



## ENGLISH STUDENTS' PERSPECTIVES ON THE USE OF TAYLOR SWIFT SONGS FOR VOCABULARY DEVELOPMENT

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Article info	ABSTRACT
<p><b>Corresponding Author:</b></p> <p>Yohana Triana Ina Weran  <a href="mailto:Yohana.weran@gmail.com">Yohana.weran@gmail.com</a>            Universitas Kapuas, Sintang</p>	<p>Numerous studies have demonstrated that students' vocabulary acquisition improves more effectively when learning occurs through meaningful and practical experiences, such as watching movies, reading stories, or listening to songs, particularly in English. Song-based learning is often perceived as both engaging and enjoyable by learners. This study aims to explore English students' perspectives on the use of Taylor Swift's songs as a medium for vocabulary development. The participants were fourth semester English students at Kapuas University, Sintang, with a total of nine students involved in the study. This research employed a descriptive qualitative design. Data were collected through an online questionnaire distributed to the participants. The findings indicate that Taylor Swift's songs have the potential to serve as an effective medium for enhancing students' vocabulary.</p> <p><b>Keywords:</b> <i>English students, perspective, songs, vocabulary</i></p>
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### INTRODUCTION

Since English has become the international language of communication around the world, many people have used it to sustain their lives. Pustika (2021) believes that many aspects of human life, such as education, technology, tourism, health, and economy, are affected by the English language, which shows the closeness of the English language to people's lives today. Nowadays, English skills are important because many jobs are looking for employees who speak English. People who master English find it easier to communicate with foreigners, and the music industry revolves around this language. According to (Liando et al., 2021) there are several skills that each individual must have to master the English language, such as Listening, Speaking, Reading, and Writing. These four skills are included as one of the important steps in learning English as a Second Language, which is widely known as Vocabulary.

Hundreds of words can be interchanged in a person's everyday life. People can and do communicate using existing words to give and receive information. Therefore, learning and memorizing words play an important role in mastering vocabulary. The meaning of vocabulary includes a broad definition according to some linguists (Nadiyya & Suryadi, 2024). Vocabulary refers to the words we need to understand to communicate effectively.

Vocabulary consists of the words we use to speak. Learning vocabulary is not just memorization. Pronunciation, spelling, meaning, and using the words in a sentence are also important parts of vocabulary. Moreover, learners often occupy to learn English by using different strategies and determine which one is the best for them (Lei & Reynolds, 2022)

Learners are expected to at least be able to use the words they have learned. To learn how to use words correctly, teachers and educators have to think about different ways of teaching them. Moreover, English is rich in vocabulary; it is said to have more words than any other language. This richness poses many benefits to students. Firstly, vocabulary richness helps with better communicability (Syamsidar et al., 2023). The language enrichment helps put their thoughts into better expression, which improves writing skills and, in turn, boosts their confidence and ability to communicate effectively.

Many studies have shown that students' vocabulary acquisition will improve much better if they learn it through practical experiences, such as watching movies, reading stories, or listening to songs, especially in English. Based on Fakhurrriana et al., (2024), learning English could be learned through application, one of which is Duolingo. In their study, the use of Duolingo shows a positive response from the students and also have the impact on students' vocabulary. Moreover, any individuals find listening to songs also entertaining. Listening to a song increases the desire to learn a new language because it is a fun and motivating way to learn. The researcher intends to focus on vocabulary acquisition through this research. Songs make the classroom enjoyable and help students avoid the boredom of learning new words through conventional ways, such as reading and memorizing. It is clear that teachers should consider what types of songs are appropriate for the students. However, in learning, there is a lack of vocabulary comprehension in students who don't even know how to spell the words or don't know what words are being said.

The researcher wants to analyze their perspective by using the songs or discography of the very famous American singer and songwriter, that is, Taylor Swift herself, whose career has spanned multiple genres, and whose songwriting, often inspired by her personal life, has received critical praise and wide media coverage. Her 17 years of discography tell the story of love, heartbreak, and insecurities from an adolescent perspective. She also delved into the tumult of toxic relationships and embraced nostalgia and post-romance positivity. In her recent albums, she was inspired by the downsides of her massive fame and her realization of the 'full spectrum of love'. Other themes in Swift's music include family dynamics, friendship, alienation, self-awareness, and tackling vitriol, especially sexism. (CBC Music, 2019). Song has been part of modern people's lifestyle and is currently popular among all age groups, ranging from children to adults. The advancement of information and technology makes it possible for people to enjoy songs through their cellphones and other social media platforms at all times. Also, many people must have known Taylor Swift, the most famous American singer, and by her storytelling prowess and sophisticated lyricism, the researcher analyzes the English students' perspective on using Taylor Swift songs to improve their vocabulary.

