

**TEACHING YOUNG ENGLISH LANGUAGE LEARNERS THROUGH ENGLISH  
SONGS LYRICS TO TEACH VOCABULARY**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of Bachelor of  
English Education



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**2023**

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to teach vocabulary (a study in Islamic elementary school  
Al-Azhar 29 bsb Semarang)**

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## ABSTRACT

Title : **Teaching Young English Language Learners Through English Songs Lyrics to Teach Vocabulary**  
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This study aims to explain the use of teacher implementations using English song lyrics as a teaching medium for teaching English in the classroom and to illustrate improvements in using song lyrics as learning media to teach vocabulary in learning in increasing student learning motivation. After completing this study with 1st grade and her 4th grade (1 and 4G) English teachers at SDI Al-Azhar 29 BSB Semarang. This research was conducted using descriptive qualitative research methods, using observations and interviews with two English teachers in the first and fourth grades. Based on observations and interview results on applicable implementations, the use of English songs as a learning medium, always in the form of strong support, actually supports and increases the development of new vocabulary in young learners, which can be concluded to be a means of confidence. To raise students' emotions for improvement and development. Based on observations, teachers apply learning steps starting at the beginning of the class, learning the core, and ending the class. The English songs, where the song played depends on the material taught shown in the video before class, help students acquire new vocabulary more easily, understand the meaning of what they are learning and the pressure to teach them how to read, and inspire students to Increase them to write new vocabulary words. Read the lyrics in song form and use the videos that appear to find their meaning. This research is useful for students to learn more, besides that this research is also useful for future researchers as a reference.

**Keywords:** English Vocabulary, Song, Young Learners

## **DEDICATION**

In the name of Allah SWT, the beneficent and merciful Lord of the world. Salawat and salutation may always be delivered to Prophet Muhammad until the end. No writing project is successful without the patience and prayer of everyone it is not enough just to write their name on this thesis. Finally, this thesis is dedicated to them, but the main ones are:

My beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department.

My respectable and beloved father and mother (Ahmad Rusli and Mursida), always spread their affection, prayer, love, and advice until the writer had finished organizing this thesis. Thank you very much for your assistance and support to the writer.

My beloved sisters (Fitrah Reni, Depnawati S.Sos, Wilda Gustya, Aulia Murni), and my brothers, (Joni Alvia, Syafril Sidiq, Baligul Amri) always support each other to finish my thesis.

Thanks a lot, there are no words that can express my gratitude but pray may Allah multiplies the best rewards for all your kindness.

## ACKNOWLEDGMENT

I thank Allah SWT for giving me His mercy, blessing, and the whole thing to finish this research. Shalawat and salaam are always given to the Prophet Muhammad SAW who teaches love, humanity, and akhlatul kariimah and brings us from the darkness to the brightness. Many people have parts in this research I do as a researcher. They make this research possible and doable. Without them, the researcher cannot exactly finish this research. The researcher wishes especially to thank and appreciate:

1. Dr. H. Ahmad Ismail, M. Ag., M. Hum., the Dean of the Faculty of Education and Teacher Training and all of Vice Dean I, II & III of UIN Walisongo Semarang.
2. Dra. Nuna Mustika Dewi, M.Pd., the head of the English Education Department, and Lulut Widyaningrum, M.Pd., the secretary of the English Education Department of UIN Walisongo.
3. Nadiah Ma'mun M.Pd, the advisor who accompanies me in every process of conducting this research and patiently gives me great motivation.
4. My beloved parent and family who have given me anything and always pray for my success.
5. Nabilla Fadena, S. Pd., who help me to do this research.
6. Participants, teachers, and students of SDI Al-Azhar 29 BSB, Semarang.
7. All of the lectures in the English Education Department for valuable knowledge, guidance, and advice.
8. Especially thanks to my beloved parents and my big family, who has no bored to give affection, and prayers, x and always support me in every situation to finish this thesis.
9. Especially for my beloved someone who always motivates me to work on my thesis until it is finished.
10. Thank you to Pedi Pratama my roommate who has accompanied and provided support during the making of this thesis
11. Thanks to all my friends PBI 2019
12. Thanks a lot, to the POINT BREAK group (Tommy, Wahyu, Putri, Oca, Kafania, Adel) as my bestie. They are like family to me. They are the ones who always give me the spirit to never give up on completing my thesis. I just want to say thank you very much to all of you who have helped me a lot in the success of making my

thesis to completion. Because if it wasn't for your help and support, maybe my thesis wouldn't run well.

13. UKM SANTET group thank you for giving the best encouragement, support, and prayers for the smooth making of my thesis
14. IKAMMI WALISONGO and IKAMMI 2019 group thank you for giving the best encouragement, support, and prayers for the smooth making of my thesis

Last but not least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the researcher to finish this thesis. The writer recognizes that this thesis is far from perfect, constructive suggestions and criticisms from all sides for the improvement of this thesis project are always welcome. Finally, the writer expects that this thesis would be beneficial for further study.

Semarang, 23 March 2023

The researcher,



Fauzi Amri

NIM. 1903046004

## MOTTO

دَرَجَاتُ الْعِلْمِ أُوتُوا وَالَّذِينَ مِنْكُمْ آمَنُوا الَّذِينَ اللَّهُ يَرْفَعُ فَاَنْشُرُوا اَنْشُرُوا قِيْلَ وَاِذَا

"Allah will elevate believers and those who are known among you."

QS. Al-Mujadilah: 11

"Demand knowledge. When you are poor, he will be your treasure. When you are rich, it will be your jewelry."

(Luqman al-Hakim)

Treat others the way they treat you

(Fauzi Amri)

## TABLE OF CONTENTS

THESIS PROJECT STATEMENT .....	<b>Error! Bookmark not defined.</b>
ABSTRACT .....	<b>Error! Bookmark not defined.</b>
DEDICATION.....	<b>Error! Bookmark not defined.</b>
ACKNOWLEDGMENT .....	<b>Error! Bookmark not defined.</b>
MOTTO.....	<b>Error! Bookmark not defined.</b>
TABLE OF CONTENTS .....	i
CHAPTER 1 .....	1
INTRODUCTION .....	1
A. Background of The Research .....	1
B. Research Questions.....	5
C. Objectives of The Research.....	5
D. Significance of Study.....	5
E. Limitation of Study.....	6
CHAPTER II .....	7
LITERATURE REVIEW.....	7
A. Previous Research.....	7
B. Theoretical Review .....	9
1. The Advantages of Using Song.....	15
a. Advantages of Song .....	15
b. English songs for students English learning.....	15
c. How can English songs facilitate English language learning?.....	18
d. Importance of Songs .....	18
2. The Use of English Songs on Students' Vocabulary.....	20
a. Definition of Vocabulary.....	20
b. Types of Vocabulary.....	21
c. Problems in Teaching Vocabulary.....	21
d. Vocabulary Mastery.....	22
e. Songs in Vocabulary Instruction to Young Learners.....	22
3. Perceptions about Vocabulary Instruction .....	23
a. Perceptions .....	23
b. Teacher Perceptions about Vocabulary.....	23

4. Factors Affecting Pronunciation.....	24
a. Definition of Pronunciation.....	24
b. Teaching of Pronunciation Using Song as Media .....	24
c. Factors Affecting Pronunciation.....	25
5. Young Learners .....	25
a. The definition of Young Learners .....	25
b. The Characteristics of young learners.....	26
c. Teaching young EFL learners.....	27
d. Assessing young language learners .....	28
e. Young Learners and Vocabulary Learning .....	28
C. Conceptual Framework.....	30
Conceptual Framework.....	30
CHAPTER III.....	31
RESEARCH METHOD.....	31
A. Research Design .....	31
B. Research Participant and Setting.....	31
1. Research Participant.....	31
2. Setting .....	32
3. Data Sources.....	32
C. Data Collection.....	32
1. Interviews .....	32
2. Observation.....	32
3. Documentation.....	33
CHAPTER IV.....	34
RESEARCH FINDINGS AND DISCUSSION.....	34
A. Research Finding .....	34
B. Finding .....	38
CHAPTER V .....	41
CONCLUSION AND SUGGESTION .....	41
A. Conclusions .....	41
B. Suggestions.....	42
1. For Teacher.....	42
2. For Learners.....	42
3. For the Future Researcher .....	42
REFERENCES .....	1

APPENDIXES .....	1
APPENDIX 1 .....	1
APPENDIX 2 .....	2
APPENDIX 3 .....	3
APPENDIX 4 .....	5
APPENDIX 5 .....	12
APPENDIX 6 .....	13
LESSON PLAN .....	13
LESSON PLAN .....	16
APPENDIX 7 .....	18
CURRICULUM VITAE .....	<b>Error! Bookmark not defined.</b>

# CHAPTER 1

## INTRODUCTION

This chapter consists of the research background, research topic, research purpose, and research significance.

### A. Background of The Research

Many millennials do not know English, but English is a very important language for us to be able to compete in the international community in the future. Due to the lack of children learning English, the Ministry of Education had to find a way to increase the demand for subjects, create a comfortable learning environment, and keep students from getting bored while teaching and learning. This study examines how songs affect students' English proficiency, especially their vocabulary. Now some students find it difficult to learn English because they think this subject is difficult to learn. English is a boring subject, unlike other subjects, so we Teachers must always look for ways to make English lessons more enjoyable and less boring.<sup>1</sup>

This study also explains the application of English songs as a means of learning English. This study describes the factors that influence the pronunciation and improvement of students' new vocabulary. Song, a combination of melody and words, has many qualities that make it a cultural spectacle, expression, novel, ty and a useful skill, making it an invaluable tool in language teaching. Learning through song is one of the best ways to learn and helps students to understand English better. For students, the path to British music is often easy, and it is what they most want to learn. This study provides an effective, useful, and simple driver for integrating songs into the classroom for teaching and learning.<sup>2</sup>

How important language is also written in the Holy Qur'an:

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<sup>1</sup> Manal Hisham Al-Smadi, "The Effect of Using Songs on Young English Learners' Motivation in Jordan," *International Journal of Emerging Technologies in Learning* 15, no. 24 (2020): 52–63, <https://doi.org/10.3991/ijet.v15i24.19311>.

<sup>2</sup> Ni Wayan Satri Adnyani and A.A.I. Bulan Fitria Dewi, "Teaching English Vocabulary Using Song," *Yavana Bhasha : Journal of English Language Education* 1, no. 1 (2020): 88, <https://doi.org/10.25078/yb.v1i1.1381>.

مُؤَلِّيهِ اللَّهُ إِنَّ أَنْفُسَكُمْ لِلَّهِ عِنْدَ أَعْرَافِكُمْ إِنَّ لَكُمْ لَعَارْفًا وَقَبَائِلَ شُعُوبًا وَجَعَلْنَكُمْ وَأَنْثَى ذَكَرٍ مِّنْ خَلْقِكُمْ إِنَّ النَّاسَ بِآيَاتِهَا  
خَبِيرٌ

Meaning: “Men, we have created you from a male and female, and made you into nations and tribes that you might get to know one another. The noblest of you in Allah’s sight is the most righteous of you. Allah is wise–all-knowing. Al-Hujarat: 13)<sup>3</sup>

Surah Al Hujarat verse 13 concludes with this statement that we were created as human beings. All humans automatically have a language to communicate with others. Allah creates people in a language with different nations, peoples, and costumes. Nevertheless, languages, countries, and different countries have different languages. People in different places need to work together to meet the necessities of life. Language plays an important role in human life as it is used not only for communication but also for conveying messages, expressing, and interpreting something.<sup>4</sup>

English as a global language is becoming an important foreign language in Indonesian training machines. That is why some universities have made English education a top priority. English was declared a neighborhood content curriculum in 1994. As one of the subjects of close content, English is programmed at the beginning of her senior year. However, English is taught from the first grade of elementary school. English was taught by learning vocabulary, even when organizing games. English is still considered a difficult research language. To reduce the difficulty in learning English skills, it is important to use techniques that can be used to make teaching English to young beginners as easy and interesting as possible. English classes can be conducted in a comfortable environment to attract the attention of the students. Situations that encourage student learning. One approach that makes EYL's elegance more interesting is songs, games, and stories. (N,adiah Ma'mun 2021).<sup>5</sup>

English is seen as the language of technology and it has become a very important language in the world as people understand how to learn and teach it for

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<sup>3</sup> Durrotun Nasikhah “The Effectiveness of Popular English Songs To,” 2019.

<sup>4</sup> “The Effectiveness of Popular English Songs To.”

