

THE USE OF “TRANSPORTATION SONG” IN TEACHING VOCABULARY

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ABSTRACT

The purpose of this study is to investigate how transportation songs are used to teach vocabulary in English, with a focus on how they affect students' motivation to learn. This study uses observational methods to gather relevant data, with research objectives centered on the usage of transportation music to boost motivation among learners and their impact on topic learning. The utilization of the observation method allowed for the observation of interactions between teachers and students when songs were being taught. Students' emotional reactions, degree of engagement, and shifts in their drive to study are among the data gathered. To analyze the data, trends in the interactions between the teacher and students as well as shifts in the learning motivation of the students before, during, and after the use of transportation songs in the classroom were noted. The results of this study show that students' motivation to learn is significantly impacted when transportation songs are used to teach skills. The findings of the observations indicated that when transportation songs were incorporated into vocabulary lessons, students' engagement levels increased and they exhibited positive emotional reactions. Furthermore, this study demonstrates how teaching with transport music can positively impact students' enthusiasm to learn. This research's practical implication is that music-related teaching and learning tactics, such as using transit songs to get students more motivated and involved in vocabulary learning, can enhance instruction.

Introduction

One of the most important languages in the world, English is utilized extensively in a variety of settings, including commerce, technology, and education. English has an essential role in worldwide communication and the transmission of knowledge since it is a global lingua franca. David Crystal (2019) proposed a theory that states that the spread of second and foreign language users contributes to the evolution of English as well as the rise in the number of native speakers. Crystal highlights how important it is to have several English dialects that represent various regional cultures and identities to add new vocabulary and phrases to the language.

The English language's vocabulary has also changed significantly in recent years, largely due to the impact of popular culture and technology. A study by Paul Nation (2020) found that knowledge of word frequency and contextual usage is necessary for efficient vocabulary mastery in English. Nation notes that learning vocabulary involves more than just memorizing the most common words; it also entails developing the speaker's comprehension and use of words in a range of circumstances. As a result, methods for acquiring vocabulary that use digital media and context-based learning are becoming more and more important.

In language learning, expanding one's vocabulary is essential to become proficient and fluent. The approaches and resources employed in vocabulary instruction have a big impact on students' recall and engagement levels. The use of music, especially theme tunes, as a teaching aid is one

creative strategy that has gained popularity recently. This study explores the use of songs with transportation themes in vocabulary instruction, looking at how they affect students' motivation and how effective they are overall at improving vocabulary acquisition.

Through the use of songs in English language instruction, students can experience real-world and contextual language use. Songs frequently include idiomatic expressions, colloquial vocabulary, and a variety of grammatical structures, all of which can improve students' comprehension and command of the language. The usage of songs is supported by Krashen's (1985) Input Hypothesis hypothesis because they offer understandable input, which is crucial for language learning. According to a recent study by Li and Brand (2020), students who learned through songs significantly outperformed those who studied using traditional techniques in terms of understanding and text comprehension.

Songs can help pupils study English more motivatedly and with greater enthusiasm than just language proficiency. This is especially true while learning vocabulary. A pleasant learning environment and a decrease in student anxiety can be achieved in English lessons through the use of songs, according to research by Mori and Gobel (2021). Because song lyrics frequently depict the customs, values, and way of life of native-speaking groups, they can also be a useful teaching tool for social and cultural components of English language learning. Students gain an understanding of both the language and its cultural background in this way.

It can be difficult to get students more motivated to learn new vocabulary when it comes to vocabulary acquisition in high school. Student motivation is a critical component of successful language acquisition, according to Dörnyei's (2020) educational motivation theory. In order to engage pupils and make learning enjoyable, educators must seek out innovative teaching strategies. Medina (2019) has recognized the utilization of songs in language instruction as a successful strategy for raising student enthusiasm and involvement. Within this framework, students can benefit from the usage of songs about transportation as a vocabulary teaching method.

Students particularly enjoy transportation songs since they are memorable and frequently have catchy melodies. Murphey (2019) found that songs can improve pupils' memory because the synergy between music and lyrics helps the body retain information. Also, by incorporating these songs into other classroom activities like group singing, role-playing, or creative project creation, teachers can raise student involvement. Thus, in addition to aiding in vocabulary instruction, songs concerning transportation also encourage students to actively participate in their education.

