

## **THE EFFECTIVENESS OF SONGS IN IMPROVING STUDENTS' VOCABULARY MASTERY**

**ANDREAS YOHANES WAKARY, SANERITA OLII, RINNY RORIMPANDEY**

***English Education Department  
Faculty of Languages and Arts  
Universitas Negeri Manado***

*Correspondence author: [Saneritaolii@unima.ac.id](mailto:Saneritaolii@unima.ac.id)*

*Received: 01 April 2023*

*Accepted: 27 April 2023*

*Published: 30 April 2023*

**Abstract:** The purpose of this study was to determine whether or not using songs as media may help students learn more vocabulary. The researcher employed experimental research design, a quantitative research technique, to carry out this study. A second grade class of ten students at SMP Anugrah Tondano served as the topic of this investigation. Pre-test and post-test served as the tool for gathering data. The exams consisted of a few essays and fill-in-the-blank lyrics. The results of this study revealed that the post-test's mean score (86) was greater than the pre-test's mean score's (41) average. It is possible to get the conclusion that using songs is successful.

**Keywords:** *Songs, Teaching, Vocabulary.*

### **INTRODUCTION**

English has become an international language, that is why it is very important (Liando, Tatipang & Wuntu, 2023); (Lengkoan & Oliy); (Lengkoan & Rombepajung). English has a significant role in practically every aspect of life, including business, trade, academia, tourism, etc. It has been asserted to be Indonesia's first foreign language. In the curriculum, it is therefore determined that foreign languages will be taught in schools. Many countries in this world use English as their second language (Mogea, 2020).

In Indonesia, English is considered as a foreign language, therefore, it is taught in every school in it is one of the compulsory

starting from Junior High School up to university level. In teaching junior high school students we also need the relevant matter that have to be considered and we have to justify it with the regulation of ministry of national education. Some students in Indonesia are thinking that English is a scary subject. It may be caused Indonesian system with English are different for example English has different for 3rd person singular verbs while Indonesia does not change the verb. In language, vocabulary plays an important role. It is a basic in learning a new language. According to Linse (2005: 121) Vocabulary is the collection of words that an individual knows. Vocabulary is an essential part of language learning and it is also a basic step to learn English in written form as well as spoken form (Mozes & Liando, 2020).

For those who desire to acquire a second language or a foreign language, learning the vocabulary is one of the most important aspects. They will find it challenging to utilize the language in their daily lives if they have a limited vocabulary. But learning vocabulary is a challenge for many students. When they merely use a vocabulary list to memorize words, they become bored. The quality and success of the pupils in a school's educational system are evaluated by the learning outcomes of the students there. It is one of the instructors' references for their effectiveness in the teaching process and can assist them in deciding what method to employ and what to do next to improve upon what they have already done.

These days, songs are extensively employed in English language instruction classes around the globe. It has been known by all people as the media to help students easy to memorize the words. It can make students like to memorize and say the words. According to Millington (2011) Songs have a significant impact on improving students' vocabulary. Songs will make learning enjoyable in the classroom. Most students enjoy singing, and they typically respond favorably to musical activities in the classroom, because songs can help to create a relaxed and informal atmosphere that makes the classroom a nonthreatening environment.

Based on the statement above, the researcher choose songs in improving students' vocabulary mastery because by using songs students can have a lot of fun and get rid off their tiresome during the lesson. Therefore, the researcher do this research entitle "The Effectiveness of Using Songs in Improving Students' vocabulary mastery" at SMP Anugerah Tondano which related to this research.

## **REVIEW OF LITARATURE**

### ***Definition of vocabulary***

One of the most vital linguistic skills while learning English is vocabulary (Nation, 2001). Vocabulary is the most crucial component of language that pupils must master in order to communicate successfully (Keshta & Al-Faleet, 2013). In addition, Vocabulary is principal to successful language acquisition (J Richards, 1969). Moreover, Vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances. Cameron (2001:72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Since vocabulary is a prerequisite for learning grammar and without sufficient vocabulary, it is impossible to construct sentences, so teachers have tried various media, techniques, and strategies to teach vocabulary (Lengkoan F. Rombepajung P. Hampp P. Andries F. 2019).

