

Using English Songs to Learn Vocabulary

A Skripsi

Submitted to Language Education Faculty as a Partial Fulfillment of

Requirements for the Degree of

Sarjana Pendidikan



Nuri Hardiyanti

20150810118

English Language Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

2019

Approval Page

Using English Songs to Learn Vocabulary


Whereby approve the *Skripsi* of

Nuri Hardiyanti


20150810118

Candidate for the degree of *Sarjana Pendidikan*


March 12, 2019


Ika Wahyuni Lestari, S.Pd., M.Hum.
The *Skripsi* Supervisor

March 12, 2019


Maryam Sorohiti, S.S., M.Hsc.
Examiner 1

March 12, 2019


Eko Purwanti, S.Pd., M. A.
Examiner 2

Accepted

Yogyakarta, March 12, 2019



Dr. Suryanto
Dean of Language Education Faculty

Abstract

In language learning, media plays an important to learn vocabulary. The role of learning media is a way to ease in English learning, and one of the learning media is song. This research aimed to find out the students' reasons in learning vocabulary through listening to English songs, and the students' strategies in listening to English songs to learn vocabulary. To accomplish the objective of the study, the researcher used qualitative data. The research was conducted at a private Islamic University in Yogyakarta. This research involved four students from batch 2017 as the participants. In collecting the data, the researcher used in-depth interview in this study. The finding presented four categories of the students' reasons to improve vocabulary through listening English songs namely; creating fun learning, ccreating easy memory, and creating easy understanding. In addition, the second finding presented three strategies in listening to English songs to learn vocabulary. The first is cognitive strategies including taking note, reading the songs' lyrics, and finding the meaning of new vocabulary. The second is metacognitive strategies including sticking new vocabulary on the wall, and the last is memory strategies including remembering new vocabulary.

Keywords: vocabulary, learning media, English song

The Background of the Study

Vocabulary is an important aspect in language learning. Harmon, Wood, & Keser, (2009) as cited in Linse (2005) stated that learners' vocabulary development is an important aspect of their language development. In English as a foreign language learning, vocabulary is items that play a vital role in all language skills (Nation, 2011). If the people do not know a lot of vocabulary, they will not be able to communicate with others. Especially in English, the students need a lot of vocabulary. It will ease to communicate with other people in the world. The students have to master the vocabulary well in order to make them understand. Vocabulary is an essential component learning in language learning. In relation to this, Wilkins (2002) stated that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. The most important point is that the students should master vocabulary to learn a language successfully.

Media plays an important role in vocabulary learning. The media that is used is called learning media. The role of learning media is a way to ease in English learning. The students need visual stimulus to help them to process in learning language. Media can help the students to understand in learning. There are many learning media that can be used such as song, picture, and video (Listyaningish, 2017). One of the media is song. According to Shen (2009), song, a combination of music and lyrics, possesses many intrinsic merits, such as a kaleidoscope of culture, expressiveness, recitability and therapeutic functions, which render it an invaluable source for language teaching. The students can learn a language by the lyrics.

The use of English song as a strategi in vocabulary learning. Song has become an essential part in life, because people have listened to song. Especially, most of people have listened to song everyday, everywhere, and everytime. Trinick (2016) as cited in Bolton (2008) stated that music makes children's learning, language development and classroom teachers to maximize learning possibilities. Through songs the students will enjoy in learning especially English learning. A lot of people have listened to English song. So, listening to English song can help the students in vocabulary learning.

Some of the students learn vocabulary through listening to English songs. Based on the theory, learning vocabulary through listening to English song is good. However, not all students use English song to learn vocabulary. Although, some students use it but it is not for learning purpose. English songs can help the students in learning vocabulary. Based on the explanation above, the researcher wanted to conduct a research about the use of English song to learn vocabulary. In this research, the researcher was interested in investigating the students' reasons to learn vocabulary through listening English songs and strategies in listening to English songs to learn vocabulary.

Methodology

The researcher used qualitative data in this research. Creswell (2012) stated that "qualitative research is best suited to address a research problem in which you do not know the variables and need to explore" (p.16). Also, this research used descriptive qualitative. Merriam (1998) stated that "descriptive

qualitative research is a comprehensive summarization, in everyday terms of specific events experienced by individuals or group of individuals” (p. 255). The result of this research was just an opinion and experiences of people.

This research took place at a private Islamic university in Yogyakarta. The participants of this research were the second-year students. The participants consist of four students from English Language Education Department (ELED) at a private Islamic University in Yogyakarta.

The researcher used interview as the data collection method. The researcher also used in-depth interview so that it was possible to obtain detail information. Accordingly, the researcher used in-depth interview to get the clear information. The language that used in this interview was Indonesian language.

