

Teachers' Strategies in Designing and Implementing Song-based English Learning Materials

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Abstract

Songs are widely recognized as effective tools in English language learning, supporting the development of vocabulary, pronunciation, and listening skills. The researchers must conduct a systematic review to create an overview of instructional methods and teaching patterns which existed in earlier research studies. The research explores how teachers create and use song-based English learning materials which meet pedagogical standards for classroom instruction, curriculum-aligned, and responsive to students' needs. Thematic analysis was conducted on 26 relevant studies published between 2015 and 2025 by employing a qualitative systematic literature review (SLR) following the PRISMA 2020 guidelines. The findings indicate that in designing strategies, teachers primarily involve careful song selection aligned with students' proficiency levels, curriculum objectives, age appropriateness, and cultural relevance. Meanwhile, the learning implementation strategies include total physical response, singing in a group, vocabulary tasks based on lyrics. The study investigates how multimedia-based instruction improves student motivation during language learning. The study finds that educational stakeholders need to work together to enhance the curriculum because that collaboration helps students achieve maximum benefits from song-based teaching methods, train teachers, and implement technological tools to encourage the use of songs at all different stages of English education. This review highlights the methods teachers use to create song-based learning materials for teaching English teachers use to create song-based learning materials for teaching English are highlighted in this review. In conclusion, it emphasizes how crucial it is to use songs as valuable teaching tools.

Keywords: Song-based learning; Teacher strategies; English language teaching (ELT); Systematic literature review; Curriculum analysis

1. Introduction

In English language learning, songs have long been used as a teaching medium. However, in classroom settings, educators demonstrate inconsistent use of songs as teaching tools. In many English as a Foreign Language (EFL) contexts, teachers typically use songs to introduce vocabulary, support listening activities, or simply to liven up the classroom atmosphere. However, research shows that the learning value of a song is not determined by its presence in the classroom, but rather by how teachers structure and use it as a learning resource (Kumar et al., 2022; Tasnim, 2022). The focus is not on how useful the song is, but on how it can be effectively incorporated into the teaching and learning process.

According to research, songs are a type of multimodal language input because they incorporate linguistic, rhythmic, emotional, the study showed that people can operate everything at the same time when they want to use visual elements. The components help listeners to understand information better because they enhance their ability to remember details. Students who use songs in classroom activities experience language development through this practice and academic performance. (Luo et al., 2022; Yende, 2023). According to this point of view, songs are not merely teaching materials that provide entertainment, but are also a source of comprehensive learning. However, the pedagogical effectiveness of such multimodal materials depends heavily on how teachers design the activities around them. The learning potential of songs gets wasted when they are used without organized educational activities and specific learning goals. Teachers in classrooms who use songs as teaching materials must follow multiple steps, which start with them establishing listening objectives and guiding students through specific song listening activities, and continue with them conducting

additional activities that include vocabulary development and lyric analysis and student-to-student interactive discussions. According to research on EFL teaching methods, there are three stages of structured listening: pre-listening, during-listening, and post-listening. These phases can have a big impact on how well students understand the language they are exposed to. (Tasnim, 2022). Teachers can use digital platforms and lyric analysis exercises together with group projects to create interactive experiences from songs. However, existing research indicates that teachers vary in how they design and implement these stages, reflecting differences in pedagogical beliefs, classroom constraints, and the expectations of their respective institutions (Maherni & Ratminingsih, 2021; Pinem & Rahmawan, 2023).

In designing song-based English learning materials, teachers must simultaneously consider many factors. These include selecting appropriate songs. The first two principles require educators to adapt their teaching methods according to their students' current skill levels while creating additional materials which will help students achieve better comprehension of the subject matter. These principles are frequently discussed in various pieces of literature. The principles present a challenge because they provide general guidance instead of describing teaching practices that researchers have investigated through systematic research. For example, Dewanti (2014) recommend that song choice match the learning theme, and more materials like audio tracks or worksheets support instruction. Although well-intentioned, this advice seems to assume that teachers will know how to seamlessly transfer this advice into structured classroom teaching. However, there remains large uncertainty as to the degree of consistency in the application of such design recommendations in different studies. Rather than being a drawback, this inconsistency helps to point out a broader issue: when discussing song-based material, we are faced with issues of "what to do", instead of "what is done, " and how it is explained in empirical studies of classroom-based teaching. Even when it is suggested that songs should be engaging, varied, and matched to curricula, statements lack a systematic analysis of how this matching happens in classroom-based studies, and as a result of that, the literature appears fragmented. We still lack a clear understanding of whether song-based learning is planned as a structured pedagogy or is more often implemented informally simply to increase student motivation.

A similar trend emerges in discussions of classroom implementation. Existing studies often state that effective song-based learning requires interactive activities, multimedia integration, and structured listening stages. Based on Afriyuninda & Oktaviani (2021) research, for example, The research shows that teachers need to be qualified for effective learning media implementation. The use of songs in classroom settings depends on the methods that teachers use to integrate them into educational activities according to Annuri et al. (2025). The studies show teaching methods but they lack a systematic approach to compare different ways of understanding these methods in various situations. As a result, we still cannot be sure whether there is a consistent pedagogical pattern in how teachers organize song-based learning or whether its implementation is determined more by individual teacher interpretation.

