Revista Latinoamericana de Calidad Educativa ISSN: 3028-8916

The impact of using English Songs to improve Vocabulary Acquisition in Secondary Education

El impacto del uso de Canciones en Inglés para mejorar la adquisición del vocabulario en la Educación secundaria

Kevin Javier Carrera Rivera[1] y Luis Gabriel Parrales Picazo[2]
[1]Unidad Educativa Dolores Elena Cabrera Quelal, kevin.carrera@educacion.gob.ec, https://orcid.org/0009-0005-3496-4494, Ecuador
[2]Unidad Educativa Península de Santa Elena, gabriel.parrales@educacion.gob.ec, https://orcid.org/0000-0002-7461-7631, Ecuador

Información del Artículo

Trazabilidad:

Recibido 15-05-2026
Revisado 16-05-2026
Aceptado 15-07-2026

Palabras Clave:

Adquisición de vocabulario
Canciones
Enseñanza del Inglés
Aprendizaje Activo
Educación secundaria

RESUMEN

Este estudio examina la efectividad de integrar canciones en inglés en la enseñanza del vocabulario para estudiantes de Segundo Año de Bachillerato de la Unidad Educativa Dolores Elena Cabrera Quelal en Salinas, Provincia de Santa Elena. El dominio del vocabulario es fundamental para la competencia lingüística, sin embargo, los métodos tradicionales de enseñanza a menudo no logran involucrar eficazmente a los estudiantes. Este estudio examina la efectividad de integrar canciones en inglés en la enseñanza del vocabulario para estudiantes de segundo año de bachillerato de la Unidad Educativa Dolores Elena en Salinas, provincia de Santa Elena. El dominio del vocabulario es fundamental para la competencia lingüística; sin embargo, los métodos tradicionales de enseñanza a menudo no logran involucrar eficazmente a los estudiantes (M Alqahtani, 2015). Las canciones proporcionan insumo auténtico, patrones rítmicos y repetición, elementos que mejoran la retención y favorecen el aprendizaje contextualizado (Astuti et al., 2023; Azmin Md Zamin et al., 2020). Utilizando un diseño cuasi-experimental, el estudio incluyó tanto grupos de control como experimentales. Los datos se recopilaron mediante pruebas diagnósticas y finales, observaciones en el aula y encuestas a los estudiantes. Los resultados mostraron una mejora del 26,5% en las puntuaciones de vocabulario del grupo experimental, en comparación con una mejora del 8,7% en el grupo de control. Los estudiantes también reportaron mayor motivación, disfrute y confianza al usar nuevo vocabulario. Estos hallazgos respaldan la idea de que las canciones promueven el aprendizaje activo, el compromiso emocional y la retención del vocabulario, convirtiéndolas en una estrategia valiosa para la enseñanza del inglés.

Keywords:

Vocabulary Acquisition
Songs
English Language Teaching
Active Learning
Secondary Education

ABSTRACT

This qualitative study, descriptive and interpretative in nature, analyzes the influence of neurodidactic strategies and gamification on intrinsic motivation and meaningful learning in early childhood and elementary education. The research was conducted across three educational institutions, utilizing direct classroom observations and a structured ten-item Likert scale survey administered to teachers and coordinators. The results reveal that the articulation of micro-challenges and game dynamics visibly reduces school anxiety and frustration levels, optimizing focused attention processes. Categorial content analysis confirms that structured play acts as an effective cognitive bridge, facilitating the anchoring of abstract content into prior knowledge structures and consolidating long-term memory through a high positive emotional load. The dispersion analysis evidenced in the box plot shows high homogeneity in the upper motivation ratings. It is concluded that the fusion of neuroscience and play is indispensable for child cognitive development, highlighting an imperative need to strengthen continuous teacher training in neuroeducation to ensure sustainable methodological transformations in the regular classroom.

