



Using English-Lyric Songs to Expand Children's Vocabulary

Rr. Retno Dwi Susanti✉

Universitas Satu Nusa Lampung, Indonesia

e-mail : retnodesusanti90@gmail.com

Abstrak

Anak-anak mengalami kesulitan mengingat kata-kata saat belajar. Penelitian objektif ini menggunakan lagu untuk meningkatkan kemampuan kosa kata bahasa kelas satu Palm Kids. Penelitian ini menggunakan penelitian tindakan di kelas. Empat tahap penelitian harus dilakukan; merencanakan, menerapkan, mengamati, dan memikirkan. Alat pengumpulan data terdiri dari formulir checklist observasi, format tabel skor, dan formulir test checklist. Survei ini menemukan bahwa siswa saat ini lebih berpengetahuan dan tertarik untuk berbicara bahasa Inggris tentang bagian bunga. Pada siklus pertama, siswa masih beradaptasi dengan metode belajar, tidak ingin menyanyikan dengan keras, masih malu menggunakan bahasa Inggris, dan perlu menjadi lebih percaya diri. Siklus kedua ini menekankan betapa efektifnya siswa menanggapi dan memahami kata-kata dari lagu pertama. Pada siklus ketiga, siswa dapat menyanyikan lagu dengan antusias, mengucapkan kata-kata bunga dengan benar. Dalam siklus keempat, ada perbaikan yang terlihat dalam indikator. Temuan penelitian menunjukkan bahwa kompetensi bahasa siswa meningkat dengan cepat, mempengaruhi keterampilan komunikasi mereka secara signifikan. Menggunakan lirik lagu dalam pembelajaran kosakata bahasa Inggris membantu siswa muda mengingat kata dan kalimat lebih mudah.

Kata Kunci: Lirik bahasa Inggris, kosakata, dan pembangunan kata

Abstract

Children find it difficult to remember vocabulary when learning. This objective research uses a song to improve Palm Kids' first-grade language vocabulary abilities. Action research in a classroom was used as the research method in this study. Four stages of research should be done; planning, implementing, observing, and reflecting. The data collection tool consists of observation checklist forms, scoring table format, and test checklist forms. The survey found that students nowadays are more knowledgeable about and interested in speaking English about the parts of flowers. In the first cycle, students were still adapting to the learning method, did not want to sing loudly, were still shy about using English, and needed to be more confident. This second cycle emphasizes how effectively the pupils responded to and comprehended the words from the first song. In the third cycle, students were able to sing the song enthusiastically, saying the flower vocabulary correctly. In the fourth cycle, there was a visible improvement in the indicators. The study's findings showed that student language competence is rapidly increasing, significantly impacting their communication skills. Using songs lyric in English vocabulary learning helps young pupils remember word and sentence more easily.

Keywords: English lyric song, vocabulary, and word building

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✉ Corresponding author :

Email : retnodesusanti90@gmail.com

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INTRODUCTION

Remembering things, figuring out solutions, and thinking critically when you learn new words is more accessible. Proficiency in English is crucial for academic success. Many subjects are taught in English, and a solid grasp of vocabulary is essential for understanding instructions, textbooks, and academic materials. Early exposure to English vocabulary prepares students for future global interactions and opportunities. Introduction English vocabulary at the elementary level lays the groundwork for well-rounded linguistic and cognitive development, preparing students for a wide range of personal, academic, professional pursuits. (Muflihah, n.d.), those who teach languages should understand vocabulary instruction and learn in depth. Language is built on words, and having a large vocabulary helps people say what they want to say more clearly and exactly. Understanding a wide range of words enhances one's ability to grasp complex concepts, follow instructions, and excel in exams and assignments. A vocabulary list is a collection of terms used in a specific language, or a single language speaker may use (Rahmawati, n.d.). English is often considered a global language, and proficiency in vocabulary is highly valued in many professional fields. Learning English vocabulary may aid students with various tasks, including telling stories, discussing concepts, writing letters, and more. According to Astriyanti & Anwar (2016), students can speak anything, even if they only read words and sentences from the dictionary. Students who attend domestic or international schools should learn English. The Researcher must use an engaging methodology for the students. Mixing things up in the classroom is essential to ensure adequate vocabulary comprehension. Since it raised the excitement, joy, and clarity of English language education to a new level, the song lyric has inspired learning English. The Song lyric may improve their language skills.

