

The Effect of Using Rock Songs on Students' English Vocabulary Mastery

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Abstract: Vocabulary is a fundamental component of English proficiency, and mastering it needs meaningful and repeated exposure to words. Songs offer authentic language input and may help students learn words in context. This study aimed to determine the effect of using rock songs on students' vocabulary mastery and to investigate students' perspectives on their use in vocabulary learning. A pre-experimental one-group pretest-posttest design was employed with 36 students of Class XI 1 at SMA Negeri 1 Lenek in the 2025/2026 academic year. Data were collected through a 20-item vocabulary test administered before and after three treatment sessions using selected rock songs, and a 15-statement perception questionnaire administered after the treatment. The data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, a paired-samples t-test, effect size analysis, gain score analysis, and questionnaire mean scores. The mean vocabulary score increased from 36.81 on the pretest to 48.47 on the posttest, a mean difference of 11.67 points. The paired-samples t-test showed a statistically significant difference, $t(35) = -3.564$, $p = .001$, with a Cohen's d of 0.594, indicating a medium effect. The overall mean score of students' perceptions was 3.31 (Neutral), with the most positive responses relating to understanding new vocabulary, motivation, and understanding vocabulary in context. These findings suggest that, within the context of this study, rock songs accompanied by structured vocabulary activities may help improve students' vocabulary mastery, although students' perceptions of their use were neutral overall.

Keywords: rock songs, students' perspectives, vocabulary learning, vocabulary mastery.

INTRODUCTION

Vocabulary is an essential component of English language learning because learners need vocabulary to understand and produce language. Without sufficient vocabulary knowledge, students may experience difficulties in listening, speaking, reading, and writing. Vocabulary mastery involves more than memorizing isolated words; it includes the ability to recognize word forms, understand meanings, and use vocabulary appropriately in context (Nation, 2001; Schmitt, 2000, 2008). Tilwani et al. (2022), for example, discuss vocabulary learning in terms of spoken-form recognition, form-meaning connection, and collocation recognition. Therefore, vocabulary development remains an important part of English language learning.

In English as a Foreign Language (EFL) learning, students need sufficient exposure to English in order to develop their vocabulary knowledge (Krashen, 1985). One possible source

of exposure is songs. Songs provide language input through lyrics, pronunciation, rhythm, and repetition (Engh, 2013; Murphey, 1990). Compared with learning individual words from a vocabulary list, songs allow students to encounter vocabulary as part of a meaningful linguistic context. Through repeated encounters with words in lyrics, students may have more opportunities to notice, recognize, and understand unfamiliar vocabulary (Webb, 2007).

The role of exposure can be explained through Krashen's (1985) Input Hypothesis. The hypothesis emphasizes the importance of comprehensible input in the process of language acquisition. Learners need opportunities to receive language input that they can understand and process. In vocabulary learning, repeated exposure to words may help learners become increasingly familiar with their forms and meanings (Webb, 2007). In the present study, songs provided students with English input through listening to the lyrics and following the

language presented in the songs. The use of songs therefore provided an additional opportunity for students to encounter English vocabulary during the learning process.

The use of songs can also be related to Paivio's (1990) Dual Coding Theory. According to the theory, information can be processed through verbal and non-verbal systems. In song-based learning, students receive verbal information through the lyrics and spoken language, while melody and rhythm provide additional musical information. These elements may work together to create associations that help students process and remember the language they encounter. Thus, songs may provide students with more than one form of information during vocabulary learning.

However, vocabulary acquisition does not simply involve remembering the translation of a word. Nation (2001) explains that knowing a word involves knowledge of its form, meaning, and use. Knowledge of form concerns how a word is written and pronounced, while knowledge of meaning concerns what the word represents. Knowledge of use concerns how the word functions and is appropriately used in a particular context. Therefore, vocabulary instruction should provide opportunities for students to encounter and practice these different aspects of vocabulary knowledge (Nation, 2001).

