



VISIT US

Enhancing Vocabulary in English Learning through Songs in Senior High School

Millen Rahmanisha Utami^{1*}, Muhammad Taridi², and Nisaul Fadillah³

^{1, 2, 3.} State Islamic University of Sultan Thaha Saifuddin

*Corresponding author: rahmamillen46@gmail.com

Abstract

This study aims to improve students' English vocabulary mastery through song-based learning activities at SMAN 12 Merangin. The research method used is Classroom Action Research (CAR) with a qualitative approach. This study was conducted for two cycles. The research subjects were 30 students of class X of SMA Negeri 12 Merangin. The results of the study indicate that the application of song-based learning in English subjects has proven significant in improving students' English vocabulary mastery. This is evidenced by the data of an increase of 83.3% from the initial 66.7% after the application of the song method for 2 cycles of 4 meetings with a duration of 2x45 minutes each meeting. In cycle 1, the highest score was 95 and the lowest was 25, while the highest score in cycle 2 was 100 and the lowest was 50. The increase in the average score from cycle 1 to cycle 2 started from 76.7 to 87.3. This shows that, although the application of songs in English learning as an effort to improve English vocabulary mastery is effective, there are several factors that influence the results. Factors such as motivation, interest, active involvement of students during the learning process, as well as external factors such as the availability of learning media devices such as sound systems. However, the application of this learning method not only improves English vocabulary mastery, but also encourages student activity and interest in learning due to the application of songs in the learning process, thereby creating a more comfortable learning atmosphere, especially for students with an auditory learning style.

Keywords: English Vocabulary Mastery, Classroom Action Research, Song Method in Learning

Received August 3, 2025

Revised August 18, 2025

Published August 20, 2025



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2018 by author.

Introduction

Vocabulary mastery plays a crucial role in mastering English as a foreign language, as it forms the basis for the development of the four core language skills: listening, speaking, reading, and writing (Ali, 2022). However, students at the secondary level often face significant challenges in acquiring and retaining English vocabulary (Iswara et al., 2024). Based on data released by the 2024 edition of the English First English Proficiency Index (EF EPI), Indonesia ranks 80th out of 116 countries worldwide (EF EPI, 2024). Furthermore, based on information released by DataIndonesia.id, Indonesia ranks 13th out of 23 countries in Asia, thus categorizing itself as having low proficiency because it is still below 500 (Rizaty, 2023). Furthermore, the annual trend data of EF EPI in the last 5 years, in 2021, Indonesia's EF EPI score was only 466pt, then in 2022 and 2023 it was 469pt and 473pt, respectively. Although it showed an increase, it decreased again by 5 points in 2024 to 468pt (EF EPI, 2024a). This condition is far behind other Southeast Asian countries, such as Singapore in 2024 achieved a score of 609pt, the Philippines 578pt, Malaysia 566pt, followed by Vietnam with

505pt (EF EPI, 2024b). This problem occurs due to the lack of students' ability to master the English vocabulary.

English vocabulary is the main foundation for mastering English (Chen et al., 2019). However, the problem of Indonesian students' low vocabulary mastery, especially their ability to practice English, is still low (EF EPI, 2024a). This is due to the limited number of vocabulary they master. This problem can be overcome through classroom learning activities appropriate to their level. However, the reality is that many students still find it difficult to apply English in daily activities (Elbes & Oktaviani, 2022; Suryanto & Sari, 2021). These difficulties are often associated with conventional teaching approaches that are largely teacher-centered. (Hameed, 2020), lack contextual relevance, and fail to engage students in an active and meaningful learning process (Ibrohim et al., 2025).

In recent years, pedagogical innovations have increasingly emphasized the integration of affective and contextual elements in language teaching to enhance student engagement and learning outcomes (Razilu, 2025). One such approach is the incorporation of songs into English language instruction (Rusmanayanti, 2019). Songs are not only effective auditory stimuli but also pedagogical tools that present vocabulary in authentic linguistic and cultural contexts (Kumar et al., 2022). The repetitive, rhythmic, and melodic features of songs facilitate vocabulary retention and pronunciation, while fostering a positive emotional climate in the classroom. Furthermore, the use of music aligns with students' digital learning preferences, who tend to respond more positively to interactive learning experiences (Taqwiem, 2024).

