



The Use of Songs as a Medium to Improve the Vocabulary Mastery of the Eight Grade Students

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Abstract

This research was aimed to know whether the use of English song as a medium effective to improve the eighth-grade students' vocabulary mastery. This study used a quasi-experimental research design. The sample of this study was V D which consisted of 26 students acting as the experimental class and VIII E which consisted of 26 students acting as the control class. In collecting data, the researcher used a test namely try-out, pre-test and post-test. The data were then analyzed using SPSS windows version 28.0. Based on the statistics score, it shows that the average of the experimental class is 97.54. So, it can be concluded that the average of the experimental class is higher than the average of the control class. The results of the analysis of the different T-test were in column T ($t=36.894$) with a probability of < 0.001 . It can be concluded that the problem has a significant difference and H_0 was rejected, meaning that English song as a medium is effective to improve the eighth-grade students' vocabulary mastery.

INTRODUCTION

Language is the most important part of human life. With language, people can deliver ideas, feelings, experiences and also the minds about things that happened around (Johnston, 2023). It also helps to socialize and interact. English has become one of the wonderful languages for most of the people all over the world. Not only big cities or small villages, everyone in this modern era needs to learn and master it, be it a first language or a second language. Indonesia uses the same term that English has become one of the criteria that we must include in the curriculum.

Without language, people around the world cannot understand each other. Because one of the ways of communication is talking, therefore it needs language to be done. The most crucial foreign language that Indonesians need to communicate in this day and age is English.

Speaking, listening, writing, and reading are the four foundational skills of English that students from Indonesia should acquire. Those basic skills are divided into receptive skill and productive skills. They are listening- reading and speaking-writing.

In fact, communication relies heavily on interpreting spoken language. However, listening is sometimes overlooked in language classes in favor of speaking since many language teachers believe that learners spontaneously pick up speaking as they learn a language (Amoah & Yeboah, 2021). It appears difficult for the teachers to select the suitable activities and methods since they must take into account what the students enjoy and what approaches are engaging for them without losing sight of the main points of learning.

Language acquisition is a fundamental aspect of student academic development, and vocabulary cups play an important role in effective communication. For 8th grade students, a strong vocabulary improves your reading comprehension, your writing skills and overall fluency in English. Traditional methods for learning vocabulary such as memory and textbook exercises often do not work well, but rather make language acquisition a challenging process (Zhao & Lai, 2023). To address this issue, educators have considered innovative ways to promote the commitment and bonding those songs use as an interactive and comfortable medium for learning vocabulary.

Songs provide a dynamic and urgent learning experience by including rhythmic, repetition and use of context-related words (Morini & Blair, 2021). Students listen and sing along with the text, and are exposed to new words in real contexts, helping them to grasp the meaning more effectively. Research suggests that music stimulates cognitive processes associated with memory and language learning, which serves as a valuable tool for improving vocabulary (Karolina, 2024). Further, (Chen, 2020) suggests that by integrating songs into language lessons, teachers can create a relaxed and motivated environment where students can enjoy the process comfortably and simultaneously.

Implementing songs as vocabulary learning tools is very effective when tailored to students' interests and abilities. Pedagogues can use a variety of songs to introduce new words, promote pronunciation practices, and enhance linguistic patterns. Furthermore, (Cores-Bilbao et al., 2019) stated that the interactive nature of music promotes active learning and social commitment, contributing to a positive and supportive classroom atmosphere. In this article, we examine the role of songs in vocabulary acquisition, examine its psychological and linguistic benefits, and explore practical strategies for effective use presented in English classrooms.

Based on the interviews with the Eighth-grade students of SMP Negeri 5 Demak, many students feel that English material was difficult. Most of the students had difficulty in listening to the audio clearly. They said that when they listened to the audio, they did not understand what the speaker was talking about. In addition, students did not believe that they could do the task after listening to the audio, they just guessed the answers of the task. When their teacher asked about what the speaker was talking about, they just kept silent because they were afraid of making mistakes and being laughed by other students.

Everyone is aware of the power of song as a medium for aiding pupils in learning English vocabulary. It encourages students to improve the four language skills (Isnaini & Aminatun, 2021). It provides numerous things that can help students remember things, such as sounds, poetry, and melodies. It means that song can help students learn English more effectively (Afriyuninda & Oktaviani, 2021).

During learning activities, students are more engaged when they participate in activities they enjoy. Research suggests that student-centered learning enhances motivation and improves retention, as learners feel more connected to the subject matter (Hoidn & Reusser, 2020). One effective approach in language education is the incorporation of English songs as a tool for teaching listening skills. As added by (Sadiqzade, 2024) music creates an engaging learning environment by integrating rhythm, melody, and repetition, which aids in comprehension and retention. Through song-based activities, students experience a multi-sensory learning process, allowing them to listen, sing, and internalize vocabulary and

pronunciation naturally.

