



A Reader Response Study on Song of Frank Sinatra's My Way: Self-Confidence, Career Anxiety, and Final-Year Students' Real-Life Challenges

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ABSTRACT

This study examined how final-year university students construct personal meanings from My Way by Frank Sinatra in negotiating confidence, uncertainty, and career anxiety during the transition to adulthood. Although previous studies on My Way have predominantly focused on figurative language and textual analysis, limited attention has been given to how listeners interpret the song within the context of their lived experiences and future uncertainty. Grounded in Reader Response Theory and informed by Career Construction Theory, this study employed a qualitative interpretive approach involving 20 final-year university students through questionnaires and semi-structured interviews. Four participants representing distinct emotional response tendencies were purposively selected for in-depth interviews. The findings revealed that students interpreted the song as a reflective narrative of agency, responsibility, and personal struggle. While many participants associated My Way with confidence, resilience, and agency over life decisions, others connected the song to fear of failure, career uncertainty, and emotional pressure regarding post-graduation life. The study demonstrated that self-confidence and anxiety coexist as intertwined emotional realities in emerging adulthood. These findings positioned popular music not merely as entertainment, but as a narrative space through which young adults construct identity, process uncertainty, and imagine future career trajectories.

Keywords: reader response, song, self-confidence, career anxiety, real-life challenges

Kajian Respons Pembaca terhadap Lagu My Way Karya Frank Sinatra: Representasi Kepercayaan Diri, Kecemasan Karier, dan Tantangan Kehidupan

ABSTRAK

Penelitian ini mengkaji bagaimana mahasiswa tingkat akhir membangun pemaknaan personal terhadap lagu My Way karya Frank Sinatra dalam menghadapi rasa percaya diri, ketidakpastian, dan kecemasan karier pada masa transisi menuju kedewasaan. Selama ini, penelitian mengenai lagu My Way lebih banyak berfokus pada analisis bahasa figuratif dan kajian tekstual, sementara kajian mengenai bagaimana pendengar menafsirkan lagu tersebut berdasarkan pengalaman hidup dan ketidakpastian masa depan masih relatif terbatas. Penelitian ini menggunakan Teori Respons Pembaca (Reader Response Theory) yang didukung oleh Career Construction Theory sebagai landasan analisis. Metode yang digunakan adalah pendekatan interpretatif kualitatif dengan melibatkan 20 mahasiswa tingkat akhir melalui kuesioner dan wawancara semi-terstruktur. Empat partisipan yang mewakili kecenderungan respons emosional yang berbeda dipilih secara purposif untuk diwawancarai lebih mendalam. Hasil penelitian menunjukkan bahwa mahasiswa memaknai lagu tersebut sebagai narasi reflektif mengenai agensi diri, tanggung jawab, dan perjuangan personal. Sebagian besar partisipan mengaitkan My Way dengan kepercayaan diri, ketahanan diri, serta kemampuan menentukan pilihan hidup secara mandiri. Namun, sebagian lainnya menghubungkan lagu tersebut dengan ketakutan akan kegagalan, ketidakpastian karier, dan tekanan emosional dalam menghadapi kehidupan setelah lulus. Penelitian ini menunjukkan bahwa rasa percaya diri dan kecemasan merupakan dua realitas emosional yang saling berdampingan pada fase emerging adulthood. Temuan ini menempatkan musik populer tidak hanya sebagai hiburan, tetapi juga sebagai ruang naratif bagi mahasiswa untuk membangun identitas diri, memproses ketidakpastian, dan membayangkan arah karier mereka di masa depan.

Kata kunci: respons pembaca, kepercayaan diri, kecemasan karier, tantangan kehidupan

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INTRODUCTION

The transition from university life to adulthood is increasingly characterized by uncertainty, emotional pressure, and the demand to construct a meaningful future within unstable social and professional environments. For final-year university students, graduation does not merely represent academic completion; it signifies entry into a stage of life shaped by expectations of independence, employability, financial stability, and personal achievement. At this transitional stage, students are frequently required to negotiate competing emotional realities: confidence in their aspirations alongside anxiety concerning failure, uncertainty, and the unpredictability of future career trajectories. (Arnett, 2000) describes this phase as emerging adulthood, a developmental period marked by instability, identity exploration, and future-oriented uncertainty. Within this context, emotional experiences such as confidence, insecurity, hope, and career anxiety become deeply intertwined with how young adults construct meaning about themselves and imagine their place within the future.