Traditional pedagogical models, such as the stepwise approach proposed by Grünert (2010), The process of teaching requires teachers to make intentional choices which they implement during their instructional time and their subsequent evaluation of student learning. In the context of song-based learning, this model is typically translated into pre-listening, while-listening, and post-listening stages. The framework remains a commonly used best practice framework, the literature rarely examines how consistently it is applied or adapted when songs are used as instructional materials. The question is therefore, whether this division does indeed serve as a pedagogical strategy or if it is only loosely mentioned in methodologies?

These limitations of such descriptively oriented reviews show that research in the area of song based English language instruction might be more prescriptive than analytic. Researchers describe what should be done in many studies, rather than summarizing how what is suggested is actually implemented in the classroom in empirical studies. In the absence of such a summary, The presence of song use in the classroom does not reveal whether teachers follow a consistent teaching method or whether they use teaching methods which need better definition. The systematic review of existing research needs to be conducted. The study examines the ways teachers develop and implement song-based English language learning materials which have been documented in previous research. The review seeks to provide more than descriptive recommendations by showing how song-based pedagogy operates according to established patterns within academic literature and variances in teaching approaches across diverse studies.

Research on song-based English language training has looked at the strategy from a number of angles, such as how teaching materials are created, how it is used in the classroom, and how it affects student learning. Early works, such as Dewanti's (2014) study, the emphasis now is on developing song-based resources that complement the 2013 curriculum, especially by incorporating audio recordings to enhance instruction in the classroom. Recent research has demonstrated how this strategy has evolved throughout time, The present technological advancements create special requirements for learning research methods. Sato (2024) studied how digital platforms YouTube and Edpuzzle help students learn songs through three different challenges which include creative production and grammatical analysis and lyric interpretation. Meanwhile, classroom research conducted by Maherni & Ratminingsih (2021) demonstrated that using songs can improve the development of vocabulary and boost student motivation in Indonesia. But this study also showed that teachers' use of song-based instruction differs greatly depending on the situation.

Several systematic literature reviews, such as Engh (2013), Millington (2011), and Kumar et al. (2022), have sought to consolidate broader patterns within music-assisted language acquisition, supplementing specific empirical studies. These reviews consistently show that music exerts a positive influence on listening comprehension, pronunciation awareness, vocabulary gain, and learner involvement. The research findings demonstrate that song-based instruction effectiveness

depends on teachers' ability to design educational materials and their capacity to sequence tasks and make teaching choices, which goes beyond simply using songs in class activities. The systematic study of teaching methods that educators use in their work has received less attention than other educational research areas by educators in the design and execution of song-based instruction, particularly concerning their alignment with national curriculum standards. However, several studies in the selected literature (Degrave (2019); Dewanti, 2014) indicate that although songs are frequently used in English language instruction, there has been little research on how teachers systematically link song-based materials to broader instructional objectives. The discussion needs more focus on how teachers use song-based materials to achieve their teaching goals. The assessment process requires two components which include assessment planning and assessment execution to ensure proper assessment implementation, and development of 21st-century literacy competencies. Therefore, more study is required to examine the methods instructors employ when creating and implementing song-based English learning resources in formal secondary school settings. The research questions were: (1) What strategies do teachers use to design and implement song-based English learning materials? And (2) How are song-based English learning practices influenced by curriculum contexts in Indonesia and international settings?

2. Method

The research study applies systematic literature review method as its qualitative research methodology to achieve transparent and trustworthy results according to PRISMA 2020 guidelines. The researchers collect relevant literature about English learning strategies through songs from established databases and the inclusion criteria to be considered in the process of gathering the literature include the relevancy, publication in the past decade, and the teacher-oriented strategies. The chosen articles are then analyzed in terms of theme to trace the usual pedagogy methods, use of technology, and curriculum relevance. The results are summarized to give the best practices and difficulties of using songs as teaching aids, which gives insights to how teachers can successfully use songs to support the learning of English language as well as meet the education standard.

Eligibility Criteria

In this study, there were certain eligibility criteria that were set in order to select relevant and credible sources and participants. The criteria were arrived at due to the research objectives and methodological considerations.

Table 1. Eligibility Criteria

Criteria	Inclusion	Exclusion
Date	Studies published within the last 10 years	Studies published more than 10 years ago
Language	Articles written in English	Articles written in languages other than English
Sample	Research involving EFL/ESL learners and teachers	Research not involving English language learners or educators
Publication Type	Peer-reviewed journals, conference proceedings, or academic databases,	Non-academic sources, unpublished manuscripts, or opinion pieces.
Setting	Conducted in formal educational institutions (schools, universities, etc.)	Conducted outside formal education settings without pedagogical focus.
Database Source	Scopus, Google Scholar, Eric	Non-academic sources, blogs, or commercial websites

Information Sources and Search Strategy

The main databases that researchers used for their work were Scopus Google Scholar and ERIC. The main keywords used were: (music OR song) AND (efl OR esl OR english) AND (teacher AND strategy OR teacher OR strategy) Searches were conducted in titles, abstracts, and keywords. Only peer-reviewed articles published in English between 2015 and 2025 were included. It was restricted to the studies which centered on teacher strategies in the development or the execution of song-based English learning materials.

