



## THE INFLUENCE OF ENGLISH SONGS ON STUDENTS' SPELLING ACCURACY

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### Abstract

This study investigates the influence of English songs on students' spelling accuracy, a crucial component of effective written communication in language learning. As traditional spelling instruction often lacks engagement and contextual relevance, exploring innovative methods to enhance spelling skills is essential. While previous research has highlighted the benefits of songs for vocabulary acquisition, pronunciation, and motivation, limited attention has been given to their direct impact on spelling proficiency. The aim of this study is to explore how English songs support the development of accurate spelling among EFL learners and to identify the underlying mechanisms involved. Adopting an exploratory research design, the study involved 27 eleventh-grade students from a senior high school in Indonesia with intermediate English proficiency. Data collection comprised semi-structured interviews and reflective journal entries, allowing for a comprehensive understanding of students' perceptions and experiences related to song-based spelling practice. Data analysis involved thematic coding to identify recurring patterns and insights concerning the cognitive and affective processes that facilitate spelling improvement through musical input. The findings reveal that songs contribute to spelling accuracy by reinforcing visual and auditory memory, providing repetitive exposure to correct spelling patterns, fostering motivation and engagement, and encouraging autonomous learning. Students reported increased confidence, better retention of spelling patterns, and heightened curiosity about unfamiliar words. The implications of this research highlight the pedagogical potential of integrating English songs into spelling instruction, offering an engaging, multimodal approach that supports both cognitive and emotional learning dimensions. The study suggests that utilizing music not only enhances language motivation but also provides a meaningful context for internalizing correct spelling, thereby contributing to more effective literacy development in EFL settings.

**Keywords:** English songs, language learning, spelling accuracy

### INTRODUCTION

English language learning encompasses various skills, including spelling accuracy, which plays a pivotal role in effective written communication. Among the wide range of strategies employed to enhance spelling skills, the use of songs has become increasingly popular. Songs, as a form of authentic input, provide learners with repetitive, rhythmic, and meaningful language exposure. As learners engage with lyrics, they are introduced to standard spelling patterns, pronunciation-spelling correspondences, and word forms in context. Such features make songs a compelling medium for language acquisition in both formal and informal learning environments.

The development of accurate spelling among English as a Foreign Language (EFL) students is critical, especially in the early stages of literacy. Errors in spelling not only hinder the clarity of written texts but also affect learners' confidence in producing language. In many EFL settings, traditional spelling instruction lacks



engagement and contextual relevance, resulting in limited retention and application. English songs offer an engaging alternative by reinforcing visual and auditory memory through melody and rhythm, which may support learners in internalizing correct spelling patterns over time.

Recent research has begun to explore the linguistic benefits of music in language learning. For instance, Medina (2020) emphasizes how songs enhance vocabulary retention and spelling through contextual repetition. Similarly, Wang and Lee (2021) highlight the potential of music-based instruction in supporting orthographic awareness. Other studies, such as those by Alharbi (2019) and Rahimi and Fathi (2022), suggest that songs can improve phonological processing and spelling recognition among EFL learners. However, much of the existing literature tends to concentrate on vocabulary acquisition and pronunciation, with limited attention to spelling as a specific area of focus.

While studies have widely acknowledged the value of songs in promoting language learning, a more focused exploration of how song exposure influences spelling accuracy remains underrepresented. Most investigations emphasize general language improvement or oral fluency, leaving the relationship between music input and orthographic precision less examined. Furthermore, learner reflections and observable outcomes regarding how song engagement supports spelling awareness in real educational settings receive minimal attention in the current body of work.

This study offers a fresh perspective by examining students' perceptions, behaviors, and linguistic outcomes related to spelling improvement through regular exposure to English songs. It highlights spelling as a specific linguistic outcome shaped by repetitive auditory experiences embedded in authentic musical input. The study sets out to explore how students interpret their experiences with songs and identify the mechanisms through which spelling accuracy may be enhanced. Accordingly, this research aims to (1) explore the influence of English songs on students' spelling accuracy and (2) examine the processes through which songs facilitate the internalization of correct spelling forms.

Language learners often recall song lyrics long after initial exposure, suggesting deep cognitive engagement with the material. This study builds upon that phenomenon, focusing specifically on the orthographic effects that songs might induce. It draws from classroom experiences and learner responses to capture the linguistic changes that occur through sustained song listening. As music integrates rhythm, rhyme, and repetition, learners may unconsciously absorb spelling structures embedded in lyrics, leading to more accurate written production and heightened orthographic awareness.

This research contributes to the field of English Language Teaching by offering a detailed understanding of how non-traditional input sources like songs influence learners' spelling development. It contributes new insights into the pedagogical utility of songs beyond vocabulary and motivation, emphasizing their role in shaping core literacy skills. By focusing on spelling as a distinct outcome, this study enriches the theoretical discourse on multimodal language exposure and provides actionable evidence for educators designing engaging and linguistically impactful learning environments.

