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Harmonizing Language Acquisition: Exploring the Link between English Song Listening Frequency and Vocabulary Proficiency

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ABSTRAK

Siswa perlu memiliki kosakata yang luas untuk dapat berkomunikasi dengan efektif. Namun, banyak siswa menghadapi masalah terkait kosakata seperti kurangnya kosakata dan kesulitan dalam mengidentifikasi arti kata. Salah satu metode yang dapat membantu meningkatkan kosakata siswa adalah dengan mendengarkan lagu-lagu bahasa Inggris secara berulang-ulang dan memperoleh kosakata melalui lirik lagu tersebut. Tujuan penelitian ini adalah untuk mengetahui apakah ada hubungan antara frekuensi mendengarkan lagu berbahasa Inggris dan penguasaan kosakata bahasa Inggris di kalangan siswa SMAN 6 Sigi. Studi ini dilakukan di SMAN 6 Sigi dengan jumlah sampel sebanyak 90 siswa. Penelitian ini merupakan penelitian kuantitatif dengan metode korelasional. Peneliti mengumpulkan data menggunakan wawancara dan tes. Hasil Pearson Product Moment dari kedua instrumen analisis data adalah 0,011. Kategori adalah tidak signifikan. Hal ini menunjukkan bahwa tidak ada hubungan antara kedua variabel. Terdapat beberapa faktor yang teridentifikasi sebagai penyebab tidak adanya korelasi; pertama, konteks instrumen pengukuran kosakata tidak relevan dengan instrumen frekuensi mendengarkan. Kedua adalah motivasi rendah siswa untuk belajar bahasa Inggris melalui lagu, karena hanya sekitar 29% siswa yang memiliki motivasi untuk belajar bahasa Inggris melalui lagu. Ketiga, pengalaman pendengar dengan bahasa Inggris dan frekuensi mendengarkan lagu berbahasa Inggris. Keempat adalah preferensi waktu siswa ketika mendengarkan lagu berbahasa Inggris. Dan faktor terakhir adalah preferensi musik dari setiap siswa.
Kata Kunci: Korelasi; Kosa kata; Mendengarkan Lagu Bahasa Inggris

ABSTRACT

Students need to have a wide range of vocabulary to communicate effectively. However, many students face vocabulary-related problems such as a lack of vocabulary and difficulty in identifying word meanings. One method that can help improve students' vocabulary is to listen to English songs repeatedly and acquire vocabulary through the lyrics of the songs. This research aimed to determine whether there is a relationship between the frequency of listening to English songs and the mastery of English vocabulary among students at SMAN 6 Sigi This study was conducted at SMAN 6 Sigi with a sample size of 90 students. This research is quantitative research with correlational methods. The researchers collected data using interviews and tests. The Pearson Product Moment result of both data analysis instruments is 0.011. The category is negligible. This indicates that there is no relationship between both variables. There are several factors identified as the cause of no correlation; first, the context of the vocabulary measurement instrument is not relevant to the frequency listening instrument. Second is the low motivation of students to learn English through songs, as only about 29% of students have motivation to learn English through songs. Third, the listener's experience with English and the frequency of listening to English songs. Fourth is the student's time preference when listening to English songs. And the last factor is the music preferences of each student.
***Keywords**: Correlation; Listening to English Song; Vocabulary*

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INTRODUCTION

English is a widely recognized and commonly used language for global communication. It is essential for people to acquire fluency in English to effectively communicate with others around the world. There are four primary techniques for acquiring a foreign language, which include listening, speaking, reading, and writing. While all four of these techniques are important, the ability to listen is particularly crucial for language acquisition.

According to Hsu et al., (2013), listening is a vital social interaction skill that is necessary for language acquisition. Listening involves being able to comprehend spoken language and understand the meaning behind it. This skill is particularly important in language learning because it can help individuals to understand the context and nuances of a language. Furthermore, listening allows individuals to speak with greater accuracy and fluency, as they are better able to predict the words and phrases that will be used in conversation.

In conclusion, the ability to listen is a critical component of language acquisition, particularly for those learning English as a foreign language. By developing strong listening skills, individuals can improve their overall proficiency in the language and engage more effectively in social interactions.