Singing-based teaching strategies can also help students get beyond some common vocabulary learning challenges. Paesani (2021) asserts that a deficiency of intriguing and pertinent context frequently contributes to problems in recalling and comprehending new words. Students find it simpler to remember new vocabulary when they hear transportation songs because they provide them a real, familiar context. Furthermore, using music in the classroom can foster a joyful and upbeat learning environment, which is crucial for raising students' enthusiasm to learn (Ransdell, 2022).

According to recent studies, using music to teach languages can greatly enhance the learning outcomes for students. According to a study by Lake (2023), pupils who received instruction using musical approaches had more advanced vocabulary than those who received instruction using traditional methods. This demonstrates that music has a positive impact on pupils' motivation levels as well as their cognitive functioning. As a result, using transportation songs can help students learn vocabulary while also improving their motivation and linguistic proficiency.

Furthermore, Godwin-Jones (2024)'s multimodal learning theory highlights how important it is to use a variety of modalities when teaching in order to maximize student knowledge and retention. Lyrics and music in transportation-themed songs offer a multimodal educational experience that can aid pupils in comprehending and retaining new vocabulary. Singing in the classroom can help students learn collaboratively by allowing them to work together on musical activities. This improves their social skills and communication abilities.

Although the advantages of incorporating music into language instruction have been acknowledged, further study is still required to determine the precise impacts of transportation songs on students' motivation and vocabulary acquisition. Santos's (2020) research indicates that the kind of music and its lyrical content can affect how engaged students are, therefore it's critical to select songs that align with their needs and interests. The purpose of this study is to investigate the effects of transportation-related songs on student motivation and how well they may be incorporated into vocabulary instruction.

Therefore, this research aims to make a significant contribution to the literature regarding the use of music in language teaching, especially in the context of vocabulary teaching in elementary schools. This research will explore how songs about transportation can be used to increase students' motivation and the impact on their vocabulary learning. Thus, the research problems raised in this research are: (1) How is the transportation songs used on students' motivation in teaching vocabulary? (2) How do students respond and participate in learning activities when using the 'Transportation Song' to teach vocabulary?"

Method

The research design used in this study is qualitative, which is especially appropriate for examining complicated phenomena in their natural environments. Through an emphasis on the subjective experiences and viewpoints of the participants, qualitative research facilitates a more profound comprehension of the influence of transportation music on students' motivation to acquire language. The date of the observation was March 13, 2024. Students from SMAN 3 Panyabungan's XII MIYA 1 class make up the study's sample. This class was selected using a purposive selection strategy because it offered a relevant context for investigating the use of Transportation Songs from the 'Sing Sing Channel' in vocabulary teaching. In qualitative research, purposeful sampling is a non-probability sampling technique that is frequently used to choose instances with a wealth of information for in-depth analysis (Patton, 2015).

Direct observation was the strategy used to collect the data, the researcher found that this approach worked particularly well for getting detailed information on student behaviors and classroom interactions. To document the teacher's instructional tactics, student involvement, and reactions to the transportation songs, thorough field notes were recorded on March 13, 2024. Rich qualitative insights about classroom dynamics and the effects of the intervention can be gained from observational data.

As is common in qualitative research, an inductive approach was taken to data analysis, allowing themes to naturally arise from the data. To find reoccurring themes and patterns regarding the usage of transportation music and their effect on student motivation, the observational notes were classified and categorized. The data was methodically analyzed using thematic analysis, which produced a comprehensive and nuanced knowledge of the phenomenon being studied.

When doing this investigation, ethical issues were of utmost importance. All participants gave their informed consent, guaranteeing that they understood the purpose of the study and that they might withdraw at any moment. The study ensured that the participants' confidentiality and anonymity were preserved. The data was stored securely and was only accessible by the research team. Things up, the purpose of this methodological framework is to offer a thorough investigation of the use of songs about transportation to vocabulary instruction and the effects that this has on students' motivation. This study intends to produce rich, detailed insights into the educational dynamics at play by using qualitative observational methods. This will contribute to a wider knowledge of creative teaching practices in language education.

Findings and Discussions

Using observational methodology, it was possible to observe a clear impact on student motivation when the "Transportation Song" was incorporated into vocabulary instruction. When the song was first played during vocabulary sessions, pupils showed increased interest and excitement. They demonstrated a marked increase in interest in acquiring vocabulary, and they actively participated in all the sessions. The song's melodic and rhythmic components, which captivated students' attention and made learning more pleasurable, were blamed for this enhanced motivation.

