

The Acquisition Of Vocabulary By The Young Learners Through Children Songs

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Abstract This study is entitled "The Acquisition of Vocabulary by the Young Learners through Children Songs". This study emphasizes the English learning process for young learner in acquiring English vocabulary through children songs. The aims of this study is to find out what kinds of vocabulary that the young learners acquire through children song and also to analyze how do the internal and external factors influence the acquisition of vocabulary acquired by young learners through children songs. The data in this study were taken from observing 4-5 years old young learner. The data were collected directly observing the young learner and questionnaire. The technique used in obtaining the data from the object was note taking. It was used to know the progress of the young learner during observation. Then, the collective data were analyzed using the qualitative method. The findings of this study showed that children songs had a positive influence in acquiring English vocabulary. First, the result of this research shows that there are 8 songs that were taught to the children. Hooray School kindergarten students were able to master 62 vocabulary from all of songs. There are 31 nouns, 20 verbs, 7 adjectives, 2 prepositions, 1 pronoun, and 1 adverb. Second, the internal factor includes age, experience and learning style. The external factors consist of motivation, instruction and access to foreign speakers. Children who are more experienced, motivated and have access to native speakers, they are easier to acquire English vocabulary

Keywords; Language Acquisition, Vocabulary, Young Learners, Children Songs.

I. INTRODUCTION

Language is a complex and dynamic system of conventional symbols used in various thoughts and communication (Connell 1987). Language plays an important role in our daily life. It is because of the language used to express our minds or ideas. It can be through writing, singing, gestures, set rules that allow people speech, or other communication means (Brown 2000). It involves exchanging thoughts, ideas, or emotions.

Young children have the ability to acquire language (Wiguna 2020). They may acquire language through interaction with their parents and other adults, or it can be with other children (Wiguna & Ekaningtyas 2021). They normally acquire language that is being used around them.

Children (Wiguna, 2020) can even speak two languages at the same time as long as they are regularly interacting with speakers of those languages.

According to (Chomsky, 1965) language is an innate faculty. It is thought that children were born with a set of rules concerning language in their minds. It is because children were born with an innate understanding of the way language work, they can acquire language without much effort.

According to (Hasa 2020), children can acquire more than one language. In general, language acquisition can be divided into two, which are first and second language acquisition. First language acquisition is children's acquisition of their native language. Meanwhile, second language acquisition is learning a language after they acquire their first language or mother tongue. The first is related to

the subconscious process, but the second belongs to an active and conscious process (Wiguna, 2020).

Linguistic Society of America (1924) states that children acquire and learn language started from when they were babies. Apart from Bahasa Indonesia as their mother tongue, they also acquire English. Interactions with people's surroundings, watching videos, listening, and singing children's songs are some activities that have a good impact on children's language acquisition, especially in English. They can absorb vocabulary as the main asset to comprehend English.

One of the closest and most interesting things to children is songs. They can listen to the song, watch the video, or sing the song. Children who regularly listen to the song may start humming, and then unconsciously, they may absorb some of the vocabularies, and if they keep on listening, finally they can sing the song. It indicates the language acquisition process. Children acquire vocabularies through children's songs (Suhcera 2018).

Based on (Novak, 2014), the language used in children's songs is usually simple. It is also related to a certain theme, for instance: parts of the body, names of fruits, kinds of vegetables, things in the sky, daily activities, and others. Those are the themes that are close to the children's life. In addition, children's songs usually have a fun rhythm so that children are happy when they listen or sing the song.

Almost all children's songs have easy vocabularies to understand. Usually, the composers use the topics that children love, like toys or ice cream. Besides, they also use a funny word that sounds great. Most of the children's songs also invite them to do certain activities. In this case, children may have the chance to listen and follow directions. They need to pay attention and be aware of what is going on in order to follow and participate well.

One of the unique characteristics of children's songs is the use of repetition. It makes the song is easier because the young minds do not absorb much information at one time. However, the repetition reinforces messages and makes the songs are easy to remember.

