Senior High School Students' Perspectives

on the Use of English Songs to Improve Vocabulary

SKRIPSI

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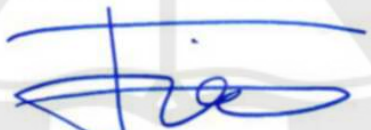

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or part of the work of other people, except those cited in the quotations and the references.

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ABSTRACT

Evani, E. R. (2023). *Senior High School Students' Perspectives on The Use of English Songs to Improve Vocabulary* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

The aim of this survey was to investigate to what extent do Senior High School students learned vocabulary through English songs and to find out the students' perspectives on how English songs influenced their vocabulary improvement. This study involved 124 Senior High School students in Indonesia. This study used mixed methods. The questionnaire was distributed through social media. Based on quantitative data to answer research question one, the finding showed a high average of using English songs to improve vocabulary in the classroom (2.51) and outside the classroom (3.24). To answer research question two, this study had the findings from questionnaire data and interviews data. In general, the findings of quantitative analysis were represented by the high average score (3.32) towards positive attitude towards English songs and the high average score (3.58) on students' perspectives on how English songs influence their vocabulary improvement. In the findings of this study, English songs were beneficial for students in the educational field. Furthermore, this study conducted six students as interviewees. The findings of these qualitative results consisted of four themes. First, students showed their agreement that the students unconsciously acquired English vocabulary from lyrics in English songs. Second, most of the students showed their disagreement that English songs are not really applied in school learning by teachers. Third, the students expressed their feeling that English songs can increase students' motivation to learn vocabulary. Last, most of the students declared a positive feeling that they consciously learn English vocabulary using English songs through classroom activity. This present study aims at describing the use of English songs to improve students' vocabulary. This study also concludes with some implications about the effectiveness of using English songs to learn vocabulary.

***Keywords*:** English songs, Vocabulary learning, Vocabulary

INTISARI

Evani, E. R. (2023). *Senior High School Students' Perspectives on The Use of English Songs to Improve Vocabulary* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Tujuan dari survei ini adalah untuk menyelidiki sejauh mana siswa SMA belajar kosa kata melalui lagu bahasa Inggris dan untuk mengetahui perspektif siswa tentang bagaimana lagu bahasa Inggris mempengaruhi peningkatan kosa kata mereka. Penelitian ini melibatkan 124 siswa SMA di Indonesia. Penelitian ini menggunakan metode campuran. Kuesioner disebar melalui media sosial. Berdasarkan data kuantitatif untuk menjawab pertanyaan penelitian satu, temuan menunjukkan rata-rata penggunaan lagu bahasa Inggris yang tinggi untuk meningkatkan kosa kata di dalam kelas (2,51) dan di luar kelas (3,24). Untuk menjawab pertanyaan penelitian kedua, penelitian ini mendapatkan temuan dari data kuesioner dan data wawancara. Secara umum, temuan analisis kuantitatif diwakili oleh skor rata-rata yang tinggi (3,32) terhadap sikap positif terhadap lagu bahasa Inggris dan skor rata-rata yang tinggi (3,58) pada perspektif siswa tentang bagaimana lagu bahasa Inggris mempengaruhi peningkatan kosa kata mereka. Dalam temuan penelitian ini, lagu berbahasa Inggris bermanfaat bagi siswa di bidang pendidikan. Selanjutnya, penelitian ini dilakukan enam siswa sebagai narasumber. Temuan hasil kualitatif ini terdiri dari empat tema. Pertama, siswa menunjukkan persetujuan mereka bahwa siswa secara tidak sadar memperoleh kosakata bahasa Inggris dari lirik lagu berbahasa Inggris. Kedua, sebagian besar siswa menunjukkan ketidaksetujuan mereka bahwa lagu bahasa Inggris tidak benar-benar diterapkan dalam pembelajaran di sekolah oleh guru. Ketiga, siswa mengungkapkan perasaannya bahwa lagu bahasa Inggris dapat meningkatkan motivasi siswa untuk belajar kosa kata. Terakhir, sebagian besar siswa menyatakan perasaan positif bahwa mereka secara sadar mempelajari kosa kata bahasa Inggris menggunakan lagu bahasa Inggris melalui kegiatan kelas. Penelitian ini bertujuan untuk mendeskripsikan penggunaan lagu bahasa Inggris untuk meningkatkan kosa kata siswa. Penelitian ini juga diakhiri dengan beberapa implikasi tentang keefektifan penggunaan lagu bahasa Inggris untuk mempelajari kosa kata.

