

The use of active songs in developing young learner's vocabulary

El uso de canciones activas en el desarrollo del vocabulario de jóvenes aprendices

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Abstract

Early childhood education comprises a dynamic environment in constant evolution. At this stage of childhood, language development is an essential component of effective teaching for that reason, special attention must be given to the language acquisition process. In learning the English language, having a solid vocabulary helps to communicate your thoughts, emotions and ideas effectively, promoting social interactions and academic success. Therefore, the research objective was to analyze the use of active songs in the development of the vocabulary of young students. The study had a quantitative approach, and a quasi-experimental design was used. The study population was made up of 44 students from parallels A and B of the third year of basic education of a public school in the Chimborazo province, Ecuador, their age was between six and seven years. There were two groups in this study: the control group and the experimental group. To collect information from both groups, the researcher applied pre- and post-test as a technique, and a five-item questionnaire as an instrument. Both the pre- and post-tests were Part 1, Reading and Writing of the Cambridge A1 Mover exam. The pre-test was implemented in the experimental and control groups. However, only the experimental group received an 8-week intervention. In the end, the post test was used to collect the information. SPSS software was used to tabulate and analyze all collected data. In addition, the independent samples t test was used to verify hypotheses. It was concluded that the use of active songs contributed significantly to the development of the vocabulary of the young students of the Educational Unit. Likewise, the findings showed that initially in the pre-test, the vocabulary of both groups was limited; However, after the intervention, their vocabulary increased significantly, with this improvement evident in the averages of the post-tests of the experimental group, going from 2.50 to 3.45 out of 5.

Keywords: *Active songs, Developing vocabulary, efl children, Songs, Learners*

Abstract

La Educación infantil comprende un entorno dinámico en constante evolución, en esta etapa de la niñez, el desarrollo del lenguaje es un componente esencial de la enseñanza efectiva y se debe brindar especial atención al proceso de adquisición del lenguaje. En el aprendizaje del idioma inglés, el contar con un vocabulario sólido coadyuva a comunicar eficazmente sus pensamientos, emociones e ideas, fomentando las interacciones sociales y el éxito académico, por tal razón, la investigación tuvo como objetivo analizar el uso de canciones activas en el desarrollo del vocabulario de los jóvenes estudiantes. El estudio se fundamenta en un enfoque cuantitativo y se utilizó un diseño cuasiexperimental. La población de estudio estuvo compuesta por 44 estudiantes de los paralelos A y B del tercer año de educación básica de una institución pública de la provincia del Chimborazo, Ecuador, con edades comprendidas entre seis y siete años. Hubo dos grupos en este estudio: el grupo de control y el grupo experimental. Para recopilar la información de ambos grupos, el investigador aplicó pre- y postprueba como técnica, y un cuestionario de cinco ítems como instrumento. Tanto las pruebas pre- como postfueron la Parte 1, Lectura y Escritura del examen A1 Mover de Cambridge. La prueba pre- se implementó en los grupos experimental y de control. Sin embargo, solo el grupo experimental recibió una intervención de 8 semanas. Al final, la prueba post- se utilizó para recopilar la información. Se utilizó el software SPSS para tabular y analizar todos los datos recopilados. Además, se empleó la prueba t de muestras independientes para la verificación de hipótesis. Se concluyó que el uso de canciones activas contribuyó significativamente al desarrollo del vocabulario de los jóvenes estudiantes de la Unidad Educativa. Asimismo, los hallazgos demostraron que inicialmente en la prueba pre, el vocabulario de ambos grupos era limitado; sin embargo, luego de la intervención, su vocabulario se incrementó significativamente evidenciándose esta mejora en los promedios de las pruebas post del grupo experimental pasando de 2.50 a 3.45 sobre 5.

Palabras claves: *Análisis histórico-conceptual, psicoterapia, psicología clínica, técnica, tecnología, conductismos.*

INTRODUCTION

Vocabulary is the foundation of language acquisition, playing a crucial role in a child’s overall development. A strong vocabulary enables young learners to effectively communicate their thoughts, emotions, and ideas, fostering social interactions and academic success (Footprints Education, 2023). Traditional methods of vocabulary learning, such as using dictionaries or writing down definitions, often prove to be ineffective and tedious for young learners, for that reason, the development of personalized pedagogical strategies aimed specifically at young learners will improve educational methodologies.

