



**THE EFFECTIVENESS OF KIDS SONG TO IMPROVING
VOCABULARY BUILDING OF OHECS' STUDENTS
AT OHECS-YAPDESI SINJAI**



A THESIS

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PENGESAHAN SKRIPSI

Skripsi berjudul *The Effectiveness Of Kids Song to Improving Vocabulary Building Of Ohecs' Students* yang ditulis oleh Apriyana Purwanti Nomor Induk Mahasiswa 170110012, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Kamis, tanggal 20 Agustus 2021 M bertepatan dengan 11 Muharram 1443 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

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ABSTRAK

Apriyana Purwanti. *Keefektifan Lagu Anak dalam Meningkatkan pembentukan kosa kata siswa OHECS di OHECS-YAPDESI Sinjai.* Skripsi : Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai, 2021 .

Penelitian ini bertujuan untuk mengetahui keefektifan Lagu Anak dalam Meningkatkan Pembentukan Kosakata Siswa OHECS di OHECS-YAPDESI Sinjai. Jenis penelitian ini yaitu menggunakan penelitian kuantitatif dengan metode pra-eksperimental. Populasi penelitian ini berjumlah 17 siswa. Penelitian ini menggunakan teknik purposive sampling. Dalam pengumpulan data, peneliti menggunakan tes dan dokumentasi. Sedangkan analisis datanya menggunakan uji T sampel berpasangan.

Nilai rata-rata pada pre test adalah 61,76, standar kesalahan rata-rata adalah 1,41, median adalah 60,00, standar deviasi adalah 5,84, rentang adalah 25,00, minimum adalah 45,00, maksimum adalah 70,00 . Sedangkan skor pada post test meningkat menjadi nilai mean 84,41, standar error mean 1,12, median 85,00, standar deviasi 4,63, range 15,00, minimum 80,00 , maksimum adalah 95,00. Uji Paired Samples diketahui nilai Sig. (2-tailed) sebesar $0,000 < 0,05$ maka H_0 ditolak dan H_a diterima. Jadi dapat disimpulkan bahwa Ada Keefektifan Lagu Anak dalam Meningkatkan Vocabulary Building Siswa OHECS di OHECS-YAPDESI Sinjai.

Kata Kunci : *Efektivitas, Lagu Anak, Kosakata*

ABSTRACT

Apriyana Purwanti. *The effectiveness of Children's Songs in Increasing the Vocabulary Building of OHECS Students at OHECS-YAPDESI Sinjai.* Thesis: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Islamic Institute of Muhammadiyah Sinjai, 2021.

This research aims to determine the effectiveness of children's songs in improving OHECS Students' vocabulary building at OHECS-YAPDESI Sinjai. This type of research uses quantitative research with pre-experimental methods. The population of this study consisted of 17 students. This research uses a purposive sampling technique. In collecting data, researchers used tests and documentation. Meanwhile, data analysis used the paired sample T test.

The mean score on the pre test is 61.76, the standard error of the mean is 1.41, the median is 60.00, the standard deviation is 5.84, the range is 25.00, the minimum is 45.00, the maximum is 70.00. Meanwhile, the score on the post test increased to a mean value of 84.41, standard error mean 1.12, median 85.00, standard deviation 4.63, range 15.00, minimum 80.00, maximum 95.00. The Paired Samples test shows the Sig value. (2-tailed) is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that children's songs is effective in improving the vocabulary building of OHECS students at OHECS-YAPDESI Sinjai.

Keywords: Effectiveness, Children's Songs, Vocabulary

المستخلص

ابريانة بورواني. فعالية أغاني الأطفال في زدة بناء المفردات لدى طلاب دورة اللغة الإنجليزية في أوهيو في دورة اللغة الإنجليزية في أوهيو مؤسسة لامادي إندونيسيا التعليمية سنجائي. الرسالة العالمية: قسم التعليم اللغة الإنجليزية، كلية التربية و تعليم المعلمين، جامعة الإسلامية المحمدية سنجائي، ٢٠٢١.

يهدف هذا البحث إلى تحديد مدى فعالية أغاني الأطفال في تحسين بناء المفردات لدى طلاب دورة اللغة الإنجليزية في أوهيو في دورة اللغة الإنجليزية في أوهيو مؤسسة لامادي إندونيسيا التعليمية سنجائي يستخدم هذا النوع من البحث البحث الكمي ساليب ما قبل التجريبية. تكون مجتمع هذه الدراسة من ١٧ طالبا. يستخدم هذا البحث تقنيّة أخذ العينات المصادفة. وفي جمع البيانات استخدم الباحثون الاختبارات والوقت. وفي الوقت نفسه، استخدم تحليل البيانات اختبار العينة المقترنة T.

متوسط درجات الاختبار القبلي هو ٦١.٧٦، الخطأ المعياري للمتوسط هو ١.٤١، الوسيط ٦٠.٠٠، الانحراف المعياري ٥.٨٤، المدى ٢٥.٠٠، الحد الأدنى ٤٥.٠٠، الحد الأقصى ٧٠.٠٠. وفي الوقت نفسه، ارتفعت درجة الاختبار البعدي إلى متوسط قيمة ٨٤.٤١، وسط الخطأ المعياري ١.١٢، المتوسط ٨٥.٠٠، الانحراف المعياري ٤.٦٣، المدى ١٥.٠٠، الحد الأدنى ٨٠.٠٠، الحد الأقصى ٩٥.٠٠. يُظهر اختبار العينات للمقترنة قيمة Sig. (2-tailed) يساوي ٠.٠٠٥ > ٠.٠٠٥، ثم يتم رفض H_0 ويتم قبول H_a . لذلك يمكن أن نستنتج أن أغاني الأطفال فعالة في تحسين بناء المفردات لدى طلاب دورة اللغة الإنجليزية في أوهيو في دورة اللغة الإنجليزية في أوهيو مؤسسة لامادي إندونيسيا التعليمية سنجائي.

