

**TEACHING VOCABULARY THROUGH SONGS AND ROLE PLAYS
FOR THE FOURTH-GRADE STUDENTS
OF ELEMENTARY SCHOOL**

A THESIS

**In Partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching**



By

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

1997

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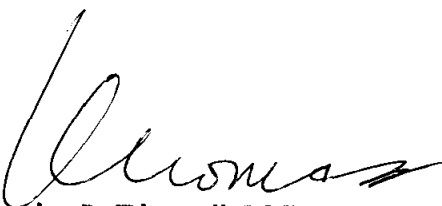
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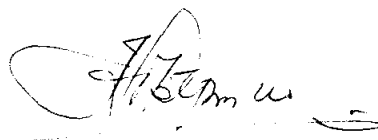
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ACKNOWLEDGEMENTS

First of all, the writer would like to thank the Almighty God for giving his blessing and guidance so that she could accomplish this thesis.

The writer also realizes that the writing of this thesis will be impossible without the assistance of many people. Therefore, she would like to express her deepest gratitude to:

1. Drs. Y.G. Harto Pramono, M.Pd, as her advisor, who has given his great help, guided the writer patiently, and supported her in correcting and finishing her thesis.
2. All the lecturers of the English Department of Widya Mandala University, who have taught her during her academic years so that she can finish her studies at this university.
3. Her loving family and her friends for their great support and help during this thesis writing.
4. Leona Prawiro, her friend, who has helped her to draw the pictures.

Finally, the writer also thanks to everyone whose name is all impossible to be written in this thesis, for his and her help and supports to complete this thesis.

The writer is sure that without them, this thesis would never have been accomplished the way it should be.

The writer

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ABSTRACT

Puspawati, Caroline. 1997. Teaching Vocabulary through Songs and Role Plays for the Fourth-grade Students of Elementary School. S-1 Thesis. Graduate Students of Elementary School of Widya Mandala Catholic University, Surabaya.

Recently, English holds a very important role. It is caused by the high development of technology. Thus, in Indonesia, formally English begins to be taught from Elementary School. According to the 1994 Curriculum English lesson as a subject begins in the fourth-grade of Elementary School.

The goal of English Lesson for the fourth-grade students of Elementary School is students are able to have the working knowledge and language skill of English with the vocabulary mastery of more or less 150 words which includes reading skill, listening skill, speaking skill, and writing skill. Based on this goal, the vocabulary is a base of language learning and the position of the vocabulary is to prepare the students to be able to read reading passages. The vocabulary is also related with the other skills of language such as listening, speaking and writing. Thus the vocabulary must be learned first by the students.

To have a good result in learning, the teacher must give a good technique and create a good learning condition. He/she can teach the children to learn by playing. Thus, they do not get difficulties and feel bored. They can be happy and be interested in learning language.

Based on the background above, the writer suggests teaching vocabulary through songs and role plays for the fourth-grade students of Elementary School as one of the techniques of learning vocabulary. It is basically easier for students of Elementary School to learn something through songs and role plays. They need more activities to channel their energies and actions. Furthermore, there are some advantages of using songs and role plays, such as: (1) songs and role plays can make students relax, (2) songs and role plays provide an enjoyable classroom atmosphere, (3) songs and role plays make words easier to remember, etc. In addition, the students and the teacher can spend the time without feeling bored.

To apply songs and role plays in the teaching of vocabulary, the writer divides three steps. They are: (1) preparation in which the teacher prepares materials, eg. the properties that include cassettes, puppets, costumes, cards, etc., (2) presentation which includes activities that lead the students to learn the vocabulary in the form of songs and role plays, (3) evaluation in which the teacher evaluates the students' mastery of what he has taught.

In this study, the writer uses the library research. She gathers some various sources of books which deal with the teaching of vocabulary and how to use songs and role plays for the children. She hopes that this study can help the teacher who wants to improve the students' motivation to achieve the best result and enjoyment in learning English.

Finally, the writer realizes that there are still many shortcomings in this study. Therefore, she will happily accept any constructive criticism from the readers.

The Writer