

CHAPTER I

INTRODUCTION

This chapter presents a discussion on the background of the study, research problems, objectives, and significance.

1.1 Background of the Study

The field of English language instruction has experienced significant growth in recent years due to globalization. Individuals must possess a comprehensive understanding of English as the universal language. Teaching and learning English at a young age is becoming increasingly common in many countries around the world. The development of English education can also be seen in Indonesia, where English is starting to be taught earlier to young learners.

Teaching English to Young Learners (TEYL) aims to familiarize non-native English speakers with a foreign language. Currently, English learning has been carried out in almost all primary schools in Indonesia, although English is not a compulsory subject (*Permendikbud*No. 57/2014).English is included as part of the curriculum in certain schools; however, it is offered as an optional subject outside of regular classes in other schools.

There are four English language skills that students should learn to communicate effectively. These skills include listening, speaking, reading and writing. Before attaining proficiency in these four skills, students must possess a sufficient vocabulary to facilitate their English conversation. Vocabulary is very important to learn first because it is an important means of communication

(Wenyuan, 2017). Proficiency in vocabulary is crucial for pupils to comprehend the language they are studying. Vocabulary is essential for effective communication as it enables the conveyance of information.

Educating primary school students is distinct from educating adults, necessitating the use of distinct tactics and strategies. Teaching young students presents a difficulty for most teachers since it differs greatly from teaching adults. Brown (2001:87) says that "to successfully teach young learners requires special skills and intuitions that are different from those appropriate for teaching adults." The process of instructing and educating young learners differs significantly from that of adults due to their susceptibility to boredom, tendency to lose information quickly, and short attention span.

Young learners have the potential to acquire language due to their key period of development, during which language acquisition is most optimal, despite the obstacles they may face. Young learners possess an innate ability to acquire native and foreign languages, such as English. They essentially learn their first language in the same way as they would a foreign language. According to Wells (1986), young learners learn a language by listening to what others say and imitating their intonation or accent. Young learners examine their surroundings and re-produce them in a more creative manner. It is also said by Nurfauziah (2013) that "in the early age when young learners learn a foreign language, it is easier for them to understand the foreign language, too" .

Teachers can employ many ways to instruct students in the English language. One approach is utilizing English songs as a means to instruct Vocabulary. According to Kurnia (2017), using English songs can help young learners improve their vocabulary mastery. Repetitive exposure to songs can enhance children's memory and facilitate their comprehension of words. Similarly, Gushendra, (2017) conducted an experimental study on enhancing students' vocabulary proficiency using English songs. The findings demonstrated a significant effect of integrating English songs on students' vocabulary mastery. The data analysis results indicated a substantial impact of songs on pupils' proficiency in vocabulary acquisition. Utilizing songs can enhance students' drive to acquire proficiency in the English language. However, there is always room for improvement and clarification in employing effective songs to teach English vocabulary to young students.

Therefore, the researcher aimed to undertake additional investigation into the utilization of music as a means to instruct students in terminology. The researcher curate a collection of bilingual songs to facilitate vocabulary acquisition among students. The objective of this study is to ascertain the suitable methodologies for utilizing songs to instruct English vocabulary. Furthermore, the researcher aims to ascertain the efficacy of songs to enhance young learners' vocabulary proficiency.

1.2 Research Problems

Based on the background of the study above, the problems of the study are as follows:

1. How to use songs in teaching English vocabulary to young learners effectively?
2. What is the vocabulary ability level of the young learners after being taught by using English songs?

1.3 The Objective of the Study

1. To find out how to use songs in teaching English vocabulary to young learners effectively.
2. To find out the vocabulary ability level of the young learners after being taught by using English songs.

1.4 Significance of the Study

The significance of the study can be theoretically and practically

1. Theoretically

The outcomes of this study can be used to further develop the notion of using English songs to boost English vocabulary for young learners.

2. Practically

- a. For teachers

The results of this study can be used to help teachers to create fun English learning especially in improving English vocabulary through English songs.

- b. For students of English Education Study Program

The findings of this study can be used by English Education students as extra reference/knowledge to aid in the preparation of teaching techniques prior to undertaking teaching practice in schools.

c. For other researchers

This study can help other researchers to conduct similar research in a different scope.

1.5 Scope and Limitation

The focus of this study is to investigate the process of using English songs to teach English vocabulary to learners, as well as to determine the degree of vocabulary skills of students who have been taught with English songs. The songs used were bilingual songs (written in Indonesian and English) that contained vocabularies such as nouns (objects in the classroom) and verbs. Bilingual songs are songs written in two languages, in this study the languages are English and Indonesian. These songs were used to teach third-grade students at SDI Oepoi, Kupang.