

**THE EFFECT OF LISTENING TO ENGLISH SONGS ON VOCABULARY
DEVELOPMENT OF THE SECOND YEAR STUDENTS OF SMK TELKOM
PEKANBARU**

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ABSTRACT

This study aims to examine the effect of listening to English songs on students' vocabulary development in descriptive text. Many students face difficulties in developing English vocabulary due to limited word knowledge, and ineffective learning strategies. This study employed a quasi-experimental design with a non-equivalent control group design. The population consisted of second-year students of SMK Telkom Pekanbaru, with a sample of 41 students divided into an experimental class (21 students) and a control class (20 students). The experimental class was taught using English songs, while the control class used conventional methods. Data were collected through pre-test and post-test consisting of 35 multiple-choice questions that had been tested for validity and reliability (Cronbach's Alpha = 0.931 > 0.70). The data were analyzed using normality, homogeneity, and an independent sample t-test. The findings revealed a significant progress in the experimental group. The mean score increased from 71.76 (pre-test) to 86.86 (post-test), while the control group improved from 74.85 to 78.60. The t-test result showed that the significance value was 0.001 (<0.05), indicating that the alternative hypothesis was accepted. Listening to English songs has a significant positive effect on students' vocabulary development. This method is recommended as an effective and engaging strategy in English language teaching.

Keywords: English songs, Vocabulary Development, Descriptive Text.

ABSTRAK

Penelitian ini bertujuan untuk menguji pengaruh mendengarkan lagu berbahasa Inggris terhadap pengembangan kosakata siswa dalam teks deskriptif. Banyak siswa mengalami kesulitan dalam mengembangkan kosakata bahasa Inggris karena keterbatasan penguasaan kata dan strategi pembelajaran yang kurang efektif. Penelitian ini menggunakan desain kuasi-eksperimen dengan bentuk non-equivalent control group design. Populasi penelitian adalah siswa kelas XI SMK Telkom Pekanbaru, dengan sampel sebanyak 41 siswa yang dibagi menjadi kelas eksperimen (21 siswa) dan kelas kontrol (20 siswa). Kelas eksperimen diajar menggunakan lagu berbahasa Inggris, sedangkan kelas kontrol menggunakan metode konvensional. Data dikumpulkan melalui pre-test dan post-test yang terdiri dari 35 soal pilihan ganda yang telah diuji validitas dan reliabilitasnya (Cronbach's Alpha = 0.931 > 0.70). Data dianalisis menggunakan uji normalitas, homogenitas, dan uji t sampel independen. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada kelompok eksperimen. Nilai rata-rata meningkat dari 71,76 (pre-test) menjadi 86,86 (post-test), sedangkan kelompok kontrol

meningkat dari 74,85 menjadi 78,60. Hasil uji *t* menunjukkan bahwa nilai signifikansi sebesar 0,001 ($<0,05$), yang berarti hipotesis alternatif diterima. Dengan demikian, mendengarkan lagu berbahasa Inggris memiliki pengaruh positif yang signifikan terhadap pengembangan kosakata siswa. Metode ini direkomendasikan sebagai strategi yang efektif dan menarik dalam pembelajaran bahasa Inggris.

Kata Kunci: Lagu Bahasa Inggris, Pengembangan Kosa Kata, Teks Deskriptif

A. Introduction

Vocabulary is a fundamental component in language learning as it supports the development of listening, speaking, reading, and writing skills. Students with limited vocabulary often struggle to understand texts and express ideas effectively. A limited vocabulary can significantly hinder students from interpreting meaning, constructing sentences, and engaging in meaningful conversations. According to Farikha, Listyaning, and Maria (2022) vocabulary acquisition plays a crucial role in foreign language learning because it directly influences how learners process and produce language. Without a sufficient vocabulary, students may struggle to comprehend English texts or engage in discussions effectively. Vocabulary learning is often a challenge for students, particularly beginners. Many learners find it difficult to memorize and retain new words,

