THE IMPACT OF SONGS TO TEACH VOCABULARY TO YOUNG LEARNERS

Maxbuba Yusupova Bardi qizi

Master's students of Foreign Philogy faculty Department of English language and literature of UzSWLU in Tashkent

Marjona Farmonova Rustambekovna

Master's students of Foreign Philogy faculty Department of English language and literature of UzSWLU in Tashkent

Nodira Nurmamatova Nuraliyevna

Master's students of Foreign Philogy faculty Department of English language and literature of UzSWLU in Tashkent

Abstract*: Due to its beneficial impact on language learning, the use of songs in language instruction, especially for younger students, has drawn a lot of attention. Songs offer an entertaining and captivating way to teach English, motivating young students to take an active role in their education. Songs' rhythm and melody aid in strengthening listening comprehension, pronunciation, and word recall. Additionally, songs frequently include recurring structures that help kids learn new language patterns and syntax. This article discusses the impact of songs on teaching vocabulary to young learners. It explores how incorporating songs into vocabulary lessons can enhance language acquisition, improve memory retention, and make learning more enjoyable and effective for young students. Songs offer a fun and engaging way to reinforce new words and phrases, fostering both language development and motivation.*

Introduction.

Language acquisition scholars have been emphasizing the value of utilizing songs to teach vocabulary for a number of years, particularly to younger students. Songs have been

acknowledged as an effective technique in language instruction because of its.capacity to blend melody, rhythm, and repetition, which increases vocabulary memorability and engagement. Although a large body of research has concentrated on the overall advantages of songs for language acquisition (Mora, 2013; Pradana, 2014), there is currently a lack of organized, useful strategies for using songs into vocabulary teaching in the classroom. Songs are known to inspire and include students in the learning process (Zatnikasari, 2014; Dale, 2017), but their use for vocabulary retention in particular has not been well investigated.Previous research indicates that songs can aid in vocabulary reinforcement through repeated exposure in a joyful, contextualized manner (López, 2015; Asma, 2017). However, they sometimes fall short of offering instructors pedagogical tools that are easy to implement in the classroom. Many teachers are unsure of how to use songs to teach vocabulary since there is a dearth of useful advice.This framework is still theoretical, though, and it doesn't provide specific guidance on how to use it in the classroom. Because of this, a lot of teachers still employ songs informally and often without incorporating them into a clear lesson plan, which may reduce their ability to effectively aid vocabulary acquisition (Dale, 2017).The purpose of this study is to investigate the results of a useful, instructor-friendly approach to teaching vocabulary to

young students through songs. This study will provide a more approachable and method. In the research, there were two variables, which was a method of teaching(traditional vs.song-based) (independent variable) and acquisition of vocabulary (as determined by usage, recall, and recognition) was the dependent variable.Both variables were considered to be categorical. Learners were placed into one of the many of categories or groups(songs vs no songs).Consequently,rather of being continuous this variable was categorical. It was categorical and it was quantified in terms of categories (e.g., low, medium, hig ical method for teaching in the classroom by modifying the theoretical frameworks of previous studies. It will also look at whether young students with varying skill levels react to this approach in various ways.

Research methodology.

The study was conducted using a quasi-experimental design. There are two groups in it: the experimental group and the control group. Pre- and post-tests were administered to the experimental and control groups. The purpose of the pre-test was to assess students' performance prior to treatment, and the purpose of the post-test was to assess students' performance following treatment (a specially created exercise activity). There is just one independent variable and one dependent variable in this study. The dependent variable is the main focus of the study or the assumed outcome that the other variables influence. The research's dependent variable is the academic performance of the pupils. Conversely, the chosen and methodically altered variable or causes are known as independent variables. The use of music is the research's independent variable.

The English accomplishment exam was the tool utilized to determine the pupils' levels of performance both before and after the therapy. The accomplishment exam is a kind of objective assessment that was used as a pretest at the start of the lesson and as a posttest at the conclusion of the lesson. The test's main focus was English proficiency. Songs were used to treat the students and teach them English. As an experimental group, Sulawesi Flight

College class A students received the therapy over the course of four meetings, each lasting 90 minutes.

