

**TEACHING AND LEARNING ENGLISH
VOCABULARY THROUGH SONGS: EXPLORING
EFL YOUNG LEARNERS' PERCEPTION
THESIS**

Submitted in Partial Fulfillment of the Requirements
For Gaining the Degree of Bachelor of Education
In English Language Education



By:

RISA 'AINUR ROHMAH

Student Number : 1803046118

**ENGLISH EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO**

2023

THESIS PROJECT STATEMENT

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I am a student with the following identity:

Name : Risa 'Ainur Rohmah
Student Number : 1803046118
Department : English Education Department

State that the thesis entitled **Teaching and Learning English Vocabulary through Songs: Exploring EFL Young Learners' Perception** is purely my own work. I am completely responsible for the content of this thesis. Other writers' opinions and findings in this thesis are quoted or cited based on ethical standards.

Semarang, June 15th 2023

Researcher



Risa 'AinurRohmah
NIM. 1803046118

RATIFICATION NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title : **Teaching and Learning English Vocabulary through Songs:
Exploring EFL Young Learners' Perception**

Name of Student : Risa 'Ainur Rohmah

Student Number : 1803046118

Department : English Education

had been ratified by the board of examiners of Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 03 July 2023

THE BOARD OF EXAMINERS

Chairperson,

Dra. Maryatul Fadlilah, M.Ed
NIP. 19620803 198903 2003

Secretary,

Sayyidatul Fadlilah, M.Pd
NIP.19810908 200710 2001

Examiner 1,

Nadiah Ma'mun, M.Pd
NIP. 19781103 200701 2016



Examiner 2,

Dr. Hj. Siti Tarwiyah, M.Hum.
NIP. 19721108 199903 2001

Advisor

Sayyidatul Fadlilah, M.Pd
NIP.19810908 200710 2001

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:
The Dean of education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : Teaching and Learning English Vocabulary through Songs:
Exploring EFL Young Learners' Perception
Name of Student : Risa 'Ainur Rohmah
Student Number : 1803046118
Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum, wr. wb.

Semarang, 14 June 2023

Advisor,

Sayyidatul Fadlilah, M.Pd
NIP.198109082007102001

ABSTRACT

Title : **Teaching and Learning English Vocabulary Through Songs: Exploring EFL Young Learners' Perception**

Name of Student : Risa 'Ainur Rohmah

Student Number : 1803046118

This descriptive study explored the students' perceptions of using songs for teaching and learning English vocabulary. This study seeks to investigate students' perception of learning English vocabulary through songs used by the primary school teacher in a grade four classroom with the total number of 25 students, 11 females, and 14 males, in the academic year 2022/2023. This study used mixed-methods design and collected the data using Triangulation (questionnaire, interview, and observation). The result of the analysis of questionnaire data reveals that students' perception toward learning vocabulary through song in three dimensions, where the potential effectiveness dimension obtains 86.1%, the usability dimension 76.8%, and the satisfactory dimension obtains 82%. Meanwhile, based on the findings of interviews and observations, students responded positively. In each of the interview questions, students provided various explanations for their answers. When the observations were conducted, there was also a development in the student's English skills in line with their vocabulary acquisition. The use of songs for learning instruction in the classroom needs to consider the composition in it, starting with the subject matter, phrases, and vocabulary.

Keywords: *Students' perception, Teaching and Learning English through Song, Learning vocabulary*

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not charge a soul except [with that within] its
capacity”

-Al-Baqarah verse 286

"Whatever your destiny is, it will find a way to find you."

-Ali bin Abi Thalib-

"A wise man will maintain his heart under any situation, even if it
is painful."

- Jaehyun Jeong-

DEDICATION

All praises to My God Allah SWT for his blessing and generosity so that the researcher can complete and finish this research.

This thesis is dedicated to my father, Mr. Suwadak, and my strongest mom, Mrs. Sumaryatin. Thanks for your never-endless love and support. The dedications are also addressed to my only sibling Ahmad 'Ainur Rofiq also my sister-in-law Siti Marfu'atin who always supports me both emotionally and materially. And for all of my teachers who have guided and educated me with big gorgeousness and sincerity. Also to my besties, Nila Mustika Ningrum and Siti Muthoharoh, thank you for being my support system. May Allah always bless you!

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The researcher realizes that she cannot complete this final project without the support, cooperation, help, and love of many people. Therefore, he would like to express his deepest gratitude to:

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6. All of my friends in Asrama Muslimat NU Jawa Tengah, especially Ilya Izalatun, Fitrotunnasikha, Mas'ullatul Maesyaroh, Nila Azizah, and Lulu Huriyyatunnisa, thank you for the time we spent together, meeting you is the best thing I ever did.
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10. Myself, Risa 'Ainur Rohmah who persisted and tried to do the best to complete this research.

Finally, the researcher realizes that this thesis is far from the perfect arrangement. As a result, the researcher will gladly accept any helpful criticism to improve this thesis.

Semarang, June 14th 2023

The Researcher,

Risa 'Ainur Rohmah

NIM.1803046118

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CHAPTER I

INTRODUCTION

This chapter is intended to examine certain aspects of the topic research. This part discusses the background of the research, research questions, study objectives, and significance of the research.

A. Background of the Research

Many experts believe that acquiring vocabulary is essential to assist students in becoming competent in learning both second and foreign language. People cannot convey their thoughts and opinions in English unless they have a good vocabulary. Furthermore, their limited understanding of vocabulary prevents them from effectively expressing their feelings. This assertion is in line with what Allah said in the Koran:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي

بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

And He taught Adam the names of everything, then showed them to the angels and said, "Tell Me the names of these if you are truthful" (Al Baqoroh: 31).¹

¹ Muhammad M. Khan and Muhammad Tagi –ud-Din Al-Hilali, The Qur'an, (English: Curzon Press Ltd, 1981), p. 3.

One of the methods for learning vocabulary is through songs. Songs are regarded as an important tool for learning vocabulary.² Song has high and authentic linguistic elements, therefore songs are often used as a medium to learn a new language including English. In Indonesia English has begun to be included as a local content subject in the primary school curriculum since 1994.³ Songs are generally regarded as an effective teaching resource in EFL schools. Songs' sounds, rhythm, and intonation are thought to be essential to enhancing children's pronunciation skills, while the melody and repetitive structure assist in the recall of key vocabulary and language patterns.⁴

One of several previous studies regarding the use and benefits of songs in language teaching and learning activities was research conducted in France. This research focuses on how songs and rhymes provide a more effective approach for teaching languages to young learners. The use of song and rhyme has been shown to be beneficial to motivate young

² Tien Cam Nguyen and Huan Buu Nguyen, "Teachers' perceptions about using songs in vocabulary instruction to young language learners," *Universal Journal of Educational Research* 8, no. 6 (2020): 2678–2685. p. 2676

³ Urip Sulistiyo et al., "The portrait of primary school English in Indonesia: policy recommendations," *Education 3-13* 48, no. 8 (2020): 945–959, p.2

⁴ Yvette Coyle and Remei Gómez Gracia, "Using songs to enhance L2 vocabulary acquisition in preschool children," *ELT Journal* 68, no. 3 (2014): 276–285. p. 277

language learners and developing an appreciation of learning a second and foreign language,⁵ the study showed that when students were asked, 'Would you be interested in learning some songs and rhymes in another language?', all students of the sample groups responded enthusiastically. Even those who previously said they didn't like singing nursery rhymes.

Songs and rhymes are more effective than other methods for improving student's listening abilities in the target language, according to observations and pre/post-intervention assessments. The author added that learning language abilities can be improved through singing and listening to children's songs and nursery rhymes. Song is an ordinary thread that runs through all cultures and experiences. It has the ability to communicate knowledge and emotion, as well as reach learners in ways that other instructional methods cannot. Based on new understandings in neuroscience and educational theory, Governor et al. propose the implementation of songs for teaching and learning.

Understanding how music gets processed in the brain and how the integration of melody and lyrics gives numerous cognitive pathways to save, retrieve, and access memories

⁵ Sarah Jarvis, "How effective is it to teach a foreign language in the foundation stage through songs and rhymes?," *Education 3-13* 41, no. 1 (2013): 47–54. p. 51

contributes to music's potential as a teaching approach.⁶ Music is essential for children since it not only provides a basis for social, aesthetic, and communication outlets but also has an impact on brain development. The neuroscience community is actively examining the connections between early musical activities and cognitive relationships.⁷ Songs can serve to stimulate pupils and focus their concern on keywords, giving them the "building blocks" for communication.⁸

In education, song is one of the teaching techniques since long ago. Song is a complex language package that bundles language aspects and a host of language skills in just a few rhymes. As a part of the teaching technique, song provides several benefits for students. Song is an extremely influential, personal, engaging, and, most importantly, long-term weapon within the educational inventory to generate ideas for teaching. Although the academic benefits of songs as a educational tool for learning are sometimes ignored, Joseph and Trinick believe that the significance of songs in building linguistic and cultural

⁶ Donna Governor, Jori Hall, and David Jackson, "Teaching and learning science through song: Exploring the experiences of students and teachers," *International Journal of Science Education* 35, no. 18 (2013): 3117–3140. p. 3118

⁷ Carol Beynon and Jennifer Lang, "The more we get together, the more we learn: focus on intergenerational and collaborative learning through singing," *Journal of Intergenerational Relationships* 16, no. 1–2 (2018): 45–63,

⁸ Coyle and Gómez Gracia, "Using songs to enhance L2 vocabulary acquisition in preschool children." p. 284

awareness in their experiences has been positive and enriching for them and their learners.⁹

Additional benefits of employing songs, especially in the young learner's classroom include increased interest since they are typically accompanied by motions, gestures, and emotional engagement.¹⁰ In an experiment with adult learners, those who received instruction through music and songs improved more rapidly compared to students whose lessons did not include any music at all. When learning a new language for the first time, music seems to help adult learners in developing their word segmentation skills.

Even while these benefits are widely accepted, only a few studies have examined the benefits of songs on young learner's language acquisition. In various studies with older learners, songs have been investigated in connection to lexis, phonological retention, and general English skills. In this research, the researcher will investigate young learners' perceptions and experiences toward learning English vocabulary through songs in the classroom.

⁹ Dawn Joseph and Robyn Trinick, "Promoting cultural understandings through song across the Tasman: pre-service primary teacher education," *Intercultural Education* 27, no. 2 (2016): 201–215, p. 210

¹⁰ Justyna Leśniewska and François Pichette, "Songs vs. stories: Impact of input sources on ESL vocabulary acquisition by preliterate children," *International Journal of Bilingual Education and Bilingualism* 19, no. 1 (2016): 18–34. p. 20

Repeating structure and melody in songs assist pupils remember crucial vocabulary and linguistic patterns, It is believed that the sounds, rhythm, and intonation of songs are essential for the development of their English skills, probably in vocabulary acquisition.¹¹ The researcher hopes as a result of the study, the use of English songs for learning vocabulary in the classroom would improve. It is expected that both the teacher and the students will use songs to enhance their vocabulary as part of the English teaching and learning process.

B. Research Question

Based on the background above, this research will provide an answer to the following question: How is the EFL young learners' perception toward the use of songs for learning English vocabulary in the classroom?

C. The Objective of the Study

The aim of this reseach is to explain on the fourth-grade students' perception regarding the use of songs for teaching and learning English vocabulary in the classroom.

¹¹ Nihada Delibegović Džanić and Alisa Pejić, "The effect of using songs on young learners and their motivation for learning English," *NETSOL: New Trends in Social and Liberal Sciences* 1, no. 2 (2016): 40–54. p. 41

D. Significances of the Research

The researcher hopes that the findings of this study could provide benefits and make certain contributions to language learning:

1. Theoretical Significance

This study offers suggestions for the effective application of songs in EFL young learner classrooms to increase students' vocabulary. The findings of this study could serve to help EFL teachers and the EFL educational community build new instructional strategies for acquiring English vocabulary at any level of EFL classroom, particularly primary school.

