THE USE OF ENGLISH SONGS IN IMPROVING LEARNERS'

VOCABULARY MASTERY

(A Case Study at English Department Batch 2019)

A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University
as Partial Requirements to Obtain Bachelor Degree
in English Literature Study Program

BENING BINAR FANTASYA

F041191038

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
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LEGITIMATION

THESIS

THE USE OF ENGLISH SONGS IN IMPROVING LEARNERS' VOCABULARY MASTERY (A CASE STUDY AT ENGLISH DEPARTMENT BATCH 2019)

BY

BENING BINAR FANTASYA

Student ID Number: F041191038

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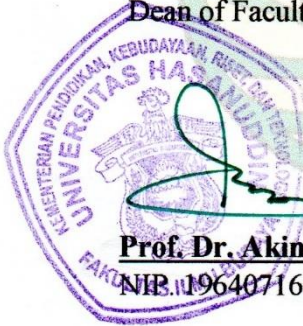
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NIP. 196311031988112001   NIP. 196004091987032001

Dean of Faculty of Cultural Sciences   Head of English Literature Study Program
of Hasanuddin University

Prof. Dr. Akin Duli, M.A.   **Dra. Nasmilah, M.Hum, Ph.D**
NIP. 196407161991031010   NIP. 196311031988112001
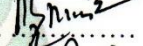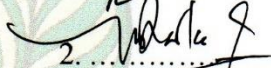
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FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY

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On Friday, September 8th 2023, the Board of Thesis Examination has kindly approved a thesis by **BENING BINAR FANTASYA** (F041191038) entitled *"The Use of English Songs in Improving Learners' Vocabulary Mastery (A Case Study at English Department Batch 2019)"* submitted in fulfil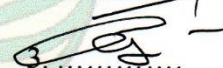lment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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1. Dr. Abidin Pammu, M.A., Dipl. TESOL.   Examiner I   1. …………..

2. Hidayatullah Yunus, S.S., M. Tesol.   Examiner II   2. …………..

STATEMENT OF ORIGINALITY

The undersigned;

Name   : Bening Binar Fantasya

ID Number   : F041191038

Department   : English Literature

Thesis Tittle : The Use of English Songs in Improving Learners' Vocabulary

Mastery (A Case Study at English Department Batch 2019)

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any material which have been published by other people, and it does not cite other's people idea except the quotations and the reference.

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The writer,

Bening Binar Fantasya
NIM. F041191038

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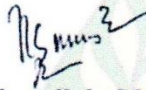
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With reference to the letter of the Dean of Faculty of Cultural Sciences
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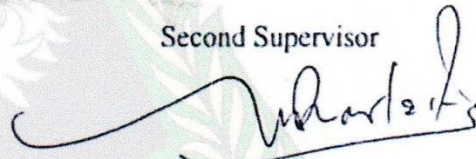Makassar, 23nd August, 2023

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First Supervisor
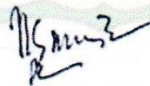
Second Supervisor

Dra.Nasmilah, M.Hum, Ph.D.
NIP. 196311031988112001

Dra. Marleiny Radjuni, M.Ed
NIP. 196004091987032001

Approved by the Execution of Thesis Examination by
The Thesis Organizing Committees

On Behalf of Dean
Head of English Literature Study Program

Dra. Nasmilah, M.Hum, Ph.D.
NIP. 196311031988112001

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It is recognized that this study contains inherent flaws and imperfections, so the author remains open to receiving valuable comments, constructive criticism, and insightful suggestions from readers.

