

**.TEACHING ENGLISH VOCABULARY THROUGH SONG
AT THE FIFTH GRADE OF MI MAMBA'UL MA'ARIF DENANYAR JOMBANG**

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Abstract

The purpose of this study was to determine the implementation in the learning process, and student engagement in the learning process. In the research, the researcher used case study qualitative descriptive research which was used to obtain information concerning with statement of the problem. The design of qualitative in this study is to elicit and describe some data relating to the model is interview, observation and questionnaire. Based on the result, it shows that most of the students were happy in teaching-learning vocabulary through song because most of the students answered (yes) in the last five number of the question. The question number two and four answered (yes) by many of the students. It means that the students had difficult in learning vocabulary and comprehend the vocabulary learn before. The researcher found that teaching vocabulary using English song was effective in making students understand and develop their vocabulary fluency.

Key words: Teaching English Vocabulary, Song's media, Young learners

English in Indonesia as a foreign language is one of the most widely used international languages, especially in the field of education. Students tend to learn English through textbooks and only focus on sentence structure or grammar. Furthermore, students rarely use the language outside of school, while the key to mastering the use of English is not only passive learning, but also regular use of the language. Meanwhile, at the elementary school level, there are only a few elementary schools that teach English as an extra-curricular or tutoring subject. Because the priority of teaching English in primary schools is a behavioral goal related to how to develop students' positive attitudes towards English and make them happy. and confidence in language discovery. The results of a comparison conducted the use of songs has an impact on students by increasing motivation and learning. They concluded their study based on data analysis that teaching younger students to use songs made it easier for students to understand the material and made them more involved in students' learning. However, this study further explores the use of songs by TEYL in students' motivation for engagement in teaching-learning. The advantage of teaching and learning through songs is that it can enrich students' English vocabulary. This study proves and shows that students are definitely motivated, participate enthusiastically and enjoy singing activities. Students can practice pronunciation by singing songs. Here, researchers will learn more about how student engagement can increase motivation to learn English vocabulary with songs.

Method

In the research, the researcher used case study qualitative descriptive research which was used to obtain information concerning with statement of the problems. In this research involved two subjects. They are the English teacher and students at the fifth grade students of MI Mamba'ul Ma'arif Denanyar Jombang. The data in this research were students' statements and teacher implementation which were obtained by distributing interviews for teacher, an observation checklist for the implementation teaching-learning process involving the students and teacher, and a questionnaire for students after the learning process has finished. To collect the data, there are many kind of instruments that can be applied. Of course, based on what kind of the study and purpose. In this study, the researcher would like to use an observation checklist, interview, and questionnaire for collecting the data. 1) The data analysis of the interview in the first was identifying the teacher response in teaching English vocabulary by using song. 2) data analysis in the observation was identifying activities were intended to observe the implementation of teaching English by using songs in the class to the students at MI Mamba'ul Ma'arif Denanyar. Observations were made by following the learning process from beginning to end. 3) The data analysis in the questionnaire was identifying the students response in learning teaching English vocabulary towards song whether they tended to be positive or negative in teaching English vocabulary before using song and after using the media of song.

Finding

The first result in interview with the teacher were, the teacher told the researcher about the strategy that used teaching vocabulary. The teacher explained the participation involvement the student if using song, and the reason why she used it in teaching vocabulary. Teacher also explained what the the strategy did use and then the teacher gave the information about kind of book which used as a guiding book or source of the material. The last, teacher told about the students' responses in teaching learning vocabulary. The second result of the observation checklist, find In the main activity the positive point which researcher found was teacher explained material about vocabulary hobby well, so the students could understand about vocabulary well. Next teacher conducted fill-in-the-blank exercise about the song. And the last result of the questionnaire it shows that most of the students were happy in teaching and learning vocabulary through song because most of the students answered (yes) in the last five number of the question. The question number two and four answered (yes) by many of the students. It means that the students had difficult in learning vocabulary and comprehend the vocabulary learn before, and they felt difficult in understanding meaning of the words. Through this instrument, it shows that song could be applied in order to help the students in mastering vocabulary.

Discussion

The objective of this research is to investigate the effect of teaching English to young learners by using songs to students' learning motivation. Further, there will be an effect of the students' engagement when there is significant difference between TEYL by using song and not. Evidently, the finding of this research show that there is significant difference on students' engagement , between students who join in TEYL by using songs and those who do not join. The comparing findings by Cayati (2017) proved that using songs created an effect to students in increasing motivation and learning. They had concluded their research based on the result of data analysis that teaching to young learners by using song was more easily to students understood the material and more enthusiastic in learning participant. Based on the finding by Adnyani (2020) they found that using songs and music is beneficial, because songs are perceived as motivating sources, thus beneficial in language learning. Then, Based on finding by (Ali, M. M., & Hassan, N. (2018) proved Student engagement is one of the important factors that should be emphasized in education. The engagement of students is often associated with academic achievement and it can be a tool for motivating students' learning. Based on the finding by Kurnia (2017) provided strong support for the effectiveness of Songs contributes many things to language teaching in young learners' class. The comparing finding by Fajarina (2017) showed young learners always happy enjoy learning through playing or listening. Based on the explanations above, the researcher conclude that TEYL by using songs could increase student's engagement for motivate young learners to learn English and TEYL by using song are highly technique to teach young learners. Because of this research , the researcher concluded that using songs could increase student's engagement for motivate, facilitate and be appropriate technique to teach English in learning. Songs also can help to increase students' English skill when learning English process. Based on the explanations above, the researcher conclude that TEYL by using songs could increase student's engagement for motivate young learners to learn English and TEYL by using song are highly technique to teach young learners. Because of this research , the researcher concluded that using songs could increase student's engagement for motivate, facilitate and be appropriate technique to teach English in learning. Songs also can help to increase students' English skill when learning English process.

Conclusion and Suggestion

The results of a comparison conducted on the use of songs in teacher implementation and student engagement have an impact on students by increasing motivation and learning. They concluded their study based on data analysis that teaching younger students to use songs made it easier for students to understand the material and made them more involved in students' learning. The advantage of teaching and learning through

songs is that it can enrich students' English vocabulary. This study proves and shows that students are definitely motivated, participate enthusiastically, and enjoy singing activities. Students can practice pronunciation by singing songs. Students found that by using songs, they could enjoy the lesson and they could memorize and build their vocabulary. In addition, younger students can participate in learning activities in class. The research activities were carried out according to the process based on the existing problems at the MI Mamba'ul Ma'arif Denanyar Jombang. This research was conducted by elementary school teachers who were observed by researcher.

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