الكلمات الأساسية: الفاعلية، أغاني الأطفال، المفردات

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TABLE OF CONTENT

COVER	i
DIVIDING PAGE	ii
STATEMENT OF WORK'S ORIGINALITY.....	iii
<i>PENGESAHAN SKRIPSI</i>	iv
ABSTRACT	v
ACKNOWLEDGMENTS	viii
TABLE OF CONTENTS.....	xi
LIST OF TABLE	xiii
LIST OF PICTURE	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of the Research	1
B. Research Questions.....	4
C. Objective of the Research	4
D. Significance of the Research.....	4
CHAPTER II THEORETICAL REVIEW.....	5
A. Literature Review	5
B. Previous Research.....	14
C. Hypothesis	17
CHAPTER III RESEARCH METHODS.....	18
A. Type and Design of Research	18
B. Research Procedure.....	27

C. Variable Definition	21
D. Place and Time of the Research.....	21
E. Population and Sample of the Research	22
F. Technique of Data Collection	23
G. Instrument of the Research	23
H. Technique of Data Analysis.....	24
CHAPTER IV DISCUSSION	26
A. General Description of Research Location	26
B. Result and Discussion of the Research	18
CHAPTER V CLOSING	38
A. Conclusion	38
B. Suggestion	39
BIBLIOGRAPHY	40
APPENDICES	44
Result of the Pretest And Posttest Score	
List Observation of Pretest	
List Observation of Posttest	
Pretest Question	
Posttest Question	
Documentation of Research	
Research Supervisor Decree	
Research Permit	
Autobiography	

LIST OF TABLE

Table 4.1 Respodent's Description	28
Table 4.2 The Rate Percentage of The Pretest and Posttest	30
Table 4.3 Statistics Score of Pretest and Posttest of Students.....	32
Table 4.4 Paired Samples Correlation.....	33
Table 4.5 Paired Samples Test	33

LIST OF PICTURE

Figure 4.1 The Rate Percentage of The Pretest and

Posttest31

CHAPTER I

INTRODUCTION

A. Background of the Research

Nowadays, english is recognized as the most generally spoken and concentrated on unknown dialect in the world. It has been acquainted from grade school with college that offers a chance to do the English teacher. Indeed, even a few kindergartens in large urban communities have presented it as one of the subjects. Then again, numerous proper training foundation and courses likewise offer similar projects as the conventional schooling do. Instructing English to offspring of grade schools is definitely not a simple work. The students at times deal with certain issues in obtaining the language as theirforeign language (Burhayani, 2013). Teaching English especially for children in elementary schools and course institutions aims to motivate more self-confidence.

Before learning any further English, we must first master vocabulary, because vocabulary is very important. Without vocabulary we cannot speak English. Hatch and Brown, who asserted that "vocabulary is the basic or

important part of building a language and plays a very basic role in terms of communication," backed up this claim." (Hatch & Brown, 1995). It actually intends that, the more vocabulary will be simple to talk in English.

In mastering English vocabulary, it is figured out that the students have issue in retaining and grasping vocabulary. They effectively forget a few new words that the instructor have shown and at times they couldn't recollect how to articulate it. They will generally loathe English subject on the grounds that their absence of vocabulary. Language instructor ought to have extensive information on the best way to deal with a fascinating study hall movement so the students can acquire an extraordinary progress in their vocabulary learning.

This is also experienced by students at the OHECS-YAPDESI course institution, where students need learning methods that can increase student motivation in improving English vocabulary and pronunciation.

Based on the first investigation at OHECS-YAPDESI Sinjai, the writer find that there are a variety of media that the teacher can use to illustrate vocabulary to pupils and motivate vocabulary learning, including puppets, lively films, recording devices, assortment

passing, melodies, games, etc. The author of this study chose music as a medium for vocabulary development. The use of English songs might undermine pupils' understanding of their vocabulary and encourage them to acquire new terms for their songs. The majority of pupils also enjoy singing, and songs are frequently a mix from the routine of mastering the foreign language. Songs are also excellent in helping kids retain vocabulary and feel more motivated in class because they study in an engaging way. It really has that in mind.

They young children can understand vocabulary quickly using children's songs because children's songs have rhythms, melodies, and lyrics that match the characteristics of children that can make children enthusiastic about learning English. Wida Rianti's research, which claims that the kids song stimulates pupils to learn new vocabulary since those students tend to be interested in picking up new vocabulary items, supports this (Rianti, 2017).

Based on the description above, the researcher would like to carry out a research under the title ***“The Effectiveness of Kids Song to Improving Vocabulary***

Building of OHECS' Students at OHECS-YAPDESI Sinjai"

B. Research Question

How effectiveness of kids song to improving vocabulary building of OHECS's Students at OHECS-YAPDESI Sinjai?

C. Objective of the Research

To demonstrate the effectiveness of kids song to improving vocabulary building of OHECS's Students at OHECS-YAPDESI Sinjai.

