



Using Songs to Teach English Vocabulary to Young Learners in Kindergarten

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Abstract: From the phenomena around them, young learners find it difficult to learn vocabulary because they are still in the active phase, especially learning English. Therefore, knowing a good and effective way to teach English vocabulary using songs is essential. This study aims to determine the use of songs to teach English vocabulary by teachers at TK 'Aisyiyah Bustanul Athfal (ABA) 51. To be able to answer research questions, researchers conducted classroom observations and interviews with teachers who teach English in class. The subjects of this study were class B students, namely classes B1, B2, and B3. From the observations and interviews that researchers have conducted, it is known that teachers have taught well according to the correct stages and enabled children to recognize vocabulary well at each meeting. Students have high learning enthusiasm when the teacher teaches vocabulary using songs that are shown by being active students. The study results show that songs are very effective for teaching English vocabulary to students because they can foster learning motivation so that students can easily remember the vocabulary being taught and that the objectives of teaching vocabulary are well achieved.

Abstrak: Dari fenomena yang terjadi disekitar, siswa young learners susah dalam belajar kosakata karena masih dalam fase suka bermain, especially belajar bahasa Inggris. Maka dari itu penting untuk mengetahui cara yang baik dan efektif untuk mengajar kosakata bahasa Inggris menggunakan lagu. Penelitian ini bertujuan untuk mengetahui penggunaan lagu untuk mengajar kosakata bahasa Inggris oleh guru di TK 'Aisyiyah Bustanul Athfal (ABA) 51. Untuk dapat menjawab pertanyaan penelitian, peneliti melakukan observasi di kelas dan wawancara dengan guru yang mengajar bahasa Inggris di kelas. Subject dari penelitian ini adalah murid kelas B, yaitu kelas B1, B2 dan B3. Dari hasil observasi dan wawancara yang telah dilakukan peneliti, diketahui bahwa guru sudah mengajar dengan baik sesuai tahapan yang benar dan membuat anak mampu mengenal kosa kata dengan baik pada setiap pertemuan dan murid memiliki semangat belajar tinggi ketika guru mengajarkan kosa kata menggunakan lagu yang ditunjukkan dengan keaktifan siswa. Hasil penelitian menunjukkan bahwa lagu sangat efektif untuk mengajarkan kosa kata bahasa Inggris kepada siswa karena dapat menumbuhkan motivasi belajar sehingga murid mudah mengingat kosakata yang diajarkan, sehingga tujuan pengajaran kosa kata tercapai dengan baik.

A. Introduction

English is an international language recognized by everyone, and English is a foreign language and a second language that everyone from all over the world learns. Therefore, everyone worldwide learns it, children, teenagers, adults, and parents.

English has also become one of the most critical global communication languages, spreading worldwide in recent years. According to [Isnaini & Aminatun \(2021\)](#), since English has become an international language for communication worldwide, many people have used it to help them achieve their life goals. Based on that reason, English has become the most taught language in our schools because of the importance of the language. Another researcher [Widhiprasetya et al \(2021\)](#), said that teaching English to young learners has also attracted the interest of many in recent decades. As a result, English education is becoming more common at the kindergarten level. Teaching is a collaborative process that involves both the teacher and the students. Some experts have provided several definitions, from [Bennion \(cited in Burbano, 2015\)](#), which states that teaching is the process of forming habits, acquiring knowledge, instilling ideals, and establishing permanent interests. Another researcher [Nufus \(2019\)](#), said that Teaching English to young learners is essentially a one-of-kind activity that invites learners to think, play, and communicate with the language. This activity should entice them rather than force them to learn the forms or structure of the language because there is no regulation requiring schools to provide the teaching or not. Learning a language at a younger age is better in terms of pronunciation and exposure to speaking; it will allow them to speak more fluently and make them sound more native-like.

