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Mastery Through Frequency: Embracing New Techniques and Strategies for Comprehensive Understanding in the Education Field

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ABSTRACT

Previous observations in the English language learning domain revealed that traditional techniques to memorize vocabulary were insufficient for enhancing students' vocabulary proficiency. This issue leads to an exploration of substitute learning strategies. This study aimed to determine the effectiveness of integrating English songs into language learning to enhance students' vocabulary mastery. This study used a quantitative research methodology. The study involved 54 students divided into an experimental group and a control group, with 40 students ultimately participating. The control group adhered to the conventional learning procedure and denoted with variable Y, while the experimental group was exposed to English Songs and denoted with variable X. The mastery of vocabulary was assessed in relation to exposure to English songs. The study's findings demonstrated a significant improvement in vocabulary mastery among the experimental group, with an average score of 82.25, compared to the control group score, which was 63.25. Statistical analysis confirmed the effectiveness of the intervention, with a p-value of 0.000, which is well below the threshold alpha level of 0.05. The incorporation of English songs into the vocabulary learning process not only significantly improved students' vocabulary mastery but also raised their interest and engagement levels. This study supports the use of musical component as a beneficial teaching aid in language instruction as well as pleasurable learning experiences.

INTRODUCTION

In the rapidly evolving landscape of education, new techniques are continually emerging to enhance the learning process and cater to the diverse needs of students. Some of the innovative techniques that have gained traction in the field of education include personalised learning, project-based learning (PBL), (DeMink-Carthew *et al.*, 2022), blended learning, gamification, flipped classroom, virtual and augmented reality (VR/AR) integration, competency-based education (CBE), social and emotional learning (SEL), data-driven instruction, and microlearning (Alaidi *et al.*, 2020). By incorporating these new techniques into the educational framework, educators can create dynamic and engaging learning environments that promote critical thinking, creativity, and lifelong learning skills essential for the 21st-century workforce (Schulz, 2023).

Frequency strategies in the field of education refer to techniques and methods used to reinforce learning through repeated exposure to content or concepts (Hall & Lulich, 2021). These strategies are based on the principle that frequent and spaced repetition of material leads to better retention and comprehension. They are commonly used by educators to enhance student learning and memory (Erdil-Moody & Thompson, 2020). Some of the popular frequency strategies in education include spaced repetition, drill and practice, frequent quizzing and testing, interactive learning activities, micro-learning modules, regular feedback, and daily practice and review (Buehl, 2023). By incorporating these frequency strategies

into their teaching practices, educators can create a dynamic learning environment that supports students in acquiring, retaining, and applying knowledge effectively. These strategies can contribute to the development of strong foundational skills and a deeper understanding of academic concepts (Lestari & Wahyudin, 2020).

LITERATURE REVIEW

The totality of words that comprise a language is its vocabulary. First and foremost, learning vocabulary should be done before studying English skills (Permana, 2020). One of the most crucial aspects of teaching any language is building vocabulary; students need to constantly learn new words as they practice the sound system and its structure (Luo *et al.*, 2019). Upon observing the instructor at Abu Dhabi Learning Institute, the author discovered that the pupils' memorisation skills for vocabulary are lacking. Low vocabulary prior knowledge on the part of the students is the reason for this.

Furthermore, every student's capacity for memorisation of vocabulary varies. In addition, the author discovered that pupils had poor vocabulary and pronunciation skills. The reason why students need to be proficient in pronouncing vocabulary is because English vocabulary differs from Vowel pronunciation in Bahasa Indonesia (Fadillah, 2020). The pupils then struggle to integrate their vocabulary into complete sentences. It results from the several word classes found in the English language, including noun, pronoun, verb 1, verb 2, verb 3, and helping verb, etc. (Tambunsaribu & Simatupang, 2021).

