

# Harmony of Language: Enhancing English Vocabulary with Music for Mahad al Irsyad Lil Banat Students in Thailand Trough Lyrical Learning

<sup>1</sup>Mayra Musdalifah\*, <sup>2</sup>Hesty Widiastuty, <sup>3</sup>Arunrat Hitae

<sup>1</sup>Tadris Bahasa Inggris, IAIN Palangka Raya, Palangka Raya, Indonesia

<sup>2</sup>Tadris Bahasa Inggris, IAIN Palangka Raya, Palangka Raya, Indonesia

<sup>3</sup>Pendidikan Bahasa Inggris, Mahad Al Irsyad Lil Banaat, Yala, Thailand

Email Corresponding: [mayramusdalifah3031@gmail.com](mailto:mayramusdalifah3031@gmail.com), [hesty.widiastuty@iain-palangkaraya.ac.id](mailto:hesty.widiastuty@iain-palangkaraya.ac.id)

## INFORMASI ARTIKEL (10PT)

### ABSTRAK (10PT)

#### Kata Kunci:

Kosa kata,  
Pembelajaran melalui lirik lagu

Penelitian ini menganalisis efektivitas penggunaan musik sebagai alat untuk meningkatkan kosa kata bahasa Inggris di kalangan siswa di Mahad al Irsyad Lil Banat Junior High School. Studi ini melibatkan 60 siswa, terdiri dari 29 siswa kelas tujuh dan 31 siswa kelas delapan. Melalui metode yang dikenal sebagai pembelajaran lirik, siswa terlibat dengan lirik bahasa Inggris untuk meningkatkan akuisisi kosa kata mereka. Hasil penelitian menunjukkan peningkatan yang signifikan dalam retensi dan penggunaan kosa kata siswa, yang menunjukkan bahwa mengintegrasikan musik ke dalam pembelajaran bahasa dapat menciptakan pengalaman pendidikan yang lebih menarik dan efektif. Temuan ini menyarankan bahwa menggabungkan elemen musik ke dalam pengajaran bahasa Inggris tidak hanya meningkatkan keterampilan kosa kata tetapi juga mendorong lingkungan belajar yang positif. Penelitian ini berkontribusi pada bukti yang semakin berkembang mendukung penggunaan metode kreatif dalam pendidikan bahasa, menyoroti potensi musik sebagai sumber yang berharga bagi guru yang ingin meningkatkan kemampuan bahasa di kalangan siswa sekolah menengah pertama.

### ABSTRACT

#### Keywords:

Vocabulary  
Lyrical Learning

This research analyzed the effectiveness of using music as a tool for enhancing English vocabulary among students at Mahad al Irsyad Lil Banat Junior High School. The study involved 60 students, comprising 29 seventh graders and 31 eighth graders. Through a method known as lyrical learning, students engaged with English lyrics to improve their vocabulary acquisition. The results indicated a significant improvement in students' vocabulary retention and usage, demonstrating that integrating music into language learning can create a more engaging and effective educational experience. The findings suggest that incorporating musical elements into English language instruction not only enhances vocabulary skills but also fosters a positive learning environment. This study contributes to the growing body of evidence supporting the use of creative methods in language education, highlighting the potential of music as a valuable resource for teachers aiming to enhance language proficiency among junior high school students.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



strong appeal and create an enjoyable learning atmosphere, thus motivating students to learn. In this study, the song "Fly Fly Butterfly" was introduced to students as a tool to enhance their vocabulary. With simple and easy-to-understand lyrics, this song is expected to help students remember and use new vocabulary more effectively. This research aims to explore the effectiveness of using songs to improve English vocabulary among grade seven and eight students at Mahad al Irsyad Lil Banat Junior High School. It is hoped that the results of this study can contribute positively to English language teaching methods in schools

## II. ISSUES

The issue addressed in this article is how the use of the song "Fly Fly Fly Butterfly" and collaboration with classroom teachers can enhance vocabulary among EFL students in Thailand. The proposed hypothesis is that this method will create a more enjoyable and effective learning environment, as well as increase active student participation.

