



Students' Perceptions toward Using Charlie Puth Songs in the Album 'Some Type of Love' in Mastering Vocabulary at the Eighth Grade of SMP Barata Semagung in the Academic Year of 2024/2025

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Article Info	Abstract
Article History Received: 2025-06-10 Revised: 2025-07-20 Published: 2025-08-07 Keywords: <i>Songs;</i> <i>Vocabulary Mastery;</i> <i>Students' Perceptions;</i> <i>English Language</i> <i>Learning;</i> <i>Media in EFL.</i>	Vocabulary mastery is a fundamental aspect of English learning but remains a major challenge for junior high school students. Traditional methods such as memorizing word lists are often seen as monotonous and ineffective. This study explores students perceptions toward the use of songs from Charlie Puths 'Some Type of Love' album in supporting English vocabulary acquisition. A qualitative approach with a phenomenological method was employed, involving 21 eighth-grade students at SMP Barata Semagung in the academic year 2024/2025. Data were collected through a Likert-scale questionnaire and semi-structured interviews. The findings reveal that the songs made learning more enjoyable, helped them understand and remember vocabulary more easily, and increased their confidence in speaking English. Although some found the songs unfamiliar, student responded positively and emphasized the need visual aids such as lyrics or video clips. These study contributes to English language pedagogy by proposing music-based vocabulary instruction as an engaging alternative for junior high school learners. Therefore, the implementation of songs in English learning is recommended to be contextual and supported by appropriate multimedia tools.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-06-10 Direvisi: 2025-07-20 Dipublikasi: 2025-08-07 Kata kunci: <i>Lagu;</i> <i>Penguasaan Kosakata;</i> <i>Persepsi Siswa;</i> <i>Pembelajaran Bahasa</i> <i>Inggris;</i> <i>Media dalam EFL.</i>	Penguasaan kosakata merupakan aspek fundamental dalam pembelajaran bahasa Inggris, namun tetap menjadi tantangan utama bagi siswa sekolah menengah pertama. Metode tradisional seperti menghafal daftar kata sering dianggap monoton dan tidak efektif. Penelitian ini mengeksplorasi persepsi siswa terhadap penggunaan lagu-lagu dari album 'Some Type of Love' milik Charlie Puth dalam mendukung penguasaan kosakata bahasa Inggris. Pendekatan kualitatif dengan metode fenomenologi digunakan, melibatkan 21 siswa kelas delapan di SMP Barata Semagung pada tahun ajaran 2024/2025. Data dikumpulkan melalui kuesioner skala Likert dan wawancara semi-terstruktur. Temuan menunjukkan bahwa lagu-lagu tersebut membuat pembelajaran lebih menyenangkan, membantu mereka memahami dan mengingat kosakata dengan lebih mudah, dan meningkatkan kepercayaan diri mereka dalam berbicara bahasa Inggris. Meskipun beberapa siswa merasa lagu-lagu tersebut tidak familiar, siswa merespon positif dan menekankan perlunya alat bantu visual seperti lirik atau klip video. Oleh karena itu, penelitian ini memberikan kontribusi pada pedagogi bahasa Inggris dengan mengusulkan pengajaran kosakata berbasis musik sebagai alternatif yang menarik bagi siswa sekolah menengah pertama. Oleh karena itu, penerapan lagu dalam pembelajaran bahasa Inggris disarankan untuk bersifat kontekstual dan didukung oleh alat multimedia yang sesuai.

I. INTRODUCTION

English is an international language that plays a crucial role in education, communication, business, and technology. In Indonesia, English is taught as a compulsory subject at all school levels with the aim of equipping students with global communication skills and access to wider knowledge. However, many junior high school students still face significant difficulties in mastering English, particularly in vocabulary acquisition. Vocabulary plays a fundamental role in the development of the four major language

skills - listening, speaking, reading, and writing (Masrai, 2019).

