

## **CHAPTER II**

### **REVIEW OF RELATED LITRATURE**

#### **2.1 Teaching English Vocabulary**

Vocabulary teaching is an important process that aims to help children understand and use English words effectively. Vocabulary acts as a fundamental component in language acquisition, as explained by Nordlund and Norberg (2020), who emphasize the importance of vocabulary for successful language acquisition. Similarly, Tirtanawati (2024), stated that vocabulary is the main foundation for beginners in learning English. In the context of language learning, vocabulary is not only the basis of communication but also a key element for developing further language skills. Nguyen (2020), added that vocabulary acquisition is an integral part of students' daily lives, as it enables them to communicate clearly, participate actively in discussions, and write accurately and effectively. With adequate vocabulary, students can express their ideas precisely, which ultimately supports better English proficiency.

Istiqomah (2023), emphasizes that vocabulary mastery is very important in English language learning because, without adequate vocabulary, language mastery will be difficult to achieve. A strong vocabulary helps students understand the texts they read, allowing them to more easily interpret the meaning of sentences and ideas in everyday reading. This is particularly relevant in academic contexts, where students are not only required to understand the material but also be able to construct arguments and critically analyze information. On the other hand, a rich vocabulary also strengthens students' ability to express ideas orally and in writing. Students with a good command of vocabulary can express their opinions more

effectively, actively participate in discussions, and compose clear and structured writings. This not only improves the quality of communication but also supports critical and analytical thinking skills that are important in both academic contexts and everyday life.

According to Sanjaya et al. (2022), vocabulary is a core component in language skills that acts as a supporting tool to master skills in English. Students' proficiency in vocabulary supports students' abilities in various aspects of language. In speaking skills, for example, students who have a wide vocabulary will be more confident in expressing ideas and responding to questions or arguments in discussions. Vocabulary is also important in understanding learning materials, as students can better capture the content and intent of texts or readings. This makes it easier for them to understand complex subject matter and make more in-depth analysis. In writing skills, vocabulary mastery allows students to convey their ideas in a structured and contextually appropriate manner, so that their writing becomes more meaningful and easily understood by readers. Therefore, vocabulary teaching should be an important focus in language learning, as it has a far-reaching influence on students' language skills and supports the development of their communication competence in English.

Vocabulary learning aims to introduce new words to students so that they can improve their ability to communicate, both orally and in writing. According to Putri & Rustipa (2023), by mastering vocabulary, they will know the meaning of what they write, read, listen, or say. This process involves gradual steps, starting with the introduction of new words using various methods, such as reading, singing, listening to stories, or looking at pictures. Once the words are introduced, students'

understanding is reinforced through practice and the use of the words in a variety of contexts, which helps them understand the meaning and use of the words more deeply. This approach not only enriches students' vocabulary but also supports their communication skills by providing opportunities to practice words in relevant and varied situations.

According to Holidazia & Rodliyah (2020), language learning strategies, especially vocabulary learning strategies, are at the core of second and foreign language learning. Vocabulary is a fundamental element in language acquisition, serving as a bridge that connects the understanding, production, and use of language in various contexts. In the learning process, students' ability to understand and use vocabulary effectively greatly affects their communication skills, both orally and in writing. When students have a good understanding of vocabulary, they will be better able to read and understand texts, construct arguments, and express their ideas clearly, which is very important in the context of foreign language learning. Holidazia & Rodliyah (2020), emphasize that understanding and implementing effective vocabulary learning strategies will support students in achieving better language skills and facilitate the overall learning process.

According to Ting (2021), Vocabulary Learning Strategie (VLS) is one of the important strategies in language learning that focuses on vocabulary development. This strategy is considered crucial because vocabulary is the foundation of the four main skills in language, namely reading, writing, listening, and speaking. By understanding and applying VLS, learners can more easily improve their ability to understand written text through reading, convey ideas in writing, and speak fluently. In addition, this strategy also works in improving

listening skills, because the more words that are understood, the better the learner can understand the conversation or material heard. Through the use of VLS, learners can choose appropriate methods or techniques to expand and strengthen their vocabulary acquisition, so that language skills can develop holistically.

The use of songs as a learning tool falls under Vocabulary Learning Strategies (VLS) and has proven to be very effective for learning new vocabulary. According to Isnaini & Aminatun (2021), the use of songs is a useful tool for introducing new words in English and expanding vocabulary in foreign languages. Songs often contain words and phrases that are not common in everyday speech, giving students the opportunity to expand their vocabulary. Through rhythmic lyrics, students can more easily remember new vocabulary, as the melody and rhythm of songs help improve long-term memory. In addition, songs bring rich cultural context and create emotional attachment, so students can understand vocabulary in a more meaningful context. The activity of listening to songs also improves students' listening skills, training them to catch the pronunciation, intonation and rhythm of the language.

