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The Benefits of Using English Songs as A Medium For Learning English Vocabulary In Elementary School: A Documentary Study

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Abstract

Using English songs as a medium for vocabulary learning has become an interesting and effective approach, especially at the primary school level. This article aims to explore the benefits of using songs as a medium in English vocabulary learning, focusing on increasing students' motivation and ease of remembering new vocabulary. The research method used is a documentary study that reviews related literature and previous research results on this topic. The results show that songs can increase students' learning motivation through fun elements and memorable rhythms. Songs also provide a natural context for vocabulary use, which helps students understand and remember words better. The use of English songs as a medium for vocabulary learning in primary schools is proven effective and is recommended to improve the quality of English learning, by paying attention to the selection of appropriate songs and appropriate teaching strategies. Further research is recommended to develop more structured and effective music-based learning strategies in Indonesia's primary education context.

Keywords: *English song, learning media, vocabulary, primary school, teaching strategy.*

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BACKGROUND

English is an international language and is used throughout the country, people should learn it. However, in Indonesia, English is still considered difficult to learn. According to Gunawan and Yusniaty, there are two main reasons why students often experience learning difficulties: internal and external factors. Internal factors come from within the student, while external factors come from outside the student, such as family, school, community, and friendships. The importance of English language education for elementary school students is undeniable in our society.

English is considered an international language that everyone should master so that they can communicate around the world. Therefore, English language education starting at an early age is very important. Early education has several advantages, including that students can learn more effectively and acquire more knowledge through engaging activities, especially those related to visuals, colors, acting, music, and social activities. Secondly, the knowledge that students acquire will be embedded in their memory for longer than the knowledge acquired when they are adults.

English has become the only international language. In that position, English became a subject in primary schools introduced in 1994. The importance of English education for primary school students is undeniable in our society. English is considered an international language that must be mastered by everyone so that they can communicate around the world. Therefore, English education starting at an early age is very important. Early education has several advantages, including that students can learn more effectively and acquire more knowledge through engaging activities, especially those related to visuals, colors, acting, music, and social activities. Secondly, the knowledge that students acquire will be embedded in their memory for longer than the knowledge acquired when they are adults.

Since English is an international language, which means it is used in all countries, people

should learn English. In Indonesia itself, English is still considered a language that is quite difficult to learn. This is by Gunawan and Yusniaty's statement which states that, in general, two factors cause students to experience difficulties in learning, namely internal and external factors. Internal factors are caused within the learner himself while external factors come from outside himself such as from the family environment, school, community, and also from friendship environment.

In the current era of globalization, mastering English is very important. However, learning English at the primary school level is often difficult, especially in teaching vocabulary. Primary school students often feel bored and have difficulty memorizing vocabulary when they use conventional approaches to learning English. A promising solution arises from using English songs as a tool for learning vocabulary. There are several reasons why this method was chosen:

1. Songs have a fun element and can increase students' motivation to learn.
2. The rhythm and melody of songs can help students remember vocabulary more easily.
3. Songs provide a natural context for vocabulary use.

Some educational experts support the use of songs in language learning. Murphey (1992) states that songs and music can enhance the right and left brain functions simultaneously, which is very helpful in language learning.

On the other hand, Medina (2002) states that traditional methods of vocabulary recall can increase vocabulary recall ability by up to 17%. The use of English songs as a tool for teaching vocabulary in elementary schools is an interesting topic to be researched further considering the potential benefits and support from experts. This article will investigate the various benefits of this learning method and how it can be applied in Indonesian primary schools.

This study aims to investigate the benefits of using English songs as a vocabulary learning method for elementary school students in Indonesia. The main focus of this research includes Analyzing and reviewing language learning and learning media, investigating the benefits of using songs in learning, and analyzing strategies and techniques for teaching vocabulary with songs in primary schools. This research is expected to provide new insights into English teaching methods at the elementary school level, especially in vocabulary learning, as well as provide solutions to overcome the difficulties and boredom that students often experience in learning English using conventional methods.

