

STUDENTS' PERCEPTIONS OF USING SONG LYRICS AS A MEDIA TO IMPROVE VOCABULARY MASTERY

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Abstract: Song is one of the teaching media that can be used to develop English language skills. Using songs in the classroom brings many benefits to the classroom. The purpose of this study is to investigate how students' perceive the use of lyrics as a media to improve vocabulary mastery at SMP Negeri 4 Halmahera Barat. This research used a quantitative descriptive method. The subject of this research consisted of 30 students at the 8th grade of SMP Negeri 4 Halmahera .To collect the data, this research used a 20 item questionnaire given to 30 students. The result of the study shows that most students agree to use song lyrics as a media to improve vocabulary mastery. This could be seen in the responses of the respondents. The score of student's questionnaire there are 4 responses choose strongly agree, 20 responses choose agree, 2 responses choose disagree, and the last 1 responses choose strongly disagree. The highest score was 92 and the lowest score was 37. From the analysis of the scores of students is 2161, the mean score is 72.03% and the interval score is between 68% - 83%. It concluded that the majority of students agree that song lyrics could improve students' vocabulary mastery.

Keywords: *Vocabulary, Song, Lyrics, Perceptions, Junior High School Students*

INTRODUCTION

Language is the most important communication tool in life to communicate with each other (Paranduk et al, 2021). One of the international languages today is English. As English has become an international communication language, many have used it to support their goals in life. According to (Liando, 2012) English is

one of the many languages on earth. Indonesia has adopted English as a means of communication to build relationships with other countries.

When learning English, students need to master two main aspects: language skills and language components (Hampp et al, 2021). Language skills consist of listening, speaking, reading and writing, and language components consist of vocabulary, structure and pronunciation (Olii, 2021). As a part of language competent, vocabulary has an important role in learning English. Language is not separated from vocabulary. If students want to speak English well, they need to learn as much vocabulary as possible. In fact, in daily classroom activities, students often find it difficult to distinguish vocabulary, verbs, adjectives, adverbs, and nouns. Not only high school students but also college students have little knowledge of vocabulary.

According to (Finnochiaro, 2010) vocabulary is the content and function of words in a language that has been thoroughly learned so that it can be used to perform any communication act. Vocabulary acquisition can make learners effective speakers, good listeners, readers and writers (Liando, 2012). In fact, in daily classroom activities, students often have difficulty learning vocabulary. Therefore, teaching and learning vocabulary requires special attention from both teachers and learners.

In this modern technology, you can study anywhere and anytime (Tatipang et al, 2021). There are many media that can be used to increase students' vocabulary such as audio and audio visual. Examples of audio aids are radio, music, and so on, while examples of audio-visual aids are videos, films, and TV, YouTube, internet, etc. Songs have become part of the human experience. Using songs makes the classroom atmosphere more relaxing and enjoyable. According to (Aruperes, Liando & Rorimpandey, 2018) the use of teaching media is required in relation to improvement of the quality of education, especially in learning. By utilizing media, it is trusted that the learners would have the option to learn and focus on the lesson, which the educator presents.

Many students do not understand vocabulary and have difficulty learning it (Lengkoan et al, 2019). All students have many vocabulary problems. First of all, I think English is a foreign language, so learning vocabulary is a hassle. Second,

students are not good at memorizing vocabulary. Third, they felt difficult when they faced test because they just have little basic vocabulary to export vocabulary mastery.

One solution to learning vocabulary is to use lyrics as a media to improve your vocabulary. Almost everyone in the world loves music. Many people like listening to music and singing songs because music can express emotions, feelings and imagination when sad, bored, uncomfortable and anxious. So, when someone listens to music, they feel comfortable, relaxed and happy. Also, if they can understand and absorb the meaning of every word in the song they hear, they will appreciate it. Singing can be practiced both inside and outside the classroom and can be enjoyed anytime, anywhere, which is very useful for students' vocabulary. By listening to English songs, students can learn new vocabulary and learn good pronunciation. Improving vocabulary through lyrics can be considered the best way to improve students' listening, speaking, reading and writing skills.

From the above statements, the researcher is interested to knowing "Students' Perceptions of Using Song Lyrics as a Media to Improve Vocabulary Mastery" at SMP Negeri 4 Halmahera Barat. The researcher chose a descriptive quantitative research design as the method to investigate the students' perceptions.