INTRODUCCIÓN

Vocabulary acquisition is universally recognized as one of the most fundamental components of language proficiency. Without an adequate vocabulary base, learners struggle to comprehend texts, express ideas, and engage in meaningful communication (Alqahtani, 2015; Nation, 2017). In the context of English as a Foreign Language (EFL), vocabulary mastery determines the learners' ability to decode messages, participate in conversations, and produce coherent written discourse. As Nation (2017) emphasized, vocabulary knowledge is not merely the memorization of isolated words but the ability to use them appropriately in context, encompassing form, meaning, and use.

Despite its importance, vocabulary teaching in many EFL classrooms remains limited to traditional methods such as rote memorization, translation, and dictionary-based exercises. These approaches often fail to stimulate learners' curiosity or sustain their motivation (Setiawan, 2019). Students may memorize word lists for exams but quickly forget them afterward, indicating shallow learning and poor retention. This challenge is particularly evident in Ecuadorian secondary schools, where English is taught as a foreign language and exposure to authentic linguistic input is minimal. Therefore, innovative pedagogical strategies are needed to make vocabulary learning more engaging, contextualized, and effective.

Music has long been recognized as a universal medium that transcends linguistic and cultural barriers. In language education, songs serve as authentic materials that combine linguistic input with rhythm, melody, and emotion (Çevikbaş & Yumurtacı, 2018). They provide repeated exposure to vocabulary in meaningful contexts, facilitating both comprehension and retention. According to Astuti et al., songs create a multisensory learning environment that enhances students' vocabulary mastery by engaging auditory, visual, and affective channels simultaneously.

Songs also embody the principles of communicative language teaching, as they present real-life language use in a natural and enjoyable format. Learners encounter idiomatic expressions, phrasal verbs, and colloquial structures that are rarely found in textbooks (Wardiman et al., 2022). Moreover, the repetitive nature of the lyrics reinforces lexical patterns, while the melody aids memory recall.

Azmin Md Zamin et al. (2020) demonstrated that songs significantly improve the acquisition of verbs, one of the most challenging lexical categories for EFL learners. Their study found that rhythm and musical repetition help learners internalize grammatical patterns and word collocations more effectively than traditional drills.

The effectiveness of songs in vocabulary learning can be explained through cognitive and affective theories of language acquisition. From a cognitive perspective, music activates multiple brain regions associated with memory, attention, and linguistic processing. Hasibuan (2021) argues that songs facilitate dual coding -verbal and auditory- which strengthens memory traces and enhances long-term retention. This aligns with Paivio's dual coding theory, which posits that information encoded through both verbal and non-verbal channels is more easily recalled.

From an effective standpoint, songs lower the learner's anxiety and create a positive emotional atmosphere conducive to learning. Johnson (2024) affective filter hypothesis suggests that emotional factors such as motivation, self-confidence, and anxiety influence the rate and success of language acquisition. When learners enjoy the process, their affective filter is lowered, allowing input to be processed more efficiently. Studies by Karim et al. (2021) and Zaharani (2023) confirm that students exposed to English songs report higher motivation and reduced stress, which directly correlate with improved vocabulary performance.

A growing body of empirical research supports the integration of songs into EFL instruction. Astuti et al. (2023) found that students who learned vocabulary through songs achieved significantly higher test scores than those taught through conventional methods. Similarly, Nurjannah et al. (2023) demonstrated that English songs enhance both vocabulary mastery and pronunciation accuracy. Their study revealed that learners retained new words longer and used them more confidently in oral communication.

Çevikbaş & Yumurtacı (2018) investigated the effects of songs on first-grade EFL learners and concluded that musical activities improved vocabulary acquisition and listening comprehension simultaneously. Hasibuan (2021) reported similar outcomes among Indonesian students, noting that songs increased learners' enthusiasm and participation. Ilinawati (2018) emphasized that songs are particularly effective for young learners because they combine entertainment with education, transforming passive learning into active engagement.

