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## English Kids' Songs: Effective Media for Teaching Vocabulary

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**Abstract:** This research examines the effectiveness of using English kids' songs to teach vocabulary. It involved fourth-grade students in a private elementary school in Jombang during the 2023-2024 academic year. Using purposive sampling, 18 students from class IV B participated. A pre-experimental design was used, employing pre-tests and post-tests to measure vocabulary improvement. The pre-test assessed initial vocabulary mastery, while the post-test measured the progress after learning with English kids' songs. Results showed that students' vocabulary was initially at a "fairly sufficient" level, with a mean score of 59.44. After learning with English kids' songs, the mean score increased to 88.89, reaching the "excellent" category. A paired sample t-test revealed a significance value of 0.000 ( $p < 0.05$ ), confirming that the improvement was statistically significant. These findings indicate that English kids' songs are effective media for teaching vocabulary in an elementary school. Engaging and interactive media not only enhances vocabulary mastery but also creates a more enjoyable learning experience. This study suggests that incorporating music in English teaching can be a practical solution to improve vocabulary acquisition, especially at the elementary level.

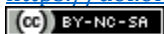
**Keywords:** Effectiveness, English kids' songs, Vocabulary mastery

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## INTRODUCTION

Vocabulary is the cornerstone of language learning. With a sufficient vocabulary, students can comprehend and communicate effectively. Vocabulary is an important material that must be learned and mastered by everyone. Hatch (1995) claimed that vocabulary is a key element of language development and plays an essential role in communication. Vocabulary is an important material that must be learned and mastered by everyone. Because of this importance, children learn English using different techniques, and teachers try to apply strategies that make learning English interesting and enjoyable. And Ananta and Agustina (2024) stated that to have good English skills, students need to master two main aspects: language skills and composition skills. Language skills include listening and reading (receptive skills) as well as speaking and writing (productive skills). Vocabulary is the foundation of learning a language and essential for communicating with others. Without enough vocabulary, it is difficult for students to learn English properly. According to Komalasari and Zuhriyah (2021), having a large vocabulary will greatly help students master English and develop the four main skills: listening, speaking, reading, and writing. Additionally, mastering vocabulary is essential for forming sentences and speaking fluently. The students can talk about what they feel complete with enough vocabulary. They can write what they need, want, or argue fluently with sufficient vocabulary and also practice their English maximally with their more vocabulary (Jamaludin & Ma'rifatulloh, 2024).

Based on the result of observation, the condition of vocabulary learning in a private elementary school located in the Jombang area still relies on the method of writing vocabulary words on the blackboard, where students only memorize the vocabulary when instructed by the teacher. This traditional model, while widely used, has its limitations. It causes a passive learning process because the students tend to memorize new words because of obligation. They did not truly understand or internalize the meaning and usage of those words. This statement is supported by Holidazia and Rodliyah (2020) who argue that traditional learning model, although useful in some contexts, tends to be rigid and can make learning a boring task, especially for young learners who are naturally more inclined to like games and interactive activities. The student's task is only to rewrite what the teacher has written on the board and study it. Then, students are directed to work on questions related to the vocabulary learned on the student worksheet. Besides that, the teacher teaching English lesson was not graduated from an English department. Because she is assigned to teach an English course, she may face challenges in providing engaging and varied instruction. The teacher's ability limitation to introduce diverse teaching materials or activities can make learning more enjoyable for students. Because the teacher always uses the same media for learning, students feel bored more quickly and less interested in learning their vocabulary. Dealing with this situation, Arimurti (2024) states that a reason for low student participation and learning outcomes is the teacher's selection of unsuitable teaching models, methods, and media. The monotonous media which is the blackboard becomes the cause of students' low vocabulary mastery in this elementary school.

One of the alternative media that can be used to teach students at young ages is English kids' songs. English kids' songs have a child's soul and are part of children's activities. Kids songs have rhythms, melodies, and lyrics that suit the characteristics of a young age. English kids' songs contain vocabulary material that can be used for learning at school by the material being taught. For example, in learning to introduce the alphabet, the teacher can use songs that contain vocabulary related to the alphabet. Isnaini (2021) said that song is a handy tool for introducing new English words and expanding the vocabulary of English Foreign Language students.

