

Song-Based English Learning in Elementary Schools: A Systematic Literature Review

¹Holy Angelica Hot Mauli Gultom, ²*Nadia Tiara Antik Sari, ³Neneng Sri Wulan

¹Primary School Teacher Education Program, Purwakarta Campus, Universitas Pendidikan Indonesia, Veteran Street No. 8, Nagri Kaler, Purwakarta District, Purwakarta Regency, West Java, Indonesia

*Corresponding Author e-mail: nadiatiara.as@upi.edu

Received: June 2026; Revised: July 2026; Accepted: August 2026; Published: September 2026

Abstract

Research on song-based English learning in elementary schools has developed significantly in recent years because songs are considered capable of creating an enjoyable learning atmosphere, increasing students' motivation, and helping students master basic English skills. However, studies related to the use of songs in English learning are still scattered across various publications, so they have not yet provided a comprehensive overview of research trends, research focuses, methodological characteristics, learning strategies, and research gaps that can still be further developed. Therefore, this study aims to analyze the development of research on song-based English learning in elementary schools during the 2015-2025 period. This study employed the Systematic Literature Review (SLR) method guided by PRISMA 2020. The literature search process was conducted through Google Scholar and Scopus databases using keywords relevant to the research topic. Articles were selected based on inclusion and exclusion criteria, including publication years 2015–2025, research focus, participants, research design, and availability of full-text articles. The data were analyzed descriptively through the stages of identification, selection, quality assessment, data extraction, and data synthesis. The results showed that the main research focuses were vocabulary mastery, listening and speaking skills, pronunciation, and students' learning motivation. The methodological characteristics of the studies were generally dominated by quantitative and qualitative approaches with simple experimental and descriptive designs. In addition, the learning strategies used tended to be interactive, enjoyable, and student-centered through singing activities, lyric repetition, audio media, and physical movements. The findings indicate that the use of songs has a positive impact on students' English skills, motivation, and engagement in the learning process. However, studies related to writing skills, grammar, authentic communication, and digital technology integration are still limited and can become opportunities for future research. This study is expected to serve as a reference for developing more innovative English learning practices in elementary schools.

Keywords: English language learning; Songs; Elementary school; Systematic literature review; Song-based learning

How to Cite: Gultom, H.A.H.M., Sari, N.T.A., & Wulan, N.S. (2026). Song-Based English Learning in Elementary Schools: A Systematic Literature Review. *Journal of Language and Literature Studies*, 6(3), 1409-1419. doi: <https://doi.org/10.36312/jolls.v6i3.5647>



<https://doi.org/10.36312/jolls.v6i3.5647>

Copyright© 2026, Gultom et al.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) License.



INTRODUCTION

English is one of the international languages that plays an important role in global communication, education, and the development of science. Therefore, English proficiency has become an essential competency to be developed from an early age. Language proficiency encompasses four fundamental skills, namely listening, speaking, reading, and writing (Winarko et al., 2023);(Maharani Santika et al., 2021). At the elementary school level, English learning needs to be designed using engaging approaches that are appropriate to students' characteristics (Sari, 2025). Elementary school students tend to understand learning materials more easily through enjoyable and

interactive activities involving various learning media (Hidayat, 2024);(Asqia et al., 2024). One of the media that can be used in English learning at the elementary school level is songs. The use of songs in language learning can help students memorize vocabulary, practice pronunciation, and improve listening and speaking skills (Farhansyah et al., 2023);. In addition, songs can create a more enjoyable learning atmosphere, thereby increasing students' motivation and participation in the learning process (Hidayat, 2024).

Various previous studies have shown that the use of songs in song-based English learning at the elementary school level has a positive impact on students' English abilities. Kurniati et al., (2021) found that the use of scripted songs improved elementary school students' listening and speaking skills. Research by (Amalia & Yulianto, 2025);(Nasrullah et al., 2025) also showed that the use of songs significantly improved students' vocabulary mastery. In addition, (Yuliana, 2024) found that songs increased students' learning motivation and engagement in English learning. Another study conducted by (Tauran, 2025) showed that students had positive perceptions of the use of songs because the learning process became more enjoyable and helped students understand the material more easily. These findings indicate that songs have great potential as a medium for English language learning in elementary schools.