REVIEW OF LITERATURE

Vocabulary

According to (Hampp, 2019) there are several aspects to consider when learning English. English components, vocabulary, grammar, pronunciation or spelling are also taught to support the development of four language skills. In addition, when writing sentences, you need not only correct grammar and pronunciation, but also vocabulary. From the statement above, we can see that vocabulary is all the words in a language which are familiar and utilized by a person to communicate with each other. Therefore, vocabulary is very important in teaching English. Without sufficient vocabulary, students cannot understand others or express their own ideas. In fact, many experts believe that vocabulary is just as important as the main skills (reading, writing, listening, and speaking). Techniques in Teaching Vocabulary

Teaching skills are important in the teaching and learning process, which is determined not only by the abilities of teachers and students, but also by appropriate skills (Lengkoan et al, 2022). Whenever you come into contact with a new language and try to use it, you need to learn vocabulary. However, many students remember that learning vocabulary is a monotonous hobby, so there are some problems with language analysis. Teachers need to keep looking for ways to make vocabulary learning easier and more enjoyable. Teaching strategies are very helpful for teachers (Karisi et al, 2021). Using the right skills in vocabulary education is a challenge for teachers, which no longer means that teachers are safe.

From the above explanation, strategies can be very importance in teaching learning, and teacher need to use appropriate vocabulary training method to encourage and support students learning.

1. **Realia.** Realia is a term used in library science and education to refer to a particular real thing. In other words, realia is to teach animals using real things like stuffed animals, or to teach food using plastic or real fruits and vegetables. It involves children using the sense of touch to identify some textures, sniffing and sniffing fruits, and visually observing and identifying some objects.
2. **Pictures.** Pictures mean a photo, a picture on a blackboard, a mural, a chart, or an index card. The use of picture is very important when the teacher teaches words such as vegetables, clothes, markets, etc., as they are very difficult and time consuming to explain. You can also use images to create situations and contexts (Elyas & Alfaki, 2014)
3. **Song.** Songs are another way to teach vocabulary. First, because songs provide a meaningful context for the vocabulary, they are particularly good at introducing the vocabulary. (Griffiee 1992, p. 5).
4. **Games.** Games are also a very convenient way to teach vocabulary, as it helps students learn new vocabulary as it does in their native language. (Lewis, 1999) Claimed that games are popular with kids because they like to play. The use of games not only motivates students, but also provides incentives and incentives to use the language.
5. **Storytelling.** Storytelling is another very convenient way to present your vocabulary because it uses a combination of images, facial expressions, realia,

and sound. (Kukus, 2021) Reading allows us to increase our vocabulary, knowledge of grammar, text structure. So, The story helps students to notice the general sensations and sounds of a foreign language.

In summary, vocabulary is an important issue in language. For this reason, there are many approaches to training it. Similarly, it is important to teach students to analyze the vocabulary they want to share verbally with others. To enjoy this, English Foreign Language (EFL) teachers take all of this into account and use a good approach to teaching English Foreign Language (EFL) vocabulary such as reality, photography, songs and games. And you need to be able to focus on your vocabulary. The same analysis method you can do it in their native language.

Song Lyrics

According to (Sity Tarwiyah, 2008) lyrics are a set of words contained in a song. The lyrics are simple phrases of the melody. Song and musical lyrics are no longer suitable as a musical supplement, but they are also suitable as an important part of the theme, male or female, and song elements that determine the musical challenge. It also makes sense to be strong. To understand the meaning of a song, you can feel the rhythm, melody, harmony, and voice of the singer by singing the song.

Song lyrics as media to teach vocabulary

In this research, the author uses one of the teaching media to teach vocabulary to make it fun and interesting for students. "Media from an educational perspective is a very important instrument strategic role in determining the success of the teaching and learning process. Because its existence can directly provide its own dynamics for students" (Sunzuphy, 2008). In this research, the author using song lyrics as media. By using the lyrics of the song, students feel something new and different what they usually get in their class and through song lyrics also students can memorize faster and know vocabulary quickly.

The Advantages and Disadvantages of Using Songs in Teaching Vocabulary

The advantages of using songs in learning are such as:

- 1) Songs prevent boredom of students in class

- 2) The song makes the class atmosphere friendly so that students are enthusiastic in the learning process
- 3) The song motivates students to learn and focus on the material being discussed so that it can increase concentration in learning activities
- 4) Songs can reduce stress levels in learning
- 5) Songs can stimulate students in imagination and creativity.
- 6) Students can increase their vocabulary after listening to the song.
- 7) Efficiently teach pronunciation. by listening to English songs you can imitate the pronunciation of the native speaker
- 8) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

In the other hand, there are disadvantages to using songs in the process of learning. They are:

1. Now not all students can acquire a good way to be delivered by their teacher.
2. During the classroom activity, teaching English by using songs disturb other class because of the sound.

Students Perception

According to (Robbins, 2003) Perception is the process that an individual takes to direct and interpret sensory perception to give meaning to its surroundings. Perception can be defined as the recognition and interpretation of sensory information. Perception also includes our reaction to information. We think of perception as the process of taking sensory information from our surroundings and using that information to interact with our surroundings. Perception allows us to take in sensory information and turn it into something meaningful.

From the above explanation, researchers conclude that perception is the process of observing something in the brain in order to interpret it in the form of opinions and emotions that appear based on the individual's experience.