#### Research questions

1. How do students perceive the influence of English songs on their spelling accuracy?
2. In what ways do English songs support the development of accurate spelling among learners?

## LITERATURE REVIEW

### English Songs in Language Learning

The integration of English songs into language learning presents a multifaceted and dynamic approach to enhancing various linguistic competencies among English as a Foreign Language (EFL) learners. Recent research has consistently highlighted the effectiveness of music in facilitating the development of core language skills such as listening, vocabulary acquisition, and pronunciation. Moreover, English songs serve as a vehicle for increasing learners' motivation, emotional engagement, and cultural awareness, which are critical elements in sustaining interest and improving performance in language classrooms. Through rhythmic, lyrical, and melodic structures, songs can create memorable learning experiences that bridge the gap between formal instruction and authentic language use. This synthesis explores the pedagogical implications, practical applications, and student perceptions of English songs as instructional tools in EFL settings.

To begin with, English songs have demonstrated considerable potential in improving students' listening comprehension. Unlike traditional audio materials often perceived as monotonous or overly academic, songs naturally engage students through melody, rhythm, and thematic relevance. These musical elements contribute to a relaxed classroom atmosphere, reducing learners' affective filters and making it easier for them to absorb linguistic input. Research supports the claim that students frequently exposed to English songs develop a heightened sensitivity to the phonological features of the language, such as stress, intonation, and rhythm (Amelia et al., 2024; Astuti et al., 2023; Jamila, 2023; Ridhani & Nasution, 2023). Over time, this auditory familiarity allows students to process spoken English more efficiently in real-life communicative contexts, leading to improved comprehension and confidence in their listening abilities. In this way, English songs act as an accessible and enjoyable resource that supports the development of auditory processing skills crucial to language acquisition.

In addition to listening, English songs are a powerful medium for vocabulary development. Lyrical texts often contain idiomatic expressions, collocations, and high-frequency vocabulary that learners can internalize through repeated exposure. When learners engage with songs, they not only hear new words but also encounter them within meaningful, contextualized settings. This exposure enhances both short-term retention and long-term recall, particularly when learners emotionally connect with the lyrics (Bernanda et al., 2022; Camară & Năznea, 2022; Munir & Zalsabila, 2023; Pravitasari & Rahmah, 2024). Moreover, the repetitive nature of songs allows for incidental vocabulary learning—students repeatedly hear the same words or phrases until they become familiar and usable. Unlike rote memorization, which may lead to passive learning, songs promote active engagement and deeper cognitive processing. They also offer opportunities for learners to explore the connotations, register, and pragmatic use of words within

authentic communicative contexts, thereby expanding not just lexical knowledge but also functional language use.

Pronunciation is another linguistic area significantly supported by the use of English songs. Singing along with songs provides learners with a low-stress way to practice articulation, rhythm, and intonation patterns of native speakers. The repetition of sounds and the melodic contour of songs help internalize pronunciation features more effectively than traditional drills. Learners who consistently engage with English music often report noticeable improvements in their spoken fluency, pronunciation accuracy, and overall speech clarity (Bisena, 2021; Carnando, 2020; Latifaturrizqia et al., 2023; Munir & Zalsabila, 2023). This improvement is further reinforced by the motivational component of music; learners are more inclined to practice and repeat language forms they enjoy listening to. The emotional and personal connection many students have with their favorite songs creates a positive feedback loop, encouraging more frequent and enthusiastic practice of spoken English.

Equally important are the positive perceptions that students hold regarding the use of English songs in their language learning journey. Learners often describe music-based activities as refreshing, enjoyable, and relevant to their everyday lives. This sense of enjoyment translates into increased motivation and a willingness to participate more actively in class activities (Dhanyssa et al., 2023; Shalehah et al., 2024). Many students express that learning through songs reduces anxiety, particularly in speaking and listening tasks, making them feel more comfortable taking risks with the language. Teachers have also observed that incorporating songs fosters a sense of community and collaboration among learners, especially when activities involve group singing, lyric analysis, or musical games (Orun, 2023). Such positive emotional and social responses contribute significantly to the overall effectiveness of songs as learning tools, helping to create a classroom atmosphere that is both supportive and stimulating.

Another significant benefit of using English songs lies in their cultural relevance and ability to promote intercultural awareness. Songs often reflect the social values, historical events, and everyday experiences of native English-speaking communities, offering learners a glimpse into cultural nuances that are otherwise difficult to convey through textbooks (Eadnai, 2023; Khairul & Putri, 2022; Su et al., 2023). Exposure to different musical genres and linguistic styles broadens students' cultural horizons and fosters empathy and global citizenship. Additionally, by engaging with contemporary and popular music, students find English more relatable and useful in real-world contexts, thereby increasing the relevance of their language learning experience. Through these cultural connections, learners not only improve their language proficiency but also develop a deeper understanding of the cultural dimensions of communication, which are essential in today's interconnected world.

