Chapter One

Introduction

This chapter presents the introduction of the research. There are several important keywords in the discussion of this chapter. This chapter consists of the background of the study, statement of the problem, research questions, objectives of the study, significance of the research, and research outline. First, it talks about the background of the study regarding the reasons why the researcher chooses the topic in this research. Second, it talks about statements about the problem which appear from the background. Third, it talks about research questions which are the formulations that the researcher wants to find out. The objectives of the study consist of the purposes of this research.

Background of the Research

In today's world, being able to communicate in English is a must. This is because English is the most spoken language on the planet. English appears to be a requirement, especially when working in an international setting. However, due to the inherent difficulty of acquiring proficiency in the English language, it becomes imperative to use a distinctive methodology in the classroom setting that can enhance the efficacy of the learning outcomes. The employment of songs as a way of learning English is believed as one of the suitable methods in teaching English.

Teaching English to young students involves more than just teaching them the language. This intricate process must consider the pupils' social and

intellectual development (Saputra, 2017, p. 166). For this, a natural atmosphere for kids must be created. Engaging in enjoyable activities is one of the best ways to establish a natural, anxiety-free environment. The importance of songs is adaptable. Songs result from culture and shared values, commitment, responsibility, customs, love, traditions, history, and language characteristics (Al-Smadi, 2020, p. 52). There are numerous factors why songs can be regarded as an effective pedagogical tool. Through songs, young learners can enhance their listening, pronunciation, speaking skills, and grammar.

Songs in language learning have become an alternative for motivating students in the learning process. The learning environment becomes more enjoyable through songs, and students are more motivated to participate in the learning process (Chotimah & Astiyandha, 2020). Singing is regarded as a crucial instrument for enhancing students' self-esteem. It provides students with a degree of fluency prior to speaking. Lyrics typically use words in context, and the melody makes it easy to remember the sound of new words (Phisutthangkoon & Panich, 2016). Also, one of the best ways to create that atmosphere and create an anxiety-free environment is to engage in exciting activities (Kourieos & Evripidou, 2013). One enjoyable activity consists of a kid's song that functions as a helpful tool for listening without pressuring students to produce and learn the language. Songs are a form of hearing that serves multiple purposes. Songs and music are essential to development and education. Young learners can enjoy singing, and nearly all teachers use songs to teach them English in a fun manner. The most significant benefit of melodies is that they are entertaining and keep

students interested and motivated to learn.

Furthermore, in English, one of the most important components to teach students is vocabulary. Vocabulary is one of the most important aspects of learning and understanding the language Muflihah (2016). In other words, before students learn any other English skills, they should acquire and learn vocabulary. Because they can construct sentences and write in English using their vocabulary, pupils who have a strong vocabulary find it easier to learn the language. Furthermore, if the students have good vocabularies, they will be able to understand and speak English fluently. As a result, students must learn English by acquiring a sufficient vocabulary. Young learners view songs as an enjoyable part of English courses since they are unaware, they are learning through them.

Even though the effectiveness of using teaching media songs has been proven to be effective in increasing students understanding (Coyle & Gómez Gracia, 2014; Ella et al., 2021; Phisutthangkoon & Panich, 2016; Pratiwi, 2018; Shehadeh & Farrah, 2016). Teaching media songs has been proven effective, but one of them is at a private Islamic elementary in Yogyakarta; teaching media using songs has not yet been applied to learning. The difficulty in selecting appropriate songs for educational purposes arises from the limited availability of song options tailored to educators. Furthermore, teachers require additional time to prepare essential tools such as laptops, speakers, and projectors. Additionally, teachers encounter challenges in effectively managing their students. Thus, the researcher is interested in researching this topic.

Identification of the Problem

In identifying the problem, the researcher shows the problem from the literature and the actual condition from the observation. There are problems faced by students in achieving vocabulary. Among them are students who easily forget to remember the vocabulary conveyed. Furthermore, the complex vocabulary presented by the teacher poses a challenge for students in terms of retention. And the number of vocabulary words that have the same pronunciation so that children misinterpret them. After the problems faced by students, teachers also have their own obstacles. That is, the teacher must prepare the vocabulary that will be taught to students. In addition, the teacher must also choose the right teaching strategy for students. Another challenge is the limited amount of time available, which often causes teachers to run out of time when delivering the material. Teachers require additional time to prepare teaching strategies that incorporate songs, as they need to decide for equipment such as laptops, sound systems, and projectors. Effective time management is essential for both teachers and students to ensure the smooth execution of this song's application.

