

UTILIZING FAVORITE MUSIC AS A TOOL FOR SECOND LANGUAGE ACQUISITION

Ichha Trizzeta Indriana¹, Nurhasanah²

Universitas Sebelas April

trizzetaindriana@gmail.com

Received: 5-12-2024

Accepted: 22-12-2024

Published: 30-12-2024

Abstract

Psycholinguistics or psychology of language is the study of the relationship between linguistic factors and psychological aspects. The main subject of psycholinguistic research is the study of the cognitive processes underlying language comprehension and production, and the way the cultural environment interacts with both. This research reports the result of case study that investigate the impact of utilizing music as a tool for second language acquisition (SLA) for English literature students at University of Sebelas April Sumedang. The study aims to investigate how exposure to song lyrics helps learners recall vocabulary and improve pronunciation, contributing to their overall language development. The main findings are music has an impact for participant skills language, especially for reading skills. This research used qualitative method. The data is collected through observation and then describe it descriptively. The results showed that from four participants could recall and remember some words from the song lyrics and pronounce them when speaking. The total of nine parts of speech there are pronoun, noun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection, that appear is 624 times which is divided into; 183 times for pronoun, 110 times for noun, 136 times for verb, 32 times for adjective, 6 times for adverb, 23 times for preposition, 39 times for conjunction, 87 times for determiner, and 8 times for interjection. Through this research, it is expected to help further research on psycholinguistics about the use of music as a second language acquisition tool. By integrating songs into the English learning process, educators can create a more engaging environment that motivates students to develop their language skills. The use of music as a second language acquisition tool is expected to continue to be developed in the English learning process that is interesting for students.

Keywords: *second language, language acquisition, psycholinguistics*

INTRODUCTION

Music has become a basic need for people today. Various genres of music such as Dangdut, Pop, Hip-Hop, Jazz, Rock, etc., can be easily played through music player applications on smartphones. People today will play music anywhere, whether when studying, working, or to fill their free time. This phenomenon of listening to music is not just entertainment but can affect psychological, social, and cultural aspects, as applications in therapy and education. One of the uses of music in education is to help us learn a new language. Music also introduces and reinforces language pronunciation and grammar, and more different aspects of language proficiency (Brandt et al., 2012; Culp, 2017; Degé & Schwarzer, 2011; Engh, 2013; Gordon, Magne, & Large, 2011; Milovanov & Tervaniemi, 2011; Zhang, 2011).

Schellenberg (2005) says that music is more than just entertainment, it has the potential to improve various language skills. When we listen to music and then unconsciously sing along, organs such as the brain, respiratory organs, and other articulatory organs work to produce pitched sounds. This can affect language skills such as listening, speaking, writing, and reading. In psycholinguistics it is called language acquisition. Research conducted by Janus et al. [7] (in S. Huang., 2023: 1) suggests that individuals who have undergone musical training and successfully mastered a second language often demonstrate superior performance in nonverbal executive control tasks. According to Noam Chomsky,

every human being is born with a Language Acquisition Device (LAD), a biological mechanism in the brain that allows humans to understand the basic rules of language. According to Chomsky, children are more receptive to new languages. Jean Piaget explained that language is the result of cognitive development. As the cognitive process matures, the language skills that emerge become stronger.

METHOD

In this study, the researcher used a qualitative method. Researcher collect the data from research design and then describe it descriptively (Ary et al., 2010). In this qualitative analysis study, content or document analysis is used as a method to investigate and interpret data. Content analysis or document analysis is used as a method of examining and interpreting data in this qualitative study. The analysis method was chosen because it contains the ability to produce reliable conclusions by analyzing texts in applications with a broader context (Krippendor, 2004). Through this approach, it allows for a detailed textual description of how participants view the research topic. The researcher conducted three stages of research, namely, data collection, data processing, and data presentation in descriptive form.

Data is collected through observation in this design. Observation is the process of examining a situation to determine what is the norm, i.e. what can be predicted to happen again under similar circumstances in the future. Depending on the type of information sought, interviews and audio recordings can be investigated. In order for the research to be analyzed, observations must be written down or recorded in some way (Walliman, 2021).

