



Utilizing Children's Songs to Develop Vocabulary in Indonesian Language Learning Using Special Teaching Modules

Ari Windi Sopyanti^{1*}, Iis Ristiani²

^{1,2}Program Magister Bahasa dan Sastra Indonesia, Universitas Suryakencana, Jawa Barat, Indonesia

*E-mail: ariwindisopyanti@gmail.com

ABSTRACT

Vocabulary is an important element in language skills that influences students' speaking, reading, and writing abilities. However, many students still experience limited vocabulary, thus hindering fluency in communication and comprehension of written texts. Through written texts of children's songs, students can learn language in a fun, contextual, and memorable way. This study aims to describe the use of children's songs as a learning medium in developing vocabulary in Indonesian language learning. This study used a quasi-experimental method. The study took place in the odd semester of the 2025/2026 academic year in grade III of Sindangraja 1 State Elementary School, Sukaluyu Cianjur. Indonesian vocabulary data were collected using a test instrument that was compiled objectively and systematically. Vocabulary data were analyzed using descriptive statistical procedures. The results showed that children's songs were able to improve students' vocabulary mastery through repetition of lyrics, pronunciation, and understanding of word meanings. Thus, children's songs are effectively used as a medium for Indonesian language learning in grade III of elementary school.

Keywords: children's songs, vocabulary, Indonesian language, special teaching modules

Pemanfaatan Lagu Anak untuk Mengembangkan Kosakata dalam Pembelajaran Bahasa Indonesia Menggunakan Modul Ajar Khusus

ABSTRAK

Kosakata merupakan unsur penting dalam keterampilan berbahasa yang berpengaruh terhadap kemampuan berbicara, membaca, dan menulis siswa. Namun demikian, banyak siswa masih mengalami keterbatasan kosakata, sehingga menghambat kelancaran komunikasi dan pemahaman teks tulisan. Melalui teks tertulis lagu anak, siswa dapat belajar bahasa dengan cara yang menyenangkan, kontekstual, dan mudah diingat. Penelitian ini bertujuan untuk mendeskripsikan pemanfaatan lagu anak sebagai media pembelajaran dalam mengembangkan kosakata dalam pembelajaran Bahasa Indonesia. Penelitian ini menggunakan metode quasi-eksperimen. Penelitian berlangsung di semester ganjil tahun ajaran 2025/2026 di kelas III Sekolah Dasar Negeri Sindangraja 1, Sukaluyu Cianjur. Data kosakata bahasa Indonesia dikumpulkan menggunakan instrumen tes yang disusun secara objektif dan sistematis. Data kosakata dianalisis menggunakan prosedur statistik deskriptif. Hasil penelitian menunjukkan bahwa lagu anak mampu meningkatkan penguasaan kosakata siswa melalui pengulangan lirik, pelafalan, dan pemahaman makna kata. Dengan demikian, lagu anak efektif digunakan sebagai media pembelajaran Bahasa Indonesia di kelas III SD.

Kata kunci: lagu anak, kosakata, pembelajaran Bahasa Indonesia, bahan ajar khusus

Submitted
14/10/2025

Accepted
03/11/2025

Published
08/11/2025

Citation	Sopyanti, A. W., & Ristiani, I. (2025). Utilizing Children's Songs to Develop Vocabulary in Indonesian Language Learning Using Special Teaching Modules. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 4, Nomor 6, November 2025, 1393-1402</i> . DOI: https://doi.org/10.55909/jpbs.v4i6.914
----------	---

Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

Every child has potential that can be developed at every level of education, because education is the right place for children to realise their full potential. According to constructivism, every child has two developmental stages: potential development and actual development (Dodonov & Yulia, 2011). Potential development is a natural gift from Allah SWT that exists within every child. Actual development is the potential for knowledge to be realised both in words and actions (Fitriani & Maemonah, 2022; Istiqomah & Maemonah, 2021; Ibda, 2015). Between potential development and actual development lies a region called the Zone of Proximal Development (ZPD). This area has the potential for access by other parties to the child. The most reliable parties in the ZPD are parents and/or teachers. In other words, parents and/or teachers have a significant opportunity to facilitate children's potential development into actual development (Hyun et al., 2020; Lourenço, 2012; Fox & Riconscente, 2008; Elmustian & Razak, 2021).

