



LEARNING WHILE RELAXING: PHYSICAL STUDENTS' EXPERIENCES OF LEARNING ENGLISH VOCABULARY BY SONGS

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ABSTRACT

The objective of this study was to investigate the perspectives of students on the utilization of songs as a medium for acquiring English vocabulary. The primary approach employed for data collecting was conducting WhatsApp chats. The study encompassed a sample size of 10 participants who exhibited a range of linguistic backgrounds and possessed differing degrees of competency in the English language. Thematic analysis was employed to assess the data generated from interviews done through WhatsApp chat. The results of this study indicate that students hold a favorable impression of the utilization of songs as a pedagogical method for enhancing their acquisition of English vocabulary. The participants had a positive reception towards the learning process, indicating an enhanced motivation to acquire knowledge and a heightened level of engagement with the English language when incorporating music. The participants additionally said that songs facilitated the development of crucial listening skills, the acquisition of novel terminology, and enhanced their ability to retain information. Furthermore, the research revealed that the utilization of songs facilitated rapid advancement among students, hence enhancing their self-assurance in the acquisition of English vocabulary. Moreover, the aforementioned findings underscore the potential advantages of employing technology for data collection purposes, as well as the significance of taking into account the viewpoints of students when formulating efficacious pedagogical approaches.

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INTRODUCTION

English is widely recognized as an international language that serves as a means of communication in several countries. According to Andriyani (2016), According to Andriyani (2016), the utilization of English as a global language serves as a means of communication, facilitating the enhancement and acceleration of international relations across several domains, such as tourism, business, science, and technology. English is widely utilized by numerous countries, including Indonesia, because to its significant value and relevance. In Indonesia, English is the principal foreign language taught in educational institutions, commencing from primary schools and extending to university level, with instruction conducted in the English language. English plays a significant role in contemporary society. Recognizing the significance of the English language, it is imperative to acquire proficiency in English. In order to effectively communicate in English, it is important to acquire a substantial vocabulary. Insufficient vocabulary hinders one's ability to engage in English conversation, as vocabulary plays a crucial role

in the process of language acquisition. According to Hatch and Brown (1995), vocabulary constitutes a fundamental and crucial component in the development of a language, since it plays a fundamental role in facilitating effective communication. This implies that possessing a larger vocabulary facilitates the process of speaking English.

Vocabulary refers to a collection of words that are possessed by an individual or entity, or are integral to a specific linguistic system. Various definitions of vocabulary have been proposed by specialists in the field. According to Alqahtani (2015), vocabulary refers to the comprehensive collection of words that are necessary for conveying ideas and articulating the intended message of the speaker. The vocabulary of an individual can be described as the comprehensive collection of words that are comprehended by that individual or the words that are probable to be employed by that individual in the creation of novel sentences. According to McKeown and Curtis (2014), vocabulary refers to one's understanding of the meanings of words. According to Alizadeh (2016), The complexity of vocabulary surpasses the limitations imposed by current definitions. The extent of an individual's lexicon is commonly regarded as indicative of their intellectual capacity or educational attainment. Due to this rationale, numerous standardized assessments, including the SAT, incorporate vocabulary-based questions to evaluate students' language proficiency. The expansion of one's lexicon is widely seen as a crucial aspect, both in the acquisition of a language and in the enhancement of proficiency in a language that has been attained. In educational settings, students are frequently instructed in the acquisition of new vocabulary within specific areas. Additionally, many individuals perceive the process of developing one's vocabulary as a stimulating and instructive endeavor. Vocabulary proficiency refers to an individual's inherent capacity to effectively comprehend and utilize a wide range of words and expressions.

In order to effectively investigate and comprehend a term present in the English language, which serves as a fundamental tool for interpersonal exchange and is universally recognized in both spoken and written forms, it is imperative to ascertain its accurate connotation. The acquisition of an extensive vocabulary is vital in contemporary times as it facilitates a more proficient command of the English language. Proficiency in vocabulary enhances our ability to effectively engage in interpersonal communication. The acquisition of English language skills is facilitated by this approach, enabling individuals to successfully attain their desired learning objectives. According to Nurlaili, Nurani, and Yohana (2015), several research have indicated that vocabulary has a significant role in enhancing teaching and learning outcomes.