Makassar, 20th September, 2023

Bening Binar Fantasya

ABSTRACT

Bening Binar Fantasya, 2023, *The Use of English Songs in Improving Learners'
Vocabulary Mastery (A Case Study at English Department Batch 2019).*
(Supervised by **Nasmilah** and **Marleiny Radjuni**)

The English language has appeared as the dominant global language of the twenty-
first century. There are, however, some individuals who might have difficulty
learning English, particularly those who reside in a country where the language is
rarely used in everyday life. The process of developing a vocabulary is one of the
most challenging, yet crucial parts of learning a foreign language. However, there
are several methods that can be used to improve someone's vocabulary. One of the
methods that are considered more convenient for learners is the use of an English
Song

This research aims to identify the effect of listening to English songs in improving
learners' vocabulary mastery as well as the motives that influence learners to
include English songs in their language learning. There were 20 students of English
Literature at Hasanuddin University Batch 2019 who were chosen to be the research
participants of this study. In revealing the data, the researcher employed a
qualitative descriptive approach. The data were obtained through a questionnaire
by Google Forms and interviews via WhatsApp calls. The data revealed that there
is high interest among the participants in using English songs and considering it as
an effective platform that contains multiple positive effects in improving
vocabulary.

Keywords: English song, Vocabulary, effects

ABSTRAK

Bening Binar Fantasya, 2023, *The Use of English Songs in Improving Learners' Vocabulary Mastery (a Case Study at English Department Batch 2019).* (Supervised by **Nasmilah** and **Marleiny Radjuni**)

Bahasa Inggris telah muncul sebagai bahasa global yang dominan pada abad kedua puluh satu. Namun, ada beberapa orang yang mungkin mengalami kesulitan belajar bahasa Inggris, terutama mereka yang tinggal di negara dimana bahasa tersebut jarang digunakan dalam kehidupan sehari-hari. Proses mengembangkan kosa kata adalah salah satu bagian yang paling menantang namun penting dalam belajar bahasa asing. Namun, ada beberapa metode yang bisa digunakan untuk meningkatkan kosakata seseorang. Salah satu metode yang dianggap menyenangkan bagi pembelajar adalah penggunaan lagu berbahasa Inggris

Penelitian ini bertujuan untuk mengidentifikasi pengaruh mendengarkan lagu berbahasa Inggris dalam meningkatkan penguasaan kosakata pelajar serta motif yang mempengaruhi pelajar untuk menggunakan lagu berbahasa Inggris dalam pembelajaran bahasa mereka. Mahasiswa Sastra Inggris Universitas Hasanuddin Angkatan 2019 berjumlah 20 orang dipilih menjadi partisipan penelitian penelitian ini. Dalam mengungkap data, peneliti menggunakan pendekatan deskriptif kualitatif. Data diperoleh melalui kuesioner melalui Google Forms dan wawancara melalui panggilan WhatsApp. Data menunjukkan bahwa terdapat minat yang tinggi di antara para peserta dalam menggunakan lagu-lagu berbahasa Inggris dan menganggapnya sebagai platform efektif yang memiliki banyak efek positif dalam meningkatkan kosa kata

Kata kunci: Lagu Berbahasa Inggris, Kosa Kata, Efek

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CHAPTER I

INTRODUCTION

A. Background of the study

English, spoken by approximately 2 billion people as the language of communications, education, information, technology, commerce, infotainment, and politics, has emerged as the dominant global language of the twenty-first century. Thus, having the ability to communicate and understand the English language has become a skill that is highly demanded in the world we are living in today. However, learning English might appear quite difficult for some people, especially those living in a country where English is a foreign language like Indonesia. People are facing difficulty in learning the English language because the language is rarely used in daily life, hence most people commonly have a limited vocabulary. A lack of English usage in daily life may leave speakers lacking in the words and expressions that are necessary for fully expressing thoughts, ideas, and feelings. However, Building a vocabulary is undeniably one of the most complicated aspects of language acquisition. It requires an effort to not only memorize words but also to understand their meanings, nuances, and correct usage.