LITERATURE REVIEW

Language learning theory

Jhon B. Wason in his research entitled *Psychology as the Behaviorist Views It* (1913) states that Behaviorist theory focuses on directly observable behavior, especially in the context of language, as well as the relationship between stimulus and response from the surrounding environment. A behaviorist believes that effective language behavior is the result of a particular response being reinforced. These responses can become habitual or conditioned, whether in the form of comprehension or speech. This theory implies that teachers should be careful in determining the types of rewards and punishments. The punishment should be something that the child dislikes and the reward should be the opposite.

Based on research conducted by Noam Chomsky (1965) with the title *Aspects of the Theory of Syntax*, figures argue that when learning the first language, humans gradually reveal their genetically programmed language abilities. They assume that language is a biological gift. Nativism states that language learning is influenced by innate talent, where every human being is born with the ability to acquire and learn language. Chomsky, as the main figure of this school, says that every child born into the world is equipped with a language acquisition device (LAD).

Jean Piaget (1926) in his research entitled "The Language and Thought of the Child" states that the child's complex language structure does not come from the environment, but develops through continuous interaction between cognitive functions and the language environment. In the 1960s, cognitivism introduced a new, more rational approach to language acquisition. This approach centers on the idea that a person's language ability originates and develops due to the child's cognitive maturity. The basis of this theory is that children's language comprehension, production, and understanding are the result of their ongoing cognitive development. In other words, a child's language ability is derived from their cognitive maturity.

Based on research conducted by Saepudin (2018) on the psycholinguistic approach, it was found that the ability to learn or acquire language through the development of abstract rules is a human characteristic. Language learning cannot be separated from the linguists' view of language. The results showed that individuals who consider language as a phenomenon that can be disaggregated into separate parts will focus more on how to understand the division of each part. In contrast, those who view language as something related to culture and as a tool of social interaction will use learning methodologies rich with sociolinguistic and communicative strategies.

Based on research conducted by Santrock (2001) on the conditioning approach in language learning, it was found that this approach assumes language is learned according to the basic principles of conditioning. The principles of conditioning applied to low-level organisms can be applied to language learning. B. F. Skinner, one of the early psychologists who supported the study of language behavior from a conditioning standpoint, argued that verbal behavior is acquired through the reinforcement of appropriate verbal responses. Skinner suggested two types of reinforcement, namely positive reinforcement and negative reinforcement, as well as punishment. In general, Skinner argued that verbal behavior just like any other behavior is acquired through the reinforcement of correct responses.

The conclusion that can be drawn from these studies is that language learning is very complex and involves various environmental, biological, cognitive, and social factors. Watson and Skinner with their behaviorist approach emphasized the importance of reinforcement from the environment to shape language responses. Chomsky argued that language ability is biologically innate and genetically programmed. Piaget emphasized that language development depends on the cognitive maturity of the individual. Saepudin highlights the importance of abstract rules and cultural and social context in language learning. So, effective language learning should incorporate all these theories to support all-round language development.

Learning Media

Learning media are devices or materials utilized within the instructive prepare to assist understudies get it and ace subject matter. These media can be physical objects, innovation, or a combination of both, planned to viably communicate data and encourage understanding and maintenance of learning concepts.

The definition of learning media according to some experts

According to several education experts, the definition of learning environments is:

1. *S. Hardjasudarma*

According to A. S. Hardjasudarma, a learning environment is any tool or mediator that can influence the perception and knowledge of human feelings. . or gain knowledge and experience.

2. *Djamarah and Zain*

According to Djamarah and Zain, learning environments are all objects or devices used by teachers in teaching and learning to facilitate the achievement of the learning goals of teachers and students.

3. *Professor Dr. H. Fuad Hassan*

According to Fuad Hassan, learning media is a tool or material used to present learning communication to make it better, more effective and more fun.

4. *Dr. Sutrisno Hadi*

According to Dr. Sutrisno Hadi, teaching aids are tools or physical objects used by teachers in the teaching and learning process to facilitate the presentation of learning materials and help students understand them.

