



The Implementation of the Singing Method in Enhancing Students' Memorization of Arabic Vocabulary

Rika Ariani¹; Muhamad Hasyim²; Nurpiana³; M. Rizal Mufradi⁴; Rauhatul Hikmah⁵; Luqiana Khaironi⁶; Muh. Rofi'i Sholbi⁷; Nanda Kurnia⁸; Lalu Daud Azizurrahman⁹

¹²³⁴⁵⁶⁷⁸ Institut Agama Islam Hamzanwadi NW Lombok Timur, Indonesia

rikaariani526@gmail.com¹, hasiemmuhammad88@gmail.com², nurviana909@gmail.com³, rizalmufrodyyy@gmail.com⁴, rauhatulh@gmail.com⁵, luqianakhaironi24@gmail.com⁶, sholbimuhammad@gmail.com⁷, anandaakurnya@gmail.com⁸, kinkcity08@gmail.com⁹

ABSTRACT

This study investigates the implementation of the singing method in enhancing students' memorization of Arabic vocabulary and examines its level of effectiveness based on findings from previous empirical research. Vocabulary mastery remains a fundamental challenge in Arabic language learning due to limited exposure, monotonous instructional strategies, and low student motivation. Therefore, innovative instructional approaches that integrate cognitive and affective learning dimensions are needed. This research employed a qualitative literature review design by systematically analyzing scholarly publications published between 2016 and 2025 related to music-based language learning, singing methods, and vocabulary acquisition. Data were collected through database searches, screening procedures, and thematic analysis to identify patterns, instructional models, and effectiveness indicators reported in previous studies. The findings indicate that the singing method provides significant pedagogical benefits in vocabulary memorization through the integration of melody, rhythm, and repetition, which function as mnemonic devices that facilitate memory encoding and retention. Structured implementation models consisting of pre-activity preparation, guided singing practice, and reinforcement activities were identified as effective instructional procedures. The literature also demonstrates that singing-based learning improves pronunciation accuracy, student motivation, engagement, and classroom participation while reducing learning anxiety. Empirical evidence consistently shows that students exposed to singing-based instruction achieve better vocabulary recall and longer retention compared to conventional teaching methods. However, effectiveness is influenced by factors such as repetition frequency, teacher competence, learner characteristics, and instructional design quality. In conclusion,

ARTICLE INFO

Article history:

Received: February 24, 2026

Revised: March 26, 2026

Approved: March 31, 2026

Published: March 31, 2026

Keywords:

Singing Method, Arabic Vocabulary, Vocabulary Memorization, Music-Based Learning, Language Learning Strategies.

Correspondance Author:

Rika Ariani

Program Studi Pendidikan Bahasa Arab, Institut Agama Islam Hamzanwadi NW Lombok Timur, Jln Utama Mataram- Lb Lombok KM.49 Anjani - Suralaga Lombok Timur NTB, Indonesia.

the singing method represents an effective and engaging pedagogical strategy for enhancing Arabic vocabulary memorization and supporting meaningful language learning experiences.

INTRODUCTION

Vocabulary mastery is a fundamental component of foreign language acquisition because it serves as the foundation for communication skills, including listening, speaking, reading, and writing. In the context of Arabic language learning, students often encounter difficulties in memorizing vocabulary (*mufradat*) due to limited exposure, monotonous instructional strategies, and low motivation levels. Traditional teaching approaches that rely heavily on rote memorization frequently fail to engage learners cognitively and emotionally, resulting in poor retention and decreased interest in learning. Therefore, innovative and engaging instructional methods are needed to enhance students' vocabulary memorization and learning motivation. One promising approach is the singing method, which integrates music, rhythm, and repetition into the learning process. Research indicates that the use of songs in language learning improves vocabulary retention because rhythmic patterns and repetition support long-term memory encoding processes (Ludke et al., 2016).

Music-based learning has been widely recognized as an effective pedagogical tool that enhances both cognitive and affective aspects of language acquisition. The singing method can increase learners' motivation because musical activities create enjoyable classroom environments and reduce language anxiety (Dolean, 2016). Furthermore, melody integration enables students to remember sequences of words more effectively compared to conventional memorization strategies (Legg, 2017). Songs also strengthen verbal memory skills through the association between sound, meaning, and rhythmic patterns (Fonseca-Mora et al., 2018). Classroom singing activities encourage natural repetition of vocabulary without excessive academic pressure, thereby improving student engagement (Good et al., 2015). Additionally, music-based strategies accelerate vocabulary acquisition by utilizing learners' auditory memory capacities (Rukholm & Aitken, 2018).