As a third-grade elementary school teacher, efforts to actualise potential development are crucial. Teachers facilitate students' potential development, such as vocabulary mastery, into actual development —namely, vocabulary mastery through children's song lyrics.

The vocabulary development of third-grade students at SDN Sindangraja 1 is still relatively limited. Students cannot yet articulate the meaning of vocabulary, including the lexical meaning of Indonesian vocabulary.

Vocabulary is a crucial component of language, not only in writing but also in speech. Buadanani & Suryana (2021), Ginting (2019), and Padang & Herawati (2023) state that vocabulary is a crucial component of communication, both spoken and written. Vocabulary mastery significantly impacts a person's language development because only with adequate vocabulary can children effectively express their thoughts and ideas. Likewise, if a child's vocabulary is limited, their

communication and language skills will also be limited. Developing vocabulary in early childhood is not easy; it requires effective techniques, methods, and strategies. (Fauziddin & Fikriya, 2020) noted that a child's vocabulary develops rapidly as they interact with others. Vocabulary plays a crucial role in language development; therefore, adequate mastery of vocabulary is a factor influencing the communication process. Children learn two types of vocabulary: general vocabulary used in various situations and specialised vocabulary for words with specific meanings.

The pre-test results for vocabulary mastery were relatively low. The mean score for the 17 vocabulary items tested in the initial test was only 23.58, or a standard score of 69.35 per cent, for grade III.A, while for grade III.B, it was only 23.03, or a standard score of 63.73 per cent. These scores fell short of the Minimum Competency (KKM) standard of 70.00. The following table summarises the vocabulary mastery pre-test data for third-grade students at SDN Sindangraja 1.

Table 1
Summary of Indonesian Vocabulary Mastery
Pre-Test Results for Third-grade Students at
SDN Sindangraja 1

No.	Class	N	Mean	Percent
1	Class III.A	30	22.79	67,03
2	Class III.B	27	22.11	65,03

What were the pre-test and post-test results of Indonesian vocabulary learning without using children's songs and without using a special teaching module for third-grade students at SDN Sindangraja 1 in the control class? What were the pre-test and post-test results of Indonesian vocabulary learning using children's songs and using a special teaching module for third-grade students at SDN Sindangraja 1 in the treatment class? Is the use of children's songs effective in learning Indonesian vocabulary through a special teaching module in third-grade students at SDN Sindangraja



1? These are the three research questions formulated regarding Indonesian vocabulary.

The study was conducted to achieve three objectives. First, to describe the pre-test and post-test results of Indonesian vocabulary learning without using children's songs and without using a special teaching module for third-grade students at SDN Sindangraja 1 in the control class. Second, to describe the pre-test and post-test results of Indonesian vocabulary learning using children's songs and using a special teaching module for third-grade students at SDN Sindangraja 1 in the treatment class. Third, to describe the effectiveness of using children's songs in learning Indonesian vocabulary through a special teaching module in third-grade students at SDN Sindangraja 1. This study has several benefits according to certain perspectives. First, from the principal's perspective, this article is useful because it can be used as material for the principal's supervision of classroom teachers regarding learning methods. Second, from an academic perspective, this article is also beneficial because it can serve as a comparison for PGPAUD (Preschool Teacher Education) and/or PGSD (Primary Teacher Education) students in preparing course assignments related to Indonesian vocabulary learning. Third, from the perspective of colleagues, this article is also useful because it can serve as discussion material for both Indonesian vocabulary learning materials and learning methods.

