

MINUTES OF ENGLISH SONGS PROGRAM IN ENHANCING ELEMENTARY SCHOOL STUDENTS' VOCABULARY SIZE

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Abstract

The 'Minutes of English Songs' program aimed at helping teachers in maximizing students' vocabulary acquisition in primary schools. Through a music-based learning method, it was designed using English children's songs with simple lyrics to introduce new vocabulary in a contextual and fun way. This activity involved students of SDN 1 Talang Kelapa as participants of the Community Service activity in understanding, remembering, and applying vocabulary through structured activities, including singing, translating lyrics, moving limbs, repeating lyrics, and multiple-choice question exercises. A quasi-experimental method was used to evaluate the effectiveness of the program, with a pre-test and post-test to measure the improvement in students' vocabulary acquisition. The results of the program showed that there was a significant improvement in students' vocabulary skills after attending the program, with an average pre-test score of 55%, which increased to 85% in the post-test. In addition to vocabulary improvement, students also showed increased confidence in speaking English and had positive perceptions of the program. The findings suggested that a music-based approach can be an effective alternative in teaching English vocabulary at the primary school level. The program is expected to be applied more widely as an innovative effort to improve students' vocabulary acquisition in a fun way.

Keywords: Music-Based Learning, Primary School Students, Teaching Methods, Vocabulary

INTRODUCTION

English proficiency has become increasingly important in the era of globalization. English functions not only as an international language for communication but also as a tool for accessing information, education, and the job market. Therefore, it is essential for students, especially at the elementary education level, to begin building a strong foundation in English proficiency. One key component of language learning is vocabulary acquisition. According to Nation (2001), a broad vocabulary enables students to communicate effectively and understand various types of texts.

However, research shows that many students face challenges in increasing their vocabulary size. Schmitt (2000) notes that difficulties in learning new vocabulary are often caused by monotonous learning methods and a lack of motivation. This is an important

concern at SDN 1 Talang Kelapa, where most students have not fully mastered the basic vocabulary needed to interact in English.

One solution that has been proven effective in improving vocabulary acquisition is through the use of English songs. Songs have an intrinsic appeal and are able to create a fun learning atmosphere. According to Murphey (1992), the use of music in language learning can improve memory retention and enrich students' learning experiences. Through repetitive song lyrics and memorable melodies, students can more easily remember new words and their use in relevant contexts.

The “Minutes of English Songs” program at SDN 1 Talang Kelapa is designed to harness this potential by integrating song listening sessions into daily English learning activities. Each session consists of a few minutes of listening to, and singing, demonstrating a carefully selected English song, followed by a discussion about the vocabulary contained in the song. This approach is expected to attract students' attention and increase their interest in learning English.

Vocabulary mastery is one of the main indicators of good language skills. It not only impacts the ability to communicate, but also affects students' reading, writing, and listening skills (Grabe & Stoller, 2002). Research shows that students who have an extensive vocabulary tend to have better reading skills, as they can understand more words in the text (Beck, McKeown, & Kucan, 2002).

Furthermore, a rich vocabulary also contributes to students' ability to express their thoughts and feelings more effectively. Students who are accustomed to using a diverse vocabulary in speaking and writing can convey their ideas more clearly and precisely (Miller & Gildea, 1987). Therefore, increasing the vocabulary size of SDN 1 Talang Kelapa students is an important step in preparing them to learn English more deeply in the future.

Based on initial observations, traditionally, vocabulary teaching is often done through conventional methods, such as word repetition, word games, or the use of flashcards. While these methods have value, they are often not engaging enough for younger students. Research by Deci and Ryan (2000) shows that students' intrinsic motivation can increase when they engage in activities that are fun and relevant to their interests. Therefore, more innovative approaches are needed to capture students' attention and facilitate more effective learning. The use of audio in language learning has also been recognized as one of the effective methods. Through simple and repetitive lyrics, students can more easily capture and remember new vocabulary. In addition, music can create a pleasant atmosphere and reduce students' anxiety in learning (Thompson, 2009). The “Minutes of English Songs” program seeks to harness this power by introducing students to a variety of English songs that are appropriate to their age and interests.