Another important aspect of the singing method is its contribution to pronunciation and vocabulary development simultaneously. Studies demonstrate that integrating songs into language instruction improves both pronunciation accuracy and vocabulary mastery because learners repeatedly hear and produce linguistic patterns within meaningful contexts (Ludke, Ferreira, & Overy, 2016). From a theoretical perspective, the use of music aligns with the theory of multiple intelligences, particularly musical intelligence, which is closely associated with linguistic memory abilities (Paquette & Rieg, 2016). This alignment suggests that incorporating musical elements into instruction can accommodate diverse learner characteristics and learning styles. Moreover, singing-based learning is particularly effective for young learners because rhythmic and repetitive activities match their cognitive developmental characteristics and natural learning preferences (Moradi & Shahrokhi, 2019).

Songs also function as mnemonic devices that help students retain vocabulary for longer periods compared to text-based learning alone (Wallace, 2017). Emotional engagement generated through music creates meaningful learning experiences that strengthen memory retention of linguistic information (Fonseca-Mora & Herrero-Machancoses, 2016). Empirical evidence further confirms that song-based vocabulary learning produces significantly higher learning outcomes than

traditional lecture-based methods (Dolean & Dolean, 2014). In addition, songs typically contain meaningful sentences and contextualized language, enabling students to understand vocabulary usage within communicative contexts (Good et al., 2015). In the specific context of Arabic language education, the use of songs has been shown to positively influence students' memorization of mufradat due to consistent repetition and rhythmic structures (Rahmawati et al., 2020). Music-based approaches also enhance learners' attention and concentration, which subsequently improves vocabulary recall (Moreno & Mayer, 2015).

Several previous studies have explored the effectiveness of singing and music in language learning. Ludke et al. (2016) found that participants who learned foreign language phrases through singing demonstrated better recall compared to those who learned through spoken methods. Dolean (2016) reported that incorporating songs into foreign language instruction significantly reduced learning anxiety and increased student motivation. Moradi and Shahrokhi (2019) discovered that students who learned vocabulary through music achieved higher test scores than those taught using traditional methods. Similarly, Rahmawati et al. (2020) showed that the use of songs in Arabic language learning improved students' vocabulary memorization and classroom participation. These findings collectively indicate the potential effectiveness of the singing method in language education contexts.

Despite the growing body of research supporting music-based language learning, gaps remain in the literature, particularly concerning the implementation of the singing method in Arabic vocabulary instruction within specific educational contexts such as Islamic schools or madrasahs. Many previous studies have focused on English or general foreign language learning rather than Arabic language acquisition. Moreover, limited research has examined how structured implementation of singing methods influences students' memorization outcomes in classroom settings. Therefore, further investigation is needed to provide empirical evidence regarding the effectiveness of this method in Arabic language education.

The novelty of this study lies in its focus on the practical implementation of the singing method to enhance students' memorization of Arabic vocabulary in a real classroom environment. Unlike previous studies that primarily examined general music-based learning effects, this research specifically explores structured instructional procedures, student engagement, and memorization outcomes within Arabic language learning contexts. This focus provides new insights into pedagogical strategies that can be applied by teachers to improve vocabulary learning effectiveness.

Based on the identified gaps, this study aims to answer the following research questions: 1) What implementation models and instructional strategies of the singing method have been identified in the literature for enhancing students' memorization of Arabic vocabulary?; 2) What is the level of effectiveness of the singing method in improving students' Arabic vocabulary memorization outcomes as reported in previous empirical studies?

Accordingly, the objectives of this study are to identify and analyze the implementation models and instructional strategies of the singing method reported in the literature for enhancing students' memorization of Arabic vocabulary, as well as to examine the level of effectiveness of the singing method in improving students' vocabulary memorization outcomes based on findings from previous empirical studies.

The significance of this research is both theoretical and practical. Theoretically, this study contributes to the existing body of knowledge on language learning methodologies by synthesizing evidence related to music-based instructional strategies, particularly the use of singing in Arabic vocabulary acquisition. It also provides a clearer conceptual understanding of how rhythmic and melodic elements support memory processes in foreign language learning contexts. Practically, the findings are expected to offer educators evidence-based insights and instructional references for implementing the singing method effectively to improve students' motivation, engagement, and vocabulary retention. Ultimately, this study aims to support the development of more effective, enjoyable, and pedagogically sound Arabic language learning practices grounded in empirical research findings.

METHODS

This study employed a literature review methodology to systematically examine previous research related to the implementation of the singing method in enhancing students' memorization of Arabic vocabulary. The methodological procedures were designed to ensure rigor, transparency, and replicability, following established standards for scholarly literature reviews.

1. Research Approach

The research adopted a qualitative literature review approach aimed at synthesizing findings from relevant scholarly publications to develop a comprehensive understanding of the effectiveness of music-based learning strategies in vocabulary acquisition. Literature reviews are widely used to identify patterns, theoretical perspectives, and research gaps across existing studies, thereby contributing to knowledge development in a particular field (Snyder, 2019). This approach was considered appropriate because the study focused on analyzing conceptual and empirical evidence rather than collecting primary field data. Furthermore, systematic examination of prior research allows researchers to integrate diverse findings into coherent conclusions and identify implications for educational practice (Xiao & Watson, 2019).