Relevant articles can be found in several online journals. These scholarly articles include:

- 1) Yuntina, L. (2021). Improvement of Children's Language Skills through Singing Activities. *Dialectical Literature and Educational Journal*, 6(1), 27-35. <https://dlepjancasakti.ac.id/index.php/dlepjancasakti/article/view/42>
- 2) Rohmah, N., & Indah, R. N. (2021). The Use of Modified English Song to Improve Vocabulary. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 9(2), 121-129. <https://e->

journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/2537

- 3) Amalia, E. R., & Hasana, H. (2019). Improving The Early Childhood Language Skills through Singing Activity. *Aulada: Jurnal Pendidikan dan Perkembangan Anak*, 1(2), 1-12. <https://ejournal.uac.ac.id/index.php/aulada/article/view/242>

Students' vocabulary mastery is graded according to their developmental stage (Roberts, 2014). This also applies to the vocabulary of elementary school children, both in lower grades (1-3) and upper grades (4-6). Vocabulary for the lowest grade includes general and academic vocabulary. General vocabulary is vocabulary found in everyday life, such as "eat," "mini," "white," "go," and "bath." Academic vocabulary is the vocabulary group used in education. For elementary school, academic vocabulary includes texts, dramas, paragraphs, poems, descriptive texts, and exams (Razak, 2018).

Teaching modules are the primary learning tool. All material contained within the modules must be accessible to students. Teachers are not permitted to use materials other than those provided by the modules. Furthermore, teaching modules serve a dual function, serving as learning media (Arsyad, 2013; Kriatanto, 2016; Hiasa et al., 2022).

METHOD

This study used a quasi-experimental method using a single-shot design. According to Cresswell, 2008; Afifuddin & Saebani, 2002; Razak, 2003), the quasi-experimental method using a single-shot design is commonly used in various learning studies.

The study was conducted at SDN Sindaraja 1, located in Kampung Rahong, RT 04/RW 06, Sukasirna Village, Sukaluyu District, Cianjur Regency, West Java.

The study took place during the odd semester of the 2025/2026 academic year. Core activities

during this period included preparation, implementation, and reporting. Preparatory activities included developing a lesson plan, preparing teaching modules aligned with the selected children's songs, and developing an Indonesian vocabulary test.

The population was grade III.B students participating in vocabulary learning using children's songs in a special teaching module. There were 30 students with a relatively low mean pre-test score of 11.11. The control group consisted of 25 students in grade III.A who participated in vocabulary learning without using children's songs in a special teaching module. They had a relatively high mean pre-test score of 11.67.

This study used a total sample. Therefore, all members of the population were included in the sample.

Table 2
Population and Sample Size

No.	Class	Population	Sample
1	III.A	30	30
2	III.B	27	27

To collect initial data on Indonesian vocabulary mastery, a test instrument was used. The test consisted of a series of vocabulary words. According to Fraenkel et al., 2012; Fulcher & Davidson, 2007; and Razak, 2020), a test set is considered valid if it is structured objectively and systematically, resulting in test specifications as the basis for developing test items. Therefore, to obtain a valid test instrument, an objective and systematic procedure was developed, as described below.

First, the Indonesian vocabulary domain was determined. This article uses Indonesian vocabulary from the field of education.

Second, the vocabulary types were determined. This article uses vocabulary from basic and affixed words from the children's song

"Serumpun Padi" by R. Maladi, which consists of two stanzas.

Third, the number of Indonesian vocabulary items to be tested. This article uses 17 vocabulary items.

Fourth, the Indonesian vocabulary mastery test specifications were developed.

The test answer sheets for each sample member were corrected. The goal was to obtain a raw score for Indonesian vocabulary. Each sample member who could state and/or write the lexical meaning of vocabulary was given a score of 1. If they could not state and/or write the lexical meaning of vocabulary, they were given a score of 0. If they could state the grammatical meaning, they were given a score of 2; if they could not, they were given a score of 1. Therefore, the maximum potential score a sample member could achieve was 34.

Data on Indonesian vocabulary mastery for third-grade students at Sindangraja Elementary School were analyzed using descriptive statistical procedures. The units of descriptive statistics were the mean and percentage. The use of children's songs in Indonesian vocabulary learning using a special module was considered effective if there was an increase of at least 20.00 percent..

RESULTS

1. Improvement in Learning Outcomes in the Control Class

Below, we present the pre-test and post-test data on Indonesian vocabulary comprehension for third-grade students at SDN Sindangraja 1 in the control group. The presentation uses a table with seven main columns: number, group, class, sample size, pre-test, post-test, and improvement.