The term "vocabulary" refers to all of the words in a language that are comprehended by a specific person or group of people. Mastery of vocabulary will allow us to be able to form words to communicate in the English language effectively. On the contrary, if someone masters a very limited vocabulary it

will create ineffective communication. Listening vocabulary, speaking vocabulary, writing vocabulary, and reading vocabulary are the four primary categories of vocabulary, with different sets of rules for Each type. Listening vocabulary is often learned first, followed by speaking, reading, and ultimately written vocabulary. Developing vocabulary proficiency requires more than memorizing a list of words; it involves understanding their meanings, connotations, and contextual nuances. In addition, it allows individuals to select the precise word that captures their intended message, elevating their expression to a higher level of clarity and accuracy. Naturally, vocabulary expands as someone grows and discovers new things. Meanwhile, some people might develop specialized vocabularies as a result of their education and interests. Therefore, Improving learners' vocabulary can be done at various ages and every level of education.

There are plenty of methods that can be used to improve someone's vocabulary. Some of the methods are considered to be more convenient and delightful for the learners, one of the methods is using English songs that can be easily accessed in the digital world like nowadays. The fact that English songs are readily available online is one of the most amazing benefits of using them to increase vocabulary. With the introduction of streaming services, social media, and online music libraries, students now have access to a wide variety of songs from all genres and eras. With this convenience, there is no longer a need for tangible resources, and learning can be personalized to suit the interests of every individual.

Song is undeniably close to human life, millions of people listen to songs almost every day in their life, On top of that song is one of the most enjoyable and accessible media that can be utilized to learn a foreign language. The lyrics of a song are often formed of informal expressions and terms that we do not typically encounter when learning a language, Listening to songs helps us to better integrate the words, and phrases and improve our vocabulary. In addition, The use of English songs in improving vocabulary has several benefits for learners. Firstly, it provides an enjoyable and engaging way of learning new words. Learners are more likely to remember the words when they are taught through a medium that they enjoy. Secondly, songs can help learners to develop their listening and speaking skills, which are essential components of language learning. By listening to songs, learners can improve their pronunciation and intonation. Finally, the use of English songs can help learners to develop their cultural awareness and appreciation.

Initially, the researcher intends to investigate the effects of English songs in improving learners' vocabulary because the researcher believes that the use of songs in language learning has multiple effects that vary for each individual, Listening to the songs could also expose learners to authentic material, intonation, and rhythm used by native speakers, it also reflects current cultural trends, and colloquial language. In addition, the amount of vocabulary learners have has impacted their performance in the English language and their ability to gain wider knowledge, both academically and non-academically. Furthermore, this study will focus on observing the learners of English

Literature at Hasanuddin University Batch 19. The researcher chose these participants based on their interest in listening to English songs to support their language-learning process. The researcher seeks to focus on the effects as well as the learners' motivation for the use of English songs in improving learners' vocabulary mastery.

B. Identification of The Problem

From the background mentioned above, the researcher identified various issues related to the use of English songs in improving learners' vocabulary mastery, as follows;

1. Memorizing vocabulary is challenging

2. A traditional method such as memorizing a list of vocabulary is relatively ineffective and tedious

3. Learners face difficulty choosing the proper song to learn from

4. Learners' focus prone to get distracted while listening to a song while learning from it

5. Some obstacles can be encountered by learners in using certain songs due to language content, pronunciation, the pace of the song, and loud music.

6. Generally, people only listen to a song as a form of entertainment purposes, instead of for educational purposes

C. Scope of Problem

Based on the findings of some of the problems above, the researcher will limit the focus to the following :

1. The effect of English songs in improving learners' vocabulary mastery.

2. The reasons that affect learners to utilize English songs as a practical way to improve learners' vocabulary mastery.

D. Research Questions

From the explanation above, the researcher formulates questions as follows:

1. What effect does listening to English songs have on learners' vocabulary improvement?

2. What are the motives that motivate learners to use English songs as a medium to improve their vocabulary mastery?

E. Objectives of The Study

Based on the research problem, the research attempts to ;

