COMPARATIVE STUDY BETWEEN THE USE OF SONGS AND FLASHCARDS TO INCREASE STUDENTS' VOCABULARY MASTERY

Sunarti, Nabila Putri Mudi, Abdul Halim, dan Rani Herning Puspita

Universitas Muhammadiyah Kalimantan Timur, Indonesia
Email: sun377@umkt.ac.id

Info Artikel	*Abstract*
	The aim of this research is to compare the use of songs or flashcards which can increase students' vocabulary significantly and which are more effective in increasing students' vocabulary. *The research method used is quantitative with experimental research type. The research subjects were class X students of Samarinda State High School. Class X consists of 5 classes and each class consists of 20 students, and the total sample in this study was 40 students. This research was conducted in 6 sessions which included pre-test and post-test. After the four treatment periods were completed, a post-test was carried out. The data collection tool used was English questions that focused on vocabulary.* *The research results showed that in the first test, the class filled with songs had an average score of 19.5. The average score of students who were taught with flash cards was 20.7. In the second test, the average score of students who were taught songs was 20.15. Meanwhile the average class processed with flashcards was 22.45. This proves that flashcard media is better in improving English vocabulary mastery.*

Abstrak

Tujuan penelitian ini yaitu membandingkan penggunaan lagu atau flashcard yang dapat meningkatkan kosakata siswa secara signifikan dan mana yang lebih efektif dalam meningkatkan kosakata siswa.

Metode penelitian yang digunakan yaitu kuantitatif dengan jenis penelitian eksperimen. Subyek penelitian yakni siswa kelas X SMA Negeri Samarinda. Kelas X terdiri dari 5 kelas dan setiap kelas terdiri dari 20 siswa, dan jumlah sampel dalam penelitian ini sebanyak 40 siswa. Penelitian ini dilakukan dalam 6 sesi yang meliputi pre-test dan post-test. Setelah empat periode perlakuan selesai, dilakukan post-test. Alat pengumpulan data yang digunakan yakni soal bahasa Inggris yang berfokus pada kosakata.

Hasil penelitian menunjukkan bahwa pada tes pertama, pada kelas yang diisi dengan lagu nilai rata-rata 19,5. Nilai rata-rata siswa yang diajar dengan kartu flash yaitu 20,7. Pada tes kedua, nilai rata-rata siswa yang diajari lagu yaitu 20,15. Sementara itu rata-rata kelas yang diproses dengan flashcard yakni 22,45. Hal ini membuktikan bahwa media flashcard lebih baik dalam meningkatkan penguasaan kosakata bahasa Inggris.

INTRODUCTION

Fluency in the English language is frequently considered necessary for individuals who are looking for employment or educational possibilities in foreign countries. The fundamental mastery commonly obtained in the process of acquiring the English language include the ability to talk, write, listen, and read. In addition to these fundamental abilities, it is crucial not to underestimate the importance of mastering vocabulary. The writer argues that having a strong vocabulary is crucial for acquiring a foreign language; without a solid understanding of vocabulary, it becomes difficult to achieve the four listed mastery. Therefore, it is crucial to employ effective tactics in order to facilitate the teaching of vocabulary to students.

In order to enhance students' proficiency in vocabulary acquisition, teachers may employ diverse instructional strategies when conveying English vocabulary. Additionally, teachers are encouraged to combine supportive media as pedagogical aids in the vocabulary learning process, such as employing flashcards and integrating English songs. This instructional approach stems from the imperative for teachers to demonstrate creativity in their pedagogical activities, as highlighted by Yusuf (2020). According to Yusuf, teachers are tasked not only with fulfilling their roles as instructors but also as educators, caregivers, and mentors, necessitating a high degree of creativity in their instructional practices.

Furthermore, the integration of assistive media is anticipated to serve as a catalyst in augmenting students' mastery of vocabulary. To enhance the effectiveness and efficiency of the learning experience, teachers should skillfully provide and utilize a varied range of educational tools that align with the specific subject matter. The success of this approach depends on the careful selection of suitable instructional media. (Abdullah, 2017).

