



Exploring the Impact of Music on English Language Acquisition Among Alpha Generation: A Descriptive Qualitative Study

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Abstract

This research investigates the influence of music on English language learning among Generation Alpha students at *SMP IT Sains Albiruni* in Bandung, West Java, Indonesia. Utilizing a qualitative case study methodology, data were collected through semi-structured interviews with 5 participants and questionnaires from 18 participants, selected via purposive sampling. Drawing on Automaticity Theory (LaBerge & Samuels, 1974; DeKeyser, 2001), findings reveal that 17 out of 18 students (94%) perceive vocabulary retention as easier when music is integrated into learning, while all 5 questionnaire respondents (100%) report improved pronunciation. Additionally, 16 participants (89%) express that music boosts their enthusiasm for learning English. Music-based learning fosters engagement with authentic language input and enhances listening comprehension. Despite its insightful findings, the study is limited by its small sample size and its focus on a single institution, which may affect generalizability. Nonetheless, the results suggest that incorporating music into English language instruction can be an effective strategy to increase motivation, support pronunciation practice, and improve vocabulary retention—offering practical value for educators designing engaging, student-centred learning environments.

Keywords: *English Language Learning; Generation Alpha; Music; Pronunciation; Vocabulary Retention*

Introduction

In this era of globalization, music has become an inseparable part of human life, influencing various cultural and social aspects of society. Music is a form of artistic expression that uses sound as its primary medium. It is produced from a combination of tones, rhythms, harmonies, and melodies created with various musical instruments and the human voice. Music has multiple genres and styles, reflecting the differences in culture, traditions, and preferences of people in different parts of the world. Music has been an essential part of human life since ancient times, not only as entertainment but also as a means of Communication, expression of emotions, and even as a means of ritual and celebration. The influence of music on a person's psychology and emotions is one of the reasons why music is often used in various daily activities, from increasing work productivity to being a means of relaxation (Ziatdinov & Cilliers, 2021).

Music has long been recognized as a tool that can create a fun and interactive learning atmosphere, making it an effective tool in education (Telussa, 2024). Music, in this context, facilitates the language learning process and motivates students to participate more actively in classroom activities (Peterson & Hitt, 2019; Zhang, 2021). A study conducted by Chen (2018) found that using music in language classes can increase student motivation and participation. Music also helps students remember new vocabulary and phrases that they learn. This is due to the ability of music to create strong associations between new words and positive emotional experiences, allowing students to remember vocabulary more efficiently and effectively (Ramirez, 2020).

Songs, a specific form of music, provide meaningful and contextualized language input. Through lyrics rich in everyday expressions, learners are exposed to authentic language use. Jha (2020) and Martinsen (2019) emphasized that songs help learners not only understand vocabulary in context but also recognize variations in pronunciation, accent, and dialect. Compared to traditional teaching methods, songs have proven to be more engaging and effective for vocabulary acquisition.

Beyond vocabulary learning, music also supports the development of listening and speaking skills. Through rhythm, melody, and repetition, students become familiar with correct intonation and pronunciation patterns. Kang & Lee (2021) and Smith (2020) found that students who regularly engage with English songs tend to develop stronger speaking skills and show greater confidence in oral communication.

At the heart of today's educational transformation is Generation Alpha, a term referring to individuals born between 2011 and 2025. This generation represents the first to grow up entirely in a digital environment, surrounded by smartphones, social media, and interactive technology from birth (Fink & Benedek, 2014). As digital natives, they learn differently from previous generations—preferring visual, interactive, and tech-driven approaches (Ranuntu & Tulung, 2018). In Indonesia,

particularly in Islamic educational settings, this shift presents both opportunities and challenges. Schools must balance religious values, local traditions, and global competencies like English proficiency.

English, as a global language, is crucial for opening access to information and opportunities. Creative and culturally sensitive approaches to teaching English are essential, especially in Indonesian Islamic schools where students may have unique socio-cultural learning contexts. Integrating music—a form of expression compatible with local values and educational aims—offers a promising path. Research by Ritter & Ferguson (2017) and Antonius (2024) suggests that music not only improves vocabulary but also increases motivation, strengthens social bonds, and encourages the formation of interest-based clubs, such as music and language groups in schools.

