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Enhancing Young Learners' Vocabulary Acquisition and Engagement Through Nursery Rhymes in Early Childhood Education

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ABSTRAK. Penelitian Tindakan Kelas (PTK) ini dimotivasi oleh rendahnya penguasaan kosakata bahasa Inggris di antara 38 siswa di Taman Kanak-kanak Santo Agustinus B. Tujuan penelitian ini adalah untuk menyelidiki sejauh mana penggunaan lagu anak-anak meningkatkan penguasaan kosakata reseptif dan ekspresif siswa, dan dampaknya terhadap partisipasi aktif. Para peneliti melakukan penelitian tindakan kelas yang melibatkan 38 siswa. Metode kualitatif dan kuantitatif, termasuk tes dan daftar periksa observasi, digunakan dalam tiga siklus. Hasil penelitian menunjukkan peningkatan signifikan pada penguasaan kosakata; skor rata-rata kemampuan reseptif meningkat dari 32,8 pada pre-test menjadi 94,2 pada siklus ketiga, sementara kemampuan ekspresif meningkat dari 32,5 menjadi 93,2. Meskipun awalnya penggunaan lagu menyebabkan gangguan fokus karena kegembiraan yang berlebihan, integrasi isyarat visual dan Total Physical Response (TPR) pada siklus berikutnya berhasil menstabilkan konsentrasi siswa. Penelitian menyimpulkan bahwa penggunaan lagu anak-anak secara efektif meningkatkan keterlibatan aktif dan penguasaan kosakata siswa, sekaligus menciptakan proses pembelajaran bahasa Inggris yang lebih menyenangkan dan mudah bagi anak usia dini.

Kata Kunci : Anak Usia Dini; Kosakata Bahasa Inggris; Nursery Rhymes

ABSTRACT. This Classroom Action Research (CAR) was motivated by the low English vocabulary mastery among 38 students at Santo Agustinus B Kindergarten. The purpose of this study was to investigate the extent to which the use of children's songs improves students' receptive and expressive vocabulary mastery, and its impact on active participation. The researchers conducted a classroom action research involving 38 students. Qualitative and quantitative methods, including tests and observation checklists, were used in three cycles. The results showed a significant increase in vocabulary mastery; the average score of receptive ability increased from 32.8 in the pre-test to 94.2 in the third cycle, while expressive ability increased from 32.5 to 93.2. Although the use of songs initially caused distraction due to overexcitement, the integration of visual cues and Total Physical Response (TPR) in subsequent cycles successfully stabilized students' concentration. The study concluded that the use of children's songs effectively increased students' active engagement and vocabulary mastery, while creating a more enjoyable and less challenging English learning process for early childhood.

Keyword : Early Childhood Language Learning; Nursery Rhymes; Vocabulary Acquisition

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INTRODUCTION

A diverse vocabulary is key for children to be able to read, write, and generally do well in school. As a major part of language proficiency, vocabulary helps learners to comprehend and interact effectively in the target language [1]. Vocabulary acquisition is a fundamental component of language proficiency that forms the basis for understanding texts, speech, and effective communication [1]. Furthermore, early exposure to structured vocabulary learning significantly accelerates both receptive and expressive language skills in young learners [2]. Young learners need sufficient exposure to English vocabulary to support English classroom communication and early language development. Vocabulary influences that go beyond the present; children with a rich vocabulary are better at engaging in class discussions and developing their four language skills: listening, speaking, reading, and writing, which consequently affect their future language learning [3]. Preliminary observations and interviews with homeroom teachers revealed significant challenges at the research site. The students demonstrated limited English vocabulary and frequently lost concentration during conventional English lessons. The teachers reported that the students had difficulty remembering new words, indicating an urgent need for teaching interventions that are more engaging and age-appropriate.