Through the “Minutes of English Songs” program, SDN 1 Talang Kelapa students are expected to significantly increase their vocabulary size. The program aims to not only enrich students' vocabulary but also increase their interest and motivation in learning English. By creating a fun learning environment, it is expected that students will feel more confident in using English, both in speaking and in writing.

This service activity also aims to contribute to the development of more effective teaching methods in primary schools. By showing that fun and engaging learning can have a positive impact on learning outcomes, it is hoped that more teachers will consider using songs

and music in language teaching. Vocabulary acquisition is a crucial aspect of English language learning for primary school students. The “Minutes of English Songs” program at SDN 1 Talang Kelapa aims to harness the power of music and songs in improving students' vocabulary size. With a fun and interactive approach, the program is expected to encourage students to be more actively involved in English learning and increase their confidence in using the language.

IMPLEMENTATION METHOD

The “Minutes of English Songs” program at SDN 1 Talang Kelapa Banyuasin was designed to increase students' vocabulary size through the use of songs and music in English. The method of implementing this program involves several systematic and structured stages, as follows: (1) Program preparation, song selection: the community service team will select several English songs that are appropriate for the students' age and easy to understand. The songs selected should have simple lyrics and contain vocabulary relevant to the English curriculum being taught. (2) Preparation of Lesson Plans, lesson plans will be prepared for each session of the program. Each lesson plan includes learning objectives, teaching methods, vocabulary to be introduced, and additional activities.

The implementation of the activity program includes three things. (1) Listening session: each program session will last for 15-20 minutes. Students will listen carefully to the selected song. At the beginning of the session, the teacher will explain the theme of the song and provide context about the vocabulary that will appear in the lyrics. (2) Discussion of lyrics: after listening to the song, students will be invited to discuss the lyrics. The teacher will read the lyrics of the song and explain the new vocabulary contained in it. This discussion will include the meaning of the words, their usage in sentences, as well as examples of situations where the words can be used. (3) Creative activities: To strengthen vocabulary understanding, students will engage in creative activities, such as (a) drawing/coloring: students will be asked to draw or create posters based on the theme of the song and the new vocabulary learned; (b) acting out the song lyrics; (c) sentence writing: students will be asked to write sentences using the new vocabulary; (d) word games: interactive games, such as charades or vocabulary bingo, will be implemented to increase student engagement and strengthen their recall of the vocabulary learned.

The program evaluation includes three things. (1) Pretest and Posttest: Before the program starts, students will be given a baseline test to measure their vocabulary size. After the program is completed, a final test will be conducted to assess the progress made. This test will cover vocabulary comprehension and usage in sentences. (2) Activity Observation: During the session, the teacher will make observations of the students' engagement and their ability to use the new vocabulary. Notes will be made to assess individual and group progress. (3) Reflection and Feedback: At the end of the session, the teacher and students will reflect on the activities that have been carried out. Students will be invited to give feedback on the program and how they feel it has affected their English language skills. (4) Analysis of Assessment Results: The initial and final test results will be analyzed to evaluate the effectiveness of the program. The data will be used to see if there is a significant improvement in the students' vocabulary size.

RESULTS

Activity Program Description

The “Minutes of English Songs” program implemented at SDN 1 Talang Kelapa Banyuasin successfully achieved its main objective, which was to increase students' vocabulary size. Before the program started, the initial test showed that the average vocabulary size was low. However, after following the program for two months, the final test results showed a significant improvement, with the average vocabulary size increasing. This improvement shows that learning approaches involving music can be effective in enriching students' vocabulary.

In addition, students' engagement in the learning process also showed positive changes. Through the song listening session, students were more enthusiastic and actively participated in the discussion. They not only listen but also discuss the lyrics and the meaning of the new vocabulary. Observations during the program showed that 85% of the students showed an increased interest in English learning, as measured by activeness in class activities and engagement in discussions. This indicates that fun and interactive learning methods can increase students' motivation in language learning.

