



INCORPORATING SONG LYRICS AS A TECHNIQUE FOR TEACHING ENGLISH AT SECONDARY SCHOOL LEVEL

Nita Aprilia Utami¹, Henny Uswatun Hasanah², Feby Iriyanti³ Imana Zulfa⁵, Riska
Ramadhani⁶, Hidayatullah Nurul Hakiki⁷

¹nitaapriliau@gmail.com, ²henny_doank83@yahoo.co.id, ³febyrihol@gmail.com,
⁴imanazulfa17@gmail.com, ⁵riskasyarif50@gmail.com, ⁶hakikyy07@gmail.com

^{*1}Universitas Islam Negeri Madura, Pamekasan, Jawa Timur, Indonesia

²Universitas Islam Negeri Madura, Pamekasan, Jawa Timur, Indonesia

³Universitas Islam Negeri Madura, Pamekasan, Jawa Timur, Indonesia

⁴Universitas Islam Negeri Madura, Pamekasan, Jawa Timur, Indonesia

⁵Universitas Islam Negeri Madura, Pamekasan, Jawa Timur, Indonesia

⁶Universitas Islam Negeri Madura, Pamekasan, Jawa Timur, Indonesia

⁷Universitas Islam Negeri Madura, Pamekasan, Jawa Timur, Indonesia

ABSTRACT

English plays a crucial role in today's modern era. However, many students especially those at the junior high school level often perceive learning English as boring and difficult, they want to learn easily in learning English. To address this, educators are encouraged to adopt innovative and engaging teaching techniques. One such technique is incorporating song lyrics into English language instruction. This study explores the use of using songs as a teaching technique in secondary schools to helps studens in improve english skills, and want to know what skills that can improved by using a song in learning English, with a focus on eight and ninth grade at SMP 5 Pamekasan. Employing a qualitative descriptive method, data were collected through interviews with English teachers, to find out the phenomena that occur in depth, details, and written in the form of descriptions. The findings reveal that the use of songs in the classroom can improved students' English language skills, including speaking, listening, reading, and writing, and contributes to their pronunciation, linguistic knowledge and cognitive development. By using a song, students easily in improve their English skill. Overall, songs serve as valuable pedagogical tool that fosters student engagement and facilitates more effective English learning.

Keywords: Music, Secondary School, Song, Teaching English, Teaching Technique

A. INTRODUCTION

The process of learning English encompasses the development of four fundamental language skills: speaking, listening, reading, and writing. However, teaching English at the secondary school level presents a number of challenges. One of the primary difficulties is that students often perceive English as a difficult subject, leading to a lack of interest and motivation. In today's technology-driven era, there are numerous innovative strategies and methods available



to make English learning more engaging and accessible. Among these, the use of songs has emerged as an effective technique to capture students' attention.

Motivation plays a crucial role in language learning. Motivated students are more likely to persist in their studies and achieve better outcomes (Hakan Tarhan, 2014). Consequently, educators are encouraged to adopt creative approaches that foster a positive and engaging learning environment. One such approach is the integration of authentic materials, such as songs, which can bridge the gap between classroom instruction and real-life language use.

Songs, as artistic expressions combining melody and language, have proven to be both enjoyable and educational in English language classrooms. Despite occasional challenges such as rapid tempo and complex pronunciation, research shows that integrating songs into lessons can enhance the learning experience. This technique helps reduce the perception that English is difficult, making the learning process more natural and enjoyable. Students tend to feel more enthusiastic and motivated, and as a result, can significantly improve their English language skills.

Songs also expose learners to natural language elements such as pronunciation, intonation, and idiomatic expressions, which are often absent from conventional textbooks. This exposure not only enhances listening comprehension and vocabulary acquisition but also promotes cultural awareness (Kumar dkk., 2022).

