



USING SONGS THROUGH *LINGOCLIP* APPLICATION IN TEACHING VOCABULARY AT SMAS KARYA BAKTI

Risda Alena Iskandar¹, Jauhar Helmie^{2,3}, Asep Saepuloh³

*risda1505alena@gmail.com*¹

*jauharhelimie@unsur.ac.id*²

*asepsaepulah@unsur.ac.id*³

Universitas Suryakencana

ABSTRACT

Vocabulary is the most important for students to learn and possess. Even though vocabulary is the basis of all English language skills, there are still students who find it difficult to have a variety of English vocabulary. The aims of this research are to find out the results of the analysis of the implementation of the vocabulary teaching method using songs and the *LingoClip* application as media, as well as to find out the advantages and disadvantages of this method. This research uses descriptive qualitative by using questionnaires and interviews. The results of this research showed that: (1) 44% of students felt interested in the implementation of this method, 88% of students felt helped by the effectiveness of this method, 92% of students found their ability to learn vocabulary increased, and 96% of students preferred this method (2) students get more advantages than disadvantages, including; this method is simpler for students, adds vocabulary skills, students are motivated to learn English, and this method is a method that is not boring for students (3) the disadvantages of this method that are felt by some students are the need for an internet network that must be stable, also suggestions from students are the need for a device that supports running this application.

Keywords: *Vocabulary, Songs, Language, Skill, LingoClip Application, Teaching Method.*



INTRODUCTION

Songs are one way of expressing someone's feelings. Almost grades like the medium of songs to convey their feelings, including high school students. When someone likes something, it will be easier for them to remember it. The song media used in the learning process is expected to make it easier for students to learn the material being studied. Especially vocabulary mastery material.

According to Kolin et al. (2019), the use of songs in class can stimulate very positive associations towards learning a language. They can also make the classroom situation more enjoyable for students and increase students' interest in learning. Most song lyrics feature frequently repeated words. This repetition provides more opportunities to continue listening, so it can help improve vocabulary skills and can help them focus more on recognizing each lyric in a song (Silvia, 2022)

For students, this is a fun way to learn because they don't feel bored. Moreover, if students already have the mindset that English is very difficult to learn, this way they can at least open the mindset that learning English is not as difficult as they think (Helmie, 2015). To improve vocabulary skills, teachers must be more creative and innovative in choosing learning media. With song media, students can more easily memorize vocabulary in English. This is because students feel happy in learning, so the material does not feel difficult and can be conveyed to students.

Furthermore, according to Khairani (2020), vocabulary plays an important role in acquiring and mastering four language skills. To increase students' vocabulary, media is needed. One of the media that can be used to improve students' vocabulary mastery is songs (Helmie, 2019). Therefore, researchers chose the *LingoClip* application as the second medium in this research. This application makes it easier for students to learn vocabulary. This application does not take up much space, is light and easy to understand. This application helps students learn vocabulary skills effectively. Compared with research results by Wardiansyah et al. (2019), there is a positive correlation between the habit of listening to English songs and vocabulary mastery and listening skills. The first step when someone learns a foreign language, he or she knows the vocabulary best. Another factor that can be a medium for improving speaking skills is listening to English songs.

THEORETICAL FRAMEWORKS

Vocabulary

Vocabulary is the essence of teaching English because without sufficient vocabulary students cannot understand others or express their own ideas. Based on



Vocabulary is basic to communication and very crucial because if people do not recognize the meaning of the key words used by those who address them, the students will not be able to participate in the conversation especially when teaching and learning language (Sitompul & Manik, 2023). Learning a language cannot be separated from learning vocabulary because vocabulary consists of many words that make up language, which is one of the important things that must be mastered by students. By mastering vocabulary students can communicate in certain languages, including English, both orally and in writing, students can still communicate even though other components are still needed.

Learning vocabulary also has several other very important goals. First, vocabulary is the basis for understanding and expressing language (Mulyana et al., 2024). By mastering a broad vocabulary, a person can read, write, listen and speak more effectively. Second, vocabulary reflects a person's knowledge about the world. Learning words help in understanding concepts and objects around us. Third, vocabulary also plays a key role in communicating with other people. By having a rich vocabulary, a person can express their ideas and emotions more clearly and precisely. Additionally, a good understanding of vocabulary helps in interpreting texts and messages thoroughly, enriching critical thinking skills. Thus, learning vocabulary not only improves language skills, but also supports the development of broader knowledge and communication skills.

