AN ANALYSIS OF THE THAILAND TEACHER'S WAYS IN USING LASAGNA MILKSHAKES SONG TO TEACH VOCABULARY FOR YOUNG LEARNERS

A FINAL PROJECT

Submitted as a partial fulfillment of the requirement for the Bachelor Degree
(*Sarjana Pendidikan*) in English Education

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APPROVAL
A Sarjana Pendidikan Proposal Writing on

AN ANALYSIS OF THE THAILAND TEACHER'S WAYS IN USING LASAGNA MILKSHAKES SONG TO TEACH VOCABULARY FOR YOUNG LEARNERS

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This proposal writing has been approved by the advisor to be examined

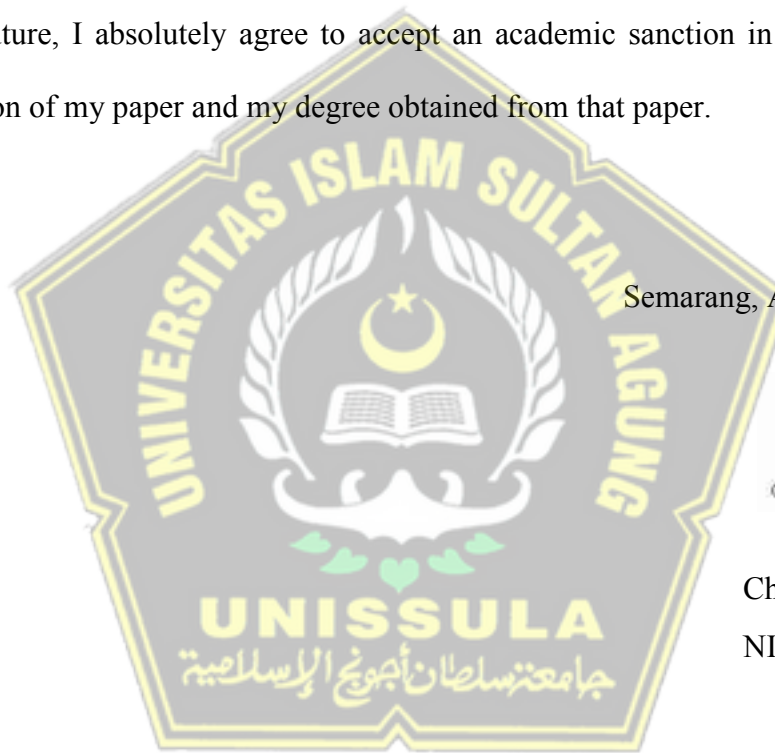**Semarang, August 23rd ,2022**

Approved by:

Advisor

Mega Mulianing Maharani, S.Pd.,M.Pd

STATEMENT OF WORK ORIGINALITY

Herery, I honestly declare that the undergraduate final project I wrote does not contain the works or part of the works of other people, except those were cited in the quotation and the references as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the from of the revocation of my paper and my degree obtained from that paper.

Semarang, August 23rd 2022

Chonlakarn Eadnai
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MOTTO

"I will try my best"(Chonlakarn Eadnai)

DEDICATION

This final project is dedicated to my beloved parents.

ACKNOWLEDGEMENT

Alhamdulillahi rabbil 'alamin, the researcher expresses her highest gratitude to Allah subhanahu wa ta'ala for all blessing, love, opportunity, health, and merciful. The researcher would like to say thank you to people who have helped in the completion of this final project. The researcher would like to express her greatest appreciation to:

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ABSTRACT

Edanai, Chonlakarn. (2022). An Analysis of the Thailand Teacher's Ways in Using Lasagna Milkshakes Song to Teach Vocabulary for Young Learners. Advisor: Mega Mulianing Maharani., M.Pd.

The purpose of the study was to know the way the Thailand teacher's uses Lasagna milkshakes song to teach vocabulary for young learners. This study employed descriptive qualitative design by using observation sheet and video recording as the instruments. The sample of the study was the sixth English teacher of Samakkee Islam Wittaya School. The finding of the study was that the English teacher used four ways to teach vocabulary: introducing, modelling, practicing, and applying. Therefore, the researcher concluded that the teacher used introducing, modelling, practicing, and applying the ways when she taught English by using Lasagna Milkshakes Song to students.

Keywords: song, vocabulary, young learners

INTISARI

Eadnai, Chonlakarn. (2022). 'An analysis of the thailand teacher's ways in using lasagna milkshakes song to teach vocabulary for young learners'. Skripsi. Pendidikan Bahasa Inggris. Universitas Islam Sultan Agung. Mega Mulianing Maharani, S.Pd.,M.Pd sebagai dosen pembimbing.

