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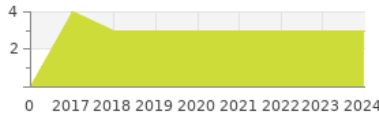
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Enhancing Vocabulary Mastery Through English Songs: In the Eyes of EFL Students

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Abstract
The present study attempts to explore EFL students' perceptions of utilizing English songs to enhance students' vocabulary mastery. The present study employs a qualitative descriptive research design and the data were gathered by administering an online survey using a questionnaire through Google Forms as the research instrument. 56 (39 females and 17 males) EFL students from Universitas Teknologi Yogyakarta were involved in the present study.Apart from the questionnaire, an online semi-structured interview with 6 respondents using the Whatsapp application was also conducted to further explore their views about how English songs could improve their vocabulary mastery. Furthermore, there are five questions that respondents should be filled out in the online google form using the 4 Likert Scale, ranging from the lowest point 1 (strongly disagree) to the highest point 4 (strongly agree). The interview was conducted to further explore their perceptions of how the English songs enrich their vocabulary mastery. The findings revealed that 46,6% of respondents strongly agree and 44,6% agree that they would look up the meaning of the song's lyrics given. Furthermore, 50% of the respondents strongly agree and 41.1% of them agree about English songs facilitate them to learn English. Meanwhile, 42,9% of the respondents strongly agree and 41,1% agree about English songs as an interesting media of learning, therefore, they utilized the songs to enhance their vocabulary achievement. The results of the interview respondents revealed six respondents (MZ, KF, PL, AF, SF, and GT) perceived that the utilization of songs in their learning brings a positive impact on their English language vocabulary development. However, two respondents, DL and GT viewed that English songs have both advantages and disadvantages for some reasons.

Keywords: *EFL students, English songs, perception, vocabulary enhancement*
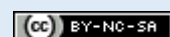
Enhancing Vocabulary Mastery Through English Songs: In the Eyes of EFL Students

Introduction

Song has been part of modern people's lifestyle and is currently popular among all age groups, ranging from children to adults. The advancement of information and technology makes it possible for people to enjoy songs through their cellphones and other social media platforms at all times. According to Zamin, et al., (2020), in the English classroom, EFL teachers utilize a song as a medium of learning and teaching English because songs may contribute a positive impact on EFL learners' language improvement. Furthermore, English songs can be utilized as an alternative technique in delivering English because it provides the chance for vocabulary practice and enjoyment in learning (Antika, 2021; Bawawa, 2020; Millington, 2011). It is in line with Adnyani & Dewi (2020), who states that songs are beneficial in language learning and may gain students' motivation, as well as enhance students' English vocabulary mastery.

In the education context, the use of songs in teaching is considered to be more than just a kind of entertainment (Lengkoan, 2017). The use of songs in English classroom practice may ignite EFL learners' learning participation. The role of vocabulary is necessary in the language learning process. According to Dale in Gasma (2017), songs are good at introducing vocabulary because songs provide a meaningful context for the vocabulary, and through songs the students would like to participate in learning. Moreover, they usually express themselves easily and pick up a lot of new words.

Many elements influence students' ability to communicate one of them is possessing a wide range of vocabulary. One of the interesting techniques is teaching vocabulary through music because English songs play a magical role in teaching new vocabulary (Malekian, 2016). In addition, many words that connect to a particular theme or emotion appear in a song. In some songs, particular grammatical features occur with great frequency. Therefore, songs can be used as a form of reinforcement for a particular structural item.

In classroom teaching, the goal of vocabulary instruction should be to improve students' ability to communicate effectively. Since all languages are constructed on words, teaching vocabulary is a crucial component of learning a new language (Al-qahtani, 2015; Faliyanti, 2017). It is in line with Limbong (2012), who states that speaking and understanding the English language becomes easier when one has a larger vocabulary. The quality and amount of learners' vocabulary have a significant impact on their ability to communicate (Suryanto et al., 2021). The likelihood of someone becoming an expert in speaking increases if they have a higher and more diverse level of vocabulary mastery. According to Richards & Renandya (2002), students' ability to speak, listen, read, and write is determined by their vocabulary mastery.