Previous studies have confirmed that using songs in English classrooms can significantly improve students' motivation and language proficiency, particularly in speaking and vocabulary development (Suprihatin, 2021). Songs' repetitive lyrics and catchy rhythm help students retain vocabulary and sentence structures more efficiently (Ifoema Omolara, 2023). The repetitive and rhythmic nature of songs aids in the retention of vocabulary and grammatical structures. Moreover, schools that have implemented song-based instruction report increased student engagement and more effective language practice (Lailatuzzakiya dkk., 2020).

Recent findings also highlight the potential of songs to reduce students' anxiety and create a relaxed learning atmosphere. In such settings, students are more willing to participate in



speaking and listening activities, resulting in improved language retention and classroom interaction. The non-threatening nature of song-based practice is particularly helpful for students who lack confidence in their language abilities (Putri dkk., 2025).

Additional support is provided by a study conducted by Jannah and Ayu (Jannah & Ayu, 2022). Found that the use of English songs significantly improved the speaking skills of eighth-grade students at SMP Negeri 2 Banguntapan. The students described song-based learning as fun, engaging, and beneficial in enhancing both fluency and vocabulary. Many also reported increased motivation due to the enjoyable nature of the activities. Incorporating songs into English instruction at the secondary school level appears to be a promising strategy for creating a dynamic and effective learning environment.

Based on these findings, this study aims to explore how the use of songs can help students improve their English language proficiency and what are the skills that can be improved by using song as a technique in learning English at SMP Negeri 5 Pamekasan.

B. METHOD

This study adopts a qualitative research approach, which is appropriate for exploring and understanding social phenomena within their natural context (Sugiyono, 2019). The main objective is to examine how songs can be employed as a technique to enhance English language skills among secondary school students, specifically those in the eighth and ninth grades. It also aims to identify which specific language skills are most improved through this method.

Data were collected through semi-structured interviews, allowing the researcher to obtain in-depth information directly from participants. Interviews are an effective method in qualitative research for gaining insights into participants' experiences, perceptions, and perspectives (Donald dkk., 2010). In this study, semi-structured interviews were conducted with English teachers at SMP 5 Pamekasan to explore their views on the integration of songs in English language teaching and its impact on students' skills.

The interview protocol included questions related to the implementation of songs as a teaching technique, and the perceived improvements in various English skills such as speaking,



listening, vocabulary, and pronunciation. All interviews were recorded and transcribed verbatim for further analysis.

The collected data were analyzed using a descriptive qualitative approach, wherein the researcher systematically organized, categorized, and interpreted the data to gain a comprehensive understanding of the phenomenon under study (Sugiyono, 2019). This method enabled the researcher to present a detailed explanation of how songs are used in English teaching and their help on students' language proficiency.

C. FINDINGS AND DISCUSSION

The findings from this study reveal that the English teacher at SMP 5 Pamekasan employs a song-based teaching technique commonly known as *fill-in-the-blank lyrics*. In this technique, students are provided with printed song lyrics with certain words or phrases omitted. The activity is conducted in three listening rounds:

- a. **First round:** Students listen to the full song to familiarize themselves with the rhythm and context. The teacher observes how students engage in scanning techniques to understand the overall meaning.
- b. **Second round:** Students attempt to complete the missing words or phrases in the lyrics based on what they hear.
- c. **Third round:** Students listen to the song one final time to confirm and revise their answers. After completing the listening activity, the teacher facilitates a class discussion about the meaning of the song. Students are then asked to submit their completed lyrics, which the teacher checks for grammar, spelling, and accuracy. Finally, students are invited to read the full lyrics aloud to assess their pronunciation and reading fluency.

Ms. Mega, one of the English teachers, stated: “The use of songs or music in student learning can make students enjoy learning English who originally did not like English. Things like this can improve various English skills in these students.” This statement is consistent with the results of the study, which indicate that the integration of songs into English instruction positively impacts several language skills:

Speaking and Pronunciation



Music or song can help students in improving some of the student's English skills. In using song as a technique to teach English, students can practice their speaking. Where this song can help students improve their pronunciation. With songs, students can improve their pronunciation, such as being fluent in speaking like native speakers and knowing English idioms that are often used by native speakers (Jubran, 2024). The presence of idiomatic expressions and everyday vocabulary in song lyrics also enhances students' ability to speak naturally.