Music-based learning, as used in this study, refers to instructional methods that incorporate music elements (songs, rhythms, or melodies) as part of language teaching. This can involve listening to English songs, singing, or analyzing lyrics to support vocabulary, pronunciation, listening comprehension, and engagement.

Furthermore, research conducted by (Antonius, 2024) also strengthens the role of music in English learning, especially in improving students' vocabulary comprehension. The results showed that the students who used music and songs in the learning process significantly increased vocabulary comprehension compared to the control group that did not use music. Students involved in the experimental group also reported higher motivation and interest in learning English.

In addition to the benefits of vocabulary learning, this project also impacted the formation of social structures in schools, such as the formation of language and music clubs, as well as improving students' social and leadership skills. (Antonius, 2024) recommends that music be further integrated into the English learning curriculum, that teachers be trained continuously, and that music-based teaching materials be developed to improve the effectiveness of English learning (Antonius, 2024).

From this phenomenon, researchers are interested in conducting research that aims to explore the role of music in English learning among the Alpha generation in SMP IT Sains Albiruni. Albiruni Science IT Junior High School was chosen as the research location because it has extracurricular music activities related to the research topic. This study aims to evaluate whether music-based learning approaches still influence English language learning in the era of globalization, especially for the Alpha generation. With the existence of music activities in this school, it is hoped that this research will further explore how music contributes to improving students' English comprehension and skills amid technological developments and changes in the learning styles of the current generation. Through this research, it is hoped that insights can be found on how

music can be an effective medium in improving the English skills of this generation.

Method

This research adopts a qualitative approach with a case study design to explore the influence of music on English learning among the Alpha Generation. The case study methodology is appropriate for this research as it enables a thorough investigation of the impact of music on vocabulary retention, pronunciation, and comprehension in particular educational settings (Yin, 2018). This study was performed at Al Biruni Science Junior High School in Bandung, Indonesia, where Generation Alpha kids are actively involved in English language acquisition and music-related pursuits.

Participants were selected through purposive sampling, a non-probability sampling technique ideal for qualitative research focused on depth rather than generalizability (Creswell & Poth, 2018). This method was used to intentionally identify participants who could provide rich, relevant insights into the topic. They must be Generation Alpha students (born between 2010 and 2025), actively involved in English language learning, and interested in English-language music (Creswell & Poth, 2018). A total of five participants were chosen to ensure the study captured diverse perspectives within a manageable scope for deep analysis. Informed consent will be secured from participants and their guardians to ensure adherence to ethical research standards. Participants will be apprised of their ability to withdraw from the study at any moment without repercussions (Merriam & Tisdell, 2016).

Data collection will utilize two principal instruments: semi-structured interviews and questionnaires. A semi-structured interview will yield significant insights into participants' perceptions of music's influence on their English language acquisition (Kvale, 2007). All interviews will endure for 30 to 45 minutes and will adhere to a flexible interview guide to facilitate the formation of topics and supplementary inquiries (Patton, 2015). All interviews will be audio-recorded and transcribed to guarantee precision and for comprehensive analysis. Alongside interviews, questionnaires will collect contextual data on participants' musical tastes, language acquisition practices, and perceived advantages of integrating music into English language education (Cohen et al., 2018).

The questionnaire was designed to collect both demographic and perception-based information, using a combination of closed-ended questions (e.g., Likert scales) and open-ended prompts. Topics included students' music listening habits, attitudes toward English, and self-reported language skills. To ensure clarity and relevance, the questionnaire underwent a pilot study with two non-participant students from the same school. Feedback from the pilot was used to revise ambiguous or overly complex questions (Bryman, 2016).