From the description above, it can be concluded that understanding vocabulary is very important as a means of understanding the relationship between language and its context, both Indonesian and English contexts. Students are able to communicate both orally and in writing. To achieve this, students need adequate vocabulary mastery skills so that students can communicate optimally. Therefore, words related to a particular field for students are the words around them such as nouns, pronouns, verbs, adjectives, adverbs and prepositions.

There are several compelling reasons why the vocabulary component of a language course needs to be planned carefully. According to Nation (1994), different vocabularies provide very different learning outcomes, so it is important to ensure that the learner has good control over the high-frequency words in the language before moving on to less frequent vocabulary. Second, most language teaching courses make learning vocabulary more difficult than it needs to be because the vocabulary in the course is sequenced. Grouping, contradictions, synonyms, and items in a lexical set into one subject (Helmie et al., 2021). Distractions that cause confusion for students are a simple matter of avoiding these problems. Third, vocabulary learning opportunities and the quality of vocabulary learning can be significantly improved through careful design of vocabulary and other skills activities.



Songs

Song is powerful. Many people can be moved to tears or other strong emotions associated with people, events, and places. Songs are the important medium for teaching vocabulary to young learners (Helmi et al., 2024). By song the people will feel happy even though it is supposed to be the compensation to eliminate boredom or stress. Music and songs are also able to identify someone's character or behavior. Based on this song, the song can be made use of a medium of teaching in the process of teaching and learning. The song is an introduction to a new language.

According to Pratiwi (2018), the definition of a song is a short piece of music, usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of a singing voice. The words of a song are called lyrics. Lyrics can include a series of verses, the longer sections of the song that tell the story, and a refrain, a short phrase repeated at the end of each verse. Songs can have a simple structure of one or two verses, or a more complex one with multiple verses and refrains. Songs usually have a meter or beat. Song is one of the teaching tools that is used to aid in the development of the English language (Sekeon et al., 2022). The use of songs in the classroom has numerous advantages for the learning process. Songs is a great language pack that combines culture, vocabulary, listening, grammar and a number of other language skills in just a few verses. Songs can also provide relaxing lessons and add enthusiasm to learning.

The function of song according to Lo & Li (1998), "Songs are invaluable tools to develop student's abilities in listening speaking, reading and writing, and can be used to teach a variety of language items such as sentence patterns, vocabulary pronunciation, rhythm, adjectives, and adverbs". One of those benefits of song is that students will feel comfortable and relaxed because of its good atmosphere which will enhance their proficiency.

Norton (2005) states that teaching vocabulary through songs allows the students to learn vocabulary in an alternative way, one that is less threatening yet still provides the repetition needed to learn new vocabulary. It also provides students a chance to work with their musical intelligence. Because the goal of the lesson is to give students a foundation and a means to learn and apply new vocabulary words. Some researchers have conducted research on the use of song in teaching vocabulary. Songs as teaching media are very effective especially when teachers have to present new material. Using songs can motivate students and make them feel relaxed during the teaching and learning process.



***LingoClip* and Songs**

The *LingoClip* application is an application for learning to write and listen by filling in the blanks based on the song being sung. This application is directly connected to the YouTube application, so you can listen and watch simultaneously. This application only assigns someone to fill in the blanks in an easy way, besides improving listening skills it also hones students' vocabulary skills, in accordance with the objectives of this study.

This application is very easy and fun. All students have to do is play a song of your choice and listen closely to complete the missing words of the song lyrics.

With *LingoClip*, also known as LyricsTraining, the students will not only quickly improve the listening comprehension, but also expand your vocabulary by learning new words and expressions, improving your reading comprehension and boosting your grammar skills. Forget about studying and memorizing endless vocabulary lists for a moment. Learn effortlessly and let your brain do the rest of the work. Just play and have fun while you practice.

