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The Role of Easy Songs by JVKE in Improving Vocabulary Learning among Beginners

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ABSTRAK
Kosakata merupakan tantangan utama bagi pembelajar EFL tingkat pemula, terutama ketika metode pembelajaran bersifat monoton dan kurang variatif. Penelitian ini bertujuan mengeksplorasi efektivitas lagu "Easy" oleh JVKE sebagai media pembelajaran dalam meningkatkan penguasaan kosakata benda (noun) melalui metode *fill in the blank*. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan melibatkan 15 mahasiswa Program Studi Pendidikan Guru Sekolah Dasar di Institut Prima Bangsa sebagai partisipan penelitian. Data dikumpulkan melalui wawancara mendalam dan tes kosakata berbasis lirik lagu yang disesuaikan dengan tingkat kemampuan peserta. Hasil penelitian menunjukkan bahwa penggunaan lagu "Easy" meningkatkan motivasi belajar, mengurangi kecemasan, dan menumbuhkan sikap positif terhadap pembelajaran bahasa Inggris di kelas. Perolehan kosakata terjadi secara insidental melalui pengulangan kata dalam lirik, sementara metode *fill in the blank* meningkatkan keterlibatan dan fokus peserta terhadap input auditori. Namun, kosakata yang bersifat abstrak masih memerlukan penjelasan eksplisit dan pendampingan berkelanjutan dari pengajar.

Kata Kunci : Kosakata, EFL, Lagu, Fill in the Blank, JVKE.

ABSTRACT
Vocabulary is a major challenge for beginner-level EFL learners, especially when teaching methods are monotonous and less varied. This study aims to explore the effectiveness of the song *"Easy"* by JVKE as a learning medium in improving noun vocabulary mastery through the fill-in-the-blank method. A descriptive qualitative approach was employed involving 15 students of the Primary School Teacher Education Program at Institut Prima Bangsa as research participants. Data were collected through in-depth interviews and song-based vocabulary tests adapted to the learners' proficiency levels. The findings indicate that the use of the song *"Easy"* increased learners' motivation, reduced anxiety, and fostered positive attitudes toward English learning in the classroom. Vocabulary acquisition occurred incidentally through repeated exposure to words in the lyrics, while the fill-in-the-blank method enhanced learners' engagement and focus on auditory input. However, abstract vocabulary still requires explicit explanation and continuous instructional support from the teacher.

Keywords: Vocabulary, EFL, Song, Fill in the Blank, JVKE

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INTRODUCTION

English plays a very important role as an international language, global communication, and the digital world in the process of a learning English as a foreign language (Hermansyah et al., 2023). For beginner learners, memorizing and understanding new vocabulary remains a significant challenge, especially when learning methods are monotonous and rely heavily on rote memorization. Therefore, alternative learning media are needed to make vocabulary learning more engaging and meaningful.

One effective medium for improving vocabulary mastery is the use of songs. Songs combine melody, rhythm, and emotional elements, which can facilitate memory and support vocabulary retention. Listening to songs enables learners to acquire vocabulary incidentally and retain their understanding of words for several weeks after learning(Nie et al., 2022). Additionally, another study by (Al-Malki et al., 2022) found that the use of songs in EFL contexts, both inside and outside the classroom, can improve vocabulary acquisition and foster positive attitudes toward learning English.

Although many studies have discussed the role of songs in English language learning, most focus on general songs without considering learners' proficiency levels. Research specifically examining the song *"Easy" by JKVE* is still very limited, even though this song has a slow tempo, clear pronunciation, and simple lyrics that are suitable for beginner learners. Moreover, previous studies tend to emphasize the comparison between explicit and implicit learning approaches using songs, while little attention has been given to the use of a specific song combined with an active listening task to improve beginner vocabulary. This indicates a research gap in exploring how a particular beginner-friendly song, such as *Easy* by JKVE, can be integrated with the fill-in-the-blank method to support vocabulary learning. The fill-in-the-blank method requires learners to actively engage with spoken text by filling in missing words based on what they hear (Abdullah & Fraidan, 2024).

Vocabulary mastery, particularly nouns, is essential for beginner learners because nouns represent objects, people, places, and concepts that form the foundation of meaning in sentences. Nouns can be categorized into several types, including common, proper, concrete, abstract, countable, and uncountable nouns (Nation, n.d.). This classification is important for beginner learners as it helps them organize and understand new vocabulary more systematically. Effective vocabulary learning is strengthened when it involves multiple modalities, especially auditory and linguistic elements (Prihatin et al., 2024). In this context, songs become a relevant learning medium because they naturally combine sound and language in meaningful ways. Songs provide an authentic context through meaningful lyrics that support incidental vocabulary learning (Rahul & Ponniah, 2023). Therefore, integrating songs into vocabulary instruction is particularly suitable for beginner learners who often struggle with traditional memorization methods. In addition, musical elements such as rhythm and melody contribute to improved vocabulary retention, increased learning engagement, and positive attitudes toward English learning among EFL learners (Suci & Setyowati, 2024).

The purpose of this study is to explore how rhythm and melody in songs can facilitate the memorization process as well as contextual understanding of new vocabulary in English. This research seeks to understand the role of musical elements, such as rhythm and pitch ,in helping English language learners absorb, remember and use new vocabulary in more natural and meaningful way .Thus, this research is expected to provide insights into how musical aspects can enhance the effectiveness of vocabulary learning through a more enjoyable and interactive learning experience (Alharthi & Alharbi, 2024).

METHODS

Research Informant

This study involved 15 participants from the Primary School Teacher Education (PGSD) Study Program at Institut Prima Bangsa. The participants were selected using purposive sampling. The inclusion criteria were students who were categorized as beginner-level English learners (A1 level), aged between 19 and 22 years old, had never used songs as the main medium in English learning, and were willing to participate in the interview process. These participants were considered appropriate to provide in-depth information related to vocabulary learning through song-based activities

Research Location

The research was conducted at Institut Prima Bangsa, specifically in the English language learning class for beginners who have English level A1. This class provides interactive, supportive and conducive learning atmosphere for students in developing their language skills.

Music can boost students' motivation to learn by creating an engaging and interesting learning environment. Furthermore, music can enhance students' ability to focus and concentrate during the learning process. Studies indicate that music influences students' emotions. Upbeat music with a fast tempo tends to increase energy and enthusiasm, whereas slower music helps learners feel more relaxed and calm(Pembelajaran & Sekolah, 2023).

Statistical Analysis

This study employed a descriptive qualitative (Firmansyah & Artikel, 2021) approach to investigate the role of easy songs by JVKE in Improving vocabulary learning among beginners with a

fill in the blank design to examine the effect of using Easy songs by JKVE on improving the vocabbulary acquisition of nivice students (Anggaira & Aryanti, 2022). The participants were purposively selected from 15 students of the Primary School Teacher Education Program (PGSD) who were identified as beginner EFL learners

The learning procedure followed five steps: (1) students listened to the song together to become familiar with its melody, rhythm, and pronunciation; (2) students sang the song softly, practicing the lyrics to reinforce auditory memory; (3) students completed a fill-in-the-blank exercise, identifying nouns from the song lyrics; (4) students participated in in-depth interviews to share their experiences, perceptions, and engagement during the activities; and (5) students who actively participated were acknowledged with small rewards to motivate involvement.

The data were collected through interviews(Inovasi et al., 2023) to explore the effects of using songs as a learning medium. The interview responses were then analyzed to assess how the integration of music could enhance the learning process. The subjects were students of the English Education Study Program, Faculty of Education, Institut Prima Bangsa in the interview,the researcher gave 10 questions to the students which were distributed to the participant to collect data regarding their perspectives. Musical elements, such as tempo, were found to influence students' emotional and cognitive engagement: songs with a fast beat increased excitement and enjoyment, while slower-tempo songs promoted calmness and relaxation. (Zarza-alzugaray et al., 2024). Therefore, music can help reduce students pressure an anxiety in learning(Luh & Yuliarini, 2022).

Variable X: Using the song Easy by JKVE as a learning media

Sub-Variable	Indicator
The quality of songs as media	1.Callenges for beginner EFL learners 2. Residential vocabbulary acquistion and retention
Music aspects (rhythm & melody)	3.Positive attitude and independent learning 4. Active involvement through fill in the blank methods 5. The role of rhythm and melody in vocabulary recall
Student involvement through fill in the blank	
Attitudes toward song based learning	

Variable Y: Improvement in vocabulary mastery

Sub-Variable	Indicator
Acquisition of new vocabulary	1.Students are able to identify new vocabulary from the lyrics 2.Students understand the meaning of the vocabulary that appears in the song.
Vocabulary retention	3. Students are able to remember vocabulary after the learning process. 4. Students can repeat words correctly, including their pronunciation and meaning.
Use of vocabulary in context	5. Students are able to form sentences using new vocabulary. 6. Students can choose the correct words in fill-in-the-blank exercises.

RESULT

Challenges Faced by Beginners EFL Learners in Understanding Noun Vocabulary

The interview results show that beginner EFL learners experience difficulties in understanding noun vocabulary, especially in grasping meanings and abstract nouns. Several participants stated that

although the song *Easy* by JKVE helped through repetition, they were still confused about the meanings of some words. One participant said, "*helped a little because I was still confused about meaning of some words*" (Participant 3). Another participant explained that their attention was distracted by the music, stating, "*so the focus is on the music, not the words*" (Participant 4). These findings are in line with (Nation, n.d.), who emphasizes that beginner learners need systematic and explicit vocabulary instruction, as exposure through songs alone is not sufficient, particularly for abstract nouns such as *relationship* and *pride*.

Residential vocabbulary acquistion and retention

The data also indicate that learners acquired new vocabulary incidentally while listening to and repeating the song lyrics. One participant stated, "*if the vocabulary is heard often, it is easier to remember*" (Participant 1). However, vocabulary retention was limited to words that appeared frequently. Several participants mentioned the same words, such as *door*, *relationship*, and *pride*. One participant said, "*not everything is remembered, only what is repeated often*" (Participant 3), while another added, "*what is still remembered is relationship, door, and pride*" (Participant 1). This is consistent with (Pavia, 2023), who notes that music strengthens short-term memory but does not guarantee long-term retention without reinforcement.

Positive attitude and independent learning

In terms of learners' attitudes, most participants expressed positive feelings toward learning vocabulary through the song. One participant stated, "*learning with the song easy by JKVE is more relaxed and less stressful*" (Informant 6), while another said, "*it makes me less afraid of learning English*" (Informant 5). Some participants showed interest in finding the meanings of the lyrics independently, as expressed in, "*I want to know the meaning of all the words in the song*" (Informant 1). However, other participants stated that they still needed guidance, saying, "*I still need more explanation so I don't get confused*" (Informant 5). These findings support (Al-Malki et al., 2022) that songs can increase learners' motivation but still require pedagogical support.

Active involvement through fill in the blank methods

The interview data also show that the fill-in-the-blank activity increased learners' focus and participation. One participant stated, "*when using fill-in-the-blank, I focus on finding the answer*" (Informant 1), while another said, "*this activity makes us more active than just listening to explanations*" (Informant 4). Another participant added that words could be identified through sound, stating, "*the words can be guessed from the sound and tone*" (Informant 5). These findings are in line with (Abdullah & Fraidan, 2024) and (Prihatin et al., 2024), who highlight that combining auditory input and linguistic tasks can strengthen learner engagement and vocabulary recognition.

DISCUSSION

Research findings indicate that the song Easy by JVKE plays a positive role as a medium to support vocabulary learning for beginner EFL learners. The song helps create a more relaxed and enjoyable learning atmosphere, thereby increasing learners' motivation and confidence. However, understanding the meaning of vocabulary, especially abstract nouns, remains a challenge because learners need additional explanations to avoid misconceptions, as emphasized by the fact that nouns can be classified into several types, such as common nouns, proper nouns, concrete nouns, abstract nouns, as well as countable and uncountable nouns, which help learners understand meaning systematically (Nation, n.d.).

In addition, the use of songs allows for incidental vocabulary acquisition through repetition of lyrics. The vocabulary that learners remember most are generally words that appear frequently in songs. However, vocabulary memory tends to be limited without further reinforcement, as stated that music effectively strengthens short-term memory, but does not guarantee long-term retention without additional reinforcement (Pavia, 2023).

From an affective perspective, the song Easy fosters a positive attitude toward English language learning, but does not automatically encourage independent learning. This shows that increasing motivation still requires pedagogical support. The application of the fill-in-the-blank

method has been proven to increase learner engagement because it encourages focus, active listening, and vocabulary recognition in context. These findings support (Abdullah & Fraidan, 2024) and (Prihatin et al., 2024) regarding the effectiveness of song-based and multimodal learning.

CONCLUSION

This study concludes that the song *"Easy"* by JVKE is effective as a supporting medium in improving noun vocabulary among beginner EFL learners at Institut Prima Bangsa Cirebon. The slow tempo, clear pronunciation, and repeated lyrics help students recognize and remember basic nouns, while the integration of the fill-in-the-blank method enhances motivation, engagement, and active listening skills. Learning through songs also creates a more enjoyable learning atmosphere and supports contextual vocabulary understanding.

Practically, these findings indicate that songs can be used as supplementary media in vocabulary instruction for students at Institut Prima Bangsa Cirebon, particularly for beginner learners. The use of songs with a slow tempo and clear lyrics can increase learning interest and help learners understand vocabulary contextually. However, this study is limited by a small number of participants, the use of only one song, and the selective nature of noun acquisition, as learners tend to remember only frequently repeated words. Therefore, the results of this study do not fully represent long-term vocabulary mastery.

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