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The Effects of Using Karaoke Videos on Malaysian JFL Students' Vocabulary Learning

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Abstract:

This research paper aimed to explore and investigate whether the use of karaoke videos in Japanese language classes influences vocabulary acquisition among Malaysian Japanese language learners. The study was conducted on 150 students learning Japanese at the beginner level as an elective subject at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). Data were collected through questionnaires, interviews, and observations. The analytical descriptive results showed that the participants could memorize and understand Japanese vocabulary quickly and easily after watching karaoke videos that contained visual graphics/animations combined with text, which stimulate their brains. Data from the interviews also showed that the target vocabulary items were pronounced accurately and correctly when learners sang along while watching the karaoke videos. The triangulation of data showed that karaoke videos are a good tool to engage participants in learning Japanese while having fun; this has resulted in higher motivation when learning the language. This study asserts that the use of karaoke videos in other foreign language classes will help boost students' confidence and motivation levels. Students were more engaged when songs with basic Japanese vocabulary were used in the lesson because the songs offered context-specific, individualized appeal and memory help for essential ideas. Songs are significant from a constructivist perspective because they help students generate meaning, from a sociocultural perspective in terms of student participation, and from a cognitive standpoint because they assist students to establish connections in learning in these cases.

Keywords: karaoke videos, vocabulary acquisition, foreign language, the Japanese language, language learning.

使用卡拉好的视频对马来西亚杰夫学生词汇学习的影响

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摘要:

本文旨在探索和研究在日语课堂上使用卡拉好的视频是否会影响马来西亚日语学习者的词汇习得。本研究选择 150 名学习初级日语的博特拉大学（芬欧汇川）现代语言与传媒学院的学生作为研究对象，通过问卷、采访和观察的方式收集数据。分析结果表明参与者在观看刺激他们大脑的含有结合文本的视觉图形或动画的卡拉好的视频后，能够迅速且轻松的记忆和理解日语词汇。采访的数据也表明如果日语学习者在观看卡拉好的视频的时候跟着视频一起唱歌，那么他们更易掌握目标词汇的准确发音。数据的三角互证结果显示，卡拉好的视频能够促使参与者边玩边投入日语学习，并进而获取语言学习的动力。本研究证明在外语课堂上使用卡拉好的能够提升学生的自信心和学习动力。在课堂上播放含有基础日语单词的歌曲时，学生会更加投入学习，因为歌曲为吸引学生学习并记忆基础单词提供了的特定语境的和个性化的帮助。歌曲的重要性，从建构主义角度来说在于它们帮助学生生成语义，从社会文化角度来说在于增加学生的参与度，而从认知的角度来说则在于它们帮助学生建立了所学知识之间的联系。

关键词: 卡拉好的，词汇习得，外语，日语，语言学习.

1. Introduction

When learning a foreign language, especially Japanese, vocabulary acquisition is essential in communicating and understanding. Wilkins (1972:97) emphasized that: "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar, very little can be conveyed, without vocabulary nothing can be conveyed." Research showed that the lack of vocabulary knowledge is the main obstacle faced by Japanese learners as it causes them to misunderstand ideas and be subsequently unable to express them through speaking, listening, reading, and even writing skills (Ibnatul Karimah, 2019; Mason & Krashen, 2018; Neilsen, 2016). Zumrah *et al* (2020) stated that in learning any language, native language, or foreign language, a speaker should master the vocabulary that is the heart of a language. Alharthi (2020) stated that if the speaker lacks mastery of the vocabulary aspect, this will cause the recipient of the message not to comprehend key information. This indirectly disrupts the communication process, especially in speaking and writing. It can be concluded that mastering vocabulary is the essence of learning Japanese.

The mastery of Japanese vocabulary can determine the proficiency of students in skills such as listening, speaking, reading, and writing skills (Abdullah & Hussin, 2021). Therefore, the students should understand the meaning and usage of foreign words to deliver clear and effective messages to their partners. It aims to give students the ability to understand and step into foreign cultures. Without the ability to accurately master the meaning of a foreign vocabulary, it will be difficult for students to communicate and understand foreign cultures through their language. In other words, fluency means that students must know a specific vocabulary to describe the idea or message they want to convey. In addition, Wang's (2009) study found that mastery of an excellent vocabulary can have a positive effect on the reading comprehension, fluency, and communication of foreign language learners. Weaknesses in mastering vocabulary are among the big problems that need to be addressed. Moreover,

extensive vocabulary mastery will be one of the important aspects of language acquisition, as the more vocabulary is acquired and mastered by a person, the more a person's ability and capability to express what he wants to express effectively and convincingly. According to Abu Zahrin *et al* (2021), a conversation in a foreign language will not be successful unless there is sufficient vocabulary when interacting with native or non-native speakers in each context. The process of memorizing and remembering essential vocabulary to enrich one's vocabulary acquired in each interaction is vital to achieving this successful result.

