Song As A Vocabulary Booster for Young Learners

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Abstract
This study aims to investigate how songs can boost vocabulary skills among young learners. Additionally, this study aimed to learn how students felt about using songs to teach English vocabulary. Hundred-twenty year 5 students of different proficiencies took part in this study. The two main approaches to gathering this study's data are pre-post-tests and surveys. The pupils were subjected a song-based vocabulary learning intervention lessons for a week and the pre/post tests have shown positive results, indicating that songs did help improve their vocabulary understanding. This is corroborated by the survey result where pupils have shown positive feedback in the use of songs to teach English vocabulary and they believe that the use of songs make the learning more joyful, make them more enthusiastic to learn and help them understand and acquire more English vocabulary. In all, this study has shown that the use of songs did help pupils to learn and acquire English vocabulary.
Keywords: Vocabulary, Song, Young Learners, Language

Introduction
        Language learning is an integral part of young learners' development. Apart from acquiring language skills and abilities, it can also help support learners' social and cognitive development. Language acquisition encompasses mastering the four skills- listening, speaking, reading, and writing. Language learners will acquire these skills as they develop proficiency and communicative ability (Grabe & Stoller, 2002). In this regard, the main researcher spent a semester teaching in a school and have seen the pupils struggle to retain language, hence, this study was conducted to examine the impact of using English songs for vocabulary learning. Based on the researcher's observation, even pupils who do not typically enjoy remembering words could recall the lyrics they heard. Hence, songs are considered useful as authentic materials for teaching vocabulary.
        This study focuses on the mastery of vocabulary due to its importance, especially when learning a second language, like English. Vocabulary is generically defined as the knowledge of words and word meanings. In this regard, vocabulary refers to the words that learners must acquire so that they can read increasingly demanding text with comprehension (Kamil & Hiebert, 2005). Nunan (2000) further asserted that vocabulary forms the basis of language as it helps learners understand texts and speech, communicate, and function using the language.

In other words, vocabulary is an important language component because it can support the learners' ability to develop language skills. Due to this importance, vocabulary learning and acquisition have become front and centre in teaching language to young learners. On the other hand, teaching English vocabulary to young learners is challenging due to their characteristics. Studies like Pinter (2006) found that young learners tend to have a limited attention span. This necessitates teachers to make learning interesting, meaningful, and fun for them.

According to Ahmadi (2017), teachers play a really important role in motivating learners to learn and use English. Hence, they need to apply teaching methods and strategies suitable with the young learners' characteristics. Teachers need to choose the materials appropriate to the students' age and proficiency. English to young learners, teachers will discover numerous issues in educating language skills. To address challenges in teaching English to young learners, many scholars (Shen, 2003; Schoepp,2001; Zatnikasari, 2008) advocate the use of songs for teaching vocabulary to young learners. Over the years, Songs have become part of the human experience. We can hear songs everywhere on the radio, on television, and at family gatherings like weddings and funerals (Mcdermott & Hauser 2005). Furthermore, as argued in Schoepp (2001) since songs have long been a part of people's language experiences and pairing them with language lessons can have enormous benefits. He asserted that songs have affective, cognitive, and linguistic implications for English learning.

Regarding its affective implication, studies have found that music can reduce students' inhibition toward using the second language and helps improve their attitude toward learning (Schoepp, 2001; Fonseca-Mora, 2000). Furthermore, using songs impacts learners' language and cognitive development in many ways- first, most mainstream songs are repetitive, which is helpful for learners' vocabulary acquisition and can decrease the cognitive load in language learning (Griffe, 2001). Moreover, the use of English songs in classrooms can facilitate effective learning as it creates a more relaxed classroom atmosphere. This can reduce students' anxiety, increase their engagement, and motivate them to learn and use the target language. The use of English songs provides an enjoyable learning experience and will help them equate learning English with fun and interesting activities (Zatnikasari, 2008). Lastly, from the linguistic perspective, songs provide authentic language learning materials that can support language learning and help them acquire wide vocabulary (Shen, 2003). Songs demonstrate the use of vocabulary in real life context. Songs help students familiarise themselves with vocabulary use and sentence structure which support learners' proficiency grow. Based on this importance, this study aims to examine how the use of songs in English language learning can help boost vocabulary skills among young learners.