The emotional complexity of emerging adulthood has become increasingly significant within contemporary social conditions characterized by economic instability, competitive labor markets, and rapidly shifting professional expectations. For many university students, concerns regarding career readiness and post-graduation uncertainty generate psychological tension that extends beyond academic life into broader questions of identity, self-worth, and social belonging. (Creed & Hughes, 2013) argue that career anxiety commonly develops when individuals experience uncertainty regarding employability, future achievement, and professional direction. Similarly, (Savickas, 2005) emphasizes that career development is not simply a process of occupational selection, but a narrative process through which individuals construct future identities in response to personal experiences, emotional conditions, and social expectations. Consequently, young adults do not merely prepare

for careers; they actively negotiate who they are becoming within uncertain social realities.

Within contemporary youth culture, music occupies a central role in this process of emotional negotiation and identity construction. Beyond its aesthetic function, music frequently operates as a symbolic and affective medium through which individuals process emotional experiences, regulate psychological tension, and construct personal meaning. (DeNora, 2000) argues that music actively shapes emotional life by influencing reflective consciousness and self-perception in everyday experience. Likewise, (Saarikallio, 2011) explains that music may support emotional regulation during periods of instability, stress, and life transition, particularly among adolescents and young adults. Through lyrical narratives and emotional resonance, listeners frequently connect songs with personal memories, aspirations, insecurities, fears, and imagined futures. In this sense, music functions not only as entertainment, but also as a reflective cultural space through which individuals interpret lived experiences and negotiate emotional realities.

One song that strongly embodies themes of reflection, responsibility, resilience, and self-determination is *My Way* by Frank Sinatra. Widely recognized for its retrospective narrative voice, the song portrays an individual reflecting upon personal choices, struggles, accomplishments, and acceptance of life consequences. Themes of agency, perseverance, independence, and existential self-reflection have contributed to the song's enduring cultural significance across generations. For final-year university students confronting uncertainty regarding adulthood and future careers, these themes may resonate deeply with their own emotional experiences and transitional concerns. The reflective nature of the song potentially enables listeners to project personal anxieties, hopes, insecurities, and aspirations onto the lyrical narrative, transforming the song into a medium of emotional interpretation and self-reflection.



Despite the growing recognition of music as a medium of emotional reflection and identity negotiation, existing research has paid limited attention to how young adults interpret popular songs in relation to career anxiety and transitional adulthood. Studies examining *My Way* have predominantly focused on figurative language, stylistic analysis, and textual interpretation (Girsang et al., 2023), positioning the song primarily as a literary and linguistic object. While these studies contribute to understanding the song's rhetorical and aesthetic dimensions, they provide limited insight into how listeners actively construct personal meanings through their own emotional conditions and lived experiences. More importantly, current discussions rarely examine how final-year university students relate the song to issues of confidence, uncertainty, and career-related anxiety during the transition from university life to adulthood. As a result, the listener's role as an active interpreter and emotional meaning-maker remains underexplored within discussions of popular music and emerging adulthood.

This limitation is theoretically important because meaning does not reside solely within textual structures or authorial intention. Reader Response Theory proposes that meaning emerges through the interaction between text and reader experience, emphasizing the active role of audiences in constructing interpretation based on emotions, memories, social realities, and personal background (Rosenblatt, 1978). From this perspective, songs function not merely as aesthetic texts to be analyzed, but as interpretive and reflective spaces through which listeners negotiate identity, emotional struggle, and personal aspiration. Simultaneously, Career Construction Theory highlights how individuals construct future-oriented identities through narrative meaning-making processes shaped by emotional experiences and social expectations (Savickas, 2005). Integrating these perspectives enables a deeper understanding of how musical

interpretation intersects with emotional self-construction, career imagination, and identity negotiation during emerging adulthood.

To address these discussions, this study investigated how final-year university students construct personal meanings from *My Way* in negotiating confidence, uncertainty, and career anxiety during the transition to adulthood. Rather than approaching the song solely as a lyrical artifact, this study positioned popular music as a reflective narrative medium through which young adults process emotional tensions, articulate personal anxieties, and imagine future trajectories. By connecting popular music, emotional meaning-making, and career-related identity construction, this research contributed to broader discussions concerning how cultural texts participate in shaping self-understanding, emotional reflection, and future imagination during transitional stages of life.