Table 2. Information Sources and Search Strategy

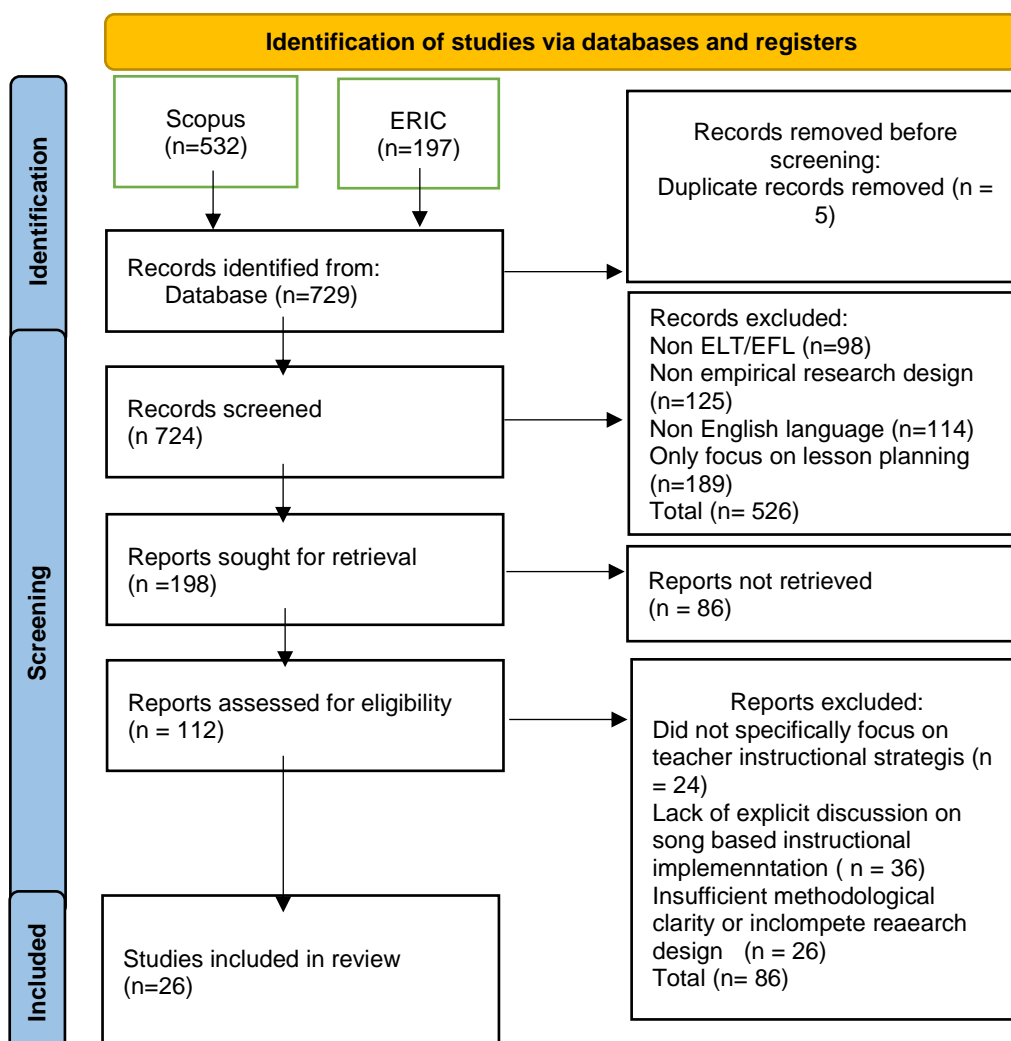
Database	Syntax	Results
SCOPUS	TITLE-ABS-KEY (music OR song) AND (efl OR esl OR english) AND (teacher AND strategy OR teacher OR strategy)	532
ERIC	("music OR song) AND (efl OR esl OR english) AND (teacher AND strategy OR teacher OR strategy")	197
Total papers		729

Study Selection

The selection process for this study followed the PRISMA 2020 guidelines, which include four main stages: identification, screening, eligibility assessment, and inclusion. A comprehensive search was conducted during the identification stage using two academic databases: Scopus and ERIC. The first search produced 729 records which included 532 Scopus articles and 197 ERIC articles. The researchers deleted duplicate records which occurred before they began the screening process. The researchers removed five duplicate articles from the original collection which left 724 items for additional screening. The research team conducted a thorough examination of the titles and abstracts from 724 records to assess their relevance to their research questions. The team excluded 526 articles at this point because they did not meet the established criteria for inclusion. The research removed 98 articles because they did not pertain to English Language Teaching (ELT) or English as a Foreign Language (EFL) contexts. Additionally, 125 articles were excluded because they did not use empirical research methods. In addition, 114 articles were excluded because they weren't published in English. Finally, 189 articles were removed because they focused only on lesson planning, rather than instructional strategies.

Following the screening procedure, 198 reports were requested for full text retrieval. Nevertheless, 112 reports remained for the eligibility assessment step after 86 articles could not be retrieved. The remaining 112 articles' full texts were carefully examined throughout the eligibility stage to make sure they satisfied the requirements for inclusion. 86 articles were eliminated at this point for a variety of reasons. The studies showed inadequate methodological clarity or incomplete research design in 26 cases while 36 articles failed to provide detailed descriptions of their song-based instructional methods and 24 articles did not address teacher instructional methods toward their research objectives. Finally, in the inclusion stage, 26 studies met all inclusion criteria and were selected for the final review. The complete study selection process is illustrated in Figure 1.