Major Features

1. Different game modes: Choice and Type. Select the difficulty that best suits the level or simply enjoy the video and lyrics in Karaoke mode.
2. Bilingual dictionary and integrated translation. Press and hold any word or expression to learn its meaning or translate it into your language. (Not available for romanized languages)
3. Level up. Play every day to level up, completing new lyrics and earning new achievements.
4. Expand your vocabulary. The more you play, the more words you will get and the greater your language proficiency becomes.
5. Compete against other users. Try to get the best score by competing with users from your country or the rest of the world.
6. Challenge your friends. Create and share friends-only challenges.
7. Track your progress. Check your activity history to track your progress.

Teaching Vocabulary Through *LingoClip* Application

Norton (2005) stated that teaching vocabulary through songs allows students to learn vocabulary in alternative ways, which are less threatening but still provide the repetition needed to learn new vocabulary. It also gives students the opportunity to work on their musical intelligence. Because the purpose of the lesson is to provide students with the foundation and tools to learn and apply new vocabulary. Several researchers have conducted research on the use of songs in teaching vocabulary. Songs as learning media are very effective, especially when the teacher has to



present new material. Using songs can motivate students and make them feel relaxed during the teaching and learning process.

As we know, vocabulary comprehension depends on strategies that enable one to understand words and store them, to remember them. In addition, the use of songs in teaching vocabulary also helps the teacher in teaching English in a way that is easily absorbed, enjoyable, and far less frustrating than standard textbook instruction (Nurrina et al., 2018). So, in this modern era, besides teachers having to be creative, especially in the context of improving vocabulary skills, teachers also need to take advantage of current technological advances. Therefore, the researchers use the *LingoClip* application as a second medium after songs to be able to increase students' vocabulary. It's a nifty, lightweight technology, directly connected to the YouTube platform.

METHOD

This research uses a qualitative descriptive research methodology to analyze the use of songs and the *LingoClip* application as learning media to teach students' vocabulary skills at SMAS Karya Bakti, to 25 eleventh grade students. This research involved observation, questionnaires and interviews.

Researchers made observations for the first data collection. Starting from observation, then distributing questionnaires, and finally interviews. Researchers looked at student responses during teaching and learning activities using this method. Observation, according to Creswell (2013), is a fundamental data collection method in qualitative research. Creswell explains that observation involves systematically recording and noting events, behaviors, and artifacts in the social environment chosen for study. It is a technique that allows researchers to collect direct data regarding their subjects of interest, providing a comprehensive understanding of the context and phenomenon being studied. Another view on observation comes from Denscombe (2010), who argued that observation is not just seeing but also interpreting what is seen in a systematic and structured manner. Denscombe points out that observation can be structured or unstructured, participant or non-participant, depending on the research design and the researcher's level of interaction with the subject. He underscores that effective observation requires detailed planning, clear goals, and careful attention to detail to ensure that the data collected is accurate and relevant.

The researchers gave the open-ended questionnaire to the students in order to know the further opinions and to know the use of song and *LingoClip* application to improve students' vocabulary. The data processing from the questionnaire is the researchers makes the questions by Google Form. Second, the researchers asked for



help to the students' second grade XI IPS become participants in this research by filling out a questionnaire. Next, the researchers distributed questionnaires. Third, collecting the data in Google Form. After collecting the data, the researchers analyze the data and inputs the data in the table. The last, related the data with theories. After relating to the theory, the data is presented in percentage firstly. Thus, the data is more valid.

Interview was composed of 5 questions. The interview was conducted using Voice Note WhatsApp. After collecting the data, the researchers transcribed the data from the interview. Then, the researchers categorized the data based on the results of the interview. Next, the researchers input the data in the table. The last, related the data with theories.

FINDINGS AND DISCUSSIONS

Findings

This is a table of results from the Questionnaire that was distributed to students.