### ***Receptive and Productive Vocabulary***

Students utilize receptive vocabulary to know and comprehend the meaning of the words when reading or listening to material. The terms that learners understood but did not employ in speech or writing are words they know and can identify. Learning the receptive vocabulary often involves the instructor explaining the word's meaning and using it in a sentence, but the students are merely asked to spell and pronounce the word (Nagy, Anderson & Herman, 1987).

The definition of a useful vocabulary includes terms that the learners can pronounce and understand. In reality, students are able to speak and write well using these terms. Due to the fact that students may create words to describe their thoughts and feelings in a way that is understandable to others, effective vocabulary can be looked of as an active activity (Webb,2005). The capacity to recall the structure and meaning of a word is considered to be productive vocabulary knowledge. According to Laufer (1998) separates information into regulated, free, and productive vocabulary. Free productive vocabulary knowledge is the capability to use words impulsively and without special encouragement to generate particular words, such as writing autonomously, in contrast to controlled productive vocabulary knowledge, which refers to the ability to construct words when the signal is provided.

### ***Songs***

Making learning enjoyable in the classroom by using music. Due to the fact that songs, and particularly choral singing, may contribute to the creation of a laid-back and casual mood that makes the classroom a nonthreatening place, most kids like singing and typically respond positively to their employment in the classroom. Song vocabulary often consists of frequent, short words with a lot of pronouns, and song lyrics are typically given within a repetitious pattern. Like genuine speech, the vocabulary of songs is conversational; lyrics are sung more slowly and with longer pauses in between each phrase. Last but not least, there is the pop music's blatant rhythm. According to Weikart (1998: 1), the rhythm is what aids in the development of English learners "a sense of inner timing and allows children to speak or read in whole sentences instead of just one word at a time". These elements make it possible for students to relate to and comprehend music lyrics (Lems, 2005). For the reasons stated above, it's obvious that songs and music are great language aids since they include a range of language skills into a few rhymes, including culture, vocabulary, listening, syntax, and more. Additionally, music in language classes relaxes students, boosts their attention spans, and can

increase their desire to learn a language. For many people from around the world, their first exposure to English is through popular song lyrics (Medina, 1993 and Mishan, 2005). Medina (1993) demonstrated that listening to popular music can help people learn a wide range of relevant vocabulary terms.

The method of utilizing songs to teach language that is most often used was created by Cameron (1997: 347). She said that there are three stages to the school assignments for young students "once identified, can be analyzed, adapted, and expanded" and noted that "it has been common practice for many years to plan reading activities in three stages: pre-reading, reading and post-reading" (Cameron, 2001, p. 32). Without the core activity, the language learning assignment would be impossible to complete. Students should be better equipped to effectively finish the core activity thanks to the preparatory exercises. This involves introducing vocabulary or teaching linguistic concepts beforehand. The completion of the primary activity should serve as the foundation for the follow-up stage.

The next section provides a brief description of each stage. Making the pupils prepared to participate in the scheduled activities in the core stage is the primary goal of the preparation stage. Depending on the teacher's resources and the size of the class, this might be accomplished in a variety of ways. The instructor can create entire physical response exercises or produce engaging images of the body's components if, for example, the goal of the core stage is to enable children to correlate words that name body parts with their own body parts. The instructor might point her own eye and ask the students, "What's this?" to activate the vocabulary. The students respond, "Eye!" The instructor goes on,

The teacher's next step is the core stage. To engage the students and pique their attention, it would be useful to play the song again in the core, varying the volume or pace each time, and have them act out the song and sing along in unison. For instance, the teacher may ask the class to sing the word "head" to begin, then invite them to shake their heads or perform other amusing motions that correspond with the word "head."

In the follow-up stage, they are urged to use the song's vocabulary after singing it during the core activity. Of course, the level of the class, the resources available, and the number of pupils in the room all play a role in this. The follow-up step might be used to improve written production by having students write sentences or fill in blanks, or oral production by having them utilize the terminology they have acquired in realistic role-playing scenarios.

And in this research, the researcher is going to teach the students about songs in order to improve their vocabulary mastery. The researcher choose 3 songs to use in every meeting class, and the chosen songs are very easy for student to understand and memorize, and the choosen songs are singing by Michael Jackson – heal the world, Westlife – I have a dream, and Demi Lovato – let it go.

