

Student's perceptions of using English song to study vocabulary at senior high school

Maisy Gina Levina Mulyanti (218820300041)

Dr. Vidya Mandarani, SS. M, Hum

English Language Education

Faculty of Psychology and Educational Sciences

University of Muhammadiyah Sidoarjo

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Introduction

Background of The Study

- English is generally considered an international communication language that plays an important role in many fields such as education, business, and culture. In the current era, learning English is essential to be able to communicate in an international language with people from different countries around the world (D. Pajarwati et. al, 2021).
- Vocabulary mastery is an important part of learning English, vocabulary mastery is a key aspect in learning English. (S. Isnaini and D. Aminatun, 2021) learning vocabulary has more impact on the progress of language skills than just focusing on grammar. Without grammar little can be conveyed, without vocabulary nothing can be conveyed (N. W. S. Adnyani et. al, 2020).

Introduction

Background of The Study

- English songs as learning tools have become popular among students because they are a fun and engaging way to learn their vocabulary acquisition. rhythm and melody listening to songs repeatedly can make learning less monotonous (E. Afriyuninda and L. Oktaviani, 2021).

Introduction

Data collection Gap

Previous Research	This Research
<ul style="list-style-type: none">• (Tahani et.al, 2021) This study used mixed methods (quantitative and qualitative) to determine teacher perceptions using questionnaires and interviews.• (M. Fajar Alamsyah, 2021) The research conducted by Alamsyah (2021) using interview.	<p>This study differs from Tahani et.al (2021) and M.Fajar Alamsyah (2021) research in terms of focus and methods. Although both highlight the importance of using songs in English language learning, Tahani research uses mixed methods (quantitative and qualitative) to find out teachers' perceptions by using questionnaires and interviews. While M.Fajar Alamsyah uses qualitative methods by using interviews. while this study focuses on students' perceptions of the use of English songs as a vocabulary learning tool and this study uses observation and interviews as supporting instruments for data collection.</p>

Introduction

Novelty

This study is expected to find out more about grade 12 students' perceptions of the use of English songs in their vocabulary learning. This research is different from what has been mentioned before (data collection method) and from the object. While the previous study discussed teachers' perceptions and students' perceptions in junior high school (grade 8), this study focuses on students' perceptions in using song media for vocabulary learning among grade 12 students in senior high school and uses observation and interview instruments as data corroboration

Research Question

1. How does the teacher use English songs for vocabulary learning in the classroom?
2. How are the student perception using english song to learn vocabulary?

Methods

- **Design**

This research will use descriptive qualitative method.

- **Method and participants**

Observation and student interview, students interviews was conducted with two students, the selection of these two students used purposive participants, because in qualitative research the most important thing is the depth of data, not the number of participants. The two students chosen already represent relevant experiences, so that they can provide in depth information about the topic under study.

- **Instrument**

This study used two main instrument, namely observation and student interview

Finding and discussion

- **The use of English song for vocabulary learning in the classroom**

The observation showed that the teacher used a structured method starting with greetings, objectives, and introducing the song "*Roar*" by Katy Perry. Students listened to the song while filling in missing lyrics and then discussed vocabulary meaning and pronunciation. They later created new sentences using the learned words. The class was interactive and enjoyable, with students actively engaged. This method proved effective in improving vocabulary understanding in a fun and meaningful way

Finding and discussion

- **The student perception in using english song to learn vocabulary**

Interviews with two 12th-grade students revealed that learning vocabulary through songs was more enjoyable, memorable, and effective compared to traditional memorization. Pop and easy-listening songs helped them understand vocabulary faster and made the learning atmosphere more engaging. They also felt more motivated and confident in speaking English, as they became accustomed to listening to and imitating English song lyrics.

Finding and discussion

- **Discussion**

The use of English songs in vocabulary learning has a significant impact on students' motivation, engagement, and vocabulary mastery. Observation and interview results show that songs make the learning process more enjoyable, relevant, and easier to remember. Popular songs that are familiar to students create a meaningful context that helps them retain vocabulary and build confidence in speaking English. The teacher's structured strategy from stating objectives, listening to songs, filling in lyrics, to discussing meanings encourages active participation and deeper understanding. Teachers also build emotional connections by choosing songs based on students' interests, creating an interactive and effective learning environment. This is in line with Kumar et al. (2022), who stated that music and songs are effective tools for increasing students' motivation and focus in language learning.

conclusion

The use of English songs in vocabulary learning has a positive impact on both teaching strategies and student engagement. At SMA Muhammadiyah 4 Porong, songs are implemented through structured steps from introducing key vocabulary, listening and filling in lyrics, to discussing meanings and creating sentences. Students perceive songs as a fun and effective learning medium that enhances motivation, vocabulary retention, pronunciation, and speaking confidence. Overall, songs create an interactive and meaningful learning experience and are highly recommended for vocabulary instruction.

