

The Song To Improve Students' Vocabulary At Sanggar Bimbingan Sungai Buloh Kuala Lumpur Malaysia

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ABSTRACT

Vocabulary is a critical element in acquiring proficiency in the English language. This study employs a qualitative descriptive methodology, utilizing observation and interviews as data collection techniques. A class comprising eight children was selected as respondents through purposive sampling at Sanggar Bimbingan Sungai Buloh, Kuala Lumpur, Malaysia. The research aims to address the following questions: 1) What are the students' perceptions of using songs to learn English? 2) What strategies does the teacher employ when incorporating songs into English lessons? 3) What is the effect of using songs on students' vocabulary development? The study's findings are as follows: 1) Students believe that incorporating songs into English learning significantly aids in mastering new vocabulary and makes the learning experience more engaging and enjoyable. 2) The teacher's approach involves introducing vocabulary related to the song, singing the song collectively, conducting group activities centered on the song, and assigning tasks related to the song. 3) The impact of using songs in English learning includes heightened student motivation, improved vocabulary, and a generally more enjoyable learning atmosphere.

INTRODUCTION

Learning vocabulary is one of the most crucial aspects of learning English (Purwanti, 2021). Therefore, using vocabulary will facilitate communication. So, when the students are lack of vocabulary mastery, they will struggle to communicate since they will not have enough vocabulary to draw on. Vocabulary can effectively communicate ideas both orally and in writing (Agassy, 2020), can make communicating in a foreign language simpler, while failing to grasp vocabulary will make it challenging for pupils to speak in a foreign language.

Students must possess a strong vocabulary as part of their study of the English language because it is a crucial tool for communication (Ella & Rosnija, 2021). The most important skill to have when learning English is vocabulary mastery (Mardianti, 2022b), and there are a variety of factors that significantly impact kids' language development (Ella & Rosnija, 2021). There are a number of issues with learning vocabulary, (a) that many youngsters have trouble with it and have a very small vocabulary, which can make speaking difficult (Agustina, 2016b), (b) the lack of vocabulary-learning medium and sole reliance on speech, which causes the kids to lose focus and have difficulty understanding terminology (Agustina, 2016b), (c) teaching youngsters English vocabulary is formal or stiff, which puts pressure on them to acquire the language and expand their vocabulary while also making them feel anxious (Agustina, 2016b). Learning vocabulary requires a lengthy process of memorizing, comprehending, and using terminology because vocabulary is how the English language expresses meaning (Ella & Rosnija, 2021).

To deal with the mentioned problem above, this research aimed at implementing song to improve students' English skill, specifically vocabulary, that can assist a speaker in communicating. It is possible to use a variety of techniques to get around obstacles when learning English vocabulary (Farikha & Yosephin, 2022). One of the strategies and methods for learning vocabulary is to use songs to make it easier and have enough vocabulary storage. Additionally, acquiring vocabulary requires the proper approach so that children are engaged in the process and do not get bored. These techniques can help students become more proficient in the language while also making the English class more enjoyable.

Teaching techniques that are effective and can teach students how to be happy in class, according to (Cotle & Gracia, 2014), one application that makes students in class happy is by applying or playing songs, because songs are considered broad for resources for priceless teaching in a classroom. Because some students enjoy listening to English-language songs and the majority of them agree that listening to songs with music has many advantages, including improving vocabulary, learning to read and write, and enjoying the melody and harmony of a song itself, teachers can also use songs as a medium to help students learn vocabulary or master it. Children tend to understand lessons when they are taught using songs, which often include a variety of visual aids. Song and music are associated as forms of art, but a song must also have a creative element in every word, not simply the lyrics. Because of this, it is important for teachers to understand the rationale behind, adaptations to, and advantages of these tools in order to motivate them to use them in their lessons (Mardianti, 2022). The use of songs in the classroom can then be carried out using a variety of techniques and resources, and in this case there is a strategy where the songs are applied in the form of lyrics, background music, and rhythmic activities. The majority of youths and even most or all Indonesians prefer to listen to or sing English-language songs at the moment, and there are English songs in every country in Indonesia (Farikha & Yosephin, 2022).