Therefore, the way teachers introduce new words to young learners is highly critical. The children's activities should be enjoyable, age-appropriate, and match their innate energy, cheerfulness, and ability to focus for a short period [4]. Children largely depend on multisensory involvement and experiential learning; therefore, dull or ineffective teaching methods may hinder vocabulary development [4]. This indicates that we have to adopt teaching methods that not only impart useful language but also maintain students' interest for an extended period. . Furthermore, recent studies highlight that nursery rhymes play a pedagogically significant role in teaching English vocabulary by fostering a fun and stress-free learning environment. This approach not only boosts children's motivation and self-confidence but also significantly reduces their anxiety when learning a foreign language [5]. Additionally, singing nursery rhymes comprehensively supports young learners' physical-motor, social, emotional, and intellectual development [6].

For many years, nursery songs have been an effective tool in teaching kids how to speak. The rhythm, repetition, and melody in these songs attract the kids to learn new words. Also, when kids sing, they become more confident in their speaking skills. Researchers have found that nursery rhymes can help kids learn new words and make them feel more confident when using English [7]. Besides, research in early childhood education supports these points by presenting nursery rhymes as a source of vocabulary enhancement, children's engagement, and a positive learning environment [8]. Nursery rhymes are a fun and effective way to help kids learn not only how to talk but also how to pronounce words correctly. They also help kids learn language in a natural way since they are required to repeat words.

Moreover, acquiring a language at an early age has a positive impact on a child's development in many other areas. English is a globally accepted language in business,

science, and technology. English will certainly be very beneficial for children in the coming years as it will enable them to live comfortably in an increasingly interconnected world [9]. Introducing English to children early will not only make them better communicators but will also teach them more about other cultures and make them more aware of the world around them. Furthermore, a good number of studies have indicated that learning English at an early age can enhance one's memory, concentration, and problem-solving skills [10]. All of this points out how necessary it is for kids to be given properly-designed English lessons, especially since this approach supports both language and cognitive development simultaneously.

Considering all these points, nursery rhymes can be a very useful tool for young EFL learners to acquire new vocabulary. The evidence from earlier research illustrates that young children acquire vocabulary most effectively through methods which are fun, repetitive, and involve interaction, e.g., singing songs [11]. However, there is very little research that investigates the use of nursery rhymes in the context of classroom action research in Indonesian kindergartens, whereas most of the studies only acknowledge their potential. Many previous studies still rely heavily on experimental design rather than providing a practical cycle-by-cycle framework for teachers [12], [13]. In addition, most literature still targets older elementary students instead of early childhood learners who have different cognitive challenges [14], [15]. Furthermore, past research often measures vocabulary without separating the cognitive domains. It is a challenge to explore how nursery rhymes can be a systematic way not only to improve vocabulary acquisition, specifically measured through receptive and expressive domains.

Therefore, this work is concerned with the employment of nursery rhymes as an entertaining way to facilitate English vocabulary acquisition at Santo Agustinus Kindergarten. This study, through the phases of classroom action research, aims at understanding the children's reactions, participation, and progress in vocabulary acquisition through rhythm, repetition, and movement. The results of this study are expected to lead to changes in pedagogical strategies that enhance effectiveness in preschools and help teachers solve problems related to early English vocabulary acquisition. Specifically, this study addresses two main questions. The first question explores to what extent the use of nursery rhymes improves the receptive and expressive vocabulary acquisition of kindergarten students. The second question investigates the impact of implementing nursery rhymes on the students' active participation and engagement in the classroom. To provide a theoretical foundation for addressing these questions, the following section outlines the fundamental concepts of early vocabulary development, the challenges in teaching young learners, and the pedagogical benefits of nursery rhymes.

Vocabulary in Early Childhood Language Learning. Every child goes through the process of language acquisition and development from birth to adulthood. Therefore, teaching English from an early age is crucial because children are still in their golden age [9]. Introducing English to children from an early age has a different perspective. According to Gordon and Browne [10], young children learn quickly and easily because they have good rote memory and can easily learn many letters. Children under the age of

7 demonstrate phenomenal memorization abilities. However, it cannot be denied that learning English at such an early age, especially in Indonesia, is made more difficult by vocabulary. In language learning, the importance of vocabulary is clear because word knowledge is crucial for developing students' competence, comprehension, and production; in fact, all four language skills are based on students' vocabulary acquisition[7].

