

CHAPTER II

REVIEW OF LITERATURE

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Previous Study

From the research conducted by Simatupang et al. (2023) "Improving English Vocabulary Through English Songs in Grade 4 of SD Swasta GKPS 2 Pematang Siantar". It can be concluded that based on the results of socialization, which aims to improve mastery of English vocabulary through English songs in grade 4 at GKPS 2 Pematangsiantar Private Elementary School, the authors found that there was a significant effect on students' vocabulary mastery. The results of this socialization found that: 1) Students' vocabulary mastery ability increased. 2) Students' pronunciation skills improve. 3) Students' memory abilities of English vocabulary also increased. 4) Increased students' enthusiasm for learning English.

From research conducted by Isnaini and Aminatun (2021), "Do You Like Listening To Music? Students' Thinking About The Mastership Of Language Using English Songs" The results of the questionnaires and interviews show that English songs help students learn and improve their' vocabulary and English language skills. In addition, the students' habit of listening to English songs every day makes them feel that English songs have a high influence on their English skills. In addition, the students also feel that English songs are interesting and entertaining as a medium for them to learn new vocabulary and unfamiliar vocabulary and pronounce words correctly. Thus, it can eventually improve their

vocabulary. The students will try to look at the lyrics of the English song and find out the meaning of the words. After that, they will apply them in their daily spoken and written English, and gradually they will get used to the word and use it. Using English songs can also be an alternative way for teachers to use them as English learning media because listening to music will make them relax, especially music that students like. Since this study still has shortcomings in some parts, it is expected that future researchers can also investigate the effect of English songs in different research contexts, research designs, and variables.

The research conducted by Sari and Ayu (2021) concluded that the community service activity with the title "Utilization of Song Media in Improving English Vocabulary" in Kelambir 5 Kebun Village, Hamparan Perak sub-district, for elementary school children was carried out well and smoothly. The participation and interaction of the participants in this activity greatly support the success of the activities that have been carried out. English language learning is related to the use of vocabulary, especially nouns in English. The implementation of this activity is expected to increase the understanding of the English vocabulary of elementary school-age children in Kelambir 5 Village, Hamparan Perak Subdistrict, Medan, using song media.

From the research conducted by Br Sinulingga (2021), "Increasing Students' Mastership Of Vocabularies Through English Songs In Class Viil-2 Smp Negeri 2 Mardinding Semester Ganjil 2015/2016 Lesson Year" it was concluded that the approach of using English songs in learning as a source of learning inspiration has contributed to the success of vocabulary learning. After

researchers evaluated and reflected on the results of each cycle, it was concluded that students experienced an increase in vocabulary in English. The results of the provision of action for each round or cycle showed that students' English-speaking ability increased from an average score of 30 before being given action to 80 after the end of the provision of action. The researcher concluded that using English songs as a source of learning inspiration can improve students' vocabularies.

From research conducted by Ilinawati and Dharma (2019) "improving students' vocabulary through song". Based on the results of research aimed at improving students' vocabulary mastery through songs among first-semester students of the English study program at STKIP Persada Khatulistiwa Sintang, consisting of 18 women and 4 men, The researcher found that the use of songs effectively improved students' vocabulary mastery and the teaching and learning process. It can be concluded from the research findings that teaching vocabulary through songs can improve students' vocabulary in several aspects, namely: (1) students' memory improves in finding meaning. (2) Students' knowledge of identifying words based on their groups (3) Students' pronunciation improved gradually because they practiced a lot.

Based on the previous research above, researchers found similarities and differences. The similarity that researchers found in previous researchers is that previous researchers used quantitative research methods, which will also be used in this study. While the difference in the previous research above is the

difference in subjects and different research locations, in this research, writer conducted research on grade 5 students at SDN 10 Makale to enhance student vocabulary through the offline kids song application.

Some Patients Ideas

A. Vocabular

1. Definition of vocabulary

Vocabulary is the most crucial component of language learning providing meaning a foundation for language comprehension. The key to mastering these skills lies in the acquisition of vocabulary. There are some definitions of vocabulary by some experts. According to Tarigan (1993: 109), a person's language skills are dependent on the quantity and quality of their vocabulary. The more extensive and diverse a person's vocabulary is, the more skilled they become in language. Similarly, Finocchiaro and Brown (1973: 188) emphasize that vocabulary gains meaning when used in its appropriate context. Joe et al. (1996: 137) further explain that the meaning of a word can be understood through contextual cues within a sentence.