METHOD

This study employed a qualitative interpretive design within the frameworks of Reader Response Theory and Career Construction Theory to examine how final-year university students construct personal meanings from *My Way* by Frank Sinatra in negotiating confidence, uncertainty, and career anxiety during the transition to adulthood. A qualitative approach was selected because the study focused on subjective interpretation, emotional reflection, and meaning-making processes shaped by participants' lived experiences rather than numerical measurement (Creswell, 2014).

The study was conducted from February to March 2026 and involved 20 final-year university students from several universities in Indonesia. Participants were selected purposively based on three criteria: (1) they were currently in their final year of study, (2) they had previously listened to *My Way*, and (3) they were willing to participate voluntarily in the study. These criteria were intended to ensure that participants possessed

relevant emotional and transitional experiences connected to the focus of the research. From the questionnaire responses, four participants representing distinct interpretive tendencies—confidence-oriented, anxiety-oriented, mixed, and neutral-reflective responses—were further selected for semi-structured interviews to obtain more in-depth and contextualized interpretations. Pseudonyms were used throughout the study to maintain participant confidentiality.

Data were collected through open-ended questionnaires and semi-structured interviews. The questionnaire explored participants' emotional responses, personal interpretations, reflections on adulthood, and perceptions regarding confidence and career uncertainty after listening to *My Way*. Open-ended questions enabled participants to express personal perspectives and emotional reflections more freely. Semi-structured interviews were subsequently conducted with the four selected participants to explore how their lived experiences influenced their interpretations of the song. Each interview lasted approximately 10–15 minutes and was audio-recorded with participants' consent. The interviews were transcribed verbatim and translated from Indonesian into English for analysis and reporting purposes. The use of questionnaires and interviews strengthened data credibility through methodological triangulation (Creswell, 2014).

The data were analyzed using thematic analysis following (Braun & Clarke, 2006), including data familiarization, initial coding, theme generation, theme review, theme definition, and interpretive reporting. Reader Response Theory (Rosenblatt, 1978) guided the analysis of how participants actively constructed meaning from the song based on personal experiences and emotional conditions, while Career Construction Theory (Savickas, 2005) was used to interpret how participants connected the song to future identity, career imagination, and emotional negotiation during emerging adulthood.

Credibility was supported through triangulation between questionnaire and interview data, while transferability was strengthened through detailed contextual descriptions of participants' responses. Dependability and confirmability were maintained through consistent coding procedures and careful interpretation grounded in the data. Informed consent was obtained from all participants prior to data collection, and confidentiality was maintained throughout the research process.

This section presented the findings obtained from questionnaires and semi-structured interviews conducted with final-year university students. The questionnaire responses were used to identify general response patterns related to self-confidence, career anxiety, and personal reflections after listening to *My Way* by Frank Sinatra. Meanwhile, the interviews were conducted to obtain deeper insights into how participants constructed personal meanings from the song.

A total of 20 valid respondents participated in the questionnaire stage. To enrich the interpretation of the findings, four participants were purposively selected for semi-structured interviews based on their dominant response tendencies identified from the questionnaire data. The selected participants represented four interpretive orientations: confidence-oriented, mixed confidence-anxiety, anxiety-oriented, and neutral-reflective responses. The interview participants consisted of Adi Putro Pamungkas (I1), Salsabila Cahya Ramadhani (I2), Maulidina Akmil (I3), and Achmad Ivan Yugava (I4). Pseudonyms and participant codes were used to maintain confidentiality.

1. Responses to the Messages of Self-Confidence in *My Way*

To answer the first research question, the researcher analyzed questionnaire items related to confidence, motivation, personal agency, and readiness to face future challenges.



1.1 Confidence in Facing the Working World

The first questionnaire item examined whether participants felt confident in facing the working world after graduation.

Table 1
Participants' Confidence in Facing the Working World After Graduation

Response Category	Frequency
Strongly Agree	1
Agree	13
Neutral	4
Disagree	2

The findings show that 14 out of 20 participants (70%) agreed or strongly agreed that they felt confident in facing the working world after graduation. Meanwhile, four participants (20%) selected neutral responses, and two participants (10%) disagreed. These findings indicate that most participants demonstrated a relatively positive level of confidence regarding their transition into professional life.

