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# How Listening YouTube Song Habit Influences Students' Vocabulary Mastery: A Correlational Study

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**Abstract**

Vocabulary mastery is essential for students to be able to communicate well in English. However, some students still struggle memorizing new words and identifying vocabulary meanings. This study aims to determine the correlation between students' habits of listening to English YouTube songs and their vocabulary mastery. The research used a quantitative correlational approach involving 24 tenth-grade students at SMA N 1 SUWAWA. The data collection was done using a questionnaire about listening habits to English songs and a vocabulary test. The data analysis was performed using the Pearson Product Moment formula. The result showed that there is a moderate positive correlation between the habit of listening to English YouTube songs and the mastery of vocabulary of SMA N 1 Suwawa tenth-grade students (r = 0.529). This indicates that the more intense the students' habit of listening to English YouTube songs, the better their vocabulary mastery. Listening habit contributes 27.98% to the mastery of vocabulary. Based on these results, it can be concluded that there is a moderate correlation between listening habit to English YouTube songs and vocabulary mastery of tenth grade students at SMA N 1 Suwawa. The more students listen to English songs, the better they master vocabulary.

Keywords: listening Habit, YouTube song, vocabulary mastery

## Introduction

In the global era, mastering English is essential for effective communication across various aspects of life. However, students often struggle with learning English due to challenges in memorizing vocabulary (Mustika & Dashela, 2024) and lack of interest in learning it (Hambali, 2018). The empirical issues highlight that many students have low vocabulary knowledge (Hartono & Prima, 2021), leading to difficulties in understanding, pronouncing, and using English words correctly (Raza,

2022). These significant challenges in mastering English vocabulary impair their ability to communicate effectively (Rachid EL YAZIDI, 2023). Additionally, traditional teaching methods and strategies may not fully engage students, thus hindering their vocabulary acquisition and overall language proficiency. This problem necessitates exploring alternative methods to enhance vocabulary learning in a more engaging and effective manner. One such method is incorporating English songs from YouTube into the learning process, which might increase students' interest and facilitate vocabulary retention. This method aims to make learning enjoyable and reduce mental blocks associated with the traditional learning process.

The theoretical foundation of this research rests on the notion that vocabulary mastery is crucial for successful communication in English (Septiara & Hamzah, 2023). Scholars emphasize that vocabulary is essential for comprehension and vital to the development of language skills (Khalifa & Talib, 2022; Salimei & Zangeneh, 2022; Zhou, 2021). According to the competency-based curriculum, students are expected to expand their vocabulary by 1000–1500 words annually, thus appropriate teaching and learning strategies need to be implemented to help students meet this goal. Listening to English songs is suggested as an effective strategy to enhance vocabulary learning (Isnaini & Aminatun, 2021). Songs can help in the acquisition of pronunciation, word stress, syntax, and vocabulary. Expert like Harmer (Harmer, 2015) advocate for using songs to improve listening skills and language input. Songs not only provide exposure to new words but also make learning enjoyable (Faliyanti, 2017; Purnama & Wahyudi Karimullah, 2024). However, selecting appropriate songs is crucial to avoid problematic content and ensure they match students' proficiency levels. Using YouTube as a resource allows students to engage with songs visually and auditorily, potentially making vocabulary acquisition habitual and less stressful.

Previous related studies have explored the relationship between listening skills and vocabulary mastery in the context of learning English. Endah Sari et al., (2013) found that the relationship between students' ability to listen to English songs and their vocabulary competence was not significant. Similarly, Turnip et al (2018) investigated this correlation among students at STKIP PGRI Trenggalek, finding a very low correlation between listening ability and vocabulary mastery. However, a significant relationship was discovered between variables of students' interest in listening to English songs and vocabulary mastery with a moderately positive correlation in research conducted by Syafitri & Syarfi (2019). In addition, (Wardiansyah et al., 2019) also reported a positive correlation between these variables, following research by (Bernanda et al., 2022) confirming that students' habit of listening to English songs positively contributed to their vocabulary mastery.

