ANALYSIS OF USING SONG IN ENGLISH VOCABULARY MASTERY TO YOUNG LEARNERS

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UNDERGRADUATE THESIS

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Vocabulary is a fundamental component of language learning, and its mastery was crucial for effective communication. This opinion is supported by the statement of Mahayana et al. (2022), which stated that the aspect crucial for language learning, particularly in foreign languages, was the mastery of vocabulary. Additionally, Anwar and Efransyah (cited in Purnami, 2022) explain that vocabulary is an important component in language mastery because it conveyed the meaning a person needed to express themselves. Lastly, Putri and Ruspita (2023) assert that a person's vocabulary is a list of words they knew in a language. Thus, vocabulary played a crucial role in language mastery as it was the collection of commonly used words in a specific language that individuals learned to express themselves effectively. It served as a tool for conveying meaning and was essentially a list of terms known by a person in a particular language. Therefore, having a rich vocabulary was essential for effective communication and comprehension.

English skills referred to the level of expertise and proficiency that individuals had in using the English language, including their abilities and competencies in speaking, writing, listening, and reading. This is in line with Zaim's opinion (2016) in Ariawan et al. (2022), which stated that speaking, listening, reading, and writing were four language skills very important for mastering English. These skills were essential for effective communication. The four skills were used together to communicate effectively. To improve skills in English, individuals had to have mastery of vocabulary. Tarigan (2011:2) in Magdalena (2021) states that a person's language skills depended on the amount and quality of vocabulary they had. In other words, the more and better one's vocabulary was, the better one's language skills were.

Vocabulary learning should have been taught to young learners. As Rikmasari and Budiantihe (2019) stated, the age of young learners is very appropriate to start introducing various kinds of vocabulary to be understood

and mastered because their memory was still very strong. Therefore, young learners had to be able to master vocabulary in English. Students were expected to possess fundamental skills in vocabulary knowledge, including the ability to identify and comprehend commonly used words, as well as using context as a tool to decipher the meaning of unfamiliar words.

In the context of young learners' education, there was a widespread perception that English, as a subject, was particularly challenging, especially in the area of vocabulary. Hartatiningsih (2022) revealed that if students lacked vocabulary, they would find it difficult to convey their ideas effectively. To overcome this challenge, students had to have a strong understanding of the meanings of the vocabulary they used, be able to spell it correctly, use it properly in sentences, and pronounce it appropriately. However, in schools, vocabulary learning was often monotonous, and students felt bored. This occurred because the vocabulary learning media did not attract children. To address this problem, teachers needed to be more creative to make students interested in learning vocabulary.

In Chapter 4 of grade 5 in the Merdeka Curriculum, learning about "I've got a stomachache" aimed for learners to identify and mention several types of pain complaints appropriately and correctly. However, in reality, students' pronunciation and mastery of the material were still very lacking. The learning process needed to run well in order to fulfill the objectives of the English subject outlined in the Decree of the Head of BSKAP No. 8 of 2022. English language learning aimed to develop communication skills. To develop these skills, everyone had to master a lot of vocabulary. The most important components in maintaining a smooth learning process were the proper usage of learning media. One of the most helpful media for teachers in helping students master vocabulary was using song.

A song was defined as a composition of words and music that was usually sung by one or more people (Putri & Ruspita, 2023). According to Dewi (2013) in Sari et al. (2019), the process of memorizing song is considered to increase student interest while facilitating vocabulary learning more efficiently. Not only did making song serve as a medium for vocabulary

mastery attract students' interest, but it also greatly helped students do so more easily. The song contained an interesting rhythm, and the vocabulary in the song was easily remembered by students. Although not explicitly listed in the syllabus or in the Merdeka Curriculum called ATP, the use of song in English language learning for young learners could be an effective strategy to improve students' language skills and create a fun learning atmosphere.

However, in reality, based on the observations that the researcher carried out with some young learners, they had the same problem as described above, where the mastery of English vocabulary in young learners was very minimal. Indeed, the subject teacher used song, but only for ice-breaking so that students were not easily bored. However, the use of song as ice-breaking was still not helpful in helping students master vocabulary. This was evidenced by the fact that there were still students who had not mastered vocabulary. In this research, the researcher only focused on analyzing the use of song on young learners' vocabulary mastery. Based on the description above, the limitations of English vocabulary mastery could be overcome by using song in vocabulary mastery. In this case, the researcher aimed to analyze and describe the use of song in vocabulary mastery in young learners, and this research was titled "**Analysis of Using Song in English Vocabulary Mastery to Young Learners**".

1.2 Focus of the Research

Based on the background of the problems above, the focus of the research was as follows :

1. The use of song in vocabulary mastery for young learners.
2. Teachers' perceptions of the use of song in vocabulary mastery of young learners.

1.3 Formulation of the Problem

There were three formulations of the problems :

1. How did the use of song for young learners in mastery of English vocabulary?
2. What were the teachers' perceptions to use the song in English vocabulary mastery for young learners?

1.4 Objective of the Research

There were three objectives of the Research :

1. To determine the using of song in young learners' English vocabulary mastery.
2. To understand teachers' perceptions towards the use of song in English vocabulary mastery for young learners.

1.5 Significance of the Research

The significance of this research were :

a) Theoretically

The findings of this research can provide an understanding of the use of song in mastering the English vocabulary in young learners.

b) Practically

- For researcher, the results of this research can develop their experience related to their knowledge about the use of song in improving song mastery and gain more knowledge about the use of song in improving young learners' vocabulary mastery.

- For teachers, it is better to know the perceptions of fellow teachers about the use of song in vocabulary mastery.
- For other researcher, This research is expected to be useful for others who want to use various items of this research in related research.
- For students, enhances their vocabulary mastery and engagement in learning English.
- For reader, to increase knowledge about the topic discussed.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

Theories are necessary when conducting research in order to clarify terms or concepts that are used. There are several terminology in this work that require theoretical explanation. Consequently, the straightforward explanation was the goal of the explanation that follows.

A. Vocabulary Mastery

1. Definition of Vocabulary

Vocabulary is the set of words in a language that someone knows or understands and, of course, has meaning. As Linse (2005) says in Batubara (2019) "Vocabulary is the set of words that an individual knows". In language learning, having a good vocabulary is closely related to being able to use the language. Vocabulary is important because understanding words is crucial to comprehension, so the more and better you learn the vocabulary of a language, the better you can use it.

Vocabulary is a very important aspect of language learning (Batu Bara, 2019). In communication, vocabulary helps speakers convey their thoughts, feelings, and opinions. Vocabulary is the most important element of language because it affects all four language skills: speaking, reading, writing, and listening. Vocabulary is an important part of mastering the English language. In fact, vocabulary is the most fundamental element of the language learning process. Only when you master vocabulary can you properly learn other aspects of the English language. Therefore, a solid foundation in vocabulary is essential to improving your overall English language skills (Manda et al., 2022).

English vocabulary comes with its own set of challenges. From the way it's read to the way it's written and the different ways it's pronounced. That's why students struggle with vocabulary. Students who lack vocabulary can have a hard time understanding meaning when they write, read, listen, or speak. So it can be important for students to get extra help with vocabulary.

