TEACHING VOCABULARY
THROUGH ENGLISH SONG STRATEGY
FOR BEGINNER CLASS AT THE SANTIVIT ORPHANAGE
SONGKHLA THAILAND

THESIS

Submitted to State Islamic University of Kiai Haji Achmad
Siddiq Jember In Partial Fulfillment of The Requirements
for A Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

By:

Farah Malikaz Zumala
NIM. 202101060035

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
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Has been approved by the advisor

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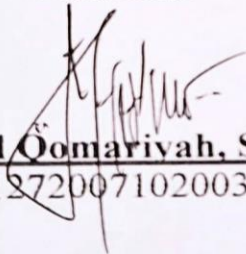# FOR BEGINNER CLASS AT THE SANTIVIT ORPHANAGE
SONGKHLA THAILAND

THESIS

It has been examined and approved
To fulfill the requirements of Bachelor Degree (S.Pd)
English Education Program
Islamic Studies and Language Education Departement
Faculty of Education and Teacher Training

Day and Date : Thursday, 30th of November 2023

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Chairman   Secretary

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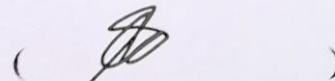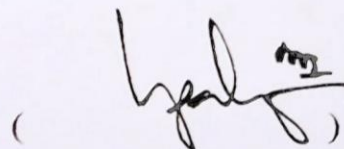NIP. 197901272007102003   NIP. 199201222019032009

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MOTTO

فَٱذْكُرُونِىٓ أَذْكُرْكُمْ وَٱشْكُرُواْ لِى وَلَا تَكْفُرُونِ ۝ يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱسْتَعِينُواْ

بِٱلصَّبْرِ وَٱلصَّلَوٰةِ ۚ إِنَّ ٱللَّهَ مَعَ ٱلصَّـٰبِرِينَ ۝

Meaning: "So remember Me; I will remember you. And be grateful to Me and do not deny Me (152), O you who have believed, seek help through patience and prayer. Indeed, Allāh is with the patient (153)" **(QS. Al-Baqarah : 152-153)**[1]

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ

JEMBER

∗ [1] Al-Qur'an application, Arabic and English translation, version 1.22. https://archive.org/details/TheNobleQuranHilaliMuhsinKhan

DEDICATION

I dedicate this thesis to:

1. Myself, who has survived until this point, who always tries and does my best, who rarely complains for many things so that I can complete this thesis with full feelings of pride.

2. My precious mother, Ida Norhasanah, S.Ag. a great woman who was filled with great strength while taking care of me and my younger siblings, who always gave me great prayers and affection. Without her, I would not have been this strong until here.

3. My beloved father, Dr. Mohammad Faris, S.Ag. M.Pd.I. the man who motivated me a lot in my life, the man who always taught me about how to be a strong woman and raised me with love as well as the person I will give my bachelor's degree to.

4. My family, my younger brothers, aunts, uncles, cousins, my nephews who have always been my reason to keep moving forward and make them proud.

5. The people around me, especially my boarding house friends who have accompanied all my worries and happiness, who have always maintained my mental stability, I love them.

6. Lastly, all the people I can't mention here, who have helped a lot in completing this thesis, thank you very much.

ACKNOWLEDGEMENT

Praise and gratitude to Allah SWT, the most gracious, the most merciful, the Lord of the universe who has bestowed His grace, taufik and guidance so that the author can successfully complete the thesis entitled: "The Implementation of Teaching Vocabulary Through English Song Strategy for Beginner Classes at the Santivit orphanage songkhla, Thailand" which is one of the requirements to fulfill the bachelor's degree. Shalawat and salam may remain devoted to our great Prophet Muhammad SAW, shalawat and salam may remain devoted to him who has led us from darkness to bright light, especially for the future and bright world civilization.

Therefore, the author would like to express her gratitude and appreciation to those who have helped, contributed, and encouraged the researcher during this research:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as the Rector of UIN KHAS Jember.

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3. Nuruddin, M.Pd.I as the Head of Islamic Studies and Language Education Departement who has given permission to do this research.

4. Dewi Nurul Qomariyah, S.S, M.Pd. as the Head of English education program.

5. As'ari, M.Pd.I. as my thesis advisor, who has given me the guidance,

suggestions, and patience.

6. All lecturers in English Education Program who had given me precious knowledge and experience during the entire of the semester.

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8. Rima Maftuhatul Fauziyah, S.Pd. as the English teacher at beginner class of Holiday English Club Santivit who has assisted me to complete this research.

9. All the staff of main library of UIN KHAS, thank you for helping the writer in finding many references.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researcher and readers in the teaching-learning process, particularly in the vocabulary.

Jember, November 18th 2023

Author

ABSTRACT

Farah Malikaz Zumala, 2023: *Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Orphanage Songkhla Thailand*

Keywords: Teaching Vocabulary, English Song Strategy, Beginner Class

Lots of Thai people believes that English is a difficult topic in which they are unable to express themselves. They just stay silent because they don't have enough vocabulary express themselves. The first problem in Santivit Beginner class is difficult to pronounce and spell English vocabulary because their alphabets (พยัญชนะไทย) and language are different from English. The next problem is that students do not quickly understand the meaning of the vocabulary because the strategies and materials used are not enough to attract students to explore learning English vocabulary. Because of these problems, teacher need to provide innovation in learning English vocabulary. As a result, English teacher at Holiday English Club Santivit implemented the English song strategy.

The research objective forms as follows; a. To describe the purpose of teaching vocabulary through English song strategy for beginner in improving their vocabulary at Santivit orphanage songkhla, Thailand. b. To describe the material of teaching vocabulary through English song strategy on vocabulary for beginner in Santivit orphanage songkhla, Thailand. c. To describe the steps of teaching vocabulary through English song strategy on vocabulary to orphans in Santivit Songkhla, Thailand. d. To describe the evaluation of teaching vocabulary through English song strategy on vocabulary to orphans in Santivit Songkhla, Thailand.

This research used a qualitative approach and case study as the research design. This research was conducted at Santivit orphanage songkhla Thailand. Meanwhile, the researcher chose purposive sampling so that the subjects were the English teacher and five beginner class students. Data collection consisted of: observation, interview, and document review. In addition, this study used data analysis techniques from Miles Huberman and Saldana, which included; data condensation, data display, and conclusion drawing and verification. Finally, data validity was clarified through source triangulation and technique triangulation.

The findings of the research were; 1) The purpose were; a. By learning vocabulary through songs so that there can be a transfer of meaning from the different writing systems between English and Thai. b. For students to learn English vocabulary through fun activities. c. By implementing fun strategies can improve children's memory. d. To increase students' interest in learning English through fun strategies. 2) The material was vocabulary material about body parts using additional media such a vocabulary material about body parts with (head, shoulders, knees, toes, eyes, ears, mouth, nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, and feet) vocabulary. 3) The steps were; a. Say the Parts. b. Take the picture and say. c. Let's do a survey. d. Let's sing. e. My new words. 4) The evaluation used formative assessment with matching words and summative assessment with fill in the blanks.

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CHAPTER I

INTRODUCTION

In this chapter, an overview of the research is provided, including the background, research focus, research objective, research significance, definition of key terms, and systematic discussion.

A. Research Context

Learning a new language is a challenge for foreign language learners. The number of skills that must be mastered for fluency in a foreign language is a challenge that must be faced. Learning English is something that many people learn. Learning a new language is very difficult, especially for beginner. Several skills in English must be mastered to be proficient in using a foreign language. Among the four skills in English, reading, listening, speaking and writing need to be mastered. Learning English in addition to having to master all four language skills, mastering one of these four skills is quite necessary in the beginning of language learning. According to Permendiknas No. 22-23/2006 concerning Content Standards and Graduate Competency Standards, it is stated that English language learning is directed at developing reading, writing, speaking and listening skills so that graduates are able to communicate and discourse in English.[1]

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[1] Permendiknas No. 22-23, 2006.

The aspect of language that pertains to creating scripts relies more on the pronunciation of words than their written forms.[2] Currently, it is crucial for individuals to acquire proficiency in the English language as it has become the global language of significance. Devy Angga acknowledges that English is one of the most widely spoken languages by people worldwide and is also one of the most studied languages in the world.[3]

As also stated in the Qur'an. Allah swt says which means; "And Allah took you out of your mother's belly knowing nothing, and He gave you hearing, sight and a heart, that you may be grateful".[4] Through God's words, it is seen that God has given humans hearing and sight where humans begin to learn language from hearing so that later they can understand languange.

As the noble Qur'an related which is mentioned at surah Ar-Rahman (55:4) that:

عَلَّمَهُ الْبَ يَانَ

He taught him eloquent speech.[5]

Humans are born unable to speak any language until they learn to hear a language and then can speak a language. Therefore, humans can hone it through language learning, especially in young children where foreign

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[2] Shafaat Hussain,"Teaching Speaking Skills in Communication Classroom", *International Journal of Media,Journalism, and Mass Communications (IJMJMC)*, Volume 3, Issue 3, 2017: 14, http://dx.doi.org/10.20431/2454-9479.0303003.

[3] Devy Angga Gunantar, "The Impact of English as an International Language on English Language Teaching in Indonesia", *Journal of Language and LiteratureX/1*, 2016, 142.

[4] Al-Qur'an application, Arabic and English translation, version 1.22. QS an-Nahl 16:78 https://archive.org/details/TheNobleQuranHilaliMuhsinKhan.

[5] Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, *Noble Qur'an: The English Translation of the Meanings and Commentary* (KSA King Komplex, 2007), 728.

language learning will be easier to instill in children because they are a form of God's creation that is easier for adults to carve. This includes foreign language teaching which is more efficient to learn from an early age as a provision for adulthood.

The ability to communicate in the target language is one of the language skills that every foreign language learner should develop. Everyone believes that English is a difficult subject, they are unable to communicate their ideas. They just remain mute because they lack the words or vocabulary and confidence to state what they are doing. The reason why students choose to be silent is so that they do not make mistakes. Making mistakes is neither wise nor portrays them as fools in front of their peers.

Christiana Evy Tri Widya Hening and Rahayu have stated that vocabulary is a compilation of words that an individual possesses, and it is a crucial component of the language system that requires mastery in learning English.[6] Therefore, it can be concluded that vocabulary serves as the fundamental basis for acquiring and mastering English, which is the primary foreign language that students need to learn at various educational levels. Learning and comprehending vocabulary is vital for successful English language acquisition. As suggested by Gusrayani and Lube & Nuraeni, it is necessary to have a solid grasp of vocabulary to effectively acquire and

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[6] Tri Widyahening, Christiana Evy, &Rahayu, M. S. (Pembelajaran Kosa Kata Bahasa Inggris dengan Media Cerita Rakyat bagi Siswa Kelas V Sekolah Dasar. *Jurnal Komunikasi Pendidikan*, 5(1), 2021, 108. https://doi.org/10.32585/jkp.v5i1.913

develop the four fundamental skills of reading, writing, speaking, and listening in English.[7]

The lack of collecting and storing new vocabulary in English makes it more difficult for learners to pick up and speak the new language, especially for young children. Early exposure to English language learning, according to Sinaga, Manurung, and Marpaung, can serve as a preventative measure against a decrease in self-assurance.[8]

After English was introduced to the school and orphanage. Students find English a very difficult language to understand. In addition, learning English as a foreign language is a challenge for students. The most common problem is where students lack confidence in communicating in English and cause a lack of motivation in practicing their English. The main reason is because they don't have enough variety of vocabulary to throw into a sentence in conversation. This becomes the most complicated problem for them.

Through a preliminary study conducted by interview, the results of the interview with the English Teacher provided a more convincing answer to the occurrence of many problems for students in learning English. The interview showed that students' vocabulary were still quite low. The first problem is caused by the learning strategy used to teach English is not appropriate for beginner and less effective to be applied to students especially in the form of courses like this place. This causes students' lack of interest in learning and

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[7] Lube, C. I., &Nuraeni, S. Improving English Vocabulary Mastery Through Word Game. PROJECT (Professional Journal of English Education), 3(1), 2020, 109. https://doi.org/10.22460/project.v3i1.p109-113

[8] Sinaga, B. Manurung, S. & Marpaung, J.E. Bimbingan Belajar Bahasa Inggris untuk Anak Usia Dini di Kelurahan Buliang RW 18. *Minda Baharu*, 1(1), (2017), 33-41.

feelings of boredom quickly while learning a foreign language. During the researcher's observation during the learning process, students seemed reluctant to give their opinions during the learning process, making the teaching and learning activities look less efficient.[9] The existing strategies do not attract students' interest in English language learning so that students cannot understand English actively, where they are really at the beginner level who are just learning English and have no basic English at all or true beginner..[10]

The next problem is student background. Thailand, like Indonesia, is considered a non-native English-speaking country where English is taught as a foreign language rather than a second language.[11] The majority of Thai people use the Basa Thai or Melayu language in their daily conversations. At this place, students tend to have difficulty understanding and pronouncing English vocabulary because their alphabets (พยัญชนะไทย) letters and language are used to using their own native language. Where in terms of the letters themselves are different from the English alphabet. Consequently, a challenge for teachers is to provide effective strategies or materials for teaching English, particularly to young children, due to the lack of familiarity with the language among the general population.

So the conclusion is they just stay silent because they don't have enough vocabulary and courage to express themselves. The first problem in Santivit Beginner class is that it is difficult to pronounce and spelling English

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[9] Observation by the researcher on March 27th 2023.
[10] Rima Maftuhatul Fauziyah interviewed by Farah Malikaz Zumala, March 27th 2023.
[11] Like Raskova Octaberlina, Ida Fitri Anggarini "Teaching Vocabulary Through Picture Cards in Islamic Elementary School A Case Study in Nida Suksa School, Thailand"

vocabulary because their alphabets (พยัญชนะไทย) and language are different from English. The next problem is that students do not quickly understand the meaning of the vocabulary because the strategies and materials used are not enough to attract students to explore learning English vocabulary.

Teaching English vocabulary to beginner young learners can be more difficult compared to teaching advance students, partly due to the characteristics of young learners. One significant factor is their limited attention span. Additionally, young learners tend to require interesting, meaningful, and fun learning experiences in order to learn effectively.[12] According to Krashen, the third concept in learning about acquire is that classroom activities directed at acquisition should stimulate the lowering of students' affective filters. Classroom activities should constantly focus on issues that students find fascinating and relevant, and they should encourage students to communicate their thoughts, opinions, desires, emotions, and feelings. The instructor should develop a learning atmosphere that includes a low degree of anxiety, a good relationship with the teacher, and a nice interaction with other pupils; otherwise, learning will be impossible.[13]

Therefore, teachers need to pay attention to learning strategies that can meet the needs depending on the characteristics of students. One of the many strategies of teaching English is by using song to help students increase English vocabulary. Song are something that has existed in human life since humans

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[12] Annamaria Pinter. *Teaching English to young learners.* Basingstoke (Palgrave Macmillan, 2010)

[13] Stephen D. Krashen and Tracy D. Terrel, The Natural Approach Acquisition in The Classroom, Prentice Hall Europe (Prentice Hall International, 1998), 21.

were born into the world. Children can hear songs everywhere. Even when they are in the womb, humans often hear songs through what their mothers hear. Songs have long been a part of human life and can be heard everywhere, such as on the radio, television, family gatherings such as weddings and funerals, and others.[14]

Furthermore, according to Schoepp, since songs has become a part of the language experience of society, it can have significant value if coordinated with language lessons. Schoepp goes on to explain that there are three basic reasons for using songs in English language teaching: affective, cognitive, and linguistic. First, for affective reasons, the use of songs is appropriate for younger students.[15] This can happen because learning through songs will be more fun and more relaxed if it is applied and accepted by young students. Next, from cognitive reason, song helps learners to develop automaticity. The nature of song which is repetitive and consistent is helpful in learners' language development process.[16] The final reason is from a linguistic perspective. Songs provide authentic material for learners, which is essential in promoting language learning.

In a previous study, it was stated that learning strategies using songs, increase students' interest in learning English and can add new vocabulary

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[14] Kusnierek, A. (2016). The Role of Music and Songs in Teaching English vocabulary to students. *World of Science*, 43(1), 1-55. http://yadda.icm.edu.pl/yadda/element/bwmeta1.element.psjd-c18d141f-2e69-4b69-9edf-484a788c108a/c/WSN_43_1__2016__1-55.pdf

[15] Schoepp, Reasons for Using Songs in ESL/EFL Classroom.*The Internet TESL Journal*, 7(2). 2001, URL: http://iteslj.org/Articles/Schoepp- Songs.htm

[16] Dwi Ma'rifat **"*A case study of using songs in teaching English vocabulary to young learners*"** *Journal of English and Education* Vol. 5 No. 1, 2017.

through English vocabulary contained in songs. According to Burhayani, utilizing song lyrics is a viable method for acquiring new vocabulary since songs can enhance students' learning experience and facilitate their retention of new words. Engaging in singing and song-related activities can also help students comprehend the meaning of unfamiliar lyrics or words without needing to consult external resources such as dictionaries.[17] On the other hand, this strategy can be useful for teachers to apply to students as one of the effective strategies used in increasing English vocabulary to be used in learning English language. The conclusion from this is that the strategy of applying songs in teaching and learning English, provides many benefits to students, especially children in adding, remembering and storing English vocabulary and helping teachers in the teaching and learning process.

Based on the above background, the researcher offers a teaching vocabulary through English song that can be applied in the orphan course program class especially for beginner class at Santivit orphanage in Songkhla, Thailand. This strategy is expected to help students remember English vocabulary, so the researcher tried to conduct a study with the title: ***" Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Orphanage Songkhla Thailand"*** To find out how the implementation of vocabulary through English song strategy at the Santivit orphanage, Songkhla, Thailand.

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[17] Burhayani, *"The Effectiveness of Teaching Vocabulary through Songs to the Second Years Students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School West Jakarta."* 2nd International Seminar on Quality and Affordable Education (ISQAE 2013) 2013.

B. The Research Focus

Based on the background of research above, the researcher presents the research focus as follows:

a. What is the purpose of teaching vocabulary through English song strategy for beginner in improving their vocabulary at Santivit Songkhla Orphanage, Thailand?

b. What is the material of teaching vocabulary through English song strategy to orphans in Santivit Songkhla, Thailand?

c. What are the steps of teaching vocabulary through English song strategy to orphans in Santivit Songkhla, Thailand?

d. What is the evaluation of applying English songs on teaching vocabulary to orphans in Santivit Songkhla, Thailand?

C. The Research Objective

Based on the research focus above, the aims of the research above are:

a. To describe the purpose of teaching vocabulary through English song strategy for beginner in improving their vocabulary at Santivit Songkhla Orphanage, Thailand.

b. To describe the material of teaching vocabulary through English song strategy on vocabulary for beginner in Santivit Songkhla orphanage, Thailand.

c. To describe the steps of teaching vocabulary through English song strategy on vocabulary to orphans in Santivit Songkhla, Thailand.

d. To describe the evaluation of teaching vocabulary through English song strategy on vocabulary to orphans in Santivit Songkhla, Thailand.

D. Research Significant

The researcher aims for this study to provide benefits to the English teaching and learning process, particularly in teaching vocabulary. This research holds both theoretical and practical significance.

1. Theoretical Significance:

The study can contribute to the field of language acquisition by providing insights into the effectiveness of using songs as a strategy for teaching vocabulary among young children at beginner class.The study can contribute to the development of language teaching methodologies and materials for young learners. This research can enrich and add the knowledge about the strategies in teaching learning process more , especially in teaching teaching vocabulary through english songs at Santivit Songkhla Orphanage, Thailand.

2. Practical Significance

Practically, the data presentation of this research will be useful for:

a. English department

This research can give preference about implementing strategy in teaching vocabulary, especially in teaching vocabulary through english song strategy for beginner class.

b. English teachers

This research can provide the English teacher an alternative strategy in teaching learning process, especially in teaching vocabulary through english song strategy for beginner class.

c. Next Researcher

This study can be added as a reference to the same theme, which is the implementation of teaching vocabulary through English song strategy for beginner class.

d. Students

This study is designed to provide a true depiction for pupils, such as being energetic and brave, and having a large vocabulary, through English songs.

E. Definition of Key Terms

The definition of key terms is concerned with comprehending crucial terms that constitute the researcher's focal point in the research title. The goal is to avoid misunderstandings when reading the material that the researcher intends. They are as follows:

1. Teaching Vocabulary

Teaching vocabulary is an important aspect of language instruction, as it enables students to understand speaking, reading, writing and listening effectively in real-life situations. Vocabulary refers to the comprehension of words and their meanings. According to Steven Stahl (2005), "Vocabulary knowledge is knowledge; knowledge of a word implies not

only a definition, but also how the word fits into the world." Vocabulary knowledge is something that grows and deepens with time, rather than something that can be grasped completely. More than just looking up words in a dictionary and using them in sentences constitutes vocabulary teaching. Vocabulary is acquired unintentionally through indirect exposure to words and purposely through formal training in specific words and word learning processes.

