SCHEME OF THE RESEARCH

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┌─────────────────────────────────────────┐
│  CHILDREN SONGS AS MEDIA IN TEACHING     │
│  ENGLISH AT APPLE TREE PRE-SCHOOL        │
│  KELAPA GADING                           │
└─────────────────────────────────────────┘
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Observation Checklist

First Cycle

Learn the song

Second Cycle

Learn the song

The Result

Summarize the observation, all the cycles and the interview

Interview the teacher

Learn the song

Third Cycle

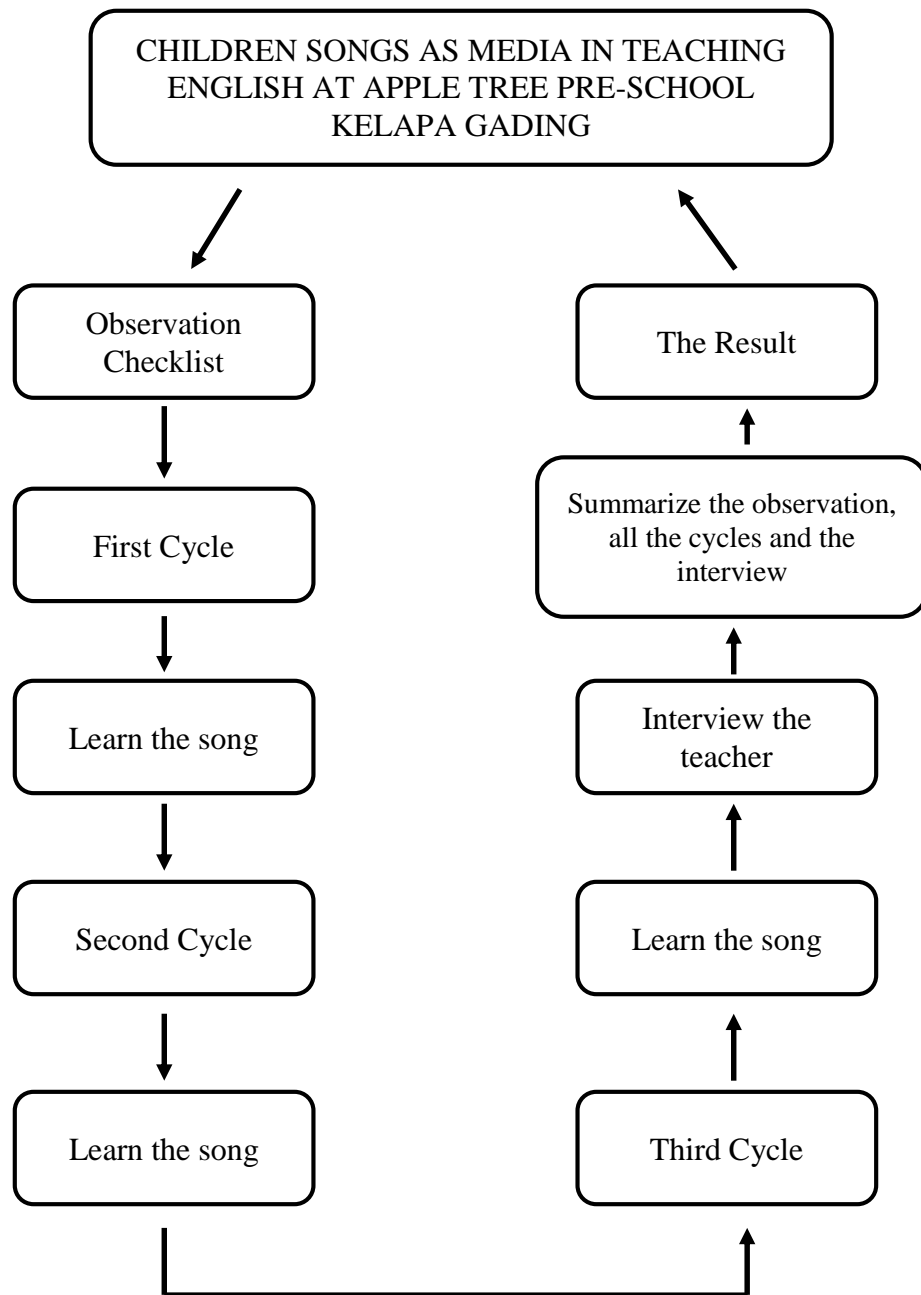**CHILDREN SONG A MEDIA TEACHING ENGLISH AT APPLE TREE PRE-SCHOOL KELAPA GADING**

