

Effectiveness Of Suno AI-Generated Thematic Action Songs On Vocabulary Mastery At Elementary School

Salma Fauza Dzakia Hasyim Asy'ari University
Pipit Ertika Daristin Hasyim Asy'ari University

Abstract

Vocabulary mastery remains a major challenge for elementary school students in English as a Foreign Language (EFL) learning because conventional teaching methods often fail to create engaging learning experiences. This study aimed to investigate the effectiveness of SUNO AI-generated thematic action songs in improving students' vocabulary mastery at MI Perguruan Mu'allimat Cukir, Jombang. The study employed a quantitative pre-experimental design using a one-group pretest-posttest approach. The participants were 29 fourth-grade students selected through purposive sampling. Data were collected through vocabulary tests administered before and after the treatment. The treatment involved thematic action songs generated using SUNO AI to teach action verbs in the present continuous form. Data analysis included descriptive statistics, the Shapiro-Wilk normality test, and the Wilcoxon Signed Rank Test. The findings showed a significant improvement in students' vocabulary mastery after the treatment. The mean score increased from 68.96 in the pre-test to 96.89 in the post-test. The Shapiro-Wilk test indicated that the data were not normally distributed because the significance values were lower than 0.05. Therefore, the Wilcoxon Signed Rank Test was used as a non-parametric alternative. The test result showed that the significance value (Asymp. Sig. 2-tailed) was 0.000, which was lower than 0.05, indicating a statistically significant effect. These findings suggest that SUNO AI-generated songs can be an innovative and effective medium for vocabulary learning in elementary EFL classrooms.

Keywords

AI-generated songs; song-based learning; SUNO AI; young learners; vocabulary mastery

INTRODUCTION

Vocabulary mastery remains a fundamental yet persistent challenge for young learners in English as a Foreign Language (EFL) contexts, particularly at the elementary school level in Indonesia (Nation, 2022). Despite the early introduction of English in many schools, students often struggle to retain and use newly learned vocabulary meaningfully (Setiyadi, 2023). This issue is largely attributed to the continued reliance on conventional instructional practices, such as rote memorization, word lists,

and textbook-based exercises, which tend to be less engaging and fail to support long-term retention (Setiyadi, 2023). As a result, students frequently demonstrate limited vocabulary knowledge and encounter difficulties in developing their overall language skills, including listening, speaking, reading, and writing (Nation, 2022). These conditions indicate the need for more engaging and effective instructional strategies to support vocabulary acquisition at an early stage of language learning.

From a theoretical perspective, vocabulary acquisition is influenced by several key factors, including frequency of exposure, cognitive engagement, and affective conditions during learning (Yanagisawa & Webb, 2022). Dual Coding Theory suggests that combining verbal and auditory input enhances memory retention (Li et al., 2022), while Krashen's Affective Filter Hypothesis emphasizes the importance of a low-anxiety and enjoyable learning environment in facilitating language acquisition (Hasanah et al., 2025). In addition, the Involvement Load Hypothesis highlights that deeper cognitive engagement through processes such as need, search, and evaluation leads to more effective vocabulary learning (Yanagisawa & Webb, 2022). However, these theoretical principles are not always fully integrated into classroom practices, particularly in elementary EFL settings where teaching methods remain largely traditional and teacher-centered (Setiyadi, 2023).

To address these challenges, researchers have explored the use of songs as an alternative instructional medium for vocabulary learning. Songs provide natural repetition, rhythmic patterns, and emotional engagement, which support memory retention and increase learner motivation (Sadiqzade, 2024; Budianto et al., 2024). Empirical studies have shown that incorporating songs into language instruction can significantly improve students' vocabulary mastery and create a more positive and interactive classroom environment (Ammelia et al., 2024; Pravitasari & Rahmah, 2024). The use of

songs is particularly suitable for young learners, as it aligns with their preference for playful and multisensory learning experiences, allowing them to acquire vocabulary more naturally and enjoyably.

A number of previous studies have consistently demonstrated the effectiveness of songs in improving vocabulary mastery. Zaharani (2023) and Setiyadi (2023) reported significant improvements in students' vocabulary achievement through experimental designs comparing song-based instruction with conventional methods. Similarly, Pravitasari & Rahmah (2024) found that the integration of English songs led to measurable gains in students' vocabulary knowledge. Ammelia et al. (2024) further emphasized that song-based learning, when combined with a constructivist approach, not only enhances vocabulary acquisition but also increases student engagement and interaction. In addition, Kusworo & Musfiroh (2025), through a Classroom Action Research design, observed improvements in both vocabulary performance and learner participation when songs were used as instructional media.

