

**EFL LEARNERS' PERCEPTION OF USING ENGLISH SONG LYRICS  
FOR VOCABULARY ACQUISITIONS**

THESIS



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MALANG  
May, 2023**

**EFL LEARNER PERCEPTION OF USING ENGLISH SONG LYRIC TO  
MASTERY A NEW VOCABULARY**

THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for  
the Degree of English Language Teaching (S.Pd.) in the English Education  
Department



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**May, 2023**

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Malang, 09/02/2023



Ika Suci Ciptaning Setyowati

## **DEDICATION**

I sincerely want to dedicate my research to my parents, my mother Sushartiningsih and my father Setyonughroho and my aunt who have been very helpful in supporting me in every path I choose. And giving me sincere love and affection so that I can complete this research.

And I also want to thank all the teachers who have guided me to this who i am right now, as well as to my friends and best friend especially those who really helped me in this research process.

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Ika Suci



## **MOTTO**

You are going through a hard time right now. Allow yourself the space to feel your feelings but remember that this just a moment. The direction will be clear soon. Just keep going and don't give up on yourself. There's a light at the end of the tunnel.

-Ash Alves-

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The Honorable,  
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In  
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*Assalamu'alaikum Wr.Wb*

After conducting several times of guidance in terms of content, language, writing techniques, and after reading the students' thesis as follow:

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therefore, we believe that the thesis of Ika Suci Ciptaning Setyowati has been approved by the advisors for further approval by the board of examiners.

*Wassalamu'alaikum Wr.Wb*

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5. To the writer's mentor, Mr.Basori, M.S, Ed.
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I hope that this thesis is useful for the readers and beneficial to the English teaching and learning process. However, I realize that it is far from being perfect. Therefore, any criticism, ideas and suggestions for its improvement will be greatly appreciated.

Malang, 9 January 2023

The Writer

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17180032

## ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on joint decision of the Minister of Religion of the Republic of Indonesia and The Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows :

|   |   |    |   |   |    |   |   |   |
|---|---|----|---|---|----|---|---|---|
| ا | = | a  | ز | = | z  | ق | = | q |
| ب | = | b  | س | = | s  | ك | = | k |
| ت | = | t  | ش | = | sy | ل | = | l |
| ث | = | ts | ص | = | sh | م | = | m |
| ج | = | j  | ض | = | dl | ن | = | n |
| ح | = | h  | ط | = | th | و | = | w |
| خ | = | kh | ظ | = | zh | ه | = | h |
| د | = | d  | ع | = | '  | ء | = | ' |
| ذ | = | dz | غ | = | gh | ي | = | y |
| ر | = | r  | ف | = | f  |   |   |   |

### A. Long Vowel

Vowel (a) panjang = â

Vowel (i) panjang = î

Vowel (u) panjang = û

### B. Diphthong

آو = Aw

أي = Ay

أو = U

إئ = I

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## LIST OF ABBREVIATIONS

| Abbreviations | Meaning                     |
|---------------|-----------------------------|
| EFL           | English as Foreign Language |
| ICP           | International Class Program |
| I             | Interviewer                 |
| AF            | Correspondent               |
| NK            | Correspondent               |
| KQ            | Correspondent               |
| MZ            | Correspondent               |
| FZ            | Correspondent               |
| SK            | Correspondent               |
| AD            | Correspondent               |
| A             | Correspondent               |
| Q1            | Question 1                  |
| Q2            | Question 2                  |
| Q3            | Question 3                  |
| Q4            | Question 4                  |
| Q5            | Question 5                  |
| Q6            | Question 6                  |
| Q7            | Question 7                  |
| F             | Female                      |
| M             | Male                        |

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## ABSTRACT

Setyowati, Ika. 2023. EFL Learners Perception Of Using English Song Lyric to Mastery A New Vocabulary. Thesis, Department of English Education, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Nurul Kawakip, S.Pd M.Pd

**Keywords: English Songs, Pronunciation, Genre, Vocabulary**

One of the problems often encountered when studying English, especially among students, is a lack of interest during the learning process. One example is when learning vocabulary. The researcher observed that the difficulty faced by students at the time was the difficulty of memorizing new vocabulary, which hindered the progress of their language skills, specifically in English. Vocabulary knowledge plays an important role in the language learning process. This study aimed to understand learners' perspectives on using English song lyrics for vocabulary mastery. It is important to understand the perceptions of each learner as it can aid educators in finding strategies, methods, and styles to solve problems. This research used a qualitative method based on the author's experience as a foreign language learner.

The study explored how using songs in English can help students improve their pronunciation. The research instruments used were questionnaires and interviews. Interviews were used to collect data by interviewing individuals as respondents. The questions in the study included information on students' demographic backgrounds, perceptions of English songs, and the effectiveness of learning listening and speaking skills. The research findings indicate important points related to learners' perceptions of using English songs to improve pronunciation skills and the various perceptions and preferences towards their English vocabulary when listening to English songs.

## ABSTRAK

Setyowati, Ika. 2023. Persepsi Pelajar EFL Menggunakan Lirik Lagu Bahasa Inggris untuk Menguasai Kosakata Baru. Skripsi, Jurusan Pendidikan Bahasa Inggris, FKIP, UIN Maulana Malik Ibrahim Malang. Pembimbing : Nurul Kawakip, S.Pd M.Pd.

**Kata Kunci : Lagu Bahasa Inggris, Pengucapan, Jenis Lagu, Kosa Kata**

Salah satu masalah yang sering ditemui saat mempelajari bahasa Inggris, khususnya di kalangan siswa adalah kurangnya minat selama proses pembelajaran. Salah satunya adalah ketika belajar kosakata. Peneliti mengamati bahwa kesulitan yang dialami peserta didik adalah menghafal kosakata baru sehingga hal tersebut dapat menghambat kemajuan kemampuan berbahasa, khususnya Bahasa Inggris. Pengetahuan kosakata itu sendiri memiliki peran penting dalam proses pembelajaran bahasa. Tujuan penelitian ini adalah untuk mengetahui perspektif peserta didik tentang penggunaan lirik lagu berbahasa Inggris terhadap penguasaan kosakata peserta didik. Selain untuk mengetahui persepsi setiap peserta didik, penelitian ini diharapkan dapat membantu seorang pendidik untuk menemukan strategi, metode, dan bahkan gaya dalam memecahkan masalah.

Metode penelitian ini adalah penelitian kualitatif dan juga berdasarkan dengan pengalaman pribadi penulis sebagai pembelajar bahasa asing.

Adapun pembahasan penelitian ini adalah bagaimana menggunakan lagu berbahasa Inggris dapat membantu siswa meningkatkan pengucapan Bahasa Inggris. Peneliti memutuskan untuk menggunakan instrumen penelitian berupa kuesioner dan wawancara. Wawancara adalah metode pengumpulan data dengan cara mewawancarai individu sebagai responden. Kumpulan pertanyaan dalam penelitian ini terdiri dari latar belakang demografis siswa, persepsi siswa tentang lagu berbahasa Inggris, dan keefektifan pembelajaran pada keterampilan mendengarkan serta berbicara. Hasil penelitian yang dilakukan oleh peneliti menunjukkan bahwa terdapat persepsi pembelajar tentang penggunaan lagu berbahasa Inggris untuk meningkatkan keterampilan pengucapan serta ada banyak perbedaan persepsi dan preferensi terhadap kosa kata Bahasa Inggris mereka dengan mendengarkan lagu berbahasa Inggris.

## البحث مستخلص

إيكا سيتيوواتي 2023. م تصور الطلاب EFL باستخدام كلمات الأغنية اللغة الإنجليزية لإتقان المفردات الجديدة في جامعة مولانامالك إبراهيم الإسلامية الحكومية مالانج. قسم تدريساللغة الإنجليزية، كلية علوم التربية و التعليم جامعة مولانامالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: نور الكواكب الماجستير .

الكلمة الإشتارية : الأغنية، النطق، نوع الأغنية

أحدث من

أكثر

تعلّم المفردات عند منّا واحد. التعلّم عملية أثناء في الاهتمام عدم هو بينالطلاب خاصة الإنجليزية، اللغة تعلّم عند المشاكل تقدمالمهارا ذلك يعيق أن يمكن بحيث الجديدة المفردات حفظ في الطلابتتمثل يواجهها التي الصعوبات أن الباحثة ولاحظت ه البحث هذا من الغرض. اللغة تعلّم عملية في مهم دور نفسهاالم المفردات معرفة من. الإنجليزية اللغة وخاصة اللغوية ت الأغنية كلمات استخدام حول الطلاب نظر لمعرفةوجهات و البحث هذا يساعد أن المأمول من كلالطلاب، من تصورات معرفة إلى بالإضافة. الطلاب مفردات إتقان الإنجليزيةفي اللغة البحث لهذا المستخدمة الطريقة. المشكلات حل في والأساليب والأساليب علنااستراتيجيات العثور في المعلمين ال يساعد أن يمكن كيف البحثهو لهذا المناقشة. الأجنبية اللغة كطالبة للمؤلفة الخبرةالشخصية على وبناء النوعي البحث هي الأغنية باستخدام طلاب المقابلة. ومقابلات استبيانات بشكل البحث أدوات الباحثةاستخدام قررت. الإنجليزية اللغة نطق تحسين على اللغةالإنجليزية البحث هذا في الأسئلة من تتكونمجموعة. كمشتركين الأفراد مقابلة بطريق البيانات لجمع هي طريقة للأغنية الطلاب تصورات الديموغرافيةللطلاب، الخلفية من يعني الباحثة التيأجراها البحث نتائج تشير. الكلام مهارات و الاستماع مهارات التعلّمفي وفعالية الإنجليزية، اللغة استخدامالأغنية حول الطلاب تصورات هناك أن خلالالاست من الإنجليزية لمفرداة المختلفة والتفضيلات منالتصورات العديد وهناك النطق مهارات لتحسين الإنجليزية اللغة الإنجليزية اللغة الأغنية إلى ماع

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher will explain why this research was conducted, which consists of a background of the study, research question, research objective, significance of the study, limitation of the study, and the definition of key terms.

### 1.1 Background of the Study

English language is currently very necessary. Even though, in reality, it is uneasy for individuals to speak fluently using English. Especially in Indonesia itself, English is considered as a foreign language, not the second language used after Indonesian. Public awareness to be able and learn English properly today in Indonesia has improved considerably compared to previous years.

One of the problems that are often encountered when studying English, especially among students, is the lack of interest during the learning process. One of them is when learning vocabulary. This can be known based on direct experience by researchers during the learning process. The difficulty faced by researchers at that time was the difficulty of memorizing new vocabulary so that it hindered the progress of students' language skills, especially English. Knowledge of vocabulary itself has an important role in the language learning process.

Good vocabulary mastery can also help improve students' skills in listening, writing, reading, and speaking. Referring to Tarigan (1986), which states that the quality of a person's language depends on the quality of the vocabulary they have. Which means that the more vocabulary is mastered, the more language skills will

help. Muncie (2002) also states that students with a lot of vocabulary knowledge have better academic.

