

*Research Article*

# The Relationship Between Listening to English Songs and Learning Enjoyment on Students' Vocabulary Mastery

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## Abstract

This study examined the frequency of English song listening, the degree of enjoyment children had studying the language and the relationship between these variables and vocabulary mastery in seventh-grade students at SMPN 10 Serang City. Pre-tests, post-tests, and questionnaires were used to gather data from 104 students using a quantitative approach. The results demonstrated strong validity and reliability (reliability scores: 0,923 for song listening, 0,924 for vocabulary knowledge). The findings demonstrated that regular exposure to English-language music enhances students' vocabulary and adds enjoyment to the learning process. According to the study, including music in English classes can help students' vocabulary grow. It also proposes that more research be done on other variables that might affect learning results.

## Keywords

Learning enjoyment; listening; English songs; vocabulary mastery

## Introduction

Listening to English songs has become an increasingly popular method of language teaching in various circles, especially among learners (Nadiyya & Suryadi, 2024; Rorintulus & Wuntu, 2023). This is because songs not only offer entertainment, but are also a rich source of vocabulary, grammatical structures, and idiomatic expressions that are often used in everyday communication (Rohmah & Indah, 2021; Tilwani et al., 2022). Through poetic lyrics and catchy melodies, students can be exposed to language in a more natural and enjoyable context (Putri et al., 2022; Y. Zhang et al., 2023). Thus, listening to songs serves as an effective learning tool to improve language comprehension while enriching students' vocabulary (Mailawati & Anita, 2022; Rohana & Saharani, 2023).

Furthermore, music has the unique power to increase students' emotional engagement in the learning process (Shaw et al., 2020). When students listen to English songs, they not only enjoy the melody but also connect emotionally with the lyrics and themes (Rantung et al., 2022). Students may feel more inclined to engage in conversations regarding the song's meaning or lyric analysis as a result of this listening experience, which can foster a more engaging and participatory learning environment (Ilari & Cho, 2023; Yao et al., 2024). This emotional involvement is crucial because it might boost pupils' natural desire to study (Oya et al., 2024; Wang et al., 2022). Research shows that the aesthetic experience resulting from listening to music can trigger positive emotions such as joy and satisfaction, which in turn contribute to students' learning enjoyment (Rauduvaitė & Yao, 2023; Y. H. Zhang et al., 2022).

In addition, through song-listening activities, students have the opportunity to learn new vocabulary in a fun and relevant context (Setiyadi, 2023; Suryadi et al., 2020). Songs often contain repetition, which helps students remember words and phrases better (Yudha & Mandasari, 2021). In addition, emotionally evocative lyrics can improve students' recall and understanding of the vocabulary (Dalimunthe & Haryadi, 2022; Sun et al., 2024). Research shows that when students engage in the activity of listening to songs while analyzing the lyrics, they not only acquire new vocabulary but also understand its use in a broader context (Sari Yildirim & Taspinar, 2023; Zaharani, 2023). Consequently, there is a strong correlation between learning English songs and vocabulary, particularly when those songs are connected to enjoyable learning activities (NR et al., 2022; Wijirahayu & Sutiwan, 2023).

Numerous prior studies indicate that Listening to English Songs and Learning Enjoyment on Students' Vocabulary Mastery (Bao, 2023; Nie et al., 2022; Sari Yildirim & Taspinar, 2023; Y. Zhang et al., 2023; Y. H. Zhang et al., 2022) studies show that frequent exposure to English songs enhances vocabulary mastery by familiarizing students with new words through repetition and context in lyrics. Additionally, students' interest in these songs contributes to improved listening skills, making the learning experience enjoyable and effective. Overall, integrating English songs into language learning can be a valuable strategy for enhancing vocabulary and engagement in students.