Hidayat (2013) stated that having good listening skills is crucial as it affects the quality of our relationships with others. This skill is important in our daily lives, and we can establish good relationships with others through interactions. However, many people tend to overestimate their speaking abilities and underestimate their listening skills, assuming that listening comes naturally. Nonetheless, listening is the most important interpersonal skill to practice, as individuals listen for various reasons depending on the goals they want to achieve.

Music is a form of art that crosses boundaries and brings people from many cultures and backgrounds together. It has the ability to elicit emotions and transmit messages, making it a universal language that is commonly enjoyed by people of all ages. Among students, listening to music is an enjoyable pastime, and songs in English are especially popular around the world. In today's globalized world, where English is often used as a common language of communication, the ability to understand and communicate in English is increasingly

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important. One of the most important aspects of English language competency is vocabulary knowledge, and it plays a crucial role in language learning.

The use of songs in the classroom has been found to be an effective tool for teaching listening skills and vocabulary in English language learning. Incorporating songs into the learning process has proven to be an effective way to increase students' motivation and engagement, thereby improving the overall learning experience (Nurdin, 2017). The findings of this study provide valuable insights for educators who are looking to enhance their language teaching strategies and create a more engaging learning environment for their students. By incorporating music into their teaching, educators can not only improve their students' language skills, but also create a more lively and captivating classroom setting that promotes active learning and participation (Teppa et al., 2018) . This research highlights the importance of using innovative teaching techniques that encourage students to learn and engage with the material in a fun and exciting way.

Ultimately, the use of music in the classroom can help students to develop a love for language learning and a deeper appreciation for the English language. Music and song are closely related to our lives and can be encountered everywhere, making them an interesting and effective alternative in improving one's English language skills.

Many researchers have conducted studies on students' frequency of listening to English songs and vocabulary. One of them is Sutrisno (2020). The study revealed that there is a substantial relationship between the frequency of listening to English music and vocabulary competence in the English language. The research found that the more frequently a person listens to English songs, the higher their vocabulary mastery in the English language. Choi & Lee (2019) also concludes in the findings that English songs can be an effective tool in enriching one's vocabulary while learning English. Therefore, using English songs in English language learning can be an interesting and effective alternative in improving one's English language skills.

The purpose of the researcher is to study the correlation between the frequency of listening to English songs and the mastery of vocabulary among students of SMA Negeri 6 Sigi. The selection of students from this particular school as the research sample is based on the results of an interview conducted by the researcher with teachers at SMA Negeri 6 Sigi. The interview revealed that the students' listening skills, in particular, are relatively very low.

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The researcher is interested in finding out if there is a relationship between the frequency of listening to English songs and the mastery of vocabulary among these students.

By conducting this research, the researcher aims to make a contribution to the teaching and learning of languages. The study may provide insights into the effectiveness of using English songs as a tool for improving vocabulary acquisition, particularly for students with low listening skills. The results of the study may also help educators to develop more effective strategies for teaching English vocabulary.

Furthermore, the researcher hopes that the findings of this study will be of benefit to the students and teachers of SMA Negeri 6 Sigi. The study may provide a better understanding of the factors that affect the students' capability of learning English vocabulary and may help educators to develop more targeted interventions to improve their students' learning outcomes.

RESEARCH METHOD

The researcher employed a non-experimental research approach to analyze the data in this study. The research design is correlational design that is a procedure in quantitative research, its purpose is to find a correlation between two variables. There are two variables; frequency of listening to English songs as a dependent variable (variable X) and vocabulary mastery as an independent variable (variable Y).

Population and Sample

The population in this study were students from the XI IPA at SMA Negeri 6 Sigi. The total number of eleventh grade students was 123. The researchers used simple random sampling techniques. In this case, the researcher used Microsoft Office to create a list of all the 11th grade science class students' names. Afterward, all the names are shuffled, and sequentially, 90 names are selected from the list to become the research sample. The sample size was obtained through calculation using the Slovin formula.

Technique of Data Collection

To find out students' frequency of listening to English songs and their vocabulary mastery as the data of the research, the researcher used tests and interviews. Both are described as follows:

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a. Test

The test sheet was distributed to the students by the researcher. Because there are 90 students sampled in the study, the researcher gave the test to four classes sequentially, giving each class 20 minutes to complete it. For example, when students in class IPA 1 have completed the test, the researcher will go on to the next class to conduct the test. After giving the test, the researcher determined the individual score using the following formula:

$$\Sigma = \frac{\boldsymbol{x}}{\boldsymbol{N}} \times \mathbf{100}$$

Where:

Σ **=standard score**

x **=obtained score**

N **=total item of the test**

100 **=constant number**

b. Interview

In this case, the interview technique is used to determine how frequently students listen to English songs. The type of interview used in this study is a structured interview, in which the researcher has prepared five questions to ask students. The interview took place one day after students completed the vocabulary test sheet, and it was conducted online (via WhatsApp), with the researcher interviewing each student in turn. After that, the researcher analyzes the data frequency using SPSS.

