

VOCABULARY ACQUISITION THROUGH NURSERY RHYMES BY AL-AZHAR KINDERGARTEN CHILDREN

Ghulam Ikhwan Fhadilla^{1*}, Otong Setiawan Djuharie², Deni Suswanto³

¹ Faculty of Adab and Humanities ² Universitas Islam Negeri Sunan Gung Djati Bandung, 105 A.H. Nasution Street, Cipadung, Cibiru District, Bandung City, West Java 40614, Indonesia

*Corresponding Author: ghulam0404@gmail.com, otongsetiawandjuharie@uinsgd.ac.id, denisuswanto75@gmail.com

Received: 10 Oct 2025; Revised: 17 Oct 2025; Accepted: 24 Oct 2025

ABSTRACT

This research examines English vocabulary acquisition among Indonesian kindergarten students through nursery rhymes, integrating psycholinguistic theories including Chomsky's Universal Grammar, Krashen's Input Hypothesis, and Piaget's Cognitive Development Theory. This study aims to find out the types of vocabulary that are acquired by Al-Azhar Kindergarten children through nursery rhymes and analyze how certain vocabulary types are more frequently acquired through nursery rhymes. Using a qualitative method, this study observed 25 students aged 5-7 years from Al-Azhar Syifa Budi Parahyangan Kindergarten, Padalarang, West Bandung, using purposive sampling. Collecting data through observations, video, and post-tests over four weeks, with different nursery rhymes. "Vegetable Song," "I'm Thirsty!" "Fruit Song," and "Open Shut Them." Songs were presented during daily circle time, with supplementary learning activities on Tuesdays and post-test evaluations on Fridays using flashcard-based verbal identification. The results show patterns matching Piaget's preoperational stage, with higher acquisition of concrete nouns (e.g., vegetables, fruits, beverages) and action verbs than abstract adjectives. Pairing words with physical actions was particularly effective. The study concludes that nursery rhymes' melody, rhythm, and repetition offer comprehensible input at the "i+1" level, promoting subconscious learning through multisensory engagement, influenced by exposure, experience, pacing, and developmental fit, supporting music-based learning for kindergarten students. By understanding which words children learn best through nursery rhymes, educators can improve their teaching methods and give students a stronger foundation for future English learning in Indonesia.

Keywords: Vocabulary acquisition, Nursery Rhymes, Second language acquisition, Psycholinguistic

DOI:



Epigram is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

1. INTRODUCTION

Language guides social reality by shaping conditions, culture, and society within our environment, Saphir (in Lawton, 1968). This concept connects to John Locke's *tabula rasa* concept (Human is a blank medium), filled with experience, so it depends on what it consumed. In today's globalized era, everyone including children is exposed to countless languages, cultures, and ideas through various media. This exposure not only enriches their knowledge but also amplifies their social

belonging and identities. It expands the perspective of psycholinguistic field by integrating behaviorism values and examining how communication ability develops. Psycholinguistic is a field that combines psychology and linguistic principles to study how individuals acquire, comprehend, and utilize language.

An understanding of psycholinguistics clarifies the complexities of human communication and language acquisition systems. According to Noam Chomsky in (Shang & Cui, 2024) the theory of Universal Grammar proposes that humans possess an innate linguistic capacity underlying all languages. Chomsky contends that the human brain contains an inherent language acquisition device that enables children to acquire language naturally during early development. On the other hand, Krashen in Schutz in (Rusyani, 2008) defines language acquisition as "the product of a subconscious process." In essence, language acquisition occurs subconsciously, without deliberate awareness. Individuals learning a language typically remain unaware of the acquisition process itself. Rather, they are conscious only of their use of language for communicative purposes.

Language acquisition is divided into first language acquisition (FLA) and second language acquisition (SLA). First language acquisition occurs when a child has never learned any language before and then acquires a language, it can be conducted in many forms required, such as Monolingual FLA (one language), Bilingual FLA (two languages at the same time), and Multilingual FLA (more than two). Second language acquisition (SLA) is the process of acquiring a second language after mastering the first language. Second language acquisition can be acquired through formal and informal occasions, such as, actively attending and participating in learning environments and maintaining consistent usage of target language through daily routines.

For children, their language acquisition starts from ages 0-10, when there is a critical period in cognitive and linguistic development. These skills can be achieved through formal classroom environments or through culturally active participation in society. According to Krashen (1985) input hypothesis, comprehensible input plays a vital role during this stage. Krashen state that children acquire language most affectively when they are exposed to linguistic input that is slightly beyond their current level of proficiency, often signed as "i+1". The "i" represents a learner's current level of proficiency, while "+1" signifies the next level of language complexity that is just beyond the learner's existing capabilities.

Early stages of language development, starting from babbling to producing simple sentences to set the foundation for advanced language skills. As children expand their vocabulary and complexity, they adaptively interact with their environment through language. Second language acquisition (SLA) is primarily influenced by this natural development of linguistic abilities. According to Gardner and Lambert in Duisembekova (2014) Second Language Acquisition (SLA) and Early Language Learning (ELL) have been thoroughly investigated over the years. There is a popular belief that second language acquisition among children is achieved relatively fast and without effort.

To start the process of vocabulary development, it is strongly associated with the people around the child, the experiences they have lived, and the physical materials around them Ipek and Bilgin, in (Duisembekova, 2014). This connection between early language development and Second Language Acquisition can be further understood through cognitive development theories, proposed by Jean Piaget (in Rabindran & Madanagopal, 2020) Piaget believed that children build their knowledge based on experiences and are motivated to learn. Cognitive development occurs through

distinct stages: Sensorimotor (birth to 2 years), Preoperational (2 to 7 years), Concrete Operational (7 to 11 years), and Formal Operational (11 years and beyond).

During the Preoperational stage, children develop language skills and engage in symbolic play but lack logical reasoning abilities. They often struggle to see perspectives other than their own and have difficulty understanding complex relationships between concepts. This stage forms the foundation of the Vocabulary Acceptance scale for children aged 4-6 years in kindergarten. Children in preoperational stage of development have different levels of understanding. First, high understanding involves the recognition and use of nouns and verbs, which are easily linked to real-life experiences and their environment. Second, moderate understanding involves linking adjectives and adverbs to familiar objects. Last, low understanding involves connecting abstract relationships between objects and actions, which requires a higher level of cognitive processing.

The use of engaging and meaningful materials supports children in vocabulary development. Rather than encountering difficulties in grasping complex concepts or multiple perspectives, children benefit more from materials that correspond to their developmental stage. Nursery rhymes, with their repetitive patterns and emotional appeal, are well aligned with the developmental characteristics of children in the Preoperational stage, making them an effective medium for introducing new English vocabulary. Comparative analysis has explored how songs compare with other educational methods. They offer unique advantages through their rhythmic structure and emotional engagement, which may facilitate deeper cognitive processing and memory consolidation (Krumhansl, 2000). Cognitive functions such as memory, attention, and meaning processing, which are crucial for vocabulary acquisition, have been proven to be stimulated when songs are applied in the field of psycholinguistic studies (Gerry et al., 2012).

