

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the important language components to learn, as it helps learners to master the English skills. Vocabulary plays an important role in language learning, learning vocabulary will improve language skills quickly. Learning vocabulary will make pupils better able to master other skills such as reading, listening, speaking, and writing. In mastering vocabulary, pupils should master some elements, such as the pronunciation of the word, spelling of the word, and meaning of the word.

English vocabulary development is crucial for young EFL learners. Building a meaningful vocabulary is essential to learning a foreign language at the basic level, as stated by Cameron (2001). (p.72). Building a vocabulary is crucial for young EFL learners since it is a key component of learning English as a foreign language.

The biggest issue for pupils in the English teaching-learning process, particularly in Indonesia, is a limited vocabulary. According to Priyono's study, Indonesian EFL students' poor vocabulary is their biggest issue (as cited in Cahyono and Widiati, 2008, p.11). To overcome their restricted vocabulary, pupils should start by learning the meaning and structure of words. According to Thornbury (2002), "Knowing a word includes knowing: its form and its meaning at the most fundamental level" (p.15). In this study, a learner who is 11 years old is found to have some vocabulary issues. When he watched a cartoon to acquire vocabulary.

English video without subtitles or captions, he did not understand the content of the video. He often asks for meaning during watching videos. He also has difficulties in writing words correctly and pronouncing them. Therefore, the student has limited vocabulary including meaning and form that consists of spelling and pronunciation. According to Cullen as cited in Nur Halisa Agustina (2019), that English video songs are significant teaching tools in teaching English foreign language because, as most teachers find out, students love listening to the music in the language classroom and they often hold strong views about music. There is an advantage of using English video songs in the foreign learner classroom is their flexibility. English video songs can be used for a number of purposes and there are many reasons why English songs can be considered a valuable pedagogical tool. In this case, the researcher used English video songs in the teaching learning process.

English video song as a media helps students to be easily remember the vocabulary, because it is familiar to the students. This media provides an enjoyable atmosphere for the students, hopefully the students will master the vocabulary better. Using video song as a media can help better because there are video and text in it. According to Arndt & Woore (2018) video in language learning has concentrated on the acquisition of particular skills, such as vocabulary.

In addition, songs can be used as one of the tools for learning English. It can help the teacher create interesting and enjoyable learning activities. The use of music and song in the English language-learning classroom is not new (Engel, 2013). Song has been found as a tool that has advantages in English language learning. Saricoban and Metin (2000) have found that songs can develop the four skill areas. Songs have been an amusing companion for human beings for as long as or even longer than we can speak (ChunxuanShen, 2009). As an integral part of our language experience, it can be of great value to foreign language teaching and the many-faceted merits songs possess may enrich and activate our foreign language class. Besides music, another indispensable element of songs is lyrics which serve as a direct genuine source of teaching materials in foreign language classes.

Young learners (YLS) are often engaged in the classroom through songs and movements by teachers (Joan Kang Shin, 2017). Classroom instruction should be "enjoyable and exciting; active and hands-on; supported and scaffolded; meaningful and purposeful; and culturally appropriate and relevant" based on the learning preferences of the students (Shin 2014, 557). Children frequently hum tunes, sing along, and dance around to the music (Joan

Kang Shin, 2017). Songs are appropriate for youngsters (young learners) since they correspond to their characteristics, which serves as evidence to support that assertion.

However, Coyle and Gracia (2014) conducted action research to examine the effects of teaching a series of song-based activities on a group of five-year-old Spanish EFL learners' L2 vocabulary acquisition. The results of this short study tend to support the idea that teaching a new language to youngsters through the use of songs can help them enhance their receptive vocabulary knowledge.

It is common practice to research the connection between songs and young learners in educational contexts. A representative case from the important study by Ridhayatullah Kasim & Daud (2020) focuses on the contribution of English songs to students' success in the pronunciation area. Dzanic and Pejic (2016) carried out a study that is relevant to the situation and focuses on how students' motivation to learn increases when they utilize English songs as their learning media. The purpose of this study is to determine how seeing a video of an English song will help EFL young students become more proficient in using the language.

B. Formulation of the Problem

Research question is addressed in the present study “How does the teacher implement video songs in EYL classroom?”

C. Operational Definitions

To avoid misunderstanding, here are the operational definitions of each keyword:

Video song:	English video songs are significant teaching tools in teaching English foreign language because, as most teacher find out, students love listening to the music in the language classroom and they often hold strong views about music
English for Young Learners:	It is a course for all primary age students. In this research the students is 11 years

	old. It aims to provide teachers with the knowledge and skills needed to support young learners through the delivery of engaging and motivating lessons.
Vocabulary:	It is a collection of words that should be built by young learners. This research, consists of meaning, spelling and pronunciation.

D. Aim of the Research

This research aims to answer the question. Based on the formulation of the problem, the aim of this research is to find out how video of an English video song can improve the EFL young student vocabulary mastery in learning English language.

E. Uses of the Research

1. Theoretical Use

The present research will expand the pedagogic approach to engage teachers in implementing English songs in teaching English for Young Learners (EYL).

2. Empirical Use

This research will provide empirical insights into how teachers get an experience from implementing English songs in teaching English for Young Learners.

3. Practical Use

The research will serve teachers with a potential technique in implementing English songs.