The use of active songs for vocabulary acquisition can make the learning process more enjoyable and help students develop a solid foundation in English vocabulary. Different studies have shown the value of employing active songs to promote students’ learning and increase their vocabulary knowledge. Asyaari and Aziz (2020) in their study established the improvement of vocabulary after twelve weeks of intervention, as well as the effect of using active songs in the learning process. Sohoh and Yunus (2018) in their study revealed that the use of this strategy increased students’ vocabulary in a fun and interesting way. Using active songs to teach vocabulary produced a positive impact on students’ pronunciation like Saldiraner and Cinkara (2021) showed in their study.

For teachers, incorporating active songs into their lessons can enhance their teaching methods and improve students’ engagement through the implementation of effective strategies to boost vocabulary learning in EFL classrooms. Nguyen T. and Nguyen H. (2020) investigated how 75 teachers of an English language center in the Mekong Delta, Vietnam, perceived using songs to teach vocabulary to younger students. Their opinions were satisfactory regarding the use of songs are an effective tool for the enhancement of students’ vocabulary.

It is crucial to be aware that early childhood education is dynamic, and it evolves constantly. In this sense, the adoption of new teaching strategies constitutes a fundamental support in the educational children’s process. Traditional vocabulary learning methods, must be replaced by interesting and active ones, so that, the introduction of active songs has emerged as a lively and attractive way to promote vocabulary development, with their catchy melodies and repetitive lyrics, provide an engaging and fun method to improve vocabulary acquisition in young students. The dynamic way which include movements and gestures, stimulate different senses and provide a multisensory learning experience for children (Cameron, 2001).

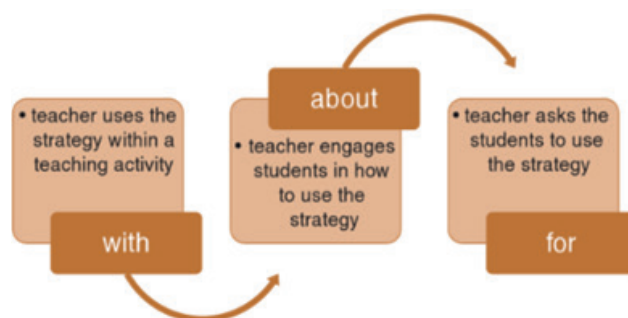
Based on the evidence presented, the objective of this study was to analyze the use of active songs in developing young learners’ vocabulary at a public school in the Chimborazo province, Ecuador; in this way, providing teachers’ new approaches will increase their knowledge about other

kind of strategies to boost their abilities to teach English in a motivating and enriching manner.

Teaching learning strategies

Teaching and learning strategies are critical for promoting an engaging and successful learning environment. Students can therefore make sure that their learning objectives will be met by using the appropriate teaching and learning strategies. Whitton (2015) adds that teaching and learning strategies can be used separately or in tandem in each and every class. The goals, material, and activities of the class will determine which approach is the best. In addition, it is essential that educators and learners alike are acquainted with the strategies employed within the classroom. Whitton suggests a procedure compound of three phases wherein both the educator and the student are aware of how to appropriately implement teaching and learning strategies to ensure a thorough comprehension of a given subject (figure 1).

Figure 1
Using teaching and learning strategies



Note. Steps for correctly applying teaching and learning strategies.

The role of songs in teaching vocabulary

Joven (2013) describe songs like a quick musical composition containing rhyming phrases and informal language usage. Songs are educational too; they are tools that support language learning because they can be applied to a variety of tasks and objectives. Songs promote students’ speaking, listening comprehension and pronunciation. Additionally, songs can promote grammar rules acquisition, sentence structures, and vocabulary which is the object of this study. Generally, songs include a topic or theme that serves as the basis for vocabulary development. To improve the target vocabulary, it is essential to select the songs and lyrics properly. Teachers need to make sure the songs they select are appropriate for the lesson’s theme and language.

Active songs to develop vocabulary

Active songs or action songs involve performers wildly gesticulating or moving their bodies. These are frequently used in educational settings to aid students in learning through the use of music and movement. Children learning

English as a foreign language can gain a lot from active songs (Sarrazin, 2016). They are a style of music practice created to get young kids engaged and actively involved in improving their vocabulary development. These songs usually have gestures or body language that relate to certain words or ideas in the lyrics. Movement and music together produce a multisensory experience that supports language development (Dzanic & Pejic, 2016).