## **METHOD**

Data analysis for this research uses a descriptive qualitative research design to explore English students' perspectives on the use of Taylor Swift songs in improving their vocabulary mastery. A descriptive qualitative approach was chosen because this study aimed to describe,

interpret, and understand students' opinions, experiences, and perceptions rather than to measure the effectiveness of the treatment statistically. According to qualitative research principles, this method allows researchers to gain deeper insights into participants' viewpoints naturally and contextually. The participants of this study were fourth-semester students of the English Education Study Program at Universitas Kapuas, Sintang.

These students were selected because they had sufficient exposure to English learning and were familiar with English songs, particularly those by Taylor Swift. The relatively small number of participants is appropriate for qualitative research, as the focus is on depth of understanding rather than generalization.

The primary instrument used in this study was a questionnaire consisting of five closed-ended questions related to students' understanding of song lyrics, their habit of searching for song meanings, vocabulary acquisition, the use of songs as a learning medium, and their interest in learning English through songs. The questionnaire was distributed online via a shared link to enhance data collection efficiency and accessibility for participants. The students were asked to respond honestly based on their personal experiences.

The data collected from the questionnaires were analysed using descriptive qualitative analysis. The researcher categorized and interpreted students' responses by calculating the percentage of each response and then describing the trends that emerged from the data. The findings were presented in the form of figures and narrative explanations to clearly illustrate students' perspectives. Through this method, the researcher was able to identify how Taylor Swift's songs contribute to students' vocabulary learning from the learners' point of view.

## RESULT AND DISCUSSION

### Finding

The study results presented in this section were obtained through questionnaires that consist of 5 questions that get answered by 9 participants (students).

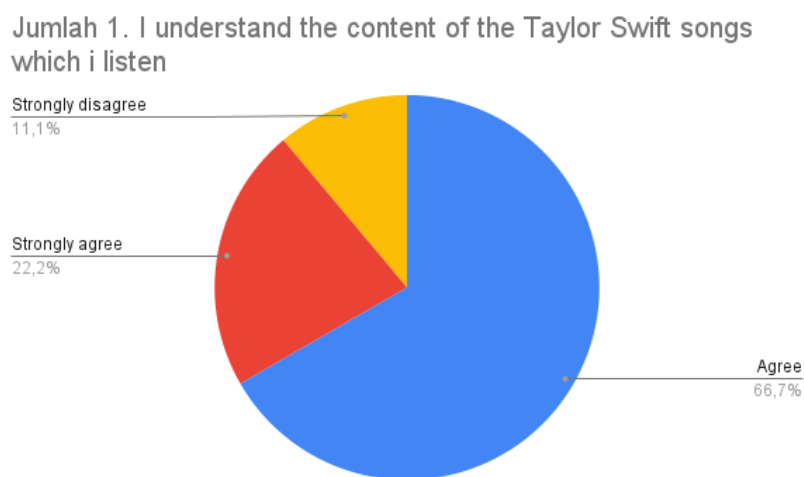


Figure 1.1

From figure 1.1 above, there were 88.9% or 8 of students that are understand the content of the Taylor Swift songs that they listen. However, one student disagreed with the question. It is evident from the data above that there are 11.1% of disagreements. As a result, we know that almost all participants understand the content of the Taylor Swift songs that they listen.

Jumlah 2. I search the lyrics and meaning of the Taylor Swift songs that i listen

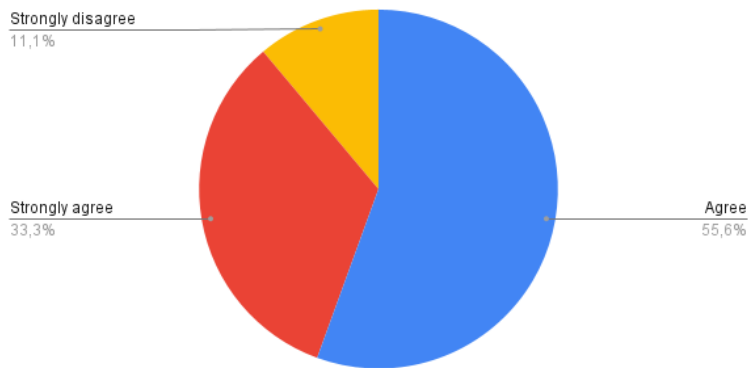


Figure 1.2

Furthermore, in the second question can be seen that 88.9% or 8 of students agree that they have search the lyrics and meaning of the Taylor Swift songs that they listen. However, there were 11.1% or 1 student who disagree with the question that have not search the lyrics and meaning of the Taylor Swift songs. Thus, we can know that in the second question most of the students 88.9% that they have search the lyrics and meaning of the Taylor Swift songs that they listen.

