



Enhancing Young Learners' English Vocabulary Through Songs and Interactive Games

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ABSTRAK

Studi ini mengeksplorasi efektivitas metode pengajaran interaktif dalam meningkatkan penguasaan kosakata bahasa Inggris di antara siswa kelas satu di Madrasah Ibtidaiyah Madrasatul Ikbar, tempat penulis mengajar 17 siswa berusia 6–8 tahun. Latar belakang penelitian ini didasarkan pada pengamatan awal bahwa siswa memiliki kosakata bahasa Inggris yang sangat terbatas dan kesulitan dalam pengucapan, seperti yang dicatat oleh kepala sekolah selama wawancara. Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman kosakata dan pengucapan siswa melalui kegiatan pembelajaran yang menarik dan terstruktur. Penelitian ini didasarkan pada teori pembelajaran aktif, yang menekankan keterlibatan siswa melalui pengulangan, lagu, dan latihan interaktif. Dengan menggunakan pendekatan kualitatif dan metode observasi, penulis melakukan lima sesi pengajaran yang mencakup topik kosakata seperti hewan, buah, angka, dan benda-benda di kelas. Setiap sesi menggabungkan lagu, permainan, dan latihan cetak untuk memperkuat pembelajaran. Hasilnya menunjukkan kemajuan yang signifikan dalam ingatan kosakata dan pengucapan siswa, dengan peningkatan yang nyata terlihat dalam kepercayaan diri dan partisipasi mereka. Studi ini menyimpulkan bahwa strategi pengajaran yang interaktif dan berulang secara efektif meningkatkan pembelajaran bahasa Inggris pada anak-anak kecil, mendorong keterlibatan dan pemahaman.

ABSTRACT

This study explores the effectiveness of interactive teaching methods in enhancing English vocabulary acquisition among first-grade students at Madrasah Ibtidaiyah Madrasatul Ikbar, where the authors taught 17 students aged 6–8 years. The background of this research is based on the initial observation that students had very limited English vocabulary and struggled with pronunciation, as noted by the school head during interviews. The purpose of this study is to improve students' vocabulary comprehension and pronunciation through engaging and structured learning activities. The research is grounded in the theory of active learning, which emphasizes student engagement through repetition, songs, and interactive exercises. Using a qualitative approach and *observational* methods, the authors conducted five teaching sessions covering vocabulary topics such as animals, fruits, numbers, and classroom objects. Each session incorporated songs, games, and printed exercises to reinforce learning. The results indicate significant progress in students' vocabulary recall and pronunciation, with notable improvements observed in their confidence and participation. The study concludes that interactive and repetitive teaching strategies effectively enhance English learning in young children, fostering both engagement and comprehension.

1. INTRODUCTION

Language learning, especially at an early age, is a fundamental aspect of a child's cognitive and linguistic development. Vocabulary acquisition plays a crucial

role in mastering a language, as it provides the foundation for effective communication, reading comprehension, and overall language proficiency. Teaching vocabulary to young learners requires engaging and interactive methods to sustain their interest and improve retention. Traditional teaching approaches, such as rote memorization and textbook-based learning, often fail to capture children's attention, making it challenging for them to internalize new words effectively. Therefore, incorporating alternative teaching strategies that cater to children's natural learning tendencies, such as songs and games, has become an area of interest in language education research. One of the most effective methods for teaching vocabulary to young learners is through the use of songs. Songs provide repetitive exposure to vocabulary, making it easier for students to remember words and their meanings. According to Nation (2001), repeated exposure to words in meaningful contexts significantly enhances vocabulary retention. Additionally, songs contain rhythm and melody, which help learners associate words with sounds, ultimately improving pronunciation and listening comprehension. Cameron (2001) also emphasizes that young learners benefit from activities that involve movement, music, and play, as these elements make learning enjoyable and reinforce language acquisition in a natural and engaging way.