Tujuan dari penelitian ini adalah untuk mengetahui cara guru Thailand menggunakan lagu milkshake Lasagna untuk mengajar kosa kata untuk pelajar muda. Penelitian ini menggunakan desain deskriptif kualitatif dengan instrumen berupa lembar observasi dan rekaman video. Sampel penelitian ini adalah guru bahasa Inggris keenam Sekolah Samakkee Islam Wittaya. Temuan dari penelitian ini adalah bahwa guru bahasa Inggris menggunakan empat cara untuk mengajarkan kosakata: memperkenalkan, memodelkan, berlatih, dan menerapkan. Oleh karena itu, peneliti menyimpulkan bahwa guru menggunakan memperkenalkan, memodelkan, mempraktikkan, dan menerapkan cara ketika dia mengajar bahasa Inggris dengan menggunakan Lagu Lasagna Milkshakes kepada siswa.

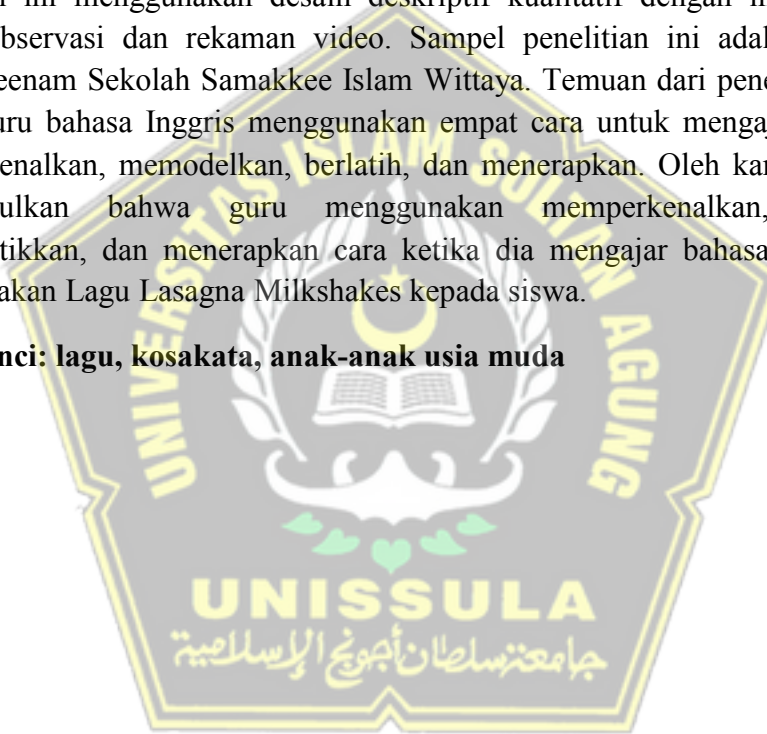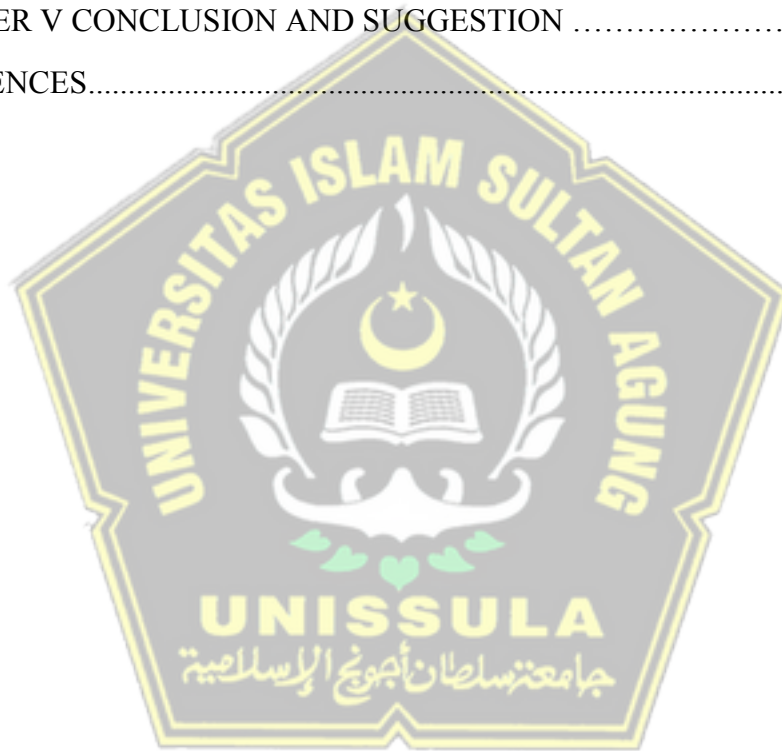**Kata Kunci: lagu, kosakata, anak-anak usia muda**

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research problem, the objective of the study, the reasons for choosing the topic, the significance of the study, the definition of the key term, the limitation of the study, and the outline of the study.

1.1 The Background of the Study

English is one of the languages that is widely acknowledged as the lingua franca in many countries. In Thailand, English is used in the classroom. It is used by students of the sixth grade of Samakkee Islam Wittaya.