[Scott \(cited in Hartina, 2019\)](#) revealed that young learners are divided into two levels (5-7 years old) as level one and (8-9 years old) as level two, depending on the level of the class. The researcher concluded that kindergarten students are classified as level one based on the explanation (5-7 years old) by [Hartina \(2019\)](#). They typically gain less foreign language experience at one level ([Fajarina, 2017](#)). Kindergarten and elementary school students are considered young learners by [Wibowo \(cited in Islami, 2019\)](#). Learning motivation is very important in teaching English, especially for young learners, because it can help support a good enthusiasm for learning so that understanding the material will be easier. According to [Sadirman \(cited in Maryanto et al., 2014\)](#), motivation is an effort that makes someone want to do something, and even if someone does not like it, he/she will try to get rid of what he/she dislikes. Motivation can be obtained from the outside environment, but the motivation itself arises from ourselves, so motivation in learning can make students happy and excited to learn. Learning motivation can be seen from the behaviour and responses of students in learning. According to [Maryanto et al \(2014\)](#), student learning motivation has the following characteristics likes diligence and happiness in doing the task, perseverance despite difficulties, does not require external motivation to achieve, high enthusiasm for learning, likes new knowledge, have a strong attitude and reasonable long-term goals, happy in finding and solving problems, and have the desire to join the class group.

For this reason, since kindergarten English has been taught. Moreover, according to Hurlock, the age range of 1 to 5 years is a period of rapid development of children's ability to speak, including the addition of vocabulary, mastery of word pronunciation, and combining sentences. As a child learns new words and meanings daily, his vocabulary mastery will rapidly improve. Moreover, based on Ambarwati & Mandasari (cited in [Isnaini & Aminatun, 2021](#)), learning vocabulary is crucial to learning English. This is a significant aspect of learning a foreign language.

As a foreign language and a second language learner, someone who learns English must master four internal skills (writing, speaking, reading, and listening); since kindergarten, the student has learned the basics first, namely vocabulary. The vocabulary is taught so that they can master the basic of the four skills. Vocabulary is essential because, by mastering vocabulary, they know the meaning of what they write, read, hear, or say. A vocabulary word is an essential word in the language. However, many students continue to need help with memorizing vocabulary. As a result, they must learn the essentials of vocabulary to be aware of its significance by [Islami \(2019\)](#). Another researcher, Anwar and Efransyah (cited in [Purnami, 2022](#)), defined vocabulary as an essential aspect of learning a language because it provides the meaning humans use to communicate. Vocabulary is a collection of words a person/individual owns in a language.

Moreover, based on researchers, vocabulary, as one of the knowledge areas in language, is extremely important for learners when learning a language ([Alqahtani, 2015](#)). 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. Based on Kusuma, Adnyani, & Taharyanti (cited in [Islami, 2019](#)), vocabulary is best learned young. 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. The song is one type of sound media that can be used. A song is a collection of words that someone sings. The use of songs is ideal for young learners because most young learners enjoy activities that involve sound, vision, and movement. Young learners will find the learning process more enjoyable if songs are used.

Music in the classroom can also boost student motivation and create a welcoming environment (Islami, 2019). Songs can be used as a medium to help students improve their pronunciation, vocabulary, and fluency. The song's words and rhyme are exciting and enjoyable for students because many things can be taught to Kindergarten students through songs that will stay with them throughout their lives (Mokhtar et al., 2017). The use of song will allow students to develop themselves and their feelings, and it can also help students make sense of and solve problems, as mentioned by Parlakian (cited in Hadi, 2019). According to Lo and Li (cited in Hadi, 2019), using songs as a teaching tool has its benefits; songs can change the classroom atmosphere. In addition, using songs can create a relaxed and comfortable environment for students while also helping them develop their language skills. Fairbanks (cited in Hadi, 2019) makes the final point that learning through music can be very effective as brain stimulation while processing information. Their opinions strongly suggest that the use of songs will have a significant impact on the student's learning process.