5. *Prof. Dr. M. Syafei*

According to M. Syafei, media education is anything that can cause changes in students' behavior through these five senses.

Learning Media Objectives

The utilize of learning media has several important objectives, among others:

1. **Increasing Student Engagement.** Increasing student engagement in learning is an important goal of using learning media. Student engagement can be defined as the level of active participation and willingness of students to engage in learning activities. Learning media can increase student engagement by attracting students' attention, encouraging collaboration, and adapting to students' learning styles. Interesting and diverse media can increase students' participation in learning,

making it more interactive and fun. The use of interesting and versatile learning environments can increase students' engagement in learning. This makes learning more interactive, fun and meaningful for them. Facilitates Active Learning: Learning media can stimulate students' active participation, encouraging them to engage in activities such as answering questions and solving problems. Learning media stimulates students' active participation by presenting a wide variety of challenging content and encouraging students to engage directly in the learning process. Learning media can achieve this through questioning and discussion, task-based activities, and customization and differentiation.

2. Improving Comprehension: Using visual media can help students understand the material. Visual media such as pictures, diagrams, and videos help explain complex concepts more clearly. This allows students to understand the material in a more in-depth and structured manner.

Types of Learning Media

Learning media can be categorized into several types, including:

1. Books and Printed Materials: These include textbooks, journals, and worksheets that provide structured information and can be accessed flexibly. Its main advantage is the ability to provide structured information in depth. Textbooks present material systematically with detailed explanations and are usually used as the main reference in teaching. Scientific journals provide access to the latest research and empirical evidence, while worksheets can serve as practice tools that can be personalized according to students' needs.
2. Audiovisual Media: This media can be sound recordings, visual presentations, or educational applications that combine different forms of media. This includes audio, video, and multimedia which play an important role in visualizing concepts and conveying information engagingly and understandably. Sound recordings can be used to listen to speeches, lectures, or in-depth narratives. Visual presentations such as PowerPoint or Keynote slides can present information with graphs, diagrams, and animations that clarify complex concepts. Multimedia applications support interactive learning by combining different elements such as text, audio, video, and simulations.
3. Image Media: Drawings, photographs, diagrams, and graphs that help explain concepts and visualize information. These are used to clarify concepts and make information easier to understand. These images can be illustrations that explain processes, photographs that depict natural phenomena or experiments, diagrams that illustrate relationships between various elements, and graphs that display data in visual form.
4. Interactive Media: Media that allows students to interact directly. This includes simulations and applications that allow students to learn directly and actively. Simulations can simulate real situations or complex processes, allowing students to experiment with various variables and observe the results. Interactive educational applications utilize technology to combine different types of media (text, audio, video, images) with interactive elements such as quizzes, games, or customized exercises.

Benefits of Learning Media

The use of learning media provides various benefits, including:

1. Attract Students' Attention: Attractive media can increase students' learning motivation. Media such as videos, animations, or interactive applications, can captivate and retain students' attention. This is important because student interest is the initial key to ensuring they are involved in the learning process. For example, an animated video that visually illustrates a complex physics concept can be easier to understand and interest students compared to a long text explanation.
2. Facilitates Understanding: Media helps explain material more clearly so that students can more easily understand and master the content. Media also helps in explaining material in a clearer and more structured way. Pictures, diagrams, and graphs can be used to visualize abstract concepts or complex processes. For example, a diagram that shows the water cycle visually helps students more easily understand how this process occurs in nature.
3. Variety of Teaching Methods: The use of a variety of media keeps the learning process from being monotonous, helping students stay focused and engaged. The use of diverse media helps create variety in teaching methods. This is important to avoid monotony in learning and maintain student engagement levels. For example, teachers can combine the use of textbooks with audiovisual presentations, followed by image-based discussion sessions or interactive simulations. This variety

not only makes learning more interesting but also allows students to choose the way of learning that best suits their style. Thus, learning media plays an important role in improving the effectiveness and quality of the teaching and learning process.