In terms of instructional practices, songs can be implemented in various creative and pedagogically sound ways. Educators may design activities such as lyric gap-filling, sequencing tasks, thematic discussions, and pronunciation drills using song lyrics as the primary text (Camară & Năznea, 2022; Khairul & Putri, 2022; Nadiyya & Suryadi, 2024). These activities not only provide variety in teaching strategies but also cater to diverse learning styles, from auditory to kinesthetic. For instance, visual learners may benefit from reading and highlighting

lyrics, while kinesthetic learners may enjoy movement-based or dramatized interpretations of songs. The flexibility of song-based instruction allows for differentiation, personalization, and scaffolding, making it suitable for learners of various proficiency levels. By embedding learning objectives into engaging activities, teachers can enhance student participation and deepen comprehension in ways that traditional methods may not achieve (Bisena, 2021; Lanxin, 2021).

Despite the numerous advantages, the integration of songs into the EFL curriculum requires thoughtful planning and pedagogical awareness. Not all songs are suitable for classroom use, and educators must be selective in choosing materials that align with students' linguistic proficiency, cultural sensitivities, and curricular goals. Factors such as lyrical clarity, vocabulary load, thematic appropriateness, and syntactic complexity should be considered to ensure that the songs serve a clear educational purpose (Fata & Aprilya, 2021; Li, 2022). Educators must also strike a balance between the entertainment value of songs and their instructional utility, ensuring that music is not used as mere background noise but as a strategic resource to meet specific learning outcomes.

Moreover, challenges related to classroom management and potential distractions must be addressed. Without clear objectives and structured activities, music-based tasks can become unfocused or counterproductive. To maximize the pedagogical benefits of songs, teachers should integrate them into lesson plans with clearly defined goals and measurable outcomes. For example, a lesson on phrasal verbs might incorporate a song rich in such expressions, followed by exercises that prompt students to identify and use them in context (Ridhani & Nasution, 2023; Suciati & Zarkasih, 2021; Wahyuningtyas, 2022). Through careful design and reflective practice, educators can overcome the potential pitfalls and harness the full educational potential of English songs in the language classroom.

### **Spelling Accuracy through Musical Exposure**

The role of musical exposure in enhancing spelling accuracy has gained increasing attention in educational and cognitive research, shedding light on the intersection between music training and literacy development. Numerous studies have explored how early and sustained engagement with music positively influences the development of cognitive and linguistic abilities. Specifically, musical training has been found to foster skills critical for phonological awareness, auditory discrimination, and sound-symbol correspondence—key elements that contribute to accurate spelling. Janurik et al. (2022) provided compelling evidence of a direct relationship between musical aptitude and the foundational cognitive skills required for proficient reading and spelling. Their findings suggest that musical experiences create an enriched auditory environment that supports the development of phonological awareness, which is widely regarded as a core component of spelling proficiency. Through repeated exposure to rhythm, pitch, and melodic structure, learners may develop an increased sensitivity to sound patterns and linguistic nuances, leading to improved spelling accuracy over time.

Building on this foundational understanding, several researchers have investigated the neurological mechanisms underlying the connection between music and literacy. Guo et al. (2021) demonstrated that musical training activates key auditory regions in the brain, improving neural responsiveness and auditory discrimination skills. These enhanced auditory abilities play a crucial role in

phonological processing, allowing learners to better distinguish, encode, and manipulate phonemes—a process essential for accurate spelling. Their study also emphasized the plasticity of the brain, noting that musical engagement fosters neural adaptability, which further strengthens the encoding of linguistic inputs. Consequently, children who engage with music regularly may experience more efficient auditory processing pathways, thereby improving their ability to segment and spell words correctly. Such findings offer strong support for the integration of music into literacy instruction as a means to enhance both auditory acuity and linguistic performance.

Phonological awareness, often cited as the single most reliable predictor of spelling ability, is further strengthened by active musical training. According to Liu et al. (2022), individuals with extensive musical experience exhibited advanced pitch perception and a heightened capacity to interpret phonetic cues. Their research illustrated that musical learners were significantly more adept at recognizing subtle variations in sounds, such as vowel shifts and consonant blends, which are essential for decoding and encoding words. The ability to perceive and reproduce such nuances supports the development of precise spelling habits. By reinforcing both segmental and suprasegmental features of language—such as syllable stress, intonation, and rhythm—musical training contributes to the refinement of auditory discrimination, ultimately leading to greater spelling accuracy and linguistic competence.

