

The Use of Songs as A Tool for Language Education in Multilingual Populations

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Abstract. In Indonesia, children are often exposed to multiple languages from an early age. English, being the dominant foreign language, poses challenges in learning due to the limited vocabulary among students. Previous studies suggest that traditional methods might not be sufficiently effective in improving English proficiency, especially in vocabulary acquisition. This study aims to evaluate the effectiveness of integrating songs into English language education for elementary students, focusing on vocabulary enhancement and overall language skills improvement. An experimental research design was employed involving 80 elementary students from the first grade, divided into control and experimental groups. The intervention consisted of using English children's songs in the language learning process, with assessments conducted through pre-tests and post-tests to measure vocabulary acquisition and retention. The experimental group, exposed to the song-based learning method, showed significant improvements in English vocabulary compared to the control group. Post-test results indicated a higher average score in vocabulary tests for the experimental group. Incorporating songs into language education can significantly enhance vocabulary learning and retention among young learners. This method provides a conducive learning environment and fosters better engagement with the language.

Keywords: *English proficiency, language learning, multilingualism, song-based education*

<https://ojs.unm.ac.id/eralingua>



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INTRODUCTION

In Indonesia, the use of English as a medium of instruction in the context of a multilingual environment presents educators and students alike with a set of challenges and opportunities that are one of a kind. Educational strategies that are able to accommodate and capitalize on the nation's multilingualism are required because of the nation's linguistic diversity, which is characterized by a number of native languages and widespread bilingualism. A unified curriculum that accommodates the multilingual and multicultural context of Indonesia is crucial. Such a curriculum enhances educational effectiveness by respecting and integrating the diverse linguistic and cultural backgrounds of students. This approach not only fosters a more inclusive learning environment but also promotes greater understanding and appreciation among students from different ethnicities and language groups. Implementing this type of curriculum can significantly contribute to a more cohesive and harmonious educational setting, preparing students to navigate and thrive in Indonesia's richly diverse society (Zein, 2018). The use of English in Indonesia is significantly influenced by factors such as social mobility, economic opportunities, and global participation. This occurs within a multilingual and multicultural environment where practices like code-switching and code-mixing are common. English serves as a bridge to international communication, enhancing Indonesians' ability to engage in global economic activities and cultural exchanges. It also plays a critical role in upward social mobility, offering individuals greater access to educational and professional opportunities. Recognizing and integrating these dynamics into language education policies can empower individuals to navigate both local and global landscapes effectively, promoting a more interconnected and prosperous society (Kusumaningputri et al., 2022).

English, despite being an essential part of the national curriculum and a factor in national examinations, is in competition with Bahasa Indonesia for linguistic prominence. This competition is frequently influenced by socio-economic and cultural factors (Hapsari & Puspitasari, 2021). The complex nature of the linguistic landscape creates the conditions for the development of innovative instructional strategies that are capable of successfully incorporating English into classrooms that are multilingual.

One example of such a pedagogical innovation is the use of songs in the teaching of foreign languages. This finding is in line with broader educational goals (Safitri et al., 2023), as research indicates that the incorporation of musical elements into the classroom can significantly improve vocabulary acquisition and retention. Additionally, the practice of integrating instruction in one's mother tongue with instruction in the English language has been shown to be beneficial in terms of the development of both cognitive and linguistic abilities (Ka & Ambarini, 2022). These educational strategies highlight the potential of songs as effective tools for language education, particularly in multilingual settings where children interact with multiple languages on a daily basis with the goal of fostering language acquisition. One example of such a pedagogical innovation is the use of songs in the teaching of foreign languages. This finding is in line with broader educational goals (Safitri et al., 2023), as research indicates that the incorporation of musical elements into the

classroom can significantly improve vocabulary acquisition and retention. Additionally, the practice of integrating instruction in one's mother tongue with instruction in the English language has been shown to be beneficial in terms of the development of both cognitive and linguistic abilities (Ka & Ambarini, 2022). These educational strategies highlight the potential of songs as effective tools for language education, particularly in multilingual settings where children interact with multiple languages on a daily basis with the goal of fostering language acquisition.

Despite the fact that the use of songs in language instruction has been shown to have a number of advantages, there is a significant knowledge gap regarding the specific impact that this approach has on the acquisition of English vocabulary in populations that speak more than one language. According to Eskarina and Indriani (Eskarina & Indriani, 2021), the available research has primarily concentrated on improving general language skills or on adult learners, while younger learners and their specific linguistic environment have received less attention. In addition, the role that songs play in facilitating vocabulary comprehension among children who frequently switch between languages, including their native dialects and English, is the subject of a lack of research.