Lately, many parents enroll their children in bilingual kindergartens that use foreign curricula and adopt global best practices to increase their cognitive ability yet to provide language training to their children at an early age. According to a study, early exposure to English can significantly enhance children's ability to communicate effectively and access educational resources (Astawa et al., 2019). Children are able to take advantage from English-language media, such as music, films, and television shows, because it provides compelling venues for strengthening their linguistic abilities. Regarding Engh (2013), music proves particularly effective for language acquisition, as it reinforces vocabulary, pronunciation, and grammar in an enjoyable and memorable manner. The melodic structure, rhythmic patterns, and lyrical content of songs provide a multisensory experience that captures children's attention (Vidal et al., 2020), which are the advantages from learning English by music.

Nursery Rhymes serve multiple purposes beyond entertainment. They play a crucial role in early childhood development by assisting in Language Acquisition. The repetitive nature of Nursery Rhymes reinforces vocabulary acquisition while providing context to word meanings through engaging narratives or themes. The more words a person knows, the more effectively they can convey their thoughts and engage in meaningful discussions. This idea is supported by Tarigan (in Angwidya et al., 2017). For students, developing a rich vocabulary is essential for academic success, as it enables them to articulate ideas in writing, participate in discussions, and comprehend complex texts more effectively.

The researcher explores vocabulary acquisition by analyzing the observational aspect to identify the types of vocabulary increased through Nursery Rhymes, the underlying mechanism of

psycholinguistic based study on second language acquisition, and the cognitive development stages. The first previous research was the study by Andari & Wiguna, (2022) titled "*The Acquisition of English Vocabulary by Kindergarten Students Through Children Songs*". It examines how kindergarten pupils learn English vocabulary through children's songs, involving observations over three weeks with 10 students from Hooray School, aged 4-5 years old. It highlights the effectiveness of English songs as a medium for language acquisition, emphasising elements such as exposure to an English-speaking environment, repetition, and thematic learning.

Second previous research observed was a journal written by Ida Ayu Made Yuni Andari et al. (2024) titled "The Acquisition of Vocabulary by the Young Learners through Children Songs". It highlights the use of children's songs as a medium for young learners to acquire English vocabulary. The research identified 62 vocabulary words learned through eight songs, highlighting internal and external factors influencing vocabulary acquisition. It concluded that repetitive, engaging, and contextually relevant children's songs significantly enhance vocabulary learning. The study validates the role of songs in making language acquisition enjoyable and effective for young learners. Therefore, the last research written by Hery & Arshad (2020) entitled "Using Nursery Rhymes Enhance Vocabulary among Young English learners in Indonesia" explores the use of nursery rhymes to enhance vocabulary among Indonesian young English learners. The study focuses on three theoretical frameworks: Ausble's meaningful learning, Vygotsky's social constructivism, and Krashen's second language acquisition.

Related to several previous research, the gap between this research and several previous addresses includes two primary points: (1) The types of vocabulary acquired by Al-Azhar Kindergarten children through nursery rhymes are: (2) The learning process for several types of vocabulary frequently acquired through nursery rhymes by Al-Azhar Kindergarten children. However, these research objectives are to identify and categorize the types of vocabulary acquired and to indicate the vocabulary acquisition related to the children's cognitive development stages. Focusing on the psycholinguistic dimensions of second language acquisition as it appears in early childhood education, this study provides observational data for understanding vocabulary development among young English learners and its linguistic implications in Indonesian kindergarten contexts.

The novelty of this study lies in its comprehensive analysis of vocabulary acquisition through nursery rhymes within the Indonesian kindergarten context. This study presents combined observational data on vocabulary type acquisition and deeply examines the context of Second Language Acquisition and how linguistic abilities develop during early childhood.

2. RESEARCH METHOD

This research applies qualitative approach, focusing on the phenomena in their natural settings, and the researcher is considered an integral part of the data collection process. This subjectivity is acknowledged and embraced as a means to gain deeper insights into the phenomena being studied (Denzin & Lincoln, 2004), Creswell & David Creswell (2018) also claimed that qualitative research is a method of inquiry that examines a social or human problem and is based on diverse methodological traditions. The subjects of this research are students of Al Azhar Syifa Budi Parahyangan Kindergarten, Padalarang, West Bandung. That will separated as for the use of purposive sampling. As Sugiyono (2019) explains, purposive sampling is "a sampling technique with certain considerations," meaning the sample is chosen based on predefined criteria.

Supporting this, Miles and Huberman (1994) in Creswell & David Creswell (2018) suggest considering four aspects in participant and site selection: (a) setting, (b) actors, (c) events, and (d) process. The criteria for the sample were adjusted to the preoperational age theory, namely 5-7 years old, in kindergarten class B with a total of 50 students, from which a portion was taken, 25 children selected as sample. The data will be in words of vocabulary, obtain through student vocabulary production in class session. The approach would be implemented by the teacher, with the researcher conducting direct classroom observation and interviews.

Multiple observations were conducted using an observational protocol that separates descriptive notes (participant portraits, dialogue reconstructions, physical setting descriptions, event accounts) from reflexive notes (researcher's thoughts, feelings, and impressions) as recommended by Bogdan & Taylor (1922) in Jane Sutton & Zubin Austin (2015). Demographic information such as time, place, and date was also recorded. The comprehension session from teacher after nursery rhymes applied will be recorded by making video and taking notes if it facing failures exception. This instrument emphasizes the importance of face-to-face interaction and the collection of up-close information, which are major in qualitative research.

3. RESULTS AND DISCUSSION

This research focuses on the type of English vocabulary acquired by the kindergarten student through Nursery rhyme in four weeks. These songs are frequently listened to by the kindergarten students in everyday *circle time*, (defined as the morning where all the students gather around before class activities). The name is commonly used by teachers to explain the session. The use of nursery rhymes is interesting and fun for the students.

In this case, the observation is conducted every week for a total of four weeks, using four different songs, and four nursery rhymes. Teachers integrated the songs into the language and technology centre's lesson plan every Tuesday, while researchers conducted post-test evaluations on Fridays. During the first week, from Monday to Thursday, the song entitled "*Vegetable Song*" was introduced during circle time, a morning gathering session conducted before class activities commenced. On Tuesday of this week, further learning activities related to the song were implemented to reinforce the vocabulary presented. A post-test evaluation was distributed on Friday using flashcards corresponding to the vocabulary acquired from the song. The second week followed the same instructional pattern, with a different song entitled "*I'm Thirsty*" being introduced during circle time from Monday to Thursday, accompanied by extended learning activities on Tuesday and a post-test evaluation on Friday. In the third week, the song "*Fruit Song*" was presented, maintaining the identical sequence of daily circle time sessions, Tuesday's supplementary learning activities, and Friday's assessment. Finally, during the fourth week, the song "*What's the Weather*" was introduced, adhering to the same systematic instructional pattern established in the previous weeks.

The students show increasing progress every week, and are able to memorize the words in their minds. Therefore, they tend to explore some new words from the songs that they had listened to; the melodic structure, rhythmic patterns, and lyrical content of songs provide a multisensory experience that captures children's attention (Vidal et al., 2020). This explains that the learning situations with songs are very fun and interesting for kindergarten students.

