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CHAPTER 4 FINDING AND DISCUSSION

This chapter presents the result of the research findings and discussion of this study. The findings show the strategies used by teachers when using English children's songs as materials for teaching student vocabulary to young learners.

To make the findings clear and trustworthy, the data in this chapter were taken directly from classroom observations and supported by teacher interviews. The data were gathered from four observation sessions in different classes with two English teachers. The first and second observations were conducted in Grade 5A and 5C with Ms. Zari, the material focusing on vocabulary about months of the year and ordinal numbers. Meanwhile, the third and fourth observations were conducted in Grade 3B and 3C with Ms. Naura, the material focusing on basic numbers vocabulary. The classes and learning materials were not chosen or determined by the researcher, but followed regular schedules and materials prepared by teacher on that days.

The presentation of the findings is structured around five main themes and eleven sub-themes, the themes identified through thematic analysis: repetition strategy, gesture strategy, drilling strategy, total physical response (TPR), and complementary instructional support strategies. Each theme provides an explanation of the specific strategies employed by the teachers in the classroom context, the complete list of these themes and their data sources is shown in the table below:

No.	Themes	Sub-Themes	Data Sources
1.	Theme 1: Repetition Strategy	1.1 Audio-Visual & Live Song-Based Repetition 1.2 Cumulative Repetition for Recalling & Retention	Observation 1, 2, 3, 4 Interview Ms. Zari (Q1, Q2) Interview Ms. Naura (Q1, Q2)
2.	Theme 2: Gesture	2.1 Visual Representation of Word Meaning (Finger	Observation 1, 2, 3, 4

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	Strategy	Gestures) 2.2 Gestural Support during Song Activities	Interview Ms. Zari (Q3, Q4) Interview Ms. Naura (Q3, Q4)
3.	Theme 3: Drilling Strategy	3.1 Pronunciation Modeling & Corrective Feedback 3.2 Chain Drilling Practices	Observation 1, 2, 3, 4 Interview Ms. Zari (Q5, Q6, Q13) Interview Ms. Naura (Q5, Q6)
4.	Theme 4: Total Physical Response (TPR)	4.1 Contextual and Topic Dependent Implementation of TPR 4.2 Constraints and Limitations in Integrating Physical Response	Interview Ms. Zari (Q7, Q18) (Observation 1-4: Not Observed) (Interview Ms. Naura: Q7 Not Applied)
5.	Theme 5: Complementary Instructional Support Strategies (Emerging Theme)	5.1 Contextual & Task-Based Experiential Learning (Realia & printed media, guided writing strategy, & task-based investigation) 5.2 Explicit Teacher Explanation and Activating Prior Knowledge (Activating prior knowledge & Explicit material and language explanation) 5.3 Gamified Engagement & Formative Checking (Guessing game with reward system, Question and answer & textbook-based written tasks).	Observation 1, 2, 3, 4 Interview Ms. Zari (Q8, Q9, Q10, Q11, Q12, Q14, Q15, Q16, Q17, Q18) Interview Ms. Naura (Q8, Q9, Q10, Q11, Q12, Q13)

4.1 Repetition Strategy

The first strategy identified is repetition. The findings for Research Question 1 are supported by empirical data collected through four classroom observation sessions using structured observation guides and field notes. The researcher found that teachers mostly used repetition in two distinct ways: one was using audio-

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visual song media and the other was employing the live song performance. The teachers applied songs with cumulative repetition. The observation data were transcribed, coded using thematic analysis, and categorized into two sub-themes: audio-visual and live song-based repetition, and cumulative repetition for recalling and retention.

To ensure data empirical validity, the observation transcripts were coded based on specific indicators in the observation guide.

4.1.1 Audio-Visual and Live Song-Based Repetition

During observations 1-4, empirical evidence showed that teachers incorporating song repetition by repeatedly played or sang the target vocabulary songs to build auditory familiarity used various media for materials depending on their classroom settings.

In observation 3 and observation 4, Ms. Naura consistently used digital audio-visual media used a projector and speaker to present children's songs using videos on YouTube. Students were able to sing with clear visual contexts. This classroom practice was empirically observed during observation 3 (Class 3B) and observation 4 (Class 3C). The empirical observation results for this sub-theme are presented in the below:

"The teacher plays songs first time (using projector and speaker) and students hear the songs, and teacher play songs second time with students singing together." (Field Notes/Observation Transcript 3 & 4, Ms. Naura, May 23 & 25, 2026)

This classroom practice directly reflects Ms. Naura's interview explanation regarding the purpose of repeating song videos more than once:

"The purpose of playing the song more than once is to help children understand better because giving a song just once is not enough. To deepen their understanding of the numbers topic, they can better retain, comprehend, and

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remember the sequence and pronunciation through repetition." (Ms. Naura, Interview, June 26, 2026)

In contrast, Ms. Zari applied live song modeling without digital media. In observation 1 and 2, she sang the song first by herself and expanded this activity by asked student to singing together. This classroom practice was empirically observed during observation 1 (Class 5A) and observation 2 (Class 5C).

"The teacher sings the songs months of the year more than once with students (singing together and taking turns)." (Field Notes/Observation Transcript 1 & 2, Ms. Zari, May 19 & 22, 2026)

Ms. Zari emphasized that repeating songs live helps build vocabulary in students' memory more easily.