Literature Review

Previous empirical studies have shown that song-based learning can significantly improve vocabulary mastery (Mu'arif et al., 2025), listening comprehension (Yuliarini, 2022), motivation to learn (Putu Angellina Indah Iswari, 2024; Wahyuni et al., 2024), and class participation (Ow et al., 2023; Werner, 2020). However, the application of song-based learning in English language teaching, especially in the context of Indonesian secondary education, is still under-explored and requires further empirical validation. Sinulingga (2021) in his study found that the use of English songs in effective learning was able to improve students' vocabulary skills, which initially obtained an average total score of 30 to 80, which means an increase of 50% after being integrated with English songs. In line with the findings of Anisah et al. (2024), the use of songs as a learning medium has a positive impact on student learning outcomes because learning activities become more interactive and enjoyable. However, there are findings that the use of songs as an English learning medium to improve students' vocabulary has a negative side that affects their learning outcomes. Research conducted by Sinulingga (2021) found that some students were still passive, the classroom atmosphere became noisy because English songs used words that were unfamiliar to students so that some students only laughed, there were also students who were enthusiastic at the beginning of the lesson, but looked bored by the end of the lesson. Moreover, if students feel bored and have difficulty participating in learning activities, it will cause new academic problems such as academic procrastination behavior, as a negative impact (Rahmawati et al., 2024).

Several important gaps remain in the existing literature. **First**, most current research has been conducted or taught in more resource-rich settings. Thus, limited empirical evidence exists from under-resourced educational settings or from English for Learning (English as a Foreign Language) contexts in rural or semi-rural areas, such as many parts of Indonesia, where access to technology, materials, and teacher training may be limited. **Second**, existing research often focuses on the short-term impact of song integration in instruction, with limited emphasis on systematic and cyclical classroom implementation using qualitative research designs and Classroom Action Research (CAR) for a single meeting and a single cycle. Consequently, there is insufficient understanding of how the repeated and structured use of songs across multiple instructional cycles affects learners' vocabulary acquisition and engagement over time. Finally, the majority of previous research tends to adopt a qualitative approach. Few studies employ a mixed-methods framework that triangulates vocabulary assessment scores, classroom observations, and student-teacher perceptions, which is essential for gaining a holistic understanding of the efficacy of music instruction in language learning.

In addition, studies with the same context still have gaps in findings, therefore, this study aims to fill the existing literature gap.

This research's interest in using songs to improve English vocabulary is motivated by several reasons. **First**, English is an international language (Rao, 2019) that is widely used, even in various parts of the world, English is an official or second language, which means the crucial role of English that must be mastered by everyone, in this case focused on students because English is a global language that connects interactions between nations. **Second**, the reality in the field is the low achievement of Indonesian students' proficiency scores in mastering English (EF EPI, 2024), and predominantly ranked behind compared to other countries (EF EPI, 2024b). **Third**, the song-based learning approach that was initiated is in line with the characteristics of the current digital generation who tend to be more responsive to multimodal stimuli such as music and audio-visual (Supiarza & Sarbeni, 2021). Songs as a learning medium not only present vocabulary in a real and meaningful context, but also involve affective and sensory dimensions that support long-term memory retention (Bao, 2023). Thus, this study is relevant to test the suitability between innovative learning methods and the learning styles of 21st-century students who demand an interactive, flexible, and enjoyable approach. **Fourth**, the choice of research locus at State Senior High School or "Sekolah Menengah Atas" 12 Merangin (SMAN 12 Merangin), with the reason to enrich the literature from the limitations of previous empirical research that was only conducted in locations with adequate resources. SMAN 12 Merangin is geographically located in a rural area with adequate availability of technology, materials, and teacher training.

This research is the first to use a systematic CAR research design with a model from Kemmis et al. (2014) who developed Lewin's (1946) model in two systematic cycles with each cycle consisting of four stages, which include: planning, action, observation, and repeated reflection. Previous research on a similar topic of integrating songs into learning to improve English vocabulary skills was only descriptive or experimental with one meeting and only used the pure research model from Lewin (1946). In addition, there are gaps in findings in previous research on similar topics. Therefore, this study aims to improve students' mastery of English vocabulary knowledge through the use of songs in English learning for 10th grade students at SMAN 12 Merangin, Jambi. Specifically, this study uses a classroom action research framework to evaluate how song-based pedagogy affects vocabulary mastery, student motivation, and active participation in English learning. The findings of this study are expected to contribute to the enrichment of teaching strategies in EFL contexts and provide evidence-based recommendations for the implementation of innovative, contextually relevant, and learner-centered approaches in vocabulary teaching.