Nevertheless, various studies on song-based English learning are still scattered across different publications, so the development of this research area has not been comprehensively described. Most studies tend to focus on testing the effectiveness of songs on students' learning outcomes, while research specifically mapping publication trends, research focuses, methodological characteristics, characteristics of learning methods and strategies, and research gaps on this topic remains limited. In fact, analyzing research trends is important to identify the direction of research development, determine dominant research focuses, and discover research opportunities that can still be developed in the future.

Based on these problems, a study that can provide a comprehensive overview of the development of research related to song-based English learning in elementary schools is needed. Therefore, this study employs the Systematic Literature Review (SLR) method with PRISMA 2020 guidelines to identify, select, evaluate, and synthesize relevant research articles systematically. Through this study, it is expected that an overview of publication trends, main research focuses, methodological characteristics, major findings, and research gaps that can still be developed in the study of song-based English learning in elementary schools over the last decade will be obtained.

RESEARCH METHOD

Research Design

This study employed the Systematic Literature Review (SLR) method to identify, evaluate, and synthesize previous studies related to song-based English learning in elementary schools systematically and comprehensively. The SLR method was selected because it enables researchers to obtain a transparent, structured, and replicable overview of research developments on a particular topic (Kitchenham, 2007). This study also adopted the PRISMA 2020 guidelines (Haddaway et al., 2022a);(Liberati et al., 2009a) to support the processes of article identification, selection, and reporting systematically. The study's stages consisted of determining eligibility criteria, conducting literature searches, study selection, data extraction, and data synthesis to analyze publication trends, research focuses, methodological characteristics, learning strategies, and research gaps in song-based English learning studies at the elementary school level.

Literature Search Process

The literature search process was conducted through academic databases, namely Google Scholar and Scopus, covering the publication period from 2015 to 2025. Article metadata were collected using Publish or Perish, while the screening and duplicate removal processes were conducted using Rayyan to ensure a systematic and transparent review process. The search strategy employed the following keyword combinations: (“English learning” OR “English teaching”) AND (song OR songs OR “song-based learning”) AND (“elementary school” OR “primary school”) for Google Scholar, and TITLE-ABS-KEY ((“English learning” OR “English teaching”) AND (song OR songs OR “song-based learning”) AND (“elementary school” OR “primary school”)) for Scopus. The search was conducted on April 28, 2026. The screening process was conducted by one reviewer, namely the author of this study.

Eligibility Criteria

The inclusion criteria comprised articles published in Indonesian or English between 2015 and 2025, available in full-text form, focusing on the use of songs in English learning at the elementary school level, involving elementary school students as research participants, employing an empirical research approach, and published in nationally accredited SINTA-indexed journals or relevant international journals. Meanwhile, the exclusion criteria included articles that were irrelevant to the research focus, duplicate articles, conference proceedings, undergraduate theses, master’s theses, dissertations, non-empirical studies, and studies conducted in non-formal settings.

The inclusion and exclusion criteria were systematically applied during the screening and eligibility stages to ensure that the selected articles were relevant to the objectives of the study. Based on the selection process, 10 articles met all the inclusion criteria and were subsequently included in the analysis.

Study Selection Process

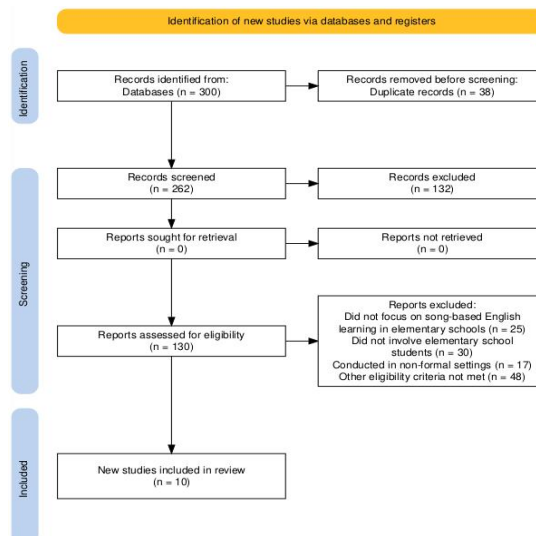


Figure 1. PRISMA 2020 Flow Diagram

The study selection process followed the PRISMA 2020 guidelines, consisting of identification, screening, eligibility, and inclusion stages, as presented in the PRISMA Flow Diagram (Liberati et al., 2009b); (Haddaway et al., 2022b). Initially, 300 records were identified through the Google Scholar and Scopus databases using the predetermined search strategy. After removing 38 duplicate records, 262 records remained for the screening stage. During title and abstract screening, 132 records were excluded because they did not meet the predefined relevance criteria, leaving 130 reports for eligibility assessment. At the eligibility stage, 25 reports were excluded because they