2. English Song

English song are a great tool for teaching vocabulary to young learners. They are fun, engaging, and memorable, making them an effective way to introduce and reinforce new vocabulary. Songs often include simple lyrics and catchy melodies, which can help learners remember new words and phrases more easily. In addition, the repetitive nature of many songs can help to reinforce vocabulary and grammar structures, making them more likely to stick in the minds of learners.

Songs can cover a variety of topics, such as the alphabet, numbers, colors, animals and daily routines. They are often accompanied by colorful visuals, which can help learners associate words with images and improve their understanding. English songs are also an enjoyable way for children to learn the language, as they can sing and dance along to the music. This creates a positive and engaging learning experience that can motivate children to continue learning and using the language.

F. Structure of Thesis

The structure of the discussion includes a description of the flow of the thesis discussion from the introduction to the conclusion. A descriptive narrative, not a table of contents, was the format of systematic writing. The following is an explanation of the first, core, and final parts:

Chapter I the introduction of the thesis was discussed, including the research context, research questions, research aims, research significances, definitions of important terms, and discussion structure.

Chapter II discussed a review of related literature, which included earlier research from this study and a theoretical framework.

Chapter III This study's research methodology was discussed, which included the research design, research subject, data source, data collection and analysis, and data validity.

Chapter IV discussed about research object description, research finding and discussion.

Chapter V discussed about the conclusions and suggestions of this research.

CHAPTER II

LITERATURE REVIEW

This chapter provides a literature review on the subject. It is made up of prior research and a theoretical foundation.

A. Previous research

Within this section, the researcher enumerates the findings of previous studies relevant to the forthcoming research. By doing so, the degree of novelty and intended research position can be ascertained. Below are some prior investigations related to the use of English songs to improve teaching vocabulary:

1. The first previous research was conducted by Dwi Ma'rifat entitled "A Case Study Of Using Songs In Teaching English Vocabulary To Young Learners". The study intended to evaluate the song-based activities and phases in teaching English vocabulary through song, as well as the students' reactions to the use of song in acquiring English vocabulary at a private elementary school in Bandung. This study was qualitative used a case study in nature. Twenty first grade students from a private elementary school in Bandung City participated in this study. The results showed that the students had a positive attitude towards the use of songs in learning English vocabulary. The students felt happy and enjoyed the learning process. In addition, the use of songs helped them to understand English

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vocabulary even better.[18] It can be said that the use of songs as a vocabulary teaching strategy can increase their activeness and interest in learning English.

2. The second previous research has been conducted by Nuzulur Rohmah and Rohmani Nur Indah entitled "The Use of Modified English Song to Improve Vocabulary". The purpose of this study was to find out whether there are noticeable differences in vocabulary acquisition between students who received Modified English Song instruction and those who did not receive such instruction. The study utilized a quantitative approach and a quasi-experimental design. A group of forty students from Al-Falah Pacul-Bojonegoro Senior Junior High School were selected as the participants of the study. The results showed a significant difference in vocabulary proficiency between the experimental group who received Modified English Song instruction and the control group who did not receive such instruction. The mean post-test score of the experimental group was 86.80 while the control group had a mean score of 82.80. According to the results of t-test, since the t-observation value (2.6539) was greater than the t-table value (1.685), the null hypothesis was rejected, and the alternative hypothesis was accepted. Consequently, using Modified English Song as a teaching tool can enhance students' vocabulary acquisition.[19] In this case,

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[18] Dwi Ma'rifat, "A Case Study of Using Songs in Teaching Engish Vocabulary to Young Learners", *Journal of English and Education*, 5(1), 2017, 49-55, URL: **http://ejournal.upi.edu/index.php/L-E/article/view/9902**

[19] Nuzulur Rohmah, and Rohmani Nur. I, "The Use of Modified English Song to Improve Vocabulary". *Eltin : Journal of English Language Teaching in Indonesia".* 9(2), 2021, 121-129. http://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/2537

teaching using English song can be one of the teaching strategies to add new vocabulary to children.

3. The third previous research has been conducted by Endang Sri Andayani entitled "Implementation Of The Use Of Song As A Method Of Learning English For Children". This research was conducted in elementary school. The study utilizes a qualitative methodology to examine the efficacy of songs as a tool for English language acquisition. The findings reveal numerous benefits of incorporating songs into the learning process, such as enhanced learner satisfaction compared to traditional classroom instruction, and the subconscious acquisition of English language skills. These advantages are expected to facilitate a smoother learning experience and improve English proficiency among children, surpassing the effectiveness of conventional teaching methods.[20] Based on this research, it can be found that the application of English teaching strategies through songs can be used as a method that improves students' foreign language learning.

4. The fourth previous research conducted by Rita Hermida entitled "Vocabulary Acquisition For Young Learners Through Songs". The aim of this study is identifying further information how the vocabulary acquisition in young learners. The study use quantitative aproach. For this study, a kindergarten in Banda Aceh was selected, comprising nine classes of 20 students each. The decision to select this location was based on

[20] Endang Sri Andayani, "Implementation Of The Use Of Song As A Method Of Learning English For Children", *Journal education and Development*, 10(1), 2022, 289-293. https://journal.ipts.ac.id/index.php/ED/article/view/3445

several factors that piqued the researcher's interest, including the fact that many of the students were not native speakers of the local Acehness language and had never traveled to an English-speaking country. The study revealed that the majority of teachers employed songs to introduce new foreign vocabulary to their students. The children would sing and dance along, acting out the lyrics of the song. The classroom environment was reported to be positive and supportive.[21]

5. The fifth previous research has been conducted by Intan Permata Sari and friends entitled "Improving Students' Vocabulary Mastery Using English Song". The present study is a classroom research project conducted to enhance the vocabulary acquisition of tenth grade students of SMK Wirasaba Karawang through the use of English songs. The findings demonstrate an increase in students' vocabulary test scores across two cycles of testing, with scores rising from 67.33 in Cycle I to 83.7 in Cycle II. These results indicate that the incorporation of songs has a notable positive effect on students' vocabulary proficiency.[22] It can be seen that songs are a strategy that can increase teaching vocabulary for students.

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[21] Rita Hermita, "Vocabulary Acquisition For Young Learners Through Songs", *Gender Equality International Journal of Child and Gender Studies*, 5(1), 2019, 95. URL:https://www.researchgate.net/publication/337463209_VOCABULARY_ACQUISITION_FOR_YOUNG_LEARNERS_THROUGH_SONGS

[22] Intan P. S., Elva E. A., Yana, "Improving Students' Vocabulary Mastery Using English Song", PROJECT *(PROFESSIONAL JOURNAL OF ENGLISH EDUCATION),* 2(3), 2019. URL: https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/2938/pdf

Table 2.1
Previous Research

No.	Writer's Name	Similarities	Differences
1.	Dwi Ma'rifat in 2017, entitled: A Case Study Of Using Songs In Teaching English Vocabulary To Young Learners	• Both studies have the same theme, vocabulary and English song. • Both studies utilize the same approach, a qualitative approach.	• Previous research has explored song-based activities and the stages of English vocabulary learning through songs, while the current study discusses the purpose, material, steps and evaluation of teaching vocabulary through English song strategy. • Conducted in a private elementary school in Bandung
2.	Nuzulur Rohmah dan Rohmani Nur Indah in 2021, entitled: The Use of Modified English Song to Improve Vocabulary	• Both studies have the same theme, the vocabulary and strategy of English song.	• The previous study used quantitative approach as research design while the present study used qualitative approach and case study as research design. • The purpose of this study was to find out whether there is a noticeable difference in vocabulary acquisition between students

			who received instruction using Modified English Song and those who did not. The present study deals with the purpose, material, steps and evaluation of vocabulary instruction through English Song strategy. • Conducted at Al-Falah Pacul-Bojonegoro Excellent Junior High School
3.	Endang Sri Andayani in 2022, entitled: Implementation Of The Use Of Song As A Method Of Learning English For Children	• Both studies have the same theme, vocabulary and English song strategy. • Both studies utilize the same approach, namely qualitative research method	• The previous study focused on improving the effectiveness of learning outcomes through focus group discussion (FGD), while the current study discusses the purpose, material, steps and evaluation of teaching vocabulary through English song strategy.
4.	Rita Hermida in 2019, entitled: Vocabulary Acquisition For Young Learners Through Songs	• Both studies have the same topic which is about vocabulary and English song.	• The previous research used a quantitative approach, while the current research uses a qualitative and case study as the research design.

			The previous study focused on identifying more information on vocabulary acquisition in early childhood, while the current study discusses the purpose, material, steps and evaluation of teaching vocabulary through English song strategy. • Conducted in a kindergarten in Banda Aceh.
5.	Intan Permata Sari, Elva Elvinna Asahra, Yana in 2019, entitled: Improving Students' Vocabulary Mastery Using English Song	• Both studies have the same topic which is about vocabulary and English song.	• The previous study used Classroom Action Research (CAR) as the research design, while the current study used a qualitative and case study as the research design. • The previous study focused on the objective to improve vocabulary acquisition through the use of English songs in vocational high schools, while the current study discusses the purpose, material, steps and evaluation of teaching

			vocabulary through English song strategy.
			• Conducted on tenth grade students at SMK Wirasaba Karawang.

Based on the explanations provided by several previous studies, it has been demonstrated that there are both similarities and differences between this research and those that have been previously conducted. Specifically, this research shares similarities with previous studies in that it examines the topic of teaching vocabulary through English song strategy. However, the present research differs from previous studies in terms of the specific songs used, the levels of participants, the types of research design, and the data collection instruments employed.

Notably, this study is unique in its focus on learning objectives related to vocabulary acquisition through the use of English songs at the Santivit Songkhla Thailand orphanage. This research examines learning materials, steps for vocabulary acquisition, and the evaluation of this strategy on the orphans at Santivit Songkhla Thailand orphanage. These areas of focus have not been extensively studied in previous research.

B. Theoritical Framework

1. Vocabulary

a. Definition of Vocabulary

Vocabulary words have many meanings. Many definitions can be found about vocabulary from several experts, but the author only chooses a few of them which are important to discuss.

Learning vocabulary is an essential aspect of acquiring a new language. In fact, it is widely recognized as the primary focus of foreign language acquisition, as mastering a language's vocabulary is believed to be integral to fluency. This is especially true in the context of English language instruction, where vocabulary plays a crucial role. According to Ghazal, words are seen as the fundamental building blocks upon which second language knowledge is constructed.[23] If language learners lack the knowledge of words, it will hinder their comprehension and ability to learn. Without adequate vocabulary, learners cannot effectively practice or develop their language skills. Hatch and Brown define vocabulary as a collection of words specific to a particular language,[24] Richard and Renandya argue that vocabulary is one of the main components of language proficiency and is necessary for speaking, listening, reading and writing.[25] Songs, which

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[23] Lotfi Ghazal, Learning Vocabulary in EFL Context through Vocabulary Learning Strategies, 1(2), 2007, p. 84.
[24] Evelyn Hatch and Cheryl Brown, Vocabulary, Semantics, and Language Education, 1998, p.1.
[25] Jack C Richards and Willy A Renandya, Methodology in Language Teaching: An Anthology of Current Practice, 2002, p. 255.

are freely available through numerous media, are a fun and familiar way for kids to develop their vocabulary.. From these statements, it is evident that vocabulary is the foundation of language and a crucial tool for mastering a language. One's vocabulary can be defined as the set of all words they understand or are likely to use when constructing new sentences.

b. Elements of Vocabulary

Furthermore, acquiring vocabulary indications or components is critical for children to grasp because it is part of the vocabulary mastery process. These indicators or components are as follows:[26]

a. Pronunciation, one of the things that has a considerable impact on vocabulary is how a person pronounces a word in a specific language.

b. Spelling, requires students to understand the letters and syllables that comprise a word. Spelling is the ability to construct words accurately from individual letters or the way a word is spelled.

c. Grammar, Grammatical knowledge is linked to words, therefore studying words can help pupils learn about grammar. This implies that while we should prioritize vocabulary, we should not overlook grammar.

d. Meaning, the amount of mental labor a learner does impacts how well a new term is recalled; the more a learner needs to think over

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[26] Cameron, Lynne. Teaching Language to Young Learner. 2001. Cambridge: Cambridge University Press.

a word and what it means, the more probable they will remember it.

c. **Types of Vocabulary**

In the realm of language, there exist various types of vocabulary based on the analysis of several experts. Firstly, with regards to the characteristics of words, vocabulary can be classified into two categories.

The first category is active vocabulary, which comprises language items that learners can proficiently use when speaking and writing. This type of vocabulary is also known as productive vocabulary.

The second type of vocabulary is passive vocabulary, which consists of language pieces that readers or listeners can comprehend and understand when they are placed in context. It is the type of vocabulary in which readers have a rough understanding of the meaning of a term but are unclear of its various meanings or subtleties. Receptive vocabulary is another term for passive vocabulary.[27]

Secondly, concerning the frequency and extent of vocabulary use in language, it can be subdivided into four levels as follows:

a. The first level is high-frequency words, which encompass the 2000-3000 most frequently used word families. These words receive special attention in vocabulary development since they

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[27] Jo Ann A. and Mary Lee, From Reader to Reading Teacher, 1997, p. 139.

compose at least eighty percent of the words used throughout all written or spoken material.

b. The second level is low-frequency words, which include all the other word families that occur less frequently. Whether or not these words are worth learning depends on the student's personal interests, education, cultural, field of employment, social, current studies, or natural environment.

c. The third level is academic words, are word families that occur much more frequently in academic texts such as textbooks, lectures, handouts, journal articles, reference books, and seminar presentations than in non-academic texts in various disciplines.

d. The fourth level is technical words, which are low-frequency word families used in specific disciplines, professions, sports, cultures, or other specialized fields. Typically, these words are known only by people with an interest or expertise in the relevant area.[28]

Based on the sources provided above, we may conclude that vocabulary serves a distinct role and utility when used. Words are an essential aspect of people's lives and a tool for language communication, which individuals use to communicate their opinions and ideas based on their requirements. In other words, a person's vocabulary wealth is widely regarded as a reflection of their educational degree.

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[28] Nation, Teaching Vocabulary: Strategies and Techniques, 2008, pp. 7-11

2. **Teaching Vocabulary Through Song**

   a. **The Definition of Teaching Vocabulary**

   Teaching is the practice of teachers instructing their students in the classroom. This action is part of the notion of activities, which includes lesson plans, resources, explanations, and assessments. In other words, teaching is the process by which teachers convey knowledge to students. Harmer emphasizes that what instructors do is teach.[29]

   Teaching vocabulary is an important aspect of language instruction, as it enables students to understand speaking, reading, writing and listening effectively in real-life situations. Vocabulary refers to the comprehension of words and their meanings.

   b. **The Principles of Teaching Vocabulary**

   1) Keep teaching simple and clear. Do not give complicated explanations.

   2) Connect current teaching to prior knowledge by showing patterns or analogies.

   3) Use oral and written presentations—write on the board as well as explain. explain.

   4) Give more attention to words that are already partially known.

   5) Tell learners if the word is a high-frequency word that needs attention in the future. attention in the future.

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[29] Jeremy Harmer, *The Practice of English Language teaching:Fourth Edition*, Edinburgh(Gate:Pearson Longman ELT, 1983), 107.

6) Do not bring in other unfamiliar or less familiar words, such as close synonyms, opposites, or members of the same lexical set.[30]

c. **Components of Teaching Vocabulary**

In Teaching vocabulary here are components as follows:

1) Teaching Purpose

Its objective is related to the several other benefits of education for young learners engaged. Thus, teaching objectives are the attainment of numerous other benefits to students' classroom activities. Learning objectives are another term for teaching objectives. It is an essential component of the teaching and learning process.. As Malin points out, teaching objectives are the main drivers of student engagement with school.[31] In general, the purpose of teaching vocabulary is so that students can understand English well, especially the four skills in English, namely reading, listening, speaking and writing. By keeping a lot of vocabulary, English learners will not have difficulty in learning English.

In addition, the importance of word knowledge can be shown by its influence on comprehension skills. The more students' word knowledge increases, the better their comprehension skills. However, if they do not pay attention to their vocabulary growth, they cannot improve their ability to

[30] Paul Nation, *Teaching Vocabulary*, Asean EFL Journal.
[31] Heather Malin, *Teaching for Purpose:Preparing Students for live in meaning*, Harvard Education Press, ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5.

understand the key points of a text which can lead to difficulties in comprehension. Many say that word knowledge plays an important role in language acquisition, and it is only natural that the question arises of how to increase and improve word knowledge and vocabulary. The first thing everyone should know is that the best and most effective way is to learn new words regularly. "It is essential that a strong continuity of literacy instruction remains as students become proficient readers".[32]

The importance of vocabulary in learning English cannot be overstated. It is the fundamental building block of the learning process in which knowledge of the appropriate amounts is required before learning other courses. The difficulty in learning vocabulary is the most common issue that pupils confront when learning English. pupils and teachers recognize the importance of vocabulary, thus many teachers have devised several strategies to help pupils overcome obstacles and master as much English vocabulary as possible.[33]

This increase in vocabulary accounts for a large portion of their language development and reading comprehension. Teachers' goals in teaching vocabulary are generally the same: the more words they master and the more words they have, the better

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[32] Sh. Yokubjonova, *The Importance of Teaching Vocabulary*, *International Journal of Academic Pedagogical Research (IJAPR)* 1(2), 2020.

Nuzulur R. And Rohmani, *The Use of Modified English Song to Improve Vocabulary, ELTIN Journal,* 9/No 2, October 2021.

students will be able to differentiate word meanings, develop a stronger understanding of how words work together, and increase their sensitivity to context and communicative intent.[34]

2) Teaching Materials

Materials are an essential tool in the process of instruction and learning. During the teaching learning process, the instructor gives materials to students in order to enhance students' knowledge, train students in communication, and manage the learning process. Materials must be interesting and pleasant so that students do not feel bored while learning. Materials, according to Thomlinson, can be instructional in terms of informing learners about the language, experiential in terms of exposing learners to the language in use, elicitative in terms of stimulating language use, and exploratory in terms of facilitating discoveries about language use.[35] In addition, teaching material is anything form which is present related to the language to be learned.

Acquiring vocabulary is an essential part of learning a foreign language, particularly for young learners. To effectively teach vocabulary at a basic level, it is important to focus on two aspects: word formation and aspects of meaning.

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[34] Michael F. Graves and Friends, Teaching Vocabulary to English Language Learners, Teachers College Press, 2013, P.1.

[35] Brian Thomlinson, *Materials Development in Language Teaching: 2nd Edition*, (Cambridge: Cambridge University Press), 2011, 2.

a) Word formation refers to how a word is constructed, such as by using prefixes or combining two words to create a new one. Understanding these components can help learners guess the meaning of unfamiliar words.

b) Aspects of meaning are also important, including synonyms, antonyms, hyponyms, super-ordinates, and translations. Teaching these relationships can help learners understand the meaning of words and use them correctly.[36]

Vocabulary, as previously said, is a collection of words that includes word families. Many people require vocabulary instruction since comprehending word form and meaning is essential at the fundamental level. The act of creating vocabulary is known as vocabulary development, and vocabulary meaning is how language reflects on itself. Other vocabulary meaning links include translation, superordinates, antonyms, synonyms, and hyponyms.

The instructor should be aware of how vocabulary enters the classroom when teaching vocabulary. In other words, the teacher must prepare the material in advance regarding the options they choose. Gairns and Redman note four key sources below:

a) The textbook. This will include of both written and spoken texts, tasks for assessment, presentations of grammatical

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[36] Scott Thornburry, How to Teach Vocabulary, *Edinburgh: Pearson Educated Limited*, 2002, p. 15.

structures, and so forth. Even the guidelines for classroom exercises might serve as a source of new words.

b) Additional resources (not intended expressly for vocabulary development) offered by the educational setting or chosen by the instructor. Texts, exercises, role plays, narratives, drills, videos, songs, etc. may all fall under this category.

c) The pupils. Student inquiries, questions, errors, and feedback will surely result in a wide range of unexpected and unusual stuff.

d) Activities with a specific vocabulary that the teacher created for his unique class of students.[37]

Knowing what we can choose from can help us obtain the vocabulary teaching materials. Because the information should be useful, we should also be aware of the selection criteria. Below, Gairns and Redman list some factors on which the various selection criteria for the content are based.

a) Frequency: The information included in it should not be taken at face value or used to dictate dogmatically. Because this has the potential to drastically affect their relevance to students, their worth must be assessed in connection to the source of the data and the norms governing its inclusion.

