

The Effect of Using Song Vocabulary to Students' Retention

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ARTICLE INFO

Keywords:

*Song Vocabulary
Students' Retention*

Article History:

Received : 08-05-2026
Revised : 08-08-2026
Accepted : 10-08-2026
Published: 20-08-2026

ABSTRACT

This study determines the effect of using song vocabulary to students' retention. This research was conducted at the grade Intermediate in Syu'batul Lughah Al-Khairiyah, Ma'hadul Qur'an, Sukorejo, Situbondo. This research used a quantitative method by using Pre-Experimental research type one group pretest posttest design. This research used saturated sampling technique, which a whole of population which consists 19 students are sample. The instrument data collection used test. The questionnaire also took in this research to approve the students' retention of vocabulary through a song. Data analysis technique using analysis of t-test by paired sample t-test. It was gotten $t_0 = (-19.396) > t_t = (2,861)$ with sig. (2-tailed) value was 0,000. So, it meant that H_0 is refused and H_a is accepted.

1. Introduction

English as an international language used as tool communication in many countries. In Indonesia, English is a foreign language, people use English for tourism, education and international affairs. Not only in Indonesia but also in some countries, English is a foreign language. It is important for us to learn English, because we need it to communicate each other without misunderstanding.

According to (Gushendra, 2017) the first step to study language especially English skill is mastering some vocabularies. Vocabulary is one of the important factors in all language teaching. Student must continually be learning words as they learn structure of vocabulary. Vocabulary is the first key to communicate each other. In the communication we need some vocabularies. Because when someone try to speak English, he must master some vocabularies as much as he can.

Vocabulary can be interpreted as all the words a person's understands that are likely to be used to make a new sentence. The richness of a person-owned vocabulary can be considered to indicate the level of intelligence or education. Vocabulary is a knowledge about the meaning of words and it is a central part of language. This means that

vocabulary is an important part of someone's knowledge which is used to communicate in their daily life (Kansızoğlu & Bekiroğlu, 2025).

Vocabulary is the main component of language. People use vocabulary to construct a sentence to express the idea. By having a lot of vocabulary, people can express more idea. In second language acquisition, vocabulary achievement is an important element. Based on (Sánchez-Gutiérrez et al., 2025), "Without grammar little things can be conveyed, without vocabularies, nothing can be conveyed". The mastery of vocabulary is essential to construct sentences that contain some messages for social interaction.

One of the things that taught for each language learner in the classroom is vocabulary. Vocabulary also has a significant influence on language comprehension. Where, vocabulary can enrich the language skills of students, such as listening, reading, speaking and writing. Student may be more fluent in doing those skills. Nevertheless, there has been some students who have difficulty learning it. Students can't get the sense of words, they can't get the text details and they can't get the information from other people. Those problems happen because the students are not given a chance to improve their knowledge about the new words. Therefore, teacher uses inappropriate technique in teaching.

According to (Yaşar & Koçoğlu, 2025) state that retention in other word is memory. Retention is ability to recognize or recall what has been experienced or studied. It also uses to call as self-regulation especially on vocabulary learning. The model of human memory is the process of information that involves encodes, stores, and retrieves information.

Human retention cannot intercept all what they have memorized in a long time. Therefore, it is important to make a new innovation to make students easier to memorize in a longer time by using song vocabulary and easier to memorize. Because, in the fact, human retention will be easier to be developed with some stimulations which has been given.

Many methods which are able to be used by educator in the teaching process, but to ward saturation off and students boredom, singing is the exact solution. Because, generally someone who feels bored, he will sing a song or listen to the music. Music is one of things can sharpen brain until brain will do accordance with the function after refreshing. By singing music can be happier atmosphere. Until realize happy feeling and new spirit, then makes students faster in the memorizing some vocabularies (Muhammad, 2012).

Song vocabulary is a technique which is used for making students be easier in the memorizing vocabulary. They can choose what song they want to be used, then they change the lyric with their vocabularies that they have. It is the different way that apply as a song than the other research. By song vocabulary, they are able to repeat it every time easily.

There are some subjects in the English class that they have to join. Such as: grammar, speaking, pronunciation and vocabulary class. For grammar, speaking and pronunciation class are hold at the evening. For vocabulary class is hold at the morning.

In the vocabulary class, they may get about five vocabularies in every meeting. And in the week end they have to memorize some vocabularies that they got to their tutor. Not

only memorize but also they have to make some sentences from those vocabularies to improve their writing skill well.

In the fact, some students have difficulties in the memorizing vocabularies. The quantity of their memorizing, it makes them difficult to memorize some vocabularies. Their difficulties which is faced by them, they need new innovation/ learning method to makes them easier to memorize it in the long term memory.

