THE IMPLEMENTATION OF AUDIO VISUAL MEDIA THROUGH CHILDREN'S SONGS TO INCREASE STUDENTS' VOCABULARY MASTERY AT MUANG CHANA KINDERGARTEN SCHOOL THAILAND
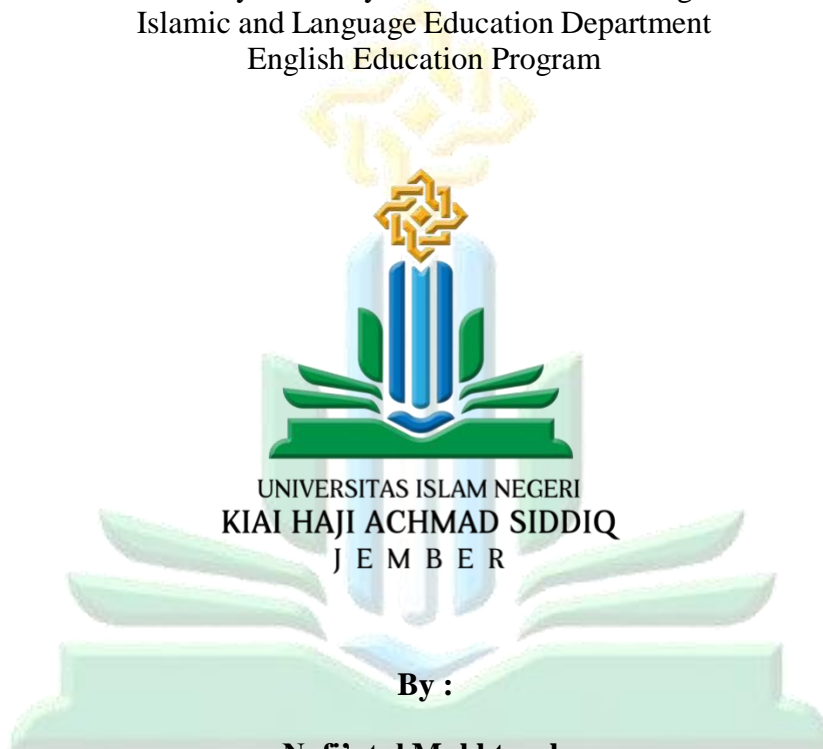
THESIS

By :

<u>**Nafi'atul Mukhtaroh**</u>
214101060006

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
MAY 2025**

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THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirements for Undergraduate Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic and Language Education Department
English Education Program

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By :

Nafi'atul Mukhtaroh
214101060006

Has been approved by the advisor

Dr. Ninuk Indrayani, M.Pd.
NIP.197821020009122002

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THE IMPLEMENTATION OF AUDIO VISUAL MEDIA
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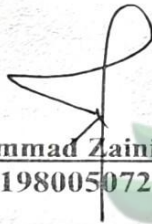# AT MUANG CHANA KINDERGARTEN SCHOOL THAILAND

THESIS

Has been examined and approved in partial
fulfillment of the requirements of Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic and Language Education Department
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Day : Wednesday
Date : 7 of May 2025

Examiner Team

Chairman	Secretary
Dr. Mohammad Zaini, S.Pd.I, M.Pd.I	Zahratul Maujudatul Mufidah, M.Pd.
NIP. 198005072023211018	NIP. 199201222019032009

Members :

1. Dr. Ahmad Ridho Rojabi, M.Pd.   (   )

2. Dr. Ninuk Indrayani, M.Pd.   (   )

Approved by

Dean of Faculty Tarbiyah and Teacher Training

Dr. H. Abdul Mu'is, S.Ag, M.Si
NIP. 197304242000031005

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MOTTO

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وَلَا تَقۡفُ مَا لَيۡسَ لَكَ بِهِۦ عِلۡمٌۚ إِنَّ ٱلسَّمۡعَ وَٱلۡبَصَرَ وَٱلۡفُؤَادَ كُلُّ أُوْلَٰٓئِكَ كَانَ عَنۡهُ مَسۡـُٔولٗا

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"And do not follow what you do not know. For hearing, sight, and conscience will all be held accountable."

(Q.S Al Isra': 36)

DEDICATION

I dedicate this thesis to:

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

2. My beloved mother, Mimin Indrawati, a great woman who is full of extraordinary strength while taking care of me and my brother, who always gives extraordinary prayers and affection to me. A woman who never stopped encouraging me. Without her, I would not be this strong to this point.

3. My beloved father, Shokin a man who motivated me a lot in my life, who fought a lot in my life, a man who always taught me about how to be a strong woman and raised me with love and the person to whom I will give my bachelor's degree.

4. My sister, Devita Wulan Sari, S.S. and also her husband who always provide encouragement, the best prayers and endless support.

5. My family, my siblings, aunts, uncles, cousins, nieces and nephews who have always been my reason to keep going and make them proud.

6. The people around me, especially my boarding house friends who have accompanied all my complaints and happiness, who have always maintained my mental stability, I love them. Also my friends who always support the progress of this thesis until it can get to this point now.

7. Finally, all parties that I cannot mention here, who have helped a lot in completing this thesis, thank you very much.

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First of all, let's say thanks to Allah SWT. Because of his mercy and blessings, we are always in a good condition. Secondly may peace and solution to our prophet Muhammad SAW the last massager of God who has guided us from the darkness to brightness from jahiliyah to the Islamiyah namely Islamic religion.

This thesis entitled "The Implementation of Audio Visual Media Through Children's Songs to Increase Students' Vocabulary Mastery at Muang Chana Kindergarten School Thailand" compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN KH Achmad Siddiq Jember.

The researcher realized that the preparation of this thesis could not be separated from the help and guidance from other people. Therefore, the researcher would like to thank:

1. Prof. Dr. H. Hepni, S. Ag, M.M., as a Rector of State Islamic University of KH Ahmad Siddiq of Jember who has given opportunity for me to study in this university.

2. Dr. Abdul Mu'is, S.Ag, M.Si., as the Dean of the Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.

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9. Sareenah Mahsoh, my tutor and homeroom teacher who helped me conduct my research at school.

10. I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, February 4th 2025

Author,

Nafi'atul Mukhtaroh
SRN. 214101060006

ABSTRACT

Nafi'atul Mukhtaroh ,2025: *The Implementation of Audio Visual Media Through Children's Songs to Increase Students' Vocabulary Mastery at Muang Chana Kindergarten School Thailand.*

Keyword : Audio Visual Media, Childrens' Songs Strategy, Vocabulary Mastery.

Many Thais believe that English is such a difficult topic that they cannot express themselves. They just keep quiet because they still lack the vocabulary to express themselves. The first problem in the 2 grade of Muang Chana Kindergarten is that it is difficult to understand English vocabulary because the alphabets (พยัญชนะไทย) and their 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 do not attract students to explore English vocabulary. Because of these problems, teachers need to provide innovations in learning English vocabulary. Therefore, English teachers apply the English song strategy.

The purpose of this study is to improve students' English vocabulary through audio-visual media using children's song strategies in the kindergarten. This study used the CAR (Classroom Action Research) approach as a research design. This study was conducted at Muang Chana Kindergarten. The subjects of this study are English teachers and 21 grade 2 kindergarten students using purposive sampling. Data collection consisted of qualitative data (observation and interview) and quantitative data (test). In addition, this study used the Kemmis and MC Taggart techniques (plan, action, observe, and reflect).

The findings of this study are: because in previous studies there have been no researchers who took research subjects in kindergarten, and also the strategy used was less interesting for students, finally I as a researcher found the idea to use the children's songs strategy as a new strategy in English vocabulary learning. By using this strategy, students find learning fun and interesting, can improve students' memory, can increase students' interest in learning English. The material in learning English vocabulary provided is vocabulary material about body parts using audio-visual media, namely television, which depicts vocabulary for body parts.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction of the research. The parts of this chapter are research background, the research problem, the research objective, the significance of the research, and the definition of key terms.

A. Research Background

Language is a communication tool that plays an important role in our daily activities. As said by Shablack & Lindquist that language can help the development of human emotions. Language is also very important in communication because with language humans can increase their confidence in speaking for example in intercultural communication. English is an international language used by many people, English has also developed over time starting from grammar, language structure, and also vocabulary aspects. Therefore, English is a basic language that must be learned, especially for students as a support for knowledge. English as a foreign language in Thailand is introduced to students from the very beginning of learning. In kindergarten, they learn to spell vocabulary and know the meaning of the vocabulary. The first step to mastering it well is to introduce some vocabulary so that students get used to it and are able to apply it in everyday life. This is because it is related to how well students can understand and comprehend the vocabulary and be able to use it in daily life.

There are many components that must be mastered to learn English better. And it is divided into two, namely skills and knowledge. Skills consist

of four skills (listening, speaking, reading and writing). Students need to know a large amount of vocabulary and understand the rules of its use to learn English more deeply. Therefore, in English learning in kindergarten schools, vocabulary is one of the most basic things that students should learn.

In Thailand, the country is considered a non-native English speaking country like Indonesia, where English is taught as a foreign language and not a second language. So students tend to find it difficult to understand and pronounce English vocabulary because the letters and also the language they use are their own native language which is different from the English alphabet. Therefore, teachers feel challenged in providing English vocabulary learning to their students. The first problem that occurs in the second grade of Muang Chana kindergarten school is the difficulty of pronouncing and spelling vocabulary in English because the letters (พยัญชนะไทย) and the language are different from English. In addition, students are less interested in the learning that has been used so far, causing a lack of responsiveness and understanding of the meaning of vocabulary. Classroom activities should be more interesting and should encourage students to communicate their thoughts, opinions, desires, emotions and feelings. An educator should be able to develop a very interesting learning atmosphere for students so that students can easily master English vocabulary.

The internet is one of the most sophisticated and famous tools in the world. It is also very useful for all humans because with this tool humans can enrich their knowledge and experience. The first goal in using this tool is to

help students gain the attitude of being part of this vast network by introducing them to the internet. Furthermore, they can be given the opportunity to benefit from this networked project-based learning environment. Lately, there has been a lot of research, articles, news broadcasts, and online analysis on the topic of teaching with the internet. This trend is part of the interest in new technologies. Today almost everyone uses the Internet to download songs. Most children today live part of their lives on the Internet. One of the most useful resources on the Internet is online video recordings from the YouTube video server. Online videos on YouTube, which are mostly watched for entertainment purposes, can be a great motivator to capture children's attention and interest when learning vocabulary.

In addition, teachers really need to pay attention to learning strategies that can make students feel their needs are met according to student characteristics. Songs are one of the English learning strategies that can help students to improve English vocabulary. Schoepp said that songs have become part of a person's language experience, so songs have significant value when collaborated with language lessons. In English language teaching there are 3 basic reasons: affective, cognitive, and linguistic. What is meant by affective is the use of songs according to the needs of students and also children, this can happen because learning through songs is very interesting and also fun especially if applied to students who are still young. Then cognitive is that songs can help develop independence in learners. The

repetitive and consistent nature of songs is very helpful in the process of language development in learners, the last is in terms of linguistics, songs can provide authentic material to learners which is very important in advancing language learning.

In previous research, it was mentioned that learning by using songs can increase students' interest in learning, especially in learning English and can add new vocabulary obtained from English vocabulary songs. According to Burhayani, a doctoral lecturer in English language education, the use of song lyrics is an appropriate method for acquiring new vocabulary because songs can enhance learners' learning experience and can also make it easier for learners to remember new words. For a teacher, learning strategies using songs are very useful to be applied to English learning because it is very effective to improve vocabulary. It can be concluded that the application of song learning strategies in English can provide many benefits for students especially children, and can also improve and remember and store English vocabulary. Not only that, teachers also feel the same way, especially can help teachers in the teaching and learning process. Learning by using songs can also be found from various media, such as audio-visual media such as television that can bring up a sound and image that finally a teacher can easily provide English lessons to students.

Based on the background above, the researcher found the uniqueness of the previous research, namely that in existing studies many have taken research subjects at the elementary to high school level and it is still very rare

for researchers to take research subjects at the kindergarten level. In addition, the research location that I will take is still very small and rarely used, namely in Thailand. So that the researcher offers a vocabulary learning through English songs using audio-visual media that can be applied in kindergarten, especially grade 2 kindergarten Muang Chana school, Thailand. Namely research that offers that this learning is expected to help students in remembering English vocabulary, so the researcher tries to conduct research with the title: **"The Implementation of Audio Visual Media Through Children's Songs to Increase Vocabulary Mastery at Muang Chana Kindergarten School, Thailand"** To find out how the application of vocabulary through English songs using audio-visual media at Muang Chana kindergarten school, Thailand.

B. Research Question

Based on the background above, the researcher formulated the research question:

How does the implementation of audio visual media through children's songs enhance students' vocabulary mastery at Muang Chana Kindergarten School in Thailand?

C. Research Objective

Based on the research question above, the research objective of this research was:

To examine the implementation of audio visual media through children's songs on students' vocabulary mastery at Muang Chana Kindergarten School, Thailand.

D. Research Significance

There are two benefits of this research namely theoretical and practical benefits. The expected result of both theoretical and practical are:

1. Theoretical

The results of this study are expected to contribute to the knowledge of English, especially on vocabulary acquisition through nursery rhymes using audio-visual media. In addition, the results of this study are also expected to contribute as a solution to the problem of vocabulary learning in the classroom.

2. Practical

It can provide more information as well as benefits to teachers about new educational learning media that can be applied or used in teaching vocabulary skills and to improve the quality of teachers in teaching English.

E. Definition of Key Terms

In order to make the readers get easier in understanding this study, the researcher will give the definition of some key terms that is important to be understood as following.