leading to slow progress in language acquisition. As noted by Isnaini and Aminatun (2021) students with restricted vocabulary knowledge tend to experience difficulties in reading comprehension, sentence construction, and verbal communication. According to Dörnyei (2001), as cited in Adawiyah (2022), proposed a more classroom-focused approach by suggesting motivational strategies for language teachers. Motivation changes over time and can be affected by how lessons are taught. Suggested different ways to boost learners' motivation, like making the classroom a friendly place, giving learners important and relevant tasks to do, keeping learners interested in what they're learning, and helping learners feel good about learners own progress. One effective method for improving vocabulary development is listening to English songs into the learning process. Afriyuninda and Oktaviani (2021) explain that

exposure to listen English songs allows students to become accustomed to word pronunciation and sentence structures naturally. This can enhance their ability to recognize words in spoken English and improve their listening comprehension skills. English songs offer an immersive learning experience by combining rhythm, melody, and repetition, which facilitate memory retention. The repetitive nature of song lyrics reinforces vocabulary learning by allowing students to hear words multiple times in different contexts. Furthermore, songs introduce learners to informal and conversational language, including idiomatic expressions and slang, which are essential for real-world communication.

According to Millington (2011) stated that songs can help improve several language skills at the same time, especially listening comprehension and learning new vocabulary. Songs help teach new words by using songs in real-life situations, which makes it easier to understand the meaning of words. Songs help learners feel more motivated and involved because they

make the classroom a fun and engaging place to be. So, listening to songs in English as a Foreign Language classes can help students learn in a meaningful way and also build their vocabulary. Listening is the process of capturing sound through the sense of hearing. Every time there is a sound, either consciously or unconsciously, the human ear automatically responds and receives the stimulus. Listening activities are an integral part of everyday life because this ability has been possessed since birth (Suciati and Zarkasih 2021). In the context of language learning, listening skills have a crucial role because through this activity, individuals can understand and recognize language patterns, pronunciation, and intonation used in communication. According to Krashen (1985), as cited in Zeng (2025), stated that learning languages naturally occurs when learners understand what learners hear or read, instead of trying to remember grammar rules on their own. Songs help language learners understand new information because the rhythm, repeated words, and hints from the song's context make it easier for learners to guess what the

words mean. A calm learning environment makes it easier for learners to absorb information by reducing their stress and increasing their openness to learning. Because songs make learning feel pleasant and relaxed, they help learners understand and absorb language better. In the era of globalization, exposure to English songs has become more accessible through digital platforms such as YouTube and Spotify. This exposure provides opportunities for incidental vocabulary learning, where students acquire new words without conscious effort. Mayer's Multimedia Learning Theory (2001) also supports this idea, stating that learning is more effective when information is presented through multiple modes, such as audio and visual elements. The development of vocabulary is a crucial aspect of second language learning. Schmitt (2008), as cited in Tilwani et al. (2022) research emphasized that the development of a wide vocabulary allows learners to use the target language more effectively in various communication contexts. The more vocabulary is mastered, the greater a person's ability to convey ideas clearly and understand messages

conveyed by others. Therefore, vocabulary development is a fundamental element in second language learning. Vocabulary knowledge includes three main dimensions (Tilwani et al., 2022): Form: pronunciation and spelling, Meaning: definitions and semantic relationships, and Use: grammatical and contextual usage.

In the context of globalization, English songs have become part of a broad popular culture. Teenagers and young people often listen to Western music as part of their daily lives, both consciously and unconsciously. This habit provides an opportunity for them to learn the language indirectly. When someone enjoys a song they like, they tend to want to understand the lyrics, look for the meaning of unknown words, and memorize certain parts of the song. This process, without realizing it, becomes an effective mechanism in enriching vocabulary and improving English comprehension (Tilwani et al. 2022). Based on these various perspectives, it can be concluded that songs have great potential in developing language skills, especially in terms of vocabulary and listening skills. As a fun and easily accessible learning

medium, songs can be an effective alternative in helping individuals learn English more naturally and without burden. By utilizing songs as part of a learning strategy, learners can improve their language skills more efficiently, in line with the development of technology and global culture. Songs are not just entertainment, but can also be an educational tool that supports language learning effectively (Tilwani et al. 2022).