Memorizing many vocabularies just by looking up words or terms in a dictionary or textbook is not an easy task for students learning Japanese. Thus, efforts to improve foreign language proficiency among students are closely related to the language teaching process. However, advancement in technology has created a new paradigm in education. The current generation of students, born between the years 1980 and 2000, are known as digital natives. On average, digital natives spend 6.5 hours each day saturated in print, electronic, digital, broadcast, and news media. They listen to and record music, view, create and publish Internet content and play video games. Furthermore, they do not necessarily want to sit in a classroom to learn; they prefer to use technology to study flexibly and telecommute from anywhere in the world in their way. Therefore, introducing and learning vocabulary using any of these new technologies would engage these students who are considered digital natives when learning Japanese in the classroom. The new method proposed in this study is the use of karaoke videos to make the language learning environment more engaging and motivating while supporting the learning process. In the case of teaching Japanese as an elective global language subject in Malaysian universities, the practical use of karaoke videos in teaching the language has not been studied. Thus, this study aimed to explore and investigate whether the use of karaoke videos in a Japanese language class influences vocabulary acquisition among Malaysian Japanese language learners.

2. Literature Review

2.1. Karaoke and Language Learning

Originating in Japan, Karaoke is an individual or group activity that involves singing along to music with the lyrics displayed on the screen (Fung, 2009). The word karaoke (カラオケ) is a combination of *Kara* (empty) and *oke* (a shortened form of 'orchestra'), which means indirectly singing without a live orchestra (Karsono, 2019). Karaoke is a form of interactive entertainment involving the use of a karaoke machine that usually has vocals to serve as an audio 'model'. Karaoke is sung in a recorded setting with the lyrics shown on screen that parallel the music; they are highlighted to allow participants to sing along. Moreover, the traditional Karaoke machine has been transformed into mobile karaoke, the Internet, virtual karaoke, and home karaoke, which spread rapidly around the world, especially since the new millennium (Sul *et al.*, 1998).

Studies on using karaoke in foreign language learning have shown a positive impact with many pedagogical implications. An interesting multi-language karaoke application called SLIONS: Singing and Listening to Improve Our Natural Speaking developed by a team of researchers from the National University of Singapore and Ithara College of USA, revealed the potential of karaoke as a teaching method for improving pronunciation among foreign language students (Murad *et al.*, 2018). The automatic speech recognition embedded in SLIONS provides personalized feedback to students on their singing pronunciation and guidance from videos of professional singers with translated lyrics plus singing tracks to assist students in acquiring and mastering each song in a foreign language. Following students' feedback, using SLIONS has been recommended as it is motivating and fun regarding speaking and singing in foreign languages. Gamification elements incorporated in each exercise by earning points upon completion have a positive impact on intrinsic motivation in the process of learning since students generally like to spend their time playing (Juric *et al.*, 2018). However, this study only involved a small group completed over a short period on a prototype application. In future studies, this research recommends conducting long-term studies with primary and secondary students in a classroom setting. Teachers will assign SLIONS as an alternative to typical homework assignments to motivate active learning among foreign-language students.

Sasi & Haga (2019) asserted that there was a significant difference between male and female Taiwanese university students when learning Japanese vocabulary using karaoke videos. The data collected in this pre-test and post-test control-group study consisting of 40-item multiple-choice Japanese vocabulary was to explore the effects of using Japanese karaoke to enhance the teaching vocabulary to Taiwanese students. The female students acquired more vocabulary by

watching and listening to Japanese karaoke with animations than those who only listened to the songs. However, there were no significant differences among the male students. These current findings support the claims of Cassidy & MacDonald (2007), Jentschke *et al.* (2005), Jones *et al.* (2006), Patel (2008), Sammler *et al.* (2010), and Schellenberg (2006) that males or female students did not show a significant difference in acquiring more vocabulary using karaoke videos. However, the findings of these studies are not conclusive due to the limitations, such as the small sample size, the short duration of the project, and the types of karaoke movies selected for these studies. Sasi & Haga (2019) recommended studying the effects of using karaoke in learning or teaching languages other than Japanese, conducting similar research with a bigger sample, longer duration, and various genres of karaoke videos to critically investigate their effects on learning a particular language.