Despite there are several advantages of using English songs for language acquisition that have been noted in the literature, little is known about how this approach affects language proficiency and retention over the long run. While Bao (2023) and Nie et al., (2022) studies have demonstrated that songs can enhance vocabulary mastery and listening skills, but there is limited research focusing on how these short-term gains translate into lasting language competence. Furthermore, the role of individual differences such as age, learning style, and prior musical exposure has not been extensively explored. This lack of comprehensive analysis raises questions about the effectiveness of song-based learning across diverse learner populations. Additionally, Cools et al., (2023) while emotional engagement is recognized as a key motivator, further investigation is needed to determine how different genres of music might influence motivation and learning outcomes. Addressing these gaps could provide deeper insights into optimizing the use of music as a pedagogical tool in language education.

Listening to English songs has proven to be a powerful tool for enhancing vocabulary mastery and learning enjoyment among students. Because children regularly come across new words and phrases in memorable contexts, research shows a significant association between the frequency of listening to English songs and enhanced vocabulary skills. This method not only makes vocabulary mastery enjoyable but also fosters emotional engagement, motivating students to participate actively in their learning. The repetitive nature of song lyrics aids retention, allowing learners to internalize language structures more effectively, thus creating a dynamic and effective learning environment.



This study aims to investigate how listening to English music, learning enjoyment, and vocabulary acquisition are related. The focus of this study is to ascertain how using well-known English songs in language instruction improves vocabulary acquisition while simultaneously creating a more joyful and stimulating learning environment. By exploring how music influences students' emotions and motivation, this research aims to uncover practical ways teachers can use the unique appeal of songs to make learning more enjoyable and effective. The goal is to show how the power of music can be harnessed in the classroom to help students engage more deeply, remember new vocabulary, and ultimately achieve better learning outcomes. This study aims to address three interrelated research questions: 1) What is the relationship between the habit of listening to English songs with students' vocabulary mastery? 2) What is the relationship between students' enjoyment of learning and their mastery of English vocabulary? 3) What is the interaction between the habit of listening to English songs with the enjoyment of learning in influencing students' vocabulary mastery?

## Method

The present inquiry used a quantitative research methodology to investigate the relationships among vocabulary competence, students' enjoyment of learning, and listening to English music (Bernanda et al., 2022). Through the methodical collecting and analysis of numerical data, quantitative research allows researchers to precisely and clearly explain and examine events (Toolkit et al., 2010). This approach works especially well for investigating quantifiable correlations between variables. Using this method, the current study aims to generate unbiased, data-driven insights into how students' responses to listening to English songs connect to their enjoyment of learning and vocabulary growth (Faisal & Putri, 2023).

The target population of this study consisted of all seventh-grade students at SMPN 10 Kota Serang, totalling approximately 360 students. From this population, a sample of 104 students was selected using a simple random sampling technique, proportionally drawn from several classes to ensure balanced representation. The difference in the number of respondents for each variable is due to data collection being conducted per class and per instrument. According to the lecturer's instructions, each variable had to be measured by at least 30 students. This is in accordance with the methodological guidelines, which stress the importance of choosing the right instrument and sampling technique to ensure the validity and reliability of the data (Arifin, 2024; Slater, P., & Hasson, 2024). The variables "Listening to English Songs" (X1) and "Vocabulary Mastery" (Y) were assessed through a pretest and a posttest given to 70 students from classes 7A (36 students) and 7D (34 students). Meanwhile, the "Learning Enjoyment" variable (X2) was measured using a questionnaire administered to 34 students in class 7C. The variation in respondent numbers occurred because each variable used a different instrument, student numbers varied across classes, and only students who were present during the data collection participated. Therefore, data analysis was conducted based on available data X1 and Y were analyzed using 70 data points, X2 with 34, and multiple regression analysis was used only on the 34 complete data sets. This sampling approach provided comprehensive and representative data from the entire seventh-grade cohort at SMPN 10 Kota Serang.

To ensure the credibility of the research instrument, the researcher performed validity and reliability tests using SPSS. Considering the pre-post design and the use of a questionnaire, the validity of each item was determined by correlating individual item scores with the overall score through the Pearson Product-Moment correlation technique. Items that showed correlation coefficients above the critical  $r$ -value were deemed valid. Meanwhile, reliability was measured using Cronbach's Alpha to assess the internal consistency of the items across both the pre-test and post-test. The analysis indicated that the instrument was both valid and reliable, confirming its effectiveness in exploring the relationship between listening to English songs, learning enjoyment, and students' vocabulary mastery.