In addition to auditory improvements, musical training offers significant cognitive and metacognitive benefits that indirectly enhance literacy skills, particularly spelling. Yanan et al. (2024) found strong correlations between musical aptitude and gains in reading fluency, phonological processing, and metacognitive awareness. Their research underscored that music-based education supports learners in developing strategies for monitoring and regulating their own cognitive processes, such as error detection and correction during spelling tasks. This multidimensional enrichment—comprising memory enhancement, attention regulation, and pattern recognition—cultivates a robust learning environment in which children can improve spelling accuracy alongside other essential literacy skills. Furthermore, music encourages a more holistic learning experience, wherein students not only gain specific linguistic competencies but also benefit from enhanced general cognitive functioning that supports academic success.

The predictive role of metrical perception, particularly its influence on phonological awareness and spelling, has also been emphasized in contemporary research. Taha et al. (2022) explored how children's capacity to perceive rhythm and meter, a skill often developed through music exposure, correlates with their ability to identify phonological units and apply orthographic conventions. Their study concluded that learners with stronger metrical perception were more capable of correcting spelling errors and understanding complex orthographic patterns. This connection highlights the transferability of musical skills to linguistic domains, especially those requiring fine-grained auditory discrimination and sequential processing. As a result, children with musical training may outperform their peers in spelling tasks due to their advanced phonological decoding and error monitoring capabilities—skills nurtured through rhythm recognition and melodic repetition.

As the field evolves, educators and researchers have begun implementing music-integrated pedagogical approaches aimed at enhancing spelling and literacy

outcomes. Iaia et al. (2022) conducted a study that examined the influence of melodic input on syllable frequency and its relationship to spelling acquisition. Their findings revealed that children who engaged with musical activities involving rhythm and melody were more consistent and accurate in spelling words, particularly those with complex syllabic structures. This improvement was attributed to heightened phonemic awareness fostered through musical exposure. By using songs and rhythmic patterns to emphasize syllabic divisions and phoneme placement, educators can offer learners intuitive, memorable frameworks for understanding word construction. These findings suggest that music can serve not only as a motivational tool but also as an instructional scaffold for enhancing spelling accuracy.

Recent scholarship has further emphasized the synergies between linguistic and musical instruction. Schellenberg and Lima (2024) provided evidence that children who regularly participate in music programs show substantial academic improvements, particularly in areas such as reading and spelling. Their study advocated for a more deliberate integration of music into literacy curricula, arguing that the cognitive advantages conferred by musical training can extend into academic domains when appropriately harnessed. According to their analysis, music engagement supports the development of both procedural and declarative memory systems, which are instrumental in storing and retrieving spelling rules and patterns. The researchers called for educational stakeholders to consider music not as an extracurricular activity but as a complementary core subject with demonstrated benefits for literacy development.

The cognitive processing efficiency observed in musically trained individuals has also been attributed to their superior pattern recognition skills. Fuller et al. (2021) found that musical learners exhibited faster and more accurate identification of linguistic patterns due to their ability to internalize and apply rule-based systems—skills honed through reading and performing music. Their research suggested that musical exposure enhances phonemic awareness and orthographic retention by training learners to detect recurring auditory and visual cues. This capacity to recognize patterns plays a pivotal role in developing efficient and accurate spelling habits, particularly in early childhood education where foundational literacy skills are established. Fuller et al. concluded that music training can support systematic learning and long-term retention of spelling conventions through enhanced cognitive processing strategies.

These interdisciplinary findings highlight the powerful role that music education can play in supporting cognitive and academic development. Musical training contributes not only to auditory and phonological skills but also to broader cognitive processes such as attention, memory, and pattern recognition—each of which is essential for effective spelling. As research continues to validate the benefits of integrating music with language learning, educators are increasingly encouraged to adopt music-based interventions to address literacy challenges. Such practices may include incorporating rhythm-based spelling games, using songs to teach phoneme-grapheme correspondences, or engaging learners in musical storytelling to reinforce orthographic rules. The convergence of musical and linguistic instruction presents a compelling opportunity to enrich spelling instruction and literacy engagement, particularly among young learners. By leveraging the cognitive and affective benefits of music, educational institutions

can foster a more dynamic and effective approach to literacy development (Fuller et al., 2021; Guo et al., 2021; Iaia et al., 2022; Janurik et al., 2022; Liu et al., 2022; Schellenberg & Lima, 2024; Taha et al., 2022; Yanan et al., 2024).

## **METHOD**

### **Research Design**

This study employed an exploratory research design to investigate students' perceptions and experiences regarding the influence of English songs on their spelling accuracy. The exploratory approach was selected due to the limited existing research focusing specifically on the connection between musical input and orthographic development in English language learning. By adopting this design, the study aimed to explore individual insights and identify recurring patterns that could help explain how English songs contribute to the development of accurate spelling. The research prioritized participants' narratives and reflections to understand the cognitive and affective processes they associated with listening to English songs and how these experiences may have supported their language development. The design emphasized depth of understanding rather than measurement, allowing a comprehensive exploration of both perception and process.