Song-based activities can provide opportunities for students to develop these aspects. Students can listen to the pronunciation of words, read the written forms in the lyrics, identify unfamiliar vocabulary, discuss meanings, and use selected words in sentences. Through these activities, students are not only asked to memorize vocabulary but are also given opportunities to encounter vocabulary in context (Nation, 2001).

Previous studies have reported that songs can support several aspects of vocabulary learning (Ananda et al., 2023; Tilwani et al., 2022; Zhang et al., 2023). Ananda et al. (2023), for example, found that the use of English songs contributed to improved vocabulary mastery among senior high school students. Similar findings have also been reported in studies focusing on the use of English song lyrics for vocabulary learning. Maulana et al. (2024) examined the use of modern English song lyrics as a medium for vocabulary mastery among Grade VIII students and reported the use of songs as an instructional medium for vocabulary learning. Tilwani et al. (2022) reported that songs

could support spoken-form recognition, form-meaning connection, and collocation recognition, while Zhang et al. (2023) found that singing activities could facilitate vocabulary and pronunciation learning among adolescent learners. Other studies have examined students' perceptions and found that songs can provide an engaging alternative to conventional language learning activities (Lestari & Hardiyanti, 2020). These findings suggest that songs have potential as an instructional medium when they are incorporated into structured learning activities.

Although previous research has generally reported positive findings regarding the use of English songs, much of the research has examined songs in general rather than focusing on a particular music genre. The use of rock songs as a genre-specific medium for vocabulary instruction remains less explored, particularly among Indonesian senior high school students. Rock music has distinctive characteristics, including strong rhythm, expressive lyrics, and energetic musical elements. These characteristics may influence students' engagement with the learning material, although students' responses may also depend on their familiarity with and preference for the genre.

Another consideration is that students' learning outcomes and perceptions of an instructional medium may not always develop in the same direction. Students may demonstrate improvement in vocabulary performance while having different levels of preference toward the learning medium. Therefore, examining both vocabulary performance and students' perspectives can provide a more complete understanding of the use of rock songs in vocabulary learning.

In this study, rock songs were used not merely as entertainment but as instructional media integrated with vocabulary activities. Students listened to selected songs, followed the lyrics, identified unfamiliar vocabulary, discussed word meanings, practiced pronunciation, and completed vocabulary-related activities. The activities were intended to provide repeated exposure to the target vocabulary and opportunities for students to understand and use the words in context (Webb, 2007; Nation, 2001). Therefore, this study investigated whether the use of rock songs improved students' vocabulary mastery and examined students' perspectives toward the use of rock songs in vocabulary learning.

METHOD

Research Design

This study employed a pre-experimental research design using a one-group pretest-posttest design (Creswell & Creswell, 2022; Fraenkel et al., 2012). The design involved one existing classroom group without random assignment or a comparison group. A pretest was administered before the treatment, followed by rock song-based vocabulary instruction and a posttest after the treatment.

Time and Place of the Research

The research was carried out at SMA Negeri 1 Lenek, East Lombok, West Nusa Tenggara. Data collection ran from July 28 to August 11, 2026, and covered the pretest, three treatment sessions, posttest, and questionnaire.

Population and Sample

The population of this study was all students of Class XI 1 at SMA Negeri 1 Lenek in the 2025/2026 academic year, a total of 36 students. Because the population was small and only one class was involved, all 36 students were taken as the sample (total sampling). The study used one existing classroom group without random assignment (Fraenkel et al., 2012). All students took part in the pretest, the three treatment sessions, the posttest, and the perception questionnaire.

Research Instruments

Two instruments were used in this study: a vocabulary test and a students' perception questionnaire. The vocabulary test consisted of 20 items and was administered as a pretest and posttest. The vocabulary included in the test was selected from three rock songs used during the treatment: *What I've Done* by Linkin Park, *Dear God* by Avenged Sevenfold, and *Nothing Else Matters* by Metallica. The test assessed students' vocabulary knowledge, including word meaning recognition, form-meaning connection, and vocabulary use in context. The second instrument was a 15-statement questionnaire designed to examine students' perspectives toward the use of rock songs in vocabulary learning. The questionnaire used a five-point Likert scale (Likert, 1932) ranging from Strongly Disagree to Strongly Agree. The statements addressed students' perceptions of vocabulary understanding, motivation, vocabulary learning in

context, and their responses to the use of songs as a learning medium.