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As a result, educators need to employ a variety of techniques to inspire their pupils to study English. In order for the kids to eventually become fluent in English, their teachers must find engaging and useful teaching methods (Sari & Aminatun, 2021). One such method is having them sing English songs. It is believed that they may do a great deal to help students become more capable, particularly in areas like speaking, listening, and vocabulary expansion (Joraboyev, 2021). Pronunciation skills are said to be directly impacted by singing English songs. This essay investigates the possibility that music can raise vocabulary achievement. From the phenomena, the researcher tried to improve student's vocabulary; therefore, the aim of the research was to improve students' vocabulary mastery by utilising English songs (Rao, 2019). However, the researcher formulated a research question regarding how English songs enhance students' mastery of vocabulary. A song is a type of music with phrases that are sung. In just a few rhymes, a song may teach you grammar, vocabulary, culture, listening comprehension, and a lot of other language abilities. On a hot and dull day, songs can also offer a soothing lesson (Rosidah, 2022).

Music is widely appreciated across various stages of human life. Since infancy, it has served as an integral component of our communication and being (Suchý & Rosová). During infancy, parental figures often utilise musical melodies as a tool to facilitate infant sleep. In early childhood, engagement with music commonly involves participation in singing, dancing, and reciting rhymes (Sagita & Ramlan, 2020). During adolescence, a significant portion of our exposure to music is attributed to the global influence of popular musical artists. Subsequently, into adulthood, music remains ubiquitous, manifesting in diverse forms such as theatrical productions, cinematic experiences, news broadcasts, and televised content. Notably, music serves as a catalyst for the expression and regulation of an array of human emotions across the spectrum of work and leisure activities (Souheila).

Vocabulary Mastery

Vocabulary skills included pronunciation, orthography(spelling), syntax (grammar) and meaning.

Pronunciation

One of the factors that greatly influences vocabulary is pronunciation.

“A person's pronunciation is the way they say a word in a language.” For children to be able to distinguish the beginning and ending sounds of a word, as well as its stress pattern, they must be exposed to new words in different languages (Pennington, 2021). The English and Indonesian vocabulary are spoken differently, as Sailun states: “Every language has special phonemes.” English sounds different from Malaysian and Indonesian. As a result, students struggle with pronunciation (Fadillah, 2020). There are several reasons why the students are struggling. Naturally, the first explanation is that Malaysia

and Indonesia do not produce all of the English sounds.

➤ University Press. Ur, P. gives his ideas for helping students' pronunciation:

➤ Phoning in on a teacher or a recorded example of a sound word or sentence

➤ Speech recording of learners compared to a native model

➤ Methodical education and explanation (including specifics about the makeup and function of the mouth's parts)

➤ Repetition of words, sounds, and sentences through imitation drill

➤ Drill repetition on the chorus

➤ Variable drill repetition

➤ Slip of the tongue

➤ Acquiring and using dialogue

➤ Correcting oneself by listening to a tape of one's speech

Orthography

A language's writing norms are referred to as orthography. It includes all of the conventions and symbols needed to write a certain language, including grammar, punctuation, and spelling. More broadly, the study of writing systems and their historical evolution is included in the field of orthography (Izomovich & Fazliddinova, 2022).

Different languages may have unique orthographic conventions and systems, such as syllabaries, alphabets, or logographic systems. In order to ensure that spoken language is accurately represented in written form, to facilitate communication, and to maintain the integrity and continuity of a language, orthography is essential. Since it is the foundation for reading, writing, and comprehension, it is an essential component of literacy and education (Bakhranovna, 2021).

Syntax

Words include grammatical information; therefore, knowing words can help children learn grammar. This implies that this study is not giving up on grammar if place a high value on vocabulary. Campbell, Additionally, notes that if the vocabulary's grammatical requirements do not clearly encompass it, it is necessary to teach its grammar (Djurayeva *et al.*, 2020). For example, when introducing a new verb, it is also important to provide its past form. It could observe if this is transitive or intransitive if it is irregular (think, thought). Similarly, when teaching a noun, the teacher might want to point out to the pupils that it has no plural at all (advice, knowledge) or show the noun's irregular plural form (mouse, mice). The instructor may use verbs like “want” and “enjoy” along with their corresponding verb forms (want to, enjoying), or they may use adjectives or verbs along with the prepositions that come after them (Waugh *et al.*, 2021).