Furthermore, the results of the post-test are described in table form and words. This post-test shows the results of the type of vocabularies acquired by the students in the Second Language Acquisition

aspect. The analysis of types of vocabularies acquired by Al-Azhar Kindergarten students through nursery rhymes can be seen as follow:

Nursery Rhyme entitled “Vegetable Song”

The song entitled “Vegetable song” clearly mentioned each name of the vegetable commonly known. This song will help students understand vegetable names. It's a fun way to introduce and review vegetable vocabulary while also getting children up and active through movement. This song can be used to help students practice their vocabulary in a meaningful context. This structured repetition offers greater exposure to these words and can help improve vocabulary acquisition. Additionally, the phrase "vegetables for you and me" reinforces the concept that these foods are meant to be shared and eaten, connecting vocabulary to real-life context.

Singing this song regularly will help children recognize vegetables, understand basic cooking actions, and develop positive associations with healthy foods. Each verse introduces three vegetables in a fun call and response method that is easy for kids to follow. At that time, the reaction of the students showed their excitement while singing and moving as per the teacher's instructions. This physical engagement aligns with Piaget’s preoperational stage characteristics, where children learn concrete vocabulary most effectively through direct, tangible experiences and actions that connect words to direct movements. Most of the students sang it loudly and happily. When the words they had learned were recalled, most participants had memorized them correctly. The student will know basic words for vegetables that they can find daily, and recognize it in English words.

The first meeting was on September 8th, 2025. The learning process on the first day of the week included some activities: greeting the teacher and all friends, praying together before the class started and gathering for singing before the class began. This moment is where the song is introduced and sung together. The song is “Vegetable Song.” The Lyrics of this song are presented below:

“Vegetable Song”

Carrot!
Cabbage!
Broccoli!
One, two, three!

Let’s chop some carrots (carrots), na, na, na
Let’s chop some cabbage (cabbage), na, na, na
Let’s chop some broccoli (broccoli), na, na, na
Some vegetables for you and me

Carrot! Cabbage! Broc-co-li!
Carrot! Cabbage! Broc-co-li!
Some vegetables for you and me

And we sing na, na, na
na na na

And we sing na, na, na
na na na
Vegetables for you - you!
Vegetables for me - me!
Vegetables for you and me
(one more time)

Potato!
Spinach!
Celery!
One, two, three!

Let's chop potatoes (potatoes), na, na, na
Let's chop some spinach (spinach), na, na, na
Let's chop some celery (celery), na, na, na
Some vegetables for you and me
Potato! Spinach! Celery!
Potato! Spinach! Celery!
Vegetables for you and me

And we sing na, na, na

Garlic!
Onion!
Leek!
One, two, three!

Let's chop some garlic (garlic), na, na, na
Let's chop some onions (onions), na, na, na
Let's chop some leek (leek), na, na, na
Some vegetables for you and me

Garlic! Onion! Leek!
Garlic! Onion! Leek!
Some vegetables for you and me

In the first meeting, the song was presented only during *circle time*, which is a special time in the morning that is usually filled with prayer and singing songs before the main lesson begins. However, further learning activities of the song were only conducted the next day on Tuesday, 09th September 2025, as the second meeting was conducted. The activities on the second day began with the teacher greeting the students. To trigger the students' memory of the vegetable vocabulary they had learned previously, the teachers asked them about the relevant topic and wrote the answers on the whiteboard. Most of the students' answers were still in Bahasa Indonesia, but then the teacher corrected them to English vocabulary, which the students followed, providing instructions in simple English. The next activity is introducing the second different song and letting them learn through it. Hence, the teacher asked to draw the line between pictures of vegetable vocabulary in their task-book, which still involves the topic that is relevant to the song. The students who were very active in the class were Juro, Raffa, Anja, Devan, Aliyah and Ghaziya. In this meeting, they were

highly active participants and frequently provided the first responses to questions, whether in direct question or in the task-book. They appeared to have prior knowledge of the vocabulary before the song was introduced, due to English-speaking habits developed at home through parental influence and reinforced by out-of-school tutoring. This observation supports Krashen's theory that language acquisition is influenced by the quality and quantity of comprehensible input received outside the classroom, demonstrating how environmental exposure accelerates the subconscious acquisition process.

Other students who answered incorrectly did so due to lack of attention during the lesson and disrupted focus caused by irrelevant activities, which could potentially affect the final outcomes of the meeting. The last activity of this meeting is to recap the words they had to learn in this song.

The third and fourth meetings were performed on September 10th and 11th, 2025. The “Vegetable Song” was implemented back only during the activity called circle time in the morning. Back to their daily routine, before the class started, students gathered to participate in singing activities and demonstrated active engagement. Many students showed improvement in their attention during singing activities and focused on the teacher's instructions. However, some students still displayed insufficient attention, with some distracted while others engaged in conversations with peers. From the learning process observation, it can be seen that Juro, Raffa, Anja, Devan, Aliyah and Ghaziya are the most active students. It is because they are interested in the song given and they are enthusiastic. The other students named Arka, Algibran, Nafidz, and Elzeeshan do not stand out in every meeting. It is because they do not understand the words when learning activities. As the result of lack of attention and not focused on what instructed. Generally, the students’ performance in requiring the name of vegetables in English was nearly perfect, although there were some students who could not mention several words.

The last day of the meeting was on Friday September 12th 2025. Students were given post-test in the form of questions that were directed to provide verbal identification of images presented on flashcards containing visual representations of vocabulary items from the song entitled “Vegetable Song.” In terms of vocabulary type, this song primarily teaches *concrete* nouns (vegetable names). The vocabulary falls under the category of *food and nutrition*, which is essential thematic vocabulary for young learners. The post-test is given in the form of a flash card question that shows a picture of ten vocabulary taught in each meeting and is explained as follows:

Vegetables, Carrot, Cabbage, Broccoli, Potato, Spinach, Celery, Garlic, Onion, and Leek.

The result of post-test of the students is presented by using a table, type of vocabulary acquired in the songs entitled “Vegetable songs” where attached below:

Table 1. Vegetable Song Acquisition

No.	Name	Noun									
		Vegetable	Carrot	Cabbage	Broccoli	Potato	Spinach	Celery	Garlic	Onion	Leek
1.	Algibran	X	√	X	√	√	X	X	X	√	√
2.	Aliyah	√	√	√	√	√	√	√	√	√	√
3.	Anja	√	√	√	√	√	√	√	√	√	√
4.	Arka	X	√	X	X	√	X	X	√	√	X
5.	Arsana	√	√	√	√	√	√	√	√	√	√
6.	Asheeqa	√	√	√	√	√	X	X	√	√	√
7.	Raffa	√	√	√	√	√	√	√	√	√	√
8.	Azzahra	√	√	√	√	X	X	√	√	√	X
9.	Danish	√	X	√	√	√	X	X	X	√	X
10.	Devan	√	√	√	√	√	√	√	√	√	√
11	Elzeshan	X	X	√	√	√	X	X	X	√	√
12.	Kahfi	X	√	√	√	√	√	√	√	√	√

13.	Ghaziya	√	√	√	√	√	√	√	√	√	√	√
14.	Gibran	X	X	√	√	√	X	X	√	√	√	√
15.	Isvara	√	√	√	√	√	√	√	√	√	√	√
16.	Jovanka	√	√	√	√	√	√	√	√	√	√	√
17.	Juro	√	√	√	√	√	√	√	√	√	√	√
18.	Nafidz	X	X	X	√	√	X	X	X	X	X	X
19.	Milka	√	√	√	√	√	√	√	√	√	√	√
20.	Abrisam	√	√	√	√	√	√	√	√	√	√	√
21.	Azzam	√	√	√	√	√	√	√	X	√	√	√
22.	Ghaffar	X	X	√	√	√	X	X	√	√	√	√
23.	Hamzah	√	√	√	√	√	√	√	√	√	√	√
24.	Rayna	√	X	√	√	√	X	X	√	√	√	√
25.	Zahira	√	√	X	√	√	√	√	X	√	√	√

The symbol above (√) indicates that the students can acquire the vegetable vocabularies. Meanwhile (X) indicates that the students cannot acquire the vocabulary. The following subsection provides an explanation of the post-test results for the "Vegetable Song."