In an effort to fill this void, the purpose of this study is to investigate the specific ways in which song-based learning can assist in the acquisition of vocabulary among elementary school students in Indonesian environments that are multilingual. The purpose of this research is to provide a more nuanced understanding of how songs can be tailored as an effective educational tool in multilingual classrooms. This will be accomplished by focusing on this demographic and contextualising the study within their daily linguistic transitions.

According to the findings of a number of studies, the implementation of multilingual approaches in educational settings should be considered hopeful. The article by Poudel (2019) discusses the positive effects of pedagogical translanguaging, which is the practice of employing multiple languages in a strategic manner during instruction in order to improve students' comprehension and participation. In a similar vein, Nyamayedenga (2022) emphasises the significance of multilingualism as a resource in communicative language teaching. He suggests that embracing linguistic diversity in the classroom can result in education practices that are more effective and inclusive.

The application of these ideas to the use of songs in English language education has led to the proposition that songs in English, when combined with elements of the children's mother tongues, can produce a learning experience that is more interesting and easier to understand. This method not only acknowledges and honours the linguistic identities of the students, but it also encourages a more profound connection with the recently acquired vocabulary that is presented through the songs.

However, despite the fact that the existing body of literature offers insights into the efficacy of songs as educational tools, there is still a significant lack of research that specifically investigates the impact that songs have on vocabulary acquisition in young students who are learning multiple languages. Some studies, such as the ones conducted by Safitri et al. (2023) and Atmaja et al. (2017), discuss

the general advantages of song-based learning; however, they do not specifically address how these advantages translate to the acquisition of vocabulary in a multilingual environment. When taking into consideration the distinct cognitive and linguistic dynamics of young children who are not only learning a new language but also navigating their multilingual identities, this research gap is particularly significant. Both of these dynamics are unique to young children.

The purpose of this research is to investigate the efficacy of song-based learning on the acquisition of English vocabulary among adolescents attending elementary schools in Indonesia who speak more than one language. The purpose of this research is to gain a more nuanced understanding of how the integration of musical and linguistic elements can facilitate language learning in a multilingual setting by concentrating on this particular educational method and demographic. Besides, the purpose of this study is to fill a gap in the existing literature by concentrating on the influence that songs have on vocabulary acquisition among young learners in a multilingual environment. This is a relatively unexplored area in the field of translation and language education research. The research suggests a novel approach by incorporating elements of multiple languages into song-based learning. This will result in an increase in the educational method's relevance and effectiveness.

It is the sole purpose of this study to investigate elementary school students in Indonesia who are between the ages of 8 and 9 years old, and to do so within the context of their multilingual educational environment. Taking into consideration the children's regular linguistic transitions between their native languages and English, the investigation will concentrate on how these children acquire and remember new English vocabulary through the use of song-based learning. The goal of this approach is to provide insights that can be considered actionable and informative.

The current study draws on the findings of previous research that suggests that incorporating terminology that is both interesting and pleasurable into English language instruction may result in improved vocabulary acquisition among students. In order for students to be able to communicate through both oral and written channels, it is necessary for them to use more language. People who are still in the early stages of development are in a better position to acquire fluency in a foreign language than those who have reached the age of 17 or older. This is because they are still in the process of developing their personality. People who have reached or exceeded the age of 17 are considered to be adults, in contrast to those who have not yet reached this age. For the purpose of enhancing vocabulary acquisition among younger students, the primary objective of this study is to investigate whether or not the utilisation of English children's songs as a teaching tool is effective. The purpose of this study was to investigate the effect that using music media as a teaching tool for vocabulary instruction has on the way in which elementary school students are able to use the English language.

LITERATURE REVIEW

Review of Related Literature

The integration of songs as a pedagogical tool in language education has garnered increasing attention, particularly within multilingual contexts such as Indonesia. The complex linguistic landscape of the country, characterized by a blend of local dialects and the prevalent use of Bahasa Indonesia and English, provides a unique environment for examining the efficacy of innovative language teaching methods (Zein, 2018; Hapsari & Puspitasari, 2021). Studies have increasingly shown that multilingual settings offer challenges and opportunities for language acquisition, particularly with English, due to its global significance and implications for social mobility and economic opportunities (Kusumaningputri et al., 2022).

Research focused on song-based learning has identified significant benefits in terms of vocabulary acquisition and language proficiency. Safitri et al. (2023) highlight that English songs can effectively enhance vocabulary recognition among learners. This is corroborated by Eskarina & Indriani (2021), who found that incorporating songs with physical movements significantly aids in language acquisition in young learners, suggesting that the multisensory approach of combining music and movement may be particularly effective in early childhood education settings.