In Thailand's educational system, English is very significant. The Ministry of Education of Thailand designated English as a foreign language learning topic in 2008. Thai pupils, on the other hand, are unable to communicate successfully in English. According to the findings of a study conducted by the Language Institute at Thammasat University in Thailand, Thai students studied English for a long period but failed. The lack of English proficiency among Thai students can be attributed to two factors. To begin with, Thai students lack sufficient vocabulary. Finally, they understand the words but are unsure how to use them or in what conditions they should be used. All of the above is due to a lack of effort on the part of Thai students

to practice or seek out more opportunities to do so. As a result, they are hesitant to communicate via words.

English language learning at Samakkee Islam Wittaya School, sixth Grade is recreational by using English songs from media. There was a question-and-answer session between teacher's and students. After that, the teacher asked the students to write a song with meaning in their notebooks. To make students memorize those words more work.

Primary education is critical for the intellectual, emotional, and social development of students. The more holistic the learner is, the younger the youngster is (Adnyani & Dewi, 2020). In other words, the younger the learner is, the more he or she responds to language in terms of the language it conveys. Or what youngsters can say in language, which has the advantage of making a good impersonator feel at ease, bashful, and willing to participate in the activities provided by the teacher. These elements are quite inspiring. Also, because children may learn and understand multiple languages, promote pleasant experiences that should begin to improve English at a young age. The activities that will be taught should be intriguing, enjoyable, and interesting.

The English language teaching of Samakkee Islam Witthaya School, sixth Grade is in the form of teaching vocabulary through songs. Teaching students vocabulary through songs starts with having students listen to rough song lyrics. Songs used in the classroom when learning English for Grade 6 of Samakkee Islam

Witthaya School are 'Occupations Song, Do you like lasagna milkshakes Song, and The feeling Song'.

1.2 Research Problem

Based on the background of the study above, the research question can be stated as How the Thailand teacher's Use Lasagna Milkshakes Song to Teach Vocabulary for Young Learners?

1.3 The Ojective of the Study

Related to the research question, the purpose of this study was to know the way the Thailand teacher's uses Lasagna milkshakes song to teach vocabulary for young learners.

1.4 Reasons for Choosing the Topic

The author chose this topic for a variety of reasons.

a. English for Thailand students is difficult. Learning the English language has been a major challenge to Thailand students, especially in pronunciation. This challenge is because of the lack of some letters in their language. It is, therefore, a major problem for them to pronounce some English words. It is difficult for them to incorporate the new letters into reading, especially at older ages. These students may get humiliation if they are learning amongst good English speakers. They might lack the confidence to read aloud due to their pronunciation problems Aburizaiza (2013).

b. Teacher uses song to teach vocabulary. Word reiteration in a tune is extremely useful for youthful learners to remember the new vocabulary effectively. Regardless of what culture youthful learners originate from, singing is an incredible approach to present, enhance and reinforce language aptitudes.

c. Teacher uses different way in using song to teach vocabulary. There are a number of methods which can be applied in the classroom to support the learning of vocabulary in a second language (Scott & Ytreberg, 1990). These techniques include role play, rote learning, consideration of vocabulary within its cultural context, analysis of root words, the use of art activities, the use of mnemonics as an aid to memory, the organization of words in semantic fields, use of conceptual relationships among lexical items, key words, the use of songs and lyrics, loan words and cognates, the study of translations, language laboratory recordings, synonym lists, and computerassisted drills and activities.

1.5 The Significance of the Study

The result of this study is expected to be beneficial for teacher and other researchers.

a. Pedagogical significance

The Thailand students can understand English by using song. The Thailand teacher's can accommodate students to learn English in the classroom.

b. Practical significance

Song can be used by the Thailand students to understand English. Teachers can make the variety of learning by using song. For the other researchers, especially the Thailand researchers can choose more up to date songs in the next research.

1.6   The definition of the key term

The definition of the key term is divided into three: songs, young learner, teaching English

a. Song

A song is a relatively brief musical composition for the human voice that includes words or lyrics (Ilinawati & Dharma, 2019). It may contain rhymes and have a language style that differs from that of academic writing. A song's words are sung in a specific tone, rhythm, tempo, and style.

b. Young Learner

Prayatni (2019) state that teaching children is a very broad term since 'child' and 'childhood' cannot be fixed into strict age brackets. However, it is crucial to clarify what we mean by the concept of 'young learners' in terms of English language teaching. Young learners have been defined by a variety of scholars and researchers, focusing mainly on children of pre-school and

primary school ages. Even within this definition there are differences from country to country.

c. Vocabulary

According to Gautam (2015) vocabulary is the fundamental component of language that gives it meaning.