In higher education contexts, Azmin Md Zamin et al. (2020) explored the role of music in teaching verbs. They found that students exposed to songs demonstrated a better understanding of verb forms and usage. Their findings suggest that rhythm and melody help learners subconsciously internalize grammatical structures. Triwardani & Yuningsih (2022) also confirmed that songs are an effective means of building vocabulary, especially when combined with visual aids and interactive activities.

Beyond linguistic benefits, songs introduce learners to cultural aspects of the target language. Authentic English songs expose students to idiomatic expressions, slang, and cultural references that textbooks often omit (Isnaini, 2021). This cultural immersion enhances learners' pragmatic competence – the ability to use language appropriately in social contexts. Wardiman et al. (2022) argue that songs bridge the gap between classroom learning and real-world communication, making language learning more meaningful.

In Ecuador, where exposure to native English speakers is limited, songs provide an accessible form of authentic input. They allow students to experience the rhythm, intonation, and pronunciation of natural English speech. Moreover, songs can be selected to reflect diverse themes – friendship, motivation, social issues – which resonate with adolescents and stimulate discussion. This contextual relevance increases engagement and encourages learners to connect emotionally with the language.

Effective integration of songs into vocabulary instruction requires careful planning and pedagogical design. Teachers must select songs that match learners' proficiency levels and learning objectives. According to Setiyadi (2024), the success of song-based instruction depends on aligning musical content with linguistic goals. For instance, songs with clear lyrics and repetitive structures are ideal for teaching vocabulary related to daily activities or emotions.

Activities such as lyric gap-filling, word matching, and singing along can reinforce vocabulary learning. Limbong (2017) demonstrated that English pop songs enrich students' vocabulary by providing repeated exposure to target words in meaningful contexts. Similarly, Setiawan (2019) found that listening to songs improves vocabulary mastery by combining auditory input with contextual clues. Teachers can also encourage students to create their own lyrics using newly learned words, promoting creativity and deeper lexical processing.

Motivation is a key factor in successful language learning. Songs inherently motivate learners by combing entertainment with education. Karim et al. (2021) observed that students who learned through songs displayed greater enthusiasm and self-confidence. Music stimulates positive emotions, which enhance cognitive processing and memory retention. Zaharani (2023) reported that students exposed to songs not only improved their vocabulary but also developed a more positive attitude toward English learning.

Songs also promote learner autonomy. When students listen to music outside the classroom, they engage in self-directed learning. They encounter new words, search for meanings, and practice pronunciation independently. This autonomy fosters lifelong learning habits and reinforces classroom instruction. Ilinawati (2018) and Hasibuan (2021) emphasize that songs encourage learners to take ownership of their learning process, transforming them from passive recipients into active participants.

Despite their advantages, the use of songs in EFL classrooms presents certain challenges. Teachers must ensure that selected songs are age-appropriate and linguistically suitable. Complex lyrics or slang may confuse beginners. Additionally, copyright restrictions can limit access to certain materials. Madera (2019) and Johnson (2024) highlight the importance of task-based approaches that integrate songs with structured learning activities to maintain pedagogical rigor.

Another challenge is assessment. Measuring vocabulary improvement through songs requires reliable instruments that capture both receptive and productive knowledge. Pre- and post-tests, as used in this study, provide quantitative evidence of learning gains. Classroom observations and student surveys complement these data by revealing qualitative aspects such as motivation and engagement.

Given the growing evidence supporting song-based instruction, this study seeks to contribute to the field by examining its impact on vocabulary acquisition among Ecuadorian high school students. Previous research has focused primarily on Asian contexts (Astuti et al., 2023; Azmin Md Zamin et al., 2020; Çevikbaş & Yumurtacı, 2018), leaving a gap in Latin American settings. The present study addresses this gap by implementing a quasi-experimental design at Unidad Educativa Dolores Elena Cabrera Quelal, located in Salinas, Santa Elena. The study hypothesizes that students exposed to English songs will demonstrate significantly higher vocabulary improvement.