Suryanto et al., (2021) confirm that to have effective communication, learners' vocabulary must both be of high quality and quantity. It goes without saying that vocabulary is the first way that must be acquired to become effective English learners. The greater the amount of vocabulary that is memorized or mastered, the easier it will be to master the other three language skills. It becomes easier to communicate and comprehend the English language when a learner has a broader repertoire of words (Limbong, 2012). Meanwhile, Intani (2012) states that the process of increasing learners' vocabulary entails more than simply remembering a huge number of words.

The utilization of songs in teaching English ignites an excellent improvement in EFL learners' English learning, especially in enriching their vocabulary mastery (Utami & Rahmawati, 2019; Limbong, 2012; Al-azri et al., 2015; Ika, 2009). Furthermore, the use of songs to improve vocabulary can be performed both outside and inside of the classroom.

According to Ma'rifat (2017), the utilization of songs in the classroom to teach children a new vocabulary might be beneficial. Teachers, for instance, may choose a variety of different sorts of English songs for their students based on their level of familiarity. In general, songs can trigger young learners' interest in learning, a source of inspiration, and improve their vocabulary mastery (Adolfina, 2017). According to Džanić et al., (2016), songs bring benefits for young learners' vocabulary. They found out that songs are relevant for any different learning

styles and any different setting. Sari, Asahra, and Yana (2019) confirm that songs can be a good learning resource for English classes because learning English through songs reduces learners' anxiety and stress.

Several previous studies showed that teaching English using songs brings a positive impact on young learners' vocabulary mastery, for instance, Bawawa (2020), conducted a study to find out the use of songs in teaching English vocabulary at SMP N 3 Merauke. He found out that teaching English vocabulary using songs is more effective in developing the students' vocabulary mastery because songs help students increase their interest in the learning process, and make them memorize vocabulary easily. Another study was performed by Ma'rifat (2017) who utilized songs in teaching English vocabulary to young learners. The findings revealed that the response of the students to the use of the song was positive because the songs made the students feel more relaxed and enjoyed during the teaching and learning process. Besides, songs also help the students learn English vocabulary better than the traditional method.

A study on learning vocabulary through songs was also conducted by Zamin, et al., (2020). They investigated the use of songs in the English language classroom at the tertiary level to increase learners' verb vocabulary repertoire. The quantitative study was carried out among students from local universities in Malaysia. The findings revealed that the use of songs could increase EFL learners' vocabulary acquisition and provide a fun way of picking up new words. They further suggested that EFL teachers utilize English songs in the classroom activities to facilitate learners' language learning and motivate them in gaining new English vocabulary.

Review literature showed that teaching English to improve students' vocabulary mostly was conducted in primary and secondary level education. Unlike young learners, picking up new English words for adult learners is not an easy one (Zamin, et al., 2020), Therefore, the utilization of English songs in teaching English vocabulary to adults is highly recommended because a song is an interesting medium that inspire them a lot (Adolfina, 2017). Furthermore, few studies on the use of English songs were conducted at the university level, and therefore, the results of the present study may shed light on the teaching vocabulary using English songs as one of the ways for EFL adult learners to acquire new English words which in turn to expand their vocabulary mastery. Besides, curriculum developers and university policymakers may take advantage of the present study for one of their considerations when establishing a new English curriculum in the tertiary context.

Teaching vocabulary at the English Education Department is a mandatory in its curriculum, therefore, lecturers try hard to find out the best way to enhance their students' vocabulary mastery. One of the ways is to utilize English songs as a medium of learning. Our preliminary classroom observation at the first semester students at the English Language Education Study Program of Universitas Teknologi Yogyakarta showed that they encountered several problems in comprehending the materials due to lack of vocabulary. Besides, students lack of motivation to learn vocabulary in a traditional way. Therefore, lecturers believed that songs will make them more relax and create an enjoyable learning atmosphere. In fact, students are accustomed to listening to the English songs in their daily life, therefore, they have a wide range of opportunities to listen to English songs as media of learning.

For these reasons, the researchers are interested in exploring EFL learners' perceptions of the utilization of English songs as a medium of learning and teaching English to improve their vocabulary mastery. The findings of the present study are expected to provide beneficial information for EFL teachers to consider using English songs as a medium of instruction in teaching English to improve students' English vocabulary mastery. Besides, the results provide significant information for teacher educators, curriculum developers, and policymakers at the tertiary level context on the English instructional design and curriculum establishment shortly.