1.7 Limitation of the Study

This study is limited to the subject of the study because this study was taken in Thailand so the Thailand teacher is the participant of the study. This study limits the way of the sixth grade-Thailand teacher of Samakkee Islam Wittaya School in teaching vocabulary by using song not teaching some skills by using other medium.

1.8 Outline of the study

Chapter one contains an introduction which consists of the background of the study, the research problem, the objective of the study, the reasons for choosing the topic, the significance of the study, the definition of the key term, the limitation of the study, and the outline of the study.

Chapter two contains a review of related literature. It consists of songs, teaching English, and young learners.

Chapter three reviews the research method. It consists of the research design of the study, the research variables, the place of the study, the instrument of the research, the data collection technique, and the data analysis of the study.

Chapter four contains findings and discussion of the study.

Chapter five consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the reviews of the theoretical background concerning the research are presented. The first point discusses the vocabulary, the definition of vocabulary, the elements of vocabulary approach, the teaching vocabulary to young

leaners. The section presents the song, the definition of song, the disadvantages of songs. The last section presents previous studies.

2.1 Vocabulary

The discussion of vocabulary covers the definition of vocabulary, the elements of vocabulary approach, the teaching vocabulary to young learners.

2.1.1 Definition of Vocabulary

The study of vocabulary is inextricably linked to language learning. Because it is a crucial component of the language than grammar, Vocabulary is an important part of a language.

Chou (2014) explains that there are two types of vocabulary: active vocabulary and passive vocabulary. Active vocabulary is vocabulary which is easily pronounced by the speaker. It can be used to encode thoughts through voice or writing. Passive vocabulary is vocabulary which is used to recall and understand during the listening process.

According to Baskarani (2016) vocabulary is one of most obvious components of language and one of the first things applied linguists turned their attention to. According to Siddiqua et al. (2010) vocabulary is the collection of words that an individual knows. On the other hand, according to Adnyani & Dewi (2020), vocabulary is a word, phrase, abbreviation, symbol, affix, name, etc., listed which its explanation in alphabetical order or listed for identification after the word. It is linked

to show that why vocabulary is an important key to learn for students. Vocabulary helps students express themselves more precisely and sharpens communication skills it also requires students to cognitive academic language proficiency. When students learn more of 90-95% of the vocabulary words helps students to understand what other people are saying and what she/he is reading.

From the definition above, the writer concludes that vocabulary is list of words with their meanings that one of components of language and it is one of the first things that applied the linguistics. Vocabulary is the main part of learning a language. In the trend of globalization, the internationalization of language is unavoidable. English undoubtedly plays the most important role.

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also important to language teaching and crucial to a language learner's success. According to recent research, teaching vocabulary can be difficult because many teachers are unsure of best practices in vocabulary instruction and don't always know where to start when it comes to putting a focus on word learning in the classroom. Teaching words is a crucial aspect of learning a language as languages are based on words (Sa'D & Rajabi, 2018). It is almost impossible to learn a language without words; even communication between human beings is based on words. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems

would appear to the teachers. They have problems with how to teach students to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented for the students. A good teacher should prepare himself or herself with various up-to-date techniques. Teachers need to be able to master the material to be understood by students and make them interested and happy in the teaching and learning process in the classroom.

2.1.2 Elements of Vocabulary Approach

Students learn vocabulary can be trained by using vocabulary approach. According to Goering & Wei (2014), there are four elements of vocabulary approach. They are word connection, significance, context clues, and word-rich environment.

Word connection means connecting word by word. In word connection, the function of the teacher is as the creator of new words. The teacher should organize new words into a continuous theme. The teacher can use graphic organizer or picture of new words on the bulletin board.

Significance means using and practicing the unfamiliar words. Some activities can be implemented by the teachers such as placing students with the non-target language. The words meaning can be provided in a language that is acceptable for the students and used in conjunction with other resources. The teachers can use picture or tale as the tool.

Context clues mean using contextual clue tactics which supply only a line or two. The teachers can use narrative structure that functions as a set of context clues. The meaning of words can be explained from the narrative itself.

Word-rich environment means introducing new term of the words at least six times. The teachers can use it repeatedly. The teachers can treat the students to know unfamiliar words. The teachers are suggested to use a word wall.

Those four elements are needed by teacher when he/she teaches vocabulary. The teacher may choose one of the best way to teach vocabulary. On the other hand, the teacher may use all elements to teach vocabulary.

2.1.3 Teaching Vocabulary to Young Learners

Teaching vocabulary to young children differs from teaching vocabulary to adults. Teaching vocabulary to young learners is preferable. According to Siddiqua et al., 2010), teachers should supply vocabulary in basic words, or simple words by using some steps: introducing, modelling, practicing, and applying. Teaching vocabulary depends on the teacher's need.

