

**TEACHER'S PERCEPTION OF USING SONG IN TEACHING ENGLISH
VOCABULARY AT MIS MAMBAUL ULUM DAHU KEDIRI**

SKRIPSI

Presented as a Partial Fulfillment of the Requirement the Sarjana Degree
of Education of English Language Education Department
Faculty of Teaching Training and Education
University of Nusantara PGRI Kediri



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MOTTO AND DEDICATION

MOTTO:

مَنْ لَمْ يَذُقْ مَرَّ التَّعَلُّمِ سَاعَةً، تَجَرَّعَ ذُلَّ الْجَهْلِ طُولَ حَيَاتِهِ

“Whoever does not taste the bitterness of learning for an hour will swallow the humiliation of ignorance for a lifetime.”

*(Mahfudzat – Attributed to classical Islamic wisdom, popularized in **Ta'līm al-Muta'allim** by Imam al-Zarnūjī)*

DEDICATION:

This thesis is wholeheartedly dedicated to:

My beloved parents – for their endless prayers, unconditional love, and unwavering support that have been the foundation of all my efforts. Thank you for teaching me the values of sincerity, patience, and perseverance.

Myself – for the strength to endure the struggles, for not giving up despite the challenges, and for continuing to fight for my dreams. May this work serve as a reminder of resilience and personal growth.

My supportive friends – who stood by me, encouraged me, and shared both laughter and tears throughout this journey. Thank you for being the source of motivation and for making this experience meaningful.

Those who believed in me even when I didn't – for reminding me that I am capable, worthy, and strong. Your belief helped me to believe in myself again, and that made all the difference.

The version of myself who decided to begin this journey – even without knowing if it was possible, for taking the first step despite the doubts and fears. This work stands as proof of your courage and hope.

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May this thesis be a small token of my gratitude for all the love, encouragement, and inspiration I have received.

ABSTRACT

Muhammad Nur Hidayat. Teaching's Perception of Using Song in Teaching English Vocabulary at MIS MAMBAUL ULUM Kediri, Skripsi. English Language Education Department, Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri, 11th of July 2024.

Keywords: *Vocabulary Instruction, Song as Teaching Media, Teaching's perception*

This research explores the English teacher's perception and implementation of song as a medium for teaching vocabulary to fifth-grade students at MIS Mambaul Ulum Dahu Kediri. Recognizing the importance of creating engaging and meaningful learning experiences for young learners, the research aims to describe the teaching's beliefs about using songs, examine how songs are implemented in the classroom, and identify the benefits and challenges of this approach.

A descriptive qualitative method was employed, involving classroom observations, semi-structured interviews with the English teacher, and documentation analysis of lesson plans. Data collection was focused on a fifth-grade class of 30 students learning vocabulary on the topic of Body Parts through structured song-based activities. The integration of song in teaching was designed to align with Thornbury's (2002) stages of vocabulary instruction presentation, practice, and production while applying Vygotsky's (1978) sociocultural principles of scaffolding and interaction. The lesson planning also demonstrated sensitivity to Gardner's (1983) theory of multiple intelligences by combining musical, linguistic, kinesthetic, and interpersonal learning modes, aiming to reduce anxiety and enhance motivation in line with Krashen's (1982) Affective Filter Hypothesis.

The results indicate that the teaching holds a highly positive and reflective perception of using songs for vocabulary instruction. Songs were perceived as effective in fostering student motivation, reducing anxiety, and enhancing recall through repetition, rhythm, and contextualized input. The teaching purposefully selected and adapted songs to match curriculum objectives and learners' cognitive development. Classroom observations confirmed structured lesson stages that integrated singing, gestures, multimedia support, and interactive tasks to reinforce vocabulary learning. However, challenges included students' pronunciation difficulties, the need for age-appropriate song selection, and limited opportunities for students to produce full sentences independently during the production stage.

The research concludes that songs, when carefully selected and strategically implemented, can serve as powerful instructional tools that align with Thornbury's (2002) vocabulary teaching stages, Vygotsky's (1978) sociocultural theory, and Gardner's (1983) multiple intelligences theory. This research underscores the need for intentional instructional design, reflective teaching practice, and institutional support to maximize the pedagogical potential of songs in teaching English vocabulary to young learners.

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CHAPTER I

INTRODUCTION

This chapter presents the foundational aspects of the research. It includes the background of the research that explains the rationale for conducting this research, the scope that limits the focus of the investigation, and the research questions that guide the research. In addition, this chapter outlines the objectives to be achieved, the significance of the research for relevant stakeholders, and the definitions of key terms used throughout the research. These components are essential in building a clear and focused framework for understanding the problem and direction of the research.

A. Background of the Research

Vocabulary is one of the key components of language learning, providing the necessary foundation for learners to develop proficiency in the four major language skills: listening, speaking, reading, and writing. Nation (2001) asserts that vocabulary knowledge is central to language learning and communication because words are the building blocks of sentences and ideas. Learners who possess strong vocabulary knowledge are better equipped to express themselves clearly, comprehend spoken and written texts, and interact meaningfully in various contexts.