Technique of Data Analysis

The researcher uses Pearson Product-Moment analysis to know the degree of correlation because there are two variables of this research. The formula is as described below:

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

Where:

r_{XY} = Product Moment Correlation

X = Ability in Listening to English Songs

Y = Vocabulary

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ΣXY = Sum of the Product Moment of the Paired x and y Score

ΣX = Sum of the X Score

ΣY = Sum of the Y Score

$\sum X^2$ = Sum of the Square X Score

ΣY^2 = Sum of the Square Y Score

The researcher utilized Sugiyono (2018) criteria for evaluating and interpreting a correlation coefficient to interpret the result of the coefficient's significance of the correlation of the two variables:

Tabel 1. Standard of Correlation Product Moment

Coefficient (*r*)	**Relationship**
0.0 to 0.199	Neligible
0.20 to 0.399	Low
0.40 to 0.599	Moderate
0.60 to 0.799	Substantial
0.80 to 1.00	High to very high

RESULTS & DISCUSSION

Result

Descriptive Analysis

Two instruments are used to collect data: an interview and a test. After determining the results of each instrument, the Pearson Product Moment Correlation was used to examine the relationship between students' frequency of listening to English songs and their vocabulary mastery with used spss program and manually with used Pearson Product Moment formula. This section describes the entire data analysis process in detail.

1. The Description of Listening to English Songs

The students' scores about how often they listen to English songs in a day were grouped into three categories to simplify the answers; Often (1-4 times), Sometimes (5-8 times), and Seldom (9-12 times).

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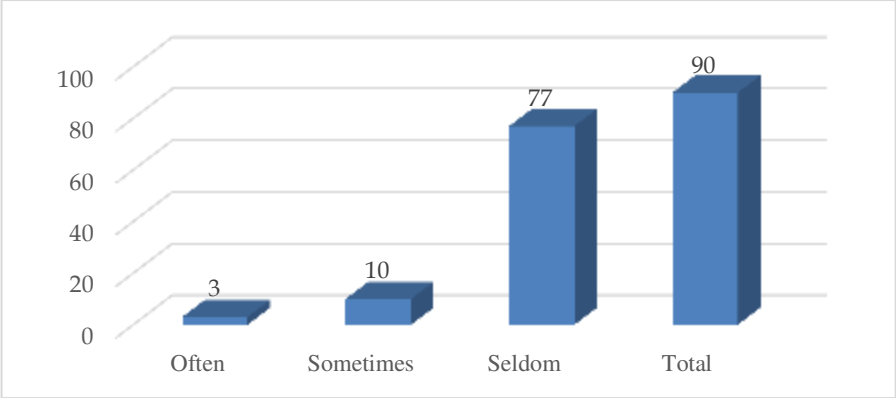

Figure 1. Frequency of Listening to English Songs

Figure 1 shows the frequency of students on how they listen to English songs in a day, with the answers divided into three categories as described above. The first place is "Seldom," where approximately 86% of students in that category level listen to English songs, followed by the "sometimes" category, which has a range that is quite different from the number of students in the seldom category level, which is approximately 11%. and the last category's order is "often," which is only about 8% different from the level of the second category, with only about 3% of students listening to English songs in a day.

Besides the students' frequency of listening to English songs, the interview questions also obtain information about students' preference in listening song activities such as time preference, genre, and motivation in listening to English songs.