BACKGROUND OF THE RESEARCH

One of the best ways to creat such a natural, anxiety-free environment is trough intesesting activities. Song certainly belong to the group of fun activities which serve as useful tools for learning the language and which do not put pressure or students to immediately prcedure the language, but to start doing it only when they are ready.

BENEFITS OF THE RESEARCH

The students can improve their English by children songs. The teachers also can find the best method in teaching English ant to create learning environment in the light of using children song.

METHOD OF THE RESEARCH

The writer use qualitative method. The source of the data in this research is from what the researcher gets during the research. The writer use observation and interview.

FRAMEWORK OF THEORIES

The writer collect the data based on the procedure of class room Action Research, namely cycle 1, cyle 2 and cycle 3. The research has done three times teaching research and colaborator observation.

CONSCLUSION

The research concluded that the use of the children song in teaching learning process and make the student understanding and helps student to memorize the material more easy. For the teacher they can find the strategy how to teach the children in English learning using by song.

PRESENTATION SLIDES
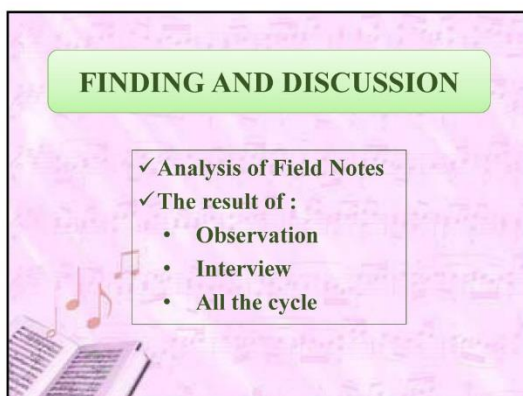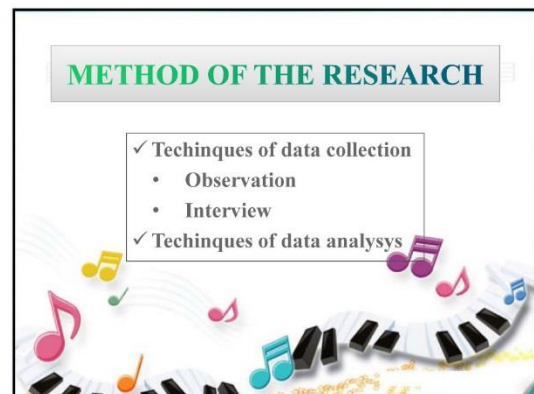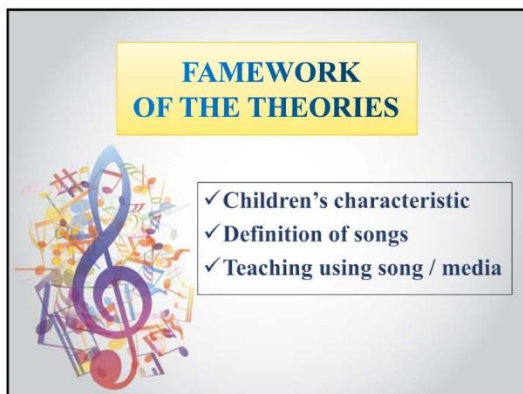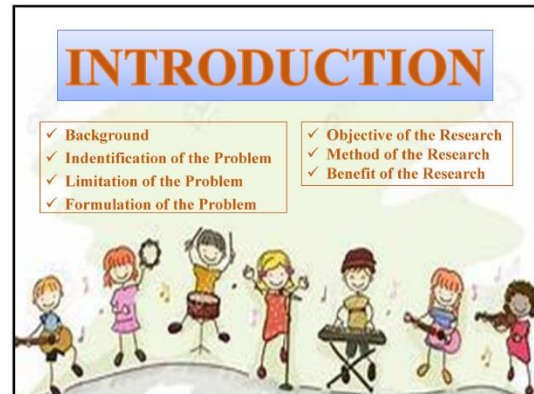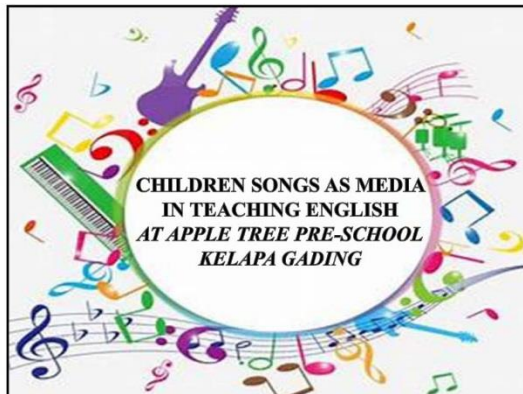
Curriculum Vitae