A recent study by Abdullah & Hussin (2019) showed the positive effects of using animated karaoke songs in vocabulary acquisition among Malaysian Japanese language learners. Data were collected from 100 students through questionnaires, interviews, and observations for fourteen weeks during one semester. The analytical descriptive results showed that the participants could memorize and understand Japanese vocabulary quickly and easily after watching animations consisting of visual graphics combined with text that stimulated their brains. Data from the interviews also showed that the target vocabulary items were pronounced accurately and correctly when learners sang along while watching the animated karaoke. The observation data showed that animated karaoke offered pupils an opportunity to move while singing, thus adding a kinesthetic element to their learning while also developing their reading abilities. The triangulation of data showed that animated karaoke is an effective tool when learning Japanese whilst having fun and feeling highly motivated.

2.2. Why Karaoke Videos?

The Dual-Coding Theory (DCT) was initially proposed by Paivio (2006) and is a well-known cognitive theory widely applied in the field of education. Theoretically, this study used DCT to explore and investigate learning Japanese language vocabulary using karaoke videos. Although Paivio initially proposed verbal and non-verbal influences in memory, other researchers had also applied it in other areas of cognition (Paivio, 2006). In his theory, Paivio stated that the brain uses both visual and verbal cues to represent particular knowledge, which was referred to as two coding systems (the verbal system and the nonverbal/visual system). However, this information is processed contrarily along two distinct channels in the human brain, creating different representations of information that each channel processes. The verbal system stores linguistic information/units (such as text, sound, or even motor experience such as sign language)

in sequential units called “logogens.” The non-verbal/visual system processes visual information/units (such as symbols, pictures, or videos) and keeps them in units called “imagens.” The interaction between these two coding systems results in better recall, making learning vocabulary more fun and enjoyable. In other words, “logogen” and “imagen” are the representational units of verbal and nonverbal information that produce already existing mental words and images and can function unconsciously to improve cognitive performance (Paivio, 2014), both the visual and auditory sense modalities, learning would be more efficient and effective.

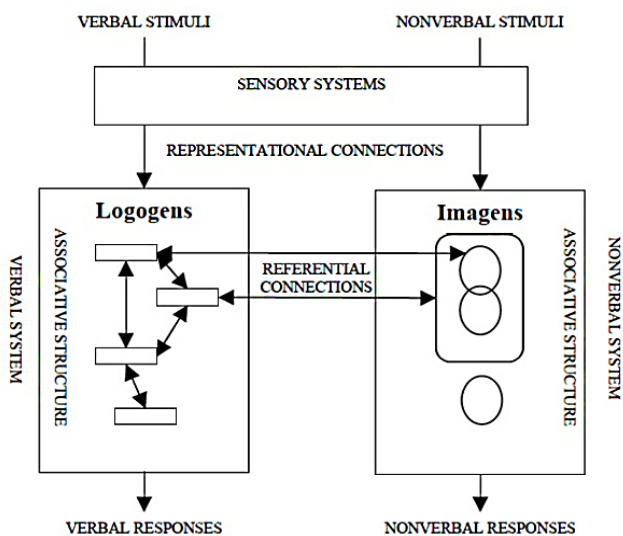


Figure 1. Paivio's general model of dual-coding theory (first published in 1986 as figure 4.1 in his *Mental Representations: Dual-Coding Approaches*)

Sasi & Haga (2019) and Abdullah & Hussin (2019) studies noted that if visual hints such as videos can be added to songs, the process of learning a foreign language would be easier and faster because learners can understand the context of the vocabulary by hearing and visualizing the meaning. As a result, if students in Malaysia could process information, especially those who have been exposed to Japanese popular culture, they would see that karaoke videos and popular songs are authentic materials that can boost students' motivation and interest in learning Japanese and support long-term learning (Abdullah & Hussin, 2020). Popular songs in karaoke videos are an important element of popular culture (Cheung, 2001). If learners are under pressure, they cannot learn English well, even when there is plenty of information (Krashen, 1982). Popular culture embraces rich authentic materials that can be used as a bridge between the formal and informal Japanese language. Authentic materials develop learning based on daily life experiences, personal values, and attitudes. The connection between popular culture and learning can result in positive emotions that help human beings to envision goals and complete challenges (Pekrun *et al*, 2002). An authentic informal learning environment would motivate students, enabling their responsiveness. Krashen (1982) believes that learners feel nervous in a pressured environment no

matter how rich the language information is. In contrast, learners can attend more thoughtfully when they learn under less pressure. Thus, songs and chants can not only help learners overcome the stress resulting from learning Japanese but can also create a meaningful and pleasant learning environment.

