DO YOU LIKE LISTENING TO MUSIC?: STUDENTS' THOUGHT ON THEIR VOCABULARY MASTERY USING ENGLISH SONGS

Shaleha Isnaini[1], Dyah Aminatun[2]
Universitas Teknokrat Indonesia[1,2]

shalehaisnaini26@gmail.com[1], dyah_aminatun@teknokrat.ac.id[2]

Abstract

Many EFL students are still having difficulties in learning vocabulary. It is because most of English vocabulary are different in term of written and spoken. To face this facts, EFL students have their way to learn and add their new English words. There are many ways to enhance students' vocabulary mastery. One of the ways is through English songs. This research aims to find out students' thought on their vocabulary mastery using English songs. The researcher used descriptive qualitative study as the research design. The subjects of this research were the 30 students from English Education study program of Faculty of Arts and Education in Universitas Teknokrat Indonesia. Data were collected through questionnaire and interview. From the result of the questionnaire and the interview, it revealed that English songs have strong influence on their English skill. Also, the students think that English songs help them learn new vocabulary, unfamiliar vocabulary, how to pronounce the word correctly. Thus, finally, they can improve their English vocabulary.

Keywords: EFL students, English songs, vocabulary

INTRODUCTION

Many people have used English to support their life goals since it has become an international language for communication around the world (Sari & Aminatun, 2021). Moreover, English skill is essential for everyone living in this globalized time who want to compete with others, as English is utilized as a means of communication on a global scale. It is impossible to deny that English has become an important language in Indonesia, as it is taught at nearly every educational level (Handayani & Aminatun, 2020). According to Pustika & Wiedarti (2019), one of the most significant subjects in our educational system is English. It may be demonstrated through the Indonesian government's concrete measures that English is covered in the curriculum. It means that the Indonesian government expects its students to be able to communicate in English.

Learning vocabulary is a key aspect in learning English. This is a major aspect in learning a foreign language (Ambarwati & Mandasari, 2020). According to Thornbury (2002), "if you spend much of your time learning grammar, your English will not change very much; you can see the most progress if you learn more vocabulary and expression; you can tell very little with grammar, but almost all with words." Furthermore, Viera (2017) claimed that vocabulary skill is an essential tool for being fluent in any language skills; it also aids in the comprehension of written and spoken texts. Similarly, Simamora & Oktaviani (2020) sated, if students want to be proficient in English, they must learn as much vocabulary as possible. Vocabulary is one of the most important aspects of the language. According to the statements, mastering vocabulary is an integral part of learning a foreign language. So we may assume that without proper language, we cannot interact effectively or articulate a concept. Knowing the meaning and comprehension of a word as we talk is what learning English vocabulary implies. As a result, students with a limited vocabulary would fail to learn English. Students are also having difficulty expanding their vocabulary and memorizing the words.

Many EFL students having difficulties in learn vocabulary. According to Rohmatillah (2014), kinds of difficulties faced by students in vocabulary learning were various. There were some factors that caused students' difficulties in learning vocabulary: (1) the written form is different from the spoken form in English, (2) the number of words that students need to learn is exceedingly large, (3) the limitations of sources of information about words,

(4) the complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language. This also problem faced by English education students at Universitas Teknokrat Indonesia. Almost all students struggle with pronouncing words, writing and spelling, and the various grammatical forms of a word known as inflections are one of the causes of students' difficulties in learning vocabulary. Furthermore, the students had difficulty selecting the right meaning of the words and were also unsure how to use the term depending on the context. Finally, when they came across idiomatic words or expressions, the students were always perplexed.

Therefore, English learners must improve their vocabulary to also improve their English. There are many ways to enhance students' vocabulary mastery. One of the ways is through songs. Songs can be an effective learning tool in English classes. It is believed that song can be a very useful tool for introducing new English words and increasing the vocabulary of English Foreign Language students. According to Kusnierek (2016), one advantage of using songs in English classes is that they provide linguistic material, such as vocabulary, pronunciation, or grammar. Furthermore, Gottfried (2007) said that music connects students with new cultures and opens up a whole new world, which is just one of the reasons why songs are an important component of teaching world languages. Furthermore, if songs are used in class, students will learn new vocabulary or develop their pronunciation (Aguirre, et al., 2016). The content of a song is not only for entertainment, but it can also include a new method of learning a language. Playing a song can help to set an optimistic tone for the day or the beginning of the classroom, or it can help to sustain a positive attitude during the day (Brewer in Sari et al., 2019).

