



## Prosiding

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# The Implementation of Children's English Song in Teaching Vocabulary for the Third-Grade Student of SDN Kemlaten

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**abstrak** – Pengajaran kosakata adalah proses mengajarkan kata-kata baru kepada siswa dengan tujuan agar mereka dapat memahami, mengingat, dan menggunakan kata-kata tersebut secara efektif dalam berbagai konteks. Tujuan dari penelitian ini adalah untuk mendeskripsikan implementasi lagu-lagu Bahasa Inggris anak dalam pengajaran kosakata kepada siswa kelas tiga SDN Kemlaten. Metode yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan lagu anak-anak dalam Bahasa Inggris dapat meningkatkan minat belajar siswa, mempermudah mereka dalam memahami dan mengingat kosakata baru, serta menciptakan suasana belajar yang menyenangkan dan tidak membosankan. Lagu-lagu yang digunakan disesuaikan dengan tema kosakata yang diajarkan dan disertai gerakan-gerakan sederhana untuk memperkuat pemahaman siswa terhadap makna kata. Berdasarkan hasil temuan, dapat disimpulkan bahwa penggunaan lagu anak dalam pengajaran kosakata merupakan pendekatan yang efektif, karena tidak hanya membantu siswa memperkaya kosakata, tetapi juga menciptakan pengalaman belajar yang lebih aktif, menyenangkan, dan bermakna.

**Kata kunci** – lagu anak, kosakata, pembelajaran Bahasa Inggris

**Abstract** – **Teaching Vocabulary** is the process of introducing new words to students with the aim that they can understand, remember, and use those words effectively in various contexts. The purpose of this study is to describe the implementation of English children's songs in vocabulary teaching for third-grade students at SDN Kemlaten. This research uses a descriptive qualitative method with data collected through observation, interviews, and documentation. The results show that the use of English children's songs can increase students' learning interest, help them better understand and remember new vocabulary, and create an enjoyable and engaging learning atmosphere. The songs used are adapted to the vocabulary themes being taught and are accompanied by simple movements to reinforce the students' understanding of word meanings. Based on the findings, it can be concluded that the use of children's songs in vocabulary teaching is an effective approach, as it not only helps students expand their vocabulary but also fosters a more active, enjoyable, and meaningful learning experience.

**Keywords** – children's songs, vocabulary, English language learning,

## INTRODUCTION

English education at the primary school level is very important in shaping students' basic language skills. One of the basic skills that must be mastered is vocabulary mastery. Vocabulary is a key element in language learning (Alqahtani, 2015). Vocabulary is one of the most important components of language. By learning vocabulary first, students will be able to communicate in English (Fajri, Rahmawati, & Prastiwi, 2021). Vocabulary teaching is a process in which students are introduced to new words with the aim that they can understand, remember, and use the words effectively in various contexts. Schmitt (2014) emphasizes the importance of vocabulary teaching strategies that involve repetition and contextualization. He states that students learn better if vocabulary is taught in real contexts through reading, listening or speaking activities. Strategies such as spaced repetition are very effective in helping students remember vocabulary in the long term.

To support this, primary school teachers - especially in grade three - can utilize creative and contextual learning media to improve vocabulary acquisition. One suitable medium is children's songs, as the lyrics are simple, repetitive and easy to remember. Songs not only support vocabulary retention, but also match the characteristics of children who love to sing and move. According to Ahmadi and Rezaei (2021), songs with simple and repetitive lyrics can create a pleasant learning atmosphere and help comprehension and recall of new vocabulary. In line with that, according to Lepi, Prastiwi, and Rahmawati (2020), teaching vocabulary using English songs in the classroom is a great way to liven up learning activities.

In addition, song lyrics can make it easier for teachers to find relevant teaching materials, and can increase student creativity. Through lyrics, students can examine elements such as diction, imagery, concrete words, language style, rhyme/rhythm, typography, theme/meaning, taste, tone, and mandate/purpose. These elements can be related to the Core Competencies (KI) and Basic Competencies (KD) stipulated in the national curriculum, so that songs become media that are not only entertaining, but also have appropriate pedagogical value (Zuhad, Asror, & Matin, 2020).

English songs can also be an effective vocabulary teaching tool as they generally have a specific theme that provides a context for learning. Millington (2011) explains that songs play an important role in the development of second language learners, as they provide linguistic input as well as a natural and fun way of learning.

Based on the explanation above, the researcher conducted a study with the title "Application of English Children's Songs in Teaching Vocabulary for Third Grade Students of SDN Kemlaten 1."

## RESEARCH METHODS

This research uses a descriptive qualitative approach. The researcher chose to find out how the Application of Children's English Songs in Teaching Vocabulary. Through observation and interviews with teachers. This research was conducted at SDN Kemlaten which is located in Kemlaten Village, Parengan, Tuban. The research was conducted on Monday, February 24 to March 20, 2025.

