

CHAPTER I

INTRODUCTION

This chapter contains background of the study, research questions, objective of the study, significance of the study, scope and limitation study, definition of key terms.

A. Background of the Study

The skill of speaking English is very important in Indonesia because English is a global language. Wahyuningsih and Afandi (2020) says that people from different social, economic, educational backgrounds, and cultures use English. Nurfakhira (2021) also points out that there are 400 million native English speakers and 2 million learners who study it as a second or foreign language. The fast changing world makes it necessary for people to learn English to talk with others from various countries (Shintasiwi and Anwar 2021). Knowing English can help people communicate with others globally, leading to better interactions in areas like the economy, politics, education, and more. As part of being global citizens, Indonesians need to communicate in English.

Additionally, Coleman (2011) argues that the Ministry of Education of Indonesia has added English as a way of teaching in several school subjects in Indonesia because of its significance. Likewise, it has been said that English is one of the subjects studied in Indonesian schools (Jalal and Musthafa, 2001). In other words, english is considered important to be taught and learned for Indonesia due to its use in global level.

Additionally, many countries teach English as a second language, and children start learning it early. Thomas & Gathercole (2020) several language experts have said that learning two or more languages helps with thinking skills and improves understanding of language, which helps children think about, assess, and focus on language better. Also, children can learn English more easily than adults because they are better at copying and remembering it. Therefore, knowing English helps students do better academically, grow cognitively, understand languages better, and get ready for better jobs in the future.

In recent years, teaching English as a foreign language has become increasingly important in non-English speaking countries. One of the main aspects of teaching English is vocabulary development, which is the basis for language proficiency. However, young learners often struggle with traditional vocabulary learning methods that rely heavily on memorization and repetition. These methods can lead to boredom, low engagement, and limited long-term retention. To address these challenges, educators are increasingly turning to interactive and learner-centered strategies, such as games and songs. These tools create a more stimulating and enjoyable learning environment for children. Games offer opportunities for active participation, competition, and collaboration, which can help strengthen vocabulary in meaningful contexts. Songs, by their repetitive and rhythmic nature, aid memory and pronunciation and expose learners to natural language use (Pinter 2017).

Connected to the preceding paragraph, keeping learners actively involved is essential in the process of learning a new language. A learner's internal desire to achieve goals plays a significant role in how they approach and complete complex tasks (Brown and Lee, 2015). This inner drive greatly influences how successful students are in building their language skills. Therefore, understanding what keeps learners interested and willing to participate can provide valuable insights for creating more effective language learning experiences (Carrió and Mestre, 2014). These points emphasize the importance of sustaining interest and enjoyment throughout the learning journey. For young children especially, learning becomes more effective when the process is fun and engaging. Through the use of games and songs, teachers can create a lively and interactive classroom atmosphere, helping children participate more eagerly and remember new vocabulary more easily. It also examines how assessment methods may affect learners' performance across different grade levels.

B. Research Questions

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

1. Do teachers implement games and songs in teaching English vocabulary at An-Nuur Kindergarten ?
2. Do students at An-Nuur Kindergarten respond to the use of games and songs in learning English vocabulary ?
3. Do games and songs facilitate students' performance in learning vocabulary at An-Nuur Kindergarten?

C. Objectives of the Study

Based on the background of the study above, the researcher stated the objective of the study:

1. To describe how teachers implement games and songs in teaching English vocabulary at An-Nuur Kindergarten.
2. To identify how kindergarten students at An-Nuur Kindergarten respond to the use of games and songs in learning English vocabulary.
3. To investigate whether testing techniques affect students' vocabulary test performance at An-Nuur Kindergarten.

D. Significance of the Study

This study is expected to provide meaningful insights into the teaching of English vocabulary for young learners, particularly in Class B of An-Nuur Kindergarten. By examining how games and songs are used in the classroom, the study aims to help teachers design more engaging and effective vocabulary lessons that match the developmental needs of kindergarten students. It also offers benefits for students by promoting a fun and interactive learning environment that can enhance participation and vocabulary retention. In addition, the findings of this study may serve as a useful reference for schools and future researchers interested in improving early childhood English language education.

E. Scope and Limitation of the Study

This study focuses on the use of games and songs in teaching English vocabulary to kindergarten students in Class B of An-Nuur Kindergarten. This

study implements how teachers apply this method in the classroom and how students respond to it during the learning process. In addition, this study is based on observations, vocabulary tests, and student responses, which may be influenced by children's mood or attention during the activity.

F. Definition of Key Terms

The Key Term of the title “Teaching English Vocabulary For Kindergarten Students Using Games and Songs”.

1. Vocabulary

Vocabulary means the collection of words that someone knows and uses to communicate. In this study, vocabulary refers to simple English words that are taught to kindergarten students, such as names of colors, animals, or objects around them. These words help children understand and express basic ideas in English during learning activities.

2. Games

Language games are very effective for young learners because they provide a fun and relaxed atmosphere, so students feel motivated and not stressed when practicing English. Through elements of repetition, cooperation, competition, and physical movement, these games help to strengthen vocabulary comprehension and improve students' memory.

3. Songs

Songs refer to musical compositions with lyrics that are used as instructional tools to facilitate language acquisition, particularly vocabulary learning and pronunciation. Songs are considered an effective and enjoyable medium for teaching young learners because they combine melody, rhythm, and repetitive language patterns that aid memory and retention.