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LEARNING VOCABULARY THROUGH MUSIC: A BIBLIOMETRIC ANALYSIS OF THE LAST 11 YEARS (2013-2024)

Abstrak

Penguasaan kosakata merupakan komponen penting dalam pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk mengkaji peran lagu sebagai alat pengajaran dalam meningkatkan perolehan kosakata siswa dengan menggunakan analisis bibliometrik. Penelitian ini menggunakan metode bibliometrik berbasis literatur. Proses penelitian dibagi menjadi tiga bagian. Pertama, proses pengumpulan data literatur. Kedua, pemrosesan data sebanyak 172 artikel. Data disimpan dalam format file CSV, kemudian diproses menggunakan aplikasi OpenRefine dan VOS viewer. Ketiga, analisis data dilakukan menggunakan aplikasi RStudio dan biblioshiny. Selanjutnya, data dimasukkan ke dalam bibliometrix untuk memperoleh visualisasi analisis data. Data literatur diperoleh dari sumber Scopus dengan langkah-langkah penyaringan menggunakan kata kunci "vocabulary", "learning", dan "music" sebagai topik utama penelitian ini. Hasil penelitian yang berfokus pada perkembangan tema pembelajaran kosakata melalui musik dari tahun 2013 hingga 2024 menemukan bahwa: Pertama, pencarian dokumen di Scopus dalam kategori "Annual Scientific Production" menghasilkan 172 dokumen dengan peningkatan signifikan pada tahun 2024. Kedua, "Three Field Plot" menemukan bahwa topik utama meliputi musik dan akuisisi bahasa, retensi kosakata melalui lagu, serta manfaat kognitif musik dalam pembelajaran. Ketiga, pada bagian "Word Cloud" ditemukan bahwa kata "music" dan "vocabulary" merupakan fokus utama penelitian musik dalam pembelajaran bahasa. Keempat, tren penelitian pembelajaran kosakata melalui musik berfokus pada peningkatan memori, keterlibatan siswa, aspek kognitif, teknologi, serta dampak musik terhadap perkembangan otak. Kelima, analisis "Co-occurrence Network" menemukan pemetaan hubungan antar konsep yang berkaitan dengan pembelajaran kosakata berbasis musik. Keenam, "Thematic Map" menemukan tema-tema yang memiliki pengaruh tinggi (high centrality) dan sangat berkembang (high density).

Kata Kunci: Kosakata, Pembelajaran, Musik, Bibliometrik

Abstract

Vocabulary mastery is an important component in English language learning. This research aims to examine the role of songs as a teaching tool to improve students' vocabulary acquisition using bibliometric analysis. This research uses Bibliometric method with literature-based. The research process is divided into three parts, first is the process of collecting literature data, second is processing data. The second part is processing data, as many as 172 articles. The data is stored using the CSV file type, which is then processed using the OpenRefine and Vosviewer applications. The third part is analysing the data using RStudio and biblioshiny applications. Furthermore, it is entered into bibliometrix to obtain data visualisation analysis. Literature data is obtained from Scopus sources by using filtering steps: Using the keywords "vocabulary", "learning" and "music" as the main topic of this research. The results of the research focusing on the development of the theme of learning vocabulary through music from 2013 to 2024 found that: Firstly, the "Annual scientific production" scopus document search resulted in 172 documents and a significant increase in 2024. Second, the Three Field Plot found that the main

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topics included music and language acquisition, vocabulary retention through songs, and cognitive benefits of music in learning. Third, the World Cloud section found “music” and “vocabulary”, which is the main focus of music research on language learning. Fourth, vocabulary learning through music research trends focus on memory enhancement, student engagement, cognitive aspects, technology, and the impact of music on brain development. Fifth, the Co-occurrence network found a map of relationships between concepts related to music-based vocabulary learning. Sixth, the Thematic Map found themes that have high influence (high centrality) and highly developed (high density).