Based on all the statement above, it can be concluded that vocabulary plays a crucial role in mastering the English language. It is the primary component for effective communication and a fundamental aspect of language learning. Language skills such as speaking, reading, writing, and listening are highly dependent on a person's control over their vocabulary. Since vocabulary affects all four language skills, its importance in the learning process cannot be overemphasized. Therefore, it is essential to prioritize vocabulary mastery and acquire it effectively in order to improve overall English communication skills.

2. Vocabulary Mastery

We already know that vocabulary is an important part of learning a language. Vocabulary means a collection of words that can be understood by someone (Linse, 2019). And the definition of mastery is a person's ability to do something. Supported by Butterfield's (2007) opinion in Batu Bara (2019) which says that mastery means skill or knowledge in a subject that makes someone master it well.

Thus, vocabulary mastery is the ability to understand, translate, and even use a collection of words in a language appropriately and accurately. According to Cameron, 2001 (as cited in Sari, 2019) aspects of vocabulary mastery include pronunciation, spelling, and meaning.

Therefore, it can be concluded that vocabulary mastery is an important skill in learning a language. In this case, vocabulary mastery involves the ability to understand, recognize and use words in a language effectively. It can help a person communicate effectively and think critically. This can be improved by teachers to their students by using fun strategies and media so that young learners can succeed in understanding and mastering vocabulary.

3. Types of Vocabulary

Vocabulary has types, there are two types of Vocabulary stated by Read (2000) in Batu Bara(2019) :

- Active vocabulary (productive): Active vocabulary is the words that individuals use confidently in speaking, writing, and reading.

They have a good command of these words and can use them to express their thoughts and ideas fluently. Active vocabulary is important because it allows individuals to effectively communicate their thoughts and understand what others are saying.

- Passive vocabulary (receptive): Words that fall into the passive vocabulary are words that they understand when they hear or read, but are not confident in using directly. They can recognize the words, but cannot easily remember or use them. Passive vocabulary is important because it allows individuals to understand and analyze written and spoken material.

As stated by Harmer (1991, p.159) in Manda et al (2022) vocabulary can be divided into several parts. Active and passive vocabulary are the two categories into which vocabulary may be divided. Passive vocabulary is made up of terms that students can identify when they see them but may not be able to use in their own speech or writing, whereas active vocabulary is made up of words that students have acquired and can use in speech or writing.

The last opinion from Hadfield (2000: 129) in Shafira (2023) said that vocabulary can be categorized into two types. The first type, known as active or productive vocabulary, comprises words that learners can effectively utilize in spoken and written communication. Mastering this type of vocabulary is particularly challenging, as it requires learners to possess a range of skills, including correct pronunciation, grammatical accuracy, familiarity with collocations, and an understanding of connotative meanings. This type of vocabulary is frequently employed in speaking and writing activities.

Passive vocabulary, also referred to as receptive vocabulary, encompasses language items that learners can recognize and comprehend in the context of reading and listening. This type of vocabulary is comprised of words that people can understand. Notably, teaching vocabulary is a crucial component of any language instruction.

In conclusion, vocabulary can be categorized into two main types: active vocabulary and passive vocabulary. Active vocabulary refers to words that individuals use confidently in speaking, writing, and reading, allowing them to express their thoughts and ideas fluently. Passive vocabulary, on the other hand, includes words that individuals understand when they hear or read them but are not confident in using directly. These categories help in understanding how individuals interact with language and how they can improve their communication skills. These two types of vocabulary work together and should be developed to improve overall language skills. Effective communication requires the ability to use and understand words encountered in a variety of situations, including reading, speaking, and writing (Read, 2000 as cited in Batu Bara, 2019).

4. Function of Vocabulary

Abduh et al (2022) quotes Wilkins' statement that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." The statement indirectly says that one of the functions of vocabulary is so that language users can convey something orally or in writing. From the expert quotes above, it can be explained that vocabulary has several important functions in language, namely:

- Communication: Vocabulary is essential for effective communication. The more words you know, the more clearly you can express your ideas and understand what others are saying.

- Comprehension: A large vocabulary helps improve reading comprehension, as it allows you to understand more complex texts and concepts.

- Expression: A larger vocabulary allows you to express your ideas more effectively. Whether you're writing, speaking or presenting, a strong vocabulary allows you to be more articulate and convincing.

- Learning: Vocabulary is the foundation of all knowledge, as it is used to learn and understand new information. Having an

extensive vocabulary allows you to more easily learn new concepts and ideas.

- Cultural understanding: Vocabulary also plays an important role in cultural understanding. Learning the vocabulary and expressions of a language can help you gain a deeper appreciation of the cultural values and traditions of other peoples.

Overall, vocabulary is an important component of language, as it is not only used to convey meaning, but also to build relationships, express emotions and convey complex concepts. A strong vocabulary will improve all aspects of language use, from writing, reading, speaking and listening.

5. Aspect of Vocabulary

Based on Lado's opinion (1957) in Manda et al (2022) that there are some aspects that have to be known in vocabulary, such are word meaning (the definition and significance of each word), word spelling (the correct way to write each word), word pronunciation (the correct way to pronounce each word), word classes (the grammatical categories of words (e.g., nouns, verbs, adjectives)), and word use (how to use words in context and in different situations).

Lado's opinion (1957) is the same as that said by Harmer (2001: 16) in Aritonang, M. S & Manik, S (2021) there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym,antonym), extending word use such as idioms, word combination or collocation, and the grammar of wordswhich comprises noun, verb, adjective, and adverb.

a) Word Meaning

The meaning of a word or phrase can be categorized into three types based on its attachment to different linguistic forms. These categories are:

- Lexical meaning: This type of meaning is associated with individual words, such as the meaning of "house" as a building for human habitation.

- Morphological meaning: This type of meaning is attached to morphemes, which are the smallest units of language that convey meaning or function. Morphemes can be prefixes, suffixes, or roots that change the meaning of a word.
- Syntactic meaning: This type of meaning arises from the arrangement of words in a sentence, and is dependent on the relationships between words in a particular context.

In addition to these categories, word meaning can also be understood by examining its relationships with other words. It's also important to consider the denotation and connotation of a word, as these can influence the positive or negative meanings that are conveyed.

- Synonyms

    The term "synonymy" comes from the Greek words "syn" meaning "same" and "nymy" meaning "name". Synonyms are words that share the same meaning, but may have different connotations or emotional associations. In other words, synonyms are words that have the same denotation (literal meaning), but may evoke different feelings or attitudes. For example, "happy" and "joyful". They are synonyms because both describe a positive emotional state, but they may have slightly different connotations or nuances.

- Antonyms

    The term "antonym" comes from the Greek words "ant-" meaning "opposite" and "onym" meaning "name". Antonyms are words that have opposite meanings. Unlike synonyms, antonyms are not distinguished by differences in formality, dialect, or technicality, but rather by their contrasting meanings within the same style, dialect, or register. For example, "hot" and "cold" are antonyms because they describe opposite temperatures, and "big" and "small" are antonyms because they describe opposite sizes.

b) Use

From the standpoint of Nation (2001) there are several strategies to highlight the effective use of words in vocabulary instruction. These strategies include:

- Identifying the grammatical pattern of a word, such as whether it's countable or uncountable, transitive or intransitive
- Providing a few similar words that often co-occur with the target word (collocates)
- Nothing any restrictions on the word's use, such as its level of formality, politeness, or audience
- Offering a well-known opposite or a word that describes the category or lexical set the target word belongs to

By using these strategies, learners can gain a deeper understanding of word meanings and usage, including their relationships with synonyms, antonyms, and other words within a lexical set. This can help learners to better comprehend and utilize vocabulary in context.

c) Spelling

According to Ur (1996), when teaching vocabulary, it's essential to focus on two crucial aspects: form. This refers to the way a word is pronounced and spelled. In other words, learners need to know how to pronounce a word correctly (its sound) and how to write it correctly (its spelling). By emphasizing these fundamental aspects of vocabulary, learners can develop a stronger foundation for language learning and improve their overall language skills.

d) Pronunciation

According to Hewings (2004) pronunciation is a crucial element of language that involves the integration of various components. These components encompass a range of aspects, from the individual phonemes (distinct sounds) that form the building blocks of speech, to the use of intonation (the variation in

pitch, or rise and fall of the voice) to convey meaning and nuance. In other words, pronunciation is a complex process that involves the coordination of multiple elements to produce spoken language that is clear, effective, and meaningful.