The gathered data will undergo examination through theme analysis, following the six-phase methodology established by Braun & Clarke (2006). The initial phase is data familiarization by iterative processing of interview transcripts and questionnaire responses. During the second step, preliminary coding will discern reoccurring patterns and salient themes associated with vocabulary retention, pronunciation, and comprehension. During the third and fourth phases, these codes will be systematically organized and polished into more comprehensive topics, including music as a motivational instrument and language memory augmentation by repetition. The fifth phase entails delineating and designating the themes, ensuring that each theme encapsulates substantial participant insights. In the concluding phase, the findings will be conveyed through descriptive narratives that elucidate participants' experiences and underscore the correlation between music exposure and language acquisition outcomes (Nowell et al., 2017).

This study is based on the Theory of Automaticity in Second Language Acquisition, which emphasizes the importance of exposure and repetitive practice in developing language fluency. The theory established by LaBerge and Samuels (1974) was further elaborated upon regarding second language acquisition by DeKeyser (2001). DeKeyser posits that automaticity denotes the learner's progression from controlled to automatic processes via practice and repetition. Due to its repetitive and immersive qualities, music supports this idea by promoting automatic language processing and improving language memory (DeKeyser, 2001). The theoretical framework directs understanding of how musical involvement influences the cognitive processes associated with second language acquisition.

The ethical dimensions will be meticulously scrutinized during the research procedure. The identity and confidentiality of participants will be safeguarded by using pseudonyms in all reports and the secure storage of sensitive data (Creswell & Poth, 2018). Participants and their caregivers will get comprehensive information about the study's objectives and methods, highlighting the voluntary nature of their involvement (Bryman, 2016).

The data analysis in this study was performed using Microsoft Excel, primarily for tabulation. Subsequent to the data gathering process, all replies were input into Excel, where the data were methodically arranged in tables. This tabulation enabled the effective categorisation and organisation of replies according to pertinent criteria, including respondent attributes and survey items. The data was organised using Excel's fundamental sorting and filtering tools to highlight the frequency and distribution of replies. This strategy enables pattern recognition and aids in the clear and structured presentation of results.

This study's findings offer practical insights into enhancing English language learning for Generation Alpha students through music-based strategies. The project will provide guidelines for educators seeking to incorporate music into language instruction and propose avenues for further research on multimodal learning environments (Merriam & Tisdell, 2016).

Finding and Discussion

Research Findings

This chapter presents the research results on the Effect of Music on English Language Acquisition in the Alpha Generation at Al Biruni Junior High School. Data were obtained through student questionnaires, interviews with teachers and students, and observations. The discussion will interpret the findings of previous research and relevant theories.

The study involved 18 students for the questionnaires and 5 students for the interviews from 7th grade of junior high school, both boys and girls. Most of the students had been listening to English music for more than five years and listened to Music daily. This information provides a preliminary picture of students' music listening habits before discussing its impact on learning English.

1. Students' Music Listening Frequency

Based on the information collected, most students (55.6 %) listen to Music daily, indicating that more than half of them listen to it as part of their daily activities. In addition, 39 % of students listen to Music several times a week, indicating that they are still interested in it even though it is not a daily routine. Only 6 % of students rarely listen to Music. To make it easier, see the following table and chart.

Table 1. Students' Music Listening Frequency

Student Music Listening Frequency	Students' Quantity	Per cent
Every day	10	55,6 %
Several times a week	7	39 %
Rarely	1	6 %
Never	0	0 %

2. Frequency and Method of Using Music in English Language Learning

The results of the questionnaire show that almost 90% of the students use Music as an aid to learn English. The most frequently used methods are listening to song lyrics (most popular), memorizing song lyrics, and watching music videos with subtitles, and about 30% of students also use music-based language learning apps. The results of teacher interviews show that Music is often used as an ice-

breaking activity. Music is also sometimes used to practice pronunciation and enrich students' vocabulary. Some students actively choose English songs to help them learn new vocabulary. To make it easier, see the following table and figure.

