

THE EFFECT OF USING KIDS SONG TO TEACH VOCABULARY TOWARD THE FIRST GRADE STUDENTS OF MTsN BANTAENG

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ABSTRACT

This study aims to determine whether there is an effect of using kids' song in teaching vocabulary towards the first-grade students of MTsN Bantaeng. This research is experimental research that uses a quasi-experimental design and a non-equivalent control group. The population in this study was the first-grade of MTsN Bantaeng in the 2021/2022 academic year. The sample used was class VII A as the experimental class and class VII B as the control class. Data collection in this study used vocabulary test in the pre-test and post-test with a test form of fill in the blank. The instrument used is a multiple-choice test. The data obtained are analyzed using descriptive statistical analysis techniques and inferential statistics (t-test). The results of the study show that the average score of the vocabulary learning outcomes using kids' song is 82.00. Then the average score of vocabulary learning outcomes that do not use kids' song (conventional method) is 75.50. Hypothesis testing using t-test shows $t\text{-count} > t\text{-table}$ ($t\text{-count} = 3.777 > t\text{-table} = 2.306$). Based on the results of this study that there is a significant difference in the results of learning vocabulary using kids' song which are higher than using conventional medium, so that it can be said that there is an effect of using kids' song in teaching vocabulary to first graders of MTsN Bantaeng in the 2021/2022 school. The effect of kids' song has proven that students feel happy, excited and easy to memorize vocabulary in learning English. This is really helps English teacher to be more inventive and imaginative in finding new methods for teaching vocabulary that can attract students' attention and help them learn the material faster.

Keywords: kids song, Vocabulary, and Student

A. INTRODUCTION

There are many ways to learn English. One of them is learning through song. It is worth paying attention to the use of the song for teaching a second language because students are especially connected to music during this period. Kusnierek (2016), Students devote a significant amount of time to listening, and teaching English via song is a widespread approach in schools. The idea of using the song to teach English is not new idea, but it is still a favorite of teachers and students as the song is always interesting to most people. Nihada and Alisa (2016) point out that song is one type of listening activity that has a wide scope. Many different forms of

language might be transmitted and rewritten via the use of song, which may be employed at any point of the lesson, sometimes as filler and warming up, sometimes as the major portion of the lesson, and sometimes to create a pleasant mood. Anna (2016) stated that song is valued for the linguistic, pedagogical, cultural, and entertainment features and it is precious in language.

The song is an appropriate medium for use in the educational process. Previously it is been said that the use of the song is no longer a new idea in teaching English. Kusmerek (2013) stated that teaching English song has become common practice in school. Engh (2013) claimed that many instructors instinctively believe that song is effective in teaching English but their efforts are constrained owing to a lack of theoretical underpinning to back up their efforts. Thus, further research is needed on the use of song in teaching because there is a lot of empirical evidence that has proven the effectiveness of song. It is inappropriate for teachers to use a song that contains explicit content such as drugs, violence, and sex in the classroom and teachers may not use song that violate religious beliefs or the university authority's moral code. The teacher must choose a suitable song to learn.

Kids' song is a good medium to use because the lyrics contained in the song are easy to understand and seem mild in listening to thus students would easily remember and can able to guess the words from the song lyrics when they listen. Sofiyah (2015) stated that kids' song is a collection of words that contain beautiful meanings and there are messages to be conveyed to individuals who had immature and presented with a beautiful song so that they can understand the message.

In learning English, students should learn vocabulary to understand the meaning of English words. Vocabulary is one of the most significant linguistic components for communicating in English. Vocabulary learning is very important because a good vocabulary is needed for speaking, writing, reading, and listening. Cameron (2001:75) claimed that knowing a word is being able to understand of meaning when they learn it. Learning vocabulary is also very important to know and understand that meaning so it can be used in the context of the sentence to understand the words of people.

Vocabulary learning is not just about memorizing words in a short time but required an understanding of the words. Thornbury (2002:23) explained that vocabulary learning must be applied to long-term memorization. Therefore, students must learn vocabulary from their activities carried out for the easy to remember in a long time because it is often done repeatedly so

vocabulary mastery requires memorization technique, so the effect of using kids' song while memorizing vocabulary would bring great joy to students as they memorize while singing. Wilkins (1972) as cited in Dehjalali & Izdpanah (2017) stated that mentioning a meaning without vocabulary is impossible. Therefore, learning and understanding vocabulary has become part of the language learning process.