"If it is only played once, children go through a process of recalling memories. My goal is for them to remember while having fun. Repeating the song makes the material more impactful, allows them to process and retain it, and enters their memory naturally without them realizing it." (Ms. Zari, Interview, June 26, 2026)

These findings show that whether through digital audio-visual media or live singing, song repetition creates auditory familiarity and supports young learners in retaining vocabulary in an engaging classroom environment.

4.1.2 Cumulative Repetition for Recalling and Retention

In addition to introducing the song through digital media or live singing, the findings show that the teachers applied repetition focused on vocabulary items and pronunciation to support memory recall and long-term retention. Instead of relying only on singing the whole song, teachers asked students to repeat key target words at intervals during the lesson to help them remember the vocabulary effectively.

During observation 1 and observation 2, Ms. Zari applied repeating the same words in a song, a line-by-line singing repetition and utilized turn taking strategies to encourage active students participation. The empirical observation results for this sub-theme are presented in the below:

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"The teacher lead a line-by-line singing repetition where the teacher sings a line of the month song (e.g., January-April) and students repeat it. The teacher also used a turn taking strategy where students continue the next line of song." (Field Notes/Observation Transcript 1 & 2, Ms. Zari, May 19 & 22, 2026).

This observed practice aligns with Ms. Zari's interview explanation, where she emphasized that step-by-step repetition of vocabulary helps students catch up and remember words effectively in their memory:

"It is to repeat the vocabulary so that those who do not understand can comprehend it, and those who already understand can enhance their memory, so they do not easily forget. " (Ms. Zari, Interview, June 26, 2026)

In observation 3 and observation 4, Ms. Naura focused on verbal and vocal repetition of number vocabulary by asking students to perform the song in front of the class with their desk-mates:

"The teacher asked students to repeat the number vocabulary by singing song in front of the class with their desk-mates." (Field Notes/Observation Transcript 3 & 4, Ms. Naura, May 23 & 25, 2026).

Aligning with this practice, Ms. Naura noted in her interview that limited exposure is inadequate for young learners when acquiring spoken vocabulary, emphasizing that repeated practice is necessary to strengthen pronunciation and support recall for all students, even for simple vocabulary.

"The purpose is the repetition of words related to numbers. The objective is essentially the same, which is to understand how to pronounce one or two words related to numbers. Because children sometimes still forget, it must be repeated continuously. Even if the material is considered easy for those who can do it, there are still students who are less capable or unable to do so, even though numbers have been studied repeatedly in the class." (Ms. Naura, Interview, June 26, 2026)

At the end of the lesson, teachers consistently conducted lesson reviews to consolidate vocabulary retention and bring a clear closure to the learning session.

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Across the classroom observations, teachers applied reflections, follow-up questions, and singing together to encourage students' retention:

"The teacher gives reflection before closing the class and remind the students with questions 'how many months of the year?' and 'what is the third month of the year?' etc." (Field Notes/Observation Transcript 1, Ms. Zari, May 19, 2026)

"The teacher reviewed the lesson by having students sing the months song together and asking a follow-up question (example: 'what months comes before May?', 'what is the month comes after May?', 'how many months in a year?') to check their vocabular retention." (Field Notes/Observation Transcript 2, Ms. Zari, May 22, 2026

"The teacher plays song and singing together with the students one last time, and then asks the students to recall the topic they have learned today." (Field Notes/Observation Transcript 3, Ms. Naura, May 23, 2026)

As Ms. Zari and Ms. Naura explained about this activity:

"At the end, we definitely have a closure, so in that closure, they review the learning, and those whose focus started to drop might remember again, and make them better prepared for next learning." (Ms. Zari, Interview, June 26, 2026)

"So, the songs sung more than once at the end of the lesson serve simply as a closing activity, to refresh what has been learned previously, so the students are more enthusiastic and understand better when repeated after the lesson ends." (Ms. Naura, Interview, June 26, 2026)

These findings show that applying cumulative repetition through repeated song exposure and using targeted vocabulary practice functions as an essential mechanism for young learners to retain vocabulary items and retrieve it effortlessly.

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4.2 Gesture Strategy

The second strategy identified in this study is the gesture strategy. The findings indicate that teachers applied finger gestures strategies to support vocabulary learning. This strategy was utilized both to represent specific word meanings visually and to maintain student engagement during song activities.

4.2.1 Visual Representation of Word Meaning (Finger Gestures)

To make abstract or unfamiliar vocabulary more comprehensible, teachers used finger gestures as direct visual representations of word meanings. This strategy helped students connect spoken words with concrete visual cues, particularly when verbal explanations alone were insufficient.

