

ABSTRACT

Rozaq, Ihsan Abdul. (2026). **The Correlation Between Students' Exposure Towards English Songs and Their Vocabulary Mastery**. A Paper. English Education Department, Faculty of *Tarbiyah* and Teacher Training. State Islamic University of Sunan Gunung Djati Bandung.

This research was conducted to find out the correlation between students' exposure to English songs and their receptive vocabulary mastery. In particular, the study aimed to find out the level of students' extramural listening habits, to find out the size of their foundational vocabulary, and to find out whether there is a significant correlation between those two variables to eighth-grade students. The research concerns the phenomenon of students who independently use digital music platforms outside the formal classroom and its potential effect on overcoming their lexical ceiling in an English as a Foreign Language (EFL) context.

A quantitative approach with a correlational research design was employed to achieve the research objectives. The study was conducted in *SMP Negeri 1 Kutawaringin* with a sample of 40 students in the eighth grade selected by the technique of purposive sampling. The data were collected through two instruments, a questionnaire with 33 items adapted from Sundqvist's Extramural English to measure the students' extramural listening habits in several dimensions, and a multiple-choice Vocabulary Size Test (VST) with 16 items on the first 2,000 high-frequency word families. The data were analysed descriptively and by means of Spearman's Rank Correlation (Spearman's rho) using SPSS.

The descriptive results showed that the students' overall exposure to English songs was at a moderate level (mean score: 98.18), and the exposure was more on passive listening than active cognitive engagement. In contrast, the students' vocabulary mastery was at a high level, with an impressive accuracy rate averaging 88% (mean score: 14.10), indicating a solid foundational mental lexicon, especially in the recognition of concrete nouns over abstract verbs. The inferential analysis yielded a significance value of 0.147 ($p > 0.05$), leading to the acceptance of the Null Hypothesis (H_0), implying no significant correlation between students' overall exposure to English songs and their vocabulary mastery. However, a detailed dimensional analysis showed a significant positive correlation ($p = 0.043$) between active engagement with lyrics (Dimension C) and the students' vocabulary scores.

These findings imply that the vast amount of informal passive auditory consumption does not naturally lead to academic lexical growth because of the absence of textual scaffolding and the lexical incongruity between pop culture vocabulary and formal academic assessments. It is thus highly recommended that English teachers actively bridge this pedagogical gap by providing printed lyric worksheets to stimulate the dual-coding process and enforce explicit "noticing" strategies. Students are also encouraged to exercise active learner agency by intentionally reading synchronized lyrics and searching for word meanings, turning their daily digital music habits into an effective tool for vocabulary acquisition.

Keywords: Correlation, Variable X, Variable Y