Literature Review

There are various studies linking songs and music with second language skills and vocabulary acquisition. Previous studies have discussed the advantages of songs in the second language classroom and demonstrated how songs can be used as language support and for vocabulary practice (Schoepp, 2001; Fonseca-Mora, 2000). The use songs in language classroom have also been linked to more positive attitude towards learning (Griffe, 2001) higher motivation (Brown, 2001; Laufer & Hadar, 1997; Lems, 2013; Haley, 2004). Studies like Zatnikasari (2008); Shen (2003) have argued that songs can be used to reinforce vocabulary, and show examples of vocabulary use in context which can support language learning. In this regard, the sections below will discuss the use songs as a meaningful language input and

support for grammar learning and vocabulary development. It will also discuss the impact of songs on learning and students' contribution in the classroom.

Language Input in Second Language Acquisation

Language input plays a significant role in the acquisition of a second language. According to the natural approach, which was introduced in the 1970s by Stephen Krashen, language comprehension should come before output. In addition, a good language environment places more emphasis on acquisition than on formal study. This has led to the Krashen's (1981) comprehensible input theory which has become one the most used theory in second language acquisition. According to Krashen, for students to have a meaningful learning experience, they need to be exposed to language inputs that they can understand and engage in. Asserting that acquisition is more important than learning, Krashen (1983) thought that this "din in the brain" idea further demonstrated the unconscious talents involved in language acquisition. According to his research on how starting and advanced performers use second languages, 75% of primary and intermediate foreign language learners participate in this unintended rehearsal. Involuntary rehearsal was shown to be more common after auditory understandable information, such as talks in class and after listening to Spanish, French, or German, than after learning grammar, according to another study by (Bedford, 1985).

The notion of comprehensible input has guided many pedagogical approaches for teaching a second language, especially young learners. Krashen's theory has contributed to the introduction of different pedagogical approaches to teach and learn English language component through providing learners with a meaningful language learning experience. These approaches include the use of visual aids, drama/role-playing, arts and crafts, context and culture-focused vocabulary and semantic approaches (Abdelrady et al., 2002; Çakmak et al., 2021; Weatherford, 1990). All of which focus on multisensory instruction and multiple intelligences (Haley, 2004; Nunan, 2000).

Carrell (1984) emphasised on the importance of exposing children to new vocabulary in a variety of contexts so that they can learn it. Previously, reading was recommended as the main strategy for developing vocabulary, but newer studies have suggested the use of varied activities, like singing and listening to songs to help second-language learners expand their vocabulary (Shen, 2003). Moreover, Laufer (2003) demonstrated that reading alone is not likely to be the most effective method for learning vocabulary, especially in learning a foreign language. Hence, that understanding a word in a specific book during a reading activity is not enough to truly grasp its meaning. This scenario emphasises the need for vocabulary to be meaningful, understandable and relevant to the pupils so they can be retained in the long-term memory.

Comprehensible input can be provided through simple listening activities which expose learners to songs and encourage them to repeat and sing along. The notion of songs as comprehensible input is linked to the "din in the brain" phenomena described by Elizabeth Barber in 1980. Barber (1980) referenced her own professional experiences in Europe and used 'din' to characterise the unintentional repetition of words and expressions along with exposure to the second language in context. This phenomenon is linked to her experience in learning German and Russian. Unexpectedly, she discovered that the languages became more and more approachable as she used words and phrases that continued circling in her head, forming a "din". In this regard, it can be argued that the repetitive nature of song lyrics, as mentioned by Murphey (2013) helps provide the 'din' that can provide enforcement of new vocabulary.