In observation 1 and observation 2, Ms. Zari used finger gestures to indicate and represent ordinal concepts and sequence meanings of the target vocabulary:

"The teacher used gestures of one finger to represent vocabulary meaning of the first month (January), and continue with two fingers (February), and so on." (Field Notes/Observation Transcript 1 & 2, Ms. Zari, May 19 & 22, 2026)

This observational evidence directly confirms Ms. Zari's interview explanation regarding how finger gestures make learning more meaningful by internalize specific word definitions:

"It makes it more meaningful. For example, for students who do not yet fully understand or have limited English comprehension, they can transcribe or define, 'oh that means the second month, this means that,' so on." (Ms. Zari, Interview, June 26, 2026)

Similarly, in observation 3 and observation 4, Ms. Naura implemented sequential finger gestures to represent numerical values:

"The teacher used hand gestures by raising her fingers sequentially during the initial part of the song to represent the vocabulary meaning and numerical value

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sung by students." (Field Notes/Observation Transcript 3 & 4, Ms. Naura, May 23 & 25, 2026)

Aligning with observation, Ms. Naura explained during the interview that finger gestures serve as clarification tools when students experience confusion regarding spoken vocabulary, such as numerical concepts.

"The purpose is to support the learning process when children might focus more on the sound or feel confused when I pronounce words. I use finger gestures so that children know, for example, 'oh, twenty-one is like that, twenty-two is like this,' and so on." (Ms. Naura, Interview, June 26, 2026)

Through these virtual representations, finger gestures help young learners connect spoken words with their concrete meanings, making vocabulary items easier to understand.

4.2.2 Gestural Support during Song Activities

In addition to clarifying individual word meanings, teachers integrated finger gestures alongside song lyrics to accompany song activities. This strategy served to enhance student motivation, prevent monotony, and support different learning styles.

During observation 1 and observation 2, Ms. Zari demonstrated finger gestures continuously as she sang the song of the months with her students:

"The teacher used gestures of the fingers while singing the song months of the year with the students to accompany the lyrics." (Field Notes/Observation Transcript 1 & 2, Ms. Zari, May 19 & 22, 2026)

In relation to these classroom observations, Ms. Zari highlighted in her interview that combining finger gestures with songs prevents classroom monotony and supports kinesthetic learners alongside visual and auditory ones:

"It prevents children from getting bored or feeling that the lesson is monotonous. Besides listening, kinesthetic learners prefer moving, so it

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accommodates not only auditory and visual learners, but also kinesthetic ones." (Ms. Zari, Interview, June 26, 2026)

Similarly, during observation 3 and observation 4, Ms. Naura demonstrated finger gestures synchronized with song lyrics while singing along with the students:

"The teacher demonstrated finger gestures while singing along with the students to accompany the lyrics." (Field Notes/Observation Transcript 3 & 4, Ms. Naura, May 23 & 25, 2026)

Aligning with the observations, Ms. Naura explained during her interview that accompanying songs with finger gestures captures students' interest and keeps them enthusiastic:

"My main reason for teaching with body or finger movements is to make children more interested in learning. When I teach with gestures, the children become enthusiastic to understand the material better, and their interest is built up to comprehend the lesson." (Ms. Naura, Interview, June 26, 2026)

These findings indicate that finger gestures strategies serve as effective teaching supports that enhance word comprehension and maintain young learners' interest during song-based vocabulary learning.

4.3 Drilling Strategy

The third strategy identified in this study is the drilling strategy. While repetition and finger gestures focus on familiarizing students with word forms, meanings, and students' enthusiasm, drilling is utilized to refine word production, particularly in terms of accurate pronunciation and retention. Based on the observational data and teacher interviews, this theme is categorized into two sub-themes: pronunciation modeling and corrective feedback, and chain drilling practices.

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4.3.1 Pronunciation Modeling and Corrective Feedback

When introducing new vocabulary to young learners, listening serves as the foundation for spoken production. Teachers systematically model correct pronunciation before presenting written text, integrating this with corrective feedback. This practice takes advantage of young learners' natural ability to imitate sounds, helping them internalize target words effortlessly.

During classroom observations, both teachers conducted pronunciation drilling by modeling target vocabulary and asked students to repeat after them. In observation 1 and observation 2, Ms. Zari demonstrated pronunciation modeling during month-song activities:

"The teacher asked students to repeat vocabulary of names of the months and number of the dates (ordinal numbers)." (Field Notes/Observation Transcript 1, Ms. Zari, May 19, 2026)

"The teacher asked all students to repeat the vocabulary of the names of the months while singing." (Field Notes/Observation Transcript 2, Ms. Zari, May 22, 2026)

In highlighting the role of pronunciation modeling, Ms. Zari emphasized during her interview that imitating spoken models from song activities serves as a natural learning strategy for young learners:

"The process starts with listening, and then they imitate, which aligns with children's natural characteristics. So it is a strategy to keep it fun while ensuring correct pronunciation before they see the written form, the goal is repetitive practice, so they internalize it naturally." (Ms. Zari, Interview, June 26, 2026)

Classroom observations also showed that short pronunciation checks were also integrated directly into ongoing exercises. For example, while students were doing textbook tasks, the teacher spontaneously sang a familiar song rhythm ("If you're happy and you know it, say January") as a quick interactive signal to regain

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students' attention and drill word pronunciation without interrupting the learning process.