The Transportation Song's interactive features made a substantial contribution to creating a supportive learning atmosphere that encourages student enthusiasm. Students were motivated to engage in vocabulary exercises by using interactive components like gestures and actions linked to various means of transportation. This practical method not only improved their language comprehension but also gave them a sense of responsibility and involvement in their education. Students were therefore more inclined to engage in conversations, exercises, and other language-learning activities.

Furthermore, the Transportation Song's influence went beyond simple participation to boost pupils' self-assurance while applying vocabulary. Students gained confidence using the vocabulary that the song taught to them in a variety of situations as their familiarity with it increased. Students' eagerness to employ the newly learned terminology in written assignments and chats demonstrated their increased confidence. The song gave the pupils a motivating and encouraging environment in which to hone and strengthen their vocabulary, which increased their self-assurance in language study.

The Transportation Song significantly improved students' vocabulary memory, according to the observational data. Students displayed better memory skills after being exposed to vocabulary terms in the song's context multiple times. Their capacity to remember and appropriately apply the vocabulary they had been given in later tasks and tests was indicative of this. The song's repetition promoted deep learning and memory consolidation, which helped pupils acquire vocabulary more robustly.

The study's findings support the idea that using Transportation Songs to help students learn vocabulary significantly increases their enthusiasm to learn. Students' interest in learning vocabulary increased dramatically when Transportation Songs were introduced as a teaching technique, as observed by the researchers through direct observation of research participants. Their level of enthusiasm and active participation in the learning process is higher. This phenomenon shows that

Transportation Songs are more than just a bonus resource; rather, they are a crucial component that can inspire pupils to study more efficiently.

Studies also show that learning vocabulary using Transportation Songs is enjoyable. It has been noted in teaching experiences that when Transportation Songs are incorporated into the curriculum, pupils tend to be more engaged and enthusiastic. They demonstrated persistent interest in the learning topic in addition to being more actively involved in vocabulary acquisition. In this sense, transportation songs serve as both a trigger and a supporting piece, adding a lively and enjoyable element to the classroom environment.

The utilization of Transportation Songs effectively raises students' intrinsic desire for learning vocabulary, according to an analysis of data gathered through observation. When students participated in activities that included Transportation Songs, they were more engaged in the learning process and displayed more favorable attitudes toward acquiring vocabulary. This shows that Transportation Songs have a direct impact on students' motivation to learn, as well as pique their curiosity and drive to comprehend and become proficient in the subject matter.

In addition, this study shows that listening to Transportation Songs might boost students' self-esteem when it comes to learning a new language. Students feel more comfortable using new language in ordinary communication circumstances when they are involved in learning activities that incorporate Transportation Songs. This demonstrates how Transportation Songs help children learn new vocabulary while also enhancing their general language proficiency.

It is impossible to overestimate the significance of adopting observational methods in this study since they give researchers a comprehensive grasp of the direct impact that Transportation Songs have on students' willingness to acquire language. Researchers may effectively and in-depth monitor how students respond to the learning stimulus by watching firsthand as they interact with Transportation Songs. Through direct observation of students' vocal and nonverbal reactions to the transportation song, researchers were better able to assess the song's influence on students' motivation to learn. Furthermore, through observation, researchers can spot behavioral trends in students that might not be picked up on by other study techniques like questionnaires or interviews. The observation method proves to be a very useful tool for providing a comprehensive and in-depth explanation of how the usage of Transportation Songs might boost students' willingness to acquire new vocabulary.

Within the framework of this study, the significance of employing observational methods lies not only in the retrieval of data but also in gaining a more profound comprehension of how transportation songs impact students' motivation to learn the language. Through direct and in-depth observations, researchers were able to understand how students interacted with transport rails during the learning process. Through direct observation of students' reactions to songs about transportation, researchers can see how these songs pique students' attention and encourage participation in vocabulary learning. This offers a deeper comprehension of the variables influencing student motivation in this learning environment. Furthermore, by using observations, researchers can obtain context and subtleties that might be missed using other methods, such as surveys or questionnaires. Researchers can obtain more insight into the intricacy of employing Transportation Songs to motivate kids to learn by using the observation approach in addition to gathering precise data.