From there, the researcher employed songs to broaden the vocabulary of fifth-grade children at the Sanggar Bimbingan Sungai Buloh in Kuala Lumpur, Malaysia, so that those who are taught through songs can be interested and happy when learning Foreign languages and children will also like and enjoy singing songs in Foreign languages because the lyrics are very simple and easy for children to understand (Chaingam, n.d.). Songs can be used to teach vocabulary basics at the children's stage such as the names of body parts, colors, names of objects, and many others. It can also use a simple song structure that is expected in each verse so that children can understand it without having to learn a lot of new vocabulary or grammar. However, if applied all at once, it will be challenging because if it is taught at the same time,

the children will be confused, and it will result in students who are unwilling to learn foreign languages (Bawawa, 2020).

In discussing the songs that will be utilized for children, the lyrics must be straightforward and easy to understand in order to help pupils learn foreign languages and expand their vocabulary (Ella & Rosnija, 2021). It is highly interesting to study when songs are used in English lessons and to broaden students' vocabularies. Because young learners are so distinctive and differ from adult educators in a number of ways, some people claim that Piaget is the author of this idea, which encourages kids to take an active role in their language acquisition (Agustina, 2016). In order for students to think creatively by using brainstorming to solve an issue, they must be able to demonstrate their abilities or perhaps the presence of the language they comprehend and that is used to talk about songs, such as verbs or adjectives, after listening to songs. Children will like learning songs that are utilized since it is simple and enjoyable to memorize language and because they will be used at a higher level (Farikha & Yosephin, 2022).

Songs about body parts, for example, and other vocabulary can be used by teachers to teach children in English classes, making it simpler for kids to learn vocabulary. This is a very effective way to increase kids' vocabulary because it allows them to memorize words without having to struggle with learning them one at a time. As they learn English, they also experience happiness and joy (Ella & Rosnija, 2021).

Songs can be used as a tool to help in vocabulary learning, because employing songs can stimulate kids to learn and pique their interest, pupils will be highly passionate about the learning process. There are many people who have had experience learning English via songs, and the use of songs for language learning has drawn the attention of students and teachers worldwide. Since songs can be used to teach English, teachers may want to think about employing them in the classroom (Farikha & Yosephin, 2022). The major tool for fostering variety and developing strategies for successful English learning can be this experience (Purwanti, 2021). From this, it can be seen that employing the strategy of using songs is critical to effectively teaching English. Given that learning English has taken on social significance and has emerged as a global language for science, teachers must use this technique to effectively teach English in a way that inspires and motivates students. to attain meaningful learning in the classroom (Bawawa & English Education Studies, 2020). Furthermore, studying vocabulary can assist kids learn English and will make it simpler for them to succeed (Asiyah Siti, 2020).

There are numerous steps in implementing an English song, the first of which is to introduce the song by playing it or by the teacher singing it. This makes it simple for kids to

know, retain, and grasp the terminology, which is why the teacher uses this method. The music educated (Agustina, 2016b). The second instructs students to complete tasks, listen, receive worksheets, and then discuss them collectively (Manado, n.d.) The third step is to guide students through the song line-by-line so they can memorize it and sing it on their own. The fourth step is to guide students through group song-singing activities that they find enjoyable, such as playing games that involve singing and songs, such as competing both individually and in groups (Agustina, 2016b).

Based on the description above, the purpose of this study is to explore how songs can be used to enhance vocabulary learning. This research will differ from previous studies in several ways due to its unique focus on the children of migrant workers in Malaysia, who have distinct emotional, psychological, and social characteristics compared to typical students (they often lack a stable identity). The specific differences in this research include: (1) Subject of the Research This study focuses on the children of migrant workers in Malaysia, who have unique emotional, psychological, and social challenges, necessitating special treatment to address their distinct needs. (2) Learning Environment The impact of studying in an informal school setting on student motivation is considered, as this environment significantly influences their learning experiences (Maghfiroh & Dyah Atiek et al., 2023). (3) Research Methods The study employs interviews and observation tools to gather accurate and relevant data, ensuring a comprehensive understanding of the impact of using songs on vocabulary acquisition. Through these approaches, the research aims to provide valuable insights into how music media can effectively improve vocabulary mastery among this specific group of students.