2. Pedagogical Significance

a. Teacher

The researcher expects that the findings of this study will help teachers understand the students' views about using English songs in EFL classroom activities to improve students' vocabularies. So that teachers can enhance their teaching techniques and instructions for EFL young learner by using English songs.

b. Students

The researcher expects that the findings of this study will raise awareness among students about the benefits of listening to music while learning English through songs, in

order to comprehend more of English content materials that delivered in the classroom especially in vocabulary acquisition and even better for improving their English skills.

c. Future Researcher

The findings of this study could potentially be used as a reference for future research on students' and teachers' perceptions of employing songs in EFL classrooms as a learning strategy to increase students' English vocabulary and also improving other English language skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the literature review that is relevant to the topic that is about teaching and learning English vocabulary through songs, particularly for EFL young learners, and at the end of this chapter there is a previous study related to this research.

A. Literature Review

1. Music and Brain

Researchers in cognitive science and neuroscience have discovered multiple link between language and music, indicating a correlation in brain functioning. Elements of a song are also often observed in first language learning. Parents sing nursery rhymes such as lullabies to their children and employ exaggerated prosody in their 'parentese' infant-directed speech; infant babbling also follows the prosodic parts of speech before lexical objects are first acquired. Songs have been suggested to promote motivation and reduce affective barriers and anxiety in second language acquisition, promoting more successful L2 acquisition.¹²

There is growing interested in cognitive neuroscience and psychology in the hypothesis that music drilling can assist

¹² Glenn M. Davis, "Songs in the young learner classroom: A critical review of evidence," *ELT Journal* 71, no. 4 (2017): 445–455. p. 2

with the neural processing of certain language elements. Music training has been proven to improve fine-grained auditory perception and processing of other stimuli, such as speech sounds and executive control - skills that are similarly enhanced in fluent bilinguals.¹³ Furthermore, a classroom research revealed that Spanish-speaking students who assessed the lyrics to an English song outperformed students who heard a spoken version of the song on spelling, recall, and vocabulary translation tests.¹⁴

Recent discoveries in the neuroscience of cognition have revealed a wealth of information on the brain's data encoding, storage, and retrieval. Because music retains information in emotional terms, it is particularly beneficial for memory. That's why advertisers bundle a lot of their commercials in storylines and scenarios intended to reach the heart and provoke basic emotions. Emotions generated by music and emotionally evocative lyrics might have an impact on memorization and recall.¹⁵

¹³ Karen M. Ludke, "Singing and arts activities in support of foreign language learning: An exploratory study," *Innovation in Language Learning and Teaching* 12, no. 4 (2018): 371–386. p. 2

¹⁴ Arla J. Good, Frank A. Russo, and Jennifer Sullivan, "The efficacy of singing in foreign-language learning," *Psychology of Music* 43, no. 5 (2015): 627–640. p. 629

¹⁵ Friederike Tegge, "Pop songs in the classroom: Time-filler or teaching tool?," *ELT Journal* 72, no. 3 (2018): 274–284. p. 275

Neuroscientists have begun to solve the mystery of why music triggers sensibility. While the audience receives sensory insight from music, the brain uses evident conceptions to determine what will happen next. As the listener seeks for expected patterns, Music creates anticipation and then delivers it. When unexpected changes in expectations occur, The amygdala is triggered as a result of an emotional response. Bridges and other musical tendencies are used by composers to impact expectations by intentionally and painstakingly breaking established patterns.

Emotional respons to music increase memory by focusing on the building of more powerful and large neuronal connections.¹⁶ Memories obtained in a state of emotion are more strong and offer more encoding and retrieval opportunities. The more routes that have been built, the more ways there are to access memory. Melody and lyrics in music work together to stimulate memory retrieval.

Memory can be accessed by more than one stimulus when several neural routes have been created. In this sense, music can also be used as a mnemonic device to enhance memory. The multimodality of stimuli and their repetition is one reason for the mnemonic effect of songs. This can lead to

¹⁶ Governor, Hall, and Jackson, "Teaching and learning science through song: Exploring the experiences of students and teachers." p. 3120

more complex processing and the formation of multiple mental connections.¹⁷

Due to music's unique ability to trigger involuntary memory, it is possible for songs to become "earworms," or tunes that are overly repetitive and have unexpected elements. Bennett has proposed the 'Rule of Nine' hypothesis. A song must contain lyrics of average complexity, have the chorus repeated three times, and be played three or more times in order to become an earworm. When music is able to get "stuck in the head," it can be used as a mnemonic assistance to improve classroom learning. According to Governor *et al.* (as referenced by Bennett, 2002), When music serves as a mnemonic form, it can assist the learning process.¹⁸

2. Factors Contributing to Effective Learning

The method used by educators is one of the factors that impact how effective the learning design is; constructivism is a popular educational concept that includes language acquisition. Constructivism is a knowledge construction philosophy that holds that learning happens through experience in order to make connections with the environment. Students integrate new experiences with previous exposure to rebuild

¹⁷ Tegge, "Pop songs in the classroom: Time-filler or teaching tool?" p. 275

¹⁸ Governor, Hall, and Jackson, "Teaching and learning science through song: Exploring the experiences of students and teachers." p. 3121

existing knowledge structures when they are exposed to new experiences.

The ideas of constructivism involve that education is an active process of constructing knowledge, as well as the fact that while it is personal in nature, it is created with a community of individuals in order to make sense of the world. Students can use songs to assist construct new knowledge through a social learning experience.¹⁹ Constructivism is a popular educational concept that includes language acquisition.

Constructivists of language acquisition believe that ability in the target language can be assisted through interactions between teachers, learners, and the environment. Scaffolding is primarily accomplished through contact and meaning negotiation. A supportive educational setting would not only assist students in managing their discourse but would also encourage them to utilize the target language.²⁰

According to research under the sociocultural paradigm, emotions and engagement in educational activities are also important. Due to this viewpoint, learning is an interpersonal process in which persons actively interact with others in an attempt to comprehend and interpret phenomena. Engagement

¹⁹ Governor *et al.* p. 3122

²⁰ Liwei Hsu, "English as a foreign language learners' perception of mobile assisted language learning: A cross-national study," *Computer Assisted Language Learning* 26, no. 3 (2013): 197–213. p. 200

refers to a student's psychological investment in a process focused on acquiring, comprehending, or mastering the knowledge, skills, or crafts that education tries to encourage. The engagement includes engaged involvement, commitment, and focused concentration on learning.²¹

English is considered difficult to learn since it is a foreign language that is not utilized in everyday life. How strategies and techniques may be used to make Eyl's (English for Young Learners) lessons easy and entertaining in order to reduce challenges in learning English? To catch students' attention, the class have to create settings that stimulate them to learn. Songs, games, and stories are a few ways to make Eyl's classes more engaging.²² Students learn more when they are genuinely engaged, thus engagement is essential for learning.

Educators can engage and motivate students to learn by reaching out through familiar technologies, as we know that today's students are part of a new generation of digital natives. Music communicates to today's digital learners in innovative ways; they immediately download songs from the Internet,

²¹ Governor, Hall, and Jackson, "Teaching and learning science through song: Exploring the experiences of students and teachers." p. 3121

²² Ma'mun, N., English teacher pedagogic competency improvement training for young learners in English Village, Temulus Village, Kudus Regency, *Rengganis Journal of Community Service*, 2(1), (2022): 85-101. P. 86

watch MTV while studying, bring MP3 players to school, and enjoy music while working.

It is critical to address the cognitive and emotional growth of young EFL learners and adults, as well as the impacts of their first language(s) (L1). Before the age of eight, Children find it difficult to apply language to talk about language or to understand grammar and conversation. As a consequence, the intellectual demands of in-class assignments are proportional to the age-related capacities of the children. Because young learners have a limited attention span, instructing them should be diverse enough to allow all students to engage.

Children favor physical activity for pleasure and fantasy, and they exhaust faster sitting than running.²³ Because children live in a world of make-believe, a primary-level language education curriculum should incorporate at least the following components: (1) the interests of the children, (2) stories, (3) games and entertaining activities, (4) music, songs, and rhymes, and (5) pair-work or group-work assignments.

Song lyrics contain substantive information and have the potential to assist children integrate with the target language. By addressing questions about the songs offered

²³ Mu hsuan Chou, "Assessing English vocabulary and enhancing young English as a foreign language (EFL) learners' motivation through games, songs, and stories," *Education 3-13* 42, no. 3 (2014): 284–297. P. 285

during the engagement phase of training, songs can be employed to demonstrate new instructional information. Lyrics can be studied as part of a sequence of experiences designed to build a knowledge of material concepts throughout the conceptual development stage of instruction.²⁴

Finally, in the final stage of learning, when students are required to make connections between new material and integrate ideas, songs can provide parallels and insights to assist students form networks of understanding. When used properly, music may be helpful in the process of conceptual change during several stages of the instructional sequence.

3. Characteristic of Young Learners

It wouldn't be complete to discuss the character of young learners without first understanding what 'young learners' is. The definition of young learners is mainly based on the years spent in the primary or elementary stages of formal education before the transition to secondary school. This is why the ages of the young learners could be varied from one country to the others. Some psycholinguists say that one of the

²⁴ Governor, Hall, and Jackson, "Teaching and learning science through song: Exploring the experiences of students and teachers." p. 3122

factors to be successful in language learning is young age.²⁵ When teaching young EFL learners and adults, it is important to consider their cognitive and emotional development, as well as influences from their first languages (L1).²⁶

Teaching a foreign language, particularly English to young learners is different from teaching a foreign language to adults or adolescent students. Children are more enthusiastic and active as learners. Instead of trying to win over their peers, they aim to please the teacher. Even when they don't quite understand why or how the technicalities of the activity are, they will still try it out.²⁷ However, they also lose interest more quickly and struggle to stay motivated when working on challenging projects. Children find it more difficult to employ language to describe discourse or grammar. Children often seem less self-conscious than adults while talking in a new language, and their lack of inhibition seems to help them obtain a more native accent.

²⁵ Ma'mun, N., Promoting English vocabulary of young learners through songs, games, and stories. *UNNES-TEFLIN National Seminar*, Vol. 4, No. 1, (2021): 410-422. P. 410

²⁶ Mu hsuan Chou, "Assessing English vocabulary and enhancing young English as a foreign language (EFL) learners' motivation through games, songs, and stories," *Education 3-13* 42, no. 3 (2014): 284–297. p. 285

²⁷ Cameron, L., *Teaching languages to young learners*, Cambridge: *Cambridge University Press* (2001), p.1

Young learners indicate several characteristics, including the knowledge that the world is governed by rules, the use of language skills before they are aware of them, a high level of logical thinking, a limited capacity for sustained attention, love to play, and learn best when they are enjoying themselves. They have a high level of enthusiasm for learning and curiosity, so they ask questions all the time, rely on both spoken language and the physical world to convey and comprehend the meaning, they even can work with others and learn from others.²⁸

We can draw the conclusion based on consideration above that young learners have following characteristics: they love to play and learn best when they are enjoying themselves, they either pretend to understand or comprehend in their own terms and follow your instructions, but they also have very short attention and concentration spans. Play with language in teaching a foreign language to young learners introduce them to meaning, and it is the initial stage in learning language.²⁹ It means students must be familiar with the spoken language because understanding spoken language is necessary to learn a language.

²⁸ Scott, Wendy A. and L. H. Ytreberg, *Teaching English to children*, New York: *Longman Inc.*, (1990), p. 2-4.

²⁹ Cameron, L., *Teaching languages to young learners*, Cambridge: *Cambridge University Press* (2001), p. 36

It takes time for an individual to become aware of language as apart from the events happening. The majority of 8 to 10 years old are already able to express this awareness in their language. We should pay close attention to these cues since the spoken word is frequently accompanied by additional signals to meaning, such as movement and facial expression.³⁰ Young learners' worlds are cheerful, joyful, and pleasant, this stage is the beginning of their learning journeys. Making their learning environment more interactive, attractive, and active can provide them with precious memories about their education and they will enjoy their study more.

4. Music and Song in Vocabulary Instruction

Song is one form of listening activity that has a lot of potential in primary school. Since children love to sing, music and songs are important components of learning and growth. While the melody and repetitive structure assist youngsters recall important vocabulary and linguistic patterns, it is believed that the sounds, rhythm, and intonation of songs are important for the improvement of their skills, including how to pronounce the target language's words.