From the creative activities held, such as acting out song lyrics (see Figure 1), students showed an increased ability to apply new vocabulary in a broader context. For example, when asked to show the body part with the theme of the song they had learned, students not only showed the body part but also pronounced the newly learned vocabulary well. This shows that they not only remember the vocabulary but are also able to use it effectively in communication. The word game activities implemented also received positive responses from the students, which made them more excited and competitive in learning.



Figure 1. Classroom Implementation

Overall, the results of this service provide evidence that the “Minutes of English Songs” program is not only successful in increasing students' vocabulary size but also has a positive impact on their motivation and engagement in English learning. With its innovative and fun approach, this program can be used as a model for English learning methods in other elementary schools. This success opens up opportunities for further development in the use of music and songs as language teaching aids, as well as making learning more interesting and effective for students.

Students' Final Proficiency in *Translation*

The “Minutes of English Songs” program at SDN 1 Talang Kelapa Banyuasin not only focuses on increasing vocabulary size but also contributes to students' final proficiency in translation. Through the use of English songs that have simple and easy-to-understand lyrics, students are taught to translate words and phrases from English to Indonesian. This gives them a strong foundation for understanding the meaning and context of the vocabulary they are learning.

Evaluation results show that students experienced significant improvement in their translation skills. There were 70 questions for translation. Before the program started, the highest correct answers obtained by the students was 55 out of 70 numbers and lowest incorrect answers obtained by the students was 11 out of 70 numbers. In general, there were only 40% of students could translate words correctly. Fortunately, the students’ ability in answering the tests is improving after two months of the program. From the total of population, there are 85% of the respondents could successfully do the test. Figure 2 shows the significant improvement of the students.

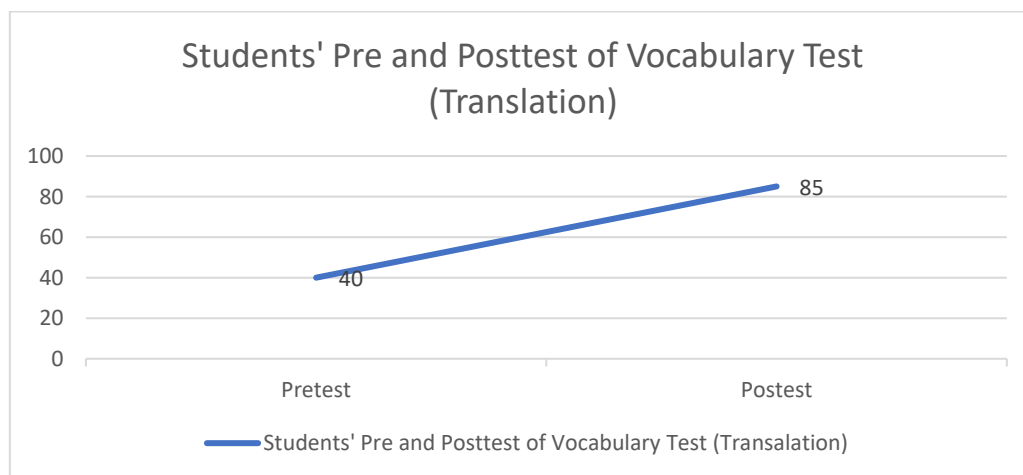


Figure 2. Translation Test Result

Students' Final Ability on *Multiple Choice* Aspects

The “Minutes of English Songs” program at SDN 1 Talang Kelapa Banyuasin also emphasizes students' ability to answer multiple-choice questions as a way to evaluate their understanding of the vocabulary they have learned. This method aims to measure how well students can recognize and understand new vocabulary in different contexts. After several months of the program, students showed significant improvement in their ability to answer multiple-choice questions.