Understanding Vocabulary and Its Benefits

Vocabulary is a collection of words that are understood and used in a language. According to the Big Indonesian Dictionary (KBBI), vocabulary is a vocabulary that includes all the words, phrases, and expressions that a person can understand when speaking, listening, reading, or writing. Vocabulary can also be interpreted as a wealth of words owned by an individual, which functions as a means of communication and for acquiring knowledge. Vocabulary is also a collection of words owned by a person or group of people that are used in communication. In a linguistic context, vocabulary refers to all the words known and used by individuals in speaking, writing, or understanding a language. Vocabulary includes basic words, phrases, idioms, and special terminology that are frequently used in various situations and contexts.

According to linguistic experts, vocabulary has several basic definitions, namely:

1. Steven Pinker: Vocabulary is a collection of words owned and used by individuals or within a language community.
2. George Yule: Vocabulary is a general term that refers to all the words in a language that are understood or used by speakers.
3. Peter Roach: Vocabulary is the words learned or understood by language speakers, which include nouns, verbs, adjectives, and so on.
4. Michael McCarthy and Ronald Carter: Vocabulary is a collection of words that are in the repertoire of a person or language community, including words that are understood passively (recognized when seen or heard) and actively (can be used in speaking or writing).

Thus, the definition of vocabulary according to experts shows that vocabulary is a collection of words or lexicon and this refers to all the words and phrases that exist in a language or are used by a group of language speakers to communicate. Vocabulary not only includes the words themselves, but also includes how these words are used in everyday conversation or in writing. Vocabulary is also an important component of language that allows speakers to convey meaning, ideas and information. It can be concluded that it is not just a list of words, but includes their use and significance in the context of language communication.

Benefits of Vocabulary

1) Improve Communication Skills:

- Having a broad vocabulary allows a person to convey ideas and feelings more clearly and precisely.
- Good communication skills can improve social and professional interactions.

2) Makes it easier to understand the text:

- Rich vocabulary helps in understanding and analyzing complex texts, both in everyday reading and academic texts.
- Good vocabulary understanding also improves critical and analytical reading skills.

3) Improve Writing Skills:

- Writers with a broad vocabulary can produce more varied and interesting writing.
- The ability to choose the right words can improve the clarity and beauty of writing.

4) Expanding Knowledge:

- A broad vocabulary allows a person to understand and learn new concepts in a variety of fields.
- Broader knowledge opens up opportunities for cross-disciplinary exploration and understanding.

5) Improve Critical Thinking Ability:

- A rich vocabulary supports the ability to think critically and creatively.
- A good command of vocabulary helps in making strong arguments and in-depth analysis.

6) Supports Foreign Language Learning:

- Having a good basic vocabulary in your mother tongue can make the process of learning a foreign language easier.
- A broad vocabulary in a foreign language improves the ability to communicate and understand other cultures.

Music and Language Learning

English has become a local content subject in elementary schools which has been introduced from fourth to sixth grade since 1994. According to Harmer (1983), English from the start has been based on a pedagogical concept, the earlier a person is introduced to the target language, the faster and the better the child's mastery and acquisition of the language being studied. Juridically, Ministerial Regulation No. 22 of 2006 concerning content standards confirms that learning English in elementary schools aims to ensure that students have the ability to:

- (1). Develop competence in communicating in oral form.
- (2). Have an awareness of the nature and importance of English to increase the nation's competitiveness.

Based on empirical test analysis through before and after treatment designs, audio media is proven to be effective in improving the English learning outcomes of fifth-grade elementary school students. In addition, students also have a positive perception of the use of Kreasi song-based audio media in learning all students strongly agree with the use of song-based audio media which can increase their learning motivation. Schoepp, songs are an integral part of the human language experience. According to Flattum, a song is a combination of melody and lyrics with harmony, rhythm, or bits which has a structure in the form of repetitions of verse and chorus. According to Shtakser, music and songs can create a good learning atmosphere in the classroom. According to Brewster, Ellis, and Girard, songs are an ideal strategy for learning languages because in songs there is repetition of vocabulary and language structures as well as rhythm which can increase interest in learning. According to Murphey, music and songs can be stored in memory and become part of us and can be used in the classroom. Based on the opinions of several experts above, it can be concluded that songs have various benefits for teaching language more enjoyably and can make it easier for students to remember words, and language patterns and can involve their feelings.