Kata kunci**:** *Lagu bahasa Inggris, Pembelajaran kosakata*, *Kosakata*

CHAPTER I
INTRODUCTION

This chapter discusses four sections that consist of the research background, research questions, research objectives, and research benefits.

1. Research Background

Nowadays, English songs are very familiar not only to people from English-speaking countries but also those from other countries like Indonesia. According to Chen & Chen (2009), this is because English songs can be enjoyed by people of various ages, such as children, teenagers, and adults. In addition, young people are very updated with trends, so they always listen to new English songs. In addition, this has become a habit and hobby for them because young people often relate to their feelings.

According to Adnyani and Dewi (2020), songs can help the students' learning process in simulating students' brain work. In English language learning, songs can be one of the beneficial tools in students' skill and language aspects. One of them is vocabulary (Adnyani & Dewi, 2020), According to Jayendran et al. (2021), vocabulary in songs provides a meaningful context in every lyric for vocabulary. He also stated that vocabulary improvement influences learners to understand the language in listening, speaking, reading, and writing practice. Furthermore, improving English vocabulary is necessary, not only used in the classroom but practicing for daily activities (Rachmawati et al., 2020).

In addition, some previous studies mentioned that female and male students in Indonesia lack vocabulary mastery (Rachmawati et al., 2020). Moreover, songs have a lot of rich vocabulary to improve students' vocabulary in English learning (Setiawan, 2019). He also added that listening to English songs can help to improve students' vocabulary and be one of the best ways to learn vocabulary. Besides, without vocabulary in learning and teaching, students cannot improve their skills because vocabulary mastery is foundational to those other skills (Rachmawati et al., 2020). The difficulties of mastering vocabulary might be one of the challenging factors that

can cause students lack of motivation to learn English. According to Ilinawati and Dharma (2019), listening to songs is an interesting activity for students to memorise words and motivate them to search for their meanings. They also added that songs would make the learning process more enjoyable and fun so that they can repeat their favourite songs to improve their English vocabulary.

Furthermore, topics related to learning vocabulary using English songs have been researched in various studies. Moreover, the study of students' perspectives on using songs to learn vocabulary has been researched in Indonesia and outside Indonesia in various studies. Those various studies have focused on both teaching and learning vocabulary through songs. Firstly, several studies used songs to teach vocabulary in Indonesia (e.g. Adnyani & Dewi, 2020; Gushendra, 2017; Ilinawati & Dharma, 2019). Secondly, several studies that used songs to learn vocabulary in English has been conducted in Indonesia (e.g. Faliyanti, 2017; Putri Amelia & Wahyuni, 2021). In addition, there are several studies outside Indonesia which are in Oklahoma and Thailand which examined the use of songs to learn vocabulary (e.g. Dzanic & Pejic, 2016; Phisutthangkoon, 2016). Therefore, the study about senior high school students' perspective on the use of songs to learn vocabulary is relevant to conduct in this research because the study about Senior High School students' perspective on using songs to learn vocabulary is still rare.

Moreover, the participants for this study would be Senior High School (SHS) students in Indonesia. The reason for selecting Senior High School (SHS) students as the participants were that they already had the experience of listening to English songs as part of their learning process in previous English learning and teaching process of English class (Mariana et al., 2021). In comparison, some previous studies already used songs to improve English vocabulary to teach English to Junior High School (JHS) as the participant (e.g. Asyiah, 2017; Paendong et al., 2021; Rohmah & Indah, 2021; Setiawan, 2019). In conclusion, SHS students' that have passed the JHS level in the use of songs to learn vocabulary in the teaching and learning process need to be inspected. Furthermore, the study about SHS students' perspectives did not find in Indonesia. It could be seen from the previous studies already mentioned above.

Creswell and Garrett (2008) stated that quantitative and qualitative methods are integrated and are called mixed-methods. The studies that used mixed-methods in the related topic have not been found in Indonesia. The studies on the use of vocabulary and songs mostly use Classroom Action Research (CAR) (e.g. Setiawan, 2019; Suciati, 2021). Therefore, this study will use mixed-methods, which use both quantitative and qualitative data retrieval. Besides, both quantitative and qualitative methods are combined to collect and analyse the data together so the study will get a deeper understanding (Creswell & Garrett, 2008). This study will use open-ended questionnaires for the qualitative data and close-ended questionnaires to collect quantitative data. Besides, this type of collecting data will complete each other because it improves the data's validity (Zohrabi, 2013). This study reveals the use of explanatory design by using the quantitative method as a builder first, followed by the qualitative method. Almalki (2016) stated that the quantitative data would transfer the information to the data selection on qualitative data to show the relevance in research. To sum up, mixed-method is still pertinent to conduct this study.

