

Chapter Four

Findings and Discussion

This chapter explains the findings of the study about students' perception towards the use of song lyrics in learning English at English Education Department of Universitas Muhammadiyah Yogyakarta. The finding from interview is explained in this section. This section is divided into two topics. The first is about the advantages towards the use of song lyrics in learning English at English Education Department of Universitas Muhammadiyah Yogyakarta. The second topic is about the challenges towards the use of song lyrics in learning English at English Education Department of Universitas Muhammadiyah Yogyakarta. The finding is strengthened by the quotations from the interviewees. The identities of the participants in the quotations are shown as Awan, Mamat, and Mawar. Following the finding, the researcher puts the discussion. The discussion is experts' statement or other previous related research that is in line or contradictory with the finding of this study.

The Advantages of the Use of Song Lyrics in Learning English at English Education Department of Universitas Muhammadiyah Yogyakarta

In this section, the researcher found some findings based on the first research question about the advantages of using of song lyrics in learning English at English Education Department of Universitas Muhammadiyah Yogyakarta. The researcher took three participants from batch 2013. The finding shows that there are three major advantages of the use of song lyrics in learning English at EED UMY. The advantages are to linguistics resources, affective/psychological resources, and

cognitive resources. The aforementioned advantages are detailed in the following section.

The advantages of the use of song lyrics related to linguistic resources.

One of the advantages of the use of song lyrics is regarding on the linguistic resources. Advantages of using song towards linguistic resources can be defined as some part of English learning that are affected on its development by using song lyric. Specifically, this research found the linguistics resources into four criteria namely vocabulary, grammar, listening, and the last pronunciation. These four criteria are detailed in the following section.

Students' vocabulary is enriched. This research had found that vocabulary is one of English part that might be improved when students are using song lyrics in learning. It is believed that using song lyrics can easily, rather than other methods, to improve students' vocabularies. Not only sharpen the students' known vocabularies, using song lyrics can ease students to enrich and memorize new vocabularies. This is proofed by the statement of Awan: "emm.. We can enrich vocabulary and also we can practice pronunciation. I think that's all what I have got". Mamat also said: "emm.. the advantages? Emm I got a lot of new vocabularies, and I can remember the vocabulary, so I can improve and enrich my vocabulary".

From the participants' statement, it is clear that using song lyrics really had advantages to improve EED UMY students' vocabularies. Not only sharpening memory of known vocabulary, students also be able to get new vocabularies. In the further exploration, the finding found in EED UMY was actually in line with several

experts' postulate and research. Nurkhaeni (2010) stated that by using English song in teaching vocabulary, student could easily understand and memorize new vocabulary. It means that, learning English using songs can make students easily enrich their vocabulary.

In line with the participants' statement about the effectiveness in using song lyric, Burhayani (2013) stated that the effectiveness can be achieved because songs helps the students to enjoying the learning process and song makes students easily to remember the new words by sing the song and doing the action of the song make students know what the lyric or a new word is mean without asking another person or looking them up in a dictionary. Indeed, as Setiawan (2010) mentioned, vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words.

Students are able to identifying grammar. Grammar is also a linguistic resource that can get advantage from using of song lyric in learning English in EED UMY. This research showed that students' grammar mastery is improved by learning with song lyrics. For instance, students can make good sentence when they understand the grammar well. Since students' grammar is improved by learning English using song lyrics, the students' ability to make sentence is also improved. This is explained by Awan : “emm.. Another advantage? It could be grammar, so we can take a look to the song lyrics that we listened we can practice how to make a good sentence”. As Mawar explained: “so the advantages . . . Oohh, this one's grammar is like this, the pronunciation is like this, and so on”.

Undeniably, from the statement above, the researcher found that grammar is one of the advantages of using song lyrics in learning English. EED UMY students' grammar mastery could be improved through learning using song lyric. In further analysis, the researcher also found other experts' finding that is in accordance with this finding. According to Brewster, Ellis, and Girard (2002) stated that song is a media to introduce new language, and also as a media to evaporate grammar and vocabulary. This ensures that using song lyric in English learning really had advantages towards students' grammar skill.

