



# Regular Music Exposure and Vocabulary Recognition of ELT Sophomore Students

Dian Eka Safitri<sup>(✉)</sup>, Toyyibah Toyyibah, Siti Maria Ulfa Mattarima,  
and Nuril Habibatus Sa'idah

Institut Agama Islam Negeri Kediri, Kediri, Indonesia  
dianeka637@gmail.com

**Abstract.** It has been broadly asserted that the getting used to the activity of listening to English songs is a recommended method to enrich students' vocabulary. However, further empirical studies are still needed to relate that with adult EFL learners. Therefore, this study examines the correlation between regular music exposure and vocabulary recognition in adult learners. The subject involved 72 university students. They are chosen randomly from the third semester students of English Teacher Education Department at an Islamic State University in Indonesia. To obtain the data concerning the student's habit and exposure to English songs, this study employs the instruments such as Aural Vocabulary Knowledge Test and a questionnaire. The statistical analysis employed Pearson Product Moment Correlation. The finding demonstrates the correlation between regular exposure to English song and students' vocabulary recognition which is significant. It implies that the habit of listening to English songs contributes to the better level of vocabulary recognition of the students as adult English learners. Furthermore, it is evident that the exposure has resulted in more language acquisition. The researchers also suggest further studies to explore the use of English songs of various genres to improve adult learners' vocabulary recognition.

**Keywords:** Music exposure · vocabulary recognition · ELT student

## 1 Introduction

At this time music has become a part of the lives of teenagers. This is evidenced by a recent study of statistical data of Billboard and Nielsen music in the United States that 84 percent of people listen to music they usually listen to, 43 percent listen to new music from artists they haven't listened before. This shift in behaviour is universal and applies in all countries. In Indonesia, nowadays music listeners, especially young people, are hungry for new songs and creative music. Music platform Resso found an interesting finding that Resso managed to increase the number of views to 24 million and the song was played more than 1.1 times. This past year the views have reached 13 million within two weeks and the Resso charts reached the top within two days of the songs released. It shows that music greatly affects the lives of teenagers.

Music is not only for enjoying but also one of the media used to learn English. It is argued that in addition to listening to songs, it can also be used as a medium in learning,

especially language learning [1]. Language is a vital communication tool for human life. The activities of transferring thought, ideas and any information are inseparable from the use of language both orally and in writing. To reach a broader communication space, one should master foreign language such as English which is used around the world. Moreover, Indonesia is as a country with a multilingual society where English acts as a foreign language. Therefore, in the current era of globalization, students must use and master English to face global competition. Hence, teaching English has been started since elementary school. However, there are still many Indonesian students who have difficulty in mastering English. This problem must be solved considering how important English is particularly to meet need of the more globalizing world and preparing individuals to face international competition.

Four aspects of language skills must be learned to achieve language proficiency, namely listening, speaking, reading, and writing. Scientifically, humans acquire language first by listening, speaking, then reading, and writing. Humans unable to speak before listening [2]. In this case, listening skills cannot be separated from song lyrics, and it would be better if song lyrics were used in learning. Learning activities are more successful if they are related to students' interests, desires, and goals [3]. The great interest of young people in music is one of the interesting things to study in relation to learning, especially vocabulary in English.

This study concerns to the development of vocabulary competence. Vocabulary is a collection of English words to help people communicate well in English. Learning vocabulary is one of the requirements for students to communicate both orally and in writing. This is understandable as one of the keys to learning a foreign language is mastery of vocabulary [4]. Vocabulary is critical because it is the basis or component of language that is crucial to help students acquire and understand the foreign language especially English. The teaching method of vocabulary involves the use of learning media for instance is memorizing the letters of the alphabet with songs. It shows that a song consisting of musical compositions and lyrics (words) is instrumental in learning. The words that have been learned or remembered from song lyrics can support students to remember vocabulary. Students can easily understand and memorize new vocabulary by using English songs [5]. In addition, the effectiveness can be achieved because songs help students to be involved in the learning process with enjoyment and it also makes students remember new words more easily [6].

Research on increasing students' vocabulary by using music is seen as effective because based on correlation results [7] at the secondary school level, it helps improving eighth grade students' vocabulary very well. This habit is also affirmed to significantly affect the vocabulary mastery of nine grader students [8]. In addition, this habit not only increases vocabulary but also improves speaking skills [9].

In addition to the junior high school level, increasing vocabulary through the habit of listening to songs is also practical for high school students. For adult learners, study shows that music and the habit of listening to songs greatly affects their vocabulary mastery [10] as well as listening comprehension proficiency [11]. Several studies generally use students at the junior school level and students at the high school level (young learners) as research targets. However, in this study, the researchers chose third-semester adult learners to find out how far English songs can augment students' vocabulary mastery.

