

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Vocabulary is a fundamental component of language learning, and its mastery was crucial for effective communication. This opinion is supported by the statement of Mahayana et al. (2022), which stated that the aspect crucial for language learning, particularly in foreign languages, was the mastery of vocabulary. Additionally, Anwar and Efransyah (cited in Purnami, 2022) explain that vocabulary is an important component in language mastery because it conveyed the meaning a person needed to express themselves. Lastly, Putri and Ruspita (2023) assert that a person's vocabulary is a list of words they knew in a language. Thus, vocabulary played a crucial role in language mastery as it was the collection of commonly used words in a specific language that individuals learned to express themselves effectively. It served as a tool for conveying meaning and was essentially a list of terms known by a person in a particular language. Therefore, having a rich vocabulary was essential for effective communication and comprehension.

English skills referred to the level of expertise and proficiency that individuals had in using the English language, including their abilities and competencies in speaking, writing, listening, and reading. This is in line with Zaim's opinion (2016) in Ariawan et al. (2022), which stated that speaking, listening, reading, and writing were four language skills very important for mastering English. These skills were essential for effective communication. The four skills were used together to communicate effectively. To improve skills in English, individuals had to have mastery of vocabulary. Tarigan (2011:2) in Magdalena (2021) states that a person's language skills depended on the amount and quality of vocabulary they had. In other words, the more and better one's vocabulary was, the better one's language skills were.

Vocabulary learning should have been taught to young learners. As Rikmasari and Budianti (2019) stated, the age of young learners is very appropriate to start introducing various kinds of vocabulary to be understood

and mastered because their memory was still very strong. Therefore, young learners had to be able to master vocabulary in English. Students were expected to possess fundamental skills in vocabulary knowledge, including the ability to identify and comprehend commonly used words, as well as using context as a tool to decipher the meaning of unfamiliar words.

In the context of young learners' education, there was a widespread perception that English, as a subject, was particularly challenging, especially in the area of vocabulary. Hartatiningsih (2022) revealed that if students lacked vocabulary, they would find it difficult to convey their ideas effectively. To overcome this challenge, students had to have a strong understanding of the meanings of the vocabulary they used, be able to spell it correctly, use it properly in sentences, and pronounce it appropriately. However, in schools, vocabulary learning was often monotonous, and students felt bored. This occurred because the vocabulary learning media did not attract children. To address this problem, teachers needed to be more creative to make students interested in learning vocabulary.

In Chapter 4 of grade 5 in the Merdeka Curriculum, learning about "I've got a stomachache" aimed for learners to identify and mention several types of pain complaints appropriately and correctly. However, in reality, students' pronunciation and mastery of the material were still very lacking. The learning process needed to run well in order to fulfill the objectives of the English subject outlined in the Decree of the Head of BSKAP No. 8 of 2022. English language learning aimed to develop communication skills. To develop these skills, everyone had to master a lot of vocabulary. The most important components in maintaining a smooth learning process were the proper usage of learning media. One of the most helpful media for teachers in helping students master vocabulary was using song.

A song was defined as a composition of words and music that was usually sung by one or more people (Putri & Ruspita, 2023). According to Dewi (2013) in Sari et al. (2019), the process of memorizing song is considered to increase student interest while facilitating vocabulary learning more efficiently. Not only did making song serve as a medium for vocabulary

mastery attract students' interest, but it also greatly helped students do so more easily. The song contained an interesting rhythm, and the vocabulary in the song was easily remembered by students. Although not explicitly listed in the syllabus or in the Merdeka Curriculum called ATP, the use of song in English language learning for young learners could be an effective strategy to improve students' language skills and create a fun learning atmosphere.

However, in reality, based on the observations that the researcher carried out with some young learners, they had the same problem as described above, where the mastery of English vocabulary in young learners was very low. Indeed, the English teacher used song, but only for ice-breaking so that students were not easily bored. However, the use of song as ice-breaking was still not helpful in helping students master vocabulary. This was evidenced by the fact that there were still students who had not mastered vocabulary. In this research, the researcher only focused on analyzing the use of song on young learners' vocabulary mastery. Based on the description above, the limitations of English vocabulary mastery could be overcome by using song in vocabulary mastery. In this case, the researcher aimed to analyze and describe the use of song in vocabulary mastery in young learners, and this research was titled **“Analysis of Using Song in English Vocabulary Mastery to Young Learners”**.

1.2 Focus of the Research

Based on the background of the problems above, the focus of the research was as follows :

- 1.2.1 The use of song in vocabulary mastery for young learners.
- 1.2.2 Teachers' perceptions of the use of song in vocabulary mastery of young learners.

1.3 Formulation of the Problem

There were two formulations of the problems :

- 1.3.1 How were the use of song for young learners in mastery of English vocabulary?
- 1.3.2 What were the teachers' perceptions to use the song in English vocabulary mastery for young learners?

1.4 Objective of the Research

There were two objectives of the Research :

- 1.4.1 To find out how the using of song in young learners' English vocabulary mastery.
- 1.4.2 To understand the teachers' perceptions towards the use of song in English vocabulary mastery for young learners.

1.5 Significance of the Research

The significance of this research were :

1.5.1 Theoretically

The findings of this research can provide an understanding of the use of song in mastering the English vocabulary in young learners.

1.5.2 Practically

- a) For researcher, the results of this research can develop their experience related to their knowledge about the use of song in improving song mastery and gain more knowledge about the use of song in improving young learners' vocabulary mastery.

- b) For teachers, it is better to know the perceptions of fellow teachers about the use of song in vocabulary mastery.
- c) For other researcher, This research is expected to be useful for others who want to use various items of this research in related research.
- d) For students, enhances their vocabulary mastery and engagement in learning English.
- e) For reader, to increase knowledge about the topic discussed.