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THE ROLE OF MODIFIED SONGS IN INTRODUCING ENGLISH VOCABULARY TO YOUNG LEARNERS

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Article Info	Abstract
	Songs is a basic need for every human being because music can make people happy, joyful and comfortable. Music can be effective in academics by helping to form learning patterns, overcome boredom and ward off annoying external noise. However, some problems in the kindergarten classrooms make students have little knowledge of vocabulary to learn a foreign language. Many students struggle with the tedious process of retaining and recalling language. This study aims to find out the role of modified songs in introducing English vocabulary to young learners. Collecting the data through field notes observation, and semi structured interview the researcher was analyze these data using descriptive qualitative data analysis. It was shown that modified songs play a role as media for enjoyment, memorizing, and motivation in the teaching and learning process to help students reach vocabulary expansion. Learning through modified songs can be appropriate role to introducing English vocabulary to young learners for young learners. Because of this, it appears that students can participate actively in teaching and learning activities carried out using Modified songs. As a result of the finding, it can be concluded that using modified songs to introducing English vocabulary to young has a role as media for enjoyment, memorizing, and motivation and vocabulary expansion.

INTRODUCTION

English has become the most taught language in our schools because of the importance of the language. Teaching English to young learners is essentially a one of kind activity that invites learners to think, play, and communicate with the language(Cremin, 2022) . Songs always had a significant role in people's lives, from children, teenagers, to mothers who sing lullabies for their children. The song itself can animate emotions and represent one's feelings when words cannot be spoken (Mejzini, 2016). Songs is a basic need for every human being because music can make people happy, joyful and comfortable. Music can be effective in academics by helping to form learning patterns, overcome boredom and ward off annoying external noise. Language acquisition in young learners thrives when lessons are engaging, interactive, and fun. One of the most effective ways to introduce new English vocabulary to children is through music. Songs naturally capture children's attention, improve retention, and enhance pronunciation skills. However, modified songs—adapted versions of familiar tunes with customized lyrics—can be even more powerful in reinforcing language concepts. Music also affects the emotional intelligence of teenagers (Dvorak et al., 2023). Music can be one of the

media used by students to learn English vocabulary (Dakhi & Fitria, 2019). However, some problems in the kindergarten classrooms make students have little knowledge of vocabulary to learn a foreign language. Many students struggle with the tedious process of retaining and recalling language. By integrating tailored vocabulary into well-known melodies, educators can create a learning experience that is both enjoyable and educational. Modified songs not only contextualize new words but also encourage participation, memory recall, and confidence in using English. This approach aligns with multisensory learning theories, where auditory and rhythmic elements reinforce language comprehension. Moreover, another reason for using music and song in the classroom is the variety it can bring to the lesson, providing a break from the routine and increasing students' engagement and interest in it. Dilago et al., 2022) claims that songs effectively introduce vocabulary because they provide a meaningful context for vocabulary. Students can have a good time thanks to the media.

In the realm of ESL/EFL instruction, early language exposure plays a crucial role in shaping cognitive development and long-term academic success (Oeri & Roebers, 2022). As previously discussed, young learners, particularly those in kindergarten and early elementary levels, require engaging and interactive teaching methods to enhance their vocabulary acquisition. Traditional approaches, such as rote memorization and visual aids, often fall short in sustaining their attention due to the naturally dynamic nature of their learning preferences. In contrast, music has emerged as a highly effective tool, offering both cultural resonance and neurological stimulation. Research supports this claim, as (Assadi & Murad, 2024) states that songs provide an enjoyable repetition that fosters vocabulary retention and enhances pronunciation. Through rhythm and melody, songs strengthen memory retention and foster emotional connections to language learning.