METHODS

Research Design

This research uses a descriptive qualitative method that is closely related to the collection and interpretation of data in the form of interviews and focuses on attention using various techniques. There are several approaches in qualitative methods, including the interpretive approach which gives meaning to the research subject and the naturalistic approach which emphasizes more on humans and their interactions in a social context (Bawawa & English Education Studies, 2020). This method, which is based on the investigation of qualitative approaches and phenomenological research, can help in the exploration of teachers' and students' experiences and opinions on vocabulary teaching strategies through songs, as well as the effectiveness and students' experiences of these strategies (Telaumbanua et al., n.d.).

Instrument and data Analysis technique

In this study, the first data was obtained from the interview instrument to find out students' responses to the use of English nursery rhymes to improve their learning. and secondly, observations were used to investigate the use of song in teaching vocabulary. The collected data were then analyzed by applying Miles and Huberman model including data reduction, data display, and data verification.

Research Subject

The participants in this study were students of grade 5 elementary school, aged 10 to 11 years. They were students at an informal school in Malaysia, specifically the children of migrant workers. This demographic has unique emotional, psychological, and social characteristics, which differ from those of typical students. These children often face identity challenges and require special treatment to address their specific needs.

RESULT AND DISCUSSION

Students' perception about using song in English learning

Data obtained about student perceptions regarding the use of song lyrics as a medium to improve vocabulary mastery in class V from the results of class observations and interviews taken by 4 students as follows;

"I think learning using this song is very interesting and really helps improve vocabulary".[R1]

"In my opinion, learning English using this song is very easy to understand and makes you happy; but sometimes it is difficult to understand because you have to practice a lot to be able to understand the vocabulary in the song."[R2]

"In my opinion, learning English using songs is very difficult and difficult to understand, because I think the intonation used is very fast and difficult to understand."[R3]

This is in accordance with the results of the research by (Damayanti, 2022). which shows that the use of songs can increase students' vocabulary. Apart from that, the use of songs also helps reduce stress in learning and that songs make children relax and happy (Anggaira et al., 2022). Learning using songs is also a strategy for teaching students to memorize English vocabulary. Apart from that, songs are suitable for raising students' enthusiasm for learning. Through songs, the learning atmosphere becomes more intense relaxing and fun, so it's not makes students bored and fed up in following the teaching and learning process in class.

Data on student perceptions regarding the use of song lyrics as a medium to improve vocabulary mastery in grade 5 was collected through class observations and interviews with four students. The findings were categorized into three distinct types of perceptions.

Table 1. Categories of Students Perception

No	Categories	Description
1	Positive Perception (Enjoyment and Effectiveness)	<ul style="list-style-type: none"> - Students in this category find learning through songs to be enjoyable and effective in improving their vocabulary. - Supporting Research: This aligns with research by (Damayanti Putri, 2022), which indicates that using songs can increase students' vocabulary.
2	Mixed Perception (Enjoyment with Challenges)	<ul style="list-style-type: none"> - Students in this category enjoy learning through songs and find it easy to understand most of the time, but they also encounter challenges that require additional practice. - Supporting Research: The use of songs helps reduce stress and makes learning more relaxing and enjoyable, as noted by (Anggaira et al, 2022).
3	Negative Perception (Difficulty with Intonation and Understanding)	<ul style="list-style-type: none"> - Students in this category find learning through songs to be difficult due to the fast intonation and challenges in understanding the lyrics. - Supporting Research: While songs can enhance vocabulary and reduce learning stress, some students may struggle with the pace and complexity of the lyrics.

These categories indicate that while the majority of students perceive learning through songs positively, recognizing it as an enjoyable and effective method to improve vocabulary, there are some who experience challenges due to the fast-paced nature of the lyrics.

Table 2. Benefit and challenge

No	Benefit	Challenge
1	Increased Vocabulary: Songs are effective in helping students memorize and understand new vocabulary.	Comprehension Difficulties: Some students find the fast intonation and complex lyrics challenging, requiring additional practice to fully understand the vocabulary.
2	Reduced Stress: The use of songs creates a relaxed and enjoyable learning environment, which helps reduce stress.	
3	Enhanced Motivation: Songs can boost students' enthusiasm and make the learning process more engaging and less monotonous.	

These insights suggest that while songs are a valuable tool in vocabulary acquisition, teachers should be mindful of the varying levels of student comprehension and provide additional support where needed to ensure all students can benefit from this method.