Apart from songs, educational games also play a significant role in vocabulary learning. Games create a fun and relaxed learning environment where students can interact with their peers while acquiring new words. According to Huyen and Nga (2003), games help students lower their anxiety levels, enhance their motivation, and encourage active participation in the learning process. Games also promote cooperative learning, where students work together, exchange ideas, and use new vocabulary in meaningful interactions. This interactive approach contrasts with traditional passive learning methods, which often lead to a lack of engagement and difficulty in vocabulary retention. Several previous studies have explored the effectiveness of songs and games in teaching vocabulary to young learners. Millington (2011) conducted a study demonstrating how songs improve students' pronunciation, listening skills, and memory retention. His findings suggested that songs provide a natural and enjoyable way to introduce new words and phrases to young learners. Similarly, research by Paivio (1986) supports the idea that multimodal learning using both auditory and visual inputs enhances memory retention, which further validates the effectiveness of songs as a vocabulary-learning tool. In terms of game-based learning, a study by Yolageldili and Arikan (2011) highlighted that games improve students' motivation and engagement, leading to better language acquisition outcomes. However, most of these studies have been conducted in general primary school settings and have not specifically focused on religious-based schools such as Madrasah Ibtidaiyah, where traditional learning methods are often emphasized.

This study aims to investigate the effectiveness of using songs and interactive games in teaching English vocabulary to first-grade students at Madrasah Ibtidaiyah Madrasatul Ikbar. Unlike previous research that primarily examined vocabulary acquisition in secular primary schools, this study focuses on the unique context of a religious-based educational institution. Madrasah Ibtidaiyah schools integrate religious education with general subjects, which means that students may have

different learning experiences compared to those in standard primary schools. The integration of songs and games in English vocabulary instruction within this context presents an opportunity to explore whether these methods can be adapted to complement the existing curriculum. Furthermore, this research seeks to determine whether young learners at Madrasah Ibtidaiyah respond positively to song- and game-based learning compared to traditional teaching approaches. By analyzing students' vocabulary retention, engagement levels, and overall motivation, this study aims to contribute valuable insights into the potential of interactive teaching methods in religious-based schools. The findings of this study may provide practical recommendations for teachers, curriculum developers, and policymakers who wish to enhance English language instruction for young learners in similar educational settings. Vocabulary acquisition is a vital component of language learning, and using engaging teaching methods such as songs and games has proven to be effective in facilitating learning. While previous studies have highlighted the benefits of these approaches, limited research has been conducted on their implementation in Madrasah Ibtidaiyah schools. By focusing on first-grade students at Madrasatul Ikbar, this study aims to fill this research gap and explore how songs and games can be effectively integrated into the English language curriculum in a religious-based educational setting. Through this research, the authors hope to demonstrate the impact of interactive learning techniques on vocabulary retention, student motivation, and overall language proficiency among young learners.

This study is grounded in several key language acquisition theories that support the use of songs, movement, and videos in vocabulary learning. The primary theory underpinning this research is Vygotsky's Sociocultural Theory (1978), which emphasizes that language learning occurs through social interaction and engagement with more knowledgeable others. According to Vygotsky, children develop their cognitive and linguistic abilities through active participation in meaningful communication. This theory highlights the importance of using engaging and interactive teaching methods such as songs, movement, and videos to facilitate vocabulary acquisition in young learners. Another relevant framework is Total Physical Response (TPR), developed by Asher (1969), which suggests that language learning is most effective when learners associate words with physical movement. TPR aligns with the natural way young children acquire language through action and play, making it particularly effective for vocabulary instruction. By incorporating movement-based learning activities, this study applies TPR principles to enhance students' vocabulary retention and engagement.

Additionally, Paivio's Dual Coding Theory (1986) provides a foundation for integrating videos into vocabulary instruction. This theory posits that humans process information through two channels: verbal and non-verbal (visual). By using videos that combine auditory and visual input, learners can create stronger mental associations with new vocabulary, leading to better retention and comprehension. Krashen's Input Hypothesis (1985) informs the use of songs in vocabulary learning. Krashen argues that language acquisition occurs when learners receive comprehensible input slightly beyond their current proficiency level. Songs provide a natural source of repetitive and contextualized input, allowing children to acquire new words effortlessly through exposure and practice. By applying these theoretical

perspectives, this study aims to explore the effectiveness of songs, movement-based activities, and videos in enhancing vocabulary acquisition among first-grade students at Madrasah Ibtidaiyah Madrasatul Ikbar. The research will examine how these interactive methods align with cognitive and linguistic development theories to improve language learning outcomes in a religious-based school setting.