Historically, nursery rhymes and folk songs have been widely used in early childhood education. However, the intentional modification of songs—simplifying syntax, embedding high-frequency vocabulary, and aligning lyrics with curricular objectives—marks a significant advancement in pedagogical strategies (Johnson et al., 2022). As highlighted by Metaxa, (2013), selecting the right songs plays a key role in ensuring effective vocabulary acquisition. By integrating structured song modifications into English instruction, educators can create a more immersive and motivating learning experience that aligns with students' cognitive and linguistic development.

Zhan et al., (2022) categorized young learners into two levels based on their age and class level: Level One (5–7 years old) and Level Two (8–9 years old). Building on this classification. In the study, it is explained that kindergarten students typically fall under Level One. Furthermore, Divekar* et al., (2022) noted that learners at this stage generally have limited exposure to foreign languages. Similarly, Umansky & Dumont, (2021) also classified kindergarten and elementary school students as young learners.

In relation to language acquisition, (Roland, 2024) highlighted several factors to consider when selecting songs for vocabulary learning. Specifically, they emphasized that chosen songs should align with students' familiarity with cheerful melodies, contain relevant content to support English language development, correspond with learning activities to enhance educational goals, and be appropriate for students' grade level and language proficiency. Moreover, Ruzimuratova, (2024)pointed out that selecting the right teaching method and media is one of the most crucial challenges students face in language learning.

The research relating to this topic was written by Rohmah & Indah, (2021) with the tittle "The Use of Modified Songs to Improve Vocabulary" This study aimed to see a significant difference in vocabulary acquisition between students who were taught using Modified English Song and those who were not. There are two types of the test namely pre-test and posttest. It involved twenty items of matching word test. The data analysis technique covered the normality test, homogeneity test, and hypothesis testing. The result revealed a substantial difference in vocabulary mastery between students in the experimental class who were taught using Modified English Song as a medium and those who were not. The experimental class' average post-test score was 86.80, while the control class' average score was 82.80. This study aims to find out the role of modified songs in introducing English vocabulary to young learners.

Building on this existing study, the role of modified songs in English vocabulary acquisition presents an opportunity for deeper exploration. While traditional research highlights the cognitive and affective benefits of music in language learning, studies have primarily focused on pre-existing musical content rather than intentionally adapted materials. As previously discussed, young learners, particularly those in early educational settings, require engaging instructional methods tailored to their developmental needs. By modifying songs—adjusting tempo, simplifying lyrics, and embedding

targeted vocabulary—educators can create more accessible and structured learning experiences that align with EFL pedagogical goals.

This adaptation is particularly significant given the limitations of generic children's songs in structured EFL instruction. Their linguistic complexity and cultural specificity often reduce their effectiveness for non-native learners. As (Kraus & Slater, 2015) point out, musical training enhances auditory processing and working memory, both crucial for vocabulary acquisition. However, further empirical research is needed to understand how modifications directly impact language retention across diverse learner populations. By integrating tailored song modifications into language instruction, educators can harness music's cognitive advantages while ensuring alignment with classroom objectives and learner proficiency levels.

Modern investigate underscores the integration of music and innovation in dialect learning, with computerized stages and intuitively apps progressively consolidating song-based exercises. Considers highlight the viability of monotonous, melodically organized input in fortifying phonological mindfulness and lexicon review (Howe & Baumgartner, 2024). Altered melodies, particularly, have been optimized through collaborations between teachers, language specialists, and composers to adjust amusement and instruction. For occurrence, strategies such as lexical substitution (supplanting complex words with less complex equivalent words) and relevant implanting (putting lexicon in narrative-driven verses) are presently common in materials planned for youthful EFL learners.

In spite of the developing intrigued in music-mediated dialect instructing, a few basic holes stay. To begin with, there's a need of orderly examination of the plan standards fundamental adjusted tunes, taking off teachers without clear, evidence-based rules for selecting or making viable guidelines materials. Second, whereas existing investigate generally centers on short-term lexicon securing, it neglects the long-term effect of song-based instruction on in general dialect capability. Third, considers have given constrained consideration to the sociocultural measurements of adjusted tunes, especially their versatility over differing etymological and territorial settings. These holes prevent the advancement of comprehensive systems that might maximize the academic potential of music in EFL educational module. Tending to these issues would give a more organized approach to joining tune adjustments into dialect instruction, guaranteeing their adequacy over different learning situations.