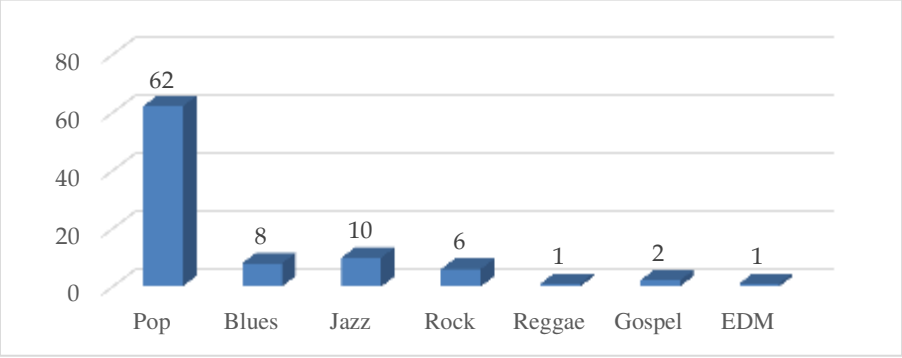

Figure 2. Frequency of Students' Genre Songs Preference

Figure 2 shows the students' preference in choosing a genre to listen to the songs is quite varied. Pop is the most popular genre, with 62 (68%) of students choosing it, while Jazz is the second most popular, with 10 (11%) choosing it. The third place is the blues genre, as many as 8 (9%) students are interested in that song genre. Rock was in 4th place, where about 6 (7%) of students chose that genre of the song, then followed by

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Gospel chosen by 2 (2%) of students. And the least preferred genres are reggae and EDM. Both have the same frequency where only 1 (1%) student chose each genre.

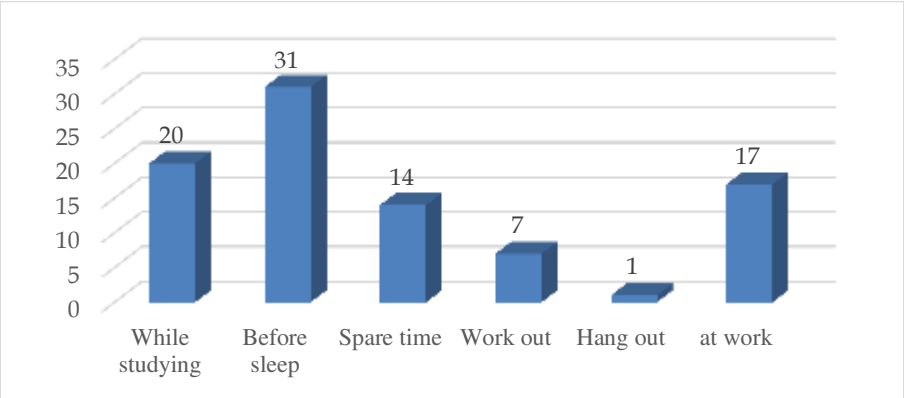

Figure 3. Students' Time Preference

Figure 3 shows the following interview question that refers to students' time preferences for listening to English songs during the day. There are six-time preferences in their answers, indicating that 90 students have various time preferences when listening to music. Most of them, approximately 31 (34%) students, preferred to listen to English songs before going to sleep. The second most favorite time is during studying with a total of about 20 (22%) students and students' least preferred time for listening to English songs is while hanging out.

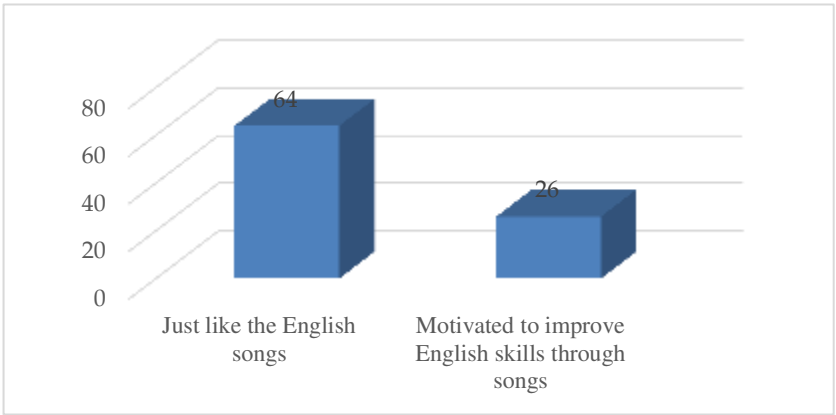

Figure 4. Students' Motivation in Listening to English Songs

Figure 4 shows that there is a considerable difference in students' motivation to listen to English songs. According to the study, around 26 (29%) of students are encouraged to improve their English skills through the media of the songs they listen to each day. While the rest, as much as 64 (71%) of students just like listening to English songs.