a) *Vocabularies*

Mastering and utilizing a diverse and extensive vocabulary is essential for achieving success in English language learning. Without a solid vocabulary foundation, learners struggle to communicate effectively in both spoken and written forms. Unlike grammar, where students can still engage in conversation despite not fully understanding all the rules, vocabulary plays a more immediate role in conveying meaning (Basri, Ridla, & Wahed, 2014). Vocabulary is a fundamental aspect of language, as it enables individuals to express their ideas clearly and be understood by others (Miranti & Senny Hapsari, 2015). A well-developed vocabulary enhances a person's ability to articulate thoughts and communicate effectively. Since understanding the meaning of words is crucial for comprehension, acquiring vocabulary is a key component of language learning. English learning involves various skills, including listening, speaking, reading, and writing, all of which are interconnected with vocabulary. Because vocabulary serves as a foundational skill in language acquisition, teachers must design engaging and effective instructional strategies to support students' learning. Incorporating dynamic methods such as songs and movement can make vocabulary acquisition more enjoyable and meaningful, helping learners grasp new words more efficiently.

b) *Songs, Moves and Videos*

Using media in teaching and learning activities helps students focus their attention and concentration, ultimately increasing their enthusiasm and motivation for learning. Additionally, the flexibility of media allows information to be delivered anytime and anywhere, encouraging greater student participation in class (Handayani MTsN, 2020). Listening to music provides various cognitive benefits, particularly in the context of learning English. The use of singing as a teaching method is believed to capture young learners' interest, making English lessons especially those focused on vocabulary acquisition more enjoyable and relaxed. When children find learning methods engaging, they are more likely to develop a positive attitude toward studying and acquire new vocabulary more easily. The singing approach simplifies the process of learning and memorizing English words by sustaining children's attention throughout the lesson. According to Juwita & Nasution (2019), singing in education has been shown to improve students' moods and motivation. It positively influences their mindset, fosters an appreciation for aesthetics, and enhances intuition through musical experiences.

Interestingly, Juwita & Nasution (2019) highlight that songs are highly effective tools for young learners. Singing and music can be integrated into English lessons to support language acquisition. Since English is a foreign language in Indonesia, teachers must adopt engaging and effective instructional strategies. The ability of educators to create a fun and interactive learning experience significantly impacts children's success in learning English at an early age. Music also provides emotional and spiritual benefits for children. Throughout history, people have used

music as a form of self-expression and emotional regulation. Singing, as an essential component of music, serves as a means of communication and verbal expression. Abdulrahman Al-Faridi, drawing from the experiences of English teachers and language experts, emphasizes that using English songs in the classroom can help create dynamic, creative, and engaging learning environments (Ranuntu & Tulung, 2018). Singing and playing musical instruments can enhance English learning. Listening to music with diverse characteristics stimulates children's cognitive development. High-pitched notes, for example, may improve their auditory sharpness. Additionally, incorporating movement activities alongside songs allows children to recognize their internal rhythms and refine their motor skills while having fun. There are several advantages to using music as a tool for teaching English:

1. **Encourages Enjoyment in Learning:** The joy of singing makes children more enthusiastic about learning. The effectiveness of English instruction for young learners depends on the teacher's ability to select appropriate songs and incorporate choreographed movements that suit their developmental stage. Engaging activities through songs can increase children's happiness and activeness in learning while also making it easier for them to understand the lesson.
2. **Increases Motivation and Engagement:** When children view learning as exciting rather than monotonous, they become more attentive and involved. Singing is often perceived as a fun activity rather than a formal educational exercise, making it an effective tool for keeping students engaged. It enhances their sense of enjoyment, which in turn boosts their motivation to learn (Joyful Learning).
3. **Enhances Multisensory Learning Through Videos:** In addition to imitating the teacher's gestures, students can watch related educational videos displayed on a central screen. This use of video media supports English learning by providing visual reinforcement, making it easier for young learners to grasp and retain new information.

