

CHAPTER IV

RESULT AND DISCUSSION

4.1 RESULT

4.1.1 Observation Result

This research was conducted on 30 young learners in Fifth Grade. The researcher observed when the teacher used song in young learners' English vocabulary mastery and how the song were used.

In this observation stage, researcher used an observation checklist sheet. The observation checklist used by researcher is based on the results of observations in the field. The following are the results of the researcher's observation of the use of song on young learners' vocabulary mastery.

Table 4.1 Observation Checklist

No.	Steps of Learning	1 st Observation		2 nd Observation		3 rd Observation		4 th Observation		Comment
		Yes	No	Yes	No	Yes	No	Yes	No	
1.	The teacher prepares a song with a familiar tune and changes the lyrics with English vocabulary as needed.	✓		✓		✓		✓		In all observations, this step was consistently carried out. This demonstrates good teacher preparation and supports early student engagement.
2.	The teacher discusses the content of the song through questions and answers with the students.	✓		✓		✓		✓		There was an improvement from the second observation onwards. Initially, this was not done, but afterwards

										the teacher began to involve students more actively.
3.	The teacher explains the meaning of the vocabulary in the song.	✓		✓		✓		✓		This was only observed in the third and fourth observations, indicating an increase in teachers' awareness of the importance of vocabulary comprehension. There was an increase from the second observation onwards. Initially, this was not done, but afterwards teachers began to involve students more actively.
4.	The teacher explains the pronunciation of the vocabulary correctly.	✓		✓		✓		✓		Pronunciation began to be observed from the second observation onwards. This is important because correct pronunciation helps students in speaking.

5.	The teacher sings the song with the students 2-3 times.	✓		✓		✓		✓		Done consistently. This repetition is very effective in strengthening students' memory.
6.	The teacher and students sing the song together with the teacher's voice getting quieter.	✓		✓		✓		✓		This was only done in the 3rd and 4th observations. This indicates a gradual transition towards student independence.
7.	Teacher and students sing the song by humming.	✓			✓	✓		✓		Started to appear on the 4th observation. Demonstrates a variety of methods to reinforce memory without explicit lyrics.
8.	The teacher says the song lyrics per line and the students follow along.	✓		✓		✓		✓		Being consistent from the beginning, it clarifies the structure of the lyrics and helps students memorize.
9.	The teacher gives an example of singing and the students follow.	✓		✓		✓		✓		This step is routine and an important part of imitation learning.

10.	Students are given the opportunity to sing independently or in groups.	✓		✓		✓		✓		Progress was evident from the 3rd and 4th observations; students were passive at first, but then they started to become more confident.
11.	Teachers provide guidance and encouragement to students in need.	✓		✓		✓		✓		New to the 4th observation, showing an increase in students' individualized attention.
12.	The teacher gives praise quickly and in a timely manner to motivate students.	✓		✓		✓		✓		Started to appear in the 1st observations. Had a positive impact on student motivation.
13.	The teacher divides the students into groups to demonstrate the vocabulary of the song.		✓	✓		✓		✓		Only appeared in the 2nd observation. Indicates the teacher is starting to apply active and collaborative methods.
14.	The teacher and students sing another song as a break.		✓	✓			✓	✓		This was done on the 2nd observation. This helps to keep the

										classroom atmosphere fun.
15.	Teacher and students sing the song again to reinforce understanding.	✓		✓		✓		✓		It is consistent and very effective as a form of meaningful repetition.

The table reflects best practices in teaching vocabulary through song, aligning well with the theories proposed by Juwita et al. (2020) and Zahari and Ananda (2024). The observation table shows that all the steps applied by the teacher in using song as a vocabulary learning tool have been implemented well. This process includes preparing a song with a familiar melody, discussing the content of the song, and explaining vocabulary and pronunciation. Each step in the table contributes to the achievement of the learning objective, which is to improve students' understanding and use of English vocabulary.

Based on four classroom observations conducted between October and November 2024, the use of songs in teaching English vocabulary to young learners demonstrated several positive outcomes. During the initial observation on October 15th, 2025, the teacher introduced new vocabulary through a simple song, which effectively engaged students and encouraged them to repeat and practice the target words. Visual aids further supported the learning process, aiding students in associating the new vocabulary with corresponding images. As a result, many students were able to recall and pronounce the new words correctly by the end of the session.