Introducing means initiating the words in the early step. Teachers can explain new words clearly and precisely. Teachers can use visual or real tool in the classroom. Modelling means doing while mentioning. Teachers should do what the word says. Practicing means trying to do the same thing as a repetition. Teachers can instruct the students to do the words said by the teachers. Teachers should repeat

words so that students may accurately repeat them and memorize them. Applying means engaging and guiding students to practice in the real-life situation. All ways are good, therefore, the teacher can use them.

2.2 Song

The discussion of song covers the definition of song, the types of songs, the advantages and disadvantages of song.

2.2.1 Definition of Song

A song is a brief piece of music with lyrics Songs are universal, they are easy to find in everyday life Prayatni (2019). Because music is how people express their feelings about something, it is very familiar to human life. The song is life; it can make us happy, serene, happy, sad, and joyful. In human life, the song is fairly common. Human can sing in a variety of ways.

The song is a fascinating medium that stimulates the imagination. The majority of language songs are simple to comprehend. It motivates students and improves the relationship between teachers and students.

2.2.2 Types of Songs

Songs can be a beneficial technique for teaching and learning languages if it is carefully planned, implemented, and assessed. Learning is transformed into a pleasurable and unforgettable experience. To do so, a distinction between the various music genres and their purposes was required. Siddiqua et al. (2010) contrasts

traditional songs and songs produced specifically for children. According to their names, the first type is typically recognized by youngsters, while the latter type is specifically written for textbooks to address certain vocabulary and grammar concerns. Dinar, (2017) distinguishes between a specially created English teaching song and a song in general. The first form of music, she explained, was intended to teach vocabulary and language structure. As well as assisting in the production of spoken language. Genuine music, on the other hand, is about cultural and entertainment features. Adnyani & Dewi (2020) provides a different type of music for young students. He differentiated between jazz and action music. Jazz lyrics are rhythmic performances without the use of background music in a situational setting. They help students improve their listening comprehension abilities while also reinforcing rhythm, tone, linguistic structure, and vocabulary. Students must respond to what they hear in action songs and sing only when they are ready.

There are three types of songs, namely folk song, popular song and art song. Folk songs are sung with simple accompaniment (guitar) or a cappella and usually are learned by ear. Folk songs written down only infrequenly, so through generations of oral transmission they are susceptible to changes in words and melodies. Composers of most folk songs are unknown. Folk songs include ballads, lullabyes, plaints, love songs, mourning songs, dance songs, work songs, ritual songs and many more. While, art songs are intended for performance by prefossional or at least carefully taught singers, generally accompanied by piano or instrumental ensemble. The words and

notes are written down and therefore resist incidental or casual changes. Popular songs stand midway between folk and art sons with regard to technical difficulty, sophistication and resistance to change. There are many genres of popular songs, including torch songs, ballads, novelty songs, anthems, rock, blues and soul songs, and other commercial genres, such as rapping.

2.2.3 The Advantages and Disadvantages of Song

A song is an important tool in learning English. The advantages of using song according to Dinar (2017) are:

a. A song has the potential to be a medium for the introduction of new languages.

b. A song can help pupils improve their pronunciation.

c. A song has the potential to help kids become more motivated to talk.

d. A song can keep the students' memory.

From the advantages of song, the writer can conclude that the use of song is good to mediate the atmosphere of the learning and the material of the learning. The use of song can be inserted vocabulary in teaching because songs are valuable sources for vocabulary, sentence structures and grammar. It can provide the opportunity for vocabulary practice. The more you listen to the lyrics, the better your English vocabulary becomes.

The procedure of using song lyrics for teaching vocabulary is the teacher prepares video or audio based on the students' textbook. Then teacher plays video or audio for the students 2 or 3 times to make the students familiar with new words in the song. The teacher and the students sing a song together 2 or 3 times. The teacher's then gives the students a piece of paper and has them fill in the blanks with the missing words of the lyrics with the correct meaning.

Meanwhile, according to Chou, (2014) the disadvantages of using the song in young learners' classroom are:

a. A song variety for young learners are monotonous

b. A song has the potential to disrupt adjacent lessons.

c. A song may lose the teachers' control of the class.

d. A songs' vocabulary is inadequate.

From the disadvantages of song above, the writer can conclude that the use of song should be changed from time to time, schedule to schedule and material to material. It is done to minimize the students' boredom. Moreover, the song can be distracting for student in learning vocabulary because it is disturb from too high of musical sound.

2.3 Previous Studies

There are three previous studies in this research related to the topic. The first previous research is entitled "Improving Students Vocabulary Mastery by Using

English Songs" written by Chou, (2014). In this research the writer selected 40 students of eigth grader at SMPN 1 Kampar Timur. The aim of this research was to find out a significant effect of using English songs to improve students' vocabulary mastery. This research was a quantitative research by an experimental design. The writer gave multiple-choice test to students, and than the writer divided groups according to the calegories of control and treatment. The result of the reseach showed that the students ability on vocabulary mastery test in experiment class was very good level, which was 82.52. And in control class was lower than experimental, which was 63.25. On the inferential analisis. The significant value was 0.00 higher than alpha 0.05, which meant the altenative hypothesis (Ha) was accepted. It means that using English songs can improve the students' vocabulary mastery.

