

THE ROLE OF SONG AS A MEDIA TO IMPROVE ENGLISH VOCABULARY ON TEENAGERS

Rifa Suci Wulandari¹, Ananda Reka Putri², Wiwin Widyawati³

¹STKIP PGRI Ponorogo, ²³IAIN Ponorogo
*rifawulan1981@gmail.com*¹, *anandarekaputri.2023@gmail*², *winwidya75@gmail*³

Received: 16 March 2024, **Revised:** 24 April 2024, **Accepted:** 9 May 2024

Abstract

Vocabulary is important in every language. By using vocabulary, we can easily exchange information with others. Similarly, English as an international language also has a lot of vocabulary. In the current era of globalization, there are many ways to improve English vocabulary through various media; ranging from social media, applications, songs, etc. This research aims to describe the use of English songs as a media to improve English vocabulary on teenagers. This study was a qualitative descriptive. The technique of collecting data was questionnaire. The subjects of this study were male and female teenagers aged 11-21 years. After distributing the questionnaires randomly by fulfilling the respondents' criteria, 37 teenagers were obtained who voluntarily filled out the questionnaires. The results of the study show that English songs have an important role in improving teenagers' English vocabulary and can be used effectively as a medium to improve English vocabulary on teenagers.

Keywords: Song; English Vocabulary; Teenagers

Abstrak

Kosakata merupakan komponen penting dalam setiap bahasa. Kita dapat bertukar informasi menggunakan kosakata. Bahasa Inggris sebagai bahasa internasional juga memiliki banyak sekali kosakata. Di era globalisasi saat ini, banyak cara untuk mengembangkan kosakata dalam bahasa Inggris melalui bermacam media mulai dari media sosial, aplikasi, lagu dan lain-lain. Penelitian ini bertujuan untuk mendeskripsikan Pemanfaatan lagu-lagu berbahasa Inggris sebagai media untuk mengembangkan kosakata bahasa Inggris bagi remaja. Penelitian ini merupakan penelitian deskriptif kualitatif. Teknik pengumpulan data menggunakan kuisioner. Subyek penelitian ini adalah remaja laki-laki dan perempuan usia 11 – 21 tahun. Setelah kuisioner didistribusikan secara acak, terdapat 37 responden yang mengisi kuisioner. Hasil penelitian menunjukkan bahwa lagu-lagu berbahasa Inggris mempunyai peran penting untuk pengembangan kosakata bahasa Inggris remaja dan dapat digunakan secara efektif sebagai media untuk mengembangkan kosakata bahasa Inggris remaja.

Kata kunci: Lagu; Kosakata Bahasa Inggris; Remaja

INTRODUCTION

Language is a means of communication through which ideas, feelings, and opinions can be expressed in spoken and written form (see Wulandari & Harida, 2021; Minarsih et al, 2022; Erdianto & Arifin, 2024). There are many languages in this world, one of which is English. English is one of languages used widely all over the world (Wulandari, 2014:2). In this globalization era, the use of English becomes wider and significant. It is not only in the process of learning in the school, but many kinds of life aspects, such as in the use of gadgets, games, news update, even used in many labels of typical substance or materials mostly using English (Sholikah et al, 2020:8). There are four skills in English: speaking, listening, reading and writing. These four skills are used for communication. The four language skills are supported by phonemic, lexical and grammatical aspects, including the vocabulary mastery.

Vocabulary is a collection of letters arranged in a dictionary that form one or more words with meaning. According to Hornby, vocabulary is the total numbers of words in language or all the words known to a person or used in particular book, subject and a list of words with their meaning, especially one that accompanies a textbook (Manda, 2022:311). Vocabulary is an aspect of language that must be considered and mastered to support fluent communication in both spoken and written language. Vocabulary is very important as it is the most important asset in learning sentence structure and other language skills. According to Cameron (2001:78), vocabulary skill included: pronunciation, spelling, grammar and meaning. Vocabulary is the basis of the language we use every day. Without vocabulary there is no language. A

vocabulary is a collection of different word groups in a language.

Vocabulary can be divided into several parts according to experts. According to Harmer (1991:159), active vocabulary and passive vocabulary are the types of vocabulary. Active vocabulary is vocabulary that students have learned and have been taught with the purpose it can be used for them. The second is passive vocabulary, which means words that students will recognize when they meet them but they will probably not be able to produce it. A person's vocabulary develops when supported by a lively environment. Through vocabulary, you can know and expand your vocabulary and increase your knowledge. Vocabulary grows and develops over time.