Figure 1. Study Selection



Identification

The PRISMA 2020 principles were adhered to during the identification step to provide a methodical and open search procedure. Due to their broad coverage of peer-reviewed research in English language teaching and education, two significant academic databases Scopus and ERIC were chosen to gather pertinent studies. The search was restricted to articles published between 2015 and 2025 as a method to ensure that only current and relevant research would be considered. A total of 729 records have been collected from the researchers' study. The topic is divided further into two segments: Scopus, in which the data has been enlisted, and ERIC with the number at 532 and 197, respectively. The data has been organized in a afinide-tracking and screening. The full identification process was executed based on the provisions of the actual situation where it was identified as a duplicate. An assortment of titles were, for the sensitive difference and a nonsensitive nature, compared with each other, author names, publication years, and sources was used to find duplication. To avoid redundancy and guarantee data accuracy, just one version of identical or extremely similar records was kept while the others were eliminated. Five duplicate records were removed as a consequence of this procedure. The 724 distinct records that remained were kept and ready for the first screening phase.

Initial Screening

The first screening step comprised a methodical examination of the 724 records' titles and abstracts to ascertain their applicability to the study's goals. The selection process required strict inclusion and exclusion criteria to ensure consistent procedures and unbiased outcomes. The studies needed to meet three requirements according to the inclusion criteria which required them to be conducted in English Language Teaching (ELT) or English as a Foreign Language (EFL) environments and to include music or songs in their teaching methods and to focus on specific teaching methods, teaching strategies, or instructional methods associated with song-based learning. Each title and abstract was methodically compared to these standards as part of the screening process. In order to prevent early exclusion, the study was temporarily kept for additional consideration in the following phase when ambiguity emerged. A total of 5 records were eliminated as a result of this stringent screening procedure because they did not fit the predetermined standards. The remaining 198 studies were deemed pertinent and moved on to the full-text retrieval stage for additional analysis.

Retrieval

To provide for a thorough assessment, full-text versions of the 198 chosen studies were methodically sought after during the retrieval step. A variety of methods, including institutional database subscriptions, open-access journals, digital archives, and scholarly search engines like Google Scholar, The researchers attempted to obtain complete texts through various methods which included their main approach of using existing resources. The team resorted to alternative methods that involved searching preprint archives and institutional repositories to access documents which they needed when they couldn't find complete texts. The research team was unable to obtain 86 studies because the necessary publication details were missing and the studies had restricted access and full-text content was not available. The team successfully obtained 112 complete articles from their research work. In the eligibility stage, these articles were judged qualified for additional evaluation, when a more thorough assessment of methodological quality and applicability to the study area was carried out.

Eligibility Assessment

In the eligibility assessment stage, the 112 full-text articles were thoroughly reviewed to ensure their alignment with the inclusion criteria. The study examined two main research questions which included (1) an investigation of teacher instructional strategies in song-based English language learning and (2) an assessment of the research study's ability to explain how songs were used in classroom instruction. The research articles received assessment based on their research focus and the depth of their analysis and their connection to the review objectives. As a result, 86 articles were excluded due to several reasons, such as lack of focus on instructional strategies, absence of explicit discussion on song-based learning implementation, and insufficient methodological rigor. Ultimately, 26 studies met all the inclusion criteria and were selected for the final review.

Data Analysis

To organize both the teaching strategies used and the teachers' opinions of their proficiency in teaching English through songs, a methodical coding scheme was developed. The framework which developed through literature trends contained four self-efficacy codes which ranged from SE1 to SE4 and nine codes for teaching methods (TS1–TS9). Choosing songs that fit the students' interests and skill levels (TS1), expanding vocabulary through songs (TS2), pronunciation and word recognition exercises (TS3), learning through singing (TS4), analyzing song lyrics (TS5), participating in role-playing exercises (TS6), utilizing multimedia in lessons (TS7), creating a positive classroom environment (TS8), and developing relationships between teachers and students (TS9) were among the strategy codes. The self-efficacy codes had encouraging student creativity and involvement (SE4), utilizing musical instruments (SE3), incorporating music into classes (SE2), and having confidence in teaching with music (SE1).

The research study used different code combinations to match each important discovery from the 26 publications with its main focus on psychological elements or instructional elements. The researchers used the codes throughout all their sources to enable them to conduct systematic comparison and thematic integration. The majority of codes which include TS1, TS2, TS5, TS7, SE1, SE2, and SE4, The research received support from multiple empirical investigations. The educators explained that teachers selected age-appropriate songs which matched educational content (TS1) and used lyrics to develop vocabulary understanding (TS2) and implemented YouTube and Edpuzzle for better student engagement (TS7). Likewise, dimensions of self-efficacy concerning confidence in using music for teaching (SE1) and belief in its

educational benefits beyond mere entertainment (SE2) were supported by the work of Köksal (2021) and Maherni & Ratminingsih (2021).

The two codes need explanation because methodological clarity needs to define two specific codes. SE3 which stands for "*integration of musical instruments*" received recognition only in Köksal (2021) validated self-efficacy scale but was not found as a practice implemented in any of the 26 analyzed studies. No publication indicated that educators utilized physical instruments (such as guitar or piano) during instruction centered around songs. Second, TS8 ("classroom atmosphere building") and TS9 ("rapport development"), while they have distinct concepts, were reported empirically as a combined emotional function mainly in Vishnevskaja & Zhou (2019) The research showed that musical tracks created between researchers and teachers helped establish initial trust relations. The researchers chose to keep all coding systems because they wanted to show the complete range of teacher research findings about their teaching goals and cognitive processes, including both aspirational skills and utilized tactics. Here is an example of a table in the data analysis process:

Table 3. Sample of Data Analysis

Data Source	Category	Code	Comment
The study explains that teachers tend to choose songs by considering students' ability levels and personal interests, so the material can be easier to understand and more engaging.	Teaching Strategy	TS1	This suggests that teachers don't pick songs randomly, they adjust them to match what students need, which highlights how songs can be used as a thoughtful learning tool.
The findings also show that teachers feel quite sure about using songs in their teaching.	Self-Efficacy	SE1	This shows that teachers believe in their capability to use songs effectively, and this confidence likely affects how often and how well songs are used in the classroom.