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EMAIL : tiomanischa06@gmail.com

ADDRESS :
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Jakarta Timur

Tio Manischa Simanungkalit

ABOUT ME

Place Birth	:	Sidikalang
Date Birth	:	June 7th, 1996
Gender	:	Female
Religion	:	Christian
Marital Status	:	Single
Height	:	147 cm
Weight	:	42 kg
Blood Type	:	B
Nationality	:	Indonesia

EDUCATIONAL BACKGROUND

FORMAL

1. SDN 030385 Antuang (2004-2009)
2. SMPN 2 Sidikalang (2009-2011)
3. SMA St. Petrus Sidikalang (2011-2014)
4. DARMA PERSADA UNIVERSITY – ENGLISH LITERATURE (S1) (2016 - PRESENT)

ORGANIZATION EXPERIENCES

CHRISTMAS'S COMMITTEE IN 2014-2018

SKILLS

LANGUAGE

- INDONESIA
- ENGLISH

COMPUTER

- MICROSOFT WORD
- MICROSOFT EXCEL

Darma Persada University

ⒺⓉⓈ TOEIC®

LISTENING AND READING
OFFICIAL INSTITUTIONAL SCORE REPORT

ETS Security Guard

KNOW ENGLISH.
KNOW SUCCESS.

Tio M Simanungkalit

Name

2016130120	1996/06/07
Identification Number	Date of Birth (yyyy/mm/dd)
2020/02/03	2022/02/03
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)

LISTENING
Your score **320**
5 ▬▬▬▬▬ 495

READING
210 Your score
5 ▬▬▬▬▬ 495

TOTAL SCORE
530

Client/Institution Name: PT. Putra Pratama Raya

PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930

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- ✂
Detach Here

LISTENING

Your scaled score is close to 300. Test takers who score around 300 typically have the following strengths:
- They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.
- They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.
- They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.
- They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text. They can understand details when the information is slightly paraphrased.

To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table.

READING

Your scaled score is between 150 and 250. Test takers who score around 150 typically have the following strengths:
- They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.
- They can understand easy vocabulary and common phrases.
- They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.

To see weaknesses typical of test takers who score around 150, see the *Proficiency Description Table. If your performance is closer to 250, you should review the descriptors for test takers who score around 250.

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	Your Percentage 0% ▬▬ 100%
Can infer gist, purpose and basic context based on information that is explicitly stated in **short** spoken texts	95 0% ▬▬▬▬ 100%
Can infer gist, purpose and basic context based on information that is explicitly stated in **extended** spoken texts	50 0% ▬▬▬ 100%
Can understand details in **short** spoken texts	65 0% ▬▬▬ 100%
Can understand details in **extended** spoken texts	70 0% ▬▬▬ 100%

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	Your Percentage 0% ▬▬ 100%
Can make inferences based on information in written texts	46 0% ▬▬▬ 100%
Can locate and understand specific information in written texts	73 0% ▬▬▬ 100%
Can connect information across multiple sentences in a single written text and across texts	50 0% ▬▬▬ 100%
Can understand vocabulary in written texts	45 0% ▬▬▬ 100%
Can understand grammar in written texts	48 0% ▬▬▬ 100%

* Proficiency Description Table can be found on our web site, www.ets.org/toeic

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HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.