Students' listening skill is improved. From this research finding, listening might be the most obvious skill that will improve the students were listening to a song and using song lyrics. Practically, students listen to the song and hear every words or sentences from the song. While listening, students could read song lyrics so that the students could understand the words and its pronunciation. This surely increases students' listening skill. Awan said: "when we use song, there is a speaker. It also can increase our listening skill". In line with Awan, Mamat also stated "the advantages are many... we can improve our listening skill" (P2.3)

From the statements, this research has shown that using song lyric in learning English has advantages to EED UMY students. The teachers can use song as a media to overcome the students' difficulties in listening and improve their listening ability (Hidayat, 2013).

Students are able to practice their pronunciation. Other linguistics skill that gets advantages from using song lyrics in learning English is pronunciation. Similar

with listening skill itself, pronunciation skill could be improved by listening to a song and read the song lyric in one time. The process of acquiring this advantage was almost as same as improving listening skill. When the students heard a word or phrase on a song and read the word in song lyric, the students could understand easily how to speak the word or phrase. In other words, student speaking skill, especially pronunciation skill was also increased. The participants of this research were in agreement to this statement. Awan said “I enjoy the most knowing how to pronounce a word. So if the song comes from abroad, they pronounce it very well. So I can understand how to say a word in correct way”. Mamat also added “...we listen and also I can practice my pronunciation”. And Mawar stated that “I could be more sensitive to the songs, ooh, one is the grammar and also is how to pronounce. So, the point is it makes me more confident when I listen to the English context”.

From the participants’ statement, it is obvious that using song lyrics also had advantages towards students’ pronunciation skill. In a further analysis, the researcher found some experts’ finding which is in line with current research’s finding. Ramírez (2013) stated that a song can be used to develop all language skills as integrated, including improving students’ pronunciation skill. This phenomenon had been found in this research. Brewster, Ellis, and Girard (2002) said that song gave the incredible advantages to learning pronunciation. Some important features such as stress and rhythm, pronunciation, and intonation are also trained naturally through song. In short, EED UMY students’ pronunciation skill could be improved by using song lyric when they are learning English.

The advantages related to affective/psychological resource. In the analysis of the finding of this research, the researcher found that using song lyric in English learning gave advantages toward EED UMY students' affective or psychological resources. According to Krashen (1983) for optimal learning to occur the affective filter must be weak. A weak affective filter means that a positive attitude towards learning. Song is not the things that scares and threaten to students. Songs can build students' confidence. This can be meaning that song lyric can give advantages towards affective/psychological resource. Mainly, there were two main points from the affective/psychological resources that got advantages from learning English using song lyric namely motivation and pleasure.

Students motivated in learning English. Students' motivation to learn English can be increased by using song lyric. This research had found that students of EED UMY were motivated to learn English by using song lyrics. This was explained by Mamat "... so we can enjoy and be happy, and also we more motivated to learn English". Mawar also added "the positive motivation is could be more confident to speak, and also more motivated to study English more".

Based on the participants' statement, using song lyric in learning English can be a motivation because it also increased students' confidence. Other statement was delivered by Mawar who said "the point is that it makes me more confident when I listen to English context".

Shortly, it is clear that using song lyric really gave advantages to students' motivation to learn English. Students were motivated because using song lyric was

fun and could increase their confidence. In a further analysis, the researcher also looked at previous experts' findings. According to Sophya (2013) stated that the song is a great "tool" to help the students learn English. More specifically, the song is believed to be able to motivate students during the learning of English. It means that, the songs are able to encourage the students to get more struggles to learn English. Murphey (1992) as cited in (Vinyets, 2013) also explained that songs contain repeats that teachers can use. Also, songs are more motivating than repetitions in other texts. Further, songs lead students to identify themselves with the text.