The usage of DCT through Karaoke videos in vocabulary teaching and learning in a multimedia instructional environment has many advantages. In a multimedia instructional environment, learners are exposed to materials in verbal (such as onscreen texts or narrations) as well as visual form (animation, video) and provide multiple modalities of input to accommodate the needs of VARS (aural, visual, tactile, and kinesthetic) learners in a way to that motivates them. The karaoke videos transfer information to the learners through three channels: audio, video, and text. According to DCT, visual, verbal, and sound sensory stimuli carried out at the same time maximally help foreign language learners to understand the learning materials and master the language form. With the use of multimedia courseware, students can imagine images to link the new words with existing knowledge, emotional experiences, or real-life experiences to help them understand and enjoy longer retention of new vocabulary (Kanellopoulou *et al*, 2019). This is proved by Wan Kassim (2018), who applied Paivio's DCT and multimedia glosses (definition/translations plus images) to investigate the effects of animated images when shown simultaneously with verbal information on English as a Second Language students' vocabulary learning in Malaysia. The participants were 36 ESL students of low-intermediate level divided into two groups who took the target word pre-test before the experiment from one of the public universities on the East Coast of Malaysia. During the experiment, both groups read the same electronic text, but the target words were glossed differently, with the Malay translations and animated images for the treatment group, and the Malay translations and static images for the comparison group. Wan Kassim (2018) study supported the DCT that learners showed the group with access to the translation and animated-image glosses scored significantly higher than the group with access to the translation and static-image glosses. Furthermore, the study also recommended that animated images helped learners retain more learned words long after the exposure compared to static images. As the use of karaoke and animation in previous studies showed a positive effect in improving students' vocabulary acquisition, this suggests the possibility of using karaoke videos as an effective learning material in classroom teaching and learning Japanese.

To conclude, the use of karaoke videos in assisting UPM students to learn Japanese, particularly in vocabulary, has not been widely researched. Thus, this study acts as a platform to investigate and analyze whether the use of karaoke videos in Japanese language classes influences vocabulary acquisition among Malaysian Japanese language learners.

3. Research Methods

Data collected in this study was to investigate and analyze the effects of using Japanese karaoke to enhance teaching Japanese vocabulary to Malaysian university students who are learning Japanese as a foreign language. The main steps of the research process are summarized in Figure 2.

3.1. Research Design

This study applied both quantitative and qualitative approaches. The quantitative method is applied to investigate the effectiveness of using karaoke videos in the learning of target vocabulary items in Japanese among the participants. However, the qualitative method is also applied to analyze and interpret the cognitive, psychomotor, and affective domain data of the participants during classroom activities that used the karaoke videos to learn Japanese vocabulary (Creswell, 2014).

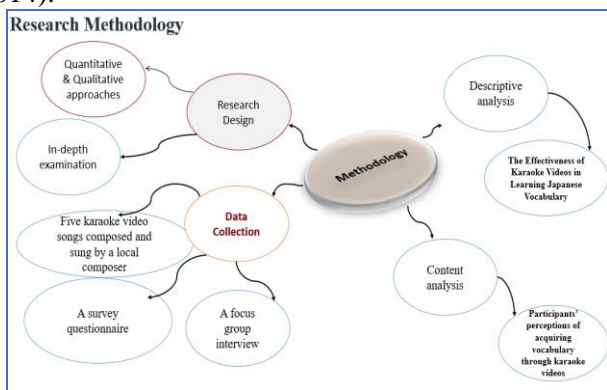


Figure 2. Flowchart of the research methodology

The data collection instruments chosen for this study included five karaoke video songs composed and sung by a local composer, a set of questionnaires, and focus group interview questions. The researcher also conducted a focus group interview to obtain additional information not derived from the questionnaire. Five songs were produced, which match the vocabulary found in the textbook, “Minna no Nihongo”. The lyrics of the karaoke songs were appropriate and have a valuable meaning to teach the students. The karaoke songs have been downloaded and then uploaded to the learning e-portal to be accessible inside and outside the classroom. All quantitative data obtained through the questionnaires were analyzed using the Statistical Package for Social Sciences (SPSS) version 22, while qualitative data obtained from the focus group interviews were analyzed using the TI Atlas.

3.2. The Participants

This study used purposeful sampling, which is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2015). This involves identifying and selecting individuals or groups that are especially knowledgeable about or experienced with a phenomenon of interest

(Creswell & Plano Clark, 2018). The participants comprised 150 students (90 females and 60 males) learning Japanese as an elective subject, at the beginner level. They were between 20 and 25 years of age and from different ethnic, faculty, social, educational, and economic backgrounds. However, all the participants shared one common particular interest in Japanese popular culture. This includes *anime*, *manga* (Japanese comic or graphic novel), *J-pop music*, *J-drama*, video games, and *cosplay* (the practice of dressing up as a character from a movie, book, or video game). All 150 participants were studying beginner-level Japanese at a Malaysian Public University. At the beginner level, participants must immerse themselves in a foreign language learning environment and gradually build up core vocabulary as this will allow them to meet the classroom objectives. The participants were asked to fill in a consent form to grant the researcher permission to use the data obtained.