This idea about the study of development of the understanding of music-mediated dialect learning added to the researcher aims by analyzing the part of intentioned altered tunes in cultivating English lexicon procurement among youthful learners matured 4–8. Essentially, it points to analyze the role of modified songs in introducing English vocabulary to young learners. Through this goal, the investigate yearns to bridge hypothetical holes whereas giving significant instruments to improve dialect instruction hones for youthful learners.

RESEARCH METHODOLOGY

This study employs a qualitative research design to examine the role of modified songs in the introduction of English vocabulary among young learners (4–8 years). The descriptive qualitative framework investigates the recording and analysis of extensive context-related data from the research to uncover insights into research practices, learner commitments, and participants' subjective experiences. The methodology corresponds to the principles described by (Onwuegbuzie & Leech, 2021) and emphasizes the systematic interpretation of qualitative data to derive wise patterns and topics.

This study was conducted in two bilingual kindergartens in Bogor, involving 15 children (ages 4-8) and an English teacher. Participants were selected by scan samples to ensure that the revised songs were exposed to the regular curriculum. Parental consent and institutional ethical approval were secured with assurances of anonymity and voluntary participation. Field notes and observations formed the backbone of the test. Researchers documented interactions during song-based activities over 3 classroom meetings (60-90 minutes each) that included nuances such as child enthusiasm, voluntary repetition of texts, and improvisation of teachers being arrested. Semi-structured interviews with teachers addressed the perception of revised songs.

RESEARCH FINDINGS DISCUSSION

The findings were collected through three classroom observations, demonstrating the

effectiveness of modified songs in vocabulary retention. These observations align with the principles of Total Physical Response (TPR) (Boyliyeva, 2024), which emphasizes learning through movement and engagement. During the first observation, students demonstrated their ability to remember the names of fruits by singing either a part or the whole song composed by the teacher. According to (Spitzer, 2023), meaningful and comprehensible input facilitates language acquisition. The researcher noted that students were better able to recall fruit names when songs were incorporated into the lesson, making vocabulary input both engaging and accessible. The second observation revealed that students paid close attention to the song, as its familiarity—stemming from a well-known tune with altered lyrics—captured their interest. This supports (Cores-Bilbao et al., 2019) theory, particularly musical intelligence, which asserts that learners who respond well to auditory stimuli can retain information more effectively through music-based learning. The third observation showed that students continued singing the song, even when they were not directly engaged with the teacher, moving around the classroom or not sitting in their seats. This behavior is consistent with Vygotsky's (1978) Sociocultural Theory, which underscores the importance of interaction and active participation in learning. By engaging with songs, students internalized language structures naturally, demonstrating how social engagement enhances acquisition.

The observation results suggest that students became curious and memorized the song effortlessly, often without realizing they were learning new vocabulary. As (Fridayanti, 2021) stated, students tend to feel more enthusiastic and comfortable when discussing vocabulary, which significantly boosts their confidence and interest in learning. This heightened engagement aligns with (Ryan & Deci, 2020) Self-Determination Theory, particularly the role of intrinsic motivation in learning. When students find a learning activity enjoyable and meaningful—such as singing—they are more likely to be motivated and retain knowledge effectively. The researcher observed that singing modified songs sparked student interest, provided a novel learning experience, and encouraged learners to recall vocabulary introduced in the lyrics. Students actively tried to remember words by singing their favorite parts of the song, reinforcing language retention through repetition and enjoyment, which supports Usher & Schunk (2017) Social Cognitive Theory, emphasizing the role of self-regulation and reinforcement in learning processes.