Method

The research method used in this study is the qualitative research design. The sample of this study was 56 students, consisting of 39 females and 17 male students from the first semester of English Language Education Department at Universitas Teknologi Yogyakarta who had previously joined the vocabulary class in the first semester. Due to the COVID-19 outbreak, the researchers conducted an online survey using a questionnaire through Google Forms as the research instrument to collect the data required. Furthermore, the questionnaire was used to find out how the respondents perceived the utilization of English songs in teaching vocabulary to improve their vocabulary mastery.

Apart from the questionnaire, an online semi-structured interview with 6 respondents using the Whatsapp application was also conducted to further explore their views about how English songs could improve their vocabulary mastery. Furthermore, there are five questions that respondents should be filled out in the online google form using the 4 Likert Scale, ranging from the lowest point 1 (strongly disagree) to the highest point 4 (strongly agree). Meanwhile, a semi-structured interview was applied to the respondents who have the willingness to answer the interview questions inserted during the interview session, using convenience random sampling. The interviewees' important points were noted during each interview session to avoid missing their necessary views. All data obtained were processed and analyzed descriptively following Miles and Huberman's interactive model (1994), they are data collection, data reduction, data display, and conclusion.

Results

EFL learners' perceptions of the utilization of songs in teaching vocabulary (Questionnaire results)

The obtain the data on EFL learners' perceptions of using songs as media for learning English to improve their vocabulary mastery, the researchers administered an online questionnaire and conducted a semi-structured interview. The results of respondents' responses to the question items in the questionnaire are presented in Table 1 as follows:

Table 1. The results of the respondents' questionnaire

No.	Questions	Rating Scales			
		strongly disagree	disagree	agree	strongly agree
1.	I understand the content of the English songs which I listen	0 (0%)	9 (16,1%)	33 (58,9%)	14 (25%)
2.	I search the lyrics and meaning of the English songs that I listen	0 (0%)	5 (8,9%)	25 (44,6%)	26 (46,4%)
3.	I got a lot of vocabulary when I am listening to English songs	2 (3,6%)	9 (16,1%)	24 (42,9%)	21 (37,5%)
4.	Listening to English songs become my media to learn English	1 (1,8%)	8 (14,3%)	23 (41,1%)	24 (42,9%)
5.	English song makes me interested in learning English	2 (3,6%)	3 (5,4%)	23 (41,1%)	28 (50%)

Table 1 shows the respondents' responses to the five questions asked about their perceptions of using songs as media for learning English to improve their vocabulary mastery. As we can see from the question in item 1 "I understand the content of the English songs which I listen" the finding revealed that there are 58,9% of 56 students agree and 25% or 14 students strongly agree that they understand the content of the English songs which they listen. However, there are 16,1% or 9 students disagree with the statement. The results indicate that the majority of respondents agree about the statement that they understand the content of the English songs that they listen to.

In responding to item 2, "I search the lyrics and meaning of the English songs that I listen to", the results showed that 44,6% of 56 students agree and 46,4% or 26 students strongly agree that they search the lyrics of the English songs which they listen. Meanwhile, 8,9% or 5 students disagree with the statement. In responding to item 3,"I got a lot of vocabularies when I am listening to English songs", the finding revealed that 16,1% or 9 students disagree and 3,6% or 2 strongly disagree. Meanwhile, more students agree with the statement; 42,9% or 24 students agree and 37,5 % or 21 students strongly agree that they got a lot of vocabulary when they are listening to English songs.

Furthermore, in responding to item 4, "Listening to English songs become my media to learn English", the results showed that 41,1% or 23 students agree and 42,9 % or 24 students strongly agree that English songs become their media to learn English. Meanwhile, about 14,3% or 8 students disagree and 1,8% or only 1 student strongly disagree with the statement. It means that the majority of the respondents strongly agree that English songs become their medium to learn English. Moreover, in responding to item 5, "English song makes me interested in learning English", the results showed that there are 41,1% or 23 students agreed, and 50 % or 28 students strongly agreed, 5,4% or 3 students disagree and only 3,6% or 2 students strongly disagree with the statement that English songs make them interested in learning English.

