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The Role of Students' Listening Habits to English Songs in Vocabulary Mastery: A Systematic Literature Review

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Abstract

The rapid growth of digital technology has expanded students' exposure to English beyond formal classroom settings, particularly through informal activities such as listening to English songs. This study aims to systematically review existing research on students' listening habits to English songs and their implications for vocabulary mastery in English as a Foreign Language (EFL) contexts. A Systematic Literature Review (SLR) method was employed by analyzing peer-reviewed journal articles published between 2020 and 2025. The selected studies focused on English songs, listening activities, listening habits, and vocabulary learning across various educational levels, ranging from elementary school to university. The reviewed articles were analyzed using thematic synthesis, and key findings were organized into a review table to identify recurring patterns and themes. The results indicate that English songs contribute positively to vocabulary mastery by providing repeated and contextualized exposure to lexical items. The findings also reveal that listening habits to English songs support vocabulary development more effectively when accompanied by active engagement, such as attention to lyrics and word meanings. In addition, English songs enhance motivation, listening comprehension, and pronunciation awareness, which indirectly strengthen vocabulary acquisition. Overall, this review concludes that English songs are an effective and accessible learning resource for vocabulary development in EFL contexts, particularly when listening activities are conducted purposefully rather than passively.

Keywords: English songs; Listening habits; Vocabulary mastery; English as a Foreign Language (EFL); Systematic Literature Review

1. Introduction

The rapid advancement of digital technology in the modern era has significantly transformed the landscape of education, particularly in foreign language learning (1). Technological developments have enabled learners to access a wide range of learning resources through the internet and digital platforms. In the context of English as a Foreign Language (EFL) learning, students are no longer limited to formal classroom instruction but are increasingly exposed to English through informal activities such as watching videos, listening to podcasts, and listening to English songs (2). These activities have become an integral part of students' daily lives and offer substantial potential for language development (3).

English plays a crucial role as a global language used in academic, professional, and international communication(4). Consequently, mastering English has become an essential objective in education. Among the four fundamental language skills listening, speaking, reading, and writing listening is widely regarded as a foundational skill because it provides primary linguistic input for language acquisition. Through listening, learners are exposed to authentic pronunciation, intonation, grammatical patterns, and vocabulary use(5).

However, listening is often considered one of the most challenging skills for EFL learners, as it requires rapid processing of spoken language delivered at natural speed and in various accents(6).

One widely favored medium for listening activities among students is English songs(7). Songs combine language, music, and emotional engagement, creating an enjoyable and meaningful learning experience. The lyrics of English songs present vocabulary in authentic and contextualized forms, while melody and repetition support memory retention (8). As a result, listening to English songs is frequently viewed as a potential tool for enhancing vocabulary acquisition in an incidental and engaging manner.

With the widespread availability of digital music platforms such as YouTube and Spotify, students' listening habits to English songs have become increasingly prevalent, particularly among adolescents (9). These habits, characterized by frequency, consistency, and automaticity, provide learners with continuous exposure to English outside the classroom (10). Nevertheless, research findings regarding the impact of listening habits to English songs on vocabulary mastery remain inconsistent. While some studies report positive contributions to vocabulary development, others indicate that passive listening habits alone do not significantly enhance vocabulary acquisition without active cognitive engagement (11).

The inconsistency of these findings suggests that the role of listening habits to English songs in vocabulary mastery is complex and influenced by various factors, including learners' educational level, learning strategies, motivation, and the context in which songs are used. Moreover, existing studies have employed diverse research designs and contexts, making it difficult to draw comprehensive and generalizable conclusions from individual empirical studies (SARI, 2024).

Given these conditions, a systematic and comprehensive examination of previous research is necessary. A Systematic Literature Review (SLR) provides a rigorous and transparent method for identifying, evaluating, and synthesizing existing studies related to students' listening habits to English songs and vocabulary mastery. By applying clearly defined inclusion and exclusion criteria, an SLR enables researchers to identify research trends, summarize key findings, and highlight gaps that require further investigation.