1. Vocabulary Mastery

   Vocabulary mastery is one of the important aspects of learning a new language, it is even widely recognized as the main focus in foreign language acquisition, because mastering the vocabulary of a language is believed to be an integral part of fluency, because vocabulary allows students to effectively understand speaking, reading, writing, and listening in real situations. Vocabulary is very important in relation to language skills. In vocabulary teaching, there are nouns, verbs and adjectives that kindergarten children should understand and learn, as they are fundamental to the teaching and learning of English. Vocabulary can be acquired both accidentally and intentionally through indirect exposure to words and through formal training in specific words during the vocabulary learning process.

2. Audio visual media

   Understanding audio and audio media, audio is the sound produced by the vibrations of an object. For it to be captured by the human ear, the vibrations must be strong enough, at least 20 times per second. Sound is the vibration generated by friction, reflection, and so on, among objects. Meanwhile, the wave of vibration consists of amplitude and time. The sound is built by periods; when it doesn't mean anything, it is not a sound. Visual communication in the classroom requires students to understand the images present in the media. In a TV series, a teacher can more easily explain something to students that is

meant or targeted. When the images can be understood by the students, then let the visual communication take place. The function of this media greatly facilitates a teacher in delivering vocabulary instruction to their students.[1]

3. Children's Songs

Young children are very fond of singing. English-language media songs are educational songs aimed at enhancing students' English vocabulary. According to Mafulah & Hariyanto, there are several things that must be done when selecting works to be used in language learning, especially vocabulary. The first is a cheerful song known by young students. Second, it contains material taught to improve English language skills. Third, the selected song lyrics must align with learning activities to achieve effective learning, and fourth, the chosen songs should be appropriate for the class and the students' skill levels. In this study, the English songs used are those about numbers, family, and body parts, with the hope of enhancing vocabulary through the song lyrics.[2]

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[1] Iin Wahyudi (2019) , *"Improving Students' Vocabulary Mastery Through Audio Visual At Grade VIII Of SMP Negeri 2 Unaaha",* Cetta: Jurnal Ilmu Pendidikan Volume 2 Nomor 1 (2019), 137-138.

[2] Mafulah, S., & Hariyanto, F. A. (2017). "Pelatihan Pembuatan Media Lagu â€ Œvocabulary Songâ€ Pada Guru Sd Se-Kecamatan Dau Kabupaten Malang". JPM (Jurnal Pemberdayaan Masyarakat), 2(1), 65-73.

CHAPTER II

LITERATURE REVIEW

This chapter presents literature review. It consisted of relevant previous studies, theoretical and conceptual framework.

A. Previous study

In this section the researcher lists various results of previous research related to the research to be carried out, then makes a summary, both research that has been published (thesis, dissertation, articles started in scientific journals and so on).

Several studies that are relevant to this research have been conducted previously, including the following:

1. The first previous research was conducted by Zumala This study aims to evaluate the activities and stages of teaching English vocabulary through songs, as well as students' reactions to the use of songs in learning English vocabulary in an elementary school in Thailand. this research is qualitative in nature using case studies. Twenty-two first grade students from an elementary school in Thailand participated in the study. The results showed that the students had positive reactions to the use of English songs in English vocabulary learning. the students felt interested and happy to follow the learning process. In addition, the use of English songs helped them to understand English vocabulary better. This shows

that the use of English songs as a vocabulary learning strategy can increase students' interest in learning English.[3]

2. The second previous research was conducted by Anggaira. The purpose of this study was to review the use of songs in vocabulary learning for preschool children. This research uses qualitative methods. The success of using songs in learning English vocabulary for preschoolers, reported by many studies, is also considered important to be discussed in this study. The study concludes that songs can be one of the alternative media in vocabulary learning for preschool-age children.[4]

3. The third previous research has been conducted by Wahyudi. This research was conducted in junior high school. This research used classroom action research methodology to improve the existing conditions in carrying out this research. This research design is an action research conducted in two cycles, consisting of four steps, namely planning, teaching, and learning. which consists of four steps namely planning, action, observation and reflection. reflection. The subjects of this study were all students of class VIII consisting of 22 students. These results show that by providing audio visuals can improve students' vocabulary mastery.[5]

[3] Farah Malikaz Zumala, "*Teaching vocabulary through english song strategy for beginner class at the santivit orphanage Songkhla Thailand*", 2023.

[4] Aria Septi Anggaira. "Songs for Teaching Vocabulary: English Learning Media for Preschool Age Children", *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(6), 2022, 6069-6078.*

Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini

[5] Iin Wahyudi, "*Improving Students' Vocabulary Mastery Through Audio Visual At Grade VIII Of SMP Negeri 2 Unaaha*", *Cetta: Jurnal Ilmu Pendidikan Volume 2 Nomor 1 (2019),133-148.*

4. The fourth previous study by Niramputri. This research aims to improve vocabulary achievement among students in class XII IPS 1 at SMA Diponegoro Panti Jember. In this study, a classroom action research method is used, while the approach employed is a mixed-methods approach. This research is based on Kurt Lewin's model. Then this research used 2 cycles with 2 meetings. The researchers examined 29 students in just one class. In conclusion, English-language song media can enhance the vocabulary achievement of second-grade students at Diponegoro High School in Panti Jember.[6]

5. The fifth previous study is by Istiqomah. This research aims to teach vocabulary to young learners in order to develop pronunciation, sentence structure, and learning skills. This research uses a humanistic approach. They believe that the success they achieve in learning is based on a good and correct attitude, interest, and motivation. In conclusion, it can be defined that the humanistic approach instills aspects such as behavior, feelings, emotions, linguistics, cognition, skills, and social interactions of children within their environment. Nevertheless, students still face many challenges in understanding vocabulary. It is very important to investigate the difficulties faced by young learners and to create a plan to

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http://ejournal.jayapanguspress.org/index.php/cetta

[6] Oriana Kendra Raditya Niramputri, *"The Implementation Of English Song To Increase Vocabulary Achievement In Second Grade Students At Sekolah Menengah Atas Diponegoro Panti Jember"*, 2023.

teach them. This study can assist language teachers in teaching English

vocabulary to young learners, especially EFL students. [7]

Table 2. 1
The Similarities and Differences Between Previous Research and
This Study Were Presented in the Following Table

No	Research Title	Similarities	Differences
1	2	3	4
1.	Research by Farah Malikaz Zumala, 2023 with the title "Teaching vocabulary through english song strategy for beginner class at the santivit orphanage Songkhla Thailand"	• The similarity between this research and the studies conducted by previous researchers is that both studies share the same theme, vocabulary, and English songs.	• Previous research has discussed the objectives, materials, steps, and evaluation of vocabulary teaching through English song strategies, while this study examines the stages and processes of successful English language learning through English songs. • Previous research was conducted at a private elementary school in Santivith, Songkhla, Thailand, while this study was carried out at a public kindergarten in Muang Chana, Thailand.
2.	Research by Aria Septi Anggaira 2022	• The similarity between the	• The difference between this research

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[7] Mayang Istiqomah, "Teaching Vocabulary In Efl Classroom: By Using A Song "Twinkle Twinkle Little Star" For Young Learners", JOURNAL OF LANGUAGE, LITERATURE, AND TEACHING (JLLTE) Vol. 4 No. 3, March 2023, pp. 73 – 83.

No	Research Title	Similarities	Differences
1	2	3	4
	with the title "Songs for Teaching Vocabulary: English Learning Media for Preschool Age Children"	previous research and this study is that both studies have the same theme, which is teaching vocabulary using English songs. • Conducting the same research focus, which is on early childhood or children.	and the research conducted by the researcher is the difference in the media used, where the researcher uses audio-visual media that can produce a song while the previous researcher uses a song manually. • Differences in research location
3.	Research by Iin Wahyudi, 2019 with the title "Improving Students' Vocabulary Mastery Through Audio Visual At Grade VIII Of SMP Negeri 2 Unaaha"	• The similarities of this research with previous research is that both use class action research methods. • Both researches are related to teaching vocabulary	• The difference between this research and previous research is variable. Previous researchers focused on increasing vocabulary through audio visuals while current researchers focus on increasing vocabulary through children's songs. • Difference in research location • Differences in research grade level
4.	Research by Oriana Kendra Raditya Niramputri, 2023	• The similarity between this research and the	• The difference between this research and the research

No	Research Title	Similarities	Differences
1	2	3	4
	with the title "The Implementation Of English Song To Increase Vocabulary Achievement In Second Grade Students At Sekolah Menengah Atas Diponegoro Panti Jember"	research conducted by the researcher is that both use English songs and also focus on increasing students' vocabulary. • Both use class action research methods	conducted by the researcher is the difference in the level of the research class. The previous researcher was in the second grade of high school while the current researcher was in kindergarten. • Difference in research location
5.	Research by Mayang Istiqomah, 2023 with the title "Teaching Vocabulary In Efl Classroom: By Using A Song "Twinkle Twinkle Little Star" For Young Learners"	• The similarity between this research and the previous research is that they both examine teaching vocabulary using English songs.	• The difference between previous research and current research is the difference in research methods. • Differences in research locations

Based on the table above, it can be seen that five previous studies have similarities with this study. However, previous studies found students' ability to master vocabulary in elementary schools to high schools in Indonesia. This study has not revealed an analysis among kindergarten students, especially in Thailand. Thus, this will be a population gap for researchers to determine students' ability to master English vocabulary in kindergarten students in Thailand. In addition, this study uses the children's songs strategy to

determine students' ability to master vocabulary. In addition, the purpose of the current study is to improve students' vocabulary. This will help teachers focus on developing students' ability to use English vocabulary. Knowing the use of the children's songs strategy in students can help teachers gain new innovations about the extent to which students develop ideas. If all students tend to develop ideas in only one or two types, it is the teacher's responsibility to consider improving English vocabulary.

B. Theoretical Framework

1. Vocabulary Mastery

Vocabulary is essential in teaching and learning through which meanings, ideas and feelings can be conveyed. Vocabulary plays a vital role in the teaching and learning of any language. Learning vocabulary is an important aspect of language development. Some academics consider vocabulary knowledge to be the most important factor in academic achievement for second or foreign language learners. Researchers have shown that vocabulary knowledge is closely related to reading proficiency, and in addition it leads to greater success in school.[8]

According Krashen in Schutz defines, "The product of an unconscious process very similar to the process experienced by children when they acquire their first language."[9] Second language acquisition is a complex process that depends on a number of factors, such as cognitive

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[8] A. Tozcui and J. Coady, ―Successful Learning of Frequent Vocabulary through CALL also Benefits Reading Comprehension and Speed‖, (Computer Assisted Language Learning, 17 (5), 2004), p. 473–495.

[9] Ricardo Schutz, ―Stephen Krashni's Theory of Second language Acquisition‖, (Online. 30 de janerode 2006), p.12, (http://www.sk.com.br/sk-krash.html

development, cultural background, personal ability, motivation, socioeconomic background, age, and the level of mother tongue acquisition. Age is one of the important factors that influence second language acquisition. In addition, age has a strong influence on the level of mother tongue acquisition and thus has additional significance for the learning process. Many studies have been conducted to trace the relationship between age and second language acquisition. All these studies agree that age has a very important influence on language learning and that different studies in this field can make a great contribution to the theory and practice of second language acquisition. Finally, as a conclusion Many authors such as Ellis, Larsen Freeman, and Mayberry and Lock have stated that younger learners are more successful in language learning than older ones.

a. **Definition of Vocabulary**

A language's vocabulary is its vast collection of words. When one considers vocabulary, they frequently consider the definitions of those terms. On the other hand, word knowledge includes morphology, syntax, pronunciation, spelling, and richness of meaning. Vocabulary words are multifaceted. Numerous specialists have provided numerous definitions of vocabulary; nevertheless, the author has selected only a few of the more significant ones to address. One of the most crucial parts of learning a new language is expanding one's vocabulary. Actually, it is commonly acknowledged

as a primary area of concentration in the study of foreign languages since fluency is thought to be largely dependent on one's ability to master vocabulary. This is particularly true when it comes to teaching English, where vocabulary is crucial. Words are viewed by Ghazal as essential building elements that serve as the foundation for understanding a second language.[10] Language learners' understanding and learning capacity would be hampered by a lack of word knowledge. Learners are unable to practice or advance their language abilities in an efficient manner without a sufficient vocabulary. Vocabulary, according to Hatch and Brown, is a group of terms unique to a certain language.[11] Vocabulary, according to Richard and Renandya, is one of the key elements of language competency and is required for speaking, listening, reading, and writing.[12] Songs are the most frequent type of vocabulary and are available for free through various media. They are a pleasant and familiar way for youngsters to expand their vocabulary and can be found in a broad number of languages. These claims make it abundantly evident that vocabulary is the cornerstone of language and an essential skill for language acquisition. The collection of all

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[10] Lotfi Ghazal, "Learning Vocabulary in EFL Context through Vocabulary LearningStrategies", 1(2), 2007, p. 84.

[11] Evelyn Hatch and Cheryl Brown, "Vocabulary, Semantics, and Language Education",1998, p.1.

[12] Jack C Richards and Willy A Renandya, "Methodology in Language Teaching: AnAnthology of Current Practice", 2002, p. 255.

the words a person knows or might use to construct new sentences is known as their vocabulary.

b. Types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary.[13] John Haycraft distinguishes vocabulary into active and passive vocabulary.

1.) Active vocabulary-words that the students understand can pronounce correctly and used constructively in speaking and writing.

2.) Passive vocabulary-words that are recognized and understood by students when they appear in a context, but cannot be produced correctly on their own.[14]

c. Indicators of Vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should convey to the students. Based on Lado as cited in Mardianawati, the vocabulary aspects consist meaning, spelling, pronunciation, word classes, and word use.[15]

1.) Meaning

A word may have more than one meaning when it is used in different context. In order to discover the meaning, the

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[13] John Read, "Assessing Vocabulary", (Cambridge UK: Cambridge University Press).