Moreover, the educational policy in Indonesia, which promotes a mother-tongue-based multilingual education, underscores the value of integrating students' primary languages in the learning process. This approach not only facilitates easier and more meaningful learning but also aligns with the translanguaging practices that are becoming more prevalent in educational settings worldwide (Poudel, 2019). The use of multiple languages in teaching, including the strategic use of English and native languages, supports cognitive and linguistic development, and can enhance students' engagement and comprehension (Ka & Ambarini, 2022; Nyamayedenga, 2022).

Furthermore, the linguistic choices and strategies adopted by individuals in multilingual settings suggest a nuanced interplay between language policy and language use, where contextual factors often outweigh regulatory frameworks (Nursanti et al., 2020). This complex interaction underscores the need for flexible and adaptive language education strategies that respect and leverage the linguistic diversity of the learners.

Theoretical Framework

The theoretical underpinnings of this study draw on several key concepts from linguistics and education, primarily focusing on the theories of translanguaging and cognitive development through multisensory learning. Translanguaging theory, which supports the use of multiple linguistic resources for teaching and learning, provides a robust framework for understanding how multilingual students leverage their diverse linguistic repertoires in learning environments (Poudel, 2019). This theory is particularly relevant in the Indonesian context, where students often navigate multiple languages daily.

Additionally, the cognitive theory of multimedia learning, which suggests that individuals learn better when information is presented in both verbal and non-verbal forms, supports the use of songs as a tool for language education. The integration of auditory (songs) and kinesthetic (movement) elements can create richer, more engaging learning experiences that facilitate deeper cognitive processing and retention of new vocabulary (Chen & Zhang, 2023).

This study will also incorporate elements from sociocultural theory, which emphasizes the role of social context and cultural tools in cognitive development. This perspective highlights how educational practices can be tailored to the cultural and linguistic backgrounds of students, thereby making learning more relevant and effective (Militello, 2023).

In summary, the theoretical framework of this study interweaves these concepts to explore how song-based learning can be optimized within a multilingual educational framework to enhance vocabulary acquisition among elementary school children in Indonesia. The integration of translanguaging, multimedia learning theories, and sociocultural considerations provides a comprehensive approach to investigating the pedagogical efficacy of using songs in language education, particularly in a linguistically diverse setting.

RESEARCH METHOD

Research Design

The study employed a quasi-experimental research design to assess the effectiveness of integrating song-based learning into English language education. Quasi-experimental research designs are widely utilized in studies related to English language education to evaluate the effectiveness of educational strategies and interventions. This approach allows researchers to compare outcomes between experimental and control groups under conditions that closely mimic true experimental design but lack random assignment. For example, Alkasem & Tilfarlioglu (2022) used a quasi-experimental design to assess differences between groups, while Jufri et al. (2023) employed a multiple-group pretest-posttest pattern to examine detailed changes over time. Similarly, Tang (1992) implemented this design with a focus on the impact of graphic representations on ESL reading comprehension, and Hasan (2018) explored the effects of the scientific approach on students' English achievements. These studies collectively highlight the adaptability and relevance of quasi-experimental methodologies in uncovering meaningful insights into the dynamics of English language learning and teaching, providing a robust framework for assessing the practical impacts of educational practices.

This design allowed the researchers to compare outcomes between experimental and control groups under conditions that closely mimic true experimental design but lack random assignment. The quasi-experimental setup is particularly suited to educational research where random assignment may not be feasible. This approach provides a robust framework for assessing the practical impacts of educational practices and interventions within the structured environment of an educational institution.

Participants

The research involved 80 first-grade students from SDN Lebo Sidoarjo, Indonesia, divided equally into two groups: an experimental group and a control group. Each group consisted of 40 students. These participants were selected based on their enrollment in the first-grade English classes A and B at the school, providing a diverse sample reflective of the typical language learning environment in the region.

Research Instruments

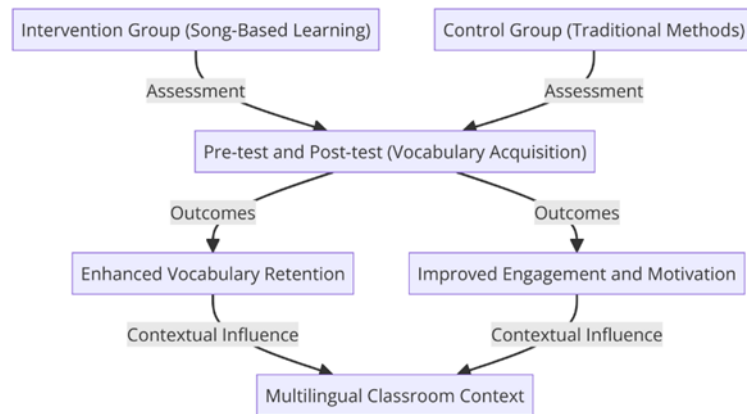
The primary research instruments included structured pre-tests and post-tests designed to quantitatively assess vocabulary knowledge before and after the intervention. Observational assessments using checklists were employed to monitor student engagement and participation in song-based activities. Qualitative feedback was collected through interviews and questionnaires with both students and teachers to gather insights into the perceived effectiveness and enjoyment of the learning process. Additionally, reliable audio-visual equipment was used to ensure effective delivery and consistent quality of the song presentations during the sessions.

