

Learning English Vocabulary for Young Learners' Through Song, Move and Video Methods

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Abstract

Foundational language abilities, particularly in English, are developed and nurtured throughout early childhood schooling. help get the next generation ready to compete on a global scale. Due to instructors' lack of information regarding effective methods of teaching English to primary school pupils, this research highlights the issue of kids not being exposed to the language at an early age. Activities and songs are used to educate youngsters the English language. With this study, I want to shed light on the ways in which SD Negeri 1 Gunung Tua, located in North Sumatra, use musical and kinetic video technology. This study used a qualitative descriptive research approach to investigate the usage of song, movement, and video using a sample size of twenty fourth-grade children. Young children benefit from singing and dancing together because it helps them develop their English language skills (children acquire English words by singing them), motor skills, and collaborative abilities. This study may help educators create a classroom setting that is conducive to English language acquisition.

Keywords: English Vocabulary; Song; Move and Video; Young Learner

Abstrak

Pendidikan anak usia dini merupakan masa dimana landasan pertumbuhan anak, termasuk kemampuan berbahasa, khususnya kemampuan berbahasa Inggris, diletakkan. untuk mempersiapkan generasi muda menghadapi persaingan global di masa depan. Permasalahan yang muncul dalam penelitian ini adalah bahasa Inggris jarang diajarkan sebagai pengantar kemampuan bahasa mereka karena kurangnya pengetahuan guru tentang pendekatan pembelajaran bahasa Inggris yang efisien bagi siswa tingkat SD. Teknik pengajaran bahasa Inggris meliputi lagu dan kegiatan untuk mengajarkan kemampuan berbahasa kepada anak-anak. Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana teknologi lagu, gerak, dan video digunakan di SD Negeri 1 Gunung Tua Sumatera Utara. Dengan jumlah siswa kelas 4 SD sebanyak 20 orang, penelitian ini mengkaji penggunaan metode lagu, gerak, dan film dengan menggunakan desain penelitian deskriptif kualitatif. Kecakapan bahasa Inggris (anak-anak dapat mempelajari kata-kata bahasa Inggris dengan menyanyikannya), keterampilan motorik, dan kolaborasi pada anak kecil (anak-anak suka bernyanyi sambil bergerak). Guru dapat menggunakan penelitian ini untuk mengembangkan lingkungan kelas yang mendorong pembelajaran bahasa Inggris.

Kata Kunci: Kosakata Bahasa Inggris; Lagu; Video; Pelajar Muda

Introduction

Because of its widespread usage, English has been designated as an official international language. Because English is so widely used for international communication and information sharing, it's natural to assume that fluency in the language is something everyone, regardless of where they live, has to have learned by the time they reach adulthood.

One of the languages taught in class is English. Because it is spoken all over the world, English has become more significant as a language to master in the modern era of globalization. Statistically speaking, the vast majority of books covering a wide range of disciplines are published in English. In addition, with the proliferation of information and technological resources, it is essential to be able to read and comprehend the English language in order to make use of many of the tools and resources available to us today (Muttaqien, 2017).

The percentage of Indonesians who can communicate well in English is still rather low, hovering just about 8%. As a result of the broad reach that the English language provides, Indonesia has become more well-known across the world. Another misconception that persists is that those who use English as a first language in Indonesia are not patriotic. Since Indonesia is still a developing nation, it must conform to the international community by adopting English as the de facto international language (Maduwu, 2016).

Because of these necessities, there is fierce competition among parents to enroll their children in universities that adhere to international or national standards and teach English. Parents will be satisfied and have faith in this education if it has an international license and uses English as a first language, regardless of the child's psychological abilities, the child's age, the teaching staff's education, or the methods taught.

Therefore, initiatives to learn English as early as possible have resulted from the realization of the need of doing so in the modern digital age. Therefore, it is anticipated that English instruction will need to be integrated into primary and secondary schools, as well as pre-schools. Of course, this has its own difficulties, given the need of teaching English as a foreign language to young learners. In the United States and Europe, teaching children a second language was a trend that began in the 1950s and gained momentum in the 1960s. The theory behind teaching and learning English is that it's easier to pick up a second language if you start young (Zakaria, Pamungkas, & Amin, 2022).

Teaching English as a second language at this level has also been established at a number of schools in Gunung Tua, Paluta, North Sumatra. Planned activities for young children's education should include engaging techniques and approaches. It's important to keep in mind that even at a young age, kids still want to play. Because of this, it is essential that teachers have effective methods for teaching children's vocabulary via songs that they can easily remember. Teachers should be able to work with students to write songs that include simple motions designed to engage students' motor systems in the learning process. It is being played alongside YouTube videos with accompanying illustrations.

