Journal of Innovative and Creativity
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2775-771X (Online)
ISSN 2962-570X **(Printed)**
6 (1) 2026, Page: 2520-2524

Meningkatkan penguasaan kosakata Bahasa Inggris melalui video lagu Nobody's son

Cici Situmorang[1], Lia Amalia Ramadhani[2], Iqna Nur Fadilah[3], Raffa Fahdiaz Romadhon[4]
English Education, Institut Prima Bangsa, Cirebon, West Java, Indonesia

Corresponding Author: Lia Amalia Ramadhaani E-Mail: liaamaliaramadhani5@gmail.com

Published: January , 2026

ABSTRACT

The purpose of this study is to measure the extent to which the use of English song videos, particularly "Nobody's Son," improves students' vocabulary mastery and to identify students' learning strategies when using this medium as a fun and meaningful learning tool. This study uses a qualitative descriptive method with interviews as the main data collection technique. The research subjects consisted of English Education students at the Prima Bangsa Institute in Cirebon, who were selected using purposive sampling. The findings showed a significant shift in motivation, with students feeling more relaxed and enthusiastic due to a decrease in their psychological barriers or "affective filters." The visual elements in the music video helped students understand the meaning of abstract words through emotional narratives, thereby improving their memory retention. In addition, the use of music videos encourages independent learning outside of class hours and helps students master vocabulary functionally and contextually. The use of the music video "Nobody's Son" effectively improves vocabulary mastery by providing an authentic context and emotional engagement. The audio-visual elements in this media successfully lowered students' affective filters, reduced anxiety, and increased learning motivation. In addition, this media encourages independent learning and helps students shift from passive memorization to active use.

Keywords: Vocabulary mastery, Music videos, Nobody's Son, Qualitative description, Affective filter.

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INTRODUCTION

Vocabulary mastery is one of the foundations of learning English as a foreign language (EFL)(Nasional & Science, 2025) A broad vocabulary can improve communication skills. Some students still have difficulty remembering new vocabulary because of monotonous and uninteresting learning methods. Therefore, enjoyable methods are needed to make learning more effective. One medium that can be used is English song videos, which combine audio and visual elements to provide more meaningful learning..(Jannah et al., 2025) Research shows that songs have great potential in improving vocabulary mastery. (Islam et al., n.d.) Found that using English songs can improve vocabulary. These results are consistent with findings (Nie et al., 2022) who conducted research and proved that vocabulary learning can occur through listening to English songs. Meanwhile (Fernandes et al., 2022) confirming that regular use of songs in English language learning can significantly improve students' vocabulary. These findings are supported by research. (Thalib et al., 2024) which highlights students' motivation to use songs and music videos as a medium for learning vocabulary. According to them, the visual elements in music videos strengthen students' memory of the meaning and context of word usage. This shows that music videos have greater potential than audio songs alone, as they are able to convey meaning more deeply and improve listeners' memory. Based on these findings, this study aims to measure the extent to which the use

of English music videos improves students' vocabulary mastery. The study also aims to identify students' learning strategies when using music videos as a fun and meaningful learning medium.
Based on research conducted by (Hidayah & Zurotun, 2022) The research titled "Use of Singing Methods to Improve Vocabulary Mastery in Children Aged 5-6 Years" shows that there is a significant positive effect of using singing methods on students' English vocabulary mastery. This method is successful because the rhythm and melody help students memorize and remember new vocabulary more easily. The correlation between the above study and this study is that the former is a more general study on singing methods, while the latter is a practical application of these methods using music video clips. Both studies share the same framework and support each other: singing methods, in the form of conventional songs or music videos, are proven to be effective ways to improve English vocabulary mastery. Based on research conducted by (Kamil, 2024) With the research title "Exploring the Relationship Between Students' Listening to English Pop Songs and Vocabulary Mastery," a strong positive relationship was found between the habit of listening to English songs and students' vocabulary mastery. Authentic songs serve as a rich source of language input that is relevant to students' interests, which indirectly expands their vocabulary. The correlation between the above study and this study synergistically supports the argument that popular and authentic music-based media is a valid and powerful pedagogical method for improving students' vocabulary mastery. The research conducted by (Sari & Ayu, 2021) The research titled "The Use of Songs in Improving English Vocabulary" explains that songs have been proven to be effective as a fun and interesting learning tool. The use of songs facilitates improved understanding and vocabulary mastery, especially due to the repetitive nature of lyrics.
Research conducted by (Rahimia, 2023) with the title "Utilization of the Cocomelon YouTube Channel as a Medium for Teaching English Vocabulary to Children" explains that content in the form of animated videos and songs on YouTube (which includes audio-visual material) is a very effective medium in the process of learning vocabulary. This medium provides contextual and interesting visualizations for students. Based on research conducted by (Dzakiyyah et al., 2025) Based on research conducted by entitled "The Effect of Song Media on Children's Vocabulary Skills for the Word 'Day' in English in the Village of Panyeredan," it was found that there was a positive and significant effect from the use of song media. Learning becomes more varied, reduces boredom, and can substantially increase students' vocabulary because the lyrics are easy to memorize. Research conducted by entitled (Toding, 2023) "Students' Perceptions of Using Song Lyrics to Improve English Vocabulary Mastery in Grade 4 at SDN 004 Sangatta Utara" shows that the majority of students responded very positively. They stated that learning with songs was very enjoyable and made vocabulary material easier to commit to long-term memory compared to traditional methods.