## 1.1 Listening to English Songs

Students must master listening as their first skill and foundational competency when learning a new language. Those who are good listeners accept new words from what they hear. The capacity to receive will in this instance influence the capacity to produce. They will understand and even be proficient in useful abilities like writing and speaking if they have high listening skills [12]. English songs are currently employed as a method for teaching English. They can be used to teach and learn the language in schools. Songs can be used in class by teachers to make the environment livelier. Also, this kind of learning media can be used in the classroom to foster a welcoming, collaborative environment for language acquisition. Besides, they are also effective tools in education [13]. On the other hand, English song lyrics are very interesting and valuable for learning media, especially for the English Education students.

Using songs as a medium will make students easier to acquire new vocabulary. By listening to English songs, they can recognize new vocabulary from the lyrics of the songs they listen to. Accordingly, listeners who listen to English songs will get more vocabulary [14]. They increase vocabulary by repeating songs, taking notes of new words, and remembering them.

## 1.2 Vocabulary

Along with pronunciation and grammar, learning a language involves learning vocabulary. It includes clauses, phrases, and sentences; then make words. Nothing can be conveyed without grammar and vocabulary [15]. It indicates that vocabulary and language cannot be separated. In a nutshell, vocabulary is essential to language. It is commonly believed that vocabulary is a list of words that everyone needs to know [16]. However, mastering vocabulary in English is not easy for students. As the implication, most students found several difficulties in presenting arguments [17]. Vocabulary is also one of the things that makes it easy for someone to communicate with each other, or in other words it is as a list of words for a particular language or a set of words used by each language speaker [18]. In addition, vocabulary teaching enables students to understand the concept of foreign words. By the augment in acquiring more words, it is supposed to help learners to use words successfully for any communicative purposes [19].

From the description of several studies above, it can be concluded that the habit of listening to English songs is a recommended method to increase students' vocabulary. However, further empirical studies are still needed, namely the habit of listening to English songs to increase students' vocabulary. Based on the benefits of using songs to increase vocabulary and previous research, this study concerns on how the habit of listening to English songs affects the vocabulary mastery of adult learners. It investigates the relationship between the habit of listening to English songs and the vocabulary mastery of the third-semester students of UIN Sunan Ampel Surabaya.

## 2 Method

### 2.1 Design and Respondents

As a correlational research, this study aims to determine the relationship and level of relationship between two or more variables without any attempt to influence the variables so

that variable manipulation does not occur [21, 22]. This study used two variables, namely the independent variable (X) and the dependent variable (Y), namely the relationship between students' English song listening habits and students' vocabulary mastery. The students' habit of listening to English songs is the independent variable and vocabulary mastery is the dependent variable. This design is used to determine the relationship between two or more variables to see the influence of each other [23].

This research was conducted at UIN Sunan Ampel Surabaya, one of the state Islamic University in Indonesia. The subjects and population of the study were third-semester students of the English education study program, totaling 96 students. The sample is selected randomly determined using the Slovin formula.

## 2.2 Instruments

This study used two instruments for data collection, such as questionnaires and tests. The questionnaire is to obtain information from some respondents [24]. The test is to assess the achievement of the test taker compared with specific standard values [25]. In this study, a questionnaire was used to measure the frequency of listening to students' songs while the test was used to collect data on students' vocabulary mastery. The questionnaire consists of two parts. The first aims to collect students' backgrounds such as length of exposure and preferred media in listening to songs. The second is to find out the frequency of students listening to English songs ranging from one to fifteen songs or more in a day accompanied by information about what kind of music they listen to the most. The scale used in the questionnaire is the Likert Scale. The test used the Aural Vocabulary Knowledge (AVK) Test.

## 2.3 Procedures and Analysis

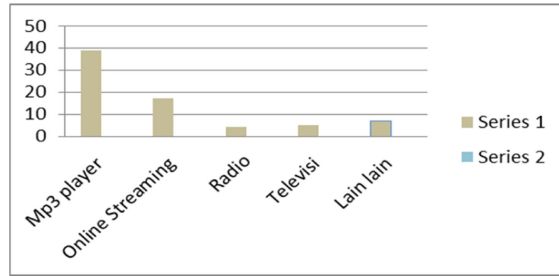
In collecting data on students' vocabulary skills, the vocabulary recognition test was used. In the AVK test students were asked to write one word in a blank sentence after the listening stimulus sentence. Listening speed for natural conversation is about 8.30 min with an average sentence of 9.7 words. Meanwhile, in collecting data about students' listening habits to English songs, students were asked to fill out a questionnaire. It was used to determine students' responses to English song activities. Since the students were from Indonesia, the questionnaire was adapted and translated into Indonesian before the questionnaire was distributed to avoid misunderstandings among students.