Similarly, in Observation 3 and observation 4, Ms. Naura modeled the pronunciation of target numerical vocabulary and asked students to practice repeating after her:

"The teacher models the pronunciation of target vocabulary, and the students automatically repeat the words after the teacher to practice their pronunciation." (Field Notes/Observation Transcript 3, Ms. Naura, May 23, 2026)

"The teacher models the pronunciation of the target vocabulary and instructed the students to repeat together after her." (Field Notes/Observation Transcript 4, Ms. Naura, May 25, 2026)

Complementing this perspective, Ms. Naura explained during her interview that continuous modelling is necessary because young learners often struggle with confidence and retention, particularly when pronouncing complex numerical vocabulary:

"For the pronunciation of numbers, I focus on the students because some of them still struggle with how to pronounce them, especially when saying numbers like 'thirty-one', 'thirty-two', up to 'fifty'. The goal is to help students recall the pronunciation when they speak, because if they only say it once or twice, they easily forget. Before that meeting, I tried testing them, and during the observation class, some students still forgot, were confused about the pronunciation, or lacked confidence." (Ms. Naura, Interview, June 26, 2026)

In addition to modelling target vocabulary, the teachers integrated corrective feedback to prevent students from internalizing mispronunciation. In observation 1, Ms. Zari applied model-repeat-correct pattern when students made errors in pronunciations:

" The teacher is correcting the pronounce of the students one by one. The teachers corrected the students' pronunciation when they incorrectly said 'the

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five' instead of 'the fifth'." (Field Notes/Observation Transcript 1, Ms. Zari, May 19, 2026)

(Note: In observation 2, Ms. Zari did not observe explicit corrective feedback).

Regarding this corrective practice, Ms. Zari explained in her interview that correcting errors right away helps students adjust their pronunciation without making them feel overly criticized.

"If left uncorrected, children will become accustomed to mispronouncing it. But if we directly correct them without explicitly telling them 'oh, that's wrong', they already understand what they said was inaccurate and immediately adopt the correct version as modeled earlier." (Ms. Zari, Interview, June 26, 2026)

Meanwhile, during observation 3 and observation 4, Ms. Naura applied corrective approach while students practiced singing.

"The teacher asks students to singing the song with their desk-mates in front of the class, and the teacher correct pattern in their pronunciation practice." (Field Notes/Observation Transcript 3, Ms. Naura, May 23, 2026)

"The teacher applies the model and then correct pattern in students' pronunciation practice." (Field Notes/Observation Transcript 3, Ms. Naura, May 25, 2026)

In a similar context, Ms. Naura highlighted her interview that direct feedback helps young learners bridge the gap between how target words are written and how they are spoken"

"The goal is to help students better understand the pronunciation of what they read, speak, or see in written form, because spoken and written forms are often different. This allows children to broaden their understanding and remember which words need to be pronounced and corrected properly." (Ms. Naura, Interview, June 26, 2026)

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These findings illustrate that corrective feedback in these classrooms functions not as an intimidating critique, but as a supportive guidance mechanism. By providing immediate corrections alongside song activities, teachers ensure that young learners build accurate phonetic habits before text exposure while maintaining their confidence.

4.3.2 Chain Drilling Practice

Building on initial pronunciation modeling, Ms. Zari incorporated chain drilling as an interactive practice to reinforce target vocabulary and simple sentence structures. However, this strategy was uniquely observed during Ms. Zari's first observation session, while it was not applied in her second observation nor in any sessions conducted by Ms. Naura.

During observation 1, Ms. Zari introduced the activity by modeling teacher-led questions before transitioning to a student-centered chain interaction:

"The teacher first asked question to student A ('what is the third month of the year?'), next asked student B. Then, the teacher initiated a student led chain drill by instructing student C to create their own question for student D. One triggered, the interaction became completely student-centered as student D answered and then passed a new question to student E, continuing the chain down line." (Field Notes/Observation Transcript 1, Ms. Zari, May 19, 2026)

Explaining the purpose of implementing this chain interaction, Ms. Zari highlighted its role in developing foundational oral communication skills, and enhancing peer motivation during her interview:

"It also trains their speaking skills there. For young learners at elementary school age, just getting them to speak is already a great progress in my opinion. So when one child builds the courage to ask, it motivates their peers, they will think, 'Oh, my friend can ask a question, so i can ask one too'. Beyond building motivation, it trains both their speaking and listening skills." (Ms. Zari, Interview, June 26, 2026)

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This finding indicates that chain drilling serves a dual purpose for young learners in the classroom. Beyond its primary function as a repetitive oral practice, this practice creates a supportive atmosphere that reduces speaking anxiety. By listening to and interacting with one another in a chain format, students practice target vocabulary repetitively while developing confidence through peer imitation.

4.4 Total Physical Response (TPR)

The fourth strategy identified in this study is the total physical response strategy (TPR). Based on the classroom observations across all four sessions (Ms. Zari on May 19 and 22, 2026; Ms. Naura on May 23 and 25, 2026), the TPR strategy were not observed. Rather than serving as a routine daily strategy, the implementation of TPR in song-based vocabulary was found to be highly dependent on the learning topic and subject to practical constraints, such as time limitations, material relevance, and teacher instructional priorities. However, this theme focuses on the selective and conditional application of total physical response (TPR) in song-based vocabulary.