Using English kids' songs is ideal for young learners because most enjoy sound, vision, and movement activities. Young learners will find the learning process more enjoyable if songs are used. Using fun English kids' songs media, students can quickly

understand vocabulary because kids' songs have rhythm, melody, and lyrics that suit young age characteristics, making students enthusiastic and enjoy learning English. According to Fransisca and Syafei (2016), songs can improve the young learners skill in memorizing new words and pronouncing clearly. Using songs as the activity in teaching English help the teacher to build an active and interesting class.

Using learning media is needed to improve students' vocabulary skills so that the vocabulary learning process becomes more effective and enjoyable. Therefore, the researchers want to prove the effectiveness of English kids' songs as the media for teaching vocabulary.

Based on background, there are three research questions to be answered as follows: (i) how is the students' vocabulary mastery before being taught using English kids' songs at class IV B of a private elementary school located in Jombang? (ii) how is the students' vocabulary mastery after being taught using English kids' songs at class IV B of a private elementary school located in Jombang? (iii) is there any significant difference between the students' vocabulary mastery before and after being taught using English kids' songs at class IV B of a private elementary school located in Jombang?

## **METHODS**

### **Research Design**

This study used a quantitative research approach to assess the effectiveness of using English children's songs to teach vocabulary. A pre-experimental design was employed, specifically the one-group pre-test and post-test design, where students were tested before and after the intervention.

### **Participant**

This study was carried out in a private elementary school in Jombang, East Java, specifically targeting class IV B. Conducted in November 2024, the research involved fourth-grade students, with a total population of 62 students divided into three classes. The sample selection used purposive sampling, where 18 students from class IV B were chosen based on the teacher's recommendation to ensure the sample accurately represented the study's needs

### **Material**

The instruments used in this study were the pre-test and post-test of vocabulary mastery. The pre-test and post-test had the same questions. There were twenty questions in the form of multiple choices. Then, the materials tested in this study was about the numbering vocabulary. The pre-test and post-test were validated by the experts comprising of two English lecturers from English education department. They validated the content and the structures used in the pre-test and post-test questions. After the content and structures of the questions were valid, the pre-test and post-test were administered to the students of class IV A to know their validity based on the difficulty level so the questions. When all twenty questions were declared valid, then, they were calculated their reliability as well. The pre-test and post-test questions had to be valid and reliable before being used to test the students in the experimental class.

### **Procedure**

The researchers followed several key procedures to ensure valid and optimal results. Initially, a preliminary study was conducted to identify issues related to students' vocabulary mastery. Then, relevant resources were reviewed and essential information was

documented for later use. Next, an appropriate learning model was selected, aligning with the research objectives. Once the proposal was complete, the researchers developed research instruments, specifically pre-test and post-test, to measure vocabulary mastery. Data collection followed, involving the administration of these tests, after which the data was analyzed to evaluate the study's hypothesis. Finally, the researchers drew conclusions based on hypothesis testing results, providing insights into the effectiveness of the learning intervention.

### Data Collection

To collect the data, the researchers used a pre-test and a post-test of vocabulary. These tests had been validated by two English lecturers and one English teacher before being tried out in class. The pre-test and post-test used the same questions, consisting of 20 multiple-choice items about vocabulary for numbers ranging from 50 - 100. After the process of making pre-test post-test questions is complete, it is validated by two experts and then the questions are tried out to classes that are not experimental classes. The results of the validation of questions for the try out are concluded using SPSS version 16. The questions were declared valid because the correlation values exceeded the significance level of 5%. Because the number of respondents for the question validity test was 13 people, the r-table value was 0.553 for the pre-test and post-test questions. When viewed from the significance value, the question is said to be valid because less than 0.05 ( $<0.05$ ). After the researchers conducted a validity test, a reliability test was carried out for the instrument. The results of the reliability test of the instrument are shown below:

**TABLE 1.** *The results of the reliability test of the instrument*

Cronbach's Alpha	N of Items
.959	20

It showed that the instrument of pre-test and post-test are reliable because the value of Cronbach's Alpha is 0.959. Additionally, the table above indicates that their value is high.