c) *Young Learners*

When discussing the teaching of English to young learners, it is crucial to define the specific age group. In this case, the authors focus on first-grade students, typically aged 6–8 years. These children are in the early stages of their education and are just beginning to learn English as a subject. Since young learners at this stage have short attention spans and can easily become bored, it is essential to use engaging and interactive teaching methods. According to Ur (1996), children's attention can be effectively captured through visuals, storytelling, and games. Since they enjoy lively and fun activities, lessons should be visually appealing and engaging. Songs are particularly effective in teaching first graders, as music and singing bring joy to children. Simple, repetitive songs with clear pronunciation and matching gestures help young learners easily memorize new vocabulary and improve their pronunciation (Sowell, 2017). Suyanto emphasizes that English teachers for young learners should be approachable, friendly, and generous with praise to motivate students. Since first graders are highly active and can get

distracted quickly, teachers need to be energetic and able to maintain an engaging and fun learning environment. Games, and interactive songs can help create an enjoyable classroom atmosphere where students feel comfortable learning English.

2. METHOD

This study employs a qualitative research approach with an observational method conducted at *Madrasah Ibtidaiyah Madrasatul Ikbar*. Qualitative research is a method used to explore and understand human behavior, experiences, and social phenomena in their natural settings. It focuses on descriptive rather than numerical data, emphasizing detailed observations to gain deep insights into participants' experiences. Observation, as a key data collection method in qualitative research, involves systematically watching, recording, and analyzing behaviors and interactions in a natural environment. This research focuses on first-grade students aged 6–8 years, totaling 17 participants, to analyze the effectiveness of using songs in teaching English vocabulary. The study consists of five meetings, conducted on March 13, 14, 15, 20, and 21, 2025, at the same time each day, from 09:30 to 11:00. Through direct classroom observation, the study examines students' engagement, reactions, and learning progress, allowing for an in-depth understanding of how songs facilitate English vocabulary acquisition in young learners.

3. RESULTS AND DISCUSSION

The findings of this study are based on observations conducted at *Madrasah Ibtidaiyah Madrasatul Ikbar*, where first-grade students aged 6–8 years participated in English learning activities through songs. Prior to the implementation of this teaching method, the head of the school was interviewed and stated that students faced limitations in their English vocabulary and pronunciation. Many students had difficulty recognizing and pronouncing basic English words, which made it challenging for them to develop confidence in using the language. The instructor first provided a model recitation of the song's lyrics before guiding the students to sing along. Students were then instructed to imitate the teacher's pronunciation to enhance their listening and speaking skills. The teacher led the class in singing the song repeatedly to reinforce learning. Clear and precise pronunciation was emphasized to help students improve their accuracy in imitating words. Additionally, at the end of each session, students were given printed worksheets as assignments to reinforce their understanding of the lesson.

a) First Meeting

In the first meeting, we introduced vocabulary related to animals to first-grade students at *Madrasah Ibtidaiyah Madrasatul Ikbar*. The lesson began with a 20-minute session focused on pronunciation, where we provided clear examples of animal names in English and guided students in mimicking the correct pronunciation. Following this, we dedicated another 20 minutes to singing the song "*Animal Finger*", which helped students memorize animal names in an engaging and interactive way. The song was accompanied by gestures to reinforce learning through movement.



Picture 1

Lyrics: *Chicken Finger, Chicken Finger*

Where are you?

Here I am, Here I am

How do you do...

After completing the singing activity, we assigned a practice task where students were required to match and connect pictures of animals with the corresponding English words in a printed worksheet. To conclude the session, we conducted a game inspired by the Indonesian game "ABC Lima Dasar". In this game, the tutors provided animal names in Indonesian according to alphabetical order, and the students had to translate them into English. This activity aimed to reinforce vocabulary retention while making learning enjoyable. In the first meeting, the authors noticed that the students had very limited knowledge of English animal vocabulary. To assess their prior knowledge, the authors asked a simple question: "*What animals do you know in English?*" The students' only response was "*cat,*" which demonstrated their lack of familiarity with other animal-related words in English. This finding highlighted the need for foundational vocabulary-building activities.