4.4.1 Contextual and Topic Dependent Implementation of TPR

The implementation of TPR in song-based activities is selective and dependent on the learning topic. Teachers do not apply physical responses consistently across all vocabulary topics, but rather integrate TPR for topics whose lyrics naturally lend themselves to concrete physical actions. Describing how TPR application is adapted to specific topics, Ms. Zari explained in her interview:

"Sometimes we use TPR when performing an action. It depends on the material, if it is about body parts, we can use TPR. But for topics like months of the year, it is difficult to find matching TPR actions, so we might just use finger gestures for the first, second, or third month." (Ms. Zari, Interview, June 26, 2026)

This finding reveals that TPR is applied selectively based on the concreteness of the target vocabulary. Teaching topics that are concrete, such as body parts or naturally allow for physical response. In contrast, when dealing with abstract

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topics like months of the year, teachers modify their approach by using simple finger gestures rather than full body TPR actions.

4.4.2 Constraints and Limitations in Integrating Physical Response

While TPR is recognized as an engaging vocabulary teaching strategy for young learners, its actual implementation faces several practical constraints in classroom practice. Observation sheets across all four sessions confirmed that students were not systematically guided to perform physical responses during song activities.

Data from teacher interviews provided further insight into why TPR was not applied during these sessions. Ms. Zari noted that integrating physical response requires adequate time and specific scheduling:

"Because we adjust it to the material, if it is needed and there is enough time. There are next lessons where we can introduce it to them first, and then in the following lesson, we can do a moving class or similar activities." (Ms. Zari, Interview, June 26, 2026)

Similarly, Ms. Naura chose not to apply TPR during the observed song lessons, focusing instead on pronunciation practice and modeling:

"I did not engage the students in physical movements, they only spoke during pronunciation and singing. As for moving their bodies, it was only me doing it to increase their enthusiasm. Some students moved their bodies on their own, while others did not." (Ms. Naura, Interview, June 26, 2026)

These findings indicate that time constraints, abstract material content, and varying teaching focuses limit the systematic integration of TPR. While teachers may personally perform finger gestures, student physical participation remains constrained by the lesson material and available class time.

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4.5 Complementary Instructional Support Strategies (Emerging Theme)

While song based activities served as one of the main pedagogical tools for vocabulary delivery, findings showed that teachers incorporated complementary instructional support strategies to reinforce vocabulary retention and ensure meaningful learning. These emerging strategies functioned as supportive elements, bridging musical engagement with cognitive comprehension. As summarized in Theme 5, these strategies include contextual and task based experiential learning, explicit teacher explanation with activating prior knowledge, and gamified engagement.

4.5.1 Contextual and Task Based Experiential Learning

To make vocabulary acquisition meaningful and practical, teachers utilized real objects with printed media, guided writing tasks with visual arts, and task-based communicative investigations. Rather than teaching vocabulary without context, these complementary strategies provided young learners with practical opportunities to apply target words within meaningful, everyday contexts.

During the classroom observations, Ms. Naura was integrating real objects and printed media to model language structures before students engaged in practice. This practice was documented in the field notes:

"The teacher provides modeling before the textbook exercise by using pencils and pens in a glass and printed numbers on paper to build a full sentence. Then applies sentence drilling by asking students to repeat the question and answer patterns." (Field Notes/Observation Transcript 3, Ms. Naura, May 23, 2026)

"The teacher models how to makes a full sentence step by step using pencils and pens, a cup of glass, and printed numbers, then applies sentence drilling by asking students to repeat the question and answer patterns to check their comprehension." (Field Notes/Observation Transcript 4, Ms. Naura, Ma 25, 2026)

Explaining the reasoning behind demonstrating sentence structures with real objects and printed media, Ms. Naura stated in her interview:

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"So the goal there, besides following what is listed in the textbook according to the learning objectives, in addition to students being able to write those sentences, I want to know if after I provide examples, whether the students can actually understand what was explained by me and shown in the textbook. So I want to make it broader for the students beyond just pronouncing numbers, so it is broadened further for the students to mention numbers in relation to real objects." (Ms. Naura, Interview, June 26, 2026)

To further reinforce the use of realia in contextual learning, Ms. Naura shared an example from a previous unit about food and drinks, where she instructed students to bring real foods and drinks to the class.

"It is modeling directly using objects. To help students understand sentences or vocabulary given them, because in the past, it wasn't the numbers material, back in semester one the material was food and drink, so i asked the students to bring real food and real drink, so the learning becomes meaningful for the students, so they understand better like 'oh this food that is liked, this is food that is disliked', So, for me, the students' learning remains memorable by using those real things." (Ms. Naura, Interview, June 26, 2026)

In addition to using real objects, guided writing tasks combined with visual arts was observed as a strategy to bridge visual representations with written context. As recorded during the observation:

"The teacher wrote and modeled the birthdate sentence step by step inside a caterpillar drawing on the board. Students then wrote their own birthdates based on the model and were given the freedom to creatively draw any illustration themselves." (Field Notes/Observation Transcript 1, Ms. Zari, May 19, 2026)

Ms. Zari implemented on how providing personal visual models guided students to write target expressions and apply them in daily interactions:

"That's the date of birth, so once I have provided an example 'oh this is the purpose like this', then how to ask about birth dates to their friends, so they can do that, how to ask for birth dates in English, at least they already know the

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appropriate phrases to ask about things around them that we often use every day." (Ms. Zari, Interview, June 26, 2026)