The data collection process commenced with a comprehensive explanation of the research objectives, accompanied by clear guidelines for completing the pretest, posttest, and questionnaire. Students were allocated sufficient time during class sessions to complete each component of the instrument. Once all responses had been collected, the data were meticulously reviewed to ensure they were complete and accurate. Subsequently, the data were processed using SPSS to evaluate students' vocabulary mastery and to analyze the distribution of responses related to their enjoyment of learning. Descriptive statistical methods were employed to uncover patterns and trends, offering deeper insight into the relationship between listening to English songs, students' enjoyment of the learning process, and their vocabulary development.

To ensure the validity of the research tools, the researcher conducted validity and reliability tests using the SPSS program. Since this study used a pre-test and post-test design as well as a questionnaire, validity was tested by looking at the correlation between each question and the total score using the Pearson Product-Moment correlation coefficient. Questions that had a correlation value higher than the critical  $r$  value were declared valid. Meanwhile, reliability was tested with Cronbach's Alpha to determine the extent of internal consistency of the items in the pre-test and post-test instruments. The test results show that the measuring instrument has met the validity and reliability requirements, so it is suitable to be used to examine the relationship between the habit of listening to English songs, pleasure in learning, and students' vocabulary mastery.

## Results

The purpose of this study is to investigate the relationship between listening to English songs and the enjoyment of learning on students' vocabulary mastery. The total number of respondents involved in this study was 104 students, with a balanced gender and age distribution, thus supporting a representative analysis. The results showed that the instruments used had high validity and reliability, with a value of 0,923 for "Listening to English Songs" and 0,924 for "Vocabulary Mastery". In addition, the use of songs in the learning process has been shown to increase the enjoyment of learning, which is reflected in the high mean scores for this variable.

Furthermore, the analysis shows that vocabulary mastery has a significant impact on students' speaking ability, with students who have better vocabulary mastery tending to have higher speaking ability. Although the majority of students responded positively to the music-based activities, some students were less engaged, indicating the need for a more individualized approach to instruction. Overall, the results of this study confirm that integrating songs into English language learning can improve students' vocabulary and speaking skills, as well as provide a more enjoyable learning experience. Further research is recommended to investigate other factors that may influence learning outcomes.

*Table 1.1 Respondent Profiles*

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Man	53	51,0%	51,0%	51,0%
	Woman	51	49,0%	49,0%	100,0%
Age	12 years	13	12,5%	12,5%	12,5%
	13 years	79	76,0%	76,0%	88,5%
	14 years	12	11,5%	11,5%	100,0%
Class	7A	36	34,6%	34,6%	34,5%
	7C	34	32,7%	32,7%	67,3%
	7D	34	32,7%	32,7%	100,0%
Total		104	100%	100%	

## Respondent Profiles

In this study, the respondent profile showed that the total number of participants was 104 students, consisting of 53 males (51,0%) and 51 females (49,0%). This gender balance is important to ensure that the results of the study are not influenced by gender bias. The majority of respondents were 13 years old, with 79 students (76,0%), while 12 and 14 year old students were 13 students (12,5%) and 12 students (11,5%), respectively. This even age distribution allows for a more representative analysis. In terms of grade, the respondents were spread across three grades: 7A (36 students, 34,6%), 7C (34 students, 32,7%), and 7D (34 students, 32,7%), which provided sufficient diversity for the analysis.