Meaning/Essence

In the context of a young learner classroom, Nation and Cameron contend that the following methods can be

used to help students understand new words: objects, cut-out figures, gestures, acting out an activity, photographs, drawings, or diagrams on the board, and illustrations from children’s books (Danilović, 2022). The more mental effort a learner puts into understanding a new term, the more probable it is that the word and its meaning will stick in their memory. This is true even when it comes to learning new words in a foreign language. According to Ur (1997:62), one way to determine the meaning is by translation, which involves finding words in the learners’ home tongue that have the same meaning as the lesson being taught. It can be concluded that mastery of vocabulary is indicated by proficiency in pronunciation, spelling, grammar, and understanding of meaning (Putri & Refnaldi, 2020).

Utilisation of Songs as Authentic Listening Material

When creating resources for listening skills, using real materials is a crucial concern. A student has the opportunity to acquire the abilities necessary to understand and employ language that is frequently encountered in everyday contexts by using these listening resources (Blaz, 2022). To assist students in becoming more proficient communicators, it is crucial to seize every chance to expose them to examples of genuine language usage. Students need to be motivated while creating classes and instructional materials that develop their listening comprehension abilities (Sagita & Ramlan, 2020). The easiest way to do this is to choose appropriate listening resources, such as using music as real material. Students are stimulated and motivated to understand the curriculum when songs are used.

When creating materials for listening skills, it is crucial to keep in mind that using authentic materials gives students the opportunity to practice understanding and using language that is frequently encountered in everyday life (Ivone & Renandya, 2019). As a result, whenever possible, try to provide students with examples of real language usage to help them become more communicatively competent. Students need to be motivated while creating classes and instructional materials that develop their listening comprehension abilities (Rao, 2019). The easiest way to do this is to choose appropriate listening resources, such as using music as real material. Students are stimulated and motivated to understand the curriculum when songs are used.

Furthermore, it is believed that songs are a vital tool for teaching and learning English to speakers of other languages. Individuals may learn many skills from the songs, including speaking, writing, listening, grammar,

vocabulary, and especially listening (Rao, 2019).

Curation of Song Selection

The instructor should be aware of the type of song she will play in the classroom before incorporating it into the lesson plan. If the instructor wishes to incorporate music into her lessons, this is the issue. The issue of how to choose which songs to play in class can be resolved in one of two ways: either way, and students can bring their playlists to class. However, if the students are doing this, the instructor may wish to give them a day or two to devote themselves to the music and attempt to understand the lyrics. Alternatively, you could pick older songs and ask the children if they still think the songs are good or not. Teachers can then choose songs that they enjoy and that are relevant to the specific topic and subject matter. In this research, the writer selected a song used to improve students’ vocabulary entitled:

“I AM IN NEED OF MUSIC”. This is the Lyric of the Song

I am in need of music that would flow
 Over my fretful, feeling fingertips,
 Over my bitter-tainted, trembling lips,
 With melody, deep, clear, and liquid-slow.
 Oh, for the healing swaying, old and low,
 Of some song sung to rest the tired dead,
 A song to fall like water on my head,
 And over quivering limbs, dream flushed to glow!
 There is a magic made by melody:
 A spell of rest, and quiet breath, and cool
 Heart, that sinks through fading colours deep
 To the subaqueous stillness of the sea,
 And floats forever in a moon-green pool,

Since vocabulary is a component of all language skills, it is crucial. Building one’s vocabulary is crucial to learning any language (Schmitt & Schmitt, 2020). The next step for a pupil is to grasp the vocabulary necessary for the language after they have mastered its basic grammatical patterns. No one ever masters all vocabulary in any language. For as long as people live, they will continue to acquire new words in addition to the ones that they already know and use for certain purposes. It should be abundantly evident that the goal of vocabulary acquisition for anyone learning a language as a second language is to become proficient in the language (Sari & Aminatun, 2021).

