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Harmonizing Sound and Language: The Use of English Music on Improving the Speaking Skills

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Abstract

Music and songs are not merely forms of entertainment, but also a useful instrument for language learning. Out of the four language skills, speaking is the most important. This study investigated the use of English music on improving the speaking skills of BSED English students, utilizing Johanna Gustafsson's multiple-case research design. A total of 4 BSED English students from the research locale participated and went through an in-depth cross-case analysis of their habits on listening to English songs and its use on improving their English-speaking skills. The results revealed that there were significant improvements on

students' speaking skills through listening to English songs in terms of their vocabulary, grammar, pronunciation, and fluency in the language. It also revealed how English songs are viewed as a form of art, literature, and media from today's learners thus its influence has reached as a tool to aid language learning and improvement. It is recommended that teachers incorporate music or songs in their materials to aid students in their language learning to help them improve their speaking skills, especially now that the 21st century learners are learning everything in the form of media.

Keywords: English Music, Language Learning, Speaking Skills, Songs, Learners

1. Introduction

Songs and music have long been used in school settings to help students learn English (Engh, 2013) ^[12]. In the classroom, songs are utilized for a variety of reasons: motivation and efficient recalling of information. Hence, music has shown to be an effective tool for learning languages (Boothe & West 2015) ^[6]. This is supported by a recent study by Saldiraner & Cinkara (2021) ^[36], in which they claimed that utilizing songs is one of the traditional language teaching methods that makes understanding grammar structures, pronunciation, and vocabulary simpler for students. Additionally, it was proven that listening to music and songs increase creativity and language learning performance (Israel, 2013) ^[21]. The related studies have shown that music and language learning have a mutual relationship. Yet still, there are only a few recent qualitative studies that have investigated how English music improved the speaking skills of students.

A study of Rao (2019) ^[35] claimed that among the four language skills, speaking is the most crucial. Speaking skills consist of vocabulary, grammar, pronunciation, fluency, and comprehension. Theoretical understandings and practical applications of musical listening are strengthened by Kerchner's (2014) discussion of best practices and expanding listening skills, which ultimately lead to musical enjoyment. Learning specific musical elements is just one goal of developing listening skills, which can also include learning new musical genres and traditions and comprehending the historical context of music (Kaschub & Smith, 2014). In addition to being a crucial component of music education, listening is crucial for students in everyday social interactions, both inside and outside of the classroom. In the teaching and learning process, teachers should take into account their students' understanding of how learners perceive through constant English-language music listening to improve their emotional, cognitive, social, listening, and speaking skills.

The relationship between speaking proficiency and the capacity for emotional understanding has not received enough attention despite the fact that various studies have concentrated on the relationship between emotions and EFL students' speaking abilities. The link between media consumption habits and speaking ability among EFL students has received less attention. Adolescent students' frequent attachment to music videos may benefit them in this case. As a matter of fact, audiovisual

products have been hailed as powerful tools for language learning (Becerra & Muoz, 2013; Sánchez-Vizcano & Fonseca Mora, 2019).

Moreover, the fact that students experience a calming and enjoyable environment is one of the key advantages of utilizing music in the classroom, especially in language learning. In fact, Farmand & Pourgharib's (2013) ^[14] study gave positive results on incorporating songs for an English class. They concluded that students improved their pronunciation and rapidly developed their learnings in the language while having fun in the class. This study is an indication of a strong positive correlation between listening and singing along to English music and a student's speaking skills.

This qualitative research aims to investigate the use of listening to English music to the Cebu Normal University Students' English-speaking skills.

1.1 Statement of Objectives

The purpose of this study is to investigate the use of listening to English music to improve the speaking skills of the Bachelor of Secondary Education Major in English students. If that is the case, the second aim is to investigate the students' motivation and determine the speaking skills that students benefit from listening to English music. This case study centers on the following research questions:

1. How does listening to English music improve the students' speaking skills?
2. What are the aspects of their speaking skills improved by listening to English music?

2. Materials and Methods

2.1 Research Design

The researchers will utilize a multiple case study research design. The main aim of this research design is to examine multiple cases, analyze, and determine the connection between the variables (Gustafsson, 2017) ^[18]. Furthermore, this research design includes observations, interviews, and documentation to effectively analyze the similarities and differences between and across multiple cases. Multiple case study design is the appropriate way to conduct this study to deeply understand, analyze, and investigate the use of English music on the speaking skills of students.