Table 2. Frequency of Using Music for Learning English

Frequency of Using Music for Learning English	Students' Quantity	Per cent
Use Music as a tool to learn English	17	94,4%
Do not use Music to learn English	1	5,6%

3. Method of Using Music in Learning English

Based on the data collected, listening to song lyrics is the most frequently used way by students to learn English through Music, with a percentage of 88,9 %. This shows that most students rely on understanding song lyrics as the primary way to improve their English skills. In addition, 5.6% of students choose to watch music videos with subtitles, which can help them understand the background context of the Music. The results show that Music, especially its lyrics, has become an effective learning tool, and students like it to improve their English skills. To make it easier, see the following table and figure:

Table 3. Method of Using Music in Learning English

Method of Using Music	Students' Quantity	Per cent
Listening to song lyrics	16	88,9 %
Watching music video with subtitles	1	5,6 %
Memorizing song lyrics	1	5,6 %
Using language learning apps through Music	0	0 %

4. The Impact of Music on English Language Learning

a. Vocabulary Acquisition

A total of 77,8 % of students stated that Music helped them learn new vocabulary, while the rest of it 22,2 % said that it is very impactful for them to get new vocabulary. They also said that song lyrics helped them understand new words in a more memorable context. One student said:

'When I listen to English songs, I always find a new word and try to understand its meaning.'

Table 4. Vocabulary Acquisition

Vocabulary Acquisition	Students' Quantity	Per cent
Very Impactful	4	22,2 %
Impactful	14	77,8 %
Less Impactful	0	0,0 %
No Impact at all	0	0,0 %

b. Sentence Structure

About 72,2% of students felt that Music helped them understand sentence structure in English. The songs provided more natural sentence patterns than the textbook examples. However, about 22% of students felt songs were too informal to understand grammar correctly.

Table 4. Sentence Structure

Sentence Structure	Students' Quantity	Per cent
Very Impactful	5	27,8 %
Impactful	13	72,2 %
Less Impactful	0	0,0 %
No Impact at all	0	0,0 %

c. Pronunciation and Accent

100 % of students feel their pronunciation improved by imitating how singers sing English songs. Moreover, about 77,8 % felt that their accent was also improved by listening to the song.

One student said:

'I learned how to pronounce some words correctly just by singing songs in English.'

Interviews with teachers also confirmed that students who often learn through Music have better pronunciation than those who do not. To make it clear, let us see the table below;

Table 5. Pronunciation and Accent

Pronunciation	Students' Quantity	Per cent
Very Impactful	4	22,2 %
Impactful	14	77,8 %
Less Impactful	0	0,0 %
No Impact at all	0	0,0 %
Accent	Students' Quantity	Per cent
Very Impactful	4	22,2 %

Impactful	10	55,6 %
Less Impactful	4	22,2 %
No Impact at all	0	0,0 %

d. Motivation to Learn English

89 % of students agreed that Music increased their motivation to learn English. Students felt that Music made English 'more fun and less boring.'

One teacher explained:

'Music makes students more active. Even those who dislike English are more motivated to learn.'

Table 6. Motivation to Learn English

Motivation to Learn English Using Music	Students' Quantity	Per cent
Yes	16	89 %
No	2	11

5. Students' Perception of Music in English Learning

Most students see Music as an effective and fun way to learn English. 83% of students said learning English with music is more enjoyable than traditional methods. One student commented: 'When I learn English through songs, I do not feel like I am learning. It is fun!' However, some students found Music less helpful in improving formal writing skills.

Table 7. Learning English with Music is More Enjoyable

Learning English with Music is More Enjoyable	Students' Quantity	Per cent
Strongly Agree	7	39 %
Agree	8	44 %
Neutral	3	17 %
Disagree	0	0 %
Strongly Disagree	0	0 %

6. Teachers' Perspectives on the Use of Music in English Language Teaching

The researcher found, from the interview with the teacher, that Music is more often used as an ice-breaking activity and vocabulary-learning tool.

Challenges faced by the teacher:

- 1) Not all students have the same motivation in learning English.
- 2) Selection of appropriate songs, especially in Islamic-based schools.

- 3) Ensure students understand the song's meaning, not just memorize the lyrics.

Teachers suggest that Music be used as ice-breaking and in more structured learning activities.