Based on the importance of vocabulary knowledge, it is important to explore the concept of vocabulary fluency, particularly in the domain of usage [16]. In everyday life, vocabulary is needed to express meaning when communicating with others. Vocabulary is divided into two types: productive vocabulary and receptive vocabulary [1]. Vocabulary regularly used in writing and speaking is known as productive vocabulary. This means that in order for students to construct sentences using certain words when speaking or writing, they must understand how to express themselves and apply grammar. A person's productive vocabulary consists of words they can use in writing or speaking. These words are usually common, well-known, and familiar [2]. Vocabulary that is easily understood is known as receptive vocabulary. Learners with this vocabulary can read, hear, and define words easily in context, but they don't use them when speaking or writing. According to Webb and Nation [2], receptive vocabulary refers to terms that students may remember when they appear in reading texts but don't use frequently in conversation or writing.

Challenges in Teaching Vocabulary to Early Childhood. Teaching new vocabulary to young children presents various challenges and requires creative teaching methods. Although young students can quickly absorb and learn new information, they still face several challenges in language acquisition. Sometimes, for young children, learning vocabulary can be boring. As English teachers, we must think creatively [17]. In teaching vocabulary, teachers need strategies to develop materials that are appropriate to students' needs and development. One way to improve vocabulary skills or simplify teaching is to develop teaching strategies. One effective teaching strategy suitable for vocabulary learning is Nursery Rhymes.

The effectiveness of nursery rhymes in vocabulary acquisition can be attributed to their rhythmic and repetitive nature. Neithanantan and Hua [18] argue that the repetition in songs creates a 'din in the brain' or the 'song stuck in my head' (SSIMH) phenomenon, which functions as an involuntary rehearsal process aiding both short-term and long-term memory retention. Moreover, through rhythm and a multisensory approach, songs activate cognitive and auditory pathways that significantly improve children's word learning, speech fluency, and predictive language processing [19]. Rhythmic techniques holistically broaden the developmental domains of children by integrating crucial pre-literacy skills such as listening and speaking [4].

Nursery Rhymes as a Method for Learning New Words. Nursery rhymes have long been considered an important tool for language learning, especially in early childhood, because they are developmentally appropriate. Grofčíková & Máčajová [20] argue that their rhythmic structure, repetitive patterns, and melodic characteristics fundamentally improve memory, pronunciation, and phonological awareness. The

repetition process inherent in nursery rhymes helps children memorize new words, while rhythm and melody help them understand new words because they engage different parts of the brain involved in the learning process. Encouraging children to engage in movement and song while reciting nursery rhymes can address the needs of multimodal learning styles and deepen neural pathways, which is another term for memory [11].

Furthermore, recent research agrees that nursery rhymes provide a fun and meaningful learning experience, contributing to vocabulary development and language confidence [12]. This strengthens the argument that nursery rhymes are not just a fun recreational activity, but also a significant source of structured language input that helps children learn and use new words. With these advantages, nursery rhymes are a perfect learning and development tool for young EFL learners.

Previous Studies and Research Gap. Several previous studies have investigated the benefits of nursery rhymes. For example, Hery and Arshad [13] revealed that nursery rhymes were very helpful in improving the general vocabulary of elementary school students in an experimental situation. Similarly, Christina and Pujiarto [12] emphasized their effective impact on children's self-confidence. After reviewing previous studies, it is clear that we have strong theoretical support for the usefulness of nursery rhymes. However, most of these scientific articles only outline the idea. We still need a clear picture of how this theory functions in actual teaching scenarios.

