

The Use of English Song for Teaching Vocabulary to Young Learners

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Abstract

This study focused on using the song as a teaching tool in teaching English to young students at TKA Al-Hidayah, with students aged 5-6 years old. This study aims to observe song as a teaching tool to memorize vocabulary in English. Observations and interviews were used to collect data. The research method uses descriptive qualitative. Researchers chose 10 students as participants. The results are that song lyrics can be an alternative media that teachers can use to convey teaching materials and children's interests so that children can be interested in learning English.

Keywords: Song; Vocabulary; Young Learners

INTRODUCTION

Something quite important when someone learns English is vocabulary. Vocabulary can make us better understand the word's meaning; besides, many languages can also make it easier for someone to interact with other people. However, our memory will not be the same when we are young and adults or even old. Therefore, the age of children is the best time to increase vocabulary. For that reason, teachers must make the classroom environment more alive and enjoyable to achieve the learning process's goal. English teachers must be good teachers, but they must also be knowledgeable about topics related to teaching English to children. Teachers can create innovative lessons that get students moving and conversing with their peers (Fransischa & Syafei, 2016). There are several methods for increasing and multiplying students' vocabulary, such as using pictures, videos, and song that are easy for children to hear and sing. Teachers have an essential role in improving children's ability to remember vocabulary. A teacher must comprehend teaching factors such as methods, strategies, techniques, and materials for teachers to effectively communicate the child's characteristics (Dewi & Kareviati, 2021). We must understand that students in playgroups or kindergartens retain habits from their homes, including the language they study and use every day. A song is one of the teaching methods that can be used to teach young learners English vocabulary (Ma'rifat, 2017). This is in line with research (Hermida, 2019) that investigated the efficacy of using songs to teach English vocabulary to young preschool English learners in Aligoodarz, Iran. The experimental group significantly outperformed the control group in terms of vocabulary retention. Based on these results, the song as a medium of learning for early childhood students significantly gave positive results. Therefore, this study aims to observe the use of English songs for teaching English vocabulary to young students at TKA Al-Hidayah. Vocabulary is the center of language teaching and learning because vocabulary is a collection of words that the speaker can use freely (Jumharia, 2013). The term Vocabulary is a word or phrase used in and may refer to all words throughout the language. Certain types of dialects, registers, tours, etc. According to Spencer (1992), as cited in (Budiarsa, 2017), vocabulary is the best learning ability for readers. Alternatively, a list of words used by the author, the subject of knowledge, and words Presented

in the form of a dictionary, with clear and concise explanations. The teacher needs to know which vocabulary to teach when teaching vocabulary. According to Finocchiaro (Lelawati et al., 2018), There are two types of vocabulary: function words. It is as quick as possible (in a logical order and sequence) and has content words. It can be studied in small groups centered on the "life" status. Montgomery (2007:2) states in (Lelawati et al., 2018) that there are different types of vocabulary. Every kind of vocabulary must serve a different purpose, and that developing vocabulary in one facilitates the abilities of the other. According to the preceding statement, teaching English vocabulary is one of the most important aspects of language because it carries the meaning used in communication. A kind of modification is an action taken to improve something, but it can be almost anything. Modification in the type of teaching is a type of effort to apply learning principles and psychological principles to the outcomes of human behavior. "Modify" is defined as making minor changes to something. According to this statement, one of teachers' efforts to streamline the learning process is modifying the learning atmosphere. A song is defined as a sound pattern produced by a musical instrument that contains words that can be sung and are intended to entertain those who listen to it, according to the Oxford Advanced Learners' Dictionary (2000), as cited in (Ramadini & Halimah, 2019) Song are short pieces of music with lyrics that can be sung. Songs are adaptable. They share values, commitment, responsibility, customs, love, traditions, history, and language characteristics as a result of culture. The song can be used for various purposes, and it can be an effective pedagogical tool for a variety of reasons (Luis & Moncayo, 2020). A song is a brief composition for solo and piano sounds in one quick motion. He leaves. Assume that a song is a grouping of lyrical and musical elements such as rhythm, melody, harmony, and expression. The musical composition for the voice of various voices, in this case, consists of short poems, lyrics, or ballads that are intended to be sung or not. This study offers Modified considering the possibility of singing in an English classroom English songs as a medium to increase student vocabulary by converting Indonesian songs into a vocabulary song that students can sing at any time. Adapting song lyrics from vocabulary taught and modified by teachers using Indonesian song rhythm. Pupils in the young category have completed their first year of formal schooling (5-6 years). Until they are eleven or twelve years old. Students have characteristics that define them apart from adult students. According to Setyaningsih (2007), Some English teachers do not differentiate the teaching-learning process for students of various ages. Those who are well-versed in child psychology object to this belief. In comparison to adults, children have the following characteristics: Children have a short attention span, as well as a great deal of natural curiosity, they require stimulation of all five senses, they struggle with abstract things and concepts, and they are sensitive. Because each child is unique, it takes a unique approach or method to help children learn English effectively, primarily through activities. With the exercises given to the children, we can do various things. The activities should be simple enough for the children to understand what is expected. Teachers must understand and know how to contribute to improving educational quality. Young students are not the same as older students. They range in age from five to fourteen years (Ma'rifat, 2017). Because they have a limited vocabulary at this age, they will struggle to understand abstract concepts. When instructing young students on vocabulary. According to Pratiwi (2018), the key is for the teacher to create a fun environment for students to learn so that they enjoy learning English. The best way to use songs with students is to make them easy to remember and sing repeatedly. As teachers, we must all prepare ourselves for class by creating lesson plans, preparing help for training, etc. Every teacher will teach English differently, but they do the same set of activities as others, such as their method of teaching English. Songs can be a part of a person's life. Songs can make learning and teach more enjoyable. According to Martha Suri (2012), The processor unit of the way for students to learn or acquire vocabulary taught by the teacher is teaching vocabulary. According to Nambiar (1980), as cited in Martha Suri (2012), "song lyrics can