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2. The Description of Vocabulary Mastery

The researcher employed table distribution frequency to sum up total students' vocabulary scores while presenting the gathered data. The following is the students' score table:

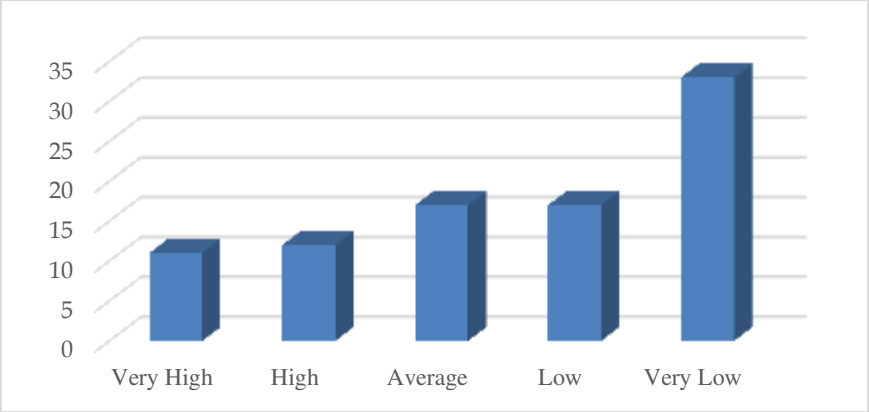

Figure 5. The Classification Data Analysis of Students' Vocabulary Mastery

According to the figure above, it shows that the result of students on vocabulary mastery test got very high, high, average, low, and very low. Most of them were in the very low category, 11 (12%) students were classified as very high, 12 (13%) students were classified into High, and then both classifications (average and low) have the same frequency, 17 (19%) students were classified.

3. Computation of Mean, Median, Mode, Range, Minimum, and Maximum

Before analyzing the data, the researcher would like to show the computation of mean, median, mode, etc. This is based on the results of an interview regarding the frequency with which students listen to English music and the results of a test to determine the students' vocabulary mastery. The researcher utilized SPSS to calculate the data, and the outcome is as follows:

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Tabel 2. The Computation of Mean, Median, Mode, etc.

Statistics

		Frequency of Listening to English Song	Vocabulary Mastery
N	Valid	90	90
	Missing	0	0
Mean		2.7333	62.3889
Median		2.0000	64.0000
Mode		1.00	64.00[a]
Range		10.00	93.00
Minimum		1.00	7.00
Maximum		11.00	100.00

a. Multiple modes exist. The smallest value is shown

Table 2 shows the significant difference between both variables. Which is the mean frequency of students listening to English songs, 2.7, contrasted to the mean score of vocabulary mastery, 62.3. For comparison, the minimum score for both of the variables is not significantly different, with listening having a minimum score of 1 and vocabulary mastery having a minimum score of 7. In contrast to the maximum score in both variables, it indicates that the maximum vocabulary mastery score is significantly higher than the frequency of listening. And, just as the range of vocabulary mastery has higher scores, the listening range is 10 and 93 for vocabulary mastery.

Data Analysis

In analyzing the research data between the two variables, the researcher calculates them manually and also uses the SPSS 28 version. However, before calculating the correlation, the researcher created a calculation table to make the manual calculation easier.

Tabel 2. Calculation of Pearson Product Moment Correlation

Number	Initials	Variables		Cross Product	Squares	
		X	Y	XY	X2	Y2
1	A	1	100	100	1	10000
2	AW	1	64	64	1	4096
3	AHL	5	57	285	25	3249
4	AC	1	100	100	1	10000
5	B	2	64	128	4	4096
6	CJC	4	100	400	16	10000
7	D	1	100	100	1	10000
8	DSN	3	79	237	9	6241
9	DE	2	100	200	4	10000