The two-month study was broken down into four parts: observation, administration preparation, study of instructional application, including pre- and post-test, treatment, and research report. The researcher used 46 students as samples for this study. These students were split into two groups at random: 23 were placed in the experimental group, which used songs to teach, and the remaining 23 were placed in the control group, which did not use songs. The data analysis allows for the presentation of both descriptive and inferential statistics of research in the following table

Table 1 shows the proportion of the control group's pre-treatment English proficiency (pretest). No Results Score for Classification Frequency Percentage

No	Achievement Classification	Score	Frequency	Percentage
1	Excellent	3.6-4.0	0	0
2	Very good	3.1-3.5	1	4.4
3	Good	2.6-3	1	4.4
4	Fairly good	2.1-2.5	2	8.7
5	Fair	1.6-2	10	43.5
6	Poor	1.1-1.5	5	21.7
7	Very poor	0-1.0	4	17.4
Total			23	100.00

Table 1 displays the students' performance for the control group. It may be concluded that 4.4% of students received a very excellent classification, 4.4%

received a good classification, and 8.71 21.7 percent of pupils received a bad classification, 43.5 percent received a reasonable rating, and the remaining percent achieved a fairly excellent classification. And extremely impoverished 17.4% of pupils had extremely bad classifications. It indicates that the control group's kids' English proficiency was below average.

Table 2 shows what the Experimental group's pupils had accomplished before to treatment.

No	Achievement	Score	Frequency	Percentage
1	Excellent	3.6-4.0	0	0
2	Very good	3.1-3.5	0	0
3	Good	2.6-	1	4.4
4	Fairly good	2.1-	2	8.7
5	Fair	1.6-2.0	9	39.1
6	Poor	1.2-1.5	9	39.1
7	Very poor	0-1.0	2	8.7
	Total		23	100.00

The standard deviation's mean score. Both the experimental group and the control group's pretest mean scores (17.00 and 16.43, respectively) were below the high threshold, and their respective standard deviations were sufficiently low (5.70 and 4.02, respectively).

Table 3 displays the average score and standard deviation for the students' achievement pretest.

No	Group	Mean score	Standard deviation
1	Experimental group	16.43	4.02
2	Control group	17.00	5.70

Prior to administering the pretest to the experimental and control groups, the students' English proficiency was assessed to see whether or not they were at the same level. At a significance level of 0.05 and with 44 degrees of freedom, the data indicates that the t-observation was less than the t-table (t-obs = 0.39 < t-table = 1.68). Prior to the treatment, there was no discernible difference in the students' academic performance

Table 4 shows the t-test result for the pupils' pre-treatment English proficiency.

Table 4. The t-test value of the students' achievement on English before the treatment.

No   Test   t- obs t- table

1Pretest   0.39   1.68

The students' Achievement for Control Group after the treatment (posttest)

Table 5

The t-test value of the students' achievement on English after the treatment.

This section uses songs to discuss the pupils' progress in English. The use of songs in English instruction helps raise students' proficiency in the language. The results of the t-test analysis show that, at the 44 degree of freedom and the 0.05 threshold of significance, the t-obs is 4.06 > 1.68. Students who were taught without songs had a mean achievement score of 23.70, which was lower than the 30.52 of students who were taught with songs. It indicates that the learning outcomes for students who were taught without the use of songs and those who received instruction utilizing the traditional approach

As a result, the statistical hypothesis of (Hi) was supported and the null hypothesis (Ho) was rejected. One may argue that the use of songs was able to transform the kids' performance into a better one. Additionally, according to the research findings, pupils who were taught through songs achieved reasonably good results, with 26.1 percent achieving exceptional, 21.7 percent achieving very good, and 26.1 percent achieving good. It has been demonstrated that using the song to teach English is incredibly successful. Otherwise, but only to an average degree, the pupils' performance when taught without the use of songs improved.