Vocabulary can be defined as a fundamental component of language that encompasses the meaning, usage, and wealth of words possessed by a speaker or writer, as stated by Kridalasakna (1993: 75). Saleh (2000: 29) describes vocabulary as words or groups of words that hold specific meanings and are utilized during communication activities.

Rivers (1972) asserts that learning a language without learning its vocabulary is impossible. Vocabulary is the most crucial element of a language as it provides meaning to the language itself. Fries (1959) also emphasizes the importance of vocabulary in language learning, stating that mastering a language equates to mastering its vocabulary. Therefore, students who possess a broad vocabulary are more likely to excel in language acquisition compared to their peers with limited vocabulary. In other words, to effectively master a foreign language, one must prioritize the mastery of its vocabulary. Based on the explanation above,

From the explanation above, it can be concluded that in the era of globalization, teachers are tasked with preparing students to become international citizens by teaching English as an international language. Mastering English will enhance communication skills in listening, speaking, reading and writing. Vocabulary is crucial to language skills because it gives meaning to the language itself. Students who have an extensive vocabulary tend to excel in language acquisition. Teachers have a duty to help students become global citizens, and teaching English as a foreign language is a useful tool to do so. Learning new words is essential for proficiency in reading, writing, speaking, and listening, and understanding the context of sentences can expand vocabulary.

2. Teaching English to children

Teaching English to children requires a combination of effective instructional strategies and engaging materials. Here are some key considerations and approaches for teaching English to children:

1. Create a positive and supportive learning environment: Foster a safe and encouraging atmosphere where children feel comfortable taking risks and making mistakes. Use positive reinforcement and praise to motivate them and build their confidence.
2. Use age-appropriate and interactive materials: Utilize colorful visuals, flashcards, picture books, songs, and videos to capture children's attention and make learning enjoyable. Incorporate hands-on activities, games, and role-playing to actively engage them in the learning process.
3. Focus on listening and speaking skills: Emphasize oral communication by providing ample opportunities for children to listen to and speak English. Use simple and repetitive language, gestures, and visual cues to aid comprehension. Encourage them to practice speaking through dialogues, conversations, and role-plays.
4. Introduce vocabulary and grammar in context: Teach new words and grammar structures within meaningful contexts, such as daily routines, hobbies, or familiar topics. Use real-life examples and visual aids to help children understand and remember the language.

5. Incorporate reading and writing activities: Introduce age-appropriate reading materials, such as storybooks or graded readers, to develop reading comprehension skills. Encourage children to write short sentences, stories, or journal entries to practice their writing skills.
 6. Make use of technology: Utilize educational apps, interactive websites, and online resources designed for young learners to supplement classroom instruction. These tools can provide additional practice, reinforce learning, and make the learning experience more engaging.
 7. Encourage language practice outside the classroom: Encourage children to use English in their daily lives by providing opportunities for them to interact with English speakers, watch English-language videos or cartoons, and engage in language-learning activities at home.
3. Teaching vocabulary

Teachers in the era of globalization are responsible for preparing their students to become international citizens. One effective way to achieve this is by making English an international language. By mastering English, students can enhance their communication skills in listening, speaking, reading, and writing.

Vocabulary plays an important role in English language teaching programs. It is seen that vocabulary appears in every teaching of language skills (listening, reading, writing, speaking) and also aspects of language form (phonology, grammar, structure). There are several reasons why vocabulary is taught, including: 1) accurate research on vocabulary can help learners or

students in developing useful language skills, especially speaking, 2) learners or students still have little vocabulary, 3) learners or students and researchers see that vocabulary is very important in language learning. Learners assume that many of their difficulties in using receptive and productive language skills are caused by a lack of vocabulary (Nation, 1990:2-3).

Vocabulary acquisition in English language skills is an important part of teaching English as a foreign language. Vocabulary is an important part of all languages in which learners or students must continue to learn words while they are also learning grammar/structure and pronunciation (Allen & Vallete, 1977:149). This means that vocabulary is the initial stage to be taught before teaching other aspects of language (Subiyati, 1992:18).