Here are more detailed insights into why the authors believe using songs will support students in vocabulary acquisition, taking into account the varying levels of student comprehension and the need for additional support. Here some possible reasons and mechanisms based on common educational theories and practices:

1. Multisensory Learning:

Engaging Multiple Senses: Songs engage auditory, visual, and kinesthetic learners through music, lyrics, and rhythm, catering to different learning styles.

Memory and Retention: The melody and repetition in songs can aid in better memory retention compared to traditional methods of vocabulary learning.

2. Contextual Learning:

Meaningful Context: Songs often provide context for vocabulary words within the lyrics, helping students understand and remember words through stories or scenarios.

Cultural Relevance: Many songs reflect cultural contexts, which can make learning more relatable and engaging for students.

3. Emotional Connection:

Emotional Engagement: Music can evoke emotions, which can create a stronger connection to the material and enhance motivation to learn.

Enjoyment and Motivation: The enjoyment of music can make the learning process more fun and less stressful, encouraging more active participation.

4. Repetition and Reinforcement:

Natural Repetition: Songs often have repetitive structures, which can help reinforce vocabulary through repeated exposure.

Reinforcement Through Singing: Singing along with songs allows for active repetition, which can further embed vocabulary in students' memories.

5. Pronunciation and Listening Skills:

Improving Pronunciation: Singing along with songs helps students practice pronunciation in a natural and enjoyable way.

Listening Comprehension: Listening to songs helps improve students' listening skills, an essential part of language acquisition.

6. Social Learning:

Collaborative Learning: Learning songs together can foster a sense of community and collaboration among students, promoting a supportive learning environment.

Peer Learning: Students can learn from each other as they practice and discuss song lyrics, enhancing their understanding through peer interactions.

7. Scaffolding and Differentiation:

Scaffolded Learning: Teachers can scaffold the learning experience by providing additional support, such as pre-teaching vocabulary before introducing the song or using visual aids.

Differentiated Support: Teachers can differentiate support based on individual student needs, ensuring that students at different comprehension levels can benefit. For instance, more advanced students might analyze complex lyrics, while beginners focus on basic vocabulary.

8. Supplementary Materials:

Enhanced Learning Materials: Teachers can provide supplementary materials like lyric sheets, vocabulary lists, and comprehension questions to support students' understanding.

Interactive Activities: Follow-up activities such as vocabulary games, discussions, and creative projects related to the song can deepen comprehension and engagement.

9. Real-World Application:

Authentic Language Use: Songs often use authentic language and expressions, exposing students to real-world vocabulary and usage.

Cultural Exposure: Songs can introduce students to cultural nuances and idiomatic expressions, enriching their language learning experience.

10. Adaptability and Accessibility:

Variety of Genres and Styles: The wide variety of musical genres and styles means that teachers can select songs that are appropriate for different age groups, cultural backgrounds, and language levels.

Accessibility: Songs are widely accessible through various media, making them an easy-to-use resource for teachers and students alike.

The authors believe that songs provide a multifaceted approach to vocabulary acquisition that addresses cognitive, emotional, social, and cultural aspects of learning. By being mindful of the varying levels of student comprehension and providing additional support, teachers can ensure that all students benefit from this engaging and effective method.

The implementation of Song in learning vocabulary

From the observation data above regarding how teachers carry out English learning using songs, what the teacher must do is:

Implementation of songs by teachers in vocabulary learning

- (1). Firstly, the teacher introduces some vocabulary;
- (2). Secondly, teacher invites students to sing together;
- (3). Thirdly, teacher plays group activities with song.
- (4). The last, students are asked to fill the task about the song

Apart from discussing research findings related to basic learning using songs that have been written by teachers and students (SMK Negeri, n.d.). Teaching uses songs at Sanggar Bimbingan Sungai Buloh Kuala Lumpur Malaysia where teachers must prepare themselves well before teaching in class to ensure students pay attention to the material. Songs are included in teachers' teaching strategies. To create a good learning process in this field, the most significant categories are seen from the participants' opinions (Gereuw et al., 2022). This data was obtained from observation. This shows that this is the way to implement it and the data is in accordance with research (Damayanti Putri, 2022).