*Table 1.2 Validity and Reliability Test*

No	Listening to English Songs		Learning Enjoyment		Vocabulary Mastery	
	Validity	Reliability	Validity	Reliability	Validity	Reliability
1	0,582	0,923	0,735	0,834	0,609	0,924
2	0,483		0,612		0,568	
3	0,514		0,432		0,568	
4	0,673		0,466		0,642	
5	0,585		0,401		0,627	
6	0,565		0,556		0,623	
7	0,626		0,672		0,650	
8	0,539		0,461		0,649	
9	0,556		0,466		0,652	
10	0,427		0,672		0,501	
11	0,552		0,432		0,698	
12	0,642		0,589		0,464	
13	0,562		0,601		0,490	
14	0,522		0,401		0,641	
15	0,604		0,371		0,599	
16	0,621				0,539	
17	0,597				0,609	
18	0,721				0,655	
19	0,557				0,466	
20	0,613				0,714	
21	0,468				0,413	
22	0,456				0,462	
23	0,614				0,672	
24	0,540				0,612	
25	0,556				0,561	
26	0,568				0,516	
27	0,568				0,544	
28	0,547				0,497	
29	0,480				0,609	
30	0,506				0,539	

## Validity and Reliability Result

Also, the results of the validity and reliability tests show that the measurement instruments used in this study are highly reliable. For the variable “Listening to English Songs,” the reliability value reached 0,923, which shows high consistency in measurement. The validity of this instrument is also quite good, with the highest validity value reaching 0,673. The variable “Learning Enjoyment” has a reliability of 0,834, while “Vocabulary Mastery” reaches 0,924. The r-value obtained indicates a significant relationship between the variables studied.

Table 1.3 Kolmogorov-Smirnov Test

		Unstandardized Residual
N		70
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	16,36183653
Most Extreme Differences	Absolute	,053
	Positive	,053
	Negative	-,051
Test Statistic		,053
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

### Kolmogorov-Smirnov Result

In addition, the normality test conducted using Kolmogorov-Smirnov resulted in a p-value of 0,200, which is greater than 0,05. This indicates that the data is normally distributed, allowing the use of further statistical analysis, such as the t-test.

Table 1.4 T-Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig F. Change
1	,849 <sup>a</sup>	,721	,703	11,651	,721	40,146	2	31	,000

a. Predictors: (Constant), Learning Enjoyment, Listening Songs

b. Dependent Variable: Vocabulary Mastery

### T-Test Result

From the regression test results shown in Table 1.4, it is known that the correlation coefficient (R) value of 0,849 indicates a very strong relationship between the independent variable (in this case, the possibility of listening to songs and learning enjoyment) and the dependent variable. The R Square value of 0,721 indicates that 72,1% of the variation in the dependent variable can be explained by the two independent variables included in the model. Meanwhile, the Adjusted R Square value of 0,703 indicates that after adjusting for the number of variables and samples, the model still has a strong explanation of the dependent variable.

Furthermore, the Sig. F Change of 0,000 and F Change of 40,146 with degrees of freedom (df) 2 and 31, respectively, indicate that this regression model is significant overall. That is, the combination of the two independent variables together contributes significantly to the change in the dependent variable. Therefore, this model is suitable for explaining the relationship between listening to songs, enjoyment of learning, and learning outcomes (or the dependent variable under study).



Table 1.5 Descriptive Statistics

		Listening to English Songs	Learning Enjoyment	Vocabulary Mastery
N	Valid	70	34	70
	Missing	0	36	0
	Mean	47,74	58,00	45,51
	Median	41,50	59,50	38,50
	Mode	20 <sup>a</sup>	63 <sup>a</sup>	33
	Std. Deviation	23,081	5,673	20,087
	Variance	532,745	32,182	403,471
	Skewness	,464	-,722	,683
	Std. Error of Skewness	,287	,403	,287
	Kurtosis	-,868	-,173	-,765
	Std. Error of Kurtosis	,566	,788	,566
	Range	87	23	73
	Minimum	13	43	17
	Maximum	100	66	90

## Descriptive Statistics Result

Considering the descriptive statistics table, the number of valid respondents for each variable is 70 for Listening to English Songs and Vocabulary Mastery, while only 34 are found in Learning Enjoyment. The highest mean score is found in the Learning Enjoyment variable at 58,00, while the lowest mean score is found in the Vocabulary Mastery variable at 45,51. The median and mode for each variable show a varied distribution of the data, with Listening to English Songs and Vocabulary Mastery having a much wider range of values than Learning Enjoyment, reflecting the diversity of student responses.