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[37] Scott Thornburry, How to Teach Vocabulary, *Edinburgh: Pearson Educated Limited*, 2002., p. 54.

b) Cultural considerations: Based on what native speakers say, students will undoubtedly mirror the cultural preferences of speakers.

c) Need and Level: Students who are required to read technical reports in English in their own country will have different lexical requirements than other students.

d) Usability: Specific language is frequently necessary in the classroom, without which students may not understand their teacher, their classmates, or the activity in which they are allegedly engaging.[38]

3) Teaching Steps

Every teacher must make the vocabulary teaching scenario as exciting as a well-managed learning activity process. Furthermore, it must be structured. A lesson plan is the systematic arrangement of each thing for instruction in the educational system. A lesson plan is a unit of a sequence of activities that spans between forty and ninety minutes of class time. The unit may then go through the curriculum, evaluating and preparing for the following lesson.[39] As a result, when creating the lesson plan, there are certain items that

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[38] Scott Thornburry, How to Teach Vocabulary, *Edinburgh: Pearson Educated Limited*, 2002., p. 57-61.
[39] H.Douglas Brown, Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy. New York:Pearson ESL. 2000, 149.

must be included. Brown presented the following aspects of a lesson plan:[40]

a. Goals

Goals are generalized but deal with unifying themes that identify the lesson topic. For example, the lesson plan "understanding narrative text" means it identified with the lesson topic is about a narrative text.

b. Objectives

In creating learning objectives, teachers should pay attention to explicit statements about what will be obtained from the lesson. Explicit statements mean being sure of the achievement to be achieved, maintaining the unity of the lesson, determining achievement, evaluating student success at the end or afterwards. Learning objectives are known as stating what students will do. In stating learning objectives, teachers need to know that the end goal and learning objectives are different. Terminal learning objectives are the end results that need to be measured, while supporting objectives are the internal steps that support each other and lead to the final goal.

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[40] H.Douglas Brown, Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy. New York:Pearson ESL. 2000, 149-151.

c. Materials and equipment

As a teacher, all you need to know is what equipment and supplies to bring. Perhaps the resources in teaching vocabulary that teachers bring are textbooks for teachers to use as a reference, while the equipment that instructors may need in teaching vocabulary such as a laptop, pens, markers, video or audio, learning media utilized are paper and board.

d. Procedures

In general, the fundamental principles for procedures in lesson plans are separated into three agendas; the first is the opening, which organizes introductory activities that include greetings, praying together, checking the attendee list, and others. The second is the core, which is a collection of activities with varying proportions of the entire class work, group or pair projects, instructor lectures, and student lectures. The third action is closing, which is the process of closing activities in the classroom, such as evaluation, feedback, or maybe homework, followed by closing the class by praying together.

e. Evaluation

Evaluation can sometimes only be part of the lesson plan. However, evaluation can be used when the lesson has done one or two meetings to find out if the learning objectives have been achieved. Evaluation is also an assessment made by the teacher,

and then the teacher can provide opportunities for students to learn to assess student success and make adjustments.

f. Extra Class Work

Additional class work, commonly known as homework, is ultimately misunderstood. The function of extra class work is to keep students focused outside of class time. This can be obtained from extensions or applications related to.

When it comes to teaching vocabulary, teachers must employ effective approaches to guarantee that pupils become comfortable with new words and can readily understand them. These strategies serve the objective of not only assisting students in understanding the meaning of words, but also of making the teaching process more varied in order to reduce student boredom. According to Allen, there are three approaches for teaching vocabulary:

a. The first strategy is alphabetical order, which can assist students find a certain term in an index of new words on a textbook page.

b. The second strategy entails illustrating the meaning of words using illustrations, explaining in the native tongue, and providing definitions in easy English.

c. The third strategy emphasizes on the deeper meaning of each word before drilling them.[41]

When teaching a new word, it is essential to cover three key aspects:

a. The word's shape or form.

b. Its meaning.

c. Both the form and meaning of the word together.[42]

The presentation of new vocabulary to learners can be done in various ways, as outlined below:

a. Suggestions for presenting specific items: Choose a vocabulary item from a foreign language textbook and brainstorm ways to present its meaning to students encountering it for the first time.

b. Study different techniques: Explore a list of techniques for presenting the meaning of new vocabulary before developing your own practical suggestions.

c. Application and comparison: Identify which techniques were used in your idea for presenting the vocabulary.[43]

According to these references, teaching vocabulary entails presenting pupils with a list of words and their definitions from a foreign language textbook. It is a complex process

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[41] Virginia Freanch Allen, Techniques in Teaching Vocabulary, 1983, p. 10-13.
[42] P. Nation, Teaching Vocabulary, *Asian EFL Journal*
[43] Penny Ur, op.cit., pp. 63-64.

impacted by notions about the nature of language, the language being taught, and how language is learned.

In current research steps to teaching teaching vocabulary through English Songs is incorporating songs into the classroom is a unique approach that can be very beneficial. Students are often eager to comprehend and sing along to the songs, which makes it important for the teacher to choose an appropriate song. Griffee suggests in Febria considering four categories when selecting a suitable song:

a. The characteristics of the class, such as the students' age, language level, musical interests, and time of day.

b. The teacher's characteristics, such as their age, musical preferences, and purpose for using the song, as well as the classroom resources available for teaching the song.

c. The opportunities provided by the classroom, such as the teacher's autonomy in curriculum planning, available class time, and additional resources.

d. The characteristics of the music itself, such as its genre and how it supports the lesson plan.[44]

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[44] Febria Avia R, *The Effectiveness of Using English Songs From Youtube Towards Students' Vocabulary Mastery,* Jakarta, 2015, 34-35.

Millington (2011) proposes that when incorporating songs to teach vocabulary to young learners, the song should be designed as a learning task. Millington (2011) also suggests a framework for song-based learning, which includes the following components:[45]

a. preparation

- Activate vocabulary-form basic sentence structure

- Eliciting vocabulary through pictures

b. core activity

- Involve students (maximize students' interest)

- Varying the vocabulary Test pace/volume

- Total physical response/sing along chorally

c. follow up

- Oral production of the song example: situational role play and/ or picture vocabulary Test.

4) Teaching Evaluation

The final component portion of teaching vocabulary is evaluation of instruction. Evaluation of teaching is the ultimate stage in teaching vocabulary. The practice of determining how far the goals have been reached following the teaching-learning process is referred to as teaching evaluation. Assessment is extensively used to evaluate students after they have completed a teaching-learning program. It consists of suggestions, feedback,

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[45] Millington, N. Using Song Effectively to Teach English for Young Learners. 2011. from: http://www.camtesol.org/Download/LEiA_Vol2_Iss1_2011/LEiA_V2_I1_11_Neil_Millington_Using_Songs_Effectively_to_Teach_English_to_Young_Learners.pdf

and remarks. It consists of making a recommendation, providing feedback, and making comments. Furthermore, evaluation as a component of the teaching plan that is used to assess pupils can be divided into two types:[46]

a) Summative assessment

Summative evaluation is focused with determining the outcome of student learning. Therefore, summative assessment is used to determine whether learning objectives were met.

b) Formative assessment

The goal of formative assessment is to measure the abilities of learners as part of a process. In addition, formative assessment is concerned with assisting pupils in progressing to the next level. Its goal is to provide feedback in order to help and improve the process of teaching and learning.

Regarding to Read presented that there five things that must be asses on evaluating teaching vocabulary as follows[47]

a. Yes/No

Learners simply report whether know the meaning of each word or not; a percentage of the items are non-words

b. Matching

Learners match each word with its definition, synonym/Ll equivalent.

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[46] Jeremy Harmer, *The Practice of English Language Teaching:Fifth Edition*, (Harlow, UK: Pearson , 2015), 408.

[47] John Read, *Assesing Vocabulary*, Cambridge: Cambridge University Press. 2000.

c. Multiple-choice

Learners select the correct word/deflnition from the four options given.

d. From size to 'depth' of knowledge

So far, the vocabulary size tests we've looked at have focused on the Form-Meaning Link. But vocabulary understanding is much more than that. Depth of knowledge is usually used to describe having a more extensive knowledge of words.

e. Knowing the word broad

Meanings? Collocations? a broad street, a broad outline, a broad accent, in broad daylight. Part of speech? Inflected forms? Related (derived) words: adverb? noun? verb? Associated words: wide, extensive, thick How frequent?

It takes a long time to teach and assess the words. There should be better approaches to stimulate and monitor language learning.[48]

1. Form

how is it spelled? and pronounced? What parts does it have?

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[48] Nation, *Cambridge University Press*, 2013, . pp. 92-93.

2. Meaning

what is its central concept and range of meanings? what other words are associated with it? Use what patterns of grammar and collocation does it fit into? how frequent is it? how is it used appropriately?

3. The common dilemma

There are typical problems in engaging in rich education as well as judging depth of knowledge. There are numerous words that pupils must learn. Each word requires a wide range of vocabulary knowledge.

Furthermore, evaluation is an assessment made after the learning and teaching procedure has been implemented. Summative and formative assessments are the two types of assessments that teachers typically provide to students.

d. **Problems in Teaching Vocabulary**

English as a foreign language presents various differences when compared to our culture and its rules. Learning and teaching English in schools poses difficulties and problems that require a deep and proper understanding. Among the challenges encountered in teaching vocabulary are problems related to intra-lexical factors, which are related to the words themselves, and cross-linguistic factors, which involve the match between the learners' first language and the second language. Another problem arises when students rely too much on

dictionaries and end up selecting the right words for understanding the meaning of a sentence but using them grammatically incorrectly.

Many problems related to teaching vocabulary stem from the attitudes of both teachers and students. Coady and Huckin have identified some typical metacognitive attitudes towards teaching and learning vocabulary in a second or foreign language. For example, children value words and are eager to learn them, yet teachers believe that words are simple to learn and grammar is difficult. Some teachers and students regard language instruction as a low-level intellectual pursuit unworthy of their entire attention. As a result, many teachers believe that words will be learnt organically via reading and do not require to be expressly taught.[49]

3. **English Song Strategy**

a. **Definition of Song Strategy**

According to Griffee, songs are a valuable and culturally rich resource that can be easily utilized in language classes. Griffee defines songs as any music with lyrics, especially those that are commonly heard on the radio.[50] Songs, according to Griffee, share some features with speech and poetry, but they are different creative forms. The voice is used to make songs and spoken words, which communicate linguistic content and integrate melody. Furthermore, both songs and poetry express meaning through words, are normally

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[49] James Coady and Thomas Huckin, Second Language Vocabulary Acquisition, 1997, p. 74.

[50] Dale T. Griffe, Songs in Action, New York: Prentice Hall International, 1992, p. 3

composed before being shared, can be adapted to music, and are intended to be heard.[51]

Finally, it demonstrates that a song is a compilation of words, verse, or a poem that is performed or said with modulation of voice to convey thinking and emotion. Song has great power. Music has the power to evoke intense emotions in many individuals, and songs often have deep emotional connections to specific persons, occasions, and locations. Songs have a personal character that causes the listener to respond as though they were being sung specifically for them. Therefore, the author makes the assumption that listening to English songs can be one of the alternative media in regards to beginner students' improvement of their ability to learn English.[52]

b. Function of Song Strategy

According to Lo and Li, "songs are invaluable tools to develop students' abilities in listening, speaking, reading, and writing, and can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjective, and adverbs."[53] Weda claims that there are a variety of benefits to using songs while instructing young kids in English. One of these benefits

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[51]Dale T. Griffe, Songs in Action, New York: Prentice Hall International, 1992., p. 3.
[52]Dale T. Griffe, Songs in Action, New York: Prentice Hall International, 1992., p.4
[53] Lo & H.C. Li, Songs Enhance Learner Involvement, *English Teaching Forum*, 36(21), 1998, 8-11.

is that the students' comfort and relaxation as a result of the nice surroundings will increase their proficiency.[54]

According to the argument above, songs serve a variety of roles in linguistic, psychological, cognitive, social, and cultural contexts. Songs are used not only for entertainment but also for instruction, such as in English classes to help pupils improve their vocabulary. It is also possible that songs with simple sentences will aid pupils in enhancing their English skills, particularly their vocabulary.

c. **Advantage and Effectiveness of Song in Teaching and Learning Process**

1) Songs and music can be utilized to relax pupils and create a fun atmosphere in the classroom.

2) Songs offer examples of colloquial speech. Songs' natural language, as opposed to many textbooks' artificial language, requires verbal input.

3) Every song is a culture capsule containing a major piece of social information, especially if it contains a lot of cultural input.

4) Songs, like poems, short stories, and novels, can be used as texts in the same manner that any other authentic material can.

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[54] Sukardi Weda, Songs Enhance Young Learners' involvement in Learning English, *Center for Studies on Language and Culture*, 2009, 102.

5) Songs and music as supplements; can be used to supplement or replace text in a textbook.

6) Songs that are closely tied to the interests of pupils.

7) Other benefits associated with teaching, which have various correlations with teaching in many domains, as follows:

1. Songs are very good at introducing vocabulary because they provide a relevant context for the vocabulary.

2. They also provide a natural context for the most common structures such as verbs, tenses, and prepositions.

3. Songs in some languages can be supplied as a good technique to educate and practice the various abilities.

4. It can be used to practice pattern recognition and memory retention.[55]

Songs or music, according to the statement before it, are cultural expressions that have been used in class in a variety of ways and for a variety of reasons, such as song that creates a calm learning environment for students. Songs and music in general affect our emotions; while music can move many people to tears or other extreme emotions, songs can foster profound emotional connections with people, events, and places.

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[55]Griffee, p. 4-6.

CHAPTER III

RESEARCH METHODOLOGY

The current chapter provides an overview of the research methodology used in this study, including the research approach and design, research location, research participants, data collection methods, data analysis techniques, data validity, and research procedures..

A. Approach and Design of Research

The nature of this investigation is qualitative. A qualitative study is one in which the quality of relationships, actions, circumstances, or materials is investigated.[56] The nature of this investigation is qualitative. Because qualitative research focuses on the quality of specific activities, it is frequently composed of words or images rather than figures. Interview transcripts, archive notes, photographs, audio recordings, video tapes, personal comments, memos, official notes, textbook extracts, and other materials are examples. Qualitative research is used to create an in-depth understanding of a phenomenon by simply describing the state of a phenomenon or object without making broad judgments.

A case study was employed as the research design to attain the research objectives. Case studies are used to explore phenomena in order to answer specific research questions. Different sorts of evidence are sought in order to obtain the best responses to the research questions[57]. The purpose of this research is to provide systematic and accurate symptoms, facts, or happenings

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[56] Fraenkel, Wallen, and Hyun Hyun. *How to design and evaluate research in education. (8th ed.).* New York: McGrawHill. 2012.

[57] Gillham, B. *Case Study Research Methods*. (London: Continuum),2000.

concerning the features of a specific population or location.[58] The case study in this study focuses on a case that occurs at the research site and is related to the application of teaching vocabulary through English song strategy, the meaning and process of which are not numerical but descriptive; written or spoken words from certain informants.

The researcher used a qualitative for this study because it coincided with the research's focus on occurrences that occur in emotionally invested cultures with strong expressions, aspirations, and desires. As a result, the researcher picked a case study research design since it is a suitable and relevant design for the current study. The researcher then did an in-depth investigation to describe the implementation of teaching vocabulary through English song strategy for beginner class at the Santivit Songkhla orphanage, Thailand.

B. Research Location

The researcher chose Santivit Boarding School and Orphanage Songkhla, Thailand, as the research site for this study. Because this research covers research through interviews and observations, determining the research site is critical to success in finding research data. First, this school setting is a good fit for using the English song strategy in the teaching and learning process, and it should be thoroughly investigated. Second, this school site is consistent with the title of the research being done, as evidenced by preliminary investigations. Third, this school location can help to elaborate the research focus's findings, such as learning scientifically about the purpose, materials,

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[58] Riyanto Yatim, *Metodologi Penelitian Pendidikan,* (Surabaya: SIC, 2010), 23.

steps, and evaluation of the learning process in Santivit Beginner Class. Fourth, the English song strategy is appropriate for the students' circumstances, which can aid in vocabulary learning. As a result, by employing an English song technique, students can meet their needs while also increasing the effectiveness of the teaching and learning process in the classroom.

C. Research Subject

The subjects for this study were chosen based on the study's requirements, specifically beginner class who were enrolled in the holiday English course at the Santivit Songkhla orphanage. Purposive sampling is the ideal strategy for selecting acceptable research subjects in qualitative research.[59] Purposive sampling is relevant for this study since it refers to places and individuals that can aid in comprehending the field's primary phenomenon. For this study, homogenous sampling, a sort of purposive sample, was used based on current phenomena.

As for research subjects determined by a purposive sampling strategy, namely selected with particular considerations and objectives, as follows;

1. English teacher of beginner class at the Santivit

    In addition, to conduct interviews and observations, Mrs. Rima Maftuhatul Fauziyah as the English teacher in the beginner class was chosen to be the subject of this study. This aims to obtain related data,

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[59] John C. Creswell, Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th edition (Boston: Pearson Education, 2012), 205.

namely teaching vocabulary through English song strategy about purpose, materials, steps, and evaluation.

2. The students of beginner class at the Santivit

While the second subject was taken from 22 beginner class students to make observations. In addition, to conduct focus group interviews, the researcher selected five students, namely Wandi, Phom, Fadeeyah, Yusuf, and Rohiya. The five students were chosen as research subjects for several reasons, namely; first, the recommendation from the English teacher. Second, one of the students had basic knowledge of English, was active, clever, and capable. Third, two students can learn English without having background knowledge of English. Third, two students had no background knowledge of English but were active in class and highly motivated. Finally, the subjects described above implemented vocabulary learning using English songs. The above information was obtained from Santivit's beginner class English teacher.

According to the data presented above, this reseach used a semi-structured. These research subjects are expected to provide valuable information about the employment of English song as a learning strategy in the teaching and learning process.

D. Data Collection Technique

In qualitative research, data collecting entails gathering information through numerous methods such as interviews, observation, and document analysis. The goal is to collect rich and precise data that may be used to investigate and comprehend a specific occurrence or circumstance.

The researcher employed the following data collection techniques:

1. Observation

One of the primary data collection strategies in qualitative research is observation. "Observation," according to Creswell, "involves watching and recording the actions and behaviors of individuals or groups in natural settings or in situations that the researcher has created".[60] Observation may involve a participant or non-participant, depending upon the extent of involvement of the researcher in the context being studied. In participant observation, the researcher becomes a member of the group being studied, whereas in non-participant observation, the researcher stands outside the group and only observes their activities and behaviors..

For this study, the researcher collected data using non-participant observation. The researcher adopted this strategy because they wanted to concentrate solely on seeing and taking notes during the observation procedure while avoiding interfering with the participants' activities.. The researcher observed the objective conditions of the Santivit orphanage as

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[60] John C. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 4th Edition, SAGE Publications, London. 2014, 166-170.

well as the application of vocabulary learning through the use of songs strategies in this study.

First, the researcher observed the objective conditions of the Santivit Holiday English Club Orphanage, which is an important aspect of observation. The researcher found that the children's ability to speak English is very limited. They don't even know the basics of English, making this class a truly beginner language learning class. Mainly due to the difference in the English and Thai alphabets **(พยัญชนะไทย)**. Second, the researcher observed the teacher's explanation of the content and media utilized in teaching vocabulary though English song strategy. Third, the researcher watched the teacher's steps in teaching vocabulary though English song strategy, beginning with the introductory activities and progressing to the core activities and concluding activities. Finally, teaching vocabulary though English song strategy, the researcher watches how the teacher evaluates pupils and the vocabulary learning process.

Thus, the observation activities produced the results desired by the researcher. Furthermore, the observation of this study was conducted under the objective conditions of Santivit Orphanage's Holiday English Club, and during the implementation of teaching vocabulary through English song strategy which includes the following elements: purpose, materials, steps, and evaluation.

2. Interview

In qualitative interviews, open-ended questions are asked of one or more participants, and their responses are recorded. The following are the four categories of qualitative interviews: One-on-one interviews, Focus group interviews, Telephone interviews, Online interviews.