Keywords: Vocabulary, Learnig, Music, Bibliometric

PENDAHULUAN

Vocabulary plays an important role in the English learning process. Mastery of vocabulary allows students to communicate easily both orally and in writing, thus facilitating effective communication with others (Anggraini & Fauzi, 2019). In an EFL environment, vocabulary enhances the other four language skills. Before proceeding to other language skills such as listening, speaking, reading, and writing, students must master vocabulary. Students will also learn to recognize and use terminology orally and in writing. Vocabulary is the collection of words understood in a particular language. Lessard and Clouston define vocabulary as the words in a language, which includes individual terms as well as combinations of words or phrases that convey specific meanings in the same way as single words (Lessard, 2019). When learning a new language, the most important thing to focus on is vocabulary.

Student's language knowledge has an impact on how well they understand a book. Vocabulary refers to the collection of words used in sentences for effective communication. Vocabulary assessment is necessary to track the progress of vocabulary learning and determine how well students (Firda, Narulita & Azkiyah, 2021) and evaluate the extent to which students understand vocabulary. Coxhead, Nation, and Sim state that by junior high school age, native speakers have mastered 9,000 English terms (Coxhead, P., & Sim, 2015). In Indonesia, junior high school students are expected to have learned 1,000 words by the second level, and senior high school students by the third level (Mustafa, 2019). To communicate effectively in English, it is important to understand the vocabulary of the language and acquire it extensively (Ghina, 2021).

The use of English songs has been recognized as a helpful tool in improving vocabulary acquisition. English songs can stimulate students to acquire new vocabulary, and the repetition of songs helps in vocabulary retention (N., S., & F, 2019). Incorporating English songs into the learning process encourages active and enjoyable learning, leading to improved vocabulary mastery (Wardiman & Dewi, 2022). It further states that the use of English songs creates a relaxed and entertaining atmosphere, reducing students' anxiety and making vocabulary learning more enjoyable (W., Hardiyanti & N, 2020). The use of English songs in the classroom can make the learning process fun for students, helping them acquire and remember new vocabulary.

Vocabulary needs to be taught in different ways in the classroom. To educate students, keep them interested, and improve their language skills, educational objectives are delivered through creative or innovative methods that include the use of media. Listening to music can be fun and stimulate cultural interest, so when students hear their favorite English song, they are motivated to learn more about the song, understand the meaning of a word, and learn new vocabulary from what they hear. In addition, most students enjoy singing songs, which may be different from the routine of learning a foreign language (Bawawa, 2020).

Songs can help students learn vocabulary, grammar and syntax, while improving their listening skills (Andries et al, 2019). Using songs as a teaching tool creates a more balanced learning experience. Students also usually enjoy singing songs, which adds excitement and variety to language lessons. Using interesting teaching methods can help teachers improve because high motivation has a positive impact on the learning process. This is just one of the many benefits of using songs in language teaching.

METODE

This study uses a bibliometric approach, which is analytical research based on bibliographic data to see the development of vocabulary learning through music, the relationship between research topics, which aspects have been widely expressed, and the direction of further research that needs to be expanded (Paltrinieri et al., 20230). This research uses the Bibliometric method with literature-based. Bibliometrics is an open tool for conducting comprehensive science mapping analysis of scientific literature (Aria & Cuccurullo, 2017). One of the benefits of bibliometric methods is to help new researchers in a field quickly understand the structure of the field (Zupic & Cater, 2015). The research process is divided into three parts (can be seen in Fig. 1), the first is the process of collecting literature data, the second is processing data. The second part is processing data, totaling 172 documents. The data is stored using the CSV file type, which is then processed using the OpenRefine and Vosviewer applications. This application is a tool capable of transforming and cleaning large data sets (Ham, 2013). This application is needed to clean the data (resolve inconsistencies and detect duplicates) and change the data format (cell format to number, date, or text). Data cleaning in this application is based on the keywords of the article authors. Third is analyzing data. The third part is analyzing data. The first step to analyze the data is to use the RStudio application, to run the biblioshiny application features. Next, enter bibliometrix to get data visualization analysis. Literature data is obtained from Scopus sources using filtering steps: Using the keyword "Vocabulary and Learning", as the main topic of this research, and getting 172 articles. Furthermore, the author added the keyword "Music" in the add search field section. After that, to get the latest articles, given the limitation of the publication year of the last 11 years between 2013 and 2024. The next limit is on articles with the final publication stage, from the limit process carried out the articles obtained remain 172. The search flow and data analysis process of this research can be seen in figure 1.