Data Collection

Data collection was conducted in two main phases: pre-intervention and post-intervention. The pre-tests were administered to establish a baseline of the students' vocabulary knowledge prior to the intervention. During the intervention, observational data were collected to assess engagement and interaction with the learning materials. Post-tests were then administered to measure the impact of the intervention on vocabulary acquisition and retention. The qualitative data from interviews and questionnaires were collected at the end of the study period to complement the quantitative data with personal experiences and perceptions of the effectiveness of the educational approach.

Data Analysis

Data analysis was performed using statistical software to compare the pre-test and post-test results of the experimental and control groups. The analysis focused on identifying significant differences in vocabulary acquisition between the two groups. Statistical tests, including t-tests for independent samples, were employed to ascertain the significance of the observed differences. The qualitative data from interviews and questionnaires were analyzed using content analysis methods to identify common themes and insights related to the effectiveness of song-based learning and student engagement. Overall, this comprehensive approach to research design, participant selection, instrument development, data collection, and data analysis ensured that the study was well-positioned to assess the impact of song-based learning in a multilingual classroom setting effectively.



Picture 1. Research Design

RESULTS AND DISCUSSION

Intervention Setup

The intervention was structured around an experimental design involving two groups of students: the experimental group and the control group. Both groups were composed of first-grade students from SDN Lebo Sidoarjo, with each group containing 40 students. The experimental group was exposed to a vibrant collection of English children's songs specifically chosen for their simplicity, rich vocabulary, and cultural relevance. The songs were selected to engage students through catchy and repetitive tunes that facilitate easier vocabulary learning and retention.

Teaching Methodology

For the experimental group, the teaching sessions incorporated these songs as a central instructional tool. The process was designed to maximize engagement and enhance the memorization of new vocabulary through auditory and kinesthetic learning modes. This multisensory approach aimed to make the learning experience more dynamic and effective by aligning with the children's cognitive and linguistic development stages.

In contrast, the control group continued with the standard language learning curriculum, which primarily utilized traditional teaching materials such as textbooks and worksheets, without incorporating any musical elements. This traditional approach served as a baseline to evaluate the added value of song-based learning.

Assessment Tools

The effectiveness of the song-based intervention was evaluated using a combination of quantitative and qualitative assessment tools. Structured pre-tests and post-tests were administered to both groups to quantitatively measure vocabulary knowledge before and after the intervention. This provided a clear basis for comparing vocabulary development between the experimental and control groups.

Observational assessments were also conducted during the study. These involved monitoring student engagement and participation during the song-based

activities using checklists. Qualitative feedback was gathered through interviews and questionnaires with both students and teachers, which helped capture insights into the perceived effectiveness and enjoyment of the learning process.

Audio-Visual Equipment and Data Analysis

Reliable audio-visual equipment was utilized to ensure effective delivery and consistent quality of the song presentations during the sessions. Statistical software facilitated data analysis, allowing for a rigorous comparison of the learning outcomes between the experimental and control groups. This combination of tools and methodologies ensured that the study was executed with a high level of precision and provided robust evidence on the impact of songs in language education within a multilingual context. The experimental group achieved an average score of 36.34. In contrast, the control group had an average score of 20.12 (as shown in Table 1 to demonstrate this point). As a consequence of this, one might conclude that the mean score of the experimental group was greater than the score of the control group. In the second post-test, the experimental group received an average score of 53.78, whereas the control group had an average score of 36.53. Table 2 presents this information. The results indicate that the average score of the experimental group remained higher than the score of the control group as a whole.

Table 1. The Statistics of Groups – Post-test 1

The data collected by the group		N	Mean	Standard Deviation	Standard of error mean
Pre-test	data 1	39	20.1282	25.14398	4.02626
	data 2	41	36.3415	25.56913	3.99323

The data presented in Table 1 reveal that the mean score of group data 2 (36.3415) was significantly higher than that of data 1 (20.1282). This indicates that the intervention, likely involving the use of song-based learning methods for data 2, was more effective in enhancing test scores compared to the methods employed with data 1, which possibly involved traditional learning techniques. The effectiveness of the intervention in improving learning outcomes is evident from the higher average scores achieved by the experimental group.