Table 3
 Comparison of Results between Post-test and Pre-test on Indonesian Vocabulary for Third-grade students at SDN Sindangraja 1 in the Control Class

No.	Sample Code	Pre-test	Post-test	Increasing
1	105	22	26	4
2	106	22	26	4
3	123	21	25	4
4	102	23	26	3
5	103	23	26	3
6	104	23	26	3
7	107	23	26	3
8	109	22	25	3
9	110	22	25	3
10	112	22	25	3
11	113	22	25	3
12	114	23	26	3
13	117	21	24	3
14	118	21	24	3
15	119	22	25	3
17	108	23	25	2
18	111	23	25	2
19	115	22	24	2
20	116	22	24	2
21	120	22	24	2
22	121	22	24	2
23	122	21	23	2
24	125	22	24	2
25	130	21	23	2
26	129	22	24	2
27	128	22	24	2
28	126	22	24	2
29	127	22	24	2
30	124	22	24	2
	Mean	22,13	24,73	2,60
	Percent	65,10	72,75	7,65

According to the table above, the post-test mean score for Indonesian vocabulary comprehension through learning without using children's songs and special teaching materials was 24.73. This mean score increased by 2.60 compared to the pre-test mean score of 22.13. As a percentage, the pre-test mean score was 65.10 percent, a 7.65 percent increase from the post-test mean score of 72.76 percent.

2. Improvement in Learning Outcomes in the Experimental Class

Below, the pre-test and post-test data for Indonesian vocabulary comprehension for third-grade students at SDN Sindangraja 1 in the experimental group are presented. The presentation uses a table with seven main columns: number, group, class, number of samples, pre-test, post-test, and improvement.

Table 4
 Comparison of Results between Post-test and Pre-test of Indonesian Vocabulary for Third-Grade Students at SDN Sindangraja 1 for the Experimental Class

No.	Sample Code	Pre-test	Post-test	Increasing
1	227	20	27	7
2	211	20	27	7
3	214	20	27	7
4	212	20	26	6
5	220	22	28	6
6	225	21	27	6
7	208	22	27	5
8	210	21	26	5
9	223	21	26	5
10	224	21	26	5
11	203	21	25	4
12	206	23	27	4
13	207	23	27	4
14	209	23	27	4
15	213	20	23	3

No.	Sample Code	Pre-test	Post-test	Increasing
16	218	22	25	3
17	221	22	25	3
18	222	22	25	3
19	202	23	26	3
20	204	23	26	3
21	205	23	26	3
22	215	22	25	3
23	216	23	26	3
24	217	22	25	3
25	201	24	26	2
26	219	22	24	2
27	226	22	24	2
	Mean	21,78	25,89	4,11
	Percent	64,05	72,76	8,71

According to the table above, the mean post-test score for Indonesian vocabulary comprehension through learning using children's songs and special teaching materials for third-grade students at SDN Sindangraja 1 was 25.89. This post-test score increased by 12.09 compared to the pre-test score of 21.78. As a percentage, the pre-test score was 64.05 percent, a 12.09 percent increase from the post-test score of 76.14 percent.

3. Effectiveness of the Children's Song Method in Learning Indonesian Vocabulary

A summary of the comparison of the pre-test and post-test results for third-grade students at SDN Sindangraja 1 between the control and experimental classes is a way to determine the effectiveness of using the children's song method in learning Indonesian vocabulary.

Table 5

Summary of the Comparison of Pre-test and Post-test Results for Indonesian Vocabulary for Third-grade Students at SDN Sindangraja 1 for the Control and Experimental Classes

No.	Group	Class	N	Pre-test		Post-test		Increasing	
				Mean	%	Mean	%	Mean	%
1	Control Group	III.A	30	22,13	65,09	24,73	72,74	2,60	7,65
2	Experiment Group	III.B	27	21,78	64,06	25,89	76,15	4,11	12,09

The mean post-test increase in Indonesian vocabulary comprehension for the control class was 2.60, or 7.65 percent. This increase was smaller than the mean and percentage increase in the treatment class, which was 4.11 or 12.09. This percentage figure is above 10.00, which is the threshold for effective vocabulary learning through children's songs using special teaching materials.