<sup>5</sup> Nadiah Ma'mun, ‘Promoting English Vocabulary of Young Learners’, 2021.

their children and themselves. has an educational role. Taught from kindergarten to college. Although public and private universities differ in that they present their language, they still dominate the teaching of various guides, along with technology, mathematics, generative and, medicine. Because of this importance, children start learning English from kindergarten through video games to specific uses, and teachers try to suggest techniques that make learning English interesting and fun. Encourage students to learn languages so they can speak and write with confidence. <sup>6</sup>

Singing folk songs, nursery rhymes and lullabies is important for children's emotional health and learning success. Songs connect young children's ears, voices, and brains for language, and using traditional songs and lullabies can enhance a child's ability to put thoughts into spoken words. Track how language is built, train kids, and help build language. On the one hand, it is very important to teach correct natural language and vocabulary at a young age. That is, training for beginners should use movements, simple phrases, and body movement phrases in songs. It is also very effective and motivates learning. <sup>7</sup>

Songs can be a good learning resource in an English class. This is because English songs are familiar to some students. The classes are fun too. It doesn't require much time or meetings (Agustina, 2016). Teachers need to be creative in the classroom to make children more interested in English. An interest in English is therefore an important foundation for achieving more satisfactory English proficiency. Memorizing English songs is a way for students to review and memorize vocabulary. Moreover, most of the students find it fun to learn by listening to English songs, but they learn voluntarily and unconsciously. This is a much more enjoyable and efficient way to develop language awareness than memorizing rote books. Boring vocabulary and grammar courses (Shen, 2003). Therefore, memorizing English songs can help you learn vocabulary easily. In practice, it is common to find teachers complaining that their classes are difficult to manage. Students are too active to move around the class or play games, are

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<sup>6</sup> Manal Hisham Al-Smadi, "The Effect of Using Songs on Young English Learners' Motivation in Jordan," *International Journal of Emerging Technologies in Learning*, 15.24 (2020), 52–63 <<https://doi.org/10.3991/ijet.v15i24.19311>>.

<sup>7</sup> Al-Smadi.

difficult to organize, get bored easily, lose motivation and focus, have disagreements, and have difficulty making friends. On the other hand, students are often dissatisfied and unengaged in learning English because teachers' explanations are too structured.<sup>8</sup>

According to (Cameron, 2001), aspects of vocabulary acquisition include pronunciation, spelling, and meaning. Vocabulary is a collection of familiar words that you often hear in people's speech. Vocabulary is a storehouse of words and is used as a means of communication. The more familiar or familiar vocabulary you have in your brain, the faster it will be remembered. Vocabulary is one of the most important things when learning a foreign language such as English. Vocabulary also plays an important role in language learning. The person you want to be understood will find it very difficult to translate into English because they don't have enough vocabulary. The same thing happens when you try to listen to someone. It would have been difficult if I hadn't heard a word from him. Without a rich vocabulary, it is impossible to use English accurately and clearly (Bridge & Burton, 1982). Vocabulary has proven to be very important when learning a foreign language, especially English, which has an affluent vocabulary.<sup>9</sup>

Deli Begovic Dzanic (2016) states that songs help learners practice the language outside of class, thereby helping build confidence. On the other hand, one of the learning principles proposed by Brown (2000) is automation. Conversely, factors that tend to hinder their emergence. This automation consists of analyzing the language, thinking too much about form (structure/grammar), and consciously memorizing the rules of the language. In this case, songs can support the automatic processes of language that occur when students engage in unintended learning activities.<sup>10</sup>

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<sup>8</sup> Manal Hisham Al-Smadi, "The Effect of Using Songs on Young English Learners' Motivation in Jordan," *International Journal of Emerging Technologies in Learning*, 15.24 (2020), 52–63  
<<https://doi.org/10.3991/ijet.v15i24.19311>>.

<sup>9</sup> Kartika Ria Utami and Cucu Rahmawati, "Improving Students' Vocabulary Mastery Using Flash Cards," *PROJECT (Professional Journal of English Education)*, 2.6 (2019), 845  
<<https://doi.org/10.22460/project.v2i6.p845-851>>.

<sup>10</sup> Lusi Nurhayati, "Penggunaan Lagu Dalam Pembelajaran Bahasa Inggris Untuk Siswa Sd; Mengapa Dan Bagaimana," *Majalah Ilmiah Pembelajaran*, 5.1 (2009), 1–13.

This paper describes the use and benefits of songs in learning English and how to the songs in English lessons. Explain the privileges children have as foreign language learners. Based on the above background and research, the results of this study give rise to discrepancies between one study and the other.

For this reason, researchers are interested in researching again with the title: Teaching English to Young Learners through English Songs (Study at SD Islam Al-Azhar 29 BSB Semarang)

## **B. Research Questions**

Based on the outline of the above research background, the research question of this research can be formulated as follows:

- a. How is the implementation of song lyrics as a learning source in teaching English vocabulary and improving learning motivation for young learners?

## **C. Objectives of The Research**

The purpose of this study is to describe the implementation of English songs as a medium for teaching English vocabulary to students in grades 1 and 4 of Al-Azhar 29 BSB Islamic Elementary School Semarang.

## **D. Significance of The Study**

The authors hope that the results of this study will make some positive contribution to English language learning. The results of this study are intended to inform researchers themselves and educators. This study hopes to do so. This research can be useful for:

1. For students

The results of this research are expected to contribute to improving students' motivation to learn English.

2. For English teachers

It is hoped that the results of this study will serve as a good reference for classroom English teachers to motivate them to use English songs to teach new vocabulary.

3. For further research

The results of this study will bring some new experiences and insights about research and hopefully help writers, especially students in the Department of English Education and Futures, who wish to do similar research using the application of English songs as a teaching medium. will be.

#### **E. Limitation of the Study**

1. This research was conducted with 1st through 4<sup>th</sup>-grade students.
2. This research focuses solely on the use of English songs in learning to increase students' vocabulary.
3. The authors limit the research to the use of English songs as a learning medium.

## CHAPTER II

### LITERATURE REVIEW

This chapter presents previous research and a review of the literature on implementation, improvement, teaching media, and English songs.

#### A. Previous Research

Research by Nadiah Ma'mun, "Developing English Vocabulary in Young Learners through Songs, Games, and Stories," Graduate Program in English Language Teaching, 2021. The outcome of this study is all language skills. Speaking, listening, writing, reading. When teaching English vocabulary to young learners, teachers are expected to be proficient in basic English. A young learner is a child aged 5 or 6 from her first grade of elementary school through her 12th grade. Learners want to participate and need to understand what others say or write, express their point of view through speaking or writing, and provide information. Although of great concern among many teachers, there is clear pedagogical evidence supporting the use of songs, games, and stories in language teaching. Carefully selected songs, games, and stories are invaluable as they give you a break while practicing your language skills. Songs, games, and stories are considered an efficient and motivating approach for young learners. Rokhayani (2010) argues that repetition, interesting characters, and interesting plots can develop children's listening, imaginative, and predictive abilities. Stories can provide natural repetition. When students read stories, they usually pay attention to keywords. This awakens young students' desire to understand the story plot contained in the story and increases their willingness to read.<sup>11</sup>

Paper by Putri, Nurma Dianti, Natashh Mohd Ridwan, Dinda Sri Lestari, Nabilatul Husniah, and Muhammad Taufik Ihsan, Teaching and Therapy in Learning English, Journal Nasional Indonesia, 1.7 (2021), 179–87. Findings from this study Dynamic vocabulary learning is an activity that gets only occasional attention in most language classrooms. That's why singing can be incredibly helpful. Numerous words appear in the melody that corresponds to specific themes

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<sup>11</sup> Nadiah Ma, "Promoting English Vocabulary of Young Learners," 1999.

and emotions. In some melodies, certain verbal climaxes are incredibly repeated. This music can be used as a kind of support for each main element. Songs provide excellent speaking, listening, and language practice inside and outside the meeting space. Songs are indicated as a medium to convey didactic messages. In summary, songs provide a fun way to introduce and review vocabulary, teach good pronunciation, and provide good structure and sentence patterns in novel ways. speak” (Lynch, L., 1993).<sup>12</sup>

Al-Smadi, Manal Hisham, "The Effect of Using Songs on Young English Learners' Motivation in Jordan", *International Journal of Emerging Technologies in Learning*, 15.24 (2020), 52-63. The results of this study show that the use of songs had a positive impact on student motivation. This can easily be determined from observations and interview results. Lessons without music and lessons with music showed significant changes in students' behavior and attitudes toward learning English. The results also indicate that there are no significant differences in motivation related to gender, as both experience positive effects of songs.<sup>13</sup>

Maimunah Binti Sohot and Dr. Melor Md. Yunus, “Pupils’ Perceptions of the Use of Action Songs in Vocabulary Teaching and Learning,” *International Journal of Innovative Research and Creative Technology*, Wwww.Ijirct. Organization, 117.6 (2018), 117-20. Results of this study Vocabulary learning is one of the most important factors in language learning. Vocabulary is an important part of acquiring language skills, according to one study. To become fluent and proficient in a language, a learner must have a well-developed and excellent vocabulary. The use and integration of action songs is one strategy for improving learners' vocabulary acquisition. Songs are composed of numerous sources of vocabulary, sentence structures, and sentence patterns, which explains why this is one of the most effective language teaching methods.<sup>14</sup>

The research of Nguyen, Tien Cam, and Huan Buu Nguyen, “Teachers’ Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners,” *Universal Journal of Educational Research*, 8.6 (2020), 2678–85. The

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<sup>12</sup> Gulsum Cevikbas, Negrıs Yumurtacı, and Enisa Mede, “Effects of Songs on the Development of Vocabulary among First Grade EFL Learners,” *Language Teaching and Educational Research*, 1.2 (2018), 101–20.

<sup>13</sup> Al-Smadi.

<sup>14</sup> Maimunah Binti Sohot and Dr. Melor Md. Yunus, “Pupils’ Perceptions on the Use of Action Songs in Teaching and Learning Vocabulary,” *International Journal of Innovative Research and Creative Technology Wwww.Ijirct. Org*, 117.6 (2018), 117–20 <www.ijirct.org>.

results of this study show that teachers have a positive perception of using songs to teach vocabulary to young learners. It has several important educational implications for teachers and school administrators. First, teachers' perceptions of the use of songs in young learner vocabulary lessons play an important role in young learner vocabulary acquisition. Given the importance of song's influence, teachers have the role and responsibility of providing young learners with contrasting situations to learn and practice vocabulary through song, as a potentially resourceful means. It is important to be more aware. Additionally, teachers need to find ways to select songs that meet the learner's needs and interests to enhance the learner's acquisition of vocabulary in the learning process. In addition, teachers should be given opportunities for professional development. In particular, young learners should be given the allowed songs in a variety of classroom contexts for vocabulary learning to reach to level.<sup>15</sup>

## **B. Theoretical Review**

English music is the best learning medium specially to improve your vocabulary and speaking. In addition to music, it is usually combined with games to keep you from getting bored while learning in class. Songs as a learning medium that makes learning fun and never boring. Singing can balance intellectual and emotional intelligence in a way that yields positive results for students. Improving Vocabulary in Students Using English songs stimulates brain function, the meaning of songs stimulates the growth of memory function, learning vocabulary, language, listening, and speaking. Learners need hands-on and fun teaching methods to help them integrate with the English language. For example, singing English songs helps students integrate into the English language. (Gus Hendra, 2017).<sup>16</sup>

Using songs in language learning has several advantages. First, you can encourage your students to use English. Moreover, listening to English songs helps students to support words and meanings more easily. The composition of the song is supported by pictures and actions. Finally, songs can inspire positive feelings about language learning. Vocabulary is widely considered to be an essential tool for learners to acquire a foreign or second language. Songs are considered one of the

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<sup>15</sup> Nguyen and Nguyen.

<sup>16</sup> Utami and Rahmawati.

most effective ways to learn vocabulary. According to Pavia and his colleagues, songs are known to be a valuable resource for vocabulary learning. Because songs provide learners with the opportunity to learn a large number of words, allow repetition, learn both single words and word sequences, retain memory, reduce anxiety, and facilitate acquisition. It's from.<sup>17</sup>

According to Arsyad, songs are taught as a means of conveying educational messages (Arsyad, A., 2006). Another definition of teaching song as a medium includes communicative performances and tools, whether printed or audiovisual. Pronunciation refers to how a word or language is often spoken and how someone pronounces the word. Szyszka also states that pronunciation is very important as it contributes to the clarity and fluency of communication (Szyszka, M., 2017). According to Hornby, pronunciation is the way languages are pronounced, the way words are spoken, and the way people express the meaning of words (Hornby, AS, 1995). The definition above implies that a person's pronunciation is actually how people communicate.<sup>18</sup>

Vocabulary containing phrasal verbs can be taught explicitly or learned incidentally. Given the large number of words required for effective and fluent communication in English and the relatively slow rate at which vocabulary is acquired with clear instruction, much of the vocabulary knowledge of successful language learners is acquired incidentally. Harris and Snow (2004) also found that the number of words learned by learners and the percentage of words learned by explicit instruction were relatively small. points out that there is the same gap between Accidental learning is defined as “learning something or intending to learn something (e.g. grammar) when the primary goal of the learner is to do something else (e.g. communication). is defined as “learning without thinking” (Schmidt 1990, 137). Such learning is thought to play an important role in how words are learned.<sup>19</sup>

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<sup>17</sup> Tien Cam Nguyen and Huan Buu Nguyen, “Teachers’ Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners,” *Universal Journal of Educational Research*, 8.6 (2020), 2678–85 <<https://doi.org/10.13189/ujer.2020.080652>>.

<sup>18</sup> Maryam Akbary, Hesamoddin Shahriari, and Azar Hosseini Fatemi, “The Value of Song Lyrics for Teaching and Learning English Phrasal Verbs: A Corpus Investigation of Four Music Genres,” *Innovation in Language Learning and Teaching*, 12.4 (2018), 344–56 <<https://doi.org/10.1080/17501229.2016.1216121>>.

<sup>19</sup> Maryam Akbary, Hesamoddin Shahriari, and Azar Hosseini Fatemi, “The Value of Song Lyrics for Teaching and Learning English Phrasal Verbs: A Corpus Investigation of Four Music Genres,” *Innovation in Language Learning and Teaching*, 12.4 (2018), 344–56 <<https://doi.org/10.1080/17501229.2016.1216121>>.