Songs including rhymes are beneficial in encouraging and involving Foundation Stage class children in the growth of

³⁰ Scott, Wendy A. and L. H. Ytreberg, *Teaching English to children*, New York: *Longman Inc*, (1990), p. 5

language learning. Even more, language acquisition should build on a substantial "learn by ear" approach.³¹ During the first six years, telling and singing nursery rhymes and songs is very important for language development. By exposing children to songs and rhymes, they can participate in a range of collaborative language experiences and acquire the patterns of their native language.³²

Songs have been incorporated into some FL teaching strategies, including the listen-and-repeat Audio-lingual Method, the Contemporary Music Approach, which uses song listening to support grammar learning, and the Melodic approach, which promotes singing in the target language while also encouraging the use of exaggerated rhythm and intonation.³³ Additionally, a classroom-based study revealed that Spanish-speaking students who memorized the English song's lyrics performed better both immediately and later on tests involving pronunciation, recall, and vocabulary translation than students who only absorbed the spoken version of the lyrics.³⁴

³¹ Jarvis, "How effective is it to teach a foreign language in the foundation stage through songs and rhymes?" p. 49

³² Jarvis. p. 48

³³ Karen M. Ludke, "Singing and arts activities in support of foreign language learning: An exploratory study", *Innovation in Language Learning and Teaching* 12, no. 4 (2018): 371–386. p. 372

³⁴ Good, Russo, and Sullivan, "The efficacy of singing in foreign-language learning." p.3

Songs are naturally used by teachers to teach concepts and learning materials in a pleasant way. Even if teachers played songs many times a day, the majority of pupils would not get bored. Songs contain so many language-related elements that may be taught and repeated at any stage of language learning, making them a very valuable sort of activity.³⁵ Songs can be included in educational activities in a variety of ways, including warm-ups, gap fillers, the centerpiece of lessons, and simply to create a fun atmosphere.

The potential benefits of music-based FL materials on various language skills, including vocabulary learning, listening comprehension, writing abilities, or phonetic acquisition, have been the focus of numerous studies. To get the most out of music-based classes in this situation, teachers must carefully select their methods, musical material, and organizational structure. In the non-linguistic aspect, employing songs helps to overcome musical intelligence, which can help minimize foreign language anxiety.³⁶ By reducing policy instruments, music can help pupils relax and become more responsive to language study. It can also boost

³⁵ Džanić and Pejić, “The effect of using songs on young learners and their motivation for learning English.” p. 1

³⁶ Pauline Degrave, “Music in the foreign language classroom: How and why?,” *Journal of Language Teaching and Research* 10, no. 3 (2019): 412–420. p. 415

motivation and sometimes assist students to maintain their focus.

Children are taught to sing in many different ways. One typical technique is for children to echo-respond to a teacher's singing or audio recording. Because pupils quickly forget what they heard, repetitive singing (auditory model alone) was ineffective to acquire vocal precision. Singing entails three steps: hearing, memorizing, and reproducing.³⁷ Furthermore, one of the most popular approaches for teaching songs to young learners is to have them repeat short 'chunks' or lines from the song.

According to cognitive science research, learners group or chunk new information, such as language or music, rather than processing it all at once. The alternative way to teach songs besides the phrase-by-phrase approach is the "holistic" or "whole-song method". Instead of dividing the song into sections, the teacher performs it aloud to the students multiple times. This style of song transmission, also known as "immersion," is frequently used in less formal settings where music is made.³⁸

³⁷ Mei Ying Liao and Patricia Shehan Campbell, "Teaching children's songs: A Taiwan-US comparison of approaches by kindergarten teachers," *Music Education Research* 18, no. 1 (2016): 20–38. p. 23

³⁸ Diane Persellin and Laura Bateman, "A comparative study on the effectiveness of two song-teaching methods: Holistic vs. phrase-by-phrase," *Early Child Development and Care*, 2009. p. 800

Singing is a skill that develops with practice. Not only teachers in music specialists but also classroom instructors are responsible for the development of children's singing. In order to sing properly, young learners frequently lack the focus and attention necessary. Children are more likely to sing with a good vocal tone and with more effectiveness when they pay close attention to the teacher. Children's listening and singing are directly impacted by the teacher's presentation of the song. They are more likely to be drawn to teachers who sing enthusiastically and want to sing themselves.³⁹ Checking children's posture, giving vocal directions, and giving instructions for changes in physical position are all approaches that encourage young learners to sing more.

5. The Advantages of Learning Vocabulary through Songs

Songs have various benefits that could assist students improve their English. Singing is a tool for converting feelings and emotions into a personal form of self-expression for youngsters. Some people believe children prefer passive entertainment like television, CDs, and video games to active music-making like singing. However, parents and educators have seen that children start singing about the time they learn

³⁹ Mei Ying Liao and Patricia Shehan Campbell, "An analysis of song-leading by kindergarten teachers in Taiwan and the USA," *Music Education Research* 16, no. 2 (2014): 144–161. p. 145-146.

to speak. Young children naturally sing before becoming interested in the media. For all ages, singing is a significant aspect of life and culture, but it starts and develops in the early years. Young children's musical babble comes before their more conscious melodic singing.⁴⁰

Songs are widely recognized as useful media to learn a new language because the melody, the existence of rhyme, and the repeating items appear to assist in the memorization of the new language elements including vocabulary. Listening to English songs facilitates the retention of new vocabulary and grammatical structures in learners' conscious and unconscious memory.⁴¹ Adding rhythm and melody to language chunks encourages practice and helps phrases stick in listeners' long-term memory. Melody and rhythm are also thought to be beneficial in preserving the natural pace and intensity of speaking.⁴²

In addition to serving as a tool for vocabulary learning, listening to music or songs can help children feel more relaxed while engaging in vocabulary-learning activities like reading

⁴⁰ Persellin and Bateman, "A comparative study on the effectiveness of two song-teaching methods: Holistic vs. phrase-by-phrase." p. 799

⁴¹ Chunxuan Shen, "Using English Songs: An enjoyable and effective approach to ELT", *English Language Teaching* 2, no. 1 (2009): 88–94. p. 93

⁴² Karen M. Ludke, "Singing and arts activities in support of foreign language learning: An exploratory study," *Innovation in Language Learning and Teaching* 12, no. 4 (2018): 371–386. p. 372

books. For students who enjoy listening to music or singing more than reading, this could be a technique to make vocabulary learning easier. We all know that the rhythm and lyrics of a song or piece of music are relatively simple for our brains to retain when we are listening to it.

The majority of people, particularly adolescents, music is a part of their everyday lives. Music has consistently played an important role in people's lives, beginning with the birth of a child and mothers singing lullaby to their children.⁴³ It is even used during most of the important moments in human life, including weddings and religious ceremonies. In this study, students had difficulty learning vocabulary since the teacher's vocabulary learning strategies did not match their learning style. Therefore, this study aims to explore new vocabulary-learning strategies using songs that may be applied in the classroom. Rhymes, such as those found in songs, can help students establish positive attitudes toward the target language.⁴⁴

The reason why students prefer songs over other strategies may be related to the prior issue, which demonstrates that everyone has a different learning strategy

⁴³ Governor, Hall, and Jackson, "Teaching and learning science through song: Exploring the experiences of students and teachers." p. 3118

⁴⁴ Jarvis, "How effective is it to teach a foreign language in the foundation stage through songs and rhymes?" p. 50

than others. Some people might believe that listening to music or singing along can help them learn something more easily. While listening to the song, students will hear some of the new words repeated several times, along with accents and grammar standards. Additionally, they will enjoy their learning experience and be in a positive way, which will motivate them to learn more vocabulary.⁴⁵ Students who enjoy and have a passion for learning vocabulary through songs will feel that this method is the most effective one to take.

Murphey discovered through his research that songs or music had an impact on the development of students' understanding in terms of vocabulary. The study's findings indicate that, as well as learning a language, listening to songs can assist students to strengthen their listening and pronunciation skills, which will help them improve their speaking skills.⁴⁶ Perhaps it is because they directly hear native speakers singing the music when they learn the lyrics and how to pronounce certain words, phrases, or sentences.

⁴⁵ Kittiya Phisutthangkoon and Metas Panich, "Effectiveness of English song activities on vocabulary learning and retention," *The International Academic Forum* (2016): 12.

⁴⁶ Tim Murphey, "The Discourse of Pop Songs," *TESOL Quarterly* 26, no. 4 (1992): 770. p. 772

B. Previous Studies

In arranging this research, the researcher provides several related previous studies conducted by other researchers to support this research:

First, research by Karen M. Ludke entitled *Singing and arts activities in support of foreign language learning: an exploratory study*.⁴⁷ This study contributes to our understanding of how music and arts activities can support FL learning and proposes that it would be beneficial to carry out further research in this area. With native English speakers between the ages of 12 and 13, an exploratory, quasi-experimental arts intervention research was conducted as a part of their introduction to the language.

The results demonstrate that the involvement of singing and song activities over 6 weeks periods brought a significant overall enhancement in the French performance of adolescent learners, This was more than the impact that was reported for incorporating more visual art and theatrical exercises into the French curriculum. The future classroom-based and scientific investigations in this area have the potential to improve learners' FL learning outcomes and begin building a better understanding of how and why activities

⁴⁷ Karen M. Ludke, "Singing and arts activities in support of foreign language learning: An exploratory study," *Innovation in Language Learning and Teaching* 12, no. 4 (2018): 371–386.

such as singing, song activities, visual arts, and drama can help learners with memory and verbal material learning.

From the previous research above, The researcher assumes that the study written by Karen M. Ludke is related to this study because it brings the same topic namely the innovation of language learning and teaching using song activities as a strategy to teaching a foreign language. The distinction is in the language and research objectives, whereas Karen applies this instruction in French classes in a Scottish secondary school, while in this research the instruction will be carried out in English class in primary school where English is a foreign language in our country.

Second, the research by Mu-hsuan Chou entitled *Assessing English vocabulary and enhancing young English as a Foreign Language (EFL) learners' motivation through games, songs, and stories.*⁴⁸ The study's goal is to find out how much games, songs, and stories helped and inspired 72 Taiwanese EFL students aged 8 to 11 to learn English vocabulary. It also investigated how the differ test approaches affected students' performance on a vocabulary test. The students' self-reflection on the physical exercises and stories was studied using a self-assessment questionnaire, and their

⁴⁸ Mu hsuan Chou, "Assessing English vocabulary and enhancing young English as a foreign language (EFL) learners' motivation through games, songs, and stories," *Education 3-13* 42, no. 3 (2014): 284–297.

learning outcomes were assessed using more formal evaluations.

The findings revealed that games, songs, and stories improved learning and increased students' English vocabulary. Students in higher grades outperformed those in lower grades on the vocabulary test and performed differently in terms of test techniques. The study found that when games, songs, and stories are combined with defined teaching and learning objectives, they can assist children of all ages learn English vocabulary.

The young pupils' awareness of global cultures and vocabulary size were both increased and enlarged by employing stories and songs about international festivals. Positive sentiments toward the target language culture, according to the social-psychological model of motivation, may boost motivation to learn a second language. The positive incentive provided as a starting point for Taiwanese primary kids to learn English rather than simply completing their English courses in this situation.

This previous study is relevant to this study since the researcher several parts of the instrument for the questionnaire, particularly the use of songs for assessing English vocabulary and increasing learners' motivation. However, there are some distinctions between research objectives and research focus. The previous study examined

three alternative approaches to evaluating English vocabulary and increasing learners' motivation. Furthermore, this study mainly focuses on student perceptions and employs song media as a learning tool.

Third, a study by Donna Governor, Jori Hall, and David Jackson with the title *“Teaching and Learning Science Through Song: Exploring the experiences of students and teachers”*.⁴⁹ The purpose of this study was to interpret the experiences of students and teachers when science-content music was used as a strategy in the middle school science classroom. The research was conducted in six middle school science classrooms.

The researcher sought to understand how teachers made use of content-rich songs for teaching science, how they impacted student engagement and learning, and what the experiences of these teachers and students suggested about using songs for middle school classroom science instruction. They collect data using observation, teacher interviews, and a student focus-group discussion from each of the cases.