Asyaari and Aziz (2020) states that there are several advantages of implementing active songs in the classroom like the following:

- a. *Physical movements or gestures* which help to memorize the meaning of the terms and words being introduced, they are reinforced by these movements.
- b. *A Multisensory experience* integrate kinesthetic (doing the motions), visual (seeing the movements), and auditory (listening to the song) components creates a multisensory experience that can improve learning.
- c. *Retention* is promoted due to the confluence of music and movement because Children who engage in energetic song-singing and dancing are more likely to retain new vocabulary.
- d. *Pronunciation* can be enhanced by Children; they can gain confidence in speaking skills too. Young learners practice pronouncing words correctly in a playful and approachable way by listening to active songs.
- e. *Vocabulary expansion* could be achieved through repetitive phrases and engaging melodies of active songs, which facilitate children's acquisition of new vocabulary.

Vocabulary

The collection of words that a person knows and employs in a specific language is referred to as their vocabulary. It is an essential component of language proficiency and is vital to both language learning and communication (Lessard-Clouston, 2021). Furthermore, Vocabulary helps learners' English competence in a variety of ways. To begin with, vocabulary serves as the foundation for communication. Students who have a large and diverse vocabulary are better equipped to communicate both orally and in writing. Learners may find it difficult to accurately communicate their thoughts and ideas if they lack a sufficient vocabulary. Additionally, word choice is significant when writing as well as speaking.

A strong vocabulary helps students communicate more coherently and effectively by improving their capacity to express ideas and transmit information. Vocabulary development and cognitive development are largely related. Acquiring new vocabulary, particularly with understanding the context, fosters critical thinking, facilitates the creation of abstract connections, and improves cognitive functioning. Likewise, having a strong vocabulary gives students

the ability to successfully navigate language, which empowers them. It promotes self-worth and a positive outlook on language acquisition.

MATERIALS Y METHODS

Location: The research was carried out in a public institution in Chimborazo province in Ecuador. It offers face-to-face education at the levels of "Educacion Inicial I" until the third year of baccalaureate. There are 75 teachers and 1,175 students in the high school, and it is one of the biggest high schools in Alausí which belongs to the 06D02 Educational District.

Tools and techniques: Technological and human resources were applied in this studio. The human resources were the investigator, the control and experimental groups, and the teachers of each class. *The technological resources and materials* used were the computer, the internet connection, speakers, and printed materials. Moreover, the SPSS software was the tool used for analyzing the statistics.

Research approach: The approach of this study was quantitative which according to Jiménez (2020), it is based "on experience, observation and analysis of the facts, which are processed using various numerical techniques to obtain and reliability in their results." (p. 62). Children's vocabulary range was diagnosed and both research variables measurable. This study presented hypotheses, which have been proven through data collection and numerical measurement.

A quasi-experimental research design was used because its purpose was to prove the existence of a causal relationship between the independent variable, active songs, and the dependent variable, young learners' vocabulary. This design is defined by having two groups, experimental and control group. In this case the treatment was given to the experimental group meanwhile the control group continued with normal classes. Additionally, this design used pre-existing groups instead of randomization (Creswell, 2015).

The study was *explanatory research* because the nature of its goals and the specific questions it aimed to answer. First, the focus of the study was on establishing casual relationships between the variables of study as well as the formulation and testing of hypotheses. In this way, the study aimed to test the hypothesis that active songs contributed significantly to the development of young learner's vocabulary. This suggested a cause-and effect relationship, which was investigated.

The investigation was *longitudinal study* because it collected information at the beginning of the research and after the implementation of a pedagogical intervention, with the aim of comparing the data obtained in the diagnosis and assessment of the control and experimental groups.

The *population* studied was made up of 44 students from parallels A and B of the third year of basic education, aged between six and seven years who compound the two

groups in this study: the control group and the experimental group.

Table 1
Population

Population	Frequency	Male	Female	Percentage
Experimental Group (Third A)	22	15	7	50%
Control Group (Third B)	22	13	9	50%
Total	44	28	16	100%

Note. Data gathered from the public school studied.

Data collection was made from different bibliographic sources to support the variables of the study and accomplish the first objective of the study. For statistical information from the experimental and control groups, quantitative methods and instruments were used. Pre and post tests were implemented as technique while the instrument was the items. The pre-test was used to assess the range of the learner’s vocabulary from both groups, experimental and control. This pre-test was taken from Part 1, Reading and

Writing Paper of the A1 movers, this is a standardized examination belonging to Cambridge examinations, hence the test did not require expert validation. In addition, the test is adapted to the specific of kids and covers well-known topics. In this section of the exam, students were required to write the term that corresponded with each of the five definitions. Refer to Figure 2. Regarding the post- test, it was the same examination taken after the researcher treatment.