Some scholars, such as Ellis (1994), even claim that most of the words we know are learned by chance through oral input. Because of such beliefs, Harris and Snow (2004) even suggest that explicit vocabulary training is a waste of time. A study like this by Bisson et al. (2013) showed that unintentional exposure to foreign words, especially in multimodal form, significantly increases the likelihood of successfully learning the same words with subsequent explicit instruction. On the other hand, Waring and Nation (2004) argue that incidental learning, as opposed to explicit instruction, requires more time and effort, but at the cost of less successful learning.<sup>20</sup>

Many studies have been conducted on how occasional exposure to different sources of information (music, movies, cartoons, etc.) outside the classroom contributes to vocabulary assimilation. These sources include stories (Brown, Waring, and Don Kaew Bua 2008; Elley 1989), television broadcasts (Milton 2008; Kuppens 2010), music (Milton 2008), and internet television (Lin 2014). but not limited to: Milton (2008) examines two features of his that play a role in learning vocabulary from such informal learning sources. In other words, learners cannot expect to learn from these sources without paying due attention to what they are exposed to.<sup>21</sup>

Maess and Koelsch emphasize that neurologists have found that musical and linguistic preparation takes place in similar spaces of the mind and that how melodic and etymological linguistic structures are processed is not clear to all. seem to agree with the description (Maess, B., & Kölsch, p., 2001). Learning a second language primarily involves learning a solid framework, syntax or grammar, and vocabulary. Learning vocabulary is an essential part of learning any other language. According to Laufer, vocabulary is central to language learning and use (Laufer, B., 1997). Given the important role of vocabulary in second language learning, the importance of vocabulary learning is certainly understandable. Richard and Renandya recognized that while there has been little need for vocabulary teaching and learning in second language programs, the idea and role have been resurgent of vocabulary

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<sup>20</sup> Akbary, Shahriari, and Hosseini Fatemi.

<sup>21</sup> Akbary, Shahriari, and Hosseini Fatemi.

learning in learning and parenting (Richard, J. C. & Renandya, W. A., 2002).<sup>22</sup>

Most children enjoy listening to songs, which play an important role in their development (Kalmar, 1982). Songs are very helpful during the child's developmental stage as it helps the body and mind work together. At the same time, the child develops intellectually, socially, and emotionally. Barker (1999) found that exposing children to songs to keep them in rhythm helps them learn the sounds and meanings of words and actively use their motor skills. Similarly, Campbell (2000) supports the view that exposure to music enhances child development and to some extent minimizes certain developmental delays. It is clear that songs are part of a child's daily life and can be easily transferred into the classroom of young learners as an effective educational tool for teaching a second/foreign language.<sup>23</sup>

According to Shen (2009), using songs is fun for young learners to expand their vocabulary. You learn new words and have fun at the same time. Entertainment is key to motivation and also facilitates learning (Schunk, 1991). Besides being a fun factor, songs are a great resource for repetition. When listening to a song, learners hear the same words over and over to help restore meaning and pronunciation to their long-term memory. As Sariçoban and Metin (2000) point out, repetition and rhyming make it easier for young learners to understand, follow and repeat. Songs also have specific themes and provide a meaningful learning environment. Providing the context in which words are used, rather than learning them at the word or sentence level, makes it easier for students to recall meanings (Paquette & Rieg, 2008). Murphey (1992) argued that songs are useful tools for teaching and learning vocabulary, sentence structures, and sentence patterns. Besides connecting grammar and vocabulary, songs also help students improve their language skills. Peregoy and Boyle (2008) pointed out that songs are the perfect material to use in lesson plans for integrating the four language skills.<sup>24</sup>

When planning lessons, it can be very helpful to plan your activities around the song you choose. Ask students to draw the story of the song and write the associated words. Create song word puzzles. Another effect of using songs as a teaching tool

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<sup>22</sup> Nurma Dianti Putri and others, "Teaching and Therapy in Learning English," *Jurnal Nasional Indonesia*, 1.7 (2021), 179–87 <<http://fusion.rifainstitute.com/index.php/fusion/article/view/30/33>>.

<sup>23</sup> Gulsum Cevikbas, Negriz Yumurtaci, and Enisa Mede, "Effects of Songs on the Development of Vocabulary among First Grade EFL Learners," *Language Teaching and Educational Research*, 1.2 (2018), 101–20.

<sup>24</sup> Gulsum Cevikbas, Negriz Yumurtaci, and Enisa Mede, "Effects of Songs on the Development of Vocabulary among First Grade EFL Learners," *Language Teaching and Educational Research*, 1.2 (2018), 101–20.

is that songs have a great impact on the development of word pronunciation and intonation. Delibegovic-Dzanic (2016) argued that songs help learners practice the language outside the classroom, thereby increasing their confidence. Researchers have pointed to the term "question cycle" to highlight an important feature of language acquisition. This is explained in such a way that "the learner discovers new forms of language and the meaning of new words on his own as needed." activity", which encourages learners to connect new objects to previously learned objects. Furthermore, it is emphasized that there is a positive relationship between music and song lyrics sharing. When song lyrics are integrated into the target language, learners can expand their vocabulary. (e.g. English).<sup>25</sup>

Much as Bob Dylan is widely acknowledged as a poet, the world of music is full of lyrics and rhythms in almost every aspect, and it's a great way to write, read, discuss, speak, listen, and reflect on your English classes, will be carried over to the English classroom. Carter (1969) sought to evoke emotion and interest while teaching students "better writing skills through the common rhetorical elements of voice, intonation, structure, and continuity." (228) believed that the Beatles and others provided his students with a "rich and rewarding" (228) learning experience. claims that the lyrics "are literary texts, which can be used to support literary terms and concepts, and ultimately to prompt literary interpretation." Rich in images and metaphors, these texts can be used to teach irony, tone, phrasing, perspectives, themes, plots, motivations, and character development. Caswell (2005) also notes the usefulness of approaching John Steinbeck's *The Pearl* through a musical lens. The usefulness and natural relationship of music and English lessons are used to motivate and intrigue students while also challenging and developing their skills and abilities. Göring wrote much about the extension of this work.<sup>26</sup>

Topics for using songs in English classes from the perspective of teachers and researchers: Musically conveying Faustian themes (Copeland and Göring 2003). Writing personal stories using music (Göring 2004). Fusion of intertextuality and popular music (Göring 2009); application of 'musical intertextuality' (Goering et al. 2009). Using a soundtrack approach to teaching fiction (Goering and Williams 2010). The initial decision by English and history teachers to use music in the

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<sup>25</sup> Cevikbas, Yumurtaci, and Mede.

<sup>26</sup> Goering and Wei.

classroom (Göring and Burenheide 2010). A multimodal, interdisciplinary project on the Vietnam War (Sewell and Goering 2013). Although remarkable in the sciences of teaching and learning, the empirical effectiveness of using music to teach English is poorly understood. Many areas of English art are suitable for teaching music. So, there are countless ways to teach a language. Another effect of using songs as a teaching tool is that songs have a great impact on the development of word pronunciation and intonation. Delibegovic-Dzanic (2016) argued that songs help learners practice the language outside the classroom, thereby increasing their confidence. Researchers have pointed to the term "question cycle" to highlight an important feature of language acquisition. This is explained in such a way that "the learner discovers new forms of language and the meaning of new words on his own as needed." activity", which encourages learners to connect new objects to previously learned objects. Furthermore, it is emphasized that there is a positive relationship between music and song lyrics sharing. When song lyrics are integrated into the target language, learners can expand their vocabulary. (e.g. English).<sup>27</sup>

For music used for educational purposes, American culture is represented by the tunes that Chinese TESOL students might receive. This exchange of communication requires the audience to be able to interpret the various "codes" embedded in a single song, such as lyrical content, singer's voice, instruments, and rhythm. Because the songs sound appealing and convey positive messages, they are not necessarily representative of American popular culture.<sup>28</sup>

The benefits of online musical collaboration have been identified by Josef, Netsinghe, Cabedo-Mas (2020), and Klopper (2010). Klopper (2010) identifies the importance of good preparation by music educators and the need for 'supportive encouragement'. This is consistent with the findings of Josef, Netsinghe, and Cabedo-Mas (2020), who noted some frustrations among participants, particularly related to technical complexity and unfamiliarity with online engagement. Tobias (2020) also recognizes the importance of equipping students with the skills for effective online engagement. This is related to his (2014) observation of Camlin's (2014) consideration of the importance of music educators with the necessary skills to support students moving between different practice areas. In the

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<sup>27</sup> Cevikbas, Yumurtaci, and Mede.

<sup>28</sup> Goering and Wei.

context of this article, this shift has taken the form of moving from offline to online musical collaboration and navigating live and recorded practice areas.<sup>29</sup>

## 1. The Advantages of Using Song

### a. Advantages of Song

Songs as a learning medium that makes learning fun and never boring. Songs can balance intellectual and emotional intelligence in a way that results in positive results for students. Song stimulates brain function, and song and meaning stimulate the growth of memory function, learning vocabulary, language, listening, and speaking.<sup>30</sup>

Learners need practical and fun teaching methods to integrate with English. Singing English songs helps students integrate into English (Gus Hendra, 2017). Using songs in language learning has several advantages. First, you can encourage your students to use English. Moreover, listening to English songs helps students to support words and meanings more easily. The composition of the song is supported by pictures and actions. Finally, Songs Can Inspire Positive Feelings for Language Learning.<sup>31</sup>

### b. English songs for students English learning

As shown above, students have shown that English songs help them speak. Correct pronunciation and spelling of words. Your students' listening, speaking, reading, and writing skills will improve as their vocabulary grows. According to Oktaviani (2016), improving vocabulary can improve a college student's speaking skills. According to Nurkolip & Hanafi (2019), English songs help students get used to the voice of their native speaker, improve their vocabulary, and pronounce English words. All

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<sup>29</sup> Sarah Jane Gibson, "Shifting from Offline to Online Collaborative Music-Making, Teaching and Learning: Perceptions of Ethno Artistic Mentors," *Music Education Research*, 23.2 (2021), 151–66  
<<https://doi.org/10.1080/14613808.2021.1904865>>.

<sup>30</sup> Kartika Ria Utami and Cucu Rahmawati, "Improving Students' Vocabulary Mastery Using Flash Cards," *PROJECT (Professional Journal of English Education)*, 2.6 (2019), 845  
<<https://doi.org/10.22460/project.v2i6.p845-851>>.

<sup>31</sup> Kartika Ria Utami and Cucu Rahmawati, "Improving Students' Vocabulary Mastery Using Flash Cards," *PROJECT (Professional Journal of English Education)*, 2.6 (2019), 845  
<<https://doi.org/10.22460/project.v2i6.p845-851>>.

of these help her help all four of her next skills. listen, speak, read, write. Furthermore, Suri (2014) added that English songs are a valuable resource for improving students' listening, speaking, reading, and writing skills. It can also be used to teach language skills such as pronunciation, spelling, meaning, and grammar, the above results also justify the shift in English learning from traditional to technology-based learning. (Mandasari & Aminatun, 2020).<sup>32</sup>

A song is a work of art to be sung, and it can be done with or without instrumental accompaniment. The song can also be described as a relatively short musical composition for the human voice containing words and lyrics. Songs also differ from academic and formal texts because they contain rhymes and informal ways of speaking. Songs engage and immerse learners in a culturally rich resource. It is less intimidating and can be used as part of a classroom activity. Apart from that, using songs as part of classroom activities can facilitate language acquisition through the development of learners' language skills (listening, speaking, reading, writing, pronunciation, rhythm, grammar, and vocabulary).<sup>33</sup>

There are four steps to learning vocabulary through songs: understanding the words, learning to pronounce the words, learning to spell them, and using the vocabulary in sentences. However, the effectiveness of using songs in learning vocabulary depends on the suitability of the songs. There are four criteria to consider when choosing songs. Song lyrics should be simple, easy to understand, topic-related, repetitive, and easy for learners to take action to make sense of. Therefore, teachers play a big role in choosing suitable and suitable songs for learners.<sup>34</sup>

You can avoid small conversations by hearing and responding to song lyrics like poetry. The songs are authentic and easily accessible. Students

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<sup>32</sup> Shaleha Isnaini and Dyah Aminatun, "Do You Like Listening to Music? Students' Thought on Their Vocabulary Mastery Using English Songs," *Journal of English Language Teaching and Learning (JELTL)*, 2.2 (2021), 62–67 <<http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>>.

<sup>33</sup> Maimunah Binti Sohot and Dr. Melor Md. Yunus, "Pupils' Perceptions on the Use of Action Songs in Teaching and Learning Vocabulary," *International Journal of Innovative Research and Creative Technology Wwww.Ijirct.Org*, 117.6 (2018), 117–20 <[www.ijirct.org](http://www.ijirct.org)>.