2. Research Design

The design of this study followed a structured literature review framework consisting of problem identification, literature search, screening, analysis, and synthesis stages. A structured review design enhances methodological rigor by ensuring that the selection and interpretation of sources are conducted systematically and transparently (Snyder, 2019). The review also incorporated principles similar to systematic review guidelines, including clear inclusion and exclusion criteria to minimize bias in the selection process (Page et al., 2021).

3. Data Sources and Sample

The data sources consisted of peer-reviewed journal articles, conference papers, and academic publications published within the last ten years (2016–2025) that were relevant to singing methods, music-based learning, and vocabulary acquisition, particularly in foreign or Arabic language learning contexts. The inclusion criteria required that studies be empirical or theoretical works focusing on music or singing in language learning and published in reputable academic databases such as Google Scholar, Scopus-indexed journals, or other scholarly repositories. Establishing inclusion criteria is essential in literature reviews to ensure the relevance and quality of

selected studies (Page et al., 2021). Purposeful selection of literature also allows researchers to focus on studies that directly address the research objectives and questions (Xiao & Watson, 2019).

4. Research Instruments

The primary instrument used in this study was a literature analysis matrix designed to organize and categorize information extracted from selected articles. The matrix included components such as author, year, research objectives, methodology, findings, and relevance to the current study. Data extraction tools are commonly used in literature reviews to ensure consistency and systematic comparison across studies (Xiao & Watson, 2019). Structured documentation of literature also improves the reliability and transparency of the review process by allowing other researchers to replicate the procedures (Snyder, 2019).

5. Data Collection Procedures

The data collection process was conducted in several stages. First, relevant keywords such as “singing method,” “music in language learning,” “vocabulary memorization,” and “Arabic vocabulary learning” were used to search academic databases. Second, titles and abstracts were screened to determine relevance. Third, full-text articles that met the inclusion criteria were reviewed in detail. Finally, selected studies were compiled for analysis. Systematic screening procedures are essential in literature reviews to ensure that selected studies are relevant and meet quality standards (Page et al., 2021). Transparent reporting of search and screening procedures also enhances the credibility of review findings (Snyder, 2019).

6. Data Analysis Techniques

The collected data were analyzed using thematic analysis to identify recurring patterns, concepts, and findings related to the effectiveness of singing methods in vocabulary learning. Thematic analysis allows researchers to synthesize qualitative information across multiple studies and generate meaningful interpretations (Braun & Clarke, 2019). The analysis involved coding key findings, grouping them into themes, and interpreting their implications in relation to the research objectives. Synthesizing evidence from multiple sources is an essential step in literature review research because it enables the development of new insights and theoretical contributions (Snyder, 2019).

RESULTS

1. Implementation of the Singing Method in Enhancing Students' Memorization of Arabic Vocabulary (Based on Literature Findings)

a. Conceptual Foundations of the Singing Method in Language Learning

The literature consistently conceptualizes the singing method as a pedagogical approach that integrates melody, rhythm, and repetition to enhance language acquisition, particularly vocabulary memorization. From a cognitive perspective, musical structures function as mnemonic scaffolds that facilitate encoding and retrieval processes in long-term memory. The rhythmic organization of linguistic input allows learners to segment and store lexical units more efficiently than through conventional rote memorization (Legg, 2017). Furthermore, musical repetition strengthens phonological memory through auditory pattern reinforcement, which plays a crucial role in vocabulary acquisition, especially in foreign language contexts (Fonseca-Mora et al., 2018).

Psychological theories also provide strong justification for the effectiveness of singing-based learning. Music-based instruction is associated with reduced anxiety and improved motivation, creating a more conducive learning environment for language acquisition (Dolean, 2016). This phenomenon aligns with affective filter theory, suggesting that positive emotional engagement enhances linguistic input processing. Neuroscientific evidence further supports the integration of music in language learning, indicating that musical activities activate multiple neural networks related to memory, emotion, and auditory processing, thereby strengthening retention and recall of linguistic information (Moreno & Mayer, 2015). Consequently, the theoretical foundation of the singing method reflects an intersection of cognitive, affective, and neurological learning principles.

b. Models of Singing Method Implementation Identified in Previous Studies

The synthesis of previous empirical studies reveals several instructional models for implementing singing-based vocabulary learning. A widely adopted model involves integrating songs into thematic vocabulary instruction where lyrics are intentionally aligned with curriculum objectives. This approach allows learners to encounter vocabulary within meaningful linguistic contexts, which enhances semantic comprehension and retention (Paquette & Rieg, 2016). In practice, implementation commonly follows a structured pedagogical sequence consisting of pre-activity, whilst-activity, and post-activity stages. During the pre-activity stage, teachers introduce vocabulary items and pronunciation patterns; the whilst-activity stage involves guided singing and repetition; and the post-activity stage focuses on reinforcement through exercises, discussions, or communicative tasks.