Another challenge the authors faced was the students' difficulty in pronouncing English words correctly. Many of them struggled to articulate the names of animals, making it necessary for the authors to provide clear pronunciation guidance. However, five students were able to pronounce some animal names correctly without much difficulty. Recognizing the importance of accurate pronunciation, the authors employed a repetition strategy, ensuring that every student had multiple opportunities to practice saying the words. To make the learning process more engaging and effective, the authors also introduced songs as a key teaching method. Singing activities helped the students become more familiar with the vocabulary in a fun and interactive way. By using repetition and music, the authors aimed to enhance both pronunciation and retention, making it easier for the students to remember and use the new vocabulary in future lessons.

b) Second Meeting

In the second meeting, the authors introduced English vocabulary related to fruits. The session began with a structured lesson where the authors provided clear pronunciation guidance and examples of various fruit names in English.

To reinforce learning, the song "Do You Like (fruit name)?" was incorporated into the lesson, allowing students to engage with the vocabulary through an enjoyable and interactive medium. The repetition of the song's lyrics helped familiarize the students with the correct pronunciation and meaning of different fruit names.



Picture 2

Lyrics: *Do You Like Banana?*
Yes I do, Yes I do
I Like Banana
I do to...

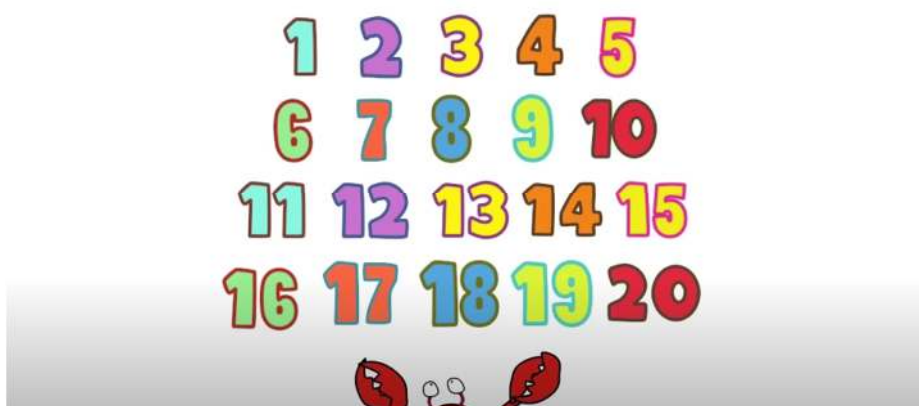
As in the first meeting, repetition played a crucial role in helping students grasp the vocabulary. The authors consistently modeled the correct pronunciation and encouraged the students to repeat the words multiple times to build confidence and accuracy. Unlike the first meeting, where students had almost no prior knowledge of the vocabulary, the challenge in this session was primarily focused on pronunciation. Many students struggled with correctly articulating certain fruit names, often mispronouncing words due to their unfamiliarity with English phonetics. To address this, the authors implemented additional repetition exercises and conducted a mini-quiz to assess and improve pronunciation.

At the end of the session, the authors provided an assignment in the form of a tracing activity, where students had to trace the letters of the fruit names. This exercise was designed to reinforce their ability to recognize and recall the words while also improving their writing skills. By repeatedly seeing and tracing the letters, the students became more familiar with the spelling and pronunciation of the words. For the game activity, the authors introduced "Ada Sebuah Film," where each student was asked to mention a fruit they liked in English. This game encouraged active participation and allowed students to apply their newly learned vocabulary in a practical and enjoyable way. Compared to the first meeting, the authors observed a noticeable

improvement in the students' engagement and learning pace. While pronunciation difficulties remained a challenge, the students showed greater enthusiasm and willingness to learn. The combination of repetition, song-based learning, interactive exercises, and gamified activities contributed to a more effective and enjoyable learning experience

c) Third Meeting

In the third meeting, the authors introduced numbers in English, focusing on counting from 1 to 20. The lesson began with the authors writing all the numbers on the board, providing a visual aid to help students recognize and memorize them more effectively. This step was crucial in reinforcing the connection between the spoken and written forms of numbers. To further enhance their learning experience, the authors led the students in singing "Counting Numbers," a song designed to familiarize them with numerical sequences and correct pronunciation. The combination of visual representation and auditory learning aimed to strengthen the students' ability to recall and pronounce numbers accurately.