Several researches related to the use of songs in enhancing students' English skill had ever been conducted. First research from Sari et al. (2019) stated in the research that songs can be trusted to help remember vocabulary and used the songs are interested in learning English. Memorizing song can be used to develop English vocabulary mastery so that the purpose of learning English as a communication tool can be achieved optimally, also songs have a significant impact on improving students' vocabulary mastery. Next is from Meutia et al. (2014) found a positive and significant correlation between habitual listening to English songs and vocabulary mastery, implying that habitual listening to English songs would improve students' vocabulary mastery. Third, Sari (2014) found that the use of English songs in the process of teaching and learning English would help students relax and make it easier for them to receive the material provided by the teacher, resulting in an expansion of their English knowledge, especially their vocabulary mastery.

From the result of the previous researches above, it can be concluded that by listening to western music, students will get new ideas and also develop their vocabulary. Students can play music while they are studying and also the can learn new vocabulary by see the song lyrics. Their habit in listening to English music can enhancing their vocabulary. Cebula in Gasma et al. (2017) stated that the students who participate in learning through songs can express themselves easily and pick up a lot of new words. Furthermore, according to Lozanov in Wangi et al. (2017), the environment produced by the song increases the ability to remember new vocabularies because people find it much easier to memorize something that is fun and melodic than a standard sentence. Furthermore, songs help students retain their focus and concentration.

From the explanation above, the researcher is interested in exploring students' vocabulary mastery using English songs. This research will be different from several previous researches beacause this study will focus on the students' point of view on their vocabulary mastery using English songs while the previous studies focused on the improvement of students in vocabulary mastery using English songs. Moreover, this study will also employ descriptive qualitative study in order to be different from the previous studies which used experimental as their research design to determine the progress of students' vocabulary mastery.

METHOD

In this research, the researcher used descriptive qualitative study as the research design. The subjects of this research were 30 students from English education students of Faculty of Arts and Education in Universitas Teknokrat Indonesia. This research was using questionnaire as the main instrument that was distributed through Google Forms to the participants. The questionnaire consisted of 17 questions which covered about students' interest in English songs, how English songs affected their English learning, and how English songs could improve their vocabulary mastery. Besides, the researcher also conducted an interview to get deep information about students' point of view on their vocabulary mastery.

FINDINGS AND DISCUSSION

The results of the study reveal that almost all the students have positive attitude about the use of English songs. The majority of students agreed that listening to English songs helps them improve their English skills and learn new vocabulary. The results of the questionnaire were also validated by the researcher's interview. The results of the interview revealed that they can learn vocabulary by looking at the lyrics of English songs, and that they felt that English songs help them with English skills such as listening and speaking. The details are explained below.

1. Students' interest in listening to English songs

Table 1. Students' interest in listening to English songs

No	Statements	Yes	No
1	I like listening to English songs.	100%	-
2	I always listen to the English songs everyday.	80,6%	22,6%
3	I always listen to newest song from my favorite singers.	87,1%	12,9%
4	I spend less than 5 hours a day to listen to English song.	41,9%	61,3%
5	I like listening to English-native-speaker singers.	93,5%	6,5%
6	I listening to music using application (Joox, Spotify, Soundcloud, etc.) since there are various type of song.	96,8%	3,2%

The first aspect is about students' interest in English song and from the result of first statement showed positive response from the participants because all of them (100%) like to listen English song. The second statement is (80,6%) of the partipants said that they always listen to English song everyday eventhough there are (22,6%) of them not listening to English song everyday. The third statement (87,1%) of the participants always listen the newest song from their favorite singers and (12,9%) of them said no to this statement. The next statement that discuss about they habit spend five hours to listening to English song and the result show (41,9%) of them said yes and (61,3%) of them said no. The fifth statement almost of them (93,5%) said that they like listening to native-english singers and (6,5%) said no to this statement. The last statement from this aspect is almost of them (96,8%) like to listening to music using application such as Joox, Spotify and etc. this result of questionnaire also supported by the interview that the students like to listen to English song and most of them like to listen to pop English songs. Besides, there also the students who like to listen kind of rapp English song and jazz English song.