The use of music in learning creates a more fun and interactive atmosphere, so students feel more engaged and motivated. Through singing, students also practice pronunciation and intonation, which helps them become more confident in speaking. Thus, the integration of songs in vocabulary learning strategies not only introduces new words, but also creates a more interesting and rewarding learning experience for students.

## **2.2 The use of songs in English learning**

### **2.2.1 Definition and Characteristics of Songs**

Barus (2020), states that songs are a very effective learning medium in developing language skills. The existence of songs in the teaching and learning process not only serves as entertainment but also as a tool that can introduce various new topics, practice vocabulary, and create a fun learning atmosphere. In an educational context, the use of songs as a learning method integrates music and lyrics as a means to teach new concepts or skills, including English, thus creating a bridge that connects teaching with a more engaging learning experience. One of the advantages of using songs is the ability of rich lyrics to introduce new vocabulary as well as explain sentence structure and language patterns. Catchy and memorable melodies allow students to better assimilate words and phrases, making learning feel more natural. For example, lyrics in songs often use repetition, which can help students remember vocabulary and sentences more easily. This is especially important for children who tend to learn through sensory and emotional experiences.

In addition, the element of music in learning also creates a more interactive atmosphere. According to Bsharat, Baharamen & Turkman (2021), classes that use music and songs have aspects that are fun as well as entertaining and involve learners in various activities. Students are not only involved in listening activities, but they can also actively participate by singing, moving and interacting with their friends. These activities create a more dynamic and fun learning environment, where students can feel freer to express themselves. Through these interactions, they also learn about collaboration and important social skills. The use of songs in

language learning can also increase student motivation. When students engage in activities they enjoy, such as singing, they tend to be more enthusiastic and eager to learn. This encourages them to be more active in the learning process, increasing their engagement with the material being taught. Thus, through the use of songs, students not only learn new vocabulary, but also develop social, communication and emotional skills, which are very important in the context of education and everyday life. Overall, the integration of songs in the learning process creates a more holistic, thorough and memorable learning experience for students.

### **2.2.2 Benefits of Using Songs in Language Instruction**

Songs as vocabulary learning media have great benefits in helping children expand vocabulary effectively and fun. Based on research by Efeshat & Baniabdelrahman (2020), music not only calms the mind but also stimulates the right hemisphere of the brain, which plays a role in creativity and emotional processing. Baill (2021), asserts that songs can significantly improve vocabulary acquisition and pronunciation. When children learn through songs, their brains associate new words with melody and rhythm, which strengthens their memory and understanding of the vocabulary. Songs with repetition of words and phrases allow children to practice new vocabulary naturally without feeling overwhelmed. Music's influence on brainwaves also increases focus and attention, making it easier for children to grasp new words in a fun context. Songs accompanied by movement or additional visuals help children associate words with their meaning, making learning more interactive and effective. In this way, music becomes more than just entertainment; it serves as a therapeutic tool as well as an educational medium that supports children's language development and emotional balance.

According to Kumar (2022), one of the main benefits of using music and songs in English language teaching is the ability of this method to attract students' attention and keep them enthusiastic in the learning process. Music and songs, with their catchy melodies and lyrics, provide a more relaxed and enjoyable atmosphere, thus creating a positive and interactive learning environment. When students are emotionally engaged with the material through music, they tend to be more focused, more motivated and more actively participate in learning. In addition, music helps students learn indirectly and naturally, reducing fear of mistakes or learning anxiety. Well-chosen songs can not only introduce new vocabulary and phrases, but also make it easier for students to remember and repeat the material. Thus, the use of music in learning not only increases students' attention, but also contributes to deeper understanding and better memory.

With its many benefits, using songs in English learning is a very effective approach, especially for young learners. Songs create a fun and natural learning experience, so children can learn new vocabulary more easily. The melody and rhythm in songs help to strengthen memory, as the child's brain associates new words with the music heard. In addition, the repetition of words and phrases in the lyrics allows children to recognize and understand vocabulary without feeling overwhelmed by traditional learning methods. According to Putri & Rustipa (2023), songs can be used as a medium to help students improve their pronunciation, vocabulary, and fluency. Through songs, children not only learn the correct pronunciation but also understand the meaning in a specific context, which supports the overall development of language skills. Educators should therefore consider

integrating music in their teaching methods, as this can significantly improve student engagement, motivation, and learning outcomes.

