

ABSTRACT

Silviana., 2025. Teachers Challenges in Teaching English Vocabulary to Young Learners Using Songs: A Case Study at Elementary School in Jambi. A Thesis. English Education Study Program, Faculty of Teacher Training and Education Jambi University in Academic Year 2024/2025. The First supervisor is Dr. Nunung Fajaryani, S.Pd., M.Pd. The second supervisor is Dr. Mukhlash Abrar, S.S., M.Hum.

Keywords: Teaching English Vocabulary, Young Learners, Songs in language teaching, Teacher Challenges, Teaching Strategies.

This study aims to explore the challenges and strategies faced by English teachers in teaching vocabulary to young learners using songs at one Islamic Elementary School in Jambi. Using a qualitative case study approach, data were collected through semi-structured interviews with three teachers of different educational backgrounds and analyzed using thematic analysis. The findings reveal that teachers encountered several challenges, including limited English teaching qualifications, students' pronunciation and comprehension difficulties, lack of focus, fast or unclear song lyrics, and limited technological resources. To address these issues, teachers applied various strategies such as personal preparation, repetition and homework, reward systems, careful song selection, and utilizing songs from the coursebook. Despite the obstacles, songs were found to be an effective and engaging medium for vocabulary instruction when supported by appropriate teaching strategies. This study provides practical insights for English teachers, especially in rural or under-resourced settings, and highlights the importance of teacher adaptability in enhancing young learners' vocabulary acquisition.