Vocabulary mastery has become one of the biggest challenges in English learning at the secondary school level. According to (Butar Butar and Katemba, 2023), vocabulary limitations often result in poor language performance, reduced confidence, and low motivation among students. Traditional methods, such as memorizing and word lists are still widely used but are frequently commonly used but are frequently seen as monotonous and disengaging (Fadlan and Mastery, 1995), making it difficult for students to retain

new words. As a result, there is a growing demand for more innovative and engaging teaching strategies that support vocabulary development while also motivating students to learn.

One promising strategy is the use of songs as a media for language learning. Songs can support vocabulary acquisition through melody and context while also emotionally engaging students, making learning more memorable (Schruth, Templeton and Holman, 2019). Music has the ability to emotionally engage students and create a memorable learning experience. (Alvarado *et al.*, 2011) argue that music also provides a multi-sensory input that enhances memory and comprehension. Moreover, using songs that students already enjoy listening to can lead to a more enjoyable and relatable classroom atmosphere, making vocabulary learning feel less like a chore and more like a natural experience.

Charlie Puth is a popular artist among young learners, and his music contains accessible vocabulary and relatable themes. His extended play album **"Some Type of Love"**, which includes songs such as "Some Type of Love", "Marvin Gaye", "Suffer", and "I Won't Tell a Soul", uses clear, authentic English expressions in emotionally resonant lyrics.

Charlie Puth's ***Some Type of Love*** album features songs with clear pronunciation, common vocabulary, and relevant themes for teenagers. These characteristics make his songs suitable for junior high school learners, particularly in the context of English as a Foreign Language (EFL). Moreover, digital platforms such as Youtube and Spotify, are already part of student's daily lives. Integrating these tools into classroom activities not only enhances vocabulary learning but also fosters media literacy and makes English learning more relevant to student's realities.

Students' perceptions also play a vital role in evaluating the success of any instructional method. According to (Rondius, 2012), learners' attitudes toward the media used in class can significantly impact the effectiveness of the teaching and learning process. Therefore, examining how students perceive the use of songs in vocabulary learning is essential to understanding the feasibility and impact of this approach.

Several previous studies have shown the potential of songs to enhance vocabulary learning. For instance, (Ayuningsih, 2021) found that English pop songs helped students improve vocabulary for speaking purposes. Meanwhile,

(Pelenkahu, 2024) reported positive student responses toward song lyrics as vocabulary learning media. However, these studies did not focus on a specific album or genre. Therefore, this study uniquely explores students' perceptions of Charlie Puth's ***Some Type of Love*** album in a junior high school setting.

Based on the above considerations, this study aims to explore the perceptions of eighth-grade students toward the use of Charlie Puth's songs from the **"Some Type of Love"** album in mastering English vocabulary. By analyzing students' experiences and opinions, this study seeks to answer the following research question: What are students' perceptions of using Charlie Puth's songs as a medium for learning English vocabulary?.

II. METHOD

This study employed a qualitative research design with a phenomenological approach to explore students' perceptions toward the use of Charlie Puth's songs from the **"Some Type of Love"** album in vocabulary learning. The phenomenological approach was chosen because it is suitable for exploring participants' subjective experiences and the meaning they assign to those experiences. According to (Ishtiaq, 2019), phenomenological research aims to understand individuals' lived experiences from their own perspectives.

1. Research Subjects and Setting

The subjects of this study were 21 eighth-grade students of SMP Barata Semagung in the academic year of 2024/2025. The participants were selected using purposive sampling, focusing on students who had participated in classroom activities involving Charlie Puth's songs. The research was conducted in the school environment, and data collection was carried out after the classroom implementation had been completed.

2. Data Sources and Instruments

The data in this study were obtained from primary sources through two main instruments: interviews and questionnaires. The researcher acted as the primary instrument, who acted as the key instrument in qualitative research (Sugiyono, 2020).

The questionnaire was constructed using a Likert scale, which aimed to measure students' general perceptions toward the use of songs from Charlie Puth's album in vocabulary learning. The questionnaire consisted of 15 statement items. Before being

distributed to participants, the questionnaire items were validated through expert judgment by the thesis supervisor to ensure the relevance, clarity, and appropriateness of each statement for eighth-grade students. This step ensured that the instrument accurately reflected the aspects of perception being investigated.

