

CHAPTER II

RELATED LITERATURE

In this chapter, the researcher present the related literature of this study. It consists of definition of vocabulary, teaching vocabulary, singing and Steps to Teaching English Vocabulary Using Songs.

2.1 Vocabulary

Definition of vocabulary

There are many ways to describe the meaning of vocabulary. Vocabulary is defined as a set of words or a subset of a language used to construct sentences. The simplest definition of vocabulary, as put forth by Nunan in Nurwahidah, is "vocabulary is the collection of words that an individual knows" (Sudrajat, n.d.-b). This assessment indicates that jargon is a set of words that are perceived differently by each individual. An individual with a good understanding of jargon can also facilitate effective communication.

According to Thornbury (cited in Isnaini & Aminatun, 2021), "if you spend much of your time learning grammar, your English will not change very much; you can see the most progress if you learn more vocabulary and expression; you can tell very little with grammar, but almost all with words." So, learning vocabulary is very important. According to Kusuma, Adnyani, & Taharyanti (as cited in Islami, 2019), vocabulary is best learned at a young age. Teachers must use more inventive methods and media to attract their attention, which will require more work. Another research by Nurlaili, Nurani, & Yohana (cited in Islami, 2019) said that Teachers should be able to inspire children and create a fun and relaxed environment in the classroom to teach vocabulary to young learners. Students who enjoy the learning environment in the classroom

are more likely to enjoy and understand the lessons taught. As a result, the teacher must be prepared to educate young students.

However, too often, vocabulary teaching could be more exciting and compelling. Therefore, a teacher must know how to effectively teach in learning English. Many kinds of media are used in learning English, including song media. According to Jones (cited in Fridayanti et al., 2021), students learn best when they are interested and having fun. In English classes, songs can be an effective learning medium. Isnaini & Aminatun (2021) said that song is a handy tool for introducing new English words and expanding the vocabulary of English Foreign Language students.

2.2 Teaching Vocabulary for Young Learner

Character of young learner

Character of young learners is a very important factor to understand, especially in teaching English to children. These characteristics reflect patterns of physical, cognitive, social and emotional development that affect how children learn. The characteristics of children learning a language, or young learners, are very important for educators to understand in order to make the learning process effective. Here are some of the main characteristics of young learners taken from various sources:

1. Short Attention Span

Children have a relatively short attention span, so they get bored quickly. Therefore, it is important for teachers to use various teaching techniques and varied activities, such as games, songs, and writing activities, to keep them engaged. Donaldson (1978) Donaldson states that children's attention is easily distracted, and therefore, learning activities should be

designed in short and varied sessions. Activities such as singing, storytelling and roleplaying can improve their focus.

2. Active

Children tend to be very active and require a lot of movement in the learning process. They learn best through physical activities and games that involve movement, which helps stimulate their thinking. Jean Piaget (1952) Piaget also recognised the importance of physical activity in learning, especially in the developmental stages of young children (Preoperational and Concrete Operational). He stated that concrete experiences and interactions with the environment help children build a better understanding of new concepts.

3. Responsive to praise

Children respond well to praise and encouragement from teachers. Providing positive feedback can increase their motivation and confidence in learning. According to Edutopia (2022), it is important to give praise to all students, including those who are often invisible or face challenges. This helps create an inclusive learning environment and increases students' sense of self-worth.

4. Diverse Language Experiences

Every child has a different background and language experience. Teachers should treat them as a group, without favoring children who already have a better knowledge of language. Gay (2010) and related research, culturally responsive teaching involves affirming and integrating the cultural and linguistic backgrounds of all students into classroom practices. This approach acknowledges each child's unique experiences without creating biases in favor of those with prior advantages. Inclusive strategies include creating a

classroom environment that values all students' identities and promotes equal participation and learning opportunities.

5. Good Imitation Skills

Children are very adept at accurate imitation and listening. They can mimic sounds and intonation well, which is an asset in language learning.

6. High Imagination

Children have rich imaginations and often have difficulty distinguishing between imagination and the real world. Therefore, the use of visual aids such as pictures and real objects can help them understand new concepts.

7. Tendency to Learn Through Play

Children learn best when they are engaged in play. Fun and interactive learning can enhance their learning experience and make them more enthusiastic.

8. Tendency to Get Bored

Since they don't have the option of attending school, it is important for teachers to make classroom activities interesting and fun to keep children engaged.