6. Material in Teaching Vocabulary

At the fifth grade, there are so many material that teacher taught. However, in this research, researcher took material about the types of pain complaints.

- Cold (/koʊld/)   = Masuk angin
- Cough (/kɑːf/)   = Batuk
- Fever (/ˈfiː.vɚ/)   = Demam
- Toothache (/ˈtuː.θ.eɪk/)   = Sakit gigi
- Stomachache (/ˈstʌm.ək.eɪk/)   = Sakit perut
- Earache (/ˈɪə.reɪk/)   = Sakit telinga
- Backache (/ˈbæk.eɪk/)   = Sakit punggung
- Headache (/ˈhed.eɪk/)   = Sakit kepala
- Sore eye (/sɔːr/ /aɪ/)   = Sakit mata
- Sore neck (/sɔːr/ /nek/)   = Sakit leher
- Sore throat (/sɔːr/ /θroʊt/)   = Sakit tenggorokan
- Measles (/ˈmiː.zəlz/)   = Campak
- Broken leg (/ˈbroʊ.kən/ /leg/)   = Patah kaki
- Broken arm (/ˈbroʊ.kən/ /ɑːrm/)   = Patah tangan

B. Song

1. Definition of Song

A song is a set of lyrics or text or words that can be sung with a tone and rhythm. Song can be performed individually or in groups. As Mantika (2021) says, a song consists of sounds produced by humans that contain a series of meaningful words. However, according to Wikipedia, a song is the artistic organisation of tones or sounds in order, combination, and temporal relationship (usually with instrumental accompaniment) to create

a musical work that has unity and continuity (including rhythm). Other researcher also say that a song is a musical work containing sung words (Hornby & Crowther, 1995 in Mantika, 2021).

Overall, a song is an artistic composition of lyrics or text, usually sung by voice and accompanied by a melody or musical instrument. Song can be performed individually or in groups to convey a message. Song can be very diverse in terms of genre, length, structure and instrumentation. Song are characterised by the combination of lyrics and melody to create a unified and cohesive piece of music. In conclusion, song are an integral part of human culture and are powerful tools of communication and expression that can evoke strong emotions and convey complex ideas.

2. Function of Song

In language learning, song have a function to increase children's motivation in mastering vocabulary. Just like what Lo and Li (1998) said in Rizky (2019) that song play an important role in motivating students to learn English.

Song can also make children feel comfortable in language learning, especially in young learners. The use of song can also be influential in improving the ability of a young learner, because if you bring song in learning, young learners will feel relaxed and happy.

Song can inspire and engage young learners in learning English. Song can help young learners to strengthen their reading, writing, listening and speaking skills, and provide opportunities to practice pronunciation.

Thus, the use of song in language learning has many benefits, such as increasing motivation, creating a comfortable atmosphere, and strengthening language skills. Therefore, song can be an effective tool in supporting language learning, especially for young learners.

3. Advantages and Disadvantages of Song in Learning

According to Aprianti et al (2022) the use of song in learning English has advantages and disadvantages, namely:

- Advantages
  - Motivate young learners to enjoy learning English.
  - By singing song, young learners will feel happy and understand the lessons more easily. However, the selection of song must be adjusted to the level of young learners to be taught.
  - Teachers can foster interest in learning more actively with variations of learning through song.
  - Young learners will not be easily bored and feel interested in following the learning process.
- Disadvantages
  - Some young learners may not like or not all children enjoy learning through song.
  - Teachers may find it difficult to select song for young learners.

C. Teach Vocabulary Using Song

Tetty Rachmi at al (2016) says that there are six things to consider when teachers are looking for song to teach children, namely:

1) The song should be relevant, meaningful, and interesting to the children.
2) The song contains a short story that fits the world of children
3) Song melodies should be simple, short, and easy for children to remember
4) The song should contain information on what the child needs to learn in the future
5) The song should repeat practical information and skills that children can do.
6) The song should be appreciated by the children according to their age, the teacher should invite the children to sing wisely.

The steps in using song in vocabulary learning described by Juwita at al (2020), namely:

1) The teacher discusses the content of the song to be taught through teacher questions and answers to children.

2) The teacher and the child sing the song as a whole two or three times.

3) The teacher and children sing the song together, with the teacher's voice getting quieter and quieter.

4) The teacher and child sing the song by humming.

5) The teacher recites the verse line by line and is followed by the child.

6) The teacher explains difficult words.

7) Teacher and child sing the song together.

8) The teacher gives the opportunity to children who can and want to sing alone or with some friends to come to the front of the class.

9) The teacher gives guidance, encouragement to children who need it.

10) The teacher gives praise quickly and in a timely manner so that the child gets excitement.

11) Teacher and children sing another song as an interlude.

12) Teacher and child sing the song again.