<sup>34</sup> Maimunah Binti Sohot and Dr. Melor Md. Yunus, "Pupils' Perceptions on the Use of Action Songs in Teaching and Learning Vocabulary," *International Journal of Innovative Research and Creative Technology Wwww.Ijirct.Org*, 117.6 (2018), 117–20 <[www.ijirct.org](http://www.ijirct.org)>.

will enjoy activities that teach vocabulary, grammar, and cultural aspects. It helps you practice speaking, listening, and speaking inside and outside the classroom. Songs can be performed very effectively in a foreign language class due to many factors, including:

**a) Songs almost always contain authentic, natural language**

This is in contrast to the unnatural and formal language found in many student texts. Of course, a song can also be taken to extremes by using overly crude, offensive, or otherwise objectionable language. Carefully curated, we can create a rich library of songs to help you learn a language. The current language, idioms, and expressions are often included as students can learn a wide variety of new vocabulary through songs that are mostly written for native speakers.<sup>35</sup>

**b) Students will be exposed to a variety of accents**

The advantage of using songs is that it exposes students to a wide range of English. British English, American English, and Caribbean English are widely spoken through the song. Songs from many places and different styles and forms are well represented in terms of accents. Genres such as gospel, soul, R&B, pop, rock, reggae, and jazz are all represented.<sup>36</sup>

**c) Songs to be natural and enjoyable**

There are many funny and silly songs in English. Some singers make a living out of it. (Have you heard of Ray Stevens?) They offer a fun and quirky change of pace in the classroom.<sup>37</sup>

**d) Song as a motivation**

At a very basic level, the famous song touches on the student's existence and is associated with various advantages and common encounters. Virtually all mainstream songs are identified with similar themes such as companionship, love, dreams, and sadness, which are the normal emotions of an individual. Songs can be a really exciting and interesting educational tool because of the interest. Movies, TV, PC

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<sup>35</sup> Nurma Dianti Putri and others, "Teaching and Therapy in Learning English," *Journal Nasional Indonesia*, 1.7 (2021), 179–87 <<http://fusion.rifainstitute.com/index.php/fusion/article/view/30/33>>.

<sup>36</sup> Putri and others.

<sup>37</sup> Putri and others.

games, and famous music encounters are very attractive. Baoan likewise said that extending the time in ESL and devoting himself to famous music would undoubtedly increase student inspiration.<sup>38</sup>

**c. How can English songs facilitate English language learning?**

- a) Stimulating Effective Learning Through Songs Using English songs in EFL lessons helps students create a peaceful environment, reduce anxiety, nurture their interest, and encourage them to learn the target language. can learn. Students see English songs as fun and ineffective and make English fun and relaxing through music.
- b) English Song Motivation is important in emotional learning. Williams and Baden define motivation as "the cognitive and emotional arousal that leads to a conscious decision to act and a period of sustained intellectual and/or physical effort to achieve a previously chosen goal. state" (Williams, M. & Burden, R.L., 1997). Motivation can be caused by both internal and external factors.
- c) Psychological Effects Larsen and Long, Williams, and Baden, as psycholinguistics researchers, emphasized that singing can promote language acquisition and learning in both hemispheres of the human brain (Larsen-Freeman, D & Long, MH, 2000). According to Ellis, songs enter the human brain in a different way than language (the right hemisphere is more sensitive to nonverbal sounds such as melodies and the emotional color of messages) and stimulate right hemisphere language learning. can do. Language processing becomes more active in determining the overall meaning and representation of speech (Ellis, R., 1985).<sup>39</sup>

**d. Importance of Songs**

Songs are flexible. They are the product of culture, shared values, dedication, responsibility, customs, love, tradition, history, and the

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<sup>38</sup> Nurma Dianti Putri, *Cultural Approach to Teach English: Music as A Teaching and Therapy in Learning English*. 2021

<sup>39</sup> Nurma Dianti Putri, *Cultural Approach to Teach English: Music as A Teaching and Therapy in Learning English*. 2021

characteristics of the spoken language. They can be used for many purposes and there are many reasons why songs are considered valuable educational tools. Songs can improve grammar as well as listening, pronunciation, and speaking skills in young learners. Additionally, using songs is seen as a kind of active learning strategy that has proven to be very effective when teaching a foreign language.<sup>40</sup>

- a. **Listening:** Although there are differences between public and private school curricula, teachers in both schools consistently employ different strategies to facilitate language acquisition in young learners and to motivate them to learn new vocabulary, pronunciation, and grammar. trying to use Listening is a basic requirement for working with songs. Represented by receiving and reproducing information. Songs have been shown to have a significant impact on listening practice as they are used in meaningful contexts.<sup>41</sup>
- b. **Pronunciation:** Most of these words are sung by native speakers, so language learners need to learn how to pronounce the words through music. That is, it is generated without any pronunciation errors. These words will get stuck in their heads and you'll notice different accents are portrayed in these songs. For young language learners, it doesn't matter if they sound like Native American or British. explained that they need to be able to communicate in English and that music helps them get used to accents and expressions. Give learners a way to see contractions, abbreviations, sounds, words, and related utterances.<sup>42</sup>
- c. **Grammar:** Grammar is a non-negligible element in language learning and is considered a necessary part of any language teaching program. It is very effective when trying to create an atmosphere of comfort and comfort, offering authentic conditions this can be achieved by playing songs. Songs help students learn and remember languages.<sup>43</sup>
- d. **Vocabulary:** Singing traditional songs, nursery rhymes, and lullabies is essential for your baby's emotional health and successful learning. Singing prepares a child's ears, voice, and brain for language, and using traditional

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<sup>40</sup> Al-Smadi.

<sup>41</sup> Al-Smadi.

<sup>42</sup> Al-Smadi.

<sup>43</sup> Al-Smadi.

songs and lullabies can help develop a child's ability to translate their thoughts into spoken language. Songs teach children how language is structured and help them learn. On the one hand, it is important to use authentic natural language and vocabulary appropriate for the age they are trying to teach. H. Teaching language to young learners means that songs containing actions, simple words, and body movement words should be very effective and motivate them to learn.<sup>44</sup>

**Importance of motivation:** Motivation is considered one of four major elements of learning which are:

- Curriculum
- Readiness
- Intuition
- Motivation

## 2. The Use of English Songs on Students' Vocabulary

### a. Definition of Vocabulary

Vocabulary is central to English language teaching because, without sufficient vocabulary, students cannot understand others or express their thoughts. According to Wilkins (1972), little can be taught without grammar, and nothing can be taught without vocabulary. Vocabulary is the basic element of language that gives meaning to the language. Learning a language is inseparable from learning vocabulary because vocabulary is made up of the many words that make up the language. This is one of the important things students need to master. Vocabulary acquisition enables students to communicate in a specific language, including English, both orally and in writing. Other elements are still needed, but students can communicate.<sup>45</sup>

According to (Cameron, 2001), aspects of vocabulary acquisition include pronunciation, spelling, and meaning. Vocabulary is a collection of familiar words that you often hear in human speech. In other words, vocabulary is a word store and is used as a means of communication. The more vocabulary

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<sup>44</sup> Al-Smadi.

<sup>45</sup> Ni Wayan Satri Adnyani and A.A.I. Bulan Fitria Dewi, "Teaching English Vocabulary Using Song," *Yavana Bhasha: Journal of English Language Education*, 1.1 (2020), 88 <<https://doi.org/10.25078/yb.v1i1.1381>>.

you know or hear in your brain, the faster your brain will pick it up. Vocabulary is one of the most important things when learning a foreign language, for example, English. Vocabulary also plays an important role in language learning. People who want to communicate will have a very hard time translating into English because they don't have enough vocabulary. The same thing happens when we try to listen to people. It becomes difficult when you have never heard a word he or she says. Without a large vocabulary, it is impossible to use English accurately and clearly (Bridge & Burton, 1982). Vocabulary has proven to be very important when learning a foreign language, especially English, which has a rich vocabulary.<sup>46</sup>

### **b. Types of Vocabulary**

The language space has many types of vocabulary based on its multiple experts. First, vocabulary can be divided into two types according to the nature of words.

- a. Active Vocabulary: It refers to the elements of language that learners can use appropriately in speaking and writing. Active vocabulary is also known as productive vocabulary.<sup>47</sup>
- b. Active Vocabulary: It refers to the elements of language that learners can use appropriately in speaking and writing. Active vocabulary is also known as productive vocabulary.<sup>48</sup>

### **c. Problems in Teaching Vocabulary**

According to our culture and its rules, English as a foreign language has many differences. Moreover, as one of the subjects in our school, English has many difficulties and problems in the process of teaching and learning. Therefore, we must study deeply and correctly.<sup>49</sup>

Some problems arise when teaching vocabulary. There are many types

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<sup>46</sup> Kartika Ria Utami and Cucu Rahmawati, "Improving Students' Vocabulary Mastery Using Flash Cards," *PROJECT (Professional Journal of English Education)*, 2.6 (2019), 845 <<https://doi.org/10.22460/project.v2i6.p845-851>>.

<sup>47</sup> Febria Afia Rahmah, "The Effectiveness of Using English Songs From Youtube Towards Students'," 2015, 20–21.

<sup>48</sup> Rahmah.

<sup>49</sup> Rahmah.

of factors. It is used to refer to words or to name intra-lexical factors or to refer to how much a first language learner agrees with a second language, also called inter-linguistic factors. Another fact is also pointed out when a student tries to translate a passage by looking up too many words. If you come across a word you don't know, look up the meaning in a dictionary. The problem arises when they choose the correct word and use the grammatically incorrect word to know the meaning of the sentence.<sup>50</sup>

#### **d. Vocabulary Mastery**

According to (Cameron, 2001), aspects of vocabulary acquisition include pronunciation, spelling, and meaning. Vocabulary is a collection of familiar words that you often hear in human speech. In other words, vocabulary is a word store and is used as a means of communication. The more vocabulary you know or hear in your brain, the faster your brain will pick it up. Vocabulary is one of the most important things when learning a foreign language. For example, learn English.<sup>51</sup>

Vocabulary also plays an important role in language learning. People who want to communicate will have a very hard time translating into English because they don't have enough vocabulary. The same thing happens when we try to listen to people. It becomes difficult when you have never heard a word he or she says. Without a large vocabulary, it is impossible to use English accurately and clearly (Bridge & Burton, 1982). Vocabulary has proven to be very important when learning a foreign language, especially English, which has a rich vocabulary.<sup>52</sup>

#### **e. Songs in Vocabulary Instruction to Young Learners**

Research shows that songs can be a potential tool to facilitate learning and vocabulary expansion in young learners. The song as part of music benefits young learners in many ways. Songs bring a bright, fun, and friendly atmosphere to the classroom and tend to attract the attention of young learners. Songs can influence learners' receptive vocabulary knowledge when exposed to

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<sup>50</sup> Rahmah.

<sup>51</sup> Utami and Rahmawati.

<sup>52</sup> Utami and Rahmawati.

both sung and spoken forms through themes and topics. Songs help teachers teach language skills to young learners, based on which teachers plan different activities, easily attracting young learners' attention. Learners can learn large amounts of words, use both single words and phrases on repetition and repetition, retain words, and reduce anxiety in the classroom.<sup>53</sup>

### **3. Perceptions about Vocabulary Instruction**

#### **a. Perceptions**

There are several definitions of perception in the literature. Perception is defined as a person's ability to think and understand information and the world around them through their senses. Perception is viewed as an experiential information process, or the process of perceiving, organizing, and interpreting information. These views suggest that teacher perception is key to the teaching and learning process. In particular, teachers need to be aware of the responsibility of learners to approach and master a foreign language, especially English. For the research reported in this paper, the term "perception" refers to the teacher's understanding or perception of doing things that enhance the knowledge of the learner.<sup>54</sup>

#### **b. Teacher Perceptions about Vocabulary**

Research shows that teachers recognize vocabulary learning as an integral part of language teaching and learning, especially when learning a foreign language. two approaches to vocabulary teaching include explicit learning and incidental learning. The former is aimed at learning words, while the latter focuses more on using the language than learning itself - a by-product of reading and listening both inside and outside the classroom environment. Therefore, this practice affects learners' vocabulary learning.<sup>55</sup>

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<sup>53</sup> Tien Cam Nguyen and Huan Buu Nguyen, "Teachers' Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners," *Universal Journal of Educational Research*, 8.6 (2020), 2678–85 <<https://doi.org/10.13189/ujer.2020.080652>>.

<sup>54</sup> Tien Cam Nguyen and Huan Buu Nguyen, "Teachers' Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners," *Universal Journal of Educational Research* 8, no. 6 (2020): 2678–85, <https://doi.org/10.13189/ujer.2020.080652>.

<sup>55</sup> Tien Cam Nguyen and Huan Buu Nguyen, "Teachers' Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners," *Universal Journal of Educational Research*, 8.6 (2020), 2678–85 <<https://doi.org/10.13189/ujer.2020.080652>>.

This type of instruction also allows learners to develop the four language skills of reading, writing, speaking, and listening for meaning orientation, fluency, and language-related functions. Meaning-based education captures key ideas from specific messages that learners generate for others. Fluency includes practices that likely make the learner fluent and able to use the target language. Language-related vocabulary learning occurs when other aspects of language, such as grammar, writing, and sentence structure, are taught during class. From these perspectives, this study provides insight into the potential of using lexical strategies to facilitate vocabulary acquisition in young learners.<sup>56</sup>

#### **4. Factors Affecting Pronunciation**

##### **a. Definition of Pronunciation**

In the L1 language literature, many studies show how mothers exaggerate their language towards infants (e.g. baby talk). Through higher pitch, simplified prosody, and poly articulation of vowels, which are said to maintain infant attention and mediate emotion (Fernald & Kuhl, 1987). Interestingly, a related study provides a detailed analysis of the latter features of baby speech (that is, vowel overtones) and their acoustic properties.