Benefits of using songs in learning

Larsen-Freeman (2000) in his book *Techniques and Principles in Language Teaching* reviews various methods and approaches in language learning, including the use of songs as teaching aids. In her research, Larsen-Freeman identified that songs can play an important role in the development of English vocabulary. Songs, with their repetitive and rhythmic lyrics, provide a rich and meaningful context for students to learn new words. Well-chosen songs, especially those with simple lyrics and relevance to everyday life, allow students to associate the words with real situations. For example, nursery rhymes like "Twinkle Twinkle Little Star" or "Head, Shoulders, Knees and Toes" introduce basic vocabulary in a fun and easy-to-remember context. These songs often use repetition, which is key to strengthening students' long-term retention of new vocabulary. Larsen-Freeman's research also highlights the importance of emotional engagement in the learning process. Catchy and fun songs can increase students' motivation to learn and explore further. By listening and singing songs repeatedly, students not only memorize new words, but also understand the use of these words in a wider context. This helps in speeding up the language acquisition process naturally.

In his book *Music and Song*, Murphey (1992) examines the impact of using music and songs in learning English, especially in improving listening skills. This research shows that songs are a very effective tool in developing listening skills for several key reasons. First, the songs offer diverse exposure to different accents and intonations of the English language. Songs sung by native speakers from various geographical backgrounds help students to recognize and understand a wide variety of pronunciations. For example, songs from England, the United States, Australia, and other countries allow students to distinguish different nuances of pronunciation, which is very important in international communication. Second, the rhythm and melody in songs help students identify stress and intonation patterns in sentences. Repetition of certain melodies can strengthen students' understanding of how words are connected in natural conversation. Songs also often have a predictable structure, so students can predict and follow the storyline or message conveyed through the lyrics. Additionally, Murphey notes that songs provide a broader and more engaging context for learning a language. Songs often tell stories or express emotions, which can help students to better understand the context in which certain words and phrases are used. In this way, students not only hear words in isolation but also in a meaningful and memorable context.

Based on research conducted by Engh (2013), it is stated that music and songs have great

potential to increase students' motivation to learn English. This research examines various studies that show how songs can be a powerful motivational tool in language-learning contexts. Engh identified that one of the main factors that makes songs effective in increasing motivation is their emotional and cognitive appeal. Songs that are interesting and match students' interests can create a more enjoyable learning environment and reduce boredom. Music can influence mood and emotions, so it can create a positive and enjoyable learning experience. This research also shows that songs can help reduce language learning anxiety. Many students feel anxious and not confident when learning a foreign language. Songs provide a more relaxed and enjoyable way to practice language. By singing or listening to songs, students can practice without feeling stressed, which in turn increases their self-confidence. In addition, Engh found that songs that are popular and related to the culture of students can increase their engagement in learning. Students are more likely to be engaged and motivated to learn when the learning material matches their interests and experiences. For example, currently popular pop or rock songs may appeal to teenage students, while classical or jazz songs may appeal more to adult students.

Based on these studies, it shows that songs are very effective for learning English. Larsen-Freeman emphasizes that songs help expand vocabulary through repetitive and meaningful lyrics. Murphey points out that songs can improve listening skills by introducing different accents and intonations. Engh noted that songs can increase student motivation because of their emotional and cognitive appeal. In general, these three studies agree that the use of songs in language learning strengthens memory, improves understanding of context and makes learning more enjoyable and effective.