Method

A qualitative method was used for this investigation. The qualitative method is ideal for investigating the state of environmental artifacts (Sugiyono, 2018). In other words, qualitative research is method-specific and focuses on persons and their interactions in social environments, with an eye toward seeking meaning via a naturalistic lens (Gunawan, 2022). The goal of this study is to gather information on the use of music, movement, and film to improve English vocabulary, and to interpret the results.

This study was carried out in SD Negeri 1 Gunung Tua in the northern Padang Lawas district. Twenty students in fourth grade participated in the study. Instruments included interviews, field notes, and other written records. Starting with the fourth-grade English teacher and moving on to the school's top administrator. The purpose of this interview was to gather data on the efficacy of combining music, movement, and film to teach English as a second language. Second, classroom observations were conducted to

learn more about the integration of musical, physical, and visual elements into the English language curriculum. After that, to back up the information gleaned from the interviews and the observations in this research.

Results and Discussion

Vygotsky (1978) argues that a kid's language is the vehicle through which the child takes in ideas about how to pay attention, remember what has been learnt, classify, plan, solve problems, and reflect on his or her own reality (intra-personally). (Glassman, 2001).

It's noteworthy to note that studies have shown that having a large vocabulary is crucial for success in learning a second language (Zou, Huang, & Xie, 2019). As gaming technology improves, it may become a more popular means of education, particularly for teaching and memorizing new words. The results and implications of prior research are applied to the use of online games for vocabulary and problem-based learning in this investigation. According to studies, there are around 10 distinct types of digital games. These activities were effective in increasing students' vocabulary, reading and listening comprehension, motivation and engagement, decreasing students' anxiety, and cultivating students' interpersonal skills. These results have important implications for the development of video games and the acquisition of new vocabulary.

Chou also discovered via his investigation that English vocabulary development in Taiwanese primary schools is accomplished through the use of games, music, and storytelling. Despite the fact that this method might stimulate intensive English study. English instruction has been a required part of the curriculum since 2001. Therefore, the purpose of this research is to explore the impact these strategies may have on pupils. The results of this study suggest that exposure to literature, song, and play significantly increases children's vocabulary in English. Higher-grade children outperformed lower-grade students on the vocabulary exam, and they also approached the test differently (Looi et al., 2023). Nguyen claims that EFL (English as a Foreign Language) is widely used as a means of education in Vietnam. This article looks at how imagination is used in primary school English classes. Six Vietnamese English as a Foreign Language teachers from different schools participated in the study. Information was obtained via interviews and classroom observations. The participating educators have identified four key features of their pupils' appropriate creativity. The use of English, creativity, appropriateness, and the integration of acquired skills are all components. This study's findings on the age-appropriate pedagogies participants used with their young English language learners have global implications (Nguyen, 2018).

Preschoolers in Taiwan were shown to have a greater interest in acquiring language when Tang, JT (2020) conducted his research. After the rise of bilingual country pedagogy initiatives, there is an immediate need to revamp the way English is taught in schools. Participants in this research were divided into four groups, each using a flashcard game to learn either two or three new words per day. The findings demonstrate that youngsters may learn on their own with the help of games, and that the size of their vocabularies can be taken into account. Furthermore, youngsters may be trained to enter long-term memory with the right quantity of information. The aforementioned results have applications in a variety of learning contexts, including language acquisition, GBL, and interactive pedagogy (Tang, 2020). According to the literature review shown above, there is a dearth of studies examining the effectiveness of using music and dance to teach new words. Teacher ability to teach English with an exciting idea is essential since students at this level of language instruction still want to play while learning. The interesting aspect of this research is the use of catchy melodies to help kids learn new words. In addition, these songs are used in tandem with exercises and films to get kids up and moving as they study.

1. Vocabularies

Learning and using a large and varied vocabulary is crucial to succeeding in English language studies. Without vocabulary, it is impossible for English language learners to express themselves in written or spoken form. Unlike English grammar, students may still converse with others even if they are still learning the rules of the language (Basri, Ridla, & Wahed, 2014). Vocabulary usage is crucial in many aspects of life. According to, vocabulary is one of the most crucial parts of every language (Miranti & Senny Hapsari, 2015), because it facilitates the communication of ideas in a form that is accessible to others. The development of one's vocabulary has an impact on one's capacity and ability to transmit thoughts and words effectively. Vocabulary is a crucial part of any language acquisition process. For the simple reason that without knowing the meaning of the term, learning will be difficult. Learning English includes several abilities that must be developed, one of which is vocabulary. One of the basic components that must collaborate with other components such as listening, speaking, reading, and writing. So that in the development of language vocabulary is needed to compose sentences. Therefore, because vocabulary is a basic ability, teachers must plan their best teaching with a series of interesting teaching methods such as songs and movements.