Fluency in speaking is one of the difficulties faced by students when speaking with their very poor vocabulary knowledge so it is very necessary to memorize a lot of vocabulary but often the memorization method is not enough to help when they forget because the memory does not last long which causes students to become desperate and decided not to communicate. Therefore, to overcome the lack of knowledge and understanding in memorizing vocabulary well, the teacher as a facilitator must help students. The use of appropriate teaching methods and techniques by the teacher helps students acquire vocabulary more easily and quickly remember the vocabulary they had memorized so that it is easy to remember when they speak.

There are a variety of methods that may be used to pique students' interest in vocabulary training. Al-Azri (2015) discovered that using song to teach new vocabulary to first graders yielded positive result. Teaching song to students is very helpful to attract their interest because it had previously been explained how song with beautiful words greatly facilitate vocabulary teaching. Therefore, song can be used as a tool to provide practical guidance in learning and understanding vocabulary in a way that is very enjoyable for students.

Based on the results of an interview with an English teacher at MTsN Bantaeng when carrying out the KKN DK-64 work program in 2020 at the school, the researchers found information that many students had difficulties in learning English because they had very little knowledge of vocabulary. Uninterested students in learning vocabulary cause them to have difficulty in memorizing vocabulary so that it cannot be applied in everyday life. Learning vocabulary is not easy, especially when vocabulary is not used in speaking and writing practice. As stated by Harmer (2012) that repetition always plays a role in learning. He advised to always use familiar vocabulary in everyday life. Brown (2000) argued that one of the principles of learning English is automaticity. This means that by singing a song in English students would automatically learn the vocabulary of the song. Students easily memorize vocabulary from the song they are listening to because it would keep repeating especially the kids' song.

Therefore, the researchers believed that the kids' song is a good medium in teaching vocabulary because the lyrics contained in the song are easy to understand and seem mild in listening to. Thus students easily remember and can guess the words from the song lyrics when they listen. The researchers concluded that kids' song as an appropriate medium in teaching vocabulary to junior high school students because the effect of kids' song can give a pleasant impression in learning. According to the preceding explanation, the researchers intend to research the effect of using kids' song to teach vocabulary toward the first grade students of MTsN Bantaeng.

METHODOLOGY

This study is an experimental study. Gay & Mills, (2019) argues that experimental studies can be interpreted as research methods used to find the effect of one treatment on another under controlled conditions. This study used a quasi-experimental design with an unequal control design. There are two groups, experimental and control, with the same design using a pre-test and post-test control design without random assignment to groups. The experimental group used agitation therapy in kids' songs as a means of vocabulary education, and the control group used conventional teaching methods.

This study used quantitative data analysis and using SPSS to facilitate data analysis. Frey (2017) offers commercial software for SPSS data processing in the social science statistical bundle. This study was determined by the type of data held and the intended analysis.

In the data collation, the researchers divided two groups, namely the experimental and control groups who were taught differently about the lexical aspects that the researchers taught. The experimental class uses a kids' song medium while the control class uses a conventional teaching medium. **Pre-test:** Preliminary testing of the experimental and control class, firstly the researchers prepared 20 items of test. Following that, researchers administered the test to the students in the experimental and control groups. Next, the researchers explained to the students what they had to do. Then, the researchers allowed the students enough time to finish the exam. Lastly, researchers collected the papers as the students completed their exams. **Treatment:** Following a pre-test, the research treated the experimental class with kids' song material, whilst the control class received treatment with conventional material. **Post-test:** The researchers administered a post-test to the students in the experimental and control classes as a final exam with the blank test. Mujis, (2004) states that the post-test was used to determine the results of the experiment, which was usually

done on the instrument after treatment. The purpose of the post-test in this study was to see the effect of kids' songs in teaching vocabulary in an experimental class. Research had prepared some were first, the researchers prepared the test. After that, the researchers distributed test papers to students. Then, the researchers explained to the students what they had to do during the learning process. Next, the researchers gave time for students to do the test. Lastly, researchers collected the paper when the students finished the test.

C. FINDING AND DISCUSSION

The research result is the answer to the problems formulated that have been determined to strengthen the hypothesis.