Benefits of Using Songs in Language Learning

There are many studies discussing the benefits of using songs in teaching the English language to young learners. Apart from Krashen's comprehensible input theory, as discussed above, the effectiveness of songs is parallel to Piaget (1964) theory which puts young learners in an egocentric stage of their life and at this stage, young learners have positive attitude towards songs as they enjoy repeating themselves and have little or no concern for others.

Studies like Mcdermott & Hauser (2005), Hubbard, Jones, Thornton, and Wheeler (1983); Murphey (1992, 2013) have linked the use of songs with high memorability in learning English vocabulary and argued that songs are meaningful as they part of the human experiences and people tend to associate songs with meaningful events. Murphey (2013) argued that while it can be challenging to recall everything when learning a new language, the use of songs can help with both long-term memory and short-term memory as song lyrics can be retained the learners' memory. Murphey (2013]) further strengthens this assumption and suggests that songs may stimulate the repetition function of this language acquisition device, especially in the case of children who can learn songs smoothly. However, due to the complexity and difficulty of the song's words, it may be difficult to understand what meaning of some songs. Thus, the songs chosen must be meaningful to the learners. In this regard, previous researchers such as Abbot (2002); Griffe (1992) have advocated the use of songs in increasing students' motivation to learn English and improving their focus and engagement classroom. The section below will discuss the benefits of songs in language learning.

As mentioned above, Baker (1980) equated acquiring new vocabulary as a din" in the brain. Regarding songs, an earlier work by Murphey (1992) linked vocabulary acquisition with phenomenon known as "song stuck in my head" (SSIMH), which is a common experience for most people. Murphey conducted a study in Switzerland involved 30 native English speakers and 19 speakers of other languages. The study found that every student had encountered the SSIMH in at least one other language, and just two said they had never encountered it in English. He determined that "din" and SSIMH function differently in terms of how they are activated: din needs understandable input, whereas SSIMH doesn't require understanding the language's substance. Murphey argued that if the SSIMH postulation is true, popular English-language songs may have more of an impact on language learners than educators had previously thought. Murphey (1992; 2013) argued that "din" and SSIMH phenomena are unintentional language acquisition (LAD) processes that convert input into acquisition, however, the Din may be more concerned with meaningfulness standards whereas the SSIMH may be more concerned with supra-segmental, chunking, and intonation contours that are ontogenetically more approachable to beginners in a holistic natural sequence of acquisition. This phenomenon has also been explained in more recent studies by (Murphey, 2013; Fonseca-Mora, 2000).

Fonseca-Mora (2000) observed that songs can help young learners to acquire vocabulary unconsciously. Her study on young learners found that caretakers'/teachers// mothers' use of exaggerated intonation to provide directions, and the melodic rhythm of this "motherese" or "teacher speak" facilitates unconscious language learning among younger children. Often, children are unaware that instructors and mothers are actually singing to them. Moreover, as argued by Richards & Rodgers (2001), the music, different tomes and rhythms use in songs provide learners with engaging materials, creating a meaningful and relaxed learning environment instead of using the same monotone over and over again. From the neurological perspective, (Lems, 2016; Maess & Koelsch, 2001). described that as musical

and linguistic processing occurs in the same area of the brain, the brain process musical and linguistic syntax in parallel ways.

As argued by Murphey (1992) pop song lyrics are "repetitive, conversation-like, and about half the speed of spoken dialogue. Song lyrics can linger long after class has ended, and pupils will continue to chant and sing the words in their minds. While Harmer (2001) argued that audiolingual components might removes the language from its context and is ineffective when trying to use it in novel contexts, Fonseca-

Fonseca-Mora (2000); Schoepp (2001) methods like asking students to describe what the meaning of the song and it affects them. In this regard, some songs present useful illustrations of culture by talking about and using repetition as a strategy for input retention. Hence, as mentioned by Murphey (2013) audiolingual principle that emphasises how culture and language are both fundamental components of one another. Songs are a means of expressing feelings and thoughts, but with a few tweaks, they may also function well as instances of genuine, real-life conversations.