### ***The Advantages and Disadvantages of Song***

A key tool for learning English is song. Because songs can aid kids in their study. The benefits of singing according to Brewster (2002: 162) as follows:

1. Songs may be used to introduce new languages to the public.
2. Songs may help pupils with their pronunciation
3. Songs may be a useful tool for boosting pupils' enthusiasm to talk.
4. Songs can help kids' memories.

The drawbacks of employing music in Yl's classroom, meantime Murphey (1992: 103) are:

1. There are disparities in the features of young learners since not every child can understand what their instructor is trying to convey.
2. It could interfere with nearby classes.
3. The instructor could mismanage the lesson.
4. The songs' vocabularies are too limited.

By using songs, students can easily learn grammar rules and how to pronounce a variety of English words. They can also learn about different

language expressions and terms. This helps students quickly master foreign languages and gives them the confidence to speak English. Shopya (2013: 8) claims that music may be used as a technique to motivate kids who are learning the English language. According Nurhayati (2009: 2) Singing helps kids learn English because it increases their sensitivity to hearing. Therefore, teaching young learners the English language through song is appropriate because it keeps their interest in the learning process.

Not all students felt joy or passion during the learning process that followed the song, for example. Because there were discrepancies among the students regarding the traits. The drawbacks of song-based instruction go beyond what was already said. They include the following: teachers who do not take music seriously; expressions that do not follow grammatical norms; and teachers who lack the skills necessary to create effective lesson plans.

As a result, the instructor must pick songs that go well with the lesson plan and be innovative in how they present the content through song.

### ***The Procedure of Using Songs in Teaching Vocabulary***

According to Wachidah, Siti, et al (2017):

- First the writer have to explain the actual purposes of the the material to the students.
- The writer continuing the process to ask some students related to the material that will be used, before asking the students to participate in singing the song and examining the meaning and values of the song.
- The writer begin to conduct a pre-test, and inform the next schedule of the research process
- The writer conducting the next research by doing the same process with similar process but different song.

## RESEARCH METHODOLOGY

The fact that the data in this study are numerical makes it a quantitative study. With a pre-test and post-test design, it is pre-experimental research. Considering the connection variables is a strategy for assessing objective hypotheses, according to Creswell (2017). It include gathering, processing, interpreting, and writing up study findings. Farhady and Hatch assert that "one group pre-test and post test design is similar to the one shot case study". T1 pre-test and T2 post-test were the two tests. In the illustration of the design, X is utilized to depict the treatment:

**T1   x   T2**

According to the design above, the instructor administered a pre-test before to utilizing a song, followed by a post-test following many instances of using a song to instruct the class. The tests are in form of written test that were objective and subjective test. Each of the tests consisted of 10 fill in the blank questions for the objective test and 3 essay about the song for the subjective test. The test was arranged according to the material given. The 8th graders at SMP Anugerah Tondano (academic year 2022/2023) were the focus of this study, and there were ten of them. To collected the data the researcher used the mean score calculation to the data they had collected (Hatch and Farhady 1982:56):

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  = Mean score

$\sum x$  = All score of the sample

N = Total number of students



## RESULT AND DISCUSSION

### *Description of Research Result*

The researcher used a pre-experimental study design with a single group pre-test and post-test design. The sample for this study was a single eighth-grade class at SMP Anugrah Tondano with a total of ten students. Pre- and post-tests were administered by the researcher in order to gather data and compare the results before and after the therapy. Statistics were used to collect and evaluate the data. The information was placed into a frequency distribution table, and the results were computed using the mean score algorithm.