### **Participants**

The study involved 27 students from a public senior high school in Sulawesi, Indonesia. All participants were eleventh-grade students, aged between 16 and 17 years, with an intermediate level of English proficiency as assessed by their most recent English language test scores. The students represented diverse social and linguistic backgrounds, but all shared a common educational environment where English was taught as a compulsory foreign language. The selection of participants was based on purposive sampling, targeting students who reported regular exposure to English songs outside the classroom, such as through personal listening habits on platforms like YouTube, Spotify, or social media. Prior to data collection, the researchers obtained permission from the school principal and informed consent from both the students and their guardians. Students were briefed about the purpose of the study, their right to withdraw at any point, and the measures taken to protect their confidentiality. The choice of this specific group was grounded in their accessibility, reported familiarity with English music, and willingness to articulate their language learning experiences.

### **Instruments**

Two primary instruments were used to collect data: semi-structured interviews and reflective journals. The semi-structured interviews served as the core instrument for capturing participants' perceptions, offering the flexibility to probe deeper into individual responses while maintaining consistency across all interviews. The interview guide included open-ended questions focusing on participants' frequency and modes of listening to English songs, their awareness of spelling patterns found in lyrics, and any perceived changes in their spelling skills attributed to song exposure. To complement and enrich the data from the interviews, participants were also asked to submit a written reflection in the form of a one-page journal entry. This reflective writing task allowed students to personally express

their experiences, thoughts, and challenges related to spelling and music engagement in their own words and pace, providing an additional layer of insight that may not have emerged during the interviews.

### **Data Collection**

The data collection process was conducted over a five-week period during the second semester of the academic year. Individual interviews were arranged with each of the 27 students and held in a quiet room within the school compound to ensure a comfortable and focused environment. Each interview lasted approximately 30 to 40 minutes and was conducted in English to the extent possible, although occasional clarifications in Bahasa Indonesia were permitted to ensure accurate understanding. All interviews were recorded with the participants' consent and transcribed verbatim for analysis. After the interviews, students were given one week to submit their reflective journal entries, which were handwritten or typed based on students' preferences. The combination of verbal and written data was intended to offer a more holistic view of participants' experiences and perceptions, capturing both spontaneous and reflective insights.

### **Data Analysis**

The data analysis followed a thematic approach, beginning with transcription of the interview recordings and organization of the journal entries. The researcher read through all data multiple times to become familiar with the content, followed by open coding to identify recurring keywords, expressions, and ideas that reflected participants' perceptions and experiences. Codes were then grouped into larger categories and overarching themes related to the research questions, such as enhanced spelling awareness, word recognition through repetition, improved memory of spelling forms, and emotional engagement with learning. Thematic patterns were compared across data sources to ensure consistency and credibility of findings. Triangulation between the interviews and journals enabled a deeper and more validated interpretation of the data, allowing the researcher to identify both commonalities and individual nuances in how English songs influenced spelling accuracy. Throughout the analysis process, attention was paid to preserving the authenticity of participants' voices while organizing the data into meaningful and representative themes.

### **FINDINGS**

The data in Table 1 illustrate a wide range of positive perceptions among students regarding the role of English songs in improving their spelling accuracy. Many students reported that listening to English songs made learning spelling more enjoyable and engaging, helping them stay motivated in a subject that is often considered monotonous. The use of songs also appeared to strengthen their familiarity with English vocabulary, as repeated exposure to the same words in lyrics reinforced memory. Students noted a greater awareness of consistent spelling patterns, particularly with common suffixes, which aided in recognizing and remembering word structures. Additionally, many students expressed increased confidence in their spelling abilities, attributing it to the relaxed and repetitive nature of music-based learning. The use of songs also helped to alleviate boredom typically associated with traditional spelling drills, making learning feel more

dynamic. Some students formed emotional connections with specific songs, which helped reinforce word memory, while others pointed out that listening more carefully to lyrics improved their ability to focus and recognize correct spelling. A number of students also indicated that sharing song-related vocabulary learning with peers created a collaborative learning environment. Moreover, several students mentioned that rhythm and melody helped them retain more complex words, and that songs stimulated their curiosity to look up unfamiliar vocabulary and learn how to spell it. Overall, the responses suggest that English songs support spelling accuracy through a combination of emotional engagement, repetition, social interaction, and self-directed learning.