[14] John Haycraft, "Introduction to English Language Teaching", (Harlow: Longman Group Limited, 1978), 44

[15] Lies Mardianawati, Vocabulary Teaching Strategies Use by Teacher of junior High School (A Descriptive study on Private Junior High School in Cilacap In Academic Year 2012/2013), Skripsi Thesis, Muhammadiyah University of Purwokerto, p. 12.

teacher can use ways such as guided discovery, contextual guesswork and using dictionaries.

2.) Spelling

In learning vocabulary, spelling is important because it aids in reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly due to the fact that they belong to different varieties as happens with many British or American English terms.

3.) Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is not related to the spelling so it is difficult to be learnt. Good pronunciation helps receiver easier to communicate.

4.) Word classes

Word classes are categories of word. There are grammatical patterns should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb. The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur

in certain places and have special function, so word class membership is an important lexical feature.

5.) Word use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis. In this case, aspects of vocabulary that will be taught to the students are spelling and meaning. The reason for choosing those aspects is it is appropriate with the material will be taught in the class using song.

d. Kinds and Characteristics of Vocabulary

Vocabulary is an aspect of language learning in general vocabulary is divided into verb, noun, and adjective.

1.) Verb

A verb is the part of speech that indicates what something does, or what it is. It's also the basic component of the predicate of a sentence.[16]

2.) Noun

A noun is a part of speech that serves as a subject or object. More generally, we think of a noun as a person, place, thing, quality, or action.[17]

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[16] https://www.vocabulary.com/dictionary/verb, accesed 03-07-2023
[17] https://www.vocabulary.com/dictionary/verb, accesed 03-07-2023

3.) Adjective

Adjective is one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else.[18]

e. **The Importance of Mastering English Vocabulary**

Vocabulary is one of the most important components of language. Without vocabulary, people would not be able to say anything. People with a wide vocabulary have better language skills than those with a small vocabulary.[19] Broad vocabulary mastery contributes significantly to almost all aspects of language.[20] In addition, to be able to express ideas and understand others, a wide vocabulary is needed. others, an adequate vocabulary is required as it is the basis of foreign language learning.[21] A language learner cannot communicate effectively without knowing sufficient vocabulary.[22]

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[18] https://www.merriam-webster.com/dictionary/adjective accesed 03-07-2023

[19] Widyahening, C.E.T., & Sufa, F.F. (2022). "Pembelajaran Kosakata Bahasa Inggris dengan Media Bongo Game bagi Anak Usia Dini". Jurnal Obsesi. Jurnal Pendidikan Anak Usia Dini. 6(3). 1135-1145. https://doi.org/10.31004/obsesi.v6i3.1638

[20] Nathalie Wijaya, G. (2015). "The use of walk the talk video to enrich the students' vocabulary of the tenth graders of social program class in sman 1 bae kudus in academicyear 2015/2016" (Doctoral dissertation, Universitas http://eprints.umk.ac.id/5772/3/CHAPTER_II.pdf Muria Kudus.

[21] Kuśnierek, A. (2016). "The role of music and songs in teaching English vocabulary to students". WSN, 43(1) (2016) 1-55. http://www.worldscientificnews.com/wp:content/uploads/2015/10/WSN-43-2016-1-55.pdf

[22] Bahrami, Z. N., Izadpanah, S. &Bijani, H. (2019)."The Impact of Musical Mnemonic on Vocabulary Recalling of Iranian Young Learners". International Journal of Instruction, 12(1), 977-994. https://doi.org/10.29333/iji.2019.12163a

This means that vocabulary is the first step that should be taught before teaching other aspects of the language.

Vocabulary teaching should be the top priority in English language teaching. Learners or students should be trained well to improve vocabulary knowledge. At the initial level of learning. At the initial level of learning English, it is better to teach vocabulary than grammar, and students can learn grammar when looking for the meaning of words in the vocabulary itself if the learner or student has a proper or sufficient vocabulary base.[23] Without vocabulary, language learning skills including listening, speaking, reading and writing cannot be successfully achieved. Therefore, it is undeniable that vocabulary learning plays a very important role in second language learning and a large vocabulary will help learners improve their language proficiency.[24] Because of vocabulary knowledge, potential users of a language are able to communicate. In reading activities, students will not succeed in understanding the text, if they do not acquire sufficient vocabulary.[25]

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[23] Susanto, A. (2017). "The Teaching of Vocabulary: The Perspective". Jurnal Kata. 1(2), 182-191. https://doi.org/10.22216/jk.v1i2.2136

[24] Ur, Penny. (1995). "A Course in Language Teaching: Practice and theory". Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9780511732928

[25] Beglar, D., & and Hunt, A.(2000) "Revising and validating the 2000- word level and university word level vocabulary tests". Language Testing, 16(2), 131–162. https://doi.org/10.1191/026553299666419728

2. Audio Visual Media

a. Definition of Audio Visual

In the process of learning English language, hearing aids like cassettes and recorders were commonly in used. Such aids of teaching aids were effective in improving the phonetics, pronunciation and spoken English of the students.[26]A part from the traditional visual aids like charts, pictures and models that are still in use in the classroom; there are other modern visual aids which were in use in the recent years. These aids include the picture slides, motion pictures and the like.[27]

Audio Visual are supporting media to increase the students' English Achievement. Audio visual is much required because it can interest the concentration of students so that it can motivate students to learn. Audio visual that they made the process of learning has become quite exciting for students with the audio visual. It helps students in generating an open mind for learning. At the same time it develops team work among the students as they are required to work in team for speaking with their friends. The main idea of Audio visual is that presenting information in several formats offers students the advantages of not only hearing about information from a teacher or a textbook, but also seeing it. The use of Audio visual

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[26] Subathra, "The Audio Visual Aids in English Teaching", http://www.ebookspdf.org/download/audio-visual-aids-in-teaching.html, (09 May 2019)

[27] Subathra, "The Audio Visual Aids in English Teaching", (09 May 2019)

allows information to be presented in two different modalities, with the assumption that more information that can be processed.

To summarize, Audio visual is a teaching media that can be used to teach pronunciation to the students. By using audio visual, the students can listen to the information and also can watch the visual element that can make them easier in comprehending the information.

b. Kinds of Audio Visual

We learn through our sense organs. Sense are the ways of knowledge. All the sense organs help us in understanding the environment. Most of the knowledge, which we acquire from the school, comes through our ears and eyes.

1.) Films

Audio visual are also called instructional material. Audio literally means "hearing" and "visual" means that which is found by seeing. So all such aids, which help to make the knowledge clear to us through our sense are called Audio visual aids. There are four kinds of audio visual. They are films, television, video, and CDs.[28] Films represent are effective instructional device to cater to the students' attention and create interest and motivation among them towards effective learning.

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[28] Ahmad. T, "Audio Visual Aids and Teaching", http;//dailykashmirimages.com. (25 May 2019).

Educational films may be prepared on any content material or any aspect of knowledge, and behavior.

2.) Television

Television is a versatile media, of transmitting education through different programs. It is exciting means of communication. Useful instructional programs are being telecasted regularly for the student community on television. A teacher should utilize the TV programs and make them the basic for discussions on relevant occasions.

3.) Video

Video is a viable aid towards effective learning and teaching. Teaching with the help of video is called video aided instruction. In video instruction, learners comprehension is generally tested through a questionnaire and video is clearly an instructional medium that generates a much great amount of interest and enjoyment than the more traditional printed material.

4.) CDs

Nowadays, educational video cassettes are easily available in the market. Educational CDs can be prepared on any aspect of the subject matter and curriculum.

c. The Benefits of Using Audio Visual to Learning.

There are some benefits of using audio visual to learning, as follows:[29]

1.) Audio visual are potent starters and motivators: when the child finds learning made easy, interesting and joyful with the help of sensory aids he feels motivated. He cannot but attend to an interesting procedure going on before him. Direct, concrete, contrived, dramatized experiences add zest, in list and vitality to any training situation. As a result, they enable students to learn faster, remember longer, gain more accurate information and receive and understand delicate concepts and meanings. Thus, learning becomes meaningful, enjoyable and effective.

2.) Audio visual gives variety to classroom techniques: They generally represent a rest from the traditional activities of the school. When using them, the child is experiencing something different. Variety is always attractive to the child as well as to the adult. Audio visual aids provide a change in the atmosphere of the classroom. They allow some freedom from the formal instruction of the traditional type. While using sensory aids, the pupils may move about, talk, laugh, question, comment upon, and in other ways act in a natural manner as they do outside the classroom. The attitude of the teacher is also very friendly and

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[29] S.K. Kochhar, "Methods and Techniques of Teaching", (New Delhi: Okhla Industrial Area, 1985), 134

co-operative. In this way, school work is motivated when pupils work because they want to and not because the teacher wants them to do.

a) Many of the aids provide the child with opportunities to handle and manipulate: an opportunity to touch, feel, handle or operate a model, specimen, picture, map: press a button or turn a crank gives an added appeal because it satisfies, temporarily at least, the natural desire for mastery and ownership.

b) Audio visual supply the context for sound and skillful generalizing: books lack the specificity, the warmth, indeed some of the unutterable poignancy of concrete experiences, through direct, purposeful, first-hand-experiences and semi concrete audio visual experiences, we can supply the context for sound and skillful generalizing.

c) Audio visual educate children for life in this modern complex world: there was a time when life was very simple children learnt through direct experiences the rudiments of knowledge. But ours is a complex world. We live in a pushbutton age, when comfort has a terrific appeal, but there is no easy road to learning. There is no magic osmosis: effective learning is still the old fashioned formula of nine-tenth perspiration and one tenth inspiration.

Naturally, therefore, more must be done to determine how teaching is accomplished easily and speedily. More is the need to-day than before.

3. **Childrens Songs**

   a. **Definition of Childrens Songs**

   According to Merriam Webster song is a short musical composition of words and music.[30] Endraswara said that children's songs are songs that are cheerful and reflect the ethics of the ancestors.

   A children's song is a song that has a tonal range using intervals over a long distance. The design of the poem then leads to a broader environmental situation. Quoting Social Science Libre Texts, this is because children listen, analyze, visualize, remember, and concentrate to understand what they are singing. Children's songs also usually contain simple moral values and messages that children can understand. Children's songs are also songs sung by children, while the poetry of children's songs contains simple things that are easily understood by children.

   b. **Kind of Song**

   Based on Dale T. Griffee classified songs into five types based on their length and tempo:[31]

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   [30] http://www.merriam-webster.com/dictionary/song, accesed 09-05-2023
   [31] Dale T.Griffee,"Hey Baby!Teaching Pop Songs That Tell Stories In The ESL Classromm", (Thesis,University Of Pittsburg ELI,1990), 6-6

1) All songs.

   Is a comprehensive examination of all songs released by a particular band or artist, in this case, Fleetwood Mac. It is called so because any activity can be used with this kind of song.

2) Short or slow song.

   Typically considered to be between 30 seconds and 2:30 minutes in length. Characterized by a slow tempo, often using musical terms like adagio (a slow tempo) or largo (a very slow tempo). It means that the activity which is in line with this kind of song is the activity that does not need lots of energy such as sleeping

3) Song that tells stories.

   Many songs tell stories, often through the use of narrative lyrics and musical structure. It is a song that has a chronological order story. It has a beginning, a middle, and an end.

4) Long song.

   Is generally defined as a musical piece that extends beyond the typical length of a song on a radio or album. This kind of song is a song which is four minutes long or longer, and it is usually difficult to sing because it is fast. short song or fast

song. This song typically has no repeating phrases or refrains. It is also having a quick tempo and a short time.[32]

c. **Elements of Song**

1) Tempo: Is a measure of the speed of a song or piece of music, usually measured in beats per minute (BPM). In music, tempo determines how fast or slow a song is played or sung. Tempo can also affect the mood and character of a song. Overall pace of the song; speed of the music. In a musical composition, tempo is usually described with Italian words such as largo, adagio, allegro, etc.

2) Rhythm : a flow of rising and falling sounds in language that is produced in verse by a regular repeating of stressed and unstressed syllables. In songs, words usually match the rhythm. The origin of the word is Greek, meaning "flow." As meter pulsates a poem, rhythm organizes music in much the same way. The regular pulsations of the music are called the beat.

3) Pitch: Is a perceptual property that allows sounds to be ordered on a frequency-related scale, or more commonly, pitch is the quality that makes it possible to judge sounds as "higher" and "lower" in the sense associated with musical melodies.

4) Timbre: Quality given to a sound through its additional tones such as a. : resonance used by the ear to recognize and identify

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[32] Regita Cahyani Ginoga, "Using English Song in Improving Listening Skill at Eighth Grade Students in MTs Negeri I 1 Manado", (Thesis, Iain Manado, 2020)

speech sounds. b : quality tone that is characteristic of a particular singing voice or musical instrument. Color of the sound. Each sound has a unique timbre.

5) Dynamics: Loudness or softness of the sound. Dynamics add emotional intensity. Italian words like forte, pianissimo, and crescendo give musician's clues on how loud a piece should be played or sung.

6) Melody: Is a combination of pitch and rhythm, while more figuratively, the term can include other musical elements such as tonal color. The tune a series of musical tones or pitches falling into a recognizable pattern.

7) Harmony: The concept of combining different sounds to create new and different musical ideas. Harmony encompasses both vertical (frequency space) and horizontal (time space) dimensions, and often overlaps with related musical concepts such as melody, timbre, and form. The blending of tones or sounds played or sung simultaneously to make up chords.[33]

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[33] https://www.phoenixsymphony.org/uploads/Elements%20of%20Music.pdf, accesed 09-05-2023

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about research methods. It consisted of research design and procedure, research settings, data collection technique, data achievement indicator (criteria of success).