When it comes to acquiring English vocabulary, there are various media that can assist educators in teaching vocabulary to children and enhancing their vocabulary skills. These media include puppets, cartoon films, tape recorders, color passing activities, songs, games, and others. In this study, the investigator selected a musical composition as a medium for vocabulary acquisition. The utilization of English songs has the potential to enhance pupils' vocabulary proficiency and serve as a source of motivation for acquiring new words through auditory exposure. Furthermore, it is worth noting that a significant number of language learners derive pleasure from engaging in the activity of singing songs. This particular medium of expression often serves as a refreshing departure from the monotonous nature of language acquisition. According

to Pradana (2014), Songs can be a valuable tool in facilitating students' retention of vocabulary and enhancing their motivation inside the classroom, as they engage in a captivating and enjoyable learning experience. The study highlighted the utilization of music media as a mediator to enhance language acquisition skills. The researcher selected song media as a pedagogical tool due to its ability to provide familiar language to students in an engaging and novel manner. Songs also facilitate the occurrence of natural language repetition, so enabling the development of various language abilities in a comprehensive manner. This includes enhancing pupils' proficiency in pronunciation. According to Ara (2009), songs serve as a motivating and enjoyable source for children, making it simpler for them to effectively imitate and recall language in language classes. This is due to children's inclination to repeat and mimic words and sounds. Through engaging in this particular activity, individuals are able to acquire the language in a manner that is organic, allowing them to develop a proficiency in accurately reproducing its sounds, words, and phrases. A song can be defined as a composition of vocalized lyrics performed by an individual. According to Sobhani and Bagheri (2014), research indicates that students have a preference for engaging in enjoyable activities along their educational journey, such as participating in game-based learning experiences. According to Tirtayani, Magta, and Lestari (2017), songs can serve as an effective medium for fostering motivation among young learners in the context of education.

In order to provide research support for the topic "Students' perceptions of song as a medium for learning English vocabulary," the researchers conducted a literature review encompassing various previous studies. One such study titled "Using song as a medium in teaching vocabulary to young learners based on the total physical response (TPR) method" explored the relationship between song and vocabulary acquisition. By gathering data using classroom-based methods

The data collection methods employed in this study consisted of observations and interviews. In another study titled "Songs for Enhancing Vocabulary Acquisition: English Language Learning Resources for Preschool Children." This study makes reference to a total of 49 sources, all of which are books. The descriptive presentation encompassed the topics of English vocabulary, English children's songs, and the developmental aspects of English vocabulary in preschool-aged children. This study aims to investigate the utilization of a questionnaire or form administered to a sample size of roughly 10-20 individuals. The questionnaire will consist of inquiries pertaining to the perspectives of respondents regarding the acquisition of English vocabulary through English music. Based on the presence of prior research investigations, the study titled "Students' Perceptions of Song as a Medium for Enhancing English Vocabulary Acquisition" holds potential value for learners of all age groups, as it offers alternative approaches that may prove more effective than those employed by earlier scholars.

This study examines the impact of including songs on students' English vocabulary acquisition, so exploring the ways in which the learning experience is enhanced. A study will be conducted wherein 10 students will be interviewed to investigate the impact of songs on enhancing English vocabulary and to explore students' perspectives on the efficacy of utilizing songs as a learning tool. This study will additionally examine the benefits and drawbacks of utilizing song media as a means of enhancing English vocabulary acquisition. This study is anticipated to provide use for

those engaged in the process of enhancing their lexical repertoire. The present section provides a comprehensive review of the existing literature on the chosen topic.

METHODS

The data for this study was obtained through qualitative interviews. This interview study examines how students' learning experience is enhanced in the context of English vocabulary acquisition through the use of songs. A qualitative research methodology will be employed to conduct interviews with a sample size of 10 students. The objective of this study is to investigate the impact of songs on the enhancement of English vocabulary, as well as to explore students' perceptions regarding the efficacy of utilizing songs as a learning tool. The interviews will be conducted via Whatsapp messaging platform. The researcher aimed to elicit the activities, experiences, and opinions of the participants through conducting interviews in their respective native languages. The semi-structured interview was utilized as a means to gather additional information pertaining to the backgrounds, learning experiences, cultural influences, and psychological aspects of the participants.

Participants

The study included a total of 10 participants, consisting of one male student from the Physical Education in 2020, seven female students from the Physical Education in 2020, and two female students from the Physical Education in 2021. The age range of the participants was between 20 and 21 years old. The majority of the research participants resided in areas outside of Medan, the geographical location of the institution.