In the subsequent observation on October 22nd, 2024, the lesson began with a review song from the previous week, which helped reinforce students' confidence in using the vocabulary. The teacher promoted active participation by incorporating gestures and encouraging students to act out the meanings of words, fostering peer interaction as students supported one another in remembering lyrics and definitions.

The third observation, conducted on October 29th, 2024, involved a thematic song focusing on colors and animals. Students were particularly enthusiastic during the chorus, and the teacher used pauses in the song to check their understanding of key vocabulary. Most students could identify vocabulary items in pictures and use them in simple sentences, indicating effective vocabulary acquisition through musical activities.

Finally, the observation on November 5th, 2024, featured a song-based vocabulary game. Students showed improved retention, recalling words from previous lessons with minimal prompting. Notably, learners with initially lower proficiency became more willing to participate, and the overall classroom atmosphere was positive and interactive. These observations collectively suggest that integrating songs into English lessons for young learners not only enhances vocabulary mastery but also increases engagement and fosters a supportive learning environment.

Based on the results of the four classroom observations, it can be concluded that the use of songs is an effective strategy for enhancing English vocabulary mastery among young learners. The observations consistently showed that songs increased student engagement, encouraged active participation, and facilitated better recall and pronunciation of new vocabulary. Additionally, the integration of songs created a positive and interactive classroom environment, making students—especially those with lower initial proficiency—more confident and willing to participate. Overall, songs serve as a valuable tool in supporting vocabulary acquisition and fostering a supportive learning atmosphere for young learners.

4.1.2 Interview Results

This chapter will outline the research findings, drawing on relevant theories and methodologies. It will present the results derived from interviews and documentation. The discussion is informed by data collected through interviews and the documentation of key informants. In this section, we will detail the outcomes of interviews conducted with English teachers from October to November 2024. Informants were selected purposefully, as

the researcher aimed to engage individuals who possessed substantial knowledge relevant to the research objectives and could effectively contribute to the research.

Table 4.2 Interview Sheet

Name : Masa Kristina Zendrato, S.S.		
Day/Date : Monday, October, 21 st 2024		
No.	QUESTION	ANSWER
1.	Can you share your experience teaching English to young learners?	My experience in teaching young learners has been fun and a little challenging.
2.	How do you currently teach English vocabulary to your students?	In the teaching process, sometimes I teach vocabulary naturally, such as when I give vocabulary by writing the vocabulary on the blackboard, then inviting young learners to read and memorize it. Sometimes I teach vocabulary by giving songs to young learners.
3.	How do you incorporate songs into your English vocabulary teaching?	I look for words in the material that can be incorporated or made into songs. By searching from several sources, any songs that can be given to young learners according to the material being taught.
4.	What type of songs do you use (e.g., traditional, modern, cultural)?	Sometimes I use songs based on the situation of the material being taught. So, if the material can be taught using songs then I will find out whether the material is suitable using traditional, modern or cultural songs. It all adjusts to the material being taught.
5.	Do you think the use of songs can help your students learn English vocabulary better?	Yes. Can help students.
6.	Can you give specific examples of how songs can improve your students' vocabulary acquisition?	In the use of songs in vocabulary learning, there are some young learners who quickly grasp English vocabulary through songs. But not all of them, there are also young learners who do not like the use of songs. Maybe most of the young learners feel happy to memorize the vocabulary by singing.
7.	How do your students respond to the use of songs in learning English vocabulary?	Most young learners feel energized when songs are used in vocabulary learning.
8.	Did you notice any changes in their enthusiasm and engagement when using the songs?	Yes. Of course there are changes.
9.	What challenges do you face when using songs to teach English vocabulary?	The challenge I face is that I have to be wise in controlling the class. Because when using songs, the situation in the classroom is automatically a little noisy, so as a teacher, you have to be wise in applying it so that other classes are not disturbed by the use of songs.
10.	How did you overcome the challenges?	In overcoming these challenges, I prepare the material as well as possible. Then provide, convey, or discuss the rules used before using the song. There must be a mutual agreement, so as not to disturb when using songs in the classroom.
11.	Have you ever received feedback from your students regarding the use of songs in learning English vocabulary?	Sometimes there are some young learners who feel happy with the use of songs in learning. So some young learners ask for the use of songs in class again.