The vowel space between the native corner vowels /I/, /u/, and /a/ (i.e., the first and second formant frequencies) is more pronounced than in normal speech directed at adults in different L1 contexts. Large (Kuhl et al., 1997; Smiljanic & Bradlow, 2005). There is also some evidence that parental exaggeration of vowel space enhances perceptual learning in infants. (Liu, Kuhl, & Tsao, 2003).<sup>57</sup>

##### **b. Teaching of Pronunciation Using Song as Media**

Songs can be a valuable practice in speaking, listening, and speaking, both in and out of the classroom. According to Arsyad, songs are taught as a means of conveying educational messages (Arsyad, A., 2006). Another

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<sup>56</sup> Nguyen and Nguyen, "Teachers' Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners."

<sup>57</sup> Kazuya Saito and Kim van Poeteren, "Pronunciation-Specific Adjustment Strategies for Intelligibility in L2 Teacher Talk: Results and Implications of a Questionnaire Study," *Language Awareness*, 21.4 (2012), 369–85 <<https://doi.org/10.1080/09658416.2011.643891>>.

definition of teaching song as a medium includes communicative performances and tools, whether printed or audiovisual. Pronunciation refers to how a word or language is often spoken and how someone pronounces the word. Szyszka also states that pronunciation is very important as it contributes to the clarity and fluency of communication (Szyszka, M., 2017). According to Hornby, pronunciation is the way languages are pronounced, the way words are spoken, and the way people convey the meaning of words (Hornby, A.S., 1995). The definition above implies that a person's pronunciation is the actual method of communication.<sup>58</sup>

### **c. Factors Affecting Pronunciation**

#### **a) Hearing**

Some students find it difficult to understand certain aspects of pronunciation. If you can hear well enough, you can accurately interpret and pronounce sounds. Therefore, the key to effective pronunciation teaching is for students to listen and note how English is pronounced, rather than creating perfect tonal and intonation tones. The higher the awareness, the better.

#### **b) Native Language**

A student's native language has the greatest impact on pronunciation. Students can diagnose their difficulties if they are familiar with the tone system of the original language.<sup>59</sup>

## **5. Young Learners**

### **a. The definition of Young Learners**

A young learner is defined as a child between the ages of 5 and 12 (Rixon, 1999), but according to Lynne Cameron, a young learner is a child under the age of 14. Furthermore, the definition of young learners is largely based on the number of years of formal education at primary or below before

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<sup>58</sup> Nurma Dianti Putri and others, "Teaching and Therapy in Learning English," *Jurnal Nasional Indonesia*, 1.7 (2021), 179–87 <<http://fusion.rifainstitute.com/index.php/fusion/article/view/30/33>>.

<sup>59</sup> Nurma Dianti Putri and others, "Teaching and Therapy in Learning English," *Jurnal Nasional Indonesia*, 1.7 (2021), 179–87 <<http://fusion.rifainstitute.com/index.php/fusion/article/view/30/33>>.

proceeding to secondary school. Because of this, the age of young learners can vary from country to country. Some psycholinguists say that one of his success factors in language learning is that is young.<sup>60</sup>

There are several explanations for better learning at a young age. First, because the brain is more adaptable before puberty than after puberty, it is possible to acquire language from an early age even if it is not self-confident, and young children have more choices than adults. Children are constantly learning without the care and responsibility of adults (Brumfit, 1994). Slattery (2001) highlighted several characteristics of young learners. They are curious, imaginative, and playful learners. They grow very quickly as individuals and enjoy routine and repetition. They learn by listening, imitating, observing, and doing. A short attention span requires a variety of activities. It also helps you learn because you speak in your native language what you have done and what you understand.<sup>61</sup>

#### **b. The Characteristics of young learners**

- a. Preschoolers have very short attention spans
- b. Preschoolers forget things quickly
- c. Preschoolers may not be fully confident in their mother tongue
- d. Some preschoolers may not be motivated to learn
- e. They can be anxious
- f. Preschoolers grow at very different rates.
- g. You need a lot of ideas to keep my attention
- h. Requires real language learning skills, not just filling time to keep kids busy
- i. Preschoolers are easily overwhelmed

Young learners need to pay attention to several elements of English such as pronunciation, spelling, structure, and vocabulary. To acquire English skills, students need to know the vocabulary of the language. A list of words and their meanings. Helps improve skills (Linse, 2005). Children need to learn 1000 to

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<sup>60</sup> Nadiah Ma'mun, 'Promoting English Vocabulary of Young Learners', 2021.

<sup>61</sup> Nadiah Ma, "Promoting English Vocabulary of Young Learners," 1999.

2000 of her words to be able to speak and write English (Cameron, 2001). This section briefly describes how vocabulary is learned and introduces methods and approaches for teaching vocabulary.

### **c. Teaching young EFL learners**

When teaching young EFL learners and adults, their cognitive and emotional development as well as the influence of their first language (L1) must be taken into consideration. McKay (2006) highlights the fact that children under the age of eight have difficulty using language to talk about it and understand grammar and conversation. Therefore, she suggests that the cognitive demands of classroom assignments should be appropriate to children's age-related abilities. should be varied enough for students to contribute.<sup>62</sup>

Auditory and visual stimuli are important inputs for children to model pronunciation and body language and participate in conversations with teachers and other students (Pinter 2006). Asher (1977; see Brown 2007) found that children's listening is accompanied by physical responses. This means it's easier to learn language through physical movement. McKay (2006) added that they love physical activity they do for fun and imagination, and tire more quickly from sitting than from running.<sup>63</sup>

The teaching method developed by Asher is known as Total Physical Response (TPR). Brown (2007) recommends that TPR can be used as a form of communicative and interactive classroom teaching activity because it provides both auditory input and physical activity. The fact that children (as pointed out by Bourke (2006) and McKay (2006)) live in a fantasy and fantasy world to some extent suggests that the primary language curriculum should include at least the following elements: This means that

- a) Topics that interest children.
- b) Story.
- c) games and fun activities.

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<sup>62</sup> Mu hsuan Chou, "Assessing English Vocabulary and Enhancing Young English as a Foreign Language (EFL) Learners' Motivation through Games, Songs, and Stories," *Education 3-13*, 42.3 (2014), 284–97 <<https://doi.org/10.1080/03004279.2012.680899>>.

<sup>63</sup> Mu hsuan Chou, "Assessing English Vocabulary and Enhancing Young English as a Foreign Language (EFL) Learners' Motivation through Games, Songs, and Stories," *Education 3-13*, 42.3 (2014), 284–97 <<https://doi.org/10.1080/03004279.2012.680899>>.

- d) Songs, chanting, rhyming.
- e) Partner or collaboration tasks.

#### **d. Assessing young language learners**

One purpose of assessment is to determine how much a student has learned during or at the end of a course. Early research on the assessment of young language learners included assessment of language impairment, assessment of young learners with English as an additional/second language, and assessment of a foreign language in primary school (Blondin Low et al. 1993; McKay, Hudson, and Sapuppo 1994). More recently, research in this area has focused on the extent and quality of teacher assessment and the assessment process in formative and summative assessment (Alderson and Banerjee 2001; Gardner and Rea-Dickins 2001; Rea-Dickins and Gardner 2000). Games, songs, and stories were used in this study to help students learn and remember English vocabulary, but formal tests were used to assess how much students had learned by the end of the course. had to be carried out.<sup>64</sup>

Assessing young language learners is different from assessing adults. Hughes (2003) and McKay (2006) highlight some special requirements and recommendations for testing young learners, such as short and varied tasks, images, and engaging typography. In language testing, vocabulary can be assessed by either reading comprehension or single-point tests (McKay 2006). However, the task should not go beyond the child's L1 comprehension (ibid.; Hughes 2003). In this study, the collected vocabulary was embedded in short reading texts and images using four different testing techniques. This study also examines the extent to which the testing method affects young EFL learners' performance on vocabulary tests.<sup>65</sup>

#### **e. Young Learners and Vocabulary Learning**

There are several ways in the literature to define the term "young learner". Although the term "young learner" is generally understood to mean a

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<sup>64</sup> Mu hsuan Chou, "Assessing English Vocabulary and Enhancing Young English as a Foreign Language (EFL) Learners' Motivation through Games, Songs, and Stories," *Education 3-13*, 42.3 (2014), 284–97 <<https://doi.org/10.1080/03004279.2012.680899>>.

<sup>65</sup> Chou.

learner under the age of 18, it differs in terms of wide disparities in a child's physical, emotional, social, and cognitive development. May be ambiguous as it indicates an age group. So, to clarify this concept, Ellis is 2 to 5 years old, 6 to 10 years old, or 11 years old, respectively.<sup>66</sup>

Young learners are learners in the first year of formal schooling, learners aged 5 or 6 to ages 11 or 12, or age to 12 learning a foreign or second language. be considered one of the learners. The study defines young learners as children between the ages of 5 and 9. This is because children start their first very basic English course at the Foreign Language Center. Young learners process information differently than adult learners in both their native (L1) and foreign (L2) languages. This is because the former classifies words associated with concrete objects from an early age.<sup>67</sup>

Young learners who do not fully understand why or how to do something tend to participate more actively, enthusiastically, and energetically than adult learners. Younger learners tend to lose focus faster and are unable to tackle difficult tasks. Young learners are interested in imagination and movement. In other words, they are energetic and physically active because they cannot sit in one place for long periods. These observations suggest that vocabulary acquisition in young learners is an active process involving language context and patterns. Because vocabulary plays a key role in fluency and communication with others, there is a need to effectively provide young learners with exposure to vocabulary knowledge.<sup>68</sup>

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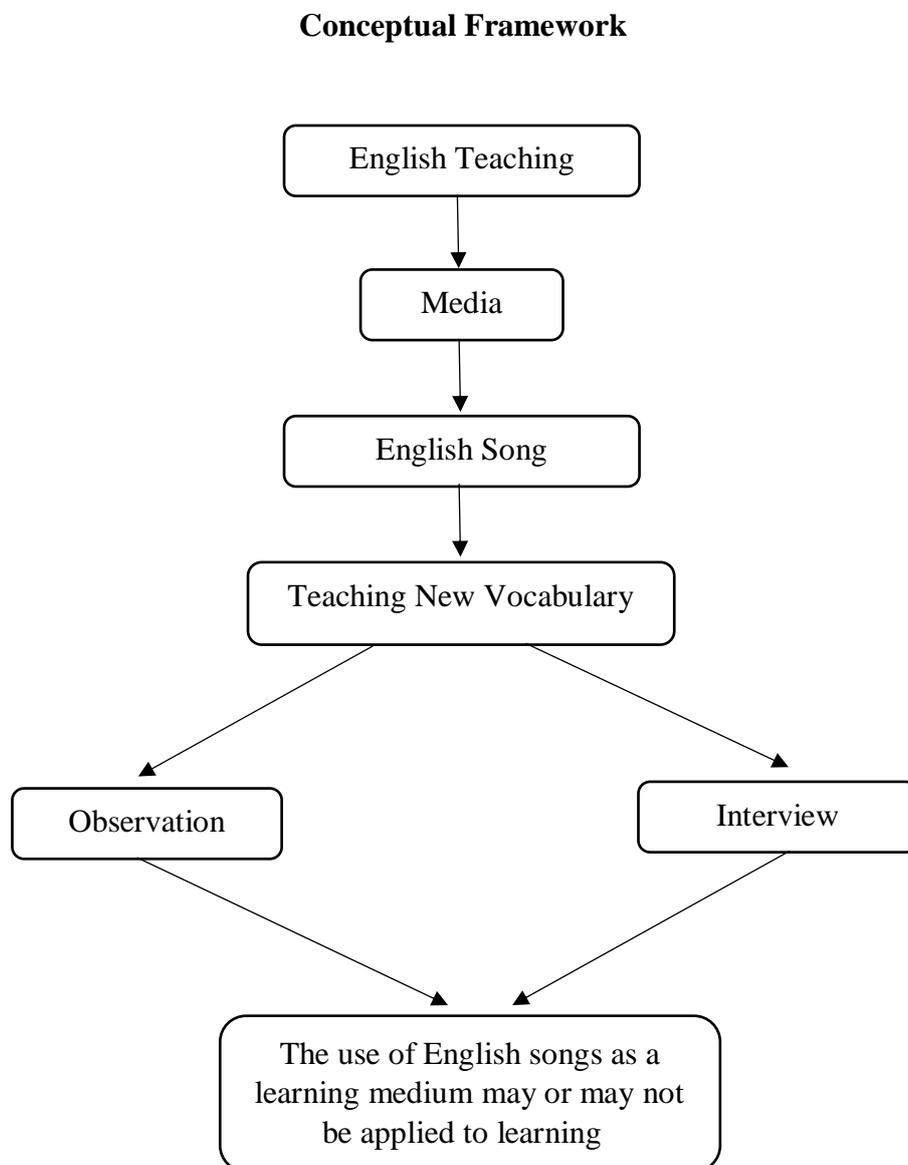
<sup>66</sup> Nguyen and Nguyen.

<sup>67</sup> Nguyen and Nguyen.

<sup>68</sup> Nguyen and Nguyen.