According to David Wilkins, the use of varied vocabulary can affect individuals in speaking English, quoted by Thornbury (2002: 13), who concludes that it is important to learn vocabulary by saying, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." It means that even if someone has good grammar skills but doesn't have good vocabulary mastery, it will be nothing.

مَسْئُولًا عَنْهُ كَانَ أَوْلَانِكَ كُلُّ وَالْفُؤَادَ وَالْبَصَرَ السَّمْعَ إِنَّ ۖ عَلَّمَ بِهِ لَكَ لَيْسَ مَا تَقْفُ وَلَا

The meaning: And do not follow what you have no knowledge of. Verily, hearing, sight and heart, all of which will be held accountable.

Based on the verses of Al-Qur'an above, the importance of learning new knowledge that was previously unknown. Therefore, an understanding can be accounted for. It is like learning vocabulary through English songs.

Using English song lyrics can remain an easy way to learn English, which can be quite popular among teenagers today. The number of English songs that teenagers often hear today can unconsciously help them know the new vocabulary in English and applied in everyday life or when they speak or present using English.

Based on the explanation above, the researcher decided to investigate how English learners' perceptions change when learning vocabulary through English song lyrics, particularly at UIN Maulana Ibrahim Malang. It is well known that English song lyrics can help improve language skills in a variety of ways.

Particularly in vocabulary mastery. The researcher use UIN Maulana Malik Ibrahim as a subject because UIN is one of the university in Malang that have slogan “World Class University”. That’s mean learning language is important for learner.

There are some previous studies that have been done by other researcher. The thesis written by Bagas Raharjo (2016) entitled “Students Perception on The Support of English Songs to Student’s English Development”. The aim of the research was to add options on teaching sources for both lectures and learners. The research conducted survey research with help of two instrument such as questionnaire and interview. And the participant for the research were 200 learners. Based on the research finding both of them were agree with the help of song in the learning process. This could be seen in the response of the participants. In line with Bagas the other thesis written by Anna Kuśnierek (2016) entitled “ The Role of Music and Song in Teaching English Vocabulary to Students” the author choose teaching with the use of songs as her target in the study because listening to music in English in highly motivating for learners and songs are easily accessible for all learners. The objective of this thesis is to investigate whether the teaching English vocabulary with the use of songs contributes to developing learner’s better memory session of vocabulary. This thesis use experiment as a method.

Moreover the other research by Safa, A.J. (2018) entitled is “Effects of Using Songs on Adult EFL Learners’ Vocabulary Learning “this research investigates the Effects of Using Songs on Adult EFL Learners’ Vocabulary in two groups of male adult Persian learners of English at intermediate level. The sample of the participant have been assigned to experimental group. And the other ones assigned to control group. As a result of performing independent T-test. However, further investigation



is needed in order to determine whether there is any difference between male and female and between different proficiency levels in this regard.

From the discussion above, the researcher wants to continue the previous research and enrich the same findings of similar research. The difference between previous research and the researcher is more specific in one aspect that is Vocabulary mastery, where the previous research mentioned that the subject of the previous research is universal.

Therefore, the researcher wants to know EFL learners' perception, especially in mastering new vocabulary by using song lyrics. The researcher discussed more thoroughly in the previous research while this time it only focused on mastering vocabulary. It can be seen that music is a fun learning media. And also impressive, so mastering vocabulary using English song lyrics can be an alternative that can be used by all groups, especially EFL learners, in mastering new vocabulary. And to find out whether by using English song lyrics they can easily learn new words which will improve their speaking English ability. So this research is needed, which later results from the study can help find answers that to master English is easy and fun. It can use an English song lyrics to master new vocabulary.

Therefore, based on the explanation above, the researcher wants to conduct this research entitled "EFL Learner Perception of Using English Song Lyrics to Master a New Vocabulary of UIN Malang".

## **1.2 Research Questions**

Based on the background of the study described above, it is known that the research question is as follows:

1. How is the EFL learner perception about using English song lyric to mastery a new vocabulary in UIN Malang?

### **1.3 Research Objectives**

Based on the research question above, it can be stated that the research objectives of this study are as follows:

1. To identify EFL learner perception about using English song lyric to mastery a new vocabulary.

### **1.4 Significance of the Study**

#### **1.4.1 Practical Benefit**

##### **1.4.1.1 For teacher**

The researcher believes that later the results of this research will help the teacher to know that the use of song lyric in the vocabulary learning process can improve learner's abilities. And with the reasons above, the researcher hopes that in the future the teacher can have a new perspective on mastering new vocabulary through English song lyrics.

##### **1.4.1.2 For Learners**

The researcher believes that later the results of this research will be able to help learners to find more varied ways to improve skills in vocabulary mastery. So the researchers hope that learners can improve academic and non-academic abilities.

### **1.5 Limitation of the Study**

A research must have a research limit. Therefore, to reduce problems and help researchers to focus on this research. Researchers focus on a more specific

subject than previous researchers. And this research was carried out on learners of UIN Malang majoring in English Education. The researcher in this study was to find out the learners perspectives on the use of English song lyrics on vocabulary mastery in learners. .

## **1.6 Definition of Key Terms**

Based on explanation of the research above here are the definition of some key terms.

### **1. Song Lyric**

According to Moeliono (2007: 624) the word song has the meaning of various rhythmic sounds. Meanwhile, song lyrics according to Moeliono (2007: 628) are literary works in the form of poetry that contain the outpouring of the heart, as the composition of a song. Therefore, to use lyrics a person must be good at processing words. From the expert explanation above, it can be concluded that the song is a combination of music and words. However, in this study, researchers will examine the use of song lyrics, especially in English in the use of language learning.

### **2. Vocabulary**

Based on (Wehmeier et al., 2005: 1707), vocabulary can be interpreted as a whole word in a particular language. For words in a specific language, Vocabulary also plays an essential role in improving individual skills in language, especially

English. For EFL students, using a more varied vocabulary when speaking is needed, especially in an educational or social setting.

### 3. Perception

Based on George and Jones (2006) Perception is how an individual see others and how other perceive individual. They also said that perception is a process to select, organize, and interpret the input from their sense (vision, hearing, touch, smell, and taste) to give meaning. Based on the explanation above, learners' perception of English song can be the key to answer the research question raised by the researcher.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher will explain several definitions and theories related to the subject contained in this study. The approaches that will explain the definition of Vocabulary, Vocabulary in English mastery, difficulties in mastering a new vocabulary, the definition of the English song lyric, the role of an English song lyric, and the last is, the definition of learner perception.

#### **2.1 Vocabulary**

##### **2.1.1 Definition of Vocabulary**

“A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language” (Wikipedia). Vocabulary is now a component of language proficiency, an important factor in vocabulary knowledge that can help master a language. According to the opinion (Wehmeier et al., 2005: 1707), vocabulary can be interpreted as a whole word in a particular language. For words in a specific language, Vocabulary also plays an essential role in improving individual skills in language, especially English. For EFL students, using a more varied vocabulary when speaking is needed, especially in an educational or social life.

(Nation, 1991) furthermore, argues that the acquisition of adequate Vocabulary is essential for successfully using a second language. Without a broad vocabulary, we will not use the structures and functions we might have learned for

understandable communication. (Ilham, 2009) Vocabulary is considered to be at the heart of language learning and teaching. As the essential components of the four language skills (listening, reading, writing, and speaking), vocabulary must be mastered by learners.

### **2.1.2 Vocabulary in English mastery**

Vocabulary mastery itself is one of the essential factors that influence learners to master English fluently. The more vocabulary that is mastered will also benefit English-speaking students. Richards and Renandya (2002) believe that Vocabulary plays an essential part in one's foreign language learning, and language proficiency can affect how well learners speak, read and listen. It is also essential for an educator to pay attention to students learning vocabulary to quickly master it and adjust the appropriate level of competency for learning. (Thornbury, 2002) said mastering vocabulary means that students have comprehensive knowledge about the languages belonging to the meanings, spoken form, written form, grammatical error, collocations of the words, the connotation or associations of the word, and word frequency.

Based on Laufer (1997) defines vocabulary learning as at the heart of language learning and language use. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language.”

### **2.1.3 The difficulties in mastering a new vocabulary**

Learning Vocabulary itself is quite a difficult challenge for students and a teacher. Kweldju (2004) and Priyono (2004) found that learners' limited vocabulary has been the main problem for learners in learning English in the EFL context. From

the previous expert's explanation, mastering vocabulary is not as easy as we imagine, even for some people. It is easy to do. (Nation, 2008) said that effective vocabulary learning requires instruction that is versatile and systematic enough to encourage positive uptake. Therefore, choosing the right learning media to master vocabulary becomes very important.

(Wallace, 1987) states that "learning foreign vocabulary is not only memorizing the words, but it also requires the ability to recognize words, recall, pronounce spells and use them appropriately." In language learning, mastering more vocabulary will improve students' communication skills. Of course, it is not easy for us to master much vocabulary without learning and trying. Wilkins (1972: 111-112) summarized the importance of vocabulary learning: "Without grammar, very little can be conveyed. Without vocabulary, nothing can be obtained." Even without grammar, with some useful expressions and elementary words, people may communicate at a basic level. There are many ways you can master English vocabulary. Some of these methods are difficult, and some are easy to do. One of the ways considered quite difficult for students is when they have to master the vocabulary using a dictionary.

It might be easy for some people who are used to it, but for some who are not used to it or have never before, it will not be easy. Because using a dictionary, we also have to read after that look for the vocabulary we want to master, and it tends to be difficult to do by those who have never done it or have little interest in reading. One of the difficulties in mastering vocabulary is the reason for students difficulty because to master only one type of word, for example. Students have to memorize the word and know the meaning of the word and what it sounds like. So Ehri and

Rosenthal (2007) suggested that vocabulary acquisition should focus on three aspects: remembering the spelling, understanding the meaning, and correct pronunciation. Therefore, many students felt heavy when they had to master vocabulary.

## **2.2 English song lyric**

Music is a language learning tool that can help increase student motivation in learning. Changes in the atmosphere that occur when a song starts to be heard and sung can create a relaxed and comfortable learning atmosphere so that the pressure felt by learners when they want to learn a certain thing will subside. Loomans and Kolberg (1993), as cited from Minchew (2001), also praise the power of play as a learning tool. When learners feel the learning process is fun, the resulting impact will help them understand the material they are good at. Likewise, when they learn to master vocabulary.

One of the keys to success in speaking English well and fluently is to keep practicing and learning. Same thing with mastering vocabulary. Curtain and Dahlberg (2004), as cited from Ara (2009, p.167), explain the key to mastering a language “when language learning begins early, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness.” By referring to their opinion, the researchers found that using English song lyrics will easily help learners master vocabulary.

## **2.3 The role of an English song lyric in Mastering a vocabulary**

English music is a single language unit consisting of several vocabularies that combine culture, vocabulary, listening, grammar, and other language skills. English



song has an important role in the process of learning a foreign language. Kolinsky et al. (2009) have previously found that music can facilitate the comprehension of verbal input. It is stated that music has a calming effect and keeps students from learning boredom. Neurologists have found that music and language processing occurs in the same part of the brain, and there appear to be parallels in how musical and linguistic syntax are processed (Maess et al., 2001). Indicates the fact that using music can help students remember vocabulary quickly. Palmer & Kelly (1992) believe that music can facilitate language learning because "when songs and words match in stress and accent, the learner can experience gains in the comprehension of word stress, attention span, the anticipation of new text, and memory" (qt. From Siskova, 2008).

