



The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya

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Keywords:

Listening, English Pop Songs, Vocabulary

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Abstract: *Improving English vocabulary through listening can be done by using English songs that are liked by learners. Therefore, the objectives of this research are to know whether there is an influence of listening to English songs on learners' vocabulary at LKP Nuansa Jaya English Course in Jakarta or not and to identify and classify the word classes of six selected English pop songs. This is a quantitative and qualitative descriptive research employed by 15 young learners. There is an influence of listening English song on learners' vocabulary at LKP Nuansa Jaya since the average score of listening test is 75.33. Dealing with identifying and classifying the word classes of six selected English song lyrics, it indicates that the most difficult word class is noun (9.51%); the second is adjective (12.08%); the third is verb (13.37%); the fourth is preposition (14.14%); the fifth is adverb (15.17%); the sixth is conjunction (17.22%); the seventh or the easiest one is pronoun (18.51%). As a result, to increase learners' vocabulary knowledge and mastery, word classes are identified chronologically in every song lyric; then, it is designed into a pocket dictionary. The selection of word classes are based on the results of learners' vocabulary scores and familiarity. The more difficult the word classes are the more examples are provided. Besides, the meaning of the word classes is translated into Indonesian to make learners easy to understand.*

INTRODUCTION

English is the first international language, and it is used as a medium of communication in some aspects such as education, technology, commerce, entertainment, politics, tourism, and many more. It is still regarded as a foreign language in Indonesia. Due to the existence and benefits of mastering English, it is now introduced and learned to Indonesian learners from children to adult. To be proficient English learners, they have to understand the four skills in English learning and its components.

One of the components in learning a language is vocabulary. The more

vocabularies that learners know, the better they comprehend the four skills namely listening, speaking, reading, and writing and other components in language such as pronunciation and grammar. There are many techniques, learning media, and activities to improve learners' vocabulary knowledge and mastery. The alternative and best practice is through listening to songs.

Listening to English pop songs is the most effective way to make young learners enjoy learning. Pop songs are often addressed to young people since the songs have nice rhythm, tone, and lyrics. The songs can touch their heart and express

their feelings. Besides, the singers are famous, good-looking and attractive.

If young learners feel enjoyable and motivated in listening to pop songs that they like, they will listen to the songs for many times. They do repetition not only for pleasure but also for listening comprehension. They automatically find out new word meanings of the song lyrics. Improving vocabulary through listening to English pop songs in this research is limited to seven word classes. They are noun, verb, adjective, conjunction, adverb, pronoun, and preposition. As a result, it can help them to increase their vocabulary knowledge and mastery. To make young learners remember vocabulary well, the word classes' classification of each song will be designed as a pocket dictionary.

On the basis of the statements above, the researchers will do the research at LKP Nuansa Jaya. It is an English course located in Jakarta Barat that all learners are teenagers. The title of the research is *"The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya."* The research objectives are to know whether or not there is an influence of listening to English pop songs on learners' vocabulary and to identify the word classes of selected English pop songs.

1. Listening English Pop Songs

Nature of Listening

Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing.

Musfiroh (2000: 5) states that listening is a deliberate activity, has a target, the required level of understanding

and attention to non-linguistic aspects such as tone, intonation, rhythm and sound range. In a broad sense it refers to the notion that listening not only understands and makes interpretations but also tries to do what the speaker means. Another opinion stated by Tarigan (2008: 28) that listening is a process of listening oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language. Furthermore, Sanggam (2008 in Listiyaningsih, 2007: 41) defines that listening is the ability to accurately receive and interpret messages in the communication process. Listening is the key to all effective communication. It is different from hearing. Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires comprehension of something that you listen to.

On the basis of the statements from the experts, it can be concluded that listening is the basic skill out of three other skills in language learning. It is the ability to understand what speaker says or talks about. It is a process to organize what is heard with full attention, understanding, appreciation, and interpretation to obtain information, capture the content or message and understand the meaning of communication that has been conveyed by the speaker through speech or oral language.

English Pop Songs

Talking about listening to song, a song itself is a relatively short musical composition from the human voice, which features words or lyrics. Sometimes it has rhymes and uses a language style that is different from the language style which is used in a scientific or formal text. The words within a song are sung in particular tones, rhythms, speed, and style (Richard,

2002). Besides, a song is accompanied by musical instruments, which is perfect and beautifies its performance. Piaget (in Widhiastuti, 2012: 18) describes a song as an egocentric language. It means that the students simply enjoy listening to the songs. The touch of musical instruments makes songs have more valuable emotion than poems. Therefore, young learners prefer learning English through songs instead of poems.