Each of the 26 papers makes a significant contribution to this analysis. Thematic coding development received support from 21 studies which demonstrated learning strategies through concrete evidence. The five remaining studies helped build theoretical and curricular foundations for this review while their content did not address classroom implementation (for instance, Engh (2013); Richards & Lockhart (1996); Ngoc et al. (2019); Bentri & Hidayati (2022)). This combined approach guarantees that the synthesis faithfully captures both more general educational discussions regarding song in language training and real-world experiences. The method shows teacher agency as a complex system because it relies on teachers' actual educational practices and their self-perceived teaching role in song-based music instruction to maintain all thirteen established norms while explaining the supporting evidence for those norms. The resulting framework permits a thorough comprehension of the results in accordance with the requirements of completeness, clarity, and contextual awareness in systematic qualitative synthesis.

3. Findings and Discussion

Findings

This section presents the study's key findings on the use of songs in English language learning. The study investigates three main areas, which are instructional practices and self-efficacy dimensions for teachers and the methods used to create and use song-based English learning materials.

Table 4. Empirical Findings and Thematic Codes

Main Theme	Sub-Theme	Key Issues	Code/Sources
Development of Song-Based Learning Media	The Presence and Function of Songs in the Indonesian English Curriculum (CP-Based Analysis)	Songs are primarily used as an introduction and The system helps students from initial educational development stages until their full academic progression. Teachers need to create their own song-based educational resources because they need materials to fulfill their teaching responsibilities. without clear instructions or institutional support.	SE1, SE2
Development of Song-Based Learning Media	Boarder Integration of Songs in International Curricula	In the international curriculum, however, songs are integrated across all skill levels as authentic learning resources to support a range of language skills, including grammar, pronunciation, and cultural literacy. This broader focus gives teachers	SE2, SE4

Development of Song-Based Learning Media	Pedagogical Implications and Strategic Opportunities for Indonesian Teachers	<p>greater license to develop and use song-based learning materials in meaningful ways consistent with pedagogical principles.</p> <p>There is a gap between the songs' potential and their limited integration into the curriculum; thus, teachers need to develop song-based learning materials through the strategic adaptation of songs, the application of digital tools, and a focus on learning objectives. The development of professional skills and curriculum is necessary to ensure a consistent and effective implementation.</p>	TS1-TS8, SE1, SE2, SE4
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Using songs as media of learning English. The use of learning media such as songs in learning English is one of the effective attempts to enhance the language skills of the students. English songs offer an effective and interesting approach to enhance the level of language skills and expand the range of vocabulary (Ananda et al., 2023). The educators discussed the construction and application of the right strategies to integrate songs in English classes. During a qualitative research and thorough study of the teaching practices, this paper discovered that teachers have an array of creative practices, including audio-lingualism, total physical response, and popular songs, which facilitate the establishment of a fun learning environment and promote active involvement of the students. The study draws to the fore the fact that songs are used to speed up learning of English, particularly in vocabulary and sentence structure, among the students. Moreover, it is also possible to motivate, improve creativity, and memory of students using songs. According to Ranuntu & Tulung (2018), learning of English using songs can be an effective tool in enhancing memory and capacity of the students in learning English. Majority of learning strategies are centered around a student-centered learning approach in which songs will provoke active discussions, question-answer, reading aloud and interactive quizzes. In this regard, educators must select those songs that can be relevant to the student learning goals and the learning level. The learning objectives are ideal in the sense that they outline an orientation toward the student in learning new knowledge, skills, and attitudes. In case of songs, they should serve an educational purpose and correspond to these purposes (Ranuntu & Tulung, 2018). In general, teaching the English language through the medium of songs is a highly effective process of teaching language, since it would be able to develop the skills in any aspect of language learning.

Luo et al. (2022) said that in creating teaching materials, strategies that combine songs and multimedia are very important. The students will experience increased learning interest because of this approach, which will lead to better academic results. Yende (2023) explains that music-based strategies are effective for developing basic literacy, meaning reading and writing skills, which students learn through the language structure of song lyrics. This part seems a little lacking in detail, but the point is that music helps students understand language more easily. The use of digital media for self-directed learning seems is a rather significant finding. Pinem & Rahmawan (2023) stated that music on digital platforms can serve as an excellent resource for self-directed learning. They are highly efficient for acquiring vocabulary, particularly during remote learning. This is a fascinating observation, People sometimes forget that music helps in this specific way. Remote learning environments require these techniques which people have not yet adopted. The success of this method depends entirely on teachers' confidence in their abilities to implement it. The requirement of self-efficacy for them functions as a critical element in this situation. The strategy of listening to songs repeatedly also plays a role in incidental learning for vocabulary. Nie et al. (2022) found that with regular auditory exposure, learning new vocabulary is very possible for students to do independently.