Integrating English songs into vocabulary learning, especially through descriptive text, is expected to improve students' vocabulary development in an effective and enjoyable way. Listening to English songs can be closely related to descriptive text learning. According to Astuti (2016), descriptive text aims to provide detailed information about a person, place, or object. The use of descriptive text in the English learning process can be an effective method for vocabulary development. By reading and writing descriptive texts, students can recognize and understand various vocabulary items contextually, especially adjectives to describe qualities or characteristics, nouns to name objects, and verbs to

express actions. Therefore, practicing writing and comprehending descriptive texts helps students enrich their vocabulary while simultaneously improving their reading, writing, and speaking skills in English.

In the context of this study, the introduction of descriptive text can also be linked to vocabulary learning through English songs. Songs often contain a variety of vocabulary that can help students understand and remember new words in an engaging and enjoyable context. Thus, vocabulary development through songs and descriptive text exercises can go hand in hand to strengthen students' overall English proficiency.

Based on this background, the present study focused on second-year students of SMK Telkom Pekanbaru. The study examined whether listening to English songs could significantly improve their vocabulary development. The research is important because it offers an alternative instructional strategy that may improve learning outcomes while also increasing motivation and classroom participation. It also contributes to the

growing body of research on music-based language learning.

B. Research Method

This study employed a quasi-experimental design, which involves comparing an experimental group and a control group without full random assignment to determine the effect of the treatment. According to Arikunto (2016) experimental research is conducted to examine whether a specific variable influences another in a measurable way. Quasi-experimental studies do not randomly assign participants to groups but still allow for causal analysis through comparison.

In this study, a pre-test post-test nonequivalent control group design was applied, which involves comparing two groups without random assignment. This design aims to determine the effect of listening to English songs on students' vocabulary development. Before the treatment, both groups took a pre-test to assess their initial vocabulary knowledge. The experimental group then received instruction using English songs, while the control group learned without songs. After completing the learning

sessions, both groups took a post-test to measure any differences in their vocabulary development. This design allowed the researcher to evaluate the effectiveness of English songs in enhancing students' vocabulary skills.

This research was conducted with second-year students of the 2025/2026 academic year at SMK Telkom Pekanbaru. In this study, the population consisted of second-year students at SMK Telkom Pekanbaru in the academic year 2025/2026 with total of students are 162 students. This study applied purposive sampling, a technique in which participants are selected based on specific criteria relevant to the research objectives. The sample consisted of students with similar levels of English proficiency and prior exposure to vocabulary learning to ensure consistency in the study.

In this study, the sample consisted of the second-year students at SMK Telkom Pekanbaru in the academic year 2025/2026. There are two classes with a total of 41 students. The experimental class (XI TKJ 1) consisted of 21 students, and the control class (XI TKJ 2) consisted of 20 students.

According to Creswell (2013) research data collection involves several steps, such as pre-test, treatment and post-test. The research instrument was a 35-item multiple-choice vocabulary test adapted from vocabulary-related learning materials. The test measured students' understanding of specific nouns, adjectives, action verbs, linking verbs, and adverbs.

The treatment was carried out in six meetings. In the experimental class, students listened to English songs, discussed the lyrics, identified vocabulary items, and connected the words to descriptive text learning. The control class followed regular instruction without English songs. Data were analyzed through descriptive statistics, validity and reliability testing, normality and homogeneity testing, and an independent-samples t-test using SPSS.

C. Research Results and Discussion

The results showed a clear improvement in the experimental class after the treatment.