MATERIALES Y MÉTODOS

This study employed a quasi-experimental design to evaluate the impact of integrating English songs into vocabulary instruction. Two groups of second-year high school students at Unidad Educativa Dolores Elena Cabrera Quelal in Salinas, Santa Elena were selected: a control group taught through traditional methods and an experimental group exposed to song-based instruction. The design allowed for comparison between conventional teaching and innovative approaches, ensuring that differences in outcomes could be attributed to the intervention (Astuti et al., 2023; Setiyadi, 2024).

The participants consisted of 60 students, divided equally into control and experimental groups. Students were selected through purposive sampling to ensure similar proficiency levels at the outset. Demographic data such as age, gender, and prior exposure to English were collected to confirm group equivalence. Ethical

considerations were observed, with informed consent obtained from both students and school authorities, ensuring voluntary participation and confidentiality (Karim et al., 2021; Nurjannah et al., 2023).

Data collection relied on multiple instruments: a vocabulary pre-test and post-test, classroom observation checklists, and student perception surveys. The vocabulary tests measured receptive and productive knowledge of target words, while observations documented student engagement and participation. The experimental group engaged in activities such as listening to songs, singing along, lyric gap-filling, and vocabulary analysis. The control group followed textbook-based exercises and teacher explanations. This methodological triangulation strengthened the validity of findings (Çevikbaş & Yumurtacı, 2018; Hasibuan, 2021).

Quantitative data from pre- and post-tests were analyzed using descriptive statistics and paired t-tests to determine significant differences between groups. The reliability of the vocabulary test was confirmed through Cronbach's Alpha. Qualitative data from surveys and observations were thematically coded to capture students' perceptions of motivation, enjoyment, and confidence. This mixed-methods approach provided a comprehensive understanding of the pedagogical impact of songs on vocabulary acquisition (Azmin Md Zamin et al., 2020; Zaharani, 2023).

RESULTADOS

Table 1: Reliability Statistics of Vocabulary Test

Cronbach's Alpha	Standardized Alpha	Number of Items
0.915	0.901	20

The reliability analysis presented in Table 1 demonstrates that the vocabulary test used in this study achieved a Cronbach's Alpha of 0,915, with a standardized alpha of 0,901 across 20 items. These values indicate a very high level of internal consistency, meaning that the test items were strongly correlated and measured the same construct effectively. Such reliability ensures that the instrument is dependable for assessing vocabulary mastery and that the results obtained can be considered valid indicators of student performance.

This high reliability also suggests that the test was well-designed, with items balanced in difficulty and relevance to the target vocabulary. It reduces the likelihood of measurement error and strengthens the credibility of the findings. In practical terms, the consistency of the test means that differences observed between the control and experimental groups can be attributed to the instructional intervention rather than flaws in the assessment tool.

Table 2: Pre-Test and Post -Test

Group	Mean Pre-Test	Mean Post-Test	Improvement (%)
Control Group	62.8	68.3	8.7%
Experimental Group	63.1	79.8	26.5%

Table 2 highlights the comparative performance of the control and experimental groups before and after the intervention. The control group showed a modest increase from a mean pre-test score of 62.8 to a post-test score of 68.3, representing an 8,7% improvement. In contrast, the experimental group improved from 63.1 to 79.8, a substantial 26.5%. This clear disparity demonstrates the effectiveness of integrating songs into vocabulary instruction compared to traditional methods.

The results confirm that the experimental group not only started at a similar baseline but also achieved significantly greater progress. This indicates that the intervention had a direct impact on vocabulary acquisition. The magnitude of improvement underscores the pedagogical value of songs, showing that they provide learners with meaningful contexts and repeated exposure that enhance retention and usage of new words.