Figure 2
Movers’ examination, Reading & Writing paper, part 1

What's in Part 1?	On the left, there are eight pictures of things with the English word under them. On the right, there are five definitions (sentences that describe or explain five of the eight things on the left). Children need to choose which picture matches each definition and copy the correct word under it.
What should children practise?	Reading short definitions and matching to words. Writing words.
How many questions are there?	5

Note. Description of the examination taken as pre- and post- tests. Developed from Cambridge University Press & Assessment (2023).

The intervention was at the start of November. The pre-test was applied; after gathering the results, the investigator selected the active songs related to the items from the pre-test, and activities that complemented the intervention. Lesson plans were applied at the beginning of each class as a warm-up to attract students' attention likewise to follow to the national curriculum without making any changes. The experimental group received three hours of intervention per week for a total of eighteen interventions during the six-week treatment period and it continued to get regular instruction. After the intervention, the researcher proceeded to apply the post-test to the experimental and control groups to evaluate young learner's vocabulary. Parents provided a consent before administering the pre-test to each group of young learners.

For data processing and statistical analysis, the researcher used SPSS statistics, Version 29.2.0, to examine the data gathered using Leven's test. Its goal was to as-

certain whether the experimental and control groups, they were homogeneous. The investigation was parametric and the t- student was employed to demonstrate which hypothesis was accepted and which one rejected. Lastly, Microsoft Excel was used to examine the pre- and post-test data that had been gathered. To visualize the data that was acquired, tables, charts, and descriptive statistics were made.

ANALYSIS AND RESULTS

Homogeneity test: Levene's test was applied. According to his homogeneity test, if the significance level is ≥ 0.05 , the null hypothesis is accepted and the alternative hypothesis is rejected. Since the significance level is 0,519. It concludes that both groups are homogeneous, that is, they are similar.

Table 2
Test of homogeneity

		Levene's Test for Equality of Variances	
		F	Sig.
Pretest	Equal variances assumed	0,424	0,519

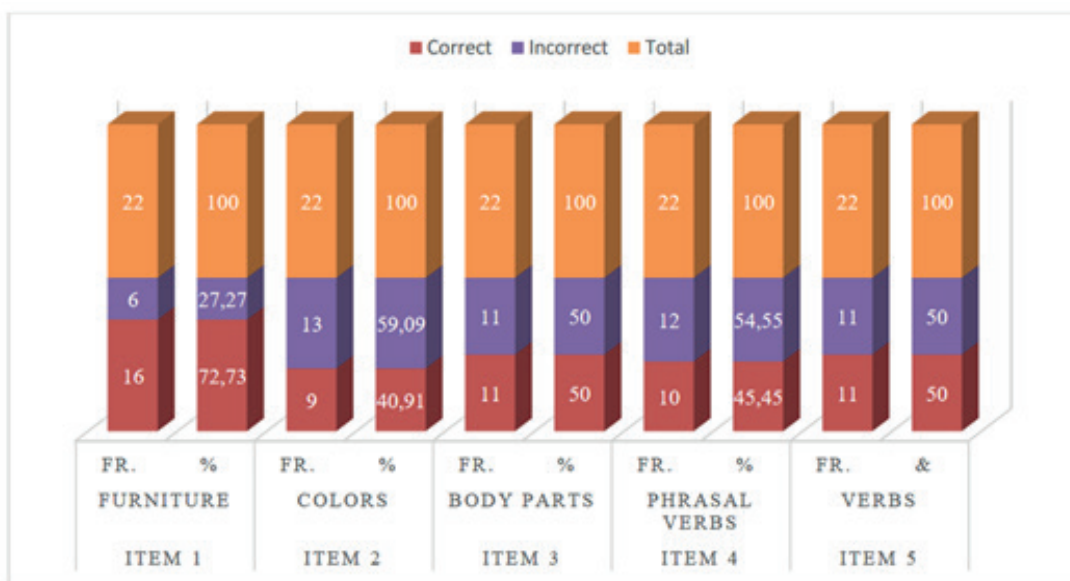
Note. Results from the SPSS software, developed by the authors (2023).