Despite the valuable insights provided by these studies, several limitations exist. (Turnip, Ellys Rafika Sari; Suprayitno; Nugrahini, 2018) research indicated a very low correlation, suggesting the need for more reliable techniques or larger sample sizes to detect significant relationships. Other studies above, while showing positive correlations, were limited to specific educational contexts and demographics, potentially affecting the generalizability of their findings. Additionally, the methodologies used, such as self-reported questionnaires and basic tests, might not fully capture the complexities of listening skills and vocabulary mastery.

These relevant studies primarily focus on the correlation between listening habits, listening ability, and vocabulary mastery, but there is a gap in examining the role of digital media, specifically YouTube, in enhancing vocabulary learning. The current study aims to address this gap by investigating the correlation between students' habits of listening to English songs on YouTube and their vocabulary mastery. This study aims to provide a more contemporary understanding of how modern digital platforms can be utilized to improve English language learning, particularly in the context of secondary education. By focusing on YouTube as a medium, this research aims to contribute to the theoretical framework of vocabulary acquisition through multimedia learning and offer practical implications for language teaching strategies.

Therefore, based on the identified gap, the primary objectives of this research are to determine the extent of the correlation between listening habits to English YouTube songs and vocabulary mastery and to explore the impact of frequently listening to English YouTube songs as a supplementary tool for vocabulary learning. The significance of this research lies in its potential to provide teachers with insights into integrating modern digital platforms like YouTube into their teaching strategies, thereby enhancing students' engagement and language acquisition. The novelty of the current research is its focus on the use of YouTube, a widely accessible and popular platform, as a medium for vocabulary learning, which has not been extensively explored in previous studies. This study aims to bridge the gap between traditional vocabulary learning methods and contemporary digital resources, offering a fresh perspective on improving English language education in the digital age.

## Methodology

The research utilized a quantitative method with a correlational design (Creswell, J, 2008) to measure the relationship between two variables: students' habits of listening to English songs on YouTube and their mastery of vocabulary. Correlational research aims to determine the extent to which these variables are connected within a single group. This research was conducted in the tenth grade of Senior High School in Suwawa with a sample class consisting of 24 students.

To collect data, the researcher employed two main instruments: a questionnaire and a vocabulary test. The questionnaire, adapted from (Chen & Chen, 2009), comprised 25 items categorized into three areas: repetitive action, attention, and getting meaning. Responses were measured on a four-point Likert scale. The vocabulary test, adapted from Paul Nation, focused on various aspects of vocabulary mastery, including the use of nouns, adjectives, verbs, synonyms, antonyms, and word structure. Face, content, and construct validity were used to assess the validity of the instruments. Face validity ensured the questionnaire appeared to measure what it was intended to, while content validity ensured the test items adequately covered the subject matter. Construct validity confirmed that the test measured the theoretical construct it was supposed to assess. A try-out involving 10 students was conducted to validate the vocabulary test items using the Microsoft Excel program, with items considered valid if their R observed was higher than the R table at a 5% significance level. After certifying the validity test, there were only 20 valid multiple-choice questions out of 40 composed.

Data were collected using the questionnaire and the vocabulary test. The questionnaire assessed students' listening habits to English songs on YouTube. Students responded to items using a four-point Likert scale, and their scores were classified into various levels of listening habits. The vocabulary test assessed students' vocabulary mastery through multiple-choice questions covering several indicators.

As part of the data analysis, Pearson's Product Moment method was used to determine the relationship between students' listening habits and vocabulary proficiency. The correlation coefficient ($r_{xy}$) was computed to determine the strength and direction of the relationship. Additionally, the t-value was calculated to test the significance of the correlation, and the determinant coefficient (KP) was computed to understand the contribution of listening habits to vocabulary mastery. Hypotheses were examined to see if a significant relationship existed between the two variables. If the observed correlation coefficient ($r_o$) was greater than the $r_{table}$ value, the null hypothesis ($H_o$) was rejected, indicating a significant correlation.