12.	How do your students feel about using songs in their English classes?	My students were happy with the use of songs in their English class. I noted that most students showed great enthusiasm when songs were used in learning. They feel more engaged and enjoy the learning process when they can listen and sing, which makes vocabulary learning more fun. Thus, the use of songs not only helps in vocabulary mastery, but also increases students' motivation and engagement in learning.
13.	Do you plan to continue using songs in your teaching of English vocabulary?	Yes. I plan to use songs in the future. However, as I said from the beginning that it must adjust to the material being taught. Because not all materials must use songs.
14.	Are there any new techniques or songs you would like to try in the future?	Of course, but back to the material. Maybe in the future it will be different, such as different instruments so that young students don't get bored easily.
15.	How does using songs compare to other methods you have used to teach English vocabulary?	I can't say that songs are better than others. But the use of songs is sometimes necessary so that young learners are not bored in participating in learning activities.
16.	Are there any specific advantages or disadvantages you have noticed?	I think the advantage is that for some young learners who have a hobby of singing, they will be faster in memorizing or mastering the vocabulary. The disadvantage is that for some young learners who are not very interested in singing and think that songs are noisy, they prefer quiet. It slightly reduces the enthusiasm in the young learners' learning.
17.	In your opinion, what are the key benefits of using songs in teaching English vocabulary to young learners?	In my opinion, based on my experience, it does not make young students feel bored quickly in the learning process. So there is a little bit of a new atmosphere especially during the last lesson. And add enthusiasm for young students Then, for young students who like to sing, they will feel happy and easy in applying songs.
18.	What advice would you give to other teachers who are considering using songs in their classrooms?	My advice is that it is good to use songs in learning, of course, by adjusting the material to be taught.

4.1.3 Description of Interview Result

Table 4.2 contains a structured interview with a teacher discussing their experiences and methods for teaching English vocabulary to young learners. It is organized into a series of questions and answers that explore various aspects of the teacher's approach.

The analysis of the interview results provides a comprehensive look at the integration of song in teaching English vocabulary to young learners. The interviewee shared a mix of experiences that highlight both the joys and challenges of this approach. They described their teaching philosophy as one that balances traditional methods—like writing vocabulary on the blackboard—with more dynamic techniques, such as using song. This blend

not only caters to different learning styles but also helps maintain student interest, which is crucial for effective vocabulary mastery.

Incorporating song into vocabulary lessons emerged as a particularly effective strategy. The interviewee noted that many students show a notable improvement in their vocabulary retention when learning through music. Song create a lively atmosphere that makes the learning experience more enjoyable, leading to increased enthusiasm and motivation among students. However, the interviewee also recognized that not all students respond positively to this method. Some may prefer quieter forms of learning, which indicates the importance of having a diverse set of teaching strategies to engage all learners. This adaptability reflects a thoughtful approach to education, ensuring that each student's needs are considered.

The interviewee identified specific challenges associated with using song in the classroom, such as managing noise levels and ensuring a focused learning environment. They explained that the energetic nature of song-based activities can sometimes lead to a noisy classroom, which might disrupt other classes. To address this, the interviewee emphasized the importance of thorough preparation and setting clear expectations before introducing song. This proactive strategy helps maintain a conducive learning environment while still allowing students to enjoy the benefits of musical engagement.

Feedback from students has generally been positive, with many expressing joy and enthusiasm for musical activities in their lessons. This positive reception highlights how song can enhance motivation and foster a love for learning. The interviewee noted that students often request more song-based activities, reinforcing the idea that music can make vocabulary learning not just effective but also enjoyable.

Looking to the future, the interviewee plans to continue using song but remains flexible in their approach, ensuring that the chosen song align with the material being taught. They expressed a desire to explore new techniques and instruments to keep the lessons fresh and engaging, recognizing that variety is key to sustaining student interest over time. In

conclusion, while song are not a universal solution for all learners, they can significantly enrich the vocabulary learning experience when implemented thoughtfully and in conjunction with other teaching methods. This analysis underscores the value of creativity and adaptability in educational practices, particularly in fostering an engaging and effective learning environment for young learners.

