

CHAPTER I

INTRODUCTION

In this chapter, the researcher briefly explains the research background. The researcher also states the research problem and objective, explains the research's significance, scope, and limitation, and the last is about defining key terms.

1.1 Research Background

In Indonesia, English education started with the 2006 curriculum, prompting many elementary schools to begin teaching the language that year. While local governments wisely introduced English at the elementary level, policymakers in the capital aim to integrate English as a local subject in these schools. Over the years, this initiative expanded beyond urban areas to smaller towns, resulting in nearly all elementary schools across Indonesia teaching English from grades one to six. (Sakhi, 2020).

English is crucial for students, particularly for young learners, because learning a foreign language early on makes it easier to acquire. This enables children to become prime learners. Childhood is the golden age for developing simultaneous bilingualism because a child's brain, with its plasticity and virginity, has a superior ability to acquire the foundational elements of language. However, 1 students are facing difficulties in learning English, a study showed that students experience some difficulties such as memorizing words, translating English words into Indonesian, and speaking English words (Fitriawan et al., 2021) In addition, study from Abdian et al in 2023 found difficulties among students such as difficult

to translate sentences into English, difficult to distinguish between animals and humans in English, difficult to read English sentences, and difficult to arrange words (Abdian et al, 2023). Lastly, according to Derakhshan and Shirmohammadi, (2015), The challenges Indonesian students face in learning English as a foreign stem from their inability to apply English in everyday situations and their reliance on textbook-based learning rather than real-life contexts.

Schools in Indonesia use many methods to support young learners in learning English. One example is using the English for Young Learners learning strategy. English for Young Learners or commonly abbreviated as EYL. It is a learning strategy for an early age. Early childhood is meant by the age range of 7 to 12 years or equivalent to elementary and junior high school students. Many learning media are used in English for Young Learner (EYL), such as songs, videos, and games. One of the effective media used in the EYL Class is an English song. As is known, English songs can greatly assist teachers in the teaching and learning process by stimulating children's learning and making it easier for teachers to teach. For instance, common nursery 2 rhymes like "Head, Shoulders, Knees, and Toes" help students improve their vocabulary related to body parts. Additionally, using English songs makes the classroom atmosphere more enjoyable, as children have fun when songs are incorporated into lessons.

Teaching with English songs is an effective technique for the learning process. Many teachers believe that English songs help stimulate students' memory of words. This media can be used either to start or close the learning process. A 2017 study by Ningsih showed a notable difference in students' English

performance before and after being taught using songs. (Ningsih, 2017). Moreover, song is a useful medium for children's cognitive development by creating a pleasant classroom atmosphere in learning activities. In addition, one of the benefits of songs in learning is that they can increase memorization, which is needed in learning English.

In using the EYL strategy with the song as the media, the researcher uses the Total Physical Response (TPR) method. TPR is a learning method using gestures, one of which aims to be able to interpret vocabulary because the application of this method is related to commands, gestures, and pronunciation so that students can learn or capture English vocabulary more easily. TPR is very often used by teachers to create an exciting and fun classroom atmosphere for learning 3 and learning activities. With the definition of the TPR, it concludes that the TPR helps the teacher to teach EYL.

1.2 Research Problem

this research tries to find out: “The Effect of English Song in English Vocabulary Learning for elementary school students?”

1.3 Research Objective

In this study, researcher aimed to figure out is the effect of the English song in English vocabulary learning, specifically for elementary school students

1.4 Scope and Limitation

The scope in this research is research to improve vocabulary mastery using Total Physical Response in “How is the Weather” song. this research limited to 14 students of 3rd year at MI Baipas Malang.

1.5 Research Significance

The purpose of this study is to evaluate the impact of English songs on young learners (EYL), explore the difficulties they encounter while learning English through music, and reveal new insights into the effectiveness of the song "How is the Weather" in teaching English.

1.6 Definition of Key Terms

Regarding the issues and objectives of this study, the key terms are defined as follows:

1. **Teaching English Songs** : A technique employed in the teaching and learning process.
2. **EYL (English for Young Learners)** : A strategy for instructing young learners in English.
3. **Total Physical Response (TPR) Method** : A language teaching approach for early childhood that integrates commands, speech, and physical actions.