Self-Efficacy Components

Table 5. Teacher Self-Efficacy Dimensions

Code	Self-Efficacy Dimension	Definition	Empirical Support
SE1	Confidence in Teaching with Music	Belief in one's ability to plan and deliver effective song-based lessons aligned with learning objectives	Köksal (2021): Teachers reported high confidence in using songs for vocabulary instruction
SE2	Belief in Music's Pedagogical Value	Conviction that songs contribute meaningfully to language acquisition beyond entertainment	Maherni & Ratminingsih (2021): Teachers viewed songs as tools for vocabulary retention, not merely "fun breaks"

SE3	Competence in Using Musical Instruments	Ability to incorporate physical instruments (e.g., guitar, piano) during song-based instruction	Köksal (2021): This dimension appeared only in self-efficacy scales but was not observed as actual classroom practice
SE4	Capacity to Foster Creativity and Engagement	Skill in designing song activities that stimulate student participation, and emotional investment	Köksal (2021): Teachers with high SE4 designed open-ended tasks (e.g., lyric rewriting) that promoted student agency

This research study reveals that educators use different pedagogical approaches in using songs in teaching the English language. Their self-efficacy is a major factor in these strategies which involves their ability to plan, Music should be used to enhance lesson execution and lesson execution. The purpose of song integration goes beyond entertainment because it serves as a teaching tool which helps to improve language acquisition through its intentional educational design. Teachers resort to music so as to establish an interactive learning atmosphere, to promote vocabulary and grammar, and also to help the students to be emotionally engaged with the content they are learning. A combination of the three elements of self-efficacy teaching, the use of music in the instruction process, and the use of instruments offers a platform through which the role of music in the teaching of languages can be discussed. According to Köksal (2021), teachers' self-efficacy in teaching with music includes creativity, yes, but also the ability to make students more actively participate in class. However, this aspect of creativity is sometimes difficult to explain further, even though it can significantly increase student participation.

....The scale had three dimensions: Self-efficacy for teaching with music, using music in class, and using musical instruments." (P4SEC#8)

According to this author, the self-efficacy scale that was developed has shown three important dimensions, i.e. teaching with music, using music in the classroom instruction, and integration of musical instruments in the teaching process (P4TS#8). These dimensions indicate the complexity of the teacher approach in music-assisted English teaching. The instructional design is planning lessons on the basis of a deliberate musical content, and the classroom practice focuses on the delivery and interaction with the students by way of songs. The aspect of multisensory learning is also improved by the use of instruments that add up to the engagement and The students show their language abilities through their language input. The teachers use music as a source of motivation because it serves as their main method for teaching language to students. The section describes how teachers employ songs as an English teaching method through their particular methods.

The highlighted tactics include how teachers create learning activities. The highlighted tactics include how teachers create learning activities, direct student involvement, and support language development using songs, in addition to using songs as teaching materials. The teaching process uses these tactics to demonstrate how songs become effective teaching tools throughout their entire teaching process from planning to actual classroom teaching.

Table 6 shows a detailed summary of the research results which were obtained through the tested methods.

Teacher Strategy

Table 6. Song-Based Teacher Strategies

Code	Strategy Category	Phase	Operational Definition	Representative Empirical Evidence
TS1	Selecting song based on students proficiency level	Designing	Song selection aligned with learners' proficiency level, curriculum topics, age appropriateness, and cultural relevance	Dewanti (2014): Songs selected based on thematic alignment with Curriculum 2013 units (e.g., "family" theme) and accompanied by audio recordings
TS2	Engaging students in lyrics analysis	Implementing	Vocabulary enhancement through contextualized lyric analysis, word identification, and meaning negotiation	Nie et al. (2022) : Repeated exposure to songs enabled incidental vocabulary acquisition
TS3	Guiding students to practice pronunciation through repetition.	Implementing	Practice pronunciation and phonology with word recognition exercises, stress pattern imitation, and lyric repetition	Mantika (2021) : Teacher employed song lyrics to promote pronunciation practice in real-life situations
TS4	Engaging students in	Implementing	Engaging in singing as a whole class or in smaller groups to strengthen language comprehension,	Fitriana (2021): "Singing a song together is one of my methods for

	active singing activities		enhance fluency, and promote cooperative learning	teaching English to young learners.”
TS5	Encouraging collaborative learning through group singing	Implementing	Organized examination of lyrics emphasizing grammatical forms, idiomatic phrases, and cultural allusions	Sato (2024): YouTube and Edpuzzle are utilized to develop an interactive task for annotating lyrics
TS6	Facilitating role-playing activities based on song content	Implementing	Acting out and reenacting stories from songs to enhance verbal abilities and emotional involvement	Fitriana (2021): Teachers integrated role-playing exercises with lyric examination
TS7	Integrating multimedia elements to support song-based learning	Implementing	Incorporation of digital resources (YouTube, Edpuzzle, lyric annotation applications) to support multimodal interaction with music	Luo et al. (2022) The integration of multimedia in song applications greatly enhanced student engagement
TS8	Creating a positive classroom atmosphere through song-based activities	Implementing	Utilizing music to foster a calm, emotionally secure classroom environment that alleviates language-related stress	Vishnevskaja & Zhou (2019): Singing familiar songs helped reduce anxiety during initial meetings
TS9	Building rapport with students through interactive song engagement	Implementing	Building strong relationships through shared musical experiences that strengthen the teacher-student bond	Vishnevskaja & Zhou (2019): Songs facilitated rapid trust-building between foreign teachers and students

These songs are selected and modified to suit the learning goal, level of language and interests of the learners making them very interesting and significant in the learning process.

The results indicate that songs have become a well-known instrument among the teachers in the English language classrooms as a means of increasing vocabulary learning. Songs do not exist to entertain only, but they are carefully chosen to correspond to the language levels, interests and learning objectives of students.

...Teachers reported that songs provide young learners with opportunities to practice, revise, and identify meanings in context. (P5TS#9)

...By selecting popular songs to listen to, teachers can assign vocabulary learning accordingly to the lesson objective. (P7TS#11).