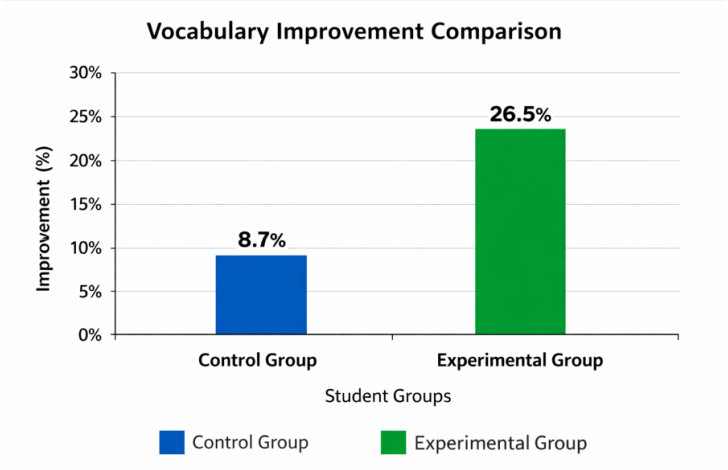


Fig. 1: Vocabulary Improvement Comparison

Figure 1 visually reinforces the findings presented in Table 2 by illustrating the percentage improvement in vocabulary scores between the two groups. The bar chart shows the control group's limited 8.7% increase compared to the experimental group's striking 26.5% improvement. This visual representation contrasts the two groups immediately clear, emphasizing the effectiveness of song-based instruction.
The figure also highlights the pedagogical implications of the study. The experimental group's performance demonstrates that songs not only improve vocabulary scores but also foster motivation and engagement, which contribute to deeper learning. The sharp difference between the two bars suggests that traditional methods alone may not be sufficient for significant vocabulary growth, while music-based approaches provide a more dynamic and impactful learning experience.

DISCUSIÓN

The results of this study demonstrate a clear and significant difference in vocabulary acquisition between students taught through traditional methods and those exposed to English songs. The experimental group achieved a 26,5% improvement, while the control group improved only 8,7%. This finding confirms the hypothesis that songs enhance vocabulary learning by providing authentic input, rhythm, and repetition. It also aligns with previous studies that have consistently reported the positive impact of music on language acquisition (Astuti et al., 2023; Nurjannah et al., 2023).
The cognitive benefits of songs are evident in the way learners process and retain vocabulary. Music activates multiple areas of the brain, facilitating memory consolidation and recall. Hasibuan (2021) emphasized that songs strengthen memory traces through dual coding – verbal and auditory – which enhances long-term retention. Similarly, Çevikbaş & Yumurtacı (2018) found that first-grade learners improved vocabulary acquisition when exposed to songs, suggesting that rhythm and melody provide scaffolding for lexical learning. In our study, the experimental group's superior performance reflects these cognitive mechanisms, as repeated exposure to lyrics reinforced word recognition and usage.
Beyond cognitive benefits, songs also influence affective factors such as motivation, enjoyment, and confidence. Karim et al. (2021) observed similar outcomes, nothing that students exposed to songs displayed higher motivation and self-confidence. Zaharani (2023) further confirmed that songs elevate learners' attitudes toward English learning, making them more willing to participate actively. In our study, surveys revealed that students in the experimental group enjoyed the learning process more, which contributed to their improved vocabulary scores.
Songs provide learners with authentic linguistic input that textbooks often lack. Wardiman et al. (2022) argue that songs expose students to idiomatic expressions, colloquial language, and cultural references, enriching their lexical repertoire. Isnaini (2021) highlighted the role of modified English songs in teaching vocabulary, emphasizing that authentic lyrics foster pragmatic competence. In our study, students in the experimental group encountered real-world vocabulary embedded in meaningful contexts, which enhanced their ability to use new words appropriately. This cultural immersion is particularly valuable in Ecuador, where exposure to native English speakers is limited.
The success of song-based instruction depends on effective pedagogical integration. Teachers must select songs that align with learners' proficiency levels and curricular goals. Setiyadi (2024) stressed that song selection should consider linguistic clarity and thematic relevance. In our study, songs with repetitive structures and accessible vocabulary were chosen to maximize learning outcomes. Activities such as lyric

gap-filling, singing along, and vocabulary analysis reinforced lexical acquisition. Limbong (2017) demonstrated that English pop songs enrich vocabulary through repeated exposure, while Setiawan (2019) confirmed that listening to songs improved mastery by combining auditory input with contextual clues. Our findings support these pedagogical strategies, showing that structured activities around songs enhance both receptive and productive vocabulary knowledge.