In conclusion, the integration of song into vocabulary learning for children, as highlighted by Tetty Rachmi et al. (2016) and Juwita et al. (2020), demonstrates a multifaceted approach that can significantly enhance the educational experience.
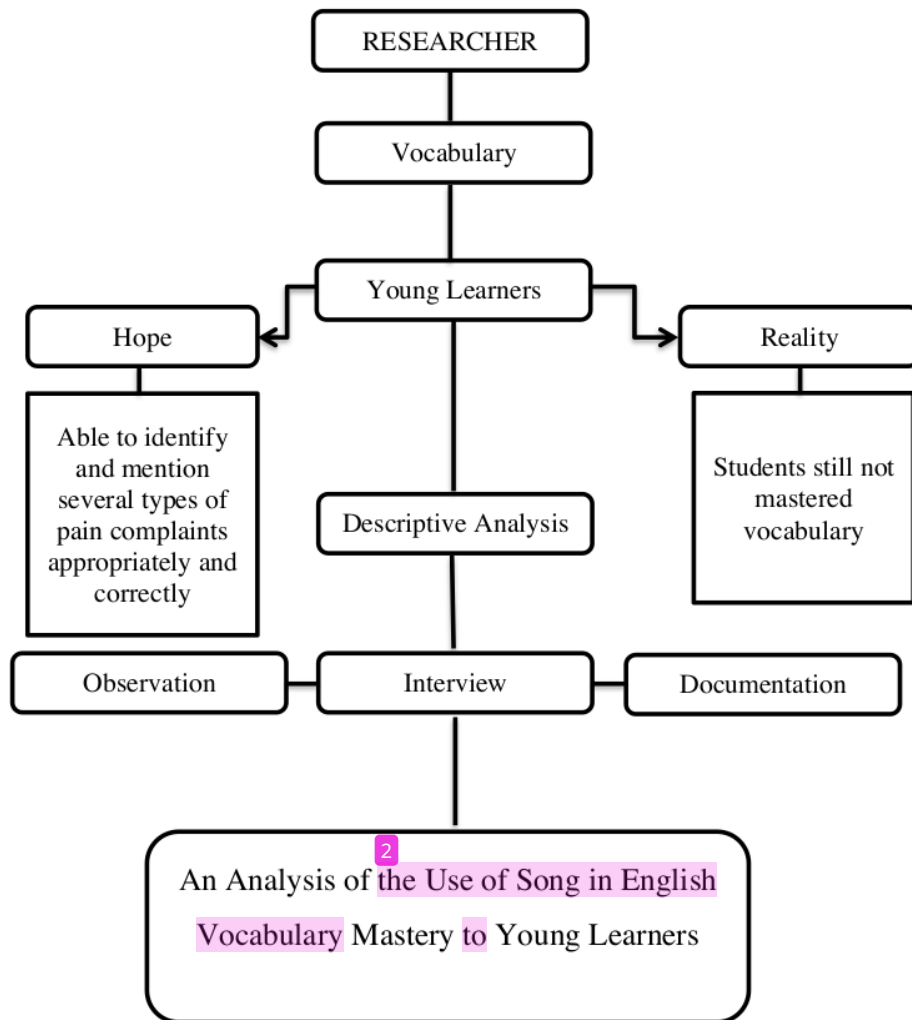
Firstly, the selection of song is crucial; they must be relevant, engaging, and appropriate for the children's developmental stage. Song with simple melodies and meaningful narratives not only capture children's interest but also facilitate easier retention of vocabulary. Moreover, song should incorporate essential information that aligns with future learning objectives and reinforce practical skills through repetition.

The structured steps outlined by Juwita et al. provide a comprehensive framework for teachers to effectively utilize song in the classroom. By engaging students in discussions, progressively introducing the song, and emphasizing understanding of vocabulary, teachers create an interactive and

supportive learning environment. Encouraging solo performances and providing timely praise further motivate children, fostering a sense of accomplishment and enthusiasm for learning.

Overall, using song as a teaching tool not only enriches vocabulary mastery but also supports holistic development in young learners, making language learning both enjoyable and effective.

2.2 Conceptual Framework

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                    │   Vocabulary    │
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            ┌──────────────────────────────────────┐
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Based on the theoretical framework, one of the important components in language is vocabulary. Especially in English, vocabulary has an important role in the order of English. If you have mastered the vocabulary in English, then the use of language will be maximized and will also be better at getting the four skills in English, namely reading, writing, listening, and speaking.

But in the practice of speaking English, vocabulary often has its own difficulties. Especially for young learners in   . To help young learners in mastering vocabulary, teachers must be more creative in learning English. One of the ways is by using song to help young learners in vocabulary mastery.

The use of song in English lessons is effective in helping vocabulary mastery. Song have been proven to help children better remember English vocabulary and song can increase motivation in learning. Young learners will feel happy and comfortable in learning by using song. From the above discussion, the author concludes that song in English learning can help young learners in vocabulary mastery.

2.3 Relevant Research

Researcher found several previous studies related to this topic. First, research from Putri & Ruspita (2023) with the title Using Song to Teach English Vocabulary to Young Learners in Kindergarten. This research was conducted at Aisyiyah Bustanul Athfal (ABA) 51 Kindergarten located at Jalan Muradi Number 85, Kembangarum, West Semarang District, Semarang City, Central Java Province. The research discussed focuses on the use of song to teach English vocabulary to kindergarten students. The qualitative case research approach revealed that incorporating song in vocabulary teaching can create a fun and engaging learning environment, making the process more effective for young students. The importance of teacher mood and song selection in successful vocabulary teaching is emphasized, with the overall conclusion that using song is an effective method for teaching vocabulary to kindergarten students.

The second research is research from Isnaini & Aminatun (2021) which was conducted in September. With the title Do You Like Listening To Music?: Students' Thought On Their Vocabulary Mastery Using English Song. This research used a qualitative descriptive method conducted on 30 students from the English Education research program, Faculty of Teacher Training and Education, Universitas Teknokrat Indonesia. This research research investigated the impact of English song on students' English skills, focusing on vocabulary mastery. The results showed that English song play a positive role in improving students' vocabulary learning and overall English proficiency. The findings suggest that incorporating English song as a teaching tool can be beneficial for students in improving their language skills.

The third is research from Mantika (2021) entitled Improving the Students' Vocabulary Mastery Using Song. Where this research was conducted at SDIT Luqman Al-Hakim Mojosongo, Surakarta. This research focuses on the use of song as a teaching tool to improve students' vocabulary mastery in an English language learning environment. Through action research in a fifth grade classroom, it was seen that the use of song can improve students' vocabulary comprehension, application, spelling, grammar, and pronunciation. In addition, students showed a positive attitude towards English learning when song were incorporated into the teaching process, which resulted in increased participation and focus in the classroom.

Fourth, there is research from Sari et al (2019) entitled Improving Students' Vocabulary Mastery Using English Song. In this research, the researcher used CAR. The results of this research show that the use of English song memorization as a teaching method has improved students' scores on vocabulary tests, especially for class X-K students at SMK Wirasaba Karawang. In addition, the revised teaching strategy of incorporating the memorization of English song proved to be more successful in helping students improve their vocabulary mastery. In addition, the use of English song memorization can also create a fun and interesting atmosphere in the classroom, thus increasing students' participation in the learning process. This causes students to be more motivated to learn and show their

enthusiasm towards the lesson. Based on these findings, memorizing English song can be a promising technique in vocabulary teaching and learning, especially for young learners. It is a fun and effective way to teach vocabulary that can increase student engagement and learning effectiveness.

From the four studies mentioned above, we can draw some conclusions about the effectiveness of using song to teach English vocabulary to young learners:

1. Using song in vocabulary instruction can create a fun and engaging learning environment. Research shows that song make learning fun, motivate students, and encourage active participation.

2. Song have a positive impact on vocabulary mastery and overall English language proficiency. Studies consistently show that using English song helps students build vocabulary and improve their language skills.

3. Singing improves various aspects of vocabulary learning. Research has shown that song contribute to improved vocabulary comprehension, application, spelling, grammar, and pronunciation. Using song as a teaching tool has a comprehensive impact on students' vocabulary development.

4. Memorizing English song is a promising technique for teaching and learning vocabulary, especially for younger students. Studies have shown that memorizing English song can significantly improve students' vocabulary mastery and test scores, and is an effective and fun way to improve student engagement and learning.

Overall, these findings support the conclusion that using song as a teaching tool is an effective and useful approach to teaching English vocabulary to young learners. Incorporating song into vocabulary instruction can create an engaging and fun learning environment, increase students' vocabulary mastery, and improve their overall language skills.

CHAPTER III

RESEARCH METHOD

3.1 Approach and Type of the Research

Researcher used a qualitative approach. The research in question aimed to analyze a phenomenon that occurred by describing it using words. According to Lincoln and Denzin (2009), qualitative research is interpretive and aimed to explore the complexities of human experience by considering context, emotions, and perspectives. Descriptive in qualitative research meant describing events and phenomena. Analysis included giving meaning, interpreting, and comparing data collected from the research. A qualitative approach was a process of research and understanding based on a methodology that investigated social phenomena and human problems. In this approach, researcher created a complex picture, examined words, provided detailed reports from respondents' views, and conducted studies in natural situations (Creswell, 1998 as cited in Murdiyanto, 2020).