7. Comparison between Traditional Methods and Music-based Learning

The results show that students prefer learning English with music over traditional methods. 94% of students felt that song lyrics were more straightforward to remember than textbook vocabulary. Only 6% of students preferred traditional learning methods. Music provides a more interactive and immersive experience, helping them understand and remember vocabulary better. However, teachers emphasize that Music should be used as a supplement, not a substitute, for formal grammar and writing learning.

Table 8. Memorizing Vocabulary was Easier to Remember Using Song Lyrics

Memorizing Vocabulary Was Easier to Remember Using Song Lyrics	Students' Quantity	Per cent
Yes	17	94 %
No	1	6 %

8. Suggestions and Recommendations from Respondents

1) Suggestions from Students:

- a) Use more modern and popular songs to maintain interest in learning.
- b) Add more interactive activities, such as singing competitions in English.
- c) Focus on understanding the meaning and pronunciation, not just memorizing the lyrics.

2) Teacher's Suggestion:

- a) Create more structured lesson plans with Music.
- b) Using songs to teach specific language skills, e.g., storytelling songs to teach past tense.
- c) Organize special events where students can perform English songs to boost their confidence and speaking fluency.

Discussion

1. Students' Music Listening Frequency

Data indicates that the majority of college students—55.6%—engage in daily music listening, while 39% partake in this activity multiple times each week. These findings substantiate the hypothesis that music is essential for the cognitive and emotional development of Alpha Generation children, since they demonstrate the strong connection these children have with it in their daily lives. Generation Alpha, a digital cohort, is particularly susceptible to multimedia content, including music, which aids in regulating emotions, enhancing focus, and fostering a desire to study,

according to Ziatdinov and Cilliers (2021).

Katz et al.'s Uses and Gratifications Theory (1973) posits that humans engage with media, such as music, to fulfill their social and psychological needs. Schäfer et al. (2020) found that supporting teenagers in utilizing music for emotional and cognitive purposes can enhance concentration and improve the learning environment. Similarly, Hallam and Creech (2020) found that students who regularly engage with music likely to be more prepared for academic challenges due to their emotional stability and less anxiety.

The findings suggest that English educators should consider incorporating music-based activities. This is especially applicable if students frequently engage with music naturally. Kang and Lee (2021) assert that regular music listening enhances pronunciation and listening comprehension. Music can serve as a strategic tool to enhance linguistic proficiency. This study indicates that incorporating students' musical tastes may create a more engaging, innovative, and effective English learning environment.

2. Frequency and Method of Using Music in English Language Learning

Results indicate that 94.4% of students utilize music as a means for English acquisition. The predominant method is listening to song lyrics, succeeded by remembering the phrases and watching music videos with subtitles. Additionally, approximately thirty percent of students utilize applications for music-oriented language acquisition. These findings underscore the active role of students in utilizing music as a tool for language acquisition, alongside their enjoyment of it. This aligns with Krashen's Affective Filter Hypothesis (1982), which posits that music might diminish students' anxiety and enhance their receptiveness to stimuli, hence facilitating more effective language acquisition. Recent studies by Telussa (2024) and Kang & Lee (2021) indicate that music facilitates language retention and pronunciation.

Teachers' interview replies indicate that music is often employed as a method to enhance pronunciation and elevate mood, suggesting their awareness of music's dual role as a motivator and instructional tool. Salcedo (2020) corroborates this by observing that children participating in music-related activities demonstrate heightened enthusiasm and enhanced linguistic recall. Music serves as an excellent instrument for acquiring vocabulary and phonological skills due to its rhythmic patterns and repetition, which enhance memory retention. Consistent with Wallace's (2020) findings on digital learning tools that enhance student autonomy, the songs performed by English students also exhibit elements of self-directed learning.

This study demonstrates how students in an Islamic school in Indonesia reconcile religious tenets with modern pedagogical methods by utilizing music as a tool for language acquisition. Moreover, the incorporation of music-based language learning applications indicates a trend of utilizing technology to enhance

education, particularly attracting Generation Alpha students—the digital generation. The findings suggest that English teachers aiming to increase student passion and participation in language acquisition should consider including both digital and traditional music resources.