Table 4.1
The Results of Students' Questionnaire about The Using Songs Through *LingoClip* Application in Teaching Vocabulary

No.	Questions	Responses							
		Interesting		Increasing Vocabulary		Motivated		Good	
		Occ*	%	Occ*	%	Occ*	%	Occ*	%
1.	What do you think about the method of listening to songs to increase your English vocabulary?	16	64%	0	0%	0	0%	9	36%
2.	How does this method affect your English vocabulary skills?	0	0%	22	88%	0	0%	3	12%
3.	How do you feel after learning to increase your English vocabulary by using the method of listening to songs with the <i>LingoClip</i> application?	0	0%	0	0%	8	32%	17	68%
4.	In your opinion, what are the advantages of increasing your English vocabulary using the method of listening to songs with the <i>LingoClip</i> application?	0	0%	1	4%	24	96%	0	0%



*: Occurrence

Table 4.1 shows the answers to the student experience questionnaire regarding questions regarding the advantages of learning by listening to songs and applications to improve English vocabulary skills. There were various answers from XI IPS SMAS Karya Bakti Cianjur students regarding their opinions on using this method. The application of this method went almost well overall; students are interested in learning, effectively increase their vocabulary skills, are motivated, and feel that this method is good for them.

Mostly students get more advantages in implementing this method in their classes. Not only because the easy access, but also the students feel that this way they can 'play' in class but still learn. *“Encourages me, easy to learn, creative method to increase vocabulary in a fun way”*. Researchers was also pleased with the students' responses, which were mostly positive and really had a good effect on the progress of their English vocabulary skills. As one respondent wrote: *“It's fun to learn, easy to understand, easy to learn, effective in increasing vocabulary, especially if you play the application diligently”*. So, this method is an alternative method to attract students' interest in learning English, and it proves that this method is advantageous, good, and acceptable.

This is a table of results from the Interview that was distributed to students.

Table 4.2
The Results of Students' Interview from Disadvantages about The Using Songs Through LingoClip Application in Teaching Vocabulary

No.	Question	Responses					
		Nothing		Need Internet Network		Need Supporting Device	
		Occ*	%	Occ*	%	Occ*	%
1.	Are there any disadvantages to this method that you have gone through?	4	16%	19	76%	2	8%

*: Occurrence

Table 4.2 shows the results of interviews with students who have experienced to get their vocabulary increased by using songs and applications as learning media. Students get disadvantages, including requiring an available internet network and a device that supports learning using this method.

Apart from advantages, there are definitely disadvantages that need to be accepted as well and there must be a way to solve these problems. A common



problem in this method is with the internet network. Using this method requires a good internet network for the continuity of teaching and learning activities. Even so, currently many applications have to use the internet network and almost every day people use it in their lives, as well as in learning. *“Just prepare a quota or a good WiFi network, because there must be internet to run the application”*. *“The signal must be good, if it's not good it keeps loading”*. And there are also those who write *“A bad signal will be an obstacle”*. Likewise, according to the interview results, there was a statement from a respondent who said that *“...but at most you have to have an internet quota to run it”* (Respondent 4). So, the most common problem here is the internet network that must be stable when using the application.

As for those who say that you must have a good device to run this application. Since all students have good devices and sufficient storage space, there are no complaints regarding device problems. *“...the device must also have free storage space, even though the application size is small, only tens of Mega Bytes, but if it is full, you will not be able to install the application”* (Respondent 5). Maybe it's just an addition to student responses in answering this questionnaire and interview.

Even so, several other students felt that there were no obstacles in carrying out activities using this method. *“There is no disadvantage for me”*. *“There isn't any”*. And the answer from the interview said *“I don't think there is, the internet network is not a deficiency but depends on the signal of each device”* (Respondent 3). It can be concluded from their statement that network problems depend on the device and can be overcome by finding an adequate place to get an internet signal.

DISCUSSIONS

1. The Implementation of Songs through *LingoClip*

The following are the results of the researcher's analysis in implementing the use of the song listening method to improve English vocabulary based on students' experiences and feelings from implementing this method.

a. Interesting Method

Based on the findings, the first influence of using this method based on the results of the questionnaire from XI IPS SMAS Karya Bakti students was that the students stated that this method was an interesting method. There were 11 (44%) students assumed that the method used was an interesting method. So, it has a good influence on the continuity of student learning. In addition, most of them have never tried to learn to increase their vocabulary using fun methods or using songs and special applications. This is what causes motor interest in learning in students. This



result relates to Islami (2019), which states that songs can also be said to be a fun way to teach English. Through songs, students can enjoy the sound and understand the words in a fun way. It can make the students less stressed and feel enjoy during the learning process. They feel less interested in learning English and the methods used previously, so they feel interested in the new method provided.