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Number	Initials	Variables		Cross Product	Squares	
		X	Y	XY	X2	Y2
10	D	1	86	86	1	7396
11	FM	3	93	279	9	8649
12	F	2	93	186	4	8649
13	FNA	1	86	86	1	7396
14	GM	3	36	108	9	1296
15	IR	1	93	93	1	8649
16	IS	2	79	158	4	6241
17	MF	1	79	79	1	6241
18	NF	3	86	258	9	7396
19	RAR	3	100	300	9	10000
20	SG	2	100	200	4	10000
21	VJT	10	100	1000	100	10000
22	A	2	57	114	4	3249
23	AFD	5	64	320	25	4096
24	A	1	86	86	1	7396
25	AS	3	86	258	9	7396
26	AL	8	64	512	64	4096
27	AA	3	79	237	9	6241
28	BRT	2	64	128	4	4096
29	BGS	1	86	86	1	7396
30	DS	2	79	158	4	6241
31	DWH	5	79	395	25	6241
32	DS	2	79	158	4	6241
33	DZ	1	79	79	1	6241
34	DS	3	64	192	9	4096
35	ES	2	86	172	4	7396
36	EFT	10	86	860	100	7396
37	FFT	5	79	395	25	6241
38	FH	3	86	258	9	7396
39	FL	1	57	57	1	3249
40	IJ	2	50	100	4	2500
41	IPCL	1	64	64	1	4096
42	KK	3	21	63	9	441
43	MY	1	79	79	1	6241
44	NA	4	79	316	16	6241
45	OAK	2	86	172	4	7396
46	RA	4	86	344	16	7396
47	AHK	3	21	63	9	441
48	A	2	36	72	4	1296
49	F	1	50	50	1	2500

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Number	Initials	Variables		Cross Product	Squares	
		X	Y	XY	X2	Y2
50	G	1	64	64	1	4096
51	H	2	29	58	4	841
52	IMRD	5	79	395	25	6241
53	IGW	3	71	213	9	5041
54	IR	11	21	231	121	441
55	MR	1	29	29	1	841
56	PW	1	71	71	1	5041
57	RA	1	21	21	1	441
58	S	3	36	108	9	1296
59	SB	4	86	344	16	7396
60	SA	2	29	58	4	841
61	SA	3	50	150	9	2500
62	TEM	1	29	29	1	841
63	WZ	7	43	301	49	1849
64	YPY	1	29	29	1	841
65	YEP	3	71	213	9	5041
66	AFS	3	57	171	9	3249
67	DWM	3	50	150	9	2500
68	JPC	5	64	320	25	4096
69	KP	1	43	43	1	1849
70	K	3	50	150	9	2500
71	LDL	2	36	72	4	1296
72	LN	2	64	128	4	4096
73	MI	2	21	42	4	441
74	MFM	2	43	86	4	1849
75	MF	1	64	64	1	4096
76	N	2	29	58	4	841
77	N	3	71	213	9	5041
78	NF	2	29	58	4	841
79	NS	3	29	87	9	841
80	OA	1	29	29	1	841
81	RN	2	7	14	4	49
82	RAP	1	79	79	1	6241
83	RKP	4	64	256	16	4096
84	SR	1	64	64	1	4096
85	TS	3	43	129	9	1849
86	VV	5	43	215	25	1849
87	YA	2	43	86	4	1849
88	YA	3	29	87	9	841
89	S	2	50	100	4	2500

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Number	Initials	Variables		Cross Product	Squares	
		X	Y	XY	X2	Y2
90	AF	5	29	145	25	841
Total		246	5615	15395	1034	405023
		∑X	∑Y	∑XY	∑X2	∑Y2

After calculating the total scores of the variables, the Pearson Product Moment was employed to investigate the correlation between the two variables. The Pearson Product Moment correlation is symbolized by the symbol rxy. The Pearson Product-Moment correlation method was used to calculate the scores, as follows:

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

$$r_{XY} = \frac{90(15395) - (246)(5615)}{\sqrt{\{90(1034) - (246)^2\}\{90(405023) - (5615)^2}}$$

$$r_{XY} = \frac{1385550 - 1381290}{\sqrt{\{93060 - 60516\}\{36452070 - 31528225\}}}$$

$$r_{XY} = \frac{4260}{\sqrt{\{32544\}\{4923845\}}}$$

$$r_{XY} = \frac{4260}{\sqrt{160241611680}}$$

$$r_{XY} = \frac{4260}{40030190066998}$$

$$r_{XY} = 0{,}011$$

After calculating the correlation manually using Pearson Product Moment formulas, the researcher used SPSS to verify the above calculation. This program is used to determine whether the computation that the researcher performed manually was accurate and to avoid inaccurate computations between scores that the researcher had counted. Following is how SPSS is calculated:

Tabel 3. The calculation of Pearson Product Moment using SPSS 28 Version

Correlations

		Frequency of Listening to English Song	Vocabulary Mastery
Frequency of Listening to English Song	Pearson Correlation	1	0,011
	Sig. (2-tailed)		0,921
	N	90	90
Vocabulary Mastery	Pearson Correlation	0,011	1
	Sig. (2-tailed)	0,921	
	N	90	90

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Based on the calculation above, shows that from the 90 students, the coefficient correlation score was found r_{xy} 0.011. Then, the correlation table was calculated with table of the interpretation coefficient correlation r (see table 3). This result is classified into the number of **Negligible** class of 0.0 to 0.199, which means there is a no correlation between two variables.