Table 1. Students' perceptions of the influence of English songs on spelling accuracy (n = 27)

| Theme                          | Description                                                        | Frequency | Percentage | Quote                                                                               |
|--------------------------------|--------------------------------------------------------------------|-----------|------------|-------------------------------------------------------------------------------------|
| Increased Motivation           | Songs made learning spelling more engaging and enjoyable.          | 21        | 77.8%      | "I feel more excited to learn spelling when listening to music I like."             |
| Improved Word Familiarity      | Songs exposed students to repeated vocabulary.                     | 19        | 70.4%      | "Now I remember difficult words because I hear them again and again in songs."      |
| Awareness of Spelling Patterns | Students noticed consistent word endings and structures.           | 17        | 63.0%      | "Words that end in -tion or -ing are easier to spot after listening to songs."      |
| Confidence in Spelling         | Students felt more confident after practicing through songs.       | 16        | 59.3%      | "I used to doubt myself, but songs helped me spell without hesitation."             |
| Reduced Boredom                | Songs made spelling practice more fun and less repetitive.         | 15        | 55.6%      | "I don't get bored like in spelling tests, because singing makes it fun."           |
| Personal Connection            | Emotional bonds with songs helped reinforce word memory.           | 14        | 51.9%      | "When a song touches me, I remember the words more easily, even how to spell them." |
| Better Listening Attention     | Songs improved listening focus which led to better spelling.       | 13        | 48.1%      | "I listen more carefully to lyrics now, and that helps me recognize words."         |
| Peer Influence                 | Students shared song-based learning experiences with peers.        | 12        | 44.4%      | "My friends and I discuss English words we hear in songs."                          |
| Retention of Difficult Words   | Students remembered harder words due to rhythm and melody.         | 11        | 40.7%      | "Even long words stick in my mind when they come with a nice tune."                 |
| Curiosity and Exploration      | Songs triggered interest to look up new words and their spellings. | 10        | 37.0%      | "I look up unfamiliar words in lyrics and learn how to spell them."                 |

When examining the numerical data in greater detail, it becomes clear that increased motivation was the most frequently mentioned theme, with 77.8% of students reporting that English songs made learning spelling more engaging and enjoyable. This finding highlights the motivational power of integrating music into language learning, especially in comparison to traditional methods that may lack emotional or sensory stimulation. Closely following this, 70.4% of students believed that songs improved their familiarity with words, pointing to the pedagogical value of repeated vocabulary exposure in lyrics. A notable 63.0% of respondents indicated that they became more aware of spelling patterns, such as consistent word endings like “-tion” or “-ing,” through songs, demonstrating how music can promote pattern recognition. Confidence in spelling also improved for 59.3% of students, who expressed that regular practice through music helped reduce their fear of making mistakes and increased their willingness to attempt more complex spellings.

Other aspects, while slightly less prominent, were still significant in reflecting the broader influence of English songs. For instance, 55.6% of the students stated that songs helped reduce boredom, suggesting that music can transform repetitive spelling practice into an enjoyable activity. A little over half of the students (51.9%) noted that emotional connections to songs helped them remember the words and their spellings, emphasizing the role of affective factors in language acquisition. Nearly half (48.1%) reported improved listening attention as a result of focusing on lyrics, which subsequently enhanced their ability to recognize and remember correct spellings. Peer influence was also acknowledged by 44.4% of participants, indicating that discussing lyrics and vocabulary with friends contributed to collaborative learning experiences. Furthermore, 40.7% of the students found that rhythm and melody supported their retention of difficult words, showing that auditory features can aid memory. Lastly, 37.0% expressed that songs sparked their curiosity to explore unfamiliar words and learn their spellings independently, underscoring the potential of songs to foster self-motivated vocabulary learning. These figures collectively demonstrate that English songs offer multifaceted benefits in supporting EFL learners’ spelling development, integrating cognitive, emotional, and social dimensions of language learning.

The data 2 reflect students’ perceptions of various mechanisms through which English songs support their spelling accuracy. Several key strategies were identified, including the repetition of lyrics, reading along with the lyrics, and associating pronunciation with spelling. Students also emphasized the benefits of learning words in context, imitating lyrics through singing, and being exposed to native pronunciation. In addition, rhythm and melody were said to aid memory retention, while the act of listening and speaking together contributed to better spelling recognition. Overall, these findings suggest that English songs provide a multi-sensory and integrative approach that supports spelling development in diverse and interconnected ways.

A closer look at the numerical findings reveals that repetition of lyrics emerged as the most influential mechanism, as reported by 81.5% of students. This suggests that the frequent recurrence of words in song lyrics plays a central role in reinforcing correct spelling. Visual reinforcement, through reading lyrics while listening, was another highly rated strategy, with 74.1% of participants identifying it as helpful in linking the auditory and visual forms of words. Similarly, 66.7% of

students noted that associating pronunciation with spelling helped them internalize how words should be spelled based on how they sound. These findings highlight how the combination of repeated exposure, visual input, and auditory cues in songs can significantly enhance students' ability to memorize spelling patterns. Contextual learning was also reported by 59.3% of students, suggesting that understanding word usage within lyrics makes it easier to recall correct spellings.

