

THE USE OF CHILDREN'S SONGS IN LEARNING ENGLISH VOCABULARY IN ELEMENTARY SCHOOL

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Abstrak

This study aims to explore the effectiveness of the use of children's songs in learning English vocabulary in elementary school. The study involved 2nd and 3rd grade students from three primary schools in urban areas. Data was collected through pre-tests and post-tests to measure improvement in vocabulary acquisition, as well as interviews with teachers to gain their perspective on the method. The results showed that the use of children's songs significantly improved students' mastery of English Vocabulary. Teachers also report that students are more motivated and participate actively in learning when using children's songs. This study suggests the integration of children's songs in the curriculum of English learning in elementary school.

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INTRODUCTION

English language education at the elementary level forms a crucial foundation for children's language acquisition abilities. Teaching English vocabulary at a young age involves not only introducing new words but also ensuring that students comprehend, utilize, and retain these vocabulary items effectively. Active and engaging teaching methods have proven effective in enhancing students' learning motivation and deepening their understanding of subject matter (Brown & Lee, 2018).

One particularly intriguing approach in language education is the use of children's songs as a tool for vocabulary instruction. Children's songs are not only enjoyable but also elicit strong emotional and cognitive responses in young learners (Smith & Johnson, 2019). Consequently, children's songs can serve as an effective learning strategy to facilitate English vocabulary acquisition in elementary schools.

Previous research has highlighted various benefits of incorporating music and songs in educational contexts. Music is known to enhance information retention, strengthen mental associations, and boost learning motivation (Williams et al., 2017). However, specific research on the use of children's songs to enrich English vocabulary at the elementary school level remains relatively limited and warrants further investigation.

This study aims to bridge this gap in the literature by exploring the effectiveness of using children's songs to enhance understanding and mastery of English vocabulary among young children. The research will not only quantitatively measure English vocabulary achievement but also examine student engagement and their responses to learning facilitated through children's songs as a primary means.

By focusing on the effectiveness of using children's songs in the context of English vocabulary instruction at the elementary level, this research endeavors to make a significant contribution to evidence-based educational practices and outcomes. The findings from this study

are expected to provide a robust empirical foundation for curriculum development and more innovative, effective teaching practices in English language education at the elementary level. By applying the theory of Processability Engineering in this study, the challenges of English language learning at the elementary school (SD) level, particularly in cultivating student interest and motivation, are addressed. One effective approach is using children's songs as a learning medium. These songs are not only enjoyable but also aid students in recalling and comprehending new vocabulary effectively. They provide a rich and engaging context, making learning more meaningful and enjoyable for students. (Richards & Rogers, 2016).

This study aims to evaluate the effectiveness of the use of children's songs in learning English vocabulary in elementary school. By using this method, students are expected to improve their vocabulary and be more motivated to learn English.

Literature review

The use of music in education has garnered significant attention due to its potential in enhancing the process of learning and teaching. Music has the power to influence emotions and cognition, thereby improving information retention (Brown & Lee, 2018). Children's songs, in particular, are known to create enjoyable and meaningful learning contexts for children, which can deepen their understanding of English vocabulary (Smith & Johnson, 2019).

Research conducted by Williams et al. (2017) demonstrates that the use of children's songs in language learning can significantly enhance vocabulary achievement among young students. These findings underscore the importance of considering music-based approaches in teaching English vocabulary at the elementary school level.

Research Methodology

This study uses experimental design with pre-test and post-test to measure the improvement of students' English Vocabulary mastery. The subjects of the study were 60 2nd and 3rd grade students from three primary schools in city X. The students were determined and divided into two groups: an experimental group that used children's songs in learning, and a control group that used conventional methods.

The instruments used include vocabulary tests, classroom observations, and interviews with teachers. Vocabulary tests were conducted before and after the intervention to measure improvement in vocabulary acquisition. Classroom observations were carried out to see how children's songs were used in learning, while interviews with teachers were aimed at obtaining their perspective on the effectiveness of this method.

Evidence from the Journal

1. Brown & Lee (2018)

Brown and Lee researched the influence of music in language learning, particularly children's songs, and found that music has the ability to enhance information retention. They revealed that the use of children's songs in learning can increase students' motivation and help them better understand and remember English vocabulary. This study provides a strong theoretical foundation for using music-based approaches in language education.

2. Smith & Johnson (2019)

Research by Smith and Johnson highlights that children's songs create a fun and meaningful learning environment for elementary school students. They found that through children's songs, students can associate English vocabulary with memorable melodies, which helps deepen their understanding of the vocabulary. This study shows that children's songs are not only enjoyable but also effective in enhancing vocabulary learning.

3. Williams et al. (2017)

Research by Williams and colleagues shows a significant improvement in English vocabulary achievement among young learners engaged in language learning through children's songs. They observed that these songs not only enhance students' ability to remember vocabulary but also increase student engagement in the learning process. These findings provide empirical evidence supporting the effectiveness of using children's songs as a learning tool in language education.

4. Richards & Rogers (2016)

Richards and Rogers, in their book on approaches and methods in language teaching, also emphasize that the use of music, including children's songs, can enrich language learning experiences. They emphasize the importance of integrating music-based approaches into the curriculum to enhance student motivation and learning outcomes.

Results and discussion:

Based on evidence from these journals, it can be concluded that the use of children's songs in learning English vocabulary in elementary school not only enhances vocabulary retention and student motivation but also creates a fun and meaningful learning environment. Integrating children's songs into language education can be an effective strategy to deepen students' understanding of English vocabulary by actively engaging them in the learning process. Thus, the use of children's songs as a learning tool not only has a strong theoretical basis but is also supported by empirical evidence demonstrating significant benefits in elementary language education.

And the results of the pre-test showed that there were no significant differences between the experimental group and the control group in terms of vocabulary acquisition. However, the post-test results showed a significant improvement in vocabulary acquisition in the experimental group compared to the control group ($p < 0.05$).

Chart 1. Improved Vocabulary Mastery

Kelompok	Pre-test (Mean)	Post-test (Mean)	Peningkatan (%)
Eksperimen	45	78	33
Kontrol	47	58	11

Classroom observations show that students are very enthusiastic and actively participate when children's songs are used in learning. Teachers also report that nursery rhymes help students in remembering new vocabulary and make learning more enjoyable. One teacher said,

" students look more excited and can't wait to follow the lesson when we use children's songs. They also remember new words more easily."

Interviews with teachers revealed that they felt the use of children's songs was very effective in teaching vocabulary. Teachers suggest that this method be used more often and integrated in the English curriculum in elementary school. Teachers also note that it is important to choose songs that match the students ' level of understanding and ensure that they contain relevant vocabulary.

Conclusion:

This study shows that the use of children's songs in learning English vocabulary in elementary school can improve students ' vocabulary significantly. Children's songs not only make learning more fun, but also help students in remembering and understanding new vocabulary. Therefore, it is recommended that children's songs be integrated in the English learning curriculum in elementary school. Teachers also need to be given training to choose and use children's songs effectively in learning.

Attachment:

1. Examples of children's songs used in learning
2. Vocabulary Test Instrument
3. Teacher Interview Guidelines
4. Class Observation Results

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