3.3. Data Collection Instrument

The data collection instruments chosen for this study included five karaoke video songs composed and sung by a local composer, a set of questionnaires, structured interview questions, and classroom observation notes. The researcher initiated and developed a karaoke video research project to overcome the problems faced by commercially available Japanese karaoke songs that are not suitable for language learning in the classroom. The karaoke video research project aimed to develop effective learning materials to enhance vocabulary acquisition for Japanese language learners by incorporating only desirable features of karaoke. The presentation of each song for this research project consists of the following:

- The lyrics were selected and written based on appropriate vocabulary items for Japanese language learners.
- The songs are sung by a local commissioned singer and musicians to control the pace and speed.
- The karaoke video songs have text lyrics in *Hiragana/Katakana* scripts and a transliteration script to suit both the Japanese and non-Japanese language learners.
- The animation is synchronized with the vocals.
- The text lyrics in *Hiragana/Katakana* scripts are correctly displayed to the learners.
- The text lyrics in transliteration using the Roman alphabet are correctly displayed for non-Japanese language learners.
- The highlighted words in the text lyrics are synchronized with the vocals.

The target audience is students who already know all the Japanese *Kana*, writing systems, and some basic phrases or expressions in conversational Japanese. The songs are performed by commissioned singers and musicians to control the pace and speed. The commissioned singer was coached and guided by a Japanese lecturer to ensure clarity of pronunciation and

fluency before the actual recordings. The whole project took a year to accomplish before the copyright of the project was transferred to the researcher by the composer after they were paid using a research grant provided by UPM. The karaoke-style sing-along is presented in two ways:

- Accompanied by vocal backing, and the lyrics are highlighted corresponding to the words sung by the vocalist and the animation.

- No vocal backing and the lyrics are highlighted corresponding to the words sung together with the animation.

The pronunciation practice and structural drills are achieved by the presentation of lyrics in karaoke videos using Japanese kana. Transliteration and the vocals are accompanied by corresponding images. The Karaoke video clips have lyrics of songs and bilingual subtitles to assist learners in recognizing the audio and the video shown, thus, the students can see the lyrics while they are watching the video clip. Both the Japanese and the transliteration in the Roman alphabet's lyrics displayed on the karaoke screen help students to pronounce correctly and memorize the vocabulary easily. The five songs selected for this study were:

1. はい、どうぞ (Hai, douzo)
2. あいさつの うた (Aisatsu no Uta)
3. ひにちを おぼえよう (Hinichi wo Oboyou)
4. すうじを かぞうよう (Suuji wo Kazouyou)
5. しつもんを しよう (Sitsumon wo Shiyou)

A survey questionnaire with a total of 30 items was used as the main instrument in this study to investigate and analyze the effects of using Japanese karaoke to enhance the teaching vocabulary to Malaysian university students who were learning Japanese as a foreign language. The set of questionnaires used for this study was adopted and modified from the previous literature review that was considered suitable for this research. Some items are designed and developed by the researchers accordingly with the title chosen so that the items developed can provide the required answers for the research question. The questionnaire was divided into four sections. Section A is an open-ended question on the demographics of the respondents of six items that include nationality, gender, age, faculty, experience in Japanese popular culture, and reason for enrolling in Japanese elective courses. The other three sections in the questionnaire consist of 24 items focusing on participants' perceptions and the effectiveness of karaoke videos integrated into learning Japanese vocabulary. The participants were asked to read the statements given and choose their answers based on a 4-point Likert scale ranging from 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree to measure their attitudes, opinions, and perceptions of the participants. Section B comes with 10 items that investigate participants' perception of karaoke videos in learning Japanese vocabulary. Section C consists of 7 items that investigate the effectiveness of karaoke videos in learning Japanese

vocabulary. Section D comes with 7 items that investigate the effective elements of karaoke videos in learning Japanese vocabulary.

A focus group interview was applied to obtain data from the participants, as in a group setting, they would be more comfortable. A Focus group interview is a qualitative approach where a group of respondents is interviewed together and used to gain an in-depth understanding of social issues. According to Denscombe (2007, p. 115), "a focus group consists of a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings, and ideas about a topic." The focus group interview participants were selected using stratified purposive sampling and divided into five groups consisting of five participants in each group. The duration of the focus group interview was conducted between 60 – 80 minutes using the Zoom platform. The focus group interview was recorded using an IC recorder and Zoom meeting recording. The focus group interview data were used to gather additional information that could not be retrieved from the questionnaire.