did not focus on song-based English learning in elementary schools, 30 reports did not involve elementary school students, 17 studies were conducted in non-formal settings, and 48 reports did not meet other predetermined eligibility criteria. Consequently, 10 studies met all inclusion criteria and were included in the final analysis. The complete study selection process is presented in Figure 1 through the PRISMA Flow Diagram.

Study Quality Assessment

Study quality and relevance were assessed through the systematic application of the inclusion and exclusion criteria during the screening and eligibility stages. Articles were assessed based on their relevance to the research focus, participant characteristics, learning context, research design, full-text availability, and compliance with the predetermined publication criteria. The screening process was conducted by one reviewer, namely the author of this study, using Rayyan to manage the retrieved articles and identify duplicates. Articles that did not meet the predetermined criteria were excluded from the analysis, while articles that fulfilled all inclusion criteria were retained for data extraction and synthesis.

Data Analysis

Data analysis in this study employed descriptive qualitative analysis through content analysis techniques (Krippendorff, 2022). Data extracted from the 10 selected articles were systematically identified, classified, and synthesized based on predetermined research indicators. These indicators included publication trends, main research focuses, methodological characteristics, learning methods and strategies, research subjects, and research gaps in song-based English learning at the elementary school level. The extracted data were then compared across the selected studies to identify similarities, differences, patterns, and emerging trends. The findings were subsequently interpreted descriptively to provide a comprehensive overview of research on song-based English learning at the elementary school level during the 2015–2025 publication period.

RESULTS AND DISCUSSION

Based on the systematic literature review process, 10 articles met the established inclusion criteria and were included in the final analysis. The selected studies were analyzed based on publication trends, research focuses, methodological characteristics, research subjects, learning methods and strategies, and major findings. The synthesis of these studies was organized according to the research questions to identify patterns, similarities, differences, and research gaps in song-based English learning at the elementary school level.

Table 1. Characteristics of the Included Studies

No	Article Title	Authors	Year	Research Objective	Characteristics of Learning Methods and Strategies	Research Findings
1	Using English Songs to Teach Vocabulary in an Elementary School	Murtiningsih, S. R., dkk	2023	To examine the impact of children's songs on vocabulary mastery (50-100)	Group Singing Strategy: Using songs for the "describing someone" material combined with textbook exercise	The average score increased significantly from 59.44 to 88.89 (very good category)
2	The Effectiveness of Audio Media for English Learning Based on Scripted Song at The Fifth Grade of Elementary School	Kurniati, E., dkk	2021	To determine the effectiveness of theme-based scripted-song audio media for Grade V	Scripted Song Strategy: Using a song CD with curriculum-based lyrics set to a familiar melody; students listen and then sing together	The average score increased from 6.69 (fair) to 8.32 (good); students felt more enthusiastic and found the material easier to understand