Other studies (Zatnikasari, 2008; Shen, 2003) argued that the use of songs is parallel to the communicative approach. The communicative Language approach (CLT), which gained prominence in the 1970s, is still a highly well-liked technique because it places more emphasis on successfully communicating in the target language than on accuracy. The significance of the meaning seems to override the fact that songs may contain instances of poor grammar in this strategy. As argued by Murphey (2013), songs can be a great way to introduce topics for discussion or argument in class. Songs like '100 years 'by Five for Fighting highlights difficulties faced by people from adolescence to death. this Songs can be a stimulus for debating ideas regarding challenges faced at various periods of life. Instead of a predetermined structure, this song demonstrates the contexts of discussion and argument since they are interpretive and accessible to different interpretations.

Another pedagogical approach that is linked to songs is James Asher's Total Physical Response (TPR) approach of spiralling up grammar knowledge through physical acts, visuals, and realia first emerged in the 1970s and is still utilised today in conjunction with other techniques. Songs are frequently used to teach TPR to children, but they can occasionally be utilised in a playful and age-appropriate fashion with adults as well. Songs can aid those who are only learning the language with their grammar. For instance, utilising the Beetles song Hello, Goodbye to emphasis on the pronouns "you" and "I" (that is, pointing to another person and pointing at oneself, respectively) Since pointing to one's nose when indicating "I" in some cultures is different from pointing to one's chest in other cultures, this also serves as an illustration of cultural variations.

The use of songs is also linked to learners' preference and Gardner's Multiple Intelligences (Haley, 2000). It is widely accepted Each learner has unique learning styles and teachers should use a variety of activities to fit their needs. Fonseca-Mora (2000) asserted the" "melodic approach" to learning a foreign language. Since songs both make sounds, convey messages, and use intonation, it is important to consider how songs might be included into language instruction, especially for auditory learners. Both linguistic studies and neurological findings lend support to the theory behind the close relationship and interaction between song and language learning. Linguistic studies show that "Motherese" plays a crucial role in young children's language development. Mothers or other child carers employ a "exaggerated intonation pattern" to elicit children's speech. "Teacher speak" has a crucial role in children' language development. Teachers unintentionally adopt this pattern when communicating with students.

The Use of Songs to Foster Vocabulary Development and Communication

Although SLA educators are aware of the importance of intelligible input (Krashen, 1983), some scholars have argued the circumstances in which a learner will assimilate language skills and knowledge while learning (Kamil & Hiebert, 2005). In this light, as discussed in Delibegovic & Pejic (2016), while songs offer a special setting in to discover grammatical structures, it is sometimes argued that songs do not provide good instances of grammar. On the other hand, Yoon (2000) presented songs as a method of drilling. Drilling is a crucial method in audiolingual for creating habits for using the required grammatical structures. It was argued that since the chorus of some songs repeats particular structures again and over, it might feel like drilling. For instance, the Barenaked Ladies' song "If I had a million dollars" frequently employs the hypothetical conditional.

Songs can facilitate effective communication is substantially improved by a wide vocabulary. Songs provide lexical input, and examples of words used in context as opposed to individual word forms. Songs also promote long term retention of word (Hubbard et al., 1983; Murphey, 2013). Studies like Brown (2001); Kamil & Hiebert (2005) provided discussions on context-based learning in vocabulary development. According to Yoon (2000), children should be taught to listen intently and repeatedly practise the correct pronunciation out loud after being introduced to the syllabic structure and stress pattern of a new word to retain vocabulary. One could argue that songs are a useful way to reinforce vocabulary that has already been learned.