Method

This study uses the Classroom Action Research (CAR) method with a qualitative approach. The reason for choosing CAR in this study is because it aims to improve students' mastery of English vocabulary knowledge (Sumerjaya, 2022) through the use of songs in English learning. The focus of CAR is not only to reveal the causes of learning problems, but more crucially, to provide solutions in the form of real actions to improve the quality of processes and results (Yusron et al., 2023). This study uses 4 research stages guided by the CAR model from Kemmis et al. (2014) which is a development of the CAR research grand model by Kurt Lewin (1946). (Purrohman, 2011). The reason for choosing this guideline is because the CAR stages by Kemmis et al. (2014) are able to explain the series of stages of learning implementation and serve as a solution presented by researchers to resolve problems in learning. The series of stages is presented in the following figure:

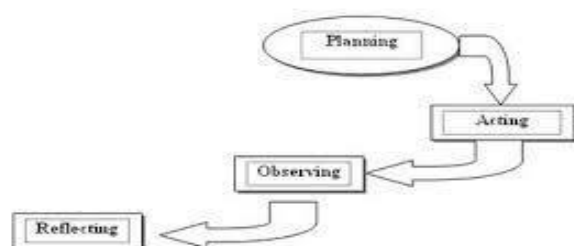


Figure 1: Kemmis et al. Model

This research was conducted in two cycles, each consisting of four stages. First, planning. At this stage, the researcher conducted observations, problem identification, literature review, research objectives, and designed a solution in the form of song integration as a method for teaching English vocabulary (Fitria, 2023). Second, acting or action/intervention. The researcher conducted classroom learning by integrating songs relevant to the lesson theme "Sport and Health." The researcher provided multiple-choice question sheets prepared by the researcher containing English vocabulary from the selected song. The researcher asked students to listen carefully to the song with English lyrics, which was played three times. Students were encouraged to actively participate in the learning process while learning the new vocabulary provided. Third, observing. During the acting phase, researchers observed student responses and the learning process that ensued. This observation phase encompassed student engagement, their ability to respond, master, and remember the vocabulary presented through the song, and how the chosen method influenced the classroom learning process. Furthermore, researchers used observation sheets to record student behavior and monitor student progress. Fourth, reflecting. After completing a series of learning activities, researchers and subject teachers reflect on the observations, conduct evaluations, and observe and analyze student learning outcomes.

This research was conducted over two cycles with each series of stages of the CAR method proposed by Kemmis et al. (2014). The first cycle carried out learning activities for 2 meetings, namely on November 20, 2024 and November 28, 2024 by integrating the song "Dreamers-BTS". Then, for the second cycle was carried out on December 3, 2024 and December 11, 2024 with the song "In My Blood-Shawn Mendes". The time allocation for each meeting was 2x25 minutes. The subjects of this study were 30 students of grade X of SMAN 12 Merangin, Jambi. There were 11 male students and 19 female students. The age range of the students who were the subjects of this study ranged from fifteen to sixteen years. The selection of grade X students at SMAN 12 Merangin as research subjects was based on academic and pedagogical considerations. This study used a qualitative descriptive approach with data collection techniques that included primary and secondary data. Primary data were obtained through vocabulary tests (pre-test and post-test) designed to measure students' vocabulary mastery before and after the implementation of song-based learning (Riswalastika et al., 2023). Meanwhile, secondary data were collected through semi-structured interviews with 30 students and English teachers, as well as documentation in the form of observation notes, photographs, and recordings during the learning process. Data analysis in this study was conducted qualitatively by referring to the Miles et al. (2014) model which consists of three main stages, namely data reduction, data presentation, and drawing conclusions (Miles et al., 2014).

Results and Discussion

Results

In accordance with the research objective, to improve English vocabulary mastery through song-based learning in grade X students at SMAN 12 Merangin, the results of the study indicate such a condition. This condition is demonstrated through a comparison of pre-test and post-test results that experienced a significant increase after the application of song media in the learning process.

In addition, observations during learning indicate that students show high enthusiasm, active involvement in class activities, and improved abilities in the aspects of listening, writing vocabulary, and understanding song lyrics. Findings from interviews with students and teachers also confirm that the use of songs as a learning medium not only facilitates the understanding of new vocabulary, but also increases motivation and a more enjoyable learning atmosphere. Overall, song-based learning is proven to be effective as an alternative strategy in improving students' vocabulary competence in English subjects.

The results of the pre-test as an initial test, showed that out of 30 students, the highest score was 95 and the lowest score was 25 with a total score of 2170 for all students, resulting in an average score of 76.7. In this pre-test, 66.7% of students exceeded the 75 threshold set by the teacher and researcher. To see the development of students' ability to master English vocabulary after receiving treatment in the form of implementing a song-based learning method, a post-test was conducted. The post-test results for 30 students showed the highest score was 100 and the lowest score was 50. The average score was 87.3 with a total percentage of students who obtained scores above the threshold of 83.3%. This percentage represents a significant increase in students' mastery of English vocabulary after the implementation of the learning process using songs. The details of the development of student test results are presented in the following table:

No	Student	Pre-test	Information	Post-test	Information
1	ASR	60	Fail	70	Fail
2	A A	95	Passed	80	Passed
3	ATS	80	Passed	100	Passed
4	DYP	90	Passed	80	Passed
5	DA	95	Passed	95	Passed
6	DEP	85	Passed	95	Passed
7	EAZS	75	Passed	95	Passed
8	EWB	80	Passed	90	Passed
9	FDAP	90	Passed	95	Passed
10	FHN	80	Passed	90	Passed
11	GHS	80	Passed	85	Passed
12	JPA	70	Fail	65	Fail
13	KKA	90	Passed	95	Passed
14	LK	70	Fail	95	Passed
15	MDR	95	Passed	100	Passed
16	MPA	85	Passed	90	Passed
17	NRS	95	Passed	100	Passed
18	OGS	90	Passed	95	Passed
19	PYG	95	Passed	100	Passed
20	RACE	90	Passed	85	Passed
21	RNA	25	Fail	50	Fail
22	SNP	95	Passed	100	Passed
23	SAE	60	Fail	100	Passed
24	SAR	65	Fail	85	Passed
25	TLS	75	Passed	90	Passed
26	VJI	70	Fail	95	Passed
27	YAF	55	Fail	85	Passed
28	MHA	40	Fail	70	Fail
29	GAA	40	Fail	60	Fail
30	TJN	85	Passed	85	Passed
Total		2,300	20 passed	2,620	25 passed
The highest score		95		100	
Lowest value		25		50	
Average		76.7		87.3	
Percentage		66.7%		83.3%	

Table 1: Comparison of Students' English Vocabulary Mastery

Referring to the table above, it is known that the overall score of students in the post-test was at an average success level of 87.3. This condition indicates an increase in student success

compared to the pre-test. During the pre-test, only 20 students managed to obtain a score above the Minimum Competency (KKM) with a percentage of 66.7%. However, after implementing the learning method by incorporating songs into the learning to improve students' mastery of English vocabulary, the post-test score obtained a percentage of 83.3%.

Based on the results of interviews with English teachers of grade X, the learning method using songs has never been done, as expressed "So far, learning activities have never used songs to practice listening skills and increase new vocabulary knowledge for students. It turns out that the results are able to improve student grades, besides students are also not sleepy and more active. So after this I will re-apply songs in learning activities in grade X". The effectiveness of the learning method initiated by this researcher is in line with the research objectives. This is supported by the results of interviews with 30 students. As many as 27 of 30 students agreed that the use of songs in learning can improve English vocabulary knowledge. The majority of students said that they felt happy and comfortable when learning English using songs in the process. Furthermore, they admitted that it was easier to remember new vocabulary, so they could be more active in learning activities.

Discussion

The results of the study showed that song-based learning significantly improved students' English vocabulary mastery. This was evident in the increase in students' average score from 76.7 in the pre-test to 87.3 in the post-test, as well as the increase in the pass rate from 66.7% to 83.3%. These findings support the view Kumar et al. (2022) that using songs in learning can create a comfortable and enjoyable learning atmosphere, as well as increase students' attention and motivation in learning a foreign language. Learning through songs allows students to absorb vocabulary in a meaningful context. This is in line with the opinion Sadiqzade (2024) that songs provide a rich linguistic context, introduce grammatical structures and vocabulary in a fun way, and improve memory retention through rhythm and repetition.

Interviews with teachers and students revealed that the use of songs not only improves vocabulary skills but also encourages active learning, especially for students with auditory learning styles. This is in line with findings Afriyuninda & Oktaviani (2021); Karim et al. (2022); dan Rohmah & Indah (2021) that state that songs can improve students' listening, speaking, and vocabulary skills in learning English. This study also shows that song media plays an important role in overcoming boredom in the learning process (Pocut et al., 2024; Rusmanayanti, 2019). Songs bridge students to engage emotionally, which ultimately contributes to their cognitive engagement. This is supported by research Arief & Isnaini (2020); Baird & Fisher (2005), which found that students showed positive perceptions of learning using songs because they considered it fun and motivating. The results of the study showed that songs can be a powerful tool for enriching vocabulary and understanding word usage in real contexts (Rahman et al., 2024). Through repeated exposure to words in melody and rhythm, learners tend to more easily remember and internalize their meaning and grammatical function (Assalamah, 2024).