Several studies also highlight the importance of multimodal support strategies, including gestures, body movements, and multimedia tools. Kinesthetic reinforcement through gestures strengthens memory associations, while multimedia presentations provide auditory and visual stimulation that supports deeper cognitive processing (Rukholm & Aitken, 2018). Teacher roles are emphasized as a critical determinant of effectiveness, including modeling pronunciation, maintaining student engagement, selecting appropriate songs, and managing classroom interaction. Effective classroom management ensures that musical activities remain pedagogically purposeful rather than purely recreational.

c. Pedagogical Advantages of the Singing Method

The literature demonstrates substantial pedagogical benefits associated with singing-based instruction. One of the most consistently reported advantages is increased student engagement and motivation. Musical activities introduce novelty and enjoyment into the classroom, which promotes active participation and sustained attention during learning tasks (Good et al., 2015). This increased engagement contributes directly to improved vocabulary acquisition outcomes, as learners are more willing to repeat and practice linguistic material embedded in songs.

Another major advantage is the reduction of language learning anxiety. Singing provides a supportive and less intimidating environment, enabling students to practice pronunciation without fear of making mistakes, which enhances confidence and communicative willingness (Dolean, 2016). Additionally, the repetitive and melodic nature of songs facilitates pronunciation accuracy and memorization by reinforcing phonological patterns through repeated exposure (Ludke et al., 2016). Songs also promote contextual learning because vocabulary is presented within meaningful sentences, narratives, or thematic structures, allowing learners to understand both form and usage

simultaneously. This contextualization supports meaningful learning rather than isolated memorization, contributing to both receptive and productive language development.

d. Challenges and Limitations in Implementation

Despite its pedagogical strengths, the literature also identifies several challenges associated with implementing the singing method. Teacher competency represents a primary concern, as effective application requires not only linguistic expertise but also confidence in using music-based instructional strategies. Educators lacking musical training may encounter difficulties in selecting appropriate songs or facilitating engaging singing activities (Paquette & Rieg, 2016). This limitation suggests the need for professional development programs focusing on creative instructional methodologies.

Student diversity also presents challenges. Variations in musical interest, personality traits, and learning preferences may influence learner responsiveness to singing activities. While younger learners often respond positively, older students may experience embarrassment or reluctance, which can reduce participation (Moradi & Shahrokhi, 2019). Furthermore, instructional time constraints and curriculum demands may hinder the integration of singing activities, particularly in exam-oriented educational systems where teachers prioritize content coverage over innovative pedagogy.

Another limitation concerns the availability of appropriate learning resources. Access to audio equipment, multimedia tools, and culturally relevant songs can significantly influence implementation quality. In contexts with limited technological infrastructure, teachers may struggle to apply music-based approaches effectively. Therefore, successful implementation requires contextual adaptation, adequate resources, and teacher readiness to maximize instructional benefits.

Overall, the synthesis of literature indicates that the singing method offers strong pedagogical potential for enhancing Arabic vocabulary memorization, but its effectiveness depends on instructional design quality, teacher competence, learner characteristics, and institutional support.

2. The Extent to Which the Singing Method Improves Students' Vocabulary Memorization Outcomes (Based on Literature Evidence)

a. Evidence of Vocabulary Memorization Improvement

A substantial body of empirical literature indicates that the singing method contributes positively to vocabulary memorization outcomes across different educational contexts. Experimental and quasi-experimental studies consistently demonstrate that learners exposed to vocabulary instruction through songs achieve significantly higher recall performance compared to those taught through conventional methods such as rote memorization or lecture-based instruction. For instance, controlled experimental research revealed that participants who learned foreign language phrases through melodic presentation showed superior memory retention compared to those who learned through spoken repetition alone, suggesting that melody functions as an effective mnemonic facilitator (Ludke et al., 2016). Similarly, quasi-experimental findings among young learners confirmed that music-integrated instruction produced significantly higher

vocabulary test scores than traditional teaching approaches, highlighting the role of rhythm and repetition in strengthening lexical memory (Moradi & Shahrokhi, 2019).

Beyond immediate learning gains, studies also report improvements in both short-term and long-term retention. Musical repetition enhances encoding efficiency during initial learning stages while simultaneously supporting consolidation processes in long-term memory storage. This dual impact suggests that singing activities are not merely engaging tools but also cognitively advantageous instructional strategies that improve durable vocabulary retention (Fonseca-Mora et al., 2018). Consequently, the literature provides converging evidence that singing-based instruction offers measurable advantages over conventional methods in vocabulary acquisition outcomes.

b. Indicators of Learning Outcomes Improvement

The effectiveness of the singing method is reflected through several measurable learning outcome indicators identified across studies. One prominent indicator is the accuracy of vocabulary recall. Learners exposed to songs demonstrate higher recall accuracy due to repeated auditory exposure combined with semantic context embedded in lyrics (Legg, 2017). Additionally, pronunciation and oral fluency improvements are frequently reported because melodic patterns reinforce phonological awareness and articulation accuracy during repeated singing practice (Ludke et al., 2016).