Vocabulary is generally understood to mean all the words that make up a language. According to the Cambridge Online Dictionary, vocabulary is all the words in a particular language and subject. Furthermore, vocabulary is defined as a list or number of words that people know and use regularly in their daily life (Nathan, 2013:3). The vocabulary is divided into two forms. spoken and printed vocabulary. Oral vocabulary includes all words that a person can recognize when hearing or speaking, while printed vocabulary includes all words that a person can recognize when reading and writing (Ma'rifat, 2017:50). Mastering a large vocabulary will make it easier for someone to read, write, listen and speak English.

There are several reasons why learning vocabulary is important, namely important capital to master all skills, vocabulary is used for speaking, mastering vocabulary will increase self-confidence, carrying out other activities related to language becomes easier, and grammar will be mastered. Vocabulary is very important in communication because lack of vocabulary can hinder communication.

Vocabulary is the most important aspect of language proficiency because it determines how well learners speak, listen, read, and write (Richard, 2002:255). Furthermore, it is important to guide learners to build vocabulary that not only plays an important role in their personal lives, but also helps them in social interactions in society and at work. In language learning, vocabulary has long been recognized as a strong predictor of reading comprehension. This means that the more vocabulary a learner knows, the easier it will be to understand the text. Vocabulary also serves as the basis for how well learners can speak, listen, read and write. Currently, English vocabulary can be self-taught.

There are many media that can be used to improve English vocabulary. Learning media is anything that can be used to channel messages from the sender to the recipient so as to stimulate the thoughts, feelings, interests and willingness of learners in such a way that the learning process occurs in order to achieve the goal of learning effectively (Rusman, 2011). Media is a way that makes it easier for someone to know an easier way of learning. This is because the role of media is very helpful in facilitating someone to learn English.

There are several types of media, including: visual media, audio media, audio-visual media and computer-based media (Anitah, 2009:7). In this era of globalization, teenagers can access the media to learn and improve their English vocabulary. One of the media that is widely used self-taught to improve vocabulary is song. When teenagers listen to English songs and imitate them, they will indirectly, absorb what they hear. In addition, teenagers know new vocabulary that they have never known. Teenagers can find out about vocabulary without going through formal classes.

A song is a beautifully arranged collection of words sung to the accompaniment of music. The first description states that the role of music is to express emotions and that there are four key characteristics that characterize music. The second definition states that music is the instruments and/or sounds that people hear (Kusnierek, 2016:23). The song is based on a piece of music and has a rhythm and tempo that draws the listener into the meaning of the song. Singing is a way to express one's emotions, expressed through letters and poems, conveyed with tones and rhythms, and becomes a beautiful song. Songs not only bring fun and entertainment, but they also convey moral messages to music lovers and listeners. Songs are about writing and talking about everyday life, culture, adventures, and how people feel.

People perceive songs in different ways. We perceive it firstly as a purely musical work and secondly as a piece that can be understood as a performance, that is, a transposition of a piece to played, recorded, or written material (Kusnierek, 2016:22). Also, it is very important to look at the song comprehensively. These include not only the song and its lyrics, but all the contexts in which it is created, produced and consumed. It depends where and by whom the song is performed, the audience, and the technology that produces it.

Though songs, teenagers are expected to be able to remember words and improve their vocabulary. Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them (Brown, 2006). It means that by leaning lyrics learners are also building their vocabulary (see Azizah & Arifin, 2024). Yoo (2002) said that the singer

pronounces the word in normal speed. This kind of thing is very important for students to learn. In speaking practice, the speaker speaks at normal speed. By listening to music a lot, the students will be accustomed to hearing the normal speed conversation. Therefore, this article aims to describe the use of English songs as a media to improve English vocabulary on teenagers.

METHOD

The type of research used in this research is qualitative research or explanatory research, namely research that analyzes the relationship between research variables and hypotheses that must be proven. Qualitative methods allow researchers to study certain things in depth and detail. These methods generate a small number of people and cases which increases understanding of cases and situations, but reduces the possibility of generalization. The location of this research was carried out online using the Google form. This research was conducted from 9 June 2023 to 19 June 2023.