In line with this strategy, Ms. Zari integrated contextual learning through task-based communicative activities where students interacted directly with their peers. The field notes wrote this activity during the observation:

"The teacher implemented a communicative project where students interviewed five classmates about their birthdays and wrote the data in a table using English. The teacher asks students to practice how to asking the dates of their friend's was born one by one and must to using English" (Field Notes/Observation Transcript 2, Ms. Zari, May 22, 2026)

Ms. Zari described the rationale behind integrating interactive task into vocabulary learning:

"That was one of my physical activities in the class. Physical activity is not just about running around, but how that activity can be meaningful, I lean more toward that. So how those kinesthetic children are automatically accommodated, they walk around to find their friends' birthdates and it is fun, and it remains within context while still being fun, the learning is there, the skills are felt, the vocabulary is acquired as well, then speaking and listening, all skills are there, including writing and reading." (Ms. Zari, Interview, June 26, 2026)

These findings show that incorporating experiential and task based activities allows young learners to connect vocabulary with real life situations, supporting better retention through multi-sensory and communicative practice.

4.5.2 Explicit Teacher Explanation and Activating Prior Knowledge

To ensure that song activities lead to clear understanding rather than simple mechanical repetition, teachers combined song practice with explicit explanations and background knowledge activation. Before and after singing activities, teachers actively stimulated students' prior knowledge and provided direct language explanations to prevent misconceptions regarding target vocabulary.

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Before introducing the target vocabulary or starting the main lesson, teachers were observed engaging students' memory and physical readiness through warm-up questions and rhythmic activities. As recorded in the observation field notes:

"The teacher asks questions before the song to trigger background knowledge. Example: 'what month comes after June?'." (Field Notes/Observation Transcript 1, Ms. Zari, May 19, 2026)

"The teacher activated the students' prior knowledge before starting singing the song. Example: 'what month is it?', 'what is the first month?'." (Field Notes/Observation Transcript 2, Ms. Zari, May 22, 2026)

"The teacher asked students to mention numbers 21-50 sequentially, then repeat them using handclapping and thigh-patting to build excitement before the song." (Field Notes/Observation Transcript 3 & 4, Ms. Naura, May 23 & 25, 2026)

Regarding the activation of prior knowledge before introducing lessons, Ms. Zari explained how engaging students' memory helps prepare them mentally for learning:

"For that, it is to activate, to activate their prior knowledge, and also the readiness of the children so they are more ready to enter the lesson." (Ms. Zari, Interview, June 26, 2026)

To further stimulate students' interest and physical readiness alongside mental preparation, rhythmic movements and body percussion were also integrated to activate students' overall engagement. Rather than starting the lesson passively, teacher used these physical movements as an engaging opening tool to capture young learners' attention and build enthusiasm before introducing target material. Ms. Naura explained her reasons for incorporating movements at the beginning of the lesson:

"Oh that was previously to give enthusiasm to the children before I gave them the songs, so as an opening to get the students interested and more excited to move their bodies and hands. So, in my opinion, that is a strategy I can do when children

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start learning about numbers. Usually, some just mention them directly without doing movements like that." (Ms. Naura, Interview, June 26, 2026)

In addition to activating prior knowledge, explicit explanations were directly provided on the whiteboard to explain specific linguistic concepts, such as ordinal versus cardinal numbers and sentence structure. Classroom observations recorded there strategies:

"The teacher explained the material about concept of ordinal numbers (first, second, third, etc.) to indicate the sequence of the month and the dates." (Field Notes/Observation Transcript 1 & 2, Ms. Zari, May 19 & 22, 2026)

"The teacher explains the lesson material by using an example sentence from the textbook to the whiteboard, teaching students how to arrange the words and explaining their meanings so they can construct sentences independently." (Field Notes/Observation Transcript 3 & 4, Ms. Naura, May 23 & 25, 2026)

Ms. Zari explained the importance of clear explanations to prevent misunderstandings among young learners:

"To explain concepts, I feel it is still necessary, because after giving examples, and those are from daily life like dates or number sequences, that are indeed used in daily life, so there are no misconceptions among the children, so they know which one is an ordinal number, which one is a cardinal number. So ordinal is not used in cardinal, cardinal is not used in ordinal." (Ms. Zari, Interview, June 26, 2026)

Similarly, explicit explanation was applied directly to align classroom instruction with textbook learning objectives. Ms. Naura described her reason for providing direct explanations of textbook material before engaging students in written or oral exercises:

"Because that is the learning objective in accordance with the competence in the textbook, so I adjust what the children learn in the textbook. So besides mentioning numbers, the children are also trained to express simple sentences

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based on pictures, the quantity of objects, and those numbers, something like that. So, to align with the school's learning objectives using that textbook." (Ms. Naura, Interview, June 26, 2026)

These findings indicate that combining explicit teacher explanations with prior knowledge activation ensures that young learners understand both structural meaning and how to use newly introduced vocabulary in context..

4.5.3 Gamified Engagement and Formative Checking

To maintain young learners' active participation and continuously monitor their vocabulary comprehension, teachers integrated a combination of dynamic classroom practices. These practices included gamified engagement during practice and responsive formative checks conducted periodically throughout the lesson. Rather than serving as monotonous activities, these supportive strategies worked together to keep students motivated while ensuring that vocabulary acquisition was effectively evaluated.

