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Students' Perceptions Towards English Song for Learning Vocabulary

Persepsi Siswa Terhadap Lagu Bahasa Inggris untuk Pembelajaran Kosa Kata

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Abstract. Songs are one of the teaching tools used to help the development of English. The use of songs in the classroom has many benefits for the learning process. Therefore, this research was conducted to see whether the use of songs in class can provide benefits in the teaching and learning process. This research was conducted on 8th grade students of SMPN 1 Prambon. In this study researchers used methods with interview instruments. The subjects of this study were 6 students in 1 class. Based on the results of the study, students give positive responses with learning given through songs in the learning process. Students say that they feel learning through songs is very fun and not boring because listening to songs in English, because spending time listening to songs in English makes them more familiar with the word English, also makes it easy to memorize new vocabulary in the lyrics. They also feel enjoying listening to English songs because listening to songs make learning atmosphere more relaxed. In general, students give positive responses to the statement, and the majority agree. The use of English songs can be useful in motivating students to learn English

Keywords - song; Vocabulary; perception

Abstrak. Lagu adalah salah satu alat pengajaran yang digunakan untuk membantu pengembangan bahasa Inggris. Penggunaan lagu di kelas memiliki banyak manfaat untuk proses pembelajaran. Oleh karena itu, penelitian ini dilakukan untuk melihat apakah penggunaan lagu di kelas dapat memberikan manfaat dalam proses pengajaran dan pembelajaran. Penelitian ini dilakukan pada siswa kelas 8 SMPN 1 Prambon. Dalam studi ini para peneliti menggunakan metode dengan instrumen wawancara. Subjek penelitian ini adalah 6 siswa di 1 kelas. Berdasarkan hasil penelitian, siswa memberikan tanggapan positif dengan pembelajaran yang diberikan melalui lagu -lagu dalam proses pembelajaran. Siswa mengatakan bahwa mereka merasa belajar melalui lagu -lagu itu sangat menyenangkan dan tidak membosankan karena mendengarkan lagu -lagu dalam bahasa Inggris, karena menghabiskan waktu mendengarkan lagu -lagu dalam bahasa Inggris membuat mereka lebih akrab dengan kata bahasa Inggris, juga memudahkan untuk menghafal kosakata baru dalam lirik. Mereka juga merasa senang mendengarkan lagu -lagu bahasa Inggris karena mendengarkan lagu membuat suasana belajar lebih santai. Secara umum, siswa memberikan tanggapan positif terhadap pernyataan tersebut, dan mayoritas setuju. Penggunaan lagu bahasa Inggris dapat berguna dalam memotivasi siswa untuk belajar bahasa Inggris.

Kata Kunci - lagu; Kosa Kata; Persepsi

I. INTRODUCTION

English is one way to communicate with foreign people. English is the language most often spoken in the world and every day people speak English wherever they are, such as at work or in everyday life. Indonesian people learn English as a foreign language in order to be able to easy to communicate with strangers. Therefore, English is a mandatory lesson at school. Language skills and language components are the main aspects that must be learned in English studies. Language skills consist of listening, speaking, reading, and Writing and language consists of pronunciation, grammar, and vocabulary.

Vocabulary is a collection of several words that are combined, so it has a meaning. According to [1] students when they want to learn English, first components of language that must be learned by students is vocabulary. Students will difficulty when speaking, writing, and understanding what they are reading and listening without vocabulary. [2] who stated that Students will have a limited understanding in terms of listening, reading, speaking, and writing if they don't master the vocabulary. So students must increase mastery of vocabulary so as not to experience difficulties.

According to [3] lyrics are the set of words that make up a song and are integral to its melody. They are not just a supplementary component of music but play a crucial role in defining the theme and emotional strength of a song.

To fully understand a song's meaning, one should engage with its rhythm, melody, harmony, and the singer's voice by actively singing along.