D. Significance of the Research

1. The research is usefull for the whole English teacher and also the Instructor of OHECS-YAPDESI in improving vocabulary building.
2. The research is expected give contribution in develop good model or method in improving English skill particularly vocabulary.
3. To expand students' advantage and inspiration in learning English.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Vocabulary

In learning a language, vocabulary is one of huge language viewpoints that should be learnt. Vocabulary is needed in speaking ability. Speaking ability occupies the first place in giving and receiving information (S. Humaerah, 2021). Great authority of vocabulary is significant for each and every individual who learns the language, which is utilized in tuning in, talking, perusing, and composing. While the language sub-abilities comprises of elocution, punctuation, and vocabulary. Sub-abilities in acquiring English are likewise significant to make individuals simple in imparting or involving the sentence in discussion. Understanding the sub-abilities of vocabulary is additionally required for everybody in learning language, since when we need to utilize the language, we likewise need the words or the vocabulary. As a piece of instructing advancing as unknown dialect, vocabulary can't be essentially

characterized collectively of words. A few specialists have deciphered the meaning of vocabulary in various perspectives. The definitions have similitudes and contrasts to one another. Great to take a gander at certain definitions have been depicted as vocabulary.

a. Definition of Vocabulary

Thomas asserts that "the vocabulary is the center of language. Sound and meaning only interact in words, allowing us to connect with one another. We also put words together in sentences, discussions, and discourse of all types (Pyles & Algeo, 1968). Additionally, Evelyn Hatch and Cheryl Brown offer their thoughts on how to define terminology. They assert that vocabulary refers to a list or collection of terms that everyone uses for a certain language or to a list or collection of words that native language speakers may use (Hatch & Brown, 1995)..

Similar to how Keith S. Folse sees it, vocabulary is a count thing that can be much more than just a single unit word (Folse, 2004). While Cyril Connolly claimed that an

essayist's language is equivalent to her money, it is only a paper currency, and its value is dependent on the reserves of the mind and the heart that support it. A large word bank is useless unless the owner uses its resources in a timely, intelligent, and debatable manner (Zuckerman, 1974). Another definition is drawn from Kridalaksana and is found in Zaenuri's book. It states that vocabulary is a component of language that comprises all of the informational and word-related information (Zainuri, n.d.).

According to the description given above, vocabulary may very well be defined as a list of terms or a collection of words that a person uses in language that has meaning and that she may find in a word reference or focused glossary.

b. Kinds of Vocabulary

Vocabulary is commonly divided into three types, classifies vocabulary into three types, they are (Harmer, 1991):

- 1) Active vocabulary is the words are generally utilized in talking.
- 2) Reserve vocabulary is the words we know however seldom use them in customary discourse. We use them

recorded as a hard copy letters and looking for equivalent words.

- 3) Passive vocabulary is the words we perceive enigmatically, yet we are don't know of the importance, never use them in one or the other discourse or composing. We simply know them since we have seen it previously.

2. Songs

a. Definition of Song

A song, in Edgar's opinion, is a musical composition that is sung. Furthermore, according to Futonge, song is a language bundle that combines cultural vocabulary, listening comprehension, punctuation, and serves as a mediator for other language skills in just a few beats.

Additionally, music is a good tool that may be used in instruction because it can make learning more enjoyable for pupils and help them loosen up. Vocabulary can be learned through song, which can make it easier for children to remember new words.

Work on tuning in through song can make the growing experience really fascinating. With this, students will be more propelled to rehearsing their tuning in with no strain.

Song will always be connected to music. Music can be an important tool for relaxing and promoting consistency to increase learning effectiveness. In that mentality to aid students in easily receiving and mastering content, music is not totally set in stone. It was believed to induce an alpha state, in which the mind was relaxed and open to reflection while remaining responsive (Alberto, 2010).

b. Kids Song

Kids song is a gathering of delightful words in which there are a message to be passed on to people who have not arrived at pubescence and presented with a wonderful music so they can receive the message (Salcedo, 2010). Kids song is a series delightful and simple words that viable for the children and simple to remember it. In this

way, the utilization of children songs as media in showing vocabulary is supposed to propel students in educational experience. They will be more intrigued and furthermore they get delineation and new vocabulary to communicate their thought in English.

c. Kinds of Song

For the motivations behind the normal optional classroom it is most likely adequate two laid out two head classes of song, they are:

1) Folk Songs

Folk songs are characterized as conventional melodies that have risen up out of the way of life and keep on being sung many ages, frequently to check extraordinary event like birthday events or occasions. They are what Griffin defined as stated in Purcell as, “musical expression of deep culture” (Shofiyah, n.d.).

2) Popular Songs

Popular songs are melodies that have been composed to scatter prevalently, either through a melodic score, live execution, or recorded (John & Purcell, 1992).

For classroom reason, both folk and popular songs can be utilized as mode for showing educational experience. The people melodies communicated melodic that address a lifestyle and customs. While well known songs show songs with the enormous portions of culture. Both of songs have been essential for culture for a considerable length of time.

2. Advantage and The Effectiveness of Song in Teaching Learning Process

Music is a great source of inspiration, curiosity, and satisfaction since its language is easier to imitate and remember than recently spoken words. Songs frequently repeat and repeat their propositions in words and verbalizations. In a language class for students, nothing is really quite

as captivating as music. As a result of English teachers using such engaging and consistent methods to help children advance their language learning and acquisition, it has been claimed that students frequently prefer music (Ara, n.d.).

