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The Effect of Creation Song on Students' Vocabulary Mastery

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Abstract: This study aimed to examine the impact of creation song on vocabulary mastery among fourth-grade elementary school students. Following validation by two experts regarding its content and quality, the developed media implemented at SDN 04 Belik Pemalang, engaging 29 students. The study employed a quasi-experimental design alongside a quantitative research methodology. The findings of the study demonstrated that the creation song significantly enhanced vocabulary mastery among fourth-grade students, as evidenced by the average learning outcomes increasing from 39.86 prior to the treatment to 78.89 following the treatment. Furthermore, the independent sample t-test revealed that the t-count value surpassed the t-table value, suggesting that the creation song positively influences students' vocabulary mastery. The N-gain value achieved was 78.09% surpassing the objective value of 76%. This indicates that the implementation of the creation song is highly effective.

Keywords: creation song; experimental research; vocabulary mastery

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Introduction

The English language has become a local content subject in Indonesian's elementary school, which introduced in 1994 (Maili, 2018). However, exclusion of English subject, which was only used as a local subject was not implemented well and become a setback for students in learning English (Rawung, Gimbaro, & Handayani, 2024). Whereas, through the introduction and well implemented of English learning from elementary or early, children could master English better and could provide a strong foundation at the next level. This is in line with Harmer (2007) who states that the early introduction of English is based on the pedagogical concept that the earlier a person comes into contact with the target language, the faster and better the child's language mastery will occur.

According to the Regulation of Minister of Education, Culture, Research, and Technology (Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi/ Permendikbud Ristek) Number 22 of 2006, which deals with the content standards for English language learning in primary schools, the aim is to ensure that students have ability to: (1) develop limited oral communication skills to accompany actions in the school context, and (2) have an awareness of the nature and importance of the English language in order to enhance the nation's competitiveness in the global community. Based on

the goal, the speaking aspect should be emphasized. Before speaking English, students should first learn vocabulary.

A students' ability to communicate successfully in English is directly proportional to their level of vocabulary knowledge. Vocabulary is a list or set of terms that are universally used in a particular language or a list or set of words that individual language speakers may use (Hatch & Brown, 2000). Vocabulary is crucial component for acquiring English language. The acquisition of vocabulary is an essential element in the process of learning a second or foreign language. Proficiency in vocabulary suggest that students' inquisitiveness regarding their environment is expanding to wider scope. Moreover, the acquisition of a functional vocabulary is fundamental to foreign language learning at the basic level (Cameron, 2011). The development of a person's vocabulary mastery influences the ability and skill to express ideas and language quickly. Developing vocabulary mastery could enhance communication skill and improve overall language proficiency.

A variety of media could assist educators in teaching English and enhancing students vocabulary mastery, including puppets, cartoon films, tape recorder, color passing, songs, games, and more. This research explores the use song, especially creation song, as a tool for educators, especially targeting non-graduate teacher in English education department, to help students understand and mastering English vocabulary. Songs or music have been a significant aspect of human existence for an extended period of time and are widely acknowledged on a global scale. Regardless of whether it is inherent or influenced by external factors, songs plays a critical role in human culture. According to Sacks (2014), "we the people, we are species to a lesser extent in music or speaking." In addition, the utilization of song may establish a social atmosphere, cultivate a sense of collaboration, or simply promote dancing (Murphey, 1992). Furthermore, there are cognitive and affective advantages to playing song during a class.

Creation song is a song that was composed using principles of musical composition, harmony, evaluating musical forms, musical elements, determining song themes, conquering notes, and so forth (Ratri, 2016). Furthermore, a creation song is a song that was composed by a human and possesses components of originality and creativity in its melody, lyrics, and musical arrangement. In the context of language learning, the lyrics of creation songs should have the ability to convey the theme or learning material, thereby facilitating a more rapid and intuitive comprehension by the students (Ni Made Ratminingsih & Budasi, 2017).

The use of creation song has the potential to enhance the quality of students' vocabulary and could motivate them to acquire new words they have heard. In addition, many students find pleasure in singing, and song could frequently serve as a diverse addition to the routine of acquiring a foreign language. This is supported by Zatnikasari in Pradana (2017), songs are also effective in helping students remember words easily and feel more motivated in class due to the engaging nature of the learning method. According to Millington (2011), the main impact of employing songs is to make learning more interesting for students. Songs effectively introduce vocabulary as they offer a meaningful context for its use (Gasma, Hery, & Sukirlan, 2017). Utilizing songs enable learners to gain a deeper understanding of the culture associated with the target language.