Strategies and Techniques for Teaching Vocabulary with Songs in Elementary Schools

English is a communication tool that functions as an intermediary to achieve certain goals. English can be said to be an international language studied by countries all over the world, one of which is Indonesia. Current developments in the era of globalization make English seem like it is no longer a lesson but also a necessity. Therefore, teaching and learning activities in English subjects must always be directed at mastering the four language skills. In every teaching and learning activity in class, and in giving assignments to students to do in class or at home, teachers should always try to get students involved in activities. Using language to communicate. There are several strategies for learning English, namely as follows.

1. Learners use memorization strategies utilizing previous knowledge and learning experiences.
2. Cognitive strategies are all student behavior in the teaching and learning process that is related to the use of students' thinking power.
3. Substitute learning strategies are used by students who already have high enough abilities to overcome several language barriers.

To make it easier for us to speak, there are several ways to do it, namely as follows.

1. Expand vocabulary before we master English communication and grammar.
2. Read English aloud.
3. Learn Basic English Grammar.
4. Read English writing in the form of novels, short stories, cartoons, and others.
5. Practice English conversation.
6. Watch English films.

METHOD

This research uses descriptive research methods with a documentary study design. Descriptive research aims to describe or describe the phenomenon being studied systematically, factually, and accurately. Meanwhile, documentary study design is a type of scientific exploration that examines a particular research subject using important sources such as texts and notes. According to Bailey, documentary research involves the use of written documents as the main source of research data. This includes systematic analysis of existing documents to explore and understand the phenomenon being researched. Bailey emphasizes that this method is particularly useful for historical and sociological research, where primary data may be difficult to obtain.

The advantage of documentary studies is that this method allows researchers to access existing historical and contemporary data, eliminating the need for primary data collection through

surveys or interviews. This method is also efficient in terms of time and costs because the documents are often readily available and can be accessed easily.

The data sources in this research are various research journals that discuss the benefits of English songs as a medium for learning vocabulary. These journals were obtained from online databases and libraries. The data collection technique used in this study is a documentary survey. Researchers collect and study various scientific journals related to the research topic.

Data analysis in this research was carried out descriptively and qualitatively. Researchers identify, classify, and analyze information obtained from various data sources. The information obtained is then analyzed to understand the benefits of English songs as a medium for learning vocabulary. The results of the analysis are then synthesized and concluded.

The stages of data analysis carried out are:

1. Read and study relevant research journals carefully.
2. Identify and classify information obtained from research journals.
3. Analyze the information obtained to understand the benefits of English songs as a medium for learning vocabulary.
4. Summarize the results of the analysis and synthesis of the information obtained.

By using descriptive research methods and a documentary study design, researchers hope to be able to systematically, factually, and accurately describe the benefits of English songs as a medium for learning vocabulary in elementary schools.

RESULTS AND DISCUSSION

Previous research shows that using songs as a medium for vocabulary learning has significant benefits in primary schools. Songs help improve pronunciation and enunciation, strengthen memory through melody and repetition, and improve students' listening skills. In addition, songs help build vocabulary and contextual understanding and increase motivation and interest in learning due to their fun nature. Songs also provide contextualized learning, encourage students' active participation, and develop cultural understanding by introducing native speakers' cultural traditions and values. Thus, songs not only help with language acquisition but also make the learning process more interesting for students.

Although the use of English songs as vocabulary-learning media has many benefits, there are also some drawbacks. Not all songs are suitable for learning purposes as the lyrics may be too complex or use language that is not suitable for students' level of understanding. In addition, students' understanding of the lyrics can be limited if the speed of the song is too fast or the singer's pronunciation is unclear. Songs can also contain slang or idioms that are difficult for novice students to understand. Limitations in choosing the right songs and lack of variety of curriculum-relevant songs can also be a challenge. Finally, reliance on audio media alone may not be enough for students who require a more visual or kinesthetic approach to learning. Understanding and addressing these weaknesses can help improve the effectiveness of English songs as a learning medium in primary schools.

The researchers analyzed the findings of several previous studies that discussed the benefits of songs as learning media. This study was chosen by the author based on several factors, including the need to answer the research question, the research objectives, and the hypothesis that English songs are useful as a medium for learning vocabulary in elementary schools.