Researcher can conduct interviews in a variety of formats, including structured, semi-structured, and unstructured interviews. Structured interviews involve a pre-planned series of questions that are asked in the same order to each participant. Semi-structured interviews have a more flexible structure and allow for further analysis of the participant's comments via follow-up questions or probes. Unstructured interviews are more open-ended, allowing participants to openly express their feelings or points of view. Creswell underlines the significance of the researcher's role in interviews as well. The researcher must put the participant at ease and safeguard them by building rapport and carefully listening to their views. The researcher must also be responsive to participant responses and be prepared to adjust the questions as needed.[61]

In this study, the researcher used semi-structured interviews as their primary method of data collection. The questions were asked in a natural way to let the participants feel at ease and comfortable during the interview. The researcher also conducted one-on-one interviews with English teachers and focus group interviews with five orphans, three boys and two girls, who

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[61]John C. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 4th Edition, SAGE Publications, London. 2014, 166-170.

attended the Santivit orphanage's Holiday English Club; First, the researcher greeted the subject with a nice grin, salam, hello, and inquired about the conditions. Second, the researcher asked the questions clearly; third, the subject responded properly. Fourth, the researcher documented and made notes. All of the preceding processes were then carried out consecutively until the researcher concluded the interview by saying salam, thanking, and shaking hands. The interviews provided information on the learning purpose, materials, steps, and evaluation of English song strategy to teach vocabulary.

3. Document Review

   Qualitative researcher frequently analyze public and private records to learn more about a study site or participant. Newspapers, meeting minutes, personal journals, and letters are examples of such materials. Researcher can gain significant information by investigating various sources in order to better comprehend the central phenomena under investigation.

   When conducting a document review in qualitative research, there are various guidelines that can be effective. First, researcher must determine the types of publications that will assist them in answering their research questions. Researcher should consider both public and private papers as potential sources of information. After discovering the records, researcher should seek permission from the individuals in control of the resources to utilize them. If participants are asked to keep a journal, specific instructions on how to do so should be provided. Researcher should analyze the

documents after obtaining authorisation to check their accuracy, completeness, and relevance in answering the study topic. Finally, the information gathered from the documents must be documented.

In this particular research study, the data obtained to the documents were:

    a.   The profile of Santivit Songkhla Orphanage.

    b.   The vision and mission of Santivit Songkhla Orphanage.

    c.   The data of English Class Students.

    d.   The pictures of Students, Observations and Interview.

    e.   The learning module

E. Data Analysis

The researcher in this study employed an interactive data analysis methodology for data analysis. According to Miles and Huberman, and Saldana, this paradigm incorporates three concurrent validation flows of activity: data condensation, data display, and data conclusion drawing and verification.[62]

1. Data condensation is the initial phase, which entails selecting, concentrating, simplifying, abstracting, and converting data from written-up field notes or transcripts. The researcher must distinguish between correct and incorrect data and concentrate on the data that will be studied. This step makes it easier for the researcher to collect data in the future.

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[62] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, Qualitative Data Analysis (USA: SAGE Publishing, 2014), 15 & 16.

2. The next stage data display, which is necessary for understanding what is going on and for future analysis. This step entails displaying facts only in the form of words, narrative, and charts to arrive at the suitable conclusion. The researcher used essays and charts to display the findings in this study.

3. The final stage is to form conclusions based on the findings and validate the data. These conclusions are still provisional and susceptible to change if substantial evidence supporting the next round of data collection is discovered. This method of gathering evidence is known as data verification.

After the collected data was presented and an in-depth understanding of the data was gained, the researcher verified the data by verifying the information correlation to what data had been presented with new data to be used as conclusions of the purpose, material, steps, and evaluation of teaching vocabulary through English Songs strategy..

F. Data Validity

Validity is an important consideration when designing and evaluating measuring equipment. The degree to which an instrument measures what it claims to measure is known as its validity. In qualitative validity, the data is triangulated. In this study, the validity of data in triangulation is divided into two categories: triangulation of data sources and triangulation of techniques.[63] The trustworthiness of the data is determined by triangulation of data sources,

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[63] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, Qualitative Data Analysis (USA: SAGE Publishing, 2014), 15 & 16.

which evaluates the gathered data against a variety of sources such as individuals, places, times, and so on. Technical triangulation assesses data dependability by evaluating the same data using diverse methodologies. It has the authority to conduct interviews, observe, and examine documents.

1. Source Triangulation

The source triangulation approach was used to assess the data's dependability. This study drew on data from one-on-one interviews with the English teacher of the beginner class and focus group for the Santivit Holiday English Club's beginner class, focusing on students who demonstrated strong vocabulary class participation. Thus, the first and second sources were compared by the researcher to obtain valid data. For example, according to Mrs. Rima as the English teacher; "Actually, the material taught to these children is very much applied by the public, but because they have never learned English in this fun way makes me choose material that is suitable for beginners. Then I choose English songs about parts of body like head, shoulders, knees, toes, eyes, ears, mouth, nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, and feet, that are simple and suitable to teach vocabulary to beginner students".

The interview from the teacher was compared with the students interview result from Rohiyah, such as she stated; "Children learn English like head, feet, eyes, like that. We all sang along with Akak Rima, then Akak Rima made us all watch a cartoon. the children sang along with the

cartoon. after singing, Akak Rima asked us, in English what is the eye, what is the nose. So we learn to recognize body parts in English".

In summary, source triangulation established legitimate data by cross-checking the same information from separate sources and comparing both sources to see if the data reached the same result.

2. Technique Triangulation

The triangulation technique refers to the process of confirming the authenticity of data by comparing the same data using different techniques, such as data from interviews, observations, and document reviews, which are then merged by researchers. The first point (source triangulation) provided an example of an interview. Based on observations made by the researcher since the beginning of the teaching and learning activities in the classroom, the researcher discovered that when the teacher began to deliver the material simultaneously, the students remained calm and focused their attention, allowing them to understand the material given. Furthermore, the researcher discovered that the teacher's material was about heads, shoulders, knees, toes, eyes, ears, mouth, nose, and so on.

On the other hand, in the approved document review, the materials for teaching vocabulary through English song strategies are listed in the teaching module in the procedure activity section and the materials clearly state that the materials for teaching head, shoulders, knees, toes, eyes, ears,

mouth, nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, and feet, and so on.

In summary, after the researcher compared and/or cross-checked the source triangulation, the researcher used the triangulation technique to verify valid data by cross-checking the same information from different techniques and comparing the results to see if the data provided the same conclusion.

G. Research Procedures

The trustworthiness of the data is determined by triangulation of data sources, which evaluates the gathered data against a variety of sources such as individuals, places, times, and so on. Technical triangulation assesses data dependability by evaluating the same data using diverse methodologies. It has the authority to conduct interviews, observe, and examine documents.[64]

The research stages passed by the researcher in the research process are as follows.

1. Pre-field stage

The pre-field stage determines what must be done before a researcher enters the field of study object.

a. Develop research designs

The researcher selects the following when creating this plan: research title, research reasons, research focus, research aims, research benefits, research objects, and methods employed.

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[64] Tim Penyusun, *Pedoman Karya Ilmiah*, .48

b. Choosing research fields

A researcher must first select a research field before beginning to conduct research. The English class at the Santivit Songkhla orphanage was chosen as the research subject.

c. Processing of permits

In order to gain permission, the researcher took a license to the university in advance and visited the research field in order to obtain permission, then took a stage of research.

d. Assess the state of the field

After getting authorization, the researcher began doing in-depth and field evaluations to better understand the research object's past. This is done to make data collection easier for researcher.

e. Prepare research equipment

Before traveling into the field, researcher arrange the equipment needed for research, beginning with notebooks, paper, and so on.

2. **Stage of field work**

The following stage is to conduct research. During this stage, the researcher obtains the necessary data through a variety of approaches, including observation, interviews, and documentation. Activities that will be carried out in this Stage include:

a. Data collection

The researcher uses observation, interview, and documentation procedures to collect data on a predefined schedule.

b. Data processing

The purpose of processing data derived from data collecting is to facilitate data analysis.

c. Data analysis

After collecting all of the data, use qualitative analysis techniques to examine the entire dataset by presenting an overview of the data received during data collection—the result of the analysis indicated in the data exposure and research findings.

3. **Data analysis stage**

Following the collection of data from observations, interviews, and document reviews, the Huberman and Saldana model was used to analyze the data. The situation was then detailed in the form of a report, and the supervisor was consulted. The reporting stage at KH Achmad Siddiq State Islamic University (UIN KHAS) Jember is the creation of research results in the form of a thesis in accordance with applicable requirements. Following the exam, this research was tested and amended for the final time.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Description of The Research Object

1. The History of Santivit Songkhla Technological School and Orphanage Thailand[65]

    Songkhla Technological College (Songkhla Technological College) is a private vocational education institution under the Administrative Office of the Private Education Commission. This school was founded in 1981 in accordance with the intentions of Mr. Sa-nguan Suksawee, who was the founder of the school with the name "Songkhla Vocational School" with the abbreviation "Sor Sor" and was permitted to open teaching on June 6, 1981, with the strong intention of producing human resources to serve society effectively. Then, in 1989, the name was changed to "Songkhla Technology School" with the abbreviation "Sor Khor Tor," and in 2012, the name was changed according to an announcement by the Ministry of Education. The announcement allows private vocational education schools to use the prefix educational institution as college. Therefore, the school changed its name to "Songkhla Technological College" with the following majors:

    a. In 1981, the Automotive Mechanics Department was opened at the vocational school level.

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[65] Basic information and teaching module. 2023. p.3

b. In 1983, an electricity department was opened at the vocational school level.

c. In 1986, the Electronics Technician Department was opened at the vocational school level.

d. In 1987, the automotive mechanics major expanded at the vocational level.

e. In 1992, we opened the Commercial Department at the Vocational Accounting and Sales Level and extended the electrical department course to the Diploma level.

f. In 1995, sales of business administration courses at the accounting and marketing vocational level expanded, expanding courses in the electronics department at the vocational level.

g. In 1996, the Architectural Technician Department was opened with a vocational certificate, adding vocational certificate courses. department of business administration in the field of accounting and marketing by accepting students who have graduated at the end of general education with studies at the vocational certificate level, studying 4 semesters and 2 summer semesters (2 years).

h. In 2009, it was requested to add a vocational certificate program for the Department of Commerce, Retail Business, in collaboration with C.P. All Public Company Limited in organizing the teaching and learning process.i. In 2012, the school changed its name to "Songkhla

College of Technology" and became a boarding school for elementary and high school students as well as an orphanage.

2. The Profile of Santivit Songkhla Technological School and Orphanage Thailand[66]

a. School and Orphanage Identity

1) School Name : Santivit School

2) School Code : 1190100146

3) Village : 13/6 Village No. 6

4) Sub District : Ban Na

5) District : Chana

6) Province : Songkhla

7) Post Code : 90130

8) Country : Thailand

9) Affiliaton : Office of Private Education, Songkhla Province

10) Telephone : 074-802150

11) E-mail :santiwit@hotmail.com

b. Vision and Mission[67]

1) Vision

"Learners learn through teaching and learning activities. which inserts Islamic content and procedures and towards Santiwit School. Santiwit School is committed to creating students who are virtuous and ethical in all aspects, in line with the school
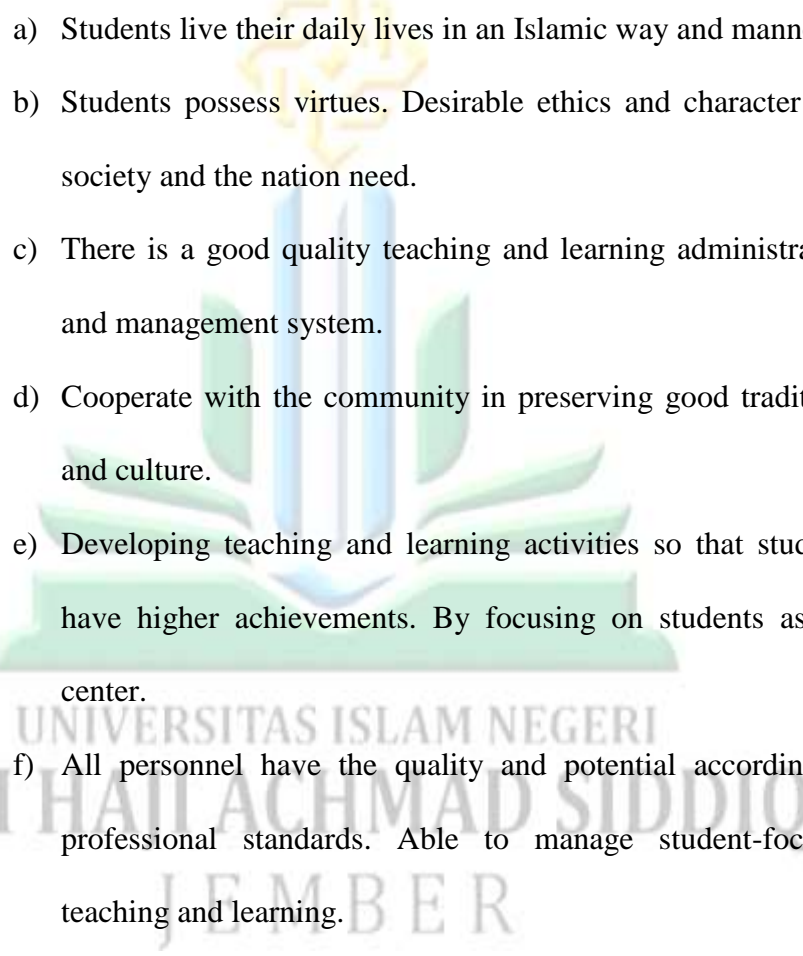
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[66] Basic information and teaching module. 2023. p.3
[67] Basic information and teaching module. 2023. p.6

policy which is the school's identity in the true Islamic way of life. Santiwit School also has the main objective of organizing education to meet the criteria of the national standard of education."

2) Mission

a) Students live their daily lives in an Islamic way and manner.

b) Students possess virtues. Desirable ethics and character that society and the nation need.

c) There is a good quality teaching and learning administration and management system.

d) Cooperate with the community in preserving good traditions and culture.

e) Developing teaching and learning activities so that students have higher achievements. By focusing on students as the center.

f) All personnel have the quality and potential according to professional standards. Able to manage student-focused teaching and learning.

g) The school has a management system for coordinating all parties.

h) Managing learning with the full potential of students.

B. Data Presentation and Analysis

In general, the strategy and processes demonstrated in Chapter 3 were utilized to develop data descriptions and conclusions, which were then incorporated into data display and analysis. The data descriptions in this study are organized into categories based on the research topics. Every research must present data because data is evidence that the author conducted research, observed, felt, and directly assessed the situation of the target of research, conducted interviews with different informants in order to acquire data, and obtained various supporting papers. Furthermore, this is relevant to the data gathering strategies established by the researcher, namely interview techniques, observation, and document review.

After the data is collected, it is analyzed, where the results of the interviews are supported by the results of observations and also by various document reviews required in the research, so that related data, such as purpose, materials, steps, and evaluation of the implementation of teaching vocabulary through English song strategy for beginner class at the Santivit Songkhla orphanage, Thailand. As follows:

1. **The Purpose of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand.**

   To obtain a complete and valid data presentation, the researcher performed interviews, observations, and document reviews. Furthermore, the researcher described, enlarged on, and interpreted each research emphasis. To be sure, before the teacher taught in the classroom, the

teacher created a lesson plan, specifically for the aim of teaching vocabulary through English song strategy. Meanwhile, according to Miss Rima's statement interview as the English teacher of the Beginner Class, she stated:[68]

> *"Tujuan diterapkannya pembelajaran kosakata melalui lagu adalah karena, yang pertama untuk mempelajari kosakata bahasa Inggris melalui kegiatan yang menyenangkan, sehingga siswa dapat mengetahui lebih banyak kosakata dapat diterapkan dalam kehidupan sehari-hari, yang kedua karena dengan bernyanyi itu dapat meningkatkan ketahanan daya ingat anak, dan yang terakhir untuk menarik minat siswa dalam belajar bahasa Inggris dengan menggunakan strategi yang seru".*
>
> Translated by researcher:
>
> "The purpose of implementing vocabulary learning through song is because the first is to learn English vocabulary through fun activities so that students can know more vocabulary in English and then can be applied in their daily lives, the second is because singing can improve children's memory, and finally, to increase students' interest in learning English through fun strategies".

Based on interview with the English teacher (Miss Rima), As the researcher concluded the statement above, there are three purposes of teaching vocabulary through English song strategy for beginner class namely: 1) Learn English vocabulary through fun activities make students can know more vocabulary in English and can be applied in their daily lives, 2) To improve children's memory through singing, 3) To increase students' interest in learning English through fun strategies.

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[68] Rima Maftuhatul Fauziyah, S.Pd, interviewed by Farah Malikaz Zumala, Thailand, April 27th 2023

This is supported by the results of a focus group interview with Wandi, one of the beginner class students, he emphasized that:[69]

> "While learning with Akak Rima I feel happy, because during the lesson, we all always sing. I often feel that I never get bored learning with Akak Rima and I always wait to learn English with Akak Rima. Singing together makes me impatient to learn English for the next day".

It was added by Phom:[70]

> "In class, students often sing. The songs taught by Akak Rima make the class feel more fun than previous classes, even I have memorized the song and made me also memorize the English vocabulary in the song so that when I am asked about English related to the vocabulary in the song, I can now answer it without thinking".

Based on the interview conducted with Wandi, this supports the objectives of implementing vocabulary learning through English songs where students become more interested in learning English and feel happy during the learning process and this confirms the first and third point objectives that have been conveyed by miss Rima. Then the interview conducted with Phom refers to the first and second point objectives where students can learn vocabulary with fun and can remember the vocabulary in the song easily.

In addition, this was also agreed upon in reviewing the teaching module document made by Miss Rima, the English teacher. This is evidenced by the content in the "Preface" point.[71] It is stated that the

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[69] Wandi, focus group interview toward students of beginner class, Thailand, April 26th 2023.

[70] Phom, focus group interview toward students of beginner class, Thailand, April 26th 2023.

[71] Rima Maftuhatul F., Teaching Module, Words Fun Way for Beginner Class 2023.

purpose of teaching vocabulary through English song strategy is: 1) For students to learn English vocabulary through fun activities so that students can know more vocabulary in English and then can be applied in their daily lives. 2) By implementing fun strategies can improve children's memory. 3) to increase students' interest in learning English through fun strategies.

Based on the results of interviews and document reviews, the objectives of teaching vocabulary through English song strategy for beginner class at Santivit Songkhla orphanage, Thailand are as follows: 1) By learning vocabulary through songs so that there can be a transfer of meaning from the different writing systems between English and Thai. 2) For students to learn English vocabulary through fun activities. 3) By implementing fun strategies can improve children's memory. 4) To increase students' interest in learning English through fun strategies.

2. **The Material of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand.**

The term "material" refers to the teaching materials that a teacher provides to pupils in order to provide knowledge, train students in learning english vocabulary, and monitor the learning proces.

Based on interviews with English teacher for beginner class students (Miss Rima), the materials for teaching vocabulary through English song strategy are:[72]

> *"Sebenarnya materi yang diajarkan kepada anak-anak ini sangat banyak digunakan oleh masyarakat untuk belajar, namun karena mereka belum pernah belajar bahasa Inggris, terutama dengan cara yang menyenangkan seperti ini membuat saya memilih materi yang cocok untuk pemula. oleh karena itu saya memilih lagu-lagu bahasa Inggris tentang bagian-bagian tubuh seperti kepala, bahu, lutut, jari kaki, mata, telinga, mulut, hidung, gigi, dagu, pipi, leher, dada, punggung, perut, lengan, tangan, jari tangan, tungkai, dan kaki, yang sederhana dan cocok untuk mengajarkan kosakata pada siswa pemula."*

> Translated by researcher:

> "Actually, the material taught to these children is very much applied by the public, but because they have never learned English in this fun way makes me choose material that is suitable for beginners. Then I choose English songs about parts of body like head, shoulders, knees, toes, eyes, ears, mouth, nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, and feet, that are simple and suitable to teach vocabulary to beginner students".

From the interview that the researcher conducted with the English teacher (Miss Rima), it can be concluded that teaching vocabulary through English song strategy for beginner at the Santivit Songkhla Orphanage, Thailand is vocabulary materials that can be obtained through English songs such as parts of body (head, shoulders, knees, toes, eyes, ears, mouth, nose, teeth, chin, cheek, neck, chest, back,

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[72] Rima Maftuhatul Fauziyah, S.Pd, interviewed by Farah Malikaz Zumala, Thailand, April 27th 2023.

stomach, arms, hands, fingers, legs, and feet) of English songs located on YouTube.

It was supported by one of the students namely Rohiya in focus group interview, she said that:[73]

"Children learn English like head, feet, eyes, like that. We all sang along with Akak Rima, then Akak Rima made us all watch a cartoon. the children sang along with the cartoon. after singing, Akak Rima asked us, in English what is the eye, what is the nose. So we learn to recognize body parts in English".