Brewer argues that vocabulary recognition in children has several benefits, including the following:

- a. Vocabulary aids the youngster in describing the features of the moment and place where they are.
- b. Vocabulary helps student communicate well and are well-liked by others.
- c. Vocabulary helps the student to ask questions and try to guess what he wants or is curious about.
- d. Vocabulary helps the students communicate his ideas, emotions, knowledge, and everything of himself to others.

Therefore, it can be said that vocabulary is crucial for learning other languages and is a determining factor in developing language skills and

vocabulary is the main capital in expressing ideas in the mind both orally and in writing.

4. English Vocabulary Learning Stages

Achmad Nurhadi stated that English learning activities will have communicative value if packaged in three phases called "PPP", namely Presentation, Practice and Production.

- a. The Presentation Phase, in this stage of delivering the material, the teacher introduces some vocabulary, and there must be three things clearly, namely, what it means, when it is used and how it is spoken.
- b. The Practice Phase, it is very important that the child gets enough opportunities to practice English. They can do listening and speaking activities by imitating and repeating.
- c. The Production Phase, at this stage of disclosure children are expected to use the English they have learned after leaving the classroom. For example, playing with words, singing English songs at home, memorizing verses or telling others about the English they already have.

from the above description it can be concluded that English learning activities can be effective if organized in three phases: Presentation, Practice, and Production, which involves introducing vocabulary, providing practice opportunities, and encouraging real-world application of the language.

In this research, the stage of delivering the material was carried out by introducing the material through the singing method in conveying the purpose of learning English. The practical stage is carried out by imitating pronouncing English words mentioning English words appropriately.

5. Vocabulary Learning Evaluation

The ability to use a variety of words and concepts in a language with understanding and expertise is known as vocabulary mastery. An examination or assessment is required to determine this: It is possible to determine the extent to which the instruction has produced the desired results through evaluation or assessment. In addition, Assessment and evaluation are methods used to gauge how well students have both passively and actively mastered the terminology they have studied.

according to Hamalik (1974: 73), there are several types of vocabulary exam questions used to assess one's vocabulary competence, namely: (1) Form of definition (multiple choice) This type of question includes a term and a number of synonyms or meanings of the word, along with a number of words that must be selected, (2) a fill-in form (completes) asks pupils to complete sentences with three or four options for each response, (3) paraphrase form (giving explanation). The sentence's testable words should be underlined. The potential for the right response is then presented. (4) the form of the image is: the examiner mentions the name of an object and then the student is tested and told to show the image that has been mentioned. In this research the evaluation utilized as a measuring tool is a fill-in form

(completes) asks pupils to complete sentences with three or four options for each response.

6. Type of vocabulary

The types of vocabulary can be categorized based on spoken and written vocabulary. Children start vocabulary-building through listening and speaking even before writing and reading. Every type of vocabulary has a different aim and purpose. However, the development of one type of vocabulary facilitates another.

a. Listening Vocabulary

Listening vocabulary comprises words that we understand through hearing. A fetus may start recognizing some words when in the womb. Learning new words is a continuous process, and by the time you reach adulthood, almost fifty thousand words are understood and recognized by you. Deaf people can be exposed to visual listening vocabulary for learning.

b. Speaking Vocabulary

Speaking vocabulary consists of words that we actually speak. It has a horizon of around 5000 to 10000 words. These are used for giving instructions and conversations. The numbers of words in this category are comparatively lesser than the listening vocabulary.

c. Reading Vocabulary

The major ingredient of vocabulary building is reading. Reading grows and develops your vocabulary. The words we get to learn while reading a text are termed as reading vocabulary. It may happen that we understand words through reading vocabulary even if we don't use it in speaking vocabulary.

d. Writing Vocabulary

Words we recoup while expressing ourselves through writing are termed as writing vocabulary. Writing vocabulary is normally influenced by the words we are able to spell. We find it easy to express verbally, through facial expression, or intonation, but writing vocabulary depends upon our expertise in vocabulary.

e. Final Vocabulary

Richard Rorty discovered this term 'Final Vocabulary'. It is a collection, set, or group of words that every person applies to justify their actions, beliefs, and lives. Final vocabulary comprises words a person avails to praise, contempt, express deep feelings, hopes, doubts.