Picture 3

Lyrics: *Satu itu One*
Dua itu Two
Tiga itu Three
Empat itu Four
Lima itu Five... Until 20

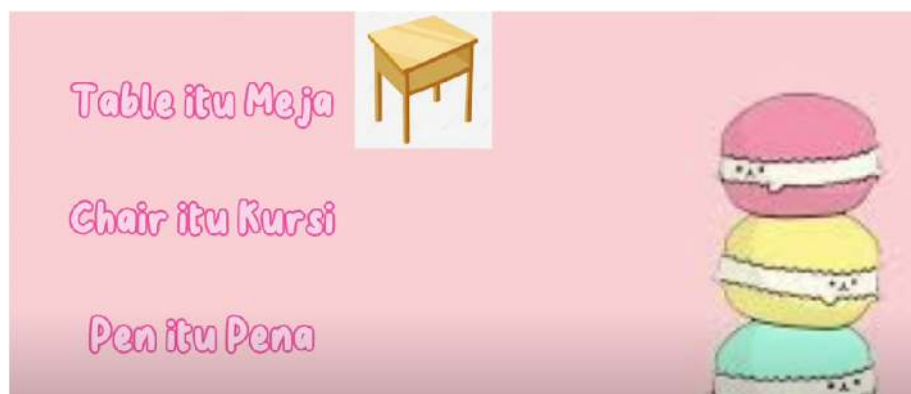
Repetition remained a key technique throughout the session. The authors modeled the correct pronunciation of each number, encouraging the students to repeat them multiple times. This consistent practice helped reinforce their learning and made it easier for them to remember the numbers. To assess their understanding, the authors provided an exercise in which students were required to complete missing numbers in a sequence, such as filling in the blank for "o_e" to form "one." This activity encouraged critical thinking and active engagement, as students had to recall the missing numbers from memory. However, unlike the previous meetings, this session presented additional challenges. Some students became restless, noisy, and even cried due to their young age and short attention span. This disruption required the

authors to employ patience and adaptability in managing the classroom environment. To maintain engagement and encourage participation, the authors provided small snacks during the session, a strategy that had been used in previous meetings. This approach helped create a more comfortable and enjoyable learning atmosphere, allowing the children to stay focused and motivated.

Despite these minor challenges, the lesson was successfully delivered. The integration of repetition, song-based learning, visual aids, and interactive exercises contributed to the students' gradual improvement in recognizing and pronouncing numbers. By the end of the session, most students demonstrated progress in counting and were able to participate actively in the exercises, showing an increased familiarity with English numbers.

d) Fourth Meeting

In the fourth meeting, the authors introduced vocabulary related to classroom objects to enhance the students' ability to recognize and name items commonly found in their learning environment. To make the lesson engaging, they used a song inspired by the melody of "*Potong Bebek Angsa*," but with modified lyrics incorporating classroom objects in English. This approach aimed to create a fun and interactive learning atmosphere while reinforcing vocabulary retention through rhythm and repetition.



Picture 4

Lyrics: *Table itu Meja*
Pulpen itu Pen
Pensil itu Pencil... etc

For the practice activity, the authors conducted a *mini quiz* where they pointed at different objects in the classroom, and students were required to name them in English. This activity encouraged active participation and reinforced what had been taught. The authors observed that the majority of the students were able to recall the vocabulary with minimal difficulty. While some hesitated or needed prompting, overall, their confidence in responding had improved compared to previous lessons. Unlike earlier sessions, the authors encountered fewer difficulties during this meeting. There was only slight noise and restlessness among the students, but it did not significantly disrupt the lesson.

To maintain engagement, the session concluded with an interactive game called "*Kereta Api Menjemput*" (*Train Pick-Up*).