Songs can also be a natural technique to practise oral repetition of new words and to reinforce those that have already been learnt. Research comparing the effectiveness of repeating things silently versus vocally has shown that speaking the words out loud increases retention far more than silent repetition. When listening to the lyrics and simultaneously singing along, a learner of a second language has a better chance of memorising vocabulary thanks to the recurrence of words throughout the song. In listening activities, songs are frequently played again which promotes better retention is also made possible by this repetition. In this regard, as mentioned, repetition is important to retain vocabulary. Researchers have found that the number of exposures necessary to master a new word depends on a variety of other factors, including the word's salience in context, the depth of contextual cues, the learner's interest, and the size and quality of his or her learning vocabulary repertoire (Brown, 2001). The rationale behind this approach is that if a pupil appreciates a song, there is a good likelihood that any new vocabulary they learn will be recalled. Murphey (1992) further coined this phenomenon as "song stuck in my head" (SSIMH). This is a common phenomenon where a song may keep playing in the students' heads and help them retain some language despite how annoying it may be,

The Link Between Motivation and Language Learning

Earlier models, like (Lozanov, 1971). Suggestopedia described nonrational and/or nonconscious influences of stimulation like songs. According to Richards & Rodgers (2001), the model has become the source of the specific set of learning recommendations which advocates considering other factors like learning environment in addition to direct instruction. As a result, teachers assume responsibility for creating a joyful learning atmosphere where the classroom is brightly coloured, and the furniture is arranged in a way that Lozanov (1971) referred to as concert 'pseudo-passivity'. Conducive learning stress and anxiety are reduced, as well as the ability to focus on new information is increased, this condition is considered to be the best one for learning. According to Brown (2001), song is

an essential component of this practise because it induces a state of calm in the brain that allows for the highest amount of information absorption. The use of song in the classroom helps students not only stay relaxed, and at the same time, helps them organise, pace, and punctuate the presentation of linguistic material, similar to how therapy uses rhythm to calm and energise patients (Richards & Rodgers, 2001). Musical genre like Baroque song is regarded as the most successful among a variety of musical genres because "its 60 beats per minute and its unique rhythm" (Brown, 2001) quoted Ostrander & Schroeder (1979) "relaxed focus" which subsequently results in "super learning".

According to Ahmadi (2017); Brown (2001); Nunan (2000), learners are the ones who know their own motivations and learning preferences the best. Hence learners of all ages should have a say in how they are taught. Teachers are aware of the teaching strategies, and more especially the tactics, that have been shown to be successful, yet every learning scenario creates a new social group. With each new class, fresh individual and group dynamics are introduced. Particularly adults need to take greater responsibility for their education. Adults come to class with matured cognitive skills, unlike toddlers and teenagers. They have more past experiences that help them grasp what is necessary or helpful for learning, as well as what approaches are ineffective for learning.

Williams (1996) argued any methodology or method cannot, however, be forced upon students who do not accept it or see its value. Hence, the teacher and students must work together during the teaching and learning process to attain the desired learning outcomes. Nunan (2000) found that teachers should consider learners' prior knowledge to establish appropriate learning settings for them. He discussed seven learning assumptions which advocate providing students the chance to share their thoughts, experiences, and emotions to improve their learning. This could be done through the use of song to (Murphey, 2013).

Nunan (1997) suggested the utilisation of data from and about students when making curriculum decisions in the creation of language syllabi. In this regard, teachers should consider two aspects what activities will promote or encourage language acquisition and learners' previous experience. Furthermore, Haley (2004) presented more evidence in support of the need of taking learner choice into account. She states that by focusing on unique strengths and highlighting neglected skills and talents, teachers may help students reach their maximum academic potential. (p. 172)

The majority of the studies examined in this chapter demonstrate the benefits of including songs in learning English. Songs can be used as pedagogical strategies to support vocabulary learning. It can support of knowledge transfer in second language classrooms and enhance song's cognitive function in learning and remembering vocabulary particularly in the target language. In this regard, the ideas for utilising songs to enhance language learning appear practical and successful, and this study provide more empirical evidence to support the notion that songs can increase students' short-term and long-term vocabulary acquisition.