No	Article Title	Authors	Year	Research Objective	Characteristics of Learning Methods and Strategies	Research Findings
				elementary school students		
3	Story and Song in Teaching English to Young EFL Learners: How Powerful?	Gusrayani, D.	2015	To compare the cohesion patterns of stories and songs to understand for vocabulary learning	Narrative-Music Integration Model: Comparing the use of the story “Oly” and the song “Angels” in joyful learning activities	Stories were stronger in building conceptual vocabulary, whereas songs were superior for interest/enjoyment
4	Exploring the Effectiveness of Songs for Learning Improvement: A Case of Elementary Level Students’ English Skills	Rorintulus dan Wuntu	2023	To examine the effectiveness of integrating songs into vocabulary, pronunciation, and listening skills	Interactive Multisensory Approach: Using body movements (clapping/moving) while singing to strengthen lyric memory	Songs increased vocabulary retention by 20% compared with traditional methods; they had a positive impact on motivation
5	Song For Teaching English Vocabularies in The Fourth Grade Student	Gita, A. I., dkk	2021	To analyze English vocabulary teaching activities using songs	Brainstorming Model: Using a YouTube link to an Alphabet song as a class opener to attract students’ attention	The Alphabet song was the most enjoyable and frequently used; students were highly motivated to learn
6	Efektivitas Media Audio Pembelajaran Bahasa Inggris Berbasis Lagu Kreasi di Kelas Lima Sekolah Dasar	Ratmaningsih, N. M.	2016	To report the effectiveness of theme-based audio media using creative songs (scripted songs)	Inductive Scripted Song Model: Lyrics are specially created according to the theme using the melody of a familiar children’s song	The average score increased from 6.69 (fair) to 8.31 (good); students’ learning motivation increased by 100%
7	Exploring Motivation for Learning English Through English Songs of Sixth-Grade Students	Emi, dkk	2024	To measure and analyze the extent to which English songs can motivate students	Auditory Stimulus Strategy: Integrating lyric content relevant to students’ lives to encourage active engagement	There was a strong positive correlation (0.477) between the use of songs and motivation
8	Implementation of the Use of Song As A Method Of Learning English For Children	Andayani, E. S.	2022	To analyze the use of songs to improve the effectiveness of children’s learning outcomes	Joyful Learning Model: Using songs such as “If you’re happy and you know it” combined with physical movements	Children felt happier, learned subconsciously, and found it easier to understand the material compared with standard methods
9	The Use of Song in Teaching Speaking for Primary School Students	Sasmita, T. A.	2024	To examine the use of songs to improve speaking skills	Practical Pronunciation Model: Students practice pronouncing new vocabulary through song lyrics before conducting speaking practice	The average score increased from 80.53 (pre-cycle) to 86.60 (Cycle II); students became more confident and relaxed when speaking
10	Elementary Students Perception Towards the Use of Songs in English Language Learning	SGA Tauran	2025	To assess students’ perceptions of the impact of songs on pronunciation and	Immersive and Enjoyable Model: Focusing on pronunciation mimicry and repeated exposure to song lyrics	High satisfaction score (mean 4.61); positive impact on pronunciation, but there were concerns about long-term retention

No	Article Title	Authors	Year	Research Objective	Characteristics of Learning Methods and Strategies	Research Findings
vocabulary						

The characteristics of the included studies show variations in publication year, research objectives, methodological approaches, research subjects, research focuses, learning strategies, and research findings. These characteristics provide the basis for the synthesis and discussion presented according to the research questions.

RQ 1: How Have Publication Trends in Research on Song-Based English Learning in Elementary Schools Evolved During the 2015–2025 Period?

The analysis of publication trends in research on song-based English learning in elementary schools shows a fluctuating pattern during the 2015–2025 period. The distribution of identified publications provides an overview of the research attention given to the use of songs in elementary English learning during the study period. To illustrate this publication pattern, the distribution of identified publications from 2015 to 2025 is presented in Figure 2.

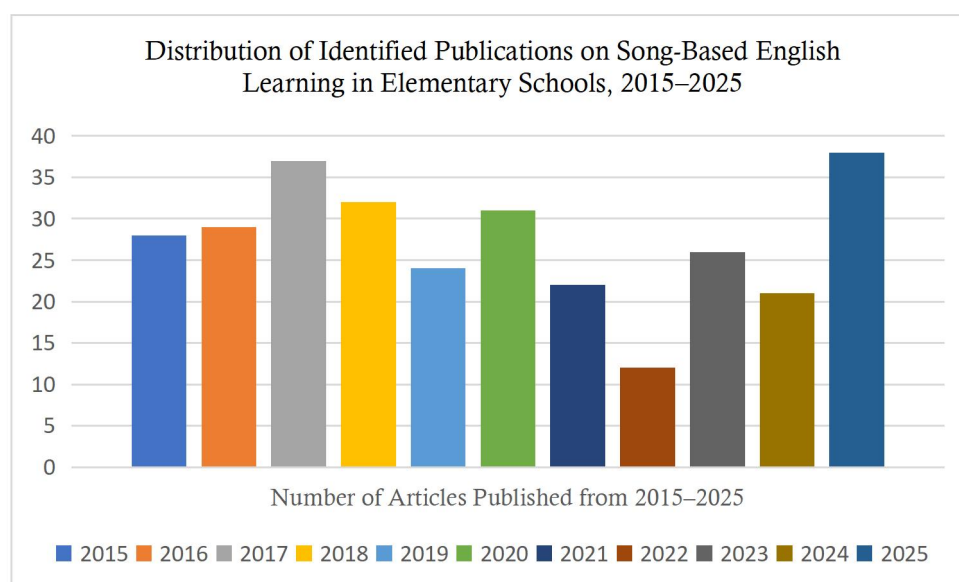


Figure 2. Publication Trends of Research on Song-Based English Learning in Elementary Schools During the 2015-2025 Period