The type of this research was descriptive research. Descriptive research was a form of research that aimed to describe or illustrate existing phenomena, including both natural occurrences and human-engineered systems. Williams (2007) explained that descriptive research is a research design that involved examining a situation by identifying the characteristics of a specific phenomenon based on observational data. The goal of descriptive research was to generate systematic, factual, and accurate information about the details and characteristics of a specific population.

3.2 Variable of the Research

In this research, the researcher used variables regarding the use of song and vocabulary mastery. Based on this research, the researcher conducted interviews with English teachers and observations of 30 young learners. In order to make the data more accurate, the researcher used instruments in the form of interviews and observations.

3.3 Setting and Schedule of the Research

This research was conducted from October 2024 to November 2024. In October 2024, the researcher conducted the research by collecting data in the form of observations and interviews, followed by working on the results of field surveys.

3.4 Source of Data

In conducting this research, sources of data to be obtained were:

1. Primary Data

Data for this research was collected through field observations and surveys, including interviews and direct observations conducted in the field. Interviews were conducted to obtain information relevant to the research. In this case, the informant was the English teacher, as the researcher aimed to understand the use of song by teachers in relation to young learners' English vocabulary mastery.

2. Secondary Data

In addition to the primary data collected through field observations and interviews, this research also utilized secondary data sources. The secondary data came from existing, previously recorded, and validated documentation or records, namely:

- Video recording
- Voice recording
- Documentation.

3.5 Instrument of the Researh

In conducting this research, the researcher used several instruments that helped facilitate data collection during the research process. This research employed observation, interviews, and documentation methods. Therefore, the instruments needed were an observation guide, interview guide, recording equipment, cameras, and stationery.

The instrument in qualitative research is the researcher himself (human instrument), accompanied by tools in the form of a tape recorder and camera. In qualitative research, the researcher held the positions of planner, implementer, data collector, analyst, data interpreter, and ultimately the reporter of the research results (Lexy J. Moleong, 2012: 168). According to Nasution in Sugiyono (2011:306), in qualitative research, there is no other choice than to make humans the main research instrument.

3.6 Data Collecting Technique

Data collection techniques were special methods used to obtain data in research that aimed to prove the truth of an event or activity. In this research, the researcher used three methods of collecting data according to the book by Murdyanto (2020), namely:

3.6.1 Observation

According to Herdiansyah (2010) in Mudiyanto (2020), observation is the process of systematically seeing, observing, and recording behavior for a specific purpose. The purpose of observation was to describe and understand the behavior of an object or simply determine the frequency of an event. Based on this understanding, the essence of observation lay in the existence of observable behavior and the desire to achieve certain goals. Observable behavior could be in the form of actions that could be seen, heard, counted, or measured.

In this research, the researcher used the Guttman scale. The observation guidelines used in this research were in the form of a learning process observation sheet (teacher and student activities). The observation assessment utilized the Guttman scale. The Guttman scale was employed in the research when a consistent and definitive answer was required for a particular statement, where a "yes" response was scored as 1 and a "no" response was scored as 0.

As Triyono (2013) states in the research written by Safytri, R (2020), the Guttman scale is a measurement scale that yielded dichotomous data, which meant it only had two possible answers:

"yes" or "no." This scale was also referred to as a scalogram, which was highly effective in ensuring the reliability of research results. The Guttman scale was used in research when a clear and definitive answer was required to address a specific problem.

Likewise, Sugiyono's opinion (2014: 139) is that the Guttman scale was a scale used to obtain clear and definite answers from respondents, with only two possible intervals, such as "agree-disagree," "yes-no," "true-false," "positive-negative," "ever-never," and so on.

No.	Aspect	Indicator	Yes	No	Note
1.	Selection of Song	The teacher chooses song that are suitable for the students' ability level			
		The selected song contains target vocabulary relevant to the subject matter			
		The teacher chooses song with melodies and rhythms that are easy for students to follow.			
		The selected song has enough repetition of the target vocabulary			
2.	Presentation of Song	The teacher introduces key vocabulary before playing the song			
		The teacher demonstrates the correct pronunciation of the words in the song			
		The teacher uses gestures or signs to clarify the meaning of key words			
3.	Teaching Techniques	The teacher gives the students the opportunity to sing together			
4.	Reinforcement and Feedback	The teacher gives positive feedback on students' efforts in using the new vocabularies			
		The teacher corrects mistakes in a supportive and non-intimidating manner.			
		The teacher integrates vocabulary from the song into other classroom activities			
5.	Student Engagement	The teacher creates an environment that encourages active participation of all students			

		The teacher uses effective questioning techniques to ensure students' understanding and engagement.			

Table 3.1 Observation Sheet

3.6.2   Interview

According to Murdiyanto (2020), the interview is a method of collecting data through dialogue between two parties, namely the interviewer who asked questions and the interviewee who provided answers. The key to a successful interview is communication, and it was important for both parties to provide clear and direct answers to obtain accurate and meaningful information.

This research used a structured interview technique, where the questions were structured, but the presentation was unstructured, meaning that the interviewee was given the freedom to interview the source of information to optimize the fairness of the interview.

No.	QUESTION	ANSWER
1.	**Introduction to the Research**	
	- Can you share your experience teaching English to young learners?	
	- How do you currently teach English vocabulary to your students?	
2.	**Use of Song in Teaching**	
	- How do you incorporate song into your English vocabulary teaching?	
	- What type of song do you use (e.g., traditional, modern, cultural)?	
3.	**Effectiveness of Song**	
	- Do you think the use of song can help your students learn English vocabulary better?	
	- Can you give specific examples of how song can improve your students' vocabulary mastery?	
4.	**Student Engagement**	
	- How do your students respond to the use of song in learning English vocabulary?	

	- Did you notice any changes in their enthusiasm and engagement when using the song?	
5.	**Challenges and Solutions**	
	- What challenges do you face when using song to teach English vocabulary?	
	- How did you overcome the challenges?	
6.	**Student Feedback**	
	- Have you ever received feedback from your students regarding the use of song in learning English vocabulary?	
	- How do your students feel about using song in their English classes?	
7.	**Future Plans**	
	- Do you plan to continue using song in your teaching of English vocabulary?	
	- Are there any new techniques or song you would like to try in the future?	
8.	**Comparison with Other Methods**	
	- How does using song compare to other methods you have used to teach English vocabulary?	
	- Are there any specific advantages or disadvantages you have noticed?	
9.	**Conclusion**	
	- In your opinion, what are the key benefits of using song in teaching English vocabulary to young learners?	
	- What advice would you give to other teachers who are considering using song in their classrooms?	

Table 3.2 Interview Sheet

3.6.3   Documentation

Documents were data sources used in research, including written materials, videos, images (photographs), and monumental works that provided information needed in the research process. The information provided by these documents helped offer a more comprehensive understanding of the research topic and added depth to the research findings. These documents could be easily accessed and analyzed by researcher and provided valuable insights into certain aspects of the topic under research (Murdiyanto, 2020).