A. Research Design

According to Anne Burns, CAR is part of a broad movement that has been going on in education in general for some time. It is linked to the idea of 'reflective practice' and 'teacher as researcher'. CAR involves a reflective, critical and systematic approach to exploring your own teaching context.[34] This research design was Classroom Action Research. (CAR). According to Kemmis and Mc Taggart in Anne Burns, Classroom Action Research (CAR) is a type of classroom research conducted by teachers to address problems or to find answers related to specific issues. Classroom Action Research focuses on the problems faced by students and seeks to find solutions to overcome those issues. This Classroom Action Research (CAR) aims to enhance students' vocabulary through English children's songs using audio-visual media.

Therefore, researchers need to conduct a preliminary study to identify students' problems through observation and interviews with an English teacher. In this research, the researcher collaborate with an English teacher.

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[34] Anne Burns (2010), "Doing Action Research in English Language Teaching", Mc Taggart, R. 7-8 (1988)

Based on the explanation above, this research has decided to implement English songs through audio-visual media as a means to enhance students' vocabulary skills. The teacher applies children's English songs in the teaching process while conducting the research.

In addition, researchers are collaborators or observers who observe the actions and assisting a teacher in conducting classroom action research.

The Classroom Action Research (CAR) uses the Kemmis and McTaggart design, which consists of four phases: planning, action, observation, and reflection.

Figure 3. 1
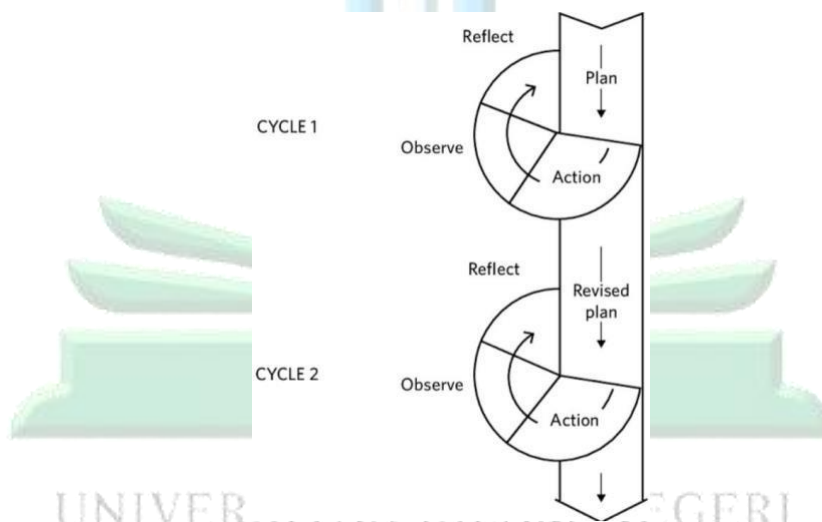**The Model of Classroom Action Research**
Kemmis and MC Taggart in Anne Burns (1988)

1. **Plan**

The steps to address the issues in this research involve the researcher conducting observations, initial interviews with teachers, and administering preliminary tests before implementing the actions. There are several preparations that need to be planned carefully to adapt to the

classroom situation. At this stage, the author collaborates with an English teacher to conduct this research. For details, the plan can be seen as follows:

a. The researcher consulted with the English teacher to select appropriate materials and topics for learning.

b. The researcher and the English teacher decided on materials and topics about basic vocabulary.

c. The researcher suggested using English children's songs as an alternative strategy to improve students' vocabulary skills in English learning in the classroom.

d. The researcher and the English teacher discussed how to implement the learning strategy using English children's songs.

e. The researcher and the English teacher designed a lesson plan.

f. The researcher and the English teacher created teaching materials on basic vocabulary about numbers, family, and body parts.

g. The researcher and the English teacher conducted an evaluation after the lesson.

h. The researcher and the English teacher collaborated to determine assessments that meet the minimum proficiency criteria.

2. **Action**

In this phase, the researcher implements what has been written in the lesson plan in the classroom, the English teacher applies children's song strategies as a method in the teaching process, while the researcher

observes the teaching process. This cycle consists of 3 meetings for the teaching and learning process and 1 meeting for the final test. The researcher observes to see how the teaching and learning process uses children's song strategies by filling out an observation sheet. The researcher collaborated with an English teacher to find a solution to the problem. The steps in implementing the children's song strategy in the teaching and learning process are as follows:

a. The teacher asks the students about their understanding of body part vocabulary.

b. The teacher explains the material about body part vocabulary and provides examples.

c. The teacher provides a song about body part vocabulary through a YouTube video displayed on an audio-visual medium.

d. The teacher explains the meaning of each vocabulary word one by one.

e. The teacher directly demonstrates how to sing a children's song through an audio-visual media on YouTube.

f. The teacher asks the students questions about the meaning of each vocabulary word.

g. The teacher and students sung the children's song together.

h. The researcher and the English teacher observed the class.

i. The researcher and the English teacher took students score.

In the final cycle, the researcher collaborated with the English teacher to conduct a vocabulary test to measure students' vocabulary mastery before and after using the English children's song strategy.

3. **Observe**

At this stage, both researcher and English teachers observed the teaching and learning process focusing on the use of songs for children strategy to improve students' vocabulary in the classroom, as well as students' response and activeness in using songs for children strategy in the teaching and learning process. In addition, the researcher tested the students' vocabulary improvement before and after using the songs for children strategy, the researcher also observed the students' vocabulary improvement by using the post-test results that had met the success criteria.

The collaborator observed the classroom situation including students' activities in singing children's songs, and students' responses during the teaching and learning activities. Researchers can prepare observation sheets, field notes, even video recordings to cover all actions for reflection. With the aim that everything that becomes strengths and weaknesses when taking action can be observed properly. So, the teacher and researcher as collaborators also made some notes during the observation using an observation checklist.

In this study, researcher use two ways of collecting data, namely by observe and test. The following is an explanation of these two methods:

a. Observation

Observation is used to enrich primary data. The observation format is conducted to observe the entire teaching and learning process during the implementation of the action. Observation sheets help researchers obtain information by analyzing the conditions, activities, and responses of students towards the implementation of Classroom Action Research (CAR). Observation sheet will fill out by a researcher. There was 2 types of observation sheets, the first is the teacher observation sheet and the second is the student observation sheet. The researcher will use the teacher observation sheet to observe the teaching and learning process of the teacher using children's English songs as a strategy to improve students' vocabulary mastery in the classroom. The observation sheet is used to determine whether the teacher's teaching and learning process has the same planning and to record it as a revision for the next meeting. Additionally, the researcher also will collect data from the above student observation sheets to observe students' activities and responses to the use of children's song strategies to improve students' vocabulary mastery.

b. Test

Test is data collection instruments will use to measure students' cognitive abilities or the level of mastery of learning materials that have

been taught by the teacher.[35] Furthermore, Afandi provides an explanation of the test, namely "one of the data collection techniques that serves as a measure of the cognitive aspects of mastery of student learning material ".[36] Related to this, researchers will use two types of tests to measure the extent of improvement in students' ability to read, namely pre-test and post-test, further explanation is below:

1) The pre-test is an initial test that is will use to test the delivery of material with the aim of knowing the extent of the ability regarding vocabulary on the material to be taught by the teacher and whether the material has been mastered. In this pre-test, students will get a test in the form of pictures and connect lines to the correct meaning of vocabulary.

2) Post-test is a test after the research action. It is will usr to determine the improvement of students' abilities after giving material using the nursery rhyme strategy. In this post-test, students will get a test in the form of circling the vocabulary that matches the meaning.

    The test technique is conducted because it is use to determine the students' ability in learning vocabulary using English children's songs after the learning is done. So that it can produce scores that are in accordance with the standards of Maximum Completeness Criteria in English subjects.

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[35] Rustiyarso, Dll *"Penelitian Tindakan Kelas"*, 2020

[36] Muhammad Afandi, *"Cara Efektif Menulis Karya Imiah Seting Penelitian Tindakan KelasPendidikan Dasar dan Umum",* 2011.

4. **Reflect**

In this last stage, researcher and English teachers analyze the results of the post-test scores. If in the first cycle, the result score has reached the success criteria of the action, then the researcher stop the research. Conversely, if the score has not reached the success criteria, then the researcher will conduct the next cycle. The research will be stopped if it has reached the success criteria modified by the researcher.

The following is how researchers analyze data:

a. **Data analysis**

This research is based on the results of student observations during learning activities. The students observed were class II students of Muang Chana Kindergarten Thailand, totaling 21 students. In this observation, the researcher used two ways of collecting data, namely qualitative data (observation and interview) and quantitative data (vocab test to find mean score). Then the data is calculated using the calculation as below.

The calculation of this data analysis is as follows:

$$x = \frac{\sum X}{\sum N}$$

Notes :

X : Mean∕Average

$\sum x$: The sum of student's score

$\sum N$: Total students

The results of the data analysis obtained are then compared with the percentage score range table to determine which category the student learning activities fall into.

The percentage score range table is as follows:

Table 3. 1
Student's Percentage

Percentage	Category
81 % -100 %	Excellent
61 % -80 %	Good
41 % - 60 %	Average
1 % - 40 %	Less

Based on the table above, the success criteria for completing the cycle if the student assessment results are at least in the good category.

Based on the learning process, the researcher believes that students' scores in vocabulary learning can improve by using English children's songs to at least meet the success criteria of 80.

This is the formula if it is said to be successful:

$$P = \frac{\sum X}{\sum N}$$

Notes :

P   : Percentage

∑x   : The sum of student's score

∑N   : Total students

Classroom Action Research requires data to support the research. There are several ways that can be used to collect data,

such as observation, interviews, and tests. Data collection techniques in this study were used by researchers to obtain data:

1) Observation

    a) Pre-Observation

        In this observation, students became the object of activity observation. The purpose of this observation is to find out the difficulties that students feel and students' understanding of the material provided. This can be seen from students' attitudes, responses, and behavior.

    b) While-Observation

        Researchers found problems in vocabulary, such as the way students learn through songs. Students prefer to learn through songs, because songs can make students more understanding and interested in the learning process. Therefore, the researcher chose a title related to learning through songs. The researcher used a smart television to display songs through the YouTube application during the English vocabulary lesson. Students enjoyed the lesson, because students felt interested in learning by using the songs played.

2) Interview

        Interview data was used to collect data or information relating to the problems faced by students at Muang Chana Thai

Kindergarten school. The data received by the researcher by conducting a survey to the English teacher and the 2nd grade kindergarten students.

In the first interview, the researcher asked the teacher to obtain information regarding the language problems faced by students in the classroom. This includes students' weaknesses in learning English, students' interest in learning English especially English vocabulary, students' problems in English vocabulary, the results of students' vocabulary scores, and the situation in the classroom during teaching and learning activities.

In the second interview, the researcher asked the students about their feelings during the English teaching and learning activities, the researcher also asked the students what could make the students enthusiastic and interested in learning English and not bored. After that, as a result of the interview, the researcher obtained data from the English teacher and grade 2 kindergarten students about students' vocabulary skills.

b. **Face Validity**

Face Validity is a validity that shows whether the measuring device or research instrument in terms of appearing to measure what you want to measure. This validity refers more to the shape and appearance of the instrument. According to Sekaran, face validity is a test conducted to show that the statement items have the impression of

being able to reveal the research concept to be measured. According to Sekaran, face validity is a test conducted to show that the statement items have the impression of being able to reveal the research concepts to be measured. Face validity in this case aims to measure how suitable the questions that researchers will give to students, whether the questions used can increase student vocabulary. This process is carried out by consulting with expert. In this study, the expert in question is the supervisor who are considered to have the ability to help the face validity process.

c. Research Settings

1) Research Setting

This research setting was conducted at Muang Chana kindergarten school in Thailand. The reason why the researcher chose this school is because one of the English teachers said that "students there have difficulty understanding English vocabulary and are less interested in learning English vocabulary". Therefore, the researcher wanted to improve students' English vocabulary skills. Then, the researcher decided to take the research at Muang Chana Kindergarten Thailand.

2) Time of Research

This Classroom Action Research (PTK) was conducted through two cycles to improve students' English vocabulary through English songs using children's songs strategy.

3) Research Subject

The subjects of this study were 2nd grade kindergarten students consisting of 21 students who had problems in learning English vocabulary. That students who fit the criteria of success are 38% or 8 students and those who do not fit the criteria of success are 62% or 13 students. That is why they need strategies in learning to understand English vocabulary to help them improve their English vocabulary skills.

d. Research Stage

The research stages that the researcher going to be conducted as :

1) Pre-test At this stage, the researcher will conduct an initial test to measure students' English vocabulary skills before being given the treatment. Based on the results of this observation, the researcher can find out the students' difficulties in vocabulary skills.