FINDINGS AND DISCUSSION

In this study, the researcher found that the use of music as a second language acquisition tool showed a positive impact on the language skills of English Literature students at Sebelas April University, Sumedang. The researcher collected data by interviewing and testing the speaking, reading, listening, and writing skills of four participants through their favorite songs and one song that the researcher gave. The results showed that from four participants could recall and remember some words from the song lyrics and pronounce them when speaking. The total of nine parts of speech that appear is 624 times. The researcher summarizes the types of words that often appear when participants speak in Table 1 below.

Table 1. Types of words that often appear

Part of Speech	Total
Pronoun	183
Noun	110
Verb	136
Adjective	32
Adverb	6
Preposition	23
Conjunction	39
Determiner	87
Interjection	8
Total	624

From four participants, Participant A mentioned many types of pronouns, conjunctions, and verbs, Participant B mentioned many types of nouns, verbs, and adjectives, Participant C mentioned many types of pronouns, verbs, nouns, and determiners, and Participant D mentioned many types of pronouns, nouns, determiners, and conjunctions.

The differences that emerged from each participant can be seen from the tests that the researcher conducted on the four participants. The researcher conducted three stages of testing, the first was the speaking test. Participants were asked to mention and explain one of their favorite songs in English. The second test was reading, participants were asked to read the lyrics of their favorite songs. And the third test was a combination of listening, speaking, reading, and writing. In this test, the researcher gave

an English song entitled 'Break My Heart Myself' by Bebe Rexha and ITZY. Participants were asked to listen to the song and then write down the lyrics. After that, participants were asked to read the lyrics of their respective results and guess the meaning of the song. The song 'Break My Heart Myself' by Bebe Rexha and ITZY talks about someone's struggle in the process of healing mental health. Bebe Rexha openly revealed that she suffers from bipolar. And through this song, she conveys strength and resilience in the process of healing her mental illness.

1. Speaking Test

In this session, participants were asked to name and explain what their favorite song was about. Participant A showed better language skills than participants B, C, and D. When the researcher asked "What's your favorite song? Can you tell me why you like that song and what is the song about?", Participant A was able to answer the questions using English fluently without any hedging. Participant A explained that his favorite song is 'Spring Day' by BTS which brings a sad and happy atmosphere at the same time because it reminds him of memories with his friends.

Participant B answered that his favorite song is 'Darling' by Lewis Fitzgerald which tells about the relationship of a couple who love each other. When answering, participant B did a lot of hedging and said Indonesian words several times such as '*apa*', '*yang*', '*saling*', and '*mencintai*'. Participant C said his favorite song is 'Patience' by Take That. Participant C explained that this song talks about a relationship between two people that ends unhappily.

Participant C also explained the reason he liked this song because it reminded him of someone. Participant C also still used hedging.

Participant D answered that his favorite song was "Rewrite the Stars" from the film The Greatest Snowman sung by Anne Marie and James Arthur. He explained the reason he liked this song was because the lyrics had a very deep meaning about a man's love for a woman but it was unrequited because of a difference so he wanted to change fate. Participant D also still used hedging and repeated sentences with the same meaning.

2. Reading Test

In the second session, participants were asked to read the lyrics of their favorite songs. All participants were able to read the lyrics of English songs with fairly clear pronunciation. However, there were still some pronunciations of words that sounded unclear. Here are some words whose pronunciation is not clear, listed in the Table 2.1, Table 2.2, Table 2.3, and Table 2.4.