Table 3
Control group pre-test

	Item 1		Item 2		Item 3		Item 4		Item 5	
	Furniture		Colors		Body parts		Phrasal Verbs		Verbs	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	&
Correct	16	72,73	9	40,91	11	50	10	45,45	11	50
Incorrect	6	27,27	13	59,09	11	50	12	54,55	11	50
Total	22	100	22	100	22	100	22	100	22	100

Note. The results show the frequency and percentage of each item from the control group pretest, developed by the authors (2023).

Figure 3
Control group pre-test tabulation



Note. General tabulation of the gathered information of the pre-test from the control group, developed by the authors (2023).

The results from the pre-test of the control group demonstrated that 16 students or the 72,73 % of the total successfully answered the first question about furniture vocabulary and 6 students, or 27,27 % answered the question wrong. It may say that the majority of the kids knew vocabulary related to furnishing. In reference to Colors in Item 2, 13 students, or 59,9 %, answered incorrectly. However, 9 students or 40,91 %, answered this question correctly. Therefore, most of the children had difficulty in identifying different colors. Proceed to item 3, which is about body parts, 11 learners or the 50% of the total, wrote the cor-

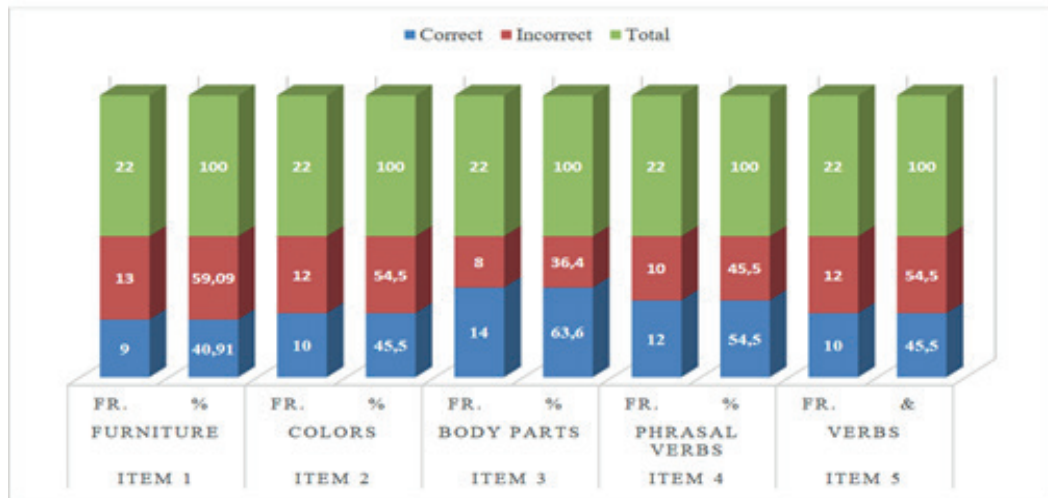
rect answer, while the he other half of students answered the item incorrectly. Regarding item 4, which deals with phrasal verbs, 10 students, or 45,45% of the total population, accomplished the proper answer. On the other hand, 12 participants, or 54,55%, provided the wrong response. One could argue that over 50% of the participants knew even less about phrasal verbs. Ultimately, 11 students, representing 50% of the total, correctly answered item 5 about verbs. However, 50% of the students, or the same number of learners, answered this item incorrectly.

Table 4
Experimental group pre-test

	Item 1		Item 2		Item 3		Item 4		Item 5	
	Furniture		Colors		Body parts		Phrasal Verbs		Verbs	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	&
Correct	9	40,91	10	45,45	14	63,64	12	54,55	10	45,45
Incorrect	13	59,09	12	54,55	8	36,36	10	45,45	12	54,55
Total	22	100	22	100	22	100	22	100	22	100

Note. The results showed the frequency and percentage of each item from the experimental group pre-test, developed by the authors (2023).

Figure 4
Experimental group pre-test tabulation



Note. General tabulation of the gathered information of the pre-test from the experimental group, developed by the authors (2023).