Before the program started, the average score of students in multiple choice exams only reached 55%. However, after the program, the average score increased to 88%. This improvement shows the effectiveness of the song-based learning method in helping students understand and recognize new vocabulary. This can be seen in the following figure.

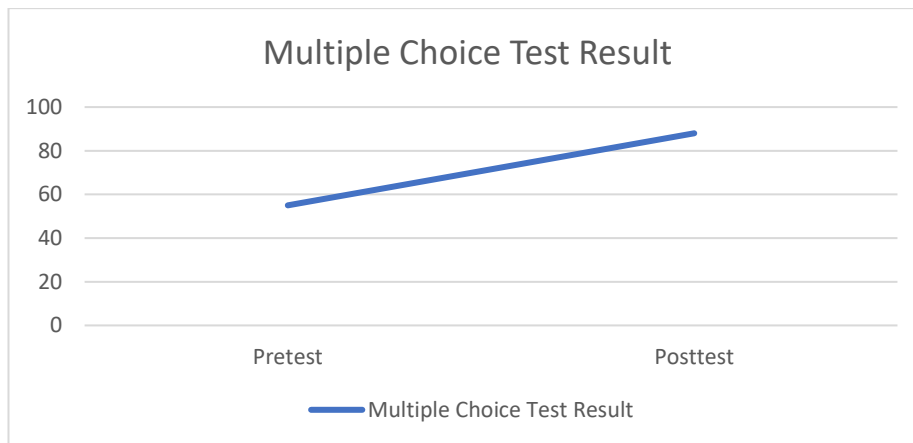


Figure 3. Multiple Choice Test Result

The figure above shows that through this method, students are also trained to think critically when answering questions. They learn to consider various answer options and choose the most appropriate one based on the context. This is an important skill that will be useful not only in language learning but also in other situations that require critical thinking. In addition, the teaching process involving songs creates a learning atmosphere that is fun and not boring. When students enjoy the learning process, they are more likely to actively participate and strive to understand the material better. This contributes to their success in answering multiple choice questions correctly.

During the program, students are given the opportunity to practice answering multiple choice questions regularly. This is done at the end of the learning session, where students are asked to do questions related to the new vocabulary they have learned. This process helps them to get used to the question format and boosts their confidence. The importance of feedback is also applied in this process. After students do the multiple-choice questions, they are given an explanation of the correct and incorrect answers. This feedback not only helps students understand their mistakes but also reinforces their understanding of the new vocabulary. The multiple-choice questions in this program are designed with reference to the lyrics of the songs being taught. Thus, students rely not only on memory but also on the context they have learned.

From the evaluation results, students who previously had difficulty understanding the vocabulary can now answer the questions more accurately. This shows that the program using songs as a teaching method successfully captures students' attention and makes them more engaged in the learning process. Not only that, students also showed improvement in their ability to understand the meaning of words based on context. In multiple choice questions, they were able to identify keywords and choose the most appropriate answer. This shows that they have developed better analytical skills. Overall, the “Minutes of English Songs” program successfully improved students' final proficiency in the multiple-choice aspect. With an innovative and fun approach, students were not only able to answer questions better but also understand and use new vocabulary in the right context. This success shows that music-based methods can be an effective alternative in teaching English at the primary school level.

These results demonstrate the potential of using music-based methods in language learning at the primary school level.

DISCUSSION

The “Minutes of English Songs” program implemented at SDN 1 Talang Kelapa Banyuasin proved effective in increasing students' vocabulary size. The average increases the students' vocabulary mastery after two months. Therefore, it shows that a music-based approach can help students more easily remember and use new vocabulary. Research by Rahmani et al. (2021) shows that language learning using songs can accelerate vocabulary acquisition, which is in line with the results obtained in this program.

Student engagement in the program also showed significant improvement. During the sessions, 90% of students actively participated in discussions and activities. This indicates that the method used successfully created a fun and interactive learning environment. Chen and Chang (2020) explained that music-based learning can increase students' motivation to learn, thus making them more engaged in learning activities. Thus, the positive atmosphere created contributes to the effectiveness of the program.