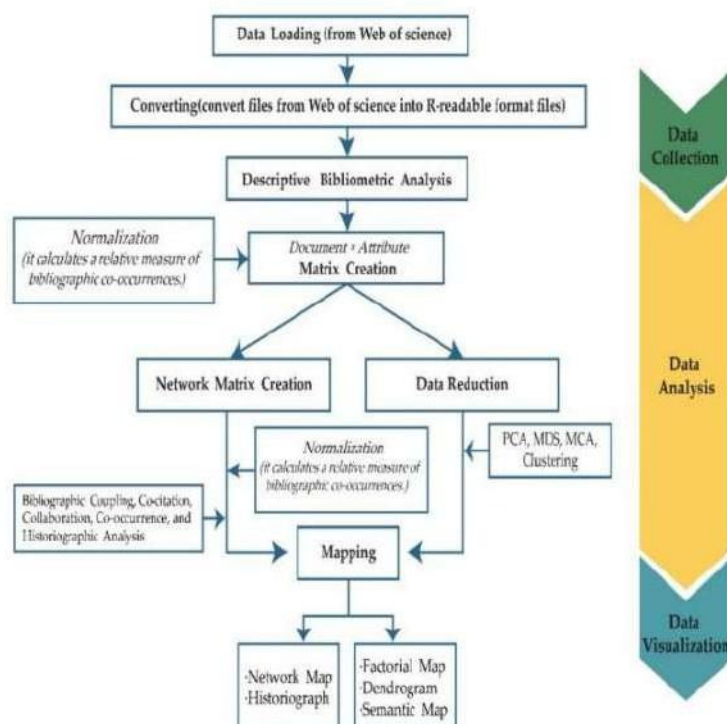


Figure 1. Bibliometric and science mapping workflow

HASIL DAN PEMBAHASAN

Sources Analysis

1. Annual scientific production

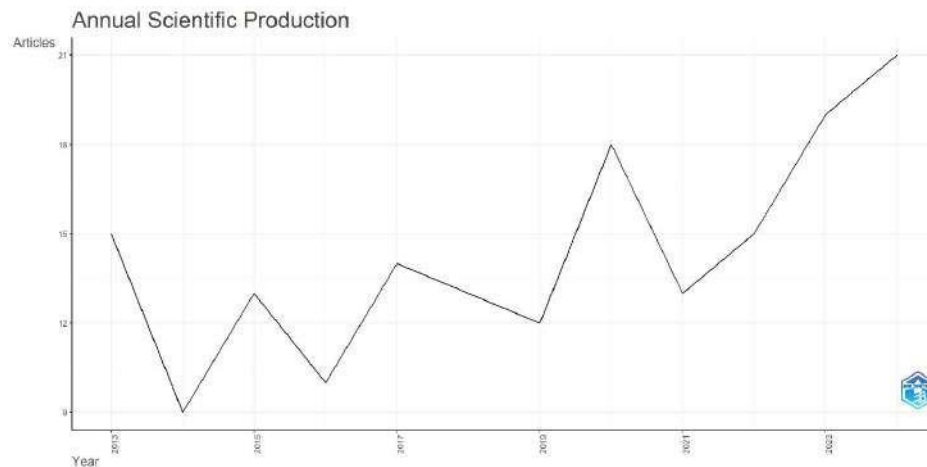


Figure 1. Annual scientific production

In Figure 1. Annual Scientific Production, searching for research documents on the role of songs on student vocabulary on the Scopus page resulted in 172 documents. Figure 2 shows the development of annual scientific production from 2013 to 2024, and it was found that the development of annual scientific production fluctuates but tends to increase.