A critical component of the English language is words. Communication, listening, reading, and writing skills are essential. It is essential to the teaching of English because without a sufficient vocabulary base, pupils cannot communicate with one another or express their own views (Heidari & Araghi, 2015). Students must continuously work on their language skills to communicate in both familiar and foreign terminology, learn about a topic, or expand their Vocabulary. (Korlu & Mede, 2018), the use of singing as a teaching method or as an effective pedagogical tool, both playfully and through bringing joy to the learner has a good influence on English language learners' capacity to grow and develop their Vocabulary. Based on (Try Islami, n.d.), this song is an appropriate entertainment for English instruction. By repeating words and using primary language, vocabulary is taught to children. (Coyle & Gómez Gracia, 2014), investigated the development of English vocabulary in preschool Spanish students as assessed both before and after 30-minute courses based on the well-known song "The Wheels on the Bus." (Ramadini & Halimah, n.d.), the song is defined as a pattern of sounds produced by musical instruments with words you can sing and designed to provide joy to others listening to it. Integrated thematic vocabulary into interdisciplinary activities, connecting language learning with other subject areas.

Elementary students need repetition and reinforcement in learning vocabulary. The music will attract students' attention and aid in learning while calming anxiety. Singing may be used to acquire Vocabulary (Thao & Thao, 2019). The song helped elementary school students who sought to expand their Vocabulary. (Faliyanti, 2017) and other English songs sung at Muhammadiyah University in 2015, 2016, and 2017 have significantly influenced how motivated students in the ESL Metro level 2 course are to learn and increase their vocabulary. Song's lyrics in the classroom may be helpful for learning, mainly when teaching a language. It is not only about having fun. Especially for primary school pupils, learning vocabulary through songs can be an enjoyable and efficient approach to improving language abilities. Songs capture children's attention and make learning enjoyable, fostering a positive attitude toward vocabulary acquisition. Melodies and rhythms can aid memory retention. English song's lyrics can be a specific medium for students to review and recall vocabulary. English songs are believed to keep students active and interested (Olii, n.d.). (Ma'rifat, 2017) shows that the students liked learning and teaching when songs were used in the classroom. For example, English-speaking pupils may benefit by singing songs in English (Gushendra, 2017). A study done with kindergarteners found that music helped these children become more involved and attentive because melody, rhythm, and simple Vocabulary can help them pick up spoken words or the target language they are unfamiliar with (Joy et al., n.d.). Kids may learn

the lyrics of songs more quickly because the words and phrases have a distinctive rhythm, terminate in rhyming syllables, and have musical effects. Learning vocabulary is a challenging task for both students and teachers; as a result, the communication process must be set up with a high level of collaboration between all parties to achieve broad dissemination and increase its value among students. (McCarthy, 1990) argues that the most important component of language development is Vocabulary. Vocabulary is one of the most important elements in the production and information of language. Those must be understood before the other items (Sekeon et al., 2023). (Thornbury, 2002) contends that exposure to a range of working memory-focused tasks is necessary for vocabulary learning to be stored in long-term memory.