Novelty Statement. With this classroom action research, we conducted a teaching cycle to test our ideas in real-life teaching. Furthermore, it provides a direct example of how educators can utilize the rhythm and movement of nursery rhymes to support students in acquiring receptive and expressive vocabulary in early childhood education. This study aimed to determine how children reacted, how deeply they engaged, and how their vocabulary changed through the use of nursery rhymes, repetition, and movement during the classroom action research process. The results are expected to lead to changes in pedagogical methods that will not only improve the effectiveness of kindergarten education but also help teachers address issues related to early English vocabulary acquisition in children. Furthermore, this study primarily focused on two main questions.. The first question investigates the extent to which the use of children's songs can improve preschoolers' receptive and expressive vocabulary acquisition. The second question examines how the incorporation of children's songs influences students' active participation and attention in the classroom.

METHODS

This research uses a classroom action research design. Classroom action research (CAR) is a self-reflective study carried out by instructors in their own classes to improve student performance. Mertler [21] defines classroom action research as a systematic inquiry process that empowers educators to study their own classrooms through planning, acting, observing, and reflecting. The spiral method of self-reflection, which begins with planning, action, observation, reflection, and re-planning, functions as a

basis for designing solutions to problems found. The CAR process consists of four stages: (1) Planning. In this stage, the researcher develops a lesson plan, selects children's songs, and creates flashcards and TPR guidelines; (2) Implementation: applying the children's song intervention and incorporating the use of flashcards and TPR in cycles 2 and 3; (3) Observation: monitoring the children's engagement levels and vocabulary using an observation checklist with the assistance of a partner; and (4) Reflection: evaluating test results and observation data to refine strategies for the next cycle.

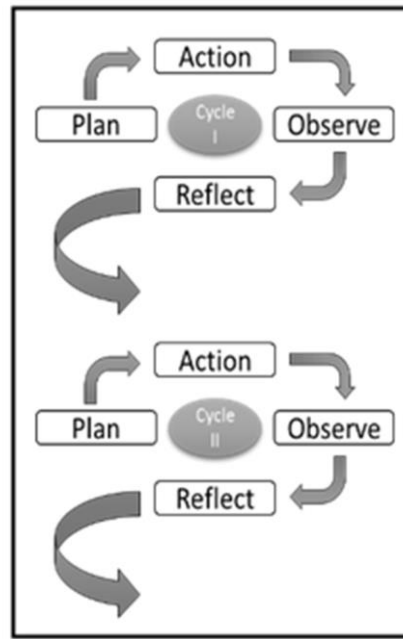


Figure 1. The Spiral Model of Classroom Action Research (adapted from Mertler [21])

This study involved a total of 38 students from Kindergarten Class B at Santo Agustinus Kindergarten in Bandung; they were divided into two classes, namely the Tesla and Edison Classes. The participants consisted of 15 boys and 23 girls with an average age of 5–6 years. The study lasted for two months, from October to November 2025. The kindergarten is located in an urban area on Jalan Ahmad Yani, one of the main streets in the city of Bandung. The school features a multicultural environment equipped with basic multimedia facilities, such as projectors and speakers, to support learning. The inclusion criteria for the participants required that all students be native Indonesian speakers without any diagnosed cognitive or speech delays. A purposive sampling technique was used to select all 38 students in Class B of the kindergarten because, developmentally, children at this age are in a critical phase for internalizing new vocabulary. Additionally, preliminary interviews with the homeroom teacher indicated that these students had similar backgrounds and initial English proficiency, making them a perfect and balanced group for implementing an action research intervention to specifically address their low initial English vocabulary mastery as discovered during the preliminary observations.