**Table 1. The Scores of Students' T1 and T2 and Gain.**

| <b>Students Number</b> | <b>T1</b> | <b>T2</b> | <b>Gain</b> |
|------------------------|-----------|-----------|-------------|
| 1                      | 31        | 86        | 55          |
| 2                      | 41        | 93        | 52          |
| 3                      | 28        | 79        | 51          |
| 4                      | 21        | 79        | 58          |
| 5                      | 55        | 93        | 38          |
| 6                      | 71        | 100       | 29          |
| 7                      | 34        | 86        | 52          |
| 8                      | 34        | 72        | 38          |
| 9                      | 31        | 79        | 48          |
| 10                     | 64        | 93        | 29          |

$$X(\text{pre-test}) = \frac{\sum x}{n} = \frac{410}{10}$$

$$= 41$$

$$X(\text{post-test}) = \frac{\sum x}{n} = \frac{860}{10}$$

$$= 86$$

Ten (10) students took the test, as shown in table 1, and of those 10, two (of them) scored higher (38 points), two (of them) scored higher (29 points), two (of them) scored higher (52) points, one (of them) scored higher (55 points), one (of them) scored higher (48 points), one (of them) scored higher (51 points), and one (of them) scored higher (58 points).

So it can be seen from the result of this research, the score of the post-test is higher than the score of the pre-test after the researcher gave the treatment to the students. In other word, The using of songs is effective in improving the students' vocabulary mastery.

**Table 2. Frequency Distribution Matrix of Pre-Test ( $T_1$ )**

| Scores | Tally | frequency | frequency % | Cumulative frequency | Cumulative proportion | Cumulative percentage |
|--------|-------|-----------|-------------|----------------------|-----------------------|-----------------------|
| 71     | I     | 1         | 10          | 10                   | 0,10%                 | 100                   |
| 64     | I     | 1         | 10          | 9                    | 0,10%                 | 90                    |
| 55     | I     | 1         | 10          | 8                    | 0,10%                 | 80                    |
| 41     | I     | 1         | 10          | 7                    | 0,10%                 | 70                    |
| 34     | II    | 2         | 20          | 6                    | 0,20%                 | 60                    |
| 31     | II    | 2         | 20          | 4                    | 0,20%                 | 40                    |
| 28     | I     | 1         | 10          | 2                    | 0,10%                 | 20                    |
| 21     | I     | 1         | 10          | 1                    | 0,10%                 | 10                    |

Table 2 showed that out of ten (10) students who participated in the pre test, the highest value was (71) achieved by only one student or (10%). Other students received the following results: one student received 64 or (10%), one student received 55 or (10%), one student received 41 or (10%), two students received 34 or (20%), two students received 31 or (20%), one student received 28 or (10%), and one student received 21 or (10%).

**Table 3. Frequency Distribution Matrix of Post-test (T<sub>2</sub>)**

| Scores | Tally | Frequency | Frequency % | Cumulative Frequency | Cumulative Proportion | Cumulative Percentage |
|--------|-------|-----------|-------------|----------------------|-----------------------|-----------------------|
| 100    | I     | 1         | 10          | 10                   | 0.10%                 | 100                   |
| 93     | III   | 3         | 30          | 9                    | 0.30%                 | 90                    |
| 86     | II    | 2         | 20          | 6                    | 0.20%                 | 60                    |
| 79     | III   | 3         | 30          | 4                    | 0.30%                 | 40                    |
| 72     | I     | 1         | 10          | 1                    | 0.10%                 | 10                    |

Table 3 showed that between the ten (10) students who took part in the post-test, one student got 100 or (10%), three students got 93 or (30%), two students got 86 or (20%), three students got 79 or (30%), and one student got 72 (10%).

**Table 4, Computation of Mean ( $\bar{X}$ ) and Standard Deviation ( $S$ ) of pre-test**

| Students Number | Score (X) | $(\bar{X})$ | $(X-\bar{X})$ | $(X-\bar{X})^2$ |
|-----------------|-----------|-------------|---------------|-----------------|
| 1               | 31        | 41          | -10           | 100             |
| 2               | 41        | 41          | 0             | 0               |
| 3               | 28        | 41          | -13           | 169             |
| 4               | 21        | 41          | -20           | 400             |
| 5               | 55        | 41          | 14            | 196             |
| 6               | 71        | 41          | 30            | 900             |
| 7               | 34        | 41          | -7            | 49              |
| 8               | 34        | 41          | -7            | 49              |
| 9               | 31        | 41          | -10           | 100             |
| 10              | 64        | 41          | 23            | 520             |
|                 | 410       |             |               | 2483            |

$$\bar{X} = \frac{\sum x}{n}$$

$$\sum X = 410$$

$$\bar{X} (\text{Mean}) = \frac{410}{10}$$

$$= 41$$

$$S = \sqrt{\frac{\sum x(x - \bar{x})^2}{n - 1}}$$

$$\begin{aligned}
&= \frac{\sqrt{2483}}{10 - 1} \\
&= \frac{\sqrt{2483}}{9} \\
&= \sqrt{275,8} \\
&= 16,6
\end{aligned}$$