Based on Figure 2, the distribution of identified publications on song-based English learning in elementary schools fluctuated throughout the 2015–2025 period. A total of 300 records were identified during the initial literature search, with the highest number of publications recorded in 2025 (38 articles), followed by 2017 (37 articles) and 2018 (32 articles). In contrast, 2022 recorded the lowest number of identified publications, with 12 articles. The fluctuation in publication numbers indicates that research on song-based English learning has received varying levels of attention across the 2015–2025 period. The relatively high number of publications in several years suggests continued research interest in the use of songs as a learning medium in elementary English education.

The development of this research trend indicates that songs are increasingly recognized as an effective medium for supporting English learning in elementary schools. Songs are considered capable of creating a more enjoyable classroom atmosphere, enhancing students' learning motivation, and helping students understand English

materials through lyric repetition and singing activities. These findings are consistent with the studies conducted by (Yuliana, 2024);(Tauran, 2025a), which reported that the use of songs improved students' engagement and motivation during English instruction. Furthermore, the increasing number of publications in recent years reflects the growing implementation of student-centered learning approaches that emphasize active, communicative, and enjoyable learning experiences for elementary school students. Therefore, the publication trend suggests that song-based English learning remains a relevant and promising area for further research and instructional development.

RQ2: What are the main research focuses investigated in studies on song-based English learning in elementary schools?

Based on the analysis of the 10 selected research articles, the main research focus in studies on song-based English learning in elementary schools was predominantly related to vocabulary mastery. Songs were commonly used as learning media to help students recognize, understand, and memorize English vocabulary through singing activities and lyric repetition. Studies conducted by (Murtiningsih et al., 2023);(Gita et al., 2021) reported that the use of songs was effective in improving students' vocabulary mastery because songs presented words in enjoyable and easily understandable contexts for elementary school students. This finding indicates that songs are widely perceived as an appropriate medium for developing students' foundational English language skills from an early age (Amanda et al., 2024).

In addition to vocabulary mastery, songs were also widely used to develop listening and speaking skills, including pronunciation. Songs provide audio stimulation that helps students understand pronunciation, intonation, and language rhythm in a more natural and enjoyable way. (Kurniati et al., 2021a);(Maulani Dewi et al., 2024) found that the use of scripted songs was effective in improving elementary school students' listening and speaking skills, while (Sasmita & Inayah, 2024) reported that songs could improve students' speaking abilities as well as their confidence in communicating in English. However, the use of songs in developing writing and grammar skills is still relatively limited, indicating opportunities for further research in future studies.

However, the use of songs to develop more complex language skills, particularly writing and grammar, remains relatively limited. This indicates that research on song-based English learning in elementary schools has tended to emphasize vocabulary and oral language development rather than broader language competencies. Therefore, further research is needed to explore how songs can be integrated with learning activities that support writing, grammar, and other more complex aspects of English language development.

RQ3: What are the methodological characteristics of studies on song-based English learning in elementary schools?

The analysis indicates that the methodological characteristics of studies on song-based English learning in elementary schools were mainly represented by quantitative and descriptive qualitative approaches. Quantitative studies generally employed simple experimental designs, including pre-test and post-test procedures, to examine the effectiveness of songs in improving students' English learning outcomes. Studies conducted by (Murtiningsih et al., 2023);(Kurniati et al., 2021a) for example, employed experimental approaches to examine the effectiveness of songs in supporting students' English language development. In addition, several studies employed descriptive qualitative approaches to describe the implementation of song-based learning and students' responses to the use of songs. This approach can provide information about the

learning process and students' experiences during song-based English learning, as demonstrated in studies by (Gita et al., 2021);(Sri Andayani, 2022);(Rorintulus & Wuntu, 2023). The selected studies generally involved elementary school students, particularly those in the upper grades, as the main research participants.