Of many songs genres, pop song or pop music is the commercial record music which is often oriented towards young people and usually consists of relatively short and simple love songs. There is a feature of pop songs, which can be inferred from the name itself. The popularity of pop songs ensures that they are very potential to motivate students to learn a language. Domoney and Harris (1993 in Limbong, 2012: 227) argue that the involvement of more time and attention in the English classroom pop song activity can motivate students since the activity uses their knowledge, music, and language. It is believed that pop songs make the teaching and learning activity meaningful and useful; therefore, students welcome enthusiastically the involvement of pop songs in English learning.

Listening to English pop songs for EFL young learners is the most effective learning media to improve vocabulary knowledge and mastery. Some researchers have proved it. As cited by Limbong (2012: 225), Gilles, Andre & Pfannenstiel (1998) have found that with each new song, students learn concepts and word meanings that they will encounter in print. Besides, Medina (2002) assumes that music is an area where children who face language obstacles can be successful in acquiring vocabulary and grammar. This is in line with Schunk (1999) and Overy (2000) that young children who received vocabulary instruction in a second language, along with songs and rhythmic discrimination activities, incorporated more words into

their receptive and active vocabularies. Furthermore, Listiyaningsih (2017: 47-48) states that listening English song can improve students' vocabulary mastery. On the basis of her research, listeners who listen to the English songs get more vocabularies. They improve their vocabulary by repeating the songs, taking a note of unfamiliar words, and remembering the words.

2. Vocabulary and Its Parts

Nature of Vocabulary

Vocabulary is a component in language learning beside pronunciation and grammar. It covers words, phrases, sentences, and clauses; it then forms a language. As stated by Harmer (2002: 13), without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed. It means that language is inseparable with vocabulary. In shorts, no language exists without vocabulary.

According to Linse (2005: 121), vocabulary is the collection of words that an individual knows. Kheryadi (2017) implicate that most students faced difficulties in presenting arguments in terms of justifications. Brown (2001) defines vocabulary as a list of words for a particular language or a set of words that individual speakers of language might use. In addition, Roget (1980 in Widhiastuti, 2012: 9) defines that vocabulary is a list of words often defined or translated, all of the words of language, and specialized expressions which are indigenous to a particular field, subject, trade, and subculture. Furthermore, Lehr, Osborn, and Hiebert (2005: 2-3) define vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, they use vocabulary that refers to the kind of words that students must know how to read increasingly demanding text with comprehension.

It can be concluded that vocabulary a basic component in learning a language.

It is a group or related words that form a meaning. The language users have to know and comprehend the meaning. In addition, it comes from receptive and productive forms. The receptive vocabulary includes that one recognizes when one hears or see them, while the productive vocabulary includes words that one speaks or writes.

Part of Vocabulary

Thornbury (2002 in Hendrawaty 2012: 19-20) state that there are some ways of presenting a word meaning namely:

- a) Word classes; the words play different roles in a text. They fall into one of eight different word classes such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and determiner.
- b) Word families; how words may share the same base or root but take different endings. A word family comprises the base word plus its inflexions and its most common derivatives (e.g. play → play + er = player, re + play = replay, play + ful = playful).
- c) Collocation; how words “couple up” to form compounds, and how they “hunt in packs” in the shape of multi-word units.
- d) Synonyms; words that share a similar meaning.
- e) Antonyms; words with opposite meanings.

A part of vocabulary in this research is limited to the classification of word classes. Based on [https://www.researchgate.net/publication/27961289 Word Classes and Parts of Speech/download](https://www.researchgate.net/publication/27961289_Word_Classes_and_Parts_of_Speech/download) accessed on December 8, 2018, word class refers to the ten traditional categories namely noun, verb, adjective, adverb, pronoun, preposition, conjunction, numeral, article, and interjection. This is in line with www.personal.uni-jena.de/~4diho/INTRO_Lexical_Categories_I.pdf that open word classes are divided into eight, namely:

- a) Noun: girl, chair, beauty, thought
- b) Verb: sing, walk, become, water
- c) Adjective: good, watery, calm, able
- d) Adverb: tonight, always, nicely, there
- e) Determiner: a, the, some, any
- f) Pronoun: I, my, him, her, hers, herself
- g) Conjunction: when, while, before, if, and, but
- h) Preposition: on in, under, through, across

METHODOLOGY

This research was carried out at the English course– LKP Nuansa Jaya, Jl. Kota Bambu Selatan II No. 33 Palmerah Jakarta Barat 11420. The learners are teenagers from 12 to 16 years old. The sample of the research was 15 learners. This is a descriptive quantitative and qualitative research. Descriptive research represents research method trying to depict and object interpretation as according to be there. This statement is supported by Gay and Airasian (2006: 11) whose state that descriptive research is research reporting phenomena as it appears in the process of the research and collects the data in order to answer the research questions.

Before they took the listening test, they chose ten English pop songs that they liked. In the following meeting, they listened to six out of ten selected English pop songs for the listening test during 3 meetings. The research instrument was the fill in the blank test. Learners completed the missing vocabulary related to seven word classes. Dealing with data analysis, the score of listening test was listed from the lowest to the highest, and for the seven word classes, the data were analyzed descriptively. To identify and classify the word classes of six selected English pop songs, the formula of percentage is presented in the following table.

$\% \text{ type of word classes} = \frac{\sum \text{learners' word classes on each category}}{\sum \text{learners' word classes}} \times 100\%$

RESEARCH FINDINGS

This research concerns on the results of learners' vocabulary in listening to six out of ten pop songs. The titles are *I have a Dream* by Westlife, *Mother, How are you today?* by Maywood, *Flying without Songs* by Westlife, *Let it Go* by Demi Lovato, *As long As You Love Me* by Backstreet Boys, and *Who Says* by Selena Gomez. The test is a fill in the blank that focuses on seven word classes– noun, verb, adjective, conjunction, adverb, pronoun, and preposition. There are five words of every word class; as a result, thirty five words in all word classes are tested in the six selected songs. Data analyses of learners' vocabulary in listening to English songs are presented below.

Table 1. Learners' Vocabulary Scores

No	Initial Name	Score
1	L1	60
2	L2	63
3	L3	63
4	L4	71
5	L5	71
6	L6	71
7	L7	74
8	L8	74
9	L9	77
10	L10	80
11	L11	80
12	L12	80
13	L13	86
14	L14	89
15	L15	91
Average Score		75.33

Table 1 shows the result of learners' vocabulary from the lowest to highest scores. The lowest score is 60, and the highest one is 91. The average

score out of 15 learners is 75.33. It can be assumed that the result of learners' vocabulary in listening to the English songs is pretty good as the minimum standard score at LKP Nuansa Jaya is 70.

After classifying learners' vocabulary from the lowest to the highest scores, the following step is to analyze the word classes tested in the song lyrics. The data are taken from the most difficult to the easiest word classes. The detailed discussions are depicted in the following table.

Table 2. Word Classes

No	Word Classes	Number	Percentage
1	Noun	37	9.51
2	Adjective	47	12.08
3	Verb	52	13.37
4	Preposition	55	14.14
5	Adverb	59	15.17
6	Conjunction	67	17.22
7	Pronoun	72	18.51
Total		389	100%

Table 2 indicates the most difficult word class is noun with the correct number is 37 or 9.51%. The second is adjective with the correct number is 47 or 12.08%. The third is verb with the correct number is 52 or 13.37%. The forth is preposition with the correct number is 55 or 14.14%. The fifth is adverb with the correct number is 59 or 15.17%. The sixth is conjunction with the correct number is 67 or 17.22%. The seventh or the easiest one is pronoun with the correct number is 72 or 18.51%.

To increase learners' vocabulary knowledge and mastery, word classes are designed chronologically in every song lyric. The selection of word classes are based on the results of learners' vocabulary scores and familiarity. The more difficult the word classes are the more examples are provided. Besides, the meaning of the word classes is translated into Indonesian to make learners easy to

understand. The detailed discussions of six selected English pop songs are depicted below.