## III. METHOD

**Service Program Design:** This community service program is designed to enhance the vocabulary of seventh and eighth-grade EFL students in Thailand through the use of the song "Fly Fly Fly Butterfly" as a learning medium. The program involves collaboration between community service instructors and local English teachers to create an interactive and enjoyable learning environment over a total of 10 working days.

**Service Subjects:** The subjects of this service program are seventh and eighth-grade students at a junior high school in Thailand, with a total of 60 participants. The English teachers at the school are also involved in this program to ensure a seamless integration of the new teaching methods with the existing curriculum.

### Instrument:

1. Observations: Student participation will be observed to assess vocabulary improvement. Observation sheets will be used to record student participation during the activities.
2. Documentation: Photos, videos, and field notes will be used to document the implementation process of the program.
3. Pre-test and Post-test: These will be conducted to demonstrate and differentiate the results before and after the activities.

**Data Collection Procedures:** The data collection procedure is conducted in several stages:

1. Preparation: Community service instructors and English teachers plan the learning activities, including song selection, lyric compilation, and the creation of worksheets.
2. Implementation: The activities are conducted in several sessions, during which students are invited to sing the song "Fly Fly Fly Butterfly" and participate in games related to the song's lyrics. Students are also tasked with identifying and using new vocabulary in sentences.
3. Evaluation: After the activities, students take a post-test to measure vocabulary improvement.

### Data Analyze:

**Descriptive Analysis:** Presenting data in the form of tables, providing an overview of the research results.

**Tabel 1.** Penilaian analisis deskriptif pembelajaran melalui lagu *Fly Fly Fly Butterfly*.

No.	Aspek Penilaian	Hasil Penilaian
1	Tingkat Partisipasi Siswa	80% siswa kelas 7 dan 8 aktif berpartisipasi
2	Peningkatan kosa kata	Terjadi peningkatan kosa kata siswa, terutama yang terkait dengan lirik lagu "Fly Fly Fly Butterfly"
3	Motivasi belajar siswa	Siswa menunjukkan peningkatan motivasi belajar bahasa Inggris, terutama melalui lagu "Fly Fly Fly Butterfly"
4	Lingkungan belajar siswa	Tercipta lingkungan belajar yang menyenangkan dan interaktif

**Target Audience:** The target audience for this program is seventh and eighth-grade students learning English as a second language in Thailand. The program is also aimed at English teachers who wish to adopt more interactive and enjoyable teaching methods.

**Activity Location:** The activities are conducted at a junior high school in Thailand. The location was chosen based on the school's willingness to participate in this community service program and the availability of supportive English teachers.

**Methods Used:** The methods employed in this program include community education through training and consultation. Training is conducted to teach the song and related games to students, while consultation with English teachers is carried out to ensure that these methods can be integrated with the existing curriculum.

**Activity Evaluation:** The evaluation of the activities is conducted through the analysis of pre-test and post-test results. Student participation during the activities is also assessed using observation sheets to ensure that the methods used are effective in enhancing student engagement and motivation.

**Activity Materials:** The materials for the activities include the lyrics of the song "Fly Fly Fly Butterfly," worksheets for vocabulary practice, and instructions for interactive games related to the song's lyrics. All materials are prepared by the community service instructors and are tailored to the students' comprehension levels.

**Materials and Quantity:** The materials used in this activity include audio and video equipment for playing the song, worksheets for students, and stationery. The quantity of materials is adjusted according to the number of students participating in the program.



<https://youtu.be/jf1ZseWtmyI?si=pN2Wks7DWjdfmjBn>

**Procedure and Data Analysis:** The procedure involves conducting learning activities in several sessions, focusing on using songs to teach vocabulary. Data was analyzed by comparing pre-test and post-test results, and by analyzing feedback from active participation to identify areas for improvement.

#### IV. RESULT AND DISCUSSION

**Data Collection and Analysis :** Data for this community service project was gathered through observations and pre- and post-tests conducted before and after the activity.

##### **Pre-test:**

- 1) Listening to the song "Fly, Fly, Fly Butterfly" three times without looking at the lyrics.
- 2) Listing all the vocabulary words they remember from the song and translating them, followed by a discussion with their peers.