B. Instrustional media

Instructional media refers to any materials or tools used to support teaching and learning processes. These resources are designed to enhance the delivery of instruction and facilitate better understanding and retention of information. According to Gagne in Cristina Ismaniati (2012) defines media as various types of components in the student's

environment that can stimulate him to learning. Meanwhile, Locatis and Atkinson in Cristina Ismaniaty (2012) argue that media is a means of transmitting messages. Based on the various definitions of media, it can be concluded that learning media is a means of communication that is used as an intermediary in conveying messages to increase the effectiveness and efficiency of learning. Examples of instructional media include:

1. Visual aids: These can include charts, graphs, diagrams, maps, photographs, videos, and slideshows. Visual aids help to illustrate concepts, provide visual representations of data, and engage learners through visual stimulation
2. Audio materials: These can include recorded lectures, podcasts, audio books, and music. Audio materials are effective in conveying information through auditory channels and can be used to enhance listening skills and language learning.
3. Multimedia presentations: These combine various forms of media, such as text, images, audio, and video, to create interactive and engaging learning experiences. Multimedia presentations can be delivered through platforms like PowerPoint, Prezi, or interactive whiteboards.
4. Interactive simulations: These are computer-based programs or virtual environments that allow learners to actively participate in simulated real-life scenarios. Simulations can be used to teach complex

concepts, develop problem-solving skills, and provide hands-on experiences.

5. Online resources and e-learning platforms: These include websites, online courses, learning management systems, and educational apps. Online resources provide access to a wide range of educational materials, interactive activities, and collaborative learning opportunities.
6. Manipulatives: These are physical objects or materials that learners can manipulate to explore and understand abstract concepts. Manipulatives are commonly used in mathematics and science education to facilitate hands-on learning.
7. Games and gamification: These involve the use of game elements, such as challenges, rewards, and competition, to make learning more engaging and enjoyable. Educational games can be digital or physical and cover various subjects and skills.

1. Kids Song Offline Application

a. Definition of Kids song Offline Application

A kids song offline application is a mobile or computer application that allows children to access and listen to a collection of songs specifically designed for their age group without requiring an internet connection. These applications typically provide a library of songs that are educational, entertaining, and suitable for young children. The songs may cover a variety of themes, such as alphabet and number songs, nursery rhymes,

educational concepts, and fun sing-alongs. By being offline, these applications allow children to enjoy and learn from the songs even when they don't have access to the internet, making them convenient for use in various settings, such as during travel or in areas with limited connectivity.

Kids songs are frequently performed interactively, complete with dances or body motions to go along with them. The objective is to enhance kids' educational journeys by providing them with sensory, motor, and cognitive stimulation. Kids songs are also frequently taught in classrooms, playgroups, and kid-friendly spaces like playgrounds and activity centers. More broadly, traditional songs that have been passed down through the generations and are still in demand today are included in the category of Kids songs. These classic tunes typically contain moral lessons or storylines that teach moral principles to young listeners. Children's linguistic comprehension, social skills, creativity, motor coordination, and cultural awareness are all greatly enhanced by listening to and singing kids songs. In addition, they can offer chances for global exposure, expand one's vocabulary, enhance communication abilities, and promote comprehension of intangible ideas via poetry or melodies.

b. Kind of kids song offline application

There are several offline applications available that provide a collection of kids' songs. These applications can be downloaded onto a device and accessed without an internet connection. Some popular examples of offline kids' song applications include:

1. "Kids Songs Offline": This app offers a wide range of popular nursery rhymes and children's songs that can be enjoyed offline. It provides lyrics and allows users to create playlists.

2. "Super Simple Songs Offline": This application features a collection of educational and entertaining songs for young children. It includes animated videos and offline playback options.

3. "Kids Songs and Nursery Rhymes Offline": This app provides a variety of classic nursery rhymes and children's songs that can be enjoyed offline. It offers a simple interface and easy navigation.

4. "Kids Songs Offline Videos": This application offers a collection of offline videos featuring popular kids' songs and nursery rhymes. It provides a user-friendly interface and allows for easy video playback.

c. The purpose of using kids song offline application in learning

The purpose of using a kids song offline application is to provide a convenient and accessible platform for children to listen to and engage with songs specifically designed for their age group. Here are some key purposes of using a kids song offline application:

1. Entertainment and enjoyment: Kids song applications offer a wide range of songs that are catchy, fun, and engaging for children. These songs often have playful melodies, interactive elements, and repetitive lyrics that children can easily sing along to. The application provides a source of entertainment and enjoyment for children, keeping them engaged and happy.

