

TEACHING ENGLISH VOCABULARY USING ENGLISH SONGS FOR YOUNG LEARNERS

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Abstract

This study aimed to overview theories about songs to be using as media in classroom. Certainly, it might be difficult to imagine what the world would look like if tunes on the radio or on TV were off, or one could not listen to favourite song when working at home, driving a car, or study. Learning a foreign language is never easy. Children on the other hand haven't got a choice. At a very young age they get acquainted with a foreign language The purpose of this paper is to show that if songs are used properly, with well-defined aims, they can be an amazing tool in the language teachers' hands. However, the results could be mixed effectiveness for the use of music depending on the linguistic level and the type and complexity of the information being recalled. It is important to know the characteristics of the age group we teach. That helps us understand their behaviour and the way their little brains function. We will achieve satisfying results only if we know their abilities and needs well.

Keywords: English song, vocabulary, young learners

INTRODUCTION

Nowadays, the skill of foreign languages, especially English is absolutely needed. Therefore, the government wants to increase the quality of human resources. For those reason, the students must get English lesson early. The government educational institution announces that English should be taught in Elementary school. Elementary school is one of the government education institutions for young learners to learn English. The young learners will know the basic of the vocabularies, the meaning and the pronunciation of English in Elementary school. Therefore, elementary school should maximize their roles not only in providing and giving the basic materials but also choosing the correct ways and techniques to teach English for students. If elementary school does it well, the students will not get significant difficulties in learning English in the future.

Vocabulary is an important aspect in learning language, especially in learning

second or foreign language (English). When learners are learning a new language, they should have enough vocabulary. Wilkins (1993) said that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing if we know nothing about vocabulary.

Vocabulary is considered as an important language component because it can support the learners' ability in developing language skills (Lado.1979:50). Vocabulary can make the student convey their idea both in oral and written form effectively. Their idea can help them in understanding the subject with the teacher's guide.

RESEARCH METHODS

There are many ways and media for teaching vocabulary like traditional language teaching methods highlight vocabulary study

with lists definitions, written and oral drills and flash cards. English teachers usually ask the students to tap a new word from their explanation (Zatnikasari, 2008). The students in English as Foreign Language traditional classroom tend to be passive, because they are just controlled by the teacher and the students' creativity is less developed. In fact, the students need something to make them interested in teaching learning process, which can make them enjoy in the classroom (Maulaya, 2008).

RESULTS AND DISCUSSION

Young Learners

According to Suyanto (2007:15),” Young learners are the students of elementary school of 6-12 years old. They can be divided into younger group (6-8 years old) and older group (9-12 years old)”. It implies that young learners are classified by their age. In other word, age has an important role in dividing young learners' classification.

Philips (1993:5) also states that “young learners are children from the first year formal schooling (five/ six years old to eleven/twelve of age”. It also implies that the definitions of young learners are influenced the age. However, the children's age do not really mean in defining their maturity.

To stimulate the young learners' interest in learning English, the teachers should know the characteristic of young learners. Scott and Yteberg (1990:1-2) says that some of characteristics of 5-7 years old are:

1. They talk what they are doing.
2. They tell you about what they have done or heard.
3. They can plan activities.
4. They can argue for something and tell you why they think and what they think.
5. They can use logical reasoning.
6. They use their vivid imaginations.

7. They use a wide range of intonation pattern in their mother tongue.

It can be concluded that young learners are very active learner. Their memorizing level and their imagination are also high. Therefore, the teacher should be able to understand and should be aware what the kinds of learner they are.

Furthermore, here are some characteristics of 8-10 years old:

1. Their basic concepts are formed. They have very decided views of the world.
2. They have definite views about what they like and do not like doing.
3. They are able to work with others and learn from others.
4. They have developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
5. They can tell the differences between fact and fiction.

Knowing the characteristics of young learners is very important so that the teacher can choose appropriate method and materials for them.

According to Brumfit (1995:8),” There are some characteristics which young learners share:

1. Young learners are only just beginning their schooling, so that teachers have a wide opportunity to mould their expectations of life in school.
2. As a group, young learners are potentially more differentiated than secondary or adult learners.
3. They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling.
4. Their learning can be closely linked with their development of ideas and

concepts, because it is close to their initial experience of formal schooling.

5. They need physical movement and activity as much as stimulation for their thinking and the closer together these can be the better. Young learners are different from secondary or adult learners. Young learners are enthusiastic learners and they need physical movements and activities to stimulate their thinking.