## Findings

### *The Result of Questionnaire on Listening to English YouTube Song Habit*

The researchers presented the data of the questionnaire on listening to English YouTube song habit by showing the frequency and percentage based on the options of each item of the questionnaire.

Table 1. Students Listening Habit to English YouTube Songs

| NO | ALWAYS | | USUALLY, | | RARELY | | NEVER | |
|---|---|---|---|---|---|---|---|---|
| | F | P | F | P | F | P | F | P |
| 1 | 6 | 25.6% | 11 | 45.8% | 7 | 29.2% | 0 | 0% |
| 2 | 5 | 20.8% | 6 | 25.0% | 12 | 50.0% | 1 | 4.2% |
| 3 | 5 | 20.8% | 6 | 25.0% | 9 | 37.5% | 4 | 16.7% |
| 4 | 9 | 37.5% | 6 | 25.0% | 6 | 25.0% | 3 | 12.5% |
| 5 | 9 | 37.5% | 6 | 25.0% | 7 | 29.2% | 2 | 8.3% |
| 6 | 0 | 0.0% | 6 | 25.0% | 8 | 33.3% | 10 | 41.7% |
| 7 | 13 | 54.2% | 5 | 20.8% | 6 | 25.0% | 0 | 0.0% |
| 8 | 6 | 25.0% | 9 | 37.5% | 6 | 25.0% | 3 | 12.5% |
| 9 | 7 | 29.2% | 9 | 29.2% | 10 | 41.7% | 0 | 0.0% |
| 10 | 2 | 8.3% | 4 | 16.7% | 5 | 20.8% | 13 | 54.2% |
| 11 | 4 | 16.7% | 3 | 12.5% | 7 | 29.2% | 9 | 37.5% |
| 12 | 2 | 8.3% | 7 | 29.2% | 11 | 45.8% | 4 | 16.7% |
| 13 | 13 | 54.2% | 3 | 12.5% | 3 | 12.5% | 4 | 16.7% |
| 14 | 12 | 50.0% | 3 | 12.5% | 7 | 29.2% | 2 | 8.3% |
| 15 | 14 | 58.3% | 3 | 12.5% | 5 | 20.8% | 2 | 8.3% |
| 16 | 10 | 41.7% | 6 | 25.0% | 6 | 25.0% | 2 | 8.3% |
| 17 | 2 | 8.3% | 4 | 16.7% | 14 | 58.3% | 4 | 16.7% |
| 18 | 2 | 8.3% | 9 | 37.5% | 9 | 37.5% | 4 | 16.7% |
| 19 | 1 | 4.2% | 2 | 8.3% | 12 | 50.0% | 9 | 37.5% |
| 20 | 4 | 16.7% | 3 | 12.5% | 7 | 29.2% | 10 | 41.7% |
| 21 | 9 | 37.5% | 4 | 16.7% | 9 | 37.5% | 2 | 8.3% |
| 22 | 7 | 29.2% | 5 | 20.8% | 9 | 37.5% | 3 | 12.5% |
| 23 | 7 | 29.2% | 5 | 20.8% | 9 | 37.5% | 3 | 12.5% |
| 24 | 4 | 16.7% | 5 | 20.8% | 10 | 41.7% | 5 | 20.8% |
| 25 | 1 | 4.2% | 6 | 25.0% | 9 | 37.5% | 8 | 33.3% |
| TOTAL | 154 | | 136 | | 203 | | 107 | |

The table above indicates that the option "always" has 154 frequencies. The frequency of the option "usually" is 136. There are 203 frequencies associated with the "rarely" option. The frequency of the option "never" is 107. It is possible to infer that students occasionally interact with English songs in their daily activities. This is demonstrated by the overwhelming number of students who select the "rarely" option.