3.4. Data Collection

The study was conducted for over fourteen weeks during the 2nd semester of 2021/2022 to assess the impact of karaoke videos in helping beginner-level learners acquire Japanese vocabulary. At the beginning of the semester, the lecturer informed the participants that karaoke video activities would be used in selected lessons. Each selected participant was given a consent form at the beginning of the study. A survey questionnaire was carried out to determine the participants' perception of the karaoke video activities. The respondents were asked to complete a set of questionnaires in the 14th week of the 2nd semester of the 2021/22 session to obtain research data on students' perceptions of the effect of karaoke songs used in the JFL classroom. Focus group interview sessions were also carried out to gather more information on participants' perceptions of the karaoke video activities which could not be retrieved from the questionnaires.

3.5. Data Analysis

All quantitative data obtained through the questionnaires were analyzed using the Statistical Package for Social Sciences (SPSS) version 22. Descriptive analysis was used to identify students' perceptions of karaoke videos being used in acquiring vocabulary in the Japanese language classroom. Interpretation of the questionnaires using a Likert scale to categorize participants' responses as positive or negative perceptions. High responses (3-4) showed a positive perception, and low responses (1-2) showed a negative perception. Qualitative data obtained from the focus group interview were recorded using an IC recorder and Zoom meeting recording. The recorded interview was transcribed to extract more information

on participants' perceptions of the karaoke video activities, which could not be retrieved through the questionnaires. Data obtained from the focus group interviews were analyzed and coded using the TI Atlas software.

4. Findings

4.1. Participants' Perception of Acquiring Vocabulary through Karaoke Videos Activities

4.1.1. Descriptive Analysis

The analysis of participants' perceptions of karaoke videos in learning Japanese vocabulary is based on the questionnaire. As can be seen from table 1, all the participants agreed that they like watching and singing along with the karaoke videos in Japanese. The fact that most of the participants liked watching and singing Japanese karaoke songs proved that they enjoyed the songs presented during the research. Moreover, the majority of participants asserted that the karaoke videos enhanced their vocabulary learning because of the multi-modal characteristics of videos. All the participants agreed that it was fun and a great method to learn vocabulary because the karaoke videos had their charm in making the participants enjoy the lessons taught in the classroom. The classroom karaoke sessions were a positive learning experience and enhanced students' vocabulary acquisition.

Table 1. Participants' perception of karaoke video in learning Japanese vocabulary

Questions	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. I like watching and singing along with the karaoke videos in Japanese.	65.3	34.7	0	0
2. I like karaoke videos because they are nice, interesting, and educational	82.7	17.3	0	0
3. I like karaoke videos because they are not boring, and they are entertaining.	57.3	42.7	0	0
4. I like karaoke videos because they are fun, and I can learn from them.	72.7	27.3	0	0
5. Karaoke videos are a great way to learn Japanese vocabulary	46.7	53.3	0	0
6. I learn more Japanese vocabulary through Karaoke videos.	43.3	56.7	0	0
7. I can remember and memorize the	32.7	67.3	0	0

Japanese vocabulary through singing karaoke videos.				
8. I feel calm and relaxed learning the Japanese vocabulary through karaoke videos.	77.3	22.7	0	0
9. The class is fun and enjoyable using the karaoke videos.	93.3	6.7	0	0
10. The rhythm and music made my body, mind, and emotions active during the Karaoke video activities.	79.3	20.7	0	0

Most of the participants agreed that the karaoke video activities helped them memorize and retrieve the vocabulary they had learned in the lesson when needed. This is because they could visualize the vocabulary items as the words remained in their mind after the karaoke sessions in the classroom. Moreover, the participants felt calm and relaxed when singing the karaoke songs compared to other classroom activities. They also agreed that they were nervous before the karaoke video activity, but it turned out to be fun. They felt relaxed and focused because the rhythm had a positive effect on their mood and elevated their attention during the karaoke video session. This is consistent with Shin's (2006) study that using songs as teaching aids elevates and maintains students' motivation catchy rhythm and colorful visuals, realia, and movements. These enhancements add additional sensory and visual inputs, which increase the learning experience and engagement with vocabulary acquisition. The participants viewed the acquisition of vocabulary in Japanese language classrooms through karaoke videos positively and that it could be applied to other foreign languages to make their lessons more fun.

Both the Japanese and the transliteration in the Roman alphabet's lyrics displayed on the karaoke screen help students to pronounce correctly and memorize vocabulary easily (Abdullah & Hussin, 2019). Thus, karaoke is an educational tool, especially in foreign language learning, due to:

(1) Learners' motivation is increased by a sense of achievement when they learn to sing the songs,

(2) Songs in karaoke can be played repeatedly, so learners can practice more without getting bored, and

(3) With the aid of vocal backing, learners can have better pronunciation practice.