Therefore, this article aims to systematically review the existing literature on students' listening habits to English songs and their implications for vocabulary mastery. By employing the Systematic Literature Review method, this study seeks to provide a comprehensive understanding of how listening habits to English songs have been conceptualized and examined in previous research, the factors influencing their effectiveness, and the implications for EFL teaching practices and future research directions.

2. Research Methods

This study employed a Systematic Literature Review (SLR) to examine research findings related to students' listening habits to English songs and their implications for vocabulary mastery in EFL contexts. Relevant studies were collected from peer-reviewed journal articles and academic publications published between 2020-2025, ensuring that the findings reflect recent developments and current practices in English language teaching. The literature focused on English songs, listening activities, listening habits, and vocabulary learning. The selection of articles was guided by predefined inclusion criteria to ensure relevance and quality. Only studies that explicitly discussed English songs or listening activities in relation to vocabulary mastery or English language learning were included. The reviewed articles involved participants from formal educational settings, ranging from elementary school to university-level EFL learners, and employed empirical research designs such as classroom action research, correlational studies, qualitative research, mixed-methods approaches, or structured literature-based analyses. Articles published in English or Indonesian with clearly reported research methods and findings were considered eligible. Studies conducted outside the specified publication range, those that did not address vocabulary learning, lacked methodological clarity, or were purely opinion-based were excluded. After the selection process, data from the included studies were analyzed using thematic synthesis (12). Key information, including research focus, educational context, publication year, and main findings, was extracted and organized into a review table. The findings were then synthesized to identify recurring themes related to repeated exposure, receptive vocabulary development, listening comprehension, learner motivation, and habitual listening. This systematic and transparent process ensured the validity and reliability of the review and enabled a comprehensive understanding of how listening to English songs contributes to vocabulary mastery (13).

3. Results and Discussions

No	Article Title	Author(s)	Year	Main Findings
1	<i>Peningkatan Kosakata Bahasa Inggris Siswa Melalui Pembelajaran Berbasis Seni Musik</i>	Irene Bestandani & Syamsurrijal	2024	Music-based learning using English songs significantly improves vocabulary mastery. Songs enhance memory retention, listening comprehension, and speaking skills through repeated exposure and meaningful contexts (14).
2	<i>Meningkatkan Kosa Kata Bahasa Inggris Peserta Didik Kelas 3 SD Melalui Lagu</i>	Nasrullah, Nur Indah Dwi Putri, Nunung Fitriasih	2025	Classroom action research shows a substantial increase in vocabulary mastery (from 62.07% to 86.21%). English songs increase motivation and support effective vocabulary acquisition in young learners (15).
3	<i>Meningkatkan Penguasaan Vocabularies Siswa Melalui Lagu-Lagu Bahasa Inggris</i>	Jendakita Br. Sinulingga	2021	The use of English songs significantly improved junior high school students' vocabulary mastery across learning cycles, demonstrating songs as effective instructional media for vocabulary learning (16).
4	<i>Analisis Penggunaan Lagu Untuk Meningkatkan Kemampuan Berbahasa</i>	Muhammad Farhansyah et al.	2023	Literature review findings indicate that listening to English songs improves listening skills, pronunciation, and vocabulary. Songs provide authentic language input and

	<i>Inggris Mahasiswa</i>			repeated exposure to new vocabulary (17).
5	<i>The Correlation Between Students' Habit in Listening English Songs to Their Vocabulary Mastery</i>	Eriana Azzahra Putri	2024	Students' habitual listening to English songs shows a significant positive correlation with vocabulary mastery. Regular exposure to song lyrics contributes to vocabulary growth and listening comprehension (18).
6	<i>Penerapan Metode Storytelling dan Songs dalam Meningkatkan Motivasi Belajar Bahasa Inggris Siswa SMP</i>	Ridayani et al.	2024	English songs create a positive and engaging learning environment, increasing motivation, confidence, vocabulary retention, and pronunciation accuracy among junior high school students (19).
7	<i>Edukasi Bahasa Inggris Dasar untuk Anak-Anak Setingkat SD di Kelurahan Korong Gadang</i>	Meylina & Sri Mulyaningsih	2023	Singing activities and English songs significantly improve students' basic vocabulary, confidence, and willingness to practice English through enjoyable learning experiences (20).
8	<i>Strategi Pengembangan Skill Berbahasa Inggris pada Mahasiswa Prodi Pendidikan Bahasa Inggris</i>	Divani Raniadi & Aisya F. F. Umar	2023	Listening to English music is identified as an effective strategy to improve listening skills, pronunciation, and vocabulary development among English education students (21).
9	<i>Strategi Kreatif dalam Memperkenalkan Diri Menggunakan Bahasa Inggris pada Siswa SD</i>	Reiner JHG Lawalata	2025	The use of songs and creative activities supports vocabulary comprehension and increases students' confidence and communicative ability in English learning contexts (22).
10	<i>Kegiatan Belajar Mengajar Bahasa Inggris di Somboonsart School Thailand</i>	Wahyu Austin et al.	2025	The integration of music in English instruction increases vocabulary recognition, pronunciation accuracy, and students' motivation through fun and interactive learning environments (23).