**Table 5. Computation of Mean ( $\bar{X}$ ) and Standard Deviation ( $S$ ) of Post-test**

| Students Number | Score ( $X$ ) | $\bar{X}$ | $(X - \bar{X})$ | $(X - \bar{X})^2$ |
|-----------------|---------------|-----------|-----------------|-------------------|
| 1               | 86            | 86        | 0               | 0                 |
| 2               | 93            | 86        | 7               | 49                |
| 3               | 79            | 86        | -7              | 49                |
| 4               | 79            | 86        | -7              | 49                |
| 5               | 93            | 86        | 7               | 49                |
| 6               | 100           | 86        | 14              | 196               |
| 7               | 86            | 86        | 0               | 0                 |
| 8               | 72            | 86        | -14             | 196               |
| 9               | 79            | 86        | -7              | 49                |
| 10              | 93            | 86        | 7               | 49                |
|                 | 860           |           |                 | 686               |

$$\bar{X} = \frac{\sum x}{n}$$

$$\sum X = 860$$

$$\bar{X} (\text{Mean}) = \frac{860}{10}$$

$$= 86$$

$$S = \frac{\sqrt{\sum x(x-x)^2}}{n-1}$$

$$= \frac{\sqrt{686}}{10-1}$$

$$= \frac{\sqrt{686}}{9}$$

$$= \sqrt{76,2}$$

$$= 8,72$$

**Table 6. Result of mean score**

| <b>Pre-test</b>   |            | <b>Post-test</b>  |            |
|-------------------|------------|-------------------|------------|
| $\sum x$ (T1)     | <b>410</b> | $\sum x$ (T2)     | <b>860</b> |
| <b>N</b>          | <b>10</b>  | <b>N</b>          | <b>10</b>  |
| <b>Mean score</b> | <b>41</b>  | <b>Mean score</b> | <b>86</b>  |

The analysis's findings indicated that ten (10) students participated in the test. In the pre-test, one (1) student received the highest score of 71, and one (1) student received the lowest score of 21. A single student received a score of 100 on the post-test, while another student received a score of 72. the mean (x) pre-test (T1) score of 41 and the mean (x) post-test (T2) score of 86.

## Discussion

Based on the data analysis and the research findings, the use of English songs is effective in teaching vocabulary to the students. We can see in pre-test, there were 7 students from 10 students got score lower than 50, it means that the students is still lack a lot of vocabulary and must be improved. Therefore, Songs can be an effective media to improve the students' vocabulary.

The researcher conducted the test in two meetings with the same group students. In the first meeting, an experimental pre-test was conducted. The aim of doing pre-test is to find out the students' knowledge in vocabulary before the treatment was given. And on the second meeting, the researcher gave treatment and conducted a post-test. It was conducted to measure the improving of students' vocabulary before and after the treatment given.

Songs can be used for teaching vocabulary in junior high school, this is in line with Gatbonton and Segalowitz in Suri (2001: 2), it stated that using songs can help automate the language development process, the automation would occur through repetitive exercises in a non-communicative environment. It means that songs can help the beginner level for the students.

The researcher evaluated the student's progress following treatment using a fill-in-the-blank exam and some essays. The proportion of the lowest score (21) earned by one student, or 10%, and the highest score (71) acquired by one student, or 10%, respectively, on the pre-test. After receiving therapy, one student or 10% of the class received a score of 72 on the post-test, and one student or 10% of the class received a score of 100. It might be said that the post test result was superior to the before test.

The scores of the pre-test showed that the students' vocabulary knowledge is still quite weak. Meanwhile the scores of the post test showed that the students' vocabulary are improved after the researcher gave the treatment. Finally, The result of this research is Song is an effective media in improving students' vocabulary.