Students feel pleasure when using song lyric. This research found that using song lyric in learning English can be pleasure to student. Therefore, in other words, using song lyric in English learning gave advantages to students of EED UMY. Most students agreed that using song lyric was a pleasure that motivated them to learn English. Some students believed that using song lyric was a fun activity. These are several statements from the participants of this research. Mawar said "that is fun because I can sing in the same time. That is interesting". Mamat also stated "I was enjoyed. I mean, that is not too serious. We can relax, but we also learn".

From the statement above, it is clear that using song lyric had advantages towards student's English learning. Learning English using song lyric is a fun activity. In the researcher's further analysis, the finding of this research had similarity with other previous research findings. Murphey (1992) as cited in (Vinyets, 2013), presents different reasons why songs should be used. Some of these reasons and advantages include that it is easier to sing the language than to speak it. Then, songs

act both in short and long term memory. Next, songs contain repeats that teachers can use. Also, songs are more motivating than repetitions in other texts. Further, songs lead students to identify themselves with the text. Last, songs make the group relax, have fun at the same time they give harmony to the group.

The advantages related to cognitive resource. This research found that cognitive resource as the advantages of using songs in learning English. Cognitive resource means knowledge or language hard skill that the students learn in the language learning. There are many advantages of using song lyric for EED students toward cognitive resource.

First, students' knowledge is increased when they use song lyric in learning. This is because listening new song can acquire new vocabularies and knowledge about general life. As Awan explained “ we listen to that song repeatedly, so we can also memorize the lyrics. So, we can understand the meaning and enrich our knowledge”.

One of the knowledge got from the song is also the accent of the singer. This research revealed that by using song lyric in learning English, not only did the listening skill increase, but the students' knowledge on the variety of accents also increased.

Then, other advantages that the students got from using song lyric while learning English is that their awareness to grammar or English structure is sharpened. Not only to grammar, but also the students were aware to several accents of the song. This proves by Awan statement “I can know several accents in this world. Thus, I can try to learn speaking using certain accent”. In addition Mawar also said: “so the

advantages, I can be more aware to a song. Oohh, this one's grammar is like this, the pronunciation is like this, and so on".

From the findings, it is obvious that learning English using song lyric was advantageous for EED UMY students in their cognitive development. This finding is in accordance with other expert's analysis. Indeed, song can help students' memorization, concentration, and coordination. Students become more sensitive to a rhyme sign as a tool to interpret the meaning (Schoepp, 2001).

The Challenges towards the Use of Song Lyrics in Learning English at English Education Department of Universitas Muhammadiyah Yogyakarta

In this sub chapter, the researcher highlights the second research question about the students' perception toward challenges of the use of song lyrics in learning English at English Education Department of Universitas Muhammadiyah Yogyakarta. According to Terhune (1997) as cited in Keskin (2011), each student has a different way of learning; some students may have difficulty in studying through music. In the same idea, Murphey (1992) had found that some disadvantages may appear when using songs. Based on the data obtained from the interviews, three of the participants stated that the use of song in learning English at EED UMY got some challenges/difficulties.

Besides advantages, there are the challenges towards the use of song lyrics in learning, one of the challenges is difficult to understand the vocabulary; the students admitted that in using songs in learning English, they got difficulty in vocabulary. Vocabulary is categorized in linguistic factor because the vocabulary itself is part of

English linguistic. From this research, it was revealed that students were difficult to understand some vocabularies. This was explained by the participants of this research. As Awan stated that “probably, the difficulty is vocabulary, to understand some vocabulary we have to take a look the dictionary first to interpret the meaning”. He also added “we are still unfamiliar with the words, or we have not heard before” in line with Awan, Mawar also stated “perhaps my cognition is low. Then, the words are advanced, the vocabularies are advanced”

From the statements above, it is clear that vocabularies became one of students’ challenges in learning English using song lyrics. When the students did not know what they heard, they simply could not understand the meaning. In fact, Murphey (1992) asserted that in several songs, there are monotonous lyrics, so that, the listeners are not able to enrich their vocabularies. This was believed as the difficulties of using song lyric in EFL classes. Apparently, this condition was also happened in EED UMY.