The first aspect category analyzed in this research as stated above is about students' interest toward English songs. This aspect used to know whether the students are interested in listening to English song or not. The result above showed positive response because more than 80% of the students said that they like to listen to English song, this is also supported by interview that they like to listen to English song. To espouse it, Harlyn & Suhartono (2016) stated that if students are interested in listening to English songs, they will do it on a regular basis. Students will not only be exposed to the specific sounds of English, but also realize their errors and correct them. In such long time if this activity is done regularly and repeatedly, they will be able to achieve more native-like pronunciation. Moreover, students will also improve their ability to recognize the sounds and help them communicate effectively with others. According to the result, it can be concluded that students enjoy listening to the music because they are always stay up to date with new songs from their favorite singer and spend more than five hours to listen to the music. It shows that English songs can also indirectly improve students' independent learning. Aminatun & Oktaviani (2019) infer that an application that can be used anywhere and anytime whenever students want to can enhance students' autonomous learning. Here, songs can be one of the tools because it can be accessed from music applications used by students, like Joox, Spotify, and others. Using the media in the teaching and study of English will, in general, increase student motivation and attention (Sinaga and Oktaviani, 2020). This also shows that students nowadays are facilitated by abundant technology that can help them learn many things, including English vocabulary (Aminatun, 2019). Furthermore, using technology is a crucial tool for students to grasp language learning in the digital era by leveraging digital media and internet use (Sari, 2020). Although it tackles abstract topics, using technology in language learning might assist students enhance their academic performance (Mandasari, 2020) and focus on the material (Oktaviani & Desiarti, 2017). Furthermore, it provides two benefits: 1) learning methodologies and 2) improving students' understanding of using technology as a learning medium (Oktaviani & Mandasari, 2020). The result of the questionnaire also confirms that the use of technology can change the process of language teaching and learning (Sari & Wahyudin, 2019).

2. English songs for students English learning

Table 2. English songs for students English learning

No	Statements	Yes	No
1	English songs make me interested in learning listening and speaking skill	90,3%	9,7%
2	English song is media to help me learning English skills (writing, listening, reading and speaking)	93,5%	6,5%
3	English songs can motivate me to learn English in every skill.	80,6%	19,4%

The second aspect the researchers want to know how English song influence their English skills such as speaking skill, listening skill, reading skill, and writing skill. For the first statement it showed that (90,3%) of the participants agreed that English song make them interest in learning listening and speaking skills and the others (9,7%) disagree about this statement. The second statement was about opinions about English songs as the media to help them learning English skills such as speaking skill, listening skill, reading skill, and also writing skill and the result showed that (93,5%) said yes and (6,5%) of them said no for this statement. The last statement showed (80,6%) of them agreed about the statement that English song can motivate them to learn English in every English skill. The interview also showed that the students have positive answer of the use English song on their English skill. The students said that English song influence their English skill such as speaking skill and also vocabulary. The students also said that they got much improvement during listening to English song, they said it helps them in pronounce and spell the words correctly.

As presented above, the students stated that English songs help them in speaking skill, such as pronouncing and spelling the words in correct ways. Students' ability to understand in listening, speaking, reading, and writing will certainly improve as their vocabulary grows. According to Oktaviani (2016), improving vocabulary mastery can improve university students' speaking skills. According to Nurkolip & Hanafi (2019), English songs can assist students in familiarizing themselves with the voice of a native speaker, increasing their vocabulary mastery, and ability to pronounce English words; all of which can help in the improvement of all four skills: listening, speaking, reading, and writing. Furthermore, Suri (2014) added that English songs are valuable resources for improving students' listening, speaking, reading, and writing skills. They can also be used to teach language skills like pronunciation, spelling, meaning, and grammar. The result above also justifies that learning English has shifted from conventional lway to technology-based learning (Mandasari & Aminatun, 2020)

3. The use of English songs on students' vocabulary mastery

Table 3. The use of English song on students' vocabulary mastery

No	Statements	Yes	No
1	I am happy studying vocabulary through songs.	96,8%	3,2%
2	English songs help me find the meaning of English words.	96,8%	3,2%
3	English songs help me learn new vocabulary.	93,5%	6,5%
4	English song can increase my vocabulary.	93,5%	6,5%
5	English songs help me pronounce the English words correctly.	96,8%	3,2%
6	I listen to popular English song to ease me improving my vocabulary.	87,1%	12,9%
7	I listen to English songs to add my vocabulary.	93,5%	6,5%
8	I like to see the song lyrics in English song because it can make me memorize the words.	93,5%	6,5%