Motivation emerged as a key factor in the experimental group's success. Songs inherently motivate learners by combining entertainment with education. Ilinawati (2018) and Hasibuan (2021) emphasized that songs encourage learners to take ownership of their learning, fostering autonomy. In our study, students reported listening to English songs outside the classroom, engaging in self-directed learning. This autonomy reinforces classroom instruction and promotes lifelong learning habits. The motivational aspect of songs thus extends beyond immediate vocabulary gains, contributing to sustained engagement with the language.

Our findings are consistent with a wide range of studies across different contexts. Astuti et al. (2023) reported significant vocabulary gains among Indonesian students taught through songs. Azmin Md Zamin et al. (2020) found that songs improved verb acquisition, highlighting the role of rhythm in internalizing grammatical patterns. Triwardani & Yuningsih (2022) confirmed that songs are effective for building vocabulary when combined with interactive activities. Toğan (2025) emphasized that songs improved vocabulary retention by embedding words in memorable contexts. These studies, together with our results, provide robust evidence that songs are universally effective across diverse educational settings.

Despite their advantages, the use of songs presents challenges. Teachers must ensure that lyrics are age-appropriate and linguistically suitable. Complex vocabulary or slang may confuse beginners. Madera (2019) and Johnson (2024) highlighted the importance of task-based approaches to maintain pedagogical rigor. In our study, careful song selection mitigated these challenges, but future research should explore strategies for adapting songs to different proficiency levels. Another limitation is assessment. Measuring vocabulary improvement through songs requires reliable instruments that capture both receptive and productive knowledge. While pre- and post-tests provided quantitative evidence, qualitative data from surveys and observation added depth to our analysis.

The implications of our findings are significant for EFL teaching in Ecuador. Traditional methods often fail to engage learners, leading to poor retention and limited communicative competence. Integrating songs into instruction offers a practical, low-cost strategy to enhance vocabulary acquisition. Songs not only improve lexical knowledge but also foster motivation, cultural awareness, and learner autonomy. As Niina (2017) noted, pedagogy for English as a lingua franca must adapt to learners' needs and contexts. In Ecuador, where exposure to authentic English is limited, songs provide accessible input that bridges the gap between classroom learning and real-world communication.

Future studies should explore the long-term effects of song-based instruction. While our study demonstrated immediate vocabulary gains, it remains unclear how long learners retain these words. Longitudinal research could examine retention over months or years. Additionally, digital platforms such as YouTube and Spotify offer opportunities for integrating songs into blended learning environments. Researchers could investigate how technology enhances the effectiveness of songs in vocabulary acquisition. Finally, comparative studies across different age groups and proficiency levels would provide insights into the adaptability of song-based instruction

CONCLUSIÓN

The study carried out provides clear evidence that using English songs in the classroom has a significant and positive impact on vocabulary acquisition among secondary school students. The results show that those who participated in song-based activities achieved a much greater improvement in vocabulary scores compared to those who followed traditional teaching methods. This outcome demonstrates that music is not only a source of entertainment but also a powerful pedagogical tool capable of transforming the ways young learners approach the study of a foreign language.

Vocabulary learning is one of the most essential aspects of mastering a language. Without sufficient lexical knowledge, students face difficulties in understanding texts, expressing ideas, and engaging in meaningful communication. Traditional methods often rely on memorization of word lists, which leads to superficial learning and rapid forgetting. In contrast, songs provide authentic contexts that make vocabulary more memorable and meaningful. The combination of rhythm, repetition, and emotional engagement creates a multisensory environment that strengthens memory consolidation and enhances motivation.