3.7 Data Analysis Technique

According to Miles and Huberman (1984) in Murdiyanto (2020), there were three stages in data analysis: data reduction, data display, and conclusion. Based on this opinion, the data analysis was carried out following the steps as follows:

3.7.1   Data reduction

The data reduction stage meant summarizing, selecting the main elements, focusing on the important aspects, identifying themes and patterns, and eliminating what was deemed unnecessary. Thus, the reduced data provided a clear picture and made it easier for the researcher to carry out further data collection. Data reduction in this research focused on the significance of management concepts in non-formal education.

3.7.2   Data Display

The data presentation stage included clarification and data identification, specifically writing down a well-organized collection of data.

3.7.3   Conclusion Drawing

The conclusion drawing stage in this research was an activity that involved giving meaning and providing an explanation of the results of the presented data obtained from the data analysis of the Management Concept of cooperative relationships in forming the vision, mission, and goals of non-formal education.

CHAPTER IV

RESULT AND DISCUSSION

4.1 RESULT

4.1.1 Observation Result

This research was conducted on 30 young learners aged 10-11 years old. The researcher observed when the teacher used song in young learners' English vocabulary mastery and how the song were used.

In this observation stage, researcher used an observation checklist sheet. The observation checklist used by researcher is based on the results of observations in the field. The following are the results of the researcher's observation of the use of song on young learners' vocabulary mastery.

Tabloe 4.1 Observation Checklist

No.	Aspect	Indicator	Yes	No	Note
1.	Selection of Song	The teacher chooses song that are suitable for the students' ability level	✓		
		The selected song contains target vocabulary relevant to the subject matter	✓		
		The teacher chooses song with melodies and rhythms that are easy for students to follow.	✓		
		The selected song has enough repetition of the target vocabulary	✓		
2.	Presentation of Song	The teacher introduces key vocabulary before playing the song	✓		
		The teacher demonstrates the correct pronunciation of the words in the song	✓		
		The teacher uses gestures or signs to clarify the meaning of key words	✓		
3.	Teaching Techniques	The teacher gives the students the opportunity to sing together	✓		

No.	Category	Description			
4.	Reinforcement and Feedback	The teacher gives positive feedback on students' efforts in using the new vocabularies	✔		
		The teacher corrects mistakes in a supportive and non-intimidating manner.	✔		
		The teacher integrates vocabulary from the song into other classroom activities		✔	
5.	Student Engagement	The teacher creates an environment that encourages active participation of all students	✔		
		The teacher uses effective questioning techniques to ensure students' understanding and engagement.	✔		

The table reflects best practices in teaching vocabulary through song, aligning well with the theories proposed by Tetty Rachmi et al. (2016) and Juwita et al. (2020). The selection of song that are suitable for students' ability levels and contain relevant vocabulary demonstrates a commitment to ensuring that the material is both meaningful and interesting to children. This alignment with Rachmi et al.'s emphasis on relevance and interest is crucial, as it fosters engagement and motivation among learners. Furthermore, while the table does not explicitly mention narrative content, the focus on vocabulary relevance suggests that the chosen song likely incorporate relatable themes or stories that resonate with the children's experiences, enhancing their connection to the material.

In addition to relevance, the table highlights the importance of simple melodies and rhythms, which are essential for young learners. The chosen song are noted to have easy melodies that students can follow, aligning with the recommendation for song to be simple, short, and memorable. This simplicity not only aids in retention but also allows children to focus on learning the vocabulary without being overwhelmed by complex musical structures. Moreover, by selecting song that contain vocabulary relevant to future learning, the teacher effectively prepares students for upcoming lessons, reinforcing the idea that song should support the development of practical skills and knowledge.

The steps outlined by Juwita et al. (2020) further enhance the effectiveness of using song in vocabulary instruction. The practice of discussing key vocabulary before playing the song aligns with the initial engagement strategy, setting the stage for deeper understanding. The emphasis on singing together fosters a sense of community and collaboration, which is vital for student engagement. Additionally, the teacher's demonstration of correct pronunciation and the use of gestures to clarify meanings reflect the importance of clear communication in the learning process. Opportunities for individual expression, such as inviting children to sing alone or in small groups, build confidence and encourage personal connection to the material.

Overall, the practices outlined in the table effectively integrate the principles from both Tetty Rachmi et al. and Juwita et al., creating a comprehensive framework for using song in vocabulary instruction. This approach not only makes learning engaging but also fosters an environment where children can develop their language skills in a supportive and enjoyable manner. By combining relevant content, effective teaching strategies, and a focus on student engagement, teachers can create a dynamic learning experience that promotes vocabulary acquisition through the joyful medium of music.

4.1.2 Interview Results

This chapter will outline the research findings, drawing on relevant theories and methodologies. It will present the results derived from interviews and documentation. The discussion is informed by data collected through interviews and the documentation of key informants. In this section, we will detail the outcomes of interviews conducted with English teachers from October to November 2024. Informants were selected purposefully, as the researcher aimed to engage individuals who possessed substantial knowledge relevant to the research objectives and could effectively contribute to the research.

Table 4.2 Interview Sheet

Name	: Masa Kristina Zendrato, S.S.
Day/Date	: Monday, October, 21st 2024

No.	QUESTION		ANSWER
1.	**Introduction to the Research**		
	-	Can you share your experience teaching English to young learners?	My experience in teaching young learners has been fun and a little challenging.
	-	How do you currently teach English vocabulary to your students?	In the teaching process, sometimes I teach vocabulary naturally, such as when I give vocabulary by writing the vocabulary on the blackboard, then inviting young learners to read and memorize it. Sometimes I teach vocabulary by giving song to young learners.
2.	**Use of Song in Teaching**		
	-	How do you incorporate song into your English vocabulary teaching?	I look for words in the material that can be incorporated or made into song. By searching from several sources, any song that can be given to young learners according to the material being taught.
	-	What type of song do you use (e.g., traditional, modern, cultural)?	Sometimes I use song based on the situation of the material being taught. So, if the material can be taught using song then I will find out whether the material is suitable using traditional, modern or cultural song. It all adjusts to the material being taught.
3.	**Effectiveness of Song**		
	-	Do you think the use of song can help your students learn English vocabulary better?	Yes. Can help students.
	-	Can you give specific examples of how song can improve your students' vocabulary mastery?	In the use of song in vocabulary learning, there are some young learners who quickly grasp English vocabulary through song. But not all of them, there are also young learners who do not like the use of song. Maybe most of the young learners feel happy to memorize the vocabulary by singing.
4.	**Student Engagement**		
	-	How do your students respond to the use of song in learning English vocabulary?	Most young learners feel energized when song are used in vocabulary learning.
	-	Did you notice any changes in their enthusiasm and engagement when using the song?	Yes. Of course there are changes.