...It is advisable for language teachers to use "listening to English songs" as a teaching strategy to improve students' vocabulary knowledge. (P9TS#13)

...Teachers can utilize songs and lyrics to create affective, engaging, and vocabulary-enriching classroom activities, encouraging pronunciation imitation and lyric-based word recognition. (P11TS#15)

The use of songs is perceived as efficient in developing the vocabulary of EFL students due to their ability to offer meaningful context, meet the learning goals, and create a playful atmosphere. The students use lyrics to practice their pronunciation skills and develop their ability to recognize words. Songs create engaging learning environments that allow young learners to practice their vocabulary skills, and teachers may choose the appropriate lyric to enhance lesson goals, vocabulary learning, and imitating pronunciation (Mantika, 2021).

..... Singing a song together is one of my ways to teach English for young learners. (P6TS#10)

.... Teachers systematically planned multimedia teaching content and instructional strategies, arranged heterogeneous groups, and organized singing contests with props and dance to enhance English learning. (P10TS#14)

.... Music educators can select songs that fit the learners' language proficiency level, age appropriateness, and cultural background to enhance language learning. Activities such as singing, role-playing, lyric analysis, and group performances are recommended. (P13TS#17)

Singing is an effective English teaching strategy for young learners, creating a fun learning environment and aiding vocabulary retention. Teachers can design creative activities, match song selection, and incorporate role-playing and lyric analysis. Teaching young people English through songs can be easier due to their love for singing and listening. Teachers tailor their strategies to match students' grade and ability level (Fitriana, 2021).

.... During the stage of students' establishing a relationship with a new foreign teacher, the use of music and songs helps to promote good relations among the teacher and students rapidly. (P12TS#16)

Music and songs effectively foster connections with foreign teachers, establish an enjoyable environment, enhance language acquisition, The classroom activities develop social connections which create a unified atmosphere for students. Vishnevskaja & Zhou (2019) found that the teacher used familiar songs to establish a relationship with his students and trust with the students at the outset of the student-teacher relationship

Discussion

This section analyzes the study's results by exploring the role and significance of songs in the Indonesian English curriculum, the educational implications together with strategic opportunities for Indonesian educators receive explanation through a comparison of local practices with worldwide educational standards.

The Presence and Function of Songs in the Indonesian English Curriculum (CP-Based Analysis)

An analysis of the Capaian Pembelajaran (CP) documents for English within the Indonesian curriculum reveals that songs are primarily referenced in the initial stages. Thus, the text of this study shall particularly involve phases A and B (as they are equivalent to early childhood and lower primary). The curriculum favours songs for the introduction of vocabulary, the practice of listening skills, and exposure to culture during these phases. Nonetheless, the incorporation of songs in teaching guidance becomes less distinct as learners advance from Phase C to F (upper primary to senior high school)

This limited reference suggests that songs are usually regarded as suitable for young learners and are commonly linked to entertainment or basic language introduction (Dewanti, 2014). Since songs are not clearly included in the CP framework's focus on developing communicative or integrative abilities, higher level educators are restricted in their capacity to design song-based resources. Indonesian teachers use songs for teaching purposes because they want to create learning experiences, they achieve their goal by using their creative skills to transform existing resources into teaching materials which help students develop 21st-century skills while maintaining their interest in classroom activities (Bentri & Hidayati, 2022; Maherni & Ratminingsih, 2021).

The proper implementation of songs in the Merdeka Curriculum according to CP Phases A and B depends on teachers who ensure that these songs are used correctly throughout the educational process. Degraeve (2019) state that music educators tend to have a favorable view of music, the lack of a solid theoretical foundation and adequate institutional support frequently leads to inconsistent or uneven application of music in education. This scenario becomes increasingly challenging due to the actual obstacles highlighted by Al-efeshat & Baniabdelrahman (2020). They clarify that teachers' positive attitudes are frequently hindered from being displayed due to insufficient support and the absence of clear guidelines established by the national system. In Indonesia, music typically serves as an optional method to initiate conversations, rather than being a common tool for language learning, despite their effectiveness elsewhere

The disparity between the educational value of songs and their official function in the Merdeka Curriculum places a strong focus on teacher initiative Degraeve (2019) argues that although teachers generally possess a positive outlook on music, the absence of solid theoretical backing leads to inconsistent application because it needs proper theoretical support. Al-efeshat & Baniabdelrahman (2020) demonstrate that teacher positive attitudes face major challenges because of insufficient resources and missing national framework guidelines. As a result, in Indonesia, songs frequently serve as optional 'icebreakers' instead of essential language tools.

Broader Integration of Songs in International Curricula

The CEFR or Cambridge English curricula typically diverge in incorporating songs across all sorts of skills and levels and are just not confined to toddler learning, in contrast to the Indonesian context. For instance, even at A2–B1 levels, songs are utilized in CEFR-aligned frameworks to promote critical listening, grammar practice, cultural awareness,

and phonological awareness (Ngoc et al., 2019b). The use of songs is considered as a genuine text that introduces the learners to the natural pronunciation and idiomatic sentence and socio-cultural topics.

The Cambridge primary English curriculum recommends the use of song and chants by educators in cross-skills projects and reflective discussions in order to enable the student to develop better rhythm, fluency and comprehension. International schemes recognize the pedagogical importance of songs in languages and affective results at all age levels unlike the Indonesian CP which has the inclination to put them at the lower rungs of language (Sato, 2024; Vishnevskaiia & Zhou, 2019).