The second challenges are difficult to comprehend the grammar that sometimes is unstructured. In fact, grammar is something that is contained in a song. Also, students’ mastery in grammar could have influence in learning English using song lyrics. This research had found that students of EED UMY had difficulties in grammar that made it as challenge in learning English using song lyrics. This was explained by the participants of this research. Mamat said “Sometimes the grammar. Sometimes if we look at the lyrics carefully, sometimes it feels like it does not have the verb, no subject. Whereas what we learn is that the sentence should have subject

and verb. So, it sometimes makes us little bit confused”. In accordance with Mamat, Mawar also added “Umm, sometimes the grammar was much unstructured, that makes me not understand”.

From the statements above, it is clear that song lyrics’ grammar or structure may sometimes be confusing for the EED UMY students. The researchers further analyze this finding. The result was that indeed in a song, the artist sometimes does not put attention to grammatical structure of the lyrics. According to Murphey (1992), sometimes, in songs is grammatical error because the musicians are not really focus on the grammar. Thus, this can lead to making mistakes. In addition, there are some difficulties in using song in teaching and learning. According to Terhune (1997) as cited in Keskin (2011), some songs are not scientific. Therefore, some teachers and students do not think that they are effective tools in education. Moreover, songs which are not grammatical or those involving complicated sentence structures may confuse students.

The other challenges of EED UMY students faced while learning English with song lyric are song’s accent. This research had found that due to variety of accent in a song, the students could get difficulties in getting the lyric of the song because they simply did not hear well the song. This was explained by Mamat.

“The difficulties, sometimes I do not get at all what the artist said because perhaps the accent is just too genuine, either British or American accent which make me difficult to get what the artist said”.

Moreover, intonation in a song also could be the challenges for the students in English Education Department of UMY. The participants of this research perceived difficult in listening the intonation. This is proofed by the statement of this Mawar who stated “the intonation and rhythm that is too fast sometimes make me hard to get the meaning of the song”.

From the statements above, it was clear that in EED UMY, students were also face challenges when learning English using song lyrics because of song’s intonation and accents.

The next challenges mainly came from the ineffective tools in the use of song lyrics in classroom, and also the environment of the class that sometimes is crowded. The researcher had revealed that the use of song lyrics might have several distractions and challenges poor quality of sound system. In other words, when the audio to which the students hear or listen to was not in a good quality, the students could not get the pronunciation of certain words in a song. The ineffective media player did become challenge to the EED UMY students in learning English using song lyric. As indicated by Mamat: “it is... the speaker utility. Sometimes the speaker is not clear enough to hear”. Agreed with Mamat, Mawar also said that “sometimes the sound speaker was not clear. The song was actually clear but sometimes the output speaker was unclear”.

Based on further exploration of this research, beside the ineffective media player, learning English using song lyric also might be distracted by class environment. From Terhune (1997) as cited in Keskin (2011) explanation, it was

stated that inefficient sound systems in schools may cause problems while listening to songs.

In fact, this research also had revealed that students tended to be noisy in class which uses song as learning media. This is explained by Mamat as a participant of this research.

“Sometimes the class is noisy. Moreover, when the pronunciation getting difficult, they students liked to ask each other and this makes me get distracted and less concentration” (P2.12)

From the statement, it can be concluded that students were get challenges from the class environment when they were using song lyric in English learning. Actually, the same idea had been explained by Murphey (1992) who said that in the classroom, the teacher have role to control the students, by using songs in the classroom, the students will enthusiast and attractive to follow the material that deliver by using songs, besides that, students will automatically more crowded because with songs in classroom it is noisy, so that the teacher might be lose the control. Shortly, using song lyric in English learning in EED UMY might have some challenges because of the class environment.