Validity

Instrument validity refers to the extent to which an instrument appropriately measures the intended construct (Creswell & Creswell, 2022). The instruments were reviewed through expert judgment before being administered to the participants. The expert judgment was used to examine the relevance, clarity, and suitability of the items in relation to the objectives of the study and the level of the students. For the vocabulary test, the review focused on whether the items represented the vocabulary taught during the treatment and reflected aspects of vocabulary knowledge assessed in the study. For the questionnaire, the review focused on whether the statements appropriately represented students' perspectives toward the use of rock songs in vocabulary learning.

Reliability

The reliability of the instruments was examined using Cronbach's Alpha (Cronbach, 1951) to determine the internal consistency of the items. The vocabulary test consisted of 20 items and was administered as both a pretest and a posttest. The reliability analysis produced a Cronbach's Alpha coefficient of 0.655 for the pretest and 0.762 for the posttest. Meanwhile, the 15-item students' perception questionnaire obtained a Cronbach's Alpha coefficient of 0.706. These results indicate that the instruments demonstrated acceptable internal consistency for use in the study.

Research Procedure

The research procedure had four stages. First, a pretest was given to measure students' initial vocabulary knowledge. Second, the treatment was carried out in three sessions using rock songs. Third, a posttest was given after the last session to see the change in vocabulary scores. Fourth, the perception questionnaire was administered after the treatment to find out students' perspectives. The treatment itself is described below.

The treatment was conducted in three sessions, with each session lasting approximately 90 minutes. Each session used one selected rock song and followed three main stages: pre-activity, while-activity, and post-activity. The songs used were *What I've Done* by Linkin Park, *Dear God*

by Avenged Sevenfold, and *Nothing Else Matters* by Metallica. In the first session, *What I've Done* by Linkin Park was used as the learning material. The pre-activity began with an introduction to the topic of the song and a short discussion to activate students' prior knowledge. The teacher then introduced selected vocabulary from the lyrics and encouraged students to identify or predict the meanings of the words. During the while-activity, students listened to the song while following the lyrics, identified unfamiliar words, discussed their possible meanings with the teacher, practiced the pronunciation of the selected vocabulary, completed vocabulary exercises based on the song, and used selected target words in simple sentences. In the post-activity, the teacher reviewed the vocabulary that had been introduced, and students were asked to recall and use the words they had learned. In the second session, *Dear God* by Avenged Sevenfold was used as the learning material. The session began with an introduction to the topic of the song and a brief discussion to prepare students for the vocabulary presented in the lyrics. The teacher introduced selected target vocabulary and asked students to identify unfamiliar words and predict their meanings.

During the while-activity, students listened to the song while reading the lyrics, identified the target vocabulary, discussed the meanings of the words with the teacher, practiced the pronunciation of selected vocabulary, completed vocabulary exercises related to the song, and constructed simple sentences using selected target words. In the post-activity, the teacher reviewed the vocabulary learned during the session and provided feedback on students' understanding and use of the target words. In the third session, *Nothing Else Matters* by Metallica was used as the learning material. The teacher began the session by introducing the topic of the song and preparing students for the vocabulary they would encounter in the lyrics. Selected target vocabulary was introduced before students listened to the song. During the while-activity, students listened to the song while following the lyrics, identified unfamiliar vocabulary, discussed the meanings of the selected words, practiced their pronunciation, completed vocabulary exercises based on the lyrics, and used selected target words in simple sentences to reinforce their understanding of the vocabulary in context. In the post-activity, the teacher reviewed the target vocabulary and provided feedback on students' responses. Across

the three treatment sessions, students were repeatedly exposed to the target vocabulary through listening to the songs, reading the lyrics, identifying unfamiliar words, discussing their meanings, practicing pronunciation, completing vocabulary exercises, and using selected words in sentences. The treatment therefore combined exposure to rock songs with structured vocabulary activities rather than relying on listening alone. Through these activities, students had repeated opportunities to encounter the target vocabulary and understand its meaning and use in context.