Meanwhile, the interviews were conducted using a semi-structured format to allow flexibility in responses and deeper exploration of students' personal experiences. The interview guide consisted of four main questions, covering:

- Students' general opinions about using songs in learning,
- Their feelings during the learning process,
- How the experience differed from their usual classroom learning, and
- Their suggestions for future implementation.

These two instruments were designed to complement each other and provide both breadth and depth in understanding the students' perceptions.

3. Data Collection Techniques

The data were collected using two techniques: interviews and questionnaires. The interviews were conducted with selected students to gain deeper insights into their individual experiences and opinions regarding the use of songs in vocabulary learning. Meanwhile, the questionnaire was distributed to all participants to measure their overall perceptions qualitatively.

4. Data Analysis

The interview data were analyzed using thematic analysis, which includes data reduction, data display, and conclusion drawing. The questionnaire data were analyzed descriptively to determine the frequency and percentage of students' responses to each statement. The results of both instruments were combined to provide a comprehensive understanding of students' perceptions toward the use of songs in vocabulary learning.

III. RESULT AND DISCUSSION

A. Result

This study views on the effectiveness of using songs as The results of this study were obtained through distributing questionnaires to grade VIII students at SMP Barata

Semagung in the academic year of 2024/2025. The questionnaire aimed to measure students' perceptions of the use of songs from Charlie Puth's **Some Type of Love** album in learning English vocabulary. There were 15 statement items answered using a Likert scale Strongly Agree (SA), Agree(A), Hesitate(H), Disagree(D), & Strongly Disagree(SA). In addition to the questionnaire, interviews were also conducted with five selected students to gain deeper insights and serve as triangulation to strengthen the questionnaire findings. The interviews were conducted in a semi-structured format using four simple guiding questions: (1) students' general opinions about using songs, (2) their feelings during the learning process, (3) how the experience differed from previous learning, and (4) their suggestions for future implementation.

The following is a summary of student perception results presented in Table 1:

Table 1. Students Perceptions Based on Questionnaire

NO	STATEMENT	SA	A	H	D	SD
1.	I feel interested in learning that uses songs from album Some Type of Love	10%	82%	10%	0	0
2.	Learning by using song from the Some Type of Love album help me understand the material taught.	29%	67%	5%	0	0
3.	Learning by using songs from the Some Type of Love album makes the classroom atmosphere more fun.	52%	38%	10%	0	0
4.	Learning by using songs from the Some Type of Love album make it easier for me to understand the topic of the lesson	10%	76%	14%	0	0
5.	Learning by using songs from Some Type of Love Album helps me focus more on the material presented.	5%	73%	24%	0	0
6.	Learning by using songs from Some Type of Love album makes it easier for me to remember new vocabulary.	52%	38%	10%	0	0
7.	Learning by using songs from the Some Type of Love album help me understand new vocabulary	38%	57%	5%	0	0
8.	Learning by using songs from the Some Type of Love album makes me understand the use/ placement of words in sentences	19%	81%	0	0	0
9.	Learning by using songs from the Some Type of Love album makes me more confident in speaking English in class	0	43%	57%	0	0
10.	Learning using songs from the Some Type of Love album increased my English vocabulary in a more fun way	29%	73%	0	0	0
11.	The song from Some Type of Love album is suitable to be used as English learning media.	29%	57%	14%	0	0
12.	The meaning of the song lyrics from the album Some Type of Love is easy to understand	19%	52%	29%	0	0
13.	Learning by using songs from the Some Type of Love album is more fun than using other media	33%	43%	24%	0	0
14.	Learning by using songs from the Some Type of Love album makes the teaching learning process less boring.	33%	67%	0	0	0
15.	Learning by using songs from the Some Type of Love album supports my English vocabulary development and mastery.	29%	67%	5%	0	0

Based on the table above, it can be seen that all respondents showed a positive perception toward the use of songs from Charlie Puth's Some Type of Love album in learning vocabulary. None of the students selected "Disagree" or "Strongly Disagree" in any of the 15 statement, which indicates a general acceptance of the method across all aspects assessed.