### Data Analysis

The data analysis process began with the researchers calculating descriptive statistics to summarize the pre-test and post-test results. Descriptive statistics, such as the mean, median, and mode, were employed to provide a clear overview of the data. The mean represented the average score of the group, the median highlighted the middle score, and the mode identified the most frequent score among the data. These calculations helped the researchers understand the overall trends and patterns in the students' vocabulary performance. Afterward, the researchers conducted a normality test to determine whether the data were normally distributed. This step was crucial because many statistical tests, including the paired sample t-test, require normally distributed data for accurate results. If the data met this assumption, parametric tests, which are more statistically powerful, could be applied. However, if the data were not normally distributed, non-parametric alternatives would have been used. Following the normality test, the paired sample t-test was performed to evaluate the effectiveness of using kids' songs in teaching vocabulary. This test compared the mean scores of the pre-test and post-test to identify significant differences in the students' performance before and after the treatment. If the significance value (Sig. 2-tailed) was below 0.05, it indicated a statistically significant improvement, confirming the success of the intervention. All calculations were carried out using SPSS version 16 to ensure accuracy and reliability.

## RESULTS

The data of this research consisted of pre-test and post-test scores. Using the test, the researchers investigated some data vocabulary mastery before being taught using English kids' songs and vocabulary mastery after using English kids' songs. Besides, it was also to find out whether or not there was a significantly different score on the student's vocabulary mastery achievement before and after being taught by using English kids' songs. As follows:

### Students' Vocabulary Mastery Before Being Taught Using English Kids' Songs

**TABLE 2.** *The Result of The Descriptive Statistics of Pre-Test*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	18	40	75	1070	59.44	11.362

The mean of the pre-test was 59.44, as shown in Table 2, still falls within the "fairly sufficient" category. Since the KKM (minimum completion criteria) at the school is 75 within the good category, it indicates that the English kids' songs have to be used or is worthy to improve vocabulary skills.

### Students' Vocabulary Mastery After Being Taught Using English Kids' Songs

After conducting of the pre-test and treatments, the researchers gave post-test questions to class IV B in a private elementary school in the Jombang, who consist of 18 students. Post-test was given after researchers gave treatments to students. The data of the post-test is shown in the table below:

**TABLE 3.** *The Result of The Descriptive Statistics of Post-Test*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
post	18	75	100	1600	88.89	8.838
Valid N (listwise)	18					

The post-test results indicate a significant improvement in the vocabulary skills of the students in Class IV B at. The mean score increased from 59.44 to 88.89. The mean score, which was initially categorized as "fairly sufficient," has now risen to the "excellent" category, reflecting a notable enhancement in the students' vocabulary mastery.

### The Significant Difference Between Students' Vocabulary Mastery Before and After Being Taught Using English Kids' Songs

There is a difference between the mean scores of the pre-test and post-test, with the post-test mean score being higher than the pre-test. To determine whether this difference is significant, the data must first undergo a normality test on the table below:

**TABLE 4.** *The Result of Normality Test in Pre-test and Post-test*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.131	18	.200*	.939	18	.283
post	.144	18	.200*	.904	18	.068

Based on the data above, the significant from Shapiro-Wilk data is 0.283 for the normality of the pre-test data and 0.068 for the normality of the post-test data. The conclusion is that the data above are normal because the significant data are more than 0.05 (...>0.05). Because the data was normal, then it was continued to do a Paired sample T-test results on the table below:

**TABLE 5.** *The Result of Paires Sample t- Test in Pre-test and Post-test*

		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - post	-29.444	6.617	1.560	-32.735	-26.154	-18.878	17	.000

The table above presents the results of the paired samples test, which indicate a significant value (2-tailed) of 0.000. Since this value is lower than 0.05, this means that H<sub>0</sub> (the null hypothesis), which says that no significant difference exists between the students' vocabulary mastery before and after being taught using English kids' songs, is rejected. On the other hand, H<sub>a</sub> (the alternative hypothesis), which says that there is a significant difference between the student's vocabulary mastery before and after being taught using English kids' songs, is accepted. In conclusion, students' vocabulary mastery has improved significantly. It proves that using English kids' songs effectively enhances students' vocabulary mastery.