Table 1. Experimental Class Test Result

| No | Name | F/M | Pre-Test | Post-Test |
|----|----------------------------|-----|----------|-----------|
| 1. | Andi Rahyana Naura Berlian | F | 50 | 75 |
| 2. | Aira Nurul Wahda | F | 50 | 75 |
| 3. | Alfiah Nailul Ashila | F | 60 | 85 |
| 4. | Aini Magfira | F | 60 | 85 |
| 5. | Aliyah Nur.S | F | 70 | 90 |
| 6. | Najwa Afiqah Utami | F | 75 | 95 |
| 7. | Almira K.D | F | 55 | 90 |
| 8. | Ahmad Fauzi | M | 55 | 80 |
| 9. | Ahmad Faiz | M | 60 | 75 |
| 10 | Alfian | M | 50 | 70 |

Table 2 Descriptive Test Result of Experimental Class

| | N | Minimum | Maximum | Mean | =Stdev |
|-----------------------|----|---------|---------|-------|--------|
| PRE_TEST | 10 | 50 | 75 | 58.50 | 8.52 |
| POST_TEST | 10 | 70 | 95 | 82.00 | 8.24 |
| Valid N (listwise) | 10 | | | | |

Based on the table 3 it can be seen that the maximum score for the pre-test of experimental class was 75 and the minimum score was 50 with an average value (mean) 58.50 and standard deviation was 8.52. Thus, the use of kids' song in teaching vocabulary fulfills the sufficient category of 56-65. While the maximum score for the experimental class's post test results is 95, the minimum score is 70, with an average value (mean) of 82.00 and a standard deviation of 8.24. The average was classified as excellent. As a result, when using kids' song to teach vocabulary at MTsN Bantaeng, there was an increase in post-test and pre-test in the experimental class.

Table 3 Experimental Class Test Result

| No | Name | F/M | Pre-Test | Post-Test |
|----|------------------|-----|----------|-----------|
| 1. | Husnul Khatimah | F | 50 | 60 |
| 2. | Hjrah Aulia | F | 60 | 75 |
| 3. | Lisna | F | 75 | 90 |
| 4. | Helda | F | 55 | 75 |
| 5. | Manohara | F | 60 | 80 |
| 6. | Esafitri | F | 60 | 75 |
| 7. | Haerani | F | 70 | 80 |
| 8. | Fedi | M | 50 | 60 |
| 9. | Dimas | M | 65 | 70 |
| 10 | Fikri Ubaidillah | M | 70 | 85 |

Table 4. Descriptive Test Result of Control Class

| | N | Minimum | Maximum | Mean | =Stdev |
|-----------------------|----|---------|---------|-------|--------|
| PRE_TEST | 10 | 50 | 75 | 61.50 | 8.52 |
| POST_TEST | 10 | 60 | 90 | 75.00 | 9.71 |
| Valid N (listwise) | 10 | | | | |

Based on table 5, it can be seen that the maximum score for the pre-test of the control class is 75 and the minimum score was 50 with an average value (mean) 61.50 and a standard deviation is 8.52.

The maximum score for the post-test results for the control class was 90 and the minimum score was 60 with an average value (mean) of 75.00 and a standard deviation is 9.71. The average is included in the good category.

a. Normality of test

It was important to assess the sample distribution to see if it was normal or atypical before evaluating the study hypothesis. The test was a normality test, and it was designed to test all hypothesis tests that compare something to alternative hypotheses. Specifically, the result of the normality test addresses the claims of the hypothesis:

H_0 = The null hypothesis. The sample has normal distribution when the significance value is greater than 0.05 ($sig > 0.05$)

H_1 = The alternative hypothesis. The sample is not normally distributed when the significant is less than 0.05 ($sig < 0.05$)

Table 4.5 Normality Test of Sample Distribution of Experimental Class

| | | Unstandardized Predicted Value |
|----------------------------------|----------------|--------------------------------|
| N | | 10 |
| Normal Parameters ^{a,b} | Mean | 82.0000000 |
| | Std. Deviation | 6.58991580 |
| Most Extreme Differences | Absolute | .230 |
| | Positive | .230 |
| | Negative | -.159 |
| Test Statistic | | .230 |
| Asymp. Sig. (2-tailed) | | .143 ^c |

a. Test distribution is Normal.

b. Calculated from data.