RESEARCH METHODOLOGY

In this research, the study belongs to a descriptive study using quantitative methods. Quantitative is a technique of gathering, analyzing, deciphering and writing the result of study. The researcher carried out a descriptive approach to explain the

data dealing. The subject of the study was 8th grade students of SMP Negeri 4 Halmahera Barat consists of 30 students. In the academic years of 2021/2022. The questionnaire was distributed to the students to get some information about the students' perceptions of using song lyrics as a media to improve vocabulary mastery.

The instrument of this research is a questionnaire as the research instrument in which the information was the students' response about their perceptions song lyrics as a media to improve vocabulary mastery. The questionnaire used Likert-scale (Sugiyono, 2020) stated that Likert-scale is used to measure a person's attitude or opinion or number of groups against a social phenomenon where the answer each instrument item has gradation from very positive to very negative. The questionnaire is adapted from (Ranggian, 2016) that number of items which were 20-items with statements in Indonesia so that the answerer can be more easily understood.

DATA ANALYSIS

This data was obtained from a questionnaire and analyzed using a Likert scale procedure which indicates whether a person strongly agrees (SA), agrees (A), undecided (U), disagrees (D), or strongly disagrees (SD) with each statement. Each response is associated with an individual's point value. The score is determined by adding up the point values of each statement.

Table 1. Likert Scale

Score	Category
5	Strongly Agree
4	Agree
3	Undecided
2	Disagree
1	Strongly Disagree

(Sugiyono, 2012:136)

The obtained data will be transferred to the data sheet Descriptive statistics.

The researchers analyzed the questionnaire using two formulas. As follows:

$$1. P = \frac{fq}{N} \times 100\%$$

Where,

P= Percentage

fq= Frequency

N= Total sample

(Sudjana, 2005: 50)

After analyzing the third item one at a time, the next step for Researcher is to analyze the overall average of the responses as follows:

$$2. \quad X = \frac{\sum x}{N}$$

Where: X = Grand mean

$\sum x$ = Total Average

N = Total number of the students (Gay, 1981:298).

After calculating the mean score, the next researcher classified the categories of student perceptions of using song lyrics as a media to improve vocabulary mastery a category scale, strongly agree the interval score is 84-100, agree the interval score is 68-83, undecided the interval score is 52-67, disagree the interval score is 36-51, and the last category is strongly disagree the interval score is 20-35.

FINDING AND DISCUSSION

The data of students' perception of using song lyrics as a media to improve vocabulary mastery in the class eighty by questionnaire distributed to 30 participants. There are 20-items of questionnaire. The students were asked to answer the questionnaire.

Table. 2 The score of frequency and percentage

No	Statement	SA	A	U	D	SD
1	Saya menggunakan lirik lagu bahasa Inggris sebagai salah satu media untuk meningkatkan penguasaan kosakata	16 53%	7 23%	1 3%	4 13%	2 7%
2	Lirik lagu bahasa Inggris cocok untuk saya sebagai pembelajaran kosakata	12 40%	9 30%	2 7%	7 23%	-
3.	Memutar lagu bahasa Inggris sambil mengerjakan tugas lain bisa membuat saya berpikir lebih jernih	15 50%	7 23%	3 10%	5 17%	-
4	Saat menggunakan lagu bahasa Inggris, suasana belajar menjadi lebih santai	15 50%	10 33%	-	4 13%	1 3%
5	Saya senang menggunakan lagu bahasa Inggris sebagai media pembelajaran saya untuk meningkatkan kosakata	13 43%	5 17%	3 10%	7 23%	2 7%
6	Lagu memudahkan saya untuk dapat mendengarkan kata-kata bahasa Inggris dengan tepat	12 40%	10 33%	2 7%	3 10%	3 10%
7	Lagu bahasa Inggris adalah media yang bagus dalam mendukung kegiatan berbicara dan mendengarkan	10 33%	12 40	1 3%	3 10%	4 13%
8	Lirik lagu bahasa Inggris membantu saya beradaptasi dengan pengucapan penutur asli	7 23%	14 47%	2 7%	6 20%	1 3%
9	Saya dapat membedakan pengucapan yang benar dari bunyi bahasa Inggris melalui lagu-lagu bahasa Inggris	11 37%	11 37%	4 13%	2 7%	2 7%
10	Saya diperkenalkan dengan beberapa aksen dalam bahasa Inggris dengan mendengarkan lagu bahasa Inggris di kelas	9 30%	12 40%	2 7%	6 20%	1 3%
11	Lagu bahasa Inggris membantu saya untuk lebih fasih dalam berbicara bahasa Inggris	10 33%	7 23%	7 23%	6 20%	-
12	Menghabiskan waktu dengan mendengarkan lagu bahasa Inggris membuat saya lebih akrab dengan kata-kata bahasa Inggris	13 43%	9 30%	4 13%	3 10%	1 3%
13	Mendengarkan lagu memudahkan untuk menghafal kosakata baru dalam lirik	6 20%	10 33%	6 20%	5 17%	3 10%