Teachers used content-rich music to enhance student understanding of concepts in science by developing content-based vocabulary, providing students with alternative

⁴⁹ Donna Governor, Jori Hall, and David Jackson, “Teaching and learning science through song: Exploring the experiences of students and teachers,” *International Journal of Science Education* 35, no. 18 (2013): 3117–3140.

examples and explanations of concepts, and as a sense-making experience to help build conceptual understanding. The finding of this study indicated that this strategy enhance students' interest, and provided a mnemonic device for remembering crucial science concepts. From the previous research above, the researcher is inspired and motivated to conduct the study about using music content as instruction in teaching and learning in the classroom. The difference is that the research of Donna Governor *et al.* is conducted in science lessons, while in this study, the researcher will conduct music content in EFL young learner classes.

Fourth, the research by Tien Cam Nguyen, and Huan Buu Nguyen entitled *Teachers' Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners*.⁵⁰ This study aims to explore teacher perceptions regarding the use of songs to teach vocabulary in a Mekong Delta foreign language center. A mixed-methods descriptive study was conducted to explore teachers' perceptions of songs used in vocabulary teaching to young learners at a foreign language center. The three research instruments were questionnaires, classroom observations, and interviews. The

⁵⁰ Tien Cam Nguyen and Huan Buu Nguyen, "Teachers' perceptions about using songs in vocabulary instruction to young language learners," *Universal Journal of Educational Research* 8, no. 6 (2020): 2678–2685.

study's findings show that teachers had favorable perceptions toward using songs to teach vocabulary to young learners.

The important point is teachers should discover ways to select songs that are relevant to the needs and interests of their students in order to improve their students' vocabulary gains during the learning process. Moreover, teachers should be provided with chances for personal development training, particularly in the use of songs in various classroom contexts of vocabulary learning, in order to meet the English proficiency levels of young learners.

The similarity found in this study is that researchers seek to investigate perceptions of the use of songs as English vocabulary learning instructions, particularly in the classroom. This study also collected data through observation, interviews, and questionnaires. The difference is in the subject and location of the research, this study focuses on student perceptions while the previous study above focuses on teacher perceptions.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research methods comprising research design, research settings, research object, data collection methods, instrument of research, and data analysis techniques.

A. Research Method

1. Research Design

In this study, the researcher conducted descriptive study using mixed-methods design to investigate EFL young learners' perception toward the use of song for teaching and learning English vocabulary in the classroom. This project involved students as research subjects, it describes their perception when song-based activity is implemented as the instruction to teach and learn English vocabulary in fourth-grade students at Islamic primary school Nurul Qomar Semarang.

As a result, researchers can establish the positive impact of employing songs in the classroom to instruct and teach English vocabulary to young learners. The constructivist theoretical framework was adopted in this study because the perceptions of students in classrooms where songs were used as vocabulary teaching and learning strategy were essential to developing an explanation, description, and understanding of the phenomenon. A constructivist method seeks to understand

research participants' perspectives by listening to their stories and explaining their experiences.⁵¹

2. Research Setting

The researcher collected data for this study through questionnaires, interviews, and observation at Nurul Qomar Islamic Primary School. The study was carried out at Nurul Qomar Islamic Primary School in Semarang, located in Argomulyo Mukti Raya Street No. 1 Pedurungan in Semarang, Central Java. This study started from March to April 2023. The researcher has scheduled the collection of data for the second week of March 2023. Furthermore, data analysis started when the data from the questionnaire and interview were completed.

3. Participants

The participants of this research are one class of students in the fourth grade of Nurul Qomar Islamic Primary School with the total number of 25 students, 14 male, and 11 female students under 9-10 years old. The reason for choosing the fourth-grade students is the students have been delivered English as a subject since their first grade, and in this period they start to gain next-level features in English vocabulary acquisition. The researcher assumes that the student's experience of singing while learning English in their classroom

⁵¹ Governor *et al.* p 3122

is relatively small. The number and composition of students for this study have obtained parental permission from students who are willing to participate through information letters given to student participants to be signed by parents.

4. Research Focus

This study focused on students' perception when English content songs are implemented in EFL classroom. The target of the research is EFL young learner students, therefore this study will be conducted in Nurul Qomar Islamic Primary School where English is included as a local content subject. Due to the limitation of time, the investigation of this research only is concerned with the perception of students when this teaching and learning strategy was implemented.

5. Data Collection Technique

The researcher gathered data from the triangulation results (questionnaire, interview, and observation). The data in this study were analyzed qualitatively. The research purpose was to discover students' perceptions regarding utilizing songs to learn vocabulary. Rather than relying on a single data source, qualitative researchers often collect multiple forms of data, such as interviews, observations, documents, and audiovisual information. The researchers then review all of the data,

making sense of it and organizing it into categories or topics that cover all of the data sources.⁵²

a. Questionnaire

The study drew on previous research mainly adopted and combined from the study by Chih-Ming Chen, Huimei Liu, and Hong-Bin Huang (2019) to generate a questionnaire with 9 items that included potential effectiveness, usability, and satisfaction dimensions to identify participants' learning perceptions of the use of songs for vocabulary learning. The potential effectiveness dimension evaluated whether the learners believe that using songs to support vocabulary learning is effective; the usability dimension evaluated whether songs provide a friendly and useful interface; and the satisfaction dimension evaluated whether the songs provide satisfactory functions in assisting vocabulary learning.

The survey structure was closed-ended, and all the responses for each item were graded on a 5-point Likert scale (5 = strongly agree and 1 = strongly disagree). The questionnaire was completed before the interview was conducted. It strengthened the qualitative data obtained by the researchers.

⁵² Cathryne Palmer and Amanda Bolderston, "A brief introduction to qualitative research," *Canadian Journal of Medical Radiation Technology* 37, no. 1 (2006): 16–19, p. 17

b. Focus Group Discussion (Interviews)

Interviews will be conducted in five groups in determining the scope of focus groups in classes with a significant number of participants. Therefore, during the course of this study, there are five focus group discussions in which a total of 25 students participate. These interviews will run between 7 and 16 minutes and will be conducted immediately. The purpose of this group interview is to learn more about how students' perception regarding the use of songs for learning English specifically its vocabulary and how songs affect their interest in, engagement with, and comprehension of English materials and concepts.

Focus group interviews were used to conduct offline interviews. Focus groups are interviews with several participants that encourage conversation in a supportive atmosphere. They are particularly suitable for interviewing children and adolescents since they could feel more at ease speaking with their peers.⁵³ The primary advantages of focus groups for both interviewers and interviewees are convenience and time savings. Furthermore, in comparison to face-to-face interviews, less bias is displayed by the

⁵³ Governor, Hall, and Jackson, "Teaching and learning science through song: Exploring the experiences of students and teachers." p. 3124

researcher because they are less involved in guiding the conversation.⁵⁴

c. Observation

The observations in this study were used to compile field notes, which contained extensive descriptions of students' actions during English courses using songs. In a case study research, observations can provide insights about, direct evidence regarding, and lead to a better understanding of the quintain.⁵⁵ field notes covered eight areas: space (physical setting), actors (people), activities (events), objects (artefacts and physical things), acts (action), time (sequence of acts), goals and feelings.⁵⁶

Classroom observations lasted between 20 and 30 minutes each and took place during a lesson in which teachers used English vocabulary content songs as a teaching strategy. During classroom visits, notes were taken concentrating on critical features of setting and interactions, as well as spoken and nonverbal communication, while students were engaged in teaching activities using songs to

⁵⁴ Sandy Q. Qu and John Dumay, "The qualitative research interview," *Qualitative Research in Accounting and Management* 8, no. 3 (2011): 238–264. p. 243

⁵⁵ Governor, Hall, and Jackson, "Teaching and learning science through song: Exploring the experiences of students and teachers." p. 3124-3125

⁵⁶ Chou, "Assessing English vocabulary and enhancing young English as a foreign language (EFL) learners' motivation through games, songs, and stories." p. 288

teach and learn vocabulary; all recommended strategies for observations.

d. Documentation

The documentation was provided alongside some information or data from research instruments, such as the results of an interview and questionnaire, as well as other study-related items. Documentation is utilized to enhance the chain of research operations. Documentation studies are used to support interview procedures in interview research. The researcher acquired data from students' paperwork and arranged the necessary study equipment, such as stationary and recording devices, for this investigation.

6. Instrument

A research instrument is a tool for measuring natural and social phenomena. Interviews and questionnaires were employed as research instruments in this study.

a. Questionnaire

The self-assessment questionnaire was initially prepared and delivered in Indonesian, which was the L1 of the students, and was later translated into English for reporting purposes. When researchers and participants share the same language background, employing the mother

tongue or L1 for interviewing is suggested.⁵⁷ The questionnaire has 15 questions in a closed-ended format.

The questionnaire was created by adapting and altering the questionnaire mainly from the research by Chih-Ming Chen, Huimei Liu, and Hong-Bin Huang (2019) including potential effectiveness, usability, and satisfaction dimensions to identify participants' learning perceptions of the use of songs for vocabulary learning.⁵⁸ The researcher then distributed the paper form containing the research questionnaire for participants to fill out. The following is a list of questionnaire questions and their categories:

Table 3. 1 Lattice and List of questionnaires about students' perception of the use of songs for teaching and learning English vocabulary

Potential effectiveness	<ol style="list-style-type: none"> 1. The songs are effective in terms of learning vocabulary 2. The songs motivate me to learn English vocabulary
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⁵⁷ Chinh Duc Nguyen, “‘Everyone thinks that I just need to know a few words and sing some songs to teach English to the kids’: Primary school English language teachers struggled for their professional legitimacy,” *Teacher Development* 23, no. 2 (2019): 174–191, P. 7

⁵⁸ Chih Ming Chen, Huimei Liu, and Hong Bin Huang, “Effects of a mobile game-based English vocabulary learning app on learners’ perceptions and learning performance: A case study of Taiwanese EFL learners,” *ReCALL* 31, no. 2 (2019): 170–188. P.177

	3. The songs help me enlarge my vocabulary size
Usability	4. The songs are suitable for me as the learning source of my English vocabulary. 5. The songs make the materials content easier to learn 6. In general, the songs are easy to follow
Satisfaction	7. I think it is interesting while using songs for learning vocabulary 8. I am satisfied when using songs as a vocabulary-learning tool 9. I am willing to keep using songs for English vocabulary learning

Adapted from Chen, C. M. *et al.* (2019)

This study numbers Likert items as 5 (Strongly Agree), 4, 3 (Neutral), 2, 1, (Strongly Disagree) depending on the degree of agreement. The overall score calculated by weighing the percentage of participants in a certain group on each option by the Likert scale corresponding to that option provides a more intuitive indicator of the subject's status.

Table 3. 2 Likert Scale

No.	Statement		Responses	
			Positive	Negative
1.	Strongly Agree	SA	5	1
2.	Agree	A	4	2
3.	Neutral	N	3	3
4.	Disagree	D	2	4
5.	Strongly Disagree	SD	1	5

b. Interview

All of the interviews were recorded for transcription afterward in the data analysis process. Because students felt more confident presenting ideas using their mother tongue, the researcher conducted the interviews in Indonesian. When interviewers and participants share the same language, it is suggested to conduct the interviews in the participant's mother tongue.

Semi-structured interviews were conducted only with the learners in the focus group. With the flexibility of a semi-structured interview, the interviewer reused or repurposed statements from the questionnaire to acquire in-depth information on each interviewee's perspective and

personal experiences⁵⁹ regarding the use of songs for teaching and learning vocabulary in the classroom.

Table 3. 3 Interview Guideline for students

No	Questions
1	Is using songs effective to learn vocabulary?
2	Do you think that songs can motivate you to learn English, especially vocabulary? Why?
3	Does learning English through songs help you enlarge your vocabulary size?
4	Does using songs help you be more active and enthusiastic in learning English vocabulary? Why?
5	Is using songs make it easier for you in learning English vocabulary? Why?
6	Have you ever had difficulty in understanding teaching content or learning English vocabulary using songs? Why?
7	Do you think learning English vocabulary using songs is interesting?
8	Do you enjoy learning English vocabulary through songs?
9	Will you keep using songs for learning English Vocabulary?