b. Effective Learning

The second influence obtained by students is effectiveness in their learning. There were 22 (88%) students felt more effective using the song listening method to increase their vocabulary skills. They think that using fun methods does not always have no effect, but it is more fun if they can learn in a fun way. According to Millington (2011), songs can impact on the receptive lexical knowledge of learners when exposed to both sung and spoken forms through a theme or topic ((Albaladejo et al., 2018). Songs help teachers to provide young learners with language knowledge based on teachers' design of different activities and draw young learners' attention easily (A. A. Mamun, 2014). They allow learners to get a large amount of words, expose to using both individual and sequences of words through repetition and occurrences, retain words, and reduce anxiety in classrooms (Pavia et al., 2019).

c. Upgraded Vocabulary Skills

The effect obtained from implementing this method for students is the updating of their English vocabulary skills. There were 23 (92%) students felt that they had increased their vocabulary after carrying out learning using this method. Students also think that if they learn more often by listening to songs and applications like that, they will acquire more new vocabulary. Nguyen (2020) states that songs can be a potential tool to facilitate learning and increase students' vocabulary. This has been proven from research results and directly reviewed by students.

d. Preferred Method

The next influence of implementing the method of listening to songs with the *LingoClip* application on students is that they like this method. There were 24 (96%) students who felt that this method was fun to do and preferred. Learning doesn't always have to be stiff. Students feel more comfortable in classes that are more relaxed, but still carry out teaching and learning activities effectively. This makes students' fear and anxiety disappear because they feel enjoyed at every step of the lesson. With this method, students also feel that not only their vocabulary increases because they like it, but they also know their pronunciation. Yin (2022) also said that when learners listen to an English song, both pronunciation, grammar



and vocabulary can be improved at the same time. This proves that students prefer this method.

2. The Advantages of Songs through *LingoClip*

Students feel that learning with this method is simple. Currently, many students have mastered devices for their needs, both for their interests, entertainment and even learning. Research in English language teaching and learning often underestimates the language's vocabulary resources. The effectiveness of mobile learning in education is still in the first stages of implementation and the concepts and teaching issues surrounding mobile learning are still evolving and require further research (Rezaei et al., 2014). This convenience is an advantage because there is no need for a difficult way to learn and increases interest in English. This convenience also results in efficiency in time and energy. Students are suitable for this learning method to increase their vocabulary because this application is also easy to operate.

Apart from that, students will definitely get an important point from this research; increasing their vocabulary skills. This is the researcher's aim in doing this research. From initially not knowing any vocabulary, at least new vocabulary was added in each activity in one song. Gürkan (2018) stated that most vocabulary can be learned through incidental reading, but reading alone may not always be enough to extract the necessary lexical information from the text. Students feel happy because they can increase their vocabulary skills in a fun way.

This method also provides enthusiasm and motivation for students. Students who previously did not or did not like English lessons became interested after trying this method. Elaish et al. (2019) stated that software shows the importance of integrating principles of persuasion such as similarity, adaptability and credibility in educational software to motivate students to read and write. They think that English is not as difficult as they previously thought. This opens up their motivation to start liking English lessons in the current era which is good for having an interest and ability in English for their future.

Lastly, this method is carried out casually. Students do not feel bored and are always excited about every activity. Even though it's relaxing, it doesn't mean it doesn't produce anything. Flexibility in learning is very important. Where students, who often have limited time and resources, need a flexible learning mode that allows them to learn independently anywhere and at any time (Makoe & Shandu, 2018). Students also think that in a relaxed way they can absorb more lessons with more enjoyment, and memorize more than with other methods. This proves that the teaching and learning method is suitable for students.



3. The Disadvantages of Songs through *LingoClip*

The main disadvantage in this research is that the internet network must be available. Devices that are not connected to the internet will not be able to run this application. Apart from that, the available internet network must also be in a smooth condition and have good speed. Otherwise, this application will load and this method will not work smoothly. There are also some drawbacks to using mobile apps for learning, such as the technical aspects of mobile devices (i.e. small screens and keyboards) or the Internet not necessarily being available everywhere (Klimova & Polakova, 2020). However, now there are many applications that require internet network availability, and that's not a big deal. Some students think so, but some other students think that an internet network for studying is not a detrimental thing. As long as they get benefits from what they do, they are willing to use their internet quota to carry out their activities on their own devices.