The data were analyzed using correlation-regression analysis to find a functional relationship between variables X and Y and to determine the degree of correlation between the two variables [25]. This data analysis process uses the SPSS (Statistical Package for Social Science) version 14.0 program.

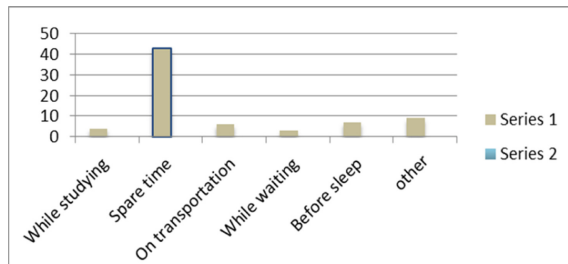
# 3 Results and Discussion

## 3.1 Results

The result of interviews with the third semester of English education students were conducted for three days. It is found that the tendency of students to listen to music is



**Fig. 1.** The respondents' media preference



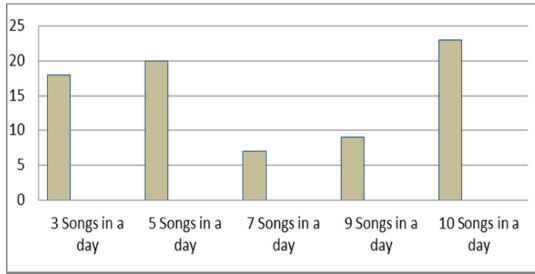
**Fig. 2.** The respondents' listening song activity

through the currently available media. They have many choices from which media they will listen to English songs. Starting from mp3, mp4, radio, television and even online streaming, such as the results of the interview in Fig. 1.

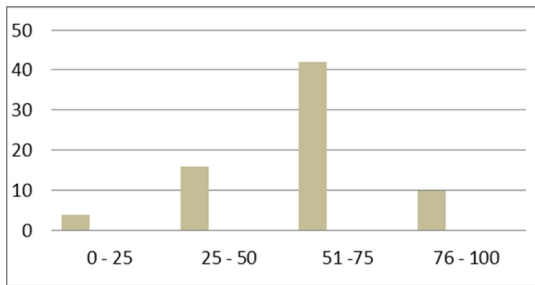
Figure 1 explains that most respondents choose mp3 players as their media in listening to songs since they are very easy to get and flexible to listen to. The second most widely used media by respondents is online streaming that enables them to listen to songs even though an internet connection is required. However, students choose online streaming because of its complete collection of songs. Television and radio belong to media with very low demand among them.

Based on Fig. 2, free time is most chosen by respondents as the right time to enjoy and listen to songs. In contrast, activities before bed are chosen because at night there are not many activities to do and become excellent time to learn vocabulary from the song. Then listening to a song while studying was chosen since they could be more focused and not tense with the lessons learned by listening to the song. Then followed by listening to songs in the transportation chosen to spend time in the vehicle. Finally, the last activity is while waiting; that is because the respondent lacks focus if waiting for someone while listening to a song is not efficient enough.

Figure 3 shows that most of the students listen to ten songs a day to increase their vocabulary in English. Then there is still not much difference in second place, namely nine songs a day. There are seven songs a day and five songs a day in the third and fourth-order. Three songs a day is in the lowest position because respondents choose other ways to get new vocabulary and basically they do not really like music. In this case,



**Fig. 3.** Students' frequency of listening to English song



**Fig. 4.** Students' scores of AVK test

the researchers took the highest frequency of ten songs because the number of songs heard can improve brain performance, namely in memory. Like the range of scores seen in Fig. 4.

Based on Fig. 4, 42 students get scores between 51–75 and they can answer 27 words at level 2 on the AVK test. It means that there is a good impact on students' vocabulary mastery. The increase in students' vocabulary also shows a relationship between listening to English songs and students' vocabulary mastery.

### 3.2 Discussion

The study's findings, which were based on responses to a questionnaire about listening habits, vocabulary tests, and the correlation between each variable, are further developed in this section. The first is the result of the listening habits questionnaire. Based on these findings, the researchers discovered that 39 students (60%) used mp3 media to listen to English songs because it was simple to play wherever they were. Moreover, 43 students (59.7%) had a high habit of listening to songs in their free time. This fact indicates that they have made it a habit to listen to English songs. Another finding also proves that we can listen to music whenever and wherever we want in this technological age, even when we do not mean to [26].

