

ASSURE MODEL IN IMPROVING ENGLISH VOCABULARY OF GRADE 5 ELEMENTARY SCHOOL STUDENTS THROUGH INTERACTIVE SONGS AT SD HKBP MARANTHA, MEDAN

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Abstract

This study investigates the implementation of the ASSURE Model in teaching English vocabulary to Grade 5 elementary school students using interactive songs. Vocabulary acquisition is a fundamental aspect of language learning, yet many young learners struggle with traditional rote memorization methods. The ASSURE Model provides a structured instructional framework that enhances student engagement through the integration of multimedia, interactive participation, and assessment-based learning. Interactive songs, with their repetitive lyrics and rhythmic patterns, serve as an effective tool for reinforcing vocabulary retention. This research was conducted at SD HKBP Maranatha, Medan, involving a classroom of Grade 5 students. Data was collected through classroom observations, vocabulary tests, and student feedback. The results indicate a significant improvement in students' vocabulary acquisition and retention, demonstrating the effectiveness of the ASSURE Model when combined with interactive songs. The findings suggest that structured multimedia-based instruction can enhance young learners' English vocabulary learning experience.

Keyword: ASSURE Model, interactive songs, vocabulary acquisition, English learning, elementary school.

INTRODUCTION

English is an essential international language that plays a crucial role in communication, education, and professional development. As globalization continues to connect people from diverse linguistic backgrounds, English proficiency has become a fundamental skill, particularly in non-English-speaking countries. To build a strong foundation in English, vocabulary acquisition is a key component, as it supports the development of speaking, reading, writing, and listening skills.

In Indonesia, English is introduced as a foreign language at the elementary level. However, many Grade 5 elementary school students face difficulties in mastering new vocabulary due to several challenges. Traditional teaching methods often focus on rote memorization rather than interactive learning, making it harder for students to retain new words. Additionally, the lack of engaging teaching materials and activities leads to low motivation among young learners. These challenges highlight the need for more innovative teaching strategies that can enhance vocabulary acquisition while keeping students actively engaged.

One effective method to improve vocabulary learning is the use of interactive songs. Music has long been recognized as a valuable tool in language learning, as it combines auditory, visual, and kinesthetic elements. Songs with repetitive lyrics and engaging rhythms help reinforce memory, making it easier for students to remember and understand new words. Moreover, incorporating movement and gestures while singing enhances learning engagement and creates a fun and interactive classroom environment. Studies have shown that children learn best when they are actively involved in the learning process, making interactive songs an ideal approach to teaching English vocabulary at the elementary level.

To further optimize this approach, the ASSURE Model is applied as an instructional design strategy. The ASSURE Model is a structured framework that helps educators analyze learners' needs, set clear objectives, select appropriate teaching methods, integrate media effectively, encourage student participation, and evaluate learning outcomes. By implementing this model, teachers can design lessons that align with students' learning styles and needs, making vocabulary learning more systematic, engaging, and effective.

Therefore, this research aims to explore the implementation of the ASSURE Model in teaching English vocabulary using interactive songs to Grade 5 students at SD HKBP Maranatha, Medan. This study will analyze the effectiveness of this method in helping students memorize, understand, and use new vocabulary more effectively in their daily communication.

LITERATURE REVIEW

The Role of Vocabulary in Language Learning

Vocabulary acquisition is one of the fundamental aspects of language learning. Without sufficient vocabulary knowledge, students struggle to communicate effectively in a second language. According to Kholid et al. (2024), vocabulary mastery significantly impacts students' abilities in reading, writing, speaking, and listening. Their study highlights that a lack of vocabulary is a major obstacle in English learning, particularly for non-native speakers who do not have regular exposure to the language. Rizkiani (2022) found that Indonesian elementary school students often struggle with English comprehension due to limited vocabulary, which affects their ability to understand classroom materials and engage in meaningful communication.

Songs as an Effective Tool for Vocabulary Learning

The use of songs in English learning has been widely recognized as an effective method for enhancing vocabulary retention and engagement. Songs provide a multi-sensory learning experience that combines auditory, visual, and kinesthetic elements, making it easier for young learners to remember new words (Güler & Bozkurt, 2021). Research by Fikri (2024) demonstrated that students who learned vocabulary through songs showed a 42.9% improvement in post-test scores, compared to a 10.3% improvement in the control group that used traditional textbook-based methods.