Table 2.1

No.	Correct lyrics	Lyrics read	Pronunciation
1.	Time is so cruel I hate us	Time is so cruel I had us	Hate: /heit/ Had: /hæd/
2.	Seeing each other is now more difficult	Sing each other is now more difficult	Seeing: /'si:.ɪŋ/ Sing: /sɪŋ/
3.	How long do I have to wait ?	How long do I have to faith ?	Wait: /wert/ Faith: /fetθ/
4.	How many nights do I have to pass to see you, to meet you?	How many nice do I have to pass to see you, to meet you?	Nights: /narts/ Nice: /nais/
5.	Is it you who changed or is it me?	Is it you who change or is it me?	Changed: /tʃeɪndʒd/ Change: /tʃeɪndʒ/
6.	I had this moment, this flowing by	I hate this moment, this flawing bye	Had: /hæd/ Hate: /heit/ Flawing: /fla:/ Flowing: /'flou.ɪŋ/ Bye: /baɪ/ By: /baɪ/
7.	Maybe cherries are blossoming	Maybe cherries are blazeming	Blossoming: /'blɑ:.səm/ Blazeming: /blāz/

8.	Wait a little bit just a few more nights	With a little bit just a few more nights	Wait: /weɪt/ With: /wɪð/
----	---	---	-----------------------------

In Table 2.1, participant A reads the English version of the lyrics of the song ‘Spring Day’ by BTS and there are several words that sound like other words that sound similar, such as the words ‘bye’ and ‘by’, ‘wait’ and ‘with’, and so on.

Table 2.2

No.	Correct lyrics	Lyrics read	Pronunciation
1.	Now you’ve got me singing my truth	Now you got me singing my truth	You’ve: /ju:v/ You: /ju:/
2.	You bring me calm through the chaos	You bring me come true the chaos	Calm: /kɑ:m/ Come: /kʌm/ Through: /θru:/ True: /tru:/
3.	When all the odds are against us	When all the outs are again us	Odds: /ɑ:dz/ Outs: /aʊts/ Against: /ə'genst/ Again: /ə'gen/
4.	I can’t find the words to use	I can find the worst to used	Words: /wɜ:d/ Worst: /wɜ:st/ Use: /ju:z/ Used: /ju:st/
5.	First my heart aches	First my heart ex	Aches: /eɪk/ Ex: /eks/
6.	What you started feels like I’ve got it all to loose	What you started feels like I’ve got it all to lose	Loose: /lu:s/ Lose: /lu:z/
7.	First the ground shakes	First the girl sex	Shakes: /ʃeɪk/ Sex: /seks/
8.	Years of mistakes	Here’s of mistakes	Years: /jɪr/ Here’s: /hɪr/
9.	So, I live it for you	So, I leave it for you	Live: /lɪv/ Leave: /li:v/
10.	I got to do it right for you	I got a do to it for you	To: /tu:/ A: /eɪ/
11.	The bruises under the bandage	The bluses under the bandage	Bruises: /bru:z/ Bluses: /blu:z/
12.	Years lesson I had to feel	Lesson I had to fill	Years: /jɪr/ Feel: /fi:l/ Fill: /fɪl/
13.	I hope them scars never heal	I have the scars never hill	Hope: /hoʊp/ Have: /hæv/ Them: /ðem/ The: /ði:/ Heal: /hi:l/ Hill: /hɪl/
14.	Someday this pain to pay off	Someday this pains to the felt of	Pain: /peɪn/ Pains: /peɪnz/ The: /ði:/ Pay: /peɪ/ Felt: /felt/ Off: /ɑ:f/ Of: /ɑ:v/
15.	Then my voice breaks	That my voice breaks	Then: /ðen/ That: /ðæt/

In Table 2.2, participant B reads the lyrics of a song titled ‘Darling’ by Lewis Fitzgerald. There are 15 song lyrics that sound the same and some that are pronounced incorrectly. When reading the lyrics of this song, participant B is quite clear in pronouncing them. However, some words are familiar but the pronunciation is unclear. For example, ‘You’ and ‘You’ve’ sound the same without any emphasis on the phoneme /v/ for ‘You’ve’. Another example is the word ‘Shakes’ which sounds like the word ‘Sex’. The unclear pronunciation of this word also results in errors of meaning and ambiguity in the lyrics. In addition, there is also the unclear pronunciation of the word ‘Bruises’ which sounds like ‘Bluses’. This unclear pronunciation is in the phonemes /r/ and /l/.