Overall, song-based learning can be recommended as an effective alternative strategy for improving English vocabulary (Werner, 2020) for secondary school students. Songs are not only a fun medium but also provide an authentic, contextual, and meaningful learning experience (Bauer, 2020). The use of songs as a learning medium in English teaching has attracted the attention of researchers in recent years (Anggaira et al., 2022). Several studies have shown that songs not only improve vocabulary mastery but also build motivation and a pleasant learning atmosphere (Isnaini & Aminatun, 2021; Karim et al., 2022; Kholid et al., 2024). These findings support the trend of using songs as a learning medium as a relevant and effective pedagogical strategy in the context of English learning at the secondary school level (Rorintulus & Wuntu, 2023). Songs not only function as linguistic aids but also as a means of increasing learning motivation and creating a more interactive and dynamic classroom atmosphere. Pedagogically, the use of songs in English learning can be categorized as an audio-visual approach that suits the characteristics of digital generation students. Songs provide a dual representation of melody and lyrics that support simultaneous understanding and vocabulary reinforcement (Theerapan, 2025). This is also confirmed in research Kumar et al. (2022) stating that the use of songs significantly improves students' vocabulary achievement and reduces anxiety in learning English. However, there are several factors that influence the success of this method, including student learning motivation, the availability of learning media devices (sound

systems), and teacher skills in selecting songs that are appropriate to the theme and student ability level (Whisnubrata, 2024). This finding is in line with studies Rorintulus & Wuntu (2023) stating that the effectiveness of songs in language learning depends on classroom management, appropriate song selection, and supporting infrastructure conditions.

This study highlights the potential of songs as a pedagogical innovation in English language teaching, particularly in developing vocabulary skills. Further research could explore the impact of song use on other aspects of language acquisition, such as pronunciation and grammar comprehension. Furthermore, future research could expand the research subjects, both educational levels and research locus, to examine research trends on the positive impact of song integration into English language learning at each educational level. The results of this study provide important implications for pedagogical practices and curriculum development in English language teaching at the secondary education level. The use of songs has been shown to significantly improve students' vocabulary mastery, indicating that music-based strategies can be an effective learning alternative, especially for students with auditory learning styles and contextual learning preferences.

The practical implication of this research is that English teachers are encouraged to systematically integrate English songs into their lesson plans, not merely as a distraction, but as a primary medium for strengthening vocabulary and listening skills. The songs selected should be appropriate to the learning topic, the students' competency level, and consider cultural diversity and student interests. Therefore, strengthening teachers' capacity in selecting and managing song media through pedagogical training needs to be a priority for educational institutions. From a policy perspective, the results of this study can serve as a basis for developing school policies that support innovative audio-visual-based learning, including the provision of supporting facilities such as sound systems and digital access to educational audio resources. This is crucial to ensure that song-based learning approaches can be implemented optimally and equitably. The theoretical implications of these findings enrich the literature on contextual approaches to English for Learning and support the idea that students' emotional and cognitive engagement can be strengthened through engaging and meaningful media. Further research can further explore the impact of songs on other aspects of language acquisition, such as pronunciation, grammar, and reducing language anxiety, as well as the use of a wider range of song genres, not just pop, so that broader research findings can be obtained from optimizing song integration methods across all song genres.

Research Limitations

Although this study demonstrates positive results in improving English vocabulary mastery through song, there are several limitations that need to be considered when interpreting the findings. **First**, the study was conducted within a limited scope, involving only one class in a single high school with 30 students. This limits the generalizability of the findings to a wider population or different educational contexts. **Second**, the relatively short duration of the study, two learning cycles with a total of four meetings, may not be sufficient to capture the long-term impact of song use on vocabulary mastery or other English language skills. **Third**, the selection of songs in this study was limited to popular genres favored by students. Subjective factors in song selection can affect student engagement and learning outcomes, so results may not be consistent when applied to different types of songs. **Fourth**, this study did not in-depth measure other variables such as learning anxiety, individual learning styles, or students' initial ability background, which may also influence the effectiveness of song-based learning. Therefore, further research is recommended to use broader song designs and uses, involve more diverse populations, and integrate other psychopedagogical variables to obtain a more comprehensive understanding of the effectiveness of the song method in English learning.

Conclusion

This study shows that the use of songs as a learning medium can significantly improve the English vocabulary mastery of grade X students at SMAN 12 Merangin. This is evidenced by the increase in students' average score from 76.7 in the pre-test to 87.3 in the post-test and an increase in the percentage of learning completion from 66.7% to 83.3%. Songs not only function as a medium to introduce new vocabulary in a fun context, but also can create an interactive learning atmosphere,

increase student motivation, and strengthen their active involvement in learning. However, the effectiveness of this method is also influenced by several factors, such as student learning motivation, the availability of learning resources (such as a sound system), and the teacher's skills in selecting and managing songs that are appropriate to the learning theme and student ability level.