Repeated Exposure and Vocabulary Memory Reinforcement

One of the most consistent findings across the reviewed literature is the role of repeated exposure through English songs in reinforcing vocabulary retention. Classroom-based studies at the elementary and junior high school levels demonstrate that students' vocabulary scores increased substantially after repeated instructional cycles using English songs (Nasrullah et al., 2025; Sinulingga, 2020). These findings suggest that repetition inherent in song listening enables learners to internalize vocabulary more effectively than single-exposure learning .

From a cognitive standpoint, repeated exposure through songs strengthens long-term memory because words are encoded not only linguistically but also musically. This multimodal processing aligns with findings reported by

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Bestandani and Syamsurrijal (2024), who argue that music-based learning activates multiple cognitive channels, thereby enhancing vocabulary retention

Receptive Vocabulary Development as a Foundation for Productive Use

Another supporting finding emerging from this review is that English songs primarily contribute to the development of receptive vocabulary, which later supports productive language use. Several studies indicate that learners tend to recognize and understand words from song lyrics before actively producing them in speech or writing (Farhansyah et al., 2023; Raniadi & Umar, 2023).

This pattern is consistent with vocabulary acquisition theory, which posits that receptive knowledge precedes productive mastery. Through repeated exposure to lyrics, learners gradually internalize word meanings and usage patterns, increasing the likelihood of later productive application. Thus, English songs function as an effective medium for building lexical awareness in early and intermediate stages of language learning.

Moreover, the effectiveness of English songs in supporting vocabulary development can be explained through the cognitive processes involved in auditory input and memory retention. Songs provide repetitive and rhythmic exposure to lexical items, which aligns with how the human brain processes and stores new information. Melody, rhyme, and rhythm serve as mnemonic devices that help learners recall words more easily than through isolated memorization or decontextualized word lists. When vocabulary is embedded in songs, learners are not only exposed to word forms but also to pronunciation, stress patterns, and intonation, all of which contribute to deeper lexical representation in long-term memory. This multisensory experience strengthens neural connections associated with language input, making vocabulary learning more durable and less cognitively demanding. As a result, learners often find themselves recognizing and understanding words unconsciously, even without deliberate study, which demonstrates the powerful role of songs in facilitating implicit vocabulary acquisition over time.

In addition, English songs provide meaningful contextualization that is crucial for understanding word usage beyond literal definitions. Lyrics often reflect real-life themes such as emotions, relationships, social issues, and personal experiences, allowing learners to encounter vocabulary in authentic and communicative contexts. This exposure enables learners to grasp not only denotative meanings but also connotative nuances, collocations, and pragmatic functions of words. For instance, learners may understand how certain words are used to express feelings, emphasize ideas, or convey attitudes, which is difficult to achieve through traditional vocabulary instruction alone. Contextual learning through songs helps reduce ambiguity and fosters semantic mapping, enabling learners to connect new vocabulary with prior knowledge and real-world experiences. Consequently, vocabulary learned through songs tends to be more meaningful and readily retrievable when learners encounter similar contexts in spoken or written communication.