The second previous study was from Ilinawati & Dharma (2019). They wrote improving students' vocabulary through songs. This study aimed to increase students' vocabulary through songs. The method of this research was qualitative research and the object was teaching vocabulary through English song. This was classroom action research which consisted of one cycle. In collecting the data, the researchers used observation sheet, Fieldnotes and test. The result of this research showed that the use of song succeeded improving students' vocabulary. The result of the test shown that mean score was 80,25, it was good category. The improvement of the teaching learning

process was based on the improvement of teaching learning behaviour in the classroom. The change of behaviour was notified from the classroom observation, fieldnotes which were discussed with the collaborator in the reflection stage. Song was found out helpful to improve students' vocabulary mastery for first semester students of English language study program, STKIP Persada Khatulistiwa Sintang, Academic year 2018/2019.

The third previous study was from Goering & Wei (2014) who conducted drawing on literature from teaching the discipline and language of English through the use of popular music, the literature on teaching English in China, and Stuart Hall's seminal "Encoding and Decoding," the authors examined both popular American music and American music utilized in the Chinese curriculum through the lens of cultural studies and their unique experiences teaching English. Data were varied, but all songs examined fell into Hall's "negotiated code," offering potential and limits for "communicative exchanges" between cultures. Recommendations offered include paying more careful attention to the selection process for curricular materials.

Those three previous studies above give many benefits for the researcher related to the topic. The first previous study showed that songs can improve students' pronunciation. The second previous study showed that songs can be beneficial in terms of vocabulary acquisition and retrieval. The combination of the song version and the picture was the most effective one. The second previous study also gives the benefits this research by conveying a complete understanding of how fun activities

and songs can improve the teaching-learning process. But from the differences between this study with both of the previous research, there is a similarity between them. These studies are concerned with teaching vocabulary to Elementary School and the last previous has a similarity with this research, both of these researches have analyzed the implementation of songs in teaching English. The researcher hopes that this study will give a contribution, especially to the English teaching-learning process, and increase students interests and motivations in learning English. The previous study proved using English songs will not weaken but reinforce the effect of teaching. These studies give input for this research that songs can improve students' vocabulary mastery which can be proved by the researcher.
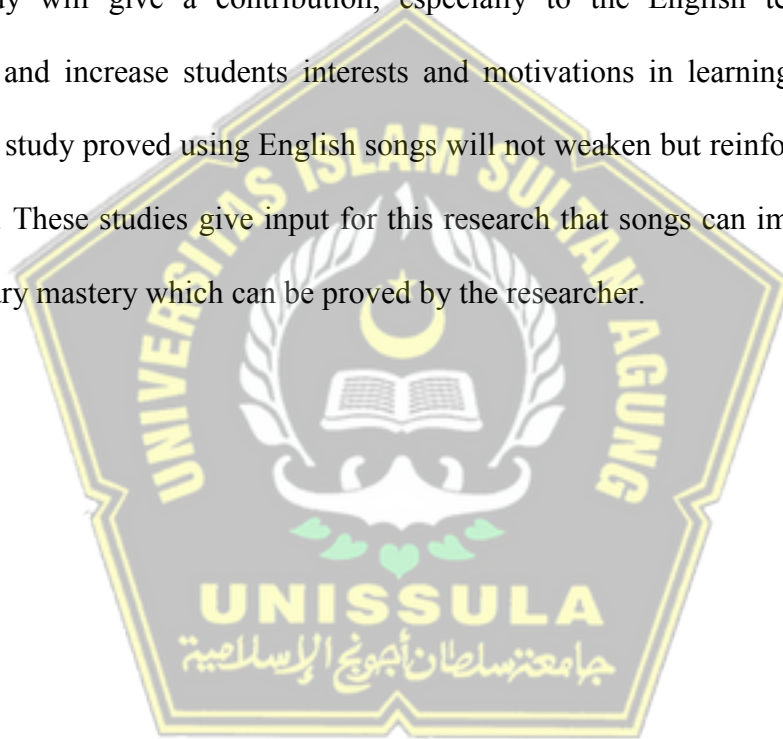
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method used to collect data for the study. In detail, it consists of the research design of the study, the research variable, the subject of the study, the population of the study, the sample of the study, the instrument of the study, the validity of the instrument, the reliability of the strument, the data collection technique, the data analysis, and the procedure of the study.

3.1   Research Design of Study

This research is as a qualitative research. A qualitative research is qualitative process of inquiry has the goal of understanding a social or human problem from multiple perspectives. This study used a qualitative method to know the way the Thailand teacher's uses Lasagna milkshakes song to teach vocabulary for young learners. This study used descriptive analysis that explains social phenomena. Qualitative data is to establish a detailed meaning of information.

