# THE STUDENTS' PERCEPTIONS ON LEARNING

# VOCABULARY THROUGH ENGLISH SONGS

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## Abstract

English is the language used by people when want to talk to someone from a different country. It includes several skills to be learned as an international language. Learning English has many methods to make easy for students. One method to help students learning English is listening to English songs. Listening to English song is very fun because it can lead to fun way in learning English vocabulary.

In this study, the problem is "How do eighth grade Junior High School students of SMPN 12 Jember perception in learning vocabulary through English songs ?" and "How can English songs aid eighth grade Junior High School students of SMPN 12 Jember in learning vocabulary ?". The design of this research is descriptive qualitative. The subjects were eight grade junior high school students consisting of 15 students in class VIII C. The data were collected through interview and questionnaire.

From the result of this study, there have been found three ways how students' learning English vocabulary through English songs. First, listened and saw the meaning of words or translate the lyrics, second by listen to English songs regularly, third was learned the lyrics or memorized new vocab from English songs. So, we can conclude that English songs can help them in learning English vocabulary. Hopefully this thesis could help teacher to teach them in learning vocabulary through English songs.

**Key Word :** Students' perception, Definition of song, English vocabulary

English is the language used by people when want to talk to someone from a different country, because English is one of the most important languages in the world. It includes several skills to be learned as an international language. According to Rayner (2001, p.25), as a primary language of various countries throughout the world, possessing a good grasp of the English language is also advantageous to one's advancement in a career. Juliza and Maslawati (2018), claims that learning English as a second or foreign language has become increasingly important among tertiary students in their pursuit of getting employed. English is an international language which is most widely used language in the world and it is not only used by anglophone speaker (an English-speaking person), but also use by the world community, especially those who tend to be modern. In this era of globalization, many students or teachers like English language and there are expected to be able to use English because in fact English is the language of communication all around the world. According to this statement, English learned through many methods to make easy for English Foreign Language students. One method to help students learning English is listening to English songs.

Learning English through English songs can help students with their vocabulary; like what Wrenshall (2010), said "there is also plenty of evidence that song help memorization, and the rhythm and rhyme of the lyrics can certainly help vocabulary as well. Some songs are able to convince and stimulate the brain work in study. Nurhayati (2009, p.278), states that song is an alternative media or a multipurpose media in language learning which all the features on the song support the learning process. All language skills (listening, reading, writing, and speaking) can be thought using songs. It means, the

song itself also has several components that help students easily learn vocabulary. Listening to English song is also very fun especially when listening to our favorite genres, it can lead to fun in learning English, especially learning English vocabulary.

Schmitt (2002), argues that vocabulary plays a vital role in teaching and learning the second language as lexical knowledge is fundamental to communicative effectively. The language of the human beings depends on the vocabulary used or gained. Thus, without vocabulary, the learners will be demotivated to use the language (Richards & Renandya, 2002). In another discussion, Frank (2000), defined vocabulary as a knowledge involves knowing the meanings of words. From the explanation, as a Richard & Renandya's said that language of the human beings depends on the vocabulary used or gained. Therefore, one of the important things in learning English by foreign students is increase vocabulary as much as they can through fun way, such as listening to their favorite songs in English. From that reason this research aims to know the students perceive about how English songs and it can aid students in learning their vocabulary.

In previous studies, several researchers discussed about students perceptions of learning English vocabulary through English songs. There is a research with almost have same title from Azmin, et. al (2020), in his research used university students as research subjects while my research used junior high school students. Their research is a quantitative research, they apply a treatment. In his research indicate that English language teachers should use English songs as classroom activities to facilitate their students' language learning. In his findings the use of songs can increase vocabulary acquisition among English language learners at tertiary level, the use of songs is able to provide a fun way of picking up new words.

In another research the researcher also found other similar research and has used as a reference in this research from Erviana (2020), in her research used high school students as the subject, while in the researcher's research used junior high school students. In the data collection, her research provides two questions in the questionnaire, while this research provides two questions in the indirect interview and eight questions in the close questionnaire. In her finding, using English songs to help students memorize vocabulary is effective. Because many respondents feel that English songs are not boring, it can make them more focused, as well as a lot of new vocabulary that they will encounter in English songs. English songs can also be played over and over again, it can make students' mood Improve as well and it makes students also interested in using English songs to help them memorize vocabulary. The researcher also found similar research from Ranggen (2016), in his research used university students' and lecturers as a subject of his research. This research used junior high school students as a subject. His research method used quantitative for students to give questions in the questionnaire about students' perception on the support of English songs to students' English development and qualitative to interviewing the teacher about why they used English songs to teach them in the class. While this research used qualitative that in data collection the researcher used questionnaire and interview both for the students. His research result shows that songs were capable of helping the students in learning English as one of their learning sources, more than a half of the students used songs as their learning source in developing their English skills. In this study, the researcher analyzed students' perceptions of learning vocabulary through English songs on the students. It is important for the teacher to

consider and know the perception of students while they are learning vocabulary through songs. Students must adjust their learning patterns to their interests and hobbies. Then the teacher can create a learning experience for students that is suitable and fun for students by looking at their perceptions of learning English vocabulary through English songs.