Utilizing songs as a learning media will contribute to creating a more relaxed and enjoyable learning atmosphere. It is in line with Anggaira, et. al. (2022), songs can be used to teach vocabulary, improve listening mastery, and increase motivation. Including interactive activities and allowing for creativity and self-expression can further enhance the educational benefits of using songs in the classroom. Using songs as a media to teach vocabulary has several benefits. First and foremost, songs can capture students' interest, making the learning experience more enjoyable. The repetitive nature of choruses and verses in songs serves as a valuable tool for students to memorize and retain new vocabulary. Additionally, songs provide a contextual understanding of the words and phrases being used, enhancing comprehension and retention. According to Pangaribuan & Chairunnissa (2023) using songs could help them learn English more effectively in aspects such as speaking and listening mastery, pronunciation and vocabulary advancement, and development of confidence while keeping the class mood and concentration. Furthermore, the utilization of songs can be an effective way to help students increase their listening mastery (Khotimah, 2021). Furthermore, songs can help improve pronunciation and intonation through listening to and singing along with songs in the target language. This auditory practice contributes to the overall language learning experience. Additionally, songs often contain cultural references and idiomatic expressions, offering students valuable insights into the culture associated with the language they are studying. The emotional connection to music is a powerful aspect of using songs for vocabulary instruction. Music has the ability to evoke emotions, and this emotional connection can aid students in remembering the associated vocabulary. In conclusion, incorporating songs into language teaching proves to be a fun and effective strategy, engaging students and facilitating the retention of new words and phrases (Manuputty, 2021).

In other hand, in teaching vocabulary, teachers also can use flashcards as a media to help teaching vocabulary to students. Using flashcards is an effective method for teaching vocabulary to young learners, offering a range of strategies and benefits. One approach is the bilingual method, combining flashcards with a bilingual approach to make vocabulary teaching more engaging and effective (Erniwati et al., 2021). Flashcards aid in recall Andari et al. (2022), allowing students to practice remembering English vocabulary and improving their ability to use words in context. In the digital age, flashcards have seamlessly integrated into online learning environments (Khan, 2022), providing a flexible and accessible way for students to enhance their vocabulary. Research suggests that digital flashcards on mobile devices are as effective as traditional paper-based ones for teaching vocabulary (Xodabande et al., 2023). Additionally, digital flashcards often incorporate spaced repetition technology, contributing to more efficient learning and

retention of vocabulary. Xodabande et al. (2022), Beyond the technological aspect, the use of flashcards in general boosts engagement by being visually appealing and interactive. Comparisons with traditional methods indicate that digital flashcards can enhance students' engagement and learning outcomes. In conclusion, employing flashcards is a versatile and useful tool for teaching vocabulary to young learners, adaptable to different learning styles and contexts, ultimately aiding in the improvement of both vocabulary and overall language mastery. However, the writer formulated a research question on how is students' scores in learning vocabulary using songs and using flashcards and which one is more effective between using songs or flashcards to increase students' vocabulary mastery.

1. An English dictionary

One of the many crucial elements of learning a language is developing one's vocabulary. A vocabulary is a group of words used for communication in a language. Students ought to acquire the foreign language of English. To prevent communicating, reading, writing, and listening challenges, it's crucial to master the language's vocabulary. Receptive vocabulary involves understanding words when heard or read, while productive vocabulary pertains to effectively using words in speech or writing. Generally, one's ability to comprehend words surpasses their ability to actively use them. Take language learners as an example: they might recognize many words when reading or listening, yet only incorporate a limited set of words into their speaking or writing, struggling to express themselves fully. This discrepancy highlights the distinction between grasping words and using them fluently (Kamal & Faraj, 2015).

First, receptive vocabulary. Receptive vocabulary is words that kids know and understand but are unable to produce in a context make up receptive vocabulary. Students recognize this language when they read texts and come across it, but they don't utilize it when speaking or writing. *The second,* productive vocabulary. Productive vocabulary is words that pupils learn to comprehend, pronounce correctly, and apply effectively in speech and writing make up a student's productive vocabulary. This comprises the prerequisites for having a receptive vocabulary and the capacity for rapid speech or writing. As a result, developing a productive vocabulary can be seen as an active process that empowers pupils to produce words that let them communicate their ideas to others.