Having understood the importance of vocabulary acquisition for young learners, it is also important to understand how teaching methods can play a role in improving these skills. One popular method is through the use of songs in language teaching. English language skills greatly influence children's access to international resources and educational opportunities due to its role as a global language in many areas such as education, technology and business. Children who master English have access to more information, the opportunity to join international education programs, and keep up with technological and scientific developments more easily. In addition, English allows children to take online courses, network globally, get scholarships, and enjoy global

entertainment and culture. In short, mastering English provides a huge advantage in expanding children's horizons and educational opportunities in the international arena.

2.3 Methods in Teaching English for Young Learners

Teaching English to young children is a constantly evolving field, with various methods proposed to improve the effectiveness of learning. One method that is gaining popularity is the use of singing in language teaching. In this literature review, we will discuss some of the teaching methods, including singing. Here are some methods of English teaching for young learners :

2.3.1. Game-Based Learning Method

This method emphasises the use of games as a tool to teach English. Research by Hwang and Wu (2020) shows that game-based learning can increase student motivation and engagement. In their study, children who learnt English through interactive games showed significant improvements in vocabulary and speaking skills compared to traditional methods. GamesBased Learning (GBL) is a teaching method that uses games as the main tool for teaching learning materials. In the context of teaching English to children, GBL helps them learn through fun, interactive activities, thereby increasing engagement and interest in learning. GBL is often used because it suits the learning styles of children who generally prefer physical and visual activities, making language learning a more interesting and less boring process. Research by Ahmad et al. (2022): This study examines the effects of using game applications in English language learning in primary schools. The results showed that children who learnt through games showed improvements in vocabulary and comprehension compared to traditional methods. In addition,

children were more motivated and enthusiastic in learning because they felt like they were playing, not learning. Study by Sari

& Putra (2021): This study highlights that interactive games, such as Word Bingo and charades, can improve listening and speaking skills. Children who learnt through these games showed greater confidence in speaking and used more new vocabulary.

2.3.2 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a language teaching approach that focuses on communication skills. The main goal of CLT is to make students able to communicate in the target language, in this case English, through real contexts and natural language use. In CLT, the teacher acts more as a facilitator than a traditional lecturer, encouraging students to be active in language interaction. For children, CLT is usually combined with engaging and interactive activities, such as role-playing, communication games, and age-appropriate group discussions. This creates a natural learning atmosphere, so children feel comfortable communicating in English without worrying too much about grammar mistakes. Rahmadhanian et al. (2022), incorporating visual aids and interactive activities makes vocabulary learning more enjoyable for young learners. This engagement fosters motivation and encourages active participation, essential for effective language acquisition.

2.3.3 Storytelling

The Storytelling method of teaching English to children is an approach that uses stories as the main medium to introduce language and build language skills. Stories help children understand language in context, develop vocabulary, and improve listening and speaking skills. Storytelling also appeals to children because stories naturally provoke curiosity, so they are more motivated and engaged in the learning process. In storytelling, teachers often

use picture books, puppets or props to excite children's imagination and make the story more interesting. Storytelling can take the form of story reading, live storytelling, or the use of digital media such as videos and animations. Children are invited to listen, respond, or even imitate the story being told, which helps them understand the context and meaning of the language being learnt. Storytelling encourages active participation among students. According to Dillfuza (2021), the interactive nature of storytelling—where students can contribute to the narrative or create their own stories—fosters a collaborative learning atmosphere. This engagement not only makes learning enjoyable but also reinforces language skills through social interaction.

In addition to the above methods, one approach that is often used in teaching English to children is singing. By using songs that are simple and easy to memorise, children can learn vocabulary, grammar and pronunciation naturally. Singing helps children learn a language in a fun way and encourages them to actively participate in the learning process.

2.4 Singing Method

Singing is recognized as a valuable tool in language education, particularly for young learners. Research indicates that songs can lower the affective filter, making students more receptive to learning. This is largely due to the enjoyable nature of songs, which fosters a positive attitude towards language learning. The repetitive and melodic structure of songs aids in vocabulary retention and pronunciation, making it easier for children to remember and use new words in context. The singing method is a learning technique that uses songs as a tool to convey material to students. In the context of English language teaching, this method aims to improve students' vocabulary comprehension, pronunciation, grammar, and listening and speaking skills. Singing creates a fun, interactive and effective learning atmosphere, especially

for early childhood who tend to learn through emotional and sensory experiences. Singing activities are one of the innovative teaching techniques and tools for learning English for early childhood

(Fridayanti et al., 2021). for early childhood (Fridayanti et al., 2021) and other researchers Martina, F., Syafryadin, J. S., & Rakhmanina, L (cited in Fridayanti et al., 2021). When students feel more enthusiastic and comfortable discussing vocabulary, their selfconfidence and interest in learning significantly increase, making it easier for them to remember vocabulary (Fridayanti et al., 2021). Millington (2011) Songs are an effective tool in language learning as they help introduce sentence patterns and new vocabulary. The rhythm and melody in songs make it easier for children to remember words, thus improving their memory and vocabulary skills.