The post-test results demonstrated that the students had good vocabulary mastery. This can be observed from the table above. There are nine out of twenty-five students who answered all the vocabularies correctly. They are Aliyah, Anja, Arsana, Raffa, Devan, Ghaziya, Isvara, Jovanka, Juro, Milka, Abrisam, and Hamzah. The remaining students made minor mistakes in answering the post-test questions related to vegetable vocabulary.

Several students struggled with specific vocabulary items. Algibran made mistakes in identifying carrot, broccoli, spinach, celery, and garlic. Arka had difficulty with carrot, broccoli, spinach, celery, and leek. Asheeqa made mistakes in spinach and celery. Azzahra incorrectly identified potato, spinach, and leek. Danish struggled with cabbage, spinach, celery, garlic, and leek. Elzeshan made errors in carrot, cabbage, spinach, celery, and garlic. Kahfi had difficulty only with carrots. Gibran made mistakes in carrot, cabbage, spinach, and celery. Nafidz demonstrated the most difficulty, making errors in carrot, cabbage, broccoli, spinach, celery, garlic, onion, and leek. Azzam incorrectly identified only garlic. Ghaffar made mistakes in carrot, cabbage, spinach, and celery. Rayna had difficulty with cabbage, spinach, and celery. Finally, Zahira made errors in broccoli and garlic.

There are ten vegetable vocabularies found in the song entitled "Vegetable Song," namely: carrot, cabbage, broccoli, potato, spinach, celery, garlic, onion, and leek. From the explanation above, it can be concluded that certain vocabularies posed greater challenges than others. The most difficult vocabularies for students were spinach and celery, with eight students making errors on each. Carrot was also challenging, with seven students answering incorrectly.

From a cognitive development perspective, this pattern reflects Piaget's preoperational stage limitations: spinach and celery are less commonly encountered in children's daily experiences compared to potatoes or onions, making them more abstract and harder to connect to existing mental schemas. Children at this stage struggle with vocabulary that lacks concrete, frequent real-world associations. Conversely, potato, onion, and leek were among the easiest vocabularies, with most students identifying them correctly.

Nursery Rhyme entitled "I'm Thirsty!"

The song "I'm Thirsty!" is adopted at a much slower pace than the first one. With slower rhythm and more repetitive phrases, it clearly mentions different types of beverages commonly known by the students. This song helps students understand drink names and practice the polite phrase "Can I

have... please?" It's an interesting method to introduce and review beverage vocabulary while teaching children how to politely request drinks in English. This song can be used to help students practice their vocabulary in a meaningful context, particularly focusing on basic conversational phrases they'll use in real-life situations.

The structured repetition of "I'm Thirsty! Can I have some [drink], please?" offers wider exposure to these words and phrases, helping improve both vocabulary acquisition and conversational fluency. Singing this song regularly will help children recognize common beverages (milk, juice, pop, tea), understand polite request structures, practice using "please" and "thank you" expressions, and develop confidence in asking for what they need in English. Each verse introduces one beverage in a repetitive format with physical actions that make the learning easy to understand but still effective to get their intention. The students were excited and happily singing while doing the drinking motion during "gulp, gulp, gulp" and the satisfied gesture during "Ahhhhhh!". Therefore, the learning process through Nursery rhymes entitled "I'm Thirsty!" is explained as follows:

The first meeting was on September 15th, 2025. The learning process on the first day included greeting and prayer in the morning, followed by singing time with a song entitled "I'm Thirsty!" which was introduced and sung together at that time. The lyrics are presented below:

"I'm Thirsty!"

I'm Thirsty! Can I have some milk, please?
I'm Thirsty! Can I have some milk, please?
I'm Thirsty! Can I have some milk, please?
Gulp, gulp, gulp, gulp. Ahhhhhh!

That's better! That's better! That's better!

I'm Thirsty! Can I have some juice, please?
I'm Thirsty! Can I have some juice, please?
I'm Thirsty! Can I have some juice, please?
Gulp, gulp, gulp, gulp. Ahhhhhh!

That's better! That's better! That's better!

I'm Thirsty! Can I have some pop, please?
I'm Thirsty! Can I have some pop, please?
I'm Thirsty! Can I have some pop, please?
Gulp, gulp, gulp, gulp. Ahhhhhh!

That's better! That's better! That's better!

I'm Thirsty! Can I have some tea, please?
I'm Thirsty! Can I have some tea, please?
I'm Thirsty! Can I have some tea, please?
Gulp, gulp, gulp, gulp. Ahhhhhh!

That's better! That's better! That's better!

I'm Thirsty! I'm Thirsty! I'm Thirsty!
I'm Thirsty! I'm Thirsty! I'm Thirsty!
I'm Thirsty!
Can I have a drink?

When the song was first introduced, several students paid less attention due to its slow rhythm, making it less engaging compared to the previous song that featured a faster tempo and captured their attention more effectively. However, the majority still followed along and sang together since the song contained repetitive and easy-to-follow lyrics. The continuation of learning activities related to the song took place the following day on Tuesday, September 16th, 2025. The pattern to start learning is still the same as before, which started when the teacher greeted the students. Afterwards, the teacher asked the students what they already knew about healthy beverages. Then, several student responses were recorded on the whiteboard and the students were instructed to decide which beverages could be categorized as healthy or unhealthy beverages. Upon collecting the words, the song was played.

Following the song application, additional tasks were assigned to the students in relation to the song. The activity involved creating a beverage through paper-based crafts cutting, pasting, and coloring to design a drink that reflected the students' imagination while remaining connected to the song, after which they were expected to describe their drawings. The students were provided with a template of juice with ice and a lemon slice. However, they had the option to use it or create something different. While most students followed the template, others demonstrated greater creativity by designing beverages such as milk or tea, inspired by the song. The students who demonstrated high creativity in the class were Anja, Abrisam, Hamzah, Raffa, and Danish. It was observed that they showed more enthusiasm when participating in practical tasks compared to responding to conventional questions. The final activity of this meeting was to review the words they had to learn in this song.

The third and fourth meetings, held on September 17th and 18th, 2025. The song was likewise conducted only during circle time, a time before the class started. Compared to the previous week, the students demonstrated lack of interest. The song may not have been entirely effective in uplifting the mood during the morning session due to its slow-paced rhythm. The level of student participation during this week was relatively stable, though there was limited enthusiasm for the provided song. Nevertheless, the consistent playing of the song at each meeting, combined with the engaging continuation lesson on Tuesday, ensured that vocabulary acquisition remained unaffected. This was evidenced by the majority of students successfully acquiring the target vocabulary. Although, a small number of students struggled to remember certain vocabulary items.