It implies that creating physical activities in class are suggested to encourage the young learners' interest in class. From the definitions above, we can know that young learners are very active learner. They cannot be silent or calm only for a while. Therefore, young learners should be involved in class activity directly. In other words, young learners should be the main actor in class activity.

English Songs for Teaching Vocabulary

Nowadays there are many types of media for teaching vocabulary to the student, one of that media is using English song. The use of English song can improve the quality of vocabulary in teaching learning process. It happened because song can stimulate the students to achieve the new words that they had already listened. It is supported by Grifee (2001) that song is a part of music that you sing through words.

According to Tim Murphey, "With sing a song is also a relatively easy way to see it, and in what ways, music and song might increase our students' interest and motivation learning". He also said that, there are two advantages of music and song in language learning:

1. Music is highly memorable.
2. It is highly motivating, especially for children... (Murphey,1996:3)

Shen (2009) states some criteria why English songs can be implemented for teaching

English. This is because songs have: kaleidoscopes of culture, expressiveness, excitability, and therapeutic functions. It can be assumed that English songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning. In order to enallage students' vocabulary, teacher needs to help them to ease the way. Listening is a major component in language learning. In classroom often times the students do more listening than speaking. Songs will be a good choice because according to Millington (2011), songs play an important role in the development learners learning a second language. In addition, most learners enjoy singing songs, and the songs can often be a variety from the routine of learning the foreign language.

According to Richard (2002) a song is a relatively short musical composition for the human voice, which features words or lyrics. Sometimes it has rhymes and uses a language style that is different from the language style which is used in a scientific or formal text. The words within a song are sung in particular tones, rhythms, speed and style. Song is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Music can also provide a relaxed lesson on a hot boring day. Songs offer a change from routine classroom activities.

The advantages of using English Song:

1. Listening to music is fun

The sheer volume of music out there means there will always be something suitable for the lesson you're planning and allows for interesting changes of pace in the classroom. Music also goes a long way to establishing a positive learning environment while additionally serving to energize learning activities.

Music adds the element of fun while helping maintain or even provide the focus of the

lesson. Songs help create a nice atmosphere as they don't feel like typical classroom work; rather they promote the kind of authentic activity which learners engage in outside the lesson.

2. Music leads to better retention of language

The natural melody, rhythm and repetition can encourage retention: these elements collaborate together as an effective teaching and learning tool. Think about how you find yourself singing songs randomly in your everyday life. This process is invaluable in language learning: learners' language retention is increased when the language is taught as part of a song.

3. Developing cultural awareness

In addition to being fun and helping build retention, music can also be used to teach cultural awareness. This could be taught either directly or indirectly. An obvious way to do this directly is to introduce the information within the content of the song. For example, a teacher could utilise specific vocabulary, grammar and pronunciation from the lyrics of a song. As learners hear and remember the song, they are able to apply what they have taken from those lyrics to their classroom work. Cultural awareness could also be taught indirectly. You might, for instance, use songs to simulate native-like experiences in which learners could pick up the cultural content naturally and in a more interesting manner.

4. Music motivates and involves learners

Music is a great motivator, while songs enable learners to actively participate in the learning experience. Because music helps to enhance learner involvement, they therefore develop improved attitudes toward class itself. This also improves their overall view of the language and their feelings about

learning English, as they are more willing and able to take in new information.

Student's motivation in learning English will increase if teachers enjoyable approaches in their instruction. Then, the high motivation can ease students' learning. Setia (2012:271) state that neurologist have also found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed. So that, utilizing English songs memorization which has a musical melody as a technique in language teaching can help the students to ease their process of learning.

CONCLUSION

One of the aspects of a foreign language that may benefit from teaching and learning via songs is vocabulary. Teachers play a meaningful role while teaching vocabulary. They help their students expand and improve, and build a new stock words to choose from. Songs allow for interesting changes in the classroom, thus energizes learning activities. Since people find listening to songs as a good technique for learning a foreign language, thus in order to know what a song is about, they read and translate lyrics on their own. Subsequently, they learn new words subconsciously; it does not resemble a study. Additionally, many words in songs are repetitive and this makes them stay in mind. Tunes and lyrics infiltrates people's thoughts and they may stay in our memory for a long time. Hence, learning through songs may be a good method of vocabulary memorization because lyrics are sung repeatedly and catchy tunes help to remember them. It needs to be noticed that because of the easy access to music, everyone may benefit from it. What also speaks in favour of using songs in language teaching are the results from the study. The outcomes of the post-tests presented that the students who were stimulated by music

achieved better results. To sum up, the author has shown that music and songs may foster lexicon memorisation, but it does not negate introducing new vocabulary without songs' accompany.

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