The researcher used data collection techniques in the form of observation, interview, and documentation. Observation was conducted to directly observe English learning activities in the classroom. The researcher conducted an interview

with the third-grade teacher. This interview activity aims to explore information that is in accordance with the research problem entitled "The Implementation of Children's English Song in Teaching Vocabulary for the Third-Grade Student of SDN Kemlaten 1". Documentation aims to collect data in the form of recordings or pictures during the English learning process in the classroom and during the data collection process.

The data obtained will then be collected, researchers will select data and display it, then draw conclusions that are supported by the data that has been obtained. Researchers use data triangulation techniques obtained from various sources, namely teachers who teach third grade. Triangulation in this study is a conclusion from observations, interviews, and documentation that have been conducted by researchers.

## RESULTS AND DISCUSSION

In the research on "The Implementation of Children's English Song in Teaching Vocabulary for the Third-Grade Student of SDN Kemlaten 1" researchers used observation, interview, and documentation techniques. Observation and interview techniques were carried out by making research instruments related to English language learning with song media. The informants in this study are teachers who teach third grade English subjects at SDN Kemlaten 1.

The results show that the use of English children's songs in vocabulary learning in the third grade of SDN Kemlaten has been implemented effectively and fun. Observations conducted from February 24 to March 20, 2025 with 11 students showed that the teacher designed the lesson well, starting from the selection of songs relevant to the vocabulary material, conveying learning objectives to students, to delivering songs clearly and interestingly.

The teacher begins the lesson by introducing the song and explaining its meaning, then invites students to sing along to create an active learning atmosphere. The song is played repeatedly to reinforce memory, and is accompanied by supporting activities such as games, movements, and questions and answers. New vocabulary is explained in an easy-to-understand method, and students are encouraged to use the vocabulary in other contexts, which shows that learning does not only focus on memorization, but also understanding and application. Teachers also provide positive feedback to increase students' motivation, and conduct reflection at the end of the activity to improve future learning.

This finding was reinforced by an interview with the third-grade English teacher. The teacher said that she has been using nursery rhymes for several years because they are proven to increase students' enthusiasm and comprehension. Songs are considered effective because they match the characteristics of children who like to sing and move. In practice, the teacher chooses songs based on vocabulary themes, introduces the song and its purpose, explains the meaning of important vocabulary, and repeats the song for reinforcement. Songs are also combined with visual media such as pictures and books, as well as kinesthetic activities such as movement and roles.

Teachers also apply strategies such as singing while moving, role-playing according to the lyrics, and vocabulary quizzes to increase student engagement. According to teachers, the song method is more engaging and memorable than

conventional learning methods, and supports the natural development of language skills, including pronunciation, intonation and vocabulary comprehension.

The results of this study are in line with Putri & Yuliasri (2020) who emphasize that songs can create a supportive and fun atmosphere in the classroom, which is very important for young learners. Songs help reduce anxiety and create a more relaxed learning atmosphere, making it easier for students to absorb and remember new vocabulary. In addition, Sari & Lestari (2021) found that integrating songs in English lessons significantly improved the vocabulary recall and pronunciation of elementary school students.

Furthermore, according to Mulyani (2020), nursery rhymes serve as a multisensory learning tool that involves auditory, visual and kinesthetic-all of which are important in teaching children. This approach encourages better engagement and long-term recall of the language being taught. Repetition and rhythm in songs help children internalize vocabulary naturally, similar to how they acquire their first language.

In addition, Susanti & Marlina (2022) highlighted that song-based learning is effective in developing not only vocabulary, but also other language skills such as listening and speaking. They state that songs provide real use of language in meaningful contexts, which is essential for meaningful learning.

Overall, vocabulary learning through English children's songs is proven to support an active, fun and meaningful learning process. Songs become a medium that is not only entertaining, but also effective in building contextual and communicative language understanding for elementary school students.

## CONCLUSION

This study shows that the application of English nursery rhymes in vocabulary learning in the third grade of SDN Kemlaten 1 proved effective in creating an active and fun learning atmosphere. Teachers use songs that are relevant to the vocabulary material, as well as incorporate visual and kinesthetic activities such as movement and role-play to reinforce students' understanding. By using songs, students not only memorize vocabulary, but also understand and can apply it in a broader context.

In addition, the use of nursery rhymes can increase student motivation and engagement. Teachers provide positive feedback to motivate students and conduct reflection at the end of the lesson to improve the quality of learning in the future. This method is also proven to be more interesting and memorable compared to conventional learning methods, as songs help reduce anxiety and create a more relaxed atmosphere, making it easier for students to absorb the material.

The findings of this study are in line with previous research which states that songs can improve vocabulary recall, pronunciation, and overall language acquisition. Songs also serve as a multisensory learning tool involving hearing, vision and kinesthetics, which is important in teaching children's language. Overall, learning using nursery rhymes is proven to be effective in improving students' vocabulary acquisition and language skills at the primary school level.

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