2) Treatment, an effort to increase students' motivation in relation to vocabulary skills. This stage consists of two cycles:

a) Cycle I

i. Planning, making plans about what is needed and what will be done in the action, and making lesson plans.

ii. Action, implementing singing activities to improve English vocabulary skills through strategy children's songs.

iii. trategy. Observation, taking the situation and conditions that exist during the action based on the observation sheet.

iv. Reflection, analyze to identify and improve the effect of the action to plan the next cycle.

b) Cycle II

i. Planning, identifying problems from action 1 and finding solutions to solve problems.

ii. Action, implementing action program 2

iii. Observation, collecting data on action 2

iv. Reflection, evaluation of action 2

3) Post-test, to determine the score of English vocabulary skills in students after being given treatment.

e. **Criteria of Success**

This class action research is said to be successful if in each cycle of learning activities carried out there are changes marked by an increase in student vocabulary in English subjects with test score indicators. The indicator of success in this study is the increase in student vocabulary from cycle to cycle. This indicator is

characterized by an increase in student vocabulary that reaches the standard level of achievement of child development. In this study, all students must be able to achieve a minimum score of 80 to be considered successful. this study is said to be successful if it reaches 90% (there are 18 students or more who get scores above 80). the success of this study was measured from the post test.
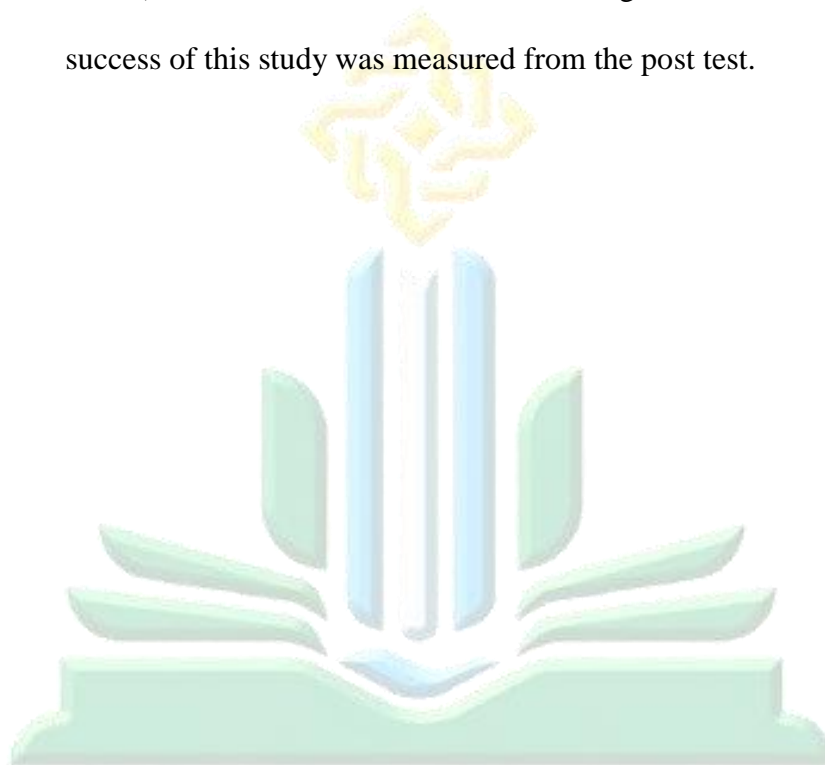
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents two things, research findings and discussions on the result of data analysis. The detail of the research processes was presented bellows:

A. Research Findings

This section presents the results of the Classroom Action Research (PTK). This research used the Kemmis and Mc Tagart model adopted by Anne Burns. The findings obtained during the research were conducted from the beginning to the end of the teaching and learning process. This research was conducted at Muang Chana Kindergarten School, Thailand. This research was conducted in two cycles. The implementation of the cycle consists of four main stages namely plan, action, observe, reflect. This research was conducted in six meetings in two cycles. This research cycle was carried out twice a week, namely on Monday and Monday, 10 June - 8 July 2024. The class consisted of 21 male (8) and female (13) students. In the first cycle the song used was titled "Open, Close/Open Shut Them Song" while in the second cycle using a song titled "Head Shoulders Knees & Toes". The lyrics of both songs are contained in appendix 3. The researcher applied the song to students using audio visual media assisted by body movements at the same time. The findings of the cycle are as follows:

1. **Preliminary Research**

Before embarking on the first cycle of the study, the researchers conducted a comprehensive preliminary investigation to gather detailed information regarding the challenges students face in mastering English vocabulary. This preliminary research stage was crucial to accurately identify and understand the specific difficulties faced by second grade students at Anuban Muang Chana School, Thailand, in mastering English vocabulary. The main purpose of this preliminary research was to diagnose the problems related to students' vocabulary acquisition before implementing the nursery rhyme strategy. The focus of this study was to identify factors that contribute to students' difficulties in learning and remembering English vocabulary. These insights are needed to tailor more effective interventions.

During this preliminary study, the researchers used various methods to gain a comprehensive understanding of students' language proficiency levels and learning challenges. They administered a vocabulary test, which served as a pre-test, conducted classroom observations, and conducted interviews with relevant parties, including teachers and students. The vocabulary pre-test aims to assess students' basic knowledge of English vocabulary and to quantitatively evaluate their current level of vocabulary acquisition. The pre-test results are very important to set a reference point, as they will later be compared with the post-test scores to measure the impact of the nursery rhyme intervention.

In addition, classroom observations were also conducted to gain insight into the students' level of engagement, learning environment and interaction with English vocabulary in the classroom. Interviews provided further qualitative data on the challenges faced by students, as well as teachers' perspectives on students' learning difficulties and needs.

Table 4. 1
Students' Score from English Teacher in Preliminary Research

No	Name of Students'	Students' Score
1.	Thanathorn Niman	50
2.	Chaida Sonthiwong	85
3.	Muhammad Sharif Puteh	80
4.	Atnan Chumchan	60
5.	Thanachart Isaro	85
6.	Kinnaphat Sarikama	70
7.	Hafit	55
8.	Ghunang Ams	80
9.	Naufil Puteh Boy	50
10.	Siriwit Leecharoen	65
11.	Kanish Buhat	85
12.	Boy Jibodin Masaa	80
13.	Chabira Ketau	65
14.	Danin Dusamamo	50
15.	Kawisara Manthati	85
16.	Fareesha Mara	60
17.	Faria Usman	60
18.	Amiya Laosulong	75
19.	Talah Taakut	50
20.	Deanna Dolla	60
21.	Natchanon Manor	80
	TOTAL	**1.430**

Based on the assessment of student success criteria for English subjects at Muang Chana Kindergarten school in Thailand, students are declared to have passed if they get a minimum score of 80 which was carried out on June 10, 2024. It was proven that out of 21 students, there were 8 students passed the minimum score test, while 13 students did not. The total of students' pre-test score was 1.430 and the average of students' score was 68,0. Reviewing the students' pre-test scores, it can be concluded that the ability of second grade students of Thai Muang Chana school in mastering vocabulary is still not good. This can be proven from the average pre-test score which reached 68,0. The percentage of students' pre-test scores who passed the success criteria or scored 80 was 38%, or only 8 students. However, the percentage who did not pass or did not achieve a score of 80 was 62%, or 13 students. In addition, observations were also made to find out the conditions in the classroom during vocabulary learning. On the one hand, interviews were conducted to find out the students' and collaborators' impressions regarding their impressions of the learning process during class. Interviews were conducted prior to implementation. The results of the interviews with English teachers and students are attached in Appendix 2.

From the students' opinions, it shows that students still have difficulties in mastering vocabulary and students also need media that can help their vocabulary skills. The results of the interview with the English teacher also reinforced this data. The teacher did not use the right

learning strategy to improve students' vocabulary. Teachers only use ordinary and uninteresting strategies such as vocabulary guessing in learning vocabulary in the classroom which ultimately makes students feel bored. This can be seen from the results of an interview with one of the second grade English teachers of Muang Chana kindergarten school Thailand which is attached in Appendix 2. It can be concluded that teachers do not provide new learning strategies to improve students' vocabulary skills.

From the data above, it can be result that the vocabulary mastery of second grade students of Muang Chana kindergarten school Thailand are still low and require strategies that can help in vocabulary acquisition to make it more interesting and less boring.. Therefore, the students' pre-test scores did not pass the success criteria. Then, the researcher continued the English learning with an action research at Muang Chana school Thailand to improve the second grade students' vocabulary mastery by applying children' songs strategy in vocabulary learning in cycle 1.

Picture 4. 1
Students do the pre-test

In this phase, the researcher and the English teacher had a discussion and reached an agreement to collaborate in the teaching process. In the discussion, it was agreed that the first meeting would be led by the English teacher, while the second meeting would be guided by the researcher. The reason behind this collaboration was because the English teacher felt that she did not fully understand the strategy that would be implemented in the classroom. Thus, they decided that this collaboration which allow them to work together to implement the strategy more effectively to support students' understanding.

2. **Cycle 1**

In the first cycle, the researcher conducted four main stages consisting of planning (plan), action (action), observation (observe), and reflection (reflect). This cycle included three meetings, where the first two meetings were used for the learning process, and the third meeting was held as a test session to evaluate student achievement. This test was conducted at the end of the first cycle as a measurement of the success of the learning process that had been implemented:

a. **Planning**

At this stage, the researcher and the English teacher discussed the media and strategies used in the learning process. The researcher prepared everything to conduct action research in the second grade of Muang Chana Kindergarten School Thailand for the first cycle. There were several instruments prepared by the

researcher to collect data such as preparing appropriate materials to implement learning. The material has been checked by the teacher or collaborator. In addition, the researcher also prepared learning media, such as audio-visual media in the form of a TV that has been available from the school, and student participation observation sheets. The materials that were suitable and approved by the teacher or collaborator in the first cycle are in Appendix 3.

b. Results of Acting and Observing

At this stage, the English teacher carried out the action in the classroom. Meanwhile, the researcher as a collaborator observed the classroom situation. The teacher conducted several activities in the classroom, including introductory, main, and closing activities.

1) Meeting 1

In the first meeting which was held on Monday, June 9, 2024 at 09.40-10.20 there were several activities carried out by the teacher, such as greeting and checking the students' attendance list. Then, the teacher introduced what body members were and the learning objectives. Next, the teacher conveyed the learning objectives and learning about Argumentative text. The teacher gave an example of body parts vocabulary to students. In the main activities, the teacher conducted several activities, including exploration, and confirmation. In the exploration activity, the teacher involved

students to find information about the topic actively in learning. Then, the teacher facilitated students to interact between students and teachers. After introducing the vocabulary of body parts and examples, the teacher asked questions to students orally related to the material that has been learned. Then, the teacher provides opportunities for students to actively answer these questions.

In the observing stage, the teacher collected data on the implementation of children' songs activities about body part vocabulary to determine students' vocabulary mastery, and during the teaching and learning process, the researcher observed students by giving a check mark on the observation checklist.

The researcher also checked the teacher's field notes during the teaching and learning process, to find out the results of the teaching and learning process in one meeting since, this research is a collaborative classroom action research.

Based on the observation sheet, the researcher saw that the students seemed interested in learning the vocabulary of nursery rhymes about body members. The students seemed to enjoy the learning process more. However, some students still have problems in vocabulary skills. The students did not really understand and had difficulty in recognizing the vocabulary of

body parts. They were very focused when the teacher explained the material, but they were still confused in recognizing new vocabulary because it was still relatively unfamiliar to them. When the teacher asked them to guess vocabulary about body parts that they had recognized before, they were still confused and shy. This was known from the learning process in the classroom. After seeing the field notes, the researcher tried to see the improvement of students' writing ability in the second meeting.

2) **Meeting 2**

The second meeting was held on Friday, June 13, 2024 at 09.40-10.20. At the second meeting, the researcher and collaborator came to the second grade kindergarten class. At this meeting the class was taught by the researcher. The researcher acted as a teacher in the second grade kindergarten class. The researcher conducted several activities in the classroom, the researcher opened the lesson by saying greetings and checking the students' attendance list and asking about the students' conditions.

On that day, there were 2 students who were absent due to illness. Previously, the researcher reviewed and asked students about the last meeting (vocabulary of body parts) to refresh students' memories. The researcher also asked about the

students' feelings when getting the material. Some students told the researcher that they were still confused to recognize body parts. To ensure students' understanding of the vocabulary, the researcher selected and asked students about the vocabulary of body parts. There was 1 student who was brave and confident to answer the question. Then, the researcher asked the questions to the students randomly. Of the 21 students in the class, 2 students could answer the question correctly, and 3 students tried to answer but were still confused and afraid to say the sentence.

At this meeting, the researcher carried out the same action as the lesson plan in the previous meeting, which was about how to mention the vocabulary of body part but at this meeting the researcher would use vocabulary learning with the nursery rhyme strategy through audio visual media.

Some students asked about the nursery rhyme strategy to the researcher. The researcher explained a brief definition of the nursery rhyme strategy. Another student asked about the application of the nursery rhyme strategy in vocabulary learning, and the researcher answered the question by explaining the material to the students.

When the researcher explained about the material of body part vocabulary, the students looked serious and sometimes looked confused, until one of the students raised his

hand *"miss the meaning of head is kepala? (a student was holding his head)". The researcher said: "you are right, head is kepala".*

Picture 4. 2
The teacher introduces the material to the students

After introducing and explaining the material about body parts to the students and asking some questions to them, then the researcher informed them that in the next meeting they would get a writing test matching pictures with their vocabulary. At the end of the class, the researcher asked them to study the material about body part vocabulary and how to use the children' songs strategy. Then, the researcher gave advice to the students, said closing greetings, and left the class.

This classroom teaching action was carried out well by both the English teacher and the researcher. Students also began to pay attention to what material was delivered by the teacher or researcher. They felt interested in the strategy applied in the classroom, but still had a little difficulty in understanding the

meaning of the vocabulary about body parts delivered. They found it difficult to find the meaning one by one. This can be used as evaluation material in reflection with the English teacher at the reflection stage.

Picture 4. 3
The Teacher Tries to Do the Children' Songs Strategy

The results of the checklist participation sheet conducted by the researcher showed a slight increase in student activeness, but there had been no increase in answering questions asked by the teacher or researcher. This was the followed up data for improving the lesson plan in the next cycle.

3) **Post Test 1 Cycle 1**

After researchers conducted cycle 1 which consisted of 2 meetings, researchers conducted a final test (post-test) or writing. The test which was conducted on Tuesday, June 17, 2024 which showed an increase in student scores on the post-test. There were 8 students out of 21 students who passed the

assessment criteria, while 13 students still did not reach a score of 80. The total score of this post-test was 1,525. The average student score was 72,6. The percentage of students who passed the assessment criteria was 38%. While the percentage of students who did not get a score of up to 80 was 62%. It can be concluded that the cycle 1 post test scores have increased from the scores obtained by students from the pre-test scores. However, the scores obtained by students had not met the requirements for the success criteria of this study. Therefore, researchers conducted the next cycle.