2.2 Informants and Sampling Design

The prospects of this study are the BSED- English students (Bachelor of Secondary Education Major in English) from Cebu Normal University- Main Campus. Four (4) students will be selected to participate in this study. Purposive sampling will be used in choosing the participants. Purposive sampling is a non-random technique used in qualitative research wherein the researchers select participants based on their knowledge and experience (Etikan, *et al*, 2016). The participants will be selected based on these criteria:

1. A BSED English student of Cebu Normal University- Main Campus
2. The student must be 18 years old and above.
3. Must have basic to intermediate knowledge in English language
4. The student must have an interest in listening to music.

2.3 Research Locale

The study will be conducted in the Cebu Normal University- Main campus. It is located at Osmeña Boulevard in Barangay San Antonio, Cebu City. Cebu Normal University- Main campus is the locale of the study since this is where the participants, specifically the English major students from the department of College of Teacher Education, are studying and located. The administration building of the university was one of the most distinctive structures in the city in the 1920s. The university has a total area of 1.6 hectares.

2.4 Instrumentation

The nature of the study utilizes the researchers as the instruments. A semi-structured interview will be used as the secondary tool in the data collection with the help of guide questions (Batluk, 2015) ^[13]. Additionally, cell phones will be utilized to record the audio of the whole duration of the interview. The interview process and answers of the participants will be transcribed by the researchers to closely inspect the data.

2.5 Data Gathering Procedure

A letter of permission will be sent to the OIC (Officer-in-Charge)-Office of the University President. After the approval of the OIC, informed consent letters will be sent to the chosen participants. By the end of the negotiation with the participants, the interview will commence.

2.6 Data Analysis

The data gathered will be analyzed using cross-case analysis of (Hartmann, 2014). The objective of the cross-case analysis is to compare each case's individual or unique behavior, turn them into generalizable observations, connect them to existing theory, and discuss the findings.

2.7 Ethical Consideration

The study was thoroughly reviewed and approved by the university's REC (Research Ethics Committee). The informants were reminded of the possible risks or discomforts before conducting the in-depth interviews. Informed consents were signed by the participants as evidence that they gave full consent for their data to be used in the study. The four informants were given compensation as a form of giving back as they have made time and effort to participate in the study.

2.8 Validity or Rigor

This study investigates the influence of English music listening on the speaking abilities of Cebu Normal University English majors. Four fundamental techniques—credibility, dependability, confirmability, and transferability—are employed to guarantee the study's reliability. Transparency with participants and a thorough selection procedure preserve credibility. By depending only on participant replies, validating data, and having experts review the questions, dependability is ensured. By eliminating biases and employing suitable data analysis procedures, confirmability is guaranteed. Transferability is handled by outlining the purpose of the study and offering information so that other researchers may determine whether

it applies to their own work.

3. Results and Discussion

3.1 About the Informants

The researchers interviewed four key informants via face-to-face interview. Majority of the informants were female with an average age of 21 years old. All of the informants were undergraduate students from the program Bachelor of Secondary Education Major in English. Majority of the informants were third year students. The key informants' listening habits vary from their experiences of listening to English songs.

Table 1: Students' preferences in learning English

Case 1	learns English from movies and songs
Case 2	learns English through imitation from watching movies and listening to songs
Case 3	learns English through movies and listening to songs
Case 4	learns English through reading sessions, conversations with peers, and listening to music while relaxing

The first theme talked about the different learning preferences of the informants in learning the English language. A learning style is a preferred way of acquiring knowledge and processing information. Learning styles may differ depending on gender, age, and culture (Deneme, 2008)^[10].

Case 1:

The first informant shared that listening to English music and watching movies aids in enhancing vocabulary and language knowledge. Listening to foreign songs allows listeners to decipher the words used in order to understand the underlying meaning and message of a song. The first informant shared that:

"I think it's the lyrics *kay* (because) every time I listen to a song, they have like nice beats *unya* (then) after even though *dili ko kasabot* (I don't understand) I sometimes look for the meaning *sa* lyrics *gani* (I sometimes just look for the lyrics' meaning). So I can understand. That's the time where I can like—ah okay this is like a very nice song. "

Music has been an effective way to communicate, lyrics have played a massive role in delivering this communication (Ransom, 2015)^[34]. Music lyrics and tools not only provide tools to strengthen and reinforce vocabulary, comprehension, and writing but increase learning and grammatical variations with auditory skills and rhythmic patterns that stimulate brain activity and encourage imagination (Boothe, et.al. 2015)^[6]. An essential goal of language instruction is to inspire and equip students to more competently function within the target language (L2) and culture beyond the classroom. Music is a unique resource for language learning because of its recursive nature and the extensive cultural and linguistic information it contains (Coats, 2016)^[9].

Case 2:

The second informant prefers imitating the language used in movies and songs in learning the English language. English as a foreign language is something interesting to learn even

though it is not easy to learn (Lengkoan, 2022). The informant revealed that:

"I actually learned English through imitation so usually, I watch movies from Netflix or from an illegal site if I may say and then through the actors or actresses' way of speaking especially their accent, I try to emulate and I try to imitate that so that I can apply it in my everyday communication skills with other people, especially in school. Since it's very common or it's very used in a major that I'm taking right now, which is of course, the same major as yours."

Speaking is one of the language skills that has an important role. While speaking, there is a certain aspect that has to be paid attention to by people. Pronunciation is an aspect that is important in speaking skill. Pronunciation takes a significant role in speaking because it shows anything while someone speaks and other people understand based on how someone pronounces a word. (Yudar, 2020)^[44].

Case 3:

The use of media in English teaching and learning has received much attention from educators and second/foreign language educators. The use of media includes the use of movies, music, films, and other types of entertainment-related learning resources (Albiladi, et. al. 2018)^[2]. The informant discussed

"Apart from the learnings that I attain or acquire at school, I also learn English through watching a lot of, uhm, TV series, which I actually prefer—which is actually my preferred way of learning English as I grow up—because I grew up watching a lot of movies. So, I got, uhm, most of my vocabulary from watching movie shows, so yes. "

"So, what attracts me to English music in particular is the fact that I'm more drawn to literature that is written in the English language. Because I tend to, like, write literature myself in the English language *ra man sad* (I tend to write literature in the English language only). So, I'm more drawn to music in the English language."

Students' personal interests play a key part in learning a second or foreign language, and therefore the role of English-language music as a partial influence should not be underestimated. There is a growing interest in informal learning since it constitutes the majority of a person's daily, lifelong learning. These everyday practices can improve our language skills, too, even if we are not always aware of learning taking place (Kyyny, 2016).

Case 4:

The fourth informant learns the English language through reading, conversations with peers, and listening to music. There is an increasingly high relationship between reading and speaking skills. There is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies. The fourth informant said that:

"I learn explicitly where I am more focused on the structures, of the form, and the comprehensibility of grammar, so I learn through having a session where I focus on reading. I also learn by engaging in peer-to-peer conversation just, uh I mean the one that is conversational type of learning that one. I also learn English while I'm relaxing, uh I mean to say that when I relax I enjoy listening to music and I think that it is also a good thing, I'm relaxing and at the same time I'm improving my English skills or my English knowledge just by listening to music."

According to Mart (2012) [31], reading power relies on continuous improvement in vocabulary knowledge that provides communication. The importance of word knowledge, which facilitates speaking skills, has been a major resource in the development of reading skills. Therefore, fostering improvement in word knowledge

through wide reading has the potential for fostering improvement in speaking skills. Conversation is one of the most effective tools for English Language Teaching. English as second language learners were inspired by the singing of songs and music to achieve better in their study of literature, as well as other aspects of the target language (Israel, 2013) [21]. Practical use of English during a conversation can help students in second language acquisition. Grammatical rules are otherwise too hard to memorize and use where required. Practically using the language in a conversation helps the user become familiar with the rules of English Language usage as well as grammar. Conversation is a powerful tool in learning and teaching English. Conversation practice helps the student to use his thought process to build up ideas and discussions and allows him to experiment with the language (Mirza, 2017).

Table 2: Listening habits

Case 1	listens to English songs, Korean, and Spanish songs	attracted to English songs because of lyrics, nice beat, meaning of lyrics	listens to songs again and again depending on mood and current situation	sad music in English is more relatable because of the lyrics
Case 2	listens to Korean music attracted to pop music; a swiftie fan and loves olivia rodrigo; love the vibe of pop music in setting up the mood before studying	loves the beat in pop and jazz music because it is uplifting and helps when she's sad	needs music to motivate herself and uplifts her spirit up from schoolworks and busy school schedules	listens to songs again and again if it suits her vibe, her nature, specifically, if it has a nice melody and beat, as well as the message or intent of the song
Case 3	attracted to English music because it is like poetry	listens to music while doing chores or activities that require a little or no brain work	listens to song again and again if the lyrics resonates with her and he experiences	
Case 4	listens mostly to English classical songs a litany from a certain Latin song makes him feel calm listens to Filipino songs likes to listen to songs that helps him relax	when relaxing- love songs/rock songs when working out-instrumental music	repeats a song again and again because he loves the play of words of diction in as song or how the words are well-arranged	when doing school-related activities- Filipino and English rap songs

Listening to any language is the key to all effective communication. Like any other language, listening skill is essential for the English Language (Amir, et al., 2020).

Case 1:

The first informant enjoys listening to different foreign songs like English, Korean, and Spanish. However, the informant is more attracted to English songs because of its beat, meaning, and lyrics. Also, the informant listens to songs repeatedly depending on the informant's mood, current situation, and considers English's sad music as more relatable because of its lyrics. The first informant shared that:

"Normally, I listen to English songs a lot, and also Korean. I also sometimes listen to Spanish songs, and also Japanese."

"Everytime I listen to, for example sad music both English and then Korean, for English like *ma-feel dayon nako siya* because of the lyrics however, *sa* Korean, I need to rely *sa kanang sa beat gani* or, yeah *sa* beat *kay* I don't know how to speak Korean *man*. So, I need to rely *sa* beat *ra niya* (Every time I listen to, for example, sad music in both English and then Korean, for English I can feel the message

immediately because of the lyrics. However, in Korean, I need to rely on the beat because I don't know how to speak Korean either. So I need to rely on its beat)".

According to Schäfer (2013) [37], People listen to music to regulate arousal and mood, to achieve self-awareness, and as an expression of social relatedness. Song lyrics can give important clues about what people thought and felt, their daily struggles, and their dreams about the future. The language of the lyrics itself can express different meanings. It can be also said that a song always sends a message in every lyric; and every song has lyrics which give a different meaning according to the language used (Cahyani, 2017) [8].

Case 2:

The second informant prefers to listen to pop and jazz music because it helps in uplifting the informant's mood when in need of motivation especially during hectic schedules and when there is a lot of school work to do. The second informant stated that:

"I generally love pop music, especially that I am a fan of Taylor Swift-if you're familiar with that artist-at the same time, I'm also a fan of Olivia Rodrigo and Nikki. And I love listening to their pop music because it's

generally for the Gen Z so I'm a Gen Z; and the vibe, the theme of their music is just really good for setting up a mood once you study, so I think it's such a good thing."

"I prefer songs that again, is my vibe, is my nature, specifically if it has a very, very nice melody, if it has a very nice beat. So, I think uhm...If I may conclude, It's really just about the beat, the vibe, and the intent of the song itself."

The informant uses music in various ways according to its music interest or genre and mood. Bhatti (2016)^[3] revealed that music is considered as a powerful tool for arousing emotions in human beings.

There are extensive studies about music's impact on a human's emotional state.

Humans detect a wide range of emotions from various genres of music, and music plays an integral role in personality development and the treatment of ailments. Music has tremendous effects on human moods and thoughts (Thanka, et.al. 2023)^[23].

English second language learners were inspired by the singing of songs and music to achieve better in their study of literature, as well as other aspects of the target language (Israel, 2013)^[21].

Case 3:

The third informant shares how she listens to music while doing household chores and how learning the English language through English music provides her a sense of personalization since she can relate her personal experiences to the context of the song.

Working with song lyrics can develop students' analytical thinking by identifying the key issues behind or sympathizing with the persona created on the song (Kennedy, 2014). The connection that she felt between her and the songs that she listened to empowers her individuality as a learner. The third informant said:

"When I'm doing household chores, mostly activities that I don't like to, like, use my brain, per se. Because when I listen to music when I study, it tends to shift-*ma-shift akoang* (it will shift my) focus, instead *sa akoang gistudyhan maadto siya sa music* (instead on studying, my focus will go to the music I am listening to). So, I listen to music when I'm doing activities that don't require me to put in a lot of brain work."

"So, when I learn music or when I learn language through music, it's more—it serves a lot—a higher value since it resonates with me, my personal experiences, and my emotions that I feel when I feel connected to the music."

It has been stated several times that music goes beneath everyday life. Through music, children discover new concepts, new cultures, and new expressions through real experiences, in addition to important social-behavioral skills, and executive functions. (Hansen, D., et al. 2014). Regarding emotions in music, there are songs that can be an outlet for learners to show their emotions in many ways, such as by sharing unique and moving stories to which learners may readily identify. Consequently, vivid discussions about different topics through song lyrics can create a relaxing atmosphere, thereby arising spoken situations that would facilitate students' oral proficiency (Becerra & Muñoz, 2013).

Case 4:

The fourth informant shares how listening to music alone can make him feel relaxed and motivated at the same time. Listening to English music while doing various activities such as studying, working out, and just doing nothing, are the informant's way of staying on track in what he is doing; music is very universal and seen almost everywhere you go. The fourth informant revealed that:

"More often, I enjoy listening to English music, especially the classics."

"It depends on the genre so, uh, when I'm doing some, let's say I'm trying to relax, like. I don't have anything else to do, that my main goal or my main intention is just to relax, like just to relax, I enjoy listening to rock songs and love songs. And when I'm doing some things like I need to listen to music while I'm doing assignments or I'm doing any activities I enjoy listening to Filipino song that are semi rap or t—that that have that kind of uhm feature that is on rap when its not really limited to Filipino language at all, also English applies, and when I'm working out I'm, I'm really interested in listening to music that are solemn like like it's—uh how do I call this— more on instrumental music when I'm working out."

According to Franziska Goltz and Makiko Sadakata (2021), that classical music helped to improve many students' performances on multiple choice styled assessments. Syarifah Noor Syakiyalla Sayed Daud and Rubita Sudirman (2017) also claims that listening to background music while performing tasks improves brain functions, creative thinking, helps one relax, relieves mental stress, and increases task efficiency. There are several scientific reasons why music is beneficial to utilize when working or learning. This might be useful if one is studying a subject that they are not very interested in and hence want motivation to continue studying that particular content.

Table 3: Improvements of students’ English-speaking skills through English music

Case 1	developed English fluency by listening to disney songs in Disney movies			
Case 2	developed English vocabulary, fluency like she learned what “rendezvous” means because of One direction	learned the usage of metaphors and symbols	Improved pronunciation	learned the concepts of imitation depending on the audience so that they would not notice any mistake you said
Case 3	improved pronunciation especially that she’s a reader so listening to music helped her learn how a word is supposed to be pronounced in the correct way			
Case 4	developed grammar, especially the subject and verb agreement	improved confidence and fluency in speaking in the English language.	improved vocabulary through new words found in lyrics of the songs.	improved pronunciation based on the example or how the singer sings every lyric or word sung by the singer.

Case 1:

The first informant enjoys listening to songs from Disney movies; he is fascinated by the thought of how the songs in the movie are used to convey a feeling or emotion. The informant also shared how the songs helped him improve his English skills and how he expressed his feelings using the English language. The informant also shared how English songs impact his speaking and communication skills. The first informant said,

“As a kid, *ganahan man kay ko’g* (I really like) like Disney movies. Yeah, you know Disney movies *kay naa man jud na silay kanta* (they have songs) every cartoons, *yeah ara sige kog tan-aw* (yes, I always watch it), *sige kog paminaw* (I always listen), *ara nako nakuha* (that’s where I got) like *ang katong* (the) English skills, I mean *ang* (the) proficiency *sa akong* (of my) English skills *kay* (are) mainly *jud sa mga* movies *nako giwatch* (from the movies that I watched), *sa mga* songs *sa mga* movies *nako giwatch* (the songs from the movies that I watched).”

The effect of music, specifically, English songs, has become an effective media for learners to hone their English-speaking skills. The use of audiovisual products has also been described as effective tools for language learning (Becerra & Muñoz, 2013; Sánchez-Vizcaíno & Fonseca Mora, 2019). Furthermore, songs provide students with structural and melodic repetitions as well as conversational speech throughout lyrics which are easy to remember, thus facilitating the development of students’ narrative skills (Christiner & Reiterer, 2013).

Case 2:

The second informant shared that with the use of English songs her vocabulary and pronunciation skills have improved. The informant said that by listening to English music, she was encouraged to search the meaning behind the words that she isn’t familiar with, she believes that by searching the word’s meaning, she can properly interpret the emotions of the song; she also realized that English songs are more than just the beat and the vibe but it also has technical terms that uses metaphors and symbolism— which is very helpful to her academic journey and daily life activities. The informant’s pronunciation as well have improved just by listening to English songs, by imitating how it was pronounced in the songs, she believes that every time she’s talking to someone she is redirecting the listener’s focus to her pronunciation. The second informant

said:

“I realized that somehow, music has a technical term.”