The benefits observed in the experimental group go beyond the quantitative improvement in vocabulary scores. Students also reported greater enthusiasm, enjoyment, and confidence when using new words in different communicative situations. This is a crucial finding, since motivation and positive attitudes toward learning are key factors in academic success. When students feel motivated and enjoy the process, they participate more actively in classroom activities, which in turn reinforces their learning. Music, by

stimulating emotions and creating a relaxed atmosphere, reduces anxiety and fosters a supportive environment for language acquisition.

Another important aspect is the exposure to authentic input that songs provide. Through lyrics, students encounter idiomatic expressions, colloquial structures, and cultural references that enrich their vocabulary and help them understand the language as it is used in real life. This cultural immersion is particularly valuable in contexts where contact with native speakers is limited. Songs act as a bridge between the classroom and the outside world, allowing learners to experience the rhythm, intonation, and pronunciation of natural English speech. This exposure not only improves vocabulary but also contributes to the development of communicative competence.

The integration of songs into English teaching also promotes learner autonomy. Many students continue listening to English music outside the classroom, reinforcing what they have learned and engaging in self-directed study. This independent practice strengthens study habits and encourages a lasting relationship with the language. Music is an accessible and low-cost resource, making it a practical strategy for schools with limited resources. Teachers can select appropriate songs for their students' level and design interactive activities such as filling in missing words in lyrics, identifying key vocabulary, or creating new verses with recently learned words.

Although the results are encouraging, it is important to recognize that using songs requires careful planning. Teachers must ensure that the chosen songs are suitable in terms of linguistic complexity and cultural content. Lyrics that are too advanced may overwhelm beginners, while overly simple songs may not challenge more proficient learners. It is also necessary to design structured activities that integrate songs into the curriculum, ensuring they serve clear pedagogical objectives rather than merely providing entertainment. Assessment presents another challenge, since measuring vocabulary improvement through songs requires reliable tools that capture both receptive and productive knowledge.

Despite these considerations, the advantages of using songs in language teaching outweigh the limitations. Music represents an innovative strategy that transforms English learning into a dynamic, meaningful, and motivating experience. By combining cognitive benefits with affective engagement, songs help students not only memorize words but also understand, retain, and use them in real contexts. This integration of emotion and knowledge makes music a comprehensive pedagogical resource that responds to the needs of secondary school learners and contributes to improving educational outcomes in English language teaching.

In conclusion, the study confirms that English songs are an effective tool for enhancing vocabulary acquisition among secondary school students. Their impact is evident not only in academic performance but also in the motivation and attitudes of learners toward the language. Music offers an accessible and engaging pathway to enrich the educational process, enabling young people to develop stronger linguistic skills and connect more meaningfully with English. Incorporating songs into the classroom is therefore a valuable pedagogical strategy that can transform English teaching in Ecuador and similar contexts, promoting deeper, longer-lasting, and more enjoyable learning experiences.

REFERENCIAS

Astuti, A., Syafitri, W., Dewi, M., & Safitri, L. (2023). THE EFFECT OF USING ENGLISH SONG TOWARDS STUDENTS'VOCABULARY MASTERY. *JOURNAL OF ENGLISH LANGUAGE PEDAGOGY*, *8*(2), 200–209. https://doi.org/https://doi.org/10.36665/elp.v8i2.775

Azmin Md Zamin, A., Azrul Hardi Adzmi, N., & Mohamad, M. (2020). LEARNING VOCABULARY THROUGH SONGS: A STUDY ON THE ROLE OF MUSIC IN TEACHING VERBS. *Humanities & Social Sciences Reviews*, *8*(1), 550–557. https://doi.org/10.18510/hssr.2020.8167

Çevikbaş, G., & Yumurtacı, N. (2018). Effects of songs on the development of vocabulary among first grade EFL learners. *Dergipark*, *1*(2), 101–120. https://dergipark.org.tr/en/pub/later/issue/41915/451712

Hasibuan, A. (2021). Improving Students' Vocabulary Through English Song. *Indonesian Journal of ELT and Applied Linguistics (IJEAL)*, *1*(1). https://pdfs.semanticscholar.org/205a/402b4ef0114730b546612f459529ef5c9f5a.pdf