Research Method

This study employed the mixed-method research design, which combines quantitative and qualitative research approaches to answer the research question. In this regard, the study employed the classroom action research (CAR) method where data are collected in the classroom environment to provide input about the learning process (Cresswell, 2012) and to improve the standard of teaching and learning procedures. Hence, CAR method could assist teachers to improve their practice in teaching English for young learners (Cresswell, 2012; Kunandar, 2011).

This study applied the classroom action research cycle, which comprised planning, acting/implementing, observing, and reflecting (Kunandar, 2011). During the process, the first researcher produced the lesson plan, instructional materials, learning media, and research instrument during the preparation phase. The researcher prepared vocabulary intervention lessons, which include the use of songs. The lessons will be delivered by the class teachers during the acting/implementation stage for 1 week. During the survey, the asked pupils several questions about the lessons to examine their attitude and perception of using songs the lessons. The researcher then analysed the data to determine the effectiveness of intervention.

In action research designs, proper sampling of the research participants frequently plays a crucial role. Consequently, a suitable sampling method was required to gather the needed study population. In this regard, a purposeful sampling strategy was used and a sample of 120 year 5 pupils was selected for the intervention phases. The purposive sampling technique, also known as judgment sampling, according to Bernard (2017), is the purposeful selection of individuals based on the traits they possess. Moreover, purposive sampling was used to select pupils for the interview.

Data were collected through several instruments- the pre/post-test and two group survey questionnaires. The 120 pupils involved in the intervention were divided into 10 groups consisting of 12 pupils. The researchers observed 3 sessions classroom observation and conducted surveys with the pupils to gather information on the use of songs to teach English, specifically their perspective on the use of songs and other musical elements like dance in learning, the benefits of using songs to learn English and the challenges they face during the learning process.

The investigation was carried out using the classroom action research (CAR) design. It involved a pre-test, intervention lessons (teaching vocabulary using songs) conducted for a week and post-test tasks. The pre-test was administered before the intervention to "identify the problem". Then, a plan of action for intervention was implemented during the lessons. Lastly, the pupils were given post-test tasks after one week of intervention. The researchers also conducted classroom observation to determine the effectiveness of the intervention and how pupils interact with each other while learning English based on an observation checklist. Furthermore, the researcher conducted a group survey with the pupils to determine their preference of activities and perspective about the use of songs in learning English.

The pre-post test scores were analysed descriptively to examine the differences between pupils' scores during the pre and post-test. This was done to determine whether pupils' vocabulary knowledge improved after the intervention. Next, the field notes and observation checklist were analysed thematically to ascertain patterns in pupils' engagement and attitude during the intervention lessons. The survey data were also analysed through descriptive analysis, specifically frequency.

Findings

As mentioned above, this study involved 120 year 5 pupils. These pupils were involved in a series of song-based vocabulary learning intervention lessons. They were then given a post and pre-test to determine the outcome of the vocabulary learning intervention using songs. These pupils were further divided into 10 groups which consisted of pupils with different proficiency levels.

The pupils' pre/post test scores are tabulated in Table 1. For the pre/post-test, the pupils were required to listen and match the phrases read out by the teacher with the correct photos.

Table 1
The pre-test and test scores after intervention using two songs "Head and Shoulders" and "If You're Happy"

GROUP	Pre-Test				Post-Test			
	Head and Shoulder	% of correct answers	If You're Happy	% of correct answers	Head and Shoulder	% of correct answers	If You're Happy	% of correct answers
Group 1	5	25	6	30	13	65	14	70
Group 2	7	35	6	30	14	70	16	80
Group 3	11	55	9	45	17	85	18	90
Group 4	6	30	5	25	16	80	16	80
Group 5	5	25	5	25	12	60	15	75
Group 6	10	50	7	35	16	80	15	75
Group 7	8	40	8	40	15	75	18	90
Group 8	8	40	11	55	18	90	20	100
Group 9	7	35	7	35	15	75	16	80
Group 10	4	20	10	50	14	70	19	95

The study also conducted group surveys where pupils in their groups were asked about their preferred activities for vocabulary learning. The results are shown in Table 2.

