

**ENRICHING THE ELEMENTARY SCHOOL STUDENTS'
VOCABULARY BY INSERTING PICTURES IN MISSING LYRICS OF
CHILDREN'S SONGS**

PAPER

*Submitted As a Partial Fulfillment of the Requirement
For Strata One (S1) Degree*



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2011**

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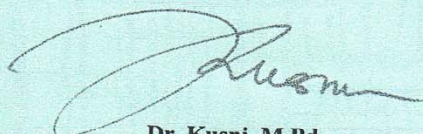
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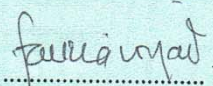
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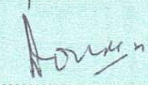
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ABSTRACT

Sari, Mailisa Purnama (2011): Enriching the Elementary School Students' Vocabulary by Inserting Pictures in Missing lyrics of Children Songs .(Makalah). Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Kosakata merupakan salah satu komponen yang penting dari suatu bahasa. Siswa akan mengalami kesulitan untuk memahami empat kemampuan dalam bahasa yaitu mendengar, membaca, berbicara, dan menulis, tanpa memiliki penguasaan kosakata yang cukup. Masih banyak kosa kata dalam Bahasa Inggris yang masih belum diketahui oleh siswa. Padahal kosakata tersebut mestinya sudah mereka ketahui karena mereka sering berinteraksi dan menggunakannya dalam kehidupan mereka sehari-hari, seperti kosakata yang berkaitan dengan sekolah, anggota tubuh, rumah, dll. Hal ini terjadi karena mereka menganggap pelajaran Bahasa Inggris itu adalah pelajaran yang sulit, tidak menarik dan membosankan. Selain itu, hal ini terjadi karena teknik pengajaran yang dipakai oleh guru tidak menarik dan mereka jarang menggunakan media di dalam kelas. Ada berbagai macam teknik yang digunakan oleh guru dalam memperkaya kosakata siswa. Maka, melalui makalah ini penulis akan menguraikan salah satu teknik pengajaran kosakata yang efektif dan dapat menimbulkan semangat belajar siswa. Adapun teknik tersebut adalah memasukkan gambar ke dalam *missing lyrics* lagu anak-anak. Dalam teknik ini, guru menggunakan media gambar dengan memasukkan gambar-gambar tersebut ke dalam lagu yang telah dihilangkan beberapa kosakatanya. Guru bisa menempelkan atau menuliskan lagu tersebut pada sebuah kertas karton.

Melalui makalah ini, penulis berharap bisa membantu siswa dalam memperkaya kosakata mereka dan juga bisa membantu guru dalam pengajaran kosakata di kelas. Sehingga teknik pengajaran yang mereka lakukan juga bervariasi, menarik, dan menyenangkan.

ACKNOWLEDGEMENT

“Alhamdulillahirabbil’alamin”. Praise to ALLAH SWT who has given the writer opportunity, health, knowledge, and strength to finish the paper entitled “Enriching the Elementary School Students’ Vocabulary by Inserting Pictures in Missing Lyrics of Children Songs”. And then, she also sends her Salam and Shalawat for Prophet Muhammad SAW, may ALLAH blesses him and gives him peace.

The writer would like to express her sincere gratitude to Prof. Dr. Mukhaiyar, M.Pd as his advisor who has given her a great deal of continuous guidance, valuable advices, time, and help in completing the paper. The writer’s gratitude is also addressed to Dra. An Fauzia R. Syafei, M.A. and Drs. Don Narius, M.Si. as both contributors and examiners who have given comments, suggestions, and constructive feedback in improving this paper. The writer also say thanks Drs. Zul Amri, M.Ed., Prof. Dr. H. Jufrizal, M. Hum., and Yuli Tiarina, S.pd., M.pd. who also help her in finishing this paper.

Then, the writer would like to express her gratitude to all lectures who have taught her from the beginning of her study at the English Department of UNP. In addition, her special thanks are also aimed to all of the staff of English Department and the Faculty of Languages and Arts.

Furthermore, the writer would like to dedicate her sincere gratitude to her beloved parents Saharruddin and Aziarni for the pray, love and support. The deepest gratitude also dedicated to her beloved sisters and brothers, Yasmaniar, Budi Dharma, Fitria Yuliani, Lili Suryani and Rahma Fri Oktari for the pray and

support. In addition, she would like to thanks to Da Zal, Da Mus, Da Pen and Kak Narti as her brothers and sister in law, and also for her beloved nieces and nephews, Irfan, Rani, Naufal, Adib, Farhan, Nayla and Dzakky. Her special thanks dedicated to Abby (Riko Syahputra Vinata) who always help her, gives support, and motivation during her study.