In SMPN 1 Prambon, The researcher conducted pre-observation in November, during the pre-observation the researcher found several problems with the students in English lesson. Based on pre-observation the students only have limited time when learning English, it has an impact on student vocabulary. It can happen because students only learn English when they are in class. Not only that, student is often not taught to learn vocabulary. Students are also too bad in memorizing vocabulary and the limitations of student vocabulary make them difficult to learn English. Therefore, a learning method is needed to increase student vocabulary mastery. One method that can be used to increase student vocabulary is to use media, such as music, movies, videos. All of these media can be used to facilitate students to learn the mastery of their vocabulary. By using this media, students can learn of vocabulary anywhere and anytime. In this study, the media used to learn vocabulary is a song. Songs can not only make it people relax but also helping people to learn English. Devanellos as cited in [4] states that a song can be used for language learning, not just entertaining. This statement was supported by Prescott as cited in [5] said that song is recommended for students to use as a media for learning English. Therefore, song is very important for learning because it can help students learn and gain knowledge but can also help students increase scores. In SMPN 1 Prambon, learning to use songs was taught at the school, precisely in 8th grade students, the song used is an English song, the title of the song is My Love by Westlife.

The background of this research is to find out how Student perception towards English song for learning vocabulary. Student perceptions are important in learning process, because student perception can be a positive or negative effect for Student. According to Robbins and Langton as cited in [6], Perception is a individuals process to regulate and interpret their sensory impression to give meaning to their environment. In addition, according to [7] Student perceptions are important because they help teachers in the learning process to determine learning methods and media that are suitable for students. Based on the explanation above, the purposes of this study to find what are students' perception towards English songs for learning vocabulary?

II. METHOD

In this study, researchers used Qualitative approach as research. With this qualitative research, researchers focus on objectives how student perceptions towards English songs for vocabulary. This research data was collected by conducting interviews with several students. According to [8], Interview is a two people who exchange information and ideas through questions and responses. The research collect data on students' perception towards english song for learning vocabulary. The results of interviews from students will be displayed descriptively to answer research questions.

Research participants is 6 students eight grade of SMPN 1 Prambon who learned English vocabulary with songs. The participant's profile used as subjects is all female, 14 years old. Participants chosen are students who are active in class based on discussions between teachers and researchers. Researchers have just taken one class with the total number of participants is 6 students. In this research, the process of selecting individuals who will participate in this study is very important. In selecting research participants, this research uses purposive sampling techniques. The use of researchers, interviews and documentation for technical data collection. To collect the data, the first researcher conducted an interview to collect data, then researchers (summarize) data to create a research focus. Then the researcher will explain the data in narrative form. Finally, researchers make conclusions/verification of data to present research results.

The interview questions are adapted from [9]. The interview consisted of 10 questions. After the data collected, it must be analyzed. the data from the interview were analyzed by using the flow model by Miles and Huberman as cited in [10] which consisted of data display, data reduction and drawing conclusion. In other words, conclusions are continuously analyzed and verified for validity to get the perfect conclusion about student perceptions towards English song for learning vocabulary

INTERVIEW GUIDELINES

1.	Have you ever studied vocabulary using English song before?
2.	How do you feel when learning vocabulary through songs?
3.	What do you think about using songs in the learning process, especially learning vocabulary?
4.	Is it important to use song to increase vocabulary mastery?
5.	What benefits do you feel when using song in the vocabulary learning process?

6.	Can those types of song help you to learn more vocabulary?
7.	Do you find any problems in learning vocabulary through songs?
8.	Do you still need some guidance from other people if you find any problems?
9.	In your opinion, what are the advantages from learning vocabulary through Song than the other strategies?
10	Do the new vocabulary that you found in learning vocabulary through song Help your speaking fluency in daily communication?

III. RESULT AND DISCUSSION

This chapter presents a discussion of research findings related to research questions, namely student perceptions towards English songs to learn vocabulary at SMPN 1 Prambon. In this section the researcher explains the data on interviews. The first aspect analyzed in this research focuses on students' interest in English songs. This aspect aims to determine whether students are interested in listening to English songs. The results indicated a positive response, all of the students reported that they enjoy listening to English songs. This finding is further supported by interview responses, which also reveal a preference for English music among the students. To support this, [11] argue that if students are interested in listening to English songs, they are likely to engage with them regularly. This consistent exposure helps students become familiar with English sounds, recognize and correct their pronunciation errors, and ultimately develop a more native-like pronunciation. Over time, this repeated engagement can improve students' ability to recognize sounds and communicate more effectively. The results of this study suggest that students enjoy listening to English music, which indicates that English songs can play a role in enhancing students' independent learning. [12] note that applications accessible anytime and anywhere can promote autonomous learning, with music apps like Joox and Spotify serving as useful tools. Additionally, integrating such media into English teaching can generally increase student motivation and attention, as highlighted by [13]. The researcher divides student perception. Songs are fun media for students, because they make them more focused in learning English to get new vocabulary, and also songs can be used as the right media for listening material. Learning English feels easier for students by using songs, and supported by adequate tools for the success of using songs in learning English. According to [14] songs provide a good learning atmosphere, relieve tension, develop inspiration, motivation and can improve students' memory. Songs have been known by all groups as a medium to help students remember words easily in learning English. This can make students like memorizing and pronouncing words