Despite the wide variance in scores within both groups, as evidenced by the standard deviations, the reliability of the average score estimates is notable, as indicated by the similar Standard of Error Mean (SEM) values for both groups. This similarity in SEM values suggests that the mean scores for both groups are reliable estimates of their respective population means, highlighting consistency across the data collected.

To fully ascertain the statistical significance of the difference in mean scores between the two groups, a t-test or a similar statistical test would be necessary. Although the table does not provide a p-value or other specific statistics to confirm significance, the substantial difference in the mean scores strongly suggests a significant impact of the intervention on learning outcomes. This potential significance points to the effectiveness of incorporating songs into language learning to improve vocabulary acquisition among students.

In summary, the results from the table strongly support the conclusion that the group exposed to the educational intervention (presumably data 2) outperformed the control group (data 1) in the post-test. This performance difference indicates that the song-based learning approach was effective in enhancing vocabulary retention. However, to definitively confirm these observations and eliminate the possibility of random variance or other confounding factors affecting the results, further detailed statistical analysis would be necessary. This additional analysis would help solidify the findings and provide a stronger basis for evaluating the impact of song-based learning in educational settings.

Table 2. The Statistics of Groups – Post-test 2

The data collected by group	N	Mean	Standard Deviation	Standard of error mean
Pre-test 2	data 1	39	36.5385	5.64991
	data 2	41	53.7805	3.91129

Both groups have improved their mean scores from the first to the second post-test, suggesting that whatever interventions were applied (presumably continued or adapted song-based learning for data 2 and possibly traditional methods or some modified approach for data 1) might have been effective overall.

However, the experimental group (data 2) not only started with a higher mean score in the first post-test but also continued to outperform data 1 in the second post-test. This consistent difference in mean scores between the groups suggests that the song-based learning intervention continued to be more effective than the control group's methods. The higher mean score of data 2 in both post-tests supports the hypothesis that song-based learning could be particularly advantageous for vocabulary acquisition in a multilingual educational context.

The standard deviations from the second post-test reveal that data 2's scores are becoming more consistent (lower standard deviation than in the first post-test). This could be interpreted as increasing intervention effectiveness over time or better adaptation and integration of the learning method among students. Conversely, the increase in the standard deviation for data 1 might indicate a broadening in the range of individual performances, which could stem from varying reception levels to the teaching methods used.

The SEM values provide insight into the reliability of the mean scores as estimates of the population mean. Data 2's lower SEM in the second post-test suggests their average score is a more precise estimate of the true mean, reflecting less variability in individual scores compared to data 1. This could indicate a more uniform benefit of the song-based learning approach across the group.

Overall, the results suggest that the song-based learning method (data 2) not only improves vocabulary acquisition but does so with increasing effectiveness, as evidenced by the growing consistency in student performance. To further substantiate these findings, additional detailed statistical tests, such as t-tests, would be necessary to assess the statistical significance of the differences observed and ensure the results are not due to random chance.

This analysis indicates that 'data 2' not only scored higher on average than 'data 1', but also more consistently. This could mean the intervention or conditions that 'data 2' were exposed to were better or more homogeneous than those that 'data 1' was subjected to. It may be that these findings are significant as can be known if either a further analysis is done through hypothesis testing.

The findings of the independent sample test conducted on Post-test 1, as presented in [Table 2](#), unambiguously demonstrate the presence of statistical significance. The significance level of 0.05 is utilized when carrying out the Levene's test to determine whether or not the variances are equal. The purpose of this test is to determine if the variances of the data in Groups A and B are homogeneous or not. In this particular case, the value of the test statistic is 0.76, which is greater than the 0.05 threshold for significant difference. The model includes the assumption of equal variance and accounts for the significance level (Sig.). The achieved p-value (two-tailed) was 0.005, which is less than the significance criterion of 0.05 that was set. This implies that the null hypothesis (H_0) can be rejected based on statistical analysis of an independent sample, whereas the alternative hypothesis (H_a) can be accepted in its place. To put it another way, there is a significant difference in average scores between the groups that participated in the experiment and the control group.

The findings of the independent sample test conducted on posttest 1st, unambiguously demonstrate the presence of statistical significance. The significance level of 0.05 is utilized when carrying out Levene's test to determine whether or not the variances are equal. Its purpose is to determine if the variances of the data in Groups A and B are homogeneous or not. In this particular case, the value of the test statistic is 0.76, which is greater than the 0.05 threshold for a significant difference. The model includes the assumption of equal variance and accounts for the significance level (Sig.). The achieved p-value (two-tailed) was 0.005, which is less than the significance criterion of 0.05 that was set. This implies that the null hypothesis (H_0) can be rejected based on statistical analysis of an independent sample, whereas the alternative hypothesis (H_a) can be accepted in its place. To put it another way, there is a significant difference in average scores between the groups that participated in the experiment and the control group.