### **2.3 Teachers' Experiences in Using Songs for Vocabulary Teaching**

The use of songs as a learning medium in the classroom has become a method that is increasingly popular among English teachers, especially in learning vocabulary. Based on research conducted by Pham (2024), teachers agree that songs are a very effective tool in increasing students' understanding. Songs are considered to be a very effective tool in improving students' understanding because they combine several important elements in the learning process, such as melody, lyrics, and rhythm, and involve cognitive aspects such as memory, emotions, and repetition that are easy to remember.

Through songs, students not only learn new skills but also master the words in a more relevant and easy-to-understand context. Songs with pleasant rhythms and simple lyrics can attract students' attention, making them more focused and involved in the learning process. Teachers' experiences in using songs as learning media vary, influenced by several factors such as their educational background, the type of school environment, the age of the students, and the English language proficiency of the students being taught. According to Tirtanawati & Pratiwi (2024), the lack of information technology skills and pedagogical expertise in teaching English is an obstacle, considering that many teachers have a general education background, not specifically in the field of English. In schools with adequate technology facilities, teachers are more free to utilize songs as learning aids. The songs chosen are often integrated with other subject matter, so they not only help with vocabulary teaching but also train students in pronunciation, context



understanding, and listening skills. For teachers who have more extensive experience teaching English, the use of songs is considered a creative and refreshing method. They believe that this method can break the conventional learning routine that tends to be boring while creating a more interactive and dynamic classroom atmosphere.

### **2.3.1 Challenges Faced by Teachers in Implementing Songs**

One of the challenges in using music in learning is maintaining students' motivation and interest to stay active during the learning process. Young learners have unique characteristics that need to be considered by teachers. According to Oktavia et al. (2022), children's emotions at this age tend to be inconsistent and difficult to predict, so their emotions can change very quickly, depending on the situation they face. This can affect their engagement in learning, as their mood swings often make them lose focus or enthusiasm. Therefore, teachers are not only required to be creative in integrating music into learning but also to be able to create a supportive, flexible, and engaging classroom atmosphere so that students remain motivated to learn actively.

Teachers often face various challenges in using songs as English learning tools, especially for young learners. In addition to the challenge of maintaining students' motivation and interest, teachers also often struggle to choose songs that are suitable for students' ability levels and learning objectives. According to Daar (2020), young learners often experience obstacles such as initial mistakes, distractions during the learning process, and potential loss of enthusiasm when using English songs. Therefore, the songs selected should be attention-grabbing, relevant to the learning material, and have simple vocabulary, clear pronunciation,

and memorable melodies. In a class with diverse student abilities, this challenge is even greater, as some students may find the song too difficult, while others find it too easy. In addition, resource limitations, such as lack of access to varied musical materials and lack of teacher training in utilizing music effectively, pose barriers, especially in rural areas or schools with limited facilities. This requires teachers to have appropriate strategies so that songs can be used optimally in learning.

### **2.3.2 Teachers Strategies in The Use of Songs**

According to Adnyani (2020), there are no special rules that teachers must adhere to in selecting songs, but there are several factors that teachers must consider. Educators have various considerations in choosing songs to use for teaching and learning activities in class. One of the main factors is the educational value of the song, namely the song's ability to support language development, cultural understanding, or convey a relevant moral message. According to Adnyani (2020), the choice of songs in learning must have instructional value. The songs chosen are usually aligned with the learning objectives or curriculum being taught so they can help students relate to the material in an interesting way. Apart from that, age suitability is also very important. Young children, for example, are better suited to songs that are simple and easy to remember, while older students can be given songs with more complex themes and structures. Age-appropriate songs help ensure that students can engage effectively without struggling or losing interest.

On the other hand, educators also consider cultural relevance and the level of student engagement when selecting songs. According to Fitria (2021), there are several things that must be paid attention to when choosing songs for learning a language: the song must contain the content that will be taught, the song chosen

must also be appropriate to the learning activities so that the learning objectives can be achieved, and finally, the song chosen must be appropriate to the student's ability level. Songs that reflect students' cultural backgrounds or have interactive elements tend to be more appealing to them, encouraging active participation and strengthening a sense of community. In addition, the difficulty level of songs, including melody, rhythm, and vocal range, is adjusted to students' abilities so that they can develop their musical skills gradually according to their abilities. Educational standards and local educational policies also influence song selection, ensuring that the content presented remains relevant and in line with educational guidelines. Through the right selection, educators can use songs as a means to enrich students' learning experiences while supporting the learning objectives that have been set.