Data Analysis Technique

The data obtained from the vocabulary test and students' perception questionnaire were analyzed using descriptive and inferential statistics with the assistance of SPSS (Field, 2018). The vocabulary test data were first analyzed using descriptive statistics to determine the mean and standard deviation of the pretest and posttest scores. Individual gain scores were also calculated to describe the improvement achieved by each student from the pretest to the posttest.

Before conducting the paired-samples *t*-test, the normality of the data was examined using the Shapiro-Wilk test (Shapiro & Wilk, 1965). The paired-samples *t*-test was then used to determine whether there was a statistically significant difference between students' pretest and posttest vocabulary scores. The significance level was set at 0.05. In addition, Cohen's *d* was calculated to determine the magnitude of the difference between the pretest and posttest scores (Cohen, 1988; Lakens, 2013).

The students' perception questionnaire was analyzed using descriptive statistics. The mean score and percentage distribution were calculated for each statement and for the questionnaire as a whole. The mean scores were interpreted using five categories: 4.21–5.00 = Very Positive, 3.41–4.20 = Positive, 2.61–3.40 = Neutral, 1.81–2.60 = Negative, and 1.00–1.80 = Very Negative.

RESULTS AND DISCUSSION

Effect of Using Rock Songs on Students' Vocabulary Mastery

The descriptive statistics showed an increase in students' vocabulary scores after the treatment. The mean pretest score was 36.81, while the mean posttest score increased to 48.47. The mean difference between the two measurements was 11.67 points. The standard

deviation was 16.48 for the pretest and 20.03 for the posttest. The mean gain score was also 11.67 with a standard deviation of 19.64.

Table 1. Descriptive Statistics of Pretest and Posttest Scores

Variable	N	Mean	Std. Deviation	Std. Error Mean
Pretest	36	36.81	16.48	2.75
Posttest	36	48.47	20.03	3.34

Before conducting the paired-samples *t*-test, the normality of the pretest, posttest, and gain scores was examined using the Shapiro-Wilk test. The significance values were .084 for the pretest, .056 for the posttest, and .577 for the gain scores. All values were greater than .05, indicating that the data met the normality assumption.

Table 2. Results of the Shapiro-Wilk Normality Test

Variable	Sig.	Interpretation
Pretest	.084	Normal
Posttest	.056	Normal
Gain	.577	Normal

The paired-samples *t*-test showed a statistically significant difference between the pretest and posttest scores, $t(35) = -3.564$, $p = .001$. Since the significance value was below .05, the null hypothesis was rejected. The negative mean difference occurred because the SPSS analysis calculated the difference as pretest minus posttest. The posttest mean was higher than the pretest mean.

Table 3. Results of the Paired Samples T-Test

Pair	Mean Difference	Std. Deviation	t	df	Sig.
Pretest–Posttest	-11.67	19.64	-3.564	35	.001

The effect size analysis produced a Cohen's *d* value of 0.594 in absolute terms. This value indicates a medium effect. Therefore, the difference between the pretest and posttest scores was statistically significant and had a medium magnitude.

Table 4. Effect Size

Measure	Cohen's <i>d</i>	Interpretation
Pretest–Posttest	0.594	Medium

The individual gain analysis showed that the improvement was not equally distributed

among the students. Twenty-three students (63.9%) were classified in the low category, 11 students (30.6%) were classified in the medium category, and 2 students (5.6%) were classified in the high category. Some students also obtained negative gain scores, indicating that their posttest scores were lower than their pretest scores.