Not only vocabulary but also with music, students can learn several speaking accents that they can apply when conversing. Among them are American English accents, British English, Australian English, and many other accents. Wallace (1994), as cited from Salcedo (2010, p. 22), comes with his study result, when comparing recall ability, found that spoken text was the least frequently recalled, followed by rhyming text, and then with melodic text as the easiest to remember. Term recall of spoken texts to texts learned with music. The result of the study indicated that memory was significantly more significant for the sung condition than for the spoken condition, revealing that "music, when repeated, simple, and quickly learned, can make a text more easily remembered and better recalled than when the same text is known without melody. As Wallace has explained in his research, music plays a role. To make it easier for learners to master and memorize vocabulary.

## **2.4 Learners' Perception**

### **2.4.1 Definition of Perception**

According to Sarlito Wirawan Sarwono (1983: 89), perception is the ability of someone to organize an observation, including the ability to distinguish, the ability to classify, and the ability to focus. Meanwhile, according to Kotler and Armstrong (2008), the meaning of perception is the process by which people select, organize, and interpret information to form a meaningful picture of the world.

Therefore, each individual can have different perceptions even though they have the same object. It is equally important to know learners' perceptions in the learning process because knowing the perceptions of each learner can help an educator to find strategies, methods, and even styles for solving problems. Generated during the learning process.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, researchers will focus more on the research methods used. Several things include research design, subject of study, research instruments, data collection, and data analysis.

#### **3.1 Research Design**

The qualitative method was chosen because it aims to describe cases in State Islamic University of Maulana Malik Ibrahim Malang, especially about learners' perceptions, especially in the English Education Department, regarding vocabulary mastery using English song lyrics. Starman (2003) states that a case study is a qualitative approach that studies each individual or group, whether it is an important example of a specific case or provides useful generalizations. Therefore, this case study approach helps to determine how learners perceive the use of English songs to master new vocabulary.

#### **3.2 Subject of the study**

The participants in this study were English Foreign Language (EFL) learners, English Education Department. The reason was that the campus had a slogan, "World Class University," where language courses were very important, and attention was paid to learners. A specific example was holding English classes for learners who had to be attended with second semester. English was very important to teachers and students at every time. Therefore, the researcher wanted to know the learners' perspectives on using English song lyrics to master new vocabulary. Laufer (1997) defines vocabulary learning as the heart of language learning and language use. Without vocabulary, speakers cannot convey the meaning and

communicate with each other in a particular language. “Where vocabulary itself helps improve learners' language skills.

The Subject of this study were learners of the English Education Department of Maulana Malik Ibrahim State Islamic University. The total number of respondents to the research is sixty-six in the second semester of the listening class. It is divided into sixteen learners from ICP Class, twenty-five from A Class, twenty-two from the B class, and three from the not category. Twenty-six males and forty females. The author chose learners who sat in the second semester as participants because music helps improve learners' skills in good vocabulary mastery. Learners in this era use many media, one of which is the form of English songs. They used cell phones as they pleased, such as listening to music and social media. The author explained their perception of the English songs they listen to improve their pronunciation skills.

### **3.3 Research Instrument**

In this study, the main instrument was the researcher itself. The researcher decided to use research instruments in the form of questionnaires and interviews. Interviews were a method of collecting data by interviewing individuals as respondents. Based on Zhang and Wildemuth (2009), interviews can be divided into three categories.

The first category is a structured interview with a set of questions; all participants would be asked the same question. The second is by developing an open-ended question. It is the form of a question that demands one correct answer. The open-ended questions address key concepts, processes, and skills that go

beyond specific instructions and define the critical content. The third is the unstructured interview, which is a natural interview. It means the interviewer converses with the participant and asks general or spontaneous questions based on the existing situation.

In this study, the researcher used a semi-structured interview. The researcher chose this because the questions were developed based on the answers from the participants and the situation at that time. The researcher interviewed nine students at different times online via WhatsApp chat and face-to-face. Also, the participants chose freely whether to use the voice note, telephone, or Video call feature. The total of interview questions was seven which the participant will answer.

The next research instrument is a questionnaire. According to Babbie (1990, p.337), a questionnaire is a document containing questions and other items designed to solicit information appropriate to analysis. The questionnaire contained seven open-ended questions, and respondents could answer the question freely.

The researcher interviewed respondents directly by WhatsApp Voice Note and used a worksheet. The Shape of the data is descriptive and phrases of the respondent. The Role researcher with the respondent is interactive, and the model research used viewpoints. The researcher exposes important points from the point of view of the problem researched. The sampling of research consideration of time efficiency, effort, and required costs. The presence of a sample allows energy, time, and cost to become relatively more efficient.

Researchers taking a step in the study are observations, interviews, and documentation. Observations are made naturalistic observations. Both simply define it as "carried out in the real world" – real-based observations and natural. To make "what is observed" (object).

### **3.4 Data Collection**

#### **3.4.1 Questionnaire**

The researcher used a data collection technique in the form of a Google survey to distribute questionnaires to English Education seven learners. There were seven questions in the form of statements, and the participant could answer freely. Data Collection was carried out on English Learners. Batch 2021 with a total of 78 learners, consisting of three classes A, B, and ICP. The Google survey was distributed through the WhatsApp messenger on April 27 – May 1, 2022. The questionnaire was distributed to 78 learners and filled out by 66 people, with 63 learners stating their class and three of them not.

The researcher generated seven questions from two previous studies: Setia et al. (2012) and Beasley and Chua ng (2008). The researcher re-elaborates the questionnaire regarding the research result of those studies. The researcher created an adaptation questionnaire question from the previous two studies with the same objectives and themes as this study. Then the researcher uses a validator by providing input and correction and assessing whether the question is included in the criteria. The validator is a lecturer in a course whose class is used as the object of research, namely a listening class. Reliability in this study is consistent. If re-research is carried out, it produces a similarity. Questionnaire questions are divided

into 3 (Vocabulary, Knowledge, Motivations) groups with the aim of understanding English learning if using a song.

To determine whether the test had good validity, the researcher used two types of validity: content validity and construct validity. Content validity is related to the test's ability to measure the substance's coverage. The question formulation is based on previous research for data validation in the form of re-checking the questions, then giving them to the validator for checking grammar, number of questions, types of questions, and the order of questions, after that a questionnaire was given to the object of research to determine student interest in increasing vocabulary. The set of questions in this study might consist of students' demographic background, students' perception of English songs, and Learning effectiveness on listening and speaking skills.

#### 3.4.1.1 The role of English Vocabulary Learning

The table below is a list of questions regarding students' perceptions of the role of English Learning. This Subject has two components which are described in the following table below :

**Table 3. 1 The Role of English Learning**

| <b>Components</b>   | <b>Questionnaire Questions</b>   |
|---|--|
| 1. Help students in vocabulary English words correctly                                | 1. By Listening to English songs, are You Sure that you have listened to all words clearly |
| 2. Mutual intelligibility (smooth communication between the listener and the speaker) | 2. Is There Any other Media that's make you better at learning English vocabulary          |

### 3.4.1.2 The Benefits of Using songs in learning Vocabulary

The benefits of using a song in learning is to improve English language skills. This Subject has two components which are described in the following table bellow :

**Table 3. 2 The Benefits of Using Songs in Learning Vocabulary**

| Components   | Questionnaire Questions   |
|--|---|
| 1. Song Makes students more enthusiastic and Increases student's interest in learning Vocabulary | 1. Is There any addition of new English vocabulary after listening to song lyrics<br>2. Is your English pronunciation also getting better by listening to song lyrics |
| 2. Improve student's vocabulary skill  | frequently  |

### 3.4.1.3 The Motivation for Learning Vocabulary

The intervention was carried out by using popular English songs as the learning media for the motivation in process of vocabulary mastery. The component of motivation in learning vocabulary is determining the length of time the use of English songs every day. This Subject has three components which are described in the following table 3:

**Table 3. 3 The Motivation in Learning Vocabulary**

| Components                      | Questionnaire Questions               |
|---------------------------------|---------------------------------------|
| 1. Often listen to English Song | 1. How often do you listen to English |
| 2. Choice Genre of English song | songs?                                |



- 
- |  |  |
|--|--|
| <p>3. The song can facilitate students to add vocabulary suitable to their level</p> | <p>2. What genre of the song will you choose to learn English vocabulary?</p> <p>3. What makes you bored when learning English vocabulary?</p> |
|--|--|
- 

### 3.4.2 Interview

In addition to the questionnaire, the researchers used data collection techniques in the form of interviews. The interviews were conducted with nine participants, three English Learners from each class. The interviews were conducted online using WhatsApp via voice note, telephone, video call, or chat.

Interview questions and focus interview three subjects, and each subject have several components that make up several interview questions. The subjects are the role of English vocabulary learning, the benefits of using songs in learning vocabulary, and the motivation in learning vocabulary. The Number of interview Questions is seven questions. The Time of data Collection from June 14-June 22, 2022.

#### 3.4.2.1. The role of English Vocabulary Learning

The table shows that this research used the role of vocabulary learning groups to be observed, So this study has three classes that are given the same question conducted in each Class. This Subject has three components which are described in the following table 4:

**Table 3. 4 The Role of English Vocabulary Learning in Interview**

| Components | Interview Questions |
|------------|---------------------|
|------------|---------------------|

---

|   |   |
|---|---|
| 1. The Knowledge Importance of learning vocabulary                                    | 1. What are your purposes for listening to English song lyrics?                                   |
| 2. Help students in vocabulary English words correctly                                | 2. How do you learn and understand the lyrics' meaning?   |
| 3. Mutual intelligibility (smooth communication between the listener and the speaker) | 3. How do you perceive the method of listening, especially for mastering your English vocabulary? |

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### 3.4.2. 2. The Benefits of Using songs in learning Vocabulary

The benefits of using a song in learning vocabulary is to knowing the effectiveness of English pop songs as a learning media for mastery a new vocabulary. This Subject has 3 components which are described in the following table:

**Table 3. 5 The Benefits of Using song in Interview**

| Components   | Interview Questions   |
|--|---|
| 1. Song makes students more enthusiastic and increases student's interest in learning Vocabulary | 1. Do you prefer a textual book or a practice in learning English? Why?<br>2. What can you learn by listening to an English song lyric? |
| 2. Improve student's vocabulary skill  |   |

---

### 3.4.2. 3. The Motivation in learning Vocabulary

The intervention was conducted by using popular English songs as the learning media for the motivation in learning the vocabulary process of listening.