The results of the control group's pre-test show that 9 students or the 40.91% of the total, correctly answered the first question regarding furniture vocabulary. Conversely, 13 students, accounting for 59.09%, answered this question incorrectly, indicating a lack of extensive knowledge of furnishings among the majority of the students. Moving on to Item 2, which pertains to colors, 10 students, or 45.5%, answered correctly, while 12 students, representing 54.5%, provided incorrect responses. This suggests that most children struggled with identifying different colors. In relation to Item 3, focusing on body parts, 14 learners,

constituting 63.6% of the total, supplied the correct answer, while 8 students, making up 36.4%, answered incorrectly, indicating a solid understanding of body parts among the students. As for Item 4, which addresses phrasal verbs, 12 students, or 54.5% of the total, answered correctly, while 10 participants, or 45.5%, provided incorrect responses, suggesting a relatively strong knowledge of phrasal verbs among the majority of the participants. Lastly, 10 students, representing 45.5% of the total, responded correctly to Item 5 concerning verbs. However, 12 students, or 54.5%, answered this item incorrectly.

Table 5
Control and experimental group pre-test

Group Statistics				
Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Control Group	22	2,59	0,854
	Experimental Group	22	2,50	1,012

Note. Mean of the pre-test results for the experimental and control group. Created using the SPSS software, developed by the authors (2023).

Prior to the intervention, the result in the table above shows the score of the control group pre-test (2,59) and

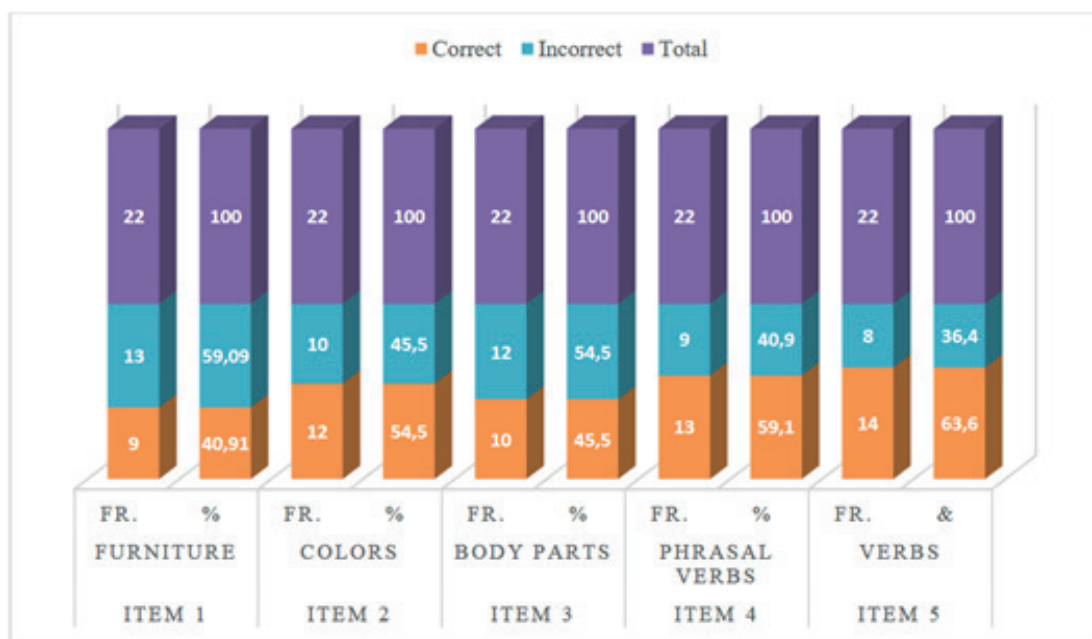
the experimental group's mean was 2,50. As a result, both groups' initial vocabulary was poor.

Table 6
Control group post-test

	Item 1		Item 2		Item 3		Item 4		Item 5	
	Furniture		Colors		Body parts		Phrasal Verbs		Verbs	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	&
Correct	9	40,91	12	54,5	10	45,5	13	59,1	14	63,6
Incorrect	13	59,09	10	45,5	12	54,5	9	40,9	8	36,4
Total	22	100	22	100	22	100	22	100	22	100

Note. The results showed the frequency and percentage of each item from the control group post-test, developed by the authors (2023).

Figure 5
Control group post-test tabulation



Note. General tabulation of the gathered information of the post-test from the control group, developed by the authors (2023).