The first study came from Pematang Siantar. This study shows that English songs as learning media can improve students' vocabulary acquisition, pronunciation skills, memory, and enthusiasm for learning English. The purpose of this study was to improve grade 4 students' mastery of English vocabulary at GKPS 2 Pematangsiantar Private Elementary School. The hypothesis presented in this article is that using English songs as a learning resource can improve the English vocabulary control of students in primary schools. Some of the benefits noted include an increase in vocabulary mastery, pronunciation skills, memory, and student enthusiasm for learning. The research method used was socialization, with the data collection process consisting of three stages: preparation, implementation, and final. The preparation stage involved site survey and material determination, the implementation stage involved teaching songs with body movements and question and answer sessions, and the final stage involved conclusion and documentation. The results showed that the use of English songs had a

significant impact on students' vocabulary acquisition, with improvements in various aspects of English learning.

The second study by Ratminingsih, N. M. This research states that English songs are proven to be useful as learning media in elementary schools. The research in this journal aims to report the effectiveness of song-based audio media creations developed to improve the English competence of fifth-grade students. Based on this work, the hypothesis is that English songs as teaching media can improve English vocabulary in primary schools. The benefits gained from using English songs as learning media include increased learning motivation, a more pleasant classroom atmosphere, and ease of understanding and remembering the subject matter. Songs also provide exposure to language rhythm, and vocabulary structure, and increase students' interest in learning English. The research method used was a before and after treatment design, in which audio media that had been validated by two experts was applied at SDN 1 Sukasada involving 16 students. The data collection process was conducted through three stages: preparation, implementation, and evaluation of results. The results showed that the use of song-based audio media effectively improved students' English competence. This is evidenced by the increase in the average student learning outcomes from the fair category before the action to the good category after the action. In addition, all students showed a positive perception of the use of this media, because learning became more interesting and the material was easier to understand.

The third study by Regina Febriani and Mega Febriani Sya. This journal examines the benefits of using English songs as a medium for vocabulary learning in elementary schools and concludes that English songs are useful as a learning medium. Songs can help students understand and remember new vocabulary through memorable and fun lyrics. The purpose of this study is to find out students' difficulties in English pronunciation and explore effective ways to overcome these difficulties. The hypothesis proposed in this journal is that English songs can be an effective vocabulary learning medium in elementary schools due to their catchy and memorable nature. The benefits of English songs as learning media include improved listening skills, better pronunciation, and increased student interest and motivation in learning English. The research method used in this journal is a qualitative method with a literature study as the data collection instrument. The data collection process involved searching references from various journals on Google Scholar and data analysis using the Miles and Huberman model, which includes data presentation, data reduction, and conclusion drawing. The results show that the use of English songs can help students overcome pronunciation difficulties and improve their overall English skills, particularly in the listening and speaking aspects.

The fourth study by Lusi Nurhayati, M.Appl. Ling (TESOL). This study shows that English songs are a very effective tool in supporting the English teaching and learning process. Songs have many advantages that make them ideal learning media, especially in the context of vocabulary learning in elementary schools. English songs are very useful as learning media because they can function as linguistic, affective/psychological, cognitive, and cultural resources. From the linguistic side, songs introduce a new language and reinforce the grammar and vocabulary that students have learned. Songs allow for natural and enjoyable repetition of language, which is very important in the language learning process. This repetition helps students remember and understand new vocabulary better. Effectively/psychologically, songs motivate students and foster a positive attitude towards English. Songs also increase students' confidence, as they feel more comfortable and enthusiastic in learning. On the cognitive side, songs help improve students' memory, concentration, and coordination. Songs make students more sensitive to language sounds, which is important in learning pronunciation. In addition, songs serve as cultural and social resources that introduce students to different cultures and strengthen their social skills. This research aims to illustrate the advantages of using songs in supporting the English learning process and review some methods of using songs in the English classroom. In addition, this journal also aims to explain the position of English in Indonesia as well as the characteristics of children as foreign language learners. Based on this work, a hypothesis can be presented: "Using English songs as a learning media can improve the English vocabulary of elementary school students through natural and enjoyable repetition and increase learning motivation." This hypothesis is based on the various benefits that have been identified in this study, including an increase in students' motivation and confidence, as well as their ability to