According to the standard deviation and variance, Listening to English Songs has the largest data distribution (Std. Deviation = 23,081; Variance = 532,745), followed by Vocabulary Mastery (Std. Deviation = 20,087; Variance = 40,471), while Learning Enjoyment has the smallest distribution (Std. Deviation = 5,673; Variance = 32,182). This shows that students' enjoyment of learning is more uniform than the frequency of listening to songs or vocabulary mastery. The skewness values of listening to English songs and vocabulary mastery are positive, indicating a left-skewed distribution (more low values), while learning enjoyment has negative skewness, indicating a right-skewed distribution (more high values). The negative kurtosis values of the three variables indicate that the data distribution tends to be flatter than a normal distribution (platykurtic). These summary statistics provide an overview of the distribution and tendency of the students' scores on the three variables examined.

Table 1.6 Anova One Way

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10898,665	2	5449,332	40,146	,000 <sup>b</sup>
	Residual	4207,835	31	135,737		
	Total	15106,500	33			

a. Dependent Variable: Vocabulary Mastery

b. Predictors: (Constant), Learning Enjoyment, Listening Songs

## Anova One Way Result

Based on the ANOVA (Analysis of Variance) test results shown in the table, it is known that the regression model as a whole is significant in predicting the dependent variable, Vocabulary Mastery. The F value of 40,146 is obtained from the mean square regression of 5449,332 divided by the mean square residual of 135,737. With a degree of freedom (df) of 2 for the regression and 31 for the residual, and a significance value (Sig.) of 0,000, it can be concluded that the regression model consisting of the variables Listening Songs and Learning Enjoyment simultaneously has a significant effect on students' vocabulary mastery.

The sum of squares for the regression is 10898,665, which indicates the amount of variation in vocabulary mastery that can be explained by the model. Meanwhile, the residual sum of squares of 4207,835 shows the variation that cannot be explained by the model. The total variation (total sum of squares) is 15106,500. Since the significance value is far below 0,05, the regression model is considered appropriate and feasible to be used to explain the relationship between the independent variables (Listening Songs and Learning Enjoyment) and students' vocabulary mastery.

Table 1.7 Coefficients

		Unstandardized Coefficients		Standardized Coefficients	
	Model	B	Std. Error	Beta	t
1	(Constant)	22,096	21,546		1,026
	Listening Songs	,877	,099	,842	8,883
	Learning Enjoyment	-,325	,358	-,086	-,909

a. Dependent Variable: Vocabulary Mastery

## Coefficients Result

In this model, there are two independent variables analyzed, namely "Listening to Songs" and "Learning Enjoyment", on the dependent variable that is not specifically mentioned (for example, learning achievement or other variables according to the research context). The constant (intercept) value of 22,096 with a significance value (Sig.) of 0,313 indicates that the constant is not statistically significant at the 0,05 level of significance.

The variable "Listening Songs" has an unstandardized regression coefficient (B) of 0,877 with a significance value of 0,000. This indicates that this variable has a positive and significant effect on the dependent variable. That is, each unit increase in the variable "Listening Songs" will increase the value of the dependent variable by 0,877 units, holding other variables constant. The t-value of 8.883, which is well above 2, also confirms that the effect is highly significant. In addition, the standardized beta coefficient value of 0,842 shows that the influence of "listening to songs" is the most dominant compared to other variables in the model.

Meanwhile, the variable "Learning Enjoyment" has an unstandardized regression coefficient (B) of -0,325 with a significance value of 0,370. This value indicates that "Learning Enjoyment" has no significant effect on the dependent variable because the significance value is far above 0,05. The negative coefficient (-0,325) also indicates that an increase in "Learning Enjoyment" tends to decrease the value of the dependent variable, but since it is not significant, this effect cannot be generalized.