On the last day of the meeting, Friday, September 19th, 2025, the students were given a post-test in the form of questions in which they were asked to provide verbal identification of images presented on flashcards containing visual representations of vocabulary items from the song "I'm Thirsty!". The flashcard contained the song's vocabulary. In terms of vocabulary type, this song primarily teaches *concrete nouns* (beverage names) and *adjective* form of thirsty (a state of condition: feeling a need to drink). The vocabulary falls under the category of only beverages. The post-test was given in the form of flashcard questions that showed pictures of the vocabulary taught in each meeting, which are explained as follows: Thirsty, Milk, Juice, Pop, Tea, and Drink.

The result of the post-test of the students is presented by using a table, the type of vocabulary acquired in the song entitled "I'm Thirsty!" as follows:

Table 2. *I'm Thirsty Song Acquisition*

No	Name	Adjective	Noun				
		Thirsty	Milk	Juice	Pop/Soda	Tea	Drink
1.	Algibran	X	√	√	√	√	X
2.	Aliyah	X	√	√	√	√	X
3.	Anja	√	√	√	√	√	√
4.	Arka	X	√	√	X	X	√
5.	Arsana	√	√	√	√	√	√
6.	Asheeqa	X	√	√	√	X	√
7.	Raffa	√	√	√	√	√	√
8.	Azzahra	X	√	√	√	√	√
9.	Danish	√	√	√	√	√	√
10.	Devan	√	√	√	√	√	√
11.	Elzeshan	X	√	√	√	√	√
12.	Kahfi	X	√	√	√	X	X
13.	Ghaziya	√	√	√	√	√	√
14.	Gibran	√	√	√	√	√	√
15.	Isvara	√	√	√	√	√	√
16.	Jovanka	√	√	√	√	√	√
17.	Juro	√	√	√	√	√	√
18.	Nafidz	√	√	√	√	X	√
19.	Milka	√	√	√	√	√	√
20.	Abrisam	√	√	√	√	√	√
21.	Azzam	√	√	√	√	√	√
22.	Ghaffar	√	√	√	√	√	√
23.	Hamzah	√	√	√	√	√	√
24.	Rayna	√	√	√	√	√	√
25.	Zahira	X	X	√	√	√	√

The symbol above (√) indicates that the students can acquire the beverage vocabularies. Meanwhile (X) indicates that the students cannot acquire the vocabulary. The following subsections provide an explanation of the post-test results for the "I'm Thirsty!" song. The post-test results demonstrated that the students had good vocabulary mastery. This can be observed from the table above. There are seventeen out of twenty-five students who answered all the vocabularies correctly. They are Anja, Arsana, Raffa, Danish, Devan, Ghaziya, Gibran, Isvara, Jovanka, Juro, Milka, Abrisam, Azzam, Ghaffar, Hamzah, and Rayna. The remaining students made minor mistakes in answering the post-test questions related to beverage vocabulary.

Several students struggled with specific vocabulary items. Algibran made mistakes in identifying thirsty and drink. Aliyah had difficulty with thirsty and drink. Arka made errors in thirsty, pop/soda, and tea. Asheeqa incorrectly identified thirsty and tea. Elzeshan struggled only with thirsty. Kahfi made mistakes in thirsty, tea, and drink. Nafidz had difficulty only with tea. Finally, Zahira made errors in thirsty and milk.

There are six beverage vocabularies found in the song entitled "I'm Thirsty!" namely: thirsty (adjective), milk, juice, pop/soda, tea, and drink (nouns). From the explanation above, it can be concluded that certain vocabularies posed greater challenges than others. The most difficult vocabulary for students was "thirsty," with eight students making errors on this adjective. This difficulty aligns with the moderate to low understanding level described in Piaget's framework, as

adjectives describing internal states require children to link abstract concepts to their own experiences, which demands higher cognitive processing than simple object recognition. The drink was also challenging, with three students answering incorrectly. Tea posed some difficulty, with four students unable to identify it correctly.

Conversely, "milk" and "juice" were among the easiest vocabularies, with most students identifying them correctly. These nouns represent concrete, tangible objects that children frequently encounter in their daily lives, making them easily linked to real-life experiences and their environment characteristics of high understanding in the Preoperational stage. "Pop/soda" was relatively easy as well, with only one student answering incorrectly, likely due to its concrete nature and visual recognizability, despite potentially varying exposure levels among students.

This pattern of acquisition supports Krashen's Input Hypothesis, which emphasizes that children acquire language most effectively when exposed to comprehensible input at their "i+1" level. The concrete nouns fell within students' current proficiency level, while abstract adjectives like "thirsty" represented linguistic complexity slightly beyond their existing capabilities, requiring additional exposure and contextual reinforcement through the repetitive structure of nursery rhymes to facilitate acquisition.

Nursery Rhyme entitled "Fruit Song"

"Fruit Song" is a contemporary children's song designed to facilitate vocabulary acquisition through repetitive structure and thematic engagement. This song serves as an effective medium for introducing young learners to concrete nouns representing common fruits while simultaneously incorporating temporal concepts through the days of the week. It's a fun way to help students practice their vocabulary in a meaningful context, particularly focusing on integrating fruit names with the days of the week to create associations that enhance memory retention.

The structured repetition of "I eat fruit every single day!" and the listing of all seven days of the week offers wider exposure to these words and phrases, helping improve both vocabulary acquisition and understanding of weekly cycles. The call-and-response format makes the song interactive and engaging for young learners. Additionally, phrases like "I eat [fruit]" and "I think that fruits are great!" reinforce positive attitudes toward healthy eating habits, connecting vocabulary to real-life healthy lifestyle choices. The playful phrase "Thursdays I don't care!" adds humor and makes the song more memorable for children.

Singing this song regularly will help children recognize common fruits (apples, pears, cherries, mangoes, grapes, berries), memorize the days of the week in proper sequence, and healthy eating patterns. Each verse pairs one specific fruit with a day of the week in a repetitive call-and-response. The students were excited and happily singing while doing gestures for eating and pointing actions during the fruit names. They all sang it loudly and joyfully. When the words they had learned were recalled, most participants had memorized them correctly. The students now know basic fruit vocabulary they encounter daily and can recognize these fruits using English words while also practicing the days of the week.

The first meeting was on September 22nd, 2025. The learning process on the first day included greeting and prayer in the morning, followed by circle time where the song "Fruit Song" was introduced and sung together. The lyrics of "Fruit song" are presented below:

“Fruit song”

Naa, naa, na-na-na-naaa (4x)

I eat fruit
(I eat fruit)
Every single day!

I eat fruit
(I eat fruit)
Every single day!

Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, Sundays!
(Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, Sundays!)

Mondays I eat apples.
(Mondays I eat apples.)

Tuesdays I eat pears.
(Tuesdays I eat pears.)

Wednesdays I eat cherries.
(Wednesdays I eat cherries.)

Thursdays I don't care!
(Thursdays I don't care!)
Naa, naa, na-na-na-naaa (4x)

I eat fruit
(I eat fruit)
Every single day!

I eat fruit
(I eat fruit)
Every single day!

Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, Sundays!
(Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, Sundays!)

Fridays I eat mangoes.
(Fridays I eat mangoes.)

Saturdays some grapes.
(Saturdays some grapes.)

Sundays I eat berries.
(Sundays Ina-na-na-naaa)

I think that fruits are great!

(I think that fruits are great!)
Naa, naa, na-na-na-naaa (4x)

Apples (apples)
Pears (pears)
Cherries (cherries)
I don't care! (I don't care!)