Moreover, the researcher gained teaching experience at a private Islamic elementary school in Yogyakarta. When the researcher taught at a private Islamic elementary school, some students struggled to understand English due to a lack of vocabulary. To overcome this, the researcher attempted to use English song lyrics as a medium for students to enjoy. Then, they obtained a sufficient vocabulary of English song lyrics because they learned English interestingly. English songs contain rhymes that can motivate students to learn the language. Based on the

statement above, the researcher chose an English song to solve the problems that appeared.

Delimitation of the Problems

Based on the problem identification above, the problems could have been improved. Therefore, the researcher limited it to "The Effectiveness of Using English Songs in Young Learners to Improve Vocabulary Knowledge." Regarding the issues identified in the previous section, this research focuses on the effectiveness of English songs, especially for young learners. Researchers limit the problem to be more focused. Therefore, the researcher tested the effectiveness of using English songs to help students develop their vocabulary knowledge. This research also attempts to identify statistically significant differences after conducting experiments on students. The researcher only focused on using English songs by students at private Islamic elementary schools in Yogyakarta.

Research Questions

Based on the background above, the researcher formulates the problems of the research as follows:

1. How is the young learners' vocabulary knowledge at a private Islamic elementary school in Yogyakarta before using English songs in their learning process?

2. How is the young learners' vocabulary knowledge at a private Islamic elementary school in Yogyakarta after using English songs in their

learning process?

3. Is there any statistically significant difference in young learners'
   vocabulary knowledge at a private Islamic elementary school in
   Yogyakarta before and after they are taught using English songs in their
   learning process?

Research Objectives

Based on the background and research question the objectives the study is:

1. To investigate the students' (young learners') vocabulary knowledge at a
   private Islamic elementary school in Yogyakarta before using English
   songs.
2. To investigate the students' (young learners') vocabulary knowledge at a
   private Islamic elementary school in Yogyakarta after using English songs.
3. To investigate whether there any statistically significant difference in
   young learners' vocabulary knowledge at a private Islamic elementary
   school in Yogyakarta before and after they are taught using English songs
   in their learning process.

Significance of the Research

This research is aimed to give benefits for some parties such as teachers,
future teachers, and other researchers. The details are presented as follows:

For the teachers. Present a reference to alternative strategy in learning
class. This research hopes that teachers are more aware of the impact of song lyrics

on young learners' vocabulary knowledge.

For future teachers. Future teachers are expected to know the effects of using songs in teaching young students. Also, introduce English songs as a strategy for teaching vocabulary.

For other researchers. By conducting this research, other researchers can know the use of English songs as a medium of learning in the teaching and learning process at elementary school. In addition, other researchers can use the findings of this research as a theoretical description of further research with the same topic and can be recommended for further research. Therefore, this research can also encourage researchers to research the effectiveness of using English songs to increase young learners' vocabulary knowledge as a learning medium related to the same field of research.

Organization of the Chapter

This research proposal is divided into three chapters. The first chapter presents the research's background, which includes the study's objective, the significance of the research, and a research outline. The study's background explains why the researchers chose the topic for research. The problem statement is made up of problems that appear in the background. The researcher question is what the researchers want to discover. The goal of this research is to achieve the study's objective. The importance of research is defined by the benefits of research to students, teachers, and future researchers.

The second chapter is about the literature review and conceptual framework. Several theories supporting this research are presented in the literature review. Following the discussion of these theories, the researcher proceeds to explain the conceptual framework. Subsequently, the study's hypothesis is presented. The third chapter is about research methodology. This chapter describes the research method, research setting, population, and sample. This chapter also discusses the research instrument. This chapter explains how the researcher conducts this research. The explanation is presented in a step-by-step manner, starting with the type of research, then discussing the subject of the researcher, and finally concluding with the data analysis of the research.

The findings and discussion are covered in the fourth chapter. This chapter presents the results with information addressing the study questions after the data was gathered. The final chapter contains the conclusion and advice. The chapter summarizes this research and guides upcoming researchers employing this subject.