**Method**

This research used descriptive qualitative research design. According to Ary, et.al. (2010) Qualitative research is research that understands a phenomenon that focuses on the image rather than breaking it down into variables. While descriptive research is data that is collected in the form of words, sentences or pictures that have meaning (Nugrahani, 2014). The reason of using a qualitative descriptive design is to provide an overview of information from the data obtained. It is suitable with the purpose of this research is to find out the students'

perception on learning vocabulary through English songs in SMPN 12 Jember.

Data obtained from questionnaire and interviews of students of eighth grade at SMPN 12 Jember. The data is the result of questionnaire (primary data). Hox and Boije (2005), state that primary data is original data collected for specific research goal and interview (secondary data). Hox and Boije (2005) said secondary data is data orginally collected for a diffrent purpose and reused for anothe research question. Then this data would be analyzed more deeply by selecting the data. The respondents of this study were 15 students of eighth grade students of SMPN 12 Jember. In this research, the researcher chooses the data collecting technique that can be used. The researcher will use two techniques to gather the data. The techniques are questionnaire and interview. Accordint to Arikunto (2006, p.151), questionnaire are a set of written questions designed to elicit information

from respondents in the private sense, or report about topics that are known. The researcher used a close questionnaire, which is a method used to obtain answers where each item is accompanied by possible answers, so that students just choose the most appropriate answer. In questionnaire the researcher gave eight question about are they ever or like listened to English songs. This activity was carried out at the first meet by used Google form. According to Moleong (2007), interview is a meeting between two people during which they exchange information and ideas through question and response. Researchers will collect data on students' perspectives of learning vocabulary through English songs. This argues that in order to obtain data related to students' perception, researchers should conduct interviews. During the pandemic, interviews were conducted informally to maintain social distance. Google meet was used to share all semi-

structured questions and interviews. Everyone answered the question from researcher through google meetings. In practice, this interview was conducted in the second meet. The purpose of this interview was to acquire a better grasp of the problem. The interviewees were asked about their thoughts and points of view.

**Result and Discussion**

Research data collection activities are carried out on November 10th, 2021 and November 18th, 2021. There are 2 steps of data collection, namely questionnaires and interview. There were 15 participants who conducted questionnaires and interview. The study was conducted 2 times on Wednesday.

Wednesday was chosen as the day for observation because it was their lesson schedule. Observations were made during the learning process. For the interview, the G-form link was distributed using Whatsapp group after the learning process took place and they were given two days to fill out.

Researchers consider the time and availability of students as respondents, because the schedule for English lessons in class VIII C is Wednesday. The first Wednesday on November 10th, 2021, 15 students were chosen as the day to fill out the questionnaire. The questionnaire link was distributed to the student class Whatsapp group and students filled out a questionnaire on the google form as many as 8 questions in English accompanied by the meaning below. Students are given a maximum of 10 minutes to answer the questionnaire. The second week on November 18th, 2021, was chosen as the day to interviewed the students from odd grade VIII C. The interview link was sent via the student class WhatsApp group and the students conducted interviews with the researchers one by one via Google Meet. The interview started at 08.00 and ended at 09.10 with an estimated time of about 4 minutes for each participant. The interview started by introducing the name and number of the student absent then answered 2 questions and closing with a thank you. The researcher also provided relief for students to answer the researcher's questions using full English, a mixture of English-Indonesian, and full in Indonesian, this was conveyed in the class whatsapp group before conducted the interview.

Based on the findings, some of the students answered that English songs could aided them. In addition the answered from them were, (MEE) said (ISNA) *"yes it's help me.",* (FRA) *"Yes, I felt helpful when I listen to English songs"*, (AFI) *"Yes, it's quite helpful."*. This is supported by Caroline and Nunan (2005, p.120), states that songs present multiple exposures to new vocabulary item as the songs repeated over and over to strengthen the understanding of new vocab. English songs aided them in learning vocabulary several ways. In addition the answered from students' were,

(MEE) *"I listened to English songs everyday and from that I know the new vocab."*, (AFI*) "I learned English by listening to songs and looking for the meaning.",* (FRA) *"I listen to English songs while listening to the translations and I am also taught English by my uncle."*, (RAR) *"I'm listening to a song on youtube that has the lyrics translated"*, (AFH) *"I'm listening from tiktok and looking for the song after that I'm looking for the translation."*. Looks for the meaning of new words they don't know. It's in line with Kurpaska (2009) which stated that that students like to learn new vocabulary as they are curious and love experiencing new lexical items

Beside that the question in the questionnaire, 12 students or 80% participants said that English songs aided them in learning English vocabulary. According to Peters and Webb (2018) the repetition of single words and multi-words in songs and on-screen dialogues are effective L2 input. Most of them are familiar with English songs, almost every day they listened to English songs based on the questionnaire result 15 students or 100% participants like to listen to English songs and 12 students or 80% participants listened English songs every week. According to Dale (1992 , p.5) stated that songs are good at introducing vocabulary because song gives a meaningful context for vocabulary.

**Conclusion**

From the results of research conducted at SMPN 12 Jember about the perception of eighth grade junior high school students towards learning vocabulary through English songs is they found that English songs could aid them in learning new English vocabulary by listening to English songs. This research revealed that there were three ways how students' learn English vocabulary through English songs. First they listenend and looked for the meaning words or translate it, second they

listened regularly to English songs, and the

last they learned the lyrics and memorize the

new vocabulary they got from the songs.

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