From the computation results of the respondents' questionnaire, we acknowledge that the majority of the respondents agree about the utilization of English songs in teaching English could enhance their vocabulary mastery. From the quantitative data, we can say that the utilization of English songs brings a positive impact on EFL learners' English vocabulary mastery. In addition, the English songs are interesting media for learning English vocabulary because they were always wanted to get involved in every classroom activity, tried hard to find out the lyrics, and meaning of those words or expressions in the songs provided.

EFL learners' perceptions of the utilization of songs in learning vocabulary (Interview results)

Apart from the questionnaire used to gather the data, the researchers in the present study were also conducted a semi-structured interview with 6 respondents to further explore their views about the utilization of English songs to enhance their vocabulary mastery. The majority of respondents viewed that English song could improve their English language skills and enhance their vocabulary mastery. However, there is one respondent viewed that English songs bring both positive and negative impacts on learning situations. The followings are the results of the interview with the respondents.

The utilization of English songs in learning English is useful for the students, for instance, the results of the interview with the first respondent (MZ), revealed that she perceived that English songs can enhance her vocabulary mastery because English songs can improve her English language skills and enhance her vocabulary mastery. MZ's perceptions about the utilization of English songs in learning English vocabulary can be seen in excerpt 1 as follows:

> "I can improve my English skill through English songs because I like to look at the words contain in the songs and put them into sentences during classroom practices. Therefore, my English vocabulary increase a lot recently" (MZ).

The interview results with the second respondent (KF), revealed that he believes English songs are one of the interesting media of learning English because the songs could create an enjoyable atmosphere, therefore, he is always wanted to get involved in the learning and teaching process. Excerpt 2 depicts KF's perceptions about the interest of English songs in learning English vocabulary.

> "I enjoyed learning vocabulary through English songs because I had opportunities to know a bunch of vocabularies in both formal and informal expressions. Besides, I learned about slang, intonation, and how to pronounce those words correctly" (KF).

Furthermore, in the interview session of the third respondent (PL), it was found out that she is fond of learning English vocabulary through both the visual and audiovisual learning platforms because it would be more fun and challenging for her, as she stated in the excerpt 3 as follows:

> ..."unlike the traditional learning method, I like learning English through several ways, like listening to English songs, watching western movies, and playing games with my friends in the English class to improve my English skills and enrich my vocabulary. To me, it is more challenging, and fun ways of learning English because I have to search for the meaning of the words in a very short time, and listening to the song lyrics made me relax and happy" (PL).

Moreover, like the second respondent's views, the results of the interview with the fourth respondent (AF), revealed that he perceived English songs could be an interesting and useful media for learning the English language for students of the English Language Education Department to improve their English skill and enlarge their vocabulary knowledge. AF expressed his thoughts in excerpt 4 as follows:

> "English songs are very interesting media in studying the English language both formal and informal language expressions. Songs created enjoyment and made my mind relax. Besides, the English songs are useful media of learning to improve my English listening skills and vocabulary" (AF).

Apart from the positive impact of using English songs in learning English, the present finding revealed that English songs bring a negative impact on learners' learning conditions. It was found in the interview session with the fifth respondent (DL). In her interview session, she expressed that the utilization of English songs has both positive and negative impacts on her learning English. Excerpt 5 depicts DL's perceptions about the impact of songs in learning English.

> "In my perspective, English songs may bring both positive and negative impact to some's learning situation. For instance, I experienced some difficulties in understanding the meaning of the unfamiliar songs given by my lecturer. Having had the situation made her stressed, and feel like being intimidated. On the other hand, I acknowledge that I like listening to English songs in my leisure time and my English vocabulary improved significantly" (DL).

The interview results with the sixth respondent (SF), revealed that she perceived an English song as one of the beneficial media of learning the English language because through songs students are trained to memorize new vocabularies. As the songs exist anytime and anywhere, she has a wide range of chances to listen to her favorite songs not only in her English class but also in her daily activities. SF's perceptions about the utilization of English songs in her learning English vocabulary can be seen in excerpt 6 as follows:

> "English songs are very engaging and useful for me in memorizing new vocabularies. It is quite beneficial for me to improve my listening skills and enhance my vocabulary. I listen to the songs continuously throughout the day, not only in my English class, but also in my daily routines, when I wake up in the morning while taking a bath, eating, or studying" (SF).