According to (Raudoh et al., 2021), learning English vocabulary for elementary school children through movement and songs, applying song lyrics strategies in vocabulary instruction is beneficial for both junior high school and senior high school students (Ningsih et al., 2018). (Madani & Mahmoodi Nasrabadi, 2016) They demonstrated that songs help students learn new words more efficiently and enhance their vocabulary acquisition. From the interview, some challenges that the researcher had found were the vocabularies and grammar structure might be rigid for some students to comprehend. The listeners also can get the knowledge from the lyrics (Nurpahmi, n.d.). Songs where the lyrics can be heard as well as the pronunciation correct (Kasdi & Wijayanti, 2017). Song-based English learning can help students remember things and be more eager to learn English (Ranuntu et al., 2018). Based on (Pamungkas & Tohir, 2023) Students in basic schools can learn English well by singing along to songs, which helps them learn new words. The problem that the students' faced related to young learners may have limited exposure to the English language, especially if it is not their primary language at home. Limited exposure can slow down vocabulary acquisition. English vocabulary often includes abstract concepts that may be challenging for students' mind to grasp.

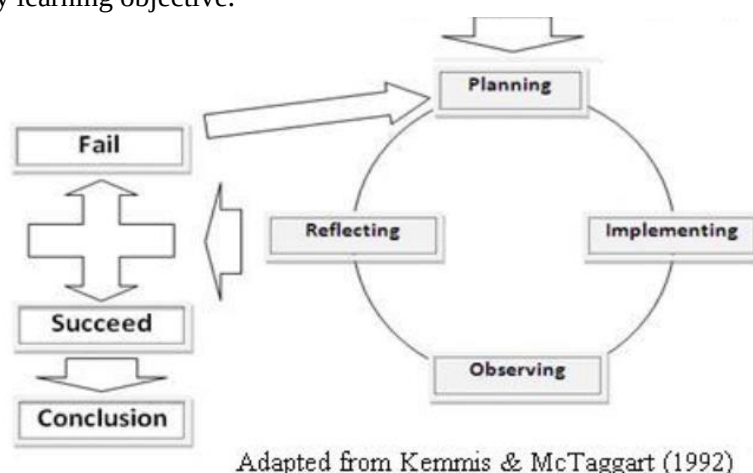
The novelty is using English lyrics-songs by the integrative thematic learning used in schools. Select English lyrics-songs that revolve around specific themes or topics relevant to elementary school curriculum areas (example; part of the flowers, nature, animals, family, daily routines, etc). Development of song lyric-based learning materials by the thematic curriculum and the needs of primary school students. Vocabulary research using song lyrics is integrated with the thematic curriculum in elementary school. This research is essential to ensure a systematic and structured approach to implementing this method. Can using song lyrics combined with movement improve elementary school students' English vocabulary?

METHOD

A researcher conducted a study called CAR in schools. According to (Nation, 2001), a teacher may employ a range of original techniques to inspire and include students in English lessons. The four counseling steps in this review cycle are planning (to do research), implementation/action (application), observation (to notice how the treatment process is going), and reflection (to research what the student has done and how the therapy is influenced). There are 18 primary school students enrolled at the Palm Kids School, including seven girls and eleven boys. This research was conducted at Palm Kids Elementary School in Bandar Lampung. The research was carried out between September 12 and September 26, 2022. In the first semesters of 2022 and 2023, a classroom of 18 students at Palm Kids Preparatory School Bandar Lampung will be the basis for this performance research. The data gathering for this project will include observational, scoring table format, and test checklist forms. The data collection tools comprise an observation card, a word list, and an assessment paper form. Using specific markers, the researcher examines all the information acquired in the observation, vocabulary checklist, and score graph modules. The students should know eight vocabulary terms and functions connected to the bloom portion. The researcher must fill out a vocabulary checklist form to keep track of a group of students' performance and the grades they have received for utilizing that worksheet. This is the research facility for the Palm Kids' School in Bandar Lampung. The validity of research using classroom action research is a collaboration with homeroom teachers and examining the results of the cycles formed in solving problems. The researcher and homeroom teacher's ability to take into account the complexities that present