Adapted from Chen, C. M. *et al.* (2019)

⁵⁹ Chen *et al.* p. 177

Table 3. 4 Lattice of interviews guidelines about students’ perception of the use of songs for teaching and learning English vocabulary

variable	Indicator	Instrument number
Students’ perception of the use of songs for teaching and learning English vocabulary	Potential effectiveness	1, 2, 3
	Usability	4, 5, 6
	Satisfaction	7, 8, 9

7. Data Analysis Technique

Data analysis in qualitative research was conducted before entering the field, during the field, and after the field was completed. The researcher translated the data into written form to help arrange all of the data for the following phase in data analysis. Data from questionnaires, interviews, and documentation have been obtained using research instruments. The following steps are employed in data analysis:

- 1) The collected data were analyzed by calculating the questionnaire responses of the students and allocating

them to a Likert scale, as demonstrated by the data table below:

Table 3. 5 Likert Scale for scoring participation of Students

Participation	SA	A	N	D	SD
Active	5	4	3	2	1
Passive	1	2	3	4	5

The data was converted into table percentages and average values using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Note:

P = percentage

F = frequency

N = number of samples which observed

Hatch and Farhadi (1982)

To find the average (Mean) score of the students, the formula is as follows:

$$M = \frac{\sum fx}{N}$$

Where:

M = Mean score

\sum = Total score of the students

N = Number of the students

Heaton (1991)

- 2) The data from the focus group interview was analyzed independently using an inductive open coding process. Transcripts from focus group discussions and field notes were generated during observations and analyzed to identify themes using the open coding method described by Governor *et al.* Analytic memos were written after the initial coding process for each focus group discussion separately to summarize experiences and perceptions.⁶⁰

For the focus group discussion (interview) the researcher provide some codes based on the number of groups and participants:

⁶⁰ Governor, Hall, and Jackson, "Teaching and learning science through song: Exploring the experiences of students and teachers." P.3125

Table 3. 6 Focus group discussion code

Discussion Group	Number of Participants	Interviewee Code
Group 1	Students (A, B, C, D, E)	1A, 1B, 1C, 1D, 1E
Group 2	Students (A, B, C, D, E)	2A, 2B, 2C, 2D, 2E
Group 3	Students (A, B, C, D, E)	3A, 3B, 3C, 3D, 3E
Group 4	Students (A, B, C, D, E)	4A, 4B, 4C, 4D, 4E
Group 5	Students (A, B, C, D, E)	5A, 5B, 5C, 5D, 5E

3) English Learning Classroom Observation

Notes were taken during classroom visits that lasted between 20 and 30 minutes concentrating on critical features of setting and interactions, as well as spoken and nonverbal communication, while students were engaged in teaching activities using songs to teach and learn vocabulary.

4) Drawing conclusion

The researcher summarized the study's findings to provide answers to research questions. The conclusions were merely temporary and would be modified if no significant evidence was discovered in the field. However, if the conclusions are supported by valid and consistent evidence when the researcher returns to the field, the conclusion would be credible.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter delivers research findings and discussion, including an explanation of students' perceptions of the use of songs in the classroom for teaching and learning English vocabulary.

A. Research Findings

The findings in this study consisted of questionnaires and interview responses that answered the research question, and observations that strengthened the responses from both questionnaires and interviews.

RQ: How is the EFL young learners' perception toward the use of songs for learning English vocabulary in the classroom?

1. Questionnaire

The questionnaire was completed concurrently in the classroom employing the conference approach guided by the researcher, in order to explain points that students could not understand while filling out the questionnaire. The results from the table in the appendix 1 indicated that the students responded positively in each dimension. The potential effectiveness dimension seeks to determine whether the use of songs to support vocabulary learning is effective or not from the students' perspectives. The result shows that 86.1% students answered

'Strongly agree' in all three questions on this dimension with an average score of 4.31.

The usability dimension attempts to demonstrate if the song contains the elements that students require for vocabulary learning. According to the results, 76.8% students replied 'agree' with an average score of 3.84. The satisfaction dimension seeks to assess whether the song provides satisfactory functions in assisting students in vocabulary learning. According to the data 82.4% students chooses to agree with an average score of 4.12. The results of more detailed response can be found in the appendix 1.

Table 4. 1 Result of the average score of each dimension

No	Dimensions	Mean Scores	Range
1	Potential effectiveness	4.31	Strongly agree
2	Usability	3.84	Agree
3	Satisfactory	4.12	Agree

From the findings above, it proves that songs as learning instruction are effective for learning English vocabulary. Students become more interested and motivated in acquiring vocabulary as part of their effort to learn English. Furthermore, because the song selection has been adjusted to the learning subject matter most students understand the material

that is presented. The most important point they feel enjoy while learning in the classroom, This demonstrates how songs can build an atmosphere and help students engage with the subject matter that is being presented. There is a discussion section for a further extensive explanation.

2. Interview

Based on the number of students in each focus group, the researcher's list of interview codes contains a total of 25 codes (Table 3.6). The researchers collected 18 pages of transcripts from focus group discussions and presented a brief summary of the responses to the focus group interviews appendix 2 based on the findings of interviews with 5 focus group groups that ran for a total of 65 minutes, each group requires a different duration of time.

Researchers developed three dimensions from the questionnaire, consisting of nine questions, in order to gather and strengthen more in-depth information on each participant's perspective and personal experiences regarding the use of songs for teaching and learning vocabulary in the classroom. All statement's responses have been presented verbatim, with minor grammatical adapts for clarity, as representative of the relevant statement or response alternatives.

Potential Effectiveness Dimension

There are three questions in this section to determine whether using songs to learn vocabulary is effective. The first question is, "Is using songs effective to learn vocabulary?" 4 out of 5 students in each group choose 'Agree' that songs are effective for learning vocabulary. They commented 'It is quiet effective for me', 'It's quiet effective'. While the rest of them answered 'disagree' for various reasons, two of them preferred using pop songs rather than songs employed for learning in the classroom because they were unfamiliar with the songs utilized, one student said 'I don't think so, I don't know most of the song, another added 'I actually prefer English songs in Tiktok'. Meanwhile, one student responded that he doesn't like singing, He said 'I don't like singing Miss', therefore learning through songs was ineffective for him.

Based on second question 'Do you think that songs can motivate you to learn English, especially vocabulary? Why?' the result showed that all of the students in three groups answered 'yes', while in the rest two groups 4 students answered 'yes' in each group. According to students' answers, the most common comments made by students addressed how learning vocabulary through songs is fun and not boring. They reported 'It's really fun, so I can't get bored studying in the classroom', one student added 'The classroom is more chaos and It's fun'; There are students who sing as a hobby, she stated 'It can

motivate me because basically, I love singing', therefore, they are more motivated to learn vocabulary, and there are some who want to find out the meaning of the songs that have been employed, as one student explained 'I don't know English, so I want to know the meaning of the songs', another added 'I can get new vocabulary from the song'. While Students who answered 'no' stated that they did not like English and singing, as he said 'I don't think so, I just don't like English'.⁶¹

The third question is 'Does learning English through songs help you enlarge your vocabulary size?'. The result showed that 22 students answered 'yes', and only three students in two different groups answered no. Students who agreed stated that they got new words and were also familiar with the vocabulary used in the songs, as one student reported 'the words are familiar', another added 'Even though I don't know the song at first, but I know a lot of the words'. One student found it helpful and easy to memorize words by using songs, and vocabulary was not difficult to remember, he commented 'Yes, it makes me easy to remember the words'. Students who chose 'no' generally don't like English lessons and another one did not enjoy singing, as one student reported 'It doesn't help me much, because I don't like singing that much', 'I like singing, but not in English'.

⁶¹ Students and researcher focus group interview, on May 4th 2023 at Nurul Qomar Islamic Primary School.

Usability Dimension

Three questions are asked to find out how songs serve to help students learn English vocabulary, particularly in the classroom, and to evaluate the advantages and disadvantages of the songs employed. The first question is ‘Does using songs help you be more active and enthusiastic in learning English vocabulary? Why?’. The result showed that all students in two groups answered ‘yes’, four students in each of the rest three groups also answered ‘yes’, and the rest students answered ‘no’. Some students, particularly female students, enjoy singing as a hobby, she reported ‘my hobby is singing’ one student added ‘I’m excited because I like singing’.

Therefore they are enthusiastic about learning, one student sommented ‘like we are playing’, another added ‘Yaa, It is more crowded, I like it’. According to them, the lessons become more exciting and alive such as when they are playing, so learning does not feel too hard, as one student reported ‘the learning doesn’t feel that hard’. While two of them said that it depends on the song, as they said ‘I rely on the song’, ‘I depend on the song, but so far I like it, It’s so fun’.⁶²

⁶² Students and researcher focus group interview, on May 4th 2023 at Nurul Qomar Islamic Primary School.

The second question is 'Is using songs make it easier for you in learning English vocabulary? Why?'. 20 students answered 'yes' and the rest of them chose to answer 'no'. One student reported 'Yes, it is easy for me to remember the words'. They said that they can remember the words while singing, also many of the words in the lyrics are familiar to them, so they are easy to memorize. As one student explained 'At first, it is difficult because I don't know the song, but the lyrics are easy to remember.' Another commented 'The words become more familiar after we sang the songs multiple times'. While one student stated 'I can remember the words when I sing the song'.

The third question is 'Have you ever had difficulty in understanding teaching content or learning English vocabulary using songs? Why?'. The result showed that they have various answers, Some students are not used to singing, as one student said 'I'm not used to singing actually, so I'm a bit shy' so this is a challenges for them; others did not remember the lyrics when singing, one students reported 'Sometimes I forgot the lyrics when I sing it'.

Two of them said that if they don't know the song the first time it played, He commented 'At first, I don't know the song, but It's pretty easy to remember actually'. Another added 'Maybe It's a bit difficult at first because we don't know the songs'. But after listening to it a few times, they feel that the song isn't difficult to follow; what they say the most is that the

songs sometimes have a too fast tempo, another summarized 'The song is too fast sometimes, so I missed it'⁶³, thus they can't follow the song while singing it.

Satisfactory Dimension

There are three questions that explore students' satisfaction when they are learning English vocabulary through songs in the classroom. The first question 'Do you think learning English vocabulary using songs is interesting?' showed that 23 students answered 'yes', and only two of them have different opinions from their friends. The most common comments made by students addressed that using songs made learning more fun, as one student reported 'It is fun, I like English songs actually'.

Another said 'It's Interesting and exiting', and one added 'I like listening to songs'. Another commented 'I'm curious about the song's meaning', some of them were interested because they were curious about the meaning of the lyrics of the song, this was something new for some students, as one student reported 'Yes, It is new for me. Usually, I hear English songs from Tiktok'.

⁶³ Students and researcher focus group interview, on May 4th 2023 at Nurul Qomar Islamic Primary School.

The second question is ‘Do you enjoy learning English vocabulary through songs?’ The result indicated that the most common comments by students indicated that they enjoyed learning vocabulary through songs, one student reported ‘I really enjoy it’, another added ‘I like it, because It is fun’. They are more comfortable when learning, giving the classroom environment enjoyable for them, as one student explained ‘I like it, It is more chill than usually we are studying in the classroom’, He added ‘Studying doesn’t become that hard’. But three of them are embarrassed and weren't used to singing, therefore they do not enjoy this approach.

The last question is ‘Will you keep using songs for learning English Vocabulary?’ The responses showed that 20 students in the total of all groups chose to answer ‘yes’ and the rest five of them answered that they won’t keep using this strategy for some reasons, one of the reason is that they get bored easily and some of them don’t enjoy singing casually, one student reported ‘Yes, It’s okay for once in a while, because I can get bored easily’. On the other hand mainly of the students want to keep using songs for their learning, some of them also have an argument that learning English through song is good for occasionally but not for every meeting as one student reported ‘It is okay for once in a while’.⁶⁴

⁶⁴ Students and researcher focus group interview, on May 4th 2023 at Nurul Qomar Islamic Primary School.