3.2   The Subject of the Study

The subject of this study is the sixth grade English teacher of Samakkee Islam Wittaya School.

3.3.1 The Population of the Study

The population of this study is all of the investigated subjects. The population of this study is the teachers of Samakkee Islam Wittaya School.

3.3.2 The sample of the study

The sample of the study is one of the English teachers of Samakkee Islam Wittaya School. The English teacher's teaches the sixth grade of Samakkee Islam Wittaya School.

3.3 Instrument of the Study

The data for this study were collected through video recording and observation sheet, therefore, the video recording and the observation sheet were the instruments of this study. The video recording was used to record the teaching vocabulary while the observation sheet was used to cover the ways of teaching vocabulary used by the sixth grade teacher.

3.4.1 Validity of the instrument

Content validity was used in this study. The advisor validated the content validity.

3.4.2 Reliability of the instrument

A good research instrument must be dependable and consistent. This study used inter-rater reliability to assess test reliability. Inter-rater dependability. There were two raters to avoid subjectivity and maintain the data's authenticity. One of the raters

was the English teacher who was asked to assess the test using the same criteria, while another rater was the researcher.

3.4 Data Collection Technique

The writer collected the data by giving checklist to the observation sheet. After that, the writer checked the ways used by the teacher to teach vocabulary by using song.

3.5 Data Analysis

Data analysis was done after the writer got the data. After the writer got the data of the observation, the writer then analyzed the result. The analysis was based on the theory about the steps of implementing vocabulary elements through song. The writer made a conclusion after the writer found the result.

3.6 Procedure of the Study

In this study, the researcher selected one of several schools to be a participant, After the writer got the school, the writer asked permission to observe the English teaching and learning process at sixth grade of Samakkee Islam Wittaya School. The writer found the problem based on the obserevation. Therefore, the writer asked permission to do research there. The school permited the writer to do research there and the writer sent a permission letter to that school. Finally, the writer did research there.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion.

4.1 Findings

The writer figured out the research and got the result of the data. The data were taken from observation sheet and video recording. The video recording was used to collect the data of the teaching and learning in the classroom when the teacher was teaching vocabulary using song. The observation sheet was used to know the way the Thailand teacher's uses Lasagna milkshakes song to teach vocabulary for young learners.

The writer conducted the research on Tuesday, July 15th 2022 at 08:00 until 4.00 P.M and 26th 2022 at 2.00 P.M. The writer was as the observer who filled in the observation sheet. The observation sheet contains the theory of introducing, modelling, practicing and applying. Introducing means initiating the words in the early step. Teachers can explain new words clearly and precisely. Teachers can use visual or real tool in the classroom. Modelling means doing while mentioning. Teachers should do what the word says. Practicing means trying to do the same thing as a repetition. Teachers can instruct the students to do the words said by the teachers. Teachers should repeat words so that students may accurately repeat them and

memorize them. Applying means engaging and guiding students to practice in the real-life situation. The result of the observation is explained in 4.1.1.

Table 4.1 The Observation Resutts

No	Aspect	Activities	Yes	
1	Introducing : Initiating the words in the early step	Teacher can explain new words clearly and precisely.	√	
		Teacher uses visual or real tool in the classroom.	√	
2	Modelling (doing while mentioning)	Teacher should do what the word says	√	
3	Practicing (trying to do the same thing as a repetition)	Teachers can instruct the students to do the words said by the teachers	√	
		Teachers should repeat words so that students may accurately repeat them and memorize them	√	
4	Applying (engaging and guiding and students to practice in the real-life situation)	Teachers engaging student to practice in the real-life situation	√	
		Teachers guiding students to practice in the real-life situation	√	

From the data above, in the introducing part, the teacher introduced and greeted students at the beginning of the lesson. She led the students to pray. She checked the students' attendance. She did not review the content of the previous meeting before

she started the lesson. She explained the new words clearly and precisely. She used visual tool in the classroom.

In the modelling part, she was ready to use the teaching style by using pictures of cakes, jellies, fruits and vegetables in teaching. She used video in a clear sound to make students more interested in learning English vocabulary. She has provided good modelling part.

In practicing part, she provided a pronunciation session for the students to listen to and the students followed her. In applying part, she encouraged students to apply the vocabularies from the song in the class with their friends. She has provided good participating part.

4.2 Discussion

The researcher found that the way the Thailand teacher's used to teach vocabulary for the sixth grade students of Samakkee Islam Wittaya School in usingLasagna milkshakes song covered four ways. introducing, modelling, practicing, and applying. Introducing means initiating the words in the early step. Teachers can explain new words clearly and precisely. Teachers can use visual or real tool in the classroom. Modelling means doing while mentioning. Teachers should do what the word says. Practicing means trying to do the same thing as a repetition. Teachers can instruct the students to do the words said by the teachers. Teachers should repeat

words so that students may accurately repeat them and memorize them. Applying means engaging and guiding students to practice in the real-life situation.