This tendency was reinforced by Interview Participant 1 (I1), who interpreted the song as a source of encouragement and emotional strength: "Actually, this song made me feel more confident. It doesn't mean I suddenly became 100% sure about everything, but more like, just go through it and do my best. The song gives me encouragement that as long as I take responsibility for my choices, I don't need to be afraid."

The quotation suggests that the participant associated the song with courage, personal responsibility, and acceptance of uncertainty rather than absolute certainty.

1.2 Sense of Control Over Future Decisions

The fourth questionnaire item explored whether participants felt that they had control over their future decisions.

Table 2
Participants' Sense of Control Over Future Decisions

Response Category	Frequency
Strongly Agree	5
Agree	9
Neutral	5
Disagree	1

The results indicate that 14 participants (70%) agreed or strongly agreed that they felt capable of controlling their future decisions. Five participants (25%) selected neutral responses, while only one participant (5%) disagreed. These findings suggest that many final-year students perceived themselves as active agents in shaping their future trajectories.

This finding is reflected in the statement of Interview Participant 2 (I2):

"From the lyrics and the song itself, I started to see the future as something I have to shape on my own. Whatever the outcome turns out to be, it will be the result of my own choices, whether it ends up good or bad."

This response demonstrates how the participant interpreted *My Way* as a narrative of personal agency and responsibility over life choices.

1.4 The Song as a Source of Motivation and Confidence

The eighth questionnaire item investigated whether the song increased participants' confidence.

Table 3

Participants' Perceptions of My Way as a Source of Motivation and Confidence

Response Category	Frequency
Strongly Agree	3
Agree	12
Neutral	4
Disagree	1

The findings reveal that 15 participants (75%) agreed or strongly agreed that the song made them feel more confident. Four participants (20%) selected neutral responses, while one participant (5%) disagreed. These results indicate that *My Way* was widely perceived as a motivational and emotionally empowering song.

This interpretation was also reflected in several open-ended responses. Participant P8 stated:

"The song gives an inspiring impression, encouraging listeners to be brave enough to be different and to take full responsibility for their own lives."

The participant interpreted the song as an encouragement to maintain individuality and responsibility despite uncertainty.

1.5 Readiness to Face Future Challenges

The twelfth questionnaire item examined whether participants felt more prepared to face future challenges after listening to the song.

Table 4

Participants' Readiness to Face Future Challenges After Listening to My Way

Response Category	Frequency
Strongly Agree	2
Agree	10
Neutral	8

The findings indicate that 12 participants (60%) agreed or strongly agreed that the song increased their readiness to face future challenges, while eight participants (40%) selected neutral responses. No participants expressed disagreement. These findings suggest that the song positively influenced participants' emotional preparedness during the transition toward adulthood.

However, some participants still expressed uncertainty despite feeling somewhat motivated.

Interview Participant 4 (I4) explained:

"I feel quite confident, but there's still a little bit of doubt. So maybe I'm somewhere in the middle." This response demonstrates that confidence and uncertainty may coexist simultaneously during the transition from university life to adulthood.

2. Personal Meanings Constructed in Relation to Career Anxiety

To answer the second research question, the researcher analyzed responses related to career anxiety, fear of failure, uncertainty, and reflections on future career planning.

2.1 Anxiety About Future Career

The second questionnaire item examined whether participants felt anxious about their future careers.

Table 5

Participants' Anxiety About Their Future Careers

Response Category	Frequency
Strongly Agree	1
Agree	6
Neutral	8
Disagree	3
Strongly Disagree	2

The findings show that seven participants (35%) agreed or strongly agreed that they felt



anxious about their future careers. Eight participants (40%) selected neutral responses, while five participants (25%) disagreed or strongly disagreed. These findings suggest that although anxiety was not dominant among all participants, concerns regarding future careers remained emotionally significant for several students.

This tendency is reflected in the statement of Interview Participant 3 (I3):

“It made me think about my career, but more in a worrying way. I’m really afraid of not getting a job or ending up in a field that I don’t actually like.”

This response indicates that the song triggered reflections related to employability, uncertainty, and fear of unsatisfactory career outcomes.

2.2 Doubt in Career Decision-Making

The third questionnaire item explored whether participants frequently doubted the career decisions they would make.