Using songs in listening exercises provides multiple benefits for both teachers and students. Songs introduce learners to authentic language, including natural pronunciation, intonation, and colloquial expressions, making listening practice more realistic and meaningful (Rodríguez Malavé & Mite Lindao, 2025). Moreover, music reduces learning anxiety by creating a relaxed and enjoyable atmosphere, fostering greater participation among students who may otherwise struggle with traditional listening tasks (Jing, 2025). Instead of relying solely on the teacher's voice, which may have limitations in tone or clarity, students can immerse themselves in a variety of linguistic contexts through different musical styles and accents. This approach broadens their exposure to diverse English speech patterns, further enhancing their listening skills.

Furthermore, songs cater to different learning styles, making language lessons more inclusive and dynamic (Fallin et al., 2021). (Bonneville-Roussy et al., 2020) claimed that auditory learners benefit from listening to lyrics, visual learners engage with accompanying videos or written lyrics, and kinesthetic learners absorb language through movement and singing. By incorporating songs, educators ensure that students experience language learning in varied and stimulating ways, making lessons more enjoyable and effective. Given these advantages, integrating music into listening instruction not only supports linguistic development but also fosters a more engaging and interactive classroom environment.

In this modern era, teachers must be smarter in carrying out learning in the classroom. One of them is to use English songs to improve students' vocabulary. Many students do not understand in choosing the appropriate vocabulary for various contexts (De Wilde et al., 2020). In some cases, they often misunderstand the meaning of one word to another. It's crucial that pupils acquire the proper vocabulary knowledge. It is important for students to learn correctly about the vocabulary.

a. Preparation:

This stage consists of two segments. The first is a warm-up in class, where the teacher prepares students with the topic of English songs. The second is the preparation of vocabulary in the form of song lyrics.

b. Dictation:

In this segment, the teacher reads the lyrics of the song and plays the English song three times at normal speed. First, students are asked to get an overview, students only understand and have not been instructed to take notes. As for the second, students are allowed to take notes while listening to the audio. Students are asked to complete the lyrics of the song and note the important points. Lastly, students were asked to reconfirm the results of their notes.

c. Reconstruction:

The teacher instructs the pupils to rebuild the text they have heard on the audio after the dictation is complete using their notes. The text must be nearly identical to the original.

d. Analysis and Correction:

In this segment, students analyze the results of the text they have made. The audio is played several times to correct the lyrics of the song.

RESEARCH METHODOLOGY

Implementing songs as vocabulary learning tools is very effective when tailored to students' interests and abilities. Pedagogues can use a variety of songs to introduce new words, promote pronunciation practices, and enhance linguistic patterns. Furthermore, the interactive nature of music promotes active learning and social commitment, contributing to a positive and supportive classroom atmosphere (Thambu et al., 2021). In this article, we examine the role of songs in vocabulary acquisition, examine its psychological and linguistic benefits, and explore practical strategies for effective use presented in English classrooms.

This research used quantitative research and the research design was experimental. The research design consisted of pre-test, treatment and post-test. The population of this study was class VIII SMP Negeri 5 Demak in the academic year 2022/2023. The sample of this research was

selected by using purposive sampling technique. As indicated by (Gopalan et al., 2020), in conducting quasi-experimental research, the control and experimental groups should in terms of gender, accomplishment, or ability, be as similar as feasible.

This study utilized a quasi-experimental design to assess the use of a song as a medium for improving vocabulary mastery for Grade Eight learners. An ill-defined control group design was applied whereby the participants were split into two groups: an experimental group that received vocabulary instruction using songs, and a control group that continued with traditional methods of vocabulary instruction. Quasi experimental designs differ from true experimental designs in that there is no random selection, however, they are useful when testing causal impact in education research (Rogers & Revesz, 2019).

In order to measure students' initial vocabulary knowledge, both groups were given pre-tests which provided baseline information regarding their proficiency levels. After that, the experimental group received instruction using carefully selected vocabulary songs in the context of contextualized language teaching (Miller et al., 2020). It has been shown that the inclusion of music and rhythm improves memory and recall because musical stimuli aid cognitive processes and retention (Reichardt, 2019). During an allocated instructional time, students participated in the lessons designed around listening to songs, singing the songs, and discussing the lyrics to reinforce the novel vocabulary.

Students of 8D and class 8E were the samples of this study. Both classes had same characteristics. The experimental class was 8D which consisted of 26 students and the control class was 8E which consists of 26 students. The total was 52 students. The trial function is to measure the quality of the instrument to be used during the pre-test and post-test, namely by testing the validity and reliability. Students have been given 25 questions in the form of incomplete paragraphs. The paragraph contains the empty song lyrics and students were asked to fill in the missing words from the sentence. The song used for this test was "I Have a Dream" from Westlife. The try-out result was analyzed to determine the test results and obtain validity and reliability. Based on the findings of the validity and reliability of the test data, an instrument has been found that has passed to be used as a pretest. The questions were in the form of incomplete paragraphs. The paragraph contained the empty song lyrics and the students have been asked to fill in the missing words from the sentence. The song that has been used for this test was "I Have a Dream" from Westlife. Pretest has been given to the experimental class and control classes. The next step is to give treatment to the experimental class. In this activity, the experimental class was given learning to improve vocabulary using English songs. At the end of the lesson, the post-test was given after the pre-test and treatment were completed. Post-test was aimed to measure and determine the results of student achievement in improving vocabulary. The questions were in the form of incomplete paragraphs. The paragraph contained the empty song lyrics and the students were asked to fill in the missing words from the sentence. The song used for this test was "Nothing's Gonna Change My Love" from Westlife. Posttest has been given to the experimental class and control classes.