Despite these positive findings, several limitations remain evident in the existing literature. Most previous studies rely on commercially available or conventional songs that are not specifically designed to meet particular learning objectives, resulting in limited control over vocabulary selection, level of difficulty, and thematic relevance (Zaharani, 2023; Nation, 2022). Furthermore, many studies employ

relatively small sample sizes, short intervention periods, and focus primarily on vocabulary outcomes without incorporating technological innovation in instructional design. More recent research by Akhsanul Amal & Shofiyuddin (2025) has begun to explore the use of AI-generated songs, demonstrating promising results in improving students' vocabulary mastery and motivation. However, empirical studies on AI-generated songs remain limited, particularly in elementary school contexts and in relation to fully customized instructional materials tailored to specific learning objectives.

With the advancement of digital technology, Artificial Intelligence (AI) offers new opportunities to transform language learning through personalized instructional media. AI-based music generation tools, such as Suno AI, enable teachers to create fully customized songs by embedding specific vocabulary items, grammatical structures, and thematic content into the lyrics (Nugroho & Mangala, 2024; Akhsanul Amal & Shofiyuddin, 2025). This level of personalization allows instructional materials to be closely aligned with curriculum objectives and students' proficiency levels, thereby increasing both the relevance and effectiveness of vocabulary learning.

Therefore, this study aims to investigate the effectiveness of AI-generated thematic action songs, produced using Suno AI, in improving students' vocabulary mastery at the elementary school level. Specifically, this study was conducted at MI Perguruan Mu'allimat Cukir, Jombang, involving

fourth-grade students as participants. The research seeks to examine students' vocabulary mastery before and after the implementation of AI-generated songs and to determine whether the observed improvement is statistically significant.

The novelty of this research lies in the integration of AI-generated songs as a fully customizable instructional medium for vocabulary learning in an elementary EFL classroom. Unlike previous studies that rely on existing songs, this study employs songs intentionally designed to include specific target vocabulary and grammatical structures, ensuring alignment between instructional media, theoretical frameworks, and learning objectives. It is expected that the findings of this study will contribute to the development of innovative, technology-enhanced approaches in EFL teaching and provide practical insights for educators in improving vocabulary instruction.

RESEARCH METHOD

This study employed a pre-experimental design using a one-group pretest–posttest approach to determine the effectiveness of AI-generated songs in improving students' vocabulary mastery. In this design, a single group of participants was given a pre-test prior to the treatment, exposed to the instructional intervention, and subsequently administered a post-test. The difference between the pre-test and post-test scores was used as the primary indicator of students' vocabulary improvement after the implementation of the treatment. This design was considered appropriate for providing

initial empirical evidence of the instructional impact in an authentic classroom setting where a control group was not available.

The research was conducted at MI Perguruan Mu'allimat Cukir, Jombang, Indonesia, during the 2025/2026 academic year. The participants of this study were 29 fourth-grade students of Class IV A, selected through purposive sampling based on accessibility and suitability for the research objectives. These students were considered appropriate participants because they were at an early stage of vocabulary development and had limited exposure to English outside the classroom, making the instructional intervention more observable in terms of learning outcomes.

The instrument used to collect the data was a vocabulary test administered in two phases: pre-test and post-test. The tests consisted of multiple-choice items designed to measure students' understanding of twenty action verbs related to daily activities presented in the present continuous form. Each correct answer was scored as one point, and the total score was converted into a scale of 0–100. Prior to its use, the test items were tried out on a different group of students to examine the validity and reliability of the instrument. Reliability was measured using Cronbach's Alpha to ensure internal consistency of the test items.

The treatment was carried out over several classroom meetings in which students were taught vocabulary through thematic action songs generated using Suno AI. The songs were created by embedding the target vocabulary into

customized lyrics aligned with the lesson theme "What Are You Doing?" During the treatment sessions, students listened to the songs, read the lyrics, identified unfamiliar words, discussed their meanings, and practiced using the vocabulary in simple sentences. This sequence of activities was designed to provide multimodal input and meaningful repetition, facilitating deeper vocabulary processing.