Song is a source of motivation, interest, and enjoyment. It is simpler to imitate and remember language than words that simply spoken. High-frequency words and expressions are present in songs, which allow for repetition. Songs is an unparalleled in its efficacy in context of language instructions for learners. Most young learners like singing songs, and they can frequently provide a pleasant break from the routine of learning a foreign language. It has been asserted that learners possess a natural inclination

toward song, which is why English teacher worldwide employ such an entertaining and supportive methods to enhance language learning and acquisitions (Ara, 1970).

Previous research has showed that employing music or songs on the classroom could be useful. According to Rofiqotul (2023) in his research, the application of songs fosters enduring vocabulary retention, cultivates a more relaxed classroom environment, and enhances students' pronunciation skills. According Durrotun (2019), song's lyrics were effective media in improving students' vocabulary of verb. Moreover, in Ummu's research the use of songs in the classroom indicates an improvement in the students' vocabulary mastery (Bara, 2019). In line with that, Dzanic and Pejic (2016), state that songs play a significant impact on the vocabulary of young learners. Songs could used to enhance vocabulary and sentence structure as well.

The previous researcher discovered that songs are appropriate for variety of learning style and settings. They also agree that language educators should utilize songs as a means to cultivate an exciting and supportive environment, thereby augmenting students' motivation to engage in the learning process. Most of these research focused on the use of popular song and popular kindergarten English songs to teach English for young learners, while this research focused on the use of creation song in teaching English for young learners.

In light with the aforementioned issue, the researcher intends to investigate whether the creation song significantly affect the students' vocabulary mastery or not. This research used creation songs, which the lyrics created by researcher based on the theme (verb, noun, and transportation), while the melody use is an energetic upbeat tempo that is easy for students to follow the rhythm.

Research Method

This present study employs quasi-experimental research design that incorporates the manipulation of an independent variable. This study was carried out with fourth-grade students at SDN 04 Belik, Pemalang Regency, Central Java Province. The participants were categorized into two groups: experimental and control group. The population in this study was all students of class IV with total of 91 students, and the sample comprises 59 students from two classes: 29 students from IV A (experimental group) and 30 students from IV B (control group). The experimental group was given a treatment use creation song and the control group was not given any treatment. This study collected the data from the pre-test and post-test. The use of pre-test to know the students' first ability in vocabulary mastery and the post-test used to know the students' last ability in vocabulary mastery. The test was shared to experimental and control group to get the score of the students' achievement of vocabulary mastery. The test used was an objective learning outcomes tests in the form of matching form and short meaning of vocabulary answer form. The result of those tests compared to know whether the use of creation songs is effective on students' vocabulary mastery or not.

In analyzing the data, the researcher employed various technique. The researcher use normality test, homogeneity test, hypothesis testing, and N-Gain score test. To assess whether there exist a significant difference between the means of two related samples or not, a paired sample t-test was used. The paired sample t-test was utilized to analyze the pre- and post-test results for both the experimental and control groups, in order to address this question. To evaluate the hypothesis regarding the presence of a statistically significant difference between the post-test score of the experimental group and the post- test of control group, the independent t-test was used. In this hypothesis test, the t-test used the following formula:

$$t\text{-count} = \frac{\bar{D}}{\frac{sd}{\sqrt{n}}}$$

where:

D: average difference

Sd: standard deviation

N: number of sample

In order to address the aforementioned hypothesis, the researcher provides alternative hypothesis (Ha) and null hypothesis (H0) as follows:

Null Hypothesis (H0) there is no significant effect of using creation song on students' vocabulary mastery. (if t-test < t-table (0.05))

Alternative Hypothesis (Ha) there is a significant effect of using creation song on students' vocabulary mastery. (if t-test > t-table (0.05)) To scale the effectiveness of using a learning method in research that using control and experimental group, the N-gain score test was used. The formula of N-gain score could seen as follow:

With the effectiveness scale decision making (Hake, 1999), as follow:

Table 1. N-Gain Acquisition Category

N-Gain Acquisition Category	
Percentage (%)	Criteria
<40	Ineffective
40-55	Less Effective
56-75	Effective Enough
>76	Effective