Table 2. The Score of Listening to English YouTube Songs' Habit Questionnaire

| PARTICIPANT | LISTENING TO ENGLISH YOUTUBE SONG HABIT (X) | $X^2$ |
|---|---|---|
| S1 | 71 | 142 |
| S2 | 71 | 142 |
| S3 | 77 | 154 |
| S4 | 78 | 156 |
| S5 | 72 | 144 |
| S6 | 75 | 150 |
| S7 | 58 | 116 |
| S8 | 59 | 118 |
| S9 | 59 | 118 |
| S10 | 70 | 140 |
| S11 | 99 | 198 |
| S12 | 60 | 120 |
| S13 | 87 | 174 |
| S14 | 62 | 124 |
| S15 | 59 | 118 |
| S16 | 65 | 130 |
| S17 | 93 | 186 |
| S18 | 77 | 154 |
| S19 | 64 | 128 |
| S20 | 70 | 140 |
| S21 | 79 | 158 |
| S22 | 73 | 146 |
| S23 | 70 | 140 |
| S24 | 70 | 140 |
| TOTAL | 1718 | 3436 |
| LOWEST SCORE | 58 | |
| HIGHEST SCORE | 99 | |

The variable X was determined to be 1,718 and $X^2$ to be 3,436 through the calculation. The highest score was 99, and the lowest score was 58, as indicated by the data above. Further, the students' scores were classified.

Table 3. Classification of Students' Score

| Score | Students' level of listening English YouTube song habit | Frequency |
|---|---|---|
| 85 - 100 | Very High | 3 |
| 65 – 84 | High | 14 |
| 55 – 64 | Fair | 7 |
| 35 – 54 | Low | 0 |
| 0 – 34 | Very Low | 0 |

The score variation is evident in the earlier mentioned data. According to the computation, there were 3 students who obtained scores of 85-100, 14 students who obtained scores of 65-84, 7 students who obtained scores of 55-64, and none of the students who obtained scores of 35-54 and 0-34.

***The Result of Vocabulary Mastery Test***

The students' responses were scored after the vocabulary answer sheets were collected. The vocabulary proficiency test scores are illustrated in the subsequent table.

Table 4. The Score of Students' Vocabulary Test

| Name | Students' Vocabulary (Y) | $Y^2$ |
|---|---|---|
| S1 | 70 | 140 |
| S2 | 70 | 140 |
| S3 | 75 | 150 |
| S4 | 80 | 160 |
| S5 | 70 | 140 |
| S6 | 85 | 170 |
| S7 | 70 | 140 |
| S8 | 75 | 150 |
| S9 | 85 | 170 |
| S10 | 75 | 150 |
| S11 | 65 | 130 |
| S12 | 75 | 150 |
| S13 | 70 | 140 |
| S14 | 85 | 170 |
| S15 | 70 | 140 |
| S16 | 70 | 140 |
| S17 | 80 | 160 |
| S18 | 85 | 170 |
| S19 | 80 | 160 |
| S20 | 70 | 140 |
| S21 | 80 | 160 |
| S22 | 80 | 160 |
| S23 | 70 | 140 |
| S24 | 90 | 180 |
| SUM | 1825 | 3650 |
| LOWEST SCORE | 65 | |
| HIGHEST SCORE | 90 | |

The computation variable Y was identified as 1,825 and Y2 as 3,650. The highest score was 90, while the lowest score was 65, as indicated by the

aforementioned data. The scores of the students are classified in the subsequent table:

Table 5. Classification of Students' Vocabulary Test Score

| Score | Interpretation Level | Frequency |
|---|---|---|
| 80-100 | Very High | 10 |
| 70-79.99 | High | 13 |
| 60-69.99 | Average | 1 |
| 50-59.99 | Low | 0 |
| 0-49.99 | Very Low | 0 |

The score variation is evident in the data above. According to the calculation, there were 10 students who obtained a score of 80-100, 13 students who obtained a score of 70-79.99, 1 student who obtained a score of 60-69.99, and none of the students who obtained a score of less than 59.99.