This research is limited to the teaching vocabulary of intermediate grade in Syu'batul Lughah Al-Khairiyah, Ma'hadul Qur'an, Sukorejo, Situbondo. Based on the problem above, researcher decides to conduct an action research to overcome the problem of the students in the learning English, especially in memorizing some vocabularies that they have. The researcher wants to apply song vocabulary in the memorizing vocabulary to improve students' retention.

So, the writer wants to conduct a research about the students' retention of vocabulary by using song vocabulary with the entitled. "The effect of Using Song Vocabulary to Students' Retention in Syu'batul Lughah Al-Khairiyah, Ma'hadul Dormitory Female, Sukorejo, Situbondo". While the hypothesis of the research H_0 there is no a significant difference between students' retention in memorizing vocabulary by using song. On the other hand H_a there is a significant difference between students' retention in memorizing vocabulary by using song.

2. Methods

This research was held at the grade Intermediate in Syu'batul Lughah Al-Khairiyah, Ma'hadul Qur'an, Sukorejo, Situbondo. The population of this research is 19 student of intermediate class. The research used saturated sampling which a whole of the population is sample. According to (Sugiono, 2016), saturated sampling is technique of sample determining, if of population is used as sample, it is often used if it is relative small, less than 30 people or the researcher wants to make generalization with smallest error. In other name saturated sample is census where all of population is sample.

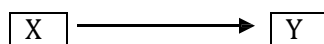
Researcher used a quantitative method. It is designed by using Pre-Experimental research type One Group Pretest Posttest design. The research instrument used questionnaire and test. The test consisted pretest and posttest. The question of the test in pre-test and post-test are 40 question. 20 questions in pre-test and 20 questions in post-test. Therefore a questioner indicates of some aspects in retention. A validity of the test and questionnaire were applied by content validity. It defines content validity as the extent to which the test is representative of a defined body of content consisting of topics, material and processes (Sulistyo, 2018). The material of the topic on the research through vocabulary are about noun, verb, adjective, synonym and antonym. While the questionnaire consist of some aspects of retention. Those are about the students' focus on the vocabulary and meaning, quickly in remembering vocabulary, easier in getting a meaning of vocabulary, and getting a long retention on their students' main on the vocabulary through a song. Data analysis techniques using analysis of normality, homogeneity and t-test by paired sample t-test (Gunawan, 2015).

Additionally, (Setyosari, 2015) stated in this One Group Pretest-Posttest Design, the researcher gives pretest in the beginning before giving treatment. This research includes 3 steps, there are: giving pretest to measure dependent variable, giving treatment or experiment in four meetings and giving posttest to measure the result or effect of the treatment to dependent variable. So, the effect of the treatment is determined by comparing the pretest and posttest value. Therefore a formula of the pre experiment research in the research can be shown on the table below.

Table 1. One Group Pretest-Posttest Design Information:

	O1	X	O2
O1	: Pretest		
X	: Treatment		
O2	: Posttest		

Table 2. Theoretical Framework



Information:	X	: Song Vocabulary
	Y	: Students' Retention

From the theoretical framework, the researcher estimated that song vocabulary had an effect on students' retention in the memorizing vocabulary.

The researcher used test in a multiple choice test related with noun, verb and adjectives through the song vocabulary. There are twenty question on pretest and twenty questions on posttest. While a questioner was using a Likert Scale. Those components are completely disagree (score 1), Disagree (score 2), Neutral (score 3), Agree (score 4), completely agree (score 5). It was conducted in the grade of Intermediate in Syu'batul Lughah Al-Khairiyah, Ma'hadul Qur'an, Sukorejo, Situbondo before and after treatment.

In this research the normality test was used to analyze data that were normally distributed or not. This test used SPSS statistic program v. 26 with the *Shapiro-Wilk formulation* because the sample used was less than 50 respondents (Susetyo, 2014). If the value of sig. (2-tailed) is smaller than the alpha level 5% ($\alpha = 0,05$). So, the data was normally distributed. The homogeneity test used to determine whether the data obtained had a homogeneous variance or not (Susetyo, 2014)

To find out the influence of media for the sample which can be used to population, so it will give influence or not. the data analysis technique uses SPSS v.26 which is paired samples t-test (Gunawan, 2015).