Moreover, she expresses special thanks for all of her friends in English Department, especially to Mayang, Tiwi, Ratna, Dian, Yeyen, Andry and her lovely sister, Diah. She say thanks for always give her spirit and help. In addition, she also thanks to her PB II, Rika Amelia Black, Absharini Kardena, Afrian, Dewi Sri Monika (Kak Cili) and Sulthani for the help and spirit too.

Finally, some constructive suggestions and corrections are kindly invited from the readers for the improvement of this paper. The writer realizes that this paper is still far from being perfect. She will be grateful for criticism from those who read her paper.

Padang, Januari 2011

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is an important and essential element in language learning since it helps someone to express his feelings and opinions well. Students who have many vocabularies tend to be easy to understand the material that is taught by the teacher accurately and effectively. Vocabulary as one of the main components should be taught since the beginning level (young learners). It is important because the mastery of vocabulary affects the mastery of the four language skills (listening, speaking, reading, and writing). It is due to the fact that learning vocabulary is the essential aspect that cannot be separated from learning other skills in English. For instance, in speaking, it influences the choices of words in a conversation. Meanwhile in writing, it shows how students choose the word to express their ideas.

By enriching many vocabularies, students will have better understanding in English. Unfortunately, many elementary school students are lack of vocabularies. This expectation is proven by the observation and questions that is done to the students of elementary school. When the students are asked the English of a thing, example; the writer holds a flower and asks the English word for it, they could not answer the questions. This incapability of English vocabulary will influence the students in the learning process.

Another observation is done to some elementary school students randomly, it is found that they have some problems in learning English. First, the students still thought that English is a boring, uninteresting, and difficult lesson. Second, the students had low motivation in learning English. They did not realize the importance of English except just for their final examination. Third, the inappropriate and unattractive methods used in teaching English to children especially in vocabulary teaching. The teacher tended to be monotonous in teaching English without considering about the students motivation. For instance, the teachers only use the student's worksheet in the class. In short, the teachers still did not optimize the use of media for teaching.

As a result, the students got trouble in learning English and then they got bad mark in English. Therefore, the teacher should find another way in teaching that could attract the attention of the students and make them more interested in acquiring their vocabulary. One interesting way that the teacher can use to overcome this problem is by using songs. Curtain and Pesola (1988) state that songs, rhymes, and finger plays that involve large and small-motor physical actions are vehicles for linking language with actions. By using songs, children will be more attractive in the class because they stimulate their motivation to study. This is supported by Church (2001) who states that songs can build language. Children will hear a song with a repeating phrase. By adding a good beat and some playful rhyme, the teacher will have the strategy to make language more enjoyable to be learnt. A song can introduce children to new vocabulary, rhyme, phonemes, word patterns, and sequence. Through repetition, children gain

familiarity with these elements of language and begin to apply the words and phrases to daily conversation.

There are numbers of technique that can be done by using songs in teaching vocabulary. Among those techniques, missing lyric by inserting picture is one of the interesting techniques for teaching vocabulary to young learners. In activity for this technique, the teacher provides a simple song that has missing words as well as a number of pictures to be inserted into the missing lyric. Then, the teacher asks the students to guess the words based on the pictures and fill them into the lyrics based on the arrangement of the lyrics. After completing the song, the teacher and the students discusses the students' answer and finally, teachers and the students sing the complete song together. This activity is useful to enrich the student's vocabulary especially for young learners. Besides, it can also be used to improve students' pronunciation. Furthermore, it builds an enjoyable activities in learning English.

Regarding to the advantages of using songs and inserting pictures in missing lyrics in teaching vocabulary, the writer would like to discuss about how "using inserting pictures in missing lyrics of children's songs" applies in the class activity in order to enrich elementary school students vocabulary.

B. Identification of the Problems

Based on the background of the problem above, there are several problems encountered. First, students still think that English is a boring, uninteresting, and difficult lesson. Second, the students have lack of motivation in learning English. Most of the students learning English only to face the final examination; not to

master the language optimally. They do not realize the importance of learning English. As a result, their English vocabulary is still limited. Third, some of the elementary school teachers still do not optimize in using media for teaching English vocabulary. As the result, the students are bored with the lesson. In other words, they have low interest and motivation to the English lesson.

Considering those problems, the teachers are expected to be more creative to attract the student's interest and student's motivation. Furthermore, it can help the students remember the vocabulary easily. One of the interesting techniques that can be used by the teacher is by using inserting pictures in missing lyrics of children songs.

D. Formulation of the Problem

The problem of this study is formulated as:

“How does the teacher use the combination of pictures and lyrics in missing lyrics of children's songs to enrich students' vocabulary?”

E. The Purpose of Writing the Paper

The main purpose of this paper is to discuss how to use the combination of pictures and lyrics in children's songs to enrich students' vocabulary.