DISCUSSION

Learning Indonesian vocabulary mastery using children's songs using special teaching materials for grade III of SDN Sindangraja 1 was declared effective. This was due to an increase in learning outcomes above 10.00, namely 12.09,

which occurred in the experimental class. The increase in learning outcomes in the control class was only 7.65.

The above condition is thought to be due to several factors. These factors are discussed below. First, the children's song method. Children's songs provide a positive emotional impact on children, enabling them to discover Indonesian vocabulary within the songs. This vocabulary, in turn, makes it easier for teachers to facilitate students' understanding of the lexical and grammatical meaning of the vocabulary. Second, the teaching module serves as a learning medium. This learning tool can facilitate teachers' communication with students in learning Indonesian vocabulary through



children's songs. Several scientific articles in online journals conclude that learning media that aligns with learning objectives and is student-centered contributes significantly to learning outcomes (Sari, 2023; Mahnun, 2012; Kasim & Razak, 2023; Andriana & Elmustian, 2025).

Third, the play-based learning factor. Third-grade elementary school students are very playful. For them, there's no day in their lives that isn't filled with play, including singing (Junaeda et al., 2022; Smith et al., 2022; Samsuri, 2018). Therefore, teachers who engage in playful activities like singing increase students' motivation to participate (Putri & Ramadhan, 2022; Andriani & Rasto, 2019; Emda, 2018; Elmustian & Jalil, 2015).

Motivation to learn is evident in teaching and learning activities. The following presents several core activities in learning Indonesian vocabulary using the children's song method through a special teaching module.

- 1) Students and teachers sing the song "Serumpun Padi" together in class.
- 2) Students and teachers sing the song "Serumpun Padi" together in class.
- 3) Students are facilitated by the teacher to understand the lexical meaning of the word "rumpun" in the lyrics of the song "Serumpun Padi" through a special teaching module in class.
- 4) Students are facilitated by the teacher to understand the semantic meaning of the word "rumpun" in the lyrics of the song "Serumpun Padi" through a special teaching module in class.
- 5) Students are facilitated by the teacher to understand the lexical meaning of the word "rumpun" in the lyrics of the song "Serumpun Padi" through a special teaching module in class.
- 6) The teacher facilitated the students' understanding of the lexical meaning of the word "lumpur" in the lyrics of the song "Serumpun Padi" through a special teaching module in class.
- 7) The teacher facilitated the students' understanding of the grammatical meaning of the word "lumpur" in the lyrics of the song "Serumpun Padi" through a special teaching module in class.
- 8) The teacher facilitated the students' understanding of the lexical meaning of the word "jiwa" in the lyrics of the song "Serumpun Padi" through a special teaching module in class.
- 9) The teacher facilitated the students' understanding of the grammatical meaning of the word "jiwa" in the lyrics of the song "Serumpun Padi" through a special teaching module in class.
- 10) The teacher facilitated the students' understanding of the lexical meaning of the word "suci" in the lyrics of the song "Serumpun Padi" through a special teaching module in class.
- 11) The teacher facilitated the students' understanding of the grammatical meaning of the word "suci" in the lyrics of the song "Serumpun Padi" through a special teaching module in class.
- 12) The teacher facilitated the students' understanding of the lexical meaning of the word "nista" in the lyrics of the song "Serumpun Padi" through a special teaching module in class.
- 13) The teacher facilitated the students' understanding of the grammatical meaning of the word "nista" in the lyrics of the song "Serumpun Padi" through a special teaching module in class.

CONCLUSION

First, the mean score for the pre-test of Indonesian vocabulary learning without using children's songs and without using a special teaching module for third-grade students at SDN Sindangraja 1 in the control class was 22.13, or a standard score of 65.09. The post-test mean was 24.73, or 72.74 percent. Thus, there was only a 7.65 percent increase.

Second, the mean pre-test score for Indonesian vocabulary learning using children's songs and a special teaching module for third-grade students at SDN Sindangraja 1 in the experimental class was 21.78, or a standard score of 64.06. The mean post-test score was 25.89, or 76.15 percent. Thus, there was a 12.09 percent increase. Third, the use of children's songs in Indonesian vocabulary learning through a special teaching module in third-grade students at SDN Sindangraja 1 was effective.