Section test 1 reports the statistical evaluation of the postal sample within a public and independent trial context. The assumption of Levene's test for the equality of variance shows that an F statistic of 0.92 has significance (Sig) at .762, meaning there is no significant difference in variance between groups. This suggests that the assumption of equal variances (homogeneity of variance) for the t-test is not violated. There were values of t, -2.858, and -2.859 in comparing average outcomes between two groups from the t-test for means equality under the assumptions of equal and unequal variances, respectively. The degrees of freedom for these tests differ a bit, with 78 and 77.911 for equal and unequal variances, respectively. The t-values tend to leave evidence for inferring that the differences of the group means are statistically significant at a conventional alpha level of 0.05.

On the other hand, the t-test significance level under the assumption of unequal variances (Levene's test significant at .005) supported the evidence against

the null hypothesis of equal means of groups, pointing out the strong difference among the groups. The 95% confidence interval for the difference in means provides a range of values that would contain the true mean difference in populations 95% of the time, with lower bounds on the order of -27.50 for either assumption. In either case, assuming equal variances gives an upper limit of the confidence interval of -4.91900, while assuming non-equal variances yields an upper confidence limit of -4.92359. Therefore, the mean of the first group is significantly lower than the mean of the second group, and this is not due to random chance.

These results would indicate a statistically significant difference between test 1 outcomes in the groups sampled for the postal trial. Such statistical evidence would be important to tell whether the intervention or the condition tested in the postal sample works or has an impact. The result of data analysis indicates the significance level, denoted by the symbol Sig., in the independent sample test for posttest 2. The p-value obtained for Levene's test to assess the equality of variances was 0.07, exceeding the standard significance level of 0.05. Consequently, it can be inferred that there is no substantial variance difference between Group A and Group B. The significance threshold was set at 0.05 based on the results of an independent sample test, and the two-tailed p-value obtained was 0.013, lower than the significance level. This suggests that the null hypothesis (H_0) has been refuted, and the alternative hypothesis (H_a) has been accepted, indicating a significant difference between the mean values of the experimental and control groups.

The outcomes of this study are consistent with prior research, which has demonstrated a positive association between the use of songs as a pedagogical aid and the improvement of vocabulary acquisition in the context of learning a widely spoken language. The use of songs as a medium for learning English has been found to evoke a sense of delight in children and facilitate the recognition and retention of unfamiliar English vocabulary among them. Moreover, recent studies have indicated that children's natural pronunciation of their vocabulary is enhanced when using songs as a teaching medium.

The results of the independent sample test for posttest 2 provide valuable insights into the statistical significance of the variances between the experimental and control groups. The findings of this study contribute to the existing body of research on the efficacy of using songs as a pedagogical tool, particularly in the context of vocabulary acquisition. However, it is important to consider the potential limitations of this approach and to further explore its effectiveness in different learning contexts. By doing so, educators can make informed decisions about the use of songs as a medium of instruction and its potential impact on students' language learning outcomes.

The significance of the results is underscored by the implications for language instruction and the potential benefits of using songs as a pedagogical tool. The findings of this study align with the broader literature on the subject, providing support for the use of songs as a medium for enhancing vocabulary acquisition among elementary school students. However, it is essential to conduct further research to explore the long-term effects of this method on language

acquisition and to investigate its potential benefits and limitations in diverse learning environments.

The result of data analysis gives the statistics results from the Public and Independent Trial of Postal Sample for test 2, having evidence on equality of means between the tested groups. Levene's Equal Variance Test was run to check on the homogeneity of variances assumption between two groups. This indicated that the F value was 7.640, with a significance of 0.007, showing that the variances were not equal, thus not supporting the assumption of equal variances.

However, while comparing the group means, a test for means was performed for both sets of assumptions, of equal and unequal variances. The null hypothesis is rejected under the assumption of equal variances at the .007 p-value with a t-value of -2.530 and 78 degrees of freedom. The t-value when equal variances are not assumed is -2.509 for 68.257 degrees of freedom, and thus, under this assumption, the difference in means is also significant.

The levels of significance (two-tailed) will be given as 0.013 and 0.014 for both the case of equal variances and unequal variances to compare the means. The mean difference between the groups in both the cases is -17.24203. This negative value indicates that the mean of the first group is less than that of the second group. The standard error that goes with this difference in means is 6.81448 for equal variances and only a tad higher at 6.87166 for unequal variances. The 95% confidence interval for the mean difference gives the range within which the true mean difference probably falls, where the lower bound is about -30.80, and the upper bound is -3.67543 in equal variances and -3.53078 otherwise.