Additionally, the majority of students regularly listen to more than ten songs per day, as shown by the previous findings. As a result, listening to songs performed by students in their third semester has evolved into a new daily routine. In addition, it was

discovered that 63 target words from three vocabulary frequency levels were included in the AVK test results for vocabulary mastery: 13 from level one, 23 from level two (2001–3000), and 23 from level one (0–2000), third level (3001–5000). The researchers discovered that 42 students scored between 51 and 75 on the test. According to the Ministry of National Education, students' vocabulary ranges from 1,500 to 2,900 words, which indicates that the results match the standard level of vocabulary mastery among Indonesian students. Additionally, it demonstrates that the target vocabulary meets the second-level frequency.

The correlation value between English song listening habits and vocabulary mastery is  $r_{xy} = 0.425$ , according to the correlation coefficient results. The data indicate that the variable has a positive correlation and a moderate correlation coefficient between students' vocabulary mastery and their English song listening habits. This study's findings demonstrate that the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_1$ ) is accepted, indicating a positive correlation between students' vocabulary mastery and their habit of listening to English songs.

Additionally, this study's findings are consistent with the findings of the researcher's previous three studies. First, the findings are consistent with the finding that using English songs in the English teaching and learning process will help students relax and make it easier for them to accept the material presented by the teacher. It will lead to an expansion of students' English knowledge, particularly their mastery of vocabulary. Due to students' difficulties on the vocabulary test, the study also found a moderate correlation coefficient [27]. Second, there are significant implications for improving language performance and music-based learning if students make it a habit to listen to English songs [28]. Thirdly, it is line with another finding that discovered that students' English skills and knowledge will be impacted, particularly in terms of vocabulary enrichment, if they use English songs as a learning tool [29].

The majority of students in the medium to high category have good listening habits, and the majority of students in the medium category have fairly good vocabulary mastery, according to the findings of this study. This is in contrast to the findings of the three previous studies. In conclusion, the relationship between the habit of listening to English songs and vocabulary mastery if the adult learners make listening their habit. The results of the calculation of the correlation coefficient show that there is a moderate relationship between the two variables X and Y. It will positively provide them with new vocabulary particularly for the context of adult learner.

Compared with the results of the three previous studies, the results of this study indicate that most of the students belonging to the medium to the high category have good listening habits. Furthermore, most of the students belonging to the medium category have fairly good vocabulary mastery. Thus, the results of the calculation of the correlation coefficient show that there is a moderate relationship between the two variables X and Y. In conclusion, the relationship between the habit of listening to English songs with vocabulary mastery if students make listening habit their habit. It will give them new vocabulary positively.

In this study, there are several limitations. Firstly, this research was conducted on third-semester students as research subjects, where third-semester students were wiser and mature to determine what activities they should fill in their spare time. Students can

also determine where and what English songs can increase their vocabulary in English. Therefore, the researchers do not guarantee that increasing vocabulary using English songs also produces a significant relationship. Second, the researchers used an English-language questionnaire because the researcher considered that the students of English education were able and understood the questions in it. However, the researcher does not guarantee if the questionnaire distributed not using Indonesian will genuinely represent their answers or not.

## 4 Conclusion

According to the findings, this study supports other facts found in earlier research. It demonstrates how exposure to English-language music affects adult learners' proficiency in the language, particularly in terms of vocabulary. Students may perform better when learning vocabulary if they make a habit of listening to English songs. According to the findings of the association between the variables, those who have a strong habit of listening to English songs would also have a strong command of vocabulary. According to the results above, other English teachers should think about employing English songs because they were discovered to have a strong association with adult learners' vocabulary acquisition.