## **CONCLUSION & SUGGESTION**

### ***Conclusion***

The researcher came to the conclusion that employing songs as a media is an efficient technique to increase the students' understanding of vocabulary after examining and debating the data from the previous chapter. The results show that the mean post-test score (86) is greater than the pre-test score (41) on average. It meant that the students vocabulary have been improved. Using songs as a media in teaching is very helpful in making the class atmosphere and also brings a lot of fun to the students when they can sing some complete english songs after learning by using songs as a media so they can learning and memorizing new vocabularies easier, so using song as a media is effective to be used in teaching vocabulary.

### ***Suggestion***

Based on the result of this study, it can be suggested for the: English Teachers who face the same problem as the researcher to use this media in improving their students' vocabularies. For the other researcher who conduct the similar research this study can be of their references.

## **REFERENCES**

- Andries, F., Hammp, P., Rombepajung, P., & Lengkoan, F. (2019, November). The Application of Special Self-Made Word Card for Vocabulary Teaching Particularly Irregular Verbs. In *International Conference on Social Science 2019 (ICSS 2019)* (pp. 969-971). Atlantis Press.
- Brewster, J., Ellis, G., Girard, D. 2002. *The Primary English Teacher's Guide*. England: Penguin English
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. USA: San Francisco State University.
- Cameron, L. (1997). The task as a unit for teacher development. *ELT Journal*, 51(4), 345-351. <http://dx.doi.org/10.1093/elt/51.4.345>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge,



England: Cambridge University Press.

- Creswell. (2017). quantitative research pre-experimental pre-test and post-test.
- Kamien, Roger, 1997, Music: An Appreciation, Third Brief Edition, McGraw-Hill Companies
- Brewster, J., Ellis, G., Girard, D. 2002. The Primary English Teacher's Guide. England: Penguin English
- Brown, H. Douglas. 2000. Principles of Language Learning and Teaching. USA: San Francisco State University.
- Cameron, L. (1997). The task as a unit for teacher development. *ELT Journal*, 51(4), 345-351. <http://dx.doi.org/10.1093/elt/51.4.345>
- Cameron, L. (2001). Teaching languages to young learners. Cambridge, England: Cambridge University Press.
- Creswell. (2017). quantitative research pre-experimental pre-test and post-test.
- Hampp, P. L., Kumayas, T. A., & Lengkoan, F. (2021). Synthesizing grammar and structure problems faced by Indonesian TOEFL participants. *Jurnal Pendidikan Bahasa Inggris undiksha*, 9(1), 64-68.
- Kamien, Roger, 1997, Music: An Appreciation, Third Brief Edition, McGraw-Hill Companies
- Keshta, A. S. & Al-Faleet, F. K. (2013). The effectiveness of using puzzles in developing Palestinian tenth graders' vocabulary achievement and retention. The Islamic University of Gaza. Retrieved from <http://article.sciencepublishinggroup.com/pdf/10.11648.j.hss.20130101.1.16.pdf>
- Laufer, B. and Paribakht, T.S. (1998), The Relationship Between Passive and Active Vocabularies: Effects of Language Learning Context. *Language Learning*, 48: 365-391. <https://doi.org/10.1111/0023-8333.00046>
- Kumayas, T., & Lengkoan, F. (2023). The Challenges of Teaching Grammar at the University Level: Learning From the Experience of English Lecturer. *Journal of English Culture, Language, Literature and Education*, 11(1), 98-105.
- Lengkoan, F., & Oliy, S. T. (2020). Self-Correction in Writing a Paragraph. *Celt: A Journal of Culture, English Language Teaching & Literature*, 20(2), 387-395.
- Lengkoan, F., Rombejajung, P., Hampp, P., & Andries, F. (2019). The Application of Special Self-Made Word Card for Vocabulary Teaching Particularly Irregular Verbs.
- Lengkoan, F., & Rombejajung, P. A. (2022). Teachers' Perception of Online