Jumlah 3. I got a lot of vocabulary when i am listening to Taylor Swift songs

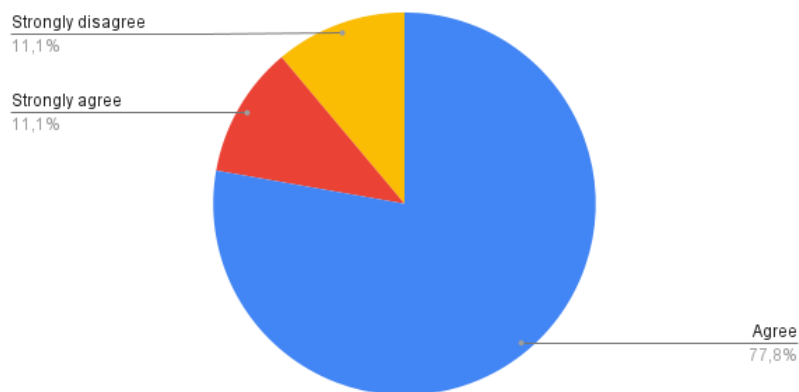


Figure 1.3

The third question shows that 88.9% or 8 of students agreed that they got a lot of vocabulary when they are listening to Taylor Swift songs. However, there are 11.1% or 1 of students who strongly disagree with the third question that not get a lot of vocabulary when listening to Taylor Swift songs.

Jumlah 4. Listening to Taylor Swift songs become my media to learn English (Vocabulary)

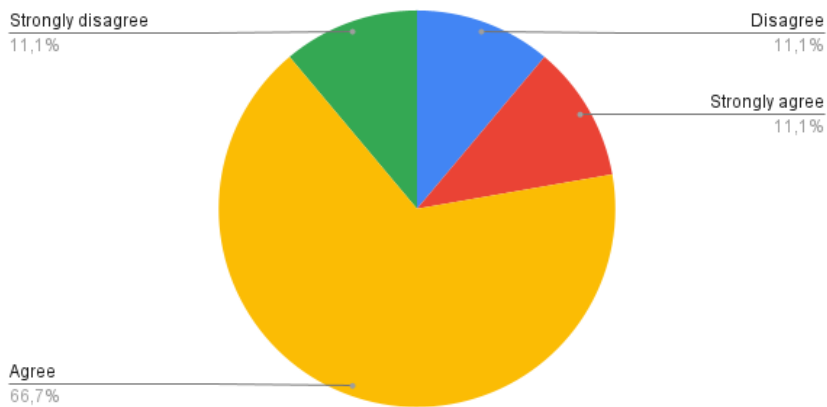


Figure 1.4

The fourth question shows that 77.8% or 7 of students agreed that listening to Taylor Swift songs become their media to learn English especially to learn vocabulary. However, there are 22.2% or 2 of students who strongly disagree and disagree with the fourth question that listening to Taylor Swift songs are not becoming their media to learn English especially to learn vocabulary.

Jumlah 5. Taylor Swift songs makes me interested in learning English

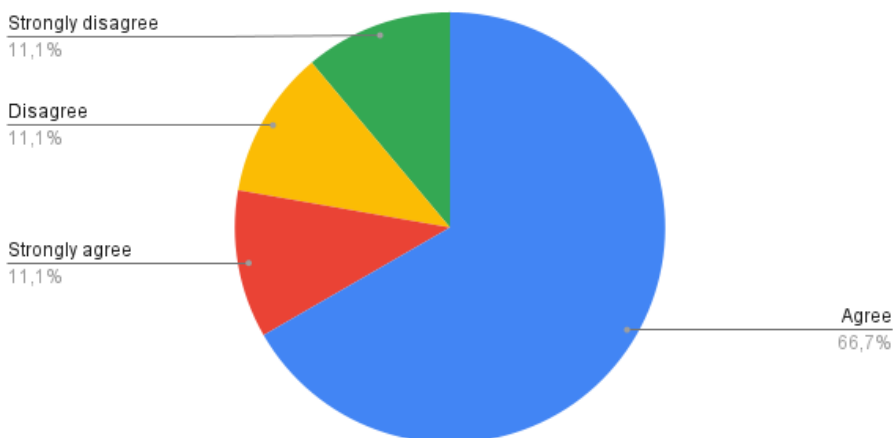


Figure 1.5

The last or fifth question shows that 77.8% or 7 of students agreed that listening to Taylor Swift songs makes they interested in learning English. However, there are 22.2% or 2 of students who strongly disagree and disagree with the fifth question that listening to Taylor Swift songs are not makes they interested in learning English.