The highest agreement was found in statements related to vocabulary improvement and learning atmosphere, such

as “The teaching-learning process became less boring” and “The classroom atmosphere became more fun,” both of which reached 100% agreement. Other statements, like the ease of remembering vocabulary (88%) and understanding word placement (100%), also indicate that the songs helped students grasp new vocabulary in a meaningful way.

However, the lowest agreement occurred in Statement 9, “Songs make me more confident in speaking English,” where only 43% of students agreed, and the rest selected “Hesitate.” This shows that while songs effectively support vocabulary mastery and engagement, their influence on speaking confidence may vary and require further support or different learning strategies.

Overall, the data indicate that students not only enjoyed the use of songs in class but also perceived them as helpful tools for understanding, remembering, and learning vocabulary in a fun and engaging way.

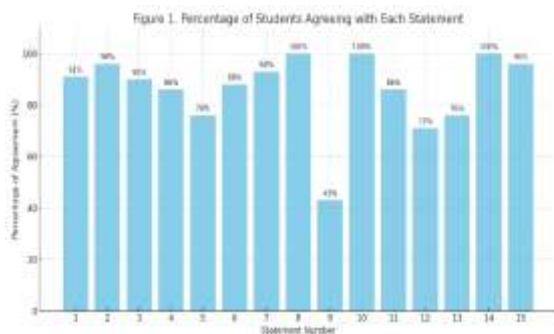


Figure 1. Percentage of Students Agreeing with Each Statement

The chart above shows that student agreement rates are consistently high. The lowest agreement occurred in Statement 9 (43%), which is understandable as confidence in speaking requires more than vocabulary understanding—it may require additional practice. All other statements exceed 70% agreement, validating the effectiveness of song-based learning across multiple aspects: interest, understanding, engagement, and retention.

Table 2. Summary of Student Interview Results

Name	General Opinion	Feelings During Learning Process	Different Learning Experience	Suggestion
Lisa Aprilia	Fun, and adds to English Learning	Happy, broadened my knowledge about the songs	Different from usual learning	Add Visual aids (video)
Ahmad Rizal Evendi	A bit difficult since I never heard the songs before	Fairly easy to memorize the lyrics	More enjoyable than regular lessons	Lyrics should be clarified; use LCD/videos
Arya Agung P.L	Gave a new experience, introduced unfamiliar songs	Songs were unfamiliar but still understandable	Different, since we usually don't use songs	Use more familiar song
Safa Nizrina Putri	Made learning English easier and more enjoyable	I felt more capable in English and understanding lyrics	Different from usual direct teaching methods	Add new songs e.g from Lana Del Rey
Ayuk Domas Safitri	Enjoyable, allowed me to learn new songs	Very Helpful	Very different, used to other media like cartoon/movie	Try using other interesting songs

Based on the interview summary results, students generally expressed a positive response to using songs from *Some Type of Love* in vocabulary learning. Most respondents described the learning experience as fun and different compared to conventional English classes. The songs were perceived to make it easier to remember words, although some students mentioned that the songs were unfamiliar. Several students suggested improvements such as adding visual elements like lyrics or videos to enhance understanding. This indicates that while songs are engaging and useful, their effectiveness can be maximized by adapting media presentation to students' preferences and familiarity.