Using songs to teach English vocabulary to young learners can be an effective and engaging method. Here are the steps involved in this teaching approach based on the search results provided:

2.5 Steps to Teaching English Vocabulary Using Songs

Teaching English vocabulary with songs is an effective method because songs combine rhythm, melody, and repetition. Here are the steps in this process, supported by experts:

1) Selection of an Appropriate Song

Step: Choose a song that is appropriate for the students' level of understanding and relevant to the vocabulary theme to be taught. The song should have simple, catchy, and memorable lyrics. Millington (2011) emphasises the importance of selecting songs with structure and vocabulary

relevant to the learning curriculum. Fonseca-Mora et al. (2011) mentioned that emotionally engaging songs increase students' learning motivation.

2) Vocabulary Introduction

Steps: Before listening to the song, introduce key vocabulary using pictures, flashcards or real objects. Invite students to discuss the meaning of the words and how they are used. Nation (2001) states that providing context before teaching new vocabulary helps students understand and remember words more effectively. Murphey (1992) emphasises the importance of early repetition in vocabulary before songs are used to strengthen retention.

3) Listening to the Song

Steps: Play the song several times and ask students to focus on the vocabulary that has been introduced. Use worksheets such as gap-fill to increase their attention to the lyrics. Murphey (1992) explains that active listening to songs helps students understand language structures and vocabulary in natural contexts. Richards (2008) mentions that repeated listening is an effective way to strengthen vocabulary acquisition.

4) Singing Together

Steps: Get students to sing a song together, starting with a slow tempo. Add physical movement (Total Physical Response) to help them remember vocabulary by involving kinesthetics. Asher (1969) in the TPR method states that linking vocabulary with movement enhances multisensory learning. Brewster and Ellis (2014) underline that singing together creates a collaborative and fun learning atmosphere.

5) Evaluation of Comprehension

Steps: Conduct a simple evaluation to measure students' vocabulary comprehension, such as asking them to name words from the song or use the vocabulary in new sentences. Millington (2011) emphasises the importance of evaluation to ensure the effectiveness of the method used.

2.6 Advantages and disadvantages

2.6.1 Advantages

1) Increased Motivation and Engagement

Songs create a fun and exciting learning environment, which can motivate young learners to actively participate in lessons. The upbeat nature of music helps to keep students' attention and enthusiasm for learning. The singing method helps children remember new vocabulary and sentence structures more effectively. The melody and rhythm of songs make information easier to recall. Research by Halimah and Rahmat (2023) indicates that the repetition found in songs allows children to store lyrics in their long-term memory, thus improving retention.

2) Improved Vocabulary Retention

The rhythm, melody and repetition found in songs aid in memory retention. Learners are more likely to remember vocabulary when presented in a musical format, as the catchy nature of songs makes the learning experience more memorable. This method stimulates critical thinking and creativity. By asking children questions related to the song lyrics, teachers can help them develop analytical skills and problem-solving abilities (Millington, 2011).

3) Language Skill Development

Songs can be used to teach a variety of language skills, including pronunciation, grammar, and sentence structure. Songs serve as linguistic resources that provide context for vocabulary, making it easier for learners to understand and use new words in sentences. In a study by Budiman et al. (2023), it was noted that using songs in language education not only aids in vocabulary acquisition but also enhances overall language comprehension. By embedding new vocabulary in lyrical contexts, students can better grasp meanings and usages, making it easier to incorporate these words into their everyday language (Budiman et al., 2023).

4) Cultural awareness

Incorporating songs into lessons can help teach the cultural aspects of the language being learned. This can increase learners' understanding of the context in which the language is used, thus fostering a deeper appreciation of the culture associated with the language. According to Daulay (2019), integrating cultural elements into language teaching, such as through songs, enhances students' understanding of the cultural context in which the language is used. This approach not only aids in vocabulary acquisition but also deepens learners' appreciation of the cultural nuances associated with the language.