Then, when delivering instructions and teaching techniques that teach vocabulary and its properties, namely song styles and elements that can help students improve their vocabulary mastery, must be available to the teacher in that situation. To find out whether students understand or not, at that time students are given a test (Magnussen & Sukying, 2021). If students fail the exam or are unable to understand, the teacher can explain to them using Indonesian. In addition to producing and providing explanations about the effectiveness of techniques for teaching English vocabulary to students through songs by interpreting aspects in each category and subcategory that utilize writing skills (Purnamasari, 2020).



From the picture above it can be described that the picture is related to student interaction with the song lyrics. **Picture 1.1** This picture depicts students understanding the meaning of song lyrics after writing them. This shows that writing lyrics improves their understanding of the content. **Picture 2.2** This picture shows students practicing song lyrics through movements or body movements, such as pointing to body parts mentioned in the lyrics. This interactive approach helps strengthen vocabulary and understanding while making the learning process more interesting. Both images highlight students' active engagement with song lyrics, displaying different strategies to enhance the learning experience and understanding of the material.

3) The impact of using song in English learning

The interview data above shows the impact of using songs in learning English. Teachers can find out the impact of varying the use of songs to improve the atmosphere of English learning. This research shows that the impact on students regarding the use of songs in learning English is as follows:

"In my opinion, using this song increases my motivation in learning English and makes me enthusiastic about learning."

"I think learning English using my song vocabulary is getting better."

"I thought learning to use songs meant I memorized a lot of English vocabulary."

Researchers must always start the teaching and learning process by singing together at every meeting to learn English. Researchers use songs to expand students' vocabulary in terms of pronunciation (Farikha & Yosephin, 2022). This research shows that there are various the impact related to the use of songs in teaching English for vocabulary mastery for grade 5 students at Sanggar Bimbingan Sungai Buloh Kuala Lumpur, Malaysia. There are three things that can describe how student involvement in introducing English songs can influence student indicators, starting from the students' first attention when listening to the song. Second, they can enthusiastically complete the exercises given by the teacher while still enjoying the song (Ella & Rosnija, 2021). Third, when given exercises to do while listening to music, students showed excellent talent in doing them. Researchers must always start the teaching and learning process by singing together at every meeting to learn English. Researchers use songs to expand students' vocabulary in terms of pronunciation (Farikha & Yosephin, 2022).

Based on the interview data provided, the impact of using songs in learning English can be categorized into both positive and negative impacts. Here's an interpretation of the data and the types of impacts observed:

Positive Impact:

1. Increased Motivation and Enthusiasm:

- Students express that using songs in learning English increases their motivation and enthusiasm for learning. This suggests that incorporating songs into the curriculum helps create a more engaging and enjoyable learning environment.

2. Improved Vocabulary Skills:

- Students report that their vocabulary skills have improved through learning English with songs. This indicates that songs serve as an effective tool for expanding vocabulary and enhancing language proficiency.

3. Enhanced Memorization:

- Students perceive that learning through songs facilitates memorization of English vocabulary. This highlights the mnemonic power of songs in aiding memory retention.

4. Active Engagement:

- Students actively participate in singing together and completing exercises related to the songs. This indicates that songs capture students' attention and encourage their active involvement in learning activities.

Negative Impact:

1. Challenges with Song Usage:

- While not explicitly mentioned in the provided data, potential challenges may arise with the use of songs in teaching English, such as difficulty in understanding lyrics or adapting to the pace of the music. These challenges could hinder some students' learning experiences.

Overall Interpretation:

The findings suggest that using songs in learning English has several positive impacts on students, including increased motivation, improved vocabulary skills, enhanced memorization, and active engagement. However, it's important for teachers to be mindful of potential challenges that may arise and address them effectively to ensure that all students benefit from this approach.

CONCLUSION

To improve students' language achievement, teachers can use varied strategies, such as using song. There are several conclusions drawn based on the results of the study. 1) students perceive that using song in English learning really helps them in mastering new vocabulary and makes learning more interesting and fun; 2) The English teachers incorporate the use of song in teaching simple vocabulary with some steps including introducing some vocabulary about song at the beginning, singing the song together, playing group activities with song, and doing task about the song; 3) the impact of using song in English learning includes making students' motivation in learning English increase, increasing students' vocabulary skills, and making English learning more fun. A limitation of this study is about the number of the subject of the research. A greater number of the subject will give more comprehensive results of the research.

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