The normality test was conducted to determine whether the research variable data was normally distributed. The distribution is considered normal if the value of sig. > 0.05, and abnormal if the value of sig. < 0.05. This research used One-Sample Kolmogorov-Smirnov test to the data.

Table 6. The Normality Test Result

**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 24 |
| Normal Parameters[a] | Mean | .0000000 |
| | Std. Deviation | 6.69303460 |
| Most Extreme Differences | Absolute | .190 |
| | Positive | .190 |
| | Negative | -.107 |
| Kolmogorov-Smirnov Z | | .930 |
| Asymp. Sig. (2-tailed) | | .353 |

a. Test distribution is Normal.

The probability value of 0.353 was greater than the significance level of 0.05, as indicated by the normality test result. It denotes the normality of variable data. In other words, the pairs of all data are both habit in listening to English YouTube song and students' vocabulary mastery as a result of the normal distribution of samples.

After performing the normality test, the analysis proceeded with the linearity test. A linearity test is used to understand the relationship between the dependent and independent variables. If the value of sig. > 0.05, it means that the variables are linear, meanwhile, if the value of sig. < 0.05, then the variables are not linear.

Table 7. Linearity Test Result

**ANOVA Table**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| vocabulary test * students habit | Between Groups | (Combined) | 865.625 | 17 | 50.919 | 1.666 | .273 |
| | | Linearity | 18.634 | 1 | 18.634 | .610 | .465 |
| | | Deviation from Linearity | 846.991 | 16 | 52.937 | 1.732 | .257 |
| | Within Groups | | 183.333 | 6 | 30.556 | | |
| | Total | | 1048.958 | 23 | | | |

The linearity test result for the habit of listening to English songs on YouTube and vocabulary mastery shows a significance value of 0.257. It implies that the value is greater than the significance level of 0.05. Therefore, it can be inferred that variable X and variable Y are linear.

The Pearson Product Moment method was also utilized in this study to determine the relationship between students' vocabulary competence and their habit of listening to English songs on YouTube.

Table 8. The Correlation Between Listening English YouTube Song Habit and Vocabulary Mastery

| NO | X | Y | XY | $X^2$ | $Y^2$ |
|---|---|---|---|---|---|
| 1 | 71 | 70 | 4970 | 142 | 140 |
| 2 | 71 | 70 | 4970 | 142 | 140 |
| 3 | 77 | 75 | 5775 | 154 | 150 |
| 4 | 78 | 80 | 6240 | 156 | 160 |
| 5 | 72 | 70 | 5040 | 144 | 140 |
| 6 | 75 | 85 | 6375 | 150 | 170 |
| 7 | 58 | 70 | 4060 | 116 | 140 |
| 8 | 59 | 75 | 4425 | 118 | 150 |
| 9 | 59 | 85 | 5015 | 118 | 170 |
| 10 | 70 | 75 | 5250 | 140 | 150 |
| 11 | 99 | 65 | 6435 | 198 | 130 |
| 12 | 60 | 75 | 4500 | 120 | 150 |
| 13 | 87 | 70 | 6090 | 174 | 140 |
| 14 | 62 | 85 | 5270 | 124 | 170 |
| 15 | 59 | 70 | 4130 | 118 | 140 |
| 16 | 65 | 70 | 4550 | 130 | 140 |
| 17 | 93 | 80 | 7440 | 186 | 160 |
| 18 | 77 | 85 | 6545 | 154 | 170 |
| 19 | 64 | 80 | 5120 | 128 | 160 |
| 20 | 70 | 70 | 4900 | 140 | 140 |
| 21 | 79 | 80 | 6320 | 158 | 160 |
| 22 | 73 | 80 | 5840 | 146 | 160 |
| 23 | 70 | 70 | 4900 | 140 | 140 |
| 24 | 70 | 90 | 6300 | 140 | 180 |
| | 1718 | 1825 | 130460 | 3436 | 3650 |

