

## **ABSTRACT**

This study investigates the effectiveness of using English songs to teach vocabulary and offers practical recommendations for implementing this method in the classroom. The participants were twenty-three sixth-grade students from elementary schools in Ciamis, Indonesia. The research involved classroom observations and interviews with teachers to explore key themes related to using English songs in vocabulary learning. These themes included improvements in vocabulary acquisition, increased student motivation and involvement, and the perceptions of both teachers and students. The findings from the interviews revealed that incorporating English songs into vocabulary instruction was highly effective, although some challenges were encountered. Notably, the use of English music led to a significant boost in student engagement and enjoyment during speaking exercises. This approach not only enhanced students' vocabulary learning but also increased their motivation and confidence in using English. The study highlights that English songs can be a valuable tool for making vocabulary lessons more engaging and effective. Consequently, the research supports the use of songs as a motivational medium in vocabulary instruction, recommending that educators consider this approach to improve language learning outcomes. In conclusion, the use of English music boosts vocabulary acquisition and increases students' confidence in using English. Despite some challenges, the overall impact is positive, suggesting that English songs are a valuable tool for making vocabulary learning more engaging and effective. The study recommends educators use this method to improve language learning outcomes.