## Discussion

From the questionnaire results, it can be seen that, based on the average student's response, almost all students agree that they can understand what content is presented in the lyrics when they listen to Taylor Swift's songs, and they also search for the lyrics and meaning of Taylor Swift's songs that they listen to. Moreover, the students can get a lot of new vocabulary when listening to songs by Taylor Swift. Taylor Swift's songs can be a medium in learning English, especially in increasing their vocabulary, and Taylor Swift's songs make them interested in learning English. Even so, there is 1 student who does not listen to Taylor Swift's songs and does not really relate to the questions given. Therefore, from the explanation above, it can be concluded that listening to Taylor Swift's songs can increase vocabulary by understanding the content, searching for the lyrics of the song, and also understanding the meaning of the song, as well as being a medium of learning and attracting students' interest in learning English as well as vocabulary.

The findings of this study indicate that the majority of English students have a positive perspective toward the use of Taylor Swift's songs in improving their vocabulary. According to Nadiyya & Suryadi (2024), listening to music could enhance students' vocabulary. Songs with slow English pronunciation and quiet songs are ideal for training skills. Based on the questionnaire results, most students reported that they were able to understand the content of the songs they listened to. This suggests that Taylor Swift's lyrics, which are known for their storytelling and clear narrative style, help learners comprehend meaning more easily. Understanding song content is an important initial step in vocabulary acquisition, as comprehension allows learners to connect new words with context (Nie et al., 2022)

Furthermore, the findings reveal that most students actively searched for the lyrics and meanings of the songs they listened to. According to Butar Butar & Katemba (2023), songs has the potential to help students learn a language, enhance their motivation, and improve students' vocabulary, English learning abilities, and the pattern of studying more passionately. This behavior shows that listening to songs encourages them to become more autonomous in their learning process. By looking up lyrics and meanings, students are exposed not only to new vocabulary but also to correct spelling and contextual usage. This finding supports previous studies, which state that learning vocabulary through songs promotes learner engagement and independent learning.

In addition, the majority of students agreed that they gained a lot of new vocabulary from listening to Taylor Swift's songs. This indicates that songs can serve as a rich source of vocabulary input. Through repeated listening, students are able to encounter new words multiple times, which helps strengthen vocabulary retention. Songs also present vocabulary in meaningful contexts, making it easier for learners to remember and use the words appropriately. The results also show that Taylor Swift's songs function as a learning medium for students, particularly in learning English vocabulary. Songs create a relaxed and enjoyable learning atmosphere, reducing anxiety and boredom often experienced in traditional vocabulary learning methods. This enjoyable learning experience can motivate students to learn more actively (Kumar et al., 2022).

Lastly, most students stated that listening to Taylor Swift's songs increased their interest in learning English. Interest plays a crucial role in language learning, as motivated learners tend to engage more deeply with learning materials. When students enjoy the learning media, such as songs they are familiar with and like, they are more likely to continue learning and

exploring new vocabulary. Overall, the discussion of the findings shows that listening to Taylor Swift's songs can support vocabulary learning by enhancing comprehension, encouraging independent learning, providing rich vocabulary input, serving as an engaging learning medium, and increasing students' interest in learning English. These results align with previous studies that highlight the effectiveness of songs as a tool for vocabulary acquisition in EFL contexts.

## CONCLUSION

The results of this study focused on the English students' perspective of the use of Taylor Swift Songs to improve their vocabulary with the use of descriptive qualitative methods. As a result, they tend to experience less difficulty to get new vocabulary after listening to Taylor Swift's songs. Exposure to Taylor Swift song appears to generate students' curiosity regarding the meaning of the lyrics. Such curiosity may foster their intrinsic motivation to analyze the lyrical content and enrich their English vocabulary. This study aims to explore English students' perspectives regarding the use of Taylor Swift's songs in facilitating vocabulary development. The results, derived from nine participants, reveal generally positive perceptions, indicating that Taylor Swift's songs have the potential to function as an effective medium for vocabulary enhancement.

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