The data obtained from the pre-test and post-test were analyzed quantitatively using IBM SPSS Statistics version 26. Descriptive statistics were used to calculate the mean scores of both tests to describe students' vocabulary performance before and after the treatment. Before conducting hypothesis testing, the normality of the data distribution was examined using the Shapiro–Wilk test, as the sample size was fewer than 50 participants. After confirming the assumption of normality, a paired sample t-test was conducted to determine whether the difference between pre-test and post-test mean scores was statistically significant at the 0.05 level of significance.

RESULTS AND DISCUSSION

Results

This part consists of the research results and how they are discussed. The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers or the research hypothesis or research question stated previously in the introduction part.

This section presents the findings of the study concerning the effectiveness of

SUNO AI-generated thematic action songs on students' vocabulary mastery. The data were collected through pre-test and post-test activities administered to 29 fourth-grade students of MI Perguruan Mu'allimat Cukir, Jombang. The findings are presented based on descriptive statistics, normality testing, and hypothesis testing.

Before the implementation of SUNO AI-generated songs, the students were given a pre-test to measure their initial vocabulary mastery. The descriptive statistics of the pre-test scores are presented in Table 1.

Table 1. Descriptive Statistics of Pre-Test Scores

Statistics	Pre-Test
Mean	68.96
Median	70.00
Standard Deviation	6.73
Minimum Score	60.00
Maximum Score	80.00
Range	20.00

Based on Table 1, the mean score of the pre-test was 68.96, with a median score of 70.00, a minimum score of 60.00, and a maximum score of 80.00. The standard deviation was 6.73, indicating moderate variation among students' scores. These findings suggest that students' vocabulary mastery before the treatment was still relatively low, particularly in understanding action verbs in the present continuous form.

After the treatment using SUNO AI-generated thematic action songs, the students were given a post-test to measure their vocabulary mastery after the instructional intervention. The

descriptive statistics of the post-test scores are presented in Table 2.

Table 2. Descriptive Statistics of Post-Test Scores

Statistics	Post-Test
Mean	96.89
Median	100.00
Standard Deviation	6.03
Minimum Score	80.00
Maximum Score	100.00
Range	20.00

Based on Table 2, the mean score increased significantly to 96.89, while the median score reached 100.00. The minimum score improved to 80.00 and the maximum score reached 100.00. The standard deviation was 6.03, indicating that students' scores became more consistent after the treatment. These results indicate that the use of SUNO AI-generated songs positively influenced students' vocabulary mastery.

Before conducting hypothesis testing, the normality of the data distribution was examined using the Shapiro-Wilk test. The result of the normality test is presented in Table 3.

Table 3. Test of Normality

Variable	Sig. Value	Interpretation
Pre-Test	0.000	Not Normally Distributed
Post-Test	0.000	Not Normally Distributed

Based on Table 3, the significance values of both the pre-test and post-test scores were 0.000, which were lower than the significance level of 0.05. Therefore, the data were not normally distributed. Since the assumption of normality was not fulfilled, the paired sample t-test

could not be applied in this study. Instead, the researcher used the Wilcoxon Signed Rank Test as a non-parametric alternative to analyze the difference between the pre-test and post-test scores.

The result of the Wilcoxon Signed Rank Test is presented in Table 4.

Table 4. Wilcoxon Signed Rank Test (Ranks)

Category	N
Positive Ranks	29
Negative Ranks	0
Ties	0

Based on Table 4, all 29 students obtained higher scores in the post-test than in the pre-test. There were no negative ranks and no ties, indicating that no students experienced a decrease or obtained the same score after the treatment.

The hypothesis testing result using the Wilcoxon Signed Rank Test is presented in Table 5.

Table 5. Wilcoxon Signed Rank Test Result

Test	Asymp. Sig. (2-tailed)	Decision
Wilcoxon Signed Rank Test	0.000	H_0 Rejected

Based on Table 5, the significance value (Asymp. Sig. 2-tailed) was 0.000, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. These findings indicate that there was a statistically significant effect of using SUNO AI-generated thematic action songs on students' vocabulary mastery.

Overall, the findings demonstrate that the implementation of SUNO AI-generated songs effectively improved students' vocabulary mastery by providing enjoyable, repetitive, and meaningful language exposure. Students became more active, motivated, and engaged during the learning process, which contributed positively to their vocabulary acquisition.

Discussion

This section discusses the findings of the study concerning the effectiveness of SUNO AI-generated thematic action songs on students' vocabulary mastery. The discussion is organized based on the research objectives, namely students' vocabulary mastery before the treatment, students' vocabulary mastery after the treatment, and the significant effect of using SUNO AI-generated songs on students' vocabulary mastery.