Table 3. Word Classes of Every Song Lyric

Song 1: I Have a Dream

No	Noun	Meaning
1	Wonder	Keajaiban
2	Fairytale	Dongeng
3	Future	Masa depan
4	Stream	Aliran/Arus air
5	Reality	Kenyataan
6	Destination	Tujuan
7	Worth	Layak/Berharga

No	Adjective	Meaning
1	Right	Tepat

No	Verb	Meaning
1	Cope	Mengatasi
2	Take	Menggapai
3	Fail	Gagal
4	Cross	Mengarungi

No	Preposition	Meaning
1	With	Dengan
2	Through	Melalui

No	Adverb	Meaning
1	Even	Bahkan
2	Still	Meski/Walaupun

No	Conjunction	Meaning
1	If	Jika
2	When	Saat/Ketika

On the basis of table 3, it can be seen that learners have to recognize and memorize the vocabulary of the song "I have a Dream." There are 7 nouns, 1 adjective, 4 verbs, 2 preposition, 2 adverbs, and 2 conjunctions. However, there is no a pronoun table since all learners easy to understand and listen to the words related to pronoun.

Song 2: Mother, How Are You Today?

No	Noun	Meaning
1	Note	Pesan
2	Summer	Musim panas
3	Delay	Penundaan

No	Verb	Meaning
1	Promise	Berjanji
2	Worry	Kuatir
3	See	Menemui/Menjumpai
4	Get to know	Mengenal

No	Preposition	Meaning
1	From	Dari

No	Adverb	Meaning
1	Away	Jauh

No	Conjunction	Meaning
1	While	Pada waktu/Saat

No	Pronoun	Meaning
1	Everything	Semuanya/Segalanya
2	Him *(object)	Dia (laki-laki)

On the basis of table above, it can be seen that learners have to recognize and memorize the vocabulary of the song "Mother, How Are You Today?" There are 3 nouns, 4 verbs, 1 preposition, 1 adverb, 1 conjunction, and 2 pronouns. However, there is no an adjective table since all learners easy to understand and listen to the words related to adjective.

Song 3: Flying without Wings

No	Noun	Meaning
1	Joy	Kegembiraan
2	Lover	Kekasih
3	Sharing	Berbagi
4	Solitary	Kesendirian
5	Works	Karya
6	Friendship	Persahabatan

7	Line	Kalimat
8	Thing	Hal/Sesuatu

No	Adjective	Meaning
1	Complete	Lengkap/Sempurna
2	Strangest	Paling asing
3	Deepest	Paling dalam
4	Impossible	Tidak mungkin

No	Verb	Meaning
1	Looking for	Mencari
2	Deny	Menyangkal
3	Laugh	Tertawa
4	Cherish	Menghargai/ Mengharapkan
5	Found *(irregular verb)	Menemukan
6	Fight	Melawan

No	Preposition	Meaning
1	Without	Tanpa
2	Beside	Di samping
3	Of	Dari

No	Adverb	Meaning
1	Never	Tidak pernah
2	Only	Hanya

No	Conjunction	Meaning
1	When	Ketika
2	As	Seperti
3	That	Bahwa

No	Pronoun	Meaning
1	Their *(possessive adjective)	Mereka
2	That/Those	Itu
3	Mine *(possessive pronoun)	Saya

On the basis of table of the song "Flying without Wings", there are 8 nouns, 4 adjectives, 6 verbs, 3 prepositions, 2 adverbs, 3 conjunctions, and 3 pronouns that learners have to

understand and memorize. Some nouns are unfamiliar to learners especially from age 12 to 14. Besides, they are difficult to fill in the blanks related to verb (laugh), adjective (impossible), and pronoun (mine).

Song 4: Let It Go

No	Noun	Meaning
1	Footprint	Jejak kaki
2	Isolation	Keterasingan
3	Wind	Angin
4	Storm	Badai
5	Heaven	Langit
6	Fears	Ketakutan
7	Air	Udara
8	Distance	Jarak

No	Adjective	Meaning
1	Small	Kecil
2	Relieved	Lega

No	Verb	Meaning
1	Let	Merelakan/ Membiarkan
2	Hold	Mencegah
3	Turn	Membalikkan
4	Slam	Membanting
5	Blow	Berhembus
6	Howling	Menderu
7	Conceal	Menyembuyikan
8	Bothered *(regular verb)	Mengganggu
9	Breathe	Bernapas
10	Grieve	Berduka

No	Preposition	Meaning
1	Inside	Di dalam
2	Behind	Tertinggal/ Terbelakang

No	Adverb	Meaning
1	Anymore	Lagi
2	Tonight	Malam ini
3	Now	Sekarang
4	Never	Tidak pernah
5	Once	Pernah
6	Finally	Akhirnya

No	Conjunction	Meaning
1	But	Tetapi

On the basis of table of the song "Let It Go", there are 8 nouns, 2 adjectives, 10 verbs, 2 prepositions, 6 adverbs, and 1 conjunction that learners have to understand and memorize. However, there is no a pronoun table because the words related to pronoun are easy. The number of verb and adverb is much more than other song lyrics. The vocabulary is related to verb and adverb is still unfamiliar for learners. They have difficulties to catch the words because the singer sings fast.