2. Kind of Vocabulary

There are several kinds of vocabulary in Sims (1929), as follows: (a) Nouns. The most crucial components of speech are names. It contributes to the formation of the phrase's essential core when combined with the verb to make a complete sentence. (b) Pronouns. As a true pronoun, it can also be used to refer to the majority of the speech that comes before the antecedent (its antecedent). Infinite references or infinite numbers are both possible for pronouns that aren't pronouns. (c) Verbs. The most difficult component of speech is the verb. The various forms of assertions, questions, requests, and exclamations are determined by the varied ways it is used with nouns. (d) Adjective. Adjectives are modifiers that have grammatically correct comparisons. It is often identified as a special derivative parent or a special name modifier that precedes it. (e) Adverb. The meanings of adverbs range from words with strong lexical content (words that describe the action of the verb or express its meaning in time and place) to words used only for emphasis. (f) Preposition. Traditional grammar classifies prepositions as parts of speech. The preparations are distinct from the other components of speech, just way conjunctions are. (1) Each is made up of a tiny group of words without a distinctive formal finish. (2) Each one identifies a grammatical element that acts as one of the other components of speech. The writer concludes that mastering vocabulary goes beyond just knowing word meanings.

It also involves being able to pronounce words and use them in sentences. In line with Cameron (2005), he suggests that acquiring new vocabulary includes learning pronunciation, spelling, grammar, and comprehension. (a) Pronunciation. The way a person pronounces a language's words is known as pronunciation. (b) Spelling. Spelling is the process of forming individual letters correctly or correctly spelling words. (c) Grammar. Grammar and vocabulary are related, therefore teaching pupils vocabulary can also help them understand grammar. The more we concentrate on vocabulary, the less grammar conflicts with grammar, so to speak. (d) Meaning. The ways to use materials geared at young learners to teach new terms' meanings in a school setting. cut-out figures, gestures, performances and actions, photographs, drawings or diagrams on the blackboard, and pictures from story books.

3. English Songs in Vocabulary Teaching

The performance of a song's lyrics in a specific tone, rhythm, tempo, and style combines culture, vocabulary, listening, syntax, and other aspects of language mastery, (Yédia, 2023). In additional, the translation of song lyrics also involves strategies such as metrical translation, interpretation, rhymed translation, phonemic translation, paraphrasing, and omission. In line with Eppler et al. (2014) the tempo, rhythm, and tonality of a song are important parameters that contribute to its style and genre. Sometimes the sound of musical instruments gives a song greater emotional impact than a lyric. Because of this, more and more people can enjoy songs more easily than they can enjoy poems. According to Paendong et al. (2021), the use of song was effective to increase students' vocabulary mastery because it could be stimulated students in learning and encourage them to be able to memorize the word. The song was chosen to be a media aid in the English learning process because it was judged that it would attract students and also maintain student interest in learning, this is because songs have become part of human life, everyone likes songs and always listens to them whenever and wherever.

a. Teaching procedure using English songs

There are many ways to teach vocabulary using songs, According to Gushendra (2017), procedure of songs activity can be done by steps below: *First*, Pre-listening, As a practice or project activity, inquire of the pupils what they know about American popular culture. Bring a picture or CD of popular actors or singers to class. Hand out handouts and final assignments and instruct students to read the songs and identify the missing words using their knowledge of grammar. Students should contrast their predictions with those of their neighbors. Then request that volunteers present their ideas to the class. *The second*, While-listening. Students inquire for the word that is missing. Ask the student if they would want to hear the song again after playing it once. If so, kindly try again. *The last*, Post-listening. After the second listening session. To ensure that kids comprehend the words, repeat challenging passages as necessary. If required, check your grammar. He must go through three steps in order to learn how to listen to music. Listening occurs before, during, and after. You can also make tasks by dictating, closing text, making truth claims, and filling in blanks.

4. Flashcards in Vocabulary Teaching

Flashcards are simple media that are already known to many people, the use of flashcards is to attract children to maintain their interest in learning and also as a fun learning variation and also the main purpose of flashcards, indeed to help children learn new vocabulary. There are various flashcards and their uses, to introduce numbers, letters, object names, animal names and others. Flashcards generally have pictures and writing on the other side, images on flashcards help children to get to know something new. The procedure of using a flashcard based on Angelica & Novitasari (2020) are as follows: (1) The test is conducted face to face. The teacher can call students one by one to come forward or the teacher can call students randomly (only a few students are tested) This test is carried out after the completion of the explanation of the material, in order to assess how well students comprehend the terminology in the course materials. (2) The teacher selects several cards to be tested on the students then, the teacher can lift one card that shows the side of the picture on the card to the student and help the student say the word several times, until the student pronounces the vocabulary correctly and so on until the cards on the table run out. (3) After that, the teacher can shuffle the cards and ask students to remember the vocabulary they have learned. (4) Students begin to mention vocabulary on the card shown by the teacher, the teacher can say right if the student's response is accurate, and say wrong if the response is inaccurate. After the cards run out, the teacher can continue asking questions using the wrong cards answered by students.