Before the implementation of SUNO AI-generated songs, the students' vocabulary mastery was still relatively low. The result of the pre-test showed that the mean score was 68.96, indicating that many students experienced difficulties in understanding and identifying English vocabulary related to action verbs in the present continuous form. Several students were unable to recognize vocabulary meanings and apply the words appropriately in simple contexts. This condition occurred because students had limited exposure to English vocabulary and still relied on conventional learning methods such as memorization and textbook exercises.

These findings are consistent with Nation (2022), who states that vocabulary

mastery is a fundamental aspect of language learning because vocabulary supports listening, speaking, reading, and writing skills. Learners with limited vocabulary knowledge often struggle to understand language input and express ideas effectively. Furthermore, Matatula & Tupalessy (2024) explain that elementary school students frequently show low motivation in learning English because they perceive English as a difficult subject. Consequently, students become less active and less engaged during classroom learning activities.

After the implementation of SUNO AI-generated thematic action songs, the students' vocabulary mastery improved significantly. The post-test result showed that the mean score increased from 68.96 in the pre-test to 96.89 in the post-test. In addition, most students achieved very high scores after the treatment, indicating that the students were able to understand and memorize the target vocabulary more effectively.

The improvement demonstrates that SUNO AI-generated songs created an enjoyable and engaging learning environment that supported vocabulary acquisition. Through repeated listening and singing activities, students were exposed to vocabulary items multiple times, enabling them to retain the vocabulary more easily. This finding supports Song-Based Learning Theory, which explains that songs facilitate vocabulary acquisition through repetition, rhythm, and melody (Kholid et al., 2024).

The findings are also in line with Sadiqzade (2024), who states that rhythm and melody strengthen memory

retention and support language acquisition. Songs function as mnemonic devices that help students remember vocabulary naturally through musical patterns and emotional engagement. Moreover, the use of AI-generated songs allowed the instructional materials to be fully customized according to the target vocabulary and lesson themes, making the learning activities more relevant and meaningful for elementary school students.

Furthermore, the findings support Dual Coding Theory proposed by Li et al. (2022), which explains that learning becomes more effective when verbal and non-verbal input are processed simultaneously. In this study, students listened to the songs while reading and understanding the lyrics, allowing them to process vocabulary through auditory and visual channels at the same time. This multimodal input strengthened vocabulary retention and facilitated comprehension.

Before conducting hypothesis testing, the researcher examined the normality of the data distribution using the Shapiro–Wilk test. The result showed that the significance values of both pre-test and post-test scores were 0.000, which were lower than the significance level of 0.05. Therefore, the data were not normally distributed. The non-normal distribution occurred because many students obtained very high post-test scores close to the maximum score of 100, causing a ceiling effect and negatively skewed distribution.

Since the assumption of normality was not fulfilled, the paired sample t-test could not be applied in this study.

Therefore, the researcher used the Wilcoxon Signed Rank Test as a non-parametric alternative to analyze the difference between the pre-test and post-test scores. The result of the Wilcoxon Signed Rank Test showed that the significance value (Asymp. Sig. 2-tailed) was 0.000, which was lower than 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

These findings indicate that there was a statistically significant effect of using SUNO AI-generated thematic action songs on students' vocabulary mastery. All students obtained higher post-test scores compared to their pre-test scores, demonstrating consistent improvement after the treatment.

The effectiveness of SUNO AI-generated songs can also be explained through Krashen's Affective Filter Hypothesis. According to Hasanah et al. (2025), students acquire language more effectively when they feel relaxed, motivated, and less anxious. Songs create a comfortable and enjoyable classroom atmosphere that lowers students' affective filters and encourages active participation during learning activities.

In addition, the findings support the Involvement Load Hypothesis proposed by Yanagisawa & Webb (2022), which states that vocabulary acquisition becomes more effective when learners are cognitively involved in learning tasks. Through SUNO AI-generated songs, students actively listened to the lyrics, identified vocabulary meanings, repeated words through singing activities, and practiced the vocabulary in classroom exercises. These activities

increased students' cognitive engagement and strengthened vocabulary acquisition.

The findings of this study are also consistent with previous studies conducted by Zaharani (2023), Setiyadi (2023), Pravitasari & Rahmah (2024), Ammelia et al. (2024), and Akhsanul Amal & Shofiyuddin (2025), which found that songs positively affect vocabulary learning outcomes. However, this study contributes additional insight by specifically investigating the use of AI-generated thematic action songs at the elementary school level in the Indonesian EFL context.