The third aspect or the last aspect of this research is about the use of English song on students' vocabulary mastery. There are eight statements for this aspects and for the first aspect was about their point of view on their happiness studying vocabulary through English song and result showed almost of them (96,8%) of them said yes and the rest of them (3,2%) said no. The second statement showed (96,8%) of them agreed that English song help them find the meaning of English word and (3,2%) disagree. The third statement about English song help them in learning new vocabulary and the result showed (93,5%) of them said yes and the others (6,5%) said no to this statement. The fourth statement showed (93,5%) of them agreed that English song can increase their vocabulary. The fith statement was about English song help them pronounce the English word correctly and the result showed that (96,8%) of the participants said yes to this statement and others (3,2) said no to this statement. The sixth statement showed (87,1%) of the participants agreed that when they listen to popular English song make it easier to them in improving their vocabulary. The next statement discussed about when they listen to English song it can add their vocabulary and the result was (93,5%) of them said yes and (6,5%) said no to this statement. The last statement showed (93,5%) of the participants like to see the song lyrics in English song because it can make them memorize the words. This is also supported by the result of the interview that the students said English song help them in learning vocabulary and help them in improving their vocabulary mastery.

From the result, it shows that the students agreed that English songs help them learn vocabulary and help them improve their vocabulary. Wardiansyah et al. (2019) stated that students who have a high level of vocabulary mastery will also have a high level of listening habits to English songs. Also, songs have entertaining side which caused the students to relax and enjoy themselves. This way is such a simple way for them to catch and memorize the vocabulary. It can also be one of the ways to teach students vocabulary since teachers need to be creative in choosing strategy and media for English learners (Aminatun & Oktaviani, 2019).

CONCLUSION

The result from the questionnaire and the interview showed that English songs help the students learn and enhance students' vocabulary as well as their English skills. Moreover, from the habit of the students that like listening to English songs every day, the students fele that English songs have high influence on their English skills. Also, the students feel that English song are interesting and entertaining as the media for them to learn new vocabulary, unfamiliar vocabulary, and pronounce the word correctly. Thus, in the end it can improve their vocabulary. Students will try to see the lyrics of the English songs and find out the meaning of those words. After that, they implement them in their daily written or spoken English and gradually they will be familiar with the word and using them. Using English songs can also be an alternative way for teachers to be used as a medium to learn English since listening to the music will be relaxing for them especially music that students like. Since this research still lacks in some parts, it is hoped that the future researchers can also investigate the influence of English songs for another research context, research design and variables.

REFERENCES

Aguirre, D., Bustinza, D., & Garvich, M. (2016). Influence of Songs in Primary School Students' Motivation for Learning English in Lima, Peru. *English Language Teaching*, *9*(2), 178-191.

Ambarwati, R., & Mandasari, B. (2020). The Influence of Online Cambridge Dictionary toward Students' Pronunciation and Vocabulary Mastery. *Journal of English Language Teaching and Learning*, 1(2), 50-55.

Aminatun, D. (2019). ICT in University: How Lecturers Embrace Technology for Teaching. *JURNAL SMART*, *5*(2), 71-80.

Aminatun, D., & Oktaviani, L. (2019). Using "Memrise" To Boost English for Business Vocabulary Mastery: Students'viewpoint. *Proceedings Universitas Pamulang*, *1*(1).

Barnabas, S. (2019). The Correlation Between Listening Habit to English Song and Vocabulary Mastery. *Journal of English Education and Teaching*, *3*(3), 287-298.

Gasma, Y., Yufrizal, H., & Sukirlan, M. (2017). *Teaching Vocabulary through Song at The First Grade of Senior High School* (Doctoral dissertation, Lampung University).

Gottfried, T. L. (2007). Music and language learning. *Language experience in second language speech learning*, 221-237.

Handayani, E. T. & Aminatun, D. (2020). Students' Point of View on the Use of WhatsApp Group to Elevate Writing Ability. *Journal of English Language Teaching and Learning*, 1(2), 31-37.

Harlyn, H. N., & Suhartono, L. (2016) Correlation Study of Interest in Listening to English Songs and Listening Achievement. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, *5*(5).

Kuśnierek, A. (2016). The role of music and songs in teaching English vocabulary to students. *World Scientific News*, *1*(43), 1-55.

Mandasari, B. (2020). The Impact of Online Learning on Students' Academic Performance on Business Correspondence Course. EDUTEC: *Journal of Education and Technology*, 4(1), 98-110.

Mandasari, B., & Aminatun, D. (2020). Improving Students'speaking Performance Through Vlog. *English Education: Journal of English Teaching and Research*, *5*(2), 136-142.