This research was conducted collaboratively with the homeroom teacher, who acted as an observer and co-assessor during the implementation of the cycles. In order to meet ethical standards, this study obtained formal approval from the principal who officially represented the school. In addition, this study also obtained verbal consent

from the parents of kindergarten students during a preliminary meeting where the research objectives were clearly explained before the interventions. In this study, participation was voluntary, and parents had the right to withdraw their children from the activity at any time without any consequence. To protect and ensure the privacy of the students, the identities of all students involved in this study were kept confidential and coded using pseudonyms (Student A1, Student B1, etc) during the data collection, analysis, and reporting phases.

The intervention implemented in this study was nursery rhymes, while the observed learning outcomes were children’s receptive vocabulary, expressive vocabulary, and active engagement. To measure these variables, the instruments used in this research were a vocabulary test and an observation checklist. The test is designed to assess and evaluate students’ skills, both receptive and expressive. This assessment is carried out before and after each cycle. The pre-test assesses students’ prior knowledge before implementing the nursery rhymes strategy, while the post-test assesses their vocabulary acquisition after learning new vocabulary through nursery rhymes. This test consists of two parts: a receptive test, which consists of fifteen vocabulary words. Children will be asked to identify the correct vocabulary by pointing to or circling the corresponding picture on the worksheet when the teacher says the word aloud. Each correct answer will get 1 point. Meanwhile, for the expressive ability test, the teacher prepares 15 flashcards, and the children are asked to say the words from the pictures shown by the teacher. Each correct pronunciation will get one point. Themes for the vocabulary test include vehicles, parts of the house, and parts of the body. Then, for the observation checklist, observations are used to monitor student involvement in the process of teaching and learning vocabulary through nursery rhymes. In addition, the authors developed an observation checklist to assess student engagement in teaching and learning activities.

Table 1. Indicators of Student Engagement Observation Checklist

No.	Engagement Indicators	Description of Observed Behavior
1.	Singing participation	Students actively sing along with the nursery rhymes and show vocal participation.
2.	Following movements	Students accurately copy and follow the physical gestures and rhythmic movements demonstrated by the teacher.
3.	Attention to teacher	Students maintain focus and pay attention to the teacher's instructions during the lesson.
4.	Responding to visual cues/TPR	Students react appropriately to flashcards and accurately perform Total Physical Response (TPR) commands.

The treatment was carried out over four sessions. There are three cycles in this research, so this research consists of twelve sessions, with each meeting lasting 20 minutes. To ensure the interventions were measurable and targeted, each cycle utilized a specific theme and strategy. The first cycle discussed parts of the house and actions using the song “Wind the Bobbin’ Up”. Based on the reflection from the first cycle, the second cycle discussed parts of the vehicles using “The Wheels on the Bus” combined with visual cues like flash cards. Finally, the third cycle discussed body parts in unison with “One Little Finger” integrated with total physical response activities to improve the students’ focus.

First, the vocabulary test questions for children’s songs were designed to directly align with the learning themes of each cycle, such as parts of a house, vehicles, and body parts. Next, the reliability of the instrument was ensured by calculating the reliability coefficients α for the receptive ($\alpha = .845$) and expressive ($\alpha = .810$) vocabulary tests. Success criteria were defined as a significant improvement in vocabulary test scores and a higher level of engagement demonstrated by the children. Quantitative and qualitative techniques were used in this study to analyze the collected data. Quantitative information, consisting of pre-test and post-test scores as well as engagement percentages from the observation checklist, was analyzed using numerical data. To process this numerical data, the author calculated the average vocabulary scores using Microsoft Excel by applying a standard statistical formula (sum of all student scores divided by the total number of students). Additionally, the qualitative data in the observation checklists were analyzed using an interactive thematic model—involving data reduction, data display, and conclusion drawing to explain changes in student behavior throughout the cycles.