### C. Conceptual Framework

The main objective of this study was to explain the implementation of songs as a development strategy in English teaching materials and to increase the new vocabulary of young learners in the use of English songs such as a media to support teaching while learning. In the teaching process, teachers must know how to choose opportune media to support the teaching and learning process. This research is compiled sever from all previous studies and literature reflections. There are many deep classroom methods that teachers can use. Based on the above concept, the use of English song media helps students understand the meaning of sentences when reading and listening to songs.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research is called qualitative descriptive. Qualitative descriptive research, descriptive research, is the formulation of problems that guide research to explore or photograph social situations that have been thoroughly, comprehensively, and deeply studied. According to Bogdan and Taylor, cited by Lexy. J, his Mole Ong, a qualitative approach, is a research technique that generates descriptive data in written or spoken form from people and observed behavior. Qualitative research focuses on social phenomena and gives voice to the feelings and perceptions of the participants under study. This qualitative approach aims to obtain complete information on: “Teaching Young English Language Learners Through English Songs Lyrics to Teach Vocabulary “<sup>69</sup>

The researcher tools were used in this study with interviews participants, and observations. The interview was recorded and transcribed. During the interviews, participants were asked to talk about being prepared at home, studying, and related to being an English class teacher. how they felt about their students and about the support they received from others at school when teaching English. Informative and detailed questions were asked and the atmosphere was relaxed.<sup>70</sup>

#### B. Research Participant and Setting

##### 1. Research Participant

The participants of this study are Miss Alfy Tiara Munaf, S.Pd., and Miss Libasut Taqwa, S.Pd. The practice of song instruction and the extent to which it affects students' English proficiency, especially vocabulary.

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<sup>69</sup> Zamharirah Saleh, “BAB III Analisis 2,” 1 (2021), 9–25 <<http://repository.iainpare.ac.id/2732/>>.

<sup>70</sup> Sara Katz and Moshe Stupel, “Enhancing Elementary-School Mathematics Teachers’ Efficacy Beliefs: A Qualitative Action Research,” *International Journal of Mathematical Education in Science and Technology*, 47.3 (2016), 421–39 <<https://doi.org/10.1080/0020739X.2015.1080314>>.

## **2. Setting**

The location of this research was carried out at Al-Azhar 29 Islamic Elementary School, BSB, Semarang.

## **3. Data Sources**

The data used in this study are primary data and secondary data.

### **a. Primary data**

Informant (subject): so that the data obtained becomes valid and complete, then the researcher uses the same informant as a respondent. (English teacher 1 and 4 grade at SDI Al-Azhar BSB, Semarang).

### **b. Secondary data**

Secondary data consists of books related to research writing, scientific articles, dictionaries, journals, local newspapers, and other supporting archives.

## **C. Data Collection**

This study uses qualitative data collection. One of the key series of this study is data collection techniques, a key component for obtaining the data required for research. For this reason, the success of qualitative research is highly dependent on accuracy, completeness of field notes, and openness between researchers and respondents. Therefore, these field notes were compiled through observations, interviews, and record research.

### **1. Interviews**

Interviewees were recorded by two to three first and fourth-grade English teachers. Participants were previously interviewed. The number of participants in this part of the interview was not determined between males and females. The interview was conducted through open-ended questions to gain more information about her English problems.

### **2. Observation**

Observation is made when the teacher teaches in class and then pays attention to the teaching methods taught in class. Always with this observation, the student just has to pay attention and implement the teaching method. In

addition, students can also participate in the educational process.

### **3. Documentation**

Data collection techniques by collecting and analyzing both documents, drawings, and electronic documentation. Documents are then attached as proof of the data collected.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents an overview of the school, research results, and considerations. In this part, the authors would like to discuss the results of the study.

#### A. Research Finding

English subject using songs may be a lesson taken by analysts to inquire about but in this consideration, analysts as it was centered on the usage of the instructor or the conclusion of the educator who is additionally a member as an arbiter of the learning given to their students, they are instructing English to young learners through English songs the to instruct lexicon for media in learning to make strides students' English abilities. In this consideration, the analysis selected two English instructors from grades 1 thin the names of the instructors were Miss Alfy Tiara Munaf, S.Pd. and Libasut Taqwa, S.Pd.

When Miss Tiara instructed in lesson 1 NUH, analysts made watched in conjunction with the educating educator to get information for the comes about of the think about. When the lesson begins the educator opens in English, after which the instructor rehashes the learning to re-energize the understudies approximately the past learning, the analyst makes perceptions to discover whether it matches the title of the analyst, to be specific the utilize of English music in learning, particularly when the student's vocabulary increments.

In expansion, the analyst moreover made perceptions with Libasut Taqwa, S.Pd. in lesson 4 since the analyst too affirmed whether this consideration was appropriate for what the analyst needed to consider. After everything felt to coordinate the researcher's information, the analysts arranged interviews with two English instructors, specifically Miss Alfy Tiara Munaf, S.Pd. and Miss Libasut Taqwa, S.Pd. conjointly respondents from a few understudies from review 1 NUH and 4 Dzulkifli.

## **The implementation of song lyrics as a learning source in teaching English vocabulary and improving learning motivation among young learners**

When making observations, analysts conduct pre-research to discover respondents who are in line with the research, after which the analyst plans a checklist perception. Perceptions were carried out in two classes, specifically lesson 1 NUH and 4 Dzul kifli. To begin with, perception conducted in lesson 1 NUH, analysts paid consideration to the way instructors educate in lessons by actualizing music as a learning medium. When the lesson opened, the instructor opened the lesson with English greetings and chants, after which the instructor gave inspiration to the understudies for some time. Recently the instructor checked the students' participation once more, not overlooking the instructor inquiring about their well-being condition. The instructor conveys a lesson approximately the title of the room title at domestic such as the living room, feasting room, bathroom, TV room, room, after which the instructor rehashes in detail almost how to perused and the area of the room to the understudies, after which the understudy is inquired once more to peruse the title of the room title with the right and suitable reading.

The goal that students achieve using music is to memorize new vocabulary easily and remember quickly. This is because it is well known that young learners still have very good memories, and young learners prefer listening to direct reading, especially when learning English. There is a big difference between writing and pronunciation. During observations, the researchers found that the media used had a very positive effect on the development of young learners' English, especially new vocabulary. Students' concentration is not shared if they feel bored. The teacher reviews the written material before finishing the lesson so that the students will remember what they have learned. The teacher then concludes the class with greetings and prayers. Finally, teachers motivate students.

When researchers make observations, researchers find several challenges in teaching English through songs as a learning medium, but researchers also get solutions to these challenges. The first challenge is that not all students in the class like songs in learning, most do like them but some students are less interested in songs. However, there is a solution to this challenge: schools provide adequate media that support the teaching and learning process, such as WIFI, LCD projectors,

spikers, and computers, The second challenge is the difficulty of student focus in learning, usually, students like to run around or like to play, but their get a solution to get students' focus by playing songs they like, songs that are played outside of learning materials such as the song If You Happy and You Know It Claps Your hand, Baby Shark, and Twinkle-Twinkle Little Star. The third challenge is that the media used in learning must be prepared by the teacher himself, but teachers can easily get children's songs on YouTube.

When a researcher observes Djurkifli in Class 4, the researcher pays attention to how the teacher teaches in the classroom. The teacher then repeats her previous lesson if the student does not remember something. The teacher then describes what they have learned and asks the students to open a book related to that content. After the teacher explains in detail how to use it, she plays a song or music in her mother's voice to help the student remember the beat. After the song is played, the teacher asks the students to repeat what they were given when the song was played. After this, the teacher gives the students exercises to measure the student's abilities, and before the end of the class, the teacher reviews the material taught and joins the class in prayer and not forgetting that the teacher also gives motivation to the students.

Based on interviews with Miss Alfy Tiara Munaf, S.Pd. as a first and second-grade English teacher, she argues that using English songs for learning is very good and influences students' English development. By using English songs, you will be more motivated to learn English. Also, the use of songs in the classroom, not necessarily only in some materials or during ice breakers, has a great impact on children's English development. Since students are so good at memorizing, young learners prefer listening to reading directly, so conveying content through songs is very appropriate. Of course, this has a very positive effect on teachers as facilitators. In addition, teachers willingly teach singing mediums. Students can directly understand the material presented, which of course makes it easier for teachers to convey the material.

In the meantime, When the interview was conducted with Miss Libasut Taqwa, S.Pd. as an English educator in grades 3 and 4, analysts found that the utilization of English songs in learning strategies was exceptionally great and had a real impact on children's English advancement because it was known that young learners liked

to tune in rather than reading directly. Learning English isn't simple, particularly for young learners, but the correct strategy when instructing will increment intriguing learning in English. The use of English songs is exceptionally related to young learners who incline to listen. So, the use of English songs in learning to progress in English, particularly in expanding unused the lexicon, is exceptionally successful and incorporates a positive effect.

For case, during the lesson, understudies frequently feel bored, which makes students' concentration on learning diminish. The interest of understudies to listen will affect the off chance that they utilize songs. Utilizing songs and media in lessons will increment students' interest in learning since the class will be more fun, of course, it'll increment students' intrigue in learning so understudies will center on learning. The use of songs is additionally simpler for instructors to communicate and has too been acknowledged by understudies.

From the methodology that can be used, it can be concluded that using English songs can make understudies usual to listen, and being able to get it perusing exceptionally well is exceptionally Important, continuously energizing solid shape back and activity to develop and progress student's eagerness. The more students home the way better they will be reading abilities, and using English songs as media can influence understudy improvement. reading abilities both at school and exterior of the school, giving eagerness, curious exercises, or altering to their side interest, the level of eagerness in understudies will move forward and create well. In any case, instructors and guardians should continuously oversee understudies in technology use.

Applying the English song as an instructing medium for educating modern vocabulary was chosen to instruct English in the lesson. the use of English songs is implemented in grades 1 to 4 of SDI Al-Azhar 29 BSB Semarang. Based on the perceptions that have been made, Researchers get results of information examination performed through perception and interviews, it was found that the use of English songs in learning media to progress English, particularly to increase new vocabulary is exceptionally great and suitable in supporting the learning handle in a lesson. Since the song is exceptionally curious and simple to git for young learners who lean toward listening to reading specifically, other than that it also makes educating simpler within the classroom. When delivering material using songs understudies see exceptionally excited.

This explanation refers to the investigation of perceptions and interviews which uncover that the use of English songs as learning media which are displayed through media such as recordings before the lesson can create understudies get it more rapidly discover new vocabulary, the meaning of what they learn, and requests of dominance the of students' reading dominance, ask questions understudies to compose unused words. studied from content or verses and seek to listen through shown recordings. After the lesson, understudies given work are given related to the material being instructed.

So, when understudies discover something unused in their learning, they will be much more excited, particularly on the off chance that the learning feels fun and not boring it'll increase their interest in learning the rest. In expansion, understudies will be motivated to memorize since the use of songs and video media is as of now understood and caught on.

## **B. Finding**

### **The implementation of song lyrics as a learning source in teaching English vocabulary and improving learning motivation among young learners**

Based on the research, the researcher creates an observation checklist (Appendix 2) and documentation during the observation process. Researchers focused on English teachers to see how teaching and learning with English songs worked. When learning takes place, it begins with the beginning of the lesson, the distribution of materials, and the end of the lesson. Based on data obtained from researchers, the student's learning system should be active at this point. The teacher will give the student one time to reply within 24 hours from the beginning of the lesson. Students can therefore reply at any time before the specified deadline expires.

Researchers interviewed English teachers and found teaching strategies of teachers using English songs as a classroom instructional tool to improve students' English proficiency, especially in expanding new vocabulary. The teacher's interview had 11 questions, and researchers surveyed students with multiple questions. The first point of teacher interviews is to find out what teaching strategies are used as teaching materials in teaching English songs in the classroom. Her second point in teacher interviews is whether the use of English songs affects the

development of student's interest in learning and whether it also affects the English development of students, especially young learners. is to find out. The purpose of student interviews is to find and solve student problems, how they face problems, and find solutions to these problems.

As a result, when the teacher read the English sentence and instructed to read the pronunciation correctly, it was found that some students could read correctly and some students could not. And some of them cannot still write because of their lack of reading comprehension. This problem arises because the students are not trained to read English texts. In addition, teachers must also improve classroom literacy, because teachers must have learning breakthroughs, especially to increase the interest of young students in learning. For example, Chapter 1 is about what, and Chapter 2 is about that. Also, schools like SDI Al-Azhar use a different curriculum that requires students to work hard. This is my challenge as a teacher.

In addition, young learners have a very low motivation to read, so teachers use the song as a learning medium very effectively in learning. Affects students' English proficiency. Another problem is the lack of proper technical equipment to be used as an active medium for reading and writing. huge amount. Students are using their mobile phones for non-essential uses such as gaming, and the environment does not support it. From the above issues, researchers believe that providing extrinsic motivation is an important factor in motivating students and using media applications for other useful activities such as reading and practicing English. I concluded that I always encourage my students to If there is no media application for reading, students can read other useful books around them. In addition to school factors, parental factors at home also have a strong impact on students' English competence. If you just practice at school without practicing at home, of course, you will forget quickly. However, if parents can also practice their students' abilities in restaurants, it is more effective in improving their English skills, especially for young learners.

As a result, researchers received what they discovered through interviews with English teachers during a survey conducted at SDI Al-Azhar. As a result, using English songs as a medium of learning is very effective and has an impact on students' English development, especially in finding new vocabulary. To make learning more enjoyable for students, songs are used during the study, especially

for young learners who are easily bored and do not like serious study. Doing is naturally very effective for young learners.

The differences in the research I conducted with previous research can be seen in terms of the variables, I used 3 variables namely English vocabulary, song, and young learners. My research used participants from English teachers and the next difference is the research object and research location which is located at Al-Azhar 29 Islamic Elementary School, BSB, Semarang.

The strength of my research is that I use research objects that have never been studied before. In addition, I used 3 different variables at once in my research. Another advantage of my research is that it is useful for making the classroom environment more active so that students can improve their skills in English and create fun learning spaces.