To keep students motivated during vocabulary practice, teachers used gamified activities, such as guessing games combined with a point reward system. By turning spelling and vocabulary recall into a playful challenge, teachers encouraged active involvement and reinforced target words. Classroom observation transcripts documented this strategy in practice:

"The teacher conducted a guessing game where students raised their hands to guess the month and spell it, rewarding correct answers with one point. The teacher gives one point to the students who can spelling the right alphabets." (Field Notes/Observation Transcript 1, Ms. Zari, May 19, 2026)

Ms. Zari explained how this reward mechanism helped keep students actively engaged in the learning process:

"Because that is motivation, what do you call it, because in class there is indeed a system like that, not only in English, but in all subjects. Because as it happens I am the homeroom teacher, so I have a strategy like that, so students stay

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engaged during the learning process, including in English, where they can be motivated while learning at the same time." (Ms. Zari, Interview, June 26, 2026)

Alongside gamified activities, formative checking was used throughout the lesson to evaluate students' vocabulary comprehension. Rather than conducting formal tests, teachers performed spontaneous checks, such as Q&A sessions right after singing or short spelling checks, when observing signs of confusion or before moving to new tasks. Field notes recorded these formative checking moments during observations:

"The teacher asks students to mention 'what is the second month of the year?'." (Field Notes/Observation Transcript 1, Ms. Zari, May 19, 2026)

"After singing the song, the teacher checked the students' comprehension by asking sequential questions about the months. The teacher asked 'what is the first month?' while showing one finger, 'what is the second month?' while showing two fingers, and so on, the students successfully answered each question correctly based on what they learned from the song." (Field Notes/Observation Transcript 2, Ms. Zari, May 19, 2026)

"The teacher asks students to spell the vocabulary of the months and how to say the dates." (Field Notes/Observation Transcript 1, Ms. Zari, May 19, 2026)

"The teacher asks students to spell letters of the months and names of the months." (Field Notes/Observation Transcript 2, Ms. Zari, May 22, 2026)

Ms. Zari explained the importance of checking understanding before proceeding to the next activity:

"That is important in my opinion, because to move to the next step, we must know 'oh, can what we explained be well understood by most of the children?' So if most of the children already understand, we can proceed to the next step." (Ms. Zari, Interview, June 26, 2026

Furthermore, Ms. Zari explained that integrated spelling checks were necessary to address foundational difficulties in students' spelling abilities:

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"Because from what I observed, that should be basic, right? Spelling should be at the beginning, but many children still experience difficulty in spelling because their English proficiency is low, so in between time, opportunities must still be given for children to recognize spelling and know how to write it." (Ms. Zari, Interview, June 26, 2026)

To further strengthen this understanding, teachers assigned textbook based written tasks directly following song activities, ensuring that oral practice translated into correct writing. Observations highlighted these textbook exercises and review routines:

"The teacher ask students to answer the fill of the gap in the textbook about names of the months and how to counting the dates." (Field Notes/Observation Transcript 1, Ms. Zari, May 19, 2026)

"The teacher ask students to complete/answer question fill the gaps about how to write the dates (ordinal numbers) and the names of the months on the textbook." (Field Notes/Observation Transcript 2, Ms. Zari, May 22, 2026)

"The teacher assigns textbook exercises where students first construct sentences orally based on pictures in the textbook, and then transition to writing down sentences independently using the learned structures, and the teacher correct their answer one by one." (Field Notes/Observation Transcript 3, Ms. Naura, May 23, 2026)

"The teacher asked students one by one to orally answer questions (make a sentence) based on pictures in the textbook, and then transition to writing down sentences independently using the learned structured." (Field Notes/Observation Transcript 4, Ms. Naura, May 25, 2026)

As Ms. Zari and Ms. Naura explained about these written exercises:

"So that it relates to the previous activity, because if we only sing a song and do nothing else, it won't be meaningful, so we give appropriate assessments,

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fortunately the ones in the textbook are quite varied, so I just use those." (Ms. Zari, Interview, June 26, 2026)

"The goal is firstly, after the children understand the material from the song I provided, to deepen their understanding beyond pronunciation and spelling, I drill them for understanding first, then give exercises in the textbook, and alhamdulillah the children could do it." (Ms. Naura, Interview, June 26, 2026)

These findings indicate that combining gamified activities with responsive formative checking creates an supportive teaching strategy that keeps young learners engaged while ensuring accurate vocabulary understanding and retention.

4.6 Discussion

This section discusses the research findings regarding the teachers' strategies in using English children's songs as materials for teaching vocabulary to young learners. The findings are contextualized and compared with relevant theoretical frameworks and previous studies in young learner English language teaching.

This section discussed the research findings on how teachers' strategies for using English children's songs as a material to teach vocabulary for young learners. The qualitative data collected from observations and interviews with Ms. Zari and Ms. Naura were analyzed by connecting them to the theories and previous studies reviewed in Chapter 2. To make the analysis clear and organized, the discussion is structured according to the strategies found in the field.