The next disadvantage is that the device used must support it. To implement this method, you are required to have a smartphone. Apart from that, you must have enough storage space to install this application. Even though this application is not large and takes up a lot of space on the smartphone, if the smartphone you want to use has a full or limited storage capacity, then learning using this method will be hampered. Fortunately, in this case the students had no problems. All students who have studied using this method have adequate devices. However, educators and educational institutions often have difficulty designing and using motivational materials and methods that meet the expectations of their students (Elaish et al., 2019).

CONCLUSION

The implementation of using songs through *LingoClip* has a predominantly positive influence. The results of the influence of this method include the interesting method used for students, effectiveness for teaching and learning activities, updating of students' English vocabulary skills, and the preferred method for students. Students feel that the method of using the *LingoClip* application is comfortable for teaching and learning vocabulary skills.

The advantages of using songs through *LingoClip* obtained by students in learning activities include students feeling that learning using this method is simple because it is easy to operate, increases their English vocabulary, gives them enthusiasm and motivation for English, and this method for students is a relaxed method, not boring. Students feel helped and excited by this method because for them, this is something new.



Authors: Iskandar, R. Alena; Helmie, Jauhar; Saepuloh, Asep

The disadvantages of using songs through *LingoClip* experienced by students in its implementation, the most important of which is the problem that the internet network must be available. It must also have good speed, because for the smooth operation of the *LingoClip* application. Next, the device used for learning using this method must be adequate, in the sense that it can support the operation of the application, especially in the storage space on the smartphone which must be free to install the application.

REFERENCES

- A. A. Mamun. (2014). *Effectiveness of Audio-Visual Aids in Language Teaching in Tertiary Level*. MA, BRAC Institute of Languages, BRAC University, Dhaka.
- Albaladejo, S. A., Coyle, Y., & de Larios, J. R. (2018). *Songs, Stories, and Vocabulary Acquisition in Preschool Learners of English as A Foreign Language*. *System*, 76, 116–128.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Thousand Oaks, CA: SAGE Publications.
- Denscombe, M. (2010). *The Good Research Guide: For Small-Scale Social Research Projects*. Maidenhead, UK: Open University Press.
- Elaish, M. M., Ghani, N. A., Shuib, L., & Al-Haiqi, A. (2019). *Development of a Mobile Game Application to Boost Students' Motivation in Learning English Vocabulary*. *IEEE Access*, 7, 13326–13337. <https://doi.org/10.1109/ACCESS.2019.2891504>
- Helmi, J., Sayidah, N. T., & Taufik, H. (2024). *Pemanfaatan Lagu Five Fingers Dalam Pembelajaran Bahasa Inggris Siswa Sekolah Dasar Kelas 6 Sd Pasir Maris*. 6(2), 64–72. <https://doi.org/10.29303/jwd.v6i2.300>
- Helmie, J., Nurviyani, V., & Susilawati, D. (2021). Implementation Of Steller Application In Learning Writing Descriptive Text. *IJET (Indonesian Journal of English Teaching)*, 10(2), 190–204. <https://doi.org/10.15642/ijet2.2021.10.2.190-204>
- Helmie, J. (2015). Verb Go (back to , on , and out) in English for TEFL in the Novel of New Moon by Stephenie Meyer: The Syntactic and Semantic Analysis. *Educare*, 7(February), 123–134.
- Helmie, J. (2019). *Implementation of Dialogue Journal in Teaching (A Qualitative Case Study)*. 1, 81–94.