Table 1 Students' Pre-Test and Post-Test Scores of Experiment Class

No	Initial Name of the Students	Pre-Test	Post-Test
1	AC	73	90
2	APN	70	87
3	FR	80	93
4	NW	67	83
5	SLU	63	83
6	LP	77	87
7	URD	80	90
8	MHY	67	83
9	DAA	57	80
10	YAM	53	77
11	ZOP	83	90
12	SM	60	80
13	SKA	63	80
14	NN	87	97
15	WAAP	80	90
16	MN	73	87
17	JG	77	90
18	AL	97	100
19	NP	50	77
20	AA	87	100
21	NS	63	80

Table 2 Students' Pre-Test and Post-Test Scores of Control Class

No	Initial Name of the Students	Pre-Test	Post-Test
1	SF	77	80
2	SA	80	87
3	ZA	73	73
4	AH	73	80
5	DA	83	83
6	AOR	63	70
7	IBR	80	80
8	BSBH	70	73
9	APC	67	73
10	NPR	57	63
11	RP	80	87
12	SSR	60	63
13	DH	77	80
14	ME	77	83
15	NF	70	77
16	DA	83	83
17	NA	77	80
18	FAA	83	77
19	IAM	80	87
20	SA	87	93

Based on Table 1, the minimum and maximum scores of the

pre-test in the experiment class were 50 and 97. Meanwhile, the minimum and maximum scores of the post-test in the experiment class were 77 and 100.

Based on Table 2, the minimum and maximum scores of the pre-test in the control class were 57 and 87. Meanwhile, the minimum and maximum scores of the post-test in the control class were 63 and 93.

Table 3 Scoring Criteria

(Megawany 2020)

Score Range	Category
86-100	Excellent
71-85	Good
56-70	Fair
41-55	Poor
≤ 40	Very Poor

Table 4 Criteria Interpretasi Scores

(Melani and Sutirna 2019)

Persentase	Criteria
0%-20%	Very Low
21%-40%	Low
41%-60%	Medium
61%-80%	High
81%-100%	Very High

Table 5 Pre-test, Post-test, and Progress of Students' Scores

Class	Pre-test	Post-test	Increasing
Experiment	71,76	86,86	15,1
Control	74,85	78,60	3,75
Class	Increasing	Percentage	Category
Experiment	15,1	53,47	Medium
Control	3,75	14,91	Very low

Based on Table 5, before the treatment, a pre-test was administered to assess the students'

initial abilities. The experimental class achieved a mean was 71.76, while the control class with a mean score of 74.85. After the treatment—where English songs were used in the experimental class—a post-test was conducted to evaluate students' vocabulary acquisition. The experimental class obtained a mean was 86.86, whereas the control class achieved a mean score was 78.60. These findings suggest that the progress in vocabulary learning was greater in the experimental class than in the control class. There was an increase in the experimental group's scores of 15,1. The percentage of progress reached 53,47%, which is categorized as a medium level of the progress. This condition may be influenced by several factors, such as the limited duration of the treatment. The data still indicate that listening to English songs had a positive effect on increasing students' vocabulary development. Then, the English song has the potential to be further developed through a longer treatment duration and integration with other learning activities.

The normality test was used to determine whether the data were

normally distributed or not. This was essential because normally distributed data were a fundamental requirement in parametric statistics. Since the sample size was less than 50, the Shapiro–Wilk test was used in this research. The results of this test provided a conclusion on whether the K-S curve for each variable showed a value above $\alpha = 0.05$, which meant that the variable followed a normal distribution (Ghozali 2020). The significance values of the pre-test and post-test in the control group were 0.375 and 0.427, which meant that the significance values were more than 0.05 (0.375 and $0.427 > 0.05$); therefore, the data were normally distributed. The significance values of the pre-test and post-test in the experimental class were 0.960 and 0.213, which meant that the significance values were also more than 0.05 (0.960 and $0.213 > 0.05$); therefore, the data were normally distributed. Thus, it could be concluded that the distribution of the data in this study was normal.

The homogeneity was used in this study. The significance value based on the mean was 0.599, which indicated that the significance value was more than 0.05 (sig. > 0.05).

Therefore, it could be concluded that the variances of the data in the control and experimental class were homogeneous

This study employed the Independent Sample T-test to examine the effect of listening to English songs on the vocabulary development of the second-year students of SMK Telkom Pekanbaru. The decision-making criteria for this test were as follows) :

1. If the significance value (2-tailed) < 0.05 , then H_0 was rejected and H_a was accepted.
2. If the significance value (2-tailed) > 0.05 , then H_a was rejected and H_0 was accepted.