It was added by the other student in the focus group interview from Phom as the student of Beginner Class, he confirmed that:[74]

"Akak Rima asked us to sing along to the song in the video on the laptop then we all sang heads, shoulders, knees and toes together. After this we point to the body parts one by one as mentioned by Akak Rima. There are so many parts of the body that are learned in English using songs sung together with Akak Rima examples nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, feet".

From the researcher's interviews conducted with beginner class students Rohiya and Phom, it can be concluded that the material taught is vocabulary about body parts (head, shoulders, knees, toes, eyes, ears, mouth, nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, and feet). They sing together and then asked to guess the English words for certain body parts. Miss Rima looked for a song in the form of a cartoon on YouTube.

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[73] Rohiya, focus group interview toward students of beginner class, Thailand, April 26th 2023.

[74] Phom, focus group interview toward students off beginner class, Thailand, April 26th 2023.

Related to the observation on March 20th 2023 in teaching vocabulary through English song strategy for beginner at the Santivit Songkhla Orphanage, the material taught was a song about body parts. This material contains the vocabulary of body parts in English. The researcher also noticed that the teacher did not use an introductory book as a reference, but instead received information from the internet. The researcher witnessed the teacher making simple notes about bodily parts on the blackboard, accompanied by language explanations from Thai to English.[75]

This is also evidenced by the teaching module at Meeting 2 and 3 points, namely Activity Procedure.[76] The learning is carried out using videos played through a laptop to play English songs about parts of body with (head, shoulders, knees, toes, eyes, ears, mouth, nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, and feet) materials, material sheets at Activity Procedure 3 points, and student worksheets at Worksheet points.[77]

Data from observations, interviews, and document reviews show that the material of teaching vocabulary through English song strategy for beginners at the Santivit Songkhla orphanage in Thailand are: vocabulary material about body parts with (head, shoulders, knees, toes, eyes, ears, mouth, nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, and feet) vocabulary.

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[75] Observation, Thailand, April 11st 2023.
[76] Rima Maftuhatul F., Teaching Module, Words Fun Way for Beginner Class. 2023.
[77] Rima Maftuhatul F., Teaching Module, Words Fun Way for Beginner Class. 2023.

3. **The Steps of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand.**

The sequence of learning offered by the teacher to the students in order to provide comprehension to the students in an ordered manner is referred to as a step.

The materials for teaching vocabulary through the English song strategy, according to the English instructor for introductory class students (Miss Rima), are:[78]

> *"Untuk langkah-langkah saya dalam mengajarkan kosakata melalui lagu bahasa Inggris, sudah ada di dalam modul pengajaran. Jadi ada 5 langkah, yaitu 1) Say the parts, jadi di sini siswa diminta untuk menonton video lagu bahasa Inggris yang berbentuk kartun kemudian mereka mengulang kembali kata-kata tentang bagian-bagian tubuh. 2) Take the picture and say, pada tahap ini siswa diberikan gambar bagian-bagian tubuh secara acak kemudian menyebutkan bagian-bagian tubuh yang mereka dapatkan dalam kata bahasa Inggris. 3) Let's do a survey, siswa diminta untuk melihat papan tulis yang berisi gambar bagian-bagian tubuh kemudian menyebutkan bagian-bagian tubuh yang telah diberi angka. 4) Let's sing, siswa dan guru menyanyikan lagu "kepala pundak lutut dan kaki" bersama-sama dan guru memberikan instruksi yang sesuai. 5) Terakhir yaitu My new words, di sini siswa akan mengingat kembali kosakata yang telah mereka pelajari selama pelajaran."*

Translated by researcher:

"As for my steps in teaching vocabulary through English song, they are already in the teaching module. So there are 5 steps, namely 1) Say the parts, so here students are asked to watch a cartoon-shaped English song video then they rephrase the words about parts of the body. 2) Take the picture and say, at this stage students are given random pictures of body parts and then mention the body parts they get in English. 3) Let's do a survey, students are asked to look at the board with pictures of body parts and then

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[78] Rima Maftuhatul Fauziyah, S.Pd, interviewed by Farah Malikaz Zumala, Thailand, April 27th 2023.

mention the body parts that have been given numbers. 4) Let's sing, students and teachers sing the song "head shoulders knees and toes" together and the teacher gives the correct instructions. 5) Finally, there is my new words, here students will recall the vocabulary they have learned during the lesson".

It was added by Phom, he said that:[79]

"First, when the class was about to start, we prayed together then Akak Rima asked us to look at the laptop. Akak Rima handed us a paper containing a picture of a child. Then after that, Akak Rima asked us to mention the parts of the body in English according to what Akak Rima mentioned and Akak Rima told us to point to the parts of the body mentioned after singing together."

Those points were reinforced by Fadeeyah's statement, in which she confirmed:[80]

"Akak Rima gave us a picture showing the parts of the body. Then she asked us to take the picture and name the parts of the body. After that, Akak Rima asked one of us to come forward and mention the parts of the body in English. After that we sang the song about parts of the body together again before finally doing the assignment on the paper sheet."

Regarding the results of interviews with English teachers and students in the beginner class of Santivit Songkhla orphanage in Thailand, it shows that the steps of teaching vocabulary through English song strategy based on modules are: 1) Say the parts, so here students are asked to watch a cartoon-shaped English song video then they rephrase the words about parts of the body. 2) Take the picture and say, at this stage students are given random pictures of body parts and then mention the body parts they get in English. 3) Let's do a survey,

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[79] Phom, focus group interview toward students of beginner class, Thailand, April 26th 2023.

[80] Fadeeyah, focus group interview toward students of beginner class, Thailand, April 26th 2023.

students are asked to look at the board with pictures of body parts and then mention the body parts that have been given numbers. 4) Let's sing, students and teachers sing the song "head shoulders knees and toes" together and the teacher gives the correct instructions. 5) Finally, there is my new words, here students will recall the vocabulary they have learned during the lesson.

Related to the observation on March 20th 2023 in teaching vocabulary through english song strategy for beginner class at the Santivit Songkhla Orphanage. The researcher discovered that when the instructor entered the classroom, she greeted pupils and invited them to read the prayer, after which she checked the students' presence and inquired about their health status. Then the teacher conveys the learning objectives and topics to be learned. After explaining the material students will study, the teacher will show a video. The teacher asked the students to mention the body parts according to the song in the video, then asked the students to mention the body parts according to the pictures. The teacher also gives students the opportunity to volunteer to guess the English word from the picture.[81]

This is supported by the teaching module in the core activities of Activity Procedure 1, 2, 3, 4, 5, and 6 points regarding learning activities that contain the steps of teaching vocabulary through English song strategy, namely the opening activities such as greetings,

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[81] Observation, Thailand, April 11st 2023.

attendance while asking how students' health is, learning instructions to be carried out, and core activities which are divided into, namely 1) say the parts. 2) take the picture and say. 3) let's do a survey. 4) let's sing. 5) my new words.[82]

Data from observations, interviews, and document reviews show that the outcomes steps of teaching vocabulary through English song strategy for beginner class at the Santivit Songkhla orphanage, Thailand are: 1) Say the parts, so here students are asked to watch a cartoon-shaped English song video then they rephrase the words about parts of the body. 2) Take the picture and say, at this stage students are given random pictures of body parts and then mention the body parts they get in English. 3) Let's do a survey, students are asked to look at the board with pictures of body parts and then mention the body parts that have been given numbers. 4) Let's sing, students and teachers sing the song "head shoulders knees and toes" together and the teacher gives the correct instructions. 5) Finally, there is my new words, here students will recall the vocabulary they have learned during the lesson.

4. **The Evaluation of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand.**

The collection, evaluation, and interpretation of information systems in order to determine whether or not learning purpose have been reached.

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[82] Rima Maftuhatul F., Teaching Module, Words Fun Way for Beginner Class. 2023.

Miss Rima, the English instructor for beginner class, indicated that the evaluation for teaching vocabulary through English song technique was:[83]

> *"Untuk evaluasi, biasanya saya lakukan sebelum menutup pelajaran. Saya memberi tugas pada mereka dengan melakukan penilaian formatif mencocokkan kata dengan gambar. Kemudian sebelum menutup kelas, saya akan menanyakan kembali kepada siswa sampai mereka mengingat kosakata tentang bagian-bagian tubuh yang telah dipelajari dan penilaian sumatif dilakukan setelah seluruh pelajaran selesai dengan menggunakan fill in the blanks. Saya memberikan mereka lembar yang berisi gambar tubuh dengan kolom kosong. Kemudian mereka harus mengisi kolom kosong tersebut sesuai dengan bagian tubuh yang telah mereka pelajari."*

> Translated by researcher:

> "For evaluation, I usually do it before closing the lesson. I gave them the task by doing formative assessment matching word with the picture. Then before closing the class, I will re-ask the students to what extent they remember the vocabulary about the parts of the body that have been learned and summative assessment is conducted after the entire course is completed using fill in the blanks. I give them sheets containing pictures of the body with empty columns. Then they have to fill in the blanks according to the body parts they have learned".

Those above was strengthened in Yusuf's statement, he confirmed that:[84]

> "Before the lesson was over, Akak Rima gave us a paper containing a cartoon drawing and there was a blank column and also a picture with random vocabulary then Akak Rima asked us to fill in the blank column and draw a line from the correct vocabulary to the corresponding picture after that Akak Rima gave us another question about body parts. Akak Rima said she wanted to know how far we had memorized the vocabulary about body parts".

In addition, related to the focus group interview by Wandi, he added that:[85]

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[83] Rima Maftuhatul Fauziyah, S.Pd, interviewed by Farah Malikaz Zumala, Thailand, April 27th 2023.

[84] Yusuf, focus group interview toward students of beginner class, Thailand, April 26th 2023.

"Akak Rima gave the students sheets of paper with pictures of people and blanks before class, and then we were told to fill in the blanks with the right vocabulary and then asked us to say what vocabulary we had learned using songs before finally closing the lesson with a greeting".

According to the interview, Miss Rima gave an evaluation before the class ended in the form of restarting the vocabulary about the parts of the body that had been learned, as well as a piece of paper for them to fill in the answers based on the picture.

Related to the observation on March 20th 2023 in teaching vocabulary through English song strategy for beginner class at the Santivit Songkhla Orphanage. The researcher found that The teacher uses summative assessment, where the teacher gives the students a worksheet that they have to fill in with the new vocabulary they learned about body parts. Then, before closing the class, the teacher will ask them again about what body parts they have learned in English during the lesson to make sure the students remember the vocabulary they got.[86]

Regarding teaching module, evaluation of teaching vocabulary through English song strategy for beginner class at the santivit songkhla orphanage, Thailand, approved in Activity Procedure 5, 6, and 7 points Written tests fill in the blanks about body parts correctly in English given by the teacher. In addition, at the closing stage of learning activities, it is

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[85] Wandi, focus group interview toward students of beginner class, Thailand, April 26th 2023.

[86] Observation, Thailand, April 11st 2023.

mentioned that students and teachers summarize the learning to help them reflect on the teaching and learning process.[87]

Furthermore, it is suggested at the end of learning activities that students and teachers synthesize the learning to assist them reflect on the teaching and learning process.

The evaluation of teaching vocabulary through English song strategy for beginner class at the Santivit Songkhla orphanage in Thailand is employing a formative assessment with matching words, according to the results of observations, interviews, and document reviews.

Table 4.1
Data presentation and Analysis

No.	Focus	Findings
1.	2	3
1.	How is the purpose of teaching vocabulary through English song strategy for beginner class in improving their vocabulary at Santivit Songkhla Orphanage, Thailand?	Based on the results of interviews, and document reviews, the purpose of teaching vocabulary through English song strategy for beginner class at the Santivit Songkhla orphanage, Thailand are as follows: 1) By learning vocabulary through songs so that there can be a transfer of meaning from the different writing systems between English and Thai. 2) For students to learn English vocabulary through fun activities. 3) By implementing fun strategies can improve children's memory. 4) To increase students' interest in learning English through fun strategies.

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[87] Rima Maftuhatul F., Teaching Module, Words Fun Way for Beginner Class. 2023.

No.	Focus	Findings
1.	2	3
2.	How is the material of teaching vocabulary through English song strategy to orphans in Santivit Songkhla, Thailand?	Data from observations, interviews, and document reviews show that the material of teaching vocabulary through English song strategy for beginners at the Santivit Songkhla orphanage in Thailand are: vocabulary material about body parts with (head, shoulders, knees, toes, eyes, ears, mouth, nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, and feet) vocabulary.
3.	How are the steps of teaching vocabulary through English song strategy to orphans in Santivit Songkhla, Thailand?	Data from observations, interviews, and document reviews show that the outcomes steps of teaching vocabulary through English song strategy for beginner class at the Santivit Songkhla orphanage in Thailand are: 1) Say the parts, so here students are asked to watch a cartoon-shaped English song video then they rephrase the words about parts of the body. 2) Take the picture and say, at this stage students are given random pictures of body parts and then mention the body parts they get in English. 3) Let's do a survey, students are asked to look at the board with pictures of body parts and then mention the body parts that have been given numbers. 4) Let's sing, students and teachers sing the song "head shoulders knees and toes" together and the teacher gives the correct instructions. 5) Finally, there is my new words, here students will recall the vocabulary they have learned during the lesson.

No.	Focus	Findings
1.	2	3
4.	What is the teaching vocabulary evaluation of applying English song strategy on vocabulary to orphans in Santivit Songkhla, Thailand?	Based on the results of observations, interviews, and document reviews show that the evaluation of teaching vocabulary through English song strategy for beginner class at the Santivit Songkhla orphanage in Thailand is using a formative assessment with matching words and summative assessment with fill in the blanks.

C. Discussion

This stage reflects the researcher's comprehension of the relationship between categories and dimensions, the placement of current findings in respect to previous discoveries, and the interpretation and explanation of field findings. Researcher investigated the purpose, steps, material, and evaluation of teaching vocabulary through English song technique for beginner class at the Santivit Songkhla Orphanage in Thailand in this study.

1. **The Purpose of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand.**

While teaching aims achieve numerous benefits for student classroom activities, the purpose is related with various other benefits for young students involved in educational benefits. Teaching purpose, are critical to the teaching and learning process. Several activities must be carried out by the teacher to assist this.

Based on the results of interviews, and document reviews, the purpose of teaching vocabulary through English song strategy for beginner class at the Santivit Songkhla orphanage, Thailand are as follows: 1) By

learning vocabulary through songs so that there can be a transfer of meaning from the different writing systems between English and Thai. 2) For students to learn English vocabulary through fun activities. 3) By implementing fun strategies can improve children's memory. 4) To increase students' interest in learning English through fun strategies.

Related to the findings above, there are three objectives of teaching vocabulary through English song strategy in the classroom, namely: For students to learn English vocabulary through fun activities so that students can know more vocabulary in English and then can be applied in their daily lives, by implementing fun strategies can improve children's memory, and to increase students' interest in learning English through fun strategies. These activities are relevant to Malin's statement that vocabulary activities unconsciously make teachers direct students to a goal.[88] This means that the application of teaching vocabulary in the classroom by singing English song, mentioning English vocabulary contained in the song, giving active responses, and answering vocabulary can encourage students to achieve the goal of teaching vocabulary, namely increasing students' memory in storing the new vocabulary they get.

Similarly, prior research from Dwi Ma'rifat indicates that using songs lessens students' affective filters, which leads to students' favorable attitudes toward language. Students' good sentiments toward language. This is possible because music are enjoyable and entertaining. Furthermore,

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[88] Heather Malin, *Teaching for Purpose:Preparing Students for live in meaning, Harvard Education Press*, ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5.

from a cognitive standpoint, songs assist kids in developing automation abilities. The repetitious and constant character of songs is extremely beneficial to youngsters' language development.[89]

This is also supported by the results of research conducted by Intan Permata and friends, in which students stated that memorizing English songs is a very interesting teaching technique to use because the material of English songs is fun and easy to follow.[90]

The findings on the purpose of teaching vocabulary through English song strategy for beginner class at the Santivit Songkhla Orphanage, Thailand fit the existing theory on the purpose of teaching. The goal of vocabulary instruction is for students to use newly acquired vocabulary, for students to recall new English vocabulary, and for students to learn in an enjoyable way so that they can retain the vocabulary. These goals encourage students to achieve the general goal of vocabulary teaching which is that vocabulary teaching is for students to understand English well, especially the four skills in English namely reading, listening, speaking and writing. By retaining a large vocabulary, English learners will not have difficulty in learning English.

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[89] Dwi Ma'rifat, "A Case Study of Using Songs in Teaching Engish Vocabulary to Young Learners", *Journal of English and Education*, 5(1), 2017, 49-55, URL: **http://ejournal.upi.edu/index.php/L-E/article/view/9902**

[90] Intan P. S., Elva E. A., Yana, "Improving Students' Vocabulary Mastery Using English Song", PROJECT *(PROFESSIONAL JOURNAL OF ENGLISH EDUCATION),* 2(3), 2019

2. **The Material of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand.**

Material is an important part of the teaching and learning process. The instructor delivers the content to students during the teaching and learning process to develop students' knowledge, train students in communication, and manage the learning process. The material should be interesting and engaging so that students are driven to learn. Material can be instructional in the sense that it informs learners about language, experiential in the sense that it exposes learners to the language used, and elicitative in the sense that it stimulates the use of language. This can be exploratory because it can aid in the finding of language usage.[91] Furthermore, teaching materials include anything linked to the language to be learnt.

Data from observations, interviews, and document reviews show that the material of teaching vocabulary through English song strategy for beginners at the Santivit Songkhla orphanage in Thailand are: vocabulary material about body parts with (head, shoulders, knees, toes, eyes, ears, mouth, nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, and feet) vocabulary.

In regard to the findings above, teaching vocabulary material to beginner class students using the English song approach is linked to Tomlinson's concept of classroom-appropriate material in the teaching and

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[91] Brian Thomlinson, *Materials Development in Language Teaching: 2nd Edition*, (Cambridge: Cambridge University Press), 2011, 2.

learning process. Tomlison defines materials as "anything that teachers and students use to help with language acquisition," which includes textbooks, movies, graded reading, flash cards, games, websites, and phone interactions. This is also confirmed by the findings of Dwi Ma'rifat's research on the materials used by teachers, which revealed two themes captured in the observation: parts of the body and my pets. Choral singing, games, and a vocabulary exam were among the events.[92]

The findings connected to the learning materials of teaching vocabulary through English song strategy for Santivit Songkhla Orphanage's beginner class pupils are consistent with the theory in the teaching materials. Media such as films, laptops, whiteboards, and markers used by teachers assist vocabulary material about body parts to develop language and learning skills. The English song strategy, in which students sing together while noting the vocabulary contained in the song, also helps increase students' knowledge in retaining vocabulary. The teacher uses supplementary media such as laptops, whiteboards, and image sheets to explain the content regarding body parts. Pictures and videos from YouTube named "Head, Shoulders, Knees, and Toes", teaching module, and the internet were used as sources of material.

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[92] Dwi Ma'rifat, "A Case Study of Using Songs in Teaching Engish Vocabulary to Young Learners", *Journal of English and Education*, 5(1), 2017.

3. **The Steps of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand.**

Teachers are encouraged in the educational system to create planned arrangements for each subject, which are commonly referred to as lesson plans or teaching modules. A lesson plan, also known as a teaching module, is a set of activities that spans forty to ninety minutes of class time. The unit can then review and prepare for the next session by performing a before and after step.

Data from observations, interviews, and document reviews show that the outcomes steps of teaching vocabulary through English song strategy for beginner class at the Sanvit Songkhla orphanage in Thailand are: 1) Say the parts, so here students are asked to watch a cartoon-shaped English song video then they rephrase the words about parts of the body. 2) Take the picture and say, at this stage students are given random pictures of body parts and then mention the body parts they get in English. 3) Let's do a survey, students are asked to look at the board with pictures of body parts and then mention the body parts that have been given numbers. 4) Let's sing, students and teachers sing the song "head shoulders knees and toes" together and the teacher gives the correct instructions. 5) Finally, there is my new words, here students will recall the vocabulary they have learned during the lesson. This step is also similar to a prior study in which the

teacher separated the aforementioned tasks into four stages:[93] opening activities, core activities, follow-up activities, and closing activities. It is also evaluated based on the process of teaching English vocabulary to early childhood through songs based on the completed lesson plan.

Regarding the findings above, there are five steps for teaching vocabulary through English song strategy in class: say the parts, take the picture, and say, Let's do a survey, let's sing, and my new words. This activity is relevant to Millington's statement that there are several steps in teaching vocabulary through songs:[94]

a. Preparation

    -Activate vocabulary-form basic sentence structure

    -Eliciting vocabulary through pictures

b. Core activity

    -Involve students (maximize students' interest)

    -Varying the vocabulary Test pace/volume

    -Total physical response/sing along chorally

c. Follow up

    -Oral production of the song example: situational role play and/or picture vocabulary Test.