Research Procedure

The data acquisition process was conducted in a sequential manner, consisting of multiple stages. Initially, the researchers delineated the aims of the investigation and sought the involvement of the participants. Once the participants accepted to take part in this study, a survey was conducted through Whatsapp Chat interviews.

Data Collection

A single strategy was utilized for data gathering. The interview conducted was in the form of a written conversation using the messaging platform, Whatsapp. During the interview, the participants responded to the questions promptly and confidently. Hence, the author may further explore additional participant data.

Data Analysis

Thematic content analysis was employed to examine the collected data. Furthermore, it was employed to ascertain challenges and encounters centered around specific themes. The focus of the study involved iteratively examining the interview transcript in order to grasp the underlying meaning and narrative discourse. The data obtained were encoded and classified according to the categories provided (refer to Table II). The data were afterwards assessed using the application of critical discourse analysis in order to ascertain the accurate interpretation of each participant's verbal expression.

Table 1. The Example for Analyzing Data Thematically

Interview data	Coding	Theme
A4	Can up the his vocabulary and understand how to use that words, thus from learn vocab through song media very pleasent compared to books.	Advantages learn vocabulary through song media
V6	Sometimes to much words inside the songs it's not in accordance with good and correct english words.	Challanges in using Song for learn vocabulary
L8	Songs can be an alternative for studying.	Songs in the future

FINDINGS

After analyzing the participant interviews and focus of discussion data, three significant themes became apparent.

Advantages Learn Vocabulary Through Song Media

When asked songs media is benefical to the studies of participant, the majority 90% responded affirmatively. When asked to list the benefits of the learning vocabulary through song media, participants mentioned easy to understand, can increase effective memory and understand vocabulary well, can get new vocabulary, can strengthen listening.

Table 2. Students' Perceptions of Advantages Learning Vocabulary Through Song

No.	Students Perception	Participant
1.	Using songs to learn vocabulary is a fun and effective way to memorize new words	UN
2.	Songs help me remember vocabulary better because I'm able to associate the words with a catchy tune	LS
3.	Learning vocabulary through songs has made me more interested in the English language and has improved my listening skills	RN
4.	When I learn vocabulary through songs, it doesn't feel like I'm studying - it feels more like I'm enjoying myself	LF
5.	I find it easier to remember vocabulary when it's put to a melody or rhythm. Songs have helped me a lot in my language studies	VA

6.	By listening to songs and learning new vocabulary, I can also pick up on common English idioms and expressions that I wouldn't have learned from a textbook	AL
7.	Through song media, I can also practice my pronunciation and intonation as I learn new vocabulary words	CC
8.	I've noticed that by learning vocabulary through music, I'm able to quickly recognize and understand those words when they appear in other contexts	F
9.	I feel more confident using the new vocabulary words I've learned through songs in conversation and writing	IR

Challenges in using Song for Learn Vocabulary

The participants responded affirmatively when asked if they experienced any difficulties when learning vocabulary through song media. The participants mentioned songs are not to be used as learning media but more to be enjoyed, vocabulary is still mixed, the pronunciation is sometimes unclear.

Table 3. Students' Perceptions of Challenges Learning Vocabulary Through Song

No.	Students Perception	Participant
1.	One challenge of learning vocabulary through songs can be the difficulty in understanding the lyrics and meaning behind certain words, especially if they are sung in a different accent or dialect than what the learner is familiar with.	HN

Song in Future

The utilization of songs as a means of acquiring vocabulary has been increasingly recognized as a proficient strategy in the realm of language acquisition. Nevertheless, a notable obstacle encountered by pupils while employing this approach pertains to the intricacy of comprehending songs and the underlying significance of certain words, particularly when they are articulated in an accent or dialect dissimilar to that which the learner is accustomed to. This essay aims to examine the aforementioned obstacle through the lens of research and literature, elucidating the reasons why students may have difficulties with this particular approach.

One potential factor contributing to students' challenges in comprehending lyrics, accent, and dialect is in their limited exposure to specific accents or dialects. According to Schultz (2018), it is possible that students may lack familiarity with the pronunciation of words in songs, particularly due to the prevalence of regional accents and dialects that are unknown to them. The presence of diverse intonations, regional slang, and idiomatic expressions can pose a challenge in comprehending the intended message conveyed by the songs.