## Discussion

This study revealed three primary findings concerning the habit of listening to English songs, students' enjoyment of learning, and their vocabulary mastery. First, a strong and significant positive relationship was found between students' habit of listening to English songs and their vocabulary mastery, indicating that frequent exposure to English lyrics effectively enhances vocabulary mastery. Second, although students generally expressed high levels of learning enjoyment, this variable did not significantly predict vocabulary mastery, suggesting that enjoyment alone is insufficient without supportive learning strategies. Although learning enjoyment was conceptually associated with higher engagement and motivation, the regression analysis revealed that it did not contribute significantly to vocabulary mastery in this study. This suggests that enjoyment, while beneficial, may require complementary instructional strategies to effectively enhance vocabulary outcomes. Third, the interaction between listening habits and learning enjoyment demonstrated that the combination of both variables explained a substantial portion of the variance in vocabulary mastery; however, listening to songs remained the more influential factor. These findings highlight that integrating English songs into language instruction can significantly aid vocabulary development, even more so than enjoyment alone.

The first findings of this study reinforce and extend previous research on the positive impact of listening to English songs on students' vocabulary mastery. Consistent with prior studies (Astuti et al., 2023; Fadhila, 2022; Fauziah, S., & Yon, 2023; Hanif, 2023; Helmi., 2024; Murtiningsih, S.R., Putri, A.W.D., & Puspawati, 2023; Rahmania, 2023; Rochma, A., & Zuhriyah, 2023), which emphasize that English songs provide rich linguistic input, including vocabulary, grammar, and idiomatic expressions in an engaging and natural context, this study found that frequent exposure to English songs significantly enhances vocabulary mastery. The strong regression coefficient ( $B = 0.877$ ;  $p < 0.001$ ) supports the notion that the repetitive and contextual nature of song lyrics facilitates better retention and understanding of new words. Moreover, the enjoyment and emotional connection fostered through music may further motivate students to engage with language input more actively, thereby reinforcing the effectiveness of using English songs as a tool for vocabulary development.

The secondary findings of this study reinforce and expand upon the conclusions of prior research concerning the impact of learning enjoyment on language mastery. Consistent with previous studies (Anggreni, K., Sinambela, E., & Manurung, 2023; Karim, S. A., Sudiro, S., Annisa, D. R., Khairunnisa, H. I., & Rahmawati, n.d.; Natasya, A., Maharani, & Harahap, 2023; Pravitasari, H., & Rahmah, 2022; Turang, T. L., Olii, S. T., & Rombepajung, 2022; Wardiman, M., Aminah, & Dewi, 2022), this study shows that students who experience greater enjoyment while learning English, particularly through activities such as listening to English songs, tend to demonstrate greater vocabulary mastery. While prior research primarily highlighted the positive emotional impact and increased motivation resulting from enjoyable learning experiences, this study adds a quantitative dimension. It shows that learning enjoyment and the habit of listening to English songs together account for 72.1% of the variance in students' vocabulary mastery. These findings corroborate the idea that enjoyment fosters more effective language learning and suggest that integrating enjoyable elements, such as music, into classroom practice can significantly improve learning outcomes. Furthermore, the current findings address gaps in previous literature by providing empirical evidence from a representative sample and examining the relationship between emotional engagement and academic achievement. This offers a more comprehensive understanding of the importance of learning enjoyment in vocabulary mastery.

The third results of this study reveal that regular exposure to English songs, accompanied by high learning enjoyment, significantly contributes to students' vocabulary mastery, as evidenced by the strong correlation between these variables. This finding is consistent with previous research, which has demonstrated that frequent engagement with English songs not only introduces learners to new