Some suggestions that can be given, first, teachers actively integrate songs into learning activities to improve students' vocabulary mastery, especially by selecting songs that are thematically relevant and appropriate to the students' language level. Teachers also need to be given training in designing song-based learning activities to be more structured and directed. Second, schools need to support the implementation of song-based learning by providing supporting facilities such as adequate audio devices and access to English-language digital media sources. Third, curriculum developers should consider integrating songs as a recommended learning medium in the English curriculum, particularly in developing vocabulary and listening skills. Fourth, further research is recommended with a broader scope, encompassing the number of participants, educational level, song genre, and duration. Future research could also explore the influence of song media on other aspects of language acquisition, such as pronunciation, grammatical structure, and the reduction of learning anxiety. Furthermore, a more quantitative approach with an experimental design could be used to test causal relationships in greater depth.

References

- Afriyuninda, E., & Oktaviani, L. (2021). The Use of English Songs to Improve English Students' Listening Skills. *Journal of English Language Teaching and Learning (JELTL)*, 2(2), 80–85.
- Ali, HHH (2022). The Importance of the Four English Language Skills: Reading, Writing, Speaking, and Listening in Teaching Iraqi Learners. *Humanitarian and Natural Sciences Journal*, 3(2). <https://doi.org/10.53796/hnsj3210>
- Anggairra, AS, Aryanti, N., Suryadi, & Tusriyanto. (2022). Songs for Teaching Vocabulary: English Learning Media for Preschoolers. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 6069–6078. <https://doi.org/10.31004/obsesi.v6i6.3254>
- Arief, A., & Isnani, F. (2020). Children Songs as A Learning Media Used in Increasing Student Motivation and Learning in Elementary School. *International Journal of Visual and Performing Arts*, 2(1), 1–7. <https://doi.org/10.31763/viperarts.v2i1.54>
- Baird, D. E., & Fisher, M. (2005). Neomillennial User Experience Design Strategies: Utilizing Social Networking Media to Support “Always on” Learning Styles. *Journal of Educational Technology Systems*, 34(1), 5–32. <https://doi.org/10.2190/6wmw-4710-m81q-12g1>
- Bao, D. (2023). Exploring the impact of songs on student cognitive and emotional development. *International Journal of Visual and Performing Arts*, 5(2), 134–143. <https://doi.org/10.31763/viperarts.v5i2.1217>
- Bauer, W.I. (2020). *Music learning today: Digital pedagogy for creating, performing, and responding to music*. Oxford University Press.
- Br Sinulingga, J. (2021). Improving Students' Vocabulary Mastery Through English Songs in Grade VII-2 of SMP Negeri 2 Mardinding in the Odd Semester of the 2015/2016 Academic Year. *ELT (English Language Teaching Prima Journal)*, 2(1), 24–59. <https://doi.org/10.34012/eltp.v2i1.1460>
- Chen, C.-M., Liu, H., & Huang, H.-B. (2019). Effects of a mobile game-based English vocabulary learning app on learners' perceptions and learning performance: A case study of Taiwanese EFL learners. *ReCALL*, 31(2), 170–188. <https://doi.org/10.1017/S0958344018000228>
- EF EPI, English Proficiency Index (2024). The largest ranking of English language proficiency in the world's largest countries and regions. EF EPI Indonesia. <https://www.ef.co.id/epi/>
- EF EPI, English Proficiency Index (2024a). Trend EF EPI.h <https://www.ef.co.id/epi/regions/asia/indonesia/>