In this game, the authors approached each student individually and asked them to translate the name of an object, such as "*pen*." If the student answered correctly, they were allowed to join the "train" by lining up behind their tutor. This game not only reinforced learning but also added an element of excitement, as students eagerly participated to be part of the train. Overall, the fourth meeting was one of the smoother sessions, with students demonstrating noticeable progress in recognizing and naming classroom objects. The combination of music, interactive quizzes, and engaging games contributed to an effective learning experience, making vocabulary acquisition more enjoyable and memorable for the children.

e) Fifth Meeting

In the final meeting, the authors conducted a *mini graduation ceremony* to celebrate the students' progress and acknowledge their efforts throughout the learning sessions. This event served as both a conclusion to the program and a way to motivate the students by recognizing their achievements in learning English vocabulary. As part of the mini graduation, three students were selected to deliver short messages expressing their thoughts about the learning experience. One student, for instance, confidently stated, "*I like English because I know watermelon, dog, banana, and many things. Thank you, Miss and Sir, I love you.*" These simple yet heartfelt messages reflected the students' enthusiasm and their improved ability to use English words they had learned over the past sessions.

The authors noted that despite their limited vocabulary, the students showed excitement and pride in speaking English, which was a significant improvement from the initial meetings. To make this occasion more special, the authors provided snacks that were slightly larger than usual as a token of appreciation for the students' hard work and dedication. This small gesture was intended to reinforce positive reinforcement and create a memorable experience for the children. Unlike the earlier sessions, this final meeting did not present significant challenges. The students were engaged and cheerful, and the atmosphere was filled with excitement as they reflected on their learning journey. The overall experience of the program demonstrated that through engaging teaching methods such as songs, games, and repetition, young learners could develop enthusiasm for English despite their initial struggles. The mini graduation served as a joyful and rewarding conclusion to the program, leaving a lasting impact on both the students and the authors.

4. CONCLUSION

The implementation of interactive teaching methods, including songs, games, repetition, and printed exercises, played a crucial role in enhancing the students' English vocabulary and pronunciation at *Madrasah Ibtidaiyah Madrasatul Ikbar*. Throughout the five meetings, the authors observed significant improvements in the students' ability to recognize, pronounce, and recall English words. Initially, the

students displayed a very limited vocabulary and struggled with pronunciation, as seen in the first meeting when most of them could only name "cat" as an English word for an animal. However, with continuous reinforcement through engaging activities, their confidence and understanding gradually increased. One of the essential teaching strategies implemented was *repetition*. At the beginning of each class, the tutors dedicated time to reviewing the previous lesson to reinforce retention and recall. This practice proved beneficial as students became more familiar with the vocabulary and pronunciation over time. The incorporation of songs also played a significant role in helping the students memorize new words, as rhythm and melody made learning more enjoyable and accessible for them. Additionally, the interactive nature of the activities, such as matching exercises, fill-in-the-blank tasks, and role-playing games, encouraged active participation and helped sustain the students' interest in learning.

Challenges were encountered throughout the teaching process, particularly in the early meetings, where the students exhibited difficulties in pronunciation and lacked foundational vocabulary knowledge. However, consistent encouragement, repetition, and engaging activities helped mitigate these obstacles. The tutors also observed that minor disruptions, such as students becoming noisy or distracted, were common due to their young age. To manage this, the authors maintained a structured yet flexible approach by incorporating small rewards, such as snacks, to motivate and maintain students' focus. By the final meeting, the students demonstrated noticeable progress. They were able to recognize and pronounce a variety of vocabulary words related to animals, fruits, numbers, and classroom objects. The mini graduation served as an encouraging conclusion to the program, where students confidently expressed their appreciation for learning English and showcased their newfound knowledge. Their excitement and willingness to participate in English learning activities indicated that the methods used had a positive impact on their language development. Overall, this study highlights the effectiveness of interactive and engaging teaching approaches in early childhood English education. Despite initial challenges, the combination of repetition, songs, games, and structured exercises significantly contributed to the students' learning progress. The experience further reinforces the idea that young learners benefit from a dynamic and engaging learning environment where they feel encouraged to explore and practice a new language.

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