REFERENCES

- Afifuddin, A. & Saebani, B. A. (2002). *Metodologi Penelitian Kualitatif*. Bandung: Pustaka Setia.
- Amalia, E. R., & Hasana, H. (2019). Improving The Early Childhood Language Skills Through Singing Activity. *Aulada: Jurnal Pendidikan dan Perkembangan Anak*, 1(2), 1-12. <https://e-journal.uac.ac.id/index.php/aulada/article/view/242>
- Andriana, S., & Elmustian, E. (2025). Development of Digital Learning Media Pantun Melayu For High School Students to Improve The Competence of Literary Appreciation. *International Journal of Studies in International Education*, 2(4), 101-107.
- Andriani, R. & Rasto, R. (2019). Motivasi Belajar sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, Volume 4, Nomor 1, Januari 2019, 80-86.
- Arsyad, A. (2013). *Media Pembelajaran*. Editor: Asfiah Rahman. Jakarta: Raja Grafindo Persada.
- Buadanani, B., & Suryana, D. (2021). Upaya Meningkatkan Kosa Kata pada Anak Usia Dini melalui Permainan Tradisional Pancasila Lima Dasar. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6, 2067-2077.
- Cresswell, J. W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Practice Hall
- Dodonov, Y. S., & Yulia A. D. (2011). Basic Processes of Cognitive Development: Missing Component in Piaget's Theory. *Procedia - Social and Behavioral Sciences* 30: 1345-49. <https://doi.org/10.1016/j.sbspro.2011.10.260>.
- Emda, A. (2018). Kedudukan Motivasi Belajar Siswa dalam Pembelajaran. *Lantanida Journal*, Vol. 5 No. 2, 172-182. DOI:10.22373/lj.v5i2.2838
- Elmustian, E., & Jalil, A. (2015). Teori Sastra: Bahan Ajar. Pekanbaru: Laboratorium Bahasa dan Sastra Indonesia, FKIP, Universitas Riau.
- Elmustian, E. & Razak, A. (2021). *Pembelajaran Apresiasi Sastra*. Pekanbaru: Yayasan Pendidikan Raja Zulkarnain.
- Fauziddin, M., & Fikriya, M. (2020). Mengenal Kosakata Bahasa Arab melalui Permainan Kartu Huruf Hijaiyah yang Dilengkapi Kosakata. *Journal On Early Childhood Education Research (Joecher)*, 1, 90-99.
- Fitriani, F., & Maemonah, M. (2022). Perkembangan Teori Vygotsky dan Implikasi dalam Pembelajaran Matematika di MIS Rajadesa Ciamis. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 11(1), 35-41.
- Fox, E. & Riconscente, M. (2008). Metacognition and Self-Regulation in James, Piaget, and Vygotsky. *Educational Psychology Review* 20 (4): 373-89. <https://doi.org/10.1007/s10648-008-9079-2>.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. Eighth Edition New York: McGraw-Hill.