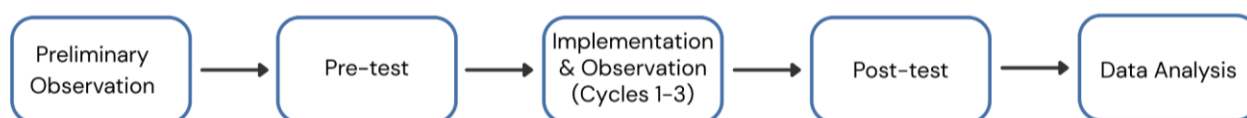


Figure 2. Flowchart of the Data Collection Procedure

RESULT AND DISCUSSION

This part explains the results of receptive and expressive vocabulary tests that were given through three CAR cycles, along with retention results, and then it talks about the patterns of engagement that were observed during the intervention. Also, the reliability results are connected to the findings to support their validity.

Receptive Vocabulary Results. The receptive vocabulary test demonstrated a very clear and consistent trend of improvement throughout all cycles, which is a strong indication of the children's enhanced ability to recognize English words as a result of the nursery rhyme intervention. The average pre-test score of 32.8 was a reflection of the very limited initial receptive vocabulary. Following the 1st Cycle, the average score increased to 72.6, indicating that the first cycle with rhythmic repetition and gesture-supported singing had a strong effect on the children’s vocabulary recognition. The detailed progression of both receptive and expressive vocabulary scores across all phases is visually illustrated in Figure 3 and summarized in Table 1.

Table 2. Summary of Vocabulary Test Averages

Test	Pre-test	Post-test 1	Post-test 2	Post-test 3	Retention
Receptive vocabulary	32.8	72.6	90.0	94.2	92.1
Expressive vocabulary	32.5	85.3	91.1	93.2	90.9

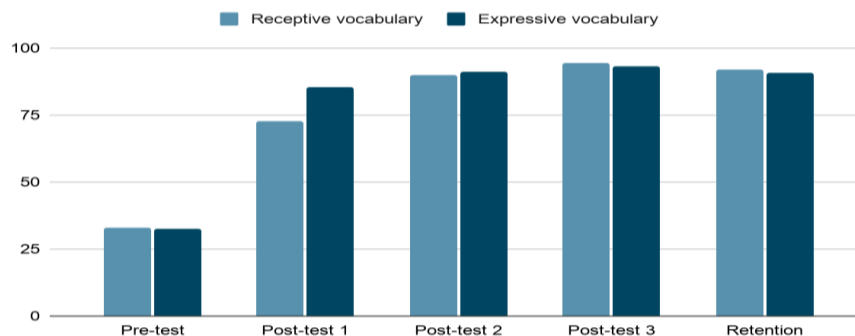


Figure 3. Vocabulary Score Progression across Cycles

Improvements were also seen in Cycle 2 (M = 90.0) and Cycle 3 (M = 94.2), with the retention test (M = 92.1) confirming that most of the vocabulary learned was retained over time. The closeness of retention and post-test scores is an indication that the learning effect was not short-term. Due to the high level of reliability of the receptive test, these progressions can be considered as real advancements rather than errors in measurement. While effect size computations are optional in CAR, the size of the score change (from 32.8 to 94.2) is indicative of a very large practical effect, thus confirming that nursery rhymes led to substantial changes in children's receptive vocabulary.

Expressive Vocabulary Results. Expressive vocabulary also reflected a significant growth during the intervention. The average pre-test score was 32.5, which means that the children were hardly able to produce the given vocabulary items on their own at the beginning of the intervention. After the first cycle, expressive scores climbed up to 85.3 in a very steep manner; thus, it can be inferred that exposure to songs was enough to lead the children to move from recognition to production.

Expressive skills were further entrenched through Cycle 2 and Cycle 3 with respective means of 91.1 and 93.2, while the retention score (M = 90.9) showed that the expressive vocabulary had been well maintained. The reliability coefficient for the expressive test is in line with the measurement's stability, and therefore, it is consistent with the observed gains. The findings revealed that the gains in expressive skills were slightly delayed compared to those in receptive comprehension. This phenomenon is highly consistent with recent vocabulary learning frameworks, which emphasize that vocabulary recognition (receptive) naturally precedes word production (expressive) in the early stages of foreign language acquisition [22][1]. However, the high final scores are a strong indication that nursery rhymes served both recognition and production well.