Based on table 6, the One-Sample Kolmogorov-Smirnov results showed that the significant value of the teaching vocabulary test results in the Experimental class with the use of kids' songs was 0.143. The obtained significant value was greater than 0.05 ($0,143 > 0.05$). It was safe to assume that the sample was normally distributed.

Table 6. Normality Test of Sample Distribution of Control Class

| | | | Unstandardized Predicted Value |
|----------------------------------|--------------------------|--|--------------------------------|
| N | | | 10 |
| Normal Parameters ^{a,b} | Mean | | 75.000000 |
| | Std. Deviation | | 8.48206984 |
| | Most Extreme Differences | | |
| | Absolute | | .170 |
| | Positive | | .170 |
| | Negative | | -.141 |
| Test Statistic | | | .170 |
| Asymp. Sig. (2-tailed) | | | .200 ^{c,d} |

a. Test distribution is Normal.

b. Calculated from data.

Based on table 7, which shows the One-Sample Kolmogorov-Smirnov results, the significant value of the teaching vocabulary test results in the control class was 0.200. The obtained significant value was greater than 0.05 ($0,200 > 0.05$). This indicates that the sample in this study was normally distributed.

b. Hypothesis testing

The hypothesis was tested using a t-test in the study. The t-test was used to determine whether H_0 or H_1 was accepted. The SPSS results are shown in the t-test table below

Table 7 Coefficients of Experimental Class

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|-----------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 36.724 | 12.100 | | 3.035 | .016 |
| | PRE_TEST Experimental class | .774 | .205 | .800 | 3.777 | .005 |

a. Dependent Variable: post-test of Experimental Class

In this study, the t-test in conjunction with the t-table at a significance level of 0.05 was used to determine whether the hypothesis was accepted or rejected.

The experimental class sample size in this study was ten students, with a degree of freedom (df) of eight, implying that the critical value on the t-table was 2.306 and the t-test was 3.777. As

a result, the t-test was greater than the t- table ($3.777 > 2.306$). That was, H_0 was rejected while H_1 was accepted. So long as the research hypothesis was there was an effect of using kids' song to teach vocabulary toward the first grade of MTsN Bantaeng."

The results of research questions about revealing the effect of using kids' songs to teach vocabulary toward the first grade of MTsN Bantaeng have an effect or not, researchers looked for the answer to these questions by conducting research at the school. the researchers took two classes as samples, namely class VII A as an experimental class consisting of 10 students and class VII B as a control class consisting of 10 students.

The reason for the treatment in the experimental class using kids' songs is because the researchers found that there were obstacles in learning English, namely a lack of interest, so students often felt bored in the learning process because the teaching methods were less attractive. The impact of learning is not effective because it interferes with the focus of students' learning so researchers used kids' songs because researchers believed that it could encourage students' interest in learning as has been stated by Murphey (2011) that the important effect of using songs is to help students become more fun in learning. This is corroborated by the statement from Sophiya (2013) that a kids' song is a series of beautiful and simple words that are suitable for learning because it is very easy for students to remember.

In this research, the English teacher suggested that class VII A had a higher level of difficulty than class VII B in learning English. This statement is in accordance with the results found by the researchers when teaching kids songs in class VII A, the enthusiasm of students began to be seen when the researchers started playing songs during the learning process, some of them were seen following the lyrics of the songs they listened to even though it is the first time they heard it but they are very easy to remember the vocabulary contained in the kids song because the vocabulary is repeatedly conveyed. Instruments that accompany the lyrics of the kids' song are also able to provoke students' enthusiasm. Zatnikasari's (2018) song is also effective in helping students remember the words and feel more motivated in class because they are learning engagingly.

The researcher conducted her research to see the effect of using kids' songs by teaching English subjects twice a week in the experimental and control classes and they are given the same material. At the first meeting, a pre-test is given before treatment as a form of measuring the progress of students' vocabulary mastery. In addition, the researchers also provided exercises at the last meeting to measure students' progress in understanding vocabulary. The post-test

examination of the difference in mean scores between the experimental class and the control class determines whether the strategy has an impact. The mean pre-test score for the experimental class is 58.50, with a standard deviation of 8.52, and the mean post-test score is 82.00, with a standard deviation of 8.24. In the control group, the mean pre-test score is 61.50, with a standard deviation of 8.52, and the mean post-test score is 75.50, with a standard deviation of 9.71. Based on these findings, the average pre-test score for the experimental class is 58.50, lower than the control class score of 61.50. However, the experimental class scored higher on the post-test, with an average score of 82.00 than the control class, which scored 75.50.