After the researcher collected the data, the researcher analyzed the data. The data analysis were transcribing, member checking, and coding. Firtsly, the researcher transcribed the data from the interview into script. Secondly, the researcher did member checking. The purpose was to ensure that the data was valid and in accordance to what participants said. The next step was coding. There were four steps of coding used namely, open coding, analytic coding, axial coding, and selective coding.

Finding and Discussion

The students’ reasons to learn vocabulary through listening to English songs

Creating fun learning. These findings showed that the students’ reasons to learn vocabulary through listening to English songs was creating fun learning.

This statement was relevant to Faliyanti (2017) stated that the students will not feel sleepy when they are listening songs in learning process. From those three participants, listening to English songs was fun, and the student did not feel too serious in vocabulary learning.

Creating easy memory. These findings showed that the students' reasons to learn vocabulary through listening to English songs was creating easy memory. This in line with Lynch (2018) and Devi (2009) that songs are highly memorable. Also, Lynch (2018) and Devi (2009) stated that songs include word repetition that helps students make language memorable. Based on the finding above, memorizing vocabulary is easier by listening to English songs. Hence, using English songs can help the students remember word easily.

Creating easy understanding. These findings showed that the students' reasons to learn vocabulary through listening to English songs was creating easy understanding. From that participant, it could be concluded that she did not just listen, but also she knew the message from the song. Thus, listening to English songs was as a reason to improve students' vocabulary. Maya's statement is in line with Phisutthangkoon (2016) that the music video provides the song's story which helps the students understand the words in context.

The students' strategies in listening to English songs to learn vocabulary

Cognitive strategies. There are several findings related to cognitive strategies. They include note taking, reading the song lyrics, and finding the meaning of the new vocabulary. The detail explanation is on follows:

Note taking. These findings showed that the strategy that the students did when listening to English songs to learn vocabulary was note taking. They explained that they take a note when they found a new vocabulary. This in line with Goh (2002; O'malley & Chamot, 1990; Vandergrift, 1997) who stated that the listening strategies is note taking (writing the key word). Therefore, taking a note was a listening strategy when they found a new vocabulary.

Reading the song lyrics. These findings showed that the strategy the students did when listening to English songs to learn vocabulary was note taking. Maya revealed that she read the song lyrics, and then she had to make sure that what she predicted from the lyric was correct. This in line with Goh (2002; O'malley & Chamot, 1990; Vandergrift, 1997) that the listening strategy is prediction of the contents of a text. This finding showed that the strategy that she did when listening to English songs to learn vocabulary was reading the song lyrics.

Finding the meaning of the new vocabulary. Sally explained that the strategy that she did was finding the meaning of the new vocabulary. According to Goh (2002; O'malley & Chamot, 1990; Vandergrift, 1997), the listening strategy is to translate the ideas from one language to another language. The finding showed that she translated the meaning of the new vocabulary.

Metacognitive strategies. There was only one finding related to Metacognitive strategies; it included sticking new vocabulary on the wall.

Sticking new vocabulary on the wall. This finding showed that she translated the meaning of the new vocabulary. Jean mentioned that when she

found new vocabulary, and then she put a new vocabulary on the wall. This statement was relevant to Goh (2002; O'malley & Chamot, 1990; Vandergrift, 1997) that metacognitive strategies are activities that regulate the language-learning process, and it is composed of selective attention (deciding which part of the text should be focused on).

Memory strategies. This finding showed one strategy related to memory strategy; it was remembering new vocabulary.

Remembering new vocabulary. These findings showed that remembering new vocabulary as the strategies that the students do when listening to English songs to improve their vocabulary. From those three participants, it could be concluded that they memorized when they found new vocabulary. This in line with Cook as cited in Oxford (1990) memory strategies is remembering the spelling of a new word in your mind.

Conclusion

This research had two main objectives. The first was to find out the students' reasons to learn vocabulary through listening English songs. The second was to discover the students' strategies in listening to English songs to learn vocabulary. The researcher conducted this research by using qualitative data. The researcher conducted this research at a Private Islamic University in Yogyakarta. In addition, the participant in this research were the second-year students.

The first objective was to find out the students' reasons to learn vocabulary through listening English songs. The finding showed that four participants' reasons were; creating fun learning, creating easy memory, and

creating easy understanding. Besides, the finding of the second research question was the students' strategies in listening to English songs to learn vocabulary. The findings presented that four participants used three strategies, namely, cognitive strategies, metacognitive strategies, and memory strategies.. Cognitive strategies as well as Metacognitive strategies were including note taking, reading the song lyrics, and finding the meaning of new vocabulary. Then, metacognitive strategies were including sticking new vocabulary on the wall, and the last is memory strategies including remembering new vocabulary.