3. Method of Using Music in Learning English

The findings show that 88.9% of students use listening to song lyrics as the most preferred method for learning English through music. This highlights students' reliance on lyrics as a primary source of language input. Only a small portion watches music videos with subtitles (5.6%) or memorizes lyrics (5.6%), while none reported using language learning apps. This result supports Krashen's Input Hypothesis (1982), which emphasizes the importance of comprehensible input for language acquisition. Lyrics often provide authentic, repetitive, and engaging language exposure, facilitating better vocabulary retention and listening comprehension. Supporting this, Medina (2020) found that songs enhance memory recall due to their rhythmic and emotional components.

This trend is also confirmed by more recent research. According to Martinsen (2019), learning through songs provides a context-rich environment that helps learners naturally absorb sentence structures, idioms, and pronunciation patterns. Furthermore, Fonseca-Mora et al. (2021) demonstrated that musical input, especially lyrics, significantly improves phonological awareness and linguistic rhythm among young learners. The low percentage of students using music videos with subtitles could indicate that visual components may be less engaging or accessible for some, or that students find audio-only input easier to integrate into daily routines.

A notable finding is the complete absence of language learning app usage, which may reflect either a lack of awareness or accessibility among students. This suggests a need for greater digital literacy and promotion of educational technology tools, especially those that incorporate music. As Generation Alpha is highly familiar with digital environments, there is untapped potential to integrate mobile apps or interactive lyric-based tools into English instruction. Educators could bridge this gap by introducing curated music apps that combine listening, reading, and comprehension activities to enrich the learning experience.

4. The Impact of Music on English Language Learning

a. Vocabulary Acquisition

All students (100%) believed that music enhanced their vocabulary acquisition; 77.8% indicated it had an effect, while 22.2% asserted it had a significant influence. This consensus underscores the efficacy of music—particularly song lyrics—in aiding students to comprehend and retain their newly learned English language. A student asserted that frequently listening to English music aids in discovering new vocabulary and inspires them to seek out their definitions. This active learning methodology aligns with Krashen's (1982) Input Hypothesis, which emphasizes the necessity of exposure to comprehensible,

contextually rich material for language acquisition.

Recent investigations validate this finding. Ludke, Ferreira, and Overy (2020) assert that the combination of melodies and lyrics creates an emotional and auditory hook that improves memory retention. Similarly, Ramirez (2020) found that students who listened to music formed stronger associations with new vocabulary, hence improving memory recall. Moreover, as Martinsen (2019) observes, children who regularly engage with songs cultivate a heightened contextual knowledge of vocabulary usage, as song lyrics typically mirror everyday language more closely than the examples presented in textbooks. This corroborates the hypothesis that children appreciate the incorporation of native language input in songs.

These substantial findings suggest that instruction in traditional vocabulary could greatly benefit from music, especially songs featuring vivid and contextualized lyrics. Music offers students a pleasurable and secure environment. It can enhance their drive and promote incidental learning. Teachers may wish to incorporate lyric-based activities, such as fill-in-the-blank or word-finding exercises derived from songs, despite pupils reporting no adverse impacts of music on vocabulary development. Music can be regarded as a universally endorsed method for assisting Generation Alpha students in enhancing their vocabulary.

b. Sentence Structure

Statistics indicate that 27.8% of students perceived music as quite influential, while 72.2% considered it rather beneficial for understanding English sentence structures. This indicates that songs provide students with greater exposure to conversational and authentic language patterns compared to formal textbook examples. The results correspond with Martinsen's (2019) research, which emphasizes that authentic language application is more effectively demonstrated by genuine input, such as music. According to Murphey's (1992) thesis "Music as Context," repetition and rhythm in lyrics serve to strengthen grammatical structures. This facilitates the gradual internalization of habits.

Approximately 22% of students felt that song lyrics may be excessively informal or violate established grammatical norms. This critique emphasizes the artistic expressions present in music and the distinctions between formal academic English and colloquial language, along with Halliday and Hasan's (1989) notion of language register. While songs impart conversational language, their informal nature may occasionally confuse students when they begin to write academically. Music-based learning should have explicit grammatical rules to distinguish formal input from natural input.

c. Pronunciation and Accent

Research indicates that 77.8% of students reported an enhancement in their accent, and all students perceived an improvement in their pronunciation when singing along to English music. This strongly corroborates the hypothesis that music provides intrinsic phonological input, allowing students to emulate sounds, intonations, and stress patterns akin to those of native speakers. According to Goodwin (2014) and Kang & Lee (2021), music enhances engagement for language learners, facilitating consistent and accurate pronunciation. Typically, more effective than conventional drilling methods, the rhythm and melody in songs facilitate students' internalization of fluency, word stress, and syllable patterns.

Although less often, music aids students in attaining pronunciation closer to that of native speakers. Varied responses may arise from certain children being more attuned to these influences. Interviews with educators indicate that students who frequently engage with music tend to communicate more proficiently than their counterparts. Enhanced phonological awareness is associated, as per Fonseca-Mora et al. (2021), with musical aptitude. For Alpha Generation students used to aural and audiovisual stimuli, engaging in pronunciation practice through music can be more stimulating, enjoyable, and effective overall.

d. Motivation to Learn English

89% of students reported that the experience was "more enjoyable and less tedious," and that music facilitated their English learning. This indicates that music facilitates language acquisition and fosters positive emotional engagement, essential for the process of learning a language. Dörnyei (2001) asserts that motivation is the driving force underlying effective language acquisition. Long-term student engagement can be sustained by methods linked to their interests, particularly in music. This aligns with Gardner's Socio-Educational Model (1985), which emphasizes that successful language acquisition relies on positive attitudes and enjoyment.

Even children who often dislike English become more engaged when music is incorporated into lessons. The experiences of educators corroborate this finding. Recent studies by Zhang (2021) and Telussa (2024) demonstrate that music serves as an effective instrument for inspiring students, particularly children, by alleviating anxiety, enhancing classroom involvement, and consequently enriching the learning environment. For Generation Alpha, immersed in digital and auditory stimuli, music can enhance motivation and memory retention. It might serve as a connection between their everyday life and formal education.

5. Students' Perception of Music on English Learning

The findings indicated that 83% of students perceived learning English through Music as more enjoyable than conventional methods. This observation aligns with Krashen's (1982) affective filter hypothesis, which posits that emotional factors such as anxiety and motivation significantly influence successful language acquisition. Music can mitigate affective barriers and foster a more

relaxed learning atmosphere, facilitating the absorption of new language (Lems, 2005). Furthermore, research by Fonseca-Mora, Toscano-Fuentes, and Wermke (2011) corroborated that Music enhances phonological memory, thereby supporting more effective language learning.

Nonetheless, students in this study indicated that Music was less effective in enhancing formal writing skills. This phenomenon can be elucidated by the attributes of song lyrics, which frequently exhibit informality and prioritize elements of conversational Communication above the academic language employed in formal writing (Murphey, 1992). Medina's (1993) prior research indicated that while songs can enhance vocabulary and listening comprehension, they do not immediately cultivate academic writing skills without supplementary practice.

The findings indicate that Music can be an effective educational instrument to enhance student engagement and make the learning experience more enjoyable. Integrating Music with additional techniques, such as writing exercises and academic text analysis, is essential to enhancing formal writing skills. Consequently, Music can serve as an instrument that enhances the comprehensive English learning approach.

6. Teachers' Perspectives on the Use of Music in English Language Teaching

The findings indicate that educators frequently employ Music as an ice-breaking activity and a resource for vocabulary acquisition. This aligns with Millington's (2011) research, which asserts that songs are an excellent instrument for teaching new vocabulary by offering a relevant context for learners. Furthermore, Gardner's (1983) theory of multiple intelligences indicates that incorporating Music into language instruction can enhance comprehension and retention for pupils with musical intelligence.