Dunn and Griggs (1989) claimed that if the teaching environment suited students' interests, they would have higher learning achievement. In short, karaoke singing is not only about singing; it requires the involvement of fundamental language skills and sub-skills. It can therefore contribute to the development of language knowledge through songs and activities selected by the language instructor based on the class learning

outcomes.

Table 2. The effective elements of karaoke videos in learning Japanese vocabulary

Questions	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. The Japanese and the transliteration in the Roman alphabet's lyrics displayed on the karaoke screen helped me pronounce correctly	90	10	0	0
2. Songs in karaoke can be played repeatedly to help me memorize the vocabulary easily	85	15	0	0
3. I have better pronunciation with the aid of vocal backing	75	25	0	0
4. I do not experience anxiety because the karaoke videos are interesting and fun.	80	20	0	0
5. I understand and consume Japanese vocabulary easily because of the visual and aural elements.	100	0	0	0
6. I feel motivated to learn Japanese vocabulary because singing karaoke videos boost my emotions.	65	35	0	0
7. I can remember and memorize the Japanese vocabulary through the visual and aural elements in the karaoke videos.	85	15	0	0
<i>Positive Aspects:</i> 1. Increasing motivation 2. Removing affective filters 3. Lowering anxiety levels 4. Improving contextual comprehension because of the displayed caption alongside the animation. 5. Fostering visual and verbal literacy				
<i>Negative Aspects:</i> 1. Distracting learners as they must watch the cartoon repeatedly 2. Affecting the learning process of learners with visual difficulties who must watch it repeatedly				
4. I can retrieve and pronounce the Japanese vocabulary by listening to the karaoke videos contain repetitive language structure.	70	30	0	0
5. It is a great way to learn Japanese vocabulary through karaoke videos.	100	0	0	0
6. I do not shy but motivated to sing the karaoke videos with my classmates.	75	25	0	0
7. I can remember and memorize the Japanese vocabulary through the visual and aural elements in the karaoke videos.	90	10	0	0

Based on the discussion on the use of karaoke and animation in language classrooms, it was found that popular culture provides a relevant and concrete way for effective teaching and learning. Popular culture has a way of influencing an individual's attitudes about certain topics. Cheung (2001) believed that karaoke and animation can be used to increase students' interest in learning a foreign language and assist in long-term language learning as they have a significant impact, especially on the younger generation, who are constantly exposed to popular cultures (Table 3).

Table 3. The effectiveness of karaoke videos in learning Japanese vocabulary

Questions	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. I feel relaxed and calm while listening to karaoke videos	80	20	0	0
2. I can remember and memorize the Japanese vocabulary through singing karaoke videos.	90	10	0	0
3. I can practice Japanese vocabulary outside the classroom using karaoke videos on an online platform.	95	5	0	0

Most of the participants agreed that the karaoke video activities helped them memorize and retrieve the vocabulary when needed. This is because they could visualize the vocabulary items as the words remained in their mind after signing the animated songs during the karaoke sessions in the classroom. Moreover, the participants felt calm and relaxed when singing karaoke compared to other classroom activities. All the participants agreed that the karaoke video activities made the Japanese language lesson more interesting and motivating. However, they preferred more popular songs such as Billboard anthems or with a more harmonious rhythm. All of them agreed that it was better to refer to the Kana lyrics to enhance vocabulary acquisition rather than the transliteration in the Roman alphabet. They also agreed that they were nervous before the karaoke video activity, but it turned out to be fun. They felt relaxed and focused because the rhythm had a positive effect on their mood and elevated their attention during the karaoke video session. They also stated that the karaoke videos had their charm in making the lesson more enjoyable. They also agreed

that the use of the karaoke videos boosted their confidence and motivation to answer the exercise worksheets after the activity. However, only 10% agreed that karaoke videos helped them memorize simple lessons such as numbers, and they had problems with the aspects of tenses. The use of an e-learning platform that allows the students to download the karaoke videos helped them use the karaoke songs as they wish to reinforce their vocabulary learning. The participants viewed the acquisition of vocabulary in Japanese language classrooms through karaoke videos positively, so it could be applied to other foreign languages to make their lessons more enjoyable.

4.1.2. Content Analysis

Content analysis was used to identify participants' perceptions of the use of karaoke videos by helping them acquire the target vocabulary. Interview data were analyzed using the TI Atlas software, and the participant's responses were categorized into three main findings:

- (i) Perception of the use of karaoke videos
- (ii) Perception of the use of karaoke videos as a Learning material
- (iii) Perception of the acceptance of using karaoke videos in the Japanese learning activity.