The result of the study was correlated with the previous studies done by Goering & Wei (2014); Ilinawati & Dharma (2019). They had good results on the research. It is same with the research that vocabulary can be improved through the use of songs. English song of Lasagna Milkshakes Song was used to know the Thailand teacher's way to Teach Vocabulary for Young Learners.
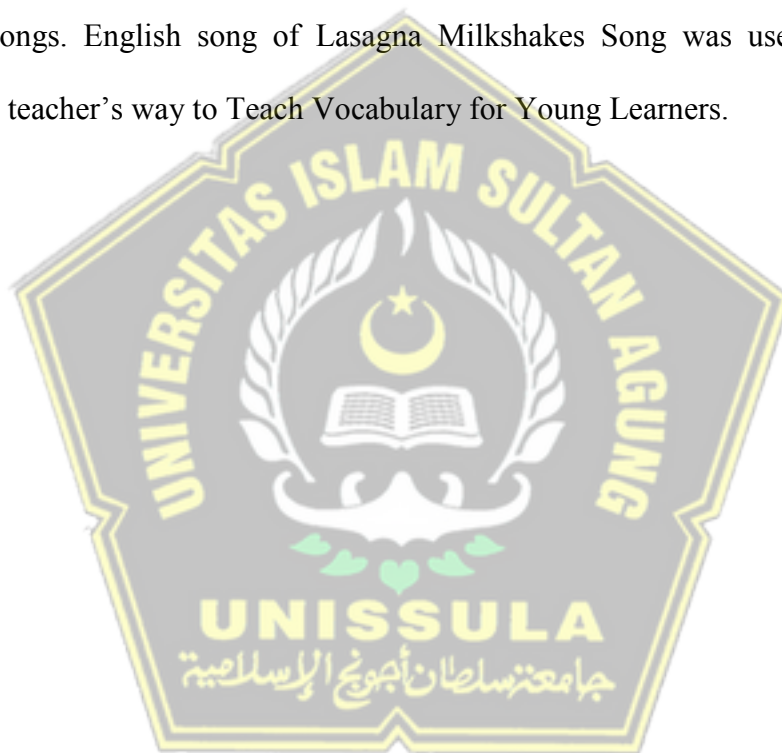
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion.

4.1 Conclusion

The researcher concluded that the way the Thailand teacher's used to teach vocabulary for the sixth grade students of Samakkee Islam Wittaya School in usingLasagna milkshakes song covered four ways. introducing, modelling, practicing, and applying. The teacher could use introducing, modelling, practicing, and applying well. The teacher used them in each activities.

4.2 Suggestion

The researcher suggests for the teacher to apply the ways when she teaches vocabulary for different topic and media. The researcher suggest for the further researchers to think about the different topic when they want to do the similar research.
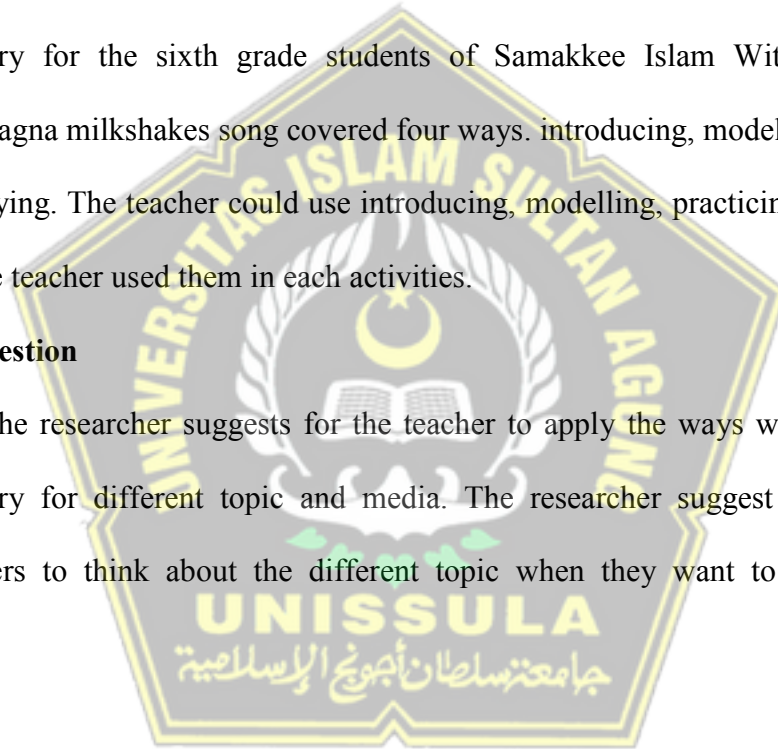
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