This Subject has two components which are described in the following table:

**Table 3. 6 The Motivation in Learning Vocabulary in Interview**

| <b>Components</b>   | <b>Interview Questions</b>   |
|---|--|
| 1. English words are minimized to vocabulary by Indonesian students           | 1. Do you enjoy learning English through song lyrics? Why?                                 |
| 2. The song can facilitate students to add vocabulary suitable to their level | 2. What interests you in listening to English song lyrics and learning English vocabulary? |

### 3.5 Data Analysis

Data analysis is a process that leads to a systematic examination to determine the relationship between the pieces of data obtained for later reporting to the people. Ahmadi (2016) suggests that data analysis systematically investigates and arranges interview transcripts, field notes, and other materials you collect to increase your understanding of data and allow you to present the findings. Analyzing data includes working on it, organizing it, breaking it down into manageable units, synthesizing it, looking for patterns, finding what is important and what to study, and deciding what to report (Sugiyono, 2014).

The data that has been collected will be analyzed using a qualitative basis which follows the following steps:

### 1. Coding

Coding is a fundamental process of qualitative research in that the researcher breaks down the collected data using analytical process to find something new. Cresswell (2015) defined coding as a data analyzing process by taking them apart to see the research study findings. In the first step, the data will be grouped based on each question in the questionnaire obtained from different participants.

The researcher distributes the questionnaires to the students through online questionnaires to get some information about students' perception of English songs in learning vocabulary. To distribute the questionnaires, researchers used Google forms. The researcher made seven questions, and students must fill in each question.

### 2. Identifying

In this step, the researcher interpret and analyze the classified data that has been obtained from the coding that has been done previously. The researcher uses data triangulation to determine the validity of the data obtained in the field. Wiersma in Sugiyono (2014) defines triangulations are qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Triangulation is aimed at checking the data's validity and comparing the data that the researcher has analyzed. The quality of the qualitative research has been testified to add more knowledge and promote the research if the research has successfully passed the triangulation (Flick, 2017).

The triangulation technique used by researchers is the triangulation of data collection techniques. Sugiyono (2014) explains that the triangulation technique

tests the credibility or validity of the data. It is done by checking data from all the same sources with different techniques. This is conducted to test the data from three points of view obtained from the data collection techniques obtained. Researchers use existing data through interviews with predetermined subjects and then match it with the documentation obtained from both digital channels (WhatsApp).

The steps in taking the triangulation method are as follows. First, the researcher uses interviews and observations online. In accordance with the research objectives, the researcher uses a data analysis procedure from Miles and Huberman (1992) that consist of three flows activities: data reduction, data display, verification, conclusion, and triangulation. First, data reduction is started by selecting the basic thing and focusing on something important to the data's content and simplifying it. The data here is “ EFL learners perception of using English song lyrics to mastery a new vocabulary”. The researcher summarize it by separating the accurate and inaccurate data. Second, the researcher displays the data by presenting the data collected from questionnaires and interviews.

The researcher displays the data from questionnaires by interpreting the data in the form of the word, sentences, and narratives and transcribes the data gained from the interview to make it easier to understand and to arrange the next step to take an appropriate conclusion. Third, verification and conclusion, in this step the researcher's conclusion will be verified to the notes taken and furthermore. It aims to conclude by concluding clear data and a good statement. Lastly, to validate the data, the researcher used the triangulation technique, which used various data sources, especially from the subject, to increase the credibility of the data obtained. The researcher will look for more than one source to understand the data or

information. It is beneficial in confirming findings, increasing validity, and enhancing understanding of studied phenomena. It was assisted by using interviews, questionnaires, and documentation.

### 3. Summarizing

In the last step, the researcher summarizes and displays the data results. The data were displayed in the form of a percentage form. Data checked aims to fill the standard so it can be accounted for (Farida Nugrahani, 2014). Sugiyono (2014) also explains that the main criteria in the data for the qualitative research results are valid, reliable, and objective. This process involved the construction of the research's result into a conclusion based on data interpretation. Researchers present research results based on each class (ICP, A, B)

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter is discuss about the finding and discussion of the EFL learner's perception about using English song lyrics to master a new vocabulary at State Islamic University.

#### 4.1 Findings

##### 4.1.1 The Result of the Questionnaire

The researcher obtained the data from a questionnaire focusing on the EFL learner's learning aid on their listening in mastering a new vocabulary. There are two questions about the role of English vocabulary learning, two about the benefits of using songs in learning vocabulary, and three about motivation in learning vocabulary.( see table 4.1)

**Table 4. 1 Effect English by listening song's lyrics**

| <b>Is your English pronunciation also getting better by listening to song lyrics frequently</b> | <b>Frequency of Student</b> | <b>Percentage</b> |
|---|-----------------------------|-------------------|
| of course   | 39                          | 59.09%            |
| Little by little  | 16                          | 24.24%            |
| No  | 11                          | 16.66%            |
| Total   | 66                          | 100%              |

Based on table 4.1 , 39 learners (59.09%) state that their English pronunciation frequently increase by listening to song lyrics. From the table, the lyrics of an English song had a half impact on it, 16 learners (24.24%). The rest of

the learners, 11 (16.66%), do not feel an improvement in English pronunciation after listening to English songs.

**Table 4. 2 Listening English Songs**

| <b>By listening to English songs,<br/>are you sure that you have<br/>listened to all words clearly</b> | <b>Frequency<br/>Student</b> | <b>Of Percentage</b> |
|--|------------------------------|----------------------|
| Really   | 10                           | 15.15%               |
| Maybe  | 24                           | 36.36%               |
| No   | 32                           | 48.48%               |
| Total  | 66                           | 100%                 |

From the table 4.2, learners find new mastery of the English vocabulary process. The result of this table nine is presented the word mastery conviction of an English song. Generally, the listening process consists of analysis, transferring, and checking. Based on the table above shows that most of the students answered Not listened to all words ten learners (15.15%). Answer to uncertainties from their listening in all words clearly 24 learners (48.48%), even with said really can listen to the song only ten learners (15.15%). The data show that students unsure can hear all the words in the song lyrics.

**Table 4. 3 Genre of Songs**

| <b>What genre of the song will<br/>you choose to learn English<br/>vocabulary?</b> | <b>Frequency<br/>Student</b> | <b>of Percentage</b> |
|--|------------------------------|----------------------|
| R and B  | 6                            | 9.09%                |



|         |    |        |
|---------|----|--------|
| Pop     | 43 | 65.15% |
| Jazz    | 5  | 7.57%  |
| Hip Hop | 1  | 1.51%  |
| Mellow  | 7  | 10.60% |
| Rock    | 4  | 6.06%  |
| Total   | 66 | 100%   |

The kind of music that learners love most is pop 43 (65.15%), followed by mellow genre seven learners (10.60%), and least of all, hip hops one learner (1.51%). The learners liked pop songs the most to enhance their English vocabulary because the music can be studied easily and modern for them.

#### 4.1.1.1 Addition of New English Vocabulary

**Table 4. 4 Addition of New English Vocabulary**

| <b>Is there any addition of new English vocabulary after listening to song lyrics</b> | <b>Frequency Of Student</b> | <b>Percentage</b> |
|---|-----------------------------|-------------------|
| Yes   | 63                          | 95.45%            |
| No  | 3                           | 0.045%            |
| Total   | 66                          | 100%              |

These items are used to find the learning method by listening to song lyrics applied by the accounting study program from the questionnaire. Table ten above shows 63 learners (95.45%) agree to listen to song lyrics and addition of new English vocabulary.

**Table 4. 5 Often Listen to English Songs**

| <b>How often do you listen to English song</b> | <b>Frequency of Student</b> | <b>Percentage</b> |
|--|-----------------------------|-------------------|
| Often  | 59                          | 89.39%            |
| Seldom   | 7                           | 10.60%            |
| Total  | 66                          | 100%              |

Table 11 above shows that students learned English songs in a day to a week. There were 59 learners (89.39%) who often listened to English songs and seven (10.60%) who seldom listened to English songs.

**Table 4. 6 The Reason A Bored Learning English**

| <b>What makes you bored when learning English vocabulary</b> | <b>Frequency of Student</b> | <b>Percentage</b> |
|--|-----------------------------|-------------------|
| Complex Vocabulary   | 30                          | 45.45%            |
| The same method of learning                                  | 18                          | 27.27%            |
| By Memorizing word by word                                   | 8                           | 12.12%            |
| Nothing  | 10                          | 15.15%            |
| Total  | 66                          | 100%              |

Learners feel bored when learning English vocabulary when the same learning method is used, complex vocabulary occurs, and word by word memorization happens. Based on table 12, 30 learners chose complex vocabulary. Writing, reading, and hearing English words are less common. Another factor that

causes learners to become bored with learning English is the same method of learning (18 students 27.27%), and by memorizing word by word, eight students (12.12%), ten students had no problem and enjoyed learning English.

**Table 4. 7 Other media that makes you better at learning English vocabulary**

| <b>Is there any other media that makes you better at learning English vocabulary</b> | <b>Frequency Student</b> | <b>Of Percentage</b> |
|--|--------------------------|----------------------|
| Yes  | 66                       | 100%                 |
| No   | 0                        | 100%                 |
| Total  | 66                       | 100%                 |

The first category was about the Effect of English by listening to song lyrics. In the first question, it can be seen that learners, as many as 39 (59.09%) learners, their English pronunciation also improved by listening to song lyrics frequently.

The researcher got the final results of the achievements of the learner in learning new vocabulary by using English songs as a learning media. From these data, it can be said that the answer “**Yes**” is most chosen in this statement. Moreover, no one answered “**No.**”

#### **4.1.2 The Result of the Interview**

To support the study result from the questionnaire, the researcher used interviews with nine students selected from 3 learners in class A, three in class B, and three in class ICP. Thus, the use of the entire population without having to draw a research sample as a unit of observation.

The interview questions comprised three subjects, each with several components that make up several interview questions. The subjects are the role of English vocabulary learning, the benefits of using songs, and the motivations for learning vocabulary.

#### **4.1.2.1 The Role of English Vocabulary Learning**

The researcher uses one lyric song in English vocabulary to make it pleasing and interesting to the learners. The media is a lyric song. Using lyric songs, learners feel something new and different from what they usually got in class. There are three questions.

First, what are your purposes for listening to English song lyrics?

The interview result showed that all learners purposed to listen to English song lyrics.

Answer 1: *My goal in listening to songs with English lyrics is to enrich my vocabulary and understand the implied meaning of a song*

Answer 2: *My goal is to listen to English songs, which is to increase my vocabulary, but also to practice listening and pronunciation. Besides that, because my hobby is listening to English music, the main goal is entertaining and luring up the atmosphere.*

Answer 3: *My purpose in learning English by using English song lyrics is. First, I like singing, so I think that by using English songs, I can enjoy my study that is studying while singing. Furthermore, second I think English song is challenging. Because sometimes we hear and see the lyrics differently, I need to try to understand word by word.*

Responses from the interview are in the appendix. For the first question, most learners answered that the goal is to listen to English songs, increase vocabulary, and practice listening and pronunciation. English song is challenging. Because sometimes what is heard and seen in the lyrics are different, they must try to understand word by word.

The second question is, how do you learn and understand the meaning of lyrics?