Taken together, the findings therefore suggest that there is a statistical difference between the group means in post-test 2, where the first group scores lower than the second group. The t-test results significant under either assumption show that the t-test is robust to the assumption regarding variances indicated. This could be pertinent to the intervention or the conditions being tested, and so, a subsequent investigation into the reasons for this difference would be merited.

According to the outcomes of the study, elementary kids were able to efficiently acquire English vocabulary by using songs as a learning medium. The present findings corroborate prior research indicating a positive relationship between the utilisation of a specific song as a pedagogical aid and the enhancement of vocabulary acquisition in the context of learning a widely spoken language have all conducted research on the topic (Al-Azri, R. et al., 2015; Almutairi & Shukri, 2016; Chanturia, 2017; Fransischa & Syafei, 2016; Mellasari, 2015; Y. Romero & Manjarres, 2017; Sukirmiyadi, 2018; Yuliana, 2017). Previous research have demonstrated a significant impact of singing on the development of vocabulary in youngsters (Almutairi & Shukri, 2016; Chanturia, 2017; Fransischa & Syafei, 2016; Ma'rifat, 2017; P. X. Romero, 2017; Sevik, 2014; Shaheen & Ara, 2009; Sukirmiyadi, 2018; Yuliana, 2017). Previous study has proved the efficacy and efficiency of utilising songs as a pedagogical tool have been cited in this context (Chanturia, 2017; Shen, 2009; Sukirmiyadi, 2018). A specific school of thought holds that employing songs as a teaching tool is one of the most effective ways to teach vocabulary to younger English language students. The efficacy and efficiency of musical compositions have

a direct impact on an individual's auditory perception skills. According to the works of [Francisca \(2017\)](#), [Yuliana \(2017\)](#), and [Almutairiri \(2017\)](#) ([Almutairi & Shukri, 2016](#); [Francisca & Syafei, 2016](#); [Yuliana, 2017](#)).

The utilization of songs as a medium for English language learning has been shown to evoke a sense of joy in children, a finding supported by various studies ([Al-Azri, R. et al., 2015](#); [Francisca & Syafei, 2016](#); [Ma'rifat, 2017](#); [Mellasari, 2015](#); [Shen, 2009](#)). This is in line with earlier research, which has consistently demonstrated that children have a strong inclination towards songs as an educational tool. Songs have been found to be beneficial in language learning, aiding in the improvement of listening skills, pronunciation, and vocabulary acquisition ([Richards, 1969](#); [Schoepp, 2001](#); [Schön et al., 2008](#); [Stanat et al., 2012](#)). They can also provide a welcome change from the routine of learning a foreign language, making the learning process more enjoyable and effective ([Murphey, 1992](#)).

The positive impact of songs on language learning has been further emphasized by recent studies, which have shown that singing can be particularly beneficial for newly arrived migrant students, who often have short attention spans and difficulties with explicit grammar instruction ([Schimke, 2018](#)). The use of songs in the English language classroom has been found to be an effective and enjoyable approach to language teaching, helping students to concentrate and engage more effectively with the learning material ([Baoan, 2008](#); [Fonseca-Mora et al., 2011](#); [Gubina, 2017](#); [Ocheretnyaya, 2016](#)).

In addition to the cognitive benefits, songs can also offer a diverse range of pedagogical advantages in terms of cultural and linguistic development ([Fonseca-Mora et al., 2011](#)). They can help students to repeat lyrics, which aids in the cognitive processing of new and complex information, and can encourage the development of wordplay and music, both of which are essential for language acquisition ([Ocheretnyaya, 2016](#)). The use of songs in the language classroom has also been found to create a supportive learning environment, making it easier for students to concentrate and engage with the learning material ([Domoney & Harris, 1993](#); [Eken, 1996](#); [Gardner, 2011](#); [Speh & Ahramjian, 2010](#)).

In the realm of language development, songs play a crucial role in facilitating the process of recognizing and retaining unfamiliar English vocabulary among children ([Francisca, 2017](#); [Kuśnierek, 2016](#)). This is because songs provide a meaningful and engaging context for students to learn new words and phrases, making the learning process more enjoyable and effective ([Millington, 2011](#)). Moreover, songs can help students improve their listening skills, pronunciation, and vocabulary acquisition, as well as enhance their ability to understand and interpret the meaning of the words they are hearing ([Busse et al., 2018](#)).

Songs can also offer a supportive learning environment, making it easier for students to concentrate and engage with the learning material. The use of songs in language teaching has been found to be an effective way to help students develop their listening skills, as they are exposed to new words and phrases in a meaningful and engaging context. Furthermore, songs can be used to teach various aspects of language learning, such as grammar, sentence structures, and cultural understanding.