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[93] Dwi Ma'rifat, "A Case Study of Using Songs in Teaching Engish Vocabulary to Young Learners", *Journal of English and Education*, 5(1), 2017.

[94] Millington, N. Using Song Effectively to Teach English for Young Learners. 2011.

These activities are relevant to Brown's statement that there are several elements in formatting a lesson plan in general as follows:[95]

a. Objectives

In creating learning objectives, teachers should pay attention to explicit statements about what will be obtained from the lesson. Explicit statements mean being sure of the achievement to be achieved, maintaining the unity of the lesson, determining achievement, evaluating student success at the end or afterwards. Learning objectives are known as stating what students will do. In stating learning objectives, teachers need to know that the end goal and learning objectives are different. Terminal learning objectives are the end results that need to be measured, while supporting objectives are the internal steps that support each other and lead to the final goal.

b. Materials and equipment

As a teacher, all you need to know is what equipment and supplies to bring. Perhaps the resources in teaching vocabulary that teachers bring are textbooks for teachers to use as a reference, while the equipment that instructors may need in teaching vocabulary such as a laptop, pens, markers, video or audio, learning media utilized are paper and board.

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[95] H.Douglas Brown, Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy. New York:Pearson ESL. 2000, 149-151.

c. Procedures

In general, the fundamental principles for procedures in lesson plans are separated into three agendas; the first is the opening, which organizes introductory activities that include greetings, praying together, checking the attendee list, and others. The second is the core, which is a collection of activities with varying proportions of the entire class work, group or pair projects, instructor lectures, and student lectures. The third action is closing, which is the process of closing activities in the classroom, such as evaluation, feedback, or maybe homework, followed by closing the class by praying together.

d. Evaluation

Evaluation can sometimes only be part of the lesson plan. However, evaluation can be used when the lesson has done one or two meetings to find out if the learning objectives have been achieved. Evaluation is also an assessment made by the teacher, and then the teacher can provide opportunities for students to learn to assess student success and make adjustments.

Furthermore, the techniques outlined above for implementing teaching vocabulary through English song strategy are consistent with Brown's idea of designing teaching modules, which specifies crucial aspects that must be included. The goals correspond to the findings in the set induction section on the phrase "learning objectives." In the phrase "explaining the material," materials and equipment correspond

to the findings in the set's induction portion, when materials and equipment are utilized as tools to explain the content. Following the discoveries in the stages section, the steps include responding vocabulary guesses based on title or picture cues, analyzing prediction accuracy, and revising predictions.

The conclusion regarding the findings related to the implementation of teaching vocabulary through English song strategy for beginner class at the santivit songkhla orphanage Thailand follows the theory of existing learning steps. The implementation of teaching vocabulary by using teaching modules aims to facilitate teachers when teaching and help make it easier for students to understand the reading.

4. **The Evaluation of Teaching vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand.**

The final stage of teaching vocabulary through English song strategy is evaluation. The practice of assessing the extent to which the objectives have been met following the teaching-learning process is referred to as teaching assessment. Assessment is frequently used to evaluate pupils following the teaching-learning process. This evaluation consists of ideas, feedback, and remarks.

Based on the findings of observations, interviews, and document reviews show that the evaluation of teaching vocabular through English song strategy for beginner class at the Santivit Songkhla orphanage in

Thailand is using a formative assessment with matching words and summative assessment with fill in the blanks.

Furthermore, evaluation as a component of the teaching plan that is used to assess pupils can be divided into two types:[96]

a. Summative assessment

Summative assessment is concerned with measuring the product of student learning. In other words, summative assessment is to find out whether learning has achieved its objectives.

b. Formative assessment

Formative assessment is concerned with measuring students' abilities as part of a process. In other words, formative assessment focuses on helping students progress to the next level. It aims to provide feedback to support and improve the teaching-learning process.

It is possible to deduce from the aforementioned data and hypothesis that the two are consistent. Teachers and students benefit from the examination of teaching vocabulary through English songs staretgy. Knowing the extent to which the objectives have been met while teaching vocabulary through English song startegy can assist teachers in helping students recall the vocabulary that has been learnt by matching words. At the same time, by implementing the teaching

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[96] Jeremy Harmer, *The Practice of English Language Teaching:Fifth Edition*, (Harlow, UK: Pearson , 2015), 408.

vocabulary through English song strategy, students can aquisition vocabulary and strengthen their remember of their new vocabulary.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This chapter defined the closing session with a brief explanation based on Chapter IV and made the following suggestions:

1. The purpose of teaching vocabulary through English song startegy for beginner class at Santivit Songkhla orphanage, Thailand are as follows: 1) By learning vocabulary through songs so that there can be a transfer of meaning from the different writing systems between English and Thai. 2) For students to learn English vocabulary through fun activities. 3) By implementing fun strategies can improve children's memory. 4) To increase students' interest in learning English through fun strategies.

2. The material of teaching vocabulary through English song startegy for beginner class at the Santivit Songkhla orphanage, Thailand are: vocabulary material about body parts using additional media such a vocabulary material about body parts with (head, shoulders, knees, toes, eyes, ears, mouth, nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, and feet) vocabulary.

3. The steps of teaching vocabulary through English song strategy for beginner class at the Sanvit Songkhla orphanage in Thailand are: 1) Say the parts, so here students are asked to watch a cartoon-shaped English song video then they rephrase the words about parts of the body. 2) Take the picture and say, at this stage students are given random pictures of body parts and then mention the body parts they get in

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English. 3) Let's do a survey, students are asked to look at the board with pictures of body parts and then mention the body parts that have been given numbers. 4) Let's sing, students and teachers sing the song "head shoulders knees and toes" together and the teacher gives the correct instructions. 5) Finally, there is my new words, here students will recall the vocabulary they have learned during the lesson.

4. The evaluation of teaching vocabulary through English song strategy for beginner class at the Santivit Songkhla orphanage in Thailand is using a formative assessment with matching words and summative assessment with fill in the blanks.

B. Suggestion

After doing research at Santivit Songkhla Orphanage Thailand, the researcher would like to make some recommendations in this part for:

1. Teacher

It is preferable if the teacher uses an LCD during the learning process while employing the English songs startegy so that students may freely observe the cartoon video that is singing. Furthermore, giving picture books or picture cards that are relevant to vocabulary will increase kids' interest and happiness while learning vocabulary.

2. Future Researcher

The researcher advised future researcher to delve deeper into the case in order to identify new uniqueness in the same issue and distinguish between current and earlier study.

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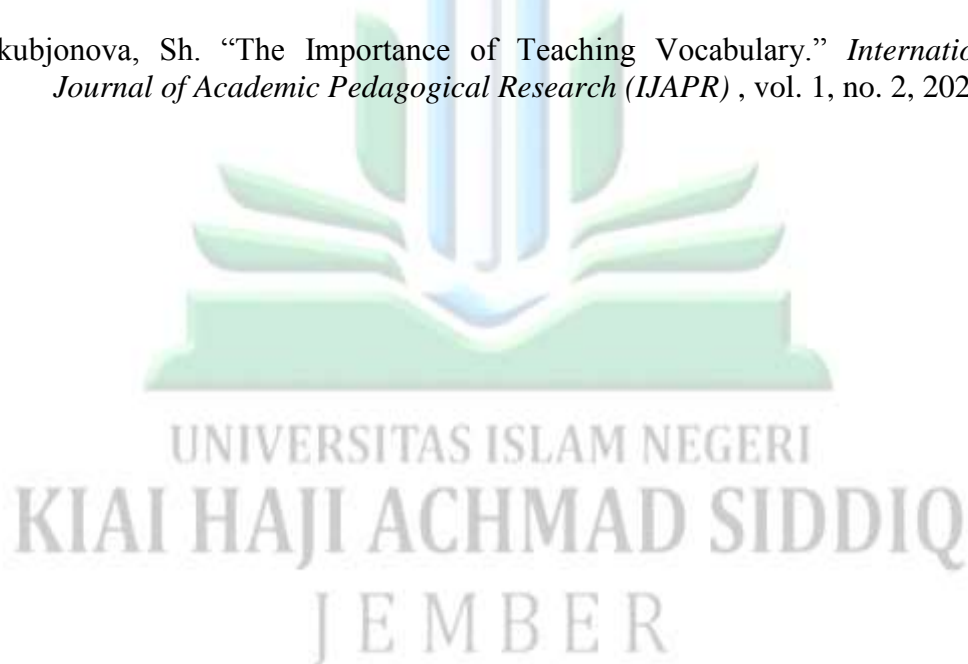
Appendix 1

Tittle	Variable	Indicators	Source of Data	Research Method	Research problem

Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Orphanage Songkhla Thailand	1. Teaching Vocabulary	1. The Elements of teaching vocabulary.
		2. The purpose of teaching vocabulary.
		3. The materials of teaching vocabulary.
		4. The steps of teaching vocabulary.
		5. The evaluation of teaching vocabulary.
			1. Interview
			   a. English Teacher.
			   b. Students.
			2. Observation
			   a. Objective condition of English Course Santivit Songkhla Orphanage, Thailand.
			   b. The implementation of English Song strategy in the class.
			3. Document reviews
			   a. The profile o Santivit Songkhla Orphanage, Thailand.
			   b. The vision and mission Santivit Songkhla Orphanage, Thailand.
			   c. The data of students.
			   d. Teaching Module.
				1. Approach and type of the research:
				a. Qualitative.
				b. Case Study
				
				2. Data collection:
				a. Interview.
				b. Observation.
				c. Document reviews.
				
				3. Data analysis:
				a. Data condensation
				b. Data display
				c. Drawing and verifying conclusions.
				
				4. Validation of the data:
				Triangulation techniques.
					1. How is the purpose of teaching vocabulary through English song strategy for beginner in improving their vocabulary at Santivit Songkhla Orphanage, Thailand?
					2. How is the material of teaching vocabulary through English song strategy to orphans in Santivit Songkhla, Thailand?
					3. How are the steps of teaching vocabulary through English song strategy to orphans in Santivit Songkhla, Thailand?
					4. How is the evaluation of applying English songs on teaching vocabulary to orphans in Santivit Songkhla, Thailand?

	2. English Song Strategy	1. The definition of English Song Strategy. 2. The function of English Song Strategy. 3. The advantage and efectiveness of English Song Strategy.			

Appendix 2

Research Instrument

A. **Observation instrument**

1. Geographic condition of Santivit Songkhla Orphanage, Thailand.

2. The Implementation of Teaching vocabulary Through English Songs or Beginner Class at the Santivit Songkhla Orphanage, Thailand.

B. **Interview Instrument**

1. Based on the strategy used, what is the purpose of teaching vocabulary through English song strategy?

2. What are the materials taught to teach teaching vocabulary through English song strategy?

3. When using english songs as a strategy, what are the steps taken?

4. The last question, how is the evaluation done in teaching vocabulary through English song strategy?

C. **Document Review Instrument**

1. Profile of Santivit Songkhla Orphanage Boarding School, Thailand

2. Vission and mission of Santivit Songkhla Orphanage Boarding School, Thailand.

3. The data of Students Orphanage.

4. The Teaching Module.

Appendix 3

PREFACE

Alhamdulillah, all praise be to Allah SWT. The Lord of the universe who always gives grace and guidance to His servants. To facilitate further introduction to Santivit Boarding School and Orphanage, an information book about the history and profile of Santivit Boarding School was made to facilitate access to information. This book also aims to complete the documentation in the implementation of the "Holiday English Club" which also contains information about the learning modules taught to the beginner class.

Many thanks to Dr. Mangsod Mateh as director of Santivit and all teachers, caregivers, and santivit staff who have helped provide information so that this paper can be completed. Hopefully this book can be useful for many people in the future.

A. The History of Santivit Songkhla Technological School and Orphanage Thailand

Songkhla Technological College (Songkhla Technological College) is a private vocational education institution under the Administrative Office of the Private Education Commission. This school was founded in 1981 in accordance with the intentions of Mr. Sa-nguan Suksawee, who was the founder of the school with the name "Songkhla Vocational School" with the abbreviation "Sor Sor" and was permitted to open teaching on June 6, 1981, with the strong intention of producing human resources to serve society effectively. Then, in 1989, the name was changed to "Songkhla Technology School" with the abbreviation "Sor Khor Tor," and in 2012, the name was changed according to an announcement by the Ministry of Education. The announcement allows private vocational education schools to use the prefix educational institution as college. Therefore, the school changed its name to "Songkhla Technological College" with the following majors:

a.. In 1981, the Automotive Mechanics Department was opened at the vocational school level.

b. In 1983, an electricity department was opened at the vocational school level.

c. In 1986, the Electronics Technician Department was opened at the vocational school level.

d. In 1987, the automotive mechanics major expanded at the vocational level.

e. In 1992, we opened the Commercial Department at the Vocational Accounting and Sales Level and extended the electrical department course to the Diploma level.

f. In 1995, sales of business administration courses at the accounting and marketing vocational level expanded, expanding courses in the electronics department at the vocational level.

g. In 1996, the Architectural Technician Department was opened with a vocational certificate, adding vocational certificate courses. department of business administration in the field of accounting and marketing by accepting students who have graduated at the end of general education with studies at the vocational certificate level, studying 4 semesters and 2 summer semesters (2 years).

h. In 2009, it was requested to add a vocational certificate program for the Department of Commerce, Retail Business, in collaboration with C.P. All Public Company Limited in organizing the teaching and learning process.

i. In 2012, the school changed its name to "Songkhla College of Technology" and became a boarding school for elementary and high school students as well as an orphanage.

B. The Profile of Santivit Songkhla Technological School and Orphanage Thailand

a. School and Orphanage Identity

1) School Name : Santivit School

2) School Code : 1190100146

3) Village : 13/6 Village No. 6

4) Sub District : Ban Na

5) District : Chana

6) Province : Songkhla

7) Post Code : 90130

8) Country : Thailand

9) Affiliaton : Office of Private Education, Songkhla Province

10) Telephone : 074-802150

11) E-mail :santiwit@hotmail.com

C. Location

Santiwit Songkla Technological College, No. 13/6 Moo 5, Ban Na Subdistrict, Chana District, Songkhla Province, postal code 90130. The school is located in Songkhla Thailand with coverage of school levels starting from kindergarten, elementary school, vocational school, and there is also a boarding school for students and students equipped with an orphanage in a unit commonly referred to as Santivit. For the school itself, Santivit is divided into Santivit School (kindergarten and elementary school) and Santivit Technological College (vocational school). Santivit School and Santivit Technological College are led by different directors but remain in line in the progress and glory of the school as well as the boarding school and orphanage.

D. Organization Structure

The structure at Santivit school does not have a specific structure at each level of the institution. There is only a school director, principal and vice principal by the same person at each level starting from kindergarten,

elementary school, and vocational school. In addition, specific structures and various sections are not applied in this school based on school documents provided to students.

The educational management structure of santivit college of technology songkhla starts from the licensee, then there is the manager, under which there is the director (college director). Of the three leaders, it is further divided into 4 focus structures, namely Assistant Director Resource Management, Assistant Director Planning and Cooperation Department, Assistant Director Education Development Department and finally Assistant Director for Academic Affairs.

a) Assistant Director Resource Management:

- Management work
- Personnel
- Finance
- Accounting
- Registration
- Public relations
- Parcel work
- Building work
- Reduction of equipment

b) Assistant Director Planning and Cooperation Department:

- Planning and Budgeting
- Information center work
- Cooperation work
- Quality assurance and alms bowls
- Product Promotion, Trade and Business Promotion
- An individual, both of them, entrepreneurs, Asia, a comprehensive medicine

c) Assistant Director Education Development Department:

- Student activities
- Teacher's job
- Administrative work
- Read Career and Employment Guidance
- Student welfare work
- Special projects and services
d) Assistant Director for Academic Affairs:
- Teaching media work
- Curriculum development teaching
- Measurement and Evaluation
- Academic Resources and Libraries
- Bilateral system vocational work
- Research, development, positive karma and artificial media

There are slight differences in the Licensee, Manager and Director sections at SMK and TK/SD. At the SMK level, the licensee is Mrs. Pralomjit Matae who is the wife of the director and manager, Mr. Mangsod Matae. At the kindergarten and primary school levels, the licensee position is held by Mr. Mangsod Mateh, the manager by Miss Saleefa Taeyo and the director by Mr. Jhitakhon Kha Niyo. For the structure below the top leadership, there are no details of the school structure, the rest are only teachers or staff who carry out all the work derived from the structure evenly.

E. Vision and Mission
1. Vision

Students learn through teaching and learning activities. which inserts Islamic content and procedures and towards Santiwit School. Santiwit School is committed to creating students who are virtuous and ethical in all aspects, in line with the school policy which is the school's identity in the true Islamic way of life. Santiwit School also has the main

objective of organizing education to meet the criteria of the national standard of education.

2. Mission

Organizing, advancing and supporting the implementation of basic education as a whole and quality to achieve national standard education and reach its maximum potential.

3. Objectives of Santiwit School

a) Students live their daily lives in Islamic ways.

b) Students have virtues. Ethics and desirable character needed by society and the nation.

c) There is a good quality teaching and learning administration and management system.

d) Cooperating with the community in preserving good traditions and culture. 5. Developing teaching and learning activities so that students have higher achievement. By focusing on students as the center

e) All personnel have the quality and potential according to professional standards. Able to manage student-focused teaching and learning.

f) The school has a management system that coordinates all parties.

g) Managing learning with the full potential of students.

WORDS
FUN WAY

Holiday English Club
For Beginner Class

Written By:

Rima Maftuhatul Fauziyah, S.Pd.
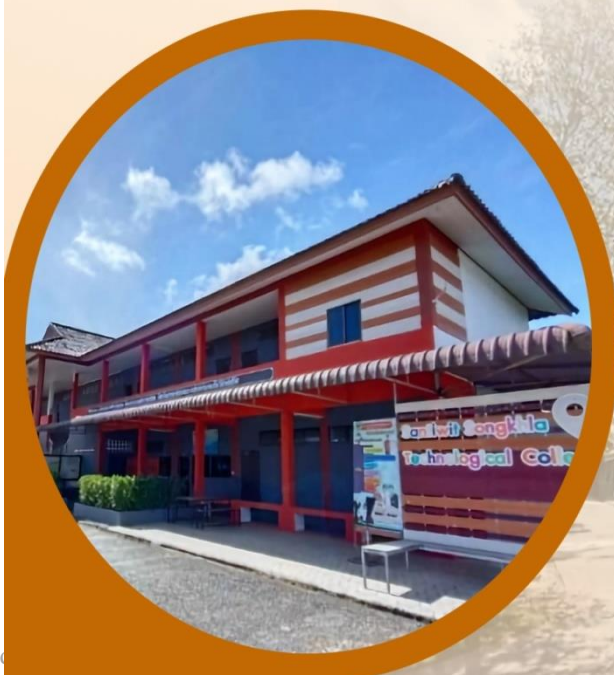
2023

PREFACE

English language learning in Thailand is still not a compulsory language learning. Therefore, an English course class called "Holiday English Club" was established. To implement this course requires the development of various teaching needs. The boarding school needs to develop materials and evaluation as well as the development of the English teachers themselves. In the process of learning English, of course, it is necessary to continue to reorganize the pattern of understanding and also English teaching materials or materials systematically in the form of schemata or concepts that are simpler and easier to understand seeing the characteristics of Thai students who are difficult to learn and pronounce English vocabulary due to differences in letters and pronunciation.
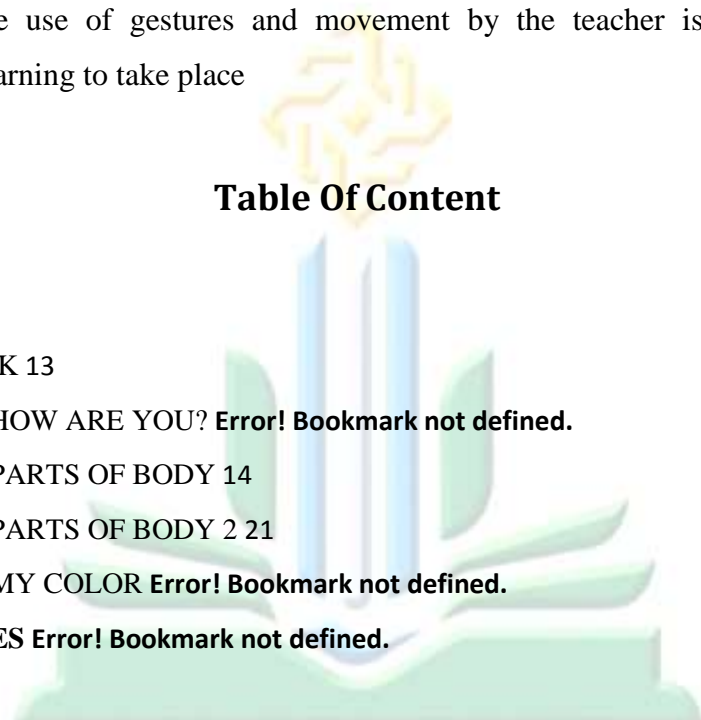
Words Fun Way was developed based on previous observations made in formal English classes at Santivit. In short, there was a need to improvise English learning both in terms of materials and strategies. Words Fun Way was also developed to fulfill the main objectives, namely for students to learn English vocabulary through fun activities so that students can know more vocabulary in English and then can be applied in their daily lives, by implementing fun strategies can improve children's memory, and finally, to increase students' interest in learning English through fun strategies.