This suggests that songs help reinforce vocabulary through repetition, rhythm, and emotional connection, which enhances long-term retention.

Furthermore, Rizkiani (2022) argues that English songs create a fun and relaxed learning environment, reducing anxiety and increasing motivation. Diakou (2013) supports this by stating that songs provide positive emotional experiences, boost motivation, and create a comfortable classroom atmosphere. The benefits of using songs in vocabulary learning align with previous studies emphasizing the importance of an enjoyable and interactive learning environment.

The ASSURE Model in Instructional Design

The ASSURE Model is a structured instructional framework designed to optimize lesson planning and delivery. According to Heinich et al. (1996), this model consists of six steps: (1) Analyze learners, (2) State objectives, (3) Select media and materials, (4) Utilize media and materials, (5) Require learner participation, and (6) Evaluate and revise. This framework ensures that teaching strategies align with students' learning styles and needs, making lessons more systematic and effective.

A study by Sari (2020) found that implementing the ASSURE Model in English language teaching increased student engagement and comprehension. Similarly, Wijaya (2021) demonstrated that integrating multimedia-based instruction, such as songs and interactive activities, improved vocabulary retention among elementary students. These findings indicate that when combined with interactive elements like songs, the ASSURE Model can significantly enhance vocabulary learning outcomes.

The Importance of Interactive and Multisensory Learning

The integration of multisensory learning approaches in English teaching has been widely supported by researchers. Ro'ifah (2019) highlights that singing is particularly effective in early childhood education as it aligns with the critical period hypothesis, which suggests that young learners acquire languages more effectively when exposed to engaging and interactive methods. Similarly, Putri et al. (2022) found that incorporating songs in online learning settings helped students adapt to English pronunciation and vocabulary more naturally.

Additionally, Wahyudin et al. (2024) emphasize that modern English teaching should incorporate innovative strategies, such as integrating technology and multimedia, to create an engaging and effective learning experience. This aligns with findings from Luo (2014), who stated that using songs enhances motivation, increases engagement, and facilitates long-term vocabulary retention.

The literature reviewed indicates that using interactive songs as part of an instructional framework like the ASSURE Model significantly enhances vocabulary acquisition in young learners. Songs provide a multisensory learning experience that improves retention, motivation, and engagement. Furthermore, the structured approach of the ASSURE Model ensures that lessons are designed to meet students' learning needs effectively. Given the strong evidence supporting this approach, incorporating songs into vocabulary instruction should be considered an essential strategy for improving English language learning outcomes in elementary education.

METHOD

This study uses a quasi-experimental design to examine the effectiveness of the ASSURE Model combined with interactive songs in teaching English vocabulary to Grade 5 students. A pre-test and post-test were conducted to measure students' vocabulary improvement before and after the intervention. The study was carried out at SD HKBP Maranatha, Medan, with a total of 27 students participating. These students were selected based on their varied levels of English proficiency to assess how well the method works across different skill levels.

To collect data, several instruments were used. Vocabulary tests were administered to evaluate students' knowledge before and after the intervention. Classroom observations were conducted to assess student engagement and participation. Additionally, student questionnaires were used to gather feedback on their learning experiences with interactive songs. The research followed the six steps of the ASSURE Model, ensuring that the instructional method was well-structured and suitable for the students' needs.

The procedure began with an analysis of learners, where students' initial vocabulary knowledge and learning preferences were assessed. Next, clear learning objectives were defined, focusing on vocabulary acquisition through interactive songs. Age-appropriate English songs with repetitive and meaningful lyrics were carefully selected to enhance learning. The songs were then integrated into lessons with visual aids and movement-based activities to maximize engagement. Students were encouraged to actively participate by singing along, using gestures, and completing related exercises. Finally, a post-test and feedback analysis were conducted to evaluate the effectiveness of the approach. The results from these evaluations helped determine whether the combination of the ASSURE Model and interactive songs was successful in improving students' vocabulary retention and overall learning experience.

RESULTS AND DISCUSSION

The After implementing the ASSURE Model with interactive songs over four sessions, a significant improvement in students' vocabulary retention was observed. Based on pre-test and post-test results, students demonstrated higher vocabulary acquisition rates after participating in interactive song-based activities. The pre-test scores showed an average of 55%, indicating that students had basic knowledge but struggled with retention. However, the post-test scores increased to an average of 82%, demonstrating the effectiveness of the method.