For young children, singing is a fun activity. Songs, undoubtedly, are fun activities that can be used to help students learn a language. They do not put students under any pressure to produce a language immediately but rather wait until they are ready. English lyrics can be used as a technique to introduce vocabulary to solve problems. This technique increases student motivation, especially in creating a pleasant learning environment. Singing activities are one of the innovative teaching techniques and English learning aids for early childhood (Fridayanti et al., 2021) and another researcher Martina, F., Syafryadin, J. S., & Rakhmanina, L (cited in Fridayanti et al., 2021). When students feel more enthusiastic and comfortable discussing vocabulary, their confidence and interest in learning increase significantly, it makes it easier for them to remember vocabulary (Fridayanti et al., 2021). According to Batista (Batista, 2013), the relevant reason for using songs in class is that songs are one of the best ways to teach a foreign language. As a result, they can develop and integrate four basic skills: reading, writing, listening, and speaking, naturally and harmoniously in the language class. Moreover, another reason for using music and song in the classroom is the variety it can bring to the lesson, providing a break from the routine and increasing students' engagement and interest in it.

Dale (cited in Ilinawati & Dharma, 2019) claims that songs effectively introduce vocabulary because they provide a meaningful context for vocabulary. Students can have a good time thanks to the media. Students can learn a variety of vocabulary from various songs. Songs are an effective tool for teaching vocabulary, sentence structure, and sentence patterns, not to mention their ability to reflect mother tongue culture. Songs are regarded as one of the most influential media for vocabulary acquisition (Anggaira et al., 2022). Before using songs to teach vocabulary to young learners, the songs must have a happy vibe and be related to learning activities. According to Mafulah & Hariyanto (cited in Fitria, 2021), there are several things to consider when selecting a song to learn the language, particularly vocabulary - vocabulary is students familiar with cheerfulness; the song contains content that will be taught to help students improve their English skills, the chosen song must correspond to the learning activities in order to achieve good learning objectives, and the

song chosen must be appropriate for the student's grade and level of ability. According to Hadi (2019), choosing the appropriate method and media is one of the most important issues students face.

I chose this topic because songs have proven to be the most effective way to teach English vocabulary. Songs can increase student learning motivation because songs are considered fun and liked by students, especially young learners. Choosing the right way to teach English vocabulary will also impact the ease with which children can remember vocabulary easily, so songs can be the suitable medium for teaching English vocabulary. The teaching and learning process is simply a failure without the proper method and media. That is why this study focuses on the use of song media in teaching English vocabulary, particularly to kindergarten students.

B. Method

The researcher conducted qualitative research with a case study approach in this study. This type of research was adopted because the researchers wanted to explain using songs to teach English vocabulary in 'Aisyiyah Bustanul Athfal (ABA) 51 Kindergarten. Qualitative research is a method for investigating and comprehending the significance that individuals or groups ascribe to a social or human problem. The research process includes developing questions and procedures, data collection in the participant's environment, data analysis inductively building from particulars to general themes, and the researcher interpreting the data's meaning. The structure of the final written report is adaptable. Those who engage in this type of inquiry advocate for a research approach that values an inductive style, a focus on individual meaning, and the importance of rendering a situation's complexity (Creswell & Poth, 2016). A case study aims to understand the characteristics that define a particular bounded system and describe an event or process occurring within that system (Creswell & Poth, 2016). This means that this study describes how the process of mastering vocabulary by kindergarten students, primarily through songs. The researcher focused on teaching and learning vocabulary through songs in this qualitative research.

This research was conducted at 'Aisyiyah Bustanul Athfal (ABA) 51 Kindergarten located at Jalan Muradi Number 85, Kembangarum, West Semarang District, Semarang City, Central Java Province. The subjects of this study is two there are English teachers at 'Aisyiyah Bustanul Athfal (ABA) 51 Kindergarten and the students of kindergarten B, which consisted of 3 classes, namely, B1, B2, and B3 classes.