5.	**Challenges and Solutions**	
	- What challenges do you face when using song to teach English vocabulary?	The challenge I face is that I have to be wise in controlling the class. Because when using song, the situation in the classroom is automatically a little noisy, so as a teacher, you have to be wise in applying it so that other classes are not disturbed by the use of song.
	- How did you overcome the challenges?	In overcoming these challenges, I prepare the material as well as possible. Then provide, convey, or discuss the rules used before using the song. There must be a mutual agreement, so as not to disturb when using song in the classroom.
6.	**Student Feedback**	
	- Have you ever received feedback from your students regarding the use of song in learning English vocabulary?	Sometimes there are some young learners who feel happy with the use of song in learning. So some young learners ask for the use of song in class again.
	- How do your students feel about using song in their English classes?	My students were happy with the use of song in their English class. I noted that most students showed great enthusiasm when song were used in learning. They feel more engaged and enjoy the learning process when they can listen and sing, which makes vocabulary learning more fun. Thus, the use of song not only helps in vocabulary mastery, but also increases students' motivation and engagement in learning.
7.	**Future Plans**	
	- Do you plan to continue using song in your teaching of English vocabulary?	Yes. I plan to use song in the future. However, as I said from the beginning that it must adjust to the material being taught. Because not all materials must use song.
	- Are there any new techniques or song you would like to try in the future?	Of course, but back to the material. Maybe in the future it will be different, such as different instruments so that young students don't get bored easily.
8.	**Comparison with Other Methods**	
	- How does using song compare to other methods you have used to teach English vocabulary?	I can't say that song are better than others. But the use of song is sometimes necessary so that young learners are not bored in participating in learning activities.

-	Are there any specific advantages or disadvantages you have noticed?	I think the advantage is that for some young learners who have a hobby of singing, they will be faster in memorizing or mastering the vocabulary. The disadvantage is that for some young learners who are not very interested in singing and think that song are noisy, they prefer quiet. It slightly reduces the enthusiasm in the young learners' learning.
9.	**Conclusion**	
-	In your opinion, what are the key benefits of using song in teaching English vocabulary to young learners?	In my opinion, based on my experience, it does not make young students feel bored quickly in the learning process. So there is a little bit of a new atmosphere especially during the last lesson. And add enthusiasm for young students Then, for young students who like to sing, they will feel happy and easy in applying song.
-	What advice would you give to other teachers who are considering using song in their classrooms?	My advice is that it is good to use song in learning, of course, by adjusting the material to be taught.

4.1.3 Description of Interview Result

Table 4.2 contains a structured interview with a teacher discussing their experiences and methods for teaching English vocabulary to young learners. It is organized into a series of questions and answers that explore various aspects of the teacher's approach.

The analysis of the interview results provides a comprehensive look at the integration of song in teaching English vocabulary to young learners. The interviewee shared a mix of experiences that highlight both the joys and challenges of this approach. They described their teaching philosophy as one that balances traditional methods—like writing vocabulary on the blackboard—with more dynamic techniques, such as using song. This blend not only caters to different learning styles but also helps maintain student interest, which is crucial for effective vocabulary mastery.

Incorporating song into vocabulary lessons emerged as a particularly effective strategy. The interviewee noted that many students show a notable improvement in their vocabulary retention when learning through music. Song create a lively atmosphere that makes the learning experience more

enjoyable, leading to increased enthusiasm and motivation among students. However, the interviewee also recognized that not all students respond positively to this method. Some may prefer quieter forms of learning, which indicates the importance of having a diverse set of teaching strategies to engage all learners. This adaptability reflects a thoughtful approach to education, ensuring that each student's needs are considered.

The interviewee identified specific challenges associated with using song in the classroom, such as managing noise levels and ensuring a focused learning environment. They explained that the energetic nature of song-based activities can sometimes lead to a noisy classroom, which might disrupt other classes. To address this, the interviewee emphasized the importance of thorough preparation and setting clear expectations before introducing song. This proactive strategy helps maintain a conducive learning environment while still allowing students to enjoy the benefits of musical engagement.

Feedback from students has generally been positive, with many expressing joy and enthusiasm for musical activities in their lessons. This positive reception highlights how song can enhance motivation and foster a love for learning. The interviewee noted that students often request more song-based activities, reinforcing the idea that music can make vocabulary learning not just effective but also enjoyable.

Looking to the future, the interviewee plans to continue using song but remains flexible in their approach, ensuring that the chosen song align with the material being taught. They expressed a desire to explore new techniques and instruments to keep the lessons fresh and engaging, recognizing that variety is key to sustaining student interest over time. In conclusion, while song are not a universal solution for all learners, they can significantly enrich the vocabulary learning experience when implemented thoughtfully and in conjunction with other teaching methods. This analysis underscores the value of creativity and adaptability in educational practices, particularly in fostering an engaging and effective learning environment for young learners.

4.2 DISCUSSION

4.2.1 How does the use of song for young learners' in mastery of English vocabulary?

Song serve as a powerful tool for young learners to acquire English vocabulary through multiple interconnected processes. The selection of appropriate song forms the foundation of effective vocabulary learning. When teachers choose song that match students' proficiency levels and contain relevant vocabulary, they create an accessible entry point for learning. Song with catchy melodies and rhythms, combined with repeated vocabulary, help embed new words in students' memory through musical patterns and repetition.

The preparation and presentation phase is crucial for vocabulary acquisition. Before singing, teachers introduce key vocabulary and demonstrate correct pronunciation, allowing students to form clear mental connections between sounds and meanings. The use of gestures and visual cues during this phase helps students associate physical movements with new words, creating multiple pathways for memory retention. This multi-sensory approach makes vocabulary learning more engaging and memorable for young learners.

Active participation and reinforcement complete the learning cycle. When students sing together, they practice pronunciation and internalize vocabulary in a natural, enjoyable way. The supportive classroom environment, characterized by positive feedback and gentle correction, encourages students to take risks with new vocabulary without fear of making mistakes. The integration of song vocabulary into other classroom activities helps students transfer their learning from the song context to practical usage, reinforcing their understanding and ability to use new words in different situations. This comprehensive approach ensures that vocabulary acquisition through song is not just entertaining but also effective and lasting.

4.2.2 What are the teachers' perceptions to use the song in English vocabulary mastery for young learners?

Based on the interview data, teachers' perceptions of using song for English vocabulary mastery among young learners can be analyzed in several key aspects:

a. Teaching Implementation and Strategy

The interviewee view song as complementary teaching media that should be naturally integrated into the vocabulary learning process. She carefully selects song that are appropriate to the teaching materials and considers different types (traditional, modern, or cultural) based on the objectives of the lesson. She emphasizes the importance of proper preparation and classroom management, including setting clear rules and agreements to maintain an orderly learning environment despite the possibility of increased noise levels during singing activities.

b. Effectiveness and Student Response

The interviewee considered song to be an effective media for vocabulary mastery, especially for students who have an interest in music. She observed that most of the young learners showed increased energy and enthusiasm when song were incorporated into the lessons. However, she also recognize that their effectiveness varies among students - while some students quickly grasp vocabulary through song, other students who do not like singing may find them less interesting. These observations show that interviewees recognize that song are one of several useful media.

c. Advantages and Challenges

From the interviewee' point of view, the main advantages of using song include preventing boredom, creating a fresh learning atmosphere and increasing student engagement, especially during challenging lessons such as end-of-day lessons. She noted that song can make vocabulary learning more fun and memorable for

many students. However, she also identified challenges, especially in classroom management and accommodating different learning preferences. Some students may find the musical approach distracting or noisy, which can affect their learning experience.

d. Future Implementation and Recommendations

Interviewee expressed positive intentions to continue using song in vocabulary teaching, but with careful consideration of the appropriateness of materials and time. She emphasized the importance of adaptability and suggested incorporating different instruments or variations to maintain students' interest. Her advice to other teachers highlighted the need for careful selection of materials and adaptation to ensure song complement rather than dominate the learning process. Her perspective suggests that while song are a valuable teaching tool, they should be part of a diverse teaching strategy and not relied on exclusively.