The data sources in this study consisted of two sources, namely primary and secondary data. Primary Data in this study were obtained directly from the results of questionnaires through Google forms from the data source; 37 teenagers aged 13-21 years. Secondary data is data that is not directly given to researcher, for example researcher gets data from other people or searches through documents. Secondary data from this study were obtained from books, the internet, and other supporting data.

The data collection technique and tool that researcher used in this study was questionnaires. A questionnaire is a data collection technique that presents respondents with a series of questions or documents

asking them to answer. The survey used was in the form of Google form distributed via a link. Respondents' responses were then provided using a Likert scale. The instrument for this study was a questionnaire about how teenagers use songs to develop their vocabulary.

The data analysis method in this study used a qualitative description method that presents the results of analyzing the responses from respondents. The next was getting an overview of what was researched, drawing conclusions, and elaborating the data in detail.

FINDINGS AND DISCUSSION

Music in which there are chanting notes followed by a person's voice can be called a song. Now songs are in demand by many people of all ages, especially teenagers. Ranging from songs from the genre of pop to rock and songs with the theme of love and loss, teenagers listen to this song in between activities. Teenager is a period of transition from children to adults, this situation proves that they are no longer children but still cannot be called an adult group (Yulissusanti et al, 2013).

In the modern era like today, every day someone always listens to music, almost all applications that are used have music or songs in them. An example is social media, which must be owned by every human being, especially teenagers. When we are watching television, movies, advertisements, there must be music in the background, while shopping at the supermarket, accompanied by calm music that accompanies you while shopping to make it more comfortable and relaxed, while in restaurants, public transportation and others.

Learning is not only influenced by internal factors but also external factors, which means that the environment around teenagers also influences when they are studying. For teenagers who have an auditory learning type, music or songs can help concentrate on learning. Music or songs have many benefits for teenagers and various studies have proven that someone who often listens to music has better academic performance. Schoepp (2001) said that using music to enhance the lesson is helpful. The students could find their desired ones to listen after school. If it happened quite often, it could better the students' competence in the lesson.

Using songs can also help to automatize the language development process (Suseno, 2018: 182). With the many positive impacts that songs have on teenagers and the ease of accessing a song in this era. The researcher

wants to relate it to learning English, especially in improving English vocabulary. When a teenager listens to an English song, can the song improve the teenagers' English vocabulary and can the song be an effective medium for improving vocabulary.

The researcher distributed a questionnaire link in the form of Google form which contained several questions. This questionnaire was used as a way to collect the data needed by researcher. This questionnaire was distributed to several people randomly with the following respondents' criteria: (1) female/male, and (2) teenagers aged 11-21 years old.

After the questionnaire was distributed and the researcher had obtained several responses. Finally, researcher got 37 respondents who filled out the questionnaire. The following is the data presentation in tabular form:

Table 1: Respondents' responses result

Name:	Age:	11-14	15-17	18-21	
1. I like listening song	YES	31	NO	6	
	Once time/day		2times/day	>3times/day	
2. How many times do you listen song in a day?	14		10	13	
	Follow the trend and friend		Tone, rhythm, and music	Lyrics and meaning of the song	
3. What do you like about English song?	11		17	9	
	Never	some times	Rarely	Often	Always
4. I ... hear an English song	0	10	6	17	4
5. I ... follow the trend of English song on You tube, Spotify, etc.	6	9	5	11	6
6. I ... know the meaning of English song	2	13	6	13	3
7. I ... know the meaning of every word in English song	7	11	9	10	0
8. English song ... role in adding to my vocabulary	0	7	3	14	13

The following is the interpretation of the results from the table of responses obtained by the researcher:

Based on the table above, it can be seen that there are 9 teenagers aged 11-14 years. Teenagers at this age are in their early teens. There are 9 teenagers aged 15-17 years. Teens at this age are in their mid-teens. There are 19 youth aged 18-21 years. Teenagers at this age are in their late teens or young adults. From the result of responses, we can see that there are 31 people who like to listen to songs. There are 6 people who don't like listening to songs. There are 14 people who listen to a song once a day. There are 10 people who listen to music twice a day. There are 13 people who listen to music 3 times a day.