Using this wider perspective, teachers now have the ability to choose and modify songs for their teaching purposes which they will use to teach narrative and emotional literacy and global citizenship skills. The exercises demonstrate that every singer can benefit from using songs as educational tools and are not just useful for young learners

In contrast to Indonesia's restricted curriculum, worldwide trends are shifting towards a broader and more integrated method that merges various subjects and emphasizes holistic development. Stramkale (2025) points out in various leading primary education systems, music is no longer simply a segment of the arts. It is now part of other subjects such as English and Physical Education to create a comprehensive learning experience. Young learners should study songs as language tasks which display cultural elements and fundamental sentence structures that match CEFR educational requirements according to Millington (2011), The entire combination demonstrates how different fields change particular components of their respective domains; Türkmen & Cesur (2024)

The system boundaries restrict Indonesian education institutions from delivering education which should proceed according to current educational standards that require complete interdisciplinary learning. Stramkale (2025) points out that in many primary education systems, musical activities extend beyond the arts; they are woven into subjects such as English and Physical Education to enhance the learning experience. Additionally, Millington (2011) emphasizes that for young learners, songs ought to be regarded as 'language activities' that embody cultural subtleties and grammatical patterns. This is a benchmark that is thoroughly integrated into CEFR-aligned programs. The wider integration process becomes evident through our study of local adaptation methods. The research by demonstrates that globalizing local children's songs provides an effective educational link which enables students to achieve international English benchmarks while preserving their cultural heritage.

Pedagogical Implications and Strategic Opportunities for Indonesian Teachers

Based on the discrepancies between Indonesian and international curriculum contexts discussed earlier, several pedagogical implications can be identified for Indonesian teachers. The research results show that there exists a major difference between the educational value of songs and their limited presence in the Indonesian educational system, which begins at Fase C. The curriculum permits early childhood and primary school teachers to teach through songs, but secondary school teachers must depend on their personal judgment to handle classroom situations (Dewanti, 2014; Maherni & Ratminingsih, 2021). The engaging, multimodal learning experiences that songs may give, including vocabulary acquisition, pronunciation, listening skills, multicultural awareness, and emotional engagement, are lost as a result of this inconsistency.

To address this gap, it is necessary to re-evaluate songs as a flexible learning resource that remains beneficial long after the initial exposure to the language. As demonstrated by the success of lyric-based exercises and active singing activities in enhancing long-term retention, teachers should specifically integrate song-based approaches in Phases C through F, with a focus on vocabulary development as well as critical thinking, communicative fluency, and intercultural awareness (Chang, 2024; Nie et al., 2022). To address the gaps in secondary school curriculum guidelines, curriculum planners and policymakers must update the Learning Outcomes (LO) documents to formally reflect the broader role of songs in language instruction (Dewanti, 2014; Maherni & Ratminingsih, 2021) Through the development and implementation of song-based lessons educators can create educational experiences that support their existing teaching goals, teachers should also participate in continuing professional development. Additionally, as Kumar et al. (2022) and Tasnim(2022)confirm that digital and musical resources are crucial for developing listening skills in the 21st-century classroom, teachers are advised to make use of digital platforms like YouTube, Edpuzzle, and lyric annotation tools. Lastly, educators should actively work together to create curriculum-aligned, music-based resources, especially by adding game-based components that cater to Indonesian students' desire for engaging and dynamic learning settings (Octaberlina, 2023).

The study establishes a firm basis which the strategic directions should follow. Niiet al. (2022) show that using songs for teaching vocabulary to students proves more successful than conventional teaching methods because students can learn better through active engagement with the song lyrics. Chang (2024)who discovered that active, unison singing considerably improves long-term language memory in comparison to receptive hearing alone, supports this. According to Kumar et al. (2022) and Tasnim(2022)incorporating digital music technologies is crucial for improving listening abilities in the classroom in the twenty-first century. Octaberlina (2023) The practice of combining digital music with game-based learning activities has proven to be highly effective for Indonesian learners since it matches their requirement for interactive learning experiences that offer comprehensive educational content. The combined findings show that when educators use strategic song-based training methods they can achieve better results in both student language development and student emotional engagement, and cultural awareness, resulting in a more comprehensive and immersive language learning process.

4. Conclusion

This study utilized a systematic literature review in order to examine how teachers can develop and use song-based material, learning English. It demonstrates that the teachers use numerous pedagogical practices, which include group singing, vocabulary teaching through lyrics, multimedia supported learning, and total physical response. The songs cannot be seen as the additional materials, they are imperative in enhancing vocabulary development, speed, student motivation, and emotion. Such tactics are adjusted based on the age, language competence and education goals of the learners.

A qualitative comparison of English curriculum in Indonesia with the foreign curriculums such as Cambridge primary and the CEFR however portrays a significant absence of integrating songs. The application of songs is expressly promoted only in the initial stages (Fase A-B), and only a minimal emphasis is given to the subsequent stages. International curricula, in their turn, enhance the use of songs at any level of skills and associate it with the higher-order thinking, cultural, and communication goals.

This discrepancy suggests that songs' place in the Indonesian curriculum should be reinterpreted and its use in the classroom should be expanded beyond the beginning levels. Educators who focus on developing curricula need digital resources which they can combine with collaboration tools and professional development programs to access educational materials that suit their particular cultural requirements. The process of making educational materials usable for students with disabilities needs both planned integration and proper implementation, song-based methods can improve English language instruction at any educational level and help teachers and students meet important learning goals.

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