## **2.4 Previous Studies on the Use of Songs in Language Teaching**

For the first comparison in this research, the author used several research comparisons. Firstly, research conducted by Deni & Fahriany (2020), Teachers' Perspective on Strategy for Teaching English Vocabulary to Young Learners shows that songs are a learning method that is quite effective when carried out in the classroom. However, there are several problems faced by teachers and students, so teachers must prepare interesting learning strategies that are used to motivate and attract students' attention to focus on learning. Based on this research, the difference is the number of participants, namely two teachers who have taught English at the school for approximately five years and have an English educational background.

This research was also carried out at the Qur'an Learning Centre school, which is one of the elementary schools in South Jakarta, with the majority of Qur'an

Learning Centre students having good knowledge of English vocabulary. So the school background is very different from the research conducted by the author.

Another research was conducted by Masna & Dahlina (2020), Exploring English Teachers' Perception on Use Situational Language Teaching Method in Teaching Vocabulary. In this research, qualitative methods were used with five resource persons who were teachers who taught English in one of the elementary schools, which is in West Aceh. In this study, the author sought to find out the effectiveness of the situational language teaching method when applied through the perceptions of teachers who teach English at the school. With the research results, this method is quite effective in use and increases student motivation in the learning process.

However, there are also challenges in using this method, namely that the teacher must prepare learning materials to overcome boredom during the learning process. What is different in this research is the learning method used as a research subject, which uses situational language teaching methods, so that it is different from the author's research, which examines the use of the song method.

Another research conducted by Tirtanawati, Prastiwi & Aisyah (2024), on Teachers Perceptions of the Merdeka Curriculum Implementation in English Vocabulary Teaching at Rurl Elementary School used a qualitative descriptive method with three teachers as participants who had implemented the independent curriculum in English language learning in rural elementary schools. This research reviews teachers' perceptions of the implementation of the independent curriculum in English language learning in elementary schools in rural areas.

The results of this study show that teachers have a positive perception of the implementation of the Independent Curriculum in English vocabulary lessons in rural elementary schools. Research on teachers' perceptions of the curriculum focuses more on teachers' experiences from a professional and pedagogical perspective, without much exploration of how the methods they use are received by students. By examining the experiences of teachers who specifically use songs as a learning medium, research can explore student responses to this method. This approach can provide a more in-depth picture of how much influence learning through songs has in helping students learn English vocabulary compared to other methods, thus revealing the effectiveness of using songs in supporting the learning objectives of the Merdeka curriculum.

Research by Pham & Le (2024), entitled "Exploring The Impact of Song in EFL Teaching Across Age Groups: Perspectives from Vietnamese EFL Lecturers" investigated the effectiveness of using songs in foreign language teaching in various age groups, namely young students, teenagers, and adults. Using qualitative methods and semi-structured interviews with nine EFL teachers in two educational institutions in Vietnam, this study focuses on identifying the age group that benefits most when using songs as a learning medium. The results of this study show that the use of songs can have a positive impact on learning in all age groups, but each group shows different levels of benefit.

Although this research offers insight into the effectiveness of songs across ages, it does not delve specifically into teachers' experiences in teaching English vocabulary to young learners. Thus, this research provides an opportunity to further explore how teachers use songs effectively in teaching vocabulary to young

students, as is the focus in the author's research "Teacher's Experiences in Teaching English Vocabulary to Young Learners Using Song." This research is expected to provide deeper insight into teachers' strategies, challenges and perceptions in using songs for vocabulary learning for early age students.

Further research was conducted by Mustalampi (2019), on Class Teachers and Subject Teachers' Perceptions of Teaching English at Primary School. This research discusses teachers' perceptions of teaching English in elementary schools that are experiencing curriculum changes. This research is qualitative, which was conducted by interviewing four English subject teachers and four class teachers who have English teacher qualifications in elementary schools. The interviews were categorized into four themes: perceptions of the role of English in the classroom, perceptions of English language teaching, perceptions of teaching goals, and perceptions of the advantages and disadvantages of English language teaching.

This research only covers teachers' views regarding the role, goals, and advantages or disadvantages of English language teaching but does not discuss specific methods such as the use of songs or how these methods are received by students. Thus, the author complements the research by exploring teachers' experiences in using songs as a medium for learning vocabulary, exploring students' responses to this method, and highlighting its challenges and benefits. A focus on teaching English vocabulary through songs will provide a unique perspective on the effectiveness of creative approaches in the classroom environment, which can support the curriculum in ways that appeal to young students.