Table 2.3

No.	Correct Lyrics	Lyrics read	Pronunciation
1.	I’m still hurting from a love I lost	Still hurting from a love, I loss	Lost: /lɑːst/ Loss: /lɑːs/
2.	But any minute all the pain will stop	But any minutes the pain will stop	Minute: /ˈmɪn.ɪt/ Minutes: /ˈmɪn.əts/ All: /ɑːl/
3.	Don’t be too hard on my emotions	Don’t be to hard on my emotions	Too: /tuː/ To: /tuː/
4.	I know you wanna be my salvation	I know you wanna be my soul fashion :	Salvation: /sælˈveɪ.ʃən/ Soul: /soʊl/ Fashion: /ˈfæʃ.ən/
5.	The one that I can always depend	The wind that I can always depend	One: /wʌn/ Wind: /waɪnd/
6.	I’ll try to be strong	I try to be strong	I’ll: /aɪl/ I: /aɪ/
7.	Believe me, I’m try to move on	Believe me, I’m try to moving on	Move: /muːv/ Moving: /ˈmuː.vɪŋ/

In Table 2.3, there are 7 lyrics that have mispronunciations, some words are wrong and some sound similar, such as the words ‘lost’ and ‘loss’, ‘too’ and ‘to’, ‘salvation’ and ‘soul fashion’, and the words ‘one’ and ‘wind’.

Table 2.4

No.	Correct lyrics	Read lyrics	Pronunciation
1.	So don’t keep saying our hands are tied	So don’t keep saying are hands tied	Our: /ˈaʊ.ə/ Are: /ɑːr/
2.	You claim it’s not in the cards	You claim it’s not in the card	Cards: /kɑːdz/ Card: /kɑːrd/
3.	And fate pulling your miles away and out of the reach	And fate pulling your miles away and all of the reach	Out: /aʊt/ All: /ɑːl/
4.	But you’re here in my heart	But you hearing my heart	You’re: /juːv/ You: /juː/ Here: /hɪr/ Hearing: /ˈhɪr.ɪŋ/ In: /ɪn/
5.	You’d be the one I was meant to find	You’ll be the one I was meant to find	You’d: /juːd/ You’ll: /juːl/
6.	And there are doors that can’t walk through	And there are doesn’t walk through	Doors: /dɔːr/ Doesn’t: /ˈdʌz.ənt/ That: /ðæt/ Can: /kæn/
7.	I know you’re wondering why	I know you wondering why	You’re: /juːv/ You: /juː/

8.	Because we're able to be just you and me	Because where ever to be just you and me	We're: /wɪr/ Where: /wer/ Able: /'eɪ.bəl/ Ever: /'ev.ə/
9.	Within these walls	Within this worst	These: /ði:z/ This: /ðɪs/ Walls: /wɔ:l/ Worst: /wɜ:st/
10.	But when we go outside	But can go outside	When: /wen/ Can: /kæn/ We: /wi:/
11.	Say that the world can be ours tonight	Saying the world can be ours tonight	Say: /seɪ/ Saying: /'seɪ.ɪŋ/ That: /ðæt/
12.	Say that it's possible	Say it's possible	That: /ðæt/
13.	How do we rewrite the stars	And how we rewrite the stars	Do: /də/ And: /ænd/ How: /haʊ/
14.	We're bound to break my hands are tied	Where bone to break my hands are tied	We're: We're: /wɪr/ Where: /wer/ Bound: /baʊnd/ Bone: /boʊn/

In Table 2.4, participant D reads the lyrics of a song titled 'Rewrite the Stars' by Anne Marie and James Arthur. Some lyrics are misread and some sound similar to words that have similar pronunciations. Participant D is clear enough when reading the lyrics so that they can be understood. However, the unclear pronunciation that occurs is in the stress at the end of the word, for example, 'We're' and 'Where' which sound the same as the word 'Where'.