Based on the observed phenomena, an alternative method for enhancing students’ vocabulary mastery involves the use of songs. This approach is outlined in Table 1 of the theoretical framework as follows:

Table 1: The theoretical framework of the research

Improving students' vocabulary mastery by using songs		Theory
Elements	Indicators	(Online English Teacher for the British Council: A Structure for Organizing a Listening Skills Course)
Memorizing vocabulary	The students are able to memorise the vocabulary of daily activities.	

Pronouncing vocabulary	The students are able to pronounce the vocabulary of daily activities.	(Extended excerpt from "Pronouncing vocabulary of geographical and personal names, 2018")
Using vocabulary in sentences	The students are able to speak the vocabulary of daily activities in sentences.	(Online English Teacher for the British Council: A Structure for Organizing a Listening Skills Course)

METHODOLOGY

Study Design

This study employs a quantitative experimental design to determine the efficacy of using songs in vocabulary instruction for English language learning. The participants consisted of eighth-grade students from a learning institution in Abu Dhabi, UAE. The students were divided into two groups: one was the experimental group, and the other was the control group. The participants in the group were randomly assigned to each group.

Selection Criteria

The study involved 54 students initially, selected on the basis of preliminary multiple-choice assessment designed to measure general vocabulary proficiency. A total of 40 students were selected randomly for the final sample and divided into two groups of 20 each, as shown in Table 2. One was the experimental group, which was taught

by using English songs and denoted by variable X, while the other one was the control group, which was taught by using the usual curriculum and denoted by variable Y. Both groups were given identical resources, and the same study purpose. The research design is depicted in the following Figure.

Table 2: The sample of the research

Sample	N
Experimental	20
Control	20
Total	40

Research Scheme

The study followed a pre-test and a post-test assessment design.

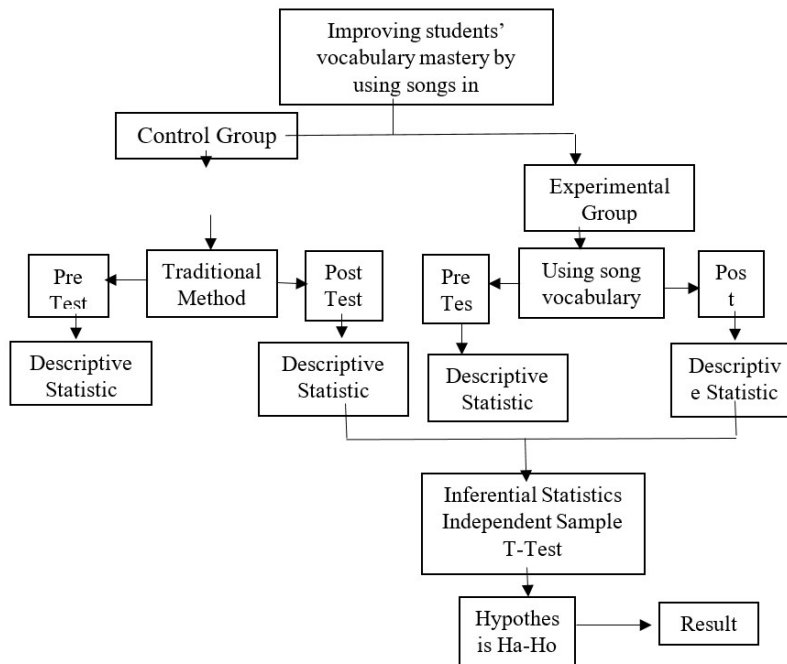


Figure 1: A pre-test and a post-test assessment design

Pre-Test

A 20-minute multiple-choice test consisting of 20 questions was conducted to determine a baseline for vocabulary mastery in both groups before the experimental treatment.

Post-Test

The mirrored format of the pre-test was used after the

experimental interventions to compare and measure any change in vocabulary mastery.

