

## STUDENTS' PERCEPTION OF USING ENGLISH SONGS AND THEIR VOCABULARY LEARNING

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**Abstract:** This study aims to know students' perception of using English songs and their vocabulary learning. The design of this research was a qualitative with a case study design. There were 25 students of eight semester of English education Department of University of Islam Malang as the subjects of this study. The data were collected by questionnaire and interview. To analyzed the data from questionnaires, the researcher used formula of percentage calculations based on Sugiyono (2015). Meanwhile, the data from the interview were analyzed by using the flow model by Miles and Huberman as cited in Sugiyono (2015) which consisted of data display, data reduction, and drawing a conclusion. The result of this study showed students' perception of using English songs and their vocabulary learning were positive. The majority of the students had an interest in listening English songs. They always updating the latest English songs and spend their time to listening English songs. Almost all of the students also agreed that English songs can help them in a learn English skills and increasing their vocabulary. In addition, all participants said that pop songs gave the best results to increase vocabulary because pop songs have a slow tempo, making it easier for students to understand the meaning of the lyrics of the song. Based on the findings, it is suggested for further research to investigate students' perceptions of using English songs and others English skills.

**Keywords:** Students' perception, English songs, vocabulary learning

### INTRODUCTION

When students start learning English, they should know about English skills and the components of English. English skills consist of listening, speaking, reading, and writing. Meanwhile, vocabulary, grammar, and pronunciation are part of the components of English. When students can master English skills and components of English, they will easily master English. Unfortunately, mastering English was not an

easy thing to do especially for non-native students. Many factors cause students difficulty in mastering English, one of which is vocabulary mastery. According to Mohammed (2018) negative transfer; cultural differences; accent; slang and colloquialism; arbitrary language, attitude; environment; grammar and vocabulary; pronunciation are the main difficulties that learners face when they start learning English. The limited vocabulary that students have has an effect on their English skills. According to Wardiansyah et al, (2019) vocabulary is one of the components of the language that must be learned first by students when they want to learn English. We cannot speak, write and understand what we read and listen to without vocabulary. This statement was supported by Kartika (2019) said that to enable students to communicate well in English, they must be able to listen, speak, read and write. And the way to achieve this goal is to master vocabulary. So, it is important for students to increase their vocabulary mastery.

Vocabulary can be defined as the words that a person knows or uses. According to Santosa, et.al (2020) vocabulary is the basis of knowledge that must be mastered by students. It means vocabulary is an important aspect of language learning, without vocabulary learners will not be able to master other skills successfully. It is in line with Faliyanti and Arlin (2018) who stated that students must master vocabulary because without mastering vocabulary they will have limited understanding in terms of listening, reading, speaking, and writing. Therefore, vocabulary mastery must be a top priority in teaching and learning English.

The limited time to learn English in class has an impact on the limited vocabulary of students. It happens because students only engage with English when they are in class. Not only that, vocabulary is often not taught continuously. Usually, the

teacher only inserts vocabulary learning in teaching other language elements such as teaching reading, speaking, and others. In addition, students are not good in memorizing vocabulary. Therefore, students need media that can be used to improve their vocabulary mastery. Nowadays, there are many media that can be used to improve students' vocabulary like radio, video, movies, music, and so on. All these media can be used to train students' vocabulary anywhere and anytime. In this study, the song is chosen as a media for learning vocabulary. A song not only relaxes people but also helps in learning English. Devanellos as cited in Apriani (2021) states that a song can't only entertain, but can also be used for language learning. This statement was supported by Prescott as cited in Rachmawati, et.al (2020) say that music is important for education. It not only helps students learn and acquire knowledge but also helps students improve their scores. Therefore, it is recommended for teachers to use songs as a medium in learning English.

Songs have several benefits in a learning, one of which is to improve vocabulary mastery. Millington as cited in Wardiansyah et.al (2019) argues that songs can be a useful tool in learning vocabulary, sentence structure, and sentence patterns. From songs, we can learn many things, such as getting new vocabulary and also learn how the words are pronounced (Rachmawati et al., 2020). In addition, Maneshi (2017) instated of listening to songs for a certain amount of time helps students to develop vocabulary by memorizing frequent repetitions of words in a song. Based on the experts' opinion, the researcher concludes that listening to English songs is very helpful for developing students' vocabulary because when the students listen to new vocabulary, their brain will automatically save it and if they don't understand the meaning, they have a reason to look it up in the dictionary.

Perception is person's opinion or views of about a particular object. According to Robbins and Langton as cited in Fauzi, et.al (2021), perception is a process by which individuals, organize and interpret their sensory impressions to give meaning to their environment. Students' perceptions in learning need to be known. Perception can be interpreted as the result of student thinking that can affect how students behave and act. Rudiyanto (2006) stated that students with positive perceptions will have good learning motivation, while negative perceptions can cause negative learning motivation. It means perception can affect student participation and can affect learning outcomes. In addition, according to Permana, et al (2013) students' perception is important in the learning process to assist teachers in determining learning methods and learning media that are suitable for students.

Based on the explanation above, the researcher conducts this study with the aims to find out students' perception of using English songs and their vocabulary learning.

## **METHOD**

In this study, the researcher used a qualitative research method with a case study approach. According to Creswell as cited in Haryono (2020) qualitative research is a research procedure that is used to explore and understand the meaning that some individuals or groups of people think come from social or human problems. Meanwhile, Creswell as cited in Mohajan (2018) stated that case study is defined as research which explores an event, an activity, a process, or one or more individuals genuinely to get a depth-knowledge about the action that we want to explore. Therefore, the researcher

used qualitative research to find out students' perceptions of using English songs and their vocabulary learning.