3. Listening, Writing, Reading, and Speaking Test

In this part of the test, participants A, B, C, and D were asked to listen to a song titled 'Break My Heart Myself' by Bebe Rexha and ITZY. Then the participants were asked to transcribe, re-read the lyrics they had made, and then guess the meaning of the song. From the test, participants revealed that the song had a fast beat and the pronunciation of the lyrics sounded a little unclear.

Table 3.1

Correct Lyrics	Participant A Lyrics Version
ITZY <i>Bebe, yah</i> Hello, my name is Stevie Actually, I'm lying, it's really Bebe It's the meds, they make me really sleepy Klonopin, my friend, yeah, she numbs the feeling My doctor upped my dosage My mom felt bad, so she sent me roses Without it, I feel really hopeless And 5.7 of Americans know it Woah-oh-oh, I'm living and I'm dreaming Trying to stay even, oh No, I don't need your help To make me sick, to make me ill I don't need anybody else	ITZY, Baby, yeah... Hello my name is Stevie Actually, I'm lying, it's really Bibi Mans something makes me, really sleepy Can't --- my friend numb the feeling My doctor up my dosage, my mom felt sorry she send me flowers Without it I feel really hopeless, --- American no win I'm livin' and I'm dreamin' No, I don't need your help, to mae me sick to make me ill I don't need anybody else Cuz I can break my heart myself I don't need your help To get out this carousel I don't need anybody else

<p>'Cause I can break my heart myself I don't need your help Getting off of this carousel I don't need anybody else 'Cause I can break my heart myself</p> <p>Some days feeling like a misfit Sometimes I might make a mess But okay, I'm doing my best 'Cause I still wake up everyday Might need to take a vacation To clear my mind, see new places Issues won't fit suitcases So I'm gonna be okay-ay-ay-ay</p> <p>Woah-oh-oh, I'm living and I'm dreaming (<i>Dreaming</i>) Trying to stay even, oh (No) (<i>Even</i>) Woah-oh-oh, I'm draining for no reason (<i>Reason</i>) Apologize, no feelings, oh (<i>Feelings, oh</i>)</p> <p>No, I don't need your help To make me sick, to make me ill I don't need anybody else 'Cause I can break my heart myself I don't need your help Getting off of this carousel I don't need anybody else 'Cause I can break my heart myself</p> <p>Woo-hoo, woo-hoo, woo-hoo 'Cause I can break my heart myself There's a jumper on Hollywood and the 101 And I'm scared, I could be that one But I'm not (<i>ITZY</i>) <i>Sometimes, I think I could use some help</i> <i>Sometimes, I think that I'm better than anybody</i> <i>else</i> <i>Back and forth, in and out of my shell</i> 'Cause I can break my heart myself</p> <p>I don't need your help To make me sick, to make me ill <i>I don't need anybody else</i> 'Cause I can break my heart myself <i>I don't need your help</i> <i>Getting off of this carousel</i> <i>I don't need anybody else</i> 'Cause I can break my heart myself</p>	<p>Cuz I can break my heart myself</p> <p>So I can be okay ay ay ay I'm livin' and I'm dreamin' --- No, I don't need your help To mae me sick to make me ill Getting out this carousel ----</p> <p>There's jumper on Hollywood I'm scared, I can be --- --- So I can --- I don't need anybody else Cuz I can break my heart myself</p>
--	---

According to Participant A, this song is about a woman who has mental health problems therefore it is mentioned in the lyrics that the doctor should increase the dosage of her medication. In addition, participant A said that the woman in the song had problems with a man who had hurt her feelings so she wrote the song.