vocabulary through repetition and contextualized lyrics but also enhances their motivation and emotional involvement in the learning process (Atmaja, D. A. D., Ngadiso, & Setyaningsih, n.d.; Dalimunthe & Haryadi, 2022; Despita, 2020; Kamil, 2024; Lembah, N., Manurung, K., & Mashuri, 2021; Nurkolip, 2020; Pardede, R. N., Sembiring, N., & Ginting, 20223; Setiyadi, 2023; Sun et al., 2024; Suryadi et al., 2020; Yudha & Mandasari, 2021; Yulianto, I., & Handayani, 2024). Similar to earlier studies, the present research confirms that music-based learning environments foster a more enjoyable and effective language mastery experience, leading to improved vocabulary retention and greater willingness to participate in classroom activities (Basori, B., & Setyowati, 2023; Khan, H.S., & Hassan, 2025; Madani, 2022; NR et al., 2022; Sari Yildirim & Taspinar, 2023; Wijirahayu & Sutiwan, 2023; Zaharani, 2023). However, this study extends previous findings by highlighting that the combination of listening habits and learning enjoyment can explain a substantial proportion of the variance in vocabulary mastery, as indicated by the high R Square value. This suggests that not only does music serve as a valuable pedagogical tool, but its impact is further amplified when students experience genuine enjoyment, thus reinforcing the importance of integrating engaging and emotionally resonant materials into language instruction.

The findings of this study have important implications for English language teaching, particularly in the context of vocabulary mastery. The strong positive relationship identified between listening to English songs and vocabulary mastery suggests that incorporating music-based activities into English lessons can significantly enrich students' vocabulary acquisition. Moreover, the research highlights that learning enjoyment acts as a crucial mediating variable, as students who experience greater enjoyment while learning are more motivated and engaged, leading to better vocabulary outcomes. Therefore, educators are encouraged to integrate listening to English songs into their instructional strategies, as this not only enhances vocabulary mastery but also fosters a more enjoyable and dynamic learning environment. Future research could further explore how different genres of English songs or varying levels of learning enjoyment influence vocabulary mastery, providing deeper insights into optimizing language learning through music.

This study serves as a preliminary exploration of the role of English songs and learning enjoyment in vocabulary mastery. Given its descriptive nature and reliance on self-reported questionnaire data, the findings should be interpreted within a limited scope. Future research is encouraged to adopt mixed-methods or inferential approaches to examine the relationships more rigorously. Including qualitative data, such as interviews or observations, and considering variables like song genres, learning styles, age, and prior exposure to music, may offer deeper insights. Longitudinal studies are also recommended to assess the long-term impact of music-based learning on vocabulary mastery and overall language proficiency.

## Conclusion

This study highlights the crucial role that regularly listening to English songs plays in enhancing students' vocabulary mastery. Repeated exposure to song lyrics provides rich language input in a natural and engaging context, supporting vocabulary mastery more effectively than enjoyment alone. Although students generally reported enjoying their learning experiences, enjoyment alone was not a strong predictor of vocabulary mastery without the use of strategies such as listening to music.

Moreover, the interplay between students' listening habits and their enjoyment of learning significantly contributes to vocabulary development. Together, these factors account for a significant portion of the variation in students' vocabulary mastery, with listening habits having a stronger influence. These findings suggest that an emotional connection and motivation derived from enjoyable activities, such as listening to music, when paired with consistent exposure, create an optimal environment for language learning.



The findings of this research have important implications for language educators. Incorporating English songs into lessons enriches vocabulary learning and fosters a lively, motivating classroom atmosphere. This dual benefit supports cognitive development and affective engagement, highlighting the value of integrating enjoyable, context-rich materials into language instruction.

As we look ahead, further studies employing various methodologies could enhance our understanding of how different music genres, learner characteristics, and levels of enjoyment influence language acquisition. Using qualitative and longitudinal designs would also provide insight into the long-term effects of music-based learning on vocabulary mastery and overall language proficiency.

## Author Contribution and Competing Interests

The first author was fully responsible for conducting the research, including designing the study, collecting data directly in the school, analyzing the results, and writing the entire manuscript through a long, detailed, and rigorous process. The development of this journal article required considerable time, dedication, and independent effort from the first author at every stage. The second author contributed by providing academic oversight, constructive feedback, and guidance throughout the research and manuscript preparation.

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