Further, there are 11 people who like English songs because of trends and friends. There are 17 people who like English songs because of the tone, rhythm, music. There are 9 people who like English songs because of the lyrics and meaning of the song. There is no person who has never heard an English song. There are 10 people sometimes listen to English songs. There are 6 people rarely hear English songs. There are 17 people often hear English songs. There are 4 people always listen to English songs. There are 6 people have never followed teen English songs on YouTube, Spotify, etc. There are 9 people sometimes follow English song trends on You tube, Spotify, etc. There are 5 people rarely follow English song trends on You tube, Spotify, etc. There are 11 people often follow English song trends on You tube, Spotify, etc. There are 6 people always follow the trend of English songs on you tube, Spotify, etc.

In case of song meaning, there are 2 people never know the meaning of English songs. There are 13 people sometimes know the meaning of English songs. There are 6 people rarely know the meaning of English

songs. There are 13 people often know the meaning of English songs. There are 3 people always know the meaning of English songs. There are 7 people never know the meaning of each word in an English song. There are 11 people sometimes know the meaning of every word in an English song. There are 9 people rarely know the meaning of each word in an English song. There are 10 people often know the meaning of every word in an English song. No one always knows the meaning of every word in an English song. No one thinks that English songs have never played a role in increasing vocabulary. There are 7 people think that English songs sometimes play a role in increasing vocabulary. There are 3 people think that English songs rarely play a role in increasing vocabulary. There are 14 people think that English songs often play a role in increasing vocabulary. There are 13 people think that English songs always play a role in increasing vocabulary.

From the interpretation results of teenagers' responses, these are several conclusions that can be drawn, namely: out of a total of 37 respondents, there are at most 19 teenagers aged 18-21 years. From a total of 37 respondents, there are 31 teenagers who like to listen to songs. Most respondents listen to a song once a day. Most respondents like English songs because of the tone, rhythm, and music. Many teenagers often listen to English songs. There are no teenagers who have never heard English songs. Many teenagers often follow trending English songs on you tube, Spotify, etc. The number of respondents who often and rarely know the meaning of English songs is the same, namely 13 teenagers. Many respondents know the meaning of each word from the English song. There are no respondents who always know the meaning of every word of the English song. Many respondents think that English songs often

play a role in increasing vocabulary. None of the respondents think that English songs have no role in increasing vocabulary.

From the results of the responses given by the informants, it can be concluded that English songs have an important role in developing the teenagers' vocabulary and can be used effectively as a medium to improve vocabulary for teenagers. The previous research studies entitled "The Role of Music and Songs in Teaching English Vocabulary to Students" by Kusnierek (2016)" stated that One aspect of a foreign language that can benefit from being taught and learned through songs is vocabulary. Therefore, learning through songs can be a good way to learn vocabulary as the lyrics are sung repeatedly and catchy melodies help you remember the lyrics. It should be noted that with easy access to music, everyone can benefit from it. The findings also support the use of songs in language lessons. Post-tests showed that students who were stimulated by music performed better. In summary, music and songs can encourage memorization of vocabulary, but do not prevent the introduction of new vocabulary without songs.

The other research done by Gushendra (2017) entitled "An Experimental Study: Improving Students' Vocabulary Mastery by Using English Songs". The study found that the students' skill in the vocabulary test in the experimental lesson was excellent at 82.25 and in the control lesson it was good at 63.25. In inference analysis, the significance value is 0.000 higher than alpha 0.05, meaning the alternative hypothesis (Ha) was accepted. This means that using English songs can improve students' vocabulary.

In addition, the next research by Ma'rifat (2017) entitled "A Case Study of Using Songs in Teaching English Vocabulary to Young Learners". The results showed that teachers

performed four phases: Opening stage, main stage, subsequent stage, closing stage. Additionally, students responded positively to using songs to learn English vocabulary. The students felt happy and enjoyed the process of teaching and learning. Using songs helped me understand more English vocabulary as well.

CONCLUSION

From the results of the responses given by the informants, it can be concluded that many teenagers like to listen to songs once a day. Many teenagers like English songs because of the tone, rhythm, and music. All teenagers have listened to English songs and followed song trends on YouTube, Spotify, etc. Many teenagers often know the meaning of English songs, even though they don't know the meaning of each word. All teenagers said that English songs could play a role in adding to their English vocabulary. Therefore, English songs have an important role in developing the teenagers' vocabulary and can be used effectively as a medium to improve vocabulary for teenagers.

The researcher wants perfection in the article but in reality, there are still many deficiencies that need to be corrected. This is due to the lack of knowledge of the researcher. Therefore, constructive criticism and suggestions from readers are highly expected as evaluation material for the future.