The instruments in this study were video recorders and voice recorders. In collecting data in the field, researchers took several steps. First, the researcher prepared a checklist of observations and field notes. Second, during observation, the researcher carried out a checklist process and field notes to obtain information about using songs to teach English vocabulary. Third, the researcher prepares a list of questions the teacher will ask to support the observation results. Fourth, the researcher asked the English teacher for classes B1, B2, and B3 for help to be interviewed while recording the sound. Finally, the researcher analyzes all the information findings that the researcher needs.

In collecting the information needed to answer the research questions, this study used the following:

1. Observations in classroom

Observing how the teacher teaches in class is excellent and effective when teaching English vocabulary using songs and observing students' behaviour to determine whether they are more motivated to learn and easily remember new vocabulary when the teacher uses songs.

2. Interview with the teacher.

Asking several questions to the English teacher who teaches the class to support the findings of data from class observations. These questions are:

- a. How to teach vocabulary with songs properly and effectively?
- b. Can use songs foster student motivation?
- c. What are the obstacles encountered when teaching using songs, and how to overcome them?
- d. Does the song make it easier for students to remember/memorize new vocabulary?
- e. What steps are taken in introducing new vocabulary using songs?

In analyzing the data, the researcher used the theory of teaching vocabulary using a song from [Fitria \(2021\)](#) and using motivation theory from [Maryanto et al \(2014\)](#). The method of data analysis that I will use in analyzing the data is:

1. Identifying the step of the teacher in teaching vocabulary using songs
2. Identifying student's activities in the learning process (students' participation and students' behaviour)
3. Comparing the teaching and learning process with the theory by the experts.
4. Comparing students' activities (students' participation and students' behaviour) with the features of motivation by the expert.
5. Concluding, using song media to teach vocabulary for Aisyiyah Bustanul Athfal (ABA) 51 Kindergarten can encourage the students to learn vocabulary.

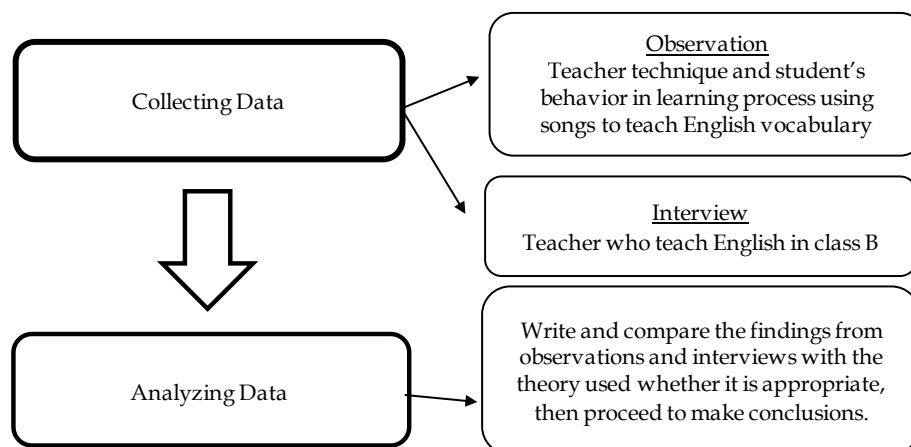


Figure 1. Research Flow in Aisyiyah Bustanul Athfal (ABA) 51 Kindergarten

C. Result and Discussion

Result

The results were obtained through observation and interviews. It presents how English vocabulary is taught using songs at TK Aisyiyah Bustanul Athfal (ABA) 51 and how songs can encourage students at TK Aisyiyah Bustanul Athfal (ABA) 51 to learn English vocabulary. Based on the observation and interview, the results of the research are presented below :

1. How English vocabulary is taught using songs in Aisyiyah Bustanul Athfal Kindergarten (ABA) 51

Based on the observation in Aisyiyah Bustanul Athfal Kindergarten, English vocabulary is taught using songs by the following procedure :

Before teaching English vocabulary, the initial steps taken by the teacher in class are greetings and praying.