References

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34.
- Al-Azri, R., Al-Rashdi, M. H., & Kazazi, L. (2015). Using songs to support vocabulary learning for grade four pupils. *International Journal of Scientific & Technology Research*, 4(6), 40-45.
- Aouri, Z. E. (2013). Definition language learning strategies: implication for research. *IOSR Journal of Humanities and Social Science*. 13(4), 50-54.
- Aponte-de-Hanna, C. (2012). Listening strategies in the L2 Classroom: More Practice, Less Testing. *College Quarterly*, 15(1), n1.
- Chen, I. J. (2017). Listening strategy use for different text types. *World Journal of English Language*, 7(2), 31.

- Chilkiewicz, K. (2015). Direct language learning strategies in the theory by Rebecca Oxford in English vocabulary acquisition at the age group of 11-12 year olds. *World Scientific News*, (7), 179-206.
- Cope, D. G. (2014). Methods and meanings: credibility and trustworthiness of qualitative research. *Oncology Nursing Forum*, 89.
- Cohen, L., Manion, L., & Morrison, K. 2011. *Research methods in education*. 7th ed. London: Routledge, ch. 21, p.209-443.
- Dewi, N. P. (2013). *Using English song memorization technique to improve the seventh graders mastery of vocabulary*. Malang: University of Malang.
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: a focus on trustworthiness. *Sage*, 2.
- Faliyanti, E. (2017). The influence of English song toward students' vocabulary mastery and students' motivation. *Premise: Journal of English Education*, 6(1), 77-84.
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' listening comprehension difficulties in English language learning: A Literature Review. *English Language Teaching*, 9(6), 123-133.
- Hadian, M. (2015). *The use of song lyrics in teaching listening (a case study of junior high school grade 8 in Bandung)*, 3(1), 96-105.

- Jou, Y. J. (2009). A study of English listening strategies applied by technological University Students. *Journal of TOKO University*, 4(2), 150-169.
- Khamprated, N. (2012). *The problems with the english listening and speaking of students studying at a private vocational school in Bangkok, Thailand*. Thailand: Srinakharinwirot University.
- Kuattiningsih, N. (2008). *The use of songs to teach English vocabulary to year 2 students of SD negeri sekip I no. 161 Surakarta* (Doctoral dissertation, Universitas Sebelas Maret).
- Listiyaningsih, T. (2017). The influence of listening English song to improve listening skill in listening class. *Academica: Journal of Multidisciplinary Studies*, 1(1), 35-49.
- Millington, N. T. (2011). Using songs effectively to teach English to young learners. *Language Education in Asia*, 2(1), 134-141.
- Muh, F. A. I. (2017). *Improving students' vocabulary mastery using song lyric (A Classroom Action Research of the Seventh Grade Students of MTs Muhammadiyah 2 Karanganyar in the Academic Year 2016/2017)*, Surakarta: IAIN Surakarta.
- Naif, A. H. & Saad, N. S. M. (2017). Language learning strategies use and challenges faced by adult Arab learners of Finnish as a school language in Finland. *English Language Teaching*. 10(4), 111-126.

- Nuresa, C. C., Zuhud, D. A., & Alwasil, H. S. S. (2016). *Improving student's vocabulary mastery through descriptive text*. Bandung: University of Pasundan.
- Phisutthangkoon, K. (2016). Effectiveness of English song activities on vocabulary learning and retention. *The International Academic Forum*.
- Phisutthangkoon, K., & Panich, M. (2016). Effectiveness of English song activities on vocabulary learning and retention.
- Raihany, A. (2012). Learner's strategies in learning English vocabulary. *Okara*, 1(7), 67-78.
- Ratminingsih, N. M. (2013). Teaching techniques, types of personality, and English listening skill. *Jurnal Ilmu Pendidikan*, 18(1). school grade 8 in bandung). *Journal of English and Education*, 3(1), 96-105.
- Tasriyah, N. (2013). An action research on metacognitive strategies to teach listening. *International Conference on Education and Language*.
- Trinick, R. M. (2011) Sound and sight: The use of song to promote language learning. *The National Association for Music Education*, 20(10), 1-6.
- Worthington, D. L., & Bodie, G. D. (2018). Defining listening: A historical, theoretical, and pragmatic assessment. *The sourcebook of listening research: Methodology and measures*, 70-96.

Zare, P. (2012). Language learning strategies among EFL/ESL learners: a review of literature. *International Journal of Humanities and Social Science*, 2(5), 162-169.