Validity and Reliability

Prior to the main study, a trial test was conducted with a separate cohort to determine the validity and reliability of the test items. This try-out also helped refine the test to better measure students' understanding of vocabulary.

Descriptive Analysis

Descriptive analysis was conducted to provide a comprehensive overview of the participant’s performance at the initial level in both the experimental and control groups. It was determined by a pre-test using key statistical parameters such as mean, median, mode standard deviation, variance, range, minimum, and maximum scores for each group, which were included in the data collection. The mean, median, and mode were calculated to determine the average score. In contrast, the standard deviation and variance were calculated to discover the spread and dispersion of scores around the mean. Additionally, the minimum and maximum values were recorded to specify the boundaries of the scores and the distance between the lowest and highest scores were determined by calculating range. These descriptive statistics are crucial for understanding variations within and between the groups, which supports further comparative analyses post-intervention.

Inferential Analysis

An independent sample t-test was employed for the inferential analysis to assess the effectiveness of vocabulary mastery between two distinct groups: one was exposed to English songs, while the other one was exposed to the conventional method. The Levene’s test was performed before the t-test to assess the equality of the variance; the standard independent samples t-test version is appropriate. Otherwise, a corrected t-test should be employed.

Based on the Levene test’s positive outcomes on the t-test, the mean of the two groups was compared to determine the significant differences in the group means. This analysis involved calculating the t-statistics. Furthermore, the statistical analysis of the t-test involved the determination of the Mean Difference, that is, the variation in group means the Standard Error of the

Difference, which indicates the accuracy with which the mean difference corresponds to the population mean difference, and the 95% Probability Interval of the Difference, which offers a range that involved the expected true mean difference.

Hypothesis

The study tested two hypotheses.

Ha

There is a significant increase in students; ability to master vocabulary by using songs.

Ho

There is no significant increase in students’ vocabulary mastery when using songs.

Data Analysis

The collected data was entered into an Excel spreadsheet, and Statistical Package for Social Sciences (SPSS version 16.00; SPSS Inc., Chicago) was used to compare the performance of the two group. Quantitative analysis was done for continuous variables. However, the p-value less than 0.05 was considered significant.

RESULT

This study examined the effects of song usage on eighth-grade students’ vocabulary knowledge in listening classes. Two tests were administered: a pre-test before the method of using songs to improve students’ vocabulary knowledge in listening classes was implemented and a post-test. The primary factors that influenced the use of songs in listening sessions to improve students’ vocabulary knowledge were examined. There were two variables: the variable that was independent was denoted by Y, and the dependent variable was by X.

Table 3: The Result of Pre-Test of the Students’ Ability in Vocabulary Mastery

No.	Students	Experiment		Control	
		Score	Category	Score	Category
1	S-1	65	Good	45	Bad
2	S-2	50	Bad	40	Bad
3	S-3	65	Good	55	Bad
4	S-4	65	Good	40	Bad
5	S-5	45	Bad	45	Bad
6	S-6	50	Bad	40	Bad
7	S-7	40	Bad	40	Bad
8	S-8	45	Bad	55	Bad
9	S-9	40	Bad	55	Bad
10	S-10	55	Bad	55	Bad
11	S-11	40	Bad	50	Bad
12	S-12	45	Bad	60	Good
13	S-13	40	Bad	50	Bad
14	S-14	40	Bad	65	Good

15	S-15	55	Bad	45	Bad
16	S-16	55	Bad	50	Bad
17	S-17	55	Bad	40	Bad
18	S-18	50	Bad	45	Bad
19	S-19	25	Bad	40	Bad
20	S-20	50	Bad	55	Bad