In the results of this study, the researchers found that students' interest in learning vocabulary using songs increased well. This can be seen in the comparison between the experimental class and the control class before the treatment is not much different. The pre-test value of the control class was slightly superior to the experimental class but after the post-test, the experimental class experienced a significant increase compared to the control class. This proves that students' interest in learning vocabulary using songs has increased well. The alternative hypothesis of this study would be accepted if the t-test is greater than the t-table. The alternative hypothesis would be rejected if the t-test is smaller than the t-table. Based on data analysis, the t-test (3.777) is greater than the t-table value (2.306). As a result, H_a is accepted. In other words, using kids' songs to teach vocabulary has an impact.

In this study, the researchers found that the use of kids' songs to teach vocabulary to first graders at MTsN Bantaeng had a very big influence because it can increase students' interest and help them memorize vocabulary very easily through the lyrics of kids' songs. Several theories support this method. According to Tiffany (2020), kids' songs encourage and inspire students to be passionate about learning English because it helps in vocabulary retention, which means students know a lot of vocabulary, especially those related to nouns, verbs, and adjectives. In line with Yunarti's (2015) statement in an experimental study, the use of kids' songs is found to have a significant effect on students' initial communicative competence in English. She found that the use of kids' songs solved students' problems in learning English because they could be better relaxed and more interested in learning, especially learning verb vocabulary. Lastly, a study by Gasman, Yufrizal, and Sukirlan (2017) title "Teaching Vocabulary through Song at the first grade of Senior High School". the researchers used songs as a medium in teaching vocabulary so that students become more interested and happy in learning vocabulary. They can memorize

vocabulary easily because they learn words by singing along. Based on the opinion of the three previous researchers, the researchers found the same thing. Like the fact that researchers found when teaching vocabulary using kids' songs at MTsN Bantaeng students feel happy, and focused, and it is very easy to memorize and remember the vocabulary they are learning by singing kids' songs. This is what researchers found when researching to find out whether or not the use of kids' songs in teaching English has an effect. This research has proven that teaching vocabulary using kids' songs is influential and beneficial for students to increase their vocabulary and make students more active in class.

The use of kids' songs in teaching vocabulary is an effective method in enhancing students' vocabulary acquisition and retention. This approach not only engages young learners but also fosters a positive and enjoyable learning environment. The studies reviewed demonstrate that incorporating songs into English language instruction can significantly improve students' vocabulary skills, particularly among young learners. Afrilianti Elma Lapatau, Sushy Teko Patanduk 2, Silfani (2023) found that the use of kids' songs offline application can enhance English vocabulary.

Similarly, Abel Wulandari Kusuma Putri¹; Katharina Rustipa (2023) found that students had high learning enthusiasm and were able to recognize vocabulary well at each meeting. The study concluded that songs are a very effective way to teach English vocabulary to students, as they can foster learning motivation and make it easier for students to remember the vocabulary being taught and that the objectives of teaching vocabulary are well achieved.

In summary, the use of kids' songs in teaching vocabulary has been consistently shown to be an effective method in enhancing students' vocabulary acquisition and retention. This approach not only engages young learners but also fosters a positive and enjoyable learning environment, making it an essential tool for English language instruction.

D. CONCLUSION

Based on research conducted in grades VII A and VII B in the 2021/2022 school year, it can be concluded that students can improve vocabulary skills through kids' song. To improve students' vocabulary skills, students are given kids' song at each meeting then students listen carefully. After that, students collect the new vocabulary they get from the lyrics of the kids song

and write it on the whiteboard. The effect of using kids' song in teaching vocabulary can be seen from the students' learning achievement where the average score of the vocabulary learning outcomes using kids' song was 82.00. Then the average score of vocabulary learning outcomes that do not use kids' song (conventional method) was 75.50. Hypothesis testing using t-test shows $t\text{-count} > t\text{-table}$ ($t\text{-count} = 3.777 > t\text{-table} = 2.306$). The English teacher's response about the application of kids' song is positive and will be an alternative way of teaching vocabulary. Therefore, the use of kids' songs in teaching vocabulary at the first grade of MTsN Bantaeng has a good effect on students.

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