Analyze the main points: 1) The number of publications has fluctuated, but overall it has grown, indicating that this field continues to receive attention. 2) The significant increase in recent years, especially closer to 2024, indicates that this topic is increasingly relevant in academic research. 3) The upward trend shows that music is increasingly considered an effective method in vocabulary learning, supported by innovations in education and technology.

Overall, these data show that research on vocabulary learning through music has been growing and attracting the attention of more academics in the past decade.

Research on the use of music in vocabulary learning has increasingly attracted the attention of many researchers, academics and practitioners. Despite this growing interest, the field of research on the use of music in vocabulary learning has not been fully defined..

2. Three Fields Plot

In conducting bibliometric analysis, the three-field plot approach can be used to see the development of research elements by comparing the interaction between the three components and objects in the research. The placement of these elements is determined based on the needs of the research. The formed elements are divided into three positions, namely the left element, the center element, and the right element. All of them will be interconnected from the left element to the center element and from the center element to the right element. The size of each rectangle on each list indicates the number of publications associated with that element. Data can be generated into three element fields: author, affiliation, country, keywords, additional keywords, title, abstract, source, references, and cited sources. This research uses three-field element modeling, namely source, author, and author keywords. In Figure 2, information is found from the interaction between the Reference Citation, author, and author keyword elements. The first element shows a journal that published research on the theme of vocabulary learning with the role of music in students at school and has a relationship with a number of authors in the second element. In the image above, there are 12 indexed journals in a three-field plot for the first element that displays a list of frequently cited references, such as book titles, journal articles, or important documents. Research has shown that music has a positive impact on students' vocabulary development. In a study published in the *Journal of Music Therapy*, it was found that students who listened to music had a 30% increase in vocabulary ability compared to students who did not listen to music (*Journal of Music Therapy*, Vol. 50, No. 2, 2013). In addition, other studies have also shown that music can help students develop their

ability to understand and use new words.

Learning vocabulary with music can be an effective method to improve students' language skills. By using catchy and memorable songs, students can more easily understand and remember new words. In addition, music can also help students in developing their ability to speak and communicate.

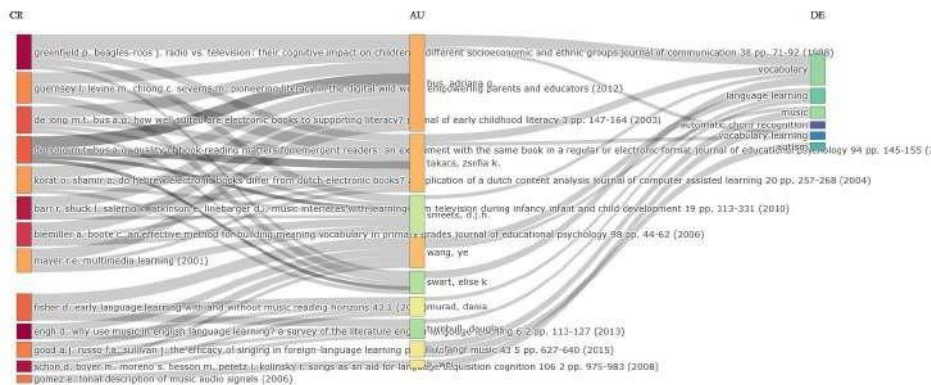


Figure 2. Three fields plot

Figure 2 shows the Three Fields Plot in the form of a Sankey diagram, which is used to visualize the flow of data from one category to another in research on vocabulary learning through music. Some classic references are often cited, such as research on music and language acquisition, vocabulary retention through songs, and cognitive benefits of music in learning. Well-known references such as Gardner's Multiple Intelligences Theory also appear, showing the importance of multimodal approaches in language learning.