English songs are very popular among the EFL learners in Indonesia as they are available on their gadgets can be accessed at any time. Besides, their lecturer utilize English songs as the media for learning English in their classroom activities. In the interview session with the seventh respondent (GT), he perceived listening to English songs could increase his vocabulary, but he acknowledged that it is not easy to catch the meaning of an English song, especially when he found unfamiliar words or expressions. GT's thoughts on the issues can be seen in Excerpt 7 as follows:

> ..."it is not easy to catch the meaning of the lyrics of an English song, I spent a lot of time listening to songs and tried hard to understand what the song is about. In addition, I need to know the lyrics, as well as the meaning of the songs. By so doing, my vocabulary increased day by day" (GT).

Discussion

The results of respondents' questionnaire computation revealed that the majority of them agree that songs as an interesting medium for learning English and can enhance their vocabulary mastery. Moreover, the semi-structured interview conducted with the respondents showed that six respondents (MZ, KF, PL, AF, SF, and GT) perceived that the utilization of songs in their learning and teaching of English vocabulary brings a positive impact on their English language development, especially in enhancing their vocabulary mastery.

The present findings are in line with Antika (2021), who states that the use of English songs is useful to gain students' interest and facilitate them in a higher level of English achievement, especially in mastering vocabulary as songs allow students to vocabulary practice. Furthermore, English songs are interesting learning media that can be used to improve English language skills and components, for instance, listening and vocabulary. Songs may be used as an alternative medium of learning English because it provides chance for students for vocabulary practice. However, one respondent (DL) perceived that unfamiliar English songs given by their lecturers may contribute to the stressful learning situation. English songs might bring about an impact on learners' success in learning English as a foreign language.

The present findings revealed that English songs may ignite them to expand their vocabulary as they try to look up the meaning of the song's lyrics they are listening to. It was found that 46,6% of respondents strongly agree and 44,6% agree that they would look up the meaning of the song's lyrics given. It indicates that English songs are very beneficial for students to expand their vocabulary knowledge. Furthermore, 50% of the respondents strongly agree and 41.1% of them agree about English songs facilitate them to learn English. English songs are also very popular among university students because they are mostly listening to English songs in their leisure time. McDermott and Hauser (2005) confirm that songs are everywhere and they are part of people's everyday life.

Songs can be interesting media for learning English vocabulary and help them enhance their English vocabulary. The present findings showed that 42,9% strongly agree and 41,1% agree about English songs as the interesting media of learning, therefore, they utilized the songs to enhance their vocabulary achievement. Moreover, students perceived that songs could make them enjoy learning and relax their souls and mind; therefore, songs

can motivate them. The present findings support the previous findings of Setia, et al., (2012), who confirm that songs ignite students' good mood, enjoyment, and motivation to learn. According to Pradana, at al., (2014), students can remember the words they listen through songs because they learn in an interesting way.

Students who are unfamiliar with the culture of the target language and have difficulty expressing themselves can learn the language more effectively by listening to music in a relaxed setting. According to Phisutthangkoon (2016), students can study the song lyrics for target vocabulary, grammar, and patterns. Meanwhile, Putri, (2015), states that flexibility is one of the benefits of using song lyrics in language teaching to enhance learners' vocabulary mastery. Vocabulary is essential in English language teaching because without having enough vocabulary, students cannot understand others or express their ideas (Adnyani & Dewi, 2020). According to Gasma (2017), students who participate in teaching and learning process through songs could stimulate their cultural interest.

English songs contain a large number of words and vocabularies that students can pick up and use. Therefore, songs are good at introducing vocabulary as it provides a meaningful context. Besides, students could express themselves easily and pict up new words. Using English songs to learn and memorize vocabulary will make the process much more enjoyable. Since they may be learning while having fun with English songs, learners are not under the pressure to learn to progress (Muflihah, 2016). Furthermore, English songs contain a large number of words and vocabulary that the students can pick up and use.