A crucial component of learning a language is music. Both more experienced pupils and younger learners find studying with current or well-known pop tunes to be incredibly inspirational (Philips, 1993).

Songs and music in general have the power to change our moods; listening to a song at any time or location may cause people to cry, smile, or experience other strong emotions.

From the aforementioned arguments, it is clear that music has numerous advantages when it comes to demonstrating educational experience:

- a. Songs or music can be utilized to unwind and give students' charming in the classroom atmosphere.
- b. Songs have a lot of connected with students' advantage.

- c. Songs and music can be added to a video as a complement. Song and music can be used to complement reading content or even serve as the text itself.
- d. Song are particularly great at presenting vocabulary since it gives a significant setting to the vocabulary.

The author used a computer and a speaker to lead the educational experience when using songs in the classroom. When children are more comfortable sharing their developing experience, it is easier for them to remember new terms. It is believed that songs may be an effective teaching tool and help pupils understand the topic.

4. Vocabulary Building

Vocabulary building is the mastering of vocabulary through recognizing and understanding the kinds of vocabulary. Vocabulary mastery is consist of:

- a. Receptive

Related to listening comprehension.

- b. Productive

Related to pronunciation.

B. Previous Research

1. Research conducted by Wida Rianti, one of the English Study Program students of STKIP Pahlawan Tuanku Tambusai Riau with the title *Improving Students' Vocabulary Mastery By Using Kids' Songs* (SDN 022 Kampar, Riau). The purpose of this study is to determine whether using children's songs in the classroom may increase students' vocabulary as well as to pinpoint the variables influencing this development. For this study, a classroom research approach was employed.. Participants were students of SD Negeri 022 Kampar, Riau grade IV B. This study shows significant results, where this study succeeded in making students' vocabulary skills increase from cycle. Which previously was only 70 vocabulary words to 87 words in cycle 2. The students' spelling abilities also increased from 57 in cycle 1 to 86 in cycle 2 (Rianti, 2017). The similarities between this study and WidaRianti's research are both researching the use of children's songs in improving vocabulary skills. The difference is that in Wida Rianti's research using the classroom action

research method, the researcher uses the experimental research type.

2. Research conducted by B. Rizki Ariani Rohmatin, one of the English Department Faculty of Teacher Training and Education Program students University of Mataram with the title *The Effectiveness of Using English Songs to Improve Students' Vocabulary: An Experimental Study at The Eleventh Grade Students of SMAN 1 Suka Mulia in Academic Year 2019/2020*. The goal of this study was to determine whether teaching students English songs will have a significant influence on their ability to use English words effectively. This investigation was a quantitative trial-and-error study. As an example, in this study there were two classes: an experimental class and a control class. This study demonstrates that the vocabulary dominance test performance of the students in the experiment class is at a good level (77.6), while the failure rate in the control class is 64.8. The alternative hypothesis (H_a) is accepted because the significant value in the inferential analysis is 0.000 higher than alpha 0.05. It may be

stated that using English songs can help pupils become more fluent in the language (Rohmatin, 2019). The similarity of this research with the research of B. Rizki Ariani Rohmatin is that both research about increasing vocabulary and this research also uses quantitative research with experimental methods, it's just that the difference is that B. Rizki Ariani Rohmatin's research uses general English songs while the researcher uses English songs for children or kids song.

3. Research conducted by Marni Bawawa, one of the English Study Program students of Musamus University with tittle *Teaching English Vocabulary Using Songs to Developing Students' Vocabulary Mastery*. The goal of this study is to determine if song can help students develop their vocabulary authority and whether songs can increase students' vocabulary dominance among second graders at SMP Negeri 3 Merauke. The 30 pupils in second grade at SMP Negeri 3 Merauke served as the study's subjects. This study demonstrates how using English songs may help students improve their vocabulary. The percentage value of each test

demonstrates this.. The percentage of pretest 40.66%, while in posttest it increased 87.83% (Bawawa, 2020). The similarities between this study and Marni Bawawa's research are both researching the effectiveness of using songs in improving students' vocabulary skills. While the difference between this study and Marni Bawawa's research is using descriptive qualitative research, while the researcher uses a quantitative type with experimental design.

C. Hypothesis

The researcher presents a hypothesis as follow:

- a. Alternative Hypothesis (H_a): The use of Song is effective to improving vocabulary building of OHECS' Students.
- b. Null Hypothesis (H_o): The use of Song is not effective to improving vocabulary building of OHECS' Students.

CHAPTER III

RESEARCH METHOD

The research method contains descriptions of the types and research design, research procedure, operational definition, location and time of research, subject and object of research, technique of collecting the data, instrument of research, and technique of analysis data. The purpose of this section is to inform readers about the methods that used in the process of collecting and analyzing data.

A. Type and Design of Research Design

"Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue," claim Creswell and Pearson" (Creswell & Pearson, 2011). Therefore there are two things that must be considered in this section, namely:

1. Type of Research

The researcher employed quantitative research in this study. Research techniques based on the positivism philosophy are known as quantitative research, and they are used to examine particular populations and samples. Sampling techniques are typically random, data are collected

using research instruments, and data analysis is quantitative/statistical in order to test predetermined hypotheses (Sugiyono, 2017).

2. Design of Research

The researcher used a pre-experimental design in this study. According to Sugiyono, "there are still external variables that also influence the formation of the dependent variable and the sample is not selected randomly" are two characteristics of pre-experimental research." (Sugiyono, 2017). It means that the researcher took the one class as a population and sample. The class is Beginner 2 Class, the researcher gave pretest, treatment, and posttest.