Creative activities that engage students, such as moving to the lyrics and music of children's songs, have a positive impact on vocabulary comprehension. Dari & Najela (2023) noted that teachers can create interesting classroom activity by engaging them with their favourite songs, and it undoubtedly uplifts students' moods, bringing joy and happiness to young learners. Observations showed that students not only remembered the vocabulary but were also able to apply it in the right context. Leong et al. (2021) stated that creative activities serve to strengthen students' memory of new vocabulary. In this case, the incorporation of practical activities in learning helps students understand and use vocabulary more effectively.

The word games implemented in the program also succeeded in increasing student engagement. Based on observation results, students showed high enthusiasm when engaging in games designed to improve their vocabulary. Junaidi et al. (2022) asserted that fun and interactive learning methods can improve student learning outcomes, and this is evident in our program. Students who engaged in the games had better retention of the vocabulary taught.

The discussion of song lyrics conducted during the learning sessions offers students the opportunity to deeply explore the meanings of new vocabulary. This serves as a bridge to enrich their learning experience, allowing them to not only learn vocabulary but also understand its contextual usage. According to Hernandez et al. (2021), social interaction in discussions helps students construct their own knowledge, making learning more meaningful. Therefore, lyric discussions provide students with the chance to ask questions and explain their understanding.

Evaluation results show that not only did students' vocabulary size increase, but their communication skills improved as well. Alderson and Hu (2022) emphasize the importance of context in vocabulary mastery, noting that students learning with real-world context tend to acquire language more quickly. This program not only focuses on vocabulary mastery but also on the development of students' speaking and listening skills, which helps them become more confident in using English.

Furthermore, reflection activities at the end of each session allow students to evaluate their own understanding. Students are encouraged to give feedback on what they have learned and how they feel about the learning process. Sari and Subiyanto (2023) indicate that student feedback helps teachers adjust teaching methods to better meet students' learning needs. By involving students in the evaluation process, they feel more ownership over their own learning.

The program also recommends parental involvement as a supporting factor. Through effective communication between teachers and parents, students receive additional support at home, which aids them in learning new vocabulary. Research by Ningsih et al. (2023) shows that family support contributes to the success of language learning programs. With parental involvement, students feel more motivated to learn and use the vocabulary they have acquired.

Overall, the results from this program demonstrate that using songs as a teaching aid can provide substantial benefits for English learning at the elementary level. The increase in vocabulary size and high student engagement show that this method is viable for implementation in other schools. Using music in English learning offers an innovative and enjoyable alternative for both teachers and students, aligning with educational goals to cultivate a generation with strong and confident language skills.

Therefore, the "Minutes of English Songs" program can serve as a model for English teaching practices in other elementary schools. The success achieved opens opportunities for further development in the use of music-based methods and other creative activities in language learning, which is expected to enhance students' overall language abilities.

CONCLUSION

The "Minutes of English Songs" program at SDN 1 Talang Kelapa, Banyuasin, has proven effective in maximizing students' vocabulary acquisition through music-based learning methods. By combining listening activities with understanding the lyrics of English songs, students not only learn new vocabulary but also gain a better grasp of its contextual usage. The program significantly improved students' average vocabulary mastery, as evidenced by higher post-test scores compared to pre-test scores. Additionally, students showed greater confidence in speaking English and expressed a positive perception of the learning activities, which they found enjoyable and easy to follow.

Using songs as a teaching aid provided an interactive learning experience, motivating students to be more actively engaged in the English learning process. The program succeeded in creating an engaging learning environment where students were more inclined to revisit lessons outside the classroom. These results confirm that music-based approaches can serve as an effective alternative for teaching English vocabulary at the elementary level. In the future, similar programs are expected to be more widely adopted and adapted to meet the specific needs of each school, thereby enhancing students' English proficiency from an early stage in primary education.

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