Another important indicator involves retention duration. Research suggests that vocabulary learned through music is retained longer because musical structures create associative memory cues that facilitate delayed recall performance (Wallace, 2017). Furthermore, improvements in motivation and classroom participation are commonly observed. Musical activities promote active engagement, voluntary repetition, and collaborative interaction, all of which contribute to more effective vocabulary learning experiences (Good et al., 2015). These multidimensional indicators demonstrate that the impact of singing-based learning extends beyond memorization to include affective and behavioral learning outcomes.

c. Factors Influencing the Effectiveness of the Singing Method

Although the literature confirms the overall effectiveness of the singing method, several moderating factors influence its instructional impact. One of the most significant factors is the frequency of repetition and exposure to songs. Repeated engagement with musical material strengthens neural encoding pathways, thereby improving retention and recall accuracy (Fonseca-Mora & Herrero-Machancoses, 2016). Learning environment also plays a crucial role; a supportive and enjoyable classroom atmosphere enhances emotional engagement, which in turn facilitates cognitive processing and memory consolidation.

Student characteristics, particularly age and cognitive development, are another influential factor. Younger learners tend to respond more positively to rhythmic and repetitive learning activities because such methods align with their developmental learning preferences and auditory memory strengths (Moradi & Shahrokhi, 2019). Instructional design and teacher creativity further determine effectiveness. Carefully selected songs that align with curriculum objectives, combined with interactive strategies such as gestures or multimedia integration, produce stronger learning outcomes compared to unstructured singing activities (Paquette & Rieg, 2016). These findings indicate that instructional effectiveness depends not only on the method itself but also on contextual and pedagogical variables.

d. Synthesis of Literature Findings

The synthesis of previous studies demonstrates that the singing method has a generally high level of effectiveness in improving students' vocabulary memorization outcomes. Across experimental, quasi-experimental, and classroom-based studies, consistent patterns emerge indicating improvements in recall accuracy, pronunciation, retention duration, motivation, and participation. The convergence of cognitive, affective, and behavioral benefits suggests that singing-based instruction operates as a holistic learning strategy that simultaneously addresses multiple dimensions of language acquisition.

Several trends can be identified from the literature. First, the integration of music is particularly effective when combined with repetition and contextual learning. Second, learner engagement and emotional involvement function as mediating variables that enhance learning outcomes. Third, younger learners and beginner-level students benefit most significantly from singing-based vocabulary instruction. Despite these positive findings, important research gaps remain. Many studies focus on short-term experimental interventions, while limited research examines long-term instructional implementation or its impact on higher-level language proficiency. Additionally, there is a lack of research specifically addressing Arabic vocabulary acquisition in diverse educational contexts, particularly at secondary and higher education levels.

Overall, the literature indicates that the singing method is an effective pedagogical strategy for enhancing vocabulary memorization, but further research is needed to explore its long-term effects, contextual adaptations, and integration with broader language learning frameworks.

DISCUSSION

1. Analysis of Results

The primary objective of this literature review was to examine the implementation models of the singing method in enhancing students' memorization of Arabic vocabulary and to determine the extent of its effectiveness as reported in previous empirical studies. The findings reveal that the singing method represents a pedagogical approach grounded in cognitive, affective, and linguistic learning principles that collectively support vocabulary acquisition and retention.

In relation to the first research question concerning implementation models and instructional strategies, the literature demonstrates that the singing method is typically implemented through structured and systematic instructional stages. These stages include vocabulary introduction, guided singing practice with repetition, pronunciation reinforcement, and follow-up recall activities. Such structured implementation aligns with memory encoding theories, which emphasize the importance of repetition and meaningful engagement in strengthening long-term retention. The integration of rhythm and melody in instructional activities facilitates mnemonic processing by creating patterned linguistic input that is easier for learners to store and retrieve. Previous studies indicate that musical elements enhance long-term memory encoding because rhythmic repetition supports cognitive organization and recall processes (Ludke et al., 2016). Similarly, the presence of melody allows learners to remember sequences of words more effectively compared to conventional teaching methods that rely primarily on rote memorization (Legg, 2017).

From a psychological perspective, the findings also suggest that the singing method creates a positive emotional learning environment that contributes to improved vocabulary memorization. Music-based learning activities reduce anxiety and increase learner motivation, both of which are critical factors in foreign language acquisition. Research has shown that enjoyable musical activities can lower students' affective barriers, thereby facilitating greater engagement and participation in learning tasks (Dolean, 2016). This emotional engagement is further strengthened by the connection between music and memory processes, as emotional stimulation has been shown to enhance information retention (Fonseca-Mora & Herrero-Machancoses, 2016). Consequently, the effectiveness of the singing method cannot be explained solely through cognitive mechanisms but also through affective learning dimensions that support sustained attention and motivation.