Table 6

Participants’ Doubt in Future Career Decision-Making

Response Category	Frequency
Agree	6
Neutral	3
Disagree	9
Strongly Disagree	2

The findings demonstrate that 11 participants (55%) disagreed or strongly disagreed that they frequently doubted their future career decisions. However, six participants (30%) agreed, while three participants (15%) selected neutral responses. These findings suggest that although many students appeared

relatively confident, some still experienced uncertainty in choosing future career directions.

This uncertainty is illustrated in the statement of Interview Participant 3 (I3):

“I want to start working first, but I’m afraid I won’t be able to get a job. At the same time, I also want to continue to a master’s degree, but I’m scared that it might not be the right choice either.”

The quotation demonstrates the emotional tension between aspirations, uncertainty, and fear of making incorrect life decisions.

2.3 Fear of Failure After Graduation

The fifth questionnaire item examined whether participants worried about failing after graduation.

Table 7

Participants’ Fear of Failure After Graduation

Response Category	Frequency
Agree	7
Neutral	2
Disagree	6
Strongly Disagree	5

The findings reveal relatively varied responses. Seven participants (35%) agreed that they were worried about failure after graduation, while 11 participants (55%) disagreed or strongly disagreed. Two participants (10%) selected neutral responses. These findings indicate that fear of failure differed depending on participants’ emotional conditions and levels of confidence.

Interview Participant 3 (I3) further explained: “I feel more anxious because this song reminds me that every choice comes with big consequences, and I’m afraid of choosing the wrong path.”

This finding demonstrates how the song’s themes of responsibility and life choices could intensify anxiety for participants who already experienced uncertainty regarding their future.

2.4 Reflection on Future Career Planning

The ninth questionnaire item explored whether the song encouraged participants to reconsider their future career plans.

Table 8
Participants' Reflections on Future Career
Planning After Listening to My Way

Response Category	Frequency
Strongly Agree	3
Agree	7
Neutral	8
Disagree	2

The findings indicate that 10 participants (50%) agreed or strongly agreed that the song encouraged them to rethink their future career plans. Eight participants (40%) selected neutral responses, while two participants (10%) disagreed. These findings suggest that *My Way* functioned as a reflective narrative that encouraged participants to evaluate their future direction.

Interview Participant 4 (I4) stated:

"In my opinion, this song made me think a little more about the future, but it didn't drastically change the way I see things."

This response indicates that the song stimulated reflection even among participants who did not experience strong emotional reactions.

3. Mixed Feelings Between Confidence and Anxiety

Several participants expressed both confidence and anxiety simultaneously rather than responding in entirely positive or negative ways. These findings indicate that emotional complexity characterizes the transition from university life to adulthood.

Interview Participant 2 (I2) explained:

"From the lyrics and the song itself, I began to see the future as something I need to shape on my own. Whatever the outcome may be, it will come from the choices I make, whether they turn out good or bad."

DISCUSSION

The findings demonstrate that final-year university students interpreted *My Way* in diverse and highly personal ways. Rather than producing a single fixed meaning, the song functioned as a reflective narrative space through which participants negotiated confidence, uncertainty, responsibility, and future identity. Participants' interpretations were strongly influenced by their emotional conditions, lived experiences, and concerns regarding post-graduation life. Participants who demonstrated higher confidence levels tended to interpret the song as a representation of courage, perseverance, independence, and personal agency. They focused on the motivational aspects of the lyrics and viewed the song as encouragement to remain responsible for their own life choices despite uncertainty. In contrast, participants experiencing higher levels of anxiety interpreted the song more critically and emotionally, associating it with fear of failure, career uncertainty, and pressure regarding future decisions.

These findings strongly support Reader Response Theory proposed by (Rosenblatt, 1978). According to Rosenblatt, meaning does not exist solely within the text itself but emerges through the transactional relationship between the reader and the text. In this study, although all participants listened to the same song, they constructed different meanings depending on their emotional backgrounds, career concerns, and personal experiences. Participants actively connected the lyrical narrative of *My Way* with their own realities as final-year students preparing for adulthood. The findings therefore confirm that literary and musical



texts are interpreted dynamically through readers' subjective experiences and emotional positions.

The findings are also consistent with (Ghifari et al., 2021), who found that listeners interpret song lyrics through their emotional experiences and horizons of expectation rather than through textual meaning alone. Similar to that study, the present research demonstrates that song lyrics become reflective texts through which listeners negotiate personal meaning. However, this study extends previous research by specifically examining career anxiety and future identity construction among final-year university students, particularly during the transitional phase between academic life and adulthood.

