

## **STUDENTS' PERCEPTION ON THE USE OF SONG FOR VOCABULARY MASTERY AT SMA KATOLIK ROSA DE LIMA TONDANO**

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**Abstract:** The objective of this study is to ascertain individuals' perspectives regarding the efficacy of utilising music as a means to enhance language acquisition. The methodology employed in this study was quantitative research, and the results were gathered, calculated, and presented as percentages. During the study, the researcher's sample comprised of students in the first, second, and third grades at SMA Khatolik Rosa de Lima Tondano. The questionnaire received responses from a total of 29 pupils. The findings revealed that the students in the sample had a plethora of enjoyable experiences with song, and they responded to the questions with an overwhelmingly positive attitude. Ultimately, it was discovered that the students at SMA Khatolik Rosa de Lima Tondano were able to acquire language skills in a highly effective and practical manner through the use of songs. The teacher was recommended to consistently employ inventive techniques to enrich instruction by leveraging available technology and to be attentive to the students' requirements for an enjoyable learning experience, particularly in terms of growing their vocabulary.

**Keywords:** *Song, Vocabulary, Perception, Media*

### **INTRODUCTION**

Individuals employ language as a means to communicate arguments and disseminate information to others in their everyday activities. People engage in communication through the utilisation of language. The study conducted by Richards and Schmidt (2013) A vast number of individuals aspire to enhance their educational prospects and fluency in the English language. It is delivered through several means, including online education, study abroad programmes, media, and both formal and informal teaching.

Perception is the cognitive process of integrating sensory information and relevant past knowledge to construct a coherent and meaningful understanding of a specific circumstance. The efficacy of the English language pedagogy and

acquisition can be determined by examining the students' viewpoints on the process. Collier and Morgan conducted a study in 2008. Students who possess a favourable perception of instruction and learning are likely to perform admirably on their language proficiency examinations.

Vocabulary has a crucial role in shaping a student's linguistic development. Language learning and understanding rely heavily on this crucial element. Proficiency in the four English language skills requires a robust vocabulary. The student's progress will be hindered if their vocabulary is limited. They encounter some difficulty in acquiring the necessary vocabulary. In the contemporary period, students are increasingly inclined to engage in studying through the utilisation of media that is relevant to their daily routines. For instance, the utilisation of music. Songs are intricately connected to music and profoundly intertwined with human existence. A song is a collection of lyrics that express sentiments and emotions, backed by pleasing melodies. Individuals have the ability to convey their thoughts and emotions through music using various methods. Music employs musical instruments as the ultimate element to materialise the creative ideas and bring them to life through a harmonious combination and arrangement. The reference "Gardner, 1983: 113" is provided.

## **RESEARCH METHOD**

The researcher employed a questionnaire as the primary tool for data collection. The questionnaire comprised 15 items. Arikunto (2002) defines a questionnaire as a written set of numerical questions used to gather information from respondents about themselves or other subjects. In order to ascertain students' impression regarding the efficacy of using songs to enhance vocabulary acquisition, a questionnaire was administered and distributed directly to the students.

The questionnaire provided was derived from (Ranggen, 2016) and pertains to the research topic "Students' perception of the impact of English songs on their English language proficiency." The questionnaire is broken into three indicators, as follows:

1. Media usage experience
2. Accessibility and efficacy of media

### 3. Educational objectives

This study employed a Likert scale, where participants were required to indicate their level of agreement by selecting one of the following options: (1) Strongly Agree, (2) Agree, (3) Neutral, (4) Disagree, or (5) Strongly Disagree.

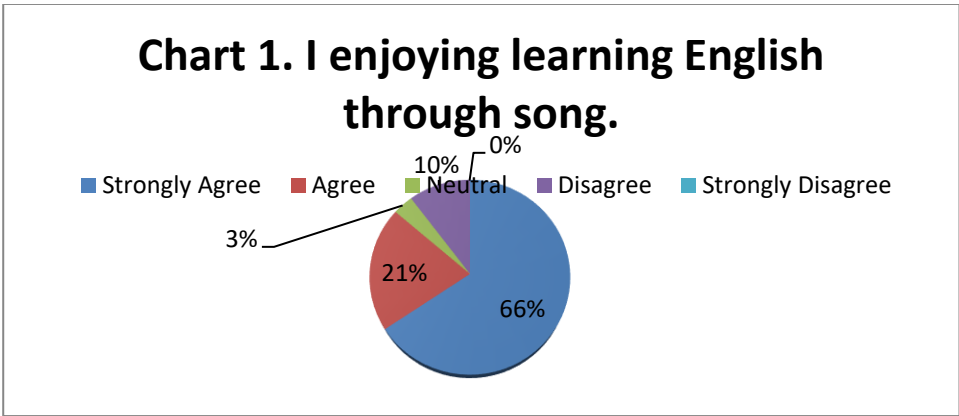
## FINDINGS AND DISCUSSION

This chapter presents the research findings