Table 3.2

Correct lyrics	Participant B Lyrics Version
<p>ITZY <i>Bebe, yah</i></p> <p>Hello, my name is Stevie Actually, I'm lying, it's really Bebe It's the meds, they make me really sleepy Klonopin, my friend, yeah, she numbs the feeling My doctor upped my dosage My mom felt bad, so she sent me roses Without it, I feel really hopeless And 5.7 of Americans know it</p> <p>Woah-oh-oh, I'm living and I'm dreaming Trying to stay even, oh</p> <p>No, I don't need your help To make me sick, to make me ill I don't need anybody else 'Cause I can break my heart myself I don't need your help Getting off of this carousel I don't need anybody else 'Cause I can break my heart myself</p> <p>Some days feeling like a misfit Sometimes I might make a mess But okay, I'm doing my best 'Cause I still wake up everyday Might need to take a vacation To clear my mind, see new places Issues won't fit suitcases So I'm gonna be okay-ay-ay-ay</p> <p>Woah-oh-oh, I'm living and I'm dreaming (<i>Dreaming</i>) Trying to stay even, oh (No) (<i>Even</i>) Woah-oh-oh, I'm draining for no reason (<i>Reason</i>) Apologize, no feelings, oh (<i>Feelings, oh</i>)</p> <p>No, I don't need your help To make me sick, to make me ill I don't need anybody else 'Cause I can break my heart myself I don't need your help Getting off of this carousel I don't need anybody else 'Cause I can break my heart myself</p> <p>Woo-hoo, woo-hoo, woo-hoo 'Cause I can break my heart myself There's a jumper on Hollywood and the 101 And I'm scared, I could be that one But I'm not (<i>ITZY</i>)</p>	<p>---</p> <p>Hello my name is Rexha --- Woo, I'm living in dreaming No --- I don't need anybody else Cause it will break my heart myself myself No, I don't need help --- to make --- My mine --- feeling some No, I don't need help --- Hollywood any wanna one</p>

<i>Sometimes, I think I could use some help</i> <i>Sometimes, I think that I'm better than anybody else</i> <i>Back and forth, in and out of my shell</i> <i>'Cause I can break my heart myself</i> <i>I don't need your help</i> <i>To make me sick, to make me ill</i> <i>I don't need anybody else</i> <i>'Cause I can break my heart myself</i> <i>I don't need your help</i> <i>Getting off of this carousel</i> <i>I don't need anybody else</i> <i>'Cause I can break my heart myself</i>	
---	--

According to Participant B, this song talks about someone who needs one person. She doesn't need many people because it can hurt her.

Table 3.3

Correct Lyrics	Participant C Lyrics Version
ITZY <i>Bebe, yah</i> Hello, my name is Stevie Actually, I'm lying, it's really Bebe It's the meds, they make me really sleepy Klonopin, my friend, yeah, she numbs the feeling My doctor upped my dosage My mom felt bad, so she sent me roses Without it, I feel really hopeless And 5.7 of Americans know it Woah-oh-oh, I'm living and I'm dreaming Trying to stay even, oh No, I don't need your help To make me sick, to make me ill I don't need anybody else 'Cause I can break my heart myself I don't need your help Getting off of this carousel I don't need anybody else 'Cause I can break my heart myself Some days feeling like a misfit Sometimes I might make a mess But okay, I'm doing my best 'Cause I still wake up everyday Might need to take a vacation To clear my mind, see new places Issues won't fit suitcases So I'm gonna be okay-ay-ay-ay Woah-oh-oh, I'm living and I'm dreaming (<i>Dreaming</i>) Trying to stay even, oh (No) (<i>Even</i>)	Hello I'm Stevie Actually, I'm dying It's really baby It's a mades they make me really sleepy Klonopin she numbs a feeling My doc up my <i>dosis</i> Well dad my mom felt bad, so she sent me roses Without it I feel really hopeless And nanana of American know it Woah... I'm living and I'm dreaming Trying to stay even Oh... No, I don't need your help To make me sick To make me ill I don't need anybody else Cause I can break my heart... myself I don't need your help Getting off of this <i>carosel</i> I don't need anybody else Cause I can break my heart myself Someday feeling like e misfit Sometimes I might... mess I'm doing my best Wake up every day