The results showed an improvement in students' vocabulary performance after the three treatment sessions. The mean score increased from 36.81 on the pretest to 48.47 on the posttest, with a mean difference of 11.67 points. The paired-samples *t*-test showed a statistically significant difference between the two measurements, $t(35) = -3.564$, $p = .001$. The Cohen's *d* value of 0.594 indicated a medium effect. These results indicate that students' vocabulary performance improved after participating in the rock song-based learning activities. However, the finding should be interpreted within the context of the present study because the research employed a one-group pretest-posttest design without a comparison group.

One possible explanation for the improvement is the exposure to English vocabulary provided throughout the treatment. Krashen's (1985) Input Hypothesis emphasizes the importance of comprehensible input in language acquisition. In the present study, students received English input through listening to the songs and following the written lyrics. However, the songs were not presented as listening activities alone. The input was accompanied by teacher explanations, vocabulary identification, meaning discussion, pronunciation practice, and sentence construction. These supporting activities may have helped students process the vocabulary encountered in the songs.

Repeated exposure may also have contributed to the improvement. During each treatment session, students encountered selected vocabulary several times through different activities. Words first appeared in the lyrics and were subsequently discussed, pronounced, practiced in exercises, and used in sentences. Repeated encounters can provide learners with additional opportunities to notice and strengthen their knowledge of unfamiliar words (Webb, 2007). Activities that required students to use the words, such as making sentences, may also help because they involve students more deeply with each word (Hulstijn & Laufer, 2001). Therefore, the increase in posttest scores may be related not

simply to listening to rock songs, but to the repeated exposure to vocabulary that occurred throughout the structured learning activities.

The treatment can also be viewed in relation to Nation's (2001) concept of vocabulary knowledge, which includes knowledge of form, meaning, and use. The activities in the present study addressed these aspects through different stages of learning. Students encountered the written form of vocabulary in the lyrics, listened to the pronunciation of the words, discussed their meanings, and practiced using selected words in sentences. This indicates that the treatment provided opportunities for students to work with vocabulary beyond simply memorizing word translations. The use of lyrics also allowed the target vocabulary to be encountered within a meaningful linguistic context.

Paivio's (1990) Dual Coding Theory provides another perspective for understanding the learning process. The students received verbal information through the lyrics and spoken language, while rhythm and melody accompanied the verbal input. The combination of verbal and musical elements may have helped students associate vocabulary with the context in which the words were presented. Nevertheless, the findings should not be interpreted as evidence that musical elements alone produced the improvement. The treatment involved several components, including listening, reading, teacher explanation, vocabulary practice, and sentence construction. Therefore, the improvement observed in this study may be better understood as the result of the overall structured learning process rather than the songs alone.

The finding is consistent with previous research on the use of songs in vocabulary learning. Tilwani et al. (2022) reported that songs could support different aspects of vocabulary learning, including spoken-form recognition, form-meaning connection, and collocation recognition. Similarly, Zhang et al. (2023) found that singing activities could facilitate vocabulary and pronunciation learning among adolescent learners. The present findings support these previous observations while providing a more specific focus on rock songs used together with structured vocabulary activities among senior high school students.

Although the overall vocabulary scores increased significantly, the individual gain

analysis showed that the improvement was not equally distributed among the students. Twenty-three students (63.9%) were classified in the low gain category, 11 students (30.6%) in the medium category, and 2 students (5.6%) in the high category. Some students also obtained negative gain scores. This variation suggests that the treatment did not produce the same level of improvement for every student. Differences in students' initial vocabulary knowledge, familiarity with English songs, ability to follow lyrics, and engagement with the learning activities may have influenced their individual outcomes. However, these possible factors were not directly measured in the present study and therefore should be considered as possible explanations rather than established causes.

Overall, the results indicate that the use of rock songs was associated with improved vocabulary performance in the present research context. The improvement is consistent with the role of language exposure, repeated encounters with vocabulary, and opportunities to work with word form, meaning, and use. At the same time, the medium effect size and variation in individual gain scores indicate that the use of rock songs should not be considered equally effective for all students or as a replacement for other vocabulary learning approaches.