Observation Results: Student Engagement

Table 3. Student Engagement Observation Checklist

Engagement Indicators	Cycle 1	Cycle 2	Cycle 3
Singing participation	61%	71%	84%
Following movements	68%	84%	97%
Attention to teacher	50%	85%	90%
Responding to visual cues/TPR	-	80%	95%

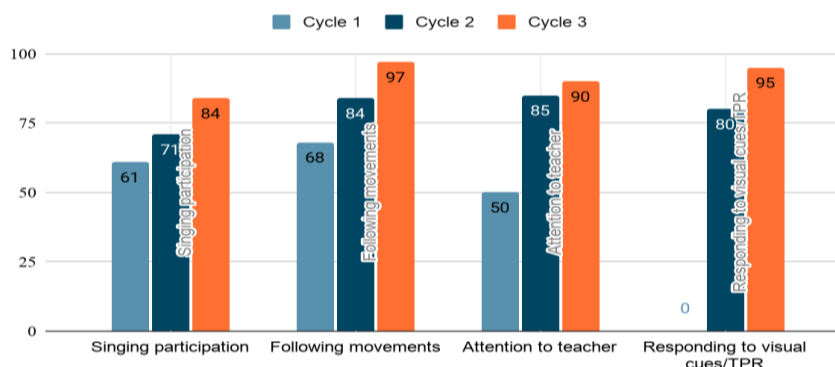


Figure 4. Student Engagement Progression across Cycles

The steady increase in student engagement across the four indicators is visually presented in Figure 4.

At the beginning of the sessions in every cycle, children had a hard time with the correct pronunciation of the words and were running around because they were overly excited by the song, making it hard to focus. This situation is very similar to that of Al-Smadi [22], who noted that it is common for teachers to complain about difficult-to-manage classes because young children are often too active to move, get bored easily, and ultimately lose motivation and focus. At the third and fourth sessions of every cycle, children were more sure of themselves, their pronunciation was clearer, and they were more accurate in copying the hand movements. Using flashcards in Cycle 2 and TPR in Cycle 3 helped to increase participation, maintain their focus, and memorize both words and the vocabulary better. Almost all the children were involved in the singing and movements at the end of Cycle 3, and only two children were found to have trouble with the accuracy of the gestures. The increase in the children's enthusiasm and their active participation, which were noticed by the researcher, are in line with the international findings that suggest that music-based learning energizes the learners and makes them more willing to learn [7], [22].

The dramatic increase in both receptive and expressive vocabulary, as well as the increased student engagement, aligns with the findings of Karote Rajan and Saadat [5]. They highlighted that children's songs helped students memorize, recall, and understand new words while having fun. The changes in student behavior observed in the third cycle showed how those who were initially reluctant became more confident and active. This change aligns with what Fitria [6] noted regarding children's songs: the songs were so enjoyable that they not only removed students' affective filters but also motivated them to discover and help develop social skills. Furthermore, the students' ability to easily recall words and engage in vocabulary production suggests that the repetitive nature of these songs effectively consolidated word learning. This supports the idea that songs are highly efficient vocabulary reinforcers. Neurologically, the processing of music and the accompanying physical actions in TPR engages different centers in the child's brain. This dual coding allows children to associate words with movements, significantly reducing their cognitive load [18]. As a result, students are able to move from simply recognizing words to actively pronouncing them without difficulty.

The observation checklist, a tool that correlates with test findings, was revealed as a tool that not only measures students' vocabulary mastery through nursery rhymes but also serves as a resource for evaluating students' active participation and motivation in learning activities. In fact, the checklist is an instrument that correlates with test results that confirm this. Creating a more engaging and enjoyable learning environment for children will result from students' active participation and motivation. They observed that most of the students' achievements in the study were related to the very good and good categories. Their learning was largely facilitated by the help of nursery rhymes, which, when combined with fun and appropriate movement demonstrations, proved quite effective in expanding their vocabulary. Nursery rhymes are specifically created for young children. They contain consistent and repetitive lines with rhymes and other discourse features that make them very easy to follow [23]. In this way, students not only succeed in learning nursery rhymes but also retain their rhythmic properties, grammatical patterns, and vocabulary for a very long time.