Overall, the implementation of SUNO AI-generated thematic action songs significantly improved students' vocabulary mastery and created a more enjoyable and effective learning experience. Therefore, SUNO AI-generated songs can be considered an innovative and effective instructional medium for teaching English vocabulary to elementary school students.

CONCLUSION

This study investigated the effectiveness of SUNO AI-generated thematic action songs in improving students' vocabulary mastery at MI Perguruan Mu'allimat Cukir, Jombang. The study was conducted using a pre-experimental one-group pretest-posttest design involving 29 fourth-grade students as the research participants. The findings of the study demonstrated that the implementation of SUNO AI-generated thematic action songs positively contributed to students' vocabulary learning outcomes and

created a more engaging learning experience in the elementary EFL classroom.

Before the implementation of the treatment, students' vocabulary mastery was still relatively low. The result of the pre-test showed that the mean score was 68.96, indicating that many students experienced difficulties in understanding and identifying English vocabulary related to action verbs in the present continuous form. Students still relied heavily on conventional learning methods such as memorization and textbook-based exercises, which tended to reduce their motivation and participation during classroom learning activities. Limited exposure to meaningful and enjoyable vocabulary learning activities also affected students' ability to retain and use vocabulary effectively.

After the implementation of SUNO AI-generated thematic action songs, students' vocabulary mastery improved significantly. The post-test result showed that the mean score increased to 96.89, indicating substantial improvement in students' vocabulary achievement. Most students achieved very high scores after participating in the treatment sessions. This improvement demonstrates that the use of AI-generated songs helped students understand, memorize, and retain vocabulary more effectively through repetition, rhythm, melody, and meaningful contextual learning activities. The songs also created a more enjoyable, interactive, and low-anxiety classroom atmosphere, encouraging students to participate more actively during the learning process.

The result of the Shapiro–Wilk test indicated that the data were not normally distributed because the significance values of both pre-test and post-test scores were lower than the significance level of 0.05. The non-normal distribution occurred because many students obtained very high post-test scores close to the maximum score, resulting in a ceiling effect and negatively skewed distribution. Therefore, the paired sample t-test could not be applied in this study. As an alternative, the researcher used the Wilcoxon Signed Rank Test as a non-parametric statistical test to analyze the difference between the pre-test and post-test scores.

The result of the Wilcoxon Signed Rank Test showed that the significance value (Asymp. Sig. 2-tailed) was 0.000, which was lower than 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This finding indicates that there was a statistically significant effect of using SUNO AI-generated thematic action songs on students' vocabulary mastery. In addition, all students obtained higher post-test scores compared to their pre-test scores, demonstrating consistent improvement after the treatment.

The findings of this study also support several theoretical perspectives discussed in this research. The improvement in students' vocabulary mastery supports Song-Based Learning Theory, which explains that songs facilitate vocabulary acquisition through repetition, rhythm, and melody. The findings are also consistent with Dual Coding Theory, which suggests that learning becomes more effective when

verbal and auditory input are processed simultaneously. Furthermore, the study supports Krashen's Affective Filter Hypothesis because the use of songs created a relaxed and enjoyable learning atmosphere that reduced students' anxiety and increased their motivation during English learning activities.

Moreover, this study contributes to the development of technology-enhanced language learning by demonstrating the potential of AI-generated songs as customizable instructional media for vocabulary learning. Unlike conventional songs, SUNO AI-generated songs can be specifically designed according to lesson objectives, target vocabulary, students' proficiency levels, and thematic classroom materials. This flexibility allows teachers to provide more relevant and meaningful learning experiences for students.

However, this study also had several limitations. The research employed a one-group pre-experimental design without a control group, which limited the ability to compare the effectiveness of the treatment with other instructional methods. In addition, the sample size was relatively small and involved only one class of elementary school students. Therefore, the findings of this study should be interpreted carefully and may not be generalized to broader educational contexts without further investigation.

Based on the findings of this study, English teachers are encouraged to use SUNO AI-generated songs as an alternative instructional medium to create more engaging, enjoyable, and

meaningful vocabulary learning activities for young learners. Students are also encouraged to practice English vocabulary through songs independently because songs can increase motivation and support vocabulary retention more effectively. For future researchers, it is recommended to conduct further studies using larger sample sizes, longer treatment periods, and more rigorous research designs such as quasi-experimental or true experimental methods involving control groups. Future studies may also investigate the effectiveness of AI-generated songs in improving other English language skills, such as listening, speaking, pronunciation, reading, or grammar. In addition, future researchers are encouraged to explore students' perceptions, motivation, and attitudes toward AI-generated instructional media in language learning.

