STUDENTS’ PERCEPTION OF USING ENGLISH SONGS AND THEIR VOCABULARY LEARNING

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ABSTRACT

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Vocabulary is an important aspect of language learning, without vocabulary learners will not be able to master other skills successfully. Unfortunately, some students are still having difficulties in learning vocabulary. Nowadays, there are many media that can use to improve vocabulary mastery, one of which is through English songs. Students’ perception is important in the learning process. By knowing how the opinion of the students in the learning process can help in finding strategies, methods, and styles as a solution to problems faced by students during the learning process, so the students will comfortable and happy while learning. Therefore, researcher conducted this study with the aim to know the 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 through questionnaire and interview. The questionnaire used closed-ended question which were discussing about students’ interest in English songs and how English songs affected their English learning and vocabulary. To analyzed the data from the questionnaire, 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 reduction, data display and drawing a conclusion.

The result of this study showed that students’ perception of using English songs and their vocabulary learning were positive. The majority of the students had 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, the researcher suggested for further research to investigate students’ perceptions of using English songs and others English skills.
CHAPTER 1
INTRODUCTION

In the first chapter of this paper, the researcher presents several points related to this study. Those points include the context of the study, focus of study, the purpose of the study, scope and limitation of the study, significance of the study, and definition of key terms.

1.1 Context of the Study

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.

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 help them in learning vocabulary. 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. 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.

Regarding the facts above, in order to know students’ perception of the use of English songs as their means to increase students vocabulary, the researcher was interested to conduct a research entitled "Students’ Perception of Using English Songs and Their Vocabulary Learning".

1.2 The focus of the Study

From the background the study above, the researcher formulates the problem of this research as follows "What are students’ perceptions of using English songs and their vocabulary learning?"

1.3 Purpose of the Study

In line with the background of the study and research problem above, the aim of the study is to find out students’ perception of using English songs and their vocabulary learning.
1.4 Significance of the Study

The significance of this study divided into theoretically and practically. Theoretically, the researcher hopes the result of this study can be useful for lecturers to determine what learning media can be used to improve students’ vocabulary mastery. Not only that, this study can also be used as a reference to other researchers who want to discuss this topic more intensively. Practically, this study is expected to be able to help the lecturer to persuade their students to listen to English songs in their free time to improve their vocabulary.

1.5 Scope and Limitation of the Study

In this study, the researcher only focuses on students’ perception of using English songs and their vocabulary learning. The researcher conducted this research in Department of English Education UNISMA. The subjects of this study were eighth semester students. Due to the limited amount of time, the researcher used a research instrument in the form of questionnaire and interview from the previous research that had been conducted by experts. Not only that, the researcher can’t do the interview directly to collect the data because UNISMA is still implementing online learning. Therefore, the researcher used the Zoom application to conduct an interview.

1.6 Definition of Key Terms

In order to avoid misunderstanding and ambiguity. There are some terms used in this study that needed to be defined.
1. **Students’ perception** means students’ opinions or views about the interest and influence of listening to English songs in their vocabulary learning.

2. **English songs** can be defined as a learning medium used by the students to improve their vocabulary mastery. The types of songs included in this study are pop, jazz, rock and rap.

3. **Vocabulary learning** is the way students learn vocabulary. It includes parts of speech, word meaning, idiom, spelling and pronunciation of words.
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusions of the study based on what was discussed in the previous chapter and suggestions related to the research.

5.1 Conclusion

Based on the finding and the discussions from the previous chapter, 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 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 mastery. The majority of the students agreed that English songs can help them to learn English skills and motivated them to learn English. They also agreed that listening English songs help them to find the meaning of English words, pronounce the English words correctly and add their vocabulary mastery. It means English songs help them 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.

5.2 Suggestions

The researcher presented three suggestions related to this study. Those suggestions are first for the English lecture, second for the students, and the last for the future researcher.

1. For the English Lecturers

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.

2. For the Students

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.

3. For Further Researcher

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. In addition, this study only focused on the students’ perception of using English songs and their vocabulary learning. Therefore, it is
suggested that further researcher investigate students’ perceptions of using English songs to improve other English skills, such as pronunciation and speaking.
REFERENCES