Results & Discussion

This research aims to explore the substantial effect of creation song as instrumental tool on the vocabulary mastery of 4th grade students at SDN 04 Belik, Pemalang. The discourse emerged from the findings acquired through the examination of the gathered data. This research utilized the paired sample t-test to evaluate the statistical significance of the differences in students' vocabulary acquisition outcomes prior to and after exposed to the treatment, which involved the utilizing of the creation song. The data underwent paired sample statistics to facilitate a comprehensive descriptive analysis. The data indicates that the experimental class indicates that the mean score for the pre-test was 39.86, whereas the mean score for the post-test was 78.89. Throughout this period, the experimental class demonstrated an increase of 39.03 points. Suggesting the creation song media positively influences students' vocabulary mastery development, enhancing their ability to comprehend word definitions, spell vocabulary correctly, and employ words suitable within contextual frameworks. Furthermore, the utilization of creation songs as a medium in an innovative approach that positively influences students' academic performance and contributes to the enhancement of their educational achievements. This is in line with Ratminingsih's research (2015), which demonstrates that the implementation of creation songs is effective in enhancing learning outcomes and motivation. The integration of these songs makes the educational experience more engaging, captivating, and accessible.

Table 2. The Result of Paired Sample Statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test EC	39.8621	29	16.57822	3.07850
	Post-test EC	78.8966	29	14.17832	2.63285

Table 3. The Result of Paired Sample T-test in Experimental Class

Paired Samples Test									
		Paired Differences					Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p
					Lower	Upper			Two-Sided p
Pair 1	Pre-test EC	-					-		
	Post-test EC	39.03448	10.12240	1.87968	-42.88484	-35.18413	20.767	28	<.001

The findings of the descriptive analysis were substantiated through the application of the Paired Sample T-test, which was utilized to evaluate the hypothesis in both the control and experimental groups. The calculated p-value (2-sided p) was determine to be 0.001, signifying statistical significance at a threshold of 0.05. The null hypothesis (H0) has been rejected, while the alternative hypothesis (Ha) has been accepted. The mean matched difference is -39.04. This figure denotes the variation in the average score of the class from the pre-test to the post-test conducted within the experimental group. The representation can be articulated as (39.86-78.89=-39.03), with the difference falling within the range -42.88 to -35.18, which constitutes the 95% Confidence Interval of the Difference's lower and upper bounds. The output table presented above indicates that the t-count is negative, specifically -20.767. The negative t-count arises from the mean value of the pot-test exceeding that of the pre-test. In this scenario, a negative t-count may be viewed as beneficial. The findings indicated that the t-count value was 20.767.

The subsequent phase involves determining the t-table which established according to the degree of freedom (df) and the significance level. According to the data presented in the table, the degree of freedom 9df) is determined to be 28, while the significance level is established at 0.05%. The t-table value is 1.701, derived from the intersection of the column associated with a significance level of 0.05% and the row corresponding to a degree of freedom (df) value of 28. Upon examining the data presented, it becomes evident that the numerical value of 20.767 exceeds that of 1.701. The data observed indicate a statistically significant difference between the pre-test and post-test score in the experimental class.

Independent Samples Test												
			Levene's Test for Equality of Variances		t-test for Equality of Means							
			F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							One-Sided p	Two-Sided p			Lower	Upper
Pre-test	Equal variances assumed	0.93	0.339	-0.81	57	0.211	0.421	-3.8046	4.6951	-13.206	5.5972	
	Equal variances not assumed			-0.812	56.216	0.21	0.42	-3.8046	4.6828	-13.185	5.5754	

Figure 1. The Result of Independent Sample Test of Pre-test

Levene's test, which is used to evaluate the quality of column variances, has a significance value of 0.339, which indicates that the probability value (p) is greater than the Alpha level (0.05). The assumption of equal variance in t-test for equality of means, which leading to use of variance to compare population means, is required in order to demonstrate that the two groups are homogeneous. According to the table that was provided, the assumption of equal variances was utilized, and the significance (2-sided p) value was judged to be 0.421, which was higher than the Alpha level that had been decided to be 0.05. In light of this, it is possible to draw the conclusion that the null hypothesis (H_0) is supported, whilst the alternative hypothesis (H_a) is rejected when the independent t-test is under consideration. Accordingly, it is possible to draw the conclusion that there was no a significant difference between the average learning outcomes of students in the experimental class and those in the control class during the pre-test phase.