<p>Woah-oh-oh, I'm draining for no reason (<i>Reason</i>) Apologize, no feelings, oh (<i>Feelings, oh</i>)</p> <p>No, I don't need your help To make me sick, to make me ill I don't need anybody else 'Cause I can break my heart myself I don't need your help Getting off of this carousel I don't need anybody else 'Cause I can break my heart myself</p> <p>Woo-hoo, woo-hoo, woo-hoo 'Cause I can break my heart myself There's a jumper on Hollywood and the 101 And I'm scared, I could be that one But I'm not (<i>ITZY</i>) <i>Sometimes, I think I could use some help</i> <i>Sometimes, I think that I'm better than anybody else</i> <i>Back and forth, in and out of my shell</i> 'Cause I can break my heart myself</p> <p>I don't need your help To make me sick, to make me ill <i>I don't need anybody else</i> 'Cause I can break my heart myself <i>I don't need your help</i> <i>Getting off of this carousel</i> <i>I don't need anybody else</i> 'Cause I can break my heart myself</p>	
---	--

According to Participant C, this song talks about someone who has high expectations of others, but that person breaks his expectations until he has to go to a psychiatrist and get medical treatment and also medication. Finally, he is determined to forget it and become better.

Table 3.4

Correct Lyrics	Participant D Lyrics Version
<p>ITZY <i>Bebe, yah</i></p> <p>Hello, my name is Stevie Actually, I'm lying, it's really Bebe It's the meds, they make me really sleepy Klonopin, my friend, yeah, she numbs the feeling My doctor upped my dosage My mom felt bad, so she sent me roses Without it, I feel really hopeless And 5.7 of Americans know it</p> <p>Woah-oh-oh, I'm living and I'm dreaming Trying to stay even, oh</p>	<p>Bebe Bebe, yah Hello my name is JV Actually, I'm dying is really hippy</p> <p>The man suit make really sleepy Tell my friend what I'm feeling</p> <p>I got my overdose My mom tell me send me roses I'm feel very hopeless</p> <p>Ow ow and I'm living and I'm dreaming oh No, I don't need yourhelp to make me sad To make me ill</p>

<p>No, I don't need your help To make me sick, to make me ill I don't need anybody else 'Cause I can break my heart myself I don't need your help Getting off of this carousel I don't need anybody else 'Cause I can break my heart myself</p> <p>Some days feeling like a misfit Sometimes I might make a mess But okay, I'm doing my best 'Cause I still wake up everyday Might need to take a vacation To clear my mind, see new places Issues won't fit suitcases So I'm gonna be okay-ay-ay-ay</p> <p>Woah-oh-oh, I'm living and I'm dreaming (<i>Dreaming</i>) Trying to stay even, oh (No) (<i>Even</i>) Woah-oh-oh, I'm draining for no reason (<i>Reason</i>) Apologize, no feelings, oh (<i>Feelings, oh</i>)</p> <p>No, I don't need your help To make me sick, to make me ill I don't need anybody else 'Cause I can break my heart myself I don't need your help Getting off of this carousel I don't need anybody else 'Cause I can break my heart myself</p> <p>Woo-hoo, woo-hoo, woo-hoo 'Cause I can break my heart myself There's a jumper on Hollywood and the 101 And I'm scared, I could be that one But I'm not (<i>ITZY</i>) <i>Sometimes, I think I could use some help</i> <i>Sometimes, I think that I'm better than anybody</i> <i>else</i> <i>Back and forth, in and out of my shell</i> 'Cause I can break my heart myself</p> <p>I don't need your help To make me sick, to make me ill <i>I don't need anybody else</i> 'Cause I can break my heart myself <i>I don't need your help</i> <i>Getting off of this carousel</i> <i>I don't need anybody else</i> 'Cause I can break my heart myself</p>	<p>I don't need anybody else I can break my heart myself I don't need anybody else</p>
---	--

According to Participant D, this song talks about how ourselves can make us sad without being caused by others who hurt us. Because what we think will affect our mood and feelings.

Based on the tests that have been conducted on the four participants, the researcher concluded that the language skill that is most affected by the use of songs as a second language acquisition tool for students of the University of Sebelas April is reading ability. They can read English sentences well, with clear enough intonation, and clear enough pronunciation so that listeners can understand what is being said.