Table 4: The Result of Post-Test of the Students’ Ability in Vocabulary Mastery

No.	Students	Experiment		Control	
		Score	Category	Score	Category
1	S-1	90	Excellent	80	Very good
2	S-2	85	Very good	65	Good
3	S-3	85	Very good	75	Good
4	S-4	80	Very good	80	Very good
5	S-5	85	Very good	60	Good
6	S-6	85	Very good	65	Good
7	S-7	90	Excellent	60	Good
8	S-8	95	Excellent	70	Good
9	S-9	80	Very good	55	Bad
10	S-10	85	Very good	60	Good
11	S-11	95	Excellent	45	Bad
12	S-12	80	Very good	65	Good
13	S-13	75	Good	60	Good
14	S-14	65	Good	70	Good
15	S-15	55	Bad	60	Good
16	S-16	80	Very good	65	Good
17	S-17	80	Very good	60	Good
18	S-18	85	Very good	70	Good
19	S-19	85	Very good	45	Bad
20	S-20	85	Very good	55	Bad

The pre-test score for the experimental group was 975 overall, with 65 being the highest and 40 being the lowest, according to the table above. The control group’s pre-test score was 970 overall, with 65 being the highest and 40 being the lowest. Additionally, the experimental group’s post-test score was 1645 overall, with 95 being the highest and 55 being the lowest. The post-test result for the control group was 1265 overall, with 80 being the highest score and 45 being the lowest.

Descriptive Analysis

The Pre-Test table for the experimental and control groups showed the following: in the experimental group, the range was 40, the minimum was 25, the maximum was 65, and the sum was 975. The mean was 48.75, the median was 50, the mode was 40, the standard deviation was 10.114, and the variance was 102.303. Conversely, the Control group had the following values: Range was 25, Total was 970, Minimum was 40, and Maximum was

Table 5: Result of Pre-Test on Experiment and Control Group

Statistics		Experiment Group	Control Group
N	Valid	20	20
	Missing	0	0
Mean		48.75	48.50
Median		50.00	47.50
Mode		40	40
Std. Deviation		10.114	7.626

Variance	102.303	58.158
Range	40	25
Minimum	25	40
Maximum	65	65
Sum	975	970

Table 6: The Result of Post-Test on Experiment and Control Group

Statistics		
	Experimental Group	Control Group
N Valid	20	20
Missing	0	0
Mean	82.25	63.25
Median	85	62.5
Mode	85	80
Std. Deviation	9.244	9.497
Variance	85.481	90.197
Range	40	35
Minimum	55	45
Maximum	95	80
Sum	1645	1265

65. The values for the mean, median, mode, standard deviation, and variance were 48.50, 47.5, 40, and 58.158, respectively.

The following information was obtained from the above table of the Post-Test for the experimental and control classes: in the experiment class, the mean was 82.25, the median was 85, the mode was 85, the standard deviation was 9.244, the variance was 85.481, the range was 40, the minimum was 55, the maximum was 95, and the sum was 1645. In contrast, the Control class had the following

values: Mean: 63.25, Median: 62.5, Mode: 80, Standard Deviation: 9.497, Variance: 90.197, Range: 35, Minimum: 45, Maximum: 80, Sum: 1265.

Inferential Analysis

The alternative hypothesis (Ha) was approved based on the preceding table since the significant value was 0.000 more than alpha 0.05. Thus, the use of songs had a major impact on the pupils’ mastery of vocabulary.

Table 7: Independent Samples Test

Levene’s Test for Equality of Variances		T-test for Equality of Means							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Vocabulary Mastery	Equal variances assumed	.230	.634	6.411	38	.000	19.000	2.964	13.001	24.999
	Equal variances are not assumed.			6.411	37.972	.000	19.000	2.964	13.000	25.000