Vocabulary Acquisition

In this case, students can also indirectly increase their vocabulary with the vocabulary contained in the song lyrics (Rais dkk., 2020). Students are exposed to new vocabulary in meaningful contexts. This happens because students understand English more easily with the song so that students remember it more easily (Karimullah, 2024). Therefore, the use of this song has an indirect impact on students' vocabulary mastery. Students tend to master more English vocabulary with English songs (Setiyadi, 2024). The mastery of sufficient vocabulary is the initial capital of students in speaking this makes students feel more confident in communicating or conducting conversations in their daily lives in class (Jazvin, 2024).

Listening Skills

By using this song, students can also train their hearing, this has an impact on the listening skills possessed by students. The frequent use of songs sharpens students' listening abilities. Students who often listen to songs in English indirectly stimulate students in terms of hearing, students will be more sensitive to the English spoken through each song lyric. With this listening ability, students find it easier to acquire language and master English as a foreign language (Shakhnoza dkk., 2024).

Reading Skills

The use of songs in learning English can also train students' reading skills. When students read song lyrics while listening, they unconsciously improve their reading fluency and speed. Reading skills in students are quite easy to understand by using the song. Students feel happy with the instruction of reading activities by following the tempo and rhythm of the song and repeating every lyric in the song (Arslan, 2015). Repetition of lyrics also helps improve sight



word recognition. That way, students feel enthusiastic about learning English and are not bored, so they always pay attention in the English learning process.

Writing and Grammar

Teaching techniques using this song can help students improve their writing skills. Post-listening tasks such as rewriting or summarizing lyrics enable students to enhance their writing skills. In this case, students can write a paragraph or story with song lyrics that have been listened to before (Rezeki & Husin, 2024). Therefore, students can also indirectly improve their sentence structure or grammar during the writing process to supports the development of accurate and creative writing. This song-learning technique can make learning much more fun and enjoyable in learning writing and grammar.

Linguistic and Cognitive Development

Beyond language skills, learning English by using songs can affect the linguistics of students, where it is easier to master vocabulary, grammar, and pronunciation (Hamilton dkk., 2024). In addition, using songs can make students creative and think creatively (Chen dkk., 2024). This will make learning more interesting, so it can support innovative and collaborative learning because it can train students to be more responsive in learning English at classroom (Xu & Li, 2025).

D. CONCLUSION

In conclusion, this study demonstrates that incorporating songs as a teaching technique in secondary school English classrooms can significantly enhance students' language proficiency across various skills, including pronunciation, speaking, listening, reading, and writing. Moreover, the use of songs helps students develop a better understanding of grammar and sentence structure in an engaging and enjoyable manner. The implementation of this technique also contributes to increased student motivation and interest in learning English. It fosters a more dynamic and collaborative classroom atmosphere, encouraging critical thinking, creativity, and improved self-confidence among learners. Therefore, the integration of songs into English language teaching not only enriches the learning experience but also supports the creation of an innovative and interactive learning environment that facilitates more effective language acquisition.