In comparing the results of this research with previous studies, the use of English kids' songs as a learning medium has proven to be effective in improving students' vocabulary in both my study and past research. However, there are some differences in the materials used. For instance, studies by Tanjung (2020) and Purwanti (2021) focused on teaching vocabulary related to days, months, family expressions, and body parts, while this research specifically targeted numbers 50-100.

## DISCUSSION

### **Students' Vocabulary Mastery Before Being Taught Using English Kids' Songs**

Based on a preliminary study conducted by the researchers, the conditions that caused significant differences in the average results of the pre-test and post-test before and after using English kids' songs were caused by several factors, namely:

#### a. Less interesting method

The vocabulary teaching methods in class predominantly rely on writing words on the whiteboard and having students memorize and repeat them as instructed by the teacher. While traditional, this approach is often passive, with limited interactive or contextual activities, leading students to memorize out of obligation rather than understanding. Based on Shafara & Zuhriyah (2024), Teaching methods that lack engagement can result in students struggling to understand the material or failing to grasp it altogether. Untari (2017), highlights that whiteboards are less dynamic compared to other media, such as digital presentations or visual aids, which can enhance student engagement and comprehension. Similarly, Tomaszewski et al. (2022), emphasize that such monotonous methods lower motivation and hinder learning outcomes. Young learners, who thrive on interactive games and activities, often find traditional methods tedious and disengaging. According to Kirkic et al. (2023), well-designed methods that align with students' cognitive development can personalize learning, boost engagement, and enhance effectiveness. Teachers should employ diverse instructional models and media to create meaningful and engaging learning experiences, as suggested by Laa et al., (2017).

#### b. Uninteresting learning media

Based on Nasikhah et al., (2019), teachers need to use creative methods to make learning meaningful and encourage students to develop their own interest in learning. Today's children, surrounded by technology and gadgets, often find traditional learning

methods like whiteboards and markers boring and outdated. Without interactive and dynamic elements, vocabulary lessons can feel repetitive and unengaging, leading students to lose interest quickly (Holidazia & Rodliyah, 2020). This disengagement affects their ability to focus and retain material, often resulting in low pre-test scores. According to Mariam et al., (2024), young learners are particularly prone to losing interest when exposed to monotonous teaching styles, which can hinder their focus. Disengaged students may exhibit behavioral issues, such as talking, playing, or ignoring the teacher, further complicating classroom management. Effective learning strategies are essential for achieving successful outcomes. One approach is to utilize appropriate learning media (Zuhriyah & Aziza, 2022).

c. A Non-specialist English teacher

The teacher, not being an English department graduate, may struggle to provide varied and engaging instruction, often relying on familiar methods like rote memorization or repetitive drills. While these traditional approaches can support basic language acquisition, they often fail to capture students' interest or promote active participation (Anisya et al., 2021). Without a strong foundation in English language teaching, the teacher may lack the ability to integrate multimedia, songs, or interactive games, limiting the use of creative activities that make learning more dynamic (Faturrokhman, 2024). This reliance on monotonous methods can lead to student boredom and reduced enthusiasm for vocabulary learning. Safapour et al., (2019) highlight that passive teaching methods stifle curiosity and creativity, whereas interactive approaches, such as multimedia and gamified learning, are more effective in fostering engagement and enthusiasm.

After administering a pre-test, the researchers conducted two treatment sessions using English kids' songs as a teaching medium. This approach significantly improved students' vocabulary mastery, as the engaging and enjoyable nature of the songs increased their interest in learning. According to Erita (2017), learning interest is an internal drive that fosters focus and enthusiasm, leading to better academic outcomes. Similarly, prihatini (2020) emphasizes that individuals with a strong interest in an activity tend to devote greater attention and enjoyment to it. The use of English kids' songs combines fun and learning by engaging multiple senses through upbeat rhythms, catchy melodies, and repetitive lyrics, making it easier for students to remember new vocabulary. Songs also create a relaxed and enjoyable atmosphere, reducing stress and encouraging active participation. Additionally, the interactive nature of songs caters to different learning styles, such as auditory, kinesthetic, and visual, enhancing engagement and retention. As Tsaniyah (2024) notes, enjoyable activities like singing and clapping not only entertain students but also help them retain information effectively. This multisensory approach fosters a positive emotional connection to learning, motivating students to participate actively and practice more. Consequently, English kids' songs make the learning process fun, interactive, and engaging, improving vocabulary mastery by associating words with enjoyable experiences and reinforcing retention through active involvement (Regiani et al., 2024).