B. Research Procedure

1. Observation

In the first observation, the researcher before determining the title conducted observation for 2 times to observe the students' activities in the classroom. In the second observation the researcher observe the students activities during research process.

2. Pre-test

The first step is pre-test. Pre-test is given before researcher gives the treatment, and the question of pre-test is related with the English song. Pre-test aim to know how some students have acquired the words before giving treatment by researcher. The allocation for pre-test is 30 minutes.

3. Treatment

The next stage after doing the pre-test, students gives treatment for 5 times. treatment is given with the aim to improving the vocabulary building of the students.

4. Post-test

Post-test is administered following the administration of the therapy. This test's objective is to gauge the pupils' improvement following therapy. The test's results serve as the primary evidence for determining whether or not the children's song is beneficial in increasing pupils' vocabulary. The allocation for the post-test is 30 minutes.

C. Variable Definition

Based on Firdaus “the operational definition is a description of the limits of the problem or variable in question or about what is measured/discussed by the variable in question” (Firdaus, et.al., 2020).

X is the independent variable and Y is the dependent variable.

1. Independent variable is kids song

Kids song is a learning medium that is used in the learning process.

2. Dependent variable is vocabulary building

Understanding of vocabulary can affect a person's language skills. The richer of vocabulary you have, the more likely it is that your language will be skilled.

D. Place and Time of the Research

1. Place of the Research

This research will be conducted at OHECS-YAPDESI Sinjai. The reason researcher determine OHECS-YAPDESI Sinjai as the research location, because of the following consideration:

- a. The location is easy to reach.
 - b. The researcher found problems related to the research title.
 - c. Students' skill in the vocabulary still low.
 - d. Willingness of course site to grant research permits.
2. Time of the Research

The researcher conducted the research for eight months, start from Januari until August 2021 at OHECS-YAPDESI Sinjai.

E. Population and Sample of the Research

1. Population of the Research

Sugiyono claims that population is a generalization area made up of: things/subjects with certain features and attributes chosen by the researcher to be researched before drawing conclusions (Sugiyono, 2013).

In this research, the researcher will chose the Beginner 2 as the population of the research. The amount of subject in that course site was about 17 students.

2. Sample of the Research

According to sugiyono, “the sample is a portion of that population” (Sugiyono, 2013). Purposive sampling was employed by the researcher in this study. Purposive sampling involves the researcher selecting the sample based on his expertise and understanding of the group being sampled (Mills & Alrasian, 2009).

F. Technique of Data Collection

The test was utilized by the researcher to gather data. The class took the pre-test and post-test. The pre-test was administered before the researcher started the class's teaching and learning process. The posttest revealed the pupils' advancement in vocabulary mastery throughout this time. Both the pre-test and the post-test are multiple choice exams with 20 items each. The pre-test and post-test were completed in class for 30 minutes by the researcher.

G. Instrument of the Research

In this research, The researcher used observation, pre test, post test, and documentation. The test aimed to measure students' ability in mastery vocabulary, so the

test in this research is the students answer the test question by using multiple choice.

H. Technique of Data Analysis

Data analysis is a step in quantitative research that is done after all respondents' data or data from other sources has been gathered. Grouping data based on variables and respondent types, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to address problem formulations, and performing calculations to test established hypotheses are all activities carried out in data analysis. Statistical approaches were applied in data analysis procedures for quantitative research (Sugiyono, 2017).

The statistical method is divided into two, namely as follows:

1. Descriptive Statistics

When analyzing data, descriptive statistics are used to describe or describe the data as it was obtained, without trying to draw any broad inferences or generalizations (Sugiyono, 2017).

2. Inferential Statistics

The hypothesis is tested using statistical inference. With the aid of the SPSS version 25 application, the paired t-test type statistical approach was performed. To evaluate if children's songs are more helpful in helping youngsters expand their vocabulary, paired t-tests are utilized. Afterward, a hypothetical statistical test that is still a component of inferential statistics was applied.

CHAPTER IV

DISCUSSION

A. General Description of Research Location

The address of YAPDESI is at Sultan Isma street, Balangnipa Village, North Sinjai District, Sinjai Regency. YAPDESI has several courses such as driving, computers, math tutoring, literacy tutoring, playgrounds, graphic design, and an English course called OHECS. YAPDESI was founded in 2018 in October and has collaborated with several agencies and institutions. YAPDESI has 24 instructors and staff, the number of students in YAPDESI is 100 people.

1. Vision:

To become a superior, independent, and professional course and training institution capable of producing skilled workers with integrity and capable of providing the best educational services for the welfare of the community.

2. Mision:

Organize education courses and training with national and international standards and build the nation's character in developing and disseminating

knowledge, especially in the field of foreign languages, technology, as well as entrepreneurial abilities through innovative creations to improve people's lives.

3. Purpose:

Produce graduates who are devoted to God Almighty, have character and quality, are intelligent and skilled in advancing science, especially in mastering foreign languages (English), computer technology through adapting scientific advances, technology for the ability of the community as well as through innovative and relevant creations for the community development.

B. Result and Discussion of the Research

1. Result of the Research

a. Respondent's Description

Based on research conducted at OHECS-YAPDESI Beginner 2 class, which consisted of 17 people. In providing information, of course, researchers must know and recognize the identity of each respondent. For more details will be described as follows.