1. To explore the effect of listening to English songs in improving learners' vocabulary mastery.

2. To find out the motives that influence learners to utilize English songs to improve their vocabulary mastery.

F. Significance of The Study

Theoretically, the findings of this study are expected to help fill in gaps in education and provide solutions to issues, especially for individuals who want

to concentrate on improving their English language learning. Furthermore, the researcher hopes that this study can elicit a new method of vocabulary learning. The researcher acknowledges the use of songs can be beneficial to use in the teaching-learning process and potentially enhance the process of it. Moreover, This study will provide references and descriptive views on the use of songs in vocabulary improvement and could be utilized to assist other researchers in research on a similar topic. Lastly, the researcher will be able to use what she has learned from this study to implement her teaching techniques in the future. The study also enlightens the researcher on the benefits of using English songs in vocabulary improvement.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Numerous studies have explored vocabulary improvement in the language learning process. However, each of these studies occurs differently in terms of its subject, methods, and objectives. One of the studies was carried out by Agustina (2019) *"Using English Video Songs to Improve the Students' Vocabulary Mastery at Mts Manbail Futuh Tuban".* Finding out how well English video songs for teaching vocabulary work is the goal of this study. The researcher adopted the quasi-experimental research design, and for the research instrument to collect data, the researcher used observation field notes, pre-test as well as andst-test. At the end of her study the researcher concluded that in improving students' vocabulary mastery, the use of video songs is proven to be quite effective and appropriate to be implemented on the classroom.

Similar study related to song as a medium to learn English language was also done by Thahura (2022) *"Improving Vocabulary Acquisition through Popular Songs".* The researcher conducted this study on 30 students of English subject in class X at SMPN 16 Banda Aceh using experimental teaching, in which she gave pre-test and post-test with no control group, she also attained interviews with the students. This study aimed to learn the effectiveness of vocabulary learning by using the popular song and find out the perception of the students about it. The study findings indicated the positive progress of the students which have proven by the mean score of the pre-test (53.93) increased

in the post-test (84), also the students gave positive responses towards the method used in this study. The researcher finished the study with the conclusion that teaching students' with popular song can develop students' vocabulary acquisition

In the same manner discussing song in vocabulary improvement Mariana, Hasibuan, & Risnawaty (2021) came with the title *"Improving Students' Vocabulary through English Song"*. The study involved 30 students from class XII (2020/2021 academic year) at SMK Einstein School. This study was conducted using Classroom Action Research (CAR) which contains four cycles such as planning, implementing, observing, and reflecting. This study aims to improve the twelfth-grade students of SMK Einstein School in mastering vocabulary through English songs. This study shows that The students' involvement in the introduction, discussion, and practice sessions improved from Cycle I with an average score of 67,43 to Cycle II with an average score of 85, which concludes that songs have significantly impacted the students' vocabulary improvement.

Examined the same topic about song in language learning, Hatimah et al. (2018) done a study with the title *"Song-Based Lesson in Improving Vocabulary: "An Experimental Study of the Second Year Students of Mts Negeri Bantaeng"*. A quasi-experimental approach with two groups were used in this study by the researcher, they served as the experimental and the control group. Each of the groups consisted of 20 students and both groups were given pre-test and post-test. As for the instrument of this study, the researcher utilized a

vocabulary test that consists of five types; writing the meaning of words, matching words and the meaning, finding the synonym and antonym of the words, arranging scrambled letters, and writing simple sentences. This study aimed to discover whether using a Song-Based lesson is effective to improve students' vocabulary. The outcome of the data analysis revealed a considerable difference in implementing a vocabulary list and a song-based lesson that can be seen from the post-test of the experimental group score that significantly increased compared to the control group. In conclusion, this study shows that Song-Based Lesson is proven to be effective in improving the students' vocabulary and gives greater contribution, and is more productive than the use of a vocabulary list.