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I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN
SKRIPSI SARJANA

Nama Mahasiswa : Tio Manischa Simanungkalit

Dosen Pembimbing I : Jullansyah, M.Pd

Dosen Pembimbing II : Tommy Andrian, SS, M.Hum

Judul Skripsi : Children Songs as Media In Teaching English at Apple Tree Pre-School Kelapa Gading

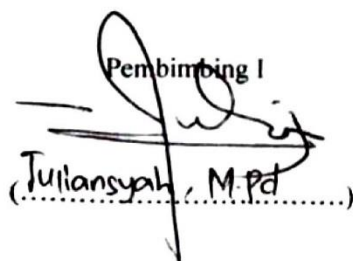Mulai Bimbingan :

Tahun Akademik : 2019 /2020

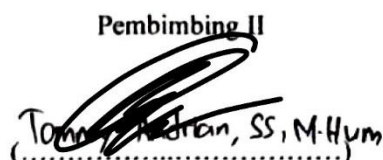| No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Thursday March 12, 2020	Pembahasan Judul dan kerangka Bab I	
2.	Thursday March 26, 2020	Daftar isi & chapter I, Serta kerangka chap 2.	
3.	Monday March 30, 2020	Revisi chap I, 2, kerangka chapter 3	

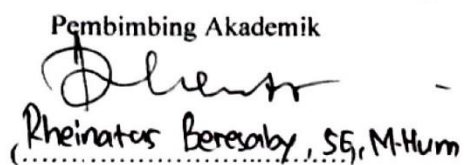| 4.	Monday April 13, 2020	Revisi chap 3, kerangka chap 4.	
5.	Sunday June 21, 2020	Revisi chapte 4	
6.	Tuesday July 14 2020	Pembahasan Result and findings	
7.	Monday April 13, 2020	Framework of theory	
8.	Monday 22 June, 2020 June 22, 2020	Problem statement	
9.	Tuesday July 14, 2020	Corpus data analysis	

10.		

Jakarta, 6 Agustus 2020

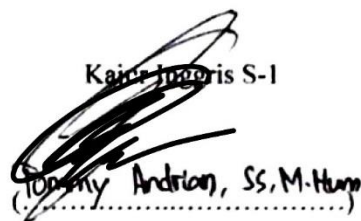Menyetujui :

Pembimbing I

(Juliansyah , M.Pd)

Pembimbing II

(Tommy Andrian, SS, M.Hum)

Mengetahui :

Pembimbing Akademik

(Rheinatus Beresaby , SS, M.Hum)

Kajur Inggris S-1

(Tommy Andrian, SS, M.Hum)

B

JURUSAN SASTRA INGGRIS S-1 FAKULTAS SASTRA

Jl. Radin Inten II (Terusan Casablanca) Pondok Kelapa – Jakarta 13450
Telp. 8649051, 8649053, 8649057 Fax. 8649052
E-mail: humas@unsada.ac.id Homepage: http//www.unsada.ac.id

SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama	:	Tio Manischa Simanungkalit
Tempat/Tanggal Lahir	:	Hutaimbaru, 07 Juni 1996
Alamat Rumah	:	Jln. Pangkalan Jati VII No.80 Jatiwaringin, Jakarta Timur
E-mail	:	tiomanischa06@gmail.com
No. Telepon/Ponsel	:	082117624016

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

Children Songs as Media in Teaching English *at Apple Tree Pre-School Kelapa Gading*

yang diajukan pada semester genap tahun akademik 2019/2020 bersifat orisinil dan belum pernah ditulis oleh orang lain, dan akan diselesaikan penulisannya selambat-lambatnya 1 (satu) tahun akademik dan/atau setara dengan 2 (dua) semester.

Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku.

Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenar-benarnya.