make the atmosphere more pleasant and the situation in the classroom much more conducive to the teaching and learning process of language than conditions made to be tense." When the atmosphere in the class is comfortable, students learn vocabulary faster. There are numerous advantages to using the song in the classroom for teaching and learning. According to Fadli. M (2008), as cited in (Ramadini & Halimah, 2019), The first is that songs can represent a topic, subject, lexis, etc. The second benefit is that songs can be used to practice the subject matter, lexis, etc. The third benefit of songs is that they can draw attention to common mistakes made by students. The fourth benefit of songs is encouraging students to listen carefully and intently. The fifth goal is to generate material for discussions about attitudes and feelings. The sixth song encourages creativity and the use of one's imagination. Seventh, using music in the classroom can help to create a relaxed and comfortable atmosphere. Last and most importantly, songs can make classroom learning exciting and enjoyable. There are three criteria for selecting songs. According to Lynch (2008), as cited in (Ramadini & Halimah, 2019), The first is to use current popular songs with students whenever possible. Unfortunately, students frequently choose songs that are not permitted to be sung in school. The second requirement is that the song's lyrics be straightforward to understand. Nothing is worse than a song in which almost no one understands the meaning and content of the lyrics. If students struggle to understand the song's lyrics while listening to it, choose another song. The final section of songs should be themed appropriately. Because this is for young children, choose a song that has no negative context or is terrible because children of this age need to hear many positive, cheerful, and even funny songs. For maximum child development, the music should be chosen based on the level of difficulty, the lyrics should be straightforward to understand, It should be determined whether or not students will enjoy the song, and it is preferable to select popular music that does not contain harmful elements.

METHOD

This study discusses song observation as a medium of learning in teaching English to young students at TKA Al-Hidayah, with students ages ranging from 5 to 6 years. The main objective of this research is to observe whether English song can be an effective alternative media in increasing students' vocabulary or not. The descriptive-qualitative design was used in this study. Natural activities are the primary data source in qualitative research, and the main instrument is the researcher himself. Qualitative research is a method for better understanding human or social phenomena by developing a comprehensive and complex picture expressed in words, reporting detailed views obtained from informant sources, and conducting research in natural settings (Walidin, Saifullah & Tabrani, 2015) as quoted in (Fadli, 2021). Researchers conducted qualitative research with the title of research to achieve research objectives. "The use of English song for teaching vocabulary to young learners." For this study, researchers observed and interviewed teachers. Since this study aims to observe how English song are used to teach vocabulary to young students at TKA Al-Hidayah, the result is a description that focuses on the process rather than the learning product. The data in this study came from the English teacher at TKA Al-Hidayah, and the objects were students. Data were collected by observing and interviewing English teachers and the learning process. Observations were made to identify and describe English teachers' use of English songs to teach young students vocabulary. The data for this research was gathered through observation and interviews, with the researcher asking open-ended questions that encouraged respondents to express their feelings, attitudes, and perceptions. This instrument observes how to apply English song to teach vocabulary to young students at TKA Al-Hidayah.

RESULTS AND DISCUSSION

Results

Observation and interviews with teachers were used as research instruments in this study. While the teacher was teaching English in class, observations were made. Observation aims to complement the data obtained from interviewing respondents by providing additional information. The author observed a class A of 10 students who an English teacher was teaching. Meanwhile, the data from teacher interviews were used to confirm and expand on the vocabulary teaching methods employed in teaching English to young learners.

The following data were obtained from observations made by researchers:

Description	Observation
Appropriateness of English song as a form of media about student characteristics	√
Relevancy of English song as a type of media for instruction	√
The adaptability of English song as a form of media for the material	√
The suitability of English song as a form of communication for the activities	√
The universal applicability of English song as a learning condition media	√
The utility of English song as a type of media	√

Based on these observations, the teacher has been able to adapt the song to the characteristics possessed by young students; the teacher uses vocabulary in the song lyrics that are easy to pronounce and remember. The song used as learning media is also relevant to the curriculum for young students. In this observation, there is a form of two-way communication between teachers and young students regarding the media used and the interactions that can adjust to the conditions of young students when young students feel bored or already sleepy. Based on the observations, young students can be active and enthusiastic again when singing. Based on these observations, the song can be an alternative media that can be applied to young students.