The findings of this study consistently corroborate the theory that says incorporating music into instruction might boost students' enthusiasm and engagement. Transportation Songs provide a practical example of this theory's use in the context of vocabulary instruction. Students are given an extra incentive to comprehend and retain the terminology taught by using songs about transportation, in addition to being actively involved in their education. This event highlights how crucial it is to comprehend how music may be used as a supplementary tool to provide pupils with a dynamic and interesting learning environment. Consequently, the study's findings support the notion that using music particularly Transportation Songs can enhance vocabulary acquisition in the classroom setting.

The results of using Transportation Songs to teach vocabulary are noteworthy and support the idea that using music in language learning is beneficial. First off, this study's use of the observation method yielded insightful information about the direct influence of Transportation Songs on students' motivation to learn. Researchers were able to see firsthand the increased student engagement and passion that resulted from incorporating the Transportation Songs into vocabulary classes through direct observation. This finding corroborates earlier studies emphasizing the motivating advantages of music instruction (Murphey, 2019).

Transportation Songs' interactive features were crucial in fostering a positive learning atmosphere that encouraged student participation. Teachers actively engaged students in vocabulary exercises by including gestures and actions connected with different forms of transportation, which encouraged a sense of ownership and participation in their learning process. This practical method is in line with modern pedagogical approaches that prioritize student-centered learning and active learning (Medina, 2019).

Beyond just encouraging kids to participate, Transportation Songs had a greater impact on their motivation to use terminology. Students showed increased motivation to use the vocabulary they had learned from the songs in various circumstances as they grew more accustomed to it. For language learners, this boost in confidence is essential since it enables them to speak clearly and take responsibility for their language abilities (Paesani, 2021). As a result, using Transportation Songs increases vocabulary learning while also enhancing students' general language skills.

When students listen to the Transportation Song, their retention of vocabulary increases significantly, according to observational evidence. Using frequent exposure to vocabulary terms found in songs, students exhibit enhanced memory abilities and superior recall. These results highlight the educational benefits of music, as songs' repeating structures help with long-term language retention and memory consolidation (Lake, 2023).

The study's conclusions emphasize the usefulness of employing Transportation Songs as a teaching aid to improve vocabulary learning and motivation among students. Teachers can create a dynamic and engaging learning environment that encourages excitement and active engagement among students by introducing songs about transportation into their vocabulary instruction. This is consistent with modern theories of language acquisition, which highlight the significance of relevant and meaningful learning events (Krashen, 1985).

A sophisticated knowledge of the intricate relationships that arise during language learning between students and teachers is made possible by the study's focus on qualitative research methods. Researchers discovered significant variations and trends in student behavior and motivation through in-depth observation and analysis that might not have been picked up by quantitative measures

alone. This demonstrates the importance of qualitative research in examining the complex relationship between language education and learning (Patton, 2015).

The study's conclusions demonstrate the important influence that Transportation Songs have on language learners' motivation and vocabulary growth. Researchers have shown how useful it is to use music in vocabulary education to create a dynamic and engaging learning environment through qualitative observation and analysis. These results have significance for language teachers and curriculum designers who want to use cutting-edge pedagogies to improve student engagement and vocabulary competency.

Conclusions

To sum up, this study offers insightful information about the application of transportation songs as a vocabulary-teaching aid in English language schools. It was discovered through qualitative observation and analysis that using Transportation Songs in vocabulary training has a major positive influence on students' motivation to study. These songs' interactive elements not only pique students' curiosity and excitement but also help to create a positive learning atmosphere where students feel interested in and invested in their education. This study confirms the usefulness of using music in language instruction by supporting modern educational techniques that prioritize student-centered learning and active engagement.

The study also emphasizes how crucial it is to use multimodal teaching techniques, like music, to improve language learning outcomes. With the help of transportation songs, kids can acquire vocabulary in a meaningful environment that enhances and retains the learning process. Students' retention of acquired vocabulary and memory abilities improved when vocabulary terms were repeatedly exposed to within the setting of songs. This emphasizes the educational advantages of employing music as an additional tool to support memory consolidation and language acquisition.

Overall, the study's findings advance our knowledge of the useful ways in which music more especially, Transportation Songs—can be included in language instruction to improve students' motivation and vocabulary growth. Teachers can use music to encourage and empower students in their language-learning process by establishing a dynamic and engaging learning environment. The use of music in vocabulary training is emerging as a promising tactic to increase student engagement and language competency as language educators investigate new pedagogical approaches.

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