*Answer class A: Sometimes, the meanings in English and Indonesia different. However, if I have listened to the song but still cannot understand the meaning. I will check it on google.*

*Answer class B: I usually interpret the lyrics of the song, or if I don't know the meaning of the lyrics then I try to find the meaning of each vocabulary word that I am still confused about.*

*Answer ICP: Usually I will listen to the song over and over again, and if there are still words that i don't know the meaning of, then I will look at the meaning.*

Responses from the interview are attached in the appendix. From the question above, most learners stated that they learn and understand the meaning of lyrics still confused. Moreover, that reason summarizes some of their answers. So they technic to learn and understand the meaning of lyrics with google or guess the meaning of the word and combine it with song titles.

The third question is, how do you perceive the method of listening, especially for mastering your English vocabulary?

Answer class A: *I use the listening method to improve my English skills. Listening to English music, watching English films, listening to podcasts in English, etc.*

Answer class B: *listen as often as possible, and repeatedly, and it will be easier if i like the music or song and the podcast content.*

Answer 3 class ICP: *To understand an English conversation because it's important for me as an EFL learner to have a good English conversation.*

They use the listening method to improve their English skills. Listening to English music, watching English films, and listening to podcasts in English. They need to listen many times.

#### **4.1.2.2. The Benefits of Using Songs in Learning Vocabulary**

Two questions are related to the benefits of using songs in learning vocabulary: whether songs can increase interest in learning vocabulary, Song Makes learners more enthusiastic, and how English songs can improve learners' vocabulary skills.

The first question is, do you prefer a textual book or practice learning English? Why?

Answer 1 class A: *I think both of them must balance. We need a textual book for the material. Moreover, we need to practice English. Because if we understand the lesson without practice is useless.*

Answer 2 class B: *I like both, but somehow for listening skill i prefer the practical way. Because book is more grammar.*

Answer 3 class ICP : *I choose both, because before we practice directly we have to learn it first through the books and after study it must be also be practiced in order to get maximal results.*

In this question, the learners answered that they prefer direct practice because it will not be optimal if they only learn theory but do not practice it. Because in the opinion, by practicing it directly, we will get used to speaking English and also be able to understand their mistakes in English pronunciation.

The second question is, what can you learn by listening to an English song lyric?

Answer students class A: *I can learn pronunciation, and also I got many new vocabularies.*

Answer Students Class B: *I can learn the vocabulary and how to pronounce it.*

Answer Students Class ICP: *Honestly, from that point, I can learn everything, such as culture, art, and of course, the word itself.*

They believe listening to an English song can add to new vocabulary, correct pronunciation, and practice our listening skills.

#### **4.1.2.3 The Motivation of Using Songs in Learning Vocabulary**

Two questions are related to the benefits of using songs in learning vocabulary: whether English words are minimized to vocabulary by Indonesian learners and with the song can be facilitated learners to add vocabulary suitable to their level.

The first question is, do you enjoy learning English through song lyrics? Why?

Answer class A: *Yes, Because English songs never failed.*

Answer class B: *Yes, I really enjoy this method because I like listening to songs, and learning English is fun; this way is easy to understand.*

Answer class ICP: *Yes, I really enjoy it, because we can still learn English without getting confused or bored.*

Responses from the interview form are attached in the appendix. In This Question, the learners admitted that they really enjoyed listening to songs because they think learning English through songs is very exciting. In addition to getting entertainment by listening to music and learning indirectly.

The second question is, what makes you interested in listening to English song lyrics and learning English vocabulary?

Answer Class A: *I think that is a fun thing for studying and reduces boredom.*

Answer Class B: *Because English is very fun, I can learn anywhere from anyone by listening to songs.*

Answer Class ICP: *Because basically i like music, especially music with english song lyrics, therefore i will always be interested in this method.*

In the question above, the learner stated that learning and increasing the English vocabulary of the song was interesting, in the majority of respondents said if they learned it with songs it comes the tone, music, and rhythm be custom because their hobby is listening to music, especially music in English. So they really enjoy learning English through music lyrics. Based on the question, it was found that songs are related to language skills, especially listening and speaking skills. By Listening to the song, learners could get a great English vocabulary that supported their English development.



## 4.2 Discussion

In this part, the researcher discusses the results of the study by focusing on the research objectives. The purpose of this study was to elaborate on the perception of the English Education Department of Maulana Malik Ibrahim State Islamic University.

The learners on using English songs to improve pronunciation skills. To elaborate on the learner perceptions, researchers used questionnaires and interviews. The researcher combined the instruments to support the research data. Provides discussions in case of answering the research problem. Some supporting theories will be used in case of supporting the discussion. The research showed that the songs help the students develop their listening, speaking, and language elements such as pronunciation, vocabulary, and grammar.

The results showed that learners were enthusiastic about learning vocabulary through songs. These results show that most students "agree" that songs help them to gain more vocabulary.

From the research findings, it is found that songs are a good learning source in a way to learning English. The reason is explained by Nation (2014), who says that a useful thing to do in the early stages of learning another language is to listen to how the language is spoken, even when you do not understand anything. Moreover, listening allows quick and precise analysis of sounds heard (Hieberth, 2005); with the support of songs, the learners can have a bigger chance to listen carefully to the language. According to Hsu et al. (2013), among these aspects,

listening is an important capability of social interactions, and it has been found that people receive new messages more efficiently by listening than reading.

Learners' perceptions of their impressions the use of English songs in mastery vocabulary, the researcher found they felt happy and enjoyed the song, so they were addicted to listening repeatedly. This is evidenced by more than half of them giving a very positive perception. They also feel that English is easier to learn by using English songs as learning media. That way, songs are more effective for mastery a new vocabulary than just taking lessons in class. This perception has linearity with the results of interviews that listening to songs can increase their interest in learning vocabulary.

Based on the results of the questionnaire got learners' cognitive abilities in learning pronunciation and mastery vocabulary through English songs. Learners stated that songs could improve listening skills, enrich vocabulary, and help understand the implied meaning of a song. English songs can increase their knowledge of pronouncing each word that they listen to.

Based on the results of the interviews, the learners admitted to having difficulties learning English pronunciation because English is not the language they often use, so they are not used to it. Therefore, they needed to learn modules to improve their vocabulary and listen to English vocabulary to facilitate pronunciation. Learners who listen to songs prefer direct practice because it will not be optimal if they only learn theory but don't practice it. They will get used to speaking English and also be able to understand the meaning of the word, the spelling also how to pronounce it.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The research findings explain important points related to learners' perceptions of using English songs lyrics to mastery a new vocabulary . Based on the data collected and analyzed from the questionnaires and interviews, it can be concluded that most learners feel English songs are very helpful for them in a way to mastery vocabulary . They also feel that the English song they listen to can encourage learners' motivation to learn the correct pronunciation, increase their new vocabulary and learn English more deeply. In addition, the genre of the music also makes learners feel happy and relaxed. They also feel that by listening to the lyrics of English songs carefully, they can easily get information about the correct pronunciation from native speakers. It makes them enthusiastic and increases their interest in learning English. By looking at the reasons for choosing the topic, this study collects the data and explains the phenomenon of learners' perceptions of English songs can provide students with learning to understand the song and get new vocabulary in the learning.

Based on the result, the researcher found many different perceptions and preferences toward their way to mastery English vocabulary by listening to English songs. According to the research findings, the researcher could conclude the topics based on the data collected before. The topic was about the learners' perception of the mastery of vocabulary through English songs lyrics.

## 5.2 Suggestion

Learners can practice listening and mastery vocabulary in to more creative and fun way. Still, they can choose what kind and genre of songs that make them comfortable in the learning process so learners are more relaxed, enthusiastic, interested, and have fun while learning English. English teachers are suggested to used English song lyrics as vocabulary mastery media also istening learning media or as one of the strategies during the teaching and learning process since it has been proven that English song lyric can effectively improves learners' listening comprehension and also increase their new vocabulary to gain more confident when they do a conversation. However, the teacher should thoroughly choose the songs that will be used in order to suit the topic and the materials being discussed in listening activities. The school is suggested to review the policy of allowing the students to use gadgets or electronic media in the class to support the teaching and learning process since the implementation of English songs lyrics needs electronic media.



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## APPENDIX

### The interview transcription

#### Appendix I : Interview 1

Subject : Male 1  
 Date : 14<sup>th</sup> June 2022  
 Coding Description : I (Interview), AF (Correspondent)  
 Class : B

I : *“What are your purposes of listening English song lyrics?”*

AF : *“My goal in listening to songs with English lyrics is to enrich my vocabulary and understand the implied meaning of a song”*

I : *How do you perceive the method of listening, especially for mastering your English vocabulary?*

AF : *The way I implement this method is by directly listening to the songs that I access through the youtube/spotify platform and then crosschecking with the original lyrics*

I : *Do you enjoy learning English through song lyrics? Why?*

AF : *Yes, because I will know what the real lyrics are like. Besides that, it also adds to my knowledge about how to pronounce every word that I listen to*

I : *Do you prefer a textual book or practical in learning English? Why?*

AF : *I prefer both, because practice without the help of learning modules will be less than optimal, and so on*

I : *How you learn and understand the meaning of lyrics itself?*

AF : *The way i pronounce of each word, can enrich the vocabulary and understand the implicit elements in the song itself*

I : *What can you learn by listening an English song lyric?*

AF : *By understanding the words I already know the meaning before and with the help of a dictionary for words I don't know the Indonesian meaning of*

I : *What makes you interest to in listening to English song lyrics and learning English vocabulary?*

AF : *What makes me interested is the benefits of listening to English-based songs enough to help me improve my English skills*

#### Appendix II : Interview 2



Subject : Female 2

Date : 14<sup>th</sup> June 2022

Coding Description : I (Interview), NK (Correspondent)

Class : A

I : *What are your purposes of listening English song lyrics?*

**NK** : *My goal is to listen to English songs, which is to increase vocabulary, but also to practice listening and pronunciation. Besides that, because my hobby is also listening to English music, the main goal is to entertain and liven up the atmosphere.*

I : *How do you perceive the method of listening, especially for mastering your English vocabulary?*

**NK** : *I use the listening method to improve my English skills. by listening to English music, watching English films, listening to podcasts in English, etc.*

I : *Do you enjoy learning English through song lyrics? Why?*

**NK** : *Yes, because I think learning English through songs is very exciting. In addition to getting entertainment by listening to music, we also learn indirectly.*

I : *Do you prefer a textual book or practical in learning English? Why?*

**NK** : *I prefer direct practice, because in my opinion if we only learn theory but don't practice it, it will not be optimal. because in my opinion, by practicing it directly, we will get used to speaking English and also be able to understand our mistakes in English pronunciation.*

I : *How you learn and understand the meaning of lyrics itself?*

**NK** : *Usually I interpret the lyrics of the song, or if I don't know the meaning of the lyrics then I try to find the meaning of each vocabulary word that I am still confused about.*

I : *What can you learn by listening an English song lyric?*

**NK** : *Define new vocabulary, correct pronunciation, practice our listening skills.*

I : *What makes you interest to in listening to English song lyrics and learning English vocabulary?*

**NK** : *Because my hobby is listening to music, especially music in English. so I really enjoy learning English through music lyrics.*