According to the findings of the interview above, the researcher concluded that the majority of students responded positively to all questions. They can enjoy the process of learning vocabulary in the classroom through songs, and most importantly, their English vocabulary can improve using this strategy. This indicates that music, as a mnemonic device, can help students recall new words. Music can also create an atmosphere to enhance learning, engaging students with the subject content in the classroom.

3. Observation

The researcher started the first observation on April 4, 2023, the material that they studied at the time was things in the room with the theme 'Where is My Pencil'. There was one student who was absent from class that day. Following the opening section, which includes a greeting, the teacher invited children to sing a song titled "School Things," which is supported by a media projector that played the video. The first time the song was played, the students were still unfamiliar with it; but, after the second round, the students began to follow along, and after the third round, many students began to sing.

After singing the song together, the teacher asked students to guess what things are in the classroom and they could answer the things in the classroom properly. Students can associate the

vocabulary they found with the words in the song after singing it again. The teacher then delivered worksheets for students after explaining what they had to do. The teacher asked pupils to fill in the blanks based on the song they have sung together.

Before closing the course, the teacher invited students to remark on what objects are in the classroom, as well as to explore other locations, such as what things are in the bedroom. Children could easily mention anything in the classroom and bedroom in English; however, some children continued to use Indonesian, and the teacher assisted them in correcting it in English. The teacher then closed the lesson for the day.

In the second observation on 12 April 2023 Students were learning about daily activities with the theme "What are you doing?". After opening the class and reviewing the previous meeting's material, the teacher began to briefly present the day's material before playing a video song with the same title as the theme "What are you doing?" The teacher began singing to give an example for the students before they start to sing along. students and teacher sang the song multiple times so that students can accurately follow the song. Compared to the last meeting, students needed more time to follow the song in this meeting because the music contained longer sentences than the song in the previous meeting.

After singing together, the teacher divided the students into five groups; fortunately, all of the students were in class

that day. The teacher then distributed group worksheets and asked that students in each group actively participate in completing their assignments. The teacher instructed the pupils to match the pictures on the worksheet with the sentences according to the songs they have sung together. Students actively discussed with their group mates to complete the task given. Students were instructed at the end of the lesson to recall all of the words that they have learned, such as singing, drawing, eating, sleeping, and so on. Almost all students were capable to recognize the words that the teacher asked. After that, the teacher ended the class for the day as usual.

In the third observation conducted by researchers on May 3, 2023, students learned material about daily activities at home with an auxiliary can. As usual, at the beginning of class, the teacher opened the class with greetings followed by reviewing the material that had been studied at the previous meeting, when the teacher invited students to sing the song at the previous meetings the students enthusiastically joined to sing it fluently, unexpectedly after a week, they remembered the song's lyrics and even performed it correctly compared to the previous meeting.

The teacher then introduced the new song that would be used for learning in that day by playing the audiovisual of a song titled 'what can you do?' through the projector and allowing students to listen to the song. The teacher

encouraged students to sing along after they have heard the song multiple times. The students seemed to have difficulty chanting the song the first time they tried to sing it, and the lyrics in this song had sentences that were more intense and longer than the two previous songs, so it was genuine that students had difficulties at first, but many students seem to be able to follow the song after performing it a few times.

The teacher distributed worksheets in pairs to each pair of students during the main activity. The teacher described the duties they had to complete before working in pairs, "Drop the lyrics and divide it into 'can' and 'can not' forms on the table!", the teacher asked students to observe and listen carefully to the video of the song being played slowly while filling out the worksheet in pairs.

At this point, students were able to complete their worksheets; however, several pairs of students were still having difficulty with their tasks; generally, these students are inactive during learning. In the last section, students are encouraged to review and mention accurately all of the vocabulary they have already learned. "Let's say together; I can swim, I can't drive, she can read, etc." The teacher then closed the course for the day.

On the last day of the researcher's observation, April 4, 2023, the researcher delivered a questionnaire sheet to each student for collecting data. Students began filling out the

questionnaire question by question, guided by the teacher and researcher through a conference. After students had completed and collected all questionnaires, the researcher continued to gather interview data by dividing students into 5 groups of 5 students respectively; gratefully, all students were able to be present in the classroom that day.

Each focus group session ran approximately 10-15 minutes. The interviews proceeded smoothly, and most of the students actively responded to the researchers' questions. One of the challenges that researchers faced during group interviews was noise interference from students outside the discussion group. Since focus groups were conducted in rotation with the researcher, students who were not being interviewed were chaotic, however, they could still be controlled and disciplined. At the end of the meeting, the students and researcher took pictures together.

B. Discussion

The researcher discusses the data from the questionnaire and interview that was presented in the findings in this section. A detailed explanation can be read below.

Based on the data analysis results, students' perceptions concerning the use of songs as instructional strategies for learning vocabulary can be demonstrated through the three aspects described in the findings section. The first indicator or

dimension, potential effectiveness, obtained an average of 86.1% of the three questions. Based on the student's perspective, this percentage provides enough evidence to demonstrate whether the song is beneficial for learning vocabulary.

The responses to the second question demonstrates that students are motivated to learn vocabulary through songs because they wanted to know what the song means. Some of them also enjoyed singing, so music media stimulates their attention and motivates them to study. It shows that using songs in FL courses reduces anxiety levels in high-anxiety classrooms.⁶⁵ It strengthens the theory that music and music experiences in social settings, including schools, can motivate students, affect their mood, reduce anxiety, and have positive (mental) health impacts.⁶⁶

Songs are also helpful in the improvement of student's English vocabulary. It was proved by the percentage of respondents to the questionnaire that reached 84.8%, it demonstrates the substantial role of song in this stage. In line with the theory by Tegge, he stated that music is extremely helpful for memory because it encodes information in emotional terms. It's why advertisers package so much of their messages

⁶⁵ Niousha Pavia, Stuart Webb, and Farahnaz Faez, "Identical vocabulary learning through listening to song," *Studies in Second Language Acquisition* 41, no. 4 (2019): 745–768. P. 5

⁶⁶ Friederike Tegge, "Pop Songs in the classroom: Time-filler or teaching tool?," *ELT Journal* 72, no. 3 (2018): 274–284. P. 275

in stories and scenarios designed to touch the heart and elicit fundamental emotions. Emotions generated by music and emotionally evocative lyrics might have an impact on memorization and recall.⁶⁷

Language and melody patterns are processed in the same part of the brain as music and melodic patterns. Based on these parallels between music and language processing, it proposes that the rhythmical arrangement of language in songs can contribute to deeper processing and enhanced word memory.⁶⁸ The teacher employed a song with lyrics that correspond to the teaching content; the choice of words were also familiar to students, which makes it easier for students to remember the vocabulary from the lyrics. Songs have the potential to be an excellent source of input for vocabulary learning due to these characteristics, as well as the "song-stuck-in-my-head phenomenon" or "din in the head," which involves constantly rehearsing the song in an individual's head.⁶⁹

On the usability dimension, the percentage of students who are suitable for using songs for learning vocabulary reaches 84.8%. This demonstrates the students' enthusiasm for the course: "It's more crowded, I like it...", "Study doesn't feel that

⁶⁷ Friederike Tegge. p. 275

⁶⁸ Niousha Pavia, Stuart Webb, and Farahnaz Faez, "Identical vocabulary learning through listening to song," *Studies in Second Language Acquisition* 41, no. 4 (2019): 745–768. P. 4

⁶⁹ Niousha Et Al. p 4

hard anymore...". Musical engagement in groups can introduce social factors such as the organized and effective experience of listening to and singing with others. Furthermore, emotions created by music and emotionally expressive lyrics can influence on memorizing and recalling.⁷⁰

Songs also assisted students in learning vocabulary and comprehending the teaching content. According to the findings, although students initially struggled to follow the song because it was the first time they heard it, "it's too fast for me...", over time, they were able to sing the song correctly without even looking at the lyrics when the teacher evaluated them. Music can help students enhance their language intelligence, particularly their pronunciation.⁷¹ This indicates that the students speaking abilities grew in along with their vocabulary acquisition.

It was also noted at this stage the challenges that students had when learning vocabulary using songs, one of the struggles which were previously discussed was where students needed time to get to know the songs employed, "It's difficult at first...", "Too fast...". The most common issue is forgetting the

⁷⁰ Friederike Tegge, "Pop Songs in the classroom: Time-filler or teaching tool?," *ELT Journal* 72, no. 3 (2018): 274–284. P. 275

⁷¹ Christian Z. Goering and Huang Wei, "Playback and feedback: Revelations of an 'encoding, decoding' analysis of popular songs used to teach English in China," *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 87, no. 6 (2014): 270–277. P. 272

song's lyrics when singing, "I forgot the lyrics sometimes." Another difficulty is that some of them are not used to singing and feel ashamed; another common reason is that some of them dislike English and so they couldn't accept the song well.

Several students offered suggestions for using a popular song from Tiktok, a platform that is now popular among peers and even adults. Most of them were familiar with English songs from social media sites, which are mostly pop-genre songs. This is particularly true in the EFL context since the majority of learners' exposure is limited to the classroom. Movies, books, TV series, podcasts, video games, and especially music can fill this need, particularly because most learners (especially younger ones) are naturally drawn to various forms of media and frequently consume them on their own.⁷²

Music has a special appeal for young learners, based on the results of a questionnaire survey 86.4% of students are interested in learning English through songs. One student in this study reported 'I'm curious about the meaning of the song'. This is because music is part of children's everyday lives; they have been exposed to music since they were toddlers when singing lullabies. Learning is an "inherently social and cultural process"

⁷² Maryam Akbary, Hesamoddin Shahriari, and Azar Hosseini Fatemi, "The value of song lyrics for teaching and learning English phrasal verbs: A corpus investigation of four music genres," *Innovation in Language Learning and Teaching* 12, no. 4 (2018): 344–356. P. 352-353.

which involves engagement factors such as interest and attention.⁷³

Music & Song contains both traditional kinds of exercises that many teachers will be familiar with, as well as more creative ones, such as some of the assignment types provided in Musical Openings.⁷⁴ Highly motivated language learning begins with the pupils and their interests. Songs make the classroom environment more relaxed and comfortable, and according to survey results, 83.2% of students enjoyed learning with songs, one of them affirming that "the study becomes more relaxing...".

Songs help students engage with instructional content by creating a relaxing environment. According to survey data, 77.6% of students intended to keep using songs for learning vocabulary, and "it's quite good for occasionally..." The majority of them agreed with that assertion; learning to use songs is fine for occasional use, which is reasonable since children become quickly bored with one intense and continuous activity.

While the vast majority of students enjoyed learning English vocabulary through songs, one student out of the 25 participants rejected this idea and clearly disliked learning through songs. "I don't like learning with song, I prefer learning

⁷³ Governor, Hall, and Jackson, "Teaching and learning science through song: Exploring the experiences of students and teachers." P. 3137

⁷⁴ Dale T. Griffie, "Songs in Action" (1992): 173.

from the textbook," she stated, feeling embarrassed because she doesn't seem used to singing casually. She had little further to contribute to the discussion in her focus group interview about why her experience was so different from the others among her peers, but her classmates were pleased with her explanation that not all songs work for teaching.

Many language teachers are delighted in using songs in the classroom to encourage language acquisition.⁷⁵ This fact is supported by the availability of numerous and diverse sources. She frequently searches for songs on YouTube based on the findings of discussions with the teacher. When teachers utilize songs to teach English, they choose songs that are not only shorter but also have a far lower word load than the average songs on the Billboard chart.⁷⁶ The selection of songs is also adjusted to the needs of the students, beginning with the words, sentences, and content of the material in it.

⁷⁵ Friederike Tegge, "The lexical coverage of popular songs in English language teaching," *System* 67 (2017): 87–98. P.1

⁷⁶ Tegge. p. 10

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions of what has been discussed in the previous chapter.

A. Conclusion

Based on the findings and discussions that explain students' perceptions of using songs for learning and teaching English vocabulary, the researcher can conclude that students have a positive perspective of using songs for learning English, particularly vocabulary. It includes an effective potential of 86.1%, a usability dimension of 76.8%, and a satisfactory dimension of 82.4%. According to the findings of the study, teaching and learning English vocabulary through songs is effective for students.