remember and repeat vocabulary better. The research method of this journal uses a descriptive method to describe the advantages and methods of using songs in English language learning. Data was collected through a literature review that included previous studies on the use of songs in English language learning, as well as observations of teaching practices in primary school English classes. The results show that songs are an excellent tool to help the English learning process, especially in improving student motivation and learning quality. Songs help students become more sensitive to language sounds, facilitate the natural repetition of language, and develop listening, speaking, reading, and writing skills in an integrative way. Songs also provide psychological benefits by increasing students' confidence and motivation and helping them remember and concentrate on the material learned. Thus, the use of songs as learning media is highly recommended to improve the quality of English learning in primary schools.

The fifth study came from SD Lawang Daya 2 Pamekasan. The research shows that the use of English songs as learning media has significant benefits in the educational context, especially in learning English vocabulary in elementary schools. English songs can increase students' interest and motivation to learn, as well as help them remember vocabulary more easily through catchy melodies and rhythms. This study aims to evaluate the effectiveness of using English songs in vocabulary learning in primary schools and to see its impact on students' English comprehension and mastery. The hypothesis that can be proposed based on this journal is that English songs are an effective learning medium for improving students' English vocabulary in primary schools. These songs not only introduce students to new words but also strengthen their memory of the vocabulary through repetition and fun contexts. The benefits of using English songs as a medium for vocabulary learning in primary schools include increasing students' interest in learning, strengthening vocabulary recall, and providing relevant and interesting contexts for students. In addition, songs can also improve students' listening and pronunciation skills, as well as introduce them to English culture and customs. This study used qualitative research methods with data collection techniques through classroom observation, interviews with students, and document analysis. Observation was used to see how English songs are integrated into the learning and how students participate in the activity. Interviews were conducted to gain a deeper understanding of students' views on the use of songs in learning. Document analysis included reviewing relevant learning materials and class notes. The results showed that the use of English songs significantly improved students' understanding and mastery of English vocabulary. Students showed increased motivation and interest in learning, as well as better vocabulary recall. The songs also helped students in understanding the context in which new words are used and improved their listening skills. Overall, this study supports the hypothesis that English songs are an effective learning medium for improving English vocabulary in primary schools. The use of songs in English learning not only makes the learning process more fun and interactive but also gives positive results in students' vocabulary acquisition. Thus, the integration of English songs in the learning curriculum in primary schools can be one of the effective strategies to improve students' English proficiency.

Based on the studies reviewed above, we know that English songs are very effective as a medium for vocabulary learning in elementary schools. The use of songs can improve students' vocabulary acquisition, pronunciation skills, memory, and learning motivation. Songs create a fun and interesting learning atmosphere, which in turn improves students' learning outcomes. Research shows that after the use of songs in learning, students' learning outcomes improved from fair to good. Therefore, the use of English songs is highly recommended to improve the quality of English learning in primary schools.

CONCLUSION

The use of English songs as a medium for vocabulary learning in primary schools offers a range of significant benefits that can improve the effectiveness of language teaching. Through catchy rhythms and melodies, songs can help students remember vocabulary more easily and enjoyably. Songs also provide a natural context for vocabulary use, which makes it easier for students to understand and apply new words in everyday communication.

The research shows that this method not only improves listening skills but also strengthens students' long-term memory of new vocabulary. In addition, the emotional engagement generated by

songs can increase students' motivation and interest in learning English. Thus, the use of English songs in the learning curriculum in elementary schools can be an effective medium to overcome challenges in vocabulary teaching and create a more interactive and enjoyable learning experience for students. The implementation of this method is expected to accelerate the process of English acquisition naturally and sustainably, providing students with a solid foundation for future language skills.

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