Discussion

The majority of the students' responses were collected using an interview and test, according to the data that was analyzed. The interview instrument was used by the researcher to collect data from variable x, it is listening, where in the interview the researcher prepared five questions. of all those questions, only one is the main question of a statistical question (data to be correlated with vocabulary test data). and four other questions intended for additional information about students' daily habits in listening to English songs. The second instrument is a test used to collect vocabulary data, which contains fourteen questions.

Additional questions are required in the listening interview to support research data on students' frequency in listening to English songs, where the data findings show students' preferences. The first is their frequency of listening to English songs, with approximately 86% of students falling into the seldom category. This shows that students' learning interest in improving their English is very low.

The second refers to student preferences in choosing an English song. Whereas pop is the genre of song that students like the most out of the seven choices, as many as 62 (68%) students chose this type of song. substantially distinct from the genre of rock songs, to which only about 6 (7%) students listen. Pop music ranked top, most likely due to its worldwide popularity. Another reason that pop music is always becoming a preferred genre is that it is memorable, engaging, and realistic. In addition, pop music has become the most musically varied genre on earth, making it simple to get into even if it is not someone's favorite song.

Based on the genre song preference findings, it is possible to conclude that the pop song genre is very appropriate for students to use in improving their English skills, with Larry (2008) proposing three criteria; When practical, utilize tunes that are popular among students, lyrics must be clear and understandable, and songs should have an appropriate theme. And based on these criteria, rock songs are unlikely to be used as learning media for students to improve their English language skills especially for beginner level, because the characteristics

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of rock songs include the sound of the instrument, which is very loud compared to the singer's voice, making it difficult to listen clearly.

Besides being able to improve memory as a learning medium to improve students' English skills, music can also play a vital role in human daily life in a variety of daily activities. As in the result of the data that researchers got through the third interview question, it is about students' time preferences, which are related to their daily activities of listening to English songs. Their responses include six-time preferences, indicating that 90 students have different time preferences when listening to music. According to the data obtained, the majority of students (approximately 31 (34%) students) prefer to listen to English songs before going to bed. Afterwards, there are five more activities; when studying, hang out, workout, spare time, and at work.

From the various time preferences data above, it can be concluded that music can improve a person's mood in the various activities they engage in. According to Feri (2015) Song seemed to be more interesting than the other activities; song is able to be utilized in the background to establish an environment for a lesson and other activities; to stimulate, relax, motivate, indicate transition, and focus attention; and music can influence students' attitude and behavior.

The last question related to students' reasons or motivation for listening to English songs, and there are two possible answers: just like the song and having to improve their English skills through the song. According to data collected from a sample of 90 students, the majority of them listened to English songs just because they liked the song. The rest of the 26 students listened because they wanted to improve their English speaking abilities. This demonstrates that their interest in using songs as a medium for developing their English is very low.

After the results of the data analysis of the two variables are paired, the correlation result was obtained at 0.011. Where the data interpret table numbers, these values are in the "Negligible" category (see Table 3.2). The categories indicate that there is no correlation between frequency of listening to English songs and vocabulary mastery. According to a study conducted by Johnson & Smith (2018) , there is a weak correlation between listening to music and vocabulary mastery. This study is noteworthy because many people previously

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believed that listening to music could help improve language skills. However, the results of this study show that this is not entirely true.

The study was conducted by gathering data on respondents' music listening habits and testing their vocabulary skills. The results showed that although listening to music does have an effect on language ability, the impact is not significant. In other words, there are still many other factors that influence a person's vocabulary mastery.

There are several factors identified as the cause of the low coefficient correlation in the results of this study. The first is about the content or context of the instrument to measure vocabulary that is not relevant to the instrument of listening frequency. This is a limitation of the researcher in designing research instruments. Differences in vocabulary measurement methods can also affect the correlation between music listening and mastery of vocabulary. This can cause differences in research results. Therefore, in the next study, it is necessary to standardize the vocabulary and listening frequency measurement methods used.