The following table is an observation sheet of student participation.

Table 4. 2
Observation Sheet of Student Participation

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when in the class			V		
2.	Students can understand the material given by the teacher			V		
3.	Students can answer the questions that is deliver by the teacher		V			
4.	Students can practice strategy children' songs about body parts				V	
5.	Students can point out the body part by mentioning the vocabulary.		V			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

$P = \frac{}{N} \times 100\%$

$P = \frac{14}{25} \times 100\%$

$P = 56\%$

Picture 4. 4
The students do the post-test 1

From the results of the observation checklist above, it can be concluded that from the observation sheet student participation is categorized as 56%. Students paid attention and were interested in the learning process by using the children' songs strategy, but they still did not understand the meaning of the body part vocabulary and were still confused in matching

pictures with the right vocabulary. The students were still difficult to answer the questions asked by the teacher about the body part vocabulary. So it would further explain and revise the learning plan in the next cycle.

b. **Cycle 1 Reflection**

In conducting this reflection, the researcher used Farrel (2013) reflection for action as the teacher's thoughts about future actions aimed at making improvements or changes to current practices in learning. Reflection in the first cycle by evaluating the teaching and learning process, the results of observations of student scores on post-test 1 that had been carried out in the first cycle. In addition, researchers also reviewed learning by asking students' opinions. Students were asked to provide suggestions for further learning improvement. The English teacher as a collaborator provided some reflections and suggestions for improvement for the next cycle.

3. **Cycle 2**

a. **Planning**

Before the researcher revised the cycle 2 lesson plan, the researcher discussed with the English teacher as the collaborator. Both of them focused on solving the problems and difficulties encountered in cycle 1. This was related to the language used during learning and the vocabulary in using the children' songs strategy. The students had difficulty in matching the pictures with the right

vocabulary. In the first cycle, the researcher used English fully in the teaching and learning process, and many students in the class felt confused and did not understand the material well. Therefore, the researcher and the English teacher used mixed language in cycle 2.

The difference was that the researcher tried to use Malay language with a mixture of English during the teaching and learning process. In this cycle 2, the teacher and the researcher tried to introduce and explain more vocabulary. Then, the researcher would motivate, embrace, and involve the students during the teaching and learning process to make improvements on the post-test 2 for the students to pass the assessment criteria (80) up to 90% of 21 students. Revised lesson plan in appendix 5.

b. Action and Observing in Cycle 2

At this stage, the researcher conducted cycle 2 by using the plan that had been discussed with the English teacher. The researcher and the English teacher conducted the same activities in the classroom, including introductory, main, and closing activities. In particular, the researcher and the English teacher still used the children' songs strategy by introducing vocabulary and explaining further about how to implement the children' songs strategy. In this cycle 2, the researcher used two different topics, and data was also collected through observation of the students' participation checklist and writing post-test2.

1) **Results of Cycle 2 meeting 1**

In this cycle 2 meeting 1, the researcher conducted the same activities as in cycle 1. In this cycle the researcher and the English teacher also discussed with the students about their difficulties when guessing vocabulary about body parts in post-test 1. Most of the students enthusiastically listened and followed the instructions given by the researcher and the English teacher in the classroom. The meeting held on Friday, June 20, 2024 showed an increase in students' participation during the learning process.

In cycle 2 meeting 1, students began to pay more attention to the explanation from the teacher, even some of them could answer some questions from the teacher. So far, the learning in the classroom at this meeting felt better because of the revised plan that had been discussed with the English teacher.

2) **Results of Cycle 2 meeting 2**

In this cycle 2 meeting 2, researchers also carried out the same activities as meeting 1, which focused on improving students' vocabulary skills about body parts using the children' songs strategy, and understanding how to guess a vocabulary about body parts with the children' songs strategy. The classroom situation was still the same as the first meeting in this

cycle 2. The students were noisier because they felt comfortable with the researcher's teaching method. This meeting was held on Tuesday, June 25, 2024. The topic discussed at meeting 2 was about how to use the children' songs strategy. In addition, the researcher also tried to ask questions about the body parts vocabulary and repeated the vocabulary so that students would remember more about body parts. The students also gave feedback after they were given questions by the researcher. For the observation results of meetings 1-2 of cycle 2 are contained in appendix 7.

Table 4. 3
Observation Sheet of Students Participation

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when in the class				V	
2.	Students can read the material that is given by the teacher				V	
3.	Students can answer the questions that is deliver by the teacher			V		
4.	Students can practice strategy children' songs about body parts				V	
5.	Students can point out the body part by mentioning the vocabulary.			V		

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{18}{25} \times 100\%$$

$$P = 72\%$$

Picture 4. 5
Picture of teacher explaining to students

From the results of the observation checklist of student participation that had been carried out by researchers, showed 72% participation. There was an increase from the observation sheet in the previous cycle; from 56% in the first cycle, and an increase of 72% in the second cycle. It can be concluded that student participation in learning by using the children' songs strategy was improve.

3) **The Result of Post-test Cycle 2**

After researchers carried out cycle 2 which consisted of two meetings, researchers also evaluated and measured the value of the second reading post-test. The test was conducted on Friday, June 28, 2024. The results showed an increase in student

scores on the second post-test. There were 19 students who scored up to 80 or passed the assessment criteria, but there were 2 students who still did not reach the assessment criteria. The total score of the second post-test was 1,705 and the average student score was 79. The percentage of students who passed the assessment criteria was 92%. It can be concluded that there was an increase after using the children' songs strategy in cycle 2 compared to cycle 1. Therefore, it can be concluded that the research has reached the success criteria of 90%.

Picture 4. 6
The students do the post test

c. **Reflection of Cycle 2**

In conducting this reflection, the researcher used reflection for action is defined as the teacher's thoughts about future actions aimed at making improvements or changes to current practices in

learning.[37] Reflection in the first cycle is evaluate the teaching and learning process, the results of observing student scores on post-test 1 that had been carried out in the first cycle. In addition, researchers also reviewed learning by asking students' opinions. Students were asked to provide suggestions for further learning improvement. The English teacher as a collaborator provided some reflections and suggestions for improvement for the research.

B. Discussion of The Research

In the discussion, the researcher will discuss the formulation of the research problem, namely "How is the application of audio-visual media through children's songs to improve students' vocabulary skills at Muang Chana Kindergarten, Thailand?". To find out the answer to the formulation of the research problem, the researcher conducted a classroom action research consisting of a pre-test. The pre-test was conducted before the application of the children's song strategy, then the researcher continued the application of the children's song strategy in cycle 1 and gave a post-test to students. The researcher will continue to cycle 2 if the results of cycle 1 have not reached the success criteria. Based on data analysis, after the application of the children's song strategy to grade 2 kindergarten students at Muang Chana Kindergarten, there was an increase in students' English vocabulary skills. This increase can be seen in the student's score table. Based on the results after the application of the children's song strategy, there was a significant

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[37] Farrell, T. S. C. *"Reflective Practice in ELT Classroom"*, p. 6(2). The European Journal of Applied Linguistic and TEFL. 2013.

increase in students' vocabulary skills. Before applying the children's song strategy, students were not yet able to understand vocabulary well. We can see the increase in vocabulary from the average score of the pre-test the average score of students is 68.0 then there is a slight increase found in the post-test cycle 1 the average score of students is 72.6 the researcher decided to continue to cycle 2 to be satisfied with the results, and the average score is 79.0. The ability of students to understand vocabulary through children's songs using audio-visual media in Muang Chana Kindergarten Thailand is very low before using the children's song strategy. There are 2 students who are in the bad category, 19 students in the sufficient category. The average pre-test score is 68.0. This means that students should get more practice and tests to improve their English vocabulary skills. In cycle 1 after implementing the children's song strategy they achieved a slight increase, the average score of cycle 1 was 72.6. There are 13 students in the bad category, 8 students in the good category. It is proven that after the implementation of the children's song strategy, students' vocabulary skills have improved. However, the increase in cycle 1 could not reach the success criteria. The researcher continued to cycle 2. The average score of cycle 2 was 79.0. There were 2 students who were still in the bad category, 19 students in the good category. This means that their vocabulary skills have increased rapidly since using the children's song strategy to improve their English vocabulary skills. The use of children's song strategy in Muang Chana Kindergarten School, Thailand can improve students' vocabulary skills.

Based on the results of observations, it shows an increase in students' vocabulary in using the children's song strategy. From the data obtained, the researcher concluded that students understand and comprehend vocabulary more during the learning process in class, students can answer teacher questions, students try to ask questions to clarify understanding, students feel enthusiastic in doing assignments, and students give good attitudes and responses during the teaching and learning process. Students become more interested in learning English by using the children's song strategy through audio-visual media, this makes them understand the material better. This means that students' vocabulary skills can be improved by using the children's song strategy through audio-visual media.

This study supports previous research conducted by Farah Malikaz Zumala (2023) as an English student at the Kiai Haji Achmad Siddiq State Islamic University of Jember, Aira Septi Anggaira (2022) as an English student at the State Institute for Islamic of Metro. Both studies state that using the children's song strategy is an effective activity strategy in improving students' vocabulary skills because songs really help students improve their English vocabulary skills. By using children's song strategies through audio-visual media, students can improve their vocabulary easily so that they can understand vocabulary that is appropriate to their material.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the study, it can be concluded that improving vocabulary skills by using children's song strategies through audio-visual media is carried out in two cycles consisting of planning, implementation, observation and evaluation. This answers the research problems in chapter 1. The pre-test results showed that the average score was 68.0 which means that students' vocabulary skills were low. In cycle 1 the average score was 72.6 there was an increase in students' vocabulary skills. However, in cycle 1 it still did not reach the success criteria. The researcher continued to cycle 2 with an average score of 79.0 and students who scored > 80 were 90% which means that the success criteria had been achieved in cycle 2. The results of the observation showed that after implementing the children's song strategy from cycle 1 to cycle 2 students were more interested in learning English, students could answer teacher questions, students tried to ask questions to clarify understanding, students gave good attitudes and responses during the teaching and learning process. Students are more effective in learning English by using children's song strategies, this makes them understand the material better. As a result, the use of children's song strategies is effective in improving students' English vocabulary skills at Muang Chana Kindergarten School, Thailand. In addition, using children's song strategies through audio-visual media can motivate students to understand English vocabulary well.

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B. Suggestions

After conducting this study, the researcher offers some recommendations that can be suggested to English teachers and future researchers.

1. For English Teachers

English teachers can use the children' songs strategy as one of the strategies to improve students' vocabulary skills and be more interested in vocabulary skills especially about body parts. The children' songs strategy helps students to enrich their knowledge through singing, improve students' vocabulary about body parts and make students interested in learning vocabulary during class.

2. For Students

Students are encouraged to actively participate in vocabulary classes especially about body parts by using the children' songs strategy during the teaching and learning process. The children' songs strategy can help improve students' vocabulary skills about body parts.

3. For Further Researchers

For future researchers and English teachers who have the same problem when teaching English vocabulary, the researcher recommends using the children' songs strategy as a strategy to improve students' vocabulary skills about body parts. The researcher hopes that this study can be used as a reference to conduct better English teaching and learning strategies.

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APPENDICES

Appendix 1 Research Matrix

Research Matrix

Name : Nafi'atul Mukhtaroh
NIM : 214101060006
Class : TBI 3

Title	Variable	Indicators	Source of Data	Research Method	Research Problem
The implementation of audio visual media through children's songs to increase students' vocabulary mastery at Muang Chana kindergarten School , Thailand	1. Vocabulary mastery 2. Children's songs in audio visual media	1. Verb 2. Noun 3. Adjective 1. Early musical reactions : - Toodlers	Respondent : 1. The students of second class Muang Chana kindergarten School , Thailand 2. English teacher	Research Design CAR with cycle: 　1. Planning 　2. Acting 　3. Observing 　4. Reflecting $P = \dfrac{F}{N} \times 100\%$ P : the percentage of the student vocabulary mastery F : The total number of the students who pass the standard score N : The total number of the students	b. How is the implementation of audio visual media through children's songs able to increase sudents' vocabulary mastery at Muang Chana kindergarten School, Thailand?

Appendix 2 Authenticity Statement Of Writing

AUTHENTICITY STATEMENT OF WRITING

The under signed below

Name   : Nafi'atul Mukhtaroh

NIM   : 214101060006

Study program   : English Education Department

Institution   : State Islamic University Of Kiai Haji Achmad Siddiq Jember

Place and date of birth: Banyuwangi, October 8, 2003

Address   : RT 01 RW 02, Silirbaru, Sumberagung, Pesanggaran, Banyuwangi

Here by declares that the Analysis of the thesis entitled: "The Implementation Of Audio Visual Media Through Children's Songs To Increase Students' Vocabulary Mastery At Muang Chana Kindergarten School Thailand" is the result of my Analysis, except in part of refered by theory, sources, and data. I take references from experts.

Jember, April 30, 2025

Stated by:

Nafi'atul Mukhtaroh
NIM. 214101060006

Appendix 3 Interview

INTERVIEW

A. Interview questions for the teacher

No	Questions	Answer
1.	How many times is English taught in a week?	This school teaches English twice a week.
2.	How many hours are allocated for learning in one meeting?	The time allocation is 2x40 minutes per meeting.
3.	What curriculum is used in this school (Muang Chana Kindergarten)	This school uses the 2017 Early Childhood Education Curriculum.
4.	What problems are faced by students	Students often encounter problems. 1. Confusing spelling 2. Feeling afraid and embarrassed to speak English.
5.	How do you teach vocabulary in class?	Teaching vocabulary according to the learning unit. It is vocabulary used in daily life, not complicated, will be taught using flashcards with illustrations and explanations and read to students. and have students read along and emphasize the original vocabulary Play a song or make up a song about the word. Make it easier for students to remember.
6.	Of all the classes, which class has the most problems in terms of understanding vocabulary?	Among the available classes, the class that has problems in understanding vocabulary is Kindergarten 2.2 because they have a shorter attention span than children in other classes. After a while, they will become uninterested in learning and will play as they please.