Table 2
Pupils' Preferred Activities for Vocabulary Learning

Activities	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	Frequency
Drawing					/		/				2
Singing	/		/			/		/	/	/	6
Dancing	/	/				/		/	/		5
Coloring					/		/				2
Stories		/					/			/	3
Writing		/					/				2
Reading		/					/			/	3

Each group of pupils was also asked to state their agreement of 12 statements given on the use of songs for learning English. Table 3 presents the results on pupils' agreement on the use of songs for Learning English.

Table 3

Pupils' agreement of statements on the use of songs for Learning English

O	STATEMENTS	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	Frequency
1	I enjoy listening to English song	/		/		/			/	/	/	6
2	I dislike singing songs in English lessons		/		/		/					3
3	Songs are fascinating	/		/		/			/	/	/	6
4	The songs that teacher plays for us are not fun		/					/				2
5	It is fun when we sing songs in English	/		/		/	/		/	/	/	7
6	I dislike dancing while singing		/		/			/				3
7	I like it when the teacher dances and sings with us	/	/	/	/	/	/	/	/	/	/	10
8	I like watching and listening to songs on TV	/		/	/		/	/		/	/	7
9	I learned some words with the help of songs	/	/	/		/	/	/	/	/	/	9
10	I can remember the song quickly	/		/					/	/	/	4
11	I sing English songs at home			/					/		/	3
12	I like to learn English when teacher uses songs.	/		/	/		/	/	/	/	/	8

As indicated in **Table 1,** during the post-test, Groups 4 and 5 recorded the minimum score of 25%, whereas Group 8 recorded the highest score of 55%. For the post-test, all groups scored more than 50 percent which showed good improvement. The minimum score for the post-test with 70%, whereas the highest score 100%. The positive difference between the pre and post-test showed that the intervention helped bring improvement in the pupils' vocabulary knowledge and comprehension. This shows that the use of songs in vocabulary learning could help improve learners' vocabulary knowledge.

The researchers also conducted a survey to assess pupils' preferred activities for learning vocabulary. The pupils were asked to choose the vocabulary learning activities that

they enjoy the most. As shown in **Table 2,** 6 groups prefer to learn vocabulary through singing followed by 5 groups prefer to dance. 3 groups prefer stories and reading respectively. The least preferred activities were drawing, reading and colouring with 2 groups each.

Another focus of this study is pupils' perspective and attitude on the use of songs for Learning English vocabulary. **Table 3** demonstrates that all groups agreed with the statement, '*I like it when the teacher dances and sings with us'* This is followed by '*I learned some words with the help of songs'* with 9 groups. 8 groups agreed with *'I like to learn English when teacher uses songs.* While group 7 each agreed with 'It is fun when we sing songs in English' and *'I like watching and listening to songs on TV'.* Furthermore, 6 group agreed with the statement 'I enjoy listening to English song' and 'Songs are fascinating', respectively. 4 groups agreed with '*I can remember the song quickly'* and 3 groups agreed with 'I dislike singing songs in English lessons', 'I dislike dancing while singing' and 'I sing English songs at home'. The least agreed statement is 'The songs that teacher plays for us are not fun' with only 2 groups agreed.

Discussion of Findings

There are several significant findings from this study. First, based on the pre/post test scores, the vocabulary learning intervention using songs has been found to have a positive impact on the pupils' vocabulary knowledge and comprehension. In this light, the pupils have shown improvement after the intervention This finding corroborates the findings of previous studies (Zatnikasari, 2008; Griffe, 2001; Fonseca-Mora, 2000). Songs can be used to provide comprehensible language input that can support the development of pupils' vocabulary. Furthermore, in line with Yoon (2000); Hubbard et al (1983); Murphey (1992,2013), songs can be used to help students memorise the vocabulary and demonstrate the use of vocabulary in context. As asserted by these works, the repetitive nature of songs, especially children's songs used in this study provides an enforcement vocabulary and helps pupils practice their pronunciation and spelling. This result is also aligned with past studies like Zatnikasari (2008); Shen (2003) which found that the use of songs help introduce and enforce new vocabulary. This finding also aligns with Schoepp (2001); Fonseca-Mora (2000) who asserted that the use of songs can reduce cognitive load and present 'subconscious' learning of vocabulary. Songs accommodate the "melodic approach" in learning a foreign language where e songs both make sounds, convey messages, and use intonation. This finding shows that teachers should consider using songs more often during vocabulary instruction.