2. Learning and development: Kids songs are not just for entertainment; they also play a crucial role in a child's learning and development. Songs can help children improve their language skills, vocabulary, pronunciation, and memory. They can also introduce children to various concepts such as numbers, colors, shapes, animals, and more. By using a kids song offline application, children can listen to songs repeatedly, reinforcing their learning and aiding in their cognitive development.
3. Language acquisition: Kids song applications can be particularly beneficial for language acquisition. Children can listen to songs in their native language or songs in different languages, helping them develop their listening and speaking skills. The repetitive nature of songs allows children to practice pronunciation and learn new words and phrases in a fun and engaging way.
4. Independent learning: Kids song offline applications provide children with the opportunity to explore and learn independently. Children can navigate through the application, choose their favorite songs, and listen to them at their own pace. This fosters a sense of autonomy and encourages self-directed learning.
5. Offline accessibility: One of the advantages of using an offline kids song application is that it does not require an internet

connection to access the songs. This makes it convenient for parents or caregivers to provide children with a variety of songs, even in environments where internet access may be limited or unavailable.

- d. The use of Kids songs in English learning has several benefits, including:
 - a. Kids Song Offline is an application specifically designed to help enhance students' vocabulary through fun children's songs.
 - b. With Kids Song Offline, students can learn new vocabulary in a fun and interactive way, so they are more interested and motivated to learn.
 - c. Kids Song Offline also helps enhance students' English language skills because the songs presented use easy-to-understand English.
 - d. The app can be accessed offline, so students can learn new vocabulary anytime and anywhere without worrying about running out of quota or internet access.
 - e. Enhances language comprehension: Through repetition and fun, kids learn new words through songs. Children find it easy to learn new words through songs because they connect the words to memorable melodies.
 - f. Enhancing intonation and pronunciation: Students knowledge of English pronunciation and intonation is enhanced by nursery rhymes. students can learn English vowels, consonants, and sound inflections through singing.

- g. Assists with vocabulary and phrase learning: kids songs frequently contain vocabulary and phrases that are important for learning English. Students can see how words are used in sentences and retain new vocabulary by learning these songs.
- h. Promotes repetition and participation: Kids like joining in on the song's movements and singing along with them. This actively incorporates kids in the learning process and contributes to making learning enjoyable.
- i. Introducing culture: English-language kids songs can also serve as an introduction to the cultures of English-speaking nations. It could be necessary to explain the meaning of some songs to kids so they can comprehend the context and cultural background of the song.

It's crucial to design activities that require deeper comprehension when employing Kids Songs in English language instruction. Some ideas include having a discussion, deciphering the lyrics, coming up with your own interpretation of the lyrics, or making motions that correspond with the song.

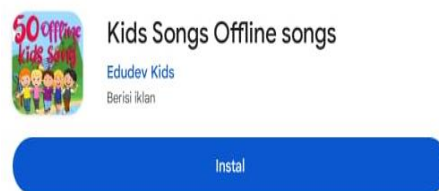
- e. How to teaching English using kids song offline application;
 - a. Step 1: Open the Google Play Store on your Android device.



- b. Step 2: Search for Kids Song Offline in the search bar.



- c. Step 3: Click the Install button to start the download and installation process.



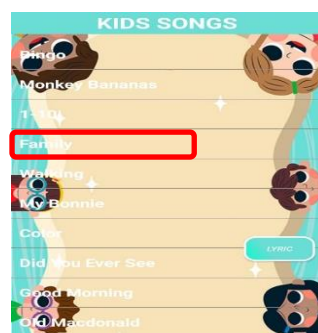
- d. Step 4: Open the Kids Song app.



- e. Step 5: Choose the kids song menu.



- f. Step 6: Choose the song to play.



g. Song lyrics



2. Song

1. Definition of song

Song is an artistic composition of tones or sounds, consisting of rhythm, melody, and words. It can be sung singly, in groups, or in crowds. Songs are often written for storytelling, artistic expression, or entertainment and can be performed electronically or by a single performer. Lyrics can express various emotions and ideas. In addition, songs may be a fun and useful teaching tool for English because they help students pick up new vocabulary, practice pronouncing words correctly, and enhance their listening and understanding abilities. Consequently, even if no expert has offered a precise definition of the word "song," it is obvious that songs are a significant component of music and culture and can be used for a number of purposes.