##### **Post-test:**

- 1) Singing the song "Fly, Fly, Fly Butterfly" together as a group.
- 2) Translating the entire song lyrics and creating simple movements that correspond to the lyrics, then practicing them in groups.

##### **Findings :**

Based on data analysis from a total of 60 female students, the following key findings were obtained:

**Vocabulary Improvement:** The pre-test results showed an average vocabulary score of 40%. After the activity, the average post-test score increased to 80%, indicating a significant improvement in the mastery of new vocabulary taught through the song "Fly Fly Fly Butterfly"..

**Student Engagement:** Observational data indicated that 80% of students showed high engagement in singing activities and games related to the song lyrics. Student feedback also indicated that they felt more motivated to learn English through this method.

**Teacher Feedback :** English teachers reported that this method was effective in increasing student motivation and participation. However, teachers also noted that integrating this method into the standard curriculum requires adjustments.

### Discussion :

These findings are consistent with previous research indicating that using music in language teaching can enhance student motivation and engagement (Pali et al., 2020). The significant increase in vocabulary between the pre-test and post-test demonstrates the effectiveness of this method in helping students master new vocabulary. This aligns with the theory that music can strengthen memory and language learning (Song, 2023). The increase in students' confidence in speaking English also supports findings from other research indicating that music-based approaches can help students feel more comfortable and confident in using foreign languages. (McCallum et al., 2024) The speaking activities involved in games and singing help students practice vocabulary in a fun context, contributing to the development of their speaking skills (Isnaini & Aminatun, 2021).

The rapid development of internet technology and new media has driven rapid advancements in the development of digital dictionaries (Setiawan & Axelina, 2022). However, there is still a need for other methods or media to support these digital language tools in language learning.

**Student Involvement:** The high level of student involvement in singing and playing activities shows that this method has successfully created a dynamic learning environment. Research by (Rofiqoh & Khairani, 2024) underlines that interactive activities and games can increase student motivation and engagement in language learning.

**Teacher Feedback:** Teacher feedback that this method is effective but requires adjustment to the curriculum indicates the need for better integration between innovative teaching methods and the standard curriculum. This is in line with findings by (Diniyah et al., n.d.) which suggest the importance of collaboration between community service instructors and local teachers to ensure the successful integration of new methods.



Picture 2. Introduction and Explanation of the International Community Service Program



Picture 3. The observation commenced by attending and observing the entire class session



Picture 4. Attending a class that focuses on the study of time



Picture 5. Introducing the song "Fly Fly Fly Butterfly" to a class of 21 eighth-grade female students



Picture 6. The students listened to the song, paid attention to the instructions, and then followed the teacher in singing "Fly Fly Fly Butterfly"



Picture 7. The next day, students in grade 8 took turns memorizing vocabulary



Picture 8. The female students engaged in a discussion about the meanings of English vocabulary, utilizing both Malay and Thai languages.



Picture 9. The female students were called upon one by one to undergo their memorization assessments.



Picture 10. The female students demonstrated great zeal in their memorization tasks and collaborative practice sessions.



Picture 11. The English class for grade 7 students was listening attentively to the explanation of the activity



Picture 12. The female students were attentive as the teacher provided guidelines for a vocabulary-based game incorporating the song "Fly Fly Fly Butterfly"



Picture 13. Today marked the conclusion of my English teaching tenure with grade 7 students, alongside Acan Arunrat Hitae. We took this opportunity to bid farewell to the English class.

## V. CONCLUSIONS

This study demonstrates the effectiveness of using music, particularly through the lyric learning method, in enhancing English vocabulary among students at Mahad al Irsyad Lil Banat Junior High School. The results indicating a significant improvement in both the retention and usage of vocabulary suggest that the integration of music into language learning can create a more engaging and effective learning environment. These findings reinforce the argument for adopting creative methods in language education, while also highlighting the potential of music as a valuable tool for teachers to enhance language proficiency among secondary school students. Therefore, it is recommended that educators consider incorporating music as part of their teaching strategies in efforts to improve language learning outcomes.