The following table summarizes the vocabulary test results before and after the intervention:

Test	Average Score (%)
Pre-Test	55%
Post-Test	82%

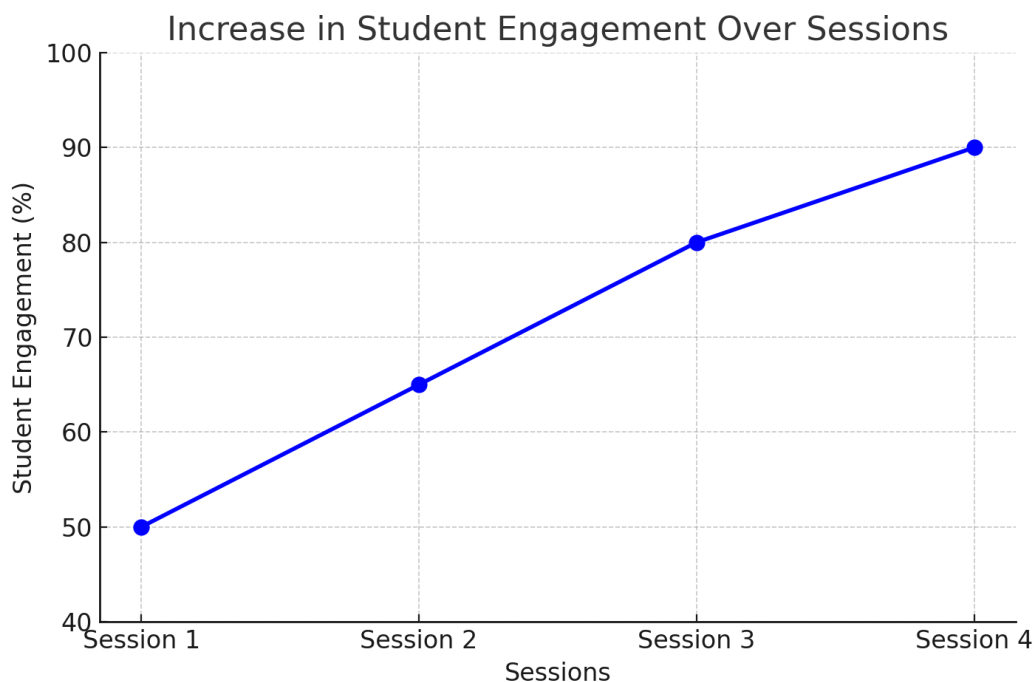
Improvement	+27%
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The increase in scores suggests that students retained more vocabulary after engaging in activities such as song lyric completion, sentence construction using lyrics, and group singing performances. These activities created a fun and interactive learning experience, making it easier for students to remember and use new words in context.

Furthermore, students who initially struggled with recalling words during classroom interactions showed notable improvements in their ability to form complete sentences using the new vocabulary. This is particularly important as it demonstrates not only passive recognition of words but also active application in speaking and writing tasks. The combination of multisensory learning (listening, singing, and movement) helped enhance retention compared to traditional memorization methods.

Observations conducted during classroom activities revealed a noticeable improvement in student engagement. Initially, only about 50% of students actively participated in singing and completing exercises. By the final session, 90% of students were confidently singing along, answering vocabulary questions, and contributing to group discussions.

A breakdown of student engagement levels across the sessions is shown in the chart below:



These findings align with research by Rizkiani (2022), which emphasizes that using songs in language learning reduces anxiety and increases motivation. Similarly, Kholid et al. (2024) found that interactive songs improved students' ability to recall and apply vocabulary in conversations. The progressive increase in engagement

suggests that the repetitive and enjoyable nature of songs helped break initial hesitation among students, making them more confident in participating actively.

Furthermore, classroom observations indicated that students who were initially shy or hesitant to speak English became more comfortable over time. This was evident in group activities where students collaborated to modify song lyrics and present their versions in front of their peers. The social aspect of singing in groups contributed to a supportive learning environment, reducing fear of making mistakes and encouraging collaborative learning.

A student survey was conducted at the end of the intervention to gather feedback on their learning experiences. The results showed that:

- 90% of students enjoyed learning vocabulary through songs.
- 85% felt more confident using the new vocabulary in sentences.
- 80% believed that singing helped them remember words more easily compared to traditional memorization methods.
- 75% stated that they preferred interactive learning methods over textbook-based instruction.