Students' Perspectives on the Use of Rock Songs

Students' perspectives toward the use of rock songs in vocabulary learning were examined using a 15-statement questionnaire administered after the treatment. Previous research has also examined students' perceptions of English songs as a medium for vocabulary learning. Febrianti et al. (2025) reported that students generally perceived English songs positively for vocabulary learning, particularly because of their motivational value and repeated exposure to meaningful language input. The questionnaire used a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. The statements covered several aspects of students' perceptions, including vocabulary understanding, motivation, confidence, classroom participation, learning in context, and students' overall responses to the use of rock songs as a learning medium.

Table 5. Selected Questionnaire Findings

Statement	Mean	Category
Rock songs help me understand new vocabulary.	3.78	Positive
I feel more motivated when learning with songs.	3.50	Positive
Rock songs help me understand vocabulary in context.	3.50	Positive
I prefer rock song-based learning to textbook learning.	3.00	Neutral
Rock songs improve my vocabulary mastery.	3.06	Neutral
I would like to use rock songs in future lessons.	3.11	Neutral
Overall Mean	3.31	Neutral

The results in Table X show that the highest mean score was obtained for statement 2, “*Rock songs help me understand new vocabulary*” (M = 3.78), which was categorized as Positive. This was followed by statement 4, “*I feel more motivated when learning with songs*” (M = 3.50), and statement 13, “*Rock songs help me understand vocabulary in context*” (M = 3.50), both of which were also categorized as Positive. Statement 7, “*I feel more confident using new vocabulary*,” received a mean score of 3.47 and was categorized as Positive. These results indicate that students responded relatively positively to the use of rock songs particularly in relation to understanding new vocabulary, motivation, contextual understanding, and confidence in using vocabulary.

The highest response, related to understanding new vocabulary (M = 3.78), may be associated with the way vocabulary was presented during the treatment. Students were not only asked to listen to the songs but also followed the lyrics, identified unfamiliar words, discussed their meanings, practiced pronunciation, and completed vocabulary-related activities. These activities provided students with opportunities to encounter the target vocabulary through both listening and written lyrics. From the perspective of Krashen's (1985) Input Hypothesis, exposure to comprehensible language input can contribute to language acquisition. In the present study, the lyrics and teacher explanations provided additional support for students as they processed the vocabulary encountered in the songs.

The positive response to motivation (M = 3.50) suggests that the use of songs provided a learning experience that students perceived as relatively engaging. Songs contain rhythm and melody in addition to verbal language, which may make the learning material different from conventional vocabulary activities. This finding can be related to Paivio's (1990) Dual Coding Theory, which proposes that information can be

processed through verbal and non-verbal systems. In this study, students received verbal information through the lyrics and spoken language while simultaneously experiencing musical elements such as melody and rhythm. However, the present study cannot determine whether the musical elements themselves caused the positive perception because the treatment consisted of several components, including listening, reading, teacher explanation, vocabulary practice, and sentence construction.

The positive response to understanding vocabulary in context (M = 3.50) is also relevant to the concept of vocabulary knowledge proposed by Nation (2001). Vocabulary knowledge involves knowledge of a word's form, meaning, and use. During the treatment, students encountered vocabulary in song lyrics, discussed word meanings, practiced pronunciation, and used selected words in sentences. Therefore, the learning activities provided opportunities for students to work with vocabulary beyond simply memorizing translations. The students' positive response may reflect their experience of encountering vocabulary as part of a larger linguistic context.

Statement 7, concerning students' confidence in using new vocabulary, also received a Positive category (M = 3.47). This result may be related to the opportunity provided during the treatment for students to practice vocabulary through sentence construction and other vocabulary exercises. Rather than encountering unfamiliar words only through the lyrics, students were asked to work with the words after identifying and discussing their meanings. Such activities may have given students opportunities to become more familiar with the vocabulary before attempting to use it.

In contrast, several statements were categorized as Neutral. The lowest mean score was found for the statement “*I prefer rock song-based learning to textbook learning*” (M = 3.00).