2. Research Questions

This study has two research questions related to the Senior High School student's perspectives on the use of English songs to improve vocabulary. Therefore, below are the research questions:

1. To what extent did Senior High School students learned vocabulary through listening to English songs?
2. What were Senior High School students' perspectives on how English songs influenced their vocabulary improvement?

3. Research Objectives

By conducting this study, it is expected that several objectives would be found regarding the students' perspective towards listening to English songs improve their vocabulary learning which includes:

1. To find out the extent to which Senior High School students learned vocabulary through listening to English songs.
2. To see Senior High School students' perspectives on how English songs influenced their vocabulary improvement.

4. Research Benefits

The research benefits of this study will be beneficial and focus on three targets: teachers and other researchers. The benefits of this study are:

1. For teachers, this study can encourage teacher to use songs as a learning media because after knowing high school students' perspective toward the use of English songs to learn vocabulary, they can decide whether or not to use English songs as a learning media to engage students' learning motivation.
2. For other researchers, this study can become a reference and provide a theoretical foundation for the research topic about senior high school students' perspectives on using English songs to improve vocabulary.
3. For student participants, this study can facilitate them to reflect on their experience of learning vocabulary through songs.

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CHAPTER V
CONCLUSION

This chapter will explain the summary, implications and contributions, limitations, and future studies.

A. Summary

This study applied mixed methods both quantitative and qualitative. To answer research question 1, based on the quantitative findings, the students in general demonstrated a high average of using English songs to improve vocabulary in classroom and outside classroom. It can be indicated by the average scores of the extent to which the students used English songs to learn vocabulary in the classroom (2.51) and outside the classroom (3.24). Furthermore, the qualitative data consist of two findings, there were quantitative findings and qualitative findings. To answer research question 2, based on the quantitative findings, the students generally showed a positive attitude towards English songs. As indicated by the high average score (3.32) and mostly agreed that English songs influence their vocabulary improvement. As pointed out by the high average score (3.58) on students' perspectives on how English songs influence their vocabulary improvement.

Based on qualitative study, this study found four themes. There were four themes: students unconsciously acquired English vocabulary from lyrics in English songs, English songs are not really applied in school learning by teachers, English songs increase students' motivation to learn vocabulary, and students consciously learn English vocabulary using English songs through classroom activity. Moreover, this present study found the participants show negative attitudes towards the students' attitude towards English songs. First, most students felt afraid of singing English songs in a classroom. Second, English songs were not really applied in their English material.

B. Implications and Contributions

There are two implications based on the findings of this study. First, teachers need to be aware of the use of English songs in a classroom. For instance, teachers can play English songs on English learning subjects in a classroom. When the teachers play English songs instead of just giving their homework, the students can feel the fun learning atmosphere, learn vocabulary with their classmates, and get more experience listening to English songs in a classroom activity. Second, this study also found that most of the students felt embarrassed when they were asked to sing English songs in front of the class. This may cause them to be afraid of making mistakes when singing in English. But the students really enjoyed learning vocabulary using songs. Students' motivation increases when they learn vocabulary using songs. This finding found that most of the students felt unpressured and more relaxed when they were learning vocabulary using songs.

Despite the implications, this study offers some contributions to other studies. First, this study involved 124 participants from Senior High School students in Indonesia. Then, this study collected in-depth information about students' perspectives on the use of English songs to learn vocabulary. Second, this study will increase the literature about the applications of English songs to learn vocabulary in education. Lastly, there was a lot of weakness about using English songs as a media to learn vocabulary. This study may be a reference to researchers getting more in-depth information on the weakness of using English songs to learn vocabulary.

C. Limitations

This study has limitations. The limitations consist of the limited sources and the region of the participants was not stated. Regarding the participants, a number of the participants were Senior High School students in Indonesia. The number of participants was 124 participants. Since this study investigated Senior High School students in Indonesia, it would be better if the region of the participants were mentioned. Most of the sources consist of a positive attitude towards the use of English songs to learn vocabulary.

D. Future Studies

There are several recommendations for further studies. Firstly, the finding of using English songs to improve vocabulary showed many participants enjoyed using

English songs as a media to learn vocabulary. It recommends that English songs is a good media for students to learn vocabulary. Secondly, future studies might examine the use of other media to learn vocabulary. Thirdly, based on findings on students' less experience using English songs in a classroom, future studies could investigate more from teachers' perspectives because some of the teachers were not applying English songs as material in a classroom. English songs could be utilized to improve students' skills to learn vocabulary.

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