Words Fun Way was created using a technique that begins the introduction of language contextually. It is expected that each action in the early stages will capture students' attention through the teacher's appropriate teaching language. This is followed by supervised practice to increase student confidence, and then free language practice.

In order for teachers to organize such an interactive learning process, they must have appropriate spoken language skills as well as instructional tools that allow students to interact. As a result, the teaching materials included in Words Fun Way include a large number of worksheets that serve as interaction tools for students. In addition, the teaching materials always include topics that are always

in a fun environment, as well as the possibility to introduce students to a variety of simple language patterns.

Words Fun Way uses the principle of recycling in the introduction of language concepts. The repetition of vocabulary and continuous increase in difficulty ensures that the language material learned will be stored in long-term memory. The use of gestures and movement by the teacher is essential for interactive learning to take place

Table Of Content

FRAMEWORK

MEETING	OBJECTIVES	LANGUAGE FOCUS
1 How are you?	• Students are able to greet their friends in a friendly manner. • Students are able to greet parents and teachers politely.	Good morning, good aternoon, good evening, good bye. How are you? I'm fine.
2 Parts of body	• Students are able to name the body parts in the song "Head, Shoulders, Knees, and Toes". • Students can remember the English of the body parts that have been learned	Head, shoulders, knees and toes.
3 Parts of body 2	• Students are able to mention more detailed body parts in the song "Me!" • Students can remember the English of the body parts they have learned and mention them in simple sentences.	This is my...
4 My color	• Students are able to identify different kind of colors.	The color is...

MEETING 2
PARTS OF BODY

Activity procedure 1 (Opening)

- Students and teacher greet each other in English, then orderly prepare themselves to follow the lesson.

- The teacher leads a prayer to start the learning process.

- Students answer questions from the teacher about their feelings and health condition on that day while the teacher takes attendance.

- The teacher instructs the students that they will learn vocabulary about body parts.

Example of instruction: *Students, now we are going to learn parts of body.*

- The teacher instructs the students to look at the laptop screen.

Example of instruction: *Look at the screen please. What can you see in the screen?*

- The teacher invites the students to observe the video and mention the parts of the body together.

Example of instruction: *Look at the video. There are many parts of the body. Let us mention the part.*

- The teacher points to a student randomly and asks the student to point to the part the teacher mentioned.

Example of instruction: *I say the part of body, and you show the part.*

Activity procedure 2: Core (Say the parts)

- The teacher instructs the students to open their notebooks.

Example of instruction: *Students, we are going to play with the parts of the body. Look at the video. Say after me.*

- The teacher mentions the parts of the plant one by one while pointing to the picture, then the students imitate.

Example of instruction:

Teacher: *"Look at the picture, say ... head"*

Students: *"head" Teacher: "Say ... shoulder" Student: "shoulder"*

(and so on until all the body parts in the song are mentioned)

- The teacher points to a student at random and asks the student to point to the part of their body that the teacher mentioned.

Example of instruction: *"I say the part, you say, the part and point it."*

Head Shoulders Knees & Toes | CoComelon Nursery Rhymes & Kids Songs
Cocomelon - Nursery Rhymes · 629M views · 5 years ago

Activity procedure 3 (take the picture and say)

In this activity the teacher brings pictures of body parts according to the song.

- The teacher shows the picture to the students, says the picture, and the students imitate.

Example of instruction: *Say after me.*

Teacher: *"This is a..."*

Student: *"This is a..."*

- The teacher appoints some students to come to the front of the class and name the random body parts.

Example of instruction: *Students, come forward and say, this is a ....*

- Students take the picture and say the name of the body part in the picture with the sentence, *"This is a ...."*
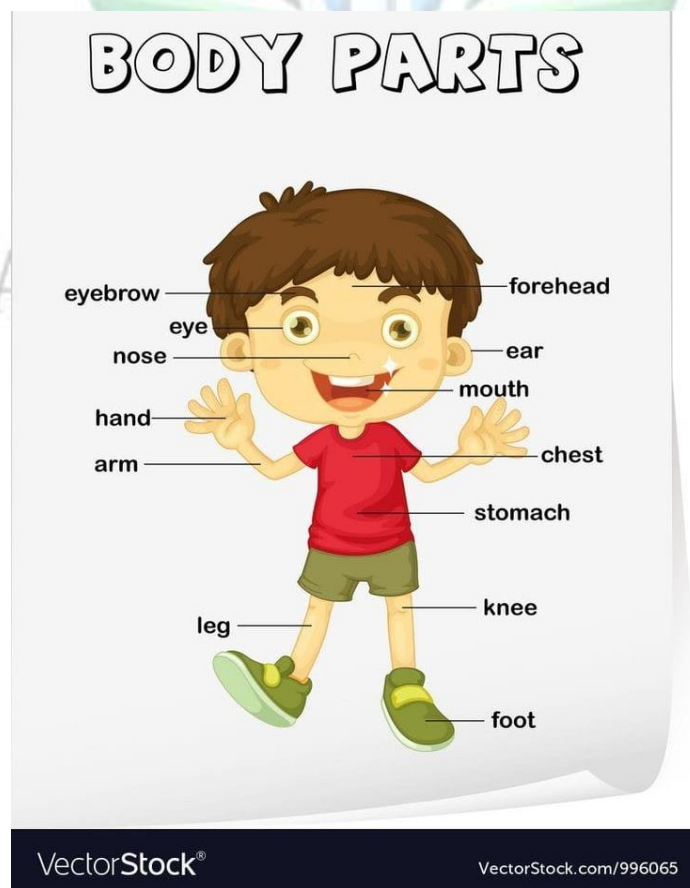
Procedure of activity 4 (Let's do a survey)

In this activity the teacher asks the students to pay attention to the picture on the board.

- The teacher tells the students that they are going to do a survey.

Example of instruction: ***Boys and girls. Now we are going to do a survey.***

- The teacher asks the students to focus. The teacher asks them one by one, what is the number of body parts and what are they.

Example of instruction:

Teacher: ***"How many parts of the body?"***

Students: ***"There are..."***

- Students are asked to come forward and fill in the blank body parts column.

Example of instruction: ***Come forward and let your friends answer***

Teacher: ***What is the name of this part?***

Student: ***That is...***

- Students come forward to write their answers and answer in turn.

Procedure of activity 5 (Let's sing)

- The teacher announces that the students will sing together.

Exmple of instruction: ***Do you want to sing? We are going to sing together. Sing the lyric using "Head Shoulders Knees And Toes" rhythm.***

- The teacher gives an example of how to sing the song "head shoulders knees and toes" happily.

- The teacher invites the students to sing with correct intonation.

Lyrics:

Head, shoulders, knees and toes

Knees and toes!

Head, shoulders, knees and toes

Knees and toes and

Eyes and ears and mouth and nose,

Head, shoulders, knees and toes

Knees and toes!

- Students are given a worksheet and the teacher instructs the students to color the pictures of the body in the book.

Example of instruction: ***"Children, now, let's color it."***

Activity procedure 6 (My new words)

- At this stage the teacher invites students to recall by mentioning the parts of the body that have been learned correctly and confidently.

Activity procedure 7 (closing)

- Students together with the teacher summarize the learning

- Students answer questions from the teacher about what is interesting to them during the learning process that day. Question Name the parts of the body?

- The teacher leads a prayer to close the learning process.

- Students say greetings and thank you, then together with the teacher say goodbye to each other.

Material

Worksheet

Name: _____

Let's name the body parts!
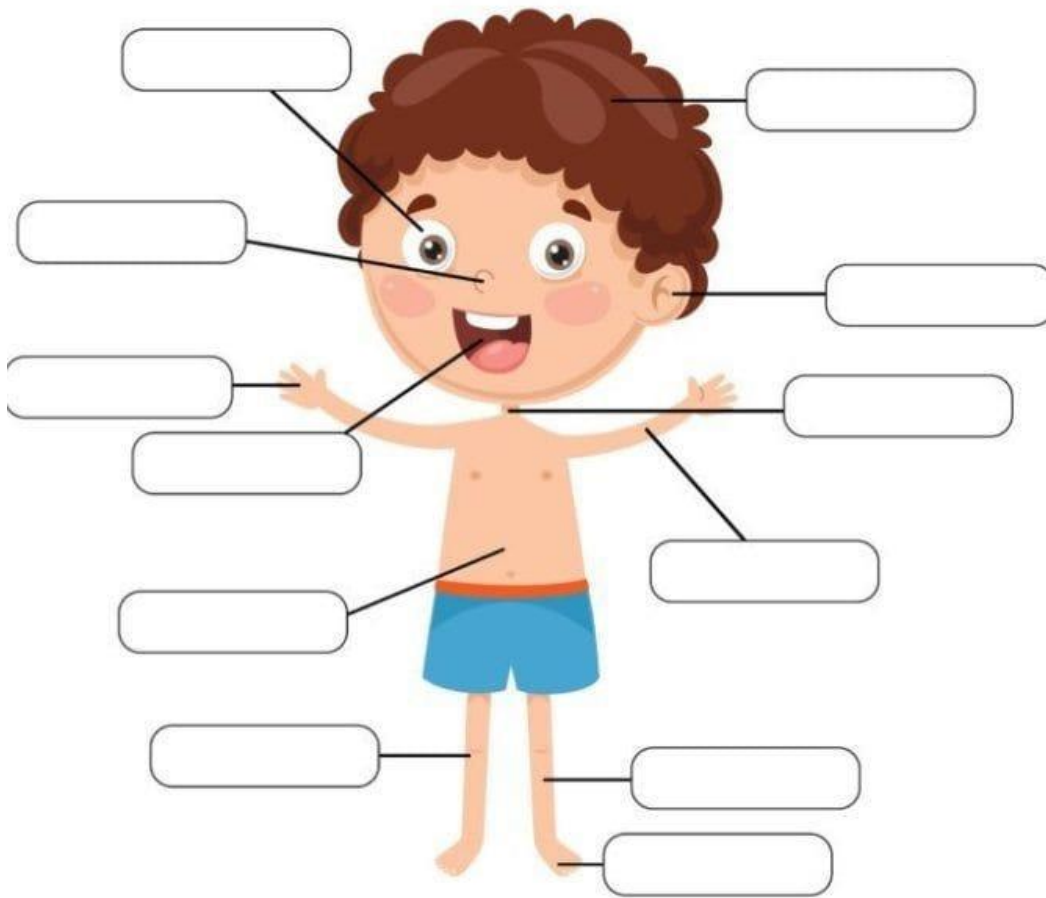
nose	eye	hair	neck
ear	hand	leg	knee
foot	mouth	arm	stomach

MEETING 3
PARTS OF BODY 2

Activity procedure 1 (opening)

- Students and teacher greet each other in English, then orderly prepare themselves to follow the lesson.

- The teacher leads a prayer to start the learning process.

- Students answer questions from the teacher about their feelings and health condition on that day while the teacher takes attendance.

- The teacher instructs the students that they will continue the vocabulary of body parts next.

Example of instruction: *Students, now we are going to learn parts of body again.*

- The teacher instructs the students to look at the laptop screen.

Example of instruction: *Look at the screen please. What can you see in the screen?*

- The teacher invites the students to observe the video and mention the parts of the body together.

Sample instruction: Look at the video. There are many parts of the body. Let us mention the parts.

Activity procedure 2: Core (Say the parts)

- The teacher instructs the students to open their notebooks.

Sample instruction: Students, we are going to play with the parts of the body. Look at the video. Say after me.

- The teacher mentions the parts of the plant one by one while pointing to the picture, then the students imitate.

Example of instruction:

Teacher: **"Look at the picture, say this is my head"**

Students: **"this is head"**

Teacher: **"Say, this is my shoulder" Student: "this is my shoulder"**

(and so on until all the body parts in the song are mentioned)

- The teacher points to students randomly and asks students to point to the part of their body that the teacher mentioned.

Example of instruction: **"I say the part, you say, the part and point it."**
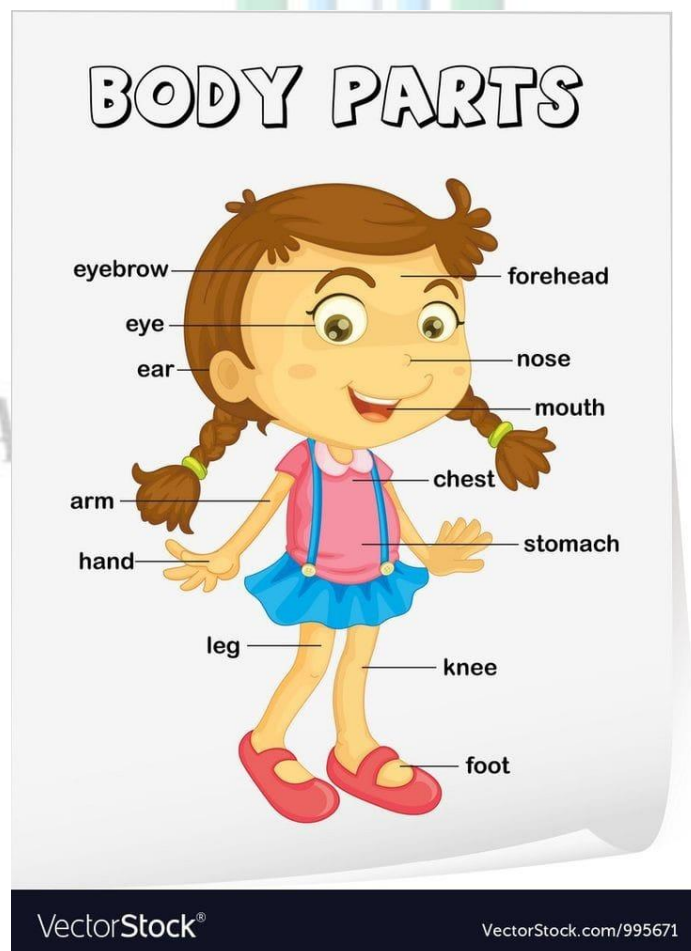
Activity procedure 3 (take the picture and say)

In this activity the teacher brings pictures of body parts according to the song.

- The teacher shows the picture to the students, says the picture, and the students imitate.

Example of instruction: *Say after me.*

 Teacher: *"This is my..."*

- Students take the picture and say the name of the body part shown in the picture with the sentence, *"This is my..."*

Activity procedure 4 (Let's do a survey)

In this activity the teacher asks the students to pay attention to the picture on the board.

- The teacher tells the students that they are going to do a survey.

Example of instruction: *Boys and girls. Now we are going to do a survey.*

- The teacher asks the students to focus. The teacher asks them one by one, what is the number of body parts and what are they.

Example of instruction:

Teacher: *How many parts of the body?*

Students: *There are...*

- Students are asked to come forward and fill in the blank body parts column.

Example of instruction: *Come forward and let your friends answer*

Teacher: *What is the name of this part?*

Student: *That is...*

- Students come forward to write their answers and answer in turn.

Procedure of activity 5 (Let's sing)

- The teacher announces that the students will sing together.

Example of instruction: ***Do you want to sing? We are going to sing together. Sing the lyric using "Me!" rhythm.***

- The teacher gives an example of how to sing the song "Me!" happily. (This song can be performed with each teacher's innovation).

- The teacher invites the students to sing with correct intonation.

Lyrics:

This is my head

These are my eyes

This is my nose.

These are my ears

This is my mouth.

These are my teeth

This is my chin

These are my cheeks.

Sing along with me.

la, la, la, la,

La,

Jump along with me.

Wiggle along with me

Point along with me.

Head!

Eyes!

Nose!

Ears!

Mouth!

Teeth!

Chin!

Cheeks!

This is my neck

This is my chest.

This is my back.

This is my stomach

These are my shoulders.

These are my arms

These are my hands.

These are my fingers

Sing along with me,

La, la, la la, la.

Jump along with me

Wiggle along with me

Point along with me.

Neck!

Chest!

Back!

Stomach!

Shoulders!

Arms!

Hands!

Fingers!

rhese are my legs

These are my knees.

These are my feet.

These are my toes.

Sing along with me

La, la, la, la, la.

Jump along with me

Wiggle along with me.

Point along with me

Legs!

Knees!

Feet!

Toes!

Sing along with me.

La, la, la, la, la.

Jump along with me

Wiggle along with me

This is me!

- Students are given the worksheet and the teacher instructs students to draw lines on the picture with the appropriate vocabulary.

Example of instruction: ***"Children, now, let's draw a line."***
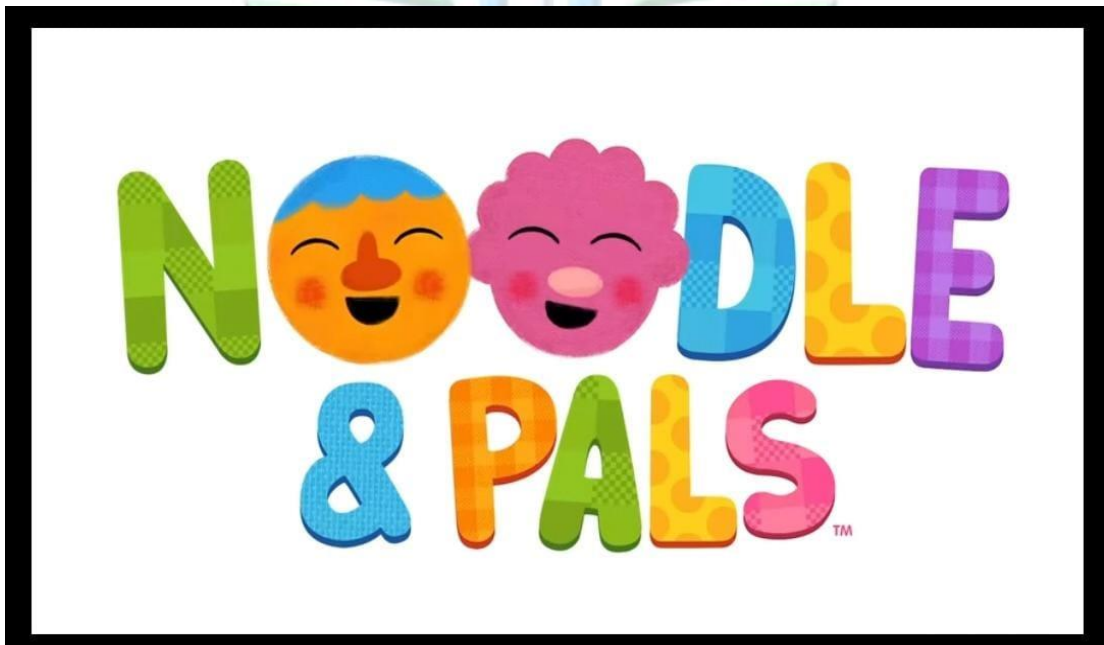
Activity procedure 6 (My new words)

- At this stage the teacher invites students to recall by mentioning the body parts that have been learned correctly and confidently.

Activity procedure 7 (closing)

- Students together with the teacher summarize the learning and sing together.

- Students answer questions from the teacher about what is interesting to them during the learning process that day. Question Name the body parts in the song Me!

- The teacher leads a prayer to close the learning process.

- Students say greetings and thank you, then together with the teacher say goodbye to each other.

