

ABSTRACT

Vocabulary acquisition is an essential aspect of developing young learners' English proficiency. However, many students struggle to retain new vocabulary due to limited attention spans, low motivation, and conventional teaching methods that offer fewer opportunities for meaningful and enjoyable learning. To address this issue, song rhythms were implemented as an instructional technique to facilitate vocabulary memorization and improve students' learning experiences. This study aimed to investigate song rhythms in improving young learners' English vocabulary mastery. A mixed-method explanatory sequential design was employed involving 50 fourth-grade students at Miftahul Huda 2 Islamic Boarding School. Quantitative data were collected through pre-tests and post-tests and analyzed using the Wilcoxon Signed-Rank Test and Mann–Whitney U Test, while qualitative data were obtained through semi-structured interviews. The findings revealed that students who learned through rhythmic songs achieved significantly greater vocabulary mastery than those who received conventional instruction. The qualitative findings further indicated that song rhythms enhanced students' vocabulary memorization, pronunciation, motivation, and classroom participation. Overall, song rhythms provide an effective and engaging instructional technique for improving young learners' English vocabulary mastery while creating a more positive learning environment. Future research is recommended to examine the long-term effects of song rhythms and their application across different educational settings.

Keywords: song rhythms, vocabulary mastery, young learners, mixed-method, English language teaching.

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