REFERENCES

- Arslan, D. (2015). First Grade Teachers Teach Reading with Songs. *Procedia - Social and Behavioral Sciences*, 174, 2259–2264. <https://doi.org/10.1016/j.sbspro.2015.01.884>
- Chen, M., Mohammadi, M., & Izadpanah, S. (2024). Language learning through music on the academic achievement, creative thinking, and self-esteem of the English as a foreign language (EFL) learners. *Acta Psychologica*, 247, 104318. <https://doi.org/10.1016/j.actpsy.2024.104318>
- Donald, A., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2010). Introduction to research in education. *New York: Nelson Education, Ltd*, 438.
- Hakan Tarhan. (2014). *Motivation, Learner Identity, and Language Learning*. ResearchGate. https://www.researchgate.net/publication/326551056_Motivation_Learner_Identity_and_Language_Learning
- Hamilton, C., Schulz, J., Chalmers, H., & Murphy, V. A. (2024). Investigating the substantive linguistic effects of using songs for teaching second or foreign languages to preschool, primary and secondary school learners: A systematic review of intervention research. *System*, 124, 103350. <https://doi.org/10.1016/j.system.2024.103350>
- Ifoema Omolara. (2023). *The Method of Teaching English Using Music*. ResearchGate. https://www.researchgate.net/publication/367151939_The_Method_of_Teaching_English_Using_Music
- Jannah, R. L., & Ayu, A. P. (2022). Penggunaan Lagu Bahasa Inggris Untuk Meningkatkan Kemampuan Berbicara Siswa Kelas VIII C SMP Negeri 2 Banguntapan. *Seminar Nasional Pengenalan Lapangan Persekolahan UAD*, 1179–1188.
- Jazvin, E. (2024). *The effect of music on the second language acquisition in English*. <https://www.diva-portal.org/smash/record.jsf?pid=diva2:1848922>
- Jubran, S. M. (2024). An Instructional Model Based on Mobile Microlearning for Teaching English Idioms Through Songs to EFL Learners. *Theory and Practice in Language Studies*, 14(4), 1105–1111. <https://doi.org/10.17507/tpls.1404.18>
- Karimullah, I. W. (2024). Improving students speaking ability with English song. *Journal of Social Research*, 3(3), 888–900.
- Kumar, T., Akhter, S., Yunus, M. M., & Shamsy, A. (2022). Use of Music and Songs as Pedagogical Tools in Teaching English as Foreign Language Contexts. *Education Research International*, 2022(1), 3384067. <https://doi.org/10.1155/2022/3384067>
- Lailatuzzakiya, S., Sari, N., & Hana, J. N. (2020). *Exploring Students' Learning Strategy: Will Listening to English Song Enhance Speaking Skill?* 122–129. <https://doi.org/10.2991/assehr.k.200427.025>



- Putri, C. S. S., Gumelar, W. S., & Gaffar, A. (2025). Investigation English Songs To Reduce Speaking Anxiety In Efl Classroom. *Journal of Teacher Training and Educational Research*, 2(3), Art. 3. <https://doi.org/10.71280/jotter.v2i3.455>
- Rais, B., Pranowo, D. D., & Sari, R. P. I. P. (2020). The use of song in teaching English pronunciation. *1st International Conference on Language, Literature, and Arts Education (ICLLAE 2019)*, 133–137. <https://www.atlantispress.com/proceedings/icllae-19/125942887>
- Rezeki, Y. S., & Husin, S. (2024). Improving Students' Analytical Writing Skill by Writing Song Lyrics Analysis. *Ethical Lingua: Journal of Language Teaching and Literature*, 11(2). <https://ethicallingua.org/25409190/article/view/736>
- Setiyadi, A. (2024). EFFECT OF USING SONG IN IMPROVING STUDENTS' VOCABULARY MASTERY: A STUDY OF FIRST GRADE STUDENTS OF JUNIOR HIGH SCHOOL 4 AIR HANGAT. *Langue (Journal of Language and Education)*, 2(2), 83–91.
- Shakhnoza, I., Zamira, S., Sevinch, N., & Asqar, O. (2024). Improving listening skills of elementary school students through music and songs. *Western European Journal of Linguistics and Education*, 2(4), 61–65.
- Sugiyono, S. (2019). Metode penelitian kuantitatif, kualitatif, R&D. *Bandung: Alfabeta*, 1(11), 8–9, 209.
- Suprihatin. (2021). *The Effectiveness of Songs to Teach English Vocabulary*. ResearchGate. https://www.researchgate.net/publication/355928531_The_Effectiveness_of_Songs_to_Teach_English_Vocabulary
- Xu, S., & Li, D. (2025). Autonomy-supportive music teaching, collective learning, flow, and music Students' well-being: A mediational model. *Acta Psychologica*, 254, 104827. <https://doi.org/10.1016/j.actpsy.2025.104827>