Material

Worksheet

Match the parts of the body

Mouth

Foot

Finger

Ear

Nose

Eye

Leg

Hand

Tongue

Head

ชั้นประถมศึกษา 1/1 (อ.สาลีขอ เหมมา)

ลำดับที่	รหัสนักเรียน	ชื่อ-สกุล	
1	1998	เด็กชายฮาบิบ	ด่าโอะ
2	1999	เด็กชายอับดุลลอฮ์	หมะเด็น
3	2000	เด็กชายมูฮัมหมัดอัดหัม	มอลอ
4	2001	เด็กหญิงฟาดียะห์	ขรีดาโอะ
5	2002	เด็กหญิงดานีน	มรมาศ
6	2004	เด็กหญิงนูรินดา	สมาน
7	2005	เด็กชายฮานาฟี	หนุหลี
8	2006	เด็กชายมูฮัมหมัดอาลิฟ	หนุหลี
9	2010	เด็กหญิงธัญนิชชา	หมัดบาเหม
10	2089	เด็กชายมูฮัมหมัดตักวา	หัดหมัน
11	2090	เด็กชายอับดุลเลาะห์	แหล๊ะหมัน
12	2091	เด็กชายชิติพัทธ์	อานัน
13	2092	เด็กชายเตวิช	ทองอ่อน
14	2093	เด็กหญิงซีฮันนา	มามุ
15	2099	เด็กหญิงอัสพีญ่า	และสมสา
16	2130	เด็กหญิงนูรมาณญ	ตาแยะ
17	2132	เด็กหญิงมุทิตา	โต๊ะเส็น
18	2208	เด็กหญิงนุสรา	จันทรจิตจริงใจ
19	2210	เด็กหญิงเขมมิกา	ติเอียดย่อ
20	2318	เด็กหญิงอาอีชะฮ์	โอ๊ะหลำ
21	2344	เด็กหญิงหวันยี่หวา	หนิมุสา

22	2363	เด็กหญิงณัฐชา	-

Appendix 4

INTERVIEW

Interview 1: Mrs. Rima Maftuhatul Fauziyah, S.Pd. as the English teacher in the beginner class.

A: Researcher   B: Mrs. Rima

A: Assalamualaikum Wr. Wb. Good afternoon Miss.

B: Waalaikumsalam Wr. Wb. Good afternoon.

A: How's it going today Miss?

B: Alhamdulillah, totally great.

A: Alhamdulillah, bolehkah saya bertanya tentang kelas kursus untuk anak-anak yatim, Miss? Karena ini dibutuhkan untuk penelitian saya.

B: Boleh, silahkan.

A: Baik, untuk pertanyaan pertama, Miss mengajar dengan menggunakan strategi English Song kan? nah apa sih tujuan dari mengajar kosakata dengan menggunakan lagu bahasa Inggris?

B: Tujuan diterapkannya pembelajaran kosakata melalui lagu adalah karena, yang pertama untuk mempelajari kosakata bahasa Inggris melalui kegiatan yang menyenangkan, sehingga siswa dapat mengetahui lebih banyak kosakata dapat diterapkan dalam kehidupan sehari-hari, yang kedua karena dengan bernyanyi itu dapat meningkatkan ketahanan daya ingat anak, dan yang terakhir untuk menarik minat siswa dalam belajar bahasa Inggris dengan menggunakan strategi yang seru.

A: Oke Miss, pertanyaan kedua tentang materi, materi apa saja yang Anda ajarkan di kelas?

B: Sebenarnya materi yang diajarkan kepada anak-anak ini sangat banyak digunakan oleh masyarakat untuk belajar, namun karena mereka belum pernah belajar bahasa Inggris, terutama dengan cara yang menyenangkan seperti ini membuat saya memilih materi yang cocok untuk pemula. oleh kareana itu saya memilih lagu-lagu bahasa Inggris tentang bagian-bagian tubuh seperti kepala, bahu, lutut, jari kaki, mata, telinga, mulut, hidung, gigi, dagu, pipi, leher, dada, punggung, perut, lengan, tangan, jari tangan, tungkai, dan kaki, yang sederhana dan cocok untuk mengajarkan kosakata pada siswa pemula.

A: Baik, kemudian apa saja langkah-langkah pengajaran kosakata dengan menggunakan Lagu Bahasa Inggris?

B: Untuk langkah-langkah saya dalam mengajarkan kosakata melalui lagu bahasa Inggris, sudah ada di dalam modul pengajaran. Jadi ada 5 langkah, yaitu 1) Say the parts, jadi di sini siswa diminta untuk menonton video lagu bahasa Inggris yang berbentuk kartun kemudian mereka mengulang kembali kata-kata tentang bagian-bagian tubuh. 2) Take the picture and say, pada tahap ini siswa diberikan gambar bagian-bagian tubuh secara acak kemudian menyebutkan bagian-bagian tubuh yang mereka dapatkan dalam kata bahasa Inggris. 3) Let's do a survey, siswa diminta untuk melihat papan tulis yang berisi gambar bagian-bagian tubuh kemudian menyebutkan bagian-bagian tubuh yang telah diberi angka. 4) Let's sing, siswa dan guru menyanyikan lagu "kepala pundak lutut dan kaki" bersama-sama dan guru memberikan instruksi yang sesuai. 5) Terakhir yaitu My new words, di sini siswa akan mengingat kembali kosakata yang telah mereka pelajari selama pelajaran.

A: Baik, lalu untuk pertanyaan terakhir mengenai evaluasi, bagaimana evaluasi yang dilakukan dalam belajar kosakata dengan menggunakan lagu berbahasa Inggris?

B: Untuk evaluasi, biasanya saya lakukan sebelum menutup pelajaran. Saya memberi tugas pada mereka dengan melakukan penilaian formatif mencocokkan kata dengan gambar. Kemudian sebelum menutup kelas, saya akan menanyakan kembali kepada siswa sampai mereka mengingat kosakata tentang bagian-bagian tubuh yang telah dipelajari dan penilaian sumatif dilakukan setelah seluruh pelajaran selesai dengan menggunakan fill in the blanks. Saya memberikan mereka lembar yang berisi gambar tubuh dengan kolom kosong. Kemudian mereka harus mengisi kolom kosong tersebut sesuai dengan bagian tubuh yang telah mereka pelajari.

A: Baiklah, semua pertanyaan sudah terjawab, terima kasih banyak untuk jawaban yang singkat dan jelas ini Miss dan juga terima kasih sudah meluangkan waktu untuk bersedia diwawancarai.

B: Tidak masalah, selama saya bisa membantu, ayo saling membantu terutama dalam mendidik anak.

A: Siap miss, Thank you.

B: You're welcome.

TRANSLATED BY RESEARCHER

A: Researcher

B: Mrs. Rima

A: Assalamualaikum Wr. Wb. Good afternoon miss.

B: Waalaikumsalam Wr. Wb. Good afternoon.

A: How's it going today Miss?

B: Alhamdulillah, totally great.

A: Alhamdulillah, may I ask about the orphan course class, Miss? Because this is something that is needed for my research.

B: Yes, please.

A: Okay, for the first question, Miss teaches using the English Song strategy, so what is the purpose of teaching teaching vocabulary using English song?

B: The purpose of implementing vocabulary learning through song is because the first is to learn English vocabulary through fun activities so that students can know more vocabulary in English and then can be applied in their daily lives, the second is because singing can improve children's memory, and finally, to increase students' interest in learning English through fun strategies.

A: Okay Miss, the second question is related to the material, what kind of material do you teach in class?

B: Actually, the material taught to these children is very much applied by the public, but because they have never learned English in this fun way makes me choose material that is suitable for beginners. Then I choose English songs about parts of body like head, shoulders, knees, toes, eyes, ears, mouth, nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, and feet, that are simple and suitable to teach vocabulary to beginner students.

A: Well that's it, then what are the steps of teaching teaching vocabulary using English Songs?

B: As for my steps in teaching teaching vocabulary through English songs, they are already in the teaching module. So there are 5 steps, namely 1) Say the parts, so here students are asked to watch a cartoon-shaped English song video then they rephrase the words about parts of the body. 2) Take the picture and say, at this stage students are given random pictures of body parts and then mention the body parts they get in English. 3) Let's do a survey, students are asked to look at the board with pictures of body parts and then mention the body parts that have been given numbers. 4) Let's sing, students and teachers sing the song "head shoulders knees and toes" together and the teacher gives the correct instructions. 5) Finally,

there is my new words, here students will recall the vocabulary they have learned during the lesson.

A: Okay, then for the last question related to this teaching is about the evaluation, how is the evaluation done in teaching vocabulary using English songs?

B: For evaluation, I usually do it before closing the lesson. I gave them the task by doing formative assessment matching word with the picture. Then before closing the class, I will re-ask the students to what extent they remember the vocabulary about the parts of the body that have been learned and summative assessment is conducted after the entire course is completed using fill in the blanks. I give them sheets containing pictures of the body with empty columns. Then they have to fill in the blanks according to the body parts they have learned.

A: Finally all my questions have been answered, thank you very much for this short and clear answer miss and also thank you for taking the time to be willing to be interviewed.

B: No problem, as long as I can help, let's help each other especially in children's education.

A: Yes miss, thank you.

B: You're welcome.
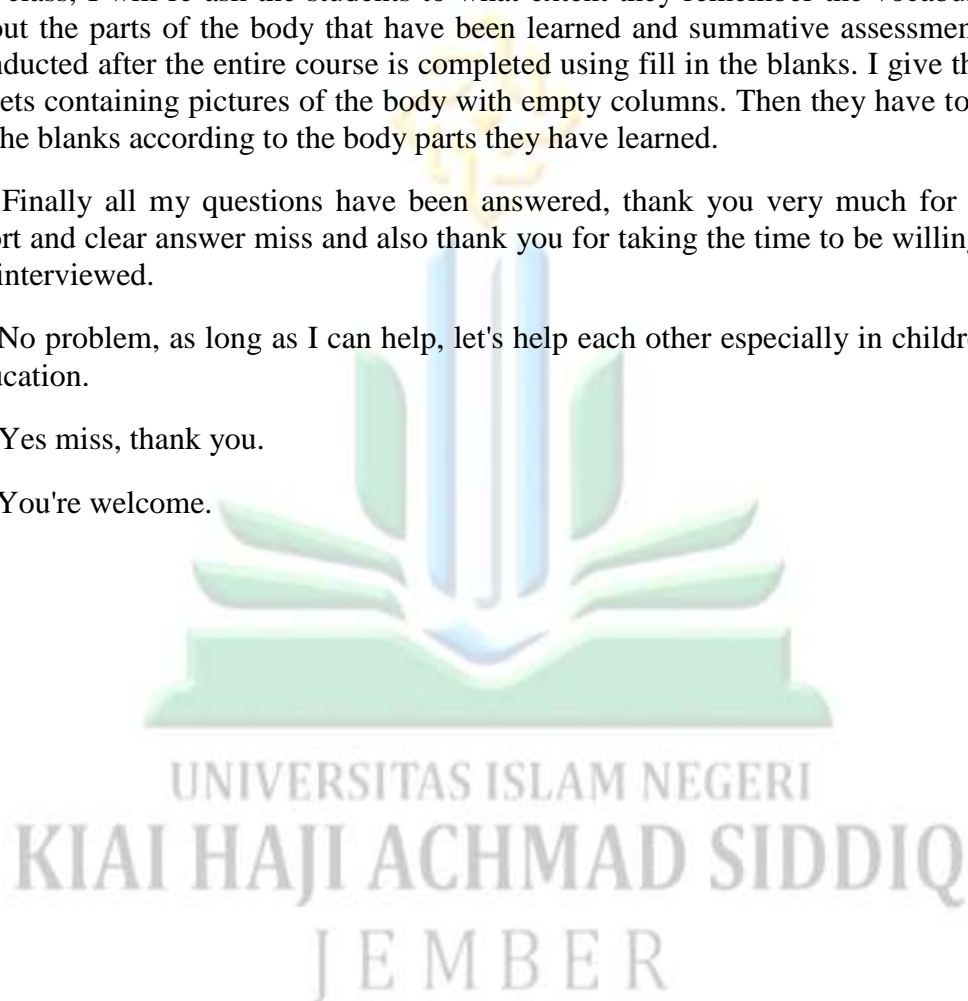
Interview 2: Focus Group Interview

A: Researcher

B: Wandi

C: Fadeeyah

D: Yusuf

E: Phom

F: Rohiya

A: Assalamualaikum Wr. Wb.

B, C, D, E, F: Waalaikumsalam Wr. Wb.

A: How are you guys doing today?

B, C, D, E, F: We're fine Miss, and You?

A: Fine, thanks for asking. Okay guys, can I ask you about your English course?

B: Yes, miss.

A: okay, what did you experience while studying in class with Miss Rima? How was the experience of learning using songs with Miss Rima?

B: While learning with Akak Rima I feel happy, because during the lesson, we all always sing. I often feel that I never get bored learning with Akak Rima and I always wait to learn English with Akak Rima. Singing together makes me impatient to learn English for the next day.

D: That's right.

E: In class, students often sing. The songs taught by Akak Rima make the class feel more fun than previous classes, even I have memorized the song and made me also memorize the English vocabulary in the song so that when I am asked about English related to the vocabulary in the song, I can now answer it without thinking.

A: Okay, so what kind of material did you get while learning vocabulary using English songs?

F: Children learn English like head, feet, eyes, like that. We all sang along with Akak Rima, then Akak Rima made us all watch a cartoon. the children sang along with the cartoon. after singing, Akak Rima asked us, in English what is the eye, what is the nose. So we learn to recognize body parts in English.

E: Akak Rima asked us to sing along to the song in the video on the laptop then we all sang heads, shoulders, knees and toes together. After this we point to the body parts one by one as mentioned by Akak Rima. There are so many parts of the body that are learned in English using songs sung together with Akak Rima examples nose, teeth, chin, cheek, neck, chest, back, stomach, arms, hands, fingers, legs, feet.

A: Then the next question, what did you do during the class? Like the steps during vocabulary learning through English songs?

E: First, when the class was about to start, we prayed together then Akak Rima asked us to look at the laptop. Akak Rima handed us a paper containing a picture of a child. Then after that, Akak Rima asked us to mention the parts of the body in English according to what Akak Rima mentioned and Akak Rima told us to point to the parts of the body mentioned after singing together.

C: Akak Rima gave us a picture showing the parts of the body. Then she asked us to take the picture and name the parts of the body. After that, Akak Rima asked one of us to come forward and mention the parts of the body in English. After that we sang the song about parts of the body together again before finally doing the assignment on the paper sheet.

D: Yes, it's like this.

A: Okay thank you, then is there any evaluation that you did while learning vocabulary with English songs? evaluation that you did while learning vocabulary with English songs?

D: Before the lesson was over, Akak Rima gave us a paper containing a cartoon drawing and there was a blank column and also a picture with random vocabulary then Akak Rima asked us to fill in the blank column and draw a line from the correct vocabulary to the corresponding picture after that Akak Rima gave us another question about body parts. Akak Rima said she wanted to know how far we had memorized the vocabulary about body parts.

C: Yes, that was done last.

B: Akak Rima gave the students sheets of paper with pictures of people and blanks before class, and then we were told to fill in the blanks with the right vocabulary and then asked us to say what vocabulary we had learned using songs before finally closing the lesson with a greeting.

A: Alhamdulillah that was the last question. Thank you for being willing to be interviewed.
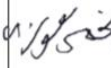
C: Yes, Miss, no problem.
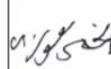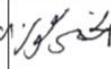
B: You're welcome Miss.

Appendix 5

RESEARCH JOURNAL

The Implementation of Teaching Vocabulary Through English Song Strategy for Beginner
Class at the Santivit Songkhla Orphanage, Thailand.

2023-2024 Academic Year

No.	Day/Date	Activity	Signature
1.	27th of March 2023	The researcher do the perliminary study by conducting the observation and interview with English Teacher	
2.	3rd of April 2023	The researcher confirm the research permission	
3.	11th of April 2023	Observe The Implementation of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand.	
4.	17th of April 2023	Observe The Implementation of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand.	
5.	26th of April 2023	Interview with the orphan students in Santivit Songkhla Orphanage.	
6.	27th of April 2023	Interview with the English teacher about strategy that use in teaching vocabulary for speaking skill.	
7.	27th of April	Complete the research data and document review	
8.	3rd of Mei	The researcher ask a letter of research finishing	

Researcher

Farah Malikaz Zumala

Thailand, 4th of May 2023
Directure of Santivit

Appendix 6

Nomor : B-3766/In.20/3.a/PP.009/03/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Santivit Songkhla Technological School, Thailand.
Songkhla, Thailand

       Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : 202101060035
Nama   : FARAH MALIKAZ ZUMALA
Semester   : Semester tujuh
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai;The Implementation of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand; selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Mangsod Mateh.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

                                                    Jember, 27 Maret 2023 an.
                                                    Dekan,
                                                    Wakil Dekan Bidang Akademik,

                                                    MASHUDI

Appendix 7

วิทยาลัยเทคโนโลยีสันติวิทย์สงขลา
Santivit Songkhla Technological College
13/6 M.6 T. Banna A. Chana Ch. Songkhla 90130 TEL.+66833971005
Email. mangsod@hotmail.com

<u>**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**</u>
NOMOR : STC003/04/2023

Yang bertanda tangan di bawah ini :

Nama	: Dr. Mangsod Mateh
Jabatan	: Direktur Pondok Pesantren Santivit Boarding School Thailand
Alamat	: 175 Moo 8 Tambon Khao Rup Chang Distrik Khwaeng/Kota
Lhet	
	Provonsi Songhkla, Thailand.

Dengan ini menerangkan :

Nama	: Farah Malikaz Zumala
NIM	202101060035
Jurusan	: Tadris Bahasa Inggris
Instansi	: Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
Alamat	: Jl. Mataram No. 01 Karang Mluwo, Mangli Kec. Kaliwates, Kab. Jember Jawa Timur 68136

Berdasarkan hal ini yang bersangkutan telah melaksanakan penelitian di Santivit Boarding School Thailand dengan judul "The Implementation of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand" selama 30 hari mulai hari Senin, 03 April 2023 sampai dengan Rabu, 03 Mei 2023.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Thailand, 4 Mei 2023
Direktur Santivit School Thailand

Appendix 8

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama   : FARAH MALIKAZ ZUMALA

NIM   : 202101060035

Program Studi : TADRIS BAHASA INGGRIS

Judul Karya Ilmiah : The Implementation of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand.

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (11,2 %)

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Jember, 27 November 2023
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

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NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
    2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 9

<div align="center">

DECLARATION OF AUTHENTICITY

</div>

The undersigned below:

Name : Farah Malikaz Zumala

SRN : 202101060035

Major : Tadris Bahasa Inggris

Faculty : Tarbiyah dan Ilmu Keguruan

Institution : UIN Kiai Haji Achmad Siddiq

Stated that the thesis untitled "The Implementation of Teaching Vocabulary Through English Song Strategy for Beginner Class at the Santivit Songkhla Orphanage, Thailand" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim for other.
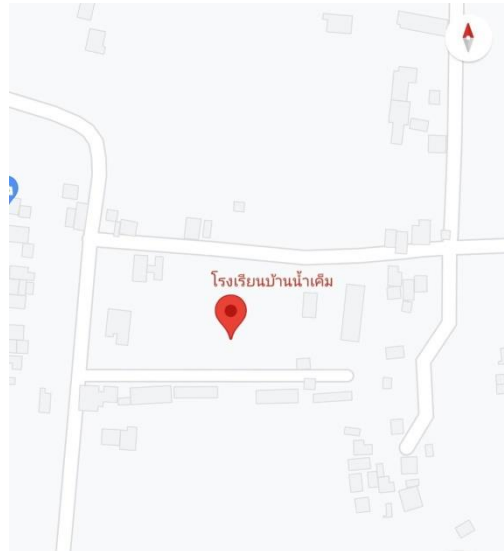
Jember, 23 November 2023

Farah Malikaz Zumala
202101060035

Appendix 10

DOCUMENTATION

Geographic condition of Santivit Boarding School

Research location: Santivit Boarding School Songkhla Thailand

Teacher explained the material

Students practiced the English song strategy

Students practiced the English song strategy

Focus group interview

Conducted interview with English Teacher (Miss Rima)

Appendix 11

Curriculum Vitae

1. Personal Inormation

    a. Name   : Farah Malikaz Zumala
    b. SRN   : 202101060035
    c. Place, date of birth   : Situbondo 16th of April 2002
    d. Gender   : Female
    e. Address   : Jl. Raya Mangaran, Rt. 01 Rw. 09, Kec. Mangaran, Kab. Situbondo
    f. Faculty   : Education and Teacher Training
    g. Major   : English Education Program
    h. Email   : farahmlkz16@gmail.com

2. Education Background

    a. Kindergarten : RA Nurul Huda Mangaran
    b. Elementary School : MI Nurul Huda Mangaran
    c. Junior High School : MTS Nurul Huda Mangaran
    d. Senior High School : MAN Bondowoso

3. Organzation Experience

    a. Scoutmaster of MTS Nurul Huda (2015-2016)
    b. Student council president of MTS Nurul Huda (2015-2016)
    c. Scout member of MAN Bondowoso (2019-2020)