4.2.3   The Research Findings Versus to the Latest Related Research

Researcher found several previous studies related to this topic. First, research from Putri & Ruspita (2023) with the title Using Song to Teach English Vocabulary to Young Learners in Kindergarten. This qualitative case research highlights how song create a fun and engaging environment for young learners, which is essential for effective learning. The research emphasizes the importance of the teacher's mood and the careful selection of song, indicating that these factors significantly influence the success of vocabulary teaching. The incorporation of song not only facilitates vocabulary retention but also makes the learning process enjoyable, which is crucial for young learners who may struggle with traditional teaching methods.

The second research is research from Isnaini & Aminatun (2021) which was conducted in September. With the title Do You Like Listening To Music?: Students' Thought On Their Vocabulary Mastery Using English Song. This qualitative descriptive research found that students perceived a

clear benefit from using English song in their learning process. The engagement with music aids in vocabulary acquisition and enhances language skills, suggesting that song serve as an effective pedagogical tool. By integrating song into language education, educators can foster a more enjoyable and effective learning atmosphere, leading to improved language outcomes for students.

The third is research from Mantika (2021) entitled Improving the Students' Vocabulary Mastery Using Song. Where this research was conducted at SDIT Luqman Al-Hakim Mojosongo, Surakarta. Conducted as action research in a fifth-grade classroom, this research demonstrated that song improve various aspects of vocabulary mastery, including comprehension, application, spelling, grammar, and pronunciation. Furthermore, the positive attitude of students towards English learning when song are used indicates that music can increase student engagement and focus. This suggests that incorporating song into the curriculum can lead to a more dynamic and participatory classroom environment.

Fourth, there is research from Sari et al (2019) entitled Improving Students' Vocabulary Mastery Using English Song. In this research, the researcher used CAR. This action research research revealed that the memorization of English song significantly improved students' vocabulary test scores, particularly among high school students. The revised teaching strategy that included song memorization not only enhanced vocabulary acquisition but also created a more enjoyable classroom atmosphere. This increased student motivation and participation, indicating that using music as a teaching method can lead to better educational outcomes and a more engaging learning experience.

In conclusion, the research studies reviewed collectively underscore the significant advantages of using song as a pedagogical tool for teaching English vocabulary to young learners. Findings from Putri & Ruspita (2023) highlighted the important role of a positive learning environment, facilitated by the teacher's mood and careful song selection. Isnaini & Aminatun (2021) further confirmed that students' engagement with music positively influences

vocabulary acquisition and overall language skills. Finally, Mantika (2021) provides evidence of the multifaceted benefits of song in improving vocabulary acquisition, including comprehension and pronunciation, as well as fostering a more engaging classroom atmosphere. Together, these studies support the integration of music into language education as a means to create more effective and enjoyable learning experiences, ultimately leading to young learners' vocabulary mastery.

4.2.4 The Finding Versus Theory

The results of the research were compared with the theory. According to Mantika (2021) that song can be effectively applied in vocabulary acquisition. In the research highlights the multifaceted benefits of using song in language education. Song not only provide a meaningful context for vocabulary but also enhance students' pronunciation, grammar understanding, and overall language skills. The rhythmic and melodic nature of song aids memory retention and makes learning more enjoyable. The research concludes that incorporating song into vocabulary instruction not only improves linguistic outcomes but also fosters a positive learning atmosphere where students feel more comfortable expressing themselves and engaging with the material. This approach can serve as a valuable strategy for educators seeking to enhance language acquisition in their classrooms.

Meanwhile, in this research conducted with 30 young learners, it was shown that the use of song can transform traditional vocabulary teaching into an engaging activity, which can improve vocabulary retention and comprehension among young learners. The use of song can also make vocabulary learning more fun, thus motivating students to actively participate in their learning process. And finally in this research, it specifically addresses teachers' perceptions of the use of song in vocabulary teaching, indicating that understanding these views is crucial for effective implementation.

4.2.5   The Reasearch Finding Implications

The results of this research highlight the significant implications of using song as a teaching media in English vocabulary instruction for young learners. One of the primary implications is the enhancement of vocabulary mastery. The research indicates that incorporating song into the learning process can lead to improved comprehension, application, spelling, grammar, and pronunciation of vocabulary. This suggests that song serve as an effective medium for facilitating language acquisition, making it easier for students to remember and use new words in context.

In addition to improving vocabulary skills, the use of song fosters increased motivation and engagement among young learners. The rhythmic and melodic nature of song captures students' attention and creates a fun learning environment. This engagement is crucial, as it encourages active participation in the classroom, making the learning experience more enjoyable. When students are motivated and interested, they are more likely to absorb the material and develop a positive attitude towards learning English.

Furthermore, by using song teacher can enhance not only vocabulary mastery but also other essential language skills such as reading, writing, listening, and speaking. This comprehensive approach to language learning helps students develop a well-rounded proficiency in English, equipping them with the necessary tools for effective communication.

Lastly, this research provides practical strategies for teachers to effectively implement song in their teaching. These strategies include selecting age-appropriate song, introducing key vocabulary before singing, and creating opportunities for students to engage with the material through singing and activities. By following these guidelines, teachers can maximize the benefits of using song in the classroom, ultimately leading to improved language learning outcomes for young learners. Overall, the findings underscore the value of incorporating song into vocabulary instruction as a means to enhance language acquisition and foster a positive learning environment.

4.2.6   The Ressearch Finding Limitations

In this research, the researcher recognizes that there were many shortcomings in the research process. As a first research for the researcher, there was a lack of prior experience, which led to various challenges stemming from inadequate knowledge and misinterpretation of certain terms and concepts. These issues highlight important considerations for future researchers looking to refine their research. The limitations identified include:

a. The researcher realizes that this research process has not been completely perfect, with many shortcomings in conducting research, writing, and data analysis. As a beginner, the researcher has not been able to carry out the research perfectly.

b. The researcher has limited knowledge in processing qualitative data analysis and difficulty in finding appropriate reference materials related to the use of song in young learners' vocabulary mastery.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

This research shows that the use of song in English vocabulary mastery for young learners can increase their engagement and facilitate better vocabulary. The findings suggest that song not only make learning fun, but also serve as an effective medium to improve vocabulary acquisition. Although there were some limitations noted in this research, such as the inconsistent use of song outside of ice breaking activities, the overall impact on students' vocabulary mastery was positive.

5.2 Suggestion

One of the main suggestions is for teachers to regularly incorporate song into their lesson plans. Instead of using song only as icebreakers or for entertainment, teachers should integrate them as a core component of vocabulary teaching. Song can make learning more interesting and fun for students, thus increasing their motivation and interest in acquiring new vocabulary. By incorporating song into vocabulary learning, teachers can create a more dynamic learning environment that supports vocabulary retention. In addition, researcher also suggest that teachers choose a variety of song that suit different interests and age groups. Teachers are encouraged to choose song that are age-appropriate and relevant to students' learning, which can enhance their connection with the material and facilitate better comprehension. Finally, it is suggested that future research should explore different music genres and their impact on different aspects of language learning, providing valuable insights that can inform teaching practices. This ongoing research will contribute to a deeper understanding of how music can be effectively used in vocabulary mastery.

ANALYSIS OF USING SONG IN ENGLISH VOCABULARY MASTERY TO YOUNG LEARNERS

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