Meutia, Z. F., Asib, A., & Rais, A. D. (2014). A correlational study between habit in listening to English songs, vocabulary mastery, and listening skill. *English Education*, *2*(3).

Nurkolip, D. (2019). Students'english Vocabulary Mastery as Seen from Their Habit in Listening English Musics. *English Education: Journal of English Teaching and Research*, *4*(2), 93-103.

Oktaviani, L. (2016). Studi Tentang Faktor yang Mempengaruhi Kemampuan Berbicara Jurusan Bahasa Inggris di Universitas Muhammadiyah Malang. In Tursini, U. et al. (Eds.), Seminar Nasional: Paper was presented in Membangun Karakter Dosen sebagai Peneliti dan Pengabdi dalam Memasuki Persaingan Global: Prosiding Seminar Nasional Hasil Penelitian (pp. 342-246). Malang: LPPM Universitas Kanjuruhan Malang.

Oktaviani, L. & Desiarti, E. (2017). A Lecturer's and Students' Perspective towards Ethnic Snake Game in Speaking Class at Universitas Muhammadiyah Malang. *Teknosastik: Journal Bahasa dan Sastra.* 15(2), 53-59.

Oktaviani, L. & Mandasari, B. (2020). Powtoon: A Digital Medium to Optimize Students' Cultural Presentation in ELT Classroom. *Teknosastik: Jurnal Bahasa dan Sastra*, 18(1), 33-41.

Pustika, R. & Wiedarti, P. (2019). The Implementation of Reading Instruction in the EFL Classroom. *ETERNAL*, 5(1), 75-87.

Rohmatillah, R. (2014). A Study On Students'difficulties in Learning Vocabulary. *English Education: Jurnal Tadris Bahasa Inggris*, *6*(1), 75-93.

Sari, F. M. (2020). Exploring English Learners' Engagement and Their Roles in the Online Language Course. *Journal of English Language Teaching and Linguistics*, 5(3), 349-361.

Sari, F. M., & Wahyudin, A. Y. (2019). Blended-Learning: The responses from non-English students in the Indonesian tertiary context. *Teknosastik*, *17*(1), 23-28.

Sari, I. P., Asahra, E. E., & Yana, Y. (2019). Improving Students'vocabulary Mastery Using English Song. *Project (Professional Journal of English Education)*, *2*(3), 410-415.

Sari, J. E. (2014). The Correlation Between Students'ability in Listening to The English Songs and Their Vocabulary Mastery. *e-Journal of ELTS (English Language Teaching Society)*, *1*(1).

Sari, S. N. & Aminatun, D. (2021). Students' Perception on the Use of English Movies to Improve Vocabulary Mastery. *Journal of English Language Teaching and Learning*, 2(1), 16-22.

Simamora, M. W. Br. & Oktaviani, L. (2020). What is Your Favorite Movie?: A Strategy of English Education Students to Improve English Vocabulary. *Journal of English Language Teaching and Learning*, 1(2), 44-49.

Sinaga, R. R. F. & Oktaviani, L. (2020). The Implementation of Fun Fishing to Teach Speaking for Elementary School Students. Journal of English Language Teaching and Learning, 1(1), 1-6.

Suri, E. M. (2014). Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang. *Jurnal Edu Research*, *1*(1), 110-136.

Thornbury, S. (2002). How to teach vocabulary. England.

Viera, R. T. (2017). Vocabulary knowledge in the production of written texts: a case study on EFL language learners. *Revista Tecnológica-ESPOL*, *30*(3).

Wangi, W., Khotimah, A. N., & Pradana, R. (2017). A Descriptive Study Of Using English Songs In Teaching Listening To Develop Students'vocabulary Mastery At The Tenth Grade Students Of Ipa 1 Of Man Srono Banyuwangi. *Sosioedukasi: Jurnal Ilmiah Ilmu Pendidikan Dan Sosial*, *6*(1).

BIOGRAPHY OF AUTHORS

Shaleha Isnaini is a college student from English Education study program, Faculty of Arts and Education, Universitas Teknokrat Indonesia. She was active in many organizations during her study. She was also the member of Interest and Talent of HIMA PBI and member of SENAT FSIP.

Dyah Aminatun is a lecturer of English Education Department at Universitas Teknokrat Indonesia. Her research interests are about English Language Teaching, teaching media, and ICT in education. She is actively involved in joining international and national seminar as a participant as well as a presenter to present her research.