This strategy has also been shown to motivate students to be more enthusiastic while learning in the classroom; songs also create an environment in which students can engage in learning content. Although some students encounter difficulties while learning with songs, this doesn't reduce students' interest in learning using this approach in the classroom; students enjoy learning because applying this strategy makes classroom activities more relaxed. In terms of frequency of use, students feel that learning English vocabulary through songs is appropriate for occasional use.

B. Limitations of the Research

Due to the limitation of time, the investigation of this research was only concerned with the perception of students when this teaching and learning strategy was implemented. This study also didn't include the common indicators of perception, consisting of accepting, understanding, and evaluating. Another limitation of this study is in the research design section, where in research using a qualitative approach it would be preferable for researchers to use an open-ended questionnaire in collecting data. However, considering the time limitations the researcher used focus group discussions.

C. Suggestion

Based on the findings, the researcher would like to provide a few suggestions including for students. Students have to keep improving their skills and explore all media that has the potential to develop their English skills, including vocabulary acquisition. Nowadays, students have access to a variety of educational devices, such as YouTube videos and songs for learning. Take advantage of what students enjoy and are interested in to gain more knowledge.

For teachers, Because the challenges of teaching are increasing from time to time, where what is being faced is the current millennial students, teachers should take advantage of learning media, which now includes numerous sources such as YouTube and others, rather than focusing just on the material in

textbooks. Particularly when dealing with young learners who get bored with only one learning media. The use of songs as a learning resource must take into account the student's learning needs, beginning with the content, sentences, and vocabulary.

Hopefully, this research can be useful to the next researcher who wants to investigate the same topic. The researcher proposes that the next researcher carry out the study based on the Indicator of perception from Robbins (Accepting, Understanding, and Evaluating).⁷⁷ If the next researchers have sufficient time, it is preferable to gather data using an open questionnaire to obtain more detailed information. The researcher also proposes that the next researcher carry out the study from the perspective of the teachers in order to obtain a more objective and comprehensive result. Finally, the researcher hopes that all of the study's findings, conclusions, and recommendations would be useful to the readers.

⁷⁷ Robbins, *Increasing students engagement and motivation* (Educational Northwest, 1995).

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APPENDICES

Appendix 1

Questionnaire

Potential effectiveness	<ol style="list-style-type: none">1. The songs are effective in terms of learning vocabulary2. The songs motivate me to learn English vocabulary3. The songs help me enlarge my vocabulary size
Usability	<ol style="list-style-type: none">4. The songs are suitable for me as the learning source of my English vocabulary.5. The songs make the materials content easier to learn6. In general, the songs are easy to follow
Satisfaction	<ol style="list-style-type: none">7. I think it is interesting while using songs for learning vocabulary8. I am satisfied when using songs as a vocabulary-learning tool9. I am willing to keep using songs for English vocabulary learning

Adapted from Chen, C. M. *et al.* (2019)

The result of the Questionnaire

Result

Questionnaire	mean	Statement
1	4,24	Agree
2	4,44	Strongly Agree
3	2.24	Agree
4	4.24	Agree
5	3.72	Agree
6	3.56	Agree
7	4.32	Strongly Agree
8	4.16	Agree
9	3.88	Agree

Range

Likert scale	Range
SA	4.30-5.00
A	3.50-4.20
N	2.70-3.40
D	1.90-2.60
SD	1.00-1.80

a. Means of the answers from the questionnaire

No	Respondent	Questionnaire number								
		Potential Effectiveness			Usability			Satisfactory		
		1	2	3	4	5	6	7	8	9
1	R1	4	4	4	5	5	4	5	5	5
2	R2	5	5	5	5	5	5	5	5	5
3	R3	5	4	5	4	4	4	5	5	2
4	R4	4	4	4	4	4	4	4	4	4
5	R5	4	5	5	4	4	5	5	5	5
6	R6	4	5	5	3	4	3	5	5	4
7	R7	5	3	4	4	2	1	1	2	3
8	R8	5	5	5	5	4	4	5	3	4
9	R9	4	3	4	4	3	4	4	4	3
10	R10	5	5	5	4	5	5	2	5	5
11	R11	3	5	3	4	2	1	5	4	2
12	R12	5	5	5	5	5	5	5	5	5
13	R13	5	4	5	5	4	4	4	5	5
14	R14	2	4	4	4	4	3	4	4	3
15	R15	4	5	4	4	4	2	5	5	5
16	R16	5	5	5	4	4	4	4	3	3
17	R17	2	4	3	4	4	4	4	5	4
18	R18	5	5	4	5	3	3	5	5	3
19	R19	5	5	3	5	4	4	5	4	5
20	R20	4	5	5	5	5	3	3	4	5
21	R21	4	5	4	4	4	4	5	3	2
22	R22	5	3	3	4	3	4	5	5	4
23	R23	4	4	4	4	2	2	4	2	4
24	R24	5	5	5	3	2	3	4	4	3
25	R25	3	4	3	4	3	4	5	3	4
Mean		4.24	4.44	4.24	4.24	3.72	3.56	4.32	4.16	3.88
Mean/Dimension		4.31			3.84			4.12		

b. Percentage of the questionnaires' answers

Criteria

Interval	Criteria
0%-19,99%	Very bad
20%-39,99%	Not enough
40%-59,99%	Enough
60%-79,99%	Good
80%-100%	Very good

No	Respondent	Questionnaire number									Total score	Max score	Percentage	Average percentage
		Potential Effectiveness			Usability			Satisfactory						
		1	2	3	4	5	6	7	8	9				
1	R1	4	4	4	5	5	4	5	5	5	41	45	91.11	81.78
2	R2	5	5	5	5	5	5	5	5	5	45	45	100.00	
3	R3	5	4	5	4	4	4	5	5	2	38	45	84.44	
4	R4	4	4	4	4	4	4	4	4	4	36	45	80.00	
5	R5	4	5	5	4	4	5	5	5	5	42	45	93.33	
6	R6	4	5	5	3	4	3	5	5	4	38	45	84.44	
7	R7	5	3	4	4	2	1	1	2	3	25	45	55.56	
8	R8	5	5	5	5	4	4	5	3	4	40	45	88.89	
9	R9	4	3	4	4	3	4	4	4	3	33	45	73.33	
10	R10	5	5	5	4	5	5	2	5	5	41	45	91.11	
11	R11	3	5	3	4	2	1	5	4	2	29	45	64.44	
12	R12	5	5	5	5	5	5	5	5	5	45	45	100.00	
13	R13	5	4	5	5	4	4	4	5	5	41	45	91.11	
14	R14	2	4	4	4	4	3	4	4	3	32	45	71.11	
15	R15	4	5	4	4	4	2	5	5	5	38	45	84.44	
16	R16	5	5	5	4	4	4	4	3	3	37	45	82.22	
17	R17	2	4	3	4	4	4	4	5	4	34	45	75.56	
18	R18	5	5	4	5	3	3	5	5	3	38	45	84.44	
19	R19	5	5	3	5	4	4	5	4	5	40	45	88.89	
20	R20	4	5	5	5	5	3	3	4	5	39	45	86.67	
21	R21	4	5	4	4	4	4	5	3	2	35	45	77.78	
22	R22	5	3	3	4	3	4	5	5	4	36	45	80.00	
23	R23	4	4	4	4	2	2	4	2	4	30	45	66.67	
24	R24	5	5	5	3	2	3	4	4	3	34	45	75.56	
25	R25	3	4	3	4	3	4	5	3	4	33	45	73.33	
Total score		106	111	106	106	93	89	108	104	97				
Max score		125	125	125	125	125	125	125	125	125				
Percentage		84.8	88.8	84.8	84.8	74.4	71.2	86.4	83.2	77.6				
Dimension		86.1			76.8			82.4						
Total		81.78												

Appendix 2

Transcripts of Interview (Focus Group Discussion)

Group 1

Student (A, B, C, D, E)

Interviewee code: 1A, 1B, 1C, 1D, 1E

No	Questions/Answers
1	Researcher : Is using songs effective to learn vocabulary? 1B : Yes it is 1D : I think so 1A : Yes for me 1E : I don't think so, I don't know most of the song Researcher : Did you miss the first meeting? 1E : Yaa, That's why I don't get into the first song, also I actually prefer English songs in Tiktok
2	Researcher : Do you think that songs can motivate you to learn English, especially vocabulary? Why? 1B : I feel more relaxed while learning 1A : So do I

	1C	: It's really fun, so I can't get bored studying in the classroom
	1E	: It can motivate me, because basically I love singing
	1D	: yes, It is more fun and I can get new vocabulary from the song
<hr/>		
3	Researcher	: Does learning English through songs help you enlarge your vocabulary size?
	1D	: Yes, I already answered that
	1B	: Yes it does
	1C	: Yes, I can get new vocabulary from the songs
<hr/>		
4	Researcher	: Does using songs help you be more active and enthusiastic in learning English vocabulary? Why?
	1E	: For me yes, my hobby is singing
	1A	: Yes, because It is fun
	1B	: Like we are playing
<hr/>		
5	Researcher	: Is using songs make it easier for you in learning English vocabulary? Why?
	1A	: Not always, because sometimes at the beginning I don't know the lyrics.
	Researcher	: If you've heard it several times do you remember the lyrics?

1A : Mmmm, I think I can.
1E : Yes, at first it is difficult because I don't know the song, but the lyrics are easy to remember.

6 Researcher : Have you ever had difficulty for understanding teaching content or learning English vocabulary using songs? Why?

1D : I'm not used to singing actually, so I'm a bit shy

1C : The song is too fast

1B : Sometimes I forgot the lyrics

1E : At first, I don't know the lyrics

7 Researcher : Do you think learning English vocabulary using songs is interesting?

1A : I'm curious about the song's meaning

1E : I like listening to the song

1B : Yes, because It is fun

8 Researcher : Do you enjoy learning English vocabulary through songs?

1D : For me yes, because it is more relaxing

1B : So do I

9 Researcher : Will you keep using songs for learning English Vocabulary?

1B : Why not, it's so fun

1E : Of course yes

- 1A : Okay for once in a while
- 1D : It's okay for once in a while, because I can get bored easily
-

Group 2

Student (A, B, C, D, E)

Interviewee code: 2A, 2B, 2C, 2D, 2E

No	Questions/Answers
1	<p>Researcher : Is using songs effective to learn vocabulary?</p> <p>2C : Yes it is</p> <p>2B : Quiet good</p> <p>Researcher : Did you miss the first meeting?</p> <p>2A : Yaa, That's why I don't get into the first song, also I actually prefer English songs in Tiktok</p>
2	<p>Researcher : Do you think that songs can motivate you to learn English, especially vocabulary? Why?</p> <p>2C : Because It is fun Miss</p> <p>2A : I think so, I like the lyrics</p> <p>2B : It's fun</p> <p>Researcher : How about you? (pointed to 2E)</p> <p>2E : I don't think so, I just don't like English</p>

3	<p>Researcher : Does learning English through songs help you enlarge your vocabulary size?</p> <p>2D : Yes, it</p> <p>2B : Even though I don't know the song at first, but I know a lot of the words</p> <p>2C : Yes, the words are familiar</p>
---	--

4	<p>Researcher : Does using songs help you be more active and enthusiastic in learning English vocabulary? Why?</p> <p>2B : Yaa, It is more crowded. I like it</p> <p>2C : I rely on the song</p> <p>2E : No, It doesn't work for me</p> <p>2D : I'm quiet interested</p> <p>2A : I like it when connecting the lyrics</p>
---	---

5	<p>Researcher : Is using songs make it easier for you in learning English vocabulary? Why?</p> <p>2B : Quiet helpful for me</p> <p>2E : I don't think so, I don't like English because it's difficult</p>
---	---

6	<p>Researcher : Have you ever had difficulty for understanding teaching content or learning English vocabulary using songs? Why?</p> <p>2E : I don't know the meaning</p> <p>2C : The song is too fast sometimes</p> <p>2A : It is hard to remember the lyrics at first</p>
---	---

2B : The songs are unrecognizable
2D : So do I, but after listening to it multiple
times I can follow to sing it