Another factor is low motivation of students to learn English through songs. The results of the interview showed that most students only like to listen to English songs, while the rest of the 29% of students have the motivation to learn English through songs. Thus, it affects their frequency in listening to songs in a day, and has an impact on the low coefficient correlation produced in this study.

This is in line with the findings of Smith (2021) research, which found that one of the factors that influences the low correlation between listening frequency and students' vocabulary mastery is the low motivation of the students. This suggests that high learning motivation can be an important factor in improving one's vocabulary. In addition, the teacher's learning pattern can also influence students' interest in learning English. If the pattern is not appropriate, students may feel bored or uninterested in learning English through songs. Therefore, teachers need to choose an appropriate pattern or method of delivering material so that students can understand and develop their English language skills better.

Other factors such as the listeners' experience with the English language and the frequency of listening to English songs may also affect the research results. Listeners who have more experience with the English language and frequently listen to English songs may have a better vocabulary mastery compared to less experienced listeners who rarely listen to English songs. The results of collecting data through vocabulary tests show that many

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students obtain very low scores on the test, compared to students who obtain very good scores on the test. Nurchasanah (2016) stated that Participants who frequently listened to English songs tended to have better mastery of vocabulary compared to those who listened to English songs less frequently.

The following factors that need to be considered are the students' time preferences when listening to English songs. According to research conducted by Kurniawan et al. (2019), There is a correlation between how frequently someone listens to English songs and their vocabulary mastery. However, the study also found that students' time preferences can affect the level of correlation. Specifically, the research demonstrates that students who listen to English songs while they are in a relaxed or unfocused state tend to have a weaker correlation between how often they listen to English songs and their ability to master vocabulary. This phenomenon can be explained by the fact that when students listen to songs in a relaxed or unfocused state, they often simply enjoy the music without paying attention to the lyrics of the song. Conversely, when students listen to songs while studying in a focused state, they are more likely to pay attention to the lyrics of the song and relate them to the vocabulary they have previously learned.

The results of this study also show that students' time preferences for listening tend to be done when they are relaxed or while studying. This indicates that students tend to perceive listening to songs as a fun and entertaining activity. However, it is crucial to acknowledge that in order to enhance their mastery of English vocabulary, students must focus more on the song lyrics they listen to and connect them with the vocabulary they have previously learned.

There is one more thing that needs to be discussed, which is the music preference related to one of the questions in the interview. According to research conducted by Smith (2019), a weak correlation exists between the frequency of listening to English-language songs and vocabulary proficiency. This indicates that the more someone listens to English-language songs, does not necessarily mean that their vocabulary proficiency will improve.

This study found that different music preferences in each individual is another factor. For example, someone who listens more to songs with simple and limited vocabulary lyrics, such as pop music, may not have the same opportunity to improve their vocabulary proficiency as someone who listens more to songs with more complex and rich vocabulary

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lyrics, such as jazz or classical music. This research reveals that pop music dominates compared to jazz or other types of music.

CONCLUSION

A research conducted, found the frequency in which English songs are listened to had only a weak relationship with vocabulary proficiency. This indicates that while listening to English songs may help enhance vocabulary comprehension, it is not enough to achieve optimal vocabulary proficiency. Therefore, in the process of learning English, a more holistic and integrated approach is needed. This study shows that the use of songs as an English learning material needs to be combined with other learning approaches, such as formal learning and direct practice, to achieve optimal results. Beside listening to English songs, the use of various learning sources such as textbooks, online learning platforms, films, and music can help improve English proficiency overall. In this way, we can gain a broader and deeper understanding of English, thereby improving our speaking, writing, reading, and listening skills in English overall.

The research suggests that frequent listening to English songs only weakly correlates with vocabulary proficiency. Thus, while English songs can help boost vocabulary understanding, they alone are not sufficient to achieve optimal vocabulary proficiency. A more holistic and integrated approach, including formal learning and direct practice, is necessary. Additionally, using diverse learning sources like textbooks, online platforms, films, and music can enhance overall English proficiency. Suggestions for future research include selecting a more specific sample, such as those actively trying to understand English song lyrics, and comparing the effectiveness of listening to English songs with other vocabulary enrichment methods like reading books or watching English movies. For teachers, incorporating English songs and technology in classroom teaching could increase students' interest and motivation in learning English.

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