiced the dialogue, the writer listened to the words they said and corrected if they mispronounced the words.

Marcel : Is this a cat?
Danu   : No, it is not.

Marcel : What is this?
Danu   : This is a tiger.

Marcel : What does the tiger eat?
Danu   : It eats meat.

3. Reading

Reading is important when students are learning a new language. In this section, the writer read short text loudly three times followed by students.
Then the writer asked the students to read short text together. Besides, the writer also asked some questions orally related to the topic in order to help students understand the text.

4. Writing

The next step of teaching and learning English was teaching writing. In teaching writing, the writer wanted to know the ability of students by giving exercises. Writing activity was given to students by asking students to write down the names of animals. Students had to complete some simple sentences whose answers were related to the material.

*Fill in the blank with the correct answer!* (Isilah bagian yang kosong dengan jawaban yang benar!)

1. This is a …

2. This is a …

3. This is a ….
d. Assessment

Assessment on teaching and learning English is important to measure how deep the student can accept the knowledge which is given. It may also be the part for the teacher to check whether it is successful or not while the writer was explaining the lesson. After finishing a topic, the writer gave a test to students based on the material given. For example, the writer asked students to write the names of the animals that they watched on video song.

2. The Effectiveness of Teaching English Vocabulary Using Video Songs.

In teaching and learning English at elementary school, teacher should be creative in creating any innovation so students can improve their vocabulary proficiency. Therefore, teacher needs media to transfer materials and to make the lesson more exciting. Based on the fact, learning through video song is one of the best ways to learn a new language.

Sometimes students felt bored and they found it difficult to remember vocabularies. They liked to play with their friends rather than studying. It was not easy for the writer to make all of students quiet and listen to the explanation. It became the reason why the writer chose improving vocabulary by using video songs in this final project report.

Video song as an audio-visual media which presents motion pictures helped the writer explain the lesson. Based on the writer’s experience in teaching and learning through video songs especially in the third grade students, the writer could make students excited in studying English and could keep student’s concentration when the writer taught. By giving video song, students could focus
more on the lesson. It became the positive point for the writer, because students had accepted the writer as their friend not as a firm teacher that made students afraid of learning.

When teaching vocabulary through video songs, the writer also gave rewards by giving praise like “great/very good” to students. It made students have self confidence so that they were brave to state their answers or opinions. By using video song, students could improve their skill in listening comprehension and speaking. It helped students learn and practice English easily. Video song helped students memorize and remember vocabularies easily. It can be concluded that this media could develop the student’s vocabulary and speaking skill.

Based on the explanation above, it means that using video songs is effective and necessary in teaching English vocabulary, especially for the third grade students of SDN Yosodipuro 104 Surakarta.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the third chapter, the writer concludes some important points of teaching vocabulary by using video song in SDN Yosodipuro 104, as follows:


The process of using video songs in teaching English vocabularies to the third grade of SDN Yosodipuro 104 Surakarta was conducted by means of several steps such as the followings:

a. Warming Up

In this session, the writer started the class activity by greeting the students to open the activity in the class, and then the writer checked students’ attendance. The aim of this step is to prepare students’ readiness to follow the class. This part consists of greeting, reviewing last material and introducing new material.

b. Presentation

These are the main activities done by the writer during the job training. In this step, the writer explained the lesson to the students clearly. The writer used video songs in order to make students more excited in the lesson. By watching the video songs, students were able to pronounce and memorize vocabulary easily. The writer also used some media of
teaching to help the teacher explain the material easily. The writer showed power point slides on the whiteboard.

c. Exercising

In the English teaching and learning activity, the writer gave exercises to measure the students’ comprehension of the materials. It included the four language skills, namely: speaking, listening, reading and writing activities.

d. Assessment

Assessment on teaching and learning English is important to measure how deep the student can accept the knowledge which is given. After finishing a topic, the writer gave a test to students based on the material given.

2. The Effectiveness of Using Video Songs in Teaching English Vocabularies.

In teaching and learning English at elementary school, teacher needs media to transfer materials and to make the lesson more exciting. Based on writers’ experience, using video songs in teaching English vocabularies is effective. Video songs as an audio-visual media which presents motion pictures help the writer explain the lesson. Learning through video songs makes students excited in studying English and can keep students’ concentration. Besides, the use of video song can help the students improve their skill in listening comprehension and speaking. Moreover, video songs help students pronounce and remember
vocabularies easily. It can be concluded that this media can develop the students’ vocabulary and speaking skill.

**B. Suggestion**

To improve English vocabularies in teaching and learning to the third grade of SDN Yosodipuro 104 Surakarta, the writer would like to give some suggestions such as the followings:

1. The Headmistress of SDN Yosodipuro 104 Surakarta

   To improve the quality of the English lesson in SDN Yosodipuro 104 Surakarta, this school should be equipped with supporting aids, such as providing pictures, flash cards, magazines, storybooks, so that the students study English easier. The headmistress also should provide more references of resource books that can help the teacher teach English lesson in the class.

2. English teacher of SDN Yosodipuro 104 Surakarta

   The English teacher should use more media to teach vocabulary. The English teacher also should be more creative in creating any innovation so that the students can improve their vocabulary.

3. The third grade students of SDN Yosodipuro 104 Surakarta

   The third grade students of SDN Yosodipuro 104 Surakarta should pay attention to English teacher when the teacher explained the material. They also should motivate themselves in studying English, so that they could accept the material easily.