METHOD

This study uses a qualitative descriptive method with interviews as the main method of data collection (Sugiyono & Lestari, 2021). The qualitative descriptive method is a research method used to study a natural object by examining it as thoroughly as possible. The purpose of this study is to understand how the use of the Nobody's Son music video can help students improve their English vocabulary. This method was chosen because it is suitable for understanding the experiences of students and the opinions of participants in depth. This study involved first-semester English Education students at the Prima Bangsa Institute in Cirebon who participated in learning through the Nobody's Son music video.
This research was conducted at the Prima Bangsa Institute in Cirebon, a higher education institution located in Cirebon. This location was chosen based on its accessibility and the availability of suitable research subjects, namely first-year students majoring in English Education. The research setting was a lecture hall used by first-semester students for basic English courses. This setting was chosen because it is a natural environment in which the teaching and learning of English vocabulary takes place. The research focuses on the dynamics of interaction, response, and learning experiences of students when they are exposed to innovative learning media. The use of songs is an effective and

enjoyable method to improve vocabulary mastery (Sari & Ayu, 2021). These findings reinforce the reasons for choosing song videos as media in your research, especially for early-level students who need interesting methods that reduce learning anxiety. The research subjects were new students with varying basic English proficiency who were in the early stages of adjusting to the academic environment. Subjects were selected using purposive sampling with the criteria that they were active first-semester students involved in the vocabulary learning process using song videos.

FINDING

The results of the study show that the use of the music video "Nobody's Son" had a significant impact on the vocabulary acquisition of English Education students at the Prima Bangsa Institute in Cirebon. Interview data revealed a paradigm shift from monotonous memorization methods to more relaxed and enthusiastic learning. Before the treatment, students were stuck in a "cycle of boredom" and felt stressed because of instructions to memorize lists of words without context. However, after using the song video media, students reported that the word acquisition process occurred naturally. The lyrics, which were played repeatedly, made it easier for them to remember without coercion. This is in line with the findings (Prabaningtyas & Wulandari, 2023) that repeated exposure to song lyrics creates strong auditory patterns, allowing learners to recognize new lexical items subconsciously without excessive cognitive pressure. The visual elements and emotional narratives in the videos serve as meaning anchors. Abstract words such as burden or shame become easier to understand through the singer's expressions. This phenomenon confirms the theory of visual scaffolding (Ernawati et al., 2023), which states that visual cues help learners bridge the gap between abstract words and concrete concepts in working memory.

DISCUSSION

In the discussion, these findings confirm that the music video for "Nobody's Son" is an effective pedagogical strategy for lowering students' affective filters based on the views of (Bao & Liu, 2021). A learning environment that utilizes entertainment media such as popular music has been proven effective in mitigating language anxiety, allowing for optimal language input absorption. With reduced anxiety, students' "word banks" develop through a pleasant atmosphere and the support of music they enjoy. Cognitively, this media forces students to engage in depth of processing through three levels: visual, auditory, and semantic. This reinforces Arsyad's theory that audio-visual media simplifies abstract material into concrete terms. In addition, the integration of this media encourages self-directed learning. The finding that students voluntarily replay songs outside of class hours demonstrates what (Madako, 2021). refers to as independent practical language engagement, which is the key to successful second language acquisition in the digital age. In conclusion, the integration of song videos creates a learning ecosystem where students not only memorize but also master vocabulary functionally and contextually according to the stages of mastery.

CONCLUSIONS

Based on the results of data analysis and discussion regarding the use of the music video "Nobody's Son" in improving students' vocabulary mastery, it can be concluded that the use of this audio-visual media has a significant positive impact on English Education students at the Prima Bangsa Institute in Cirebon. This study shows that music videos can overcome the main obstacles in language acquisition, namely boredom and difficulty in understanding the context of word usage. Specifically, the conclusions of this study are as follows:

- **Increased Motivation and Reduced Psychological Barriers:** Video songs successfully lowered students' affective filters, making the learning process feel more relaxed, enjoyable, and less stressful.
- **• Strengthening Retention Through Visual Context:** The integration of audio and visual elements in music videos helps students concretize the meaning of abstract words into something more tangible through emotional narratives and expressions in music videos.

- **Stimulating Independent Learning:** The use of this popular medium encourages students to engage in continuous independent learning, such as voluntarily repeating songs to practice pronunciation and strengthen their memory.
- **Efektivitas Tahapan Akuisisi:** The music video for "Nobody's Son" has proven effective in facilitating vocabulary acquisition, from discovering new words to strengthening memory through functional repetition of lyrics.

Overall, this study confirms that music videos are not merely a form of entertainment, but rather a powerful pedagogical tool for building students' vocabulary effectively and efficiently.

Acknowledgement

We give praise and thanks to God Almighty for all His blessings and grace, which have enabled this research to be completed successfully. We would also like to express our sincere appreciation and gratitude to those who have provided support, guidance, and contributions in the preparation of this journal:

1. Prima Bangsa Cirebon Institute, as the institution where we are based, which has provided facilities and an academic environment that supports the implementation of this research.
2. Supervisors/Colleagues, who have provided input, criticism, and constructive suggestions during the research process and the preparation of this report.
3. English Language Education Students, who have been willing to spare their time and provide honest responses as research subjects, enabling the collection of credible data.
4. Parents and Family, for their unwavering moral support and prayers.
5. All parties who cannot be mentioned individually who have helped directly or indirectly in the completion of this research journal.

May the results of this study contribute positively to the development of innovative and enjoyable learning methods, particularly in efforts to improve students' vocabulary mastery.

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