### Appendix III : Interview 3

Subject : Female 3

Date : 14<sup>th</sup> June 2022

Coding Description : I (Interview), KQ (Correspondent)

Class : A

I : *What are your purposes of listening English song lyrics?*

**KQ** : *My purpose learning english by using English song lyrics are first I like singing, so I think that by using English song I can enjoy my study that is studying while singing. And the second I think English song is challenging. Because sometimes what we heard and what we see on the lyrics are different, so I need to try understand word by word.*

I : *How do you perceive the method of listening, especially for mastering your English vocabulary?*

**KQ** : *Absolutly I need to listen many times. Then, when I feel I have already understand the lyrics I try to check it.*

I : *Do you enjoy learning English through song lyrics? Why?*

**KQ** : *Yes, Because English song is never failed.*

I : *Do you prefer a textual book or practical in learning English? Why?*

**KQ** : *I think both of them must balance. We need textual book for the material. And also we need practical also in english. Because if we just understand the lesson without practice is useless.*

I : *How you learn and understand the meaning of lyrics itself?*

**KQ** : *Sometimes meaning in England and Indonesia are different. But if I have listened the song but I still can't understand the meaning. I will check it on the google.*

I : *What can you learn by listening an English song lyric?*

**KQ** : *I can learn the pronunciation, and also I got many new vocabularies.*

I : *What makes you interest to in listening to English song lyrics and learning English vocabulary?*

**KQ** : *Because I think that's a funny thing for studying and reduces boring when we were studying.*

#### **Appendix IV : Interview 4**

Subject : Male 4  
 Date : 15<sup>th</sup> June 2022  
 Coding Description : I (Interview), MZ (Correspondent)  
 Class : A

**I** : *What are your purposes of listening English song lyrics?*

**MZ** : *My goal for listening music with English lyrics because i want to know "How to pronounce every word in English" properly and correctly.*

**I** : *How do you perceive the method of listening, especially for mastering your English vocabulary?*

**MZ** : *In the fact there so much way to use the listening metode in English learning, one of them is watching movie with english subtitles or conversation.*

**I** : *Do you enjoy learning English through song lyrics? Why?*

**MZ** : *I always enjoying learning English with English song lyrics as a learning medial. Why, because its fun, entertaining and interesting so i can receive learning material more easily.*

**I** : *Do you prefer a textual book or practical in learning English? Why?*

**MZ** : *I prefer to practice directly. Why? because if I practice it right away, then as soon as possible i will know where my mistakes are and can correct where my shortcomings are. Because we learn a language, if it's only material but lacks practice, then I think reciting the language will be a bit hampered.*

**I** : *How you learn and understand the meaning of lyrics itself?*

**MZ** : *I usually understand the meaning of the English lyrics using translate, then I guess and try to understand and combine it with the title of the song, only then can I understand what the song means.*

**I** : *What can you learn by listening an English song lyric?*

**MZ** : *By listening to a lot of English song lyrics, I gained a lot of new knowledge, namely missing, idioms and vocab in English.*

**I** : *What makes you interest to in listening to English song lyrics and learning English vocabulary?*

**MZ** : *What interested me is because, firstly, I really like music, and secondly, the English lyrics are not too fixated on grammar which is a bit confusing for me.*

## Appendix V : Interview 5

Subject : Female 5  
 Date : 15<sup>th</sup> June 2022  
 Coding Description : I (Interview), FZ (Correspondent)  
 Class : B

**I** : *What are your purposes of listening English song lyrics?*

**FZ** : *To be honest, it just for fill my free time and chill, cuman buat isi free time, but sometimes i also curious about the meaning of the lyrics itself.*

**I** : *How do you perceive the method of listening, especially for mastering your English vocabulary?*

**FZ** : *Listen as often as possible and repeatedly, and it will be easier to sing if I really enjoy and like the podcast or the music.*

**I** : *Do you enjoy learning English through song lyrics? Why?*

**FZ** : *I enjoy learning English through song lyrics because we can know the meaning of the lyrics itself also increase and mastery some new vocabulary.*

**I** : *Do you prefer a textual book or practical in learning English? Why?*

**FZ** : *I like both. But somehow for listening skill i prefer the practical way. because book is more for grammar*

**I** : *How you learn and understand the meaning of lyrics itself?*

**FZ** : *Sometimes i search on google for the meaning if dont understand the words.*

**I** : *What can you learn by listening an English song lyric?*

**FZ** : *I can learn new vocabulary, phrase or the slank word.*

**I** : *What makes you interest to in listening to English song lyrics and learning English vocabulary?*

**FZ** : *Yes, the problem is that I heard this song many times, so I think it's just stuck. especially if you already understand the meaning of the song, it can be related to the situation we are listening to.*

## Appendix VI : Interview 6

Subject : Female 6  
 Date : 15<sup>th</sup> June 2022  
 Coding Description : I (Interview), SK (Correspondent)  
 Class : B

**I** : *What are your purposes of listening English song lyrics?*

**SK** : *To make me more sensitive to English and get new vocab and also understand how to pronounce it.*

**I** : *How do you perceive the method of listening, especially for mastering your English vocabulary?*

**SK** : *The way I use the listening method is to listen carefully and observe.*

**I** : *Do you enjoy learning English through song lyrics? Why?*

**SK** : *Yes, I really enjoy this method because I like listening to songs and learning English is fun this way is easy to understand.*

**I** : *Do you prefer a textual book or practical in learning English? Why?*

**SK** : *I prefer to learn English with direct practice because I think that way I can understand easily and also help in speaking to make it more fluent.*

**I** : *How you learn and understand the meaning of lyrics itself?*

**SK** : *If I listen to an English song, I must use the meaning as well so I can understand it and as much as possible if I get a new vocab I try to use it in speaking to keep remembering.*

**I** : *What can you learn by listening an English song lyric?*

**SK** : *I can learn the vocabulary and how to pronounce it correctly.*

**I** : *What makes you interest to in listening to English song lyrics and learning English vocabulary?*

**SK** : *Because English is very fun, I can learn anywhere from anyone by listening to songs*

## Appendix VII : Interview 7

Subject : Female 7  
 Date : 16<sup>th</sup> June 2022  
 Coding Description : I (Interview), N (Correspondent)  
 Class : ICP

I : *What are your purposes of listening English song lyrics?*

N : *My goal with listening to songs with English lyrics is to add new vocabulary.*

I : *How do you perceive the method of listening, especially for mastering your English vocabulary?*

N : *To be honest, I only use the listening method for movies and music, because with those two things I can already learn to handle vocab and pronunciation.*

I : *Do you enjoy learning English through song lyrics? Why?*

N : *Of course , I really enjoy this method because it's easier to understand and more interesting to me*

I : *Do you prefer a textual book or practical in learning English? Why?*

N : *Direct practice is one of my choices, because practice is more worth it than just reading books*

I : *How you learn and understand the meaning of lyrics itself?*

N : *The way I do this is by listening many times and interpreting each word so it's easy and quick to understand.*

I : *What can you learn by listening an English song lyric?*

N : *By listening to English song lyrics, of course I can add new vocab and know the meaning of the song*

I : *What makes you interest to in listening to English song lyrics and learning English vocabulary?*

N : *Because basically I am a person who understands better by listening, therefore listening makes me understand things better.*

## Appendix VIII : Interview 8

Subject : Female 8  
 Date : 16<sup>th</sup> June 2022  
 Coding Description : I (Interview), AD (Correspondent)  
 Class : ICP

I : *What are your purposes of listening English song lyrics?*

AD : *I have three reasons, namely to practice my listening skills, increase my vocabulary, and the last one is because I like western music genres.*

I : *How do you perceive the method of listening, especially for mastering your English vocabulary?*

AD : *Specifically by listening to music in particular and listening to podcasts occasionally*

I : *Do you enjoy learning English through song lyrics? Why?*

AD : *Yes, I really enjoy it, because it's something I like so when I go through it I'm not burdened at all.*

I : *Do you prefer a textual book or practical in learning English? Why?*

AD : *I chose both, because before we practice directly we have to learn it first through books and after studying it must also be practiced in order to get maximum results.*

I : *How you learn and understand the meaning of lyrics itself ?*

AD : *Usually I will listen to the song over and over again, and if there are still words that I don't know the meaning of, then I will look at the meaning.*

I : *What can you learn by listening an English song lyric?*

AD : *To be honest, by listening to song lyrics, especially in English, I can add new vocabulary and train my listening skills.*

I : *What makes you interest to in listening to English song lyrics and learning English vocabulary?*

AD : *Because basically I like music, especially music with English lyrics, therefore I will always be interested in this method.*

### **Appendix IX : Interview 9**

Subject : Male 9  
 Date : 16<sup>th</sup> June 2022  
 Coding Description : I (Interview), A (Correspondent)  
 Class : ICP

I : *What are your purposes of listening English song lyrics?*

A : *Having fun and learn their culture through music thats my point or purpose from listening english song lyrics*

I : *How do you perceive the method of listening, especially for mastering your English vocabulary?*

A : *To understand an english conversation because its important for me as EFL learner to have a good english conversation*

I : *Do you enjoy learning English through song lyrics? Why?*

A : *Yes i really enjoy it , because we can still learn english without getting confused or even bored*

I : *Do you prefer a textual book or practical in learning English? Why?*

A : *I prefer learn from textual books because i have to master the subject first then i go practice*

I : *How you learn and understand the meaning of lyrics itself?*

A : *I used to watch some lyrics explanation on tiktok or maybe i get my own research on google*

I : *What can you learn by listening an English song lyric?*

A : *Honestly from that points Ican learn everthing such as culture , art, and of course the word itself*

I : *What makes you interest to in listening to English song lyrics and learning English vocabulary?*

A : *The interesting from listening english song lyric is i can learn how to pronounce words correctly by listening it over and over again.*

### **Appendix X : Question list for Google form**



**Googleform answer transcription**

Coding Description : Q.1

Question : *Is your English pronunciation also getting better by listening song lyrics frequently?*

Coding Description : Q.2

Questions : *By listening to English songs, are you sure that you have listened all words clearly?*

Coding Description : Q.3

Question : *What genre of song will you choose to learn English vocabulary?*

Coding Description : Q.4

Question : *Is there any addition of new English vocabulary after listening song lyrics?*

Coding Description : Q.5

Question : *How often do you listen to English song?*

Coding Description : Q.6

Question : *What makes you bored when learning English vocabulary?*

Coding Description : Q.7

Question : *Is there any other media that makes you better in learning English vocabulary?*