ΣX = 1,718
ΣY = 1,825
ΣXY = 130,460
ΣX2 = 3,436
ΣY2 = 3,650

The computation of the correlation between variable X and variable Y above provides information regarding each variable. The product of $r_{xy}$ will be determined by the product moment, as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\left(N\sum X^2 - (\sum X)^2\right)\left(N\sum Y^2 - (\sum Y)^2\right)}}$$

$$r_{xy} = \frac{24\sum 130{,}460 - (\sum 1{,}718)(\sum 1{,}825)}{\sqrt{\left(24\sum 3{,}436 - (\sum 1{,}718)^2\right)\left(24\sum 3{,}650 - (\sum 1{,}825)^2\right)}}$$

$$r_{xy} = \frac{3{,}131{,}040 - 3{,}135{,}350}{\sqrt{(82{,}464 - 3{,}436)(87{,}600 - 3{,}650)}}$$

$$r_{xy} = \frac{4{,}310}{\sqrt{(79{,}028)(83{,}950)}}$$

$$r_{xy} = \frac{4{,}310}{\sqrt{(6{,}634)}}$$

$$r_{xy} = \frac{4{,}310}{81{,}44}$$

$r_{xy}$= 0,529

After doing the manual computation mentioned earlier, the r value was discovered to be 0.529. The table of the interpretation coefficient correlation was then checked in regard to the r value.

Table 9. Coefficient Correlation Interpretation

| | |
|---|---|
| Between 0.8 and 1.00 | Very strong |
| Between 0.6 and 0.8 | Strong |
| Between 0.4 and 0.6 | Moderate |
| Between 0.2 and 0.4 | Weak |
| Between 0.0 and 0.2 | Very weak |

The r value of 0.529 was categorized as a "moderate" correlation according to the interpretation coefficient correlation table. As a result, there was a moderate link between the sample class's students' vocabulary and their habit of listening to English songs on YouTube.

To find out the $t_{value}$, the following formula was used.

$$T_{value} = \frac{\sqrt[r]{n-2}}{\sqrt{1-r^2}}$$

Where:
r: the score of coefficient correlation
n: the number of samples

From the formula above it was known that:

$$T_{value} = \frac{\sqrt[r]{n-2}}{\sqrt{1-r^2}}$$

$$t_{value} = \frac{0.529\sqrt{24-2}}{\sqrt{1-0.529^2}}$$

$$t_{value} = \frac{2.481229}{0.848622}$$

$$t_{value} = 2.923835$$

Using the Excel program's computation, α = 0.05 and n = 24 so, it was found df = n - 2 = 24 – 2 = 22 and t table was 0.4044. Hence, it can be shown that $t_{value} \geq t_{table}$ (2.923835 ≥ 0.4044), indicating that $H_a$ was granted acceptance while $H_o$ was denied. In this scenario, the variable X, which is the listening of an English YouTube song, has a moderate or significant impact on the vocabulary mastery of students.

Additionally, the contribution of the variable X to the variable Y was calculated using the following formula.

KP = $r^2$ x 100 %

Where: KP : Determinant coefficient score
R : correlation coefficient score
KP = $r^2$ X 100%
KP = $0.529^2$ X 100%
KP = 0.279841%
KP = 27.9841%

Therefore, the X variable (Listening English YouTube song habit) contributes to the mastery of vocabulary of the tenth-grade students at SMA N 1 Suwawa as much as 27.9841%.

The formula's conclusion indicates that Ha is accepted since $r_o > r_{table}$, indicating a strong association between students' vocabulary knowledge and their habit of listening to English-language YouTube songs.