## DAFTAR PUSTAKA

David, L., & Weinstein, N. (2024). Using technology to make learning fun: technology use is best made fun and challenging to optimize intrinsic motivation and engagement. *European Journal of Psychology of Education*, 39(2), 1441–1463. <https://doi.org/10.1007/s10212-023-00734-0>

- Dianti Putri, N., Mohd Ridwan, N., Sri Lestari, D., Husniah, N., & Taufik Ihsan, M. (2021). CULTURAL APPROACH TO TEACH ENGLISH: MUSIC AS A TEACHING AND THERAPY IN LEARNING ENGLISH. *Jurnal Syntax Fusion*, 1(07). <https://doi.org/10.54543/fusion.v1i07.30>
- Diniyah, L., Yulistia, N., Adiani, P., Kirana, R. F., & Nuraeni, R. (n.d.). Pentingnya Kolaborasi Guru dalam Penelitian Tindakan Kelas. *Jurnal Kreativitas Mahasiswa*, 1(1), 2023.
- Fitria, T. N. (2021). Investigating the Emergence of Digital Platforms for Listening Learning Proficiency. *Al-Lisan*, 6(2). <https://doi.org/10.30603/al.v7i2.2217>
- Halimah, L. (2016). Musik Dalam Pembelajaran. *EduHumaniora/ Jurnal Pendidikan Dasar Kampus Cibiru*, 2(2).
- Isnaini, S., & Aminatun, D. (2021). DO YOU LIKE LISTENING TO MUSIC? STUDENTS' THOUGHT ON THEIR VOCABULARY MASTERY USING ENGLISH SONGS. In *Journal of English Language Teaching and Learning (JELTL)* (Vol. 2, Issue 2). <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Madoni, R. A. (2024). Effectiveness of Local Music Learning Using Audio Visual Media. *Avant-garde: Jurnal Ilmiah Pendidikan Seni Pertunjukan*, 2(2), 238-245.
- McCallum, M. C., Davies, M. E. P., Henkel, F., Kim, J., & Sandberg, S. E. (2024). *On the Effect of Data-Augmentation on Local Embedding Properties in the Contrastive Learning of Music Audio Representations*. <http://arxiv.org/abs/2401.08889>
- Nasution, R. A. (2016). Pembelajaran Seni Musik Bagi Pengembangan Kognitif Anak Usia Dini. *Jurnal Raudhah*, 4(1).
- Pali, A., Ota, M. K., Stusi, P., Guru, P., & Dasar, S. (n.d.). *PENDAMPINGAN KEGIATAN FUN WITH ENGLISH PADA SERIKAT ANAK MISIONER (SEKAMI) STASI ST. ZAKHARIA, KEUSUKUPAN AGUNG ENDE, FLORES, NTT*.
- Pratama, G. C., Waluyo, E., & Setiawan, D. (2023). Upaya Peningkatan Hasil Belajar Matematika Menggunakan Media Musik Pada Materi Menghafal Rumus Bangun Datar Sekolah Dasar. *Jurnal Penelitian Tindakan Kelas*, 1(1), 23-27.
- Rofiqoh, A., & Khairani, I. (2024). *Peran Media Interaktif Dalam Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran SKI di Madrasah Ibtidaiyah*. 9(1). <https://doi.org/10.36722/sh.v9i1.2828>
- Santosa, D. A. (2019). Urgensi pembelajaran musik bagi anak usia dini. *Jurnal Ikip Veteran*, 26(1), 78.
- Setiawan, A., & Axelina, M. (2022). The English Students' Perception in Using Google Translate and U – Dictionary at Translation Class. *International Social Sciences and Humanities*, 2(1), 1–6. <https://doi.org/10.32528/issn.v2i1.120>
- Sulistiawati, N., & Amaluddin, A. (2024). Pengembangan Media Learning with Music untuk Meningkatkan Keterampilan Menulis Puisi pada Siswa Kelas X MAN 3 Langkat T.P 2022/2023. *Sintaks: Jurnal Bahasa & Sastra Indonesia*, 4(1), 48–52. <https://doi.org/10.57251/sin.v4i1.1215>