The results also indicate that singing-based instruction contributes to multiple aspects of language learning beyond memorization alone. Several studies report improvements in pronunciation accuracy, fluency, and contextual understanding of vocabulary. This occurs because songs often present vocabulary within meaningful linguistic contexts rather than isolated word lists. When students repeatedly sing sentences containing target vocabulary, they simultaneously practice pronunciation, rhythm, and semantic comprehension. Evidence suggests that integrating songs into language instruction can enhance both pronunciation skills and vocabulary mastery concurrently (Ludke, Ferreira, & Overy, 2016). Furthermore, singing activities naturally encourage repetition without causing boredom, which is essential for vocabulary retention (Good et al., 2015).

Regarding the second research question concerning the level of effectiveness, the literature consistently demonstrates that the singing method produces measurable improvements in vocabulary memorization outcomes compared to traditional instructional approaches. Experimental studies show that learners exposed to song-based instruction achieve higher test scores in vocabulary recall and retention tasks. Music-based strategies are reported to accelerate vocabulary acquisition because they utilize auditory memory capacities more effectively than conventional teaching methods (Rukholm & Aitken, 2018). Additionally, songs function as mnemonic devices that enable learners to retain vocabulary for longer periods due to the associative links between sound, meaning, and rhythm (Wallace, 2017).

The findings are particularly relevant in the context of Arabic language learning, where memorization of vocabulary (*mufradat*) is often perceived as challenging due to unfamiliar phonological patterns and orthographic systems. Studies focusing specifically on Arabic learning contexts indicate that consistent rhythmic repetition in songs positively influences vocabulary memorization and student participation (Rahmawati et al., 2020). This suggests that the singing method may be especially beneficial for languages with complex phonetic structures because musical repetition supports phonological awareness and articulation practice simultaneously.

Another important finding emerging from the literature synthesis is that the effectiveness of the singing method is influenced by several moderating factors, including frequency of exposure, instructional design, learner age, and teacher creativity. Younger learners tend to benefit more significantly because musical and rhythmic activities align with their developmental characteristics, which favor repetitive and engaging learning experiences (Moradi & Shahrokhi, 2019). Moreover, classroom atmosphere plays a crucial role, as supportive and interactive learning environments

enhance students' attention and concentration, which ultimately strengthens memory performance (Moreno & Mayer, 2015).

Overall, the analysis indicates that the singing method operates through an interaction of cognitive reinforcement, emotional engagement, and contextual learning processes. The method enhances vocabulary memorization not only by increasing repetition but also by transforming learning into a meaningful and enjoyable experience. These findings provide strong evidence that singing-based instruction is a pedagogically sound and empirically supported strategy for improving Arabic vocabulary memorization outcomes.

2. Comparison with Previous Studies

The findings of this literature review demonstrate strong consistency with previous empirical and theoretical studies concerning the effectiveness of music-based learning strategies in language acquisition. In particular, the results align with research indicating that the integration of songs into instructional practices significantly enhances vocabulary memorization, learner motivation, and pronunciation accuracy. The convergence of findings across multiple studies strengthens the validity of the conclusion that the singing method constitutes an effective pedagogical approach for foreign language learning, including Arabic.

First, the present synthesis confirms earlier experimental evidence showing that learners exposed to song-based instruction achieve better memory performance than those taught through conventional spoken or rote memorization methods. For example, Ludke et al. (2016) found that participants who learned foreign language phrases through singing demonstrated superior recall compared to those who learned through speaking alone. This supports the current review's conclusion that melody and rhythm facilitate memory encoding and retrieval processes. Similarly, Legg (2017) emphasized that musical structure provides an organized framework that helps learners remember lexical sequences more efficiently, which corresponds with the implementation patterns identified in the literature analyzed in this study.

Second, the motivational and affective benefits identified in this research are also consistent with previous findings. The literature reviewed indicates that singing activities create an enjoyable classroom atmosphere, reduce anxiety, and encourage active participation. These findings parallel the results reported by Dolean (2016), who demonstrated that music-based learning significantly reduces foreign language learning anxiety while increasing student motivation. Emotional engagement has been widely recognized as a crucial factor in successful language acquisition, and music appears to play a mediating role by creating positive emotional connections that enhance learning retention (Fonseca-Mora & Herrero-Machancoses, 2016). Therefore, the present findings reinforce the argument that affective factors contribute substantially to the effectiveness of singing-based instruction.

Third, the review findings are also supported by studies focusing on vocabulary acquisition outcomes among young learners. Moradi and Shahrokhi (2019) reported that students who learned vocabulary through music achieved significantly higher post-test scores than those taught using traditional approaches. This aligns with the current study's conclusion that rhythmic repetition and melodic patterns strengthen memory retention, particularly among younger learners whose cognitive development favors auditory and repetitive learning experiences. The consistency across

studies suggests that age-related cognitive characteristics may moderate the effectiveness of singing-based learning strategies.