Ilinawati, I. D. Y. (2018). IMPROVING STUDENTS VOCABULARY THROUGH SONGS. *Journal of English Educational Study*, *1*, 66–70. https://www.jurnal.stkippersada.ac.id/jurnal/index.php/JEES/article/view/329

Isnaini, S. A. D. (2021). The use of modified English song to improve vocabulary. *Journal of English Language Teaching and Learning (JELTL)*, *2*(2), 62–67. http://www.e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/2537

Karim, S., Sudiro, S., … D. A.-… L. J. of, & 2022, undefined. (2021). Enhancing vocabulary mastery through English songs: In the eyes of EFL students. *ethicallingua.org*, *2*(2), 62–67. https://ethicallingua.org/25409190/article/download/439/237

Limbong, R. (2012). Enriching Students' Vocabulary Using English Pop Songs. *Journal of English Teaching*, *2*, 223–237. https://ejournal.uki.ac.id/index.php/jet/article/view/58

M Alqahtani. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *3*, 21–34. https://doi.org/10.52950/TE.2015.3.3.002

Madera, L. L. M. (2019). THE IMPACT OF TASK-BASED LANGUAGE TEACHING ON LEARNERS'WRITING SKILLS. *Indonesian EFL Journal (IEFLJ)*, *5*(2), 41–48. https://doi.org/10.25134/ieflj.v5i2.1820

Mark D. Johnson. (2024). Effects of task-based language teaching on functional adequacy in L2 writing. *Language Teaching Research Quarterly, 39*, 217–230. https://doi.org/10.32038/ltrq.2024.39.15

Niina, H. (2017). Current Perspectives on Pedagogy for English as a Lingua Franca. *ELT Journal*, *71*(2), 258–260. https://doi.org/10.1093/ELT/CCX001

Nurjannah, S., Mursidin, M., & Azizah, N. (2023). USING ENGLISH SONG TO IMPROVE STUDENTS'VOCABULARY. *VERBA: Journal of English Language Issues, Trends and Studies*, *1*(2), 22–30. https://mail.jurnal-fkip-uim.ac.id/index.php/verba/article/view/173

P Nation. (2017). How vocabulary is learned. *Indonesian Journal of English Language Teaching*, *12*, 1–14. https://www.tadalanguages.com/s/How_vocabulary_is_learned.pdf

Setiawan, C. (2019). IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH LISTENING SONG. *Professional Journal of English Education*, *2*, 392–397.

Setiyadi, A. (2024). EFFECT OF USING SONG IN IMPROVING STUDENTS'VOCABULARY MASTERY: A STUDY OF FIRST GRADE STUDENTS OF JUNIOR HIGH SCHOOL 4 AIR. *Langue (Journal of Language and Education)*. https://doi.org/http://dx.doi.org/10.22437/langue.v2i2.27337

Toğan, S. (2025). Using Songs to Improve Vocabulary. *CONTEMPORARY RESEARCH IN LANGUAGE AND LINGUISTICS (ISSN*, *3*. https://doi.org/https://doi.org/10.62601/crll.v3i1.42

Triwardani, H. R., & Yuningsih, Y. (2022). BUILDING VOCABULARY THROUGH SONG AS EFFECTIVE METHOD IN LEARNING ENGLISH. *JURNAL PENDIDIKAN BAHASA*. https://doi.org/10.34005/lingua.v%vi%i.1710

Wardiman, M., Aminah, A., & Dewi, A. (2022). THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS'VOCABULARY MASTERY. *Journal of ELTS*, *10*, 12–21. https://doi.org/https://doi.org/10.22487/elts.v10i1.2224

Zaharani, H. (2023). The Effect of Using Songs to Elevate Students' Vocabulary Skill at SMP Yabes School. *Journal of Classroom Action Research*, *2*(2), 52–65. https://doi.org/10.52622/jcar.v2i2.164