In the context of elementary education, vocabulary teaching presents unique challenges due to the diverse cognitive development, attention span, and motivation levels of young learners. Cameron (2001) points out that children require a rich and engaging language environment to acquire vocabulary effectively. This includes exposure to authentic materials, multimodal input, and interactive experiences that can stimulate curiosity and memory.

Observations conducted at MIS Mambaul Ulum Dahu Kediri revealed several critical challenges in vocabulary instruction. Students often showed low enthusiasm during English classes, especially when learning vocabulary through conventional methods such as rote memorization or textbook drills. These traditional techniques often failed to maintain students' interest and enthusiasm,

leading to passive learning behaviors. Additionally, students had limited opportunities to engage with diverse and innovative learning resources that could make vocabulary learning more appealing and meaningful.

To address these limitations, the use of song as a teaching media has been proposed as a creative and effective solution. Song provides learners with exposure to language in a natural, rhythmic, and repetitive form, which aids memory retention and pronunciation. Griffie (1992) notes that song offer meaningful language context and emotional engagement, helping learners process and remember vocabulary more efficiently. Furthermore, Murphey (1992) emphasizes the value of song in enhancing students' motivation, attention, and emotional connection to the material. Brewster, Ellis, and Girard (2002) support the integration of song by highlighting their role in building listening skills, pronunciation accuracy, and syntactic awareness.

Therefore, this research aims to explore the perceptions of English teachers at MIS Mambaul Ulum Dahu Kediri regarding the use of song in vocabulary instruction. By examining how song is implemented, the strategies adopted by teaching, and their experiences both challenges and successes the research seeks to provide a nuanced understanding of the pedagogical potential of song in language teaching.

B. Scope of the Research

The research is limited to exploring the perceptions of English teaching at MIS Mambaul Ulum Dahu Kediri concerning the use of song as a media for vocabulary instruction. Specifically, it investigates:

1. How teacher view the role of song in vocabulary teaching.
2. The types of strategies teacher use when implementing song in the classroom.
3. The advantages and limitations they observe during the teaching process.

The scope does not include direct assessment of student vocabulary gains through testing. Instead, it focuses on the subjective experiences, classroom practices, and reflections of teacher who use song as part of their teaching methodology.

C. Research Questions

1. How do teacher's s perceive the use of song in vocabulary instruction?
2. How are song implemented in teaching vocabulary in the classroom?
3. What benefits and challenges do teacher's experience when using song in vocabulary instruction?

D. Objectives of the Research

1. To examine teacher's perceptions of using song as a media for vocabulary instruction.
2. To analyze the instructional strategies used by teacher's in implementing song during vocabulary lessons.
3. To identify the observed benefits and challenges teacher's experience in applying song in English vocabulary teaching.

E. Significance of the Research

1. For Teacher's

This research provides practical insights into how song can be used to support vocabulary acquisition. It may help teachers to develop more effective and enjoyable learning experiences that accommodate young learners' interests and cognitive abilities. Moreover, it contributes to reflective teaching practices by encouraging educators to evaluate and improve their instructional methods.

2. For Students

By promoting the use of song, the research highlights an engaging and fun way for students to learn English vocabulary, which can improve their motivation, participation, and language retention. Song can provide repetitive exposure to target vocabulary in a less stressful and more natural manner, supporting auditory learners in particular.

3. For School Administrators

The research findings can inform decision-making on curriculum development, teacher training programs, and the inclusion of creative media such as song in teaching materials. It advocates for schools to invest in musical resources and professional development that supports innovative pedagogies.

4. For Future Researcher

The research provides a foundation for further investigation into the use of music, multimedia, or other non-traditional methods in language instruction. It opens avenues for comparative studies between traditional and music-based instruction and supports the development of theory-informed, learner-centered pedagogies.

F. Definition of Key Terms

1. Vocabulary Instruction

In this research, vocabulary instruction refers to the specific process applied by the English teacher at MIS Mambaul Ulum Dahu Kediri in introducing, practicing, and reinforcing English vocabulary for fifth-grade students using song-based media. The instruction includes activities such as presenting vocabulary through gestures and multimedia, practicing vocabulary through singing and worksheets, and reinforcing it through repetition and interactive tasks. This operational definition follows Thornbury's (2022) three stages of vocabulary teaching: presentation, practice, and production.

2. Song as Teaching Media

In this research, song as teaching media refers to English songs used by the teacher during the vocabulary teaching process as instructional tools to enhance students' engagement, retention, and understanding of new English words. These songs are integrated into the lesson plan, aligned with the curriculum, and implemented through structured classroom stages, including pre-teaching, whilst-teaching, and post-teaching. The selected songs are simple, age-appropriate, and support vocabulary related to specific topics, such as body parts.

3. Teachers' Perceptions

In this research, *teachers' perceptions* refer to the beliefs, opinions, and personal evaluations of the English teacher at MIS Mambaul Ulum Dahu Kediri regarding the use of song in teaching English vocabulary. These perceptions are explored through semi-structured interviews and are reflected in the teacher's planning, implementation strategies, and reflections on the benefits and challenges of using songs in vocabulary instruction.

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