2. Songs, Moves and Videos

Using media during the process of teaching and learning activities makes students' attention and concentration more focused on teaching and learning activities, which in turn increases their enthusiasm and motivation for these activities. Furthermore, there is no restriction on when or where information may be delivered, which might encourage greater participation from students in class (Handayani MTsN, 2020).

Listening to music has several benefits, one of which can improve our brain purpose in the context of learning English. It is believed that the singing approach may pique the attention of young students in engaging in English learning activities, particularly those focused on vocabulary development, in a lighthearted and relaxed setting. It is thought that if youngsters take to the approaches used to learning, they would like studying and have an easier time acquiring new terminology. The singing approach makes learning and memorizing English vocabulary simple since it captures a child's attention and keeps it throughout the process. Juwita & Nasution (2019) claims that the singing approach to education is one that has been shown to boost students' moods and motivation because it targets students' psyches in a way that helps them create a positive outlook on life, appreciate aesthetics, and grow their intuition through the medium of song.

Intriguingly, as reported by Juwita & Nasution (2019) those tunes are great for kids, they claimed. Singing and music may be used as a tool in the classroom to help students learn English. Since English is not the native language in Indonesia, an efficient and effective method of instruction is necessary. A teacher's ability to create an engaging and enjoyable process of teaching and learning activities for children has a significant impact on whether or not they succeed at learning English in early childhood. Children's lives may benefit spiritually and emotionally by listening to music. Humans have long used music as a means of self-expression and emotional regulation. The singing is integral to the sound. Singing is a means of verbal expression and communication. According to Abdulrahman Al-Faridi, who draws on the experiences of English instructors and the advice of language specialists, using English songs may assist teachers create dynamic, creative, and exciting learning environments in the classroom (Ranuntu & Tulung, 2018).

Learning English may be aided by singing and playing musical instruments. Children's brains may benefit from listening to music with a variety of characteristics. Young people may improve their acuity with the help of high notes. By incorporating

movement activities to the words of a song, for instance, children are able to better detect their own internal rhythms and motor abilities while still having fun. The benefits of utilizing music to teach English: Through songs will motivate children to be happier learning English.

- a. The joy of singing makes youngsters more receptive to learning. The effectiveness of teaching English to young children depends on the teacher's ability to choose songs and choreograph routines that are age-appropriate. Through songs and various learning activities, educators can foster children's interest to be more happy and active in learning, and can even make it easier for children to understand the teaching material presented.
- b. When kids are excited about learning instead than bored by it, they are more likely to pay attention. Therefore, singing is a popular pastime among kids. To most kids, singing is more of a game than a serious form of education or communication. Singing may make kids feel good, which in turn makes them more motivated to learn (Joyful Learning).
- c. In addition to mimicking the teacher's gestures, students may view related videos on a single in-focus screen while learning English via the use of video media.

3. Young Learners

If we are going to have a conversation about teaching young learners or youngsters the English language, we need to clarify who exactly those students are. EYL students are those in their early teenage years who are learning English. They are primary school students who take English as a subject with a regional emphasis. The ages of the children in this elementary school environment are between six and twelve. The younger group (6-8 years) and the older group (9-12 years) may be further subdivided into two groups. Depending on their grade, they are divided into two groups: Lower Classes students in grades 1-6 and Upper Classes students in grades 4-6. In the meanwhile, Scott and Ytreberg (1990) established two groups, Level 1 (children ages 5-7) and Level 2 (children ages 8-13). (8-10 years). Those at Level Two are still young enough to be considered novices in the English language learning process (Uysal & Yavuz, 2015).

Many youngsters in preschools and kindergartens are taking English classes, therefore we may describe them as very young students. One of the most important aspects of teaching English is piqueing the attention of growing pupils.