DISCUSSION

Frequency-based learning techniques are the techniques that improve information retention, understanding, and mastery by using cognitive psychological principles that suggest repeated exposure to learning content. The main objective of this study was to investigate the effectiveness of frequency-based learning techniques to enhance comprehensive understanding among students, with a focus on the pedagogical integration of music specifically English songs into language learning curricula. Previous research has shown varying impact of music on learning. For instance, Faroqi-Shah *et al* (2020) demonstrated that language-related skills can be enhance by musical training (Faroqi-Shah *et al.*, 2020). On the basis of this, the current study proposed that by integrating music in educational settings, cognitive functions such as vocabulary acquisition and retention can be effected. Furthermore, the findings of this study aligned with Sari and Aminatun (2021), who revealed a compelling narrative about the role of music, particularly English songs, in enhancing the learning experience and vocabulary mastery among students (Sari & Aminatun, 2021). Moreover, similar to the study of Yuninda (2020), The findings of this study underscored the transformative impact of incorporating songs into educational practices, offering a comprehensive understanding of this dynamics process (Yuninda, 2020). The investigation highlighted the significant impact of music on language learning and explained how songs' melodic and rhythmic elements can be effective tools for improving pronunciation and vocabulary retention, a concept supported by Cafuta (2016), who explored the phonetic benefits of musical education. Students who actively participate in song lyrics and rhythm get a greater awareness of phonetic subtleties and a more comprehensive internalisation of word context (Cafuta, 2016). Because music is an interactive teaching tool, children are better able to appreciate linguistic nuances and develop a deeper, more sophisticated comprehension of the English language. Furthermore, according to Duinker (2020), it became clear that judicious song selection is essential to the effective incorporation of music into the educational process (Duinker, 2020). The current study emphasised how important it is to match the subject material of songs with educational goals in order to make sure that the songs chosen are both curriculum-aligned and meet the unique language demands of the students. An approach that Hirsh-Pasek *et al* (2020), found revealed that engaging and dynamic learning environment that encourages active involvement and maintains students' interest in language learning by including songs that are both culturally and thematically relevant (Hirsh-Pasek *et al.*, 2020). Through the use of music, teachers can introduce students to language usage in everyday situations and create an immersive, stimulating learning environment that extends beyond the walls of the classroom. In line with Lestary (2019), Songs' dynamic interaction of melody, rhythm, and lyrics is a powerful tool for improving listening comprehension

and developing a stronger bond with the language (Lestary, 2019). This method helps students get a more sophisticated grasp of the socio-cultural contexts in which the language is enmeshed by fostering not only language proficiency but also cultural appreciation and empathy (Nazarova, 2020).

The research experimental design, which is typified by pre- and post-test evaluations, offers empirical support for the effectiveness of incorporating songs to improve students' vocabulary mastery (Isnaini & Aminatun, 2021). The experimental group's statistically substantial improvement over the control group's performance is evidence of the transformative effect of music in supporting language acquisition. The study's conclusions highlight songs' potential as a tactical teaching tool, providing teachers with a flexible and interesting way to help students develop fluency in a wide range of languages and highlights the various advantages of include English songs in the curriculum for language development. It highlights how important music is in helping children become more fluent in language, comprehend different cultures, and participate actively in class (Wahyuningsih & Afandi, 2020). Through the utilisation of music's emotive and cognitive aspects, educators may establish a dynamic and immersive learning environment that fosters a strong and long-lasting bond with the English language. Consequently, the study inspires teachers to use fresh and imaginative teaching strategies that capitalise on music's transformative potential to enhance language acquisition and cultivate a passion for learning that lasts a lifetime (Rowe & Weisleder, 2020).

CONCLUSION

Following the exam, the vocabulary mastery test results for the students in the experiment class showed a very good level of 82.25, whereas the control class showed a decent level of 63.25. The alternative hypothesis (H_a) was accepted in the inductive evaluation because the significant value was 0.000 more than alpha 0.05. As a result, singing to the class can help them learn terminology better. Based on the data analysis's findings, the Abu Dhabi Learning Institute's students' proficiency with vocabulary is significantly impacted by the use of songs.

Strengths and Limitations

The study may include some limitations, such as songs not covering a wide range of vocabulary, and it can be confusing for learners because some songs contain metaphoric language. However, this study emphasised its strengths by highlighting the level of student interest in learning language through music. Listening to and singing along with songs can improve pronunciation and listening skills. Moreover, detailed insights are provided in this study because it revolves particularly around the use of music for comprehensive understanding in the education field.

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