In brief, children's songs have several advantages for children to acquire language, especially English. This study focuses on observing children's language acquisition by children's songs. Some Hooray School's children at age 4-5 years old were observed. At that age, apart from singing, they also start to learn reading and writing. In addition, Hooray School is one of the best schools in Bali, which is using bilinguals during the interaction. These are ultimately led to an idea to analyze the kind of vocabulary acquired by the young learners through children's songs. It is also important to the internal and external factors that influence the acquisition of vocabulary acquired by the children. Thus, this

study is entitled The Acquisition of Vocabulary by the Young Learners through Children Songs.

The problem in this research is Young learners acquire what kinds of vocabulary through children's songs. To find out what kinds of vocabulary that the young learners acquire through children's songs. A specific and limited topic is required in a research paper. The discussion of this study focused on the vocabulary acquisition of students in Hooray School through children's songs. Discussed in this research are the kinds of vocabulary acquired by young learners through children's songs.

II. MATERIAL AND METHOD

The qualitative method was used to analyze the data are further analyzed in accordance with Chomsky's theory as the main theory and supported other theories of language acquisition (Chomsky, 1972). The analysis was correlated to the problems that are formulated. In this research, the data were analyzed in several ways. It was identifying the vocabularies that the children were successfully answering.

The data source of this study was taken from Hooray School's students in Denpasar. The students were chosen for this study were in kindergarten A which consisted of two classes, Green leaf, and Jelly Jungle. The ages of the students were 4-5 years old. There were 20 students. All of the kindergarten A students were used as samples for this research. The method of collecting data is the documentation method through field research and library research.

The data was collected by doing observation (Sugiyono 2017), giving questionnaires to the parents, and doing a direct interview with the students. First, the student's activity in the class for a month was observed. All of the students' activities were observed. The observation was done by looking closely at each student and taking notes. It was started with the student 'coming, greeting, singing, learning, and leaving. It was done to get the information from the learning process that had been done. The first problem was analyzed by the data source, which was obtained from direct interviews to the students aided with a vocabularies checklist.

III. RESULT AND DISCUSSION

This research focuses on the type of English vocabulary obtained by the young learners through English children's songs in a month. These songs are frequently listened to by the kindergarten students in every activities class. The Learning situations using songs are very fun and interesting for young learners. In this case, the observation is made every week and will be given 2 different songs every week, totally 8 songs for 1 month given to the young learners. The students show increasing progress every week. The students are fast learners because they are able to store and

memorize the words in their minds. Therefore, they need to explore some new words from the songs that they had listened to.

The Students at the age of four-five are able to complete three commands without needing prompting. Songs can be a help in acquiring English vocabulary. It is because songs are simple and fun; therefore, they are easy to teach and learn. The song serves as multipurpose input material for delivering oral language instruction to children. It is audiovisual and highly motivational. In addition, the songs make young learners act as not only people who speak the language but also the way they respond to what others say. The children's songs are chosen because they are an interesting and attractive environment that makes the children enjoy learning the language. The analysis of types of English vocabularies acquired by young learners through English songs can be seen as follow:

3.1 Children's Song entitled "Head, Shoulders, Knees and Toes."

This song is attractive and can be used as fun for children. "Head, Shoulders, Knees and Toes" is all the time favorite song. It teaches English as a second language to young learners about body parts:

"Head, Shoulders, Knees & Toes Lyrics"

Head, shoulders, knees and toes, knees and toes.
 Head, shoulders, knees and toes, knees and toes.
 And eyes and ears and mouth and nose.
 Head, shoulders, knees and toes, knees and toes.

The Vocabulary Analysis:

The song clearly mentioned the body parts of the children. This song will help the students to understand their body parts, music, and exercise. The child dances with the other child, following the song's movement instructions. It's a fun way to introduce and review body parts while also getting children up and active.