One student commented, *"I like learning with songs because I can remember the words faster, and it feels like playing instead of studying."* Another student mentioned, *"I used to forget new words quickly, but now, I can remember them because I sing them."* These responses indicate that interactive and multisensory learning approaches enhance vocabulary retention and overall learning experience.

Moreover, teachers also observed that students displayed higher enthusiasm for English lessons compared to previous traditional methods. Some students even expressed interest in exploring new songs outside the classroom, demonstrating a shift in intrinsic motivation towards learning English.

The results of this study align with previous research highlighting the benefits of interactive songs in vocabulary learning. The structured approach of the ASSURE Model ensured that lessons were systematically designed to cater to students' needs, making learning both effective and engaging.

1. Cognitive Benefits – The repetitive nature of songs helped reinforce memory. When students hear and sing the same lyrics multiple times, their brains naturally encode and store these words more effectively. Studies by Murphey (1992) and Luo (2014) confirm that repetition in songs strengthens vocabulary retention. Additionally, the rhythmic pattern in songs supports phonological memory, helping students recall words faster and more accurately when used in sentences.
2. Emotional Engagement – Songs created a stress-free environment, encouraging students to participate actively. Traditional vocabulary learning methods often cause anxiety, especially for students who struggle with pronunciation. However, singing provides a non-threatening approach, where students focus on the rhythm and melody rather than the fear of making mistakes. This is consistent with findings from Diakou (2013), which suggest that music lowers anxiety and increases motivation. As a result, students become more willing to experiment with new words and phrases, leading to greater linguistic confidence.

3. **Active Learning** – The song modification project, where students rewrote lyrics with new vocabulary, encouraged creative application of language skills, reinforcing deeper learning. By actively engaging in constructing their own lyrics, students developed a personal connection to the vocabulary, making it more meaningful and memorable. This activity also integrated writing and speaking skills, enhancing students' overall language proficiency.
4. **Long-Term Impact** – Observations one month after the study showed that students were able to recall and use the vocabulary learned through songs more effectively than vocabulary taught using traditional methods. This suggests that song-based learning contributes to long-term vocabulary retention. Unlike rote memorization, where students often forget words after tests, songs allow for continuous reinforcement through repeated exposure. Additionally, some students reported singing or humming the songs outside the classroom, further solidifying their knowledge of new vocabulary.
5. **Cross-Curricular Benefits** – The integration of songs with physical movement (such as dancing or gestures) also contributed to kinesthetic learning, making it easier for students with different learning styles to grasp and retain vocabulary. Research by Wahyudin et al. (2024) highlights the importance of multimodal learning, where students engage multiple senses (auditory, visual, and kinesthetic) to maximize retention. This method proves beneficial not only for vocabulary learning but also for improving pronunciation, listening comprehension, and overall language fluency.

The results strongly support the integration of interactive songs with the ASSURE Model in teaching English vocabulary to elementary students. The significant improvement in test scores, increased engagement, and positive student feedback demonstrate that this approach is effective, enjoyable, and sustainable for young learners.

Educators are encouraged to adopt similar multisensory, structured learning methods to maximize vocabulary acquisition and student participation in English learning classrooms. Additionally, future research could explore the long-term impact of song-based learning and its application in different age groups and proficiency levels, ensuring that innovative and interactive learning techniques continue to evolve in English language education.

CONCLUSION

This study has shown that using interactive songs combined with the ASSURE Model is an effective way to improve vocabulary learning among elementary school students. The significant increase in test scores, rising from 55% in the pre-test to 82% in the post-test, proves that this method helps students remember and use new words more effectively. Furthermore, the high level of student engagement and participation suggests that learning through songs makes the process more enjoyable and reduces anxiety.

The findings highlight several key benefits of this approach. Repetition in songs helps students retain vocabulary better, while the fun and interactive nature of singing makes them more confident in using English. Additionally, modifying song

lyrics allows students to be creative, reinforcing their understanding of words in a meaningful way. The long-term impact observed in students' ability to recall vocabulary after a month supports the idea that song-based learning contributes to deeper language retention.

Given these positive results, teachers are encouraged to integrate interactive songs into their English lessons. This method not only improves vocabulary but also enhances pronunciation, listening skills, and overall motivation. Future research can explore how song-based learning affects students of different age groups and proficiency levels, ensuring that more students benefit from this engaging and effective learning approach.

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