The present study revealed that 37,5% of the respondents viewed that they got a lot of vocabulary when they were listening to English songs. The present findings support the previous findings of Muflihah, (2016), who states that learners can gain a large number of new vocabularies through songs. Meanwhile, Kajian & Vol (2020), confirm that there is no limit to the amount of vocabulary that learners can gain. In addition, using English songs can improve the quality of students' vocabulary and motivate students to learn new words. Malekian (2016), confirm that songs play a magical role in teaching new vocabulary. Since songs contain particular themes or genres, it provides an enjoyble way to introduce or review vocabulary in a new way.

The results of interviews with respondents revealed that English songs bring a positive impact on their English learning achievement, and interesting and useful media for learning English, especially vocabulary. For instance, KF, PL, and AF perceived that song is an interesting and useful medium for learning both formal and non-formal language expressions. They like learning English through songs because they have opportunities to practice how to pronounce the words correctly when listening to the songs. In addition, learning English using special platforms like listening to audio and video is more challenging than learning traditionally.

This present study is inline with Ma'rifat's findings (2017) that students' response towards the use of songs was positive because students feel more relaxed and enjoyed learning English vocabulary compared to learning in the conventional way. Meanwhile, Sari et al, (2019), confirm that song is an excellent learning source and bring positive impact for EFLstudents as it provides fun learning class, reducing students' anxiety, and improving students' motivation to learn foreign language.

Other respondents, for instance, MZ and SF, thought that songs may enhance their vocabulary mastery because they look up the words or expressions in the dictionary and tried to make them into sentences. According to Rohmah & Indah (2021), songs are a great way for students to learn new words because it is easy for students to recall new words. They have a wide range of opportunities to practice their English using the target words in their daily activities.

Despite the benefits of using songs in learning English vocabulary, several negative impacts were expressed by the respondents, for instance, DL and GT. In their interview session, they uttered that the positive and negative impact of using songs might be experienced by them when they found unfamiliar words or expressions. They found it hard to catch the meaning of the song's lyrics and do not have any idea what it is about. This situation put them into a stressful situation and being demotivated to learn. Therefore, Hendrawati (2019), suggests teachers use English songs that learners like and are familiar with.

The present findings support the previous findings of Antika (2021) who found out there are several weakneses in using songs in the classroom that should be taken into consideration by teachers before implementing them. First, some students become overexcited when they hear a song because it makes them feel happy, and as a result, they may lose track of the rules of the classroom. Second, there are a number of opportunities for students

who are only interested in listening to and singing the songs and are not interested in working or studying to pursue their interests. Third, some students may not like the songs chosen by their teachers because their musical tastes differ from those of their teachers. Fourth, some songs contain a limited number of words, a huge amount of slang words, and poor grammar. Last but not least, there are sensitive subjects covered in songs, such as aggression and misogyny, which may cause confusion or humiliation among the students who are listening to them. To cope with these problems, Utami & Rahmawati (2019), English teachers should consider some factors, such as; song genres, whether or not the songs can motivate students, create enjoy learning atmosphere while listening to the music.

Pedagogical Implication

The utilization of songs in the English learning and teaching classroom has pedagogical implications for the EFL teaching context in Indonesia. Songs can be an alternative interesting teaching method in teaching vocabulary and listening skills. Furthermore, English songs may be utilized as a tool to provide practical guidance in pronouncing words in a fun way. EFL teachers should be creative and innovative in finding English songs that are not suitable for their students. Besides, they must consider the types of classroom activities and students' proficiency level, as well as the teaching goals of that day. EFL students have chances to learn the culture of the target language through the songs they are listening to and appreciate other cultures while still embracing their own local culture to strengthen national culture, Indonesian culture.

Conclusion

Several necessary points are highlighted concerning the EFL students' perceptions of utilizing English songs to enhance their vocabulary mastery as follows: first, English songs bring a positive impact on the students' English language development, especially vocabulary mastery; second, songs can be used by EFL teachers an alternative media of learning English in their classroom activities to train students'.

expand their vocabulary knowledge and speaking ability. Since English songs have many genres, EFL teachers need to consider several aspects, including the song genres and learners' proficiency level to expedite students' learning achievement. Despite the benefits of English songs, the negative impact might be experienced by those who do not know the songs lyrics and unfamiliar with the culture of the target language. To cover the shortcomings of the present study, the next researchers may conduct a similar study which is focus on the use of English songs to improve EFL students' listening skills by interviewing more respondents and conduct classroom observation to figure out how students feel and the nature of the effects.

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