The predominance of simple experimental and descriptive qualitative designs indicates that research on song-based English learning in elementary schools has mainly focused on examining the effectiveness and implementation of songs in specific classroom contexts. Although these approaches provide useful empirical evidence regarding students' learning outcomes and experiences, most studies were conducted within relatively limited contexts, which may restrict the broader generalizability of their findings. Furthermore, more diverse methodological approaches, such as mixed-methods and longitudinal research, were not commonly found among the selected studies. This indicates an opportunity for future research to employ more diverse and comprehensive methodological designs to examine the long-term effects and broader applicability of song-based English learning in elementary schools.

RQ4: What are the characteristics of the learning methods and strategies applied in studies on song-based English learning in elementary schools?

Based on the analysis of the 10 reviewed articles, the most frequently applied learning method was song-based learning, which was combined with joyful learning and student-centered learning approaches. The learning strategies commonly implemented included singing activities, lyric repetition, listening and repeating exercises, the use of audio media, and movement-and-song activities that encouraged students' active participation. Several studies also employed scripted songs that were adapted to the learning materials to help students understand vocabulary, pronunciation, and English language patterns in a more contextualized manner (Kurniati et al., 2021);(Murtiningsih et al., 2023). The main characteristic of these methods and strategies was their ability to create interactive, communicative, and enjoyable learning experiences that align with the characteristics of elementary school students, who tend to learn more effectively through direct experiences and engaging learning media.

In general, all studies indicated that the use of songs had positive impacts on English learning at the elementary school level. Songs were proven to improve vocabulary mastery, listening and speaking skills, pronunciation, learning motivation, as well as students' engagement during the learning process (Budiman et al., 2021);(Maulani Dewi et al., 2024). In addition, the use of songs helped create a more enjoyable and interactive learning atmosphere, enabling students to become more confident in using English. Studies conducted by (Yuliana, 2024) and (Tauran, 2025) revealed that songs could improve students' learning motivation and positive perceptions toward English learning. One example of the implementation of this strategy was found in the study conducted by (Sri Andayani, 2022), which used the song *If You're Happy and You Know It, Clap Your Hands*. The song was combined with singing activities and physical movements to create a more active and enjoyable learning environment. Furthermore, the repetition of lyrics helped students understand and memorize English vocabulary more easily, while also improving their listening and speaking skills through pronunciation, intonation, and speaking fluency practice. However, most studies still focused on vocabulary and speaking skills, whereas research related to writing, grammar, authentic communication, and digital technology integration remains relatively limited. Therefore, these areas represent potential opportunities for future research.

RQ5: What are the main findings and research gaps that can still be developed in studies on song-based English learning in elementary schools?

The synthesis of the 10 selected studies indicates that song-based English learning generally provides positive contributions to elementary students' English learning experiences and language development. The most frequently reported benefits were related to vocabulary mastery, listening and speaking skills, pronunciation, learning motivation, and students' engagement in the learning process. Songs were also reported to create more enjoyable and interactive learning environments, which may encourage students to participate more actively in English learning activities. Studies by (Yuliana, 2024);(Tauran, 2025) reported improvements in students' motivation and positive perceptions toward English learning, while studies by (Murtiningsih et al., 2023);(Kurniati et al., 2021a) demonstrated the usefulness of songs in supporting students' basic English language development.

Despite these positive findings, the synthesis also identified several areas that remain underexplored. First, the reviewed studies were largely concentrated on basic English language skills, particularly vocabulary, listening, speaking, and pronunciation. In contrast, the use of songs to support writing, grammar, and authentic communication was less frequently examined. This indicates that the pedagogical potential of songs has not yet been fully explored across different dimensions of English language learning. Second, methodological diversity remains limited. The reviewed studies were commonly conducted using simple experimental or descriptive qualitative designs and within specific classroom contexts. More comprehensive approaches, including mixed-methods and longitudinal designs, were not commonly represented among the selected studies. This limitation suggests the need for future research that combines quantitative evidence with qualitative information about students' learning experiences and examines the effects of song-based learning over a longer period. Third, the integration of digital technology into song-based English learning remains relatively limited in the reviewed literature. Future studies could therefore investigate technology-supported song-based learning through interactive digital media, multimedia learning environments, or other forms of technology-enhanced instruction. Overall, the findings suggest that future research should move beyond examining the general effectiveness of songs and explore how song-based learning can be systematically designed to support broader language skills, diverse learner needs, and technology-enhanced learning environments.