The initial conclusion from this research is that children's songs in kindergarten are a highly effective medium for vocabulary development because they engage students and encourage greater vocabulary learning. Introducing children's songs, whether intentionally or unintentionally, will undoubtedly introduce new, unfamiliar words and therefore facilitate vocabulary acquisition. This aligns with research by Mahmood [23], which highlights that improving students' vocabulary skills through nursery rhymes is no accident. Learning becomes more engaging through this strategy, thus engaging younger students. Furthermore, Al-Smadi [22] offers a similar perspective, arguing that an engaging and communicative teaching approach will increase student motivation through their engagement and task completion.

The context created through the use of nursery rhymes plays a significant role in enhancing students' understanding and simultaneously helping them remember newly learned terms. This study revealed that the use of nursery rhymes helps students understand and memorize specific words. After intervention with nursery rhymes, students were able to deduce the meaning of words in nursery rhymes, thus helping them acquire a broader vocabulary. Furthermore, nursery rhymes facilitate both comprehension and memorization, especially when it comes to vocabulary. Pedagogically, this multisensory approach lowers affective filters and maintains motivation. Furthermore, the repetitive verses and regular rhythmic patterns provide an involuntary rehearsal process, which Brandon [24], Long and Mustafa [25] argue is highly effective in cementing short phrases and new vocabulary into young learners' long-term memory.

Furthermore, the research findings presented here from St. Augustine Kindergarten reveal an effective method of teaching English to young learners. First, nursery rhymes can be used not only as a regular part of vocabulary instruction but also as a source of motivation for children and as support for their receptive and productive language skills. The retention of words through nursery rhymes is why they are so beneficial for children. Later, educators can also use this method effectively by

combining it with singing together and reviewing the material periodically over several sessions to facilitate the students' learning process.

Besides purely relying on traditional memorization, teachers may use nursery rhymes combine with flashcard visualization and TPR gestures to regulate children's attention and also to avoid their overexcitement while singing nursery rhymes. For instance, educators must set up definite steps and employ soothing rhythmic signals for guiding children from very lively singing time to the concentrated listening session. Working in the right way with these multimodal resources, teachers will be able to foster a culturally suitable and acceptable learning milieu that will highly facilitate English vocabulary development at an early stage.

CONCLUSION

This Classroom Action Research project shows that nursery rhymes can be very effective in developing young children's receptive and expressive vocabularies and helping them remember and recall long term if they are deliberately and thoughtfully used in the teaching program. In line with the main research question, the findings reveal that nursery rhymes keep enhancing student motivation and lead to more enthusiastic student participation in class. A unique feature of this research is that it uses two methods simultaneously: nursery rhymes with pictures and Total Physical Response (TPR) activities which act as a very effective dual-coding method for children to release the extra energy and at the same time to keep their focus on cognition when there are the delays in language development. The report also shows that using culturally relevant songs and cleverly repeating them are key techniques to support children in getting over the limitations of their short-term memory when it comes to vocabulary learning. The study only lasted two months which is actually very short time for the study of this nature. Besides time-factor limitations, there are also sample size and diversity issues; only 38 children from a single urban kindergarten were involved in the research. This, of course, limits the generalizability of the results to different contexts such as rural schools or larger communities. For future studies, longer intervention periods and more diverse participant demographics should be considered to validate these findings. In summary, the insights gained from this study provide a solid foundation for English language teachers to develop language learning environments that are not only rich but also multisensory and serve as a reference point for further research to create new techniques in other educational settings.

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