- Helmie, J., Nurviyani, V., & Susilawati, D. (2021). Implementation Of Steller Application In Learning Writing Descriptive Text. *IJET (Indonesian Journal of English Teaching)*, 10(2), 190–204. <https://doi.org/10.15642/ijet2.2021.10.2.190-204>
- Gürkan, S. (2018). *The Effects of a Mobile Assisted Vocabulary Learning Application on Vocabulary Learning*. Turkish Online Journal of Qualitative Inquiry, 9(3), 288–311. <https://doi.org/10.17569/tojq.407512>
- Islami, F. T. (2019). *Using Song as A Media in Teaching Vocabulary to Young Learners Based on Total Physical Response (TPR) Method*. Universitas Pendidikan Indonesia.
- Khairani, L. (2020). *The Correlation Between Listening Habit to English Songs to Writing Skills at Eleventh Grade Students Of SMA Islam Sudirman Ambarawa in The Academic Year Of 2019/2020*.
- Klimova, B., & Polakova, P. (2020). *Students' Perceptions of an EFL Vocabulary Learning Mobile Application*. Education Sciences, 10(2), 37. <https://doi.org/10.3390/educsci10020037>
- Kolin, K. F., Nurteteng, N., & Sudibyoy, D. (2019). *The Effectiveness of Using Songs in Teaching Listening Skill at The Second Grade of SMP N 11 Kabupaten Sorong*. INTERACTION: Jurnal Pendidikan Bahasa, 5(2), 68–79. <https://doi.org/10.36232/jurnalpendidikanbahasa.v5i2.183>
- Lo, R. S. M., & Li, H. C. F. (1998). *Songs Enhance Learner Involvement: Materials Development*. Forum, 36(3), n3.
- Makoe, M., & Shandu, T. (2018). *Developing a Mobile App for Learning English Vocabulary in an Open Distance Learning Context*. The International Review of Research in Open and Distributed Learning, 19(4). <https://doi.org/10.19173/irrodl.v19i4.3746>
- Millington, N. T. (2011). *Using Songs Effectively to Teach English to Young Learners*. Language Education in Asia, 2(1), 134–141.
- Mulyana, S. S., Burki, A. B., & Helmie, J. (2024). *Exploring Students' Speaking Anxiety*. 12(01), 59–72.
- Nation, P. (1994). *New Ways in Teaching Vocabulary*. Virginia: TESOL.
- Nguyen, T. C., & Nguyen, H. B. (2020). *Teachers' Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners*. Universal Journal of Educational Research, 8(6), 2678–2685. <https://doi.org/10.13189/ujer.2020.080652>



Authors: Iskandar, R. Alena; Helmie, Jauhar; Saepuloh, Asep

- Nurrina, Helmie, J., & Halimah. (2018). Pre-service Teachers' Corrective Feedback in Oral Interaction: A Comparison of Microteaching and Teaching Practicum. *International Seminar on Education and Development of Asia*.
- Norton, K. (2005). Vocabulary Songs. *ELT Journal Forum Retrieved May*.
- Pavia, N., Webb, S., & Faez, F. (2019). *Incidental Vocabulary Learning Through Listening to Songs*. *Studies in Second Language Acquisition*, 41(04), 745–768. <https://doi.org/10.1017/S0272263119000020>
- Pratiwi, E. (2018). *Using Song to Enhance Learning in English the Classroom*. Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang, 5(05).
- Rezaei, A., Mai, N., & Pesaranghader, A. (2014). *The Effect of Mobile Applications on English Vocabulary Acquisition*. *Jurnal Teknologi*, 68(2), 73–83.
- Sekeon, E., Rombepajung, P., & Kumayas, T. (2022). *Students' Perception Toward English Song as A Learning Media of Listening Comprehension*. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(1), 23–43.
- Shinta Silvia, Y. H. (2022). *Improving Student Participation in Online English Using Song Lyrics at SMAN 2 Tualang*. *JADEs Journal of Academia in English Education*, 3(1), 37–50. <https://doi.org/10.32505/jades.v3i1.3984>
- Sitompul, M. S., & Manik, I. (2023). *The Effect of Scramble to Improving Vocabulary Mastery of the First Year Student at State Vocational High School 1 Pematangsiantar*. *Journal on Education*, 5(4), 13884–13892.
- Wardiansyah, S. Barnabas, & Elfrida. (2019). *The Correlation Between Listening Habit to English Song and Vocabulary Mastery*. *Journal of English Education and Teaching*, 3(3), 287–298. <https://doi.org/10.33369/jeet.3.3.287-298>
- Yin, C. (2022). *Teaching Vocabulary and Grammar by Using Songs and Rhymes Approach*. *Journal of Educational Research and Policies*, 4(8). [https://doi.org/10.53469/jerp.2022.04\(08\).09](https://doi.org/10.53469/jerp.2022.04(08).09)