According to Dobson (1987:92) states that singing is a popular activity all over the world. Students often enjoy learning English songs. This means that teachers can use songs both as texts and as techniques in

language teaching. Songs are also excellent language packs that, in just a few rhymes, cover a wide range of language abilities, including grammar, vocabulary, listening, culture, and syntax.

According to Hornby (1990), a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. They can also form the basis for many lessons (Futonge, 2005).

Based on some definitions of songs above, it can be concluded that songs are artistic compositions of tone, rhythm, melody, and words that are often used for storytelling, artistic expression, or entertainment. Songs can be performed electronically or by a single performer and can express a variety of emotions and ideas. Songs are an important component of music and culture and can be used as texts and techniques in language teaching. They cover a wide range of language skills, including grammar, vocabulary, listening, culture, and syntax, and can provide relaxed lessons and form the basis for many lessons.

2. The Function Of Songs In Learning English

Songs can serve several functions in English language learning, including

- a. Develop listening skills: English song comprehension, particularly with regard to intonation, vocabulary, and pronunciation, can be enhanced by listening to and understanding English songs.

- b. Expanding vocabulary: Songs frequently employ terms or idioms that are uncommon in regular speech, as well as a varied vocabulary. Songs can be listened to and memorized to increase vocabulary.
- c. Enhances comprehension of grammar: Songs frequently provide memorable and entertaining examples of grammar rules. Gaining knowledge of grammatical structures through music might enhance one's comprehension and utilization of proper grammar during English language instruction.
- d. Teaching about culture and customs: English songs frequently feature representations of the customs and cultures of English-speaking nations. Understanding the cultures connected to the English language can be facilitated by learning and listening to these songs.
- e. Stimulates motivation: Learning English can be made more motivating by listening to upbeat music and participating in the singing or learning of the songs. These tunes can add excitement and enjoyment to the learning process.
- f. Offers examples of speech and pronunciation: English songs typically feature distinct rhythms and distinct vocalists. Pronunciation and intonation in English can be improved by listening to music and mimicking vocalists.
- g. Improving writing abilities: Composing fresh lyrics for songs or writing original lyrics might aid in improving English writing

abilities. Understanding vocabulary, grammar, and using creativity to communicate ideas in English are all necessary for the process.

- h. Boost understanding of lyrics: Understanding and interpreting written English texts can be enhanced by listening to and dissecting English song lyrics. Students' understanding and analyzing abilities can be improved by reflecting on the song's meaning and message.

3. Songs as Learning Resource

Songs are an excellent 'tool' for aiding in the English learning process; moreover, it is thought that songs can inspire pupils to study the language. Another reason songs are a valuable component of learning English is that they increase students' auditory sensitivity. Speaking a language is nothing more than mastering a variety of meaningful sounds, and songs help students become more aware of these sounds. Songs can also add interest and energy to the classroom. Children will joyfully and excitedly perform the songs that the teacher has taught them if they enjoy them. And that's when they are picking up knowledge subtly. According to Brewster et al (2002:162) there are many advantages to using songs as learning resources.

a. Song is a Linguistic Resource

In this instance, the song serves as a tool for both vocabulary and grammatical reinforcement, as well as for the introduction of a new language. enhancing vocabulary and grammar. Songs can provide students with a fresh and enjoyable way to interact with language that they are already familiar with. The natural and pleasurable repetition

of language is another benefit that songs provide for language learners. Songs can be utilized to help students enhance their pronunciation as well as all other language skills in an integrated manner.

b. songs are an affective/psychological resource

Songs can inspire pupils and create a positive attitude toward English in addition to being entertaining. perspective on English. For students, songs are not frightening or dangerous. Actually, music has the power to boost kids' self-esteem. Students who have learned the language can confidently perform an English song for their parents as evidence.

c. song is a cognitive resource

Songs aid in enhancing coordination, memory, and focus. As a tool for deciphering meaning, rhyme markings become more perceptive to students. Brewster et al. (2002) also revealed that songs provide tremendous benefits for pronunciation learning.

d. Teaching English Vocabulary With Song

There are several ways to use songs in English learning, such as:

- 1) Active listening: Students pay close attention to the song's intonation, meaning, and spelling as they listen to it aloud.
- 2) Singing: Using the given words, the students sing the song. To boost participation and make learning more enjoyable, they can use gestures or easy dances.