-
- EF EPI, English Proficiency Index (2024b). EF EPI Trends Global Comparative Averages. <https://www.ef.co.id/epi/regions/asia/indonesia/>
- Elbes, E. K., & Oktaviani, L. (2022). Character Building in English for Daily Conversation Class Materials for English Education Freshmen Students. *Journal of English Language Teaching and Learning*, 3(1), 36–45. <https://doi.org/10.33365/jeltl.v3i1.1714>
- Fitria, TN (2023). A Library Research in English Education Research: A Guidance for Researchers in Writing Non-Research Articles. *AAS Indonesia Institute of Business Technology National Seminar*, 6(1), 2023.
- Hameed, PFM (2020). Learner-Centered Language Learning Strategy in Digital Environment: Its Effect to Students' Vocabulary, Collaboration and Independence. *TESOL International Journal*, 15(4), 102–123.
- Ibrohim, MMM, Supriadi, U., & Fakhruddin, A. (2025). Meaningful Learning Practices in Islamic Education: A Qualitative Exploration of Planning, Implementation, and Evaluation. *Didaktika: Jurnal Kependidikan*, 14(May 2), 2949–2960. <https://doi.org/10.58230/27454312.2469>
- Isnaini, S., & Aminatun, D. (2021). Do You Like Listening To Music?: Students' Thoughts on Their Vocabulary Mastery Using English Songs. *Journal of English Language Teaching and Learning*, 2(2), 62–67. <https://doi.org/10.33365/jeltl.v2i2.901>
- Iswara, DM, Damayanti, D., & A, PB (2024). English Language Ability of Students Based on Learning Patterns in Middle School. *Karimah Tauhid*, 3(3), 3297–3305. <https://doi.org/10.30997/karimahtauhid.v3i3.12408>
- Karim, SA, Sudiro, S., Annisa, DR, Khairunnisa, HI, & Rahmawati, DA (2022). Enhancing Vocabulary Mastery Through English Songs: In the Eyes of EFL Students. *Ethical Lingua*, 9(2), 449–458. <https://doi.org/10.30605/25409190.439>
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The Action Research Planner*. Springer Singapore. <https://doi.org/10.1007/978-981-4560-67-2>
- Kholid, MF, Rini, YP, & Winasari, BT (2024). Improving Vocabulary Mastery with English Kids' Songs: A Study in Primary Education. *LinguaEducare: Journal of English and Linguistic Studies*, 1(2), 71–82. <https://doi.org/10.63324/lec.1v.2i.16>
- Kumar, T., Akhter, S., Yunus, M.M., & Shamsy, A. (2022). Use of Music and Songs as Pedagogical Tools in Teaching English as Foreign Language Contexts. *Education Research International*, 2022, 1–9. <https://doi.org/10.1155/2022/3384067>
- Lewin, K. (1946). Action Research and Minority Problems. *Journal of Social Issues*, 2(4), 34–46. <https://doi.org/10.1111/j.1540-4560.1946.tb02295.x>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis* (3rd ed.). SAGE Publications Inc. <https://books.google.co.id/books?id=3CNrUbTu6CsC&printsec=frontcover&hl=id#v=onepage&q&f=false>
- Mu'arif, S. Abdullah, Syahra, RM, Saputro, S., Hadi, RN, & Mardani, D. (2025). The Effect of Using Children's Songs in Improving Arabic Vocabulary of MI Cibanoang Students. *Wulang: Journal of Elementary School Teacher Education*, 3(2), 30–44. <https://doi.org/10.55656/wjp.v3i2.357>
- Ow, S.S., Poon, C.H., & Cheong, K.W. (2023). Cultivating 21st-Century Learning Skills: The Effectiveness of Song-based Music and Movement for Improving Children's Social Skills. *Pertanika Journal of Social Sciences and Humanities*, 31(3), 1197–1218. <https://doi.org/10.47836/pjssh.31.3.15>
- Purrohman, S.P. (2011). *Classroom Action Research Alternative Research Activity for Teachers*. Research Gate, June, 1–9. <https://www.researchgate.net/publication/326083037%0Aclassroom>
- Putu Angellina Indah Iswari. (2024). The Implementation of Song-Based Learning to Improve Vocabulary in English Learning. *Fonologi: Journal of English Language and Literature Scientists*, 2(3), 54–63. <https://doi.org/10.61132/fonologi.v2i3.835>
-