Furthermore, the tempo of the musical composition and the utilization of recurring melodic motifs may contribute to the complexity associated with acquiring vocabulary through the medium of songs. Timcik (2017) suggests that the tempo of the

song, the presence of slurred syllables, and the repeating of specific phrases can pose challenges for pupils in perceiving word stress, phrasing, and precise interpretation. This problem may pose difficulties in comprehending more complex vocabulary or texts, hence impeding the whole process of acquiring knowledge.

One further obstacle that contributes to the complexity of acquiring vocabulary through songs is the absence of visual assistance. In the realm of musical compositions, the absence of visual stimuli or accompanying imagery deprives learners of potential assistance for comprehending the contextual nuances and semantic significance associated with certain lexical units. The absence of visual aids impedes learners' capacity to interpret and decipher musical rhythms and patterns (Granena & Long, 2013).

Moreover, students may have challenges in comprehending the lyrics and semantic nuances of particular phrases in songs due to the utilization of informal language prevalent in certain musical genres. According to Timcik's (2017) research, many music genres employ distinct forms of informal language and slang. Students who lack familiarity with informal language may encounter challenges in comprehending the underlying message conveyed by the lyrics, thereby impeding their ability to acquire new vocabulary.

In summary, the acquisition of vocabulary through the medium of songs offers advantages, although concurrently poses difficulties for language learners. Comprehending the lyrical content and semantic nuances of a song, particularly when delivered in an accent or dialect divergent from the learner's accustomed linguistic context, can present challenges. Furthermore, the tempo of the musical composition, absence of visual assistance, and utilization of informal language within some musical genres may potentially exacerbate the difficulty associated with acquiring vocabulary through songs. However, by acknowledging these limitations, educators have the ability to provide learners with the necessary skills to overcome them and fully capitalize on the advantages of this approach.

DISCUSSION

Advantages Learn Vocabulary Through Song Media

The utilization of songs as a means of acquiring vocabulary is increasingly gaining traction as a favored method in the realm of language acquisition. The strategy elicits a favorable response from students, who regard it as presenting numerous benefits. This essay aims to analyze the various perspectives of students regarding the benefits of acquiring vocabulary through the medium of song, drawing upon existing research and literature.

Initially, pupils perceive the utilization of songs as a pleasurable and captivating approach to acquire and retain new language. According to the study conducted by Hamid, Mukminatien, and Hamzah (2017), it has been observed that songs frequently incorporate repeating lyrics and melodies, which serve the purpose of aiding learners in the retention of vocabulary in a more enjoyable manner. Songs also facilitate the process of word association with melodies, so enhancing the ability to retrieve them from memory when necessary.

Furthermore, it is often believed by students that the utilization of songs as a tool for vocabulary acquisition can significantly enhance one's listening abilities. According to Martinez-Schultz, Kewriga, and Teichert (2018), songs possess genuine spoken language that can serve as a valuable tool for learners in honing their auditory skills in relation to various accents and intonations. Through active engagement with musical compositions and a deep analysis of their lyrical content, individuals engaged in the process of language acquisition can enhance their overall comprehension skills and develop a heightened capacity to discern and differentiate particular words within the auditory context.

Moreover, it is often believed among students that including music into their language learning helps augment their linguistic exposure and offer them a more expansive cultural framework. According to the research conducted by Sharififar and Sadighi (2015), the utilization of songs as a means of vocabulary acquisition has the potential to enhance learners' comprehension of idiomatic expressions, linguistic nuances, and cultural allusions embedded within the target language. The act of engaging with music from a different cultural background can serve as a valuable means for pupils to enhance their overall understanding and familiarity with said culture.

A further benefit of acquiring language through musical compositions is in its potential to enhance proficiency in both written and oral communication. Kuo and Anderson (2010) propose that songs can serve as valuable resources for learners to enhance their writing skills by providing practical illustrations of sentence structure and syntax. Furthermore, individuals have the opportunity to improve their spoken language abilities by engaging in singing activities, which involve practicing pronunciation and intonation while singing along to songs.

In addition to the aforementioned benefits, it is noteworthy that students also value the fact that acquiring vocabulary through songs facilitates self-paced learning. According to the study conducted by Li and Han (2020), it was observed that English learners in China exhibit a preference for utilizing videos, such as songs, as a means of learning. This preference is attributed to the learners' ability to pause and replay the videos at their convenience. Learners have the opportunity to engage in ample practice sessions without experiencing time constraints or external pressures, hence enhancing their overall learning experience.