Mangoes (mangoes)
Grapes (grapes)
Berries (berries)
Fruits are great! (Fruits are great!)

Naa, naa, na-na-na-naaa (4x)

Similar to the previous week, the first meeting of the song remains presented only during circle time, as their routine activity, and not in the regular classroom. However, further learning activities related to the song took place the following day on Tuesday, September 23rd, 2025, as the second meeting opened in the same usual format, similar to the first week of vegetable song, the teacher explored the fruit vocabulary that students were already familiar with before playing the song. Teachers bring up questions relating to the song, especially, what day were the fruit mentioned during the song. Afterward, several student responses were recorded on the whiteboard and would be verified if they were included in the song. Most students continued to respond in Bahasa Indonesia, nevertheless, the teacher translated their answers into English vocabulary for the students to follow, while offering instructions in simple English. Once the words were collected, the song was played. All the students were interested and excited by this song.

Following the song application, additional tasks were assigned to the students in relation to the song. The students were assigned a paper-based task containing various fruit images that required cutting out, followed by pasting them with glue onto the appropriate English word labels on another sheet, with accuracy being essential. The time required for students to complete the task varied, though most students finished within the appropriate timeframe. Some students showed remarkable ability by achieving excellent results on the worksheet activity. These students were Raffa, Juro, Ghaziya, Devan and Anja. As previously noted, these students benefited from prior English exposure at home and through external tutoring. However, other students also demonstrated significant improvement with this song, as its upbeat tempo and engagement lyrics proved highly effective in capturing students' attention, which facilitated their enjoyment of the song and concentration on the lesson.

The same format of previous circle time meetings for the third and fourth, held on September 24th and 25th, 2025, student attention remained inconsistent, despite overall improvements in engagement and focus. Following the assessment protocol outlined earlier, Friday, September 26th, 2025. The post-test measured students' ability to identify the vocabulary categories discussed earlier, one verb, one adjective, and multiple nouns, through oral flashcard responses from the song entitled "Fruit Song." In terms of vocabulary type, this song primarily teaches the verb of (eat; action to consume food), *adjective* of (great: good amount/quality) and concrete nouns (fruit names). The vocabulary falls under the category of food and nutrition combined with time concepts, which is essential thematic vocabulary for young learners. The post-test was given in the form of

flashcard questions that showed pictures of the vocabulary taught in each meeting, which are explained as follows:

Eat, Great, Fruit, Berries, Apple, Pears, Cherries, Mangoes.

The result of the post-test of the students is presented by using a table, type of vocabulary acquired in the song entitled "Fruit Song" as follows:

Table 3. Fruit Song Acquisition

No	Name	Verb	Adjective	Noun					
		Eat	Great	Fruit	Berries	Apple	Pears	Cherries	Mangoes
1.	Algibran	√	X	√	√	√	√	√	√
2.	Aliyah	√	X	√	√	√	√	√	√
3.	Anja	√	√	√	√	√	√	√	√
4.	Arka	√	X	√	X	√	√	√	√
5.	Arsana	√	X	√	√	√	√	√	√
6.	Asheeqa	√	X	√	√	√	√	√	√
7.	Raffa	√	√	√	√	√	√	√	√
8.	Azzahra	√	√	√	√	√	√	√	√
9.	Danish	√	√	√	√	√	√	√	√
10.	Devan	√	√	√	√	√	√	√	√
11.	Elzeshan	√	X	√	X	√	√	√	√
12.	Kahfi	√	√	√	√	√	√	√	√
13.	Ghaziya	√	√	√	√	√	√	√	√
14.	Gibran	√	X	√	√	√	√	√	√
15.	Isvara	√	√	√	√	√	√	√	√
16.	Jovanka	√	X	√	√	√	√	√	√
17.	Juro	√	√	√	√	√	√	√	√
18.	Nafidz	√	√	√	√	√	√	√	√
19.	Milka	√	√	√	√	√	√	√	√
20.	Abrisam	√	√	√	√	√	√	√	√
21.	Azzam	√	X	√	√	√	X	√	√
22.	Ghaffar	√	X	√	√	√	√	√	√
23.	Hamzah	√	√	√	√	√	√	√	√
24.	Rayna	√	√	√	√	√	√	√	√
25.	Zahira	√	X	√	√	√	√	√	√

The symbol above (√) indicates that the students can acquire the fruit vocabularies. Meanwhile (X) indicates that the students cannot acquire the vocabulary. The following subsections provide an explanation of the post-test results for the "Fruit Song."

Overall performance of the post-test revealed substantial vocabulary retention among the majority of students. As evidenced in the table, fourteen out of twenty-five students demonstrated complete mastery by correctly identifying all vocabulary items. These high-achieving students include Anja, Raffa, Azzahra, Danish, Devan, Kahfi, Ghaziya, Isvara, Juro, Nafidz, Milka, Abrisam, Hamzah, and Rayna. The remaining eleven students exhibited partial mastery, making isolated errors on specific vocabulary items. Individual error patterns varied among students who did not achieve full mastery. Eleven students, Algibran, Aliyah, Arka, Arsana, Asheeqa, Elzeshan, Gibran, Jovanka, Azzam, Ghaffar, and Zahira—struggled with identifying "great." Additionally, Arka and Elzeshan made mistakes on "berries," while Azzam had difficulty with "pears."

Analysis of the vocabulary types reveals Analysis of the vocabulary types reveals nine distinct items featured in the "Fruit Song": the action verb "eat," the descriptive adjective "great," and seven concrete nouns, there are fruit, berries, apple, pears, cherries, and mangoes. Performance data indicates significant variation in acquisition difficulty across these categories. Notably, "great" emerged as the most challenging vocabulary item, with eleven students unable to identify it correctly. This considerable difficulty corresponds with Piaget's cognitive development framework, where adjectives representing abstract qualities necessitate more complex cognitive processing compared to concrete object identification, as children must associate intangible characteristics with tangible referents.

In contrast, complete acquisition was achieved for "eat," "fruit," "apple," "cherries," and "mangoes," with all of the students correctly identifying these items. Such vocabulary represents high understanding level content within the Preoperational stage, characterized by direct correspondence to children that lived in experiences and immediate environmental context. Minimal difficulty was observed with "pears" and "berries", suggesting that despite their concrete nature, subtle variations in individual exposure and familiarity may influence acquisition outcomes.

Nursery Rhyme entitled “Open Shut them!”

Last week's observation of a song entitled "Open Shut Them!" is a traditional action song that integrates physical movement with language learning, making it particularly effective for young learners in the Preoperational stage. This song serves as a multisensory educational tool that facilitates vocabulary acquisition through kinesthetic engagement, where children physically demonstrate the concepts they are learning. The interactive nature of this song aligns with psycholinguistic principles that emphasize experiential learning and the connection between physical action and linguistic comprehension. The song's structure introduces multiple vocabulary categories essential for early language development. It presents antonym pair of opposites that help children understand contrasting concepts, including "open/shut," "big/small," "fast/slow," and "loud/quiet." These paired adjectives provide contextual contrast that aids comprehension, as children can immediately differentiate between the two opposing states through both auditory input and physical demonstration. Additionally, the song incorporates polite expressions ("please" and "no, thank you") and the interactive phrase "peek-a-boo," introducing pragmatic language skills alongside descriptive vocabulary.

