ABSTRACT

Songs appear to bring many advantages to the teaching of vocabulary. One of the advantages is that songs are easily adapted. How the songs are used depends on the teacher and on what the teacher wants to do with the students. Other advantage is that songs provide a means to practice and develop vocabulary. The value of songs in motivating students to learn English and enhancing learner involvement is widely acknowledged by ESL practitioners (Reeve and Williamson, 1987:86). The vocabulary acquisition through songs makes the writer interested in putting the uses of songs as the object of her study. Along with the advantages of using songs in vocabulary acquisition, the writer wishes to find out the differences of young learners’ vocabulary acquisition taught through songs and young learners taught without songs. In this qualitative study, the writer attempts to explain the significance differences of vocabulary acquisition that appear in young learners taught through songs. Afterwards, the study has found that within particular period of time young learners taught through songs can acquire more than two hundreds new vocabulary which also means they are in the beginner level of language comprehension based on DK ELT Graded Readers. Finally, the writer concludes that the uses of songs in language learning process is a good way of increasing young learners’ vocabulary acquisition and encouraging them to enrich their vocabulary through fun activity.

Keywords: vocabulary acquisition, young learners