Ultimately, students see the value of acquiring vocabulary through the medium of songs since it affords them a non-intimidating setting in which to hone their linguistic abilities. Vandergrift, Goh, Mareschal, and Tafaghodtari (2019) suggest that songs can serve as a favorable and pleasurable avenue for learners to engage in speaking activities and articulate themselves in the desired language.

In summary, it can be observed that pupils possess a favorable perspective regarding the benefits associated with acquiring language through the utilization of songs. The utilization of songs as a means of acquiring vocabulary is widely regarded as an enjoyable, immersive, and efficacious approach to enhancing one's listening aptitude, cultural familiarity, written and oral communication abilities, as well as facilitating personalized learning speed and advancement. Moreover, songs offer learners a conducive environment with no pressure to enhance their language proficiency. Hence,

this methodology has the potential to be included into language instruction curricula as a means of enhancing educational achievements.

Challenges in using Song for Learn Vocabulary

The utilization of songs as a means of acquiring vocabulary has been increasingly recognized as a proficient strategy in the realm of language acquisition. Nevertheless, a notable obstacle encountered by pupils while employing this approach pertains to the intricacy of comprehending songs and the underlying significance of certain words, particularly when they are articulated in an accent or dialect dissimilar to that which the learner is accustomed to. This essay aims to examine the aforementioned obstacle through the lens of research and literature, elucidating the reasons why students may have difficulties with this particular approach.

One potential factor contributing to students' challenges in comprehending lyrics, accent, and dialect is in their limited exposure to specific accents or dialects. According to Schultz (2018), it is possible that students may lack familiarity with the pronunciation of words in songs, particularly due to the prevalence of regional accents and dialects that are unknown to them. The presence of diverse intonations, regional slang, and idiomatic expressions can pose a challenge in comprehending the intended message conveyed by the songs.

Furthermore, the tempo of the musical composition and the utilization of recurring melodic motifs may contribute to the complexity associated with acquiring vocabulary through the medium of songs. Timcik (2017) suggests that the tempo of the song, the presence of slurred syllables, and the repeating of specific phrases can pose challenges for pupils in perceiving word stress, phrasing, and precise interpretation. This problem may pose difficulties in comprehending more complex vocabulary or texts, hence impeding the whole process of acquiring knowledge.

One further obstacle that contributes to the complexity of acquiring vocabulary through songs is the absence of visual assistance. In the realm of musical compositions, the absence of visual stimuli or accompanying imagery deprives learners of potential assistance for comprehending the contextual nuances and semantic significance associated with certain lexical units. The absence of visual aids impedes learners' capacity to interpret and decipher musical rhythms and patterns (Granena & Long, 2013).

Moreover, students may have challenges in comprehending the lyrics and semantic nuances of particular phrases in songs due to the utilization of informal language prevalent in certain musical genres. According to Timcik's (2017) research, many music genres employ distinct forms of informal language and slang. Students who lack familiarity with informal language may encounter challenges in comprehending the underlying message conveyed by the lyrics, thereby impeding their ability to acquire new vocabulary.

In summary, the acquisition of vocabulary through the medium of songs offers advantages, although concurrently poses difficulties for language learners. Comprehending the lyrical content and semantic nuances of a song, particularly when delivered in an accent or dialect divergent from the learner's accustomed linguistic context, can present challenges. Furthermore, the tempo of the musical composition,

absence of visual assistance, and utilization of informal language within some musical genres may potentially exacerbate the difficulty associated with acquiring vocabulary through songs. However, by acknowledging these limitations, educators have the ability to provide learners with the necessary skills to overcome them and fully capitalize on the advantages of this approach.

CONCLUSIONS

In conclusion, an increasing body of research indicates that students hold a positive perception of songs as a valuable medium for enhancing their acquisition of English vocabulary. Research has indicated that the use of songs can have a substantial positive impact on students' vocabulary acquisition, particularly when contrasted with conventional instructional approaches. The incorporation of songs into the learning experience can be ascribed to a range of advantages, including as the enjoyment factor, the opportunity for repetition, and the exposure to diverse levels of vocabulary.

In addition, there is a significant amount of positive feedback from students on the utilization of songs as a tool for enhancing the acquisition of English vocabulary. Numerous students have expressed increased levels of motivation, engagement, and information retention as a result of this approach. In general, it is evident that songs serve as a valuable adjunct to conventional instructional approaches, and their merits should be duly acknowledged in the development of efficacious pedagogical strategies for imparting English vocabulary. Therefore, it is imperative for educators to contemplate the integration of songs into their pedagogical approach in order to augment the educational encounter for their students.

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