According to Ur (1996), children's attention may be captured in three ways: via visuals, fairy stories, and games. where kids of that age tend to become bored quickly and have trouble focusing for long periods of time. She has a vibrant, happy existence. Therefore, the games and lessons should be visually appealing to the kids. Songs have the potential to provide much happiness to youngsters. For the simple reason that tunes and singing are two things that most kids like. Even the most reserved youngsters may quickly pickup new terminology by singing a song with plenty of repetitions. Simple, upbeat, and easily spoken songs that are sung with suitable gestures are more likely to be memorized by children (Sowell, 2017). Suyanto explains the qualities necessary in an English instructor for young learners, including being approachable and pleasant, as well as not being stingy with praise and recognition when the students show initiative in completing their work. Students who are very active and often bored need teachers who can keep up with their energy levels while still inspiring an interest in learning and keeping things lighthearted. Those who are also excellent storytellers and like a lighthearted approach to learning may do so by sharing tales with pupils of varying ages and linguistic abilities. One of my strengths as a teacher is my ability with straightforward language (Andriana, Syachruroji, Alamsyah, & Sumirat, 2017).

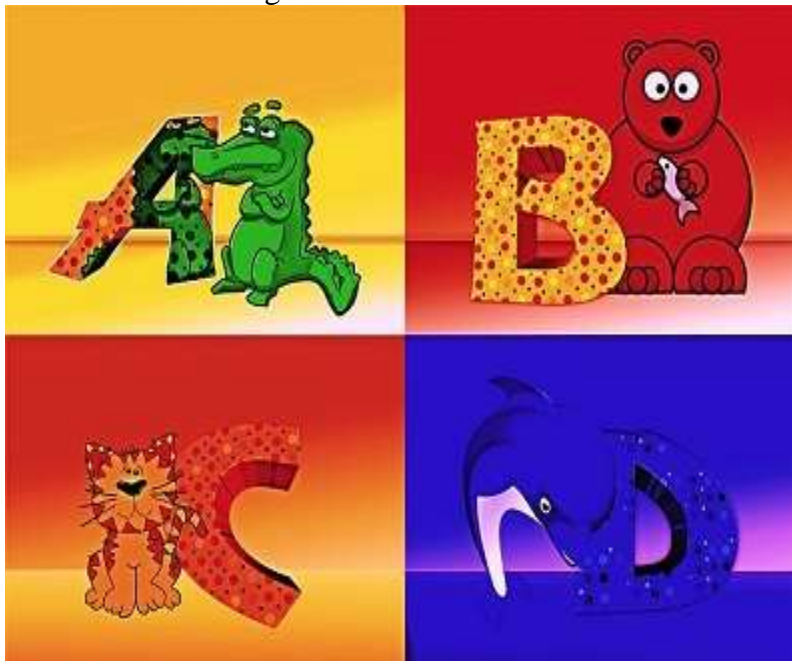
The first discovery was made via in-depth interviews with the principal of SD Negeri 1 Gunung Tua; the results showed that youngsters, in particular, benefit much from learning English since it is a global language. Bilingual education is already in use at the primary school level in several Indonesian institutions. We use a technique of teaching English that incorporates games into the curriculum. Therefore, the educators will collaborate wherever possible to enhance the quality of instruction while teaching English to young learners. A great way to get kids excited about learning is to include song, dance, and video into the curriculum, especially when teaching new terminology.

The study was conducted in the fourth grade of SD Negeri 1 Gunung Tua, and the results were gathered by observing three meetings held by the homeroom teacher, during which the students were taught using three songs that were simple to learn and comprehend. The instructor provides a model recitation of the song's lyrics before having the class sing it. Students are then instructed to mimic the teacher's pronunciation of the words. The instructor then leads the class in a rendition of the song, which the students then repeat. The precise and clear pronunciation of the instructor is essential for the right listening and imitating of the pupils. Students work on assignments alone, in pairs, and in larger groups. Example: Singing,

a. The first meeting

Class Starts With the ABC Song 10-15 minutes at most. Among its many uses is helping students better memorize and pronounce the English alphabet.

How to Do It: a. Sing It to the Tune of "ABC"



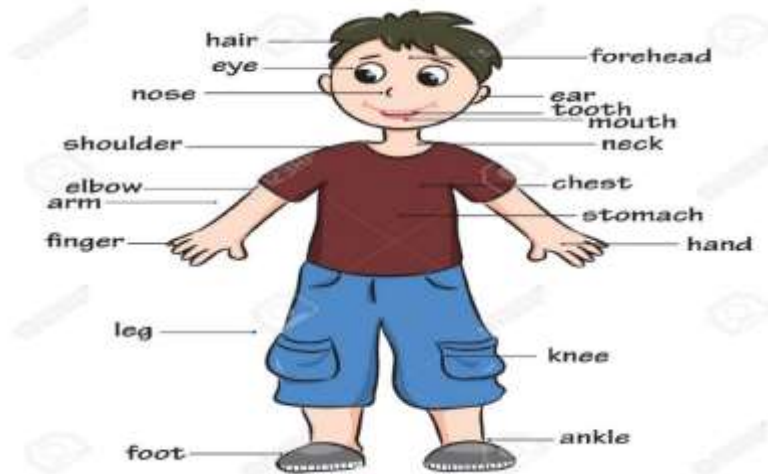
A, B, C, D, E, F, G
H, I, J, K, L, M, N, O, P
W... X.../ Y and Z)

Now, I know my ABCs.