- Fulcher, G. & Davidson, F. (2007). *Language Testing and Assessment: An Advanced Resource Book*. New York: Routledge Applied Linguistics.
- Ginting, M. B. (2019). Improving the Memory through Singing Method of Children Ages 5-6 Years in Kindergarten Insan Pandhega. *International Journal of Emerging Issues in Early Childhood Education*, 1(2), 94-107. <https://jurnal-fkip.ut.ac.id/index.php/ijeiece/article/view/149>
- Hiasa, F., Youpika, F., & Yanti, N. (2022). Pengembangan Media Pembelajaran Teka-Teki Silang Sastra Melayu Klasik Berbasis Android. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 5(2), 421-436. <https://doi.org/10.30872/diglosia.v5i2.322>
- Hyun, C. C., Tukiran, M., Wijayanti, L. M., Asbari, M., Purwanto, A., Santoso, P. B., & Harapan, U. P. (2020). Piaget Versus Vygotsky, 1(2), 286-293
- Ibda, F. (2015). Perkembangan Kognitif: Teori Jean Piaget. *Intelektualita*, 3(1). <https://jurnal.ar-raniry.ac.id/index.php/intel/article/view/197>
- Istiqomah, N., & M. Maemonah. (2021). Konsep Dasar Teori Perkembangan Kognitif pada Anak Usia Dini menurut Jean Piaget. *Khazanah Pendidikan*. 15(2), 151-158. <https://jurnalnasional.ump.ac.id/index.php/khazanah/article/view/10974>
- Junaeda, St., Bahri, B., Ernawati, S. K., Tahir, H., & Rifani, R. (2022). Belajar Sambil Bermain: Bermain Sambil Belajar (Penggunaan Media Fun Thinkers Bagi Anak Usia Sekolah Tk, SD dan SMP) di Bontomarannu Kabupaten Gowa). *HUMANIS: Jurnal Pengabdian Kepada Masyarakat*, Volume 21, No. 2 Desember 2022, 27-36.
- Kasim, H., & Razak, A. (2023). The Effectiveness of Chart Ekspose Media to Increase Speed of Scanning English-Indonesia Dictionary Manual. *DISCUSSANT: Journal of Language and Literature Learning*, 1(3), 135-144. <https://doi.org/10.55909/dj3l.v1i3.13>
- Kristanto, A. (2016). *Media Pembelajaran*. Surabaya: Bintang.
- Lourenço, O. (2012). Piaget and Vygotsky: Many Resemblances, and a Crucial Difference. *New Ideas in Psychology* 30 (3): 281-95. <https://doi.org/10.1016/j.newideapsych.2011.12.006>.
- Mahnun, N. (2012). Media Pembelajaran (Kajian terhadap Langkah-langkah Pemilihan Media dan Implementasinya dalam Pembelajaran). *An-Nida'*, 37(1), 27-35.
- Mulyati, Y. (2017). Kosakata Siswa Sekolah Dasar Kelas Rendah (Kajian Jenis Kata, Bentuk Kata, Jenis Makna, dan Medan Makna). *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya*, 45(1).
- Padang, D., & Herawati, J. (2023). Pengembangan Percaya Diri Anak melalui Metode Bernyanyi dengan Menggunakan Gerakan. *Jurnal Pendidikan Sosial dan Humaniora*, 2(3). <https://publisherqu.com/index.php/pediaqu/article/view/376>
- Putri, L. M., & Ramadhan, S. (2022). Pengaruh Model Pembelajaran Example Non Example dan Motivasi Belajar Siswa terhadap Keterampilan Menulis Teks Prosedur. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(1), 13-30. <https://doi.org/10.30872/diglosia.v5i1.316>
- Razak, A. (2003). *Penelitian Pendidikan*. Pekanbaru: Autogtafika.
- Razak, A. (2018). *Membaca Pemahaman: Teori dan Aplikasi Pengajaran, Edisi VII Cetakan VIII*. Pekanbaru: Ababil Press.
- Roberts, T. A. (2014). Not So Silent after All: Examination and Analysis of the Silent Stage in Childhood Second Language Acquisition. *Early Childhood Research Quarterly*, 29(1), 22-40. <https://doi.org/10.1016/j.ecresq.2013.09.001>

- Rohmah, N., & Indah, R. N. (2021). The Use of Modified English Song to Improve Vocabulary. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 9(2), 121-129. <https://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/2537>
- Samsuri, S. (2018). Pengaruh Seni Bernyanyi terhadap Daya Ingat Anak Usia Dini. *Bunayya*, 4(2), 66-78. <https://jurnal.ar-raniry.ac.id/index.php/bunayya/article/view/6804>
- Smith, A. M., Kleinerman, K., & Cohen, A. J. (2022). Singing Lessons as a Path to Well-being in Later Life. *Psychology of Music*, 50(3), 911-932. <https://journals.sagepub.com/doi/full/10.1177/03057356211030992>
- Sari, T. H. (2023). The Learning Exposition Text Reading Skills Using Test Techniques through Digital Literacy Media. *DISCUSSANT: Journal of Language and Literature Learning*, 1(2), 111-120. <https://doi.org/10.55909/dj3l.v1i2.12>
- Yuntina, L. (2021). Improvement of Children's Language Skills Through Singing Activities. *Dialectical Literature and Educational Journal*, 6(1), 27-35. <https://dlejpancasakti.ac.id/index.php/dlejpancasakti/article/view/42>