- 3) Studying the song lyrics: Students examine the lyrics, seeking definitions for unfamiliar words and phrases, and recognizing the song's sentence structures and grammatical usage.
- 4) Creating song-related activities: Students can come up with games like story-telling based on song lyrics, translating song lyrics, and gap-filling, which involves filling in the missing words.

Songs can enhance students' English language learning by offering variety and strengthening language skills, including vocabulary, pronunciation, listening, and culture.

e. Advantages of songs in the learning proses

The use of songs in English learning can enrich and strengthen the learning process. There are many advantages to using songs in the learning process, as follows:

1. Vocabulary enrichment: Songs are a great way to learn new terms in English, some of which you may not come across in everyday speech. Singing along to songs is a pleasant way for pupils to learn a new language.
2. Enhance pronunciation and listening comprehension: Students can learn the right pronunciation and intonation by listening to English-language songs. Through consistent practice of listening to and mimicking songs, kids can enhance their comprehension and pronunciation of English letters, words, and phrases.

3. Enhancing culture and the arts: In addition to teaching kids real language, songs from different genres of English music also educate them about the arts and cultures of English-speaking nations. Through the songs, students can pick up cultural conventions, idioms, and expressions.
4. Boost student enthusiasm and involvement: Music makes a great contribution to an engaging and enjoyable learning environment. Students can become more motivated and actively involved in their education by listening to and singing along to English-language music.

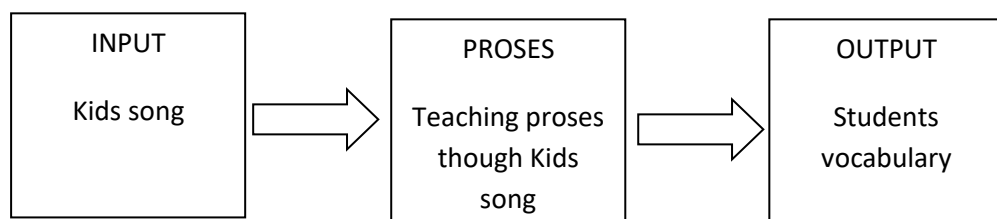
Songs in English learning enhance vocabulary, pronunciation, and listening comprehension. They provide a pleasant way for students to learn new terms, improve pronunciation and intonation, and expose them to English-speaking cultures. Songs also boost student enthusiasm and involvement, as they provide a fun and engaging learning environment. Overall, songs provide a valuable tool for language learning and cultural understanding.

Theoretical Framework

English is a widely accepted international language, contributing significantly to global communication and the development of science and technology. However, English proficiency in Indonesia is still low, making it important for students to improve their language skills. Vocabulary teaching is very important in English language teaching, as it helps to connect the four

language skills of speaking, listening, reading, and writing. To create a focused atmosphere for primary school students, teachers should use songs and ice breakers to attract students' attention and make the classroom fun.

Music can also be used to create a friendly environment for learning, as it can help students remember information and be more motivated. Songs are an effective medium for teaching vocabulary, as they provide a meaningful context for the words they are learning and create a fun environment for students. Teachers should know the genre of music and how it can enhance the subject matter.



There are three main components are as follow:

1. Input refers to the use of application Kids song which functions as the starting point. This input leads into process.
2. Process refers to teaching process using Kids songs
3. Output refers to the student's vocabulary.

Hypothesis

This study aims to determine whether using Kids songs can enhance students' vocabulary. Based on the theoretical framework above, it can be concluded as follows:

2. H0: The use of Kids songs doesn't enhance the vocabulary of grade 5 students in SDN 10 Makale.
3. H1: The use of Kids songs enhances the vocabulary of grade 5 students in SDN 10 Makale

Criteria of hypothesis:

1. H0 : if the mean score of T-test is higher (\geq) than the mean score of table, hypothesis is accepted.
2. H1 : accepted if the mean score of T-test is lower (\leq) than the mean score of T-table, hypothesis is refused.