A. Observation Result

The observations started at 09.30-10.40 with the teaching English song material "Member of the family" for 2 x 35 minutes. To increase morale in the morning, the teacher starts learning by using singing techniques at the beginning of each meeting to make students enjoy learning English with enthusiasm. Because children have short attention spans, using the song to entertain them was good. The teacher has provided enjoyable activities to pique the children's interests. Singing together is an enjoyable activity for young learners. Singing song can help students increase their vocabulary; based on observations, most students were very enthusiastic when asked to sing English songs together, but they were still a little embarrassed when asked to sing along. Teaching and learning activities carried out during the learning process are divided into three categories: preliminary activities such as greeting students and increasing their motivation to learn actively, core learning activities such as delivering material, and closing activities such as summarising the material or repeating several song. The beginning activity begins with prayer and morning greetings with several song usually sung at the beginning of each learning activity; then, the teacher provides a stimulus connected to the "member of the family" material.

Entering the core activity, the teacher first sang the song lyrics and was followed by the students. The teacher used the Listen and Repeat technique to teach new vocabulary. The teacher used this technique by asking the students to repeat the English song she sang. Students can follow the words because they are read slowly and repeatedly. It is done regularly, and it can assist students in recognizing new words. According to Cameron (2005), as cited in (Martha Suri, 2012), to increase their knowledge of terms, students should repeatedly encounter words in new contexts to develop their vocabulary for teaching. The findings revealed that the teacher and students' voices were the most important. After the students memorized the song rhythm, the teacher improved the pronunciation of each student's lyrics; the students looked very interested and enjoyed the learning process. At the end of the activity, the teacher tried to test the students' courage to come to the front of the class and sing the lyrics of the song in front of other friends; they were given gifts and praise so that students were enthusiastic and not ashamed to keep trying to be brave.

B. Interview Result

The researcher interviewed a teacher who worked at an early childhood school in the Cihanjuang area. He graduated from a private university in Cimahi in 2015. He has been teaching at TKA since June 2020. He has formal teaching experience in Islamic boarding schools. English song are used as a medium to help children improve their vocabulary. Children, for example, find it easier to remember family members. Song lyrics that are easy to pronounce and the song rhythm is easy to remember to keep children interested in continuing to learn. Because the child will usually continue to sing the new song he learned at school after school. Music, on the other hand, is an essential food for our right brain, which is why it is good to use in the process of teaching and learning when the teaching and learning process has so far only focused on the left brain's logical and mathematical functions, the right brain's creative and significantly related to rhythm, rhyme, music, pictures, and imagination has been neglected. The use of an unbalanced brain will result in fatigue, boredom, a loss of confidence, and a reduced ability to control emotions; this is a common occurrence among students. As a result, the teaching and learning processes are hampered. So now we come to the role of music in the teaching and learning process. Music has improved memory in people who have difficulty receiving or remembering the subject matter they have learned. We often forget what we have learned, but we can easily remember or memorize many song lyrics. One of the reasons why memorizing song lyrics feels effortless, and fun is that song lyrics are usually accompanied by music or have specific rhythms, whereas remembering subject matter is not done in the same way. For material repetition, a few song are generally sung every morning before beginning to teach as a step to increase the spirit of learning that day.

Discussion

English song as a teaching medium is very relevant to the characteristics of young learners. Young students have a strong memory so the rhythm and easy lyrics of the song can make it easier for young students to remember the material presented by the teacher. Strengthened by research from Dewi & Kareviati (2021), teachers must be able to use methods, strategies, and techniques in teaching young students to be relevant to their characteristics. The suitability of English songs used as a medium in the classroom during the learning process with student characteristics is in line with research from Fransischa & Syafei (2016) that teachers must understand how the characteristics when teaching young students, teachers use songs as learning media so that the class atmosphere is fun and not boring. According to Ma'rifat (2017), the song is one of the teaching methods that young students can use to increase their vocabulary.

Therefore, the teacher can adapt the song with a tone that is easy to remember and modify the song lyrics according to the subject matter. Usually, children will continue to repeat the rhythm of the song they got at school until they come home. Based on the results of observations, the teacher uses the listen and repeat technique in teaching vocabulary to young students, and it becomes an alternative technique that is suitable for use when teaching young students. The results of interviews with teachers at TKA Al-Hidayah that with the song method children become more enthusiastic.

CONCLUSION

The media used by the teacher at TKA Al-Hidayah can be an alternative media that is easy to apply in schools, according to the results of observations of English song as a type of media in the children's vocabulary learning process and interviews with teachers. One of the songs is about "members of the family." Teachers use music as a type of media because it involves students' attention, is easy to use during the learning process, and saves energy by not writing much on the blackboard. Teachers can make students active and happy while learning during the learning process.

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