My research is certainly not perfect. I am doing this thesis by the research limitations that I have set. The weakness is the limited variables that I use, so for further research, I can add several, variables and analyze data in analyze to get more accurate results.

The implications of this research aim to be useful for students to learn more, this research also has benefits for teachers as a reference in teaching in class, besides this research is also useful for future researchers as a reference.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents a conclusion and suggestions for what has been discussed in the previous chapter.

#### A. Conclusions

Using English songs as a teaching medium to improve student's English skills and find new vocabulary is effective and has a positive impact on the development of young learners' English. From the applicable media, it can be concluded that students become accustomed to listening while reading, comprehending the readings very well, can discover new vocabulary contained in the songs. Most importantly, there is always encouragement from teachers and parents in the form of strong support or action to develop and increase students' enthusiasm for learning. That is, the more student's practice, the better their reading comprehension, and the use of songs in the process of teaching and learning can help develop good listening and reading skills, both inside and outside of school, and teach new vocabulary. It has a similar effect on the development of student's English proficiency, so offering enthusiastic and interesting activities and matching hobbies can naturally increase students' enthusiasm for learning English. well developed. However, teachers and parents should always supervise their students when using technology. Because lessons are not only for teachers but also the role of parents at home is very important.

The use of English songs as a medium in learning to improve the vocabulary of young learners is making good progress. Songs also allow teachers to easily convey material using video animation capabilities in the form of songs that are already available. Based on the observations made, the teacher applies learning steps starting from the beginning of the class, learning the core, playing the song, and ending the class, this is done to structure the learning process. Finally, teachers always apply learning steps, similar to general learning practices. When teaching vocabulary material, teachers give examples, and students are asked to read the text. This activity encourages students to listen and read more. Students actively participate in the learning process by

reading texts in book form, listening to songs, and discovering new vocabulary. They are enthusiastic and serious about learning to understand the material. By listening and singing a lot, students will be motivated to learn and will be able to understand the content seriously. The songs are in video format so you will never get tired of understanding what is being taught.

## **B. Suggestions**

The researchers hope that the results of this study will make a positive contribution to English learning. Hopefully, this study will inform researchers themselves and those in the educational world to:

### **1. For Teacher**

This research can contribute to English teachers. I have some recommendations for teaching and learning English. First, English teachers need to motivate their students to be motivated to learn. Second, English teachers need to be creative and precise in using media as teaching materials. This allows students to easily absorb and understand the material.

### **2. For Learners**

The results of this study are intended to motivate students to learn English, practice, and improve their reading comprehension skills.

### **3. For the Future Researcher**

Researchers want future researchers to be able to prepare and continue their research as much as possible.

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## APPENDIXES

### APPENDIX 1

#### TIME SCHEDULE OF THE RESEARCH

Activities	Date
Asking for permission from the school	7 February 2023
Pre-Research	8-10 February 2023
Doing Research	13-15 February 2023
Doing observation 1	13 February 2023
Doing observation 2	14 February 2023
Interviewing with Teacher 1	13 February 2023
Interviewing with teacher 2	14 February 2023
Interviewing with students	15 February 2023

## APPENDIX 2

### OBSERVATION CHECKLIST

Observation Time : 08.30 – 09. 15 and 11.25 – 12.00  
Observer Name : Fauzi Amri  
The number of students : 1903046004  
Teacher : Miss Alfy Tiara Munaf, S.Pd. and Miss Libasut Taqwa, S.Pd.

No	Aspects	Observations result	
		Yes	No
<b>Opening</b>			
1.	The teacher opens classes by greeting and praying together before the study	√	
2.	The teacher checks students' attendance list	√	
3.	The teacher motivates learners	√	
4.	The teacher informs the purpose of learning material	√	
<b>Core</b>			
5.	The teacher checks students' memory of the previous material	√	
6.	The teacher explains a little overview of the material before entering the core material	√	
7.	The teacher asks the student to open the book	√	
8.	The teacher explains the material while the students pay attention	√	
9.	The teacher plays a song related to the material	√	
10.	The teacher asks the students which information is not yet known and who wants to know	√	
11.	The teacher delivers material to students	√	
12.	The teacher asks the students to understand the vocabulary that is in the book	√	
13.	Students are asked to mention what vocabulary is in the book	√	
14.	The teacher replays the audio and students are asked to listen carefully	√	
15.	Students are asked to return to write what vocabulary they find in audio and books	√	
16.	Teachers Give Exercises Around Lessons	√	
17.	The teacher provides strategy and implementation in developing reading skills for students	√	
18.	The teacher checks students' understanding	√	
<b>Closing</b>			
19.	The teacher reviews the materials again	√	
20.	The teacher gives the homework	√	
21.	The teacher closes the meeting and gives motivation	√	
22.	The teacher closes classes with prayers and greetings	√	

## APPENDIX 3

### INTERVIEW

#### 1. English Teacher

Interviewer : Fauzi amri

Teacher : Miss Alfy Tiara Munaf, S.Pd. and Miss Libasut Taqwa, S.Pd.

Day/Date: Monday - Tuesday, 13 – 14 February 2023

No		Questions
1.	Researcher	Does the use of songs have any impact on the vocabulary development of young learners?
2.	Researcher	To what extent does using songs contribute to the vocabulary development of the participating students?
3.	Researcher	What are the teacher's reflections about using songs to promote vocabulary in English classrooms?
4.	Researcher	Does using songs have any effect on the motivation of young English learners?
5.	Researcher	Do the kids enjoy studying vocabulary through songs?
6.	Researcher	Do English songs help children find the meaning of English words?
7.	Researcher	Do the use of songs able to increase vocabulary and be able to find new vocabulary?
8.	Researcher	Do English songs help students pronounce English words correctly?
9.	Researcher	How do you teach English vocab by using songs?
10.	Researcher	What is the difference between teaching before using songs and after using songs in English language development?

## 2. Learner (representative of students)

Interviewer: Fauzi Amri

Learner:

Day/Date: Monday, 13 February 2023

No		Questions
1.	Researcher	You've learned what you've learned about?
2.	Researcher	Did you learn to use English songs?
3.	Researcher	Are you happy when you learn to use songs?
4.	Researcher	Did it feel boring when learning to use songs?
5.	Researcher	Mention what vocabulary you have gained when learning to use songs.
6.	Researcher	Where did you learn English from?

## APPENDIX 4

### Interview Transcription (The Teachers)

#### 1. Miss Tiara

- Interviewer** : Assalamualaikum, good afternoon miss. Thanks for taking the moment time for me to do research, I am Fauzi Amri student of UIN Walisongo Semarang, according to the time that has been determined today I will review research my is entitled Teaching English To Young Learners Through English Songs to Teach Vocabulary. For interviews, it is as relaxed and comfortable as Miss, using English is okay, use English is also allowed.
- Miss Tiara** : Waalaikumsalam, good afternoon, well let's start the interview
- Interviewer** : Well, miss us get into the first question *Does the use of songs have any impact on the vocabulary development of young learners?*
- Miss Tiara** : Yes of course, when I started my lesson, I used English songs not on all topics but mostly in learning using songs, in the last material I reviewed using songs to recall previously learned material. the songs used are also not in sequence depending on the material taught previously, the reason I use English songs is because it has an impact on the development of English, especially on vocabulary because using songs can bind students' memories with the songs used.
- Interviewer** : Well, miss thank you for the answer, for the next match, namely *to what extent does using songs contribute to the vocabulary development of the participating students?*
- Miss Tiara** : The use of English songs in supporting children's English development is very contributive, during my teaching I see a lot of development and changes when using English songs, besides that, I also like to teach in class and enjoy, the use of the song itself depends on what meter will be delivered, the song and the material to be delivered must be interrelated so that when learning to use the song students get new vocabulary that relates the one in the book. like for example when the vocabulary about the name of the month name I will play a song related to the name of the month name, so the vocabulary and the song are interconnected with each other.
- Interviewer** : Thanks for the answer, the next question is *What are the teacher's reflections about using songs to promote vocabulary in English classrooms?*
- Miss Tiara** : First, I match the song to be used with the lesson to be delivered and whether this song has a vocabulary that matches the subject matter. Secondly, I will ask the

students if they like this and song, if they can sing together and memorize the lyrics of the song, when I have finished playing the song I ask them about the vocabulary related to what is in my mother such as: "Where is the spider?" later I see how enthusiastic and understanding they are with this material. they will remember the invulnerability of vocabulary because they have listened to it in the song, and don't forget to repeat it to make sure the student understands it or not.

**Interviewer** : Thanks for the answer, furthermore question number four is *Does using songs have any effect on the motivation of young English learners?*

**Miss Tiara** : Talking about motivation I think they don't think they look at their motivation but I'm sure that when they like it or not there we can see their motivation if they remember and learn from the music they've been taught and they're interested that's where I see their motivation because they look if they give feedback on what we've been taught

**Interviewer** : Well, thank you for the answer, next question number five is *Do the kids enjoy studying vocabulary through songs?*

**Miss Tiara** : Of course, as long as I teach, when studying students feel very comfortable and enjoy, because when they enjoy the music we play, it is certain that students also enjoy the lesson.

**Interviewer** : Well, thank you for the answer, furthermore, the number six question is *Do English songs help children find the meaning of English words?*

**Miss Tiara** : In learning I not only play songs once but several times, after that I explain and ask students to repeat, I also do not use songs but also use other media such as books, papers, or pictures, because students will make it easier for students to remember vocabulary if they use media such as books compared to using only audio. The method I teach will have a very impact on the development of children's English, especially in the new vocabulary.

**Interviewer** : Well, thank you for the answer, next question number seven is *Do the use of songs able to increase vocabulary and be able to find new vocabulary?*

**Miss Tiara** : The use of English songs in learning is very helpful for students to find new vocabulary, besides that, it also has an impact on the correct way of pronunciation of English. The English song used must also be chosen whether the song has new vocabulary or not. Usually, after I teach, I will repeat to see if they still remember the new vocabulary that has been conveyed again, and the result is that the students get the new vocabulary.

- The use of songs in improving the vocabulary of students is very helpful, and greatly improved the development of students' English, during my teaching I saw a very significant development, especially with the increase in students' new vocabulary.
- Interviewer** : Well, thanks for the answer, the next question number eight is *Do English songs help students pronounce English words correctly?*
- Miss Tiara** : Yes, if students only read a sentence without knowing how to pronounce it but it is different if they listen to a sentence first and repeat the sentence to the student so that they know better how to pronounce it correctly, so English songs can also not only increase the vocabulary but can also improve the students pronounce. So, in learning the teacher is not only a model but an English song can also be a model that can facilitate students in learning English, so I think the use of English songs is very helpful and makes it easier for me to display material.
- Interviewer** : All right thanks for the answer, next to question number nine is *How do you teach English vocab by using the songs?*
- Miss Tiara** : Sometimes I will not only play the song once but I will play the song several times, first I will play the song afterward I will explain the meaning of the vocabulary in the song and then I will explain the vocabulary to the students so that the students immediately remember quickly, after that, I will ask the students about the vocabulary.
- Interviewer** : Well, thanks for the answer to the last question *What is the difference between teaching before using songs and after using songs in English language development?*
- Miss Tiara** : First, when I don't use songs in lessons they feel bored with the lesson, and when I give a sentence and ask it to memorize it, then they will easily forget the sentence, but it is different from using a song where the sentence can be heard immediately by students, so they know how to read the song well, this happens because by using the song they can remember the vocabulary well, and by using songs, the class is more controlled, we can get students' attention easily so that students can focus more on the lesson and the teacher.

## 2. Miss UUT

- Interviewer** : Assalamualaikum, good afternoon miss. Thanks for taking the moment time for me to do research, I am Fauzi amri student of UIN Walisongo Semarang, according to the time that has been determined today I

will review Mom regarding research one entitled Teaching English To Young Learners Through English Songs to Teach Vocabulary. For interviews, it is as relaxed and comfortable as Miss, using English is okay, use English is also allowed.