The names in the middle column are authors active in this field. They are linked to various references and related research topics. The main topics that appear include second language vocabulary acquisition, song-based teaching strategies, music-assisted learning, and language learning motivation. This shows that research in this field focuses on the effectiveness of music in enhancing vocabulary acquisition, especially in the context of second language learning.

Document Analysis

World Cloud



Figure 3. Word Cloud

The Word Cloud displays the main words in the research on vocabulary learning through music with the size of the words varying according to their frequency of occurrence in the analyzed text. The most frequently occurring words are displayed larger in the center, while words with lower frequencies appear smaller around them.

Figure 3 shows that some of the dominant words in this study are "music" and "vocabulary", indicating the main focus of the study on how music contributes to language learning. Other words that appear frequently are "learning", "language acquisition" and "songs", indicating that music-based approaches are widely used in vocabulary teaching.

In addition, there are words such as "memory", "retention" and "engagement", indicating that this study also highlights how music helps to improve memory and motivation in language learning. Words such as "students", "children" and "classroom" indicate that vocabulary learning through music is often applied in educational contexts, especially among children and students.

This word cloud provides an overview of the key words that frequently appear in related research, showing the main trends in vocabulary learning through music.

Trend Topics

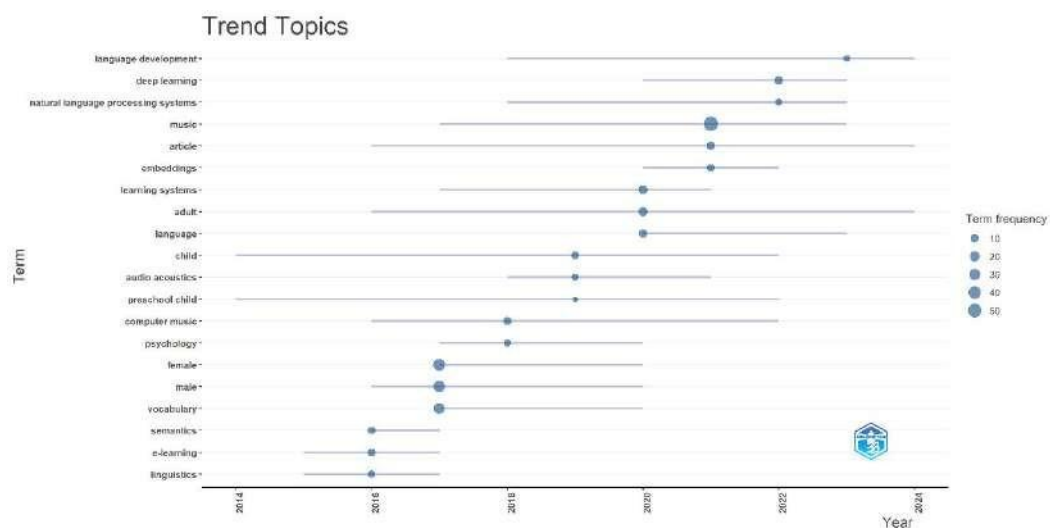


Figure 4. Trend Topics

The Trend Topics graph shows the development of various research terms related to vocabulary learning through music from year to year.

X-axis (Horizontal): Shows the years from 2013 to 2024.

Y-axis (Vertical): Contains various trending research terms, such as music learning, vocabulary acquisition, memory retention, engagement, phonological awareness, and educational impact.

Horizontal Line: Shows the time span when a particular term became popular in research. Blue Dots: Represents the frequency of occurrence of the term in research in a given year. Larger dots indicate a higher frequency of occurrence, while smaller dots indicate the term appeared less frequently.

Legend (Term Frequency): A light blue color represents a frequency of 50, while a darker blue color represents a frequency of 100.

Research Trends by Period:

1) Early Trends (2013-2016):

In this period, research began to highlight terms such as music education, vocabulary development, phonological processing, and early literacy. The focus is still limited to how music can help language learning in general.