Table 4.1
Respondent's Description

NO	NAME	GENDER	
		Boy	Girl
1.	Aisyah Ayudira Inara		√
2.	Elya		√
3.	Wirzam Rawandi Nisbam	√	
4.	Annisa Imaninah Irfan		√
5.	Afifah Alfariza		√
6.	Nurfaizah		√
7.	Nur Istiqamah Muis		√
8.	Mutia		√
9.	Reza	√	
10.	Atifa		√
11.	Muh. Khairan Raffasya	√	
12.	Nazim	√	
13.	Ahmad Punggawa	√	

14.	Erdina Salsabila		√
15.	A. Ara Zahratusyifa		√
16.	A. Ayyatun Riskyna		√
17.	A. Niar Ramadhani		√

The researchers examined the effectiveness of employing children's songs to increase pupils' vocabularies based on the responder data that they had gathered. In this case, the researcher used an experimental approach. Based on the number of respondents who have been collected based on the expectations of the researcher, the researcher will do a pretest and posttest.

b. The Rate Percentages of Pre Test and Post Test

The following table shows the percentage of students' pre-test and post-test results in vocabulary development before and after utilizing children's songs as a learning technique:

Table 4.2
The Rate Percentage of The Pretest and Posttest

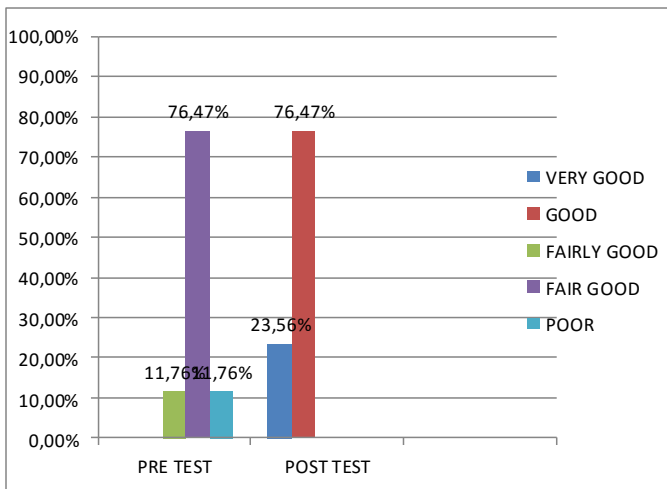
No	Classification	Score	Pretest		Posttest	
			F	%	F	%
1	Excellent	96 – 100	-	-	-	-
2	Very Good	86 - 95	-	-	4	23.56%
3	Good	76 - 85	-	-	13	76.47%
4	Fairly Good	66 - 75	2	11.76%	-	-
5	Fair Good	56 - 65	13	76.47%	-	-
6	Poor	36 - 55	2	11.76%	-	-
7	Very Poor	0 - 35	-	-	-	-
TOTAL			17	100%	17	100%

Table 4.2 above that none of the students had outstanding, very good, or decent scores on the pretest. After receiving treatment, the table showed that 4 students (23.56%) received very good scores in the posttest, while 13 students (76.47%) received good scores, and none of the students received excellent, fairly good, fair good, poor, or very poor scores. Previously, there

were 2 students (11.76%) who received a fairly good score, 13 students (76.47%) who received a fair good score, and 2 students (11.76%) who received a poor score. The rate % in the posttest was greater than the rate percentage in the pretest, it might be concluded.

To know the percentage of the students' pre-test and post-test scores in developing students' vocabulary before and after using children's songs as a learning method, look at the following figure 4.2:

Figure 4.1



2. Statistics Score of Pretest and Posttest of Students

Table 4.3
Statistics Score of Pretest and Posttest of
Students

		PRE TEST	POST TEST
N	Valid	17	17
	Missing	0	0
Mean		61,7647	84,4118
Std. Error of Mean		1,41818	1,12478
Median		60,0000	85,0000
Std. Deviation		5,84732	4,63760
Range		25,00	15,00
Minimum		45,00	80,00
Maximum		70,00	95,00

Table 4.3 as can be seen from the table above, the mean pre-test score was 61.76, standard deviation was 1.41, median was 60.00, range was 25.00, lowest was 45.00, and maximum was 70.00. While the post-test score increased to a mean of 84.41, standard deviation of the mean was 1.12, median of 85.00, range of 15.00, minimum of 80.00, and maximum of 95.00.

3. Paired Samples Correlation

Table 4.4
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	17	,444	,074

The table above demonstrates the correlation test findings, the connection between the two sets of data, or the connection between the Pre Test and Post Test variables. The correlation is 4.444 with a significance value (Sig.) of 0.074, according to the results shown above. It may be concluded that there is a link between the Pre Test variable and the Post Test variable because the value of Sig. probability $0.074 > 0.05$.

4. Paired Samples Test

Paired Samples Test								
		Paired Differences						
		95% Confidence Interval of the Difference						
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Sig. (2-tailed)
Pair 1	PRE TEST - POST TEST	-22,64706	5,62296	1,36377	-25,53912	-19,75600	-16,606	,000

This table is the most important result, because in this part, we will find out the

effectiveness of kids song could have improved vocabulary building of OHECS students. However, before we discuss To evaluate the data in the "Paired Samples Test" result table above, we must first understand how the paired sample test's decision-making criteria and study hypotheses were developed. Research Hypothesis Formulation :

Ho : There is no effectiveness of kids song to improved vocabulary building of OHECS students.

Ha : There is effectiveness of kids song to improved vocabulary building of OHECS students.