Singing this song regularly will help develop motor skills through coordinated hand movements, and build confidence in expressing themselves appropriately in different situations. By physically opening and closing their hands, clapping, placing hands in their lap, and demonstrating size, speed, and volume variations, children create embodied associations between vocabulary and physical experience. This multisensory approach strengthens vocabulary retention, as noted by Vidal et al. (2020), who emphasized that melodic structure, rhythmic patterns, and physical engagement provide experiences that capture children's attention and facilitate deeper cognitive processing.

The vocabulary presented in "Open Shut Them" also reflects developmental appropriateness for children aged 4-6 years. The antonym pairs represent moderate understanding level vocabulary, requiring children to recognize not only individual concepts but also their oppositional relationships. though they may still struggle with complex abstract relationships. The song's clear contrasts and immediate physical reinforcement provide the scaffolding necessary to support this developing cognitive capability within the second language acquisition context of Indonesian

kindergarten education. They all sang it enthusiastically and moved around happily within the instruction of the song.

The students currently possess knowledge of elementary oppositional vocabulary and polite phrases suitable for routine social exchanges, with demonstrated capacity to recognize and enact these concepts in English. The first meeting of last week's observation was held on September 29th, 2025. The learning process on the first day included greeting and prayer in the morning, followed by circle time where the song "Open Shut Them!" was introduced and sung together. The lyrics of "Open Shut them!" are presented below:

"Open Shut them!"

Open shut them, open shut them.
Give a little clap, clap, clap.
Open shut them, open shut them.
Put them in your lap, lap, lap.

Big and small.
Big and small. Big and small.
Big, big, big, big. Small, small, small.
Big and small. Big and small.
Big, big, big, big. Small, small, small.

Please. No, thank you.
Please. No, thank you. Please. No, thank you.
Please, please, please, please. No, thank you.
Please. No, thank you. Please. No, thank you.
Please, please, please, please. No, thank you.

Fast and slow.
Fast and slow. Fast and slow.
Fast, fast, fast, fast. Slow, slow, slow.
Fast and slow. Fast and slow.
Fast, fast, fast, fast. Slow, slow, slow.

Loud and quiet.
Loud and quiet. Loud and quiet.
Loud, loud, loud, loud. Shh...quiet.
Loud and quiet. Loud and quiet.
Loud, loud, loud, loud. Shh...quiet.

Peek-a-boo.
Peek-a-boo. Peek-a-boo.
Peek-a, peek-a, peek-a-boo!
Peek-a-boo. Peek-a-boo.
Peek-a, peek-a, peek-a-boo!

Consistent with the established approach of introducing the song during circle time in the first meeting, the follow-up lesson was conducted on Tuesday, September 30th, 2025. The class began with greetings and prayer. What differed in this session was the teacher showed actions or movements relating to the word in the song. Students were instructed to perform movements and sing along with the song. They were required to replicate the movements introduced through specific instructions for particular words appearing in the lyrics. The song was sung repeatedly during this session to let them remember it after. All students demonstrated enthusiasm, singing and moving joyfully in accordance with the song. The final activity of this meeting involved students forming lines to be individually assessed on their recall of vocabulary items and their ability to demonstrate the corresponding actions.

Only a few students made errors in certain movements, and mistakes were nearly absent overall. The song's approach, which inherently trains motor skills, proved highly effective in capturing attention and fostering healthy competition among students. The song was played exclusively during circle time, as their regular habit. During the third and fourth meetings which held on October 1st and 2nd, 2025, all students enthusiastically followed every instruction in the lyrics. Most students actively participated, but some students who were uninterested in the previous week showed significantly improved development due to their increased interest in movement-based activities.

On the last day of the meeting, Friday, October 3rd, 2025, the students lined up to take a post-test. This test consisted of questions that asked them to demonstrate the instructions given by their teacher, based on the song "Open Shut Them!". In terms of vocabulary type, this song primarily teaches action verbs, adjectives describing opposites, and polite expressions. The vocabulary falls under the category of opposites and social manners, which is essential thematic vocabulary for young learners. Hence, this song simplifies the acquisition of adjectives and verbs, vocabulary categories that typically require moderate to higher cognitive processing by integrating simple movements and instructions. that children can easily comprehend. This approach addresses the challenge described in Piaget's Preoperational stage framework, where children often struggle with abstract concepts and complex relationships. By pairing linguistic input with corresponding physical actions, the song provides concrete, experiential context that transforms potentially abstract vocabulary into tangible, embodied learning. The vocabulary taught in each meeting, which are explained as follows:

Open, Shut, Clap, Lap, Big, Small, Fast, Slow, Loud, and Quiet.

The result of the post-test of the students is presented by using a table, type of vocabulary acquired in the song entitled "Open Shut Them!" as follows:

Table 4. Open Shut Them Song Acquisition

No	Name	Verb			Adjective						
		Open	Shut	Clap	Lap	Big	Small	Fast	Slow	Loud	Quiet
1.	Algibran	√	√	√	√	√	√	X	√	√	√
2.	Aliyah	√	√	√	√	√	√	√	√	√	√
3.	Anja	√	√	√	√	√	√	√	√	√	√
4.	Arka	√	X	√	√	√	√	√	√	√	√
5.	Arsana	√	√	√	√	√	√	√	√	√	√
6.	Asheeqa	√	X	√	√	√	√	√	√	√	√
7.	Raffa	√	√	√	√	√	√	√	√	√	√

8.	Azzahra	√	√	√	√	√	√	√	√	√	√
9.	Danish	√	√	√	√	√	√	√	√	√	√
10.	Devan	√	√	√	√	√	√	√	√	√	√
11.	Elzeshan	√	X	√	√	√	√	√	X	√	√
12.	Kahfi	√	√	√	√	√	√	√	√	√	√
13.	Ghaziya	√	√	√	√	√	√	√	√	√	√
14.	Gibran	√	√	√	√	√	√	√	√	√	√
15.	Isvara	√	√	√	√	√	√	√	X	√	√
16.	Jovanka	√	√	√	√	√	√	√	√	√	√
17.	Juro	√	√	√	√	√	√	√	√	√	√
18.	Nafidz	√	√	√	√	√	√	√	√	√	√
19.	Milka	√	√	√	√	√	√	√	√	√	√
20.	Abrisam	√	√	√	√	√	√	√	√	√	√
21.	Azzam	√	√	√	√	√	√	X	√	√	√
22.	Ghaffar	√	√	√	√	√	√	√	√	√	√
23.	Hamzah	√	√	√	√	√	√	√	√	√	√
24.	Rayna	√	√	√	√	√	√	√	√	√	√
25.	Zahira	√	√	√	√	√	√	√	√	√	√

The symbol (√) indicates that the students successfully acquired the vocabulary items, while (X) indicates that the students were unable to acquire the vocabulary. The following subsections provide an explanation of the post-test results for the "Open Shut Them" song.

Overall performance on the assessment demonstrated exceptionally strong vocabulary retention across all students. As evidenced in the table, twenty-one out of twenty-five students achieved complete mastery by correctly identifying all vocabulary items. These high-performing students include Aliyah, Anja, Arsana, Raffa, Azzahra, Danish, Devan, Kahfi, Ghaziya, Gibran, Jovanka, Juro, Nafidz, Milka, Abrisam, Ghaffar, Hamzah, Rayna, and Zahira. The remaining four students exhibited near-complete mastery, making only isolated errors on specific vocabulary items. Individual error patterns were minimal among students who did not achieve full mastery. Three students, Algibran, and Azzam, struggled with identifying "fast." Three students Arka, Asheeqa, and Elzeshan had difficulty with "shut." Additionally, Elzeshan and Isvara made mistakes on "slow."