4.6.1 The Implementation of Repetition Strategy in Song Based Teaching

The findings indicated that teachers did not just play the songs from start to finish without stopping. Instead, they implemented a structure, repeatedly played the song on audio visual media and live singing sessions to highlight key vocabulary words. The teachers repeated the song multiple times so that the students could remember the words more easily.

This practice strongly supports the cognitive load and memory retention theories discussed in Chapter 2. Young learners usually have limited attention

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span and memory capacity, so listening to a long song all at once can be overwhelming for them. By using repetition, teachers help students move new words from their short term memory to their long term memory. Using both audio visual media and live singing also helps students connect what they hear with what they see, making it easier for them to recognize the target words.

In addition, this finding supports the research by Yin (2022) and Andayani (2022), which showed that singing songs repeatedly helps young learners remember vocabulary. However, this study adds a more detailed insight into how the teachers actually did it in class. Repetition is one of effective strategies when teachers actively sing along with the students, rather than just letting the song play passively in the background. Through this repetition, teachers build a familiar activity that helps students get comfortable with the words before they are required to produce the words independently.

4.6.2 Integrating Gesture Strategy to Support Song Materials

The findings showed that teachers frequently integrated finger gestures while singing songs with the students. Instead of just singing the words, the teachers combined singing with specific hand and finger gestures to represent word meanings visually, particularly when introducing abstract or confusing vocabulary.

This strategy aligns with the learning concepts discussed in Chapter 2, which explain how young learners learn best through both listening and seeing. Children usually understand new words more easily when the sounds from a song are joined with simple finger movements. By using finger gestures, teachers help students connect the words they hear in the song with clear visual actions. This allows students to learn the word meanings naturally without needing direct Indonesian translation.

In addition, this finding aligns with the research by Mawarni and Hamdani (2024). who emphasized that visual gestures enhance young learners' vocabulary comprehension. However, this study provides additional practical context, oh how

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teachers applied finger gestures during song activity. Using finger gestures allowed teachers to keep students focused and engaged in their spots, showing that gestures serve as both an effective tool for explaining word meanings and a practical teaching strategy in the classroom.

4.6.3 Applying Drilling Strategy for Pronunciation Practice

The findings showed that teachers used a drilling strategy to help young learners practice target vocabulary words accurately. Instead of just letting students listen to the songs, both teachers mainly modeled the correct pronunciation first and asked students to repeat the words together or individually. At times, Ms. Zari also used chain drilling as an extra way to get students practicing individually.

This strategy supports the language learning concepts discussed in Chapter 2. Young learners naturally acquire spoken language by listening to clear models and practicing them repeatedly. By modeling the words before showing the written text, teachers helped students build phonetic familiarity first. Additionally, giving immediate corrective feedback in a supportive way helped students fix their pronunciation without feeling shy or intimidated.

Furthermore, this findings aligns with the research by Magnussen (2021), who found that combining song activity with oral practice improves students' word production. However, this study provides a more natural look at how drilling is applied in real classrooms. While repeating words together as a whole class was common, adding variations like chain drilling helped reduce speaking anxiety and made students feel more comfortable speaking up in the class.

4.6.4 The Selective and Limited Use of Total Physical Response (TPR)

The findings showed that Total Physical Response (TPR) was used in a limited and selective manner across the classrooms. Rather than being a routine strategy applied by both teachers, TPR was only used when specific learning topics allowed for active physical movements, such as in Ms. Zari’s class. For

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topics like numbers or months, TPR was difficult to apply, so the strategy was reserved only for topics that naturally matched physical actions.

This limited strategy application reflects how teachers adapt physical learning concepts in real practice. While theories suggest that combining language with movement supports understanding, the classroom reality shows that physical responses must fit the lesson topic. Instead of forcing TPR into every song, teachers used it only when the vocabulary naturally called for movement, ensuring that physical actions remained meaningful rather than distractive.

Furthermore, this findings adds practical context to previous studies by Supartini et al. (2020) and Yang (2024), which highlight the benefits of movement in song activities. While existing research often emphasizes TPR as a primary strategy to enhance engagement, this study demonstrates that its implementation is highly topic dependent. Teachers selectively chose when to use physical movement based on the material, showing that TPR functions as a conditional support strategy rather than an all purpose strategy.

4.6.5 Integrating Complementary Supports to Enhance Vocabulary Learning

The findings revealed several complementary strategies that emerged during classroom practice to support song based vocabulary learning. Beyond the main strategies, teachers integrated additional strategies to support and strengthen students' understanding when songs alone were insufficient to convey target vocabulary early.

To complement the song activities, teachers utilized experiential and task-based learning, using realia and printed media, guided writing tasks, and task-based investigation. They also explicitly activated students' prior knowledge and provided direct language explanations to build basic comprehension Furthermore, gamified activities, such as guessing games with reward systems, active question and answer activity, and textbook exercises were applied for formative checking, strengthen vocabulary retention, and maintaining engagement.

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This emerging theme demonstrates that song based vocabulary learning functions as a combined strategy in practice. While primary strategies like repetition, gestures, drilling, and TPR focus mainly on oral and physical practice, these complementary supports bridge the gap toward cognitive understanding and written literacy, ensuring that students comprehend clear meanings rather than simply memorizing vocabulary.

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