## Discussion

According to the data description, there was a substantial relationship between the students' vocabulary competence at SMA N 1 Suwawa and their habit of listening to English songs on YouTube. The obtained correlation coefficient score is 0.529, falling between 0.4 and 0.6. As a result, a positive moderate correlation is assigned to the connection. At that point, the alternative theory is acknowledged. The habit of listening to English YouTube songs contributes 27.9841% to the vocabulary mastery of the tenth-grade students at SMA N 1 Suwawa. This implies that the more frequently students listen to English songs on YouTube, the better their

vocabulary. The finding also showed that the r value was 0.529, which was considered to be a moderated correlation.

These findings align with the theories stating that singing and listening to songs can enhance one's learning abilities and simultaneously foster active engagement. In other words, when listening to music students can improve their cognitive abilities and promote a deeper comprehension of the information being taught. Second, students can learn a new word and pronounce it correctly through song, enabling them to use it in communication with others (Betsy B Lee, 2001). That is to say, listening English YouTube song habit provides rhythmic and repeating patterns that facilitate memorization and recall which helps students with language development. This aligns with our findings that when listening to English songs has become a habit, students' memory of the language and comprehension improved. In addition, according to our research, students not only retained new vocabulary effectively but also demonstrated improved pronunciation and confidence when using these new words in conversation.

Our research also provides more light on the positive social and emotional effects of listening to English YouTube song habit that the students reported feeling less nervous and more interested, suggesting that song can create a more supportive learning environment. This emotional connection can be crucial for language learners who might feel stressed by traditional vocabulary learning methods. For instance, some students noted that learning new vocabulary through listening to song habit made them feel like they were just having fun rather than studying which significantly reduce their anxiety, instead, it increased their willingness to learn new words.

Several previous studies have also yielded similar results to this one. For example (Atmaja et al., 2017) who found that listening to English song not only contributed to students' vocabulary acquisition but also their listening skill. The research demonstrated that students who regularly listened to English songs were able to understand spoken English more accurately. (Despita, 2020) also revealed that there was a positive correlation between the habit of listening to English songs and vocabulary mastery toward students' listening skills. It highlighted that the students who frequently engaged with English songs showed significant improvements in their vocabulary and listening comprehension exercises.

These findings align with the idea that the habit of listening to YouTube songs can serve as an effective educational tool for language learning. Thus, the researchers concluded that students' vocabulary knowledge is enhanced by their listening to English YouTube songs habit. Students who habitually listen to English songs will enjoy the process and naturally acquire new vocabulary. They are inspired to learn the meaning of the lyrics which include a list of vocabulary terms as they sing and

listen to English songs. Therefore, the correlation between listening to English songs and improved language proficiency highlights the many benefits of incorporating English songs into language learning.

## Conclusion

The results of this research indicate a positive moderate correlation between the habit of listening to English YouTube songs and students' vocabulary mastery, with an rxy value of 0.529 and a significant t-value of 2.923835, surpassing the t-table value of 0.4044. This suggests that students who habitually listen to English YouTube songs tend to have better vocabulary acquisition, with a moderate influence of 27.9841%. This finding aligns with the theory that engaging in musical activities can enhance cognitive abilities and support language development through repetitive and rhythmic patterns. Additionally, students not only retained new vocabularies more effectively but also demonstrated confidence in using new words. Furthermore, integrating songs into language learning can create a more supportive and engaging learning atmosphere, reducing anxiety and increasing motivation.

In a broader context, this research suggests that incorporating modern digital platforms like YouTube into language learning can significantly enhance students' engagement and language acquisition. The implications for theory and practice include recognizing many advantages of using songs in education and encouraging further exploration of the function of digital media in language learning.

This research might have used a limited sample size which can affect the generalizability of the findings. While the research shows a positive correlation, it does not establish a causal relationship. Other factors, such as prior exposure to English, motivation, and individual learning styles, could also influence vocabulary acquisition. These limitations suggest areas for further research to strengthen the findings.

For future research, it would be beneficial to look into the long-term effects of using English songs in language learning and to explore how different genres or types of music might affect various aspects of language acquisition. Additionally, teachers could also examine how best practices for music-based learning strategies can be adjusted for various age groups and skill levels in a bigger scale.

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