- Pocut, PJA, Rizqiyani, K., Banowati, G., Khoirunisa, PD, & Waliyadin. (2024). Teachers' Roles in Overcoming Junior High School Students' Lack of Motivation and Boredom in EFL Learning. *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature*, 12(1), 572–594. <https://doi.org/10.24256/ideas>.
- Rahman, RW, Syarif, AR, & Tohamba, CPP (2024). Enhancing Vocabulary Through English Songs: A Self-Directed Learning Experience For EFL Students. *CLASSICS: Journal of Education, Language Teaching and Science*, 6(3), 864–882. <https://doi.org/10.52208/klasikal.v6i3.1236>
- Rahmawati, DR, Wardani, DK, Noviani, L., & Yuliyanto, R. (2024). Moderating effect of self-regulation on the relationship between adversity quotient and family social support on academic procrastination in thesis completion. *Psikohumaniora: Jurnal Penelitian Psikologi*, 9(2), 195–214. <https://doi.org/10.21580/pjpp.v9i2.21384>
- Rao, P. S. (2019). *The Role of English as a Global Language*. *Research Journal of English (RJOE)*, 4(1), 65–79. www.rjoe.org.in
- Razilu, Z. (2025). *Learning Innovation: Integration of Artificial Intelligence in Technology* (N. Mayasari (ed.); 1st ed.).
- Riswalastika, E., Susanto, DA, & Suwarti, TS (2023). Using Pop-Up Books in E-Learning to Improve Students' Vocabulary Mastery. *Edusia: Asian Scientific Journal of Education*, 3(1), 15–27. <https://doi.org/10.21154/edusia.v3i1.184>
- Rizaty, MA (2023). Data on the English Proficiency Level of the Indonesian Population (2020-2023). <https://dataindonesia.id/varia/detail/data-tingkat-kecakapan-bahasa-inggris-penduduk-indonesia-20202023>
- Rohmah, N., & Indah, RN (2021). The Use of Modified English Songs to Improve Vocabulary. *Journal of English Language Teaching*, 121–129. <https://doi.org/https://doi.org/10.22460/eltin.v9i2.p121-129>
- Rorintulus, OA, & Wuntu, CN (2023). Exploring the Effectiveness of Songs for Learning Improvement: A Case of Elementary Level Students' English Skills. *Edumaspul: Journal of Education*, 7(2), 3336–3349. <https://doi.org/10.33487/edumaspul.v7i2.6913>
- Rusmanayanti, A. (2019). Songs From YouTube as an Alternative Media Innovation. *GEEJ: Getsempena English Education Journal*, 6(1), 143–155. <https://doi.org/https://doi.org/10.46244/geej.v6i1.862>
- Sadiqzade, Z. (2024). The Impact of Music on Language Learning: A Harmonious Path to Mastery. *EuroGlobal Journal of Linguistics and Language Education*, 1(1), 134–140. <https://doi.org/10.69760/zma1bn56>
- Siti Anisah, Hesty Widiastuty, & Misda Amallia Tuah Aji. (2024). The Use of the Song "I See the Light" to Enrich English Vocabulary at MTS Terpadu Berkah Palangka Raya in the Community Service Program. *Panggung Kebaikan: Journal of Social Service*, 1(4), 95–103. <https://doi.org/10.62951/panggungkebaikan.v1i4.772>
- Sumerjaya, IG (2022). Improving Learning Outcomes of English Vocabulary Mastery on Parts of the Body Material Through Song Media for Grade IV Students of Widiatmika Elementary School. *Jurnal Citra Pendidikan*, 2(2), 493–501. <https://doi.org/10.38048/jcp.v2i2.712>
- Supiarza, H., & Sarbeni, I. (2021). Teaching and Learning Music in the Digital Era: Creating Keroncong Music for Gen Z Students Through Interpreting Poetry. *Harmonia: Journal of Arts Research and Education*, 21(1), 123–139. <https://doi.org/10.15294/harmonia.v21i1.28585>
- Suryanto, & Sari, ZE (2021). Difficulties and Strategies in Learning English: An Analysis of Students From English and Non-English Education Department in Indonesia. *Proceedings of the 4th International Conference on Sustainable Innovation 2020–Social, Humanity, and Education (ICoSIHESS 2020)*. <https://doi.org/10.2991/assehr.k.210120.140>
- Taqwim, A. (2024). Transformation of Digital Breakthrough Media in Indonesian Language and Literature Learning.
- Theerapan, S. (2025). Song composition for early childhood music teaching activities. *Rast Müzikoloji Dergisi*, 13(2), 141–160. <https://doi.org/10.12975/rastmd.20251323>

-
- Tuhfatul Mubarakah Assalamah. (2024). Enhancing English Learning for Elementary Students Through Children's Songs. *Sintaksis: Publication of English Language and Literature Experts*, 2(4), 319–334. <https://doi.org/10.61132/sintaksis.v2i4.957>
- Whisnubrata, AAAA (2024). The Use of Music and Songs in English Learning to Improve Vocabulary Understanding. *Journal of Community Service*, 3(12), 2329–2336.
- Wahyuni, NS, Nanda, DW, & Efendi, R. (2024). Development of video song-based learning media on English speaking skills phase E students at SMAN 1 Pulau Punjung. *Research in Education and Technology (REGY)*, 2(2), 60–68. <https://journalregy.com/index.php/uvw/article/view/103>
- Werner, V. (2020). “Song-advantage” or “cost of singing”? A research synthesis of classroom-based intervention studies applying lyrics-based language teaching (1972–2019). *Journal of Second Language Teaching and Research*, 8, 138–170. <https://fis.uni-bamberg.de/handle/uniba/49313>
- Yuliarini, NLE (2022). The Use of Song in Improving Students' Listening Skills. *Indonesian Journal of Educational Research and Review*, 5(2), 226–233. <https://doi.org/10.23887/ijerr.v5i2.48760>
- Yusron, A., Irawati, J., Teguh Setiawan Wibowo, Husen, & Sudadi. (2023). The Impact of Classroom Action Research (CAR) and Innovation on Teacher Professionalism: An Intervention of Competence. *Journal of Business Economics Informatics*, 563–570. <https://doi.org/10.37034/infeb.v5i2.594>