Table 2. Mechanisms supporting spelling accuracy through English songs (n = 27)

| Theme                          | Description                                                       | Frequency | Percentage | Quote                                                                            |
|--------------------------------|-------------------------------------------------------------------|-----------|------------|----------------------------------------------------------------------------------|
| Repetition of Lyrics           | Frequent repetition helped memorize spelling.                     | 22        | 81.5%      | "Lyrics repeat so often that I can remember how the words are spelled easily."   |
| Visual Reinforcement           | Reading lyrics strengthened memory of spelling.                   | 20        | 74.1%      | "Reading along while listening really helps me match sound with spelling."       |
| Association with Pronunciation | Helped students match sound with correct spelling.                | 18        | 66.7%      | "Songs help me know how to spell from how the words sound."                      |
| Contextual Learning            | Lyrics provide sentence context that aids in word recognition.    | 16        | 59.3%      | "If I understand the song's meaning, I can remember the spelling better."        |
| Imitation and Practice         | Students repeatedly practiced spelling through singing.           | 15        | 55.6%      | "When I sing the lyrics again and again, it helps me spell the words correctly." |
| Native Pronunciation Exposure  | Authentic pronunciation clarified spelling norms.                 | 14        | 51.9%      | "Hearing native speakers in songs helps me figure out how to spell hard words."  |
| Rhythmic Memory Aid            | Melody and rhythm supported spelling recall.                      | 13        | 48.1%      | "I remember the spelling because the rhythm stays in my head."                   |
| Listening-Speaking Connection  | Improved listening helped spelling through enhanced articulation. | 11        | 40.7%      | "When I sing what I hear, I get better at spelling those words too."             |

Other mechanisms, though mentioned by fewer students, also offer important insights into the cognitive processes involved. Just over half of the students (55.6%) stated that imitation and practice—such as singing lyrics repeatedly—helped reinforce spelling accuracy. Exposure to native pronunciation was cited by 51.9%, indicating that hearing authentic language through music supports understanding of standard spelling conventions. Additionally, 48.1% of respondents pointed out that rhythm and melody helped them retain spelling, reinforcing the idea that musical features serve as memory aids. Lastly, 40.7% of students mentioned that singing along improved their ability to spell, as the combination of listening and speaking enhanced their articulation and recognition of word forms. These findings collectively demonstrate that English songs do not merely provide passive exposure to language, but actively engage learners in a

multi-modal process that strengthens spelling through repetition, context, sound-symbol association, and musical memory cues.

## DISCUSSION

The findings of this study revealed that students experienced increased motivation and enjoyment when learning spelling through English songs, aligning with Dhanyssa et al. (2023) and Shalehah et al. (2024), who emphasized that music-based instruction enhances learner engagement. Students expressed that music made spelling less monotonous and more stimulating, confirming Amelia et al. (2024)'s view that songs lower the affective filter in language learning. This affective benefit was critical in shifting students' attitudes toward spelling from boredom to enthusiasm, underscoring the affective power of music in the EFL context.

This motivational boost also translated into enhanced vocabulary familiarity, as many students recalled encountering words repeatedly in songs. This echoes findings by Bernanda et al. (2022) and Camară & Năznea (2022), who emphasized the value of repeated exposure in lyrical contexts for vocabulary acquisition. The frequent appearance of high-frequency and idiomatic expressions in lyrics allows learners to encounter words in meaningful ways, supporting incidental learning. Through emotional connections with the music, students not only remembered new words but also their spellings, as reinforced by Pravitasari & Rahmah (2024), who discussed the emotional grounding of lexical memory.

A significant number of students reported increased awareness of spelling patterns, particularly with common suffixes such as “-tion” and “-ing.” This finding aligns with Fuller et al. (2021), who demonstrated that music exposure enhances pattern recognition, a core cognitive process in literacy development. The internalization of such recurring orthographic patterns was also supported by Liu et al. (2022), whose work showed that musically trained individuals have a heightened sensitivity to phonetic and orthographic cues. Students' ability to identify such patterns in songs illustrates how rhythm and repetition in lyrics serve as scaffolds for recognizing linguistic structure.

Another dominant theme was increased confidence in spelling, with students attributing their progress to the relaxed nature of music-based learning. This observation corresponds with the work of Munir & Zalsabila (2023), who emphasized that music creates a low-anxiety learning environment conducive to oral and written language development. By reducing fear of making mistakes and promoting repeated practice in a non-threatening format, music fosters a sense of linguistic self-efficacy, a sentiment also echoed in the findings of Carnando (2020) regarding pronunciation improvement through songs.