3. Result

The. The findings of this research based on the data description, data analysis and test of hypothesis. Based on the research result that has been done in Syu'batul Lughah Al-Khairiyah, Ma'hadul Qur'an Dormitory Female, Sukorejo, Situbondo, so, it's been gotten

the result of value distribution before giving treatment as pre-test and after giving treatment as post-test to 19 respondents as follows:

Table 3. Value of Pretest and Posttest

Value (pre-test)	Frequency	Value (post- test)	Frequency
45	1	45	-
50	2	50	-
55	2	55	-
60	5	60	-
65	3	65	-
70	5	70	4
75	1	75	1
80	-	80	6
85	-	85	3
90	-	90	4
95	-	95	1
Total	19	Total	19

In this research the normality test was used to analyze data that were normally distributed or not. After the normality test was carried out, a homogeneity test was also carried out to determine whether the data obtained had a homogeneous variance or not. The normality test in this research are using the kolmogorov- smirnov test. The result can be seen in the following table:

Table 4. Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	,156	19	,200*	,941	19	,275
Posttest	,170	19	,152	,914	19	,086

Based on Shapiro-Wilk test, the normality test outcome above shows that the significance level was 0,086. It means that the probability value (p) of group was above (>) the significance level of 5% ($\alpha = 0,05$). So, data above were normally distributed.

Based on normality calculation, the researcher got the result that all data in pre-test and post-test have normally been distributed. The next step of the calculation was to find out the homogeneity test of pre-test and post-test of the data by using SPSS v.26. The result of the test of homogeneity of variances are shown as follows:

Table 5. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Song vocabulary	Based on Mean	,083	1	36	,775
	Based on Median	,107	1	36	,745
	Based on median and with adjusted df	,107	1	35,974	,745

Based on trimmed mean	,096	1	36	,759
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Based on the test of Homogeneity of Variances above, it got the calculation of the test value based on the mean obtained a significant value of 0,775. And the significant level = 5% / 0, 05. Because it was higher than 0, 05. So, it shows that all of the tests are homogeneous.

To find out the influence of media for the sample which can be used to population, so it will give influence or not. The data analysis technique uses SPSS v.26 which is paired samples t-test:

Table 6. Paired Sample Test

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. error mean	95% confidence interval of the difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest-posttest	-19,47368	4,37631	1,00399	-21,58300	-17,36437	-19,396	18	,000

From the table above, we know that $t_{count} = -19,369$ with Sig. (2-tailed) is 0,000. Meanwhile the $t_{table} = 2,861$ with sig (2-tailed) value was 0,000. It aimed that $t_{count} \geq t_{table}$. So, it can be concluded that H_0 is refused and H_a is accepted.

While the questionnaire of the students' through song in learning vocabularies on the retention of the students also applied on the research to approved the students' retention on the research. The result of the students' questionnaire of the research can be seen on the table below.

Table 7. Students' score on questionnaire

Student	y1	y2	y3	y4	total
1	4	3	3	2	12
2	4	4	4	3	15
3	4	4	3	3	14
4	4	4	4	4	16
5	4	3	3	2	12
6	4	4	4	3	15
7	3	3	2	2	10
8	5	3	3	5	16
9	2	2	2	2	8

10	4	4	4	2	14
11	4	5	5	5	19
12	4	4	4	4	16
13	4	4	5	4	17
14	3	3	4	3	13
15	5	4	4	4	17
16	4	4	4	4	16
17	4	3	4	4	15
18	5	4	4	4	17
19	4	4	3	3	14

The data of questionnaire consist of some aspects of retention. Those are about y1 is the students' focus on the vocabulary and meaning, y2 is quickly in remembering vocabulary, y3 is easier in getting a meaning of vocabulary, and y4 is getting a long retention on their students' main on the vocabulary through a song.