The participants of this study were 25 eight semester students of English Department of University of Islam Malang. To collect the data, the researcher used questionnaire and interview. The questionnaires consist of 15 questions which were discussing about students' interest in English songs and how English songs affected their English learning and vocabulary. The questionnaire was adapted from Isnaini, et. al (2021). Meanwhile, the interview consisted of 5 questions. The interview questions were adapted from Apriani (2021). After the data collected, it must be analyzed. The data obtained from questionnaires analyzed by using formula of percentage calculations based on Sugiyono (2015). Meanwhile, the data from the interview were analyzed by using the flow model by Miles and Huberman as cited in Sugiono (2015) which consisted of data display, data reduction and drawing a conclusion.

## **FINDING AND DISSCUSSIONS**

The researcher presented the finding of this study which was the perception of UNISMA's eight-semester students about the use of English songs and their vocabulary learning. The data that would be discussed came from the result of questionnaires and interview. The results of the questionnaire were divided into two parts. The first part was about students' interest in English songs which consists of 5 statements. The second part was about how English songs affect students' English learning and vocabulary which consists of 10 statements. The details were explained below.

## 1. Students' Interest in Listening to English Songs

No	Statements	SA (%)	A (%)	D (%)	SD (%)
1	I like to listening English songs	60	36	4	0
2	I always to listening English songs every day	28	56	16	0
3	I spend 30 minutes a day to listen to English songs	20	48	32	0
4	I like listening to English native-speaker singers	40	52	8	0
5	I always listen to newest English songs	32	40	28	0

Based on the data presented above, the majority of the participants had interest in listening to English songs. It was proven by the result of questionnaire which said that the students like to listening English songs and always spend their time to listening English songs 30 minutes in a day. Not only that, almost all of participants were always updating the newest English songs. It was also supported by the results of interviews which stated that they like to listen to English and felt happy when learning vocabulary with English songs because it did not make them bored. This is related to the theory from Pratiwi (2018) which says that the use of songs as a medium in learning English is recommended because songs can make the atmosphere in the classroom more comfortable for learning English and easy to understand.

## 2. The Effect of English Songs for Students English Learning and Vocabulary

No	Statements	SA (%)	A (%)	D (%)	SD (%)
1	English songs are media to help me learning English skills (Listening, Speaking, Reading, and Writing)	40	56	4	0
2	English songs make me interested in a learning listening and speaking skills	44	52	4	0
3	English songs can motive me learn English	40	56	4	0
4	I am happy studying vocabulary through English songs	48	48	4	0
5	English songs help me find the meaning of English words	40	56	4	0
6	English songs help me learn new vocabulary	48	52	0	0
7	English songs can increase my vocabulary mastery	40	56	4	0
8	English songs help me to pronounce the English words correctly	36	50	4	0
9	I listen to English songs to add my vocabulary	40	52	8	0
10	I like to see the song lyric in English songs because it can make me memorize the words	40	60	0	0

Based on the data above, English songs had the positive impact on the students English learning and vocabulary. All the participants agreed that English songs helped them in learning English skills. It is related to the theory by Isnaini, et. al (2021) who stated that English songs are a valuable resource for improving students' listening, speaking, reading and writing skills. Besides that, English song can also motive students in learning English skills. This finding in line with Herliana et.al, (2018) said that songs are an excellent tool to help students learn English, songs are also believed to motivate students during English learning. Additionally, almost the participants also agreed that English songs could help them learn vocabulary and improve their vocabulary. This is supported by the results of interviews which said that when students listen to English songs and they don't know the meaning of the lyrics of the song, they will try to look up the meaning in the dictionary so their vocabulary will increase. This statement was supported by the theory from Millington as cited in Wardiansyah, et.al (2019) who argues that English songs can be a useful tool in learning vocabulary, sentence structure, and sentence patterns. In addition, all participants said that pop songs gave the best results to increase vocabulary because pop songs have a slow tempo, making it easier for students to understand the meaning of the lyrics of the song. It is in line with, Rachmawati et al., (2019) which recommends the use of pop songs to increase students' vocabulary because pop songs are easy to listen to.

## **CONCLUSION AND SUGGESTIONS**

According to finding and the discussions, students' perception of using English songs and their vocabulary learning were positive. The majority of students like to listen

to English songs and always took their time to listen to English songs. They also felt happy when learning vocabulary by English songs because it didn't make them bored. The statements indicated that the students had an interest in listening English songs. It was supported by the result of the questionnaire which stated that almost of the students always updating the latest English songs. Additionally, listening to English songs had an effect on the students' English learning and vocabulary. The majority of the students agreed that English songs can help them to learn English skills and motivated them to learn English. They also agree that listening English songs help them to find the meaning of English words, pronounce the English words correctly and add their vocabulary. It means English songs help students to learn vocabulary and increasing their vocabulary. In addition, all participants said that pop songs gave the best results to increase vocabulary because pop songs have a slow tempo, making it easier for students to understand the meaning of the lyrics of the song.

Based on the conclusion above, the researcher presented three suggestions from this study. First, the researcher recommends that the English lecturers can use English songs as brainstorming before start the class. They also can make an exercise using English songs for example by making blank words. In addition, the English lecturers can ask their students to make sentences from the new vocabulary they got from the listening to English songs. Second, students should optimize their listening habits of English songs to improve their English skills. They can implement the new vocabulary they got in a daily written or spoken English. They also can improve their pronunciation by listening to English native-speaker singers. The last, the researcher hopes that further researchers can develop this study with other instruments such as test to get more detailed result about increasing students' vocabulary.



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