4.2 DISCUSSION

4.2.1 How does the use of song for young learners' in mastery of English vocabulary?

Based on the observations made, the use of songs in teaching English vocabulary to children showed very positive results. The learning process starts with the teacher preparing a song with a melody that is familiar to the students, while changing the lyrics to match the English vocabulary to be taught. The choice of a familiar melody is very important because it can increase students' interest and make it easier for them to remember new words. Next, the teacher invites students to discuss the content of the song by asking questions that encourage active participation, as well as explaining the meaning of vocabulary in the context of the song so that students better understand its use. In the pronunciation stage, the teacher gives examples of how to pronounce the words correctly and invites students to sing along several times, which helps them master phonetics and increase their confidence to sing independently. In addition, students are also given the opportunity to practice singing independently or in groups, so that their speaking ability and confidence are further developed, especially with special guidance for students who have difficulties. Repetition of singing is done to reinforce understanding, accompanied by timely praise to motivate students. Overall, the use of songs as a medium for learning English vocabulary proved effective in improving students' understanding and mastery, while creating a fun, interactive and positive learning atmosphere, which is very important in early childhood education.

4.2.2 What are the teachers' perceptions to use the song in English vocabulary mastery for young learners?

Based on the interview data, teachers' perceptions of using song for English vocabulary mastery among young learners can be analyzed in several key aspects:

a. Teaching Implementation and Strategy

The interviewee view song as complementary teaching media that should be naturally integrated into the vocabulary learning process. She carefully selects song that are appropriate to the teaching materials and considers different types (traditional, modern, or cultural) based on the objectives of the lesson. She emphasizes the importance of proper preparation and classroom management, including setting clear rules and agreements to maintain an orderly learning environment despite the possibility of increased noise levels during singing activities.

b. Effectiveness and Student Response

The interviewee considered song to be an effective media for vocabulary mastery, especially for students who have an interest in music. She observed that most of the young learners showed increased energy and enthusiasm when song were incorporated into the lessons. However, she also recognize that their effectiveness varies among students - while some students quickly grasp vocabulary through song, other students who do not like singing may find them less interesting. These observations show that interviewees recognize that song are one of several useful media.

c. Advantages and Challenges

From the interviewee' point of view, the main advantages of using song include preventing boredom, creating a fresh learning atmosphere and increasing student engagement, especially during challenging lessons such as end-of-day lessons. She noted that song can make vocabulary learning more fun and memorable for

many students. However, she also identified challenges, especially in classroom management and accommodating different learning preferences. Some students may find the musical approach distracting or noisy, which can affect their learning experience.

d. Future Implementation and Recommendations

Interviewee expressed positive intentions to continue using song in vocabulary teaching, but with careful consideration of the appropriateness of materials and time. She emphasized the importance of adaptability and suggested incorporating different instruments or variations to maintain students' interest. Her advice to other teachers highlighted the need for careful selection of materials and adaptation to ensure song complement rather than dominate the learning process. Her perspective suggests that while song are a valuable teaching tool, they should be part of a diverse teaching strategy and not relied on exclusively.

4.2.3 The Research Findings Versus to the Latest Related Research

Researcher found several previous studies related to this topic. First, research from Putri & Ruspita (2023) with the title “Using Song to Teach English Vocabulary to Young Learners in Kindergarten”. This qualitative case research highlights how song create a fun and engaging environment for young learners, which is essential for effective learning. The research emphasizes the importance of the teacher's mood and the careful selection of song, indicating that these factors significantly influence the success of vocabulary teaching. The incorporation of song not only facilitates vocabulary retention but also makes the learning process enjoyable, which is crucial for young learners who may struggle with traditional teaching methods.

The second research is research from Isnaini & Aminatun (2021) which was conducted in September. With the title “Do You Like Listening To Music?: Students’ Thought On Their Vocabulary Mastery Using English Song”. This qualitative descriptive research found that students perceived a

clear benefit from using English song in their learning process. The engagement with music aids in vocabulary acquisition and enhances language skills, suggesting that song serve as an effective pedagogical tool. By integrating song into language education, educators can foster a more enjoyable and effective learning atmosphere, leading to improved language outcomes for students.

The third is research from Mantika (2021) entitled “Improving the Students’ Vocabulary Mastery Using Song”. Where this research was conducted at SDIT Luqman Al-Hakim Mojosongo, Surakarta. Conducted as action research in a fifth-grade classroom, this research demonstrated that song improve various aspects of vocabulary mastery, including comprehension, application, spelling, grammar, and pronunciation. Furthermore, the positive attitude of students towards English learning when song are used indicates that music can increase student engagement and focus. This suggests that incorporating song into the curriculum can lead to a more dynamic and participatory classroom environment.