The post-test results for the control group indicate that 9 students, comprising 40.91% of the total, accurately answered the first question related to furniture vocabulary. However, 13 students, accounting for 59.09%, gave incorrect responses, revealing a lack of comprehensive

knowledge of furnishings among the majority of the students. Moving on to the second question about colors, 12 students, or 54.5%, answered correctly, while 10 students, representing 45.5%, provided incorrect responses. This suggests that most children had little difficulty identify-

ing different colors. Regarding the third question on body parts, 10 learners, constituting 45.5% of the total, provided the correct answer, while 12 students, making up 54.5%, answered incorrectly, indicating a lack of understanding of body parts among the students. Regarding the fourth question, which focuses on phrasal verbs, 13 students, or

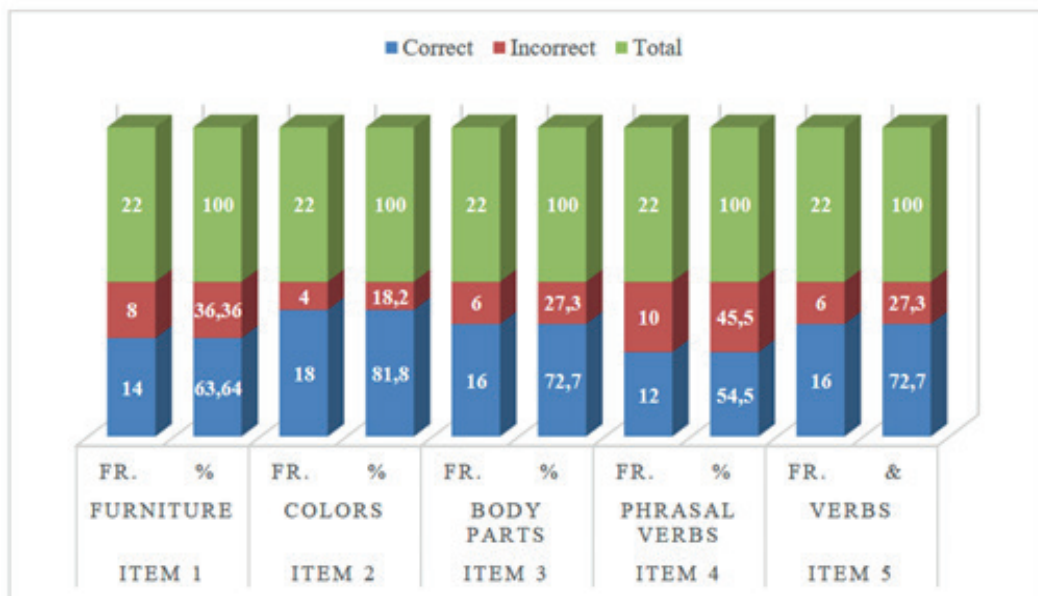
59.1% of the total, answered correctly, while 9 participants, or 40.9%, gave incorrect responses, suggesting a relatively strong knowledge of phrasal verbs among the majority of the participants. Finally, 14 students, representing 63.6% of the total, responded correctly to the fifth question concerning verbs. However, 8 students, or 36.4%, answered this item incorrectly.

Table 7
Experimental group post-test

	Item 1		Item 2		Item 3		Item 4		Item 5	
	Furniture		Colors		Body parts		Phrasal Verbs		Verbs	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	&
Correct	14	63,64	18	81,8	16	72,7	12	54,5	16	72,7
Incorrect	8	36,36	4	18,2	6	27,3	10	45,5	6	27,3
Total	22	100	22	100	22	100	22	100	22	100

Note. The results showed the frequency and percentage of each item from the experimental group post-test, developed by the authors (2023).

Figure 5
Experimental group post-test tabulation



Note. General tabulation of the gathered information of the post-test from the experimental group, developed by the authors (2023)

In the first item, which evaluates furniture vocabulary, 14 students (63,64%) answered correctly, while 8 students (36,36%) answered incorrectly. It indicated that the majority of students had no trouble with this section. Moving on to the second item, which focuses on colors, 18 students (81,8%) answered correctly, and 4 students (18,2%) answered incorrectly. Because of this, most kids had no trouble with colors. For the third item, assessing body parts, 16 students (72,7%) provided the correct response, while 6 students (27,3%) answered incorrectly. As a result, students

demonstrated a high level of body part knowledge. Regarding the fourth item, which pertains to phrasal verbs, 12 students (54,5%) answered correctly, and 10 students (45,5%) answered incorrectly. It can be said that most students did not have problems with phrasal verbs. Lastly, the fifth item, focusing on verbs, saw 16 students (72,7%) responding correctly, while 6 students (27,3%) answered incorrectly. It implied that nearly every student understood verbs.

Table 8
Control and experimental group post-test

Group Statistics				
Group	N	Mean	Std. Deviation	Std. Error Mean
Control Group	22	2,63	1,077	0,230
Posttest Experimental Group	22	3,45	0,963	0,205

Note. Mean of the post-test results for the experimental and control group. Developed by the SPSS software, by the authors (2023).