The interview findings supported these observations. In response to the first question regarding the teacher's approach to introducing English vocabulary through modified songs, the teacher confirmed that several structured steps were necessary. This aligns with Bloom's Taxonomy (1956), particularly the cognitive domain, which emphasizes systematic learning progressions from recall to higher-order thinking. Regarding the second question—whether modified songs make it easier for students to memorize vocabulary—the teacher explained that familiarity with the tune aids recall, making vocabulary retention more effective.

The third question addressed the importance of selecting and adapting song lyrics. The teacher emphasized that modifications should be carefully considered and adjusted to align with the needs and age of each class. This corresponds with Bruner's (1966) Scaffolding Theory, which highlights the need for gradual support and adaptation in learning materials. The fourth question explored whether modified songs as a learning medium could enhance motivation. The teacher affirmed that using modified songs significantly encouraged students to engage with vocabulary learning, helping them develop language skills based on individual progress. Finally, the fifth question examined students' reactions during the learning process. The teacher observed that students displayed greater enthusiasm and memorized words faster when learning through modified songs. Overall, modified songs serve as an effective medium for fostering enjoyment, boosting memory retention, and motivating students to expand their vocabulary in an engaging and interactive manner—strongly reflecting Krashen's (1985) Affective Filter Hypothesis, which asserts that a low-anxiety, enjoyable environment facilitates language acquisition.

Based on the observation result, students become curious and remember the song without realizing that there are vocabularies being taught, in state that when students feel more enthusiastic and comfortable discussing the material, their confidence and interest in learning increased significantly. Furthermore, the interview result for first question was about step of the teacher in introducing English vocabulary to young learners using modified songs. The teacher answered the first question by confirming that there are several steps need to be used in introducing English vocabulary to young learners.

The data showed significant differences in the vocabulary test after using the Modified English Song, this finding supports Cambell's (2003) theory that listening to songs can foster motivation,

memorizing, engage brain waves for higher-order thinking functions, promote a happy mental state, relaxed, and easy to accept material to study. Another educational theory cited by Sari (2005) regarding learning media is that good songs is valuable as a teaching tool. Learning methods that use songs to children have taken the art of combining music with learning to a new and higher level of education. It is supported by the statement of DePorter, et al (2005). Modified songs have an impact on both teachers and students. It is helpful to set the mood, affect students' mental states, and assist the learning environment. Modified songs can also help students in remembering more; it can both consciously and unconsciously stimulate, renew, and strengthen the learning process. Besides, the majority of students adore music.

CONCLUSION AND SUGGESTION

Modified English Song can help students for improving students' vocabulary mastery, particularly in Tunas Bhakti Kindergarten. The research findings indicate that modified songs have a important role in introducing English vocabulary to young learners. First, Modified songs as a tool to enhance student's enjoyment, because when the teacher sang a song and the students following the teacher, during sing a song the student enjoying the song, singing with clearly mention the kind of vocabulary. Second, modified songs to help remembering English vocabulary, as said by the teacher children become enthusiastic about singing and without realizing it. Third, modified songs as a tool to engage student's attention. As a result, modified songs can help students for improving students' vocabulary expansion, particularly in Tunas Bhakti Kindergarten. Modified songs can have important role to introducing English vocabulary to young learners. It is shown The students paid attention to the song because the song the teacher sang use the tune familiar to the children and students try to remember the vocabulary by trying to sing parts of the song lyrics or tunes that they like. Furthermore, it appears that students can participate actively in teaching and learning activities carried out using modified songs.

Several suggestions are offered for the English teacher of young learners and other researcher who are interested in using modified songs to introduce English vocabulary to young learners. For the English teacher of young learners, it is recommended that using modified songs as a tool to introduce vocabulary to young learners, and can be applied in another school and another student's level. The last for the further researcher related to modified songs, the researcher suggest to use other types of music, such as traditional music or the type of music currently popular with students.

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