REFERENCES

- Akhsanul Amal, T., & Shofiyuddin, M. (2025). IDEAS Journal of Language Teaching and Learning, Linguistics and Literature The Effectiveness of Suno AI (Artificial Intelligence) Based English Song to Improve Student's Vocabulary. 13(1), 578–604. <https://doi.org/10.24256/ideas>.
- Ammelia, D. R., Qomariyah, S. N., Novianti, R., Julianto, & Wiryanto. (2024). Improving Vocabulary Learning Through Songs for Elementary School Students Using a Constructivist Approach. Education and Human

Development Journal, 9(2), 163–172.
<https://doi.org/10.33086/ehdj.v9i3.6370>

Budianto, S., Tobing, V. M. T. L., Brumadyadisty, G., Huda, N., & Budianto, S. P. (2024). The Use Of Songs As A Tool For Language Education In Multilingual Populations. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 8(2), 332.
<https://doi.org/10.26858/eralingua.v8i2.59597>

Hasanah, H. U., Fikriyyah, N. S., Izzah, A., Aini, S., Handayani, R., Yusuf, A. S., & Supriyadi, A. (2025). The Use of Songs in English Language Teaching : A Literature Review of Benefits and Theoretical Foundations. 8(2), 231–238.

Kholid, M. F., Rini, Y. P., & Winasari, B. T. (2024). Improving Vocabulary Mastery with English Kids' Songs: A Study in Primary Education. *LinguaEducare: Journal of English and Linguistic Studies*, 1(2), 71–82.
<https://doi.org/10.63324/lec.1v.2i.16>

Kusworo, B., & Musfiroh, A. Z. (2025). Kusworo, Budik., Anjali ZM.,: Improving Vocabulary Item Mastery Using Improvised Songs in 3. 5(1), 72–82.
<https://doi.org/10.22487/elts.v10i1.2224.5>

Li, W., Yu, J., Zhang, Z., & Liu, X. (2022). Dual Coding or Cognitive Load? Exploring the Effect of Multimodal Input on English as a Foreign Language Learners' Vocabulary Learning. *Frontiers in Psychology*, 13(March), 1–11.
<https://doi.org/10.3389/fpsyg.2022.834706>

Matatula, M. Y., & Tupalessy, P. (2024). Exploring Learning Desire: Students' Intrinsic Motivation in English Language Mastery. *Journal of Applied Linguistics, Literature and Culture*, 2(2).

Nation, I. S. P. (2022). *Learning Vocabulary in Another Language*. In *Cambridge Applied Linguistics* (3rd ed.). Cambridge University Press.
<https://doi.org/DOI:10.1017/9781009093873>

Nugroho, Y. Y. T., & Manggala, P. P. M. D. (2024). The Use of AI in Creating Music Compositions: A Case Study on Suno Application (Issue Cic). Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-348-1_13

Pravitasari, H., & Rahmah, A. Y. (2024). Impact of English Song in Vocabulary Learning : a Pre-Experimental Study At a Junior Islamic Boarding School. *Wiralodra English Journal*, 8(1), 54–67.
<https://doi.org/10.31943/wej.v8i1.262>

Sadiqzade, Z. (2024). The Impact of Music on Language Learning: A Harmonious Path to Mastery. *EuroGlobal Journal of Linguistics and Language Education*, 1(1), 134–140.
<https://doi.org/10.69760/zma1bn56>

Setiyadi, A. (2023). Effect of Using Song in Improving Students' Vocabulary Mastery: a Study of First Grade Students of Junior High School 4 Air Hangat. *Langue (Journal of Language and Education)*, 2(2), 83–91.
<https://doi.org/10.22437/langue.v2i2.27337>

Yanagisawa, A., & Webb, S. (2022). Involvement Load Hypothesis Plus: Creating an Improved Predictive Model of Incidental Vocabulary Learning. *Studies in Second Language Acquisition*, 44(5), 1279–1308. <https://doi.org/10.1017/S0272263121000577>

Zaharani, H. (2023). The Effect of Using Songs to Elevate Students' Vocabulary Skill at SMP Yabes School. *Journal of Classroom Action Research*, 2(2), 52–65. <https://doi.org/10.52622/jcar.v2i2.164>