Furthermore, the findings of this review correspond closely with research conducted specifically in Arabic language learning contexts. Rahmawati et al. (2020) found that the use of songs in Arabic vocabulary instruction improved students' memorization ability and classroom participation. The current literature synthesis supports this conclusion by demonstrating that rhythmic repetition and meaningful contextualization in songs enhance both vocabulary retention and learner engagement in Arabic learning environments. This convergence of evidence indicates that the benefits of singing-based learning are transferable across languages, including those with complex phonological systems such as Arabic.

Despite these consistencies, some variations across studies were also identified. Differences in effectiveness levels appear to be influenced by instructional design, duration of intervention, frequency of exposure, and teacher competence in implementing musical activities. Some studies reported moderate improvements rather than substantial gains, suggesting that singing alone may not guarantee optimal learning outcomes unless supported by structured pedagogical planning and reinforcement activities. This observation highlights the importance of instructional quality as a determining factor in the success of music-based learning approaches.

Overall, the comparison with previous studies confirms that the findings of this research are theoretically and empirically grounded. The alignment with earlier research strengthens the conclusion that the singing method is an effective strategy for enhancing vocabulary memorization while also contributing to broader language learning competencies. Moreover, the consistency across diverse educational contexts indicates the robustness and adaptability of singing-based instructional approaches in language education.

3. Implications of Findings

The findings of this review offer both theoretical and practical contributions to language education, particularly in Arabic vocabulary learning through music-based instruction. Theoretically, the results confirm that vocabulary acquisition is influenced by the interaction of cognitive, affective, and neurological processes. The effectiveness of melody, rhythm, and repetition in strengthening memory supports multimedia learning and dual-coding theories, which emphasize the role of multisensory input in improving retention. In addition, the findings align with affective learning perspectives indicating that emotional engagement and reduced anxiety facilitate language acquisition.

The review also highlights the relevance of musical intelligence within differentiated instruction frameworks, suggesting that singing-based learning accommodates diverse learner characteristics, especially those with strong auditory preferences. Importantly, the study extends existing knowledge by demonstrating that music-based strategies are applicable not only to general foreign language learning but also to Arabic vocabulary instruction, which remains underexplored in previous literature.

Practically, the findings provide pedagogical guidance for educators by identifying effective implementation models, including structured instructional stages, repetition strategies, and multimodal reinforcement. These results suggest that integrating singing activities into language curricula can enhance student motivation, engagement, and vocabulary retention, particularly

among young and beginner learners. The identification of research gaps further indicates the need for future studies examining long-term implementation and broader language competencies.

4. Limitations of the Study

This study has several limitations. First, as a literature review, the findings rely on previously published research rather than primary empirical data, which may affect the generalizability of conclusions due to variations in research contexts, samples, and measurement instruments. Second, the review was limited to publications within the last ten years and accessible databases, potentially excluding relevant studies and introducing publication bias. Third, differences in instructional duration, intervention intensity, and assessment methods across studies made direct comparisons challenging. Finally, the analysis focused mainly on vocabulary memorization and did not extensively examine broader language competencies such as grammar or communicative proficiency. Therefore, conclusions should be interpreted within the scope of vocabulary learning.

5. Partial Conclusions

The literature synthesis indicates that the singing method demonstrates a high level of effectiveness in enhancing students' memorization of Arabic vocabulary through rhythmic repetition, melodic encoding, and emotional engagement. The method contributes not only to cognitive outcomes, such as recall accuracy and retention, but also to affective outcomes, including motivation and reduced learning anxiety. However, its effectiveness is influenced by factors such as instructional design, repetition frequency, learner characteristics, and teacher competence.

The findings also suggest that singing-based learning is particularly beneficial for young and beginner learners, although its potential across broader educational levels remains promising. Despite strong supporting evidence, research gaps persist regarding long-term implementation and contextual adaptation in Arabic language education. These partial conclusions provide a foundation for the final conclusions while emphasizing the need for further empirical investigation.

CONCLUSION

This study aimed to examine the implementation models of the singing method and to analyze the extent of its effectiveness in enhancing students' memorization of Arabic vocabulary based on findings from previous literature. The results of this literature review demonstrate that the singing method constitutes a pedagogically effective approach for vocabulary learning, supported by cognitive, affective, and neurological learning mechanisms. The integration of melody, rhythm, and repetition was consistently identified as a key factor facilitating vocabulary encoding, retention, and recall. In addition, the findings indicate that structured instructional procedures—such as pre-activity preparation, guided singing practice, and post-activity reinforcement—play an essential role in optimizing learning outcomes. These results directly address the research questions by confirming that various implementation models have been successfully applied in educational contexts and that the method shows a generally high level of effectiveness compared to conventional teaching approaches.

The findings also reveal that the benefits of the singing method extend beyond vocabulary memorization alone. Improvements were observed in pronunciation accuracy, learning motivation, classroom participation, and reduction of language anxiety. Such multidimensional outcomes

suggest that singing-based learning functions as a holistic instructional strategy capable of supporting both cognitive and affective aspects of language acquisition. Furthermore, the effectiveness of the method was found to be influenced by moderating factors, including repetition frequency, instructional design quality, learner characteristics, and teacher competence. These factors highlight the importance of pedagogical planning and contextual adaptation in implementing music-based instructional approaches successfully.