“So, I watched this particular tutorial and a video and what’s that good technique that I’ve learned is that “imitation”. So, when you imitate people, or the audience that try to hear from you is that they are, you are redirecting their focus to your pronunciation, to the point that they couldn’t pinpoint whatever mistake you have said.”

Songs are valuable tools for helping learners improve their listening, speaking, reading, and writing skills. They may also be used to teach a wide range of language skills, including pronunciation, spelling, meaning, and grammar. According to Lengkoan (2017), in her study, *The Use of Songs to Improve Students’ Pronunciation and Listening Skill*, it concluded that the use of English songs could improve students’ pronunciation and listening skill. Furthermore, the use of songs is effective as a medium to improve students’ pronunciation and listening skill.

Case 3:

The third informant is a person who loves to read and she shared that if you’re a reader, you only get the chance to read the words but not know how to pronounce them. For her, by listening to English music it gives her the opportunity to not just read the lyrics but to know how to pronounce the words correctly. The third informant said:

“I would say *kanang* (that) pronunciation. Because there are words that when you are an avid reader, you read words but you don’t actually learn—the—how it is pronounced at the same time. So, when you listen to music, it offers this opportunity that when you listen to it, you can read the lyrics and at the same time, learn how it is pronounced.”

Music piques the interest of students of all ages, thus it is a resource that should be considered. Speaking is a highly crucial skill that everyone should be able to learn since it makes it easier to interact with others (Ardhiani *et al.* 2021). The application of English songs is effective to be used to improve the students’ ability in learning pronunciation. (Jessica, 2015) [22]. According to Cahyani *et al.* (2018), students must learn how to generate the language appropriately in order to converse in English. It will assist

the students in understanding the exact words and meanings conveyed by the language learners.

Case 4:

The fourth informant shares that through music, most of his English skills were improved. He shares how English music was a big help to his improvement when it comes to his speaking skills, pronunciation skills, and vocabulary skills. By listening to English songs, his knowledge widens with depth as he is able to improve as a student and as a person. The fourth informant shared that:

“When I listen to English music I-I mean personally I can learn or I can easily distinguish which is which and something might be faulty in a sense that we’re talking explicit grammar here. I can distinguish that yes this is not really grammatically correct but in the sense that it is a poem or the song is a poem itself.”

“I think that while listening to music it may somehow contribute to my speaking skills.”

“There are lots of words that I’m not really familiar with and to be honest, I mean, I have lots of work interests in my mind that I know. Let’s say I’m familiar with them because I met them some time ago but I really don’t know the meaning yet perhaps this is because of the words that I encountered based on the lyrics I encountered from the music I’ve -- I had listened to.”

“So, when we talk about pronunciation skills or the development of my pronunciation skills, I think listening to music really is a contributing factor to pronunciation because the more I listen to English music, the more I tend to realize *nga* (that) ah, it must be pronounced this way based on based on the song.”

English music can have several positive effects on students’ English language skills. Music offers many advantages for learning languages. Scientists have shown that listening to songs and humming along can help with language learning. (Vitasoro, P., Jatmiko, J., 2018) Singing along to English songs help the informants polish their pronunciation and intonation, which can improve their speaking abilities. English music exposes as well the learners to the pronunciation, rhythm, and intonation of native speakers, assisting them in developing strong listening skills. Additionally, lyrics frequently give context for vocabulary, assisting learners in understanding and remembering new words and phrases. While English music can have a variety of good benefits on language abilities, it is crucial to emphasize that the influence varies based on individual tastes and learning methods. To maximize the benefits of English music, teachers and learners should choose appropriate songs and engage in music-related discussions and activities to enhance language acquisition.

4. Conclusion

The main goal of the current study was to investigate the use of English music on improving the speaking skills of BSED English students. The findings demonstrated that using English music has a considerable impact on students’ fluency, vocabulary, pronunciation, and grammar. The study

revealed that listening to English music has improved their speaking skills because they use music as part of their learning habit. Overall, it is concluded that listening to English music is an effective aid in improving the speaking skills of BSED English students.

5. Recommendation

It is highly recommended that educators should consider the integration of music and songs as a pedagogical tool within their language instruction materials, with a particular emphasis on enhancing students’ speaking skills. This recommendation aligns with the evolving educational environment of the 21st century, where learners are increasingly exposed to diverse media forms as primary sources of knowledge and communication. By embracing this multimedia approach and incorporating music, educators have the opportunity to significantly enhance the effectiveness of language learning and, specifically, the development of oral communication skills.

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