Table 4. The effectiveness of karaoke videos in learning Japanese vocabulary

Participants	Participants' perceptions of acquiring vocabulary through karaoke videos		
	Usage	Learning materials	Acceptance
S 25	Karaoke is a leisure activity; it is more relaxed compared to other language activities.	It is an interesting method to learn vocabulary because the rhythm and visuals in the karaoke videos make it easy to memorize the vocabulary.	I prefer to listen to and sing songs when studying and memorizing them because it (the vocabulary) automatically comes to my mind when hearing the rhythm.
S54	I could memorize the vocabulary through the melody and animation shown.	The karaoke videos are more interesting than the games or role-plays done in class.	The melodies and visuals are easy to memorize as they are accompanied by music and written texts.
S 78	It is nice to have something new apart from the textbook.	The dates included in the karaoke videos help us memorize the differences between ordinary numbers and the dates of the month.	The visuals and melodies are catchy and help me remember the vocabulary better.
S 119	It takes a lot of	The karaoke	Karaoke videos

	time to remember the vocabulary in the textbook, but it is easier if you watch and listen to karaoke videos when learning new vocabulary items.	videos allow me to learn the vocabulary and relax at the same time. A great learning tool indeed.	are more fun and enjoyable when used in learning vocabulary.
S 126	Karaoke videos will be the medium to learn new vocabulary items because I learn English and correct my pronunciation through songs.	Karaoke videos have the charm to attract listeners as it makes the classroom more enjoyable.	The rhythm is evergreen and it improves the mood of the listeners and increases our attention span.
S140	I realize that there is not only one way to learn vocabulary. There are multiple ways to do so.	The karaoke videos force my mind to decode what was being sung in the songs.	The karaoke videos have their effects on me as they are more memorable.

Most of the answers given by the participants during the structured interviews opened a new dimension to the usage of karaoke videos in Japanese language classrooms. The participants claimed that they felt relaxed and calm while learning the vocabulary using the karaoke videos. Some of them emphasized that the animation and melodies in the karaoke videos helped them memorize the vocabulary better. One interesting finding is that a participant from China claimed that it took more time to acquire vocabulary from the textbook compared to the time taken through the karaoke videos. A participant from Africa realized that there were many interesting methods to learning vocabulary in Japanese language classrooms.

Regarding the use of karaoke videos as a learning tool, the participants perceived it as effective because it attracts listeners' attention by making the classroom more enjoyable. Additionally, they stated that karaoke videos are more interesting than games because they engaged and involved the participants. They also claimed that the visuals and melody in the karaoke videos did not fade away from their mind, although the activity had ended. Karaoke videos can improve the mood and increase the attention span of the participants because of their evergreen melodies and rhythms. To summarize, the participants have a positive perception of the karaoke videos, their function as learning tools, and their effectiveness in helping them acquire the target vocabulary.

4.1.3. Psychomotor and Affective Aspects of Participants

Data gathered from classroom observations made during the karaoke video activity showed the willingness of the participants to engage because they were participating in an enjoyable activity. The singing

and movements boosted their confidence to participate and encouraged them to sing along. They became engaged in the learning session as they used the lyrics, songs, and animations to retrieve information in the lesson and to interact. The teacher acted only as a facilitator.

5. Conclusion

The main objective of using karaoke videos in a Japanese language classroom was to make the lesson more interesting and enjoyable to the participants as they learned vocabulary items. The participants agreed that karaoke videos helped them memorize and retrieve the vocabulary items that they had learned in the lesson when required. This is more effective due to the memorability of the karaoke videos. They also became highly motivated, felt more relaxed and had fun learning vocabulary in the selected lessons as they found that karaoke videos have their charm in attracting and increasing their attention spans during the lesson. Participants were also active and became fully engaged in the classroom activity because they felt confident and highly motivated by karaoke. The use of an e-learning platform was also found to be useful for the students as the teaching and learning process could be carried out without time constraints.

Karaoke videos are useful in enhancing students' motivation, particularly when acquiring new Japanese vocabulary. As the activity is fun, their anxiety level was reduced and this improved their language acquisition, especially when learning a difficult language such as Japanese. To succeed in learning Japanese, the students must remain eager to learn and participate in class activities. Ultimately, lecturers should adopt the use of karaoke videos or other stimulating activities in foreign-language classrooms.

This paper is novel because it seeks to contribute to the current debate in the literature because it advances knowledge on the use of written songs for vocabulary learning. For foreign language instructors, it offers a fresh method for using songs to teach students to acquire vocabulary. Furthermore, by including Japanese songs in vocabulary lessons, instructors may boost student interest and drive while preventing them from becoming disinterested in the language they are teaching or studying. Consequently, using songs to teach Japanese vocabulary does indeed have a favorable effect on students' comprehension of newly learned Japanese vocabulary at a Malaysian institution.

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Authors' Contributions

The co-author was involved in conducting the literature review, designing the research design,

collecting data, analyzing data, and reviewing the research paper as one research team.

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