Kuśnierek (2016) conducted a similar research entitled *"The role of music and songs in teaching English vocabulary to students"*. The subjects of the study were twenty-eight learners from one class. In the study, two groups of fourteen sixth-grade students were divided into two groups consisting of twelve and eleven-year-olds who were at a beginner's level. There were sixteen males and twelve females. Three types of data collection tools were used during the sequence of two lessons: a questionnaire: a preliminary questionnaire and an evaluation questionnaire after lessons with the use of songs, and the teacher observations. Furthermore, students were also required to write pre-tests before the new vocabulary was introduced and post-tests on vocabulary after lessons to reflect on their understanding. The results of this study show that music is an interest shared by many students. That is because music is heard almost

everywhere and is easily accessible to young people. Listening to songs at home also helped the learners from the experimental group to put the verbs in long-term memory.

Lastly, Çevikbaş, G., Yumurtacı, N., & Mede, E. (2018) explored a similar study entitled *"Effects of songs on the development of vocabulary among first grade EFL learners"*.The purpose of this study was to examine the impact of using songs in English as a foreign language (EFL) classrooms and examine to what extent it contributes to the vocabulary development of first graders. Using a case study approach, this study examines any increase or decrease in newly learned vocabulary development within the specific time first graders are exposed to educational songs. The participants were 1st-grade Turkish EFL learners studying at a private K-12 school in Istanbul, Turkey. The data were collected through pre- and post-vocabulary tests, picture drawings by students, and teacher reflections on using songs while teaching English to young learners (TEYL). Results of the study indicated that songs provided young learners with the opportunity to improve their vocabulary, and teachers perceived them as effective pedagogical tools for promoting vocabulary during the teaching of English to young learners.

B. Theoretical Background

a. Vocabulary

Vocabulary refers to the complete set of words and phrases that a person knows and understands in a particular language. As the term implies, it refers to the inventory of words that are used by individuals so that they can express

themselves, comprehend others, and communicate effectively. Likewise, Hatch and Brown (1998) stated that a list or set of words for a certain language or a list of words that individual speakers of a language might use. vocabulary is a basic element of language proficiency and gives a large amount of the basis for how learners speak, listen, read, and write (Richard and Renandya, 2002).

As an essential component of the language, vocabulary needs to be acquired by learners in learning a foreign language to achieve the ability to communicate in the target language. Learners who acquired such a limited vocabulary are believed to be attained less than their potential, thus having a good strategy and acquiring an extensive amount of vocabulary is important for language learners.

b. Types of vocabulary

According to several experts, there are various kinds of vocabulary. Initially, vocabulary is separated into two types based on the word's characteristics which are receptive or receive and productive or achieve. The words that individuals employ to write and speak thoughts and ideas are referred to as productive vocabulary. Hence, it can be concluded that all of the terms that individuals use to speak and write are included in productive vocabulary. whilst The words individuals comprehend in reading or listening, are referred to as receptive vocabulary. In conclusion, receptive vocabulary includes all of the words that individuals process while obtaining knowledge. Likewise as claimed by Good (1959, as cited in Julita 2011) vocabulary is separated into four types, it is oral, writing, listening, and reading vocabulary. A word used by a person

to express thoughts vocally and actively is known as oral vocabulary. Words often employed in writing were referred to as writing vocabulary. Listening vocabulary referred to individuals who understood what they listened to, whereas reading vocabulary referred to words in the form of writing. Moreover, there are four degrees of vocabulary that often appear in the language.

1. High-frequency words

    The most common word families that go from 2000 to 3000 are known as High-frequency words. Because these words account for more than 80% of the running words in any written or spoken text, they are the primary focus of vocabulary learning.

2. Low-frequency words

    The rest of the word classes in which these words are recognized or worth learning are determined by the learner's concerns, academic background or current studies, the field of employment, and social, cultural, and natural surroundings, among other factors. Infrequently do the words appear.

3. Academic words

    Educational writings such as books, courses, booklets, journal articles, reference handbooks, and seminar presentations use these word categories far more frequently compared to non-academic usage across fields.