Based on the explanation above, flashcards and songs are media that can help teachers teach in a relaxed and fun way. The writer is interested in comparing the effectiveness of songs and flashcards in promoting students' engagement in learning English vocabulary.

RESEARCH METHODOLOGY

This research employs an experimental design to investigate the effectiveness of different teaching methods in enhancing learning outcomes. The study involves two distinct classes, each representing a specific instructional approach. The experimental group receives instruction through the utilization of songs, whereas the control group is taught using flashcards. After the completion of the instructional period, a thorough comparative

analysis will be carried out to discover the differences and similarities in the learning results between the two groups. the writer used a quasi-experimental design with a comparison group, which is a common approach in comparative studies as mentioned by (Lee et al., 2015).

Table 1. Conceptual Framework of Research

Class	Pre-test	Treatment	Post-test
EC	O_1	X_1	O_2
CC	O_1	X_2	O_2

EC : Experiment Class
CC : Control Class
O_1 : Pre-test
O_2 : Post-test
X_1 : Treatment using songs
X_2 : Treatment using flashcard

The two classes were compared to find out the difference in students' vocabulary scores. Before giving treatment, the writer first looked at the lesson plans that the teacher had, in order to find out what material the students were studying. This is also useful so that writer can prepare the media as well as possible so that it works well when used in teaching. After giving the treatment, the writer would give a posttest in order to get a score that would be compared. This is to find out the comparison of the use of songs and flashcards in increasing students' vocabulary mastery.

The population in this study were students of tenth grade, senior high school in Samarinda. The tenth grade at this school has 5 classes and each class contains 20 students, so that the total number of students is 100 students. Two out of five class were randomly selected from this population. Forty students of tenth grade used as study sample.

In this study, the writer collected data from students' scores, making it quantitative research with an experimental design. The data came from two sources: primary data, directly obtained from the subjects, and secondary data, which are articles describing research conducted by others. Primary data is collected firsthand, while secondary data is gathered indirectly from the subjects.

The test has 25 questions, including 20 multiple-choice and 5 oral questions, aimed at assessing students' abilities. Before taking the test, students undergo a treatment, followed by a posttest after the treatment is finished. The study focuses on a vocabulary test, evaluating students' comprehension of word meanings, pronunciation, and usage in sentences. The data

analysis involves descriptive and inferential statistics. Descriptive statistics offer a brief and clear summary of the features of each group or variable in a comparative study. Meanwhile, inferential statistics are essential for deciding if observed differences between groups are statistically significant or if they might have happened by chance.

RESEARCH FINDING AND DISCUSSION

The total pre-test score for the experimental group was 388; the highest score was 22 and the lowest was 16. The control group's overall pre-test score was 414; the highest score was 65 and the lowest was 40. The experimental group's post-test score as a whole was 405, with the highest score being 24 and the lowest being 15. The control group's overall post-test score was 456, with a maximum score of 25 and a minimum score of 20.

Table 2. The result of Pre-test on Experimental and Control Group

Statistic		Eksperimental	Control
N	Valid	20	20
	Missing	0	0
Mean		19.4	20.7
Median		20	21.5
Mode		21	23
Std Deviation		1.984	2.176
Variance		3.936	7.378
Range		6	10
Max		22	24
Min		16	14
Sum		388	414

Based on the data in the table Pre-Test above for the experimental and control classes, it was revealed that: in the experimental class, the mean was 19.4, the median was 20, the mode was 21, the standard deviation was 1.984, the variance was 3.936, the range was 6, the minimum and maximum values were 16 and 22, and the sum was 388. In contrast, the means for the Control class were as follows: Mean 20.7, Median 21.5, Mode 23, Standard Deviation 2.176, Variance 7.378, Range 10 (Minimum 14, Maximum 24), and Sum 414.