Fourth, there is research from Sari et al (2019) entitled “Improving Students' Vocabulary Mastery Using English Song”. In this research, the researcher used CAR. This action research research revealed that the memorization of English song significantly improved students' vocabulary test scores, particularly among high school students. The revised teaching strategy that included song memorization not only enhanced vocabulary acquisition but also created a more enjoyable classroom atmosphere. This increased student motivation and participation, indicating that using music as a teaching method can lead to better educational outcomes and a more engaging learning experience.

In conclusion, the research studies reviewed collectively underscore the significant advantages of using song as a pedagogical tool for teaching English vocabulary to young learners. Findings from Putri & Ruspita (2023) highlighted the important role of a positive learning environment, facilitated by the teacher's mood and careful song selection. Isnaini & Aminatun (2021) further confirmed that students' engagement with music positively influences

vocabulary acquisition and overall language skills. Finally, Mantika (2021) provides evidence of the multifaceted benefits of song in improving vocabulary acquisition, including comprehension and pronunciation, as well as fostering a more engaging classroom atmosphere. Together, these studies support the integration of music into language education as a means to create more effective and enjoyable learning experiences, ultimately leading to young learners' vocabulary mastery.

4.2.4 The Finding Versus Theory

The results of the research were compared with the theory. According to Mantika (2021) that song can be effectively applied in vocabulary acquisition. In the research highlights the multifaceted benefits of using song in language education. Song not only provide a meaningful context for vocabulary but also enhance students' pronunciation, grammar understanding, and overall language skills. The rhythmic and melodic nature of song aids memory retention and makes learning more enjoyable. The research concludes that incorporating song into vocabulary instruction not only improves linguistic outcomes but also fosters a positive learning atmosphere where students feel more comfortable expressing themselves and engaging with the material. This approach can serve as a valuable strategy for educators seeking to enhance language acquisition in their classrooms.

Meanwhile, in this research conducted with 30 young learners, it was shown that the use of song can transform traditional vocabulary teaching into an engaging activity, which can improve vocabulary retention and comprehension among young learners. The use of song can also make vocabulary learning more fun, thus motivating students to actively participate in their learning process. And finally in this research, it specifically addresses teachers' perceptions of the use of song in vocabulary teaching, indicating that understanding these views is crucial for effective implementation.

4.2.5 The Research Finding Implications

The results of this research highlight the significant implications of using song as a teaching media in English vocabulary instruction for young learners. One of the primary implications is the enhancement of vocabulary mastery. The research indicates that incorporating song into the learning process can lead to improved comprehension, application, spelling, grammar, and pronunciation of vocabulary. This suggests that song serve as an effective medium for facilitating language acquisition, making it easier for students to remember and use new words in context.

In addition to improving vocabulary skills, the use of song fosters increased motivation and engagement among young learners. The rhythmic and melodic nature of song captures students' attention and creates a fun learning environment. This engagement is crucial, as it encourages active participation in the classroom, making the learning experience more enjoyable. When students are motivated and interested, they are more likely to absorb the material and develop a positive attitude towards learning English.

Furthermore, by using song teacher can enhance not only vocabulary mastery but also other essential language skills such as reading, writing, listening, and speaking. This comprehensive approach to language learning helps students develop a well-rounded proficiency in English, equipping them with the necessary tools for effective communication.

Lastly, this research provides practical strategies for teachers to effectively implement song in their teaching. These strategies include selecting age-appropriate song, introducing key vocabulary before singing, and creating opportunities for students to engage with the material through singing and activities. By following these guidelines, teachers can maximize the benefits of using song in the classroom, ultimately leading to improved language learning outcomes for young learners. Overall, the findings underscore the value of incorporating song into vocabulary instruction as a means to enhance language acquisition and foster a positive learning environment.

4.2.6 The Research Finding Limitations

In this research, the researcher recognizes that there were many shortcomings in the research process. As a first research for the researcher, there was a lack of prior experience, which led to various challenges stemming from inadequate knowledge and misinterpretation of certain terms and concepts. These issues highlight important considerations for future researchers looking to refine their research. The limitations identified include:

- a. The researcher realizes that this research process has not been completely perfect, with many shortcomings in conducting research, writing, and data analysis. As a beginner, the researcher has not been able to carry out the research perfectly.
- b. The researcher has limited knowledge in processing qualitative data analysis and difficulty in finding appropriate reference materials related to the use of song in young learners' vocabulary mastery.