In addition, the findings reinforce (DeNora, 2000) argument that music functions as a resource for emotional regulation and identity construction. Many participants described *My Way* not merely as entertainment, but as a reflective medium that helped them process uncertainty and evaluate personal decisions. Several participants explained that the song strengthened their confidence and encouraged self-reflection regarding future responsibilities. These findings also align with (Saarikallio, 2011) perspective that music supports emotional self-regulation during periods of instability and transition. For final-year students, music becomes emotionally meaningful because it provides symbolic reassurance during uncertain moments related to graduation and future career preparation.

At the same time, the findings demonstrate that music may also intensify emotional reflection and anxiety. Some participants interpreted the song as a reminder that every life decision carries consequences. Instead of feeling completely motivated, they became more aware of the risks and uncertainties associated with career planning and adulthood. This finding supports the argument of (Juslin & Laukka, 2004) that music may induce different emotional responses depending on listeners' psychological conditions and personal contexts. In this study, participants who

experienced uncertainty regarding employment, future expectations, or self-achievement tended to respond to the song with more emotional tension and apprehension.

The findings are also closely connected to Career Construction Theory proposed by (Savickas, 2005). Participants' interpretations reflected several dimensions of career adaptability, including concern, control, curiosity, and confidence. The dimension of concern appeared when participants reflected on future career plans and post-graduation life. The dimension of control emerged when participants emphasized responsibility for their own decisions and future outcomes. Curiosity appeared through reflections on possible career paths and alternative life choices. Meanwhile, confidence was reflected in participants' belief that they could face uncertainty and future challenges despite fear and doubt. These dimensions indicate that participants were actively constructing meaning about their future identities while emotionally negotiating the transition toward adulthood.

Importantly, the findings reveal that self-confidence and career anxiety should not be understood as completely separate emotional conditions. Several participants simultaneously expressed motivation, uncertainty, optimism, and fear. This emotional complexity reflects (Arnett, 2000) concept of emerging adulthood as a developmental stage characterized by instability, identity exploration, and future-oriented uncertainty. Final-year students occupy a transitional position between academic life and adulthood, causing confidence and anxiety to coexist during the process of preparing for future responsibilities and career realities.

The findings also extend previous studies on *My Way*, which primarily focused on figurative language and textual analysis. While (Girsang et al., 2023) examined the rhetorical and stylistic elements of the song, the present study demonstrates that the significance of *My Way* lies not only in its linguistic features but also in how

listeners personally relate the song to their emotional realities and future concerns. Through a reader response perspective, the song becomes a symbolic narrative through which students reflect on identity, responsibility, struggle, and future direction.

Overall, the findings suggest that *My Way* functions as more than a popular song for final-year university students. It becomes a reflective cultural text that enables students to process emotional tension, negotiate confidence and anxiety, and construct meaning about their future lives. The study therefore highlights the importance of popular music as a narrative and emotional space through which young adults interpret their experiences during transitional stages of life.

CONCLUSION

This study investigated how final-year university students responded to the messages of self-confidence in *My Way* by Frank Sinatra and how they constructed personal meanings related to career anxiety during the transition to adulthood. The findings revealed that most participants interpreted the song positively, particularly as a source of motivation, courage, personal responsibility, and confidence in facing future challenges. Many participants perceived the song as encouraging them to take control of their life decisions and remain responsible for their chosen paths despite uncertainty.

At the same time, the study also found that *My Way* triggered reflections related to career anxiety, fear of failure, and uncertainty about post-graduation life. Some participants associated the song with emotional pressure and concern regarding future career outcomes, while others experienced mixed feelings in which confidence and anxiety coexisted simultaneously. These findings indicate that final-year students experience emotional complexity during emerging adulthood as they negotiate identity, future planning, and career-related uncertainty. Through the perspective of Reader Response Theory, the

study confirms that meaning is actively constructed through the interaction between listeners and the song based on their personal experiences and emotional conditions. Furthermore, the findings support Career Construction Theory by demonstrating how participants' interpretations reflected concern for the future, personal control over decisions, curiosity regarding possibilities, and confidence in facing challenges.

Overall, this study concludes that *My Way* functions not only as a popular song, but also as a reflective narrative medium through which final-year university students process self-confidence, career anxiety, and future identity construction during the transition from university life to adulthood.

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