Jakarta, 24 Februari 2020

Mengetahui,   Yang menyatakan,

Ketua Jurusan Sastra Inggris S-1   Mahasiswa

                                                          Meterai 6000

Tommy Andrian, SS, M.Hum   Tio Manischa Simanungkalit
NIK. 05395 / NIDN. 0320097601   NIM. 2016130030

SURAT KETERANGAN

NO. : 09.003/KG-P/VI/2020

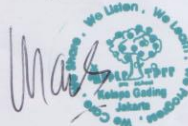Yang bertanda tangan dibawah ini Kepala Sekolah Apple Tree Pre-School Kelapa Gading, menerangkan bahwa:

Nama	: Tio Manischa Simanungkalit
NIM	: 2016130120
Fakultas	: Sastra
Jurusan	: Sastra Inggris
Judul Skripsi	: "Children Songs as Media in Teaching English at
	Apple Tree Pre-School Kelapa Gading."

Yang bersangkutan telah melakukan penelitian di Apple Tree Pre-School Kelapa Gading pada tanggal 11 Mei s.d 13 Mei 2020.
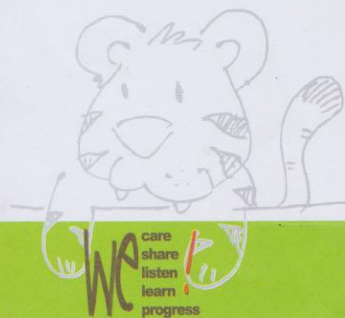
Surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Jakarta, 30 Juni 2020

Kepala Sekolah

Martha Simantha

www.appletreeps.com

Appendix : Interview

Pedoman Wawancara Guru

Teacher's name   :   Ms. Ayesha Rosallyn
Years teaching in Apple Tree Pre-School   :   5 years
Grade   :   Kindergarten 1
Day/Date/Time   :   12 May 2020

1. What do you think about Apple Tree Pre-school Kelapa Gading?
    Apple Tree Pre-School is one of the leading franchise in early childhood education program. This school uses Singapore curriculum which emphasizes on several other subjects. This school also uses English as the medium of instructions which exposes each child into English language learning at early age.

2. Since when you start to teaching in Apple Tree Pre-School?
    I have been teaching here for 5 years sin 2015.

3. Do you like to teaching in Apple Tree Pre-School?
    Yes, I like teaching here. It brings several challenges such as capturing each child's attention to the lessons. Not all children could easily pay attention to the lesson. Sometimes there is also challenges in deciding attractive and are appropriate according to the topic.

4. How many class that you teach on?
    I am teaching in one class. As a teacher I am serving together with a homeroom teacher together with my assistant.

5. Do have any problem in teaching English using song?
    Yes, I do. Not all children are motivated to sing along with their teachers. Some children aren't able to catch up with some vocabularies of the songs, leaving them silent during the singing time.

6. What is the strategy that you use mostly in teaching English?

Mostly I implement some flashcards according to the topics. The flashcards have to interesting enough to catch the students' attention. Besides the use of English songs will live up the students' mood.

7. Do you a special strategy to learning English so that the student will not get bored during the lesson?

    The incorporation between teaching aids and the way of interaction with the students' should yield a better outcome. The teacher should act lively and showing happy mood with smiles while using the teaching aids such as flashcards or pictures. Involving the students' in the lesson by raising some questions for each students' to make sure the catch up with the lesson. The implementation of English songs before the lesson will cheer up the students as well as increasing their vocabulary. However the songs chosen should be according to the topic of the day as there will be further explanation of the vocabularies found in the song.

8. How do you encourage your student vocabularies?

    I encourage them to listen to the children's English songs or movies and ask them to ask questions to their teachers if they find new words.

9. How can you respond when your students experience difficulty in pronunciation?

    I usually ask them to practice the difficult words by sounding it repeatedly until the correct pronunciation is uttered. According to my experience repetition drilling is quite effective in helping the children's pronunciation.

10. How do you train your students in sounding the words?

    The answer is quite similar to the question number 9, however in this case I usually introduce the words found in the topic of the day and make them practice by writing the new words repeatedly using the guiding lines to enhance their writing as well.