- Miss Uut** : Waalaikumsalam, good afternoon, well let's start the interview
- Interviewer** : Well, miss us get into the first question *Does the use of songs have any impact on the vocabulary development of young learners?*
- Miss Uut** : Most young learners have an impact because they are still interested in songs and sounds that they rarely hear, especially in songs and that has a huge impact when learning, they don't always use songs but if they use English songs students more easily catch or memorize vocabulary new words, but not all children are interested and like songs, we can distinguish those who like them from those that cannot be seen during learning, if they are interested and like to eat they will immediately be happy and join in dancing together but if they don't like the students will look silent and do not care
- Interviewer** : Well, miss thank you for the answer, for the next match, namely *to what extent does using songs contribute to the vocabulary development of the participating students?*
- Miss Uut** : During my teaching I have tried to use songs outside the subject, usually, I use songs that are in the book, but when ice breaking is undeniable also, I use songs that are outside the book for ice ice-breaking as if you are happy and you know it. I think using songs is very effective, especially when you want to condition the class, train children's focus, and create comfort in the classroom.
- Interviewer** : Thanks for the answer, the next question is *What are the teacher's reflections about using songs to promote vocabulary in English classrooms?*
- Miss Uut** : It's good if we as teachers are creative in choosing and delivering songs so that the vocabulary taught through songs reaches students. The use of songs also depends on the degree of difficulty of the lessons taught. if the difficulty is a bit difficult and the vocabulary is new to students then it is not uncommon for me not to use songs, but as long as I teach using songs I really enjoy and once because I see the development of students' English especially in vocabulary besides that when I use songs the class is much more restrained and the students are more focused on the lesson. Usually, I review our material again to see the extent to which students understand the material whether the student

- understands the material whether the student understands it or not, and during my teaching I get very good results.
- Interviewer** : Thanks for the answer, furthermore question number four is *Does using songs have any effect on the motivation of young English learners?*
- Miss Uut** : Yes, of course, I think it depends on each student, as I mentioned at the beginning, some students enjoy and like to learn to use music, but it turns out that in the classroom there are one or two children who don't like to use songs. To see if students like to learn, it can not only be seen by students but must see by the whole student. I think the use of songs in learning is very effective in increasing the motivation of student learning.
- Interviewer** : Well, thank you for the answer, next question number five is *Do the kids enjoy studying vocabulary through songs?*
- Miss Uut** : Yes, of course, students are very enthusiastic and excited we I teach using songs because by using songs students in the classroom do not feel bored so the class becomes more fun, it will greatly affect the development of students' English learning, especially on finding new vocabulary.
- Interviewer** : Well, thank you for the answer, furthermore, the number six question is *Do English songs help children find the meaning of English words?*
- Miss Uut** : Yes, of course, because the song is easy to remember, let alone played several times, not only learning English, but other lessons if you use songs will also be effective in remembering vocabulary, because the young learners' reminder level is very good, besides that their interest in songs also provides opportunities for teachers to deliver lessons. if using songs, the level of student curiosity is also increasing so I can conclude that the use of songs as a learning medium is very helpful for young learners to get new vocabulary.
- Interviewer** : Well, thank you for the answer, next question number seven is *Do the use of songs able to increase vocabulary and be able to find new vocabulary?*
- Miss Uut** : In my opinion and my experience during teaching, the use of songs is very helpful for students' English development, especially for grade 4 students where they are very interested in new things, with that they are interested in learning, and want to know more, so, in my opinion, it is very impactful. To discover new vocabulary the use of songs is very impactful, Of course, it is very exciting, students will get new vocabulary depending on the teacher choosing what songs to use in addition to the one in my mother. When

I play a new song from before students will immediately be interested in listening and want to sing together. When I ask students to mention what vocabulary they got the result they remember the vocabulary contained in the song. so, I can conclude that the use of songs outside of the songs in the book is very effective.

**Interviewer** : Well, thanks for the answer, the next question number eight is *Do English songs help students pronounce the English words correctly?*

**Miss Uut** : Of course, because the song is easy to remember for students, if I play the song afterward, I repeat the pronunciation so students can easily remember the sentence for example "Everybody Sit down Please". Because for young learners, listening is easier to learn English than seeing sentences directly in books or papers. learning English is easier if you listen often than reading more directly, as long as I teach, I see that each student's abilities are different, some students are good at writing, some are good at reading and some are good at listening.

**Interviewer** : All right thanks for the answer, next to question number nine is *How do you teach English vocab by using the songs?*

**Miss Uut** : So during this time, I teach songs related to the material for example there are songs related to grammar but students must know what the vocabulary is because students learn personal pronounce so we the song is played and then the student fills in the blanks contained in the book, usually the blanks are filled using vocabulary such as yours, mine, ours. with this method students can easily remember and match songs with those in my mother, after the music is played, I will repeat and ask the students again about what they have gotten.

**Interviewer** : Well, thanks for the answer to the last question *What is the difference between teaching before using songs and after using songs in English language development?*

**Miss Uut** : By using songs, students who used to learn not to use songs noticed classes that lacked variety then tended to be boring classes let alone not supported by interesting songs and games or methods. When I use songs and feel that the class is much more fun and enjoyable, and the classroom conditions are much more fun, the use of songs during learning has a very large impact on the development of students' English, especially in discovering new vocabulary. As I have said, it depends on the teacher's creativity in delivering the song as an example we have a target vocabulary

that we will convey to students then we input it into the song so that students can more easily remember the vocabulary. But the teacher's biggest task in designing and presenting material to get to students well is like packaging it in the form of a song. So, after I used the song it was very much different from before using the song. so, for me, the use of songs has a huge impact on the development of students' English

## APPENDIX 5

### Interview Transcription (Representative of Students)

- Interviewer** : You've learned what you've learned about?  
**Students** : English lesson on the name of the room name in the house
- Interviewer** : Did you learn to use English songs?  
**Students** : Yes mister, earlier we used an English song that was in my mother's and on YouTube too
- Interviewer** : Are you happy when you learn to use songs?  
**Students** : Yes, it's so happy mister, we are very happy because using songs is not boring
- Interviewer** : Did it feel boring when learning to use songs?  
**Students** : No mister
- Interviewer** : Mention what vocabulary you have gained when learning to use songs  
**Students** : Living room, dining room, bedroom, tv room, study, kitchen, and bathroom
- Interviewer** : Where did you learn English from?  
**Students** : In addition to studying at school, I also teach myself at home using YouTube

## APPENDIX 6

### LESSON PLAN

#### Grades 1 and 2



### LESSON PLAN

#### A. Identity

School	: SD Islam Al Azhar 29
Subject	: English
Class/ Semester	: I / II
Chapter	: Unit 6 (The Old House)
Time Allocation	: 8 JP
Meeting	: 1- 4

#### B. Virtue

إِذْمَا ذَلِكُمْ الشَّيْطَانُ يُخَوِّفُ أَوْلِيَاءَهُ فَلَا تَخَافُوهُمْ وَخَافُوا اللَّهَ إِن كُنْتُمْ مُؤْمِنِينَ

*Sesungguhnya mereka itu tidak lain hanyalah syaitan yang menakut-nakuti (kamu) dengan kawan-kawannya (orang-orang musyrik Quraisy), karena itu janganlah kamu takut kepada mereka, tetapi takutlah kepada-Ku, jika kamu benar-benar orang yang beriman [Ali Imrân/3:175]*

#### C. Basic Competence and Indicators

NO.KD	INDICATORS (IPK)
3.7	Recognizing and understanding vocabulary parts of the house and distinguishing the use of there is and there are
4.7	Describe orally the number of things in the picture

#### D. Learning Objectives, Learning Activity, and Assessment

Meeting 1	
Learning Objectives	Learning Activity
<p>After having a Google Meet with the teacher, students would be able to:</p> <ul style="list-style-type: none"> <li>➤ Mention parts of the house</li> <li>➤ Practice listening using the new vocabulary</li> <li>➤ Present and practice a song</li> </ul>	<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>➤ Introducing the new materials</li> <li>➤ Reading the learning virtue</li> </ul> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Practicing vocabulary about parts of the house by looking at the PPT</li> <li>➤ Doing listening practice on the book pg. 72</li> </ul> <p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>➤ Question time</li> <li>➤ Advising to stay at home during the novel coronavirus</li> </ul>
Meeting 2	

<b>Learning Objectives</b>	<b>Learning Activity</b>
<p>After having a Google Meet with the teacher, students would be able to:</p> <ul style="list-style-type: none"> <li>➤ Recognize and review parts of the house</li> <li>➤ Practice sentences using there is/there are</li> </ul>	<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>➤ Reviewing the previous materials</li> </ul> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Storytelling about the old house</li> <li>➤ Count the things in the picture</li> <li>➤ Making sentences with there is/there are</li> </ul> <p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>➤ Informing the homework</li> <li>➤ Giving advice to stay at home during the novel of coronavirus</li> </ul>
<b>Meeting 3</b>	
<b>Learning Objectives</b>	<b>Learning Activity</b>
<p>After having a Google meet with the teacher, students would be able to:</p> <ul style="list-style-type: none"> <li>➤ Analyze clues and answer questions about parts of the house</li> <li>➤ Distinguish the use of there is and there are</li> </ul>	<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>➤ Reviewing the previous materials</li> </ul> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Guessing parts of the house using story and clues</li> <li>➤ Answering the question of how many by looking at the objects in the picture</li> </ul> <p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>➤ Giving advice to stay at home during the novel of corona virus</li> </ul>
<b>Meeting 4</b>	
<b>Learning Objectives</b>	<b>Learning Activity</b>
<p>After having a Google meet with the teacher, students would be able to:</p> <ul style="list-style-type: none"> <li>➤ Practice the language from the unit</li> </ul>	<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>➤ Reviewing the language of the unit</li> </ul> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Doing unit test 6 using Google form</li> </ul> <p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>➤ Giving advice to stay at home during the novel of corona virus</li> </ul>

**E. Teaching Media**

PPT, video & Google form

**F. Method**

Drilling, storytelling &TPR

**G. Assessment**

<b>KI 3</b>	<b>KI 4</b>
Written: Mentioning parts of the house based on the story and amount of things in the picture using there is/there are	Listening skill: Listening to audio & song and numbering the picture based on the description

**Notes:**

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Approval,  
School Principal

Semarang, 10 July 2021  
English Teacher

Jamaludin Malik, S.Pd.I, M.Si.

Alfy Tiara Munaf, S.Pd.

## Grades 3 and 4



### LESSON PLAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

#### H. Identity

School	: SD Islam Al Azhar 29
Subject	: English
Class/ Semester	: IV / II
Chapter	: Unit 7 (Orchestra Practice)
Time Allocation	: 8 JP
Meeting	: 29 - 32

#### I. Virtue

أَفَمِنْ هَذَا الْحَدِيثِ تَعْجَبُونَ , وَتَضْحَكُونَ وَلَا تَبْكُونَ , وَأَنْتُمْ سَامِدُونَ , فَاسْجُدُوا لِلَّهِ وَاعْبُدُوا

“Maka, apakah kamu merasa heran terhadap pemberitaan ini? Dan kamu mentertawakan dan tidak menangis? Sedang kamu saamiduun? Maka, bersujudlah kepada Allah dan sembahlah (Dia).” (QS. An Najm: 59-62)

#### Basic Competence and Indicators

NO. KD	INDICATORS (IPK)
3.8	Understand pronoun and adjective clauses.
4.8	Present the sentence using pronoun and adjective clauses.

#### J. Learning Objectives, Learning Activity, and Assessment

Meeting 1	
Learning Objectives	Learning Activity
After having the lesson with the teacher, students would be able to: <ul style="list-style-type: none"> <li>➤ Pronounce new vocabulary.</li> <li>➤ Understand pronoun.</li> </ul>	<b>Opening:</b> <ul style="list-style-type: none"> <li>➤ Students listen and say the new vocabulary.</li> <li>➤ Listen and write the name based on the pictures and song.</li> </ul> <b>Main Activity:</b> <ul style="list-style-type: none"> <li>➤ The teacher explains about pronouns.</li> </ul> <b>Closing:</b> <ul style="list-style-type: none"> <li>➤ Ask and answer about pronoun</li> <li>➤ Giving advice to stay at home during the novel corona virus.</li> </ul>
<b>Assessment</b> <ul style="list-style-type: none"> <li>➤ <b>Listening Test:</b> Doing the task on page 83.</li> </ul>	
Meeting 2	
Learning Objectives	Learning Activity
After having the lesson with the teacher, students would be able to: <ul style="list-style-type: none"> <li>➤ Listen and complete the song.</li> </ul>	<b>Opening:</b> <ul style="list-style-type: none"> <li>➤ Students listen and complete the song.</li> </ul> <b>Main Activity:</b> <ul style="list-style-type: none"> <li>➤ Students listen and match the pictures with the instruments.</li> <li>➤ The teacher explains adjective clauses.</li> </ul> <b>Closing:</b>

➤ Understand the adjective clause.	➤ Giving advice to stay at home during the novel corona virus.
<b>Assessment</b> <b>Listening Test:</b> Ask and answer on page 85.	
<b>Meeting 3</b>	
<b>Learning Objectives</b>	<b>Learning Activity</b>
After having the lesson with the teacher, students would be able to:  ➤ Understand the story. ➤ Answer questions based on the story.	<b>Opening:</b> ➤ Look at the pictures and follow the lines and make sentences. <b>Main Activity:</b> ➤ Watching movie. ➤ Answer questions based on the story. <b>Closing:</b> ➤ Say similar words in pronunciation. ➤ Question time.
<b>Assessment</b> <b>Reading Test:</b> Doing the task on page 87.	
<b>Meeting 4</b>	
<b>Learning Objectives</b>	<b>Learning Activity</b>
English Unit Test 7 using Google Forms:  ➤ Practicing the language from the unit.	<b>Opening:</b> ➤ Saying Bismillah <b>Main Activity:</b> ➤ Doing the test on GC <b>Closing:</b> ➤ Giving advice to stay at home during the novel of corona virus
<b>Assessment</b> <b>Google Form Test:</b> Daily English Test Unit 7.	

Approved by,  
School Principal

Semarang, 6 February 2022  
English Teacher

Jamaludin Malik, S.Pd.I, M.Si.

Libasut Taqwa, S.Pd.

## APPENDIX 7

### INTERVIEW

#### 1. Interview with an English teacher at SDI Al-Azhar 29 BSB Semarang.

##### a. Alfy Tiara Munaf, S.Pd.



##### b. Libasut Taqwa, S.Pd.



The interview was conducted with Miss Tiara and Miss Uut who teach first and fourth grade

## 2. Interview with a Student



Interview with third graders about their opinions on learning to use English songs

### 3. Observations

#### 1. Grade 1



Observation in Nuh's 1st grade with Miss Tiara who teaches English songs

## 2. Grade 4



Observation in grade 4 Dzul kifli with Miss Uut who teaches English using songs

## CURRICULUM VITAE

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