Furthermore, the affective dimension of learning through English songs plays a significant role in enhancing vocabulary acquisition. Songs often create a relaxed and enjoyable learning atmosphere, which can lower learners' affective filters such as anxiety, fear of making mistakes, or lack of confidence. When learners feel emotionally engaged and motivated, they are more receptive to language input and more willing to engage with unfamiliar vocabulary. Emotional involvement with songs whether through personal preference, emotional resonance, or cultural relevance can increase attention and focus, leading to more effective intake of lexical items. This positive emotional engagement also encourages repeated listening, which further reinforces vocabulary exposure and comprehension. Over time, such repeated and voluntary interaction with English songs can cultivate positive attitudes toward language learning, making vocabulary development a natural and sustained process rather than a forced academic task.

Finally, the use of English songs as a pedagogical tool supports the gradual transition from receptive to productive vocabulary use. As learners become increasingly familiar with words through repeated listening and comprehension, they begin to experiment with these lexical items in speaking and writing. Lyrics can serve as linguistic models, providing examples of sentence structures, idiomatic expressions, and natural language patterns that learners may later imitate or adapt in their own language production. Teachers can further enhance this process by designing follow-up activities such as lyric analysis, vocabulary journals, sentence construction, or discussion tasks based on songs. These activities help bridge the gap between passive recognition and active usage of vocabulary. Therefore, integrating English songs into language instruction not only strengthens receptive lexical knowledge but also lays a solid foundation for productive mastery, particularly for learners in early and intermediate stages of English language learning.

Pronunciation and Listening Comprehension as Supporting Factors

In addition to vocabulary acquisition, several reviewed studies highlight improvements in pronunciation and listening comprehension as indirect contributors to vocabulary mastery. Research conducted among junior high school students and university learners shows that song-based activities enhance learners' ability to recognize word sounds, stress patterns, and intonation (Ridayani et al., 2025; Farhansyah et al., 2023).

Improved phonological awareness enables learners to distinguish words more accurately during listening activities, which in turn facilitates vocabulary recognition. This finding supports the view that vocabulary mastery is closely interconnected with listening skills rather than developing independently. From this standpoint, phonological awareness plays a central role in enabling learners to process spoken language effectively by recognizing sound patterns, syllable boundaries, and phonemic distinctions that form the basis of word identification. When learners possess a heightened sensitivity to the sounds of the target language, they are better equipped to segment continuous speech into meaningful lexical units. This skill is particularly crucial in natural listening situations, where spoken input is delivered at a normal speed and often includes reduced forms, contractions, and variations in pronunciation. As learners become more adept at decoding these phonological features, their ability to recognize familiar vocabulary increases, and they are more capable of linking auditory input to stored lexical knowledge, thereby strengthening overall language comprehension.

Furthermore, phonological awareness contributes significantly to the development of a more accurate and stable mental lexicon. When learners can clearly perceive and differentiate sounds, they form precise phonological representations of words in their memory, which reduces confusion between similar-sounding lexical items. This accuracy supports faster and more efficient word recognition during listening tasks, allowing learners to focus less on decoding individual sounds and more on understanding meaning at the discourse level. As a result, vocabulary recognition becomes more automatic, and learners can process spoken language with greater confidence and fluency. Over time, repeated exposure to spoken input reinforces these phonological representations, enabling learners to retrieve vocabulary more easily and apply it across various listening contexts.

In addition, the close relationship between listening skills and vocabulary mastery suggests that vocabulary growth is largely driven by exposure to comprehensible spoken input. Listening activities provide learners with repeated encounters with words in meaningful contexts, allowing them to infer meanings, notice usage patterns, and refine their understanding of lexical items. Through active listening, learners not only recognize words they have previously learned but also acquire new vocabulary incidentally. This process highlights that vocabulary development is not merely the result of intentional memorization but is deeply embedded in listening comprehension processes. As learners' listening skills improve, they gain greater access to linguistic input, which in turn accelerates vocabulary acquisition and enhances overall language proficiency.

Finally, understanding vocabulary mastery as an outcome of listening development has important implications for language learning and instruction. Emphasizing listening-focused practices can support more integrated and effective vocabulary learning, as learners are encouraged to engage with spoken language in authentic and meaningful ways. By fostering phonological awareness alongside listening comprehension, learners can develop a stronger foundation for recognizing, storing, and understanding vocabulary. This integrated development underscores the idea that vocabulary knowledge evolves through continuous interaction with auditory input, rather than through isolated learning, ultimately leading to more robust and functional language competence.