This song can be used to help students practice their vocabulary. They are usually focused on a theme or topic that can provide as a context for learning vocabulary. "Head, Shoulders, Knees, and Toes" is a song that can be used to review body parts. This song is characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition. Singing this song every day will help them understand their body parts, music, and exercise.

Table I

List of vocabulary children's song
 "Head, Shoulders, Knees & Toes"

No	Vocabulary	Type of Vocabulary
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1.	Eyes	Noun
2.	Ears	Noun
3.	Mouth	Noun
4.	Nose	Noun
5.	Head	Noun
6.	Shoulders	Noun
7.	Knees	Noun
8.	Toes	Noun

The table above shows the vocabulary that children learn in the song entitled "Head, Shoulders, Knees & Toes." From the vocabulary analysis of this song, all types of vocabulary studied are nouns.

3.2 Children's Song entitled "Party Freeze."

This song is great for helping young learners with body movement. The "freeze song" is a song loved by many kids since it allows kids to get active while having fun and avoid the child from feeling bored by doing a little play when listening to this song.

"Party Freeze Lyrics"

*Let's play the party freeze game
 Now remember, when I say, "freeze", freeze
 And when I say, "dance", dance*

*Dancing, dancing all around
 Dancing, dancing, dancing
 Dancing any way you please
 But stop when I say, "freeze"*

Everybody, get ready to hop

*Hopping, hopping all around
 Hopping, hopping, hopping
 Hopping any way you please
 But stop when I say, "freeze"*

Everybody, get ready to skip

*Skipping, skipping all around
 Skipping, skipping, skipping
 Skipping any way you please
 But stop when I say, "freeze"*

Everybody, get ready to twirl

*Twirling twirling all around
 Twirling, twirling, twirling
 Twirling any way you please
 But stop when I say, "freeze"*

Everybody, get ready to dance

The Vocabulary Analysis:

Body movement is an important step in children's development. In this song, the child invites to hopping, twirling, and skipping just like the instruction in the song. The freeze dance basically when students dance freely to music around the room until the music stops, and then they freeze. The young learners will know how to express the body movement into words.

Table II
List of vocabulary children's song
"Party Freeze Lyrics"

No	Vocabulary	Type of Vocabulary
1.	Dancing	Verb
2.	Stop	Verb
3.	Freeze	Verb
4.	Hopping	Verb
5.	Skipping	Verb
6.	Twirling	Verb
7.	Say	Verb

The table above shows the vocabulary that children learn in the song entitled "Party Freeze." From the vocabulary analysis of this song, all types of vocabulary studied are verbs.

3.3 Children's Song entitled "How's the weather."

The song "How's the Weather" is more than just a children's song. They can also learn words related to weather by listening to the lyrics. This song the best nursery rhyme because the children enjoy singing and dancing throughout the day.

"How's the weather Lyrics"
 How's the weather? How's the weather?
 How's the weather today?
 Is it sunny?
 Is it rainy?
 Is it cloudy?
 Is it snowy?

*How's the weather today?
 Let's look outside.
 How's the weather?
 Is it sunny today?
 Let's look outside.*

The Vocabulary Analysis:

This song is really important for kids to learn a language because the lyrics are about the weather. In addition, this song can be a fun way for them to know the weather vocabulary. The weather impacts the children in many ways. It determines how they dress, where they can play (inside or outside), whether they feel hot or cold and what types of activities they can do. In this song, there are some vocabularies related to weather obtained by the students.

Table III
List of vocabulary children's song
"How's the weather Lyrics"

No	Vocabulary	Type of Vocabulary
1.	Sunny	Adjective
2.	Rainy	Adjective
3.	Cloudy	Adjective
4.	Snowy	Adjective
5.	Weather	Noun
6.	Today	Adverb
7.	Look	Verb

The table above shows the vocabulary learned by the children. In this song, there is only one vocabulary of nouns and verbs, and the most studied are 4 adjectives: snowy, rainy, cloudy, and sunny.