- Learning in The Pandemic Era. *Jurnal Lingua Idea*, 13(1), 1-11.
- Lengkoan, F., & Oliy, S. T. (2020). Self-Correction in Writing a Paragraph. *Celt: A Journal of Culture, English Language Teaching & Literature*, 20(2), 387-395.
- Lengkoan, F. (2017). A study on the use of songs to improve students' pronunciation and listening skill. *Journal of English Language and Literature Teaching*, 2(02).
- Lengkoan, F., Andries, F. A., & Tatipang, D. P. (2022). A study on listening problems faced by students of higher education. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 11(1), 41-50.
- Lems, K. (2005), Music works: Music for adult English language learners. *New Directions for Adult and Continuing Education*, 2005: 13-21. <https://doi.org/10.1002/ace.185>
- Linse, T Caroline. 2005. "Practical English Language Teaching: Young Learners". New York: McGraw-Hill Companies, Inc.
- Liando, N. V., Tatipang, D. P., & Wuntu, C. N. (2023). First Language Interfere in EFL Classes: Revealing Students' Perspectives and Teachers' Reasons in ELL. *REILA: Journal of Research and Innovation in Language*, 5(1), 77-88.
- Liando, N. V. F., & Tatipang, D. P. (2022). English or Indonesian Language? Parents' Perception Toward Children's Second Language Learning Context. *Jurnal Lingua Idea*, 13(1), 61-75.
- Liando, N. V., Tatipang, D. P., & Lengkoan, F. (2022). A Study of Translanguaging Practices in an EFL Classroom in Indonesian Context: A Multilingual Concept. *Research and Innovation in Language Learning*, 5(2), 167-185.
- Liando, N. V. F., Tatipang, D. P., Tamboto, G., Poluan, M., & Manuas, M. (2022). Pictures as a Learning Media in Teaching Vocabulary. *Jurnal Ilmiah Universitas Batanghari Jambi*, 22(3), 1944-1949.
- Liando, N. V., Tatipang, D. P., Rorimpandey, R., & Karisi, Y. (2022). Easing the rules of health protocols: A critical discourse analysis of Indonesian president's speech on Covid-19 handling in 2022. *Englisia: Journal of Language, Education, and Humanities*, 10(1), 127-145.
- Liando, N. V. F., Rorimpandey, R. S., Kumayas, T. A., & Tatipang, D. P. (2022). International Students' Motivation and Self-Confidence in Learning Indonesian. *Hong Kong Journal of Social Sciences*.
- Liando, N. V. F., & Tatipang, D. P. (2023, January). On Looking Scrambled Game in English Spelling Teaching. In *Unima International Conference on Social Sciences and Humanities (UNICSSH 2022)* (pp. 630-637).

Atlantis Press.

- Hatch, E. M. & Farhady, H. (1982). *Research design and statistics for applied linguistics*. Rowley, Mass : Newbury House.
- Mariane C. Ferme, 2001: *The Underneath of Things. Violence, History, and the Everyday in Sierra Leone*. California: University of California Press.
- Medina, S.L. (2002). Using music to enhance second language acquisition: from theory to practice. In J. Lalas & S. Lee (Eds.), *Language, literacy, and academic development for English language learners*. Upper Saddle River, New Jersey: Pearson. (1993) The effect of music on second language vocabulary acquisition. *National Network for Early Language Learning*, 6(3), 1-11.
- Millington, Neil. (2011). Using Songs Effectively to Teach English to Young Learners. *Language Education in Asia*. 2. 134-141.10.5746/LEiA/11/V2/I1/A11/Millington.
- Moriya, Y. (1988). "English speech rhythm and its teaching to non-native speakers." Paper presented at the annual convention of teachers of English to speakers of other languages, Chicago.
- Mishan, F. (2005). *Designing authenticity into language learning materials*. Portland: Intellect Ltd.
- Mogea, T. (2020). Enhancing Students' Speaking Ability Through Small Group Discussion Technique to the First Year Students of SMA Negeri 1 Ratahan.
- Mozes, G. N., & Liando, N. V. (2020, May). The Implementation of Phonic Method for Enhancing Very Young Learners' Vocabulary. In 4th Asian Education Symposium (AES 2019) (pp. 28-32). Atlantis Press.
- Somba, Y., Liando, N., & Kumayas, T. (2022). A STUDY ON TYPES OF VOCABULARY TASKS IN EFL TEXTBOOK ENGLISH ON THE SKY 1. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(4), 528-549.