CONCLUSION

Based on the results of the Systematic Literature Review of studies on song-based English learning in elementary schools published between 2015 and 2025, it can be concluded that songs provide positive contributions to the English learning process and learning outcomes of elementary school students. The findings indicate that songs are particularly effective in supporting vocabulary mastery, listening and speaking skills, pronunciation, learning motivation, and students' engagement during the learning process. Research on song-based English learning has remained an area of academic interest throughout the study period, although publication patterns varied across years.

The methodological characteristics of the included studies were predominantly quantitative approaches using simple experimental designs and small-scale descriptive qualitative studies. The learning strategies commonly applied were generally student-centered, involving singing activities, lyric repetition, scripted songs, audio media, and physical activities that supported students' active participation during the learning process. These findings indicate that songs can function not only as learning media but also as instructional strategies that create interactive, enjoyable, and student-appropriate learning environments.

This study provides a systematic synthesis of publication trends, major research focuses, methodological characteristics, learning strategies, and research gaps in studies

on song-based English learning in elementary schools. However, studies focusing on writing skills, grammar, authentic communication, digital technology integration, mixed-methods approaches, and longitudinal designs remain relatively limited. Therefore, future research should explore these areas through larger samples, more diverse methodological approaches, longer research periods, and the integration of digital learning technologies to obtain more comprehensive evidence regarding the use of songs in elementary English learning.

RECOMMENDATION

Based on the findings of this study, future research is recommended to expand investigations on song-based English learning in elementary schools by examining language skills that have received relatively limited attention, such as reading, writing, grammar, and authentic communication. Future studies should also involve larger participant groups, broader geographical coverage, and more diverse research designs, including mixed-methods and longitudinal studies, to provide a more comprehensive understanding of the effectiveness of songs in English language learning. Furthermore, the integration of songs with digital technologies, such as educational applications, interactive media, and online learning platforms, should be explored to meet the demands of 21st-century education. The limitations of this study include the relatively small number of articles analyzed, which were restricted to those meeting the inclusion criteria, and the predominance of studies focusing on vocabulary and speaking skills. Consequently, the findings may not fully represent the broader potential of song-based learning in elementary school English education.

ACKNOWLEDGMENT

The authors would like to thank all individuals and institutions who contributed to the completion of this study. Their support and assistance were invaluable throughout the research process.

REFERENCES

- Amalia, R. M., & Yulianto, S. (2025). Pengembangan media lagu berbantuan *magic spell card* untuk meningkatkan penguasaan kosakata bahasa Inggris siswa SD. *Jurnal Ilmiah Pendidikan Citra Bakti*, 12(3), 650–663. <https://doi.org/10.38048/jipcb.v12i3.5385>
- Amanda, M. T., Widiastuty, H., & Aji, M. A. T. (2024). Pemanfaatan lagu *One Call Away* untuk meningkatkan penguasaan kosakata bahasa Inggris pada siswa MTs Terpadu Berkah Palangka Raya. *Jurnal Kabar Masyarakat*, 2(4), 239–247. <https://doi.org/10.54066/jkb.v2i4.2670>
- Andayani, E. S. (2022). Implementation of the use of song as a method of learning English for children. *Jurnal Education and Development*, 10(1), 289–293.
- Asqia, N., Putri, R., & Sutiha. (2024). Implementasi gerak dan lagu dalam meningkatkan kepercayaan diri anak usia 5–6 tahun. *Lentera Anak*, 5(2). <https://doi.org/10.34001/jla.v5i2.7596>
- Budiman, I., Saori, S., Anwar, R. N., Fitriani, & Pangestu, M. Y. (2021). Analisis pengendalian mutu di bidang industri makanan (Studi kasus: UMKM Mochi Kaswari Lampion Kota Sukabumi). *Jurnal Inovasi Penelitian*, 1(10), 2185–2190. <https://doi.org/10.47492/jip.v1i10.419>
- Farhansyah, M., Mutmainah, & Anggraini, F. (2023). Analisis penggunaan lagu untuk meningkatkan kemampuan berbahasa Inggris mahasiswa. *Indonesian Journal of Innovation Multidisipliner Research*, 1(1), 10–20. <https://doi.org/10.69693/ijim.v1i1.2>