Based on the result of the independent sample test below, the t-distribution table formulated with degree of variance of 57 and a significance level of 0.05, generating a critical value of 1.67. The analysis yielded a significance value (2-sided p) of 0.001, which is below the established alpha level of 0.05. Consequently, it could be conclude that the results of the independent t-test support the acceptance of the alternative hypothesis (H_a) while rejecting the null hypothesis (H_0). For the t-count value to surpass the t-table value, it is imperative that the value of 5.82 is greater than 1.67. The findings indicates that the Creation Song significantly influences the acquisition of vocabulary mastery among fourth grade students.

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Post-test	Equal variances assumed	3.419	0.07	5.822	57	<.001	<.001	26.363	4.5285	17.295	35.431
	Equal variances not assumed			5.855	52.332	<.001	<.001	26.363	4.5026	17.329	35.397

Figure 2. The Result of Independent Sample Test of Post-test

The creation songs has a significant impact on improving students' vocabulary mastery. As noted by Ratminingsih (2016), the incorporation of creation songs in the classroom can provide a numerous of advantages, such as enhancing the teaching of language in more captivating way, thereby aiding in the retention of vocabulary, linguistics structures, and authentic language use. Furthermore, it has the capacity to evoke students' emotions throughout the educational experience. Based on the N-Gain score, the utilization of creation songs as media for teaching vocabulary has an effective criteria, because in the experimental class yielded the N-gain score of 78.09%, which surpass the objective value of 76%, respectively.

This study discovered that using creation songs as a media for learning vocabulary made students enthusiastic and interested in English learning. This is align with Dwinalida's (2021) assertion that the environmental factors, including media, could impact students motivation in learning English. According to Sevik (2011), the integrating songs into educational process is an effective strategy for improving English learning outcomes, especially in subject such as vocabulary and skill like listening and speaking. Through the creation songs media, students passively receive the language and actively demonstrate it through singing or mumbling, thereby enhancing their ability to keep in mind the words more quickly. The creation songs as a media significantly enhanced students' engagement and enthusiasm for classroom activities, providing them with delightful vocabulary-learning experience. It supported by a significant difference in vocabulary test scores among students.

The impact of employing creation songs as medium for vocabulary learning demonstrated a significant enhancement in students' vocabulary mastery, aligning with the primary aim of the research. The experimental group, subjected to the creation songs media, exhibited a noteworthy post-test score. The theory posited by Jadal (2011), suggest that the incorporation of creation songs into educational process serves as powerful method for enhancing English learning result. The result of this study suggest that employing creation song media is not only effective but also suitable for elementary school children acquiring English. This approach significantly enriches the enjoyment, excitement, and engagement inherent in the learning experience, particularly regarding vocabulary development.

Conclusion

This study looked for to assess the efficacy of utilizing creation songs as medium for enhancing students' vocabulary mastery. The result and discourse suggest that the incorporation of creation songs as a medium within the educational environment profoundly influenced students' academic outcomes. The findings of the study revealed that employing creation songs as a vocabularies teaching tool resulted in improved students' performance, as evidenced by higher post-test scores relative to the pre-test scores. Furthermore, the t-count exceed the t-table value ($5.82 > 1.67$) with a degree of freedom of 57 and a significance level of 0.05. The probability (Sig. 2-sided p) was found to be less than threshold of significance ($0.001 < 0.05$). Given that the t-count exceed the t table and the p-value is less than 0.05, one could conclude that the null hypothesis, which posits no significant difference, is rejected in favor of alternative hypothesis, which asserts the presence of a significant difference. Furthermore, the N-gain score test yielded a result of 78.09% in the experimental class. The outcome indicates that, according to the N-gain acquisition table criteria, the experimental class achieved 78.09%, surpassing the 76% benchmark, indicating that the implementation of creation songs as an educational medium proves to be effective. This research still has number of limitations, the most significant of which are the constraints of time and resources that are available. A more in-depth or comprehensive examination was not possible due to the short amount of time that was available. Additionally, the limited budget made it difficult to conduct the study in its entirety and prevented the employment of procedures that were more expensive. In addition, the study was hindered by several factors, including a lack of access to essential resources, such as cutting-edge technology or equipment, and an inadequate workforce. The breadth and depth of the study were both decreased as a result of these constraints, and it is possible that the findings cannot be generalized to a larger population. It is possible for researchers to provides a more full view of the study and assist readers in better comprehending the findings if they acknowledge the limits.

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