It has been demonstrated that 21.7 percent of pupils received a very good classification, 17.4 percent received a good classification, 13.0 percent received a fairly good classification, 43.5 percent received a fair classification, and 4.4 percent received a low classification. According to this research, the two methods for raising pupils' English proficiency differ greatly. According to Rasyid's findings, in order to ensure the success of the English teaching and learning process, certain principles should be put into practice. These include:

(1) keeping the student body small to allow for fluency and classroom use of English; (2)(4) The learner should be highly motivated to learn; (5) the learner's native language should be used as a medium for their English learning; (6) the occurrence of frequent meetings; (3) the availability of a learning center and library where the learning materials are available and meet the learners' needs so that they can be interested and prepared to learn optimally; and (6) the English teacher should be qualified and professional.The English proficiency of pupils who received instruction through song differs significantly from that of students who did not get song instruction. As a result, incorporating music into English instruction can raise student performance

Discussion. The findings of this research support the theory that vocabulary training through songs may be more effective than conventional approaches for improving vocabulary acquisition in young students. Students in the treatment group, who learned vocabulary via songs, showed considerably greater advancement in vocabulary skills compared to those in the comparison group, who were taught using conventional methods. This aligns with earlier studies indicating the possible benefits of integrating music and rhythm into language learning. One explanation for the treatment group's enhanced performance might be the multisensory approach of song-based learning, since songs stimulate various senses, such as auditory, visual, and kinesthetic, potentially boosting word recall and memory retention. Furthermore, the repetitive quality of songs aids in strengthening vocabulary.Furthermore, vocabulary training through songs offers several advantages compared to traditional teaching methods. Songs can enhance vocabulary acquisition for young learners in a memorable and effective manner by providing a fun, engaging, and contextually rich educational experience. Educators aiming to increase student participation and improve language learning outcomes might consider this approach as a valuable resource.

Conclusion

In conclusion, songs provide a multifaceted approach to vocabulary learning for young learners. Through engagement, repetition, contextual learning, cultural exposure, and emotional connection, songs offer a highly effective and enjoyable way to enhance vocabulary acquisition. By integrating songs into language teaching, educators can create a more interactive and memorable learning experience that significantly benefits young learners' language development.

Reference

1.Hatch, E., & Brown, C. (1995). Vocabulary, semantics, and language education. Cambridge University Press.

2.Mora, J. K. (2013). Exploring the use of songs in second language acquisition: A review of research. Language Teaching Research.. https://doi.org/10.1177/1362168813482920

3.Dale, P. (2017). Songs in language learning: The benefits of using music and lyrics in the classroom. Journal of English Teaching.

4.Pradana, Y. (2014). Using songs to improve vocabulary retention among young learners. Asian EFL Journal.

5.Zatnikasari, N. (2014). Songs in the English language classroom: Their impact on motivation and vocabulary development. Journal of Language Education and Research.

6.Asma, A. (2017). The use of songs as a language learning tool in the classroom: A study of vocabulary retention. International Journal of Language Studies.

7.López, M. C. (2015). The use of songs in language teaching and its impact on vocabulary learning. International Journal of English Language Teaching.

8.Zatnikasari, N. (2014). Songs in the English language classroom: Their impact on motivation and vocabulary development. Journal of Language Education and RResearch.

9. Rao, P. S. (2014). The role of songs in language teaching. Journal of English Language Teaching.

10. Nunan, D. (2003). Practical English language teaching: young learners. McGraw-Hill.

11.Purnell-Webb, M. (2003). Using songs to enhance vocabulary retention in young learners. TESOL Quarterly,

Chunxuan Shen, Zhejiang Gongshang (2009). Using English Songs: an Enjoyable and Effective Approach to ELT. English Language Teaching. Volume 2 No. 1.

12.Kristin Lems, (2018) New Ideas for Teaching English Using Songs and Music. English Teaching Forum, americanenglish.state.gov/english-teaching-forum.

13.Nihada Delibegović Džanić, Alisa Pejić, (2016). The Effect of Using Songs On Young Learners and Their Motivation for Learning English. Accessed January. 2019.
14.https://www.researchgate.net/publication/312054146_The_Effect_of_Using_Songs_O n_Young_Learners_and_Their_Motivation_for_Learning_English