Next time, won't you sing with me?

b. The Second Meeting

Organs and Apparatus Class Starts Out With a Bang! 10-15 minutes at most. Used for reinforcing knowledge of body component terminology and for practice speaking that terminology Procedure: Put it to the tune of "If You Love the Heart" and sing it! a.



If you are happy and you know it, clap your hands (2x)
If you are happy and you know it, and you really want to show it
If you are happy and you know it, clap your hands
If you're happy and you know it stamp your feet
If you're happy and you know it nods your head
If you're happy and you know it slap your legs
If you're happy and you know it snap your fingers
If you're happy and you know it you really want to show it
If you're happy and you know it do all five

c. The Third Meeting

Lyrics to "My Hat Is Round" Beginning Class Ten to fifteen minutes should be plenty of time. Uses: reinforcing word knowledge across a range of topics and giving students valuable pronunciation practice Sing it to the tune of "Topi Aku Round" and follow the steps below.



The hat I wear is round
Round is the hat I wear
And if it wasn't round
It would not be my hat

To improve vocabulary, use motions and body language. Encourage kids to join in with the appropriate hand motions and body percussion. Next, lead a group song with appropriate hand motions and body clapping by the kids.

At SD Negeri 1 Gunung Tua, students learn English vocabulary via singing and moving to the music with the help of instructional films.

- a. At the first gathering, seven kids were less engaged than the others because they were shy or apprehensive about singing in front of their peers. Lyrics from songs performed in tune may be heard often in the everyday lives of 6 children, suggesting that they are extremely active. Seven students followed the teacher's lead and performed actions depending on what they saw, all while keeping their eyes on the in-focus screen and watching the film. In the second meeting, the assessment notes from the homeroom teacher for 5 children were still not active in following the lyrics of the songs being sung. Another 15 children began to enjoy learning vocabulary by moving their limbs as exemplified by the teacher. And they are very active and happy in participating in learning.
- b. The teacher's evaluations from the previous conference revealed that the students had been interacting more and more with one another. Only 2 kids were too shy to join in with the singing and dancing, so they sat awkwardly on the sidelines watching everyone else. After the instructor led the class in singing "My Top Hat is Round," everyone joined in with more fervor than ever before. The place where kids do things like shake hands, display their heads, and do the hand-circle.

Students at SD Negeri 1 Gunung Tua's 4th grade level report increased enthusiasm for studying English vocabulary after including music, dance, and movies into their studies. Because the teaching technique is coordinated with movement, the kid benefits not only from an expanded vocabulary but also from a more robust motor development. In addition to the instructor demonstrating motions, the children may see the items or areas of the child's body that they are singing by touching and gazing directly at the infocus screen display in the classroom, which engages their visual talents.

Conclusion

The purpose of this research is to examine the efficacy of using songs, motions, and movies to teach young kids new English words. This innovative strategy shows promise in helping young pupils learn and remember new words, as seen by this study's findings. Songs, motions, and movies are just a few examples of the types of multimedia and interactive components that may be used into teaching strategies to make the learning process more engaging for youngsters. Another way to assist kids learn new words that could be tough for them to grasp is by using a range of learning strategies. Therefore, this method may be seen as a viable option for engaging young learners in the process of learning English vocabulary.

This study's conclusions suggest that using song, movement, and video learning approaches has substantial promise in helping young kids acquire English vocabulary. This strategy may provide the groundwork for early language acquisition, particularly in English, in a preschool setting. Therefore, ECE may provide a great setting for teaching young children new words in English. The findings of this research further stress the need of an imaginative and engaging method of education. Students' interest and drive to study may be sparked via the use of song, dance, and film. In addition, this research highlights the significance of educators' knowing and using effective learning strategies, particularly when it comes to introducing pupils to the English language. Another consequence is that by exposing pupils to a variety of media, they may be better able to make connections in English. This may give children a deeper appreciation for the language and aid in the retention and usage of new words. Therefore, this research lays the groundwork for professionals in the field of education to design better methods of teaching English vocabulary to young children. This strategy may also be used in the classroom to provide pupils a more positive and fruitful experience when they are first developing their English abilities.

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