RESEARCH FINDINGS AND DISCUSSION

Before doing the treatment, the writer gave a pre-test. The purpose of the pre-test was to determine the extent of student vocabulary competence prior to treatment. After getting the data, the writer calculated the pre-test and post-test scores from the experimental class and the control class. The scores are presented in the distribution table.

1. Calculating of Mean Score

To calculate the t-test, the writer must determine the mean score of gain by dividing the total score of gain by the total number of students. Based on the calculation in pretest, the mean score of the experimental class = 59.38 and for control class = 55.69. And the value of t-test Sig. $0.960 > 0.05$, it means there was no significant difference between the experimental class and the control class. Based on the calculation in posttest, the mean score of the experimental class was 97.54 and the average of the control class is 56.15. So, it can be concluded that the average of the experimental class is higher than the average

of the control class.

2. Hypothesis Testing

The results of the analysis the different T-test in posttest in column T ($t=36,894$) with a probability of <0.001 . It can be concluded that the problem has a significant difference and H_0 is rejected.

DISCUSSION

This study demonstrated that English songs had a positive influence on the vocabulary skills of eighth-grade students at SMP Negeri 5 Demak. It can be deduced from the research findings. At the first meeting, the writer administered a pre-test to determine the initial state of the students. The outcome demonstrated that the pupils began under comparable conditions. After receiving the pre-test, pupils in the experimental class received treatments three times per week for two weeks. The final procedure was assessed with a post-test. Independent Sample T-test on the post-test revealed a statistically significant difference in vocabulary achievement between experimental and control classes.

The Results concerning vocabulary achievement above were the same as those of previous studies carried out in junior high school. They showed that teaching vocabulary using English song was effective and could be applied in all levels of learning.

There are some previous researches that had the same objective with this researches' that had the same objective with this research. The first research was conducted by Juliana & Manurung, (2022) A Study on the Implementation of Songs in Teaching Vocabulary. The Purpose of this research was to improve students' vocabulary mastery using English songs. It shown that the students were motivated during implemented English songs in learning vocabulary.

Another research was from Buyandalai & Tumurbat, (2022). The purpose of this study was to determine find out the use of English songs in improving their vocabulary mastery. The result of this research shown that use of English song can improve students' vocabulary of verb and made them enthusiast and motivated. Considering those two previous researches, it can be assumed that this research which is also implementing English song is possible to be conducted to know the result whether it can improve students' vocabulary mastery or not. And This study revealed that the use of English songs can improve students' vocabulary mastery. There was significance difference between the mean score of experimental groups which was 97.54 and the mean score of control group was 56.15.

The findings highlight the effectiveness of songs as a pedagogical tool for vocabulary acquisition among eighth-grade students. The improvement in test scores and student engagement suggests that integrating music into language learning fosters a more interactive and enjoyable experience. This supports Butar & Katemba, (2023) assertion that songs provide contextualized language exposure, making vocabulary retention more natural and intuitive. Furthermore, students demonstrated a stronger ability to recognize and use new words in meaningful contexts, reinforcing the idea that music aids in long-term memory retention. However, while the study presents promising results, it also emphasizes the importance of selecting appropriate songs based on students' proficiency levels and interests. The use of songs with complex lyrics or unfamiliar themes may hinder rather than support vocabulary development. Therefore, educators should carefully curate song selections to optimize learning outcomes. Future research could explore the long-term effects of song-based vocabulary learning and its applicability across different language proficiency levels.

CONCLUSION AND SUGGESTION

After doing the research, the writer concluded that teaching vocabulary by English song was effective than teaching vocabulary without using English songs to improve students' vocabulary mastery. The result of computation of the Levene test was 0.007 and has a probability (sig 0.936). It means above 0.05. Therefore, H_0 was not rejected. Thus, the results of the analysis of the different T-test are in column T ($t=36,894$) with a probability of <0.001 . It can be concluded that the problem has a significant difference and H_0 was rejected. After three treatments by the writer

in experimental class, the post- test score is increase. And the table above shows that the average of the experimental class is 97.54. and the average of the control class is 56.15. So, it can be concluded that the average of the experimental class is higher than the average of the control class. It means that there was a significant influence of using English songs in teaching vocabulary mastery.

In applying English songs, teachers should use time as efficiently as possible because the teaching learning process by English songs take a quite long time. For a teaching and learning process. Teachers should have time management skills. Students should be accountable for discussing the material presented by the teachers. This study given students an increase in vocabulary mastery. The writer hopes the readers will get inspiration from thus final project and use it as a reference to conduct some research by developing different English songs.

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