Affective Factors: Motivation and Positive Learning Attitudes

A prominent supporting finding across nearly all reviewed studies is the influence of English songs on affective **factors**, particularly motivation and learning attitudes. Studies conducted at the elementary and secondary school levels report that songs create an enjoyable and low-anxiety learning environment, increasing students' willingness to engage in English learning activities (Meylina & Mulyaningsih, 2023; Lawalata, 2025).

Motivation plays a crucial role in vocabulary acquisition because motivated learners are more attentive, persistent, and receptive to new lexical input. When learners enjoy the listening activity, they are more likely to listen repeatedly and independently, thereby increasing their exposure to English vocabulary.

Listening Habits as Informal and Sustainable Language Learning

Another important supporting finding concerns listening habits as a form of informal learning. A correlational study conducted at the senior high school level found a significant relationship between students' habitual listening to English songs and their vocabulary mastery (Putri, 2024). However, the literature also cautions that listening habits alone may not guarantee substantial vocabulary gains if listening remains passive. Several studies emphasize that vocabulary improvement is stronger when listening habits are accompanied by conscious attention to lyrics, repetition, or guided activities (Farhansyah et al., 2023; Raniadi & Umar, 2023). This highlights the importance of active engagement in transforming exposure into learning.

Integrated Synthesis of Main and Supporting Findings

Overall, the reviewed studies consistently demonstrate that English songs support vocabulary mastery through multiple pathways by functioning not only as linguistic input but also as a comprehensive learning medium that integrates cognitive, affective, and behavioral dimensions of language acquisition, thereby making vocabulary learning more meaningful, natural, and sustainable for learners. They provide repeated and contextualized exposure to vocabulary through meaningful lyrical structures that allow learners to encounter words and expressions in authentic communicative contexts, enabling deeper semantic processing, stronger memory encoding, and more effective long-term retention of lexical items, as learners are continuously exposed to the same vocabulary in varied melodic and situational contexts (Nasrullah et al., 2025; Sinulingga, 2020). This repeated exposure also enhances receptive lexical knowledge by strengthening learners' ability to recognize, identify, and understand vocabulary in spoken input, while simultaneously improving their sensitivity to word forms, meanings, and usage patterns, which supports broader language comprehension and vocabulary development (Farhansyah et al., 2023). In addition, English songs improve pronunciation and listening comprehension by exposing learners to natural speech models, including authentic pronunciation, stress patterns, intonation, rhythm, and connected speech, which helps learners develop better auditory discrimination skills and more accurate spoken production, while also improving their overall listening proficiency in understanding spoken English in real communicative situations (Ridayani et al., 2025). At the same time, English songs foster positive affective conditions for learning by creating an enjoyable, motivating, and low-anxiety learning environment that increases learners' interest, confidence, and emotional engagement with the learning process, which in turn strengthens their willingness to participate in learning activities and facilitates more effective

vocabulary acquisition (Lawalata, 2025). Furthermore, habitual listening contributes to sustained informal learning, particularly when learners engage actively with the language input by repeatedly listening to songs, paying attention to lyrics, interpreting meanings, and connecting new vocabulary with prior knowledge, which reinforces continuous vocabulary development beyond the classroom context and supports long-term language growth (Putri, 2024).

4. Conclusion

This Systematic Literature Review concludes that English songs and students' listening habits play a meaningful role in supporting vocabulary mastery in EFL contexts. The reviewed studies indicate that English songs provide repeated and contextualized exposure to vocabulary, which facilitates receptive vocabulary development and long-term retention.

Furthermore, students' listening habits to English songs contribute more effectively to vocabulary mastery when accompanied by active engagement with lyrics and word meanings. In addition to direct vocabulary gains, English songs also enhance motivation, listening comprehension, and pronunciation awareness, which indirectly strengthen vocabulary acquisition. Overall, this review confirms that English songs are an effective and accessible resource for vocabulary learning, particularly when listening habits are directed purposefully rather than passively.

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