No	Questions	Answer
7.	Are there students in one class who are not interested in learning to understand vocabulary?	Some students are not interested in learning vocabulary.
8.	How do you solve the problem?	Solve the problem by playing various games such as word and picture matching games, guessing games, etc. and use songs to teach. and use visual media in teaching.
9.	Have you ever used the children'songs strategy as your strategy in teaching vocabulary?	I have tried using children's song strategies.
10.	What is the minimum standard score for vocabulary test scores?	The minimum standard score for the vocabulary test is 80.
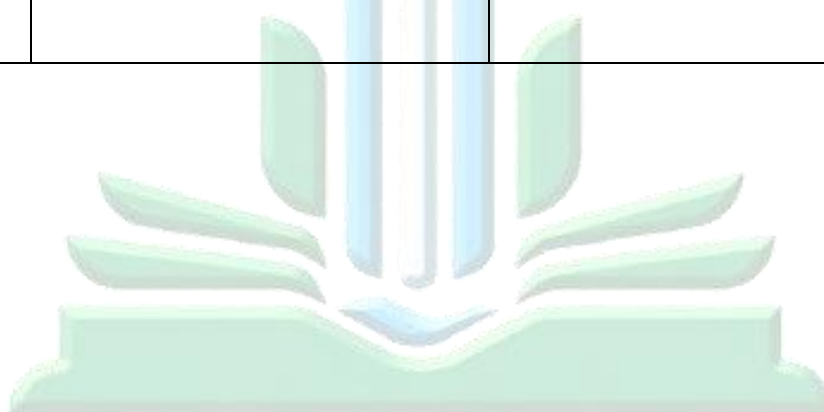
Appendix 4 Profile Of School

PROFILE OF SCHOOL

1. Profile of Muang Chana Kindergarten School Thailand

Muang Chana Kindergarten School Thailand was located at Ban Leng, No. 84, No 2, Ban Na District, Chana District, Chang Wang Songkhla Thailand 90130. The principal of the school is Dr. Samnao Raktong. Muang Chana Kindergarten School Thailand is a public-based school and prioritizes the health of its students.

Table 4.1
Profile of Muang Chana Kindergarten School Thailand

School Name	:	Muang Chana School
Foundation	:	Royal School
NPSN	:	20580279
Educational Level	:	Kindergarten School
School Statuses	:	Royal
School Address	:	Ban Leng, N0. 84, No 2 Tambun, Ban Na District, Chana District, Chang Wang Songkhla Thailand, 90130
Telephone	:	074 207 101
Facebook	:	โรงเรียนอนุบาลเมืองจะนะ/Muang Chana Kindegarten School
Expertise Program	:	four languages : English, Chinese, Thai, Malay

2. Vision and Mission of Muang Chana Kindergarten School Thailand

a. Vision : Students who are intelligent, interested in learning, and have noble character

b. Mission : Identity, outstanding development, emphasis on quality, academic excellence

3. Featured Program (Extracurricular Activities)

Self-development:

a. This school has extracurricular dancing that can train students to be more confident.

b. Singing is an extracurricular activity that has many benefits, ranging from higher self-confidence, testing speaking skills, and being good at carrying an atmosphere.

c. Extracurricular drawing is one of the school activities that is very popular with students.

d. Coloring is also one of the most popular extracurricular activities at school.

e. Lunch together is an activity carried out in the middle of the first and second lessons.

f. Napping together is done after the lunch activity is done.

4. Facilities and Infrastructures

Facilities :

a. The school has 6 televisions, each television is placed in each class, namely classes 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2.

b. The school also has 4 computers located in the teacher's office.

c. 250 tables and 250 chairs that are age-appropriate, with 40 pairs of tables and chairs in each class.

d. 6 cabinets located in each class and 2 cabinets located in the office.

e. 250 folding mattresses which each class is provided with 40 pieces.

f. Then there are 6 blackboards in each class.

g. Providing 100 kinds of educational game tools, of which each class has 15 pieces of game tools, and 5 more are in the office because they are the size of the game.

h. Provided 300 illustrated reading books with 50 books in each class.

Infrastructure:

a. Toy corner located in the front yard of the school

b. Book corner located in each classroom

c. There are 16 bathrooms in the school

d. One kitchen located on the right side of the school

e. There are 6 classes in the school

f. There is 1 administration office located in the center hall of the school

g. A large open field in front of the school 5. Teachers and Staff Profile

Table 4.2
Teachers and Staff Profile

No	Name	Main Duties
1.	Dr. Samnao Raktong	Headmaster
2.	Viparat Pratap	Vice Head of Curriculum
3.	Abeedoh Longmad	Vice Head of Students Affairs
4.	Walliyakon Pakbara	Facilities and Infrastuctures
5.	Tonan Usain	Administration 1
6.	Areerat Kaewrit	Administration 2
7.	Anijit Ketua	Public Relations
8.	Noeka Wanhai	School Committee

No	Name	Main Duties
9.	Saerah Yusohsaman	Counseling Guidance
10.	Meeba Sisia	Vice Class 1.1 Kindergarten
11.	Hafsoh Kama	Vice Class 1.2 Kindergarten
12.	Muminah Seethem	Vice Class 2.1 Kindergarten
13.	Sareenah Mahsoh	Vice Class 2.2 Kindergarten
14.	Nureeyah Leesan	Vice Class 3.1 Kindergarten
15.	Sainab Ausen	Vice Class 3.2 Kindergarten

6. Students and Number of Class in Maung Chana Kindergarten School Thailand

Table 4.3
Number of students

a. Number of Classes

No	Class	Male	Female	Total
1.	1.1	8	13	21
2.	1.2	6	14	20
3.	2.1	8	14	22
4.	2.2	8	13	21
5.	3.1	5	14	19
6.	3.2	10	14	24

b. Number of Level

Class	Male	Female	Total
1	14	27	41
2	16	27	43
3	15	28	43
Total	45	82	127

Appendix 5 Lesson Plan

LESSON PLAN

Cycle 1

Name	: Muang Chana	Text Type	: Body Part
School	Kindergarten		Vocabulary
Subject	: English	Element	: Vocabulary
Grade/ Semester	: 2 / 1	Time Allocation	: 2 X 40 Minutes

A. Tujuan Pembelajaran

Pertemuan Pertama

1. Siswa dapat mengidentifikasi dan menyebutkan bagian-bagian tubuh dasar dalam bahasa Inggris.

2. Siswa dapat merespon instruksi sederhana yang berhubungan dengan bagian tubuh.

3. Siswa dapat berpartisipasi dalam lagu dan kegiatan interaktif untuk memperkuat pembelajaran.

B. Bahan-bahan yang Dibutuhkan

1. Media audio visual berupa TV dengan gambar anggota tubuh dan kata-kata

2. Lagu "Open, Close/Open Shut Them Song"

3. Lembar kerja siswa

C. Lesson Structure

1. **Warm-Up (5 minutes)**

   a. Greeting: "Good morning, class!"

   b. Simple question: "How are you today?"

   c. Singing a short welcome song

   d. Introducing the topic by pointing to body parts and asking in Thai:

   "นี่คืออะไร?" (What is this?) and introducing the English term.

2. **Presentation (10 minutes)**

   a. Show a children's songs through audio visual media about body

   parts while saying their names.

   b. Repeating words together (choral repetition).

   c. Then ask the students to point to their body part and say its name.

3. **Production (5 minutes)**

   a. Worksheet with body parts labeled.

   b. Each student works on the worksheet by matching the pictures of

   body parts and matching the vocabulary.

4. **Wrap-Up (5 minutes)**

   1. Review the parts of the body using children's songs.

   2. Saying a parting sentence.

   3. Provide positive reinforcement "Point and name three body parts

   before going home."

D. Assessment

   1. Observation during the activity

   2. Participation in children's songs

   3. Accuracy in naming and identifying body parts

   4. Completion of worksheet matching body parts with appropriate vocabulary
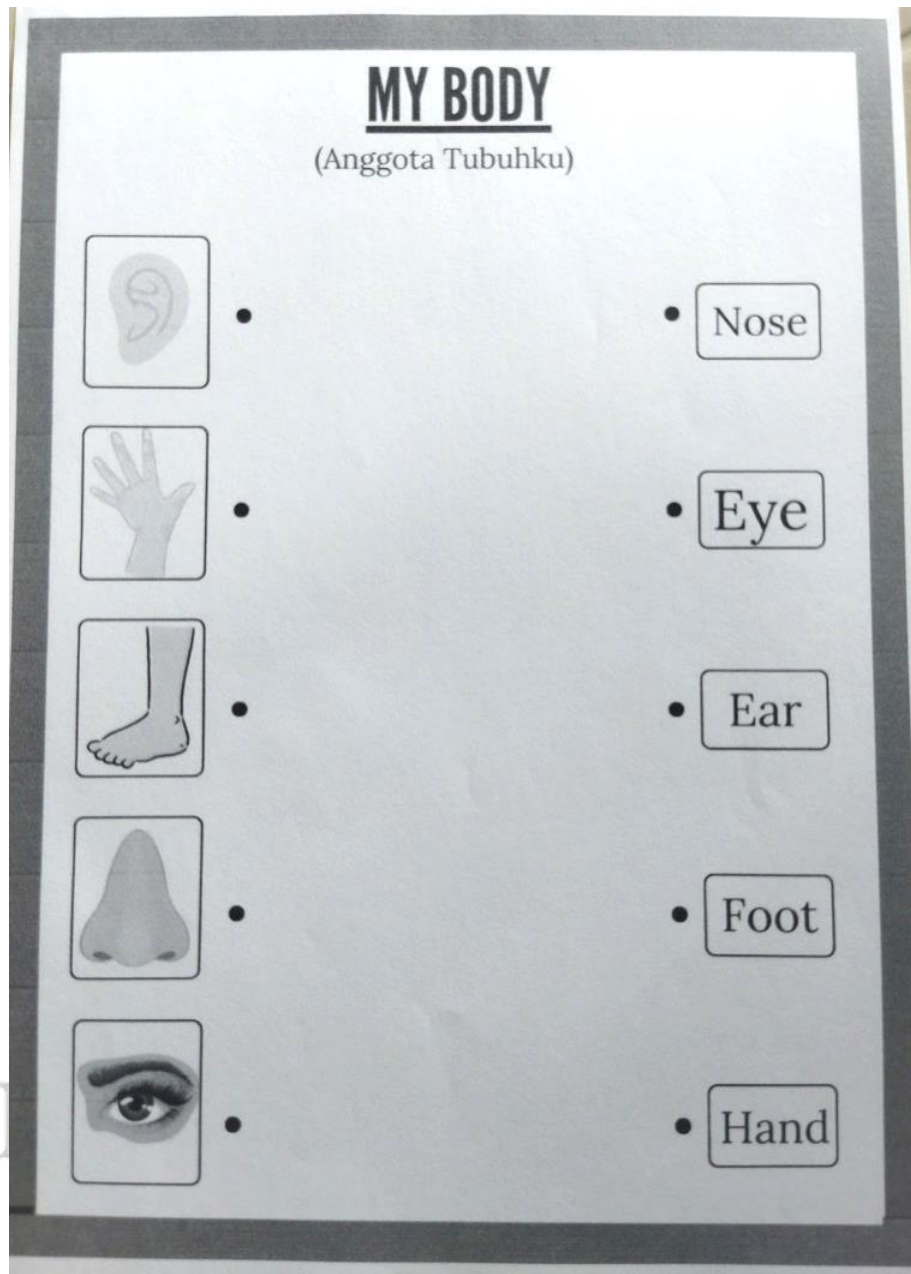
LESSON PLAN

Cycle 2

Name	: Muang Chana	Text Type	: Body Part
School	Kindergarten		Vocabulary
Subject	: English	Element	: Vocabulary
Grade/	: 2 / 1	Time	: 2 X 40 Minutes
Semester		Allocation	

A. Tujuan Pembelajaran

Pertemuan Pertama

1. Siswa dapat mengidentifikasi dan menyebutkan bagian-bagian tubuh dasar dalam bahasa Inggris.

2. Siswa dapat merespon instruksi sederhana yang berhubungan dengan bagian tubuh.

3. Siswa dapat berpartisipasi dalam lagu dan kegiatan interaktif untuk memperkuat pembelajaran.

B. Bahan-bahan yang Dibutuhkan

1. Media audio visual berupa TV dengan gambar anggota tubuh dan kata-kata

2. Lagu "Head, Shoulders, Knees and Toes"

3. Lembar kerja siswa

C. Lesson Structure

1. Warm-Up (5 minutes)

a. Greeting: "Good morning, class!"

b. Simple question: "How are you today?"

c. Singing a short welcome song

d. Introduce the topic by pointing to body parts using a mixture of Malay, Thai and English, then ask in Thai, Malay or English: "What is this?" and introduce the term in English.