- 1) Praying: Peace be upon you, and Allah's mercy and blessings
- 2) Greetings: Good Morning Students, How are you today? Are you ready to study?

Then the main class activities are :

Table 1. Main Activities in the Classroom

Warm Up	First, the teacher asks for students' attention by building a pleasant atmosphere in the class so that students are interested and focused and happy first. This is done by inviting students to dance and sing along with songs that children like or repeat last week's songs to remind them of last week's song.
Main Section	The teacher starts carrying out the learning process by providing material from textbooks accompanied by singing to give students new vocabulary. When singing, the teacher also assesses which students are active and understand the material provided. To facilitate learning, kindergarten students need visual, motor, audio, and worksheet to motivate the students.
Closing	Moment learning is over, the teacher closes the class by inviting students to sing the farewell song, and students will automatically know if the teacher invites them to sing the song, then the lesson is over. Then proceed with the teacher apologized to the students and greetings.

Based on the interview with the teacher, the researcher found the ways to teach English using songs in Aisyiyah Butanul Athfal (ABA) 51 Kindergarten :

- 1) The songs the teacher gives are familiar to children or are fun, upbeat, and slow, making children happy, and the lyrics are easy for children to remember.
- 2) At the beginning of the meeting, wait to give the full English song directly, but rather a mixture of Indonesian and English so that the children understand better first as an introduction to the term. If it is full English straight away, the kids will get confused, but if there is a mix of Indonesian, the kids will understand more quickly. If you are getting

used to it, you are given a song in full English, but after that, the teacher still explains the meaning.

- 3) The teacher in teaching must be in a good mood because, consciously or unconsciously, the teacher's bad mood can be felt by the children, so the children are also not in the mood.
- 4) When teaching vocabulary with a song for the first time, the teacher has to repeat the song about three times to sing to make the child remember the song because if the child remembers the song, the child will automatically remember the vocabulary.

2. How songs can encourage Aisyiyah Bustanul Athfal (ABA) 51 Kindergarten students to learn English vocabulary

Students are active and very happy when the learning process takes place; students also follow directions and listen to the teacher carefully; students like learning vocabulary by singing and dancing, which shows students have high motivation in learning English vocabulary.



Figure 2. When Class B1 as taught new vocabulary using songs, they paid very much attention to the teacher and sang together; one child sang and danced with the teacher in front of the other children while singing along



Figure 3. When class B2 was taught new vocabulary using songs, they paid attention to the teacher and sang together; six children sang and danced with the teacher in front of other children while singing together.



Figure 4. When Class B3 was taught new vocabulary using songs, they paid very much attention to the teacher and sang together; four children sang in front of other children to sing beside the teacher

Some examples of songs to teach vocabulary

- Song lyrics to introduce a day that uses a mixture of Indonesian and English
 - Senin itu Sunday*
 - Selasa itu Tuesday*
 - Rabuuu Wednesday*
 - Kamis itu Thursday*
 - Jumat itu Friday*
 - Sabtu itu Saturday*
 - Minggu itu Monday*
- Full English song lyrics to introduce days from Coco Melon's youtube channel
 - I look at my calendar, and what do I see?*
 - Seven days in a row for me*
 - Morning, afternoon, and night*
 - Seven days in a week that is right*
 - Sunday, Monday, and Tuesday too*
 - Wednesday, Thursday next, it is true*
 - Friday and Saturday come, and then*
 - Sunday comes around again*
 - These are the seven days of the week*
 - It's so fun to learn the days of the week*
 - These are the seven days of the week*
 - I love the days of the week*
 - Sunday, Monday, and Tuesday too*
 - Wednesday, Thursday next, it is true*
 - Friday and Saturday come, and then*
 - Sunday comes around again*
 - These are the seven days of the week*
 - It is so fun to learn the days of the week*