### **Students' Vocabulary Mastery After Being Taught Using English Kids' Songs**

Based on the result demonstrates that the use of English kids' songs significantly enhances vocabulary mastery. The 20-point mean improvement and significant p-value suggest that English kids' songs are engaging and effective tools for vocabulary acquisition,

helping students recall and retain vocabulary more easily by making learning enjoyable and memorable.

When students enjoy their learning experience, they tend to be more engaged and actively participate in class. Fun activities like singing English kids' songs grab their attention and help them stay focused on the lesson. As a result, this enjoyment encourages them to take part enthusiastically, making learning more effective. Activities that incorporate music, movement, and repetition not only keep students entertained but also improve their ability to remember new information (Tsaniyah, 2024). Over time, these enjoyable experiences increase students' interest in the subject and boost their motivation to learn. For instance, songs that teach numbers or vocabulary through engaging lyrics and repetition help students stay involved, leading to better understanding and memory retention.

Additionally, English kids' songs make vocabulary lessons more engaging by using catchy tunes, repetition, and interactive activities such as singing and clapping. These elements help students memorize new words more easily while keeping them actively involved in the learning process (Regiani et al., 2024). Songs appeal to different learning styles, such as visual and kinesthetic, making vocabulary lessons more effective. Furthermore, the positive emotions linked to music encourage students to participate and focus, leading to improved vocabulary retention. Students who are more interested in learning tend to achieve better results, as their enthusiasm helps them concentrate more on the material. Shafara & Zuhriyah (2024) noted that students' increased interest in learning English vocabulary results from a new teaching method, which differs from their previous teacher's approach.

Overall, using English kids' songs significantly enhances students' vocabulary learning by making lessons enjoyable, interactive, and engaging. Repetition and catchy melodies help students remember new words and phrases, while active participation, such as singing or performing actions, reinforces learning (Regiani et al., 2024). This multisensory approach strengthens memory and comprehension, as students connect words with positive experiences. The enjoyment and emotional connection created by songs also encourage students to practice more, further improving their vocabulary skills.

### **The Significant Difference Between Students' Vocabulary Mastery Before and After Being Taught Using English Kids' Songs**

In comparing the results of this research with previous studies, the use of English kids' songs as a learning medium has proven to be effective in improving students' vocabulary in both my study and past research. However, there are some differences in the materials used. For instance, studies by Tanjung (2020) and Purwanti (2021) focused on teaching vocabulary related to days, months, family expressions, and body parts, while this research specifically targeted numbers 50-100.

The findings of this research complement those of Frimaulia (2022), who showed that English kids' songs can improve listening comprehension, whereas this study demonstrates their effectiveness in enhancing vocabulary mastery. Additionally, this research contrasts with Widhiprasetya (2021) research, which found that English songs, along with flashcard games, were ineffective for teaching vocabulary in environments with low parental involvement. Widhiprasetya (2021), argued that parental support plays a crucial role in motivating and encouraging children to learn. In contrast, this research concluded that English kids' songs were an effective method for improving vocabulary, even without the need for strong parental reinforcement, thus highlighting the effectiveness of



this media in the classroom setting. Overall, this study reinforces the positive impact of using English kids' songs to teach vocabulary, adding to the existing body of research that supports its use while addressing different materials and contexts.

## CONCLUSION

After implementing English kids' songs to teach vocabulary, based on the result of data analysis and discussion, it can be concluded that the study revealed a significant improvement in the vocabulary mastery of class IV B in a private elementary school in Jombang area after being taught using English kids' songs. The pre-test mean score of 59.44, categorized as "fairly sufficient," increased to 88.89 in the post-test, falling within the "excellent" category. This progression demonstrates the effectiveness of using English kids' songs as a teaching strategy. The paired sample t-test further confirmed a statistically significant difference between the pre-test and post-test scores, with a significance value of 0.000 ( $<0.05$ ), indicating that the treatment had a substantial impact. The results concluded that English kids' songs were effective for enhancing vocabulary mastery in the class.

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## PROFILE

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