REFERENCES

- Anitah, S. (2009). *Media Pembelajaran*. Surakarta: UNS Press.
- Azizah, H. L. & Arifin, A. (2024). Deixis in Niki Zefanya's Song Lyrics Live at Wiltern Album. *Project*, 7(3), pp. 640-650. Doi: <https://doi.org/10.22460/project.v7i3>

- Brown, J. L. M. (2006). Rhymes, Stories, and Songs in the ESL Classroom. *The Internet TESL Journal*, 12(4). Retrieved online from <http://iteslj.org/Articles/Brown-Rhymes.html>
- Cameron, L. (2001). *Teaching Language to Young Learner*. Cambridge: Cambridge University Press
- Erdianto, D. W. & Arifin, A. (2024). Deixis in Bullet Train Movie (2022). *Project*, 7(1), pp. 49-57. Doi: <https://doi.org/10.22460/project.v7i1>
- Gushendra, R. (2017). An Experimental Study: Improving Students' Vocabulary Mastery by Using English Songs. *IJIELT*, 3(1), pp. 53-64. DOI: <http://dx.doi.org/10.24014/ijielt.v3i1.3968>
- Harmer, J. (1991). *The Practice of English Language Teaching*. London: Longman.
- Kusnierek, A. (2016). The Role of Music and Songs in Teaching English Vocabulary to Students. *World Scientific News*, 43(1), pp. 1-55. Retrieved online from <http://psjd.icm.edu.pl/psjd>
- Ma'rifat, D. (2017). A Case Study of Using Songs in Teaching English Vocabulary to Young Learners. *Journal of English and Education*, 5(1), pp. 49-55. Retrieved online from <https://ejournal.upi.edu/index.php/L-E>
- Manda, S., Talib, A, & Aeni, N. (2022). Improving Students' Vocabulary by Using Show and Tell (S&T) Method at the First Grade Students of SMA Negeri 6 Toraja Utara. *Journal of Excellence in English Language Education*, 1(4), pp. 310 – 316. Retrieved online from <https://ojs.unm.ac.id/JoEELE>
- Minarsih, N., Wulandari, R. S., & Ro'is, S. (2022). Politeness Analysis in Addressing Terms Used in Titanic Movie Script. *Saliency*, 2(1), pp. 16-24. Retrieved online from <https://jurnal.stkipgriponorogo.ac.id/index.php/Saliency>
- Nathan, N. (2013). *Structuring Vocabulary for Tenderfoots*. Research Paper.
- Richards, J. C. & Renandya, W. A. (Eds.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Rusman. (2011). *Model-model Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Schoepp, K. (2001). Reasons for Using Songs in the ESL/EFL Classroom. *The Internet TESL Journal*, 7(2). Retrieved online from: <http://iteslj.org/Articles/Schoepp-Songs.html>
- Sholikah, A. H. N., Wulandari, R. S, & Rois, S. (2020). Improving Students' Vocabulary Mastery Using Song and Pictures for Kindergarten Students. *Jurnal Bahasa dan Sastra*, 7(1), pp. 7-15. Retrieved online from <https://jurnal.stkipgriponorogo.ac.id/index.php/JBS>
- Suseno, E. (2018). Using Lyrics Lines To Strengthen Reading Comprehension. *ELT Worldwide*, 5(2), pp. 179-193. Doi: <https://dx.doi.org/10.26858/eltww.v5i2.6074>
- Wulandari, R. S. & Harida, R. (2021). Grammatical Error Analysis in Essay Writing. *Deiksis*, 13(1), pp. 73-81. Doi: <http://dx.doi.org/10.30998/deiksis.v13i1.5356>
- Wulandari, R. S. (2014). The Teaching and Learning of Speaking at Private English Course. *Jurnal Bahasa dan Sastra*, 1(1), pp. 1-12. Retrieved online from <https://jurnal.stkipgriponorogo.ac.id/index.php/JBS/article/view/23/28>
- Yoo, I. W. (2002). Focused Listening with Songs. *The Internet TESL Journal*, 7(7). Retrieved online from <http://iteslj.org/Techniques/Yoo-Songs.html>

Yulissusanti, D. A., Widodo, P. B., & Rusmawati, D. (2013). The Effect of Jazz Music on Emotional Intelligence in Adolescent Class XI High School. *Empati*, 2(3), pp. 80-93. Doi: <https://doi.org/10.14710/empati.2013.5254>