## References

1. K. Suyatno, *English for Young Learners*, Jakarta: Bumi Aksara, 2010.
2. T. Wallace, W.E. Stariha, & H.J. Walberg, *Teaching Speaking, Listening and Writing. Educational Practices Series-14*. UNESCO International Bureau of Education, 2004.
3. Y.D. Puspitarini, & M. Hanif, *Using Learning Media to Increase Learning Motivation in Elementary School*, *Anatolian Journal of Education* vol. 4 no. 2, 2019, pp. 53-60.
4. N. Schmitt, *Vocabulary in language teaching*. Cambridge: Cambridge University Press, 2000.
5. I. Nurkhaeni, *Improving Students' Vocabulary Mastery through English Song (A classroom action research at the fifth-grade students of SD Negeri Demakan 02, Mojolaban, Sukoharjo in 2009/2010 the academic year)*. Thesis. Universitas Negeri Sebelas Maret, 2010.
6. E. Burhayani, *The effectiveness of teaching vocabulary through songs to the second years students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School West Jakarta*. In *2nd International Seminar on Quality and Affordable Education, (ISQAE 2013)*, 2013, pp. 70-73.
7. J. Rahmatulloh, *The Correlation Between Students' Habit in Listening to English Songs and Their Vocabulary Mastery of The Eighth Grade Students at Mts Darissulaimaniyyah Durenan Trenggalek*, Thesis, IAIN Tulungagung, 2020.
8. B. Wardiansyah, & Elfrida. *Correlation between Listening Habit to English Song and Vocabulary Mastery of Third Grade Students of SMPN 6 Kota Bengkulu*, *The Journal of English Education and Teaching (JEET)*, vol. 3 no. 3, 2019, pp. 287-298.
9. S. Mubarak, *A Correlation Study between Vocabulary Mastery, Habit of Listening to English Song and Speaking Skill of The Eleventh Grade Students of SMAN Nogosari 1 in The Academic Year 2016/2017*, Dissertation, IAIN Surakarta, 2017.
10. M.I. Anshori, *The Correlation Between Students' Habit in Listening to English Songs and Their Vocabulary Mastery of The Tenth Grade Students At MA Sunan Ampel Pare Kediri*, Thesis, IAIN Tulungagung, 2019.



11. Y. Ghonivita, J. Pahamzah, & M.A. Wijayanti, Improving students' listening skills and vocabulary mastery through contextual teaching and learning by using online learning, *Journal of English Language Teaching and Cultural Studies* vol. 4 no.1, 2021, pp. 10-21.
12. S. Sreena, & M. Ilankumaran, Developing productive skills through receptive skills—a cognitive approach. *International Journal of Engineering & Technology*, vol. 7 no. 4.36, 2020, pp. 669–673.
13. P. Pardede, *Employing Music and Songs in EFL Classrooms*. 2019.
14. T. Listiyaningsih, The influence of listening to English song to improve listening skill in listening class. *Academica: Journal of Multidisciplinary Studies*, vol. 1 no. 1, 2017, pp. 35–49.
15. J. Harmer, J., *The Practice English Language Teaching*, Oxford: Longman, 2002
16. T.C. Linse, & D. Nunan, D., *Practical English Language Teaching: young learners*, 2005.
17. K. Kheryadi, Improving Students' Writing Narrative through Writing Games for Acceleration Class. *Edulite: Journal of English Education, Literature and Culture*, vol. 2 no. 2, 2017, pp.377–388.
18. H.D. Brown, H.D., *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman, 2001.
19. B.Y. Cahyono, & U. Widiati, The teaching of EFL vocabulary in the Indonesian context: the state of the art. *TEFLIN Journal*, vol. 19, no. 1, 2015, pp. 1-17.
20. F. Lehr, J. Osborn, E.H. Hieber, *A focus on vocabulary*. Honolulu, HI: Pacific Resources for Education and Learning. 2004.
21. J.R. Fraenkel, & N.E. Wellen, *How to Design and Evaluate Research in Education*, New York: McGraw-Hill, 2008.
22. S. Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, Jakarta: Rineka Cipta, 2010.
23. J.W. Creswell, *Educational Research: planning, conducting, and evaluation in quantitative and qualitative research*, 4th Edition, Pearson, 2012.
24. T. Taniredja, & H. Mustafidah, *Penelitian Kuantitatif (sebuah Pengantar)*, Bandung: Alfabeta. 2012.
25. Sudjana,., *Metoda Statistika*, Bandung: Tarsito, 1984.
26. S.M. Sarining, A correlation study between vocabulary mastery, Habit of listening to English song and speaking skill of the eleventh-grade students of SMAN Nogosari 1 in the academic year of 2016/2017, IAIN Surakarta, 2017.
27. J.E. Sari, The correlation between students' ability in listening to the English songs and their vocabulary mastery. *E-journal of ELTS (English Language Teaching Society)*, vol. 1, no. 1, 2014.
28. Z.F. Meutia, A. Abdul, & D.R. Ahmad, A Correlational Study between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill, *English Education*, vol. 2, no. 3, 2014.
29. Z. Zulianti, The Influence of Listening Habits of English Songs Toward Vocabulary Mastery. *Register Journal*, vol. 2, no. 1, 2019, pp. 63-80.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