This study identified challenges in utilizing Music as an educational tool, including variations in student motivation, the selection of suitable songs—particularly in Islamic-based institutions—and the difficulty in ensuring students comprehend the song's meaning rather than merely memorizing the lyrics. Medina's (1993) prior research indicated that although songs can facilitate language acquisition, their effectiveness necessitates supplementary tactics, like discussions of lyrical meaning and context-oriented exercises, to optimize student benefit from these activities.

The findings indicate that Music possesses significant potential to enhance the efficacy of English language acquisition when employed more systematically. Educators are encouraged to utilize Music not merely as an ice-breaker activity but also as an integral component of a more structured pedagogical approach, such as through lyric analysis, song-based grammar exercises, and listening activities that necessitate a profound comprehension of song content. Consequently, Music can offer broader advantages in English language acquisition, extending beyond simple

amusement and word retention.

7. Comparison between Traditional Methods and Music-based Learning

The findings indicated that 94% of pupils found memorizing terminology more facile through song lyrics than conventional learning methods, whereas 6% favored traditional approaches. This finding aligns with Schunk's (1999) research, which asserts that Music enhances memory and facilitates information retention through rhythmic patterns and repetition inherent in songs. Moreover, Paivio's dual coding theory (1986) posits that information processed via various sensory modalities, such as Music and text, is more readily retained than information presented in written form.

In addition to improving memory, Music creates a more engaging and enjoyable learning atmosphere that can increase student involvement in language learning (Murphey, 1992). Music provides youngsters a more authentic context for language application, facilitating a deeper understanding of word meanings in a natural setting than a textbook vocabulary list (Lems, 2005). While Music significantly aids in improving vocabulary and understanding of spoken language, it cannot entirely substitute for formal education, including grammar and academic writing skills, as indicated by teacher interviews.

This outcome indicates that, while it should serve as an adjunct to traditional learning methods, Music can be an effective instrument in vocabulary acquisition. Teachers can include Music in classroom activities, such as using song lyrics for creative writing projects related to song themes or for grammatical analysis. Integrating these strategies enhances students' learning environment while ensuring they attain a robust understanding of the formal aspects of English.

8. Suggestions and Recommendations from Respondents

The findings indicate that teachers and students proposed various strategies to enhance the integration of Music in English language instruction. Students suggested incorporating interactive activities, such as English singing competitions, and including contemporary and popular tunes. These recommendations align with Medina's (1993) studies, which indicate that active engagement in language acquisition—such as singing or participating in music-related activities—can enhance motivation and vocabulary retention. Moreover, Krashen's (1982) emotional filter theory posits that optimal learning environments can diminish anxiety and enhance students' ability to acquire a new language.

From an academic perspective, educators recommended utilizing songs in a more structured fashion within lesson plans, such as teaching the past tense through songs with a narrative theme. Murphey's (1992) research suggests that songs can instruct many aspects of language, such as grammar and speaking abilities, in a more contextualized and pertinent manner. The instructor suggested a distinctive event where students may sing English songs to enhance their confidence and speaking proficiency. Goodwin's (2014) research indicates that

second language learners can more effectively improve their pronunciation and intonation through practice by engaging with songs.

These findings suggest that Music may serve as a more structured and effective pedagogical instrument and a means for acquiring the English language. Educators can impart various language skills more engagingly and meaningfully by systematically integrating music into their lesson plans. Moreover, organizing music-oriented activities such as English song performances or singing competitions can motivate students and facilitate the practical application of English.

Conclusion

The study found that songs and music significantly improve vocabulary comprehension and motivation among Generation Alpha students to learn English. Music provides a dynamic and engaging learning environment, making it more manageable for 94% and 89% of students. This supports Krashen's affective filter hypothesis, which suggests an optimal learning environment can enhance second language acquisition performance. Regular engagement with music leads to enhanced pronunciation and confidence in the language.

However, formal education cannot entirely replace music in terms of grammar and academic writing proficiency. Educators should use music as a resource in structured learning, such as analyzing song lyrics to understand grammar and designing music-oriented exercises to enhance speaking abilities. The study validates that music is an educational instrument for Alpha Generation students, boosting motivation and enriching their learning environment. However, additional measures must complement music to ensure the comprehensive development of written and spoken language skills.

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