The statement “*Rock songs improve my vocabulary mastery*” obtained a mean score of 3.06, while “*I would like to use rock songs in future lessons*” obtained a mean score of 3.11. These results indicate that although students recognized certain benefits of the treatment, they did not show a strong preference for rock song-based learning over textbook-based learning or a strong desire to use rock songs in future lessons.

The neutral overall perception is an important finding when considered alongside the vocabulary test results. The vocabulary test showed a statistically significant improvement from the pretest to the posttest, whereas the overall questionnaire mean was 3.31 and fell within the Neutral category. This suggests that students' learning outcomes and their perceptions of the learning medium did not necessarily develop in the same direction. Students could experience improvement in vocabulary performance while still having mixed opinions about the learning medium. Therefore, the neutral overall perception should not be interpreted as evidence that the treatment was ineffective.

The neutral response may also indicate that the use of rock songs was not equally appealing to all students. Rock music represents a particular musical genre, and students may differ in their familiarity with or preference for the genre. Such differences may influence how students respond to rock songs as a learning medium. However, students' musical preferences were not directly measured in this study, so this factor cannot be established as the cause of the neutral responses.

The findings are generally consistent with previous research suggesting that songs can provide benefits for vocabulary learning. Tilwani et al. (2022) reported that songs could support aspects of vocabulary learning such as spoken-form recognition, form-meaning connection, and collocation recognition. Similarly, Zhang et al. (2023) found that singing activities could facilitate vocabulary and pronunciation learning among adolescent learners. The present study supports these findings by showing that students responded positively to several aspects of song-based vocabulary learning, particularly understanding new vocabulary and vocabulary in context. However, the neutral overall perception in the present study also suggests that the usefulness of songs as a learning medium does not necessarily mean that students will universally prefer them.

Overall, the questionnaire findings indicate that students had mixed but generally favorable responses to several specific aspects of rock song-based vocabulary learning. The strongest positive response concerned understanding new vocabulary, while motivation, contextual understanding, and confidence in using vocabulary also received positive ratings. At the same time, students remained neutral regarding their preference for rock song-based learning over textbooks and their desire to use rock songs in future lessons. Within the context of this study, these findings suggest that rock songs may serve as a useful supplementary medium for vocabulary learning when combined with structured vocabulary activities, rather than being considered a replacement for conventional learning materials.

CONCLUSION

Within the context of this study, students' vocabulary scores improved after participating in the three rock song-based treatment sessions. The mean score increased from 36.81 on the pretest to 48.47 on the posttest, with a mean difference of 11.67 points. The paired-samples *t*-test showed a statistically significant difference between the pretest and posttest scores, $t(35) = -3.564$, $p = .001$. The Cohen's *d* value of 0.594 indicated a medium effect. These findings indicate that students demonstrated better vocabulary performance after the treatment.

Students' perspectives toward the use of rock songs were generally neutral, with an overall questionnaire mean of 3.31. However, students responded positively to several aspects of the learning activities, particularly understanding new vocabulary, motivation, confidence in using new vocabulary, and understanding vocabulary in context. The individual gain scores also showed that the level of improvement varied among students, indicating that the learning outcomes were not uniform across the participants.

Within the context of this research, the findings suggest that rock songs may be used as a supplementary medium for vocabulary learning when accompanied by structured instructional activities. The treatment provided students with repeated exposure to vocabulary through listening to songs, reading lyrics, discussing meanings, practicing pronunciation, completing vocabulary exercises, and using selected words in sentences. These activities may have supported students'

opportunities to encounter and practice vocabulary in context.

Nevertheless, the findings should be interpreted with consideration of the study's limitations. The study involved only one class and employed a one-group pretest-posttest design without a comparison group. Therefore, the improvement observed in the posttest cannot be attributed solely to the use of rock songs, and the findings should not be generalized beyond the research context. Future studies could involve a larger sample, a comparison group, a longer treatment period, and different music genres to provide further evidence regarding the use of songs for vocabulary learning.

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