The post-test mean score for the control group is 2,63. Nevertheless, the experimental group’s average score is 3,45. The experimental group’s mean increased mainly as a result of the intervention.

H1 (Alternative hypothesis): Active songs contribute significantly to the development of young learner’s vocabulary at Unidad Educativa Federico González Suárez.

Hypothesis verification

Ho (Null hypothesis): Active songs do not contribute significantly to the development of young learner’s vocabulary at Unidad Educativa Federico González Suárez.

Decision criterion

If $p \leq 0,05$ reject the Ho and accept the H1
If $p \geq 0,05$ reject the H1 and accept the Ho

Table 9
T-test for equality of means

Independent Samples Test				
t	df	p	95% Confidence Interval of the Difference	
			Lower	Upper

	Equal					
Posttest	variances assumed	-2,362	42	0,011	-1,349	-0,106

Note. Information analyzed through the SPSS software, developed by the authors (2023).

As p is equal to 0,011, which means less than 0,05, it rejects the H_0 and accepts the H_1 . It implies that the means of the pre and post-tests are different. As a result, it is concluded that the use of active songs contributed significantly to the development of young learner's vocabulary.

sound, vision, and movement, activities with the utilization of songs makes the learning experience more engaging for them. Furthermore, the repetitive exposure to words through song listening aids learners in reinforcing both meaning and pronunciation in their long-term memory.

DISCUSSION

The use of active songs as a tool for enhancing the vocabulary of young learners has yielded notable findings. The experimental group increase in vocabulary. In the experimental phase young learners were exposed to a series of active songs planned to engage them both physically and mentally. These songs incorporated various linguistic elements, encouraging active participation and interaction. The aim was to create an immersive and enjoyable learning experience that could potentially contribute to vocabulary development.

The results revealed a significant positive impact on the experimental group's vocabulary. The utilization of active songs seemed to foster a more dynamic and participatory learning environment, allowing the learners to absorb and internalize new words effectively. Moreover, this aligns with the notion that multisensory and interactive approaches, such as those found in active songs, can be particularly beneficial for young learners. Similarly, this agrees with Sohot and Yunus' (2018) opinions.

Possessing an extensive vocabulary helps with both written and oral communication and enables students to use the language with proficiency. Young learners can improve their capacity to acquire and apply a rich and diverse vocabulary by using effective teaching and learning strategies. The incorporation of active songs in the learning process appeared to stimulate a broader range of word acquisition as well as they could comprehend but also showcased a more varied and nuanced use of language. The success of active songs in vocabulary development may be attributed to their ability to tap into multiple cognitive channels simultaneously. The combination of auditory, visual, and kinesthetic elements seems to create a more holistic learning experience. This finding resonates with the idea that active engagement can enhance memory retention and overall language acquisition. In alignment with this viewpoint, Putri and Rustipa (2023) assert that incorporating songs is highly suitable for young learners, the incorporation of

CONCLUSIONS

Theoretically, the relationship between active songs and vocabulary development in children was corroborated. The study demonstrate that active songs enrich children's vocabulary. Songs can be a powerful vehicle for language acquisition, engaging multiple senses and promoting active participation (Joven, 2013). Additionally, language learning theories maintain that repetition and predictable structure in songs can facilitate the retention and comprehension of vocabulary (Murphey, 1992). These theoretical foundations support the idea that the integration of active songs into the educational environment of children can be a valuable strategy for fostering early vocabulary development.

The students' vocabulary was evaluated before and after the implementation of active songs. The focus on the experimental group, which exclusively received the implementation of active songs, revealed a noteworthy improvement in vocabulary. The pre- and post-test averages for the experimental group demonstrated a substantial increase from 2.50 to 3.45 out of 5. In contrast, the control group, without the active song intervention, showed a range of 2.59 at 2.63 out of 5. These findings strongly supported the alternative hypothesis that the incorporating of active songs contributed significantly to vocabulary improvement.

After diagnosing the deficiency in vocabulary, it is important to integrate active and participatory elements into language development in young learners as valuable pedagogical strategy. As a result, activities that enhance the usage of action songs have been effectively suggested for the vocabulary development of kids between the ages of 6 and 7 through the creation of a website with the theme "Sing and Learn: A Musical Journey towards Vocabulary." It is an efficient strategy in which teachers and parents are able to expand the development of children's vocabulary.

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