The Sig. (2-tailed) value was $0.001 < 0.05$, thus H_0 was rejected, and H_a was accepted. Therefore, there was a significant effect of English songs on the vocabulary development of the second-year students of SMK Telkom Pekanbaru. Based on the results of the study, the researcher found that there was a significant effect of listening to English songs on vocabulary development of the second-year students of SMK Telkom Pekanbaru through descriptive texts. It could be seen that the average score of

students' vocabulary development who were taught using English songs was a higher score than that of those who were not taught using English songs. This finding was supported by the difference in students' total scores before and after the treatment. This was supported by the difference in the students' total scores without the treatment, where the average score was 78,60 and after the treatment, where the score was 86,86.

Furthermore, the results of the normality test using SPSS showed that the pre-test significance value ($0.960 > 0.05$) and the post-test significance value ($0.213 > 0.05$). Therefore, it could be concluded that the data were normally distributed because the significance value was greater than $\alpha = 0.05$ (5%); In the hypothesis testing, the result showed that $0.001 < 0.05$; thus, H_0 was rejected and H_a was accepted. This showed that there was a significant effect of listening English songs on vocabulary development of the second-year students of SMK Telkom Pekanbaru.

The researcher compared the data obtained in this chapter with the data obtained in previous studies related to this research. One of the

studies conducted by Yanti and Harahap (2022) found that songs contributed positively to the pronunciation skills of grade VII students. Songs helped students adjust intonation, word stress, and more precise pronunciation according to English standards.

Another study was conducted by Isnaini & Aminatun (2021), who found that 93.5% of the students agreed that English songs could increase their vocabulary. This finding was supported by the results of interviews in which students stated that English songs helped them in learning vocabulary and improving their vocabulary mastery. Songs not only made it easier for them to remember new words but also improved their understanding of previously unknown vocabulary and enhanced their pronunciation of English words.

Fakhira, Listyaning, & Y (2022) also showed that the use of songs in vocabulary learning provided significant improvements compared to conventional methods. The results of the t-test statistical analysis proved that students who learned with songs had better vocabulary development

than those who did not use songs in learning.

Afriyuninda & Oktaviani (2021) explained that the use of songs in listening learning had a significant positive impact on students' listening skills. The results of the study obtained through a questionnaire showed that students found it easier to understand listening material when songs were used as a learning media.

D. Conclusion

This chapter offers conclusions and recommendations based on the English songs use in helping students read more descriptive texts and expand their vocabulary. The research findings regarding the effect of listening English songs on the vocabulary development of the second-year students of SMK Telkom Pekanbaru. Based on the data analysis, it can be concluded that was listening English songs significantly improved students' vocabulary development, particularly in the context of descriptive texts.

The results of the pre-test and post-test showed a clear progress in the vocabulary scores of students who were taught using English songs.

The experimental class obtained an average pre-test score of 71,76 and increased to 86,86 in the post-test. Meanwhile, the control class, which did not receive the song-based treatment, showed a decrease from the average pre-test score of 74,85 to an average 78,60 of in the post-test. This reveals that students who learned vocabulary through English songs demonstrated better progress compared to those who learned.

The results of the Independent Sample t-test demonstrated a Sig. (2-tailed) value of 0.001, which is lower than 0.05. This indicates that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, there is a significant effect of using English songs on students' vocabulary development.

Based on the results of the research, the researcher would like to convey some recommendations to students should be given more opportunities to listen to English songs as part of the learning process because it can help increase students' motivation to understand the lesson and expand their vocabulary. Therefore, teachers should seek out creative, contemporary, and relevant media

that align with students' lives. English songs have been shown to be an alternative media for learning. The researcher hopes that the results of this study can serve as a useful reference for other researchers who are interested in exploring appropriate technology-based media to support effective English teaching and learning, particularly in increasing students' vocabulary. Future studies may further examine the effectiveness of various types of technology-based media in vocabulary learning, focusing on different English skills such as speaking, writing, or listening.

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