5) Positive Attitude towards Learning

Songs create a low-stress learning environment that helps reduce anxiety, allowing students to engage more confidently with the language material. The playful nature of music can make students feel more comfortable and confident in their language skills, transforming English into a language that they can enjoy. According to Halimah & Rahmat (2023), incorporating music and songs into language learning can significantly reduce anxiety levels among students. The playful and engaging nature of music helps create a relaxed atmosphere,

allowing learners to feel more comfortable when interacting with the language. This comfort is crucial for effective language acquisition, as it encourages students to participate without fear of making mistakes.

2.6.2 Disadvantages

1) Potential Distractions

While songs can capture students' attention, they can also be a distraction if not used appropriately. While songs can be engaging, overly complex or irrelevant songs may divert students' attention away from the core vocabulary being taught, leading to confusion or disengagement. Khafidah et al. (2022), while songs can effectively engage students, they can also distract from the primary learning objectives if not selected carefully. If the songs are overly complex or not directly related to the vocabulary being taught, students may focus more on the music and lyrics rather than the intended learning outcomes. This misalignment can lead to confusion and hinder vocabulary retention.

2) Difficulty in Choosing the Right Song

Teachers may struggle to find songs that are appropriate for the age and ability level of their students. Choosing songs with complicated lyrics or inappropriate themes can hinder the learning process rather than enhance it. Abourehab (2023) emphasizes that songs with complicated or abstract lyrics can overwhelm young learners, particularly those who are still developing their language skills. If students struggle to understand the lyrics, their focus may shift away from the vocabulary being taught, leading to frustration and disengagement. Teachers must carefully evaluate the linguistic complexity of songs to ensure they align with their students' proficiency levels.

3) Overemphasizing listening skills

Over-reliance on songs can lead to an overemphasis on listening skills at the expense of other language skills, such as speaking, reading and writing. A balanced approach is needed to ensure comprehensive language development. Abourehab (2023) emphasizes that while listening to songs can improve auditory skills, it does not inherently encourage active speaking practice. Students may become passive recipients of language input rather than engaging in meaningful conversations or discussions. This lack of speaking practice can hinder their ability to communicate effectively in real-life situations.

4) Diverse Learning Styles

Not all students may respond positively to music-based learning. Some students may prefer different teaching methods, and a one-size-fits-all approach may not meet the needs of the diverse students in the classroom. Moeller & Nugent (2014) advocate for a balanced approach that incorporates both musical and nonmusical teaching methods. By providing a variety of instructional strategies, educators can create an inclusive classroom environment where every student has the chance to succeed according to their unique learning style.

5) Time constraints

Incorporating songs into lessons may require additional time for preparation and implementation. Teachers need to balance the use of songs with other teaching methods to ensure that all curriculum objectives are met in the time available. Moeller & Nugent (2014) recommend that educators seek efficient ways to integrate songs into lessons without compromising the overall curriculum. This could involve using shorter song segments, focusing on key vocabulary within a song, or combining singing with other activities that reinforce language skills in a more streamlined manner.

2.3 Previous Studies

A study Ramadhani (2022) showed that the singing method can be applied in various learning contexts, including maths. Her findings confirm that singing is not only fun, but also helps children absorb the material better and increases their motivation to learn. This provides evidence that the singing method is flexible and effective for reinforcing different aspects of learning, including vocabulary.

In a study conducted by Permata (2023) and her colleagues, In a study with 3-4 year old children, singing was found to be effective in improving speech and social interaction. Although the use of this method was not optimal, children's participation in singing activities showed an increase in speaking ability. This shows the potential of the singing method to develop early communication skills which is also relevant in enriching vocabulary.

Another study at Bicabbi (2023) This study found that the singing method can improve early childhood skills. By creating a cheerful and fun learning atmosphere, this method makes children more motivated to learn. High motivation is an important factor in vocabulary learning, as children tend to be more actively engaged.

Astuti (2022) explains that singing has many benefits, such as improving memory, building confidence, and helping children express their feelings. In addition, singing can also reduce anxiety and improve children's motor skills and thinking ability. These abilities support vocabulary learning, where memory and confidence play a key role.

Wulandari & Rustipa (2023) Their research shows that the use of songs can increase learning motivation and English vocabulary recall ability in children. The findings support the argument that the singing method is an

effective tool to improve children's vocabulary acquisition while motivating them to learn the language.