themselves in the study. The homeroom teacher and the researcher observe the vocabulary checklist and assessment paper form to pay attention to all activities and be open-minded with the students with whom the researcher and homeroom teacher are working. The researcher and the homeroom teacher also use multiple research strategies. Planning; This is where the Researcher had set up music videos of Flower Song portions that were scheduled to be used in class along with a lesson plan. In a manila packet, the Researcher has also arranged written song lyrics. The Researcher designed a scoring table, assessment tools and camera. At some point during her training, the collaborator's homeroom teacher was creating an observation form. Acting, at this point, the researcher will act as a mentor and impart the teachings she has prepared. The researcher has benefited from the assistance of a cooperating homeroom teacher who has helped to keep an eye on the situation in the classroom. The researcher walked the students through each step of the lesson plan content in accordance with the reference frame provided below. One of the things, the researcher will teach the students of elementary school is to attend two sessions every week for the last 30 minutes. Observing, through daily observation with the partner teacher, the researcher will learn everything there is to know about teaching and learning in the classroom. A declaration form describing the effects of these statements has been developed. A vocabulary list form and test checklist forms to track a child's remembering abilities was also included in the song.

The researcher used vocabulary checklists, test checklist forms, and checks on observation forms to illustrate the differences between this and the case when all lessons were developed in class. Reflecting, in order to predict how these observations would behave across subsequent cycles, the researcher has assessed the results that have been gathered. At this time, the researcher had accurately evaluated the outcomes of both the planning and motion phases. When desired behavior could not be attained, as was previously stated, 40% to 75% of students did not reach their aims, and researchers revealed through this new lesson plan that a second cycle or stage was carried out. Around 70% of student elementary school will be enrolled in the next lesson because there will not be a new lesson plan if the students are successful. The outcomes of this reflection should be used to guide the actions taken throughout the subsequent cycle. By using these comprehensive performance indicators and success criteria, researchers can thoroughly evaluate the effectiveness of using song lyrics to expand English vocabulary that is integrated with the thematic curriculum in elementary school. Research success criteria or research performance benchmarks; number of new vocabulary words mastered by students after learning using song lyrics, student ability to use the new vocabulary words in appropriate contexts, retention or memory of the new vocabulary words learned. Students' ability to understand the thematic concepts integrated in the song lyrics, students' ability to relate the new vocabulary words to the learning themes in elementary school. Improvement in students' learning outcomes in terms of thematic curriculum comprehension, alignment of the song lyrics with the thematic topics in elementary school and time required to achieve the vocabulary learning objective.



Picture 1. Action Research Cycle

RESULT AND DISCUSSION

Result

The table below illustrates how the researcher may also use an observation map with specific indicators.

Table 1. Observational Method

No Indicators	Total of students			
	1st Cycle	2nd Cycle	3rd Cycle	4 th Cycle
1. It sang the song loudly and clearly, showing interest in the tune	6	14	18	18
2. Acting out the Song	8	13	16	18
3. Providing the proper move in response	7	13	17	18
4. Sing the song in a voice that can be heard	5	10	17	18
5. Say it using every English word	3	5	12	16

The researcher must index the results to track each student's total score. The percentage of students who on average, could master each test's vocabulary and combine information on each teaching and learning experience into a vocabulary checklist was likewise discovered to be below, as indicated in the table below.

Table 2. First Cycle Scoring Table Format

Number of accurate responses	Classification	Symbol	Number of pupils
7-8	Excellent		9
5-6	Good		4
3-4	Unsatisfactory		3
0-2	Fair		2

Several accurate responses, classification, symbol, and several pupils; 0-2; the classification fails, and the emblem terrible, and the number of pupils gets scores two students, 3-4; unsatisfactory classification, the symbol is sad, and the number of pupils three students. 5-6; the classification is good, the symbol is happy, and the number of pupils is four students. The last number of accurate responses is 7-8; the classification is excellent, the symbol is great, and the number of pupils is nine students.

Discussion

The first cycle was strangely quiet as most students remained seated and seldom engaged in musical movement or song. Only a few kids took the lead in leading the group in singing the song. While singing this song, some students made an error and pointed in the wrong direction. Few pupils were able to respond correctly to the teacher's queries regarding some of the names of flowers at the beginning of the session. Most pupils also had to work hard to determine each part of a flower's function. They mostly just listened to the music and seldom sang along to it. The observation above has led us to conclude that, at this moment, the pupils should be able to speak English more naturally. Seven students provided the proper move in response in the first cycle. In the first cycle, elementary school students were still shy, afraid to carry out clear singing actions, and were interested in following along, singing with a more unmistakable voice, and speaking only a few English words; students were not enthusiastic when participating in the first cycle. Students may initially feel curious about the changes introduced in the classroom. New vocabulary learning methods or materials might pique their interest. Some students may find the initial stages challenging as they adapt to different learning approaches. The introduction of unfamiliar methods might evoke a mix of excitement and uncertainty. In the first cycle, from the table indicators, six students sang the song loudly and clearly, showing interest in the tune; eight students acted out the song; seven students provided the proper move in response; five students sang the song in a voice that can be heard, three students say it using every English song. Students might feel a sense of frustration or

disappointment. They may question the effectiveness of the new vocabulary learning methods. Despite the fair classification, students may remain curious about the ongoing changes and be open to understanding the reasons behind the challenges.

Researchers often use lyrics songs creatively and engagingly to facilitate vocabulary learning, including the parts of flowers and their functions. The researcher chooses songs with lyrics that include relevant vocabulary related to the parts of flowers and their functions. The lyrics should be straightforward to understand. Before playing the song, the researcher may analyze the lyrics with students. This involves discussing the meaning of essential vocabulary, identifying parts of speech, and exploring any figurative language used in the lyric song. Researchers may use visual aids such as diagrams, pictures, or videos to complement the song and visually represent the parts of flowers. This helps reinforce the vocabulary through multiple sensory channels. Repetition is a critical element of language learning. The researcher may play the song multiple times to support the vocabulary and help students memorize the terms associated with the parts of flowers. Researchers can design interactive activities that involve students actively engaging with the song. This could fill in missing words, match terms with their definitions, or create visuals based on the lyrics.

After listening to the song, researchers can facilitate discussions to ensure students comprehend the vocabulary in context. This might involve asking questions about the song lyric content or encouraging students to share their thoughts. To solidify learning, the researcher can design activities where students apply their knowledge of flower parts. This could include hands-on projects, quizzes, or creative assignments. The researcher may integrate the vocabulary learned through songs into other subjects, fostering cross-curricular connections and reinforcing the importance of understanding the parts of flowers.

Researchers aim to make learning enjoyable and memorable, enhancing students' vocabulary retention related to the parts of flowers and their functions. Additionally, it has been found that the observation data from each learning and teaching session and the average percentage of students who have achieved a level of vocabulary mastery in each exam, both of which are contained in this vocabulary checklist, need to be modified. Students became more engaged as the activity continued in the second cycle, and the classroom's energy level increased in contrast to the first cycle. Additionally, most children involved in this activity demonstrated their joy by singing and dancing to the song. The students' verbal abilities have also significantly increased, and they can now sing songs more clearly and precisely identify the parts of the flowers. Many students can also complete the relevant work acceptably. This observation shows how the second cycle of kids' verbal skills has advanced. The pupils' worksheet outcomes also showed a notable increase in their linguistic skills. It was given a positive review. In the second cycle, it sang the song loudly and, showing interest in the time, there were fourteen students, thirteen students acting out the song, thirteen students providing the proper move in response, ten students singing the song in a voice that can be heard, and say it using every English word there are five students.

Most students could sing along to this song throughout the third cycle while demonstrating the correct movement and pronunciation. The youngsters expressed their excitement about singing and performing the song. Achieving an excellent job in cycle three can lead to a sense of success and satisfaction among students. They may feel a sense of accomplishment in mastering the targeted vocabulary. The sustained positive outcomes enhance students' interest in vocabulary learning and motivate them to participate actively in class activities. There are eighteen students who sang the song loudly and clearly, showing interest in the tune; sixteen students acting out the song; seventeen students providing the proper move in response; seventeen students singing the song in a voice that can be heard, and twelve say it using every English word. Students may develop a sense of adaptability as they navigate through different learning methods. The experience of overcoming challenges contributes to their overall resilience. Through the reflective process, students may feel a sense of ownership in their learning journey. They understand the impact of their efforts on their academic performance. The feelings of students learning vocabulary through classroom action research evolve from initial curiosity and challenges to potential frustration in first cycle, followed by encouragement, increased confidence, and a sense of success

in subsequent cycles. The learning experience contributes to students' adaptability and ownership of their learning process.

Students could also determine the function of each flower's sections by utilizing the proper pronouns and phrases. The observation described above suggests that the children's linguistic abilities are developing and are deemed suitable. The majority of students were able to sing that song and do the movements by the third cycle. The students sang and performed the song with much energy. Additionally, students would be able to correctly pronounce and use words to describe the roles of each flower component. This observation suggests that the children are developing their language skills and getting good grades. The researcher concluded from her research that singing is an effective way to teach a fundamental language. The study's results demonstrate that, as is evident from each cycle, a researcher may improve students' speech and vocabulary skills by employing these strategies. The lyric song by the researchers was intended to introduce new vocabulary to the students, emphasizing the names of flower parts and their purp.

The lyric song by the researchers was intended to introduce new vocabulary to the students, emphasizing the names of flower parts and their purposes. The verbal skills of youngsters have also advanced. The majority of the students in our class value that music. They took part in this exercise with great enthusiasm. Students significantly improved when the researcher used a song as a teaching strategy to explain the portion of the flower and its purpose to them. Students improved significantly from Week 1 to Week 3 in each cycle, despite only meeting three times each week. Results from the first round showed that the students' competence level was low, but they began to improve in the second and third rounds. Over these three weeks, the researcher's lyric song will likely grab students' attention and positively impact education and learning.

In cycle four of classroom action research focused on improving vocabulary, the researcher would reflect on the outcomes and findings from previous action research cycles. This Reflection helps in understanding what worked well, what did not, and what adjustments might be necessary. Researchers would refine and enhance vocabulary improvement strategies based on the insights from earlier cycles. This could involve modifying teaching methods, exploring new resources, or adjusting the pacing of activities. The refined strategy is implemented in the classroom setting. Researcher actively engaged students in vocabulary-building—activities based on the adjustment made in response to the data and reflections from earlier cycles. That is collected during the implementation to assess the impact of the revised strategies. This may include assessments, observations, student feedback, or any other relevant sources of information. Researchers analyze the collected data to evaluate the effectiveness of the refined strategies. This evaluation helps in determining whether the adjustment has led to improvements in students' vocabulary development.

There are several techniques to make song lyrics a more effective teaching tool: (1). Children who do not like to sing do not want to sing; (2) Students are interested in following along when song lyrics are combined with dance and movement. The researcher's data collection for this classroom action research project (CAR) consists of both worksheet data used to check whether students can understand the vocabulary being studied by writing the parts of a flower and their functions using the worksheet provided, scoring table format, and daily observations of the teaching and learning process. Finding out about a student's performance is easy with the help of a homeroom teacher. It is necessary for someone to assist a researcher who is observing the class and recording student behavior with a camera and an observation form. Here is one example of lyrics for science songs flowers that can help expand their English Vocabulary:

“The seed Song”

A song that follows the growth of a seed into a flower.

Plant a seed, watch it grow,

Roots below and leaves that show

Sun and rain, it needs them too,

A blooming flower for me and you

Vocabulary: seed, grow, roots, leaves, sun, rain, blooming, flower.

The current study and other studies can be compared in that the former uses song lyrics, which can be successfully included in thematic learning in primary school. This song provides suitable entertainment for English training (Ramadini & Halimah, n.d.). Songs where one can hear and pronounce the words correctly. Utilizing songs can be a highly efficacious method for children to acquire English language skills and enhance their motivation to do so (Wijayanti, n.d.). Songs can be a very effective way for kids to learn English and increase their desire to do so (Ranuntu et al., 2018). Based on (Pamungkas & Tohir, 2023) songs can help pupils learn more vocabulary in primary school English. (Azmin Md Zamin et al., 2020) claimed that while incorporating prior research was necessary, using songs in English classes can assist students in increasing their vocabulary of verbs. Song lyrics can enhance theme learning materials with pertinent vocabulary. Song lyrics are often straightforward and easy to comprehend (Fadhli, 2017). Research's impact is valuable to developing effective learning methods and strategies. Adolescents acquiring a second language might greatly benefit from the linguistic development that song lyrics can provide (Cahyaningsari & Saleh, 2016). Numerous earlier studies have examined vocabulary instruction through song lyrics, including (Elviyana et al., n.d.) According to their assertion, the language proficiency of first-graders at SMPN 2 Papalang in the Mamuju Regency was enhanced as a result of exposure to RAP music. The students were more engaged in the lesson and paid more attention to the song lyrics to pick up new vocabulary (Fadhli, 2017). Another way to teach knowledge is through the words to songs (Yeyengusrinengsi1 & Fitriaharmaini2, n.d.), show that busy students are very interested in learning when the teacher teaches vocabulary through songs (Putri & Rustipa, 2023). Improving students' cultural understanding through song lyrics can help them improve their knowledge of the cultural context of English. Last but not least, the study found that singing musical songs during language classes is one of the best ways for elementary school kids to learn new words. (Isnaini & Aminatun, 2021) said that songs are an excellent way to teach new English words and increase your English Foreign Language knowledge. It is easy for teachers to teach English words when they use songs (Fajarina, 2017). According to (Fitriana, 2021), They sang while learning, which is entertaining and can help pupils become more proficient in English. When song lyrics are employed as a teaching aid, students pick up vocabulary and sentence structure more quickly and readily (Ningsih et al., 2018). Now that they have a more extensive vocabulary, they can speak and learn more effectively. In this study, song lyrics integrated into thematic learning can help students understand lesson concepts more meaningfully and remember the lesson material compared to previous research, which needs to be integrated with learning themes and not only as entertaining or enjoyable in the classroom. Limitations of the research; not all songs have lyrics appropriate for thematic topics in the elementary school curriculum, not all elementary school students have the same level of English proficiency, the limited learning time can restrict the depth and breadth of exploring the song lyrics. The researcher must selectively choose relevant song lyrics that are easy for elementary school students. According to this research, learning can be more engaging and successful by incorporating vocabulary instruction with a theme curriculum.

CONCLUSION

One of the finest methods for teaching vocabulary to elementary school pupils is through song lyrics. The researcher's disappointing cycle one finding did improve when students received the same treatment in cycles 2, 3, and 4. The children made significant advancements in various vocabulary-learning areas, including word mastering, pronunciation, fluency, reading, and speaking abilities. The development of the children's language abilities significantly impacts how well they can communicate. When answering the researcher's queries on the purpose of various flower parts, children did not attempt to meld the language with their local dialect. The comparison between current and previous research is that current research uses song lyrics, which can be well integrated into elementary school thematic learning; songs can enrich thematic learning material with relevant vocabulary, while previous research needed to be integrated. The impact of research makes a valuable

contribution to the development of effective learning methods and strategies, enriches cultural understanding of song lyrics, and can provide insight into enriching students' understanding of the cultural connection of English.

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