14	Mendengarkan lagu membuat kosakata baru lebih lama diingat	6 20%	7 23%	9 30%	5 17%	3 10%
15	Lagu bahasa Inggris membantu saya memahami beberapa kata informal	6 20%	9 30%	8 27%	3 10%	4 13%
16	Saya belajar meniru suara kata-kata bahasa Inggris yang benar dengan menyanyikan lagu bahasa Inggris	11 37%	5 17%	4 13%	7 23%	3 10%
17	Nyanyikan lagu bahasa Inggris bantu saya belajar berbicara seperti penutur asli	10 33%	4 13%	2 7%	11 37%	3 10%
18	Nyanyikan lagu bahasa Inggris mebantuku belajar mengatur bahasa Inggris yang benar	9 30%	5 17%	4 13%	9 30%	3 10%
19	Dengan dukungan lagu bahasa Inggris di saya dapat meningkatkan keterampilan saya lebih cepat dari sebelumnya	8 27%	7 23%	5 17%	6 20%	4 13%
20	Menghentikan dan memainkan beberapa bagian dari lagu bahasa Inggris membantu saya mendengar detail dari kebiasaan penutur asli dalam berbicara, seperti ucapan yang terhubung	1 3%	8 27%	5 17%	11 37%	5 17%

Table 3. The Score of Student's Questionnaire

No	Name	Score	Category
1	Student 1	83	A
2	Student 2	71	A
3	Student 3	77	A
4	Student 4	69	A
5	Student 5	43	D
6	Student 6	76	A
7	Student 7	37	D
8	Student 8	89	SA
9	Student 9	61	U
10	Student 10	31	SD
11	Student 11	74	A
12	Student 12	92	SA
13	Student 13	78	A

14	Student 14	78	A
15	Student 15	85	SA
16	Student 16	75	A
17	Student 17	60	U
18	Student 18	80	A
19	Student 19	72	A
20	Student 20	86	SA
21	Student 21	66	U
22	Student 22	74	A
23	Student 23	77	A
24	Student 24	70	A
25	Student 25	70	A
26	Student 26	79	A
27	Student 27	81	A
28	Student 28	76	A
29	Student 29	71	A
30	Student 30	80	A
Total Score		2161	

The table 4 above shows the score of every student from 30 students. Total score of questionnaire is 2161 and total item of the table is 20. So, the mean score:

$$\text{Mean Score } \bar{x} = \frac{\sum x}{N}$$

$$X = \frac{2161}{30}$$

$$X = 72.03$$

The calculation above shows that the mean score is 72.03. It means the categorized agree and the interval score is between 68-83.

The objective of this research is focus on finding out what are students' perceptions of using song lyrics as a media to improve vocabulary mastery. In the questionnaire that had been distributed, the respondents were asked to respond to 20 items related to using song lyrics as a media to improve vocabulary mastery. Each statement answered by respondents according to how they felt when learning to use song lyrics to improve their vocabulary.

From the research findings, it is found that song lyrics are a good media in improve vocabulary mastery. The objective of the research was to found out the students' perception of using song's lyrics as a media to improve vocabulary mastery. The application of song lyrics has a great influence in the learning process

improve vocabulary. Based on the table 22 the score of student's questionnaire there are 4 responses choose strongly agree, 20 responses choose agree, 2 responses choose disagree, and the last 1 responses choose strongly disagree. The highest score is 92 and the lowest score is 37. From the analysis of the scores of students is 2161, the mean score is 72.03% and the interval score is between 68% - 83%.

From the findings and the discussion above, the researcher may argue that most of students at eighty grade students of SMP Negeri 4 Halmahera Barat had agree perception of using song lyrics as a media to improve vocabulary mastery. Students feel happy and they can be more active to learning vocabulary with the media applies it.

CONCLUSION AND SUGGESTION

Based on the research, the researcher concluded that most of the eight-grade students of SMP N 4 Halmahera Barat have a positive perception or agree with song lyrics as a media to improve vocabulary mastery so that they can improve their vocabulary in learning English, enjoy learning English, and they are more relaxed in learning. It can be seen from the percentage of each statement in chapter IV, the total average divided by the number of statement 72.03%. This survey also proves that song lyrics are a media to improve vocabulary mastery.

Based on the result of this study, the writer would like to suggest for English teacher and other researchers. By looking into the research results, the teacher might recollect the usage of song lyrics to aid students' to improve vocabulary mastery as one of their coaching media. It may make the technique of gaining knowledge of in vocabulary gain better end result. The other researcher, it is expected that the results of this research will help in finding references for further research.

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