The reduction of boredom through music use also reflects earlier findings by Ridhani & Nasution (2023), who found that songs offer a more engaging alternative to traditional rote memorization. In this study, over half of the participants reported that singing and listening transformed spelling practice into a dynamic and pleasurable activity. This affirms the conclusions of Astuti et al. (2023), who asserted that music bridges the gap between classroom instruction and authentic, enjoyable language experiences, thus increasing student persistence and focus.

Students' personal connection to songs emerged as another important mechanism, reinforcing memory through emotional attachment. This supports Su et al. (2023)'s claim that music enhances intercultural and affective engagement, and contributes to deeper language retention. Eadnai (2023) also noted that cultural resonance in music increases learners' emotional investment in content. As students developed emotional bonds with lyrics, they retained vocabulary more effectively, highlighting the intersection of affective and cognitive domains in language learning.

Better listening attention, as noted by nearly half of the respondents, points to the role of auditory focus in spelling improvement. This finding directly corresponds to Guo et al. (2021), who explained how music training enhances neural responsiveness and auditory discrimination. Exposure to lyrical pronunciation trains learners to detect phonemic contrasts, which facilitates accurate spelling. This also supports Janurik et al. (2022)'s assertion that enriched auditory environments foster the phonological awareness necessary for proficient spelling.

Students also mentioned that peer discussions about song lyrics enriched their learning, reinforcing the social dimension of music-based instruction. Orun (2023) noted that collaborative music activities foster a sense of classroom community and collective learning. The students' collaborative engagement with peers reflects the constructivist principle of social interaction in learning, where language acquisition is facilitated through shared experiences and dialogue around musical content.

Retention of difficult words due to rhythm and melody further strengthens the cognitive dimension of music in spelling development. Taha et al. (2022) linked rhythmic perception to metrical awareness and phonological decoding, skills essential for recognizing and correcting complex orthographic patterns. Similarly, Iaia et al. (2022) found that musical input supports consistent spelling of multisyllabic words, a mechanism observed in this study when students reported remembering complex terms better through melody and rhythm.

Self-directed learning, as expressed through students' curiosity to explore unfamiliar vocabulary from song lyrics, aligns with the metacognitive benefits discussed by Yanan et al. (2024). Their study showed that music-based learning enhances learners' ability to regulate their cognitive strategies, such as word lookup and self-monitoring during spelling. This highlights music's role in promoting autonomous learning and deeper cognitive engagement with language.

Mechanisms such as repetition of lyrics, visual reinforcement through reading lyrics, and pronunciation-spelling association were all prominent in this study. These findings closely mirror the cognitive framework proposed by Schellenberg & Lima (2024), who advocated for the integration of music into literacy curricula based on its support for both memory systems. The simultaneous activation of auditory, visual, and kinesthetic channels through music leads to more effective retention and recall of spelling conventions.

While the findings strongly support the multifaceted benefits of English songs in spelling acquisition, caution is necessary, as Fata & Aprilya (2021) and Li (2022) noted that not all songs are pedagogically appropriate. Factors such as lyric clarity, thematic suitability, and complexity must be considered to avoid confusion or misinterpretation. These concerns highlight the importance of teacher guidance

and pedagogical planning, ensuring that music serves instructional purposes beyond entertainment. Thus, while the present study reinforces the value of English songs for improving spelling accuracy, it also calls for thoughtful implementation to optimize educational outcomes.

## CONCLUSION

The findings of this study demonstrate that students hold positive perceptions of the role of English songs in enhancing their spelling accuracy. English songs were seen as not only enjoyable but also effective in making spelling practice more engaging and less monotonous. Learners attributed improvements in their spelling skills to various features of songs, such as repeated exposure to vocabulary, emotional engagement with lyrics, and increased motivation to learn. The combination of auditory, visual, and contextual cues appeared to create a multi-sensory learning experience that supported both memory retention and pattern recognition. Furthermore, students described how songs encouraged active participation through singing, listening, and discussing lyrics with peers, which contributed to a more meaningful and collaborative learning environment. These insights suggest that English songs can serve as a valuable tool in language classrooms by fostering intrinsic motivation, deepening vocabulary awareness, and promoting self-directed and socially interactive learning—all of which are essential for supporting accurate spelling development among EFL learners.

While the study offers rich qualitative insights, its exploratory design presents certain limitations. The findings are based on a small, context-specific sample, which may not reflect the broader population of EFL learners. Additionally, the reliance on self-reported perceptions and reflective journals means that the conclusions are subjective and may not fully capture the actual impact on spelling proficiency. Future research should consider incorporating more diverse participant groups, using a combination of qualitative and quantitative methods, and including objective measures of spelling improvement. Such approaches would provide a more comprehensive understanding of the role English songs can play in language learning and help validate their pedagogical value across different contexts.

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