2. Presentation (10 minutes)

1. Show a children's songs through audio visual media about body parts while saying their names.

2. Repeating words together (choral repetition).

3. Then ask the students to point to their body part and say its name.

4. Production (5 minutes)

1. Worksheet with body parts labeled.

2. Each student works on the worksheet by matching the pictures of body parts and matching the vocabulary.

5. Wrap-Up (5 minutes)

1. Review the parts of the body using children's songs.

2. Saying a parting sentence.

3. Provide positive reinforcement "Point and name three body parts before going home."

D. Assessment

1. Observation during the activity

2. Participation in children's songs

3. Accuracy in naming and identifying body parts

4. Completion of worksheet matching body parts with appropriate vocabulary

Appendix 6 Test Instruments

TEST INSTRUMENTS

Pre- Test
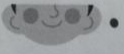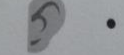
Post-Test Cycle 1

Post-Test Cycle 2

Appendix 7 Cycle Meeting

CYCLE 1 MEETING 1

Observation Students's Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class		V			
2.	Students can read the material that is given by the teacher			V		
3.	Students can answer the questions that is deliver by the teacher		V			
4.	Students can find the difficult word in the text				V	
5.	Students can write short example of Argumentative text		V			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{13}{25} \times 100\%$$

$$P = 52\%$$

CYCLE 1 MEETING 2

Observation Students's Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class			V		
2.	Students can read the material that is given by the teacher				V	
3.	Students can answer the questions that is deliver by the teacher		V			
4.	Students can find the difficult word in the text				V	
5.	Students can write short example of Argumentative text		V			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

$$P = \frac{E}{N} \times 100\%$$

$$P = \frac{15}{25} \times 100\%$$

$$P = 60\%$$

CYCLE 2 MEETING 1

Observation Students's Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class			V		
2.	Students can read the material that is given by the teacher				V	
3.	Students can answer the questions that is deliver by the teacher		V			
4.	Students can find the difficult word in the text				V	
5.	Students can write short example of Argumentative text		V			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{15}{25} \times 100\%$$

$$P = 60\%$$

CYCLE 2 MEETING 2

Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class			V		
2.	Students can read the material that is given by the teacher			V		
3.	Students can answer the questions that is deliver by the teacher				V	
4.	Students can find the difficult word in the text				V	
5.	Students can write short example of Argumentative text		V			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{16}{25} \times 100\%$$

$$P = 64\%$$

Appendix 8 Students' Score

STUDENTS' SCORE

No	Name of Students'	Pre-test	Post-test 1	Post-test 2
1.	Thanathorn Niman	50	70	85
2.	Chaida Sonthiwong	85	85	90
3.	Muhammad Sharif Puteh	80	80	90
4.	Atnan Chumchan	60	65	75
5.	Thanachart Isaro	85	80	85
6.	Kinnaphat Sarikama	70	75	85
7.	Hafit	55	60	75
8.	Ghunang Ams	80	85	90
9.	Naufil Puteh Boy	50	70	80
10.	Siriwit Leecharoen	65	75	80
11.	Kanish Buhat	85	85	90
12.	Boy Jibodin Masaa	80	80	90
13.	Chabira Ketau	65	70	85
14.	Danin Dusamamo	50	75	80
15.	Kawisara Manthati	85	80	80
16.	Fareesha Mara	60	70	90
17.	Faria Usman	60	75	90
18.	Amiya Laosulong	75	70	85
19.	Talah Taakut	50	70	80
20.	Deanna Dolla	60	75	80
21.	Natchanon Manor	80	85	90
	Total			
	Mean			
	Percentage			

Appendix 9 Documentation

DOCUMENTATION

Picture 1. Interview

This picture is when the researcher conducted an interview with an English

teacher online.

Picture 2. Post test

In this picture, the researcher conducted a pre-test on students as a means of

measuring students' initial vocabulary abilities.

Picture 3. Cycle 1 Meeting 1

In this picture, the researcher held an initial meeting in class by providing material

about vocabulary for body parts.

Picture 4. Teacher Explains about Childrens' Songs Strategy

In this picture, the teacher explains a learning strategy that uses children's songs as

a more enjoyable learning tool.

Picture 5. Students Try to Practice Using Childrens' Songs

In this picture, students are practicing learning strategies using children's songs in the classroom.

Picture 6. Cycle 1 Meeting 2

The researcher held a second meeting in class by providing the same material as the first meeting but at a different level.

Picture 7. Post test Cycle 1

In this picture, the teacher is conducting the first post-test to measure the students'

level of understanding of the vocabulary material that was previously given.

Cycle 2 Meeting 1

In this picture, students receive more material after doing the first post-test

yesterday.

Cycle 2 Meeting 2

In this picture, students receive more material after receiving material from the

teacher at yesterday's meeting.

Post test Cycle 2

In this picture, students are doing the second post-test after receiving some of the

material that the teacher has taught.

Appendix 10 Research Journal

RESEARCH JOURNAL

RESEARCH JOURNAL

Name	: Nafi'atul Mukhtaroh
NIM	: 214101060006
Title	: The Implementation of Audio Visual Media Through Childrens' Songs to Increase Students' Vocabulary Mastery at Muang Chana Kindergarten School Thailand
Location	: Muang Chana Kindergarten School Thailand

No	Day/Date	Activity	Paraf
1.	Wednesday , 5th of June 2024	The researcher asked permission to conduct an research	
2.	Friday , 7th of June 2024	The researcher observe the classroom activity at second class of Muang Chana kindergarten school, Thailand about lesson plan with the English teacher	
3.	Monday , 10th of June 2024	The researcher applies the action (pre-test and first meeting) cycle 1	
4.	Thursday ,13th of June 2024	The researcher applies the action (second meeting) cycle 2	
5.	Monday,17th of June 2024	The researcher gives a test to students (post-test 1)	

6.	Thursday , 20th June of 2024	The researcher applies the action (first meeting) cycle 2	
7.	Monday, 24th June of 2024	The researcher applies the action (second meeting) cycle 2	
8.	Thursday, 27th June of 2024	The researcher gives a test to students (post-test 2)	
9.	Monday, 8th July of 2024	The researcher asking for a letter of research finishing	

Direktur Muang Chana Kindergarten School, Thailand

Dr. Saranao Raktong

Appendix 11 Research Letters

RESEARCH LETTERS

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli, Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor:B-9513/In.20/3.a/PP.009/07/2024
Sifat   :Biasa
Perihal:**Permohonan Ijin Penelitian**

Yth. Kepala Anuban Muang Chana Thailand
Ban Leng, No. 84, No 2, Ban Na District, Chana District, Chang Wang Songkhla Thailand
90130.

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

NIM	:	214101060006
Nama	:	NAFI'ATUL MUKHTAROH
Semester	:	Semester tujuh
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai; THE IMPLEMENTATION OF
AUDIO VISUAL MEDIA THROUGH CHILDREN'S SONGS TO INCREASE
STUDENTS' VOCABULARY MASTERY AT MUANG CHANA KINDERGARTEN
SCHOOL THAILAND.; selama 30 (tiga puluh) hari di lingkungan lembaga
wewenang Bapak/Ibu Dr. Samnao Raktong.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember,03 Juni 2024
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

สารประชาสัมพันธ์
โรงเรียนอนุบาลเมืองจะนะ
อำเภอจะนะ จังหวัดสงขลา
ANUBAI MUANG CHANA SCHOOL

30 พฤษภาคม 2567

ยินดีตอนรับนักศึกษาแลกเปลี่ยนฝึกประสบการณ์

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Dr. Samnao Raktong

Jabatan : Direktur Anuban Muang Chana Thailand

Dengan ini menerangkan :

Nama : Nafi'atul Mukhtaroh

NIM : 214101060006

Jurusan : Tadris Bahasa Inggris

Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Berdasarkan surat dari fakultas tarbiyah dan ilmu keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, tanggal 5 Juni 2024 yang bersangkutan telah melaksanakan penelitian di Anuban Muang Chana Thailand. dengan judul " The Implementation of Audio Visual Media through Children's Songs to Increase Students' Vocabulary Mastery at Muang Chana Kindergarten School Thailand"selama 30 hari mulai hari senin, 5 Juni 2024 sampai dengan 8 Juli 2024.

Thailand, 08 Juli 2024

Direktur Anuban Muang Chana Thailand

Dr. Samnao Raktong

โรงเรียนอนุบาลเมืองจะนะ นำโดยผู้อำนวยการพร้อมด้วยคณะครูและบุคลากร
ให้การต้อนรับนักศึกษาจากประเทศอินโดนีเซียฝึกประสบการณ์ในสถานศึกษา
เพื่อให้นักศึกษาได้รับความรู้ที่จะนำไปพัฒนาตนเองและบรรลุวัตถุประสงค์
ตามระยะเวลาที่กำหนดในการออกฝึกประสบการณ์

โรงเรียนอนุบาลเมืองจะนะ โรงเรียนแห่งความสุข
งานประชาสัมพันธ์ โรงเรียนอนุบาลเมืองจะนะ
บ้านเลขที่ 84 ม.2 ตำบลบ้านนา อำเภอจะนะ จังหวัดสงขลา 90130
โรงเรียนอนุบาลเมืองจะนะ

Appendix 12 Plagiarism Letters

PLAGIARISM LETTERS

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 PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	:	Nafi'atul Mukhtaroh
NIM	:	214101020006
Program Studi	:	Tadris Bahasa Inggris
Judul Karya Ilmiah	:	The Implementation of Audio Visual Media through Children's Songs to Increase Students' Vocabulary Mastery at Muang Chana Kindergarten School Thailand.

Telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 22%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

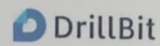|	
BAB I	= 23 %
BAB II	= 25 %
BAB III	= 24%
BAB IV	= 29%
BAB V	= 9 %

Jember, 16 April 2025
Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S. Sos. I., M. Pd.)
NIP. 198308112023212019

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23	19	B	A-Satisfactory (0-10%) B-Upgrade (11-40%) C-Poor (41-60%) D-Unacceptable (61-100%)
SIMILARITY %	MATCHED SOURCES	GRADE	

LOCATION	MATCHED DOMAIN	%	SOURCE TYPE
1	digilib.uinkhas.ac.id	5	Publication
2	digilib.uinkhas.ac.id	3	Publication
3	repository.unbari.ac.id	2	Publication
4	jurnal.upmk.ac.id	1	Internet Data
5	ejurnal.unima.ac.id	1	Publication
6	bircu-journal.com	1	Publication
7	www.atlantis-press.com	1	Publication
8	digilib.uinkhas.ac.id	1	Internet Data
9	bcischool.sch.id	1	Internet Data
10	al-kindipublisher.com	1	Publication
11	e-journal.sari-mutiara.ac.id	1	Publication
12	ejournal.uin-malang.ac.id	1	Publication
14	media.unpad.ac.id	1	Publication
15	journal.unpak.ac.id	1	Publication

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25	**31**	**B**	A-Satisfactory (0-10%)
SIMILARITY %	MATCHED SOURCES	GRADE	B-Upgrade (11-40%)
			C-Poor (41-60%)
			D-Unacceptable (61-100%)

LOCATION	MATCHED DOMAIN	%	SOURCE TYPE
1	digilib.uinkhas.ac.id	7	Publication
2	digilib.uinkhas.ac.id	4	Publication
3	tnou.ac.in	2	Publication
4	eprints.ums.ac.id	1	Publication
5	bio-conferences.org	1	Publication
6	repository.urecol.org	1	Publication
7	lib.unnes.ac.id	1	Publication
8	digilib.uinkhas.ac.id	1	Internet Data
9	digilib.uinkhas.ac.id	1	Publication
10	eprints.ums.ac.id	1	Publication
11	digilib.uinkhas.ac.id	1	Internet Data
12	obsesi.or.id	1	Publication
13	scholar.ufs.ac.za	1	Publication
14	repository.radenintan.ac.id	<1	Publication

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29	**36**	**B**	A-Satisfactory (0-10%) B-Upgrade (11-40%) C-Poor (41-60%) D-Unacceptable (61-100%)
SIMILARITY %	MATCHED SOURCES	GRADE	

LOCATION	MATCHED DOMAIN	%	SOURCE TYPE
1	digilib.uinkhas.ac.id	14	Publication
2	digilib.uinkhas.ac.id	3	Publication
3	digilib.uinkhas.ac.id	2	Publication
4	digilib.uinkhas.ac.id	2	Publication
5	edukatif.org	1	Publication
6	jos.unsoed.ac.id	<1	Publication
7	dspace.ewha.ac.kr	<1	Internet Data
8	Participation in Peer-Led Supplemental Instruction Groups, Academic P, by Paabo, Monica V. B- 2019	<1	Publication
9	journal.unnes.ac.id	<1	Publication
10	ejurnal-stitpringsewu.ac.id	<1	Publication
11	austlii.edu.au	<1	Internet Data
12	jurnal.ibik.ac.id	<1	Internet Data
13	adoc.pub	<1	Internet Data
14	frontiersin.org	<1	Internet Data

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			A-Satisfactory (0-10%)
			B-Upgrade (11-40%)
9	**4**	**A**	C-Poor (41-60%)
			D-Unacceptable (61-100%)
SIMILARITY %	MATCHED SOURCES	GRADE	

LOCATION	MATCHED DOMAIN	%	SOURCE TYPE
1	ssbfnet.com	4	Publication
2	ejournal.upnvj.ac.id	2	Internet Data
3	AN ANALYSIS OF SLANG LANGUAGE TYPES IN THE DUFF MOVIE By Herman, Yr-2020,4,10	2	Publication
4	etheses.uin-malang.ac.id	2	Internet Data

Appendix 13 Curriculum Vitae

CURRICULUM VITAE

Personal Information :

Full Name	: Nafi'atul Mukhtaroh
NIM	214101060006
Gender	: Female
Place, date of birth	: Banyuwangi, 08 October 2003
Address	: Rt/Rw 01/02 Ds. Silirbaru, Kec. Pesanggaran ,Kab. Banyuwangi , East Java
Religion	: Islam

Department/Major Course : FTIK/English DepartmentEmail Address : muhtaroh08@gmail.com

Educational Backgrounds

2008-2009	TK ROUDLOTUL HUDA
2009-2015	MI ROUDLOTUL HUDA
2015-2018	MTS "Unggulan" NURIS
2018-2021	MA "Unggulan" NURIS