2) Peak Trend (2017-2020):

Terms such as language acquisition, memory retention, engagement, and songs in education have a larger point, indicating that research in this period is heavily focused on how music can improve students' memory and engagement in learning vocabulary.

3) Current Trends (2021-2024):

Terms such as multisensory learning, cognitive benefits of music, neural processing of vocabulary and digital music-based learning begin to appear more frequently. This indicates a shift in research focus to cognitive aspects, technology in learning, and the impact of music on brain development in vocabulary acquisition.

Recent research has also highlighted how music not only helps children memorize vocabulary, but also improves phonological awareness and understanding of the broader language context. This is in line with findings that songs and rhythms can increase the effectiveness of language learning. This graph shows that research trends in vocabulary learning through music continue to grow, with a shift in focus from traditional methods to technology- and neuroscience-based approaches.

1. Networking Approach

1.1 Co-occurrence network

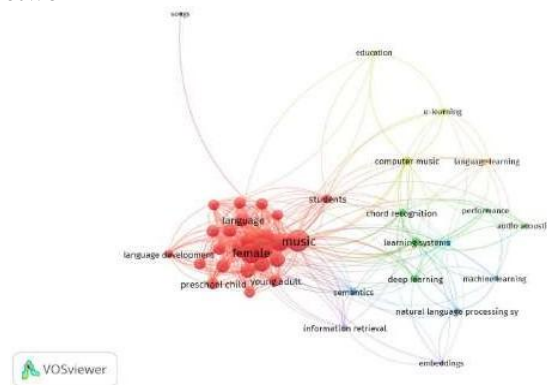


Figure 5. Co-occurrence Network

Concept Network Visualization in Music-based Vocabulary Learning. The figure is a network visualization using VOSviewer, depicting the relationship between concepts related to music-based vocabulary learning. Each node represents a keyword, with the size of the node indicating how often the word appears in the dataset-the larger the size, the more often the word is used in the study. Colors indicate clusters of keywords that are closely related to each other, while edges show the relationship between keywords-the thicker the line, the stronger the relationship between the two words..

Red (Main cluster): Focuses on “music” with related keywords such as “vocabulary acquisition”, “language learning”, “phonological awareness”, and “memorization”. It shows research on how music supports vocabulary learning and language processing.

Green: Focuses on “cognitive benefits”, with keywords such as “memory retention”, “learning engagement” and “motivation”, highlighting the impact of music on students’ memory and motivation to learn. Blue: Relates to “educational strategies”, including keywords such as “songs in education”, “classroom activities”, and “interactive learning”, which relate to music-based teaching methods in vocabulary learning.

Yellow: Related to technology in language learning, with keywords such as “digital learning”, “music-assisted language learning”, and “audiovisual learning”, reflecting the integration of technology in music-based vocabulary learning.

This figure shows a map of research relationships in the field of vocabulary learning through music, with the main focus on the effectiveness of music in enhancing language acquisition, its cognitive impact, the learning strategies used, as well as the integration of technology in teaching methods.

1.2 Thematic Map

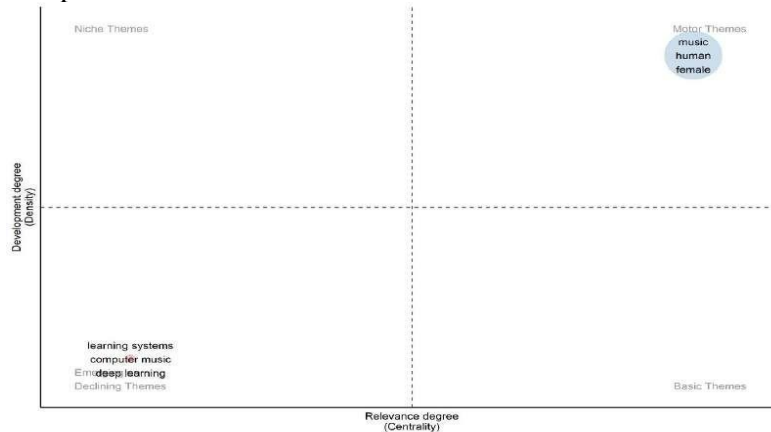


Figure 6. Thematic Map

The thematic map used in bibliometric analysis to categorize research topics based on two main dimensions:

1. First, the Degree of Development (Density): The vertical axis shows how developed a theme is. Themes at the top have a higher degree of development, while themes at the bottom indicate themes that are still developing or even declining.
2. Second, Degree of Relevance (Centrality): The horizontal axis shows how relevant or central a theme is in the broader context. Themes on the right side are more relevant or connected to many other themes, while themes on the left side are considered more specialized or isolated.

Themes that have high influence (high centrality) and are highly developed (high density). Example: Music-Assisted Vocabulary Acquisition, Multisensory Learning in Language Acquisition, Phonological Awareness and Vocabulary Development, Cognitive and Affective Benefits of Music in Language Learning, Technology-Enhanced Music-Based Language Learning. These themes can be categorized as motor themes because they have a big impact on language education research and continue to grow rapidly.

Themes with low influence (low centrality) and low development (low density) are usually topics that are poorly connected to mainstream research or are experiencing a decline in interest. Examples: Obsolete Song-Based Learning Methods, Folk Music for Vocabulary Retention, Music and Vocabulary Learning in Elderly Learners, Non-Lyrical Music for Language Acquisition, E-learning Platforms Without Music Integration. These themes are either still being explored or have been abandoned due to lack of relevance to current research trends.

Vocabulary learning with music can be aided by using Thematic Map. It visualizes the distribution of words by music type and difficulty level, making it easier for students to understand and remember new words. It can also assist teachers in planning more effective and engaging lessons, as well as monitoring students' progress in learning vocabulary. Vocabulary learning with music can be more interactive and fun.

SIMPULAN

This research focuses on the development of the theme of vocabulary learning through music from 2013 to 2024. Bibliometric analysis using Biblioshiny-R and Vosviewer software produced important findings: First, "Annual scientific production" traced research documents on vocabulary learning through music on the Scopus page produced 172 documents and found that

the development of annual scientific production fluctuates but tends to increase. The number of publications has fluctuated, but overall there has been growth, a significant increase in recent years, especially approaching 2024. Secondly, the Three Field Plot found that the main topics that emerged included music and language acquisition, vocabulary retention through songs, and cognitive benefits of music in learning. . Third, the World Cloud section found "music" and "vocabulary", indicating the main focus of research on how music contributes to language learning. Other frequently occurring words are "learning", "language acquisition", and "songs", indicating that music-based approaches are widely used in vocabulary teaching. Fourth, Topic Trends. Terms such as language acquisition, memory retention, engagement and songs in education have a larger point, indicating that research in this period focused heavily on how music can improve memory and student engagement in vocabulary learning is at the height of the trend. Terms such as multisensory learning, cognitive benefits of music, neural processing of vocabulary and digital music-based learning began to appear more frequently. This indicates a shift in research focus to cognitive aspects, technology in learning, and the impact of music on brain development in vocabulary acquisition are on the current trend. Fifth, in the Co-occurrence network, a map of relationships between concepts related to music-based vocabulary learning was found. The main focus is on developments in the field of vocabulary learning through music, with a particular focus on the effectiveness of music in enhancing language acquisition, its cognitive impact, the learning strategies used, as well as the integration of technology in teaching methods. Sixth, the Thematic Map found themes that have high influence (high centrality) and are highly developed (high density). Examples: Music- Assisted Vocabulary Acquisition, Multisensory Learning in Language Acquisition, Phonological Awareness and Vocabulary Development, Cognitive and Affective Benefits of Music in Language Learning, Technology-Enhanced Music-Based Language Learning. This theme is very important and the center of attention in research in the field.

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