7 Researcher : Do you think learning English vocabulary
using songs is interesting?

2C : It is fun, I like English song actually

2B : I like the song in the first meeting

2D : So do I

2E : I am not interested

8 Researcher : Do you enjoy learning English vocabulary
through songs?

2B : I really enjoy it

2E : I don't

2D : I like it

2C : It doesn't feel like studying

2A : Yaa, you're right

9 Researcher : Will you keep using songs for learning
English Vocabulary?

2B : Mmmm..., I think It is okay

2D : Yes, I will

2A : For me yes

2E : I don't want to study it

2C : I will miss, It is so fun

Group 3

Student (A, B, C, D, E)

Interviewee code: 3A, 3B, 3C, 3D, 3E

No	Questions/Answers
1	Researcher : Is using songs effective to learn vocabulary?
3B	: It is quiet effective for me
3A	: Yaa...
3E	: So do I
Researcher	: How about you? (pointed 3C)
3C	: I don't think so, I don't like singing
Researcher	: Did you miss the first meeting?
1E	: Yaa, That's why I don't get into the first song, also I actually prefer English songs in Tiktok
2	Researcher : Do you think that songs can motivate you to learn English, especially vocabulary? Why?
3D	: Because It is fun
3C	: Although I don't like singing, but it is quiet fun
3B	: I think so, I don't get bored in the classroom

-
- 3 Researcher : Does learning English through songs help you enlarge your vocabulary size?
- 3B : Yes, it makes me easy to remember the words
- 3A : The words are familiar, so It is not hard for me to remember the words
- 3E : I think so, although I don't know the song at first but the words are easy to follow
-
- 4 Researcher : Does using songs help you be more active and enthusiastic in learning English vocabulary? Why?
- 3C : I don't know the song, I don't know the meaning because It is in English
- 3D : Because this is an English class it should be in English
- 3B : Yaaa, why don't you like it, It's really fun
- Researcher : It's okay, we can learn it together
-
- 5 Researcher : Is using songs make it easier for you in learning English vocabulary? Why?
- 3B : Yaa, I can remember the words when sing the song
- 3D : The words become more familiar after we sang the songs multiple times
- 3C : I admit it

3E : Although I don't know the song but It's not that hard

3A : Yeah, It's pretty good

6 Researcher : Have you ever had difficulty understanding teaching content or learning English vocabulary using songs? Why?

3C : I'm just not used to sing moreover in English

Researcher : It's okay, we can do it slowly

3A : Sometimes I forgot the lyrics when I sing it

3D : I found some of the songs are too fast

Researcher : The tempo is too fast for you?

3D : Not all of the song, the third song

3B : I think so

7 Researcher : Do you think learning English vocabulary using songs is interesting?

3D : Yeah, It's like we are playing a game

3A : Yaa... I like it

3B : I want to know the meaning of the song and It's really fun

3E : Yes, It is fun

3C : I don't think so, I'm bored

8 Researcher : Do you enjoy learning English vocabulary through songs?

3B : I really enjoy it
 3D : I like it, because It is fun
 3A : I like it because It's more relaxing than the usual lesson
 3C : I don't enjoy it, because I get bored quickly
 3E : I'm quiet enjoy it

9 Researcher : Will you keep using songs for learning English Vocabulary?

3D : Yes I will
 3B : Okay, I will
 3A : So do I
 3E : Mmmm... Okay, but I think I will get bored if I sing everyday
 3C : As well as me

Group 4

Student (A, B, C, D, E)

Interviewee code: 4A, 4B, 4C, 4D, 4E

No	Questions/Answers
1	Researcher : Is using songs effective to learn vocabulary?
	4B : Yes it is
	4D : So do I
	4A : No, It is not for me, I Prefer the English song on Tiktok

Researcher : That's a pop song, maybe next time we'll
try to use pop songs

4D : Yeah, that sounds good

2 Researcher : Do you think that songs can motivate you to
learn English, especially vocabulary? Why?

4B : It is fun, and I don't get bored in the
classroom

4D : Yeah, I don't feel tired while studying

4C : Yes, the classroom is more chaos and It's
fun

4A : Yaa...

4E : Mmm, Yaa It's pretty good

3 Researcher : Does learning English through songs help
you enlarge your vocabulary size?

4D : No, I like singing, but not in English. Miss,
let's sing Javanese songs tomorrow

4C : What do you mean, We are in English class

4B : It must be in English

Researcher : Hahaha, maybe next time

4A : Mmm, I feel shy, I can't sing in English

Researcher : It's okay, we can sing it together

4 Researcher : Does using songs help you be more active and enthusiastic in learning English vocabulary? Why?

4D : Yes, the learning doesn't feel that hard

4B : It is fun, I like it

4C : I'm excited, because I like singing

5 Researcher : Is using songs make it easier for you in learning English vocabulary? Why?

4B : Yaa. I can remember the new words that I don't know before

4C : Yes, it is easy for me to remember the words

4E : So do I

4D : I still can't get the words

Researcher : Are the words unfamiliar for you?

4D : Yes I don't know the meanings

4B : It is pretty easy, why don't you know pencil, bag, floor

4D : I know that, the last song is hard

Researcher : I see, maybe its sentence is quiet solid than the other song before

4C : It could be right

6	<p>Researcher : Have you ever had difficulty for understanding teaching content or learning English vocabulary using songs? Why?</p> <p>4D : I don't know the lyrics, I don't know the words</p> <p>4B : But the song is not that hard to follow actually</p> <p>4E : Ya. I think so</p> <p>4C : Maybe It's a bit difficult at first because we don't know the songs</p>
---	--

7	<p>Researcher : Do you think learning English vocabulary using songs is interesting?</p> <p>4C : Yes, It is new for me, usually I hear English songs from Tiktok</p> <p>4B : I like the whole songs</p> <p>4D : I am curious the meaning of the songs</p> <p>Researcher : Which one is your favorite?</p> <p>4D : The first song is quiet easy for me</p> <p>4C : So do I, I like the first song</p> <p>4A : Me too</p>
---	---

8	<p>Researcher : Do you enjoy learning English vocabulary through songs?</p> <p>4C : I really enjoy it</p> <p>4D : Yaa... me too</p>
---	---

4B : I like it, It is more chill than usually we are studying in the classroom

4E : I enjoy it

4A : I don't, I'm too embarrassed to sing \

9 Researcher : Will you keep using songs for learning English Vocabulary?

4B : Yes I will

4D : Okay

4C : Why not

4A : I won't, But It is okay once a while

Group 5

Student (A, B, C, D, E)

Interviewee code: 5A, 5B, 5C, 5D, 5E

No	Questions/Answers
1	Researcher : Is using songs effective to learn vocabulary?
	5A : It's quiet effective
	5B : A little bit
	5C : (Nodded)
	5E : I don't understand It
2	Researcher : Do you think that songs can motivate you to learn English, especially vocabulary? Why?

5B : It is fun
5A : I don't know English, so I want to know the meaning of the songs
Researcher : What's your favorite?
5A : The song that we've sung yesterday
Researcher : You mean 'What do you' song?
5A : Yaaa That's it, also the song in the first meeting
5E : I also like the one
5C : It is quiet fun
5D : I agree with you

3 Researcher : Does learning English through songs help you enlarge your vocabulary size?
5D : I can find familiar words in the lyrics
5B : So do I, It's easy
5A : Mmm, quiet help a little bit
Researcher : How about you? (Pointed 5C and 5E)
5C : Mmm.. It doesn't help me much, because I don't like singing that much
5E : I don't know English Miss
Researcher : That makes sense

4 Researcher : Does using songs help you be more active and enthusiastic in learning English vocabulary? Why?

5A : I depend on the song, but so far I like it, It's
so fun

5E : I like it because the classroom becomes
more crowded

Researcher : Hmmm... so is it fun?

5D : Yeah, It is exciting for me

5B : Unlike the previous lesson, It's quiet chill,
and I don't get bored

Researcher : Do you learn directly from the text book
usually?

5B : Yaa, the teacher seldom gives us games or
songs

5A : Yaa, and I,m bored

5C : But I prefer learn from the textbook

5 Researcher : Is using songs make it easier for you in
learning English vocabulary? Why?

5A : Mmm. It's quiet helpful for me to
remember the words

5D : Also the words are familiar so it's not that
hard to remember the lyrics.

Researcher : After several times listening to the songs,
can you remember the words in it?

5B : Yes, I can remember some words

5C : Mmmm, yeah

5E : I can't remember them, English is too difficult

6 Researcher : Have you ever had difficulty for understanding teaching content or learning English vocabulary using songs? Why?

5E : I can't speak English Miss, so I can't follow to sing the song

Researcher : Next time we try it slowly, okay?

5E : Okay

5B : Sometimes the song is too fast, so I missed it

5A : I don't know the meaning of the song

5C : It's difficult to remember the lyrics sometimes

5D : At first, I don't know the song, but It's pretty easy to remember actually.

7 Researcher : Do you think learning English vocabulary using songs is interesting?

5C : It's Interesting for me

5D : It's Interesting and exiting

5A : Maybe because I am curious about the meaning of the lyrics

5B : It could be right, So far I enjoy it

5E : Mmm, yeah, because it is fun

-
- 8 Researcher : Do you enjoy learning English vocabulary through songs?
- 5D : I really enjoy it
- 5A : So do I, Studying doesn't become that hard
- 5B : Yes, It is quiet relaxing
- 5E : Just so-so
- 5C : I don't enjoy that much, but it is still good
-
- 9 Researcher : Will you keep using songs for learning English Vocabulary?
- 5A : Of course yes
- 5D : Yes I will
- 5C : I will not if It is continuing everyday, If occasionally It's still okay
- 5B : I think so
- 5E : I will not, I can't singing
-

Appendix 3

Documentation



Figure 1. Teacher introduce the song in the opening section



Figure 2. The students sing along the song delivered in the classroom



Figure 3. The students work in pairs to complete the worksheet



Figure 4. Students completed their group assignment



Figure 5. The students filled out the questionnaire



Figure 6. Student focus group interview with researcher



Figure 7. The researcher asks permission for research.



Figure 8. The researcher discussed with English teacher

Appendix 4

The Letter of Research Permission



SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 421.2/126/V/2023

Yang bertanda tangan di bawah ini:

Nama : **ABDUL ROUF, S.Pd.I.**
NIP : -
Jabatan : Kepala Sekolah
Unit Kerja : SD Islam Nurul Qomar
Jl. Argomulyo Mukti Raya No. 1, Semarang

Menerangkan bahwa:

Nama : **RISA 'AINUR ROHMAH**
NIM : 1803046118
Tempat Tanggal Lahir : Blora, 21 November 2000
Prodi : Pendidikan Bahasa Inggris
Instansi : Universitas Islam Negeri Walisongo Semarang

Benar telah melaksanakan penelitian di **SD ISLAM NURUL QOMAR** mulai tanggal 04 April 2023 s/d 09 Mei 2023, dengan judul penelitian "**Teaching and Learning English Vocabulary through Songs: Exploring EFL Young Learners' Perception**".

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Semarang, 10 Mei 2023
Kepala Sekolah,

ABDUL ROUF, S.Pd.I.


CURRICULUM VITAE

A. Personal Data

1. Name : Risa 'Ainur Rohmah
2. Place of Birth : Blora
3. Date of Birth : November, 21st 2000
4. Religion : Islam
5. Gender : Female
6. Civic : Indonesia
7. Address : Ds. Purworejo Kec. Blora Kab.
Blora

B. Formal Education

1. RA Wahdatuth Thullab Purworejo, Blora
2. MI Wahdatuth Thullab Purworejo, Blora
3. MTS Wahdatuth Thullab Purworejo, Blora
4. MA Raudlatul Ulum Guyangan, Pati
5. English Education Department, Faculty of Education
and Teacher Training, UIN Walisongo Semarang

C. Non- Formal Education

1. Ponpes Raudlatul Ulum Guyangan Pati
2. Ma'had Al-Jami'ah Walisongo Semarang
3. Asrama Muslimat NU Jawa Tengah Semarang

Sincerely

Risa 'Ainur Rohmah