Song 5: As Long As You Love Me

No	Noun	Meaning
1	Loneliness	Kesepian
2	Glance	Sekilas
3	Baby	Sayang/Kekasih

No	Adjective	Meaning
1	Blind	Buta

No	Verb	Meaning
1	Get out of	Keluar/Hilang/Sirna
2	Hide	Menyembuyikan
3	Guess	Menerka

No	Preposition	Meaning
1	With	Dengan
2	From	Dari/Asal
3	Within	Di dalam

No	Adverb	Meaning
1	Still	Masih

No	Conjunction	Meaning
1	Although	Walaupun/Meskipun
2	As long as	Sejauh
3	So that	Agar/Supaya

No	Pronoun	Meaning
1	Mine *(possessive pronoun)	Milik/Punya saya

On the basis of table of the song "As Long As You Love Me", there are 3 nouns, 1 adjective, 3 verbs, 3 prepositions, 1 adverb, 3 conjunctions, and 1 pronoun that learners have to understand and memorize. Learners are difficult to write "mystery" even though they know the meaning. The worst is learners neither listen to nor write "although" as conjunction and "guess" as verb.

Song 6: Who Says

No	Noun	Meaning
1	Diamond	Berlian
2	Beauty	Kecantikan
3	Queen	Ratu
4	Right	Hak
5	Price	Nilai
6	Truth	Kebenaran
7	Work of art	Karya seni
8	Light	Sinar/Cahaya
9	Sky	Langit

No	Adjective	Meaning
1	Insecure	Tidak aman/Resah
2	Perfect	Sempurna
3	Pretty Beautiful	Cantik
4	Funny	Lucu
5	Worth	Layak/Berharga
6	Presidential	Presiden

No	Verb	Meaning
1	Judge	Menghakimi/Menilai
2	Change	Merubah
3	Says	Mengatakan
4	Touch	Menyentuh
5	Pass	Melewati/Lulus

No	Preposition	Meaning
1	About	Tentang
2	Beneath	Di bawah
3	Of	Dari

No	Adverb	Meaning
1	Only	Hanya

No	Conjunction	Meaning
1	When	Saat/Ketika

No	Pronoun	Meaning
1	Yourself	Kamu sendiri
2	Who	Siapa

On the basis of table of the song "Who Says", there are 9 nouns, 6 adjectives, 5 verbs, 3 prepositions, 1 adverb, 1 conjunction, and 2 pronouns that learners have to understand and memorize. Learners are unfamiliar with words related to noun and adjective. Besides, learners are quite difficult to catch the blank words and write them as she sings fast. Therefore, researchers provide many nouns and adjectives.

CONCLUSION

On the basis of research findings, the lowest score of listening test is 60, and the highest one is 91. The average score out of 15 learners is 75.33. It can be assumed that the result of learners' vocabulary in listening to the English songs is pretty good. Therefore, there is an influence of listening English song on learners' vocabulary at LKP Nuansa Jaya.

Dealing with identifying and classifying the word classes of six selected English song lyrics, it indicates that the most difficult word class is noun with the correct number is 37 or 9.51%. The second is adjective with the correct number is 47 or 12.08%. The third is verb with the correct number is 52 or 13.37%. The forth is preposition with the correct number is 55 or 14.14%. The fifth is adverb with the correct number is 59 or 15.17%. The sixth is conjunction with the correct number is 67 or 17.22%.

The seventh or the easiest one is pronoun with the correct number is 72 or 18.51%.

To increase learners' vocabulary knowledge and mastery, word classes are identified chronologically in every song lyric; then, it is designed into a pocket dictionary. The selection of word classes are based on the results of learners' vocabulary scores and familiarity. The more difficult the word classes are the more examples are provided. Besides, the meaning of the word classes is translated into Indonesian to make learners easy to understand.

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