- Gita, A. I., Wedhanti, N. K., & Budiarta, L. G. R. (2021). Song for teaching English vocabularies in the fourth grade students. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(2), 164–169. <https://doi.org/10.23887/jpbi.v9i2.35850>
- Haddaway, N. R., Page, M. J., Pritchard, C. C., & McGuinness, L. A. (2022). PRISMA2020: An R package and Shiny app for producing PRISMA 2020-compliant flow diagrams, with interactivity for optimised digital transparency and Open Synthesis. *Campbell Systematic Reviews*, 18(2), e1230. <https://doi.org/10.1002/cl2.1230>
- Hidayat, I. N. (2024). Increasing students' motivation in learning English through song at elementary school. *JADEs Journal of Academia in English Education*, 5(1), 165–181. <https://doi.org/10.32505/jades.v5i1.8516>
- Kitchenham, B., & Charters, S. (2007). *Guidelines for performing systematic literature reviews in software engineering* (EBSE Technical Report EBSE-2007-01). Keele University and Durham University.
- Krippendorff, K. (2019). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications. <https://doi.org/10.4135/9781071878781>
- Kurniati, E., Zaim, M., Jufrizal, & Jufri. (2021). The effectiveness of audio media for English learning based on scripted song at the fifth grade of elementary school. *Elementary Education Online*, 20(1), 208–216. <https://doi.org/10.17051/ilkonline.2021.01.023>
- Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P. A., Clarke, M., Devereaux, P. J., Kleijnen, J., & Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate healthcare interventions: Explanation and elaboration. *BMJ*, 339, b2700. <https://doi.org/10.1136/bmj.b2700>
- Maharani Santika, D., Agung, M., & Apriliani, K. (2021). Video pembelajaran untuk peningkatan kemampuan bahasa Inggris tingkat sekolah dasar. *International Journal of Community Service Learning*, 5(4), 342–352. <https://doi.org/10.23887/ijcsl.v5i4.40865>
- Maulani Dewi, N., & Ali Mirza, A. (2024). Utilization of “lyrical scramble” game in learning listening skills to increase student motivation. *Jurnal GEMBIRA (Pengabdian Kepada Masyarakat)*, 2(5), 1835–1845. <https://gembirapkm.my.id/index.php/jurnal/article/view/688>
- Murtiningsih, S. R., Dwi Putri, A. W., & Puspawati, I. (2023). Using English songs to teach vocabulary in an elementary school. *Berdikari: Jurnal Inovasi dan Penerapan Ipteks*, 11(1), 116–127. <https://doi.org/10.18196/berdikari.v11i1.16441>
- Nasrullah, N., Putri, N. I. D., & Fitriasih, N. (2025). Meningkatkan kosa kata bahasa Inggris peserta didik kelas 3 sekolah dasar melalui lagu. *Innovative: Journal of Social Science Research*, 5(1), 4358–4368. <https://doi.org/10.31004/innovative.v5i1.16986>
- Rorintulus, O. A., & Wuntu, C. N. (2023). Exploring the effectiveness of songs for learning improvement: A case of elementary level students' English skills. *Edumaspul: Jurnal Pendidikan*, 7(2), 3336–3349. <https://doi.org/10.33487/edumaspul.v7i2.6913>
- Sari, N. T. A. (2025). *Pembelajaran bahasa Inggris di sekolah dasar: Teori dasar, ide pembelajaran dan sumber pembelajaran inovatif* (G. Rajasa, Ed.). CV Ruang Tentor. <https://www.penerbitruangtentor.com/2025/07/pembelajaran-bahasa-inggris-di-sekolah.html>
- Sasmita, T. A., & Inayah, R. (2024). The use of song in teaching speaking for primary school students. *PROJECT (Professional Journal of English Education)*, 7(3), 528–534.

- Tauran, S. G. A. (2025). Elementary students perception towards the use of songs in English language learning. *Journal of Educational Management Research*, 4(6), 3120–3133. <https://doi.org/10.61987/jemr.v4i6.1496>
- Winarko, A., Rini, S., & Kusumawati, E. R. (2023). Analisis ketrampilan berbahasa Inggris anak usia 11–12 tahun pasca pandemi COVID-19. *Jurnal Pengabdian Kepada Masyarakat Nusantara*, 4(1), 1655–1660. <https://doi.org/10.55338/jpkmn.v4i1.1151>
- Yuliana, E. (2024). Efektivitas lagu bahasa Inggris untuk memacu semangat belajar siswa kelas 6A SDS Amkur Pemangkat. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 1(1), 502–508. <https://doi.org/10.26418/jppk.v1i01.87370>