CONCLUSION

The study reveals that using music as a tool for second language acquisition has a positive impact, especially on reading skills. Students at Sebelas April University Sumedang were able to read English sentences with relatively clear pronunciation. However, there were still some mispronounced words or unclear articulation, which could lead to confusion. Using songs as a learning tool helps them grasp pronunciation indirectly, which in turn supports their reading abilities.

Nevertheless, challenges remain in speaking and listening skills. When asked to speak, students appeared hesitant and lacked confidence, often struggling to convey implicit meanings effectively. In terms of listening skills, they still missed several words and were unfamiliar with certain vocabulary, making it difficult for them to understand the overall meaning of the songs provided.

Utilizing songs can be an engaging and enjoyable alternative for those looking to learn a new language. Learning through songs not only involves the brain but also activates respiratory and articulatory organs to produce intonated sounds, which can influence the development of language skills such as listening, speaking, reading, and writing. To achieve balanced proficiency across these four skills, ongoing improvements and targeted practice are necessary.

REFERENCES

- Brandt, A., Gebrian, M., & Slevc, L. R. (2012). Music and early language acquisition. *Frontiers in psychology*, 3, 327.
- Chomsky, N. (2006). *Language and mind*. Cambridge University Press.
- Degé, F., & Schwarzer, G. (2011). The effect of a music program on phonological awareness in preschoolers. *Frontiers in psychology*, 2, 124.
- Degrave, P. (2019). Music in the foreign language classroom: How and why. *Journal of Language Teaching and Research*, 10(3), 412-420.
- Delogu, F., & Zheng, Y. (2020). Beneficial effects of musicality on the development of productive phonology skills in second language acquisition. *Frontiers in Neuroscience*, 14, 618.
- Engh, D. (2013). Why use music in English language learning? A survey of the literature. *English language teaching*, 6(2), 113-127.
- Gordon, R. L., Magne, C. L., & Large, E. W. (2011). EEG correlates of song prosody: a new look at the relationship between linguistic and musical rhythm. *Frontiers in psychology*, 2, 352.
- Harley, T. A. (2013). *The psychology of language: From data to theory*. Psychology press.
- Huang, S. (2023). Music and Language Acquisition. In *SHS Web of Conferences* (Vol. 174, p. 02026). EDP Sciences
- Jodai, H. (2011). An Introduction to Psycholinguistics. *Online Submission*.
- Krippendor, K. 2004/Content Analysis, an Introduction to Its Methodology.
- Milovanov, R., & Tervaniemi, M. (2011). The interplay between musical and linguistic aptitudes: a review. *Frontiers in psychology*, 2, 321.
- Moreno, S. (2009). Can music influence language and cognition?. *Contemporary Music Review*, 28(3), 329-345.
- Pikhart, M., & Botezat, O. (2021). The impact of the use of social media on second language acquisition. *Procedia computer science*, 192, 1621-1628.

- Rieb, C., & Cohen, J. (2020). The impact of music on language acquisition. *Mid-Western Educational Researcher*, 32(4), 350-368.
- Schellenberg, E. G. (2005). Music and cognitive abilities. *Current Directions in Psychological Science*, 14(6), 317-320.
- Walliman, N. (2021). *Research methods: The basics*. Routledge.
- Yuspita, E. (2024). ANALYSIS OF ASPERGER SYNDROME OF THE MAIN CHARACTER IN "MY NAME IS KHAN" MOVIE: A PSYCHOLINGUISTIC APPROACH. *ReALL-Research on Applied Linguistics and Literature*, 3(1)
- Zhang, J. (2011). Jazz chants in English language teaching. *Theory and Practice in language studies*, 1(5), 563-565.
- Zheng, C., Saito, K., & Tierney, A. (2022). Successful second language pronunciation learning is linked to domain-general auditory processing rather than music aptitude. *Second Language Research*, 38(3), 477-497.