The decision-making guidelines in the Paired Sample t-test based on the significance value (Sig.) of the SPSS output are as follows.

1. If the value of Sig. (2-tailed) < 0.05 , then HO is rejected and Ha is accepted.
2. Conversely, if the value of Sig. (2-tailed) > 0.05 , then HO is accepted and Ha is rejected (Santoso, 2014).

Based on the result table of "Paired Samples Test" above, it is known that the value of Sig. (2-

tailed) is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is effectiveness of kids song to improving vocabulary building of OHECS students. The result table about “Paired Sample Test” above also contains information about the value of “Mean Paired Differences” is -22.64706 This value shows the average difference between the Pre Test learning outcomes and the Post Test learning outcomes average or $61.7647 - 84.4118 = -22.64706$ and the difference between -25.53812 to -19.75600 (95% Confidence Interval of the Difference below and up).

In addition to comparing the significance value (Sig.) with a probability of 0.05, there is another way to test the hypothesis in this paired sample t-test. That is by comparing the value of t count with t table. The guidelines or basis for decision making are as follows.

1. If the value of t count $>$ t table, then H_0 is rejected and H_a is accepted.
2. Conversely, if the value of t count $<$ t table, then H_0 is accepted and H_a is rejected.

Based on the "Paired Samples Test" result table above, it is known that the t count is negative, which is -16.606. This negative t-count value is caused because the average value of the Pre-Test learning outcomes is lower than the average Post-Test learning outcomes. In the context of a case like this, a negative t-count can be positive. So the value of t count becomes 16.606.

2. Discussion of the Research

This study was done to find out how well kids' songs helped OHECS students' vocabulary development. stated the median score in the pre-test was 60.00, standard error of the mean was 1.41, range was 25.00, lowest was 45.00, and maximum was 70.00. The post-test score increased to a mean of 84.41, standard error of the mean of 1.12, median of 85, standard deviation of 4.63, range of 15, lowest of 80, and maximum of 95.

The "Paired Samples Test" output table shows that when the value of the "Sig. (2-tailed)" test is 0.000 0.05, H_0 is rejected and H_a is approved. So it can be concluded that there is

Effectiveness of Kids Song to Improving
Vocabulary Building of OHECS Students.

CHAPTER V

CLOSING

A. Conclusion

Based on the result of the research in the previous chapter, the researcher concluded that the use of kids song was effective to improve vocabulary building of OHECS students. The data's findings show that the pre-test and post-test had a substantial difference. The outcome of this study was determined by comparing the pre- and post-test scores, which was followed by an analysis utilizing certain formulae. The students' pre-test mean score was 61.76 with a standard deviation of 5.84, while their post-test mean score was 84.41 with a standard deviation of 4.63. It was demonstrated that the students' post-test mean score was higher than their pre-test score. The outcomes can help to enhance this. The "Paired Samples Test" output table shows that when the value of the "Sig. (2-tailed)" test is 0.000 0.05, H_0 is rejected and H_a is approved. So it can be concluded that there is Effectivenees of Kids Song to Improving Vocabulary Building of OHECS Students.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher proposed some suggestion as follows:

1. It is suggested that the teachers should develop other techniques in teaching vocabulary in order to cope with the development of science and technology.
2. It is suggested that the researchers use kids song in teaching vocabulary as one alternative among others teaching techniques to improve students' vocabulary mastery.
3. The teacher should apply various kinds of suitable techniques in teaching the subject, such as presenting English vocabulary, games, songs, story telling, picture, reading English magazines and etc.

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APPENDICES

Instrument of Research

List Observation (First Observation)

NO	DESCRIPTION	YES	NO
1.	Students pay attention during learning process		✓
2.	Students know days of the week		✓
3.	Students know months of the year		✓
4.	Students know family members		✓
5.	Students easy to expressing the words		✓
6.	They enjoy and fun during learning process		✓
7.	Students know part of body		✓
8.	They difficult to expressing the words	✓	
9.	They can improve their vocabulary building		✓
10.	Students easy to understand the material	✓	

Sinjai, 28 June 2021

Observer

(Apriyana Purwanti)

Instrument of Research

List Observation (Second Observation)

NO	DESCRIPTION	YES	NO
1.	Students pay attention during learning process	✓	
2.	Students know days of the week	✓	
3.	Students know months of the year	✓	
4.	Students know family members	✓	
5.	Students easy to expressing the words	✓	
6.	They enjoy and fun during learning process	✓	
7.	Students know part of body	✓	
8.	They difficult to expressing the words		✓
9.	They can improve their vocabulary building	✓	
10.	Students easy to understand the material	✓	

Sinjai, 28 July 2021

Observer

(Apriyana Purwanti)

Instrument of Research

Pre-Test Question

Name :

Class Level :

Age :

Choose the correct answer by crossing a, b, c, or d !