*These are the seven days of the week
I love the days of the week
Sunday, Monday, and Tuesday too
Wednesday, Thursday next, it's true
Friday and Saturday come, and then
Sunday comes around again
These are the seven days of the week
It is so fun to learn the days of the week
These are the seven days of the week
I love the days of the week*

Discussion

The discussion based on observation in the classroom and interview with the teacher in the classroom can be concluded below:

1. How English Vocabulary is taught using Songs in Aisyiyah Bustanul Athfal Kindergarten (ABA) 51

Teaching English vocabulary using songs makes it easy for teachers. This can make it easier for teachers to introduce new vocabulary in teaching and learning activities in a fun way; according to Fajarina (2017), Teaching English to young learners is a fun activity. Before teaching young learners, teachers should understand their characteristics and the needs of the students. The teacher can then divide the method, model, or technique for teaching young learners. Teaching Young Learners should be enjoyable, enjoyable, and appealing. The teacher can use bright pictures, songs, and games. Those should be appropriate for children.

To produce a happy and fun class, the teacher must be able to show the positive or professional side teacher, such as not bringing personal problems into class; the teacher must show a cheerful face even when the mood is not good. Because it can affect the teaching and learning process, the positive aura that we emit can also give a positive aura to other people and vice versa; if we emit a negative aura, other people will also receive this negative aura so that it can interfere with the teaching and learning process because they become unhappy. In addition, teachers must control emotions if children are challenging to manage and be competent in finding solutions to overcome them. The teacher must also be good at reading the mood of the children so that the teacher can make the atmosphere more conducive and enjoyable for learning activities, as stated by Talak-Kiryk (cited in Islami, 2019). The learning activity should be enjoyable and engaging.

In teaching, the teacher must be able to make the class atmosphere fun by using supporting media such as songs. Teachers and children will both be involved in the application of song media by singing together. Furthermore, the application of song media by the teacher in teaching vocabulary for this study. As a result, the use of song media by the teacher in teaching English vocabulary is seen as what is needed by the teacher in

teaching English vocabulary using song media. This refers to the teacher's reaction to teaching English vocabulary using again as a medium, as evidenced by the children's understanding and the teacher's behaviour. Teacher behaviour towards teaching English vocabulary was identified in this study through the application of song media in teaching vocabulary by singing together in class to achieve a goal such as a fun and happy learning process. Using song media can also make it easier for children to understand new vocabulary taught by the teacher and make it easier for children to remember the vocabulary so that children can automatically memorize it, but in a way that children like, namely singing. Teachers who use song media to teach written English vocabulary are very interesting to explore because song media is very effectively applied in the teaching and learning process. According to [Fitria \(2021\)](#), Learning through song is enjoyable, and we can help students improve their English skills.

From observation and interviews with the teacher, when teaching, the songs the teacher gives are familiar to children or fun and upbeat and slow, making children happy. The lyrics are easy for children to remember. At the beginning of the meeting, do not immediately give the full English song directly, but rather a mixture of Indonesian and English so that the children understand better first as an introduction to the term. If it's full English straight away, the kids will get confused, but if there's a mix of Indonesian, the kids will understand more quickly. If you are getting used to it, you are given a song in full English, but after that, the teacher still explains the meaning. The teacher in teaching must be in a good mood because, consciously or unconsciously, the teacher's bad mood can be felt by the children, so the children are also not in the mood. When teaching vocabulary with a song for the first time, the teacher has to repeat the song about three times to sing with the aim of making the child remember the song because if the child remembers the song, the child will automatically remember the vocabulary.

Moreover, if there are questions and answers, the child can automatically answer questions because he has memorized the vocabulary through the songs taught. However, it should be noted that questions and answers must be carried out in a tone or by singing like (hey, who knows this?) The children will be more enthusiastic because while singing, it is different if we ask questions typically; they will become less enthusiastic in answering.