Analysis of the vocabulary types reveals ten distinct items featured in the "Open Shut Them" song which are arranged by four action verbs, open, shut, clap, and lap and six adjectives representing opposite pairs, big/small, fast/slow, and loud/quiet. Performance data indicates remarkably consistent acquisition across all vocabulary categories. However, the action verbs "open," "clap," and "lap" achieved complete mastery, while "shut" presented minimal difficulty with only three students unable to identify it correctly. Among the adjectives, "big," "small," "loud," and "quiet" achieved perfect acquisition rates, while "fast" and "slow" posed slight challenges, with three students and two students making errors respectively.

The near-universal success across both verbs and adjectives demonstrates the effectiveness of the kinesthetic approach employed in this song. Unlike abstract adjectives in previous songs that required moderate cognitive processing, the opposite pairs in "Open Shut Them" were reinforced through immediate physical demonstration, transforming potentially abstract concepts into concrete, embodied experiences. This aligns with Piaget's framework, where linking vocabulary to tangible actions facilitates high understanding level acquisition, even for adjective categories that typically require more complex cognitive processing.

The action verbs similarly benefited from direct physical correlation where students physically opened and closed their hands, clapped, and placed hands in their laps creating strong associative connections between linguistic labels and their referents. This multisensory engagement addresses the principle that vocabulary development is strengthened through experiential learning and environmental interaction as mentioned by Ipek and Bilgin, in Duisembekova (2014).

The minimal errors across all vocabulary types suggest that this multisensory approach successfully bridged potential cognitive processing gaps, enabling efficient acquisition of both verbs and adjectives within the Indonesian kindergarten second language acquisition context.

4. CONCLUSION

This research demonstrates that nursery rhymes serve as a highly effective approach for facilitating English vocabulary acquisition among Al-Azhar Kindergarten students aged 5-7 years within the Indonesian educational context. Through four weeks of systematic observation involving four distinct songs "Vegetable Song," "I'm Thirsty!" "Fruit Song," and "Open Shut Them" the study identified clear patterns in vocabulary acquisition aligned with Piaget's Preoperational stage framework. *Concrete nouns* representing tangible objects (vegetables, fruits, beverages) and *action verbs* linked to familiar physical actions. This category is consistently achieved at higher acquisition rates, in contrast to abstract adjectives like 'thirsty' and 'great', which necessitate more complex cognitive processing, children must connect intangible qualities with concrete experiences. The integration of psycholinguistic theories of Chomsky's Universal Grammar, Krashen's Input Hypothesis, and Piaget's Cognitive Development Theory validates that the melodic structure, rhythmic patterns, and repetitive nature of nursery rhymes provide comprehensible input at students' "i+1" level, facilitating subconscious language acquisition through multisensory engagement. Therefore, kinesthetic approaches, as exemplified in "Open Shut Them," proved exceptionally effective in transforming abstract vocabulary into embodied learning experiences, achieving high complete mastery by pairing linguistic input with corresponding physical actions. The findings confirm that vocabulary development is significantly influenced by environmental exposure, experiential learning, instructional tempo, and the alignment of materials with children's developmental capabilities, with faster-paced songs and movement-based activities generating higher engagement and retention. These results contribute valuable insights into second language acquisition mechanisms in early childhood education and underscore the importance of integrating music-based approach strategies that leverage repetition, physical engagement, contextual relevance, and appropriate pacing to optimize vocabulary retention among young English learners in Indonesian kindergarten settings.

REFERENCES

- Andari, I. A. M. Y., Parthama, I. G. N., & Winaya, I. M. (2024). The Acquisition Of Vocabulary By The Young Learners Through Children Songs. *Udayana Journal of Social Sciences and Humanities*, 8(1).
- Andari, I. A. M. Y., & Wiguna, I. B. A. A. (2022). The Acquisition of English Vocabulary by Kindergarten Students Through Children Songs. *Kumarottama: Jurnal Pendidikan Anak Usia Dini*, 1(2), 84–97. <https://doi.org/10.53977/kumarottama.v1i2.396>
- Angwidya, F. A., Sujinah, & Ngatma'in. (2017). Pengaruh Lagu Terhadap Penguasaan Kosakata Anak Down Syndrome (Studi Kasus Pada Shinta). *STILISTIKA*, 10(2), 48–67.

- Astawa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2019). Communicative English language test: A prospective measuring device for tourism practitioners' employability. *The 9th International Conference Rural Research & Planning Group*.
- Creswell, J. W., & David Creswell, J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, Inc.
- Denzin, N. K., & Lincoln, Y. S. (2004). METHODOLOGICAL ISSUES IN. In *Handbook of social problems: A comparative international perspective*. Sage.
- Duisembekova, Z. (2014). *The Use of English Songs On Youtube To Teach Vocabulary to Young Learners*.
- Engh, D. (2013). *Effective Use of Music in Language-Learning: A Needs Analysis*. <http://www.hltmag.co.uk/oct13/mart03.htm>
- Gerry, D., Unrau, A., & Trainor, L. J. (2012). Active music classes in infancy enhance musical, communicative and social development. *Developmental Science*, 15(3), 398–407. <https://doi.org/10.1111/j.1467-7687.2012.01142.x>
- Hery, I. S. P., & Arshad, I. (2020). Using Nursery Rhymes To Enhance Vocabulary Among Young English Learners In Indonesia. *INTERNATIONAL JOURNAL OF MANAGEMENT*, 11(9). <https://doi.org/10.34218/ijm.11.9.2020.022>
- Jane Sutton, & Zubin Austin. (2015). Qualitative Research: Data Collection, Analysis, and Management. *CJHP Research Primer Series, Vol. 68, No. 3*.
- Krashen, S. D. (1985). *Principles and Practice in Second Language Acquisition*. Pergamon.
- Krumhansl, C. L. (2000). Rhythm and pitch in music cognition. *Psychological Bulletin*, 126(1), 159.
- Lawton, D. (1968). Language and Culture. *Sociology*, 2(2), 254–255.
- Rabindran, & Madanagopal, D. (2020). Piaget's Theory and Stages of Cognitive Development- An Overview. *Scholars Journal of Applied Medical Sciences*, 8(9), 2152–2157. <https://doi.org/10.36347/sjams.2020.v08i09.034>
- Rusyani, E. (2008). *Pemerolehan Bahasa Indonesia Anak Usia 2,5 Tahun (Studi Kasus Terhadap Pemerolehan Bahasa Anak Usia Dini)*.
- Shang, J., & Cui, S. (2024). Universal Grammar and Universal Grammar's Influence and Related Theories Concerning Second Language Acquisition. *Scholars International Journal of Linguistics and Literature*, 7(07), 182–186. <https://doi.org/10.36348/sijll.2024.v07i07.002>
- Vidal, M. M., Lousada, M., & Vigário, M. (2020). Music effects on phonological awareness development in 3-year-old children. *Applied Psycholinguistics*, 41(2), 299–318. <https://doi.org/10.1017/S0142716419000535>