The use of songs as a valuable teaching and learning tool has been widely recognized in the field of language education. Songs have been found to be beneficial in language learning, aiding in the improvement of listening skills, pronunciation, and vocabulary acquisition (Richards, 1969; Schoepp, 2001; Schön et al., 2008; Stanat et al., 2012). They can also provide a welcome change from the routine of learning a foreign language, making the learning process more enjoyable and effective (Murphey, 1992).

Furthermore, the use of songs in language teaching has been found to be an effective way to help students develop their listening skills, as they are exposed to new words and phrases in a meaningful and engaging context (Baolan, 2008). This can help students to improve their speaking and pronunciation skills, as well as their ability to understand and interpret the meaning of the words they are hearing (Domoney & Harris, 1993; Eken, 1996; Gardner, 2011; Speh & Ahramjian, 2010). Recent studies have also shown that children's natural pronunciation of their vocabulary is better with songs they are learning as teaching media (Al-Azri, R. et al., 2015; Francischa, 2017). According to the findings of this research, the primary emphasis should not be placed on the reading and writing of the words that need to be acquired, but rather on the sight, hearing, and proper pronunciation of those words (Almutairi & Shukri, 2016; Hadian, 2017). The researcher disagrees that vocabulary teaching for children is focused on writing instead of speech and pronunciation. So that's why, In this study, results do not match the findings from earlier studies which showed that music used as a learning medium can help improve both speech and hearing ability but also writing (Sukirmiyadi, 2018; Yuliana, 2017). This is because of differences in the focus of instruction and learning outcomes. However, the researcher believes that children should not be focused on writing but on speaking and listening.

This study showcases the capacity of musical media as an educational tool for language teaching, specifically in augmenting the acquisition of vocabulary. The experimental group demonstrated a statistically significant increase in average scores compared to the control group, suggesting possible efficacy. The study corroborates prior research that demonstrates a favourable correlation between the utilisation of songs and the acquisition of vocabulary in the process of language learning. Music evokes joy in youngsters and aids in the identification and recall of unknown English vocabulary. Nevertheless, the researcher questions the prioritisation of writing in vocabulary instruction, contending that students should not be overwhelmed with writing to the detriment of cultivating their oral communication abilities.

The utilisation of music and songs as pedagogical instruments in language training has garnered growing attention due to its potential to augment children's acquisition of oral and aural abilities. Songs have been discovered to enhance the memorization of new vocabulary terms, grammar structures, and listening abilities, therefore making them a significant resource for language training, especially in the learning of vocabulary. Nevertheless, the results of the study provide evidence in favour of utilising songs as an instructional instrument, namely for augmenting the acquisition of vocabulary. It is crucial to take into account the possible constraints

of this technique and further investigate its efficacy in various learning environments. Through this approach, educators can gain valuable insights to make well-informed choices regarding the utilisation of songs as a pedagogical tool and its possible influence on students' language acquisition results.

CONCLUSION

The results from the study demonstrate significant improvements in English vocabulary acquisition among elementary school children who were exposed to song-based learning methods. The findings are highlighted through the statistical analysis presented in several post-tests comparing the experimental group (exposed to song-based learning) to the control group (traditional methods). The experimental group showed a notable improvement in vocabulary test scores compared to the control group. This was evidenced by higher average scores in the post-tests. For instance, the first post-test results showed that the experimental group had an average score of 36.3415 compared to the control group's average of 20.1282. In the second post-test, the experimental group's average score increased to 53.7805, while the control group improved to 36.5385, still lower than the experimental group.

Statistical tests such as the independent samples t-test confirmed the significance of these results. For example, the t-test results for the first post-test were highly significant, with a p-value of .005, suggesting that the differences in scores between the experimental and control groups were not due to chance. The consistency of higher scores in the experimental group across multiple tests suggests that the song-based learning method had a lasting impact on the students' vocabulary retention and recall abilities. Qualitative feedback from students and teachers indicated that the song-based learning approach not only helped improve vocabulary acquisition but also enhanced the overall engagement and enjoyment of the learning process. Students were more motivated and actively participated in the learning activities, which likely contributed to their improved test scores.

The results underscore the potential of integrating songs into language education, especially in multilingual settings where children navigate multiple languages. This method proved effective in making English vocabulary learning more accessible and enjoyable, thereby facilitating better linguistic and cognitive development. The study conclusively demonstrates that using songs as a pedagogical tool in language education can significantly enhance vocabulary learning and retention among young learners in a multilingual environment. The empirical data from the post-tests provide robust evidence supporting the efficacy of this innovative teaching strategy. The findings advocate for the broader application of musical elements in educational settings to harness the cognitive and motivational benefits they bring, particularly in enhancing language skills in multilingual contexts. Further research is recommended to explore the long-term effects of song-based learning and its applicability across different age groups and educational settings, thereby enriching the pedagogical approaches within multilingual education frameworks.

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