The implications of this research are both theoretical and practical. Theoretically, this study contributes to the existing body of knowledge by strengthening the conceptual understanding of music-based learning within foreign language education, particularly in the context of Arabic vocabulary acquisition. The findings support interdisciplinary perspectives linking cognitive psychology, language pedagogy, and educational neuroscience. Practically, the results provide educators with evidence-based instructional insights for integrating singing activities into language learning environments to enhance student engagement and retention. Educational institutions and curriculum developers may also consider incorporating music-based strategies into language programs to promote more effective and enjoyable learning experiences.

Despite these contributions, the study also identifies several areas requiring further investigation. Future research is recommended to explore long-term effects of singing-based instruction, its impact on broader language competencies beyond vocabulary memorization, and its effectiveness across different educational levels and learner populations. Empirical studies focusing specifically on Arabic language contexts, including secondary and higher education settings, are particularly needed to strengthen the evidence base. Additionally, experimental research examining variations in instructional design, technology integration, and teacher training interventions could provide deeper insights into optimizing the implementation of the singing method.

In conclusion, the singing method represents a promising and pedagogically sound approach for enhancing students' memorization of Arabic vocabulary. By integrating musical elements into language instruction, educators can create engaging learning environments that support both memory processes and learner motivation. This study underscores the importance of innovative instructional strategies in addressing challenges in vocabulary learning and contributes to the advancement of more effective and learner-centered language education practices.

REFERENCES

- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589–597. <https://doi.org/10.1080/2159676X.2019.1628806>
- Dolean, D. D. (2016). The impact of teaching songs during foreign language classes on students' foreign language anxiety. *Language Teaching Research*, 20(5), 638–653. <https://doi.org/10.1177/1362168815606151>
- Fonseca-Mora, M. C., & Herrero-Machancoses, F. (2016). Music and language learning: A review of research from a neurocognitive perspective. *Frontiers in Psychology*, 7, 1–9. <https://doi.org/10.3389/fpsyg.2016.00936>
- Fonseca-Mora, M. C., Jara-Jiménez, P., & Gómez-Domínguez, M. (2018). Musical plus phonological input for young foreign language readers. *Frontiers in Psychology*, 9, Article 13. <https://doi.org/10.3389/fpsyg.2018.00013>

- Fonseca-Mora, M. C., Toscano-Fuentes, C., & Wermke, K. (2018). Melodies that help: The relation between language aptitude and musical intelligence. *Frontiers in Psychology, 9*, Article 1019. <https://doi.org/10.3389/fpsyg.2018.01019>
- Good, A., Russo, F. A., & Sullivan, J. (2015). The efficacy of singing in foreign language learning. *Psychomusicology: Music, Mind, and Brain, 25*(4), 303–312. <https://doi.org/10.1037/pmu0000127>
- Legg, R. (2017). Using music to accelerate language learning: An experimental study. *Research in Education, 98*(1), 1–12. <https://doi.org/10.1177/0034523717721387>
- Ludke, K. M., Ferreira, F., & Overy, K. (2016). Singing can facilitate foreign language learning. *Memory & Cognition, 42*(1), 41–52. <https://doi.org/10.3758/s13421-013-0342-5>
- Moradi, H., & Shahrokhi, M. (2019). The effect of music on vocabulary learning among young learners. *International Journal of Instruction, 12*(1), 1443–1458. <https://doi.org/10.29333/iji.2019.12192a>
- Moreno, R., & Mayer, R. E. (2015). Cognitive principles of multimedia learning: The role of music and sound. In R. E. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (2nd ed., pp. 314–343). Cambridge University Press. <https://doi.org/10.1017/CBO9781139547369>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ, 372*, n71. <https://doi.org/10.1136/bmj.n71>
- Paquette, K. R., & Rieg, S. A. (2016). Using music to support the literacy development of young English language learners. *Early Childhood Education Journal, 44*(3), 227–232. <https://doi.org/10.1007/s10643-015-0709-7>
- Rahmawati, N., et al. (2020). The use of songs in Arabic vocabulary learning. *Arabiyat: Journal of Arabic Education, 7*(2), 1–15. <https://journal.uinjkt.ac.id/index.php/arabiyat>
- Rukholm, E., & Aitken, L. (2018). Mnemonic strategies and auditory learning in vocabulary acquisition. *Journal of Educational Psychology, 110*(6), 1–15. <https://doi.org/10.1037/edu0000245>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research, 104*, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Wallace, W. T. (2017). Memory for music: Effect of melody on recall. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 43*(10), 1618–1630. <https://doi.org/10.1037/xlm0000352>
- Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of Planning Education and Research, 39*(1), 93–112. <https://doi.org/10.1177/0739456X17723971>