A. Expressing days of the week

1. What is the meaning of Sunday....
 - a. Senin
 - b. Selasa
 - c. Minggu
 - d. Jumat
2. Before Tuesday is....
 - a. Selasa
 - b. Senin
 - c. Rabu
 - d. Kamis
3. After Friday is....
 - a. Sunday
 - c. Monday

- b. Saturday
 - d. Thursday
- 4. Today is Thursday, tomorrow is....
 - a. Saturday
 - c. Friday
 - b. Tuesday
 - d. Monday
- 5. Yesterday is Wednesday, today is....
 - a. Monday
 - c. Sunday
 - b. Thursday
 - d. Friday

B. Expressing months of the year

- 1. The eight month of the year is....
 - a. June
 - c. September
 - b. July
 - d. August
- 2. The month before may is....
 - a. March
 - c. April
 - b. August
 - d. December
- 3. The month after august is....
 - a. October
 - c. November
 - b. September
 - d. July
- 4. This month is Februari. The next month is....
 - a. January
 - c. April
 - b. March
 - d. May
- 5. The four month of the year is....
 - a. April
 - c. June
 - b. May
 - d. July

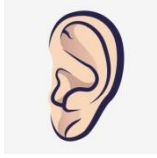
C. Expressing family members

1. Bahasa Inggris dari keluarga adalah....
 - a. Body
 - b. Family
 - c. Mother
 - d. Happy
2. Bahasa Inggris dari Ayah adalah....
 - a. Mother
 - b. Father
 - c. Grand mother
 - d. Grand father
3. What is the meaning of grandfather....
 - a. Kakek
 - b. Nenek
 - c. Ibu
 - d. Ayah
4. Bahasa Inggris dari saudara perempuan adalah.....
 - a. Brother
 - b. Sister
 - c. Uncle
 - d. Aunt
5. What is the meaning of cousin....
 - a. Saudara perempuan
 - b. Nenek
 - c. Sepupu
 - d. Tante

D. Expressing part of body

1.  What part of the body is it?
 - a. It is nose
 - b. It is eye
 - c. It is head
 - d. It is arm

2.



What part of the body is it?

- | | |
|--------------|--------------|
| a. It is leg | c. It is ear |
| b. It is arm | d. It is |

nose

3. Nose is part of our....

- | | |
|---------|------------|
| a. Leg | c. Face |
| b. Foot | d. Stomach |

4. We have....ears

- | | |
|--------|----------|
| a. One | c. Three |
| b. Two | d. Four |

5. We talk with our....

- | | |
|----------|----------|
| a. Cheek | c. Knee |
| b. Head | d. Mouth |

Examiner

(_____)

Instrument of Research

Post-Test Question

Name :

Class Level :

Age :

Choose the correct answer by crossing a, b, c, or d !

E. Expressing days of the week

6. What is the meaning of Sunday....

- | | |
|-----------|-----------|
| c. Senin | c. Minggu |
| d. Selasa | d. Jumat |

7. Before Tuesday is....

- | | |
|-----------|----------|
| c. Selasa | c. Rabu |
| d. Senin | d. Kamis |

8. After Friday is....

- | | |
|-----------|-----------|
| c. Sunday | c. Monday |
|-----------|-----------|

- d. Saturday d. Thursday
9. Today is Thursday, tomorrow is....
c. Saturday c. Friday
d. Tuesday d. Monday
10. Yesterday is Wednesday, today is....
c. Monday c. Sunday
d. Thursday d. Friday

F. Expressing months of the year

6. The eight month of the year is....
c. June c. September
d. July d. August
7. The month before may is....
c. March c. April
d. August d. December
8. The month after august is....
c. October c. November
d. September d. July
9. This month is Februari. The next month is....
c. January c. April
d. March d. May
10. The four month of the year is....
c. April c. June
d. May d. July

G. Expressing family members

6. Bahasa Inggris dari keluarga adalah....

c. Body	c. Mother
d. Family	d. Happy
7. Bahasa Inggris dari Ayah adalah....

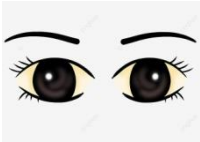
c. Mother	c. Grand mother
d. Father	d. Grand father
8. What is the meaning of grandfather....

c. Kakek	c. Ibu
d. Nenek	d. Ayah
9. Bahasa Inggris dari saudara perempuan adalah.....

c. Brother	c. Uncle
d. Sister	d. Aunt
10. What is the meaning of cousin....

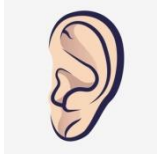
c. Saudara perempuan	c. Sepupu
d. Nenek	d. Tante

H. Expressing part of body

6.  What part of the body is it?

c. It is nose	c. It is head
d. It is eye	d. It is arm

7.



What part of the body is it?

- | | |
|--------------|--------------|
| a. It is leg | c. It is ear |
| b. It is arm | d. It is |

nose

8. Nose is part of our....

- | | |
|---------|------------|
| a. Leg | c. Face |
| b. Foot | d. Stomach |

9. We have....ears

- | | |
|--------|----------|
| a. One | c. Three |
| b. Two | d. Four |

10. We talk with our....

- | | |
|----------|----------|
| a. Cheek | c. Knee |
| b. Head | d. Mouth |

Examiner

(_____)

Documentation of Research







**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

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TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 456/SK/BAN-PT/AK-PKP/PT/XII/2019



**SURAT KEPUTUSAN
NOMOR: 614 /I.3.AU/P/KEP/2020**

TENTANG

**DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A 2020/2021**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2019/2020, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
 - c. Undang-undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
 - e. Surat Keputusan Rektor IAIM Nomor : 216/I.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 - f. Pedoman PP. Muhammadiyah No. 02/PED/I.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - g. Statuta Institut Agama Islam Muhammadiyah Sinjai.
- Memperhatikan** :
- Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2020/2021.

MEMUTUSKAN

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Dr. Muh Syukri, M.Pd.	Atmaranie Dewi Purnama, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : APRIYANA PURWANTI

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Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S1) Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIM Sinjai, dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

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Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di *LPK Yapdesi Sinjai*.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.

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