Students have learned vocabulary using song before. Researchers found this through interviews. When the song was played, students felt relaxed and focused on listening to the song, students said that learning English using songs makes them confused. During learning, when the song is played, researchers found that students' curiosity about vocabulary became increased. They tried to find out what vocabulary was sung by the singer in the song. Students also asked and discussed with other friends about the vocabulary they heard. Every word that comes out of the singer can add new vocabulary to the students when they listen to the song. Students write every English word they hear when the song is played, students feel like writing because of the music song that is played..

Songs are fun and appropriate media to learn English and vocabulary material. This is related to the theory from [15] which states that learning English using songs as a medium in learning is recommended because songs can make the class atmosphere more comfortable for learning English and easier to understand. Student interest when learning to use songs. All respondents responded positively about the song. Students said learning with music is very fun, making them not sleepy and boring. With songs, the classroom atmosphere becomes more fun and alive. that students enjoy learning English with songs. Based on the results of the researcher's interview with students, students gave a positive response to the use of songs in English material. According to the results of the interview, students enjoy learning more using songs, rather than normal learning. One of the students also said that he preferred to learn to use songs, and was bored when he studied in the usual way. Students said that songs were useful for vocabulary mastery. Students said the benefit of learning through songs was that it allowed them to know a lot of English

vocabulary that they didn't know before, and how to pronounce the vocabulary. The English song they listened to was abit confused because they had never heard the song before.

According to the students, all students feel enjoyed to use songs as a learning media. This is also supported by the results of interviews from students who stated that they like listening to English songs and feel happy when learning vocabulary with English songs because it doesn't make them bored. Even though they have some problems such as the melody and tempo being too fast, the accent of the singer's speech. they need guidance from other people to make it easier for them. After getting a positive response from students, it can be said that **learning English through songs is one of the** good choices for learning English for students, especially for vocabulary, and learning will be easier if students have previous experience. The selection of the right song by the teacher at school is one of the reasons why students will not have difficulty learning to use songs. This is in accordance with what Grife it was stated in Afriyuninda, which recommends that the beginner level uses short and slow songs. The song must have a clear voice and that must be understood; There should not be too many instruments to be played at high volume in the song. Students prefer to learn English using song. All students responded fell happily. The reason is because, they can sing while studying, he doesn't feel sleepy, and the class atmosphere is more interesting because of music song. Based on this response, students will be bored if you learn as usual, The selection of learning media that is suitable such as the use of songs can make learning run more effectively, because using song makes the class more fun and students are not easy to sleep in the class.

IV. CONCLUSION

Based on the findings in the previous chapter, researchers **concluded that the use of English songs for vocabulary in the** eighth grade at SMPN 1 Prambon can get positive perceptions using English songs to learn vocabulary. The students also agreed that the song was good to be applied in class, which made students more enthusiastic in learning English, especially learning vocabulary. From the results of interview, the advantage of learning through songs is that students do not feel bored or sleepy in class because their lessons become fun and in class the atmosphere is fun.

Most students said that using English songs can increase their vocabulary, because using songs is easy to learn and fun. Most students agreed that vocabulary increased when Students learn to use English songs for vocabulary. In addition to positive perceptions using English songs for vocabulary, some students stated that using English songs for vocabulary also have negative perceptions. The first comes from the weaknesses caused by the song, some of the words found in the song are not known by previous students, so students **find it difficult to understand the meaning in the** song. The second is from the singer's accent, students feel that the singer's accent is very difficult to hear. They say that the singer's way of speaking is not very clear and difficult to understand.

V. UCAPAN TERIMA KASIH

Segala Puji Bagi Allah Subhanahu wa Ta'ala yang telah mengkaruniakan Berkah dan Kasih sayang-Nya sehingga atas izin Allah penulis akhirnya dapat menyelesaikan Tugas Akhir yang berjudul **"Students' Perceptions Towards English Song for Learning Vocabulary"**.

Penulis menyadari bahwa Tugas Akhir ini tidak mungkin terselesaikan tanpa adanya dukungan, bantuan, bimbingan, dan nasehat dari berbagai pihak.

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