3.4 Children's Song entitled "The Pinocchio."

The children's song entitled "The Pinocchio" is really interesting because it has challenging body movements for the students. The song "The Pinocchio" is

really interesting and challenging body movements for students.

This song is often sung by kindergarten students because it provides funny and entertaining body movement that allows students and teachers to have a great time in the class. The lyrics of this song are presented below.

“The Pinocchio Lyric”

Everybody in. Everybody out. Everybody turn around. Everybody shout. Hey! Everybody ready. Here we go. Let’s do The Pinocchio. Right arm!

Everybody in. Everybody out. Everybody turn around. Everybody shout. Hey Everybody ready. Here we go. Let’s do The Pinocchio Right arm! Left arm!

Everybody in Everybody out Everybody turn around. Everybody shout. Hey! Everybody ready. Here we go. Let’s do The Pinocchio. Right arm! Left arm! Right leg!

Everybody in. Everybody out. Everybody turn around. Everybody shout. Hey! Everybody ready. Here we go. Let’s do The Pinocchio. Right arm! Left arm! Right leg! Left leg!

around. Everybody shout. Hey! Everybody ready. Here we go. Let’s do The Pinocchio. Right arm! Left arm! Right leg! Left leg! Chin up!

Everybody in. Everybody out. Everybody turn around. Everybody shout. Hey! Everybody ready. Here we go. Let’s do The Pinocchio. Right arm! Left arm! Right leg! Left leg! Chin up! Turn around!

Everybody in. Everybody out. Everybody turn around. Everybody shout. Hey! Everybody ready. Here we go. Let’s do The Pinocchio. Right arm! Left arm! Right leg! Left leg! Chin up! Turn around! Sit down!

The Vocabulary Analysis:

The body movement of this song's lyrics is associated with Pinocchio, a character in a famous Pinocchio story. The story of Pinocchio teaches the importance of discipline, honesty, and also loyalty. In the song lyrics, the children are asked to mimic Pinocchio. In the classroom, this song can be used together with the Pinocchio story. Laughter and smile may spread around the room as the children and teachers act

out singing this song. In this song, there are some vocabularies related to movement obtained by the students.

Table. IV
List of vocabulary children’s song
“The Pinocchio Lyric”

No	Vocabulary	Type of Vocabulary
1.	In	Preposition
2.	Out	Preposition
3.	Everybody	Pronoun
4.	Turn around	Verb
5.	Shout	Verb
6.	Sit down	Verb
7.	Shout	Verb
8.	Right	Adjective
9.	Left	Adjective
10.	Ready	Adjective
11.	Arm	Noun
12.	leg	Noun
13.	Chin up	Noun

The table above shows the vocabulary learned by the children. From the vocabulary analysis, not all the words in the lyrics are understood by students, such as "let's do" and "here we go." The students only understand simple words. From this song, the most type of word studied is Verb.

IV. CONCLUSION

Based on the analysis and the discussion in the previous chapter, there are two points to be concluded. First, the result of this research shows that there are 8 songs that were taught to the children. Those are effective to be used in acquiring vocabulary because they compose of simple and easily understood lyrics and repetition. From the 8 songs used for the young learner's vocabulary acquisition, Hooray School kindergarten students were able to master 62 vocabulary from all of songs. There are 31 nouns, 20 verbs, 7 adjectives, 2 prepositions, 1 pronoun, and 1 adverb. The vocabulary achievement improves and gives a great positive influence to them. Using songs is effective way in acquiring English vocabulary. Song also can be used as media to acquire vocabulary, since the songs can make them more interested and excited.

Second, there are two factors which influence the English vocabulary acquisition by the children in Hooray Kindergarten School. The internal factor includes age, experience and learning style. The external factors consist of motivation, instruction and access to foreign speakers. Children who are more experienced, motivated and have access to native speakers, they are easier to acquire English vocabulary.

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