2. How Songs can Encourage Aisyiyah Bustanul Athfal (ABA) 51 Kindergarten Students to Learn English Vocabulary

Songs can encourage students to learn English vocabulary. Students often hear and sing English songs. To learn English vocabulary, children will understand new vocabulary more quickly because they are used to singing English songs from a young age. Because basically, kindergarten children will learn using song media because it is more fun, but if vocabulary is taught seriously, like teaching elementary school children, it will be more challenging to accept material because kindergarten is still learning while playing. Songs are very helpful in introducing and making it easier for students to memorize or remember vocabulary. Songs make students happy and actively follow the teacher when they sing and

dance and actively listen to the teacher carefully; that is a characteristic of students who are motivated to learn, as stated by [Maryanto et al \(2014\)](#), student learning motivation has the following characteristics:

- 1) diligent and happy in doing the task,
- 2) persevere despite the difficulties,
- 3) does not require external motivation to achieve,
- 4) have a high enthusiasm for learning
- 5) likes new knowledge
- 6) have a strong attitude and reasonable long-term goals,
- 7) happy in finding and solving problems,
- 8) have the desire to join the class group.

The above characteristics can be used to determine if a student is motivated to learn. Students who have the motivation to learn will carry out learning activities well and happily so that the goals in the learning process can be achieved optimally.

The results in this study are the same as previous research that English teachers in kindergarten have taught vocabulary using songs well. When teaching English vocabulary using songs, students become more motivated so that students more easily remember and memorize new vocabulary so that students' vocabulary increases. The results of this study are the same as those of the researchers [Mokhtar et al \(2017\)](#) said that the use of English songs in construction. The teacher implemented Murni kindergarten students' vocabulary, and the student's English vocabulary building progressed step by step.

D. Conclusion

This conclusion can be drawn from the discussion of how English vocabulary is taught using songs at Aisyiyah Bustanul Athfal (ABA) 51 Kindergarten and how songs can encourage students at Aisyiyah Bustanul Athfal (ABA) 51 Kindergarten to learn English vocabulary. It can be concluded that songs are an effective way of teaching English vocabulary easily. Using songs to teach English vocabulary in class can increase student learning motivation as indicated by the activeness of students while taking lessons and students getting easier to remember and increasing student vocabulary day by day. When singing the song Together, the song must be repeated three times. Hence, the students start to remember the song, and the child will automatically remember the vocabulary in the song. The songs taught are familiar and subject-related to the students, especially young learners. According to Sohot and Yunus (cited in [Lestari & Hardiyanti, 2020](#)). At the first meeting, the songs taught were a mixture of Indonesian and English. Then, a full English song will be given at the next meeting. When introducing songs, the teacher must choose an upbeat and cheerful song, and the teacher must sing it slowly and not too fast first. When children often hear and sing English songs to learn vocabulary, students will more quickly understand new vocabulary and become used to it and already like singing English songs. Students, especially young learners, like a happy and fun learning atmosphere because young learners like to sing. If young learners like an activity without coercion, then young

learners will be more enthusiastic about learning and enjoy the teaching and learning process more so that the new vocabulary given through the song is easily accepted and automatically remembered by the students.

In this study, the researcher wanted to show readers how using songs to teach vocabulary can make it easier for students to remember and build English vocabulary. Moreover, besides that, the teacher still has to play an active role in reading the child's mood so that it is easy to be invited to learn because it is very influential. Students in a good mood will be quickly invited to learn while singing together. A student in a good mood can also affect their friends because if a child is not in a good mood, he will usually cause trouble and disturb his friends.

The researcher provides suggestions for future researchers to examine more than one teacher to find more complete new data and findings, as well as comparisons between teachers to improve vocabulary teaching strategies using songs to make them even better.

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