Table 3. The result of Pre-test on Experimental and Control Group

Statistic		Eksperimental	Control
N	Valid	20	20
	Missing	0	0
Mean		20.15	22.45
Median		20.50	22
Mode		18	22
Std Deviation		2.700	1.468
Variance		7.292	2.155
Range		9	5
Max		24	25
Min		15	20
Sum		403	456

The experimental class, as illustrated in the Post-Test table, showed a mean of 20.15, a median of 20.50, and a mode of 18. The data further revealed a standard deviation of 2.700, a variance of 7.292 and a cumulative sum of 403. In contrast, the control group showcased a mean of 22.45, with the median and mode both aligning at 22. The standard deviation for the control group was 1.46, with a variance of 2.15. The range was observed to be 5, with a minimum value of 20 and a maximum of 25, resulting in a sum of 456. These statistical measures provide a comprehensive overview of the central tendencies and dispersion in both the experimental and control classes, offering valuable insights into their respective data distributions.

Table 4. Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Skor	Equal variances assumed	12.520	.00 1	3.34 6	38	.002	2.3000	.687	.909	3.691
	Equal variances not assumed			3.34 6	29.32 9	.002	2.3000	.687	.895	3.705

According to the results, Ho was disproved because the t-count (3.346) is more than the t-table (2.02 at 5%). The alternative hypothesis (Ha) was therefore accepted. It means Students who use songs to learn words do better than those who use flashcards. Flashcards emerge as a strong instrument in the goal of improving English vocabulary abilities, demonstrating significant characteristics that position them as a more potent meda when compared to songs. Flashcards provide a focused and targeted approach, allowing students to dig deeply into specific words and their meanings. Flashcards' graphic and textual components appeal to multiple learning styles, efficiently accommodating both visual and verbal learners.

Flashcards have been shown to be effective in improving vocabulary, as demonstrated by studies with sixth-grade pupils Suryani et al. (2022), flashcards can boost students' motivation to learn new English vocabulary, and pre-university students, (Andari et al., 2022). Andari stated that Flashcards can make students engage in learning process, especially when used in a game format. In line with Zakian et al. (2022), flashcards can also be motivating, as they offer a more interactive and engaging learning experience. Furthermore, the structured design of flashcards allows for a more organised learning experience by allowing for a methodical progression through a properly picked set of vocabulary items. Unlike songs, which are dynamic and context-dependent, flashcards provide a controlled environment favourable to careful word acquisition. Tactile involvement with actual flashcards stimulates kinesthetic learning, which may improve memory retention. In essence, the methodical and structured approach of flashcards makes them a more effective tool for cultivating English vocabulary knowledge than songs, which are more fluid and context-driven.

Meanwhile, songs are a fun way to learn words, but they have some downsides compared to flashcards. One problem is that songs might not repeat words enough for some people to really understand them. Also, it can be hard to figure out the meaning of words in songs because of the context. Another issue is that songs might not cover a lot of different words that everyone needs to learn (Etri & Pransiska, 2021). Lastly, some people might find it hard to pay attention to the words in a song, especially if the music is too distracting(Saud et al., 2023). On the other hand, flashcards let you study specific words more and can be changed to fit what you need to learn better(Webb et al., 2020; Fatmawaty, 2016). The results of this research are different from Hardiyantari & Fatmawati (2021) who found flashcard learning media which was developed as a learning media to introduce children to sexual education.

CONCLUSION

The comparison between flashcard media and the song proved able to improve students' vocabulary mastery. Based on the resarch findings, flashcard media are more successful at teaching vocabulary to students, as shown by the mean post-test score on flashcards of 22.80. Compared to the post-test on the song, which had an mean score of 20.15. According to SPSS statistics, the results are significant in both tails. The value is 2.02, which is higher than the result from the t table at the 5% level. As can be seen, 3,346 exceeds 2,02. Therefore, it may be inferred that flashcards are more effective than songs at

teaching English vocabulary to Samarinda students in the tenth grade.

The study revealed that flashcards are more effective than songs for teaching vocabulary. The findings indicate that the visual and repetitive nature of flashcards contributes to enhanced retention and recall of vocabulary words compared to the auditory and melodic aspects of songs. However, it's essential to consider individual learning preferences and styles, as some learners may still benefit more from musical approaches. Additionally, future research could explore combining both methods to capitalize on the strengths of each, creating a more comprehensive and engaging vocabulary teaching strategy.

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