4. Technical words

Included in a Low-frequency word family indicates that these word classes are used foremost in a certain discipline, employment, entertainment, culture, or another particular field. These words are commonly known only by people with involvement or mastery in related areas.

c. The Importance of Vocabulary

Vocabulary, being one of the skill aspects of language, is extremely important for language learners (Cameron, 2001). Arguably, there are multiple aspects of learning a language, particularly for English language learners, vocabulary is the most important of all. John Dewey (1910, as cited in Bintz, 2011) expressed that a word is an instrument for thought about the meanings that it would express, hence vocabulary is vital. Without a sufficient amount of vocabulary, someone will face difficulty in expressing as well as understanding the language, this is to the notion stated by Krasen (24 as cited in Siregar 2013) that stated the basis of communication is vocabulary.

Similarly, Schmitt (2000) explained that "lexical knowledge is central to communicative competence and the acquisition of a second language". Additionally, Rivers (1989, as cited in Nunan 1991), asserted that To succeed in second language practice having a sufficient vocabulary is essential because, without extensive vocabulary, the structures and purposes that have been learned for comprehensible communication will be unable to be used.

Having a large vocabulary enables learners to express themselves more precisely and accurately, and to understand more fully what they are reading and hearing. Having a strong vocabulary also allows learners to engage in more complex conversations and express a wider range of ideas and opinions. It helps to increase confidence and understanding when engaging in conversations, as well as providing learners with a deeper understanding of the language. Additionally, having a strong vocabulary can help learners to more quickly and accurately acquire new information, making learning a new language easier and faster. In conclusion, vocabulary is the core component that essentially every learner needs to acquire to perform the language effectively.

d. Song

As one of the most used pieces of media in human lives, song has provided so many benefits for humans both for entertainment as well as education. It is an interesting and valuable resource that can be handily utilized in the language learning process. Music can help to improve memorization and understanding of foreign words. It can also help to create a positive atmosphere and reinforce motivation. A mixture of music, tones, and lyrics is commonly referred to as a song, it is a form of composition in which a secular text is placed into music. Griffe (1992) explained that Songs are a unique form that shares characteristics with speech and poetry. Songs and speech are both vocally generated, linguistically meaningful, and musical. Songs can be used to create an atmosphere conducive to language learning, as the musical nature of the song can help to engage the learner. The musical aspect can also help to make the

material more memorable, as the melody and rhythm of the song can provide an auditory cue to help improve recall. Additionally, songs can also help to develop listening and pronunciation skills, as the learner can hear the correct pronunciation of words and then repeat them.Therefore, Song has the power to create certain situations and if it is used effectively, songs will be advantageous in language learning.

e.   Function of Song

To mankind, songs are exceptionally useful**.** Songs are admittedly an inevitable part of human life nowadays, people use a song to express their minds and their feelings. Furthermore, songs have contributed to so many aspects of human life whether it is for political, medical, and especially educational purposes.

In the educational field,songs can be particularly effective in helping students learn and retain information. Many educators incorporate songs into their lessons to enrich the learning experience and make it more enjoyable for their students. For instance, educational songs can be used to teach children the alphabet, counting, and even basic concepts like colors and shapes. By using songs as a teaching tool, teachers can capture students' attention and make the learning process more engaging and interactive. Quest (1999) found that even when used passively, music has a favorable impact on language acquisition.

Similarly, Wedo (2009) claimed that There are numerous advantages of utilizing songs to teach English to young learners. The use of songs in the

language learning process is helping the learners to acquire language skills. It can help young learners enhance their listening and pronunciation skills, which can assist them to improve their speaking abilities (Murphey,1992). In addition, Songs frequently contain idiomatic idioms, regional accents, and cultural cues that can provide language learners a more immersive and authentic language experience. The learner's capacity to comprehend and communicate in a variety of circumstances is improved by this exposure to real-life language usage. Murphey (1992) also claimed that Songs can help students acquire vocabulary, sentence structures, and phrase patterns, as well as reflect mother tongue culture.