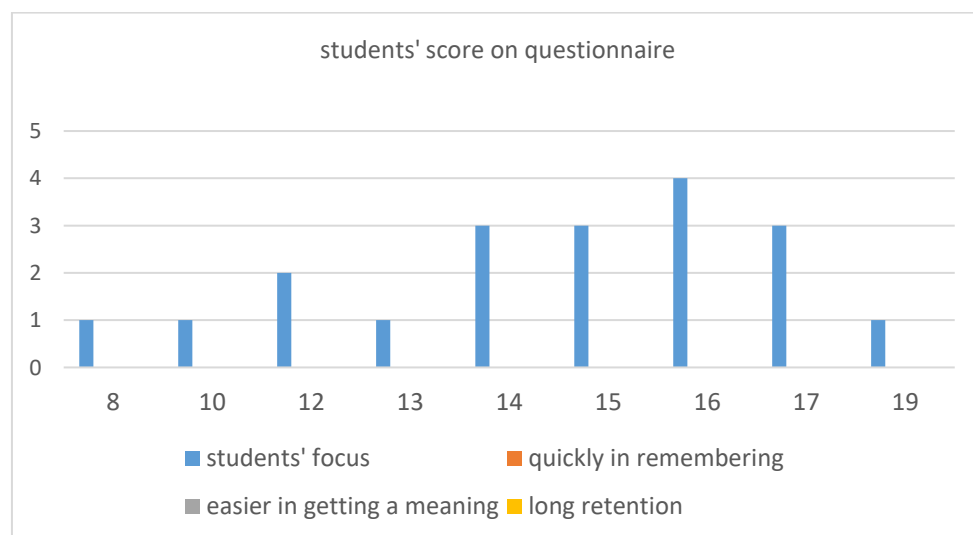


Fig. 1. Students' score on questionnaire

Based on the distribution diagram of the total scores for students' retention on learning vocabulary through a song, the majority of respondents scored within the range of 14–17. This distribution indicates that the vast majority of respondents expressed a high level of

agreement with the indicators of students' retention. There were only two respondents with low scores (8 and 10), while the highest score (19) was achieved by a single respondent. Thus, in general, respondents' perceptions of students' retention can be categorized as positive, as the majority of scores fell within the 'Agree' and 'Strongly Agree' categories.

4. Discussion

Based on the results of the paired samples test, a mean difference on the research was 19.47 it was indicating an increase in students' retention on vocabulary through song. It suggests that the intervention or learning model that was implemented by a song in vocabularies are able to significantly effect in students' retention. Similar findings were reported by (Zaharani, 2023), who stated that learning vocabulary through song input positively affect vocabulary learning and retention. Statistically, this effect shows that the post-test score was better than the pre-test score. These results are consistent with various studies which state that the pre-test-post-test design is an effective for evaluating the success of a learning vocabularies, as it is able to measure changes in participants' score before and after the treatment.

The results of the paired-sample t-test showed a t-value of 19.39 with $df = 18$ and a significance value two-tailed of 0.000 ($p < 0.05$). Consequently, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can be concluded that there is a significant difference between the pre-test and post-test scores. The very high t-value indicates that the research has positive effect in applying a song on vocabulary through students' retention. This finding is supported by research showing that a p-value of < 0.001 in a paired t-test provides strong evidence that a learning on vocabularies through song has a significant effect on in students' retention. It was supported in the (Melinda et al., 2025) indicated that in their research through students' vocabulary retention through song.

Furthermore, the 95% confidence interval ranges from 17.36 to 21.58. It means increase in scores due to the treatment of using a song in students' vocabulary retention. Similarly, (Chang, 2024) reported that using a song has an effect on students' vocabulary retention through applying three mode those are listening+singing+reading lyric. On the other hand, the standard deviation of 4.37 indicates that the variation in score increases amongst respondents was relatively small, suggesting that the effect in learning vocabulary on students' retention through song fairly consistently. It also in line (Nie et al., 2022) that vocabulary retention has a positive effect through listening a song.

The improvement in learning on students' retention observed in this research can also be explained by the characteristics of songs as a learning medium capable of creating a more engaging and meaningful learning environment. Songs provide a natural context for the use of vocabulary, so that students are not only memories the meanings of words but also understand how to use them in sentences. This process facilitates deeper, meaningful learning, which ultimately enhances students' retention of the material studied. In addition to strengthening cognitive aspects, the use of songs also enhances students' retention, attention and engagement during the learning process. These findings support

the results of a systematic review by (Yakoub-Agha et al., 2026) using a song in learning vocabulary has a positive impact on the students' visual memory.

Additionally, (Maulana & Putraidi, 2024) which concluded that the use of songs. It was consistently has a positive impact on vocabulary acquisition, memory retention and learning motivation. The findings of (Melinda et al., 2025) also show that learning using adapted songs can significantly improve vocabulary retention while creating a more interactive classroom atmosphere.

5. Conclusion

Provide Based on the results of the Paired Samples Test in the research, a significance value (Sig. 2-tailed) of 0.000 was obtained, which is less than 0.05. It can be concluded that there is a highly significant effect or difference in means between on the pre-test and post-test scores following the retention on students' learning vocabulary through a song. Although the intervention showed clear positive results with a mean difference of -19.47368, this study still has several limitations, including a very small sample size of only 19 respondents (as indicated by $df = 18$) and a fairly wide confidence interval, which indicates high inter-individual variation in the data. Therefore, for future research, it is recommended to increase the sample size to ensure more accurate generalization of the results, to use an experimental design involving a control group for comparison, and to include a follow-up test on post-test to measure the long-term consistency and effectiveness of the intervention administered.

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