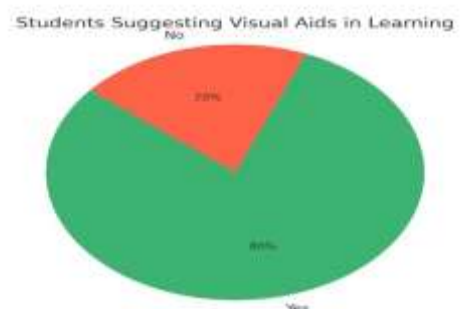


Figure 2. Students Suggesting Visual Aids

As shown in Figure 2, four out of five students (80%) suggested the use of additional visual aids, such as lyric videos or lyrics displayed on LCD screens. This indicates that while students enjoyed learning with songs, they also felt the need for visual reinforcement to better understand the song content. This finding complements the questionnaire results, particularly the statements related to understanding and remembering vocabulary, and shows the importance of multimodal learning in improving vocabulary acquisition.

B. Discussion

Based on the results obtained from questionnaires and interviews, it can be generally concluded that the use of songs from the album *Some Type of Love* by Charlie Puth has a positive influence on the English vocabulary mastery of eighth-grade students. The questionnaire results indicate that the majority of students hold very positive perceptions of using songs as a learning medium. This is reflected in several key indicators:

1. Interest and Learning Motivation

In response to the statement "I feel interested in learning using songs from the album *Some Type of Love* as media," 90.5% of students answered agree or strongly agree. This finding supports Krashen's (1982) Affective Filter Hypothesis, which suggests that engaging learning media can lower psychological barriers in language acquisition.

1. Vocabulary Comprehension

The statement "Learning with songs makes it easier for me to remember new vocabulary" received 90.5% positive responses. This is in line with Murphey (1992), who explained that songs provide natural repetition, which helps vocabulary retention.

2. Learning Atmosphere

The statement "Learning with songs creates a more enjoyable classroom atmosphere" gained 90.5% agreement. This indicates that using songs successfully creates a more conducive and less monotonous learning environment.

3. Increased Confidence

A full 100% of students agreed or strongly agreed that using songs made them more confident in speaking English.

Interview results reinforced the findings from the questionnaire. Most students

expressed enjoyment and stated that the songs helped them understand the material. However, several students pointed out that the songs used were unfamiliar. For example, Arya said the songs were "still unfamiliar," and Ahmad found some parts difficult to follow. This shows that song unfamiliarity can be a challenge in the learning process. This implies that teachers need to carefully select songs that are familiar or relatable to students. Alternatively, they can allow students to help choose the songs, so the materials feel more personal and engaging. Song unfamiliarity highlights the need for contextual or student-chosen songs to ensure better engagement and comprehension. Another important finding was the students' suggestion to use visual aids. Four out of five interviewees recommended using lyric videos or displaying lyrics during learning activities. This finding shows the importance of combining audio and visual media to maximize understanding and enjoyment. This supports the theory of audiovisual learning (Fitrya, 2020), which emphasizes that learners process information better when both auditory and visual elements are involved. Overall, the findings suggest that music-based learning is a promising method to enhance vocabulary mastery. However, its implementation should consider factors such as song familiarity, visual support, and contextual relevance. This implies that teachers need to design vocabulary lessons not only with creativity but also with attention to students' preferences and learning needs.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, it can be concluded that the use of songs from Charlie Puth's *Some Type of Love* album in vocabulary learning provides a meaningful and enjoyable learning experience for students. The integration of songs into learning helps create a more positive classroom atmosphere, supports vocabulary retention through repetition and context, and increases students' motivation and confidence in using English. Music-based learning not only contributes to cognitive aspects, but also reaches affective aspects that are often overlooked in conventional learning methods.

B. Suggestion

This study focused on students' perceptions toward the use of songs from Charlie Puth's *Some Type of Love* album in learning vocabulary. For future researchers, it is recommended to explore the effect of using English songs by applying a different research design, such as a quasi-experimental method. This can help measure the real impact of using songs on vocabulary mastery, especially by comparing familiar and unfamiliar songs to see which type gives better results in vocabulary retention. In addition, future research could involve more participants from different schools or grade levels to obtain more varied results. Researchers may also investigate the influence of songs on other English skills such as listening, speaking, or writing. By expanding the scope and focus of the study, future researchers are expected to provide deeper insights into the role of music in English language learning.

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