Another finding is that most pupils prefer the use of songs, music and dance, as opposed to other activities like reading and writing in learning English skills and vocabulary. This result can be linked to the theory of multiple intelligence as discussed In (Haley, 2000; Gardner, 1983). In this light, the use of songs can cater for not only pupils with musical inclination, but also those who are kinaesthetic learner or 'active learners. This is because songs are often paired with dance or actions which most pupils enjoy. Moreover, it is argued that pupils' positive attitude towards the use of songs can improve their motivation to learn (Abbot, 2002). The rationale behind this approach is that if a pupil appreciates a song, there is a good likelihood that any new vocabulary they learn will be recalled. Even if a student does not particularly enjoy the song, it could nevertheless be catchy enough to cause the phenomena described by Murphey known as "song stuck in my head" (SSIMH, 1990). Griffe (2001) argues that a song is a piece of music that you sing through words in this light, songs help pupils retain information more quickly and stay motivated in class because they are learning in an engaging.

Lastly, the study found that most students like it when the teacher dances and sings with them and that the use of song help them to learn new words. This shows pupils' positive attitude on the use of songs for learning English vocabulary. The pupils also believe that the songs help them to learn vocabulary. These findings indicate that overall, pupils perceive the use of songs positively and they believe that it is beneficial for their vocabulary acquisition. This result corroborates past studies by Cebula (2008); Zatnikasari (2008) which found that the use of songs can help pupils learn and understand new English vocabulary. The pupils' agreement with the statement is also in line with their improvements in the pre-and post-test. Furthermore, the pupils agreed that singing songs in English is fun' and they like watching and listening to songs on TV. This result aligns with Ahmadi (2017); Haley (2004) which argued that pupils' positive attitude towards the use of songs can improve their motivation to learn. In this light, pupils enjoy songs and singing, they will be motivated and engaged in the lessons, hence, they can retain and remember the vocabulary learned. Furthermore, as the songs used are catchy and familiar to the students, the songs are memorable and could cause the "song stuck in my head phenomenon described by (Murphey, 2013).

Overall, this study found that the use of songs for vocabulary learning intervention can help to increase pupils' vocabulary acquisition and enhance the learning process. Its use is also aligned with the students' multiple intelligences and learning style/preference. Finally, the survey shows that the pupils have positive attitude and perspectives on the use of songs for vocabulary learning and believe that the use of songs can benefit them.

Recommendation and Conclusion

The pupils underwent song-based vocabulary acquisition intervention classes for a week, and pre/post examinations revealed favourable results, demonstrating that songs did aid the students' comprehension of the vocabulary. This is supported by the survey results, which reveal that pupils have positive thoughts about the use of songs to teach English vocabulary. They think that using songs to teach English vocabulary makes learning more enjoyable, motivates students to learn, and aids in their comprehension and acquisition of newly acquired vocabulary. The usage of songs by pupils did aid them in learning and acquiring English vocabulary. This study has shown encouraging results on the use of songs, however, there are several limitations that can be addressed by future studies. First, future studies can use a more diverse sample so the findings can be generalized to other groups of pupils. Second, the study can be extended and conducted for a longer time period and using more songs to further strengthen the argument and findings. Future studies and can also examine the impact of songs on the development of other skills like writing composition, reading comprehension, and listening skills. In all, this study has shown that songs can be utilised to enhance vocabulary acquisition.

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