**Appendix XI : Table Answer For Google Form**

**TABLE ANSWER FOR GOOGLE FORM**

**Mahasiswa Tadris Bahasa Inggris Angkatan 2021**

**( Kelas ICP, A & B )**

**Criteria : ICP Class**

| No | Nama | Kelas | Q.1            | Q.2  | Q.3        | Q.4  | Q.5   | Q.6  | Q.7  |
|----|------|-------|----------------|--|------------|--|---|--|--|
| 1. | P    | ICP   | Biasa saja     | Yakin, tetapi ada beberapa lagu yang tidak terdengar dengan jelas kosa katanya | RnB        | Ya, ada  | Hampir setiap malam selama belajar saya mendengarkan lagu berbahasa Inggris | Metode yang saya rasa tidak ada pembaharuan, hanya mendengar/menonton, mencatat, menghafal     | Saya pribadi sering menonton video youtube yang menggunakan bahasa Inggris seperti TED Talks |
| 2. | L    | ICP   | Absolutely yes | Not 100% of it   | Pop        | Absolutely                                       | Almost everyday   | Applying boring methods  | Youtube  |
| 3. | L    | ICP   | I think so     | 70% sure   | pop mostly | sometimes  | everyday  | I never get bored so idk   | games  |
| 4. | P    | ICP   | Yah of course  | there are some songs that are not very clear                                   | Pop        | Yes,of course<br>Many vocabulary that i've learn | Everyday  | I never get tired of learning new vocabulary <input type="checkbox"/> <input type="checkbox"/> | By viewing learning videos on YouTube  |

|     |   |     |  |                                  |                               |   |                                 |  |   |
|-----|---|-----|--|----------------------------------|-------------------------------|---|---------------------------------|--|---|
| 5.  | L | ICP | Not Really                                 | not really                       | pop                           | definitely get new vocabulary, if there is vocabulary that you don't know it's a challenge to find it | every day or every night        | That's a lot of English vocabulary                     | Film, book, and some video  |
| 6.  | P | ICP | ya   | maybe yes                        | pop                           | ada   | every day, every have free time | kosakata yang rumit dan asing karena jarang terdengar  | memorizing vocab that i wrote   |
| 7.  | P | ICP | Sedikit lebih baik.                        | Cukup yakin                      | Pop                           | Iya   | Tidak terlalu sering            | Merasa bosan karena melakukan cara belajar yang sama.  | Membuat kalimat dengan kosakata yang baru dipelajari atau menggunakan sticky notes kemudian ditempel di meja belajar. |
| 8.  | P | ICP | Yes  | No, I'm not                      | Classic                       | Ofcourse  | Every day                       | The stressed of every single word                      | By practicing in the daily activity   |
| 9.  | L | ICP | Yes  | nope                             | pop song                      | yes   | quite often                     | hard words   | watching movie  |
| 10. | P | ICP | Yes  | Not all of it                    | Pop                           | Yes, there is   | Everyday                        | When I didn't enjoy the learning method                | Watch youtube video or movies   |
| 11. | P | ICP | I think there are some pronouns that I can | there are some that can be heard | any genre except rap and rock | Yes   | Everyday                        | Bored to memorize, and there is no partner to practice | Watching movie, interview artist  |

|     |   |     |  |                |                   |                 |             |                                      |                           |
|-----|---|-----|--|----------------|-------------------|-----------------|-------------|--------------------------------------|---------------------------|
|     |   |     | pronounce correctly from English songs                 | and understood |                   |                 |             |                                      |                           |
| 12. | P | ICP | not really   | Yes, I am sure | pop               | very helpful    | often       | very much English vocabulary         | YouTube movies and videos |
| 13. | P | ICP | No   | No             | Pop               | Yes             | Often       | Nothing                              | Film                      |
| 14. | P | ICP | Yes  | Almost         | Edm               | Yes, seldom     | Always      | Nothing                              | Game                      |
| 15. | L | ICP | Yes, i adapted most of my pronunciation skills from it | Not at all     | Rap               | Oftenly         | Very Often  | Learning it the boring way           | Watching, playing games   |
| 16. | L | ICP | Its depend on the music genre/type                     | Not at all     | Slowed-tempo song | I dont think so | Very Rarely | Must memorize a plenty of the vocabs | Movies                    |

## Criteria : A Class

| No | Nama | Kls | Q.1                              | Q.2  | Q.3      | Q.4                            | Q.5   | Q.6   | Q.7  |
|----|------|-----|----------------------------------|--|----------|--------------------------------|---|---|--|
| 1. | L    | A   | Yups. It makes better day by day | Not really. Sometimes the words are difficult to listen. | Romantic | Yups                           | Almost every time                                       | When I don't know the meaning of that vocabularies. | Talk to mirror, Shadowing, More practice as well.                                  |
| 2. | P    | A   | Yes sure                         | Sometimes, depends on the singer                         | Pop      | Absolutely yes                 | Every single day  | By memorizing word by word. It's boring             | Shadowing method   |
| 3. | P    | A   | Iya                              | Saya lihat lirik   | R&B      | Iya                            | Hampir setiap hari                                      | Menghapal   | Saya suka nonton variety show tapi dengan subtitle English, mungkin itu membantu 🖐 |
| 4. | P    | A   | Iya                              | Tidak terlalu  | Mellow   | Ada                            | Hampir setiap hari                                      | Saat membaca terlalu banyak                         | Menonton film  |
| 5. | P    | A   | I'm not sure about it            | Depends on the songs.                                    | POP      | Of course                      | Often, maybe in a day I can listen three times or more. | If we study without game                            | Sometimes listen a education vidio in youtube                                      |
| 6. | P    | A   | Quiet good                       | Sometimes it's still difficult                           | Jazz     | Yes, I got a lot of vocabulary | Often, sometimes appears on tik tok                     | Pronunciation that is always different from writing | I just watch cartoon by english language on youtube                                |

|     |   |   |   |   |   |                           |   |  |   |
|-----|---|---|---|---|---|---------------------------|---|--|---|
| 7.  | L | A | I think so  | There is word i cant listening clearly  | Pop   | Yeah there is             | I'm always listening music when i feel happy or sad | I feel bored when its about study hehe                       | Yeah there is may be like film                    |
| 8.  | P | A | Yes   | No  | Pop   | Of course                 | Maybe everyday                                      | If I find the difficult pronounce                            | Movie   |
| 9.  | P | A | Sure. By listening to English songs every day, it helps me a lot in learning and imitating the pronunciation of foreign people. | Sometimes I don't hear the pronunciation so clearly. Therefore I have to look for the lyrics first to be able to understand each pronunciation. | I like all genres of music. But usually I listen to pop | Sure                      | usually every day.                                  | When we have to memorize new vocabulary.                     | Actually there is, namely watching English films. |
| 10. | P | A | Yes   | Not really  | Jazz  | Yes                       | Almost every day                                    | Difficult pronounce  | I think it's right, that is watching movie        |
| 11. | P | A | Yes   | Sometimes I listen clearly but sometimes I get confused   | Pop   | Yes, of course            | Yes, I often listen to English song                 | Sometimes after I memorize the new vocabulary I often forget | Yes   |
| 12. | P | A | Sometimes   | No  | Pop   | Yes                       | Often   | Pengucapan yg sulit  | Yes. Movie  |
| 13. | L | A | pretty good   | not really sometimes i still mr   | Rock  | every time I listen there | every day   | never get bored of learning English                          | Watching movies                                   |

|     |   |   |                          |  |  |   |  |   |   |
|-----|---|---|--------------------------|--|--|---|--|---|---|
|     |   |   |                          |  |  | must be a new vocabulary  |  |   |   |
| 14. | P | A | Yes                      | Yes, sometimes I listen and see the lyrics                     | R&B  | There's quite a lot   | I very often listen to songs/music in English                      | It's very difficult to memorize one by one    | Learn through YouTube   |
| 15. | L | A | Yes, it beats me better. | Not bad, I've listened to all words. But for some, I haven't.  | It is like Eminem, John Legend, Imagine Dragons, muchless the great song has just appeared in which wheather it 16comes .from tiktok or not. | Ofc, there is any addition of it. Well, listening to English song is one of practices to improve our skill. | Everyday I listen to English song for about 7 times more in a day. | Memorizing the vocab makes bored, sometimes.  | Yes, I seacrh some media abroad to find out the new and best English. |
| 16. | P | A | Iya                      | Iya  | Mellow   | Iya   | Tidak terlalu suka dengar musik                                    | Tidak   | Membaca   |
| 17. | P | A | Little bit               | Not really   | RnB  | Ya  | Every day  | Grammar                                       | Nonton film   |
| 18. | L | A | Yaa                      | Setiap ada yang tidak paham saya selalu membuka lirik lagu tsb | Rap  | Pastinya  | Setiap waktu tapi terkadang tidak                                  | Menurutku bosan dan tidaknya sesuai mood saya | Game  |

|     |   |   |   |   |                                     |                                |                                       |  |   |
|-----|---|---|---|---|-------------------------------------|--------------------------------|---------------------------------------|--|---|
| 19. | P | A | Yes   | No  | Pop                                 | Yes                            | Everyday                              | There are so many words  | Watching movies or reading a book                 |
| 20. | P | A | lumayan juga si   | lumayan jelas coz i often listen western song   | Pop                                 | absolutely yes                 | maybe everyday coz i have spotify mod | gatau sii karena baca terus maybe(?)                             | quiz(?) like games or something                   |
| 21. | L | A | of course   | not yet   | pop english                         | of course                      | very often                            | menorize it  | by video game                                     |
| 22. | P | A | Maybe yes   | no, I'm not sure, because sometimes it's not clear  | Blues                               | Yes, but don't really remember | Almost every day                      | Unfamiliar and the environment does not support learning English | From youtube, tiktok, and learning from lecturers |
| 23. | L | A | Of course, by listening to the song we can learn while learning | Not sure about that, sometimes there are things that sound the same but have different meanings | Sing along by memorizing the lyrics | Got a lot                      | Very often almost every hour          | Studying grammar   | Watch movies without English subtitles            |
| 24. | L | A | Sure  | Nope, not all words are clearly   | Pop                                 | Sure                           | 3 songs a day                         | The pronunciation is hard  | By watching English vidio                         |
| 25. | L | A | Maybe   | No  | Rock                                | Yes there is                   | Everyday                              | There is no interesting thing                                    | YouTube   |



## Criteria : B Class

| No  | Nama | Kls | Q.1  | Q.2  | Q.3           | Q.4   | Q.5                    | Q.6  | Q.7  |
|-----|------|-----|--|--|---------------|---|------------------------|--|--|
| 1.  | L    | B   | Great increase   | I am not sure. Because many English songs are pronounced too fast. | Pop songs     | I get quite a lot of vocabulary when I listen to English songs. | Quite often in a week. | The vocabulary is too much and some are complicated. | Youtube, Social media, and others.                   |
| 2.  | P    | B   | YEAH GOOD. BUT THE ACCENT I THINK LITTLE DIFFERENT WITH THE REAL NATIVE. | NOT REALLY SURE  | POP           | ABSOLUTELY  | OFTEN                  | When finding a difficult word                        | watching movies                                      |
| 3.  | L    | B   | maybe  | no   | pop           | no  | sometimes              | Monoton  | Menonton Film Bahasa Inggris                         |
| 4.  | L    | B   | Yes  | Tidak semua  | Slow          | Of Course   | Everytime              | The formula  | Watching English movie, with English subtitle or not |
| 5.  | L    | B   | A little bit   | No, the pronun so fluently, i cant get clear enough                | i like hiphop | Not often, before i check the lyrics                            | Maybe five days a week | Ketika pengucapannya susah                           | By watch some movie                                  |
| 6.. | P    | B   | Yes  | Not really   | POP           | Yes, ofcourse   | Sangat sering          | Sering lupa  | Podcast atau youtube                                 |

|     |   |   |                    |                                       |          |            |                    |   |  |
|-----|---|---|--------------------|---------------------------------------|----------|------------|--------------------|---|--|
| 7.  | P | B | Sedikit berkembang | Terkadang masih ada yang kurang jelas | Lagu pop | Ada        | Hampir setiap hari | Boring way to study   | Watching video                               |
| 8.  | P | B | Maybe              | A few word                            | Pop      | Yes        | Sometimes          | Sometimes some vocabs have the same writing and the same way of reading but .have different 9meanings | Watch movies and listen to podcasts          |
| 9.  | P | B | Yes                | No                                    | Pop      | Yes        | Almost everyday    | J.ika tidak ada contoh kalimat  | Video edukasi di TikTok dan Instagram        |
| 10. | L | B | Iya                | Tidak begitu                          | Pop      | Ada        | Sering             | Penyajianya yang membosankan  | So far just listening music that good for me |
| 11. | P | B | Sometimes          | Sometimes                             | Pop      | Of course😊 | Every time         | Ketika ada teks bacaan yang panjang   | Not yet                                      |
| 12. | L | B | Not                | Not really                            | Pop      | yes        | Every day          | Lack of media and idea  | Movies, books, website                       |
| 13. | L | B | Yes                | Not really                            | Pop      | Yes        | Very often         | Nothing   | Learning from watching a movie               |

|     |   |   |   |  |  |               |   |   |  |
|-----|---|---|---|--|--|---------------|---|---|--|
| 14. | L | B | I'm not sure but i always knew new vocabulary | No, i have to check the lyrics first to knowing that | I really love rock genre                               | Sure          | Every day   | No information about new word that have hear majes some minds is getting easier to be dissappear. | YouTube video with English native speaker                        |
| 15. | P | B | No  | Yes  | Accoistics   | No            | Often   | Pembelajaran yang membosankan   | Ada  |
| 16. | P | B | Sedikit                                       | Saya tidak yakin                                     | Pop  | Ya selalu ada | Seringkali, mungkin hampir tiap hari  | Because too much  | Watch films  |
| 17. | P | B | I think yes                                   | Probably not<br>So, we must browse the lyrics before | RnB  | Yes there are | Always<br>I'd prefer to listening an english<br>18music<br>tha18n<br>other. | I'm not bored, not yet  | Social media   |
| 18. | L | B | Perhaps                                       | No   | Idk, just listen whatever song that match with my ears | Yes           | Very often  | When I learn the vocabularies I've learned  | Watching movies, and practicing with friends who also want to be |

|     |   |   |            |  |           |  |                 |                                    |                   |
|-----|---|---|------------|--|-----------|--|-----------------|------------------------------------|-------------------|
|     |   |   |            |  |           |  |                 |                                    | better in English |
| 19. | L | B | Maybe      | No, I'm not, but those will be clear just after seeing the lyrics. | Pop genre | Yes, sometimes                           | Often 18 enough | No, I don't think it's bored       | Yes, there is     |
| 20. | P | B | Yes, I am  | No, I am not   | Pop       | Yea, there is                            | Every day       | when it enters grammar             | there is          |
| 21. | P | B | Yes, right | sometimes  | Indie     | yes it is very useful and very important | every day       | difficult to listen new vocabulary | Yes, there is     |
| 22. | L | B | yes        | no   | Pop       | yes                                      | everyday        |                                    |                   |

**Criteria : No Class Identification**

| No | Nama | Kls        | Q.1        | Q.2  | Q.3              | Q.4  | Q.5   | Q.6                          | Q.7                           |
|----|------|------------|------------|--|------------------|--|---|------------------------------|-------------------------------|
| 1. | P    | Semester 2 | Iyaa       | Tidak  | Lagu yang santai | Iyaaa  | 1 hari sekali                                       | Ngevlog                      | Sering ngevlog bahasa Inggris |
| 2. | L    | Semester 2 | I think so | I'm not sure but I understand a little after repeated attempts | Pop maybe        | Yes, of course, especially his interesting pronunciation | Quite often, I hear them every time I want to sleep | Many words have been similar | Watching a movie of course    |
| 3. | P    | Semester 2 | Ya         | Kadang kurang yakin  | Pop              | Ada  | Sering  | Kosakata baru yang susah     | Ada                           |

## Appendix XII : Bukti Konsultasi Skripsi Jurusan Tadris Bahasa Inggris

## BUKTI KONSULTASI SKRIPSI JURUSAN TADRIS BAHASA INGGRIS



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://tarbiyah.uin-malang.ac.id>. email : [psg\\_uinmalang@gmail.com](mailto:psg_uinmalang@gmail.com)

**BUKTI KONSULTASI SKRIPSI**  
**JURUSAN TADRIS BAHASA INGGRIS**

Nama : Ika Suci Ciptaning Setyowati  
NIM : 17180032  
Judul : EFL learner perception of using English song lyric to mastery a new vocabulary  
Dosen Pembimbing : Dr. A. NURUL KAWAKIP, M.Pd, M.A

| No | Tgl/Bln/Thn | Materi Bimbingan                | Tanda Tangan Pembimbing Skripsi |
|----|-------------|---------------------------------|---------------------------------|
| 1  | 4-03-2021   | Draft Bab I                     |                                 |
| 2  | 20-04-2021  | Konsul Bab II, III + Rev bab I  |                                 |
| 3  | 25-04-2021  | Konsultasi Final Proposal       |                                 |
| 4  | 25-04-2022  | Konsultasi Instrumen Penelitian |                                 |
| 5  | 27-06-2022  | Konsultasi Bab 1, 2, 3 & 4      |                                 |
| 6  | 8-07-2022   | Revisi Bab 1, 2, 3, 4 & bab 5   |                                 |
| 7  | 24-01-2023  | Revisi Bab 5 (Lengkap)          |                                 |

Menyetujui,  
Dosen Pembimbing

NIP. 1975073120012101

Malang, 02-03-2023.....  
Mengetahui,  
Ketua Jurusan TBI

NIP. 197110192003121001

### Appendix XIII : Validation Sheet For Instruments

#### Lembar Validasi instrument kuesioner "EFL Learner Perception of Using English Song lyrics to Mastery a new vocabulary at UIN Malang"

Nama : Harir Mubarak, M.Pd  
 NIP : 19870708 20180201 1 152  
 Instansi : UIN Maulana Malik Ibrahim Malang

#### A. Petunjuk Pengisian Angket / Kuesioner

- Sebelum mengisi angket ini dimohon untuk bapak/ibu untuk membaca dengan teliti angket mengenai EFL learners perception of using english song lyrics to mastery a new vocabulary.
- Instrument ini berisikan kolom pertanyaan dan kolom jawaban. Silahkan bapak dan ibu dapat memberikan tanda centang (✓) pada kolom jawaban sesuai dengan kriteria penilaian bapak/ibu. Dengan deskripsi skala penilaian sebagai berikut  
 1 = Tidak Sesuai  
 2 = Kurang Sesuai  
 3 = Sesuai  
 4 = Sangat Sesuai

#### B. Pertanyaan

| No | Aspek yang dinilai  | Skor |   |   |   |
|----|---|------|---|---|---|
|    |   | 1    | 2 | 3 | 4 |
| 1. | Petunjuk penggunaan angket dinyatakan dengan sangat jelas.                      |      |   | ✓ |   |
| 2. | Kesesuaian bahasa dengan tingkat berpikir responden serta mudah untuk dipahami. |      |   |   | ✓ |
| 3. | Menggunakan Bahasa Inggris dengan struktur dan gramatikal yang tepat.           |      |   | ✓ |   |
| 4. | Kesesuaian angket dengan komponen variabel penelitian.                          |      |   | ✓ |   |

Kritik dan Saran untuk angket yang telah dibuat agar dapat diperbaiki

Ada beberapa perubahan pertanyaan dalam Questionnaire Guideline.

## Questionnaire Guideline

| No     | Question   | Answer |
|--------|--|--------|
| ②<br>③ | 1. By listening a song, are you sure that you have listened all words clearly?<br><br>( Dengan mendengarkan lagu, apakah kamu yakin bahwa kamu mendengar setiap kata dengan jelas ? )  |        |
| ④      | 2. What kind of song lyrics will you choose to learning English vocabulary?<br><br>( Jenis lagu seperti apa yang akan kamu pilih untuk belajar kosakata berbahasa inggris? )   |        |
| ⑤      | 3. Is there any other media that makes you better in learning English vocabulary?<br><br>( Adakah media belajar lain selain lagu yang membuat kamu lebih baik dalam menguasai vocabulary? )                                  |        |
| ⑥      | 4. What makes you bored while learning English vocabulary?<br><br>( Apa yang membuat kamu bosan ketika belajar vocabular? )  |        |
| ⑦      | 5. Is your English pronounce also getting better by listening song lyrics frequently?<br><br>( Apakah pronunciation bahasa inggris anda menjadi lebih baik dengan seringnya mendengar lagu dengan lirik berbahasa inggris? ) |        |

6. Is there any addition of new English vocabulary in listening song lyrics?

7. How often do you listen to English song?

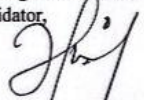


**C. Kesimpulan dan Pernyataan**

Berdasarkan penilaian diatas, lembar angket respon siswa dinyatakan

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Malang, 13 April, 2022  
Validator,

  
(Hanik Muband...)

## Appendix XIV : Curriculum Vitae

### CURRICULUM VITAE



Name : Ika Suci Ciptaning Setyowati  
 Gender : Female  
 Place/ Date of Birth : Malang, January 24<sup>th</sup> 1999  
 Addres : Vila Bukit Tidar A1-198 RT/RW 04/11  
 Kec. Lowokwaru Kel. Merjosari Kota Malang

| No | Educational Background     | Graduated |
|----|----------------------------|-----------|
| 1. | TK ISLAM SABILILLAH MALANG | 2005      |
| 2. | SD ISLAM SABILILLAH MALANG | 2011      |
| 3. | MTS SURYA BUANA MALANG     | 2014      |
| 4. | MA BILINGUAL BATU          | 2017      |

## RESEARCH PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
http://fitk.uin-malang.ac.id. email : fitk@uin\_malang.ac.id

Nomor : 1728/Un.03.1/TL.00.1/08/2022 8 Agustus 2022  
Sifat : Penting  
Lampiran : -  
Hal : Izin Survey

Kepada

Yth. Rektor UIN Maulana Malik Ibrahim Malang  
di  
Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

|                           |  |
|---------------------------|--|
| Nama                      | : Ika Suci Ciptaning S   |
| NIM                       | : 17180032   |
| Jurusan                   | : Tadris Bahasa Inggris (TBI)  |
| Semester - Tahun Akademik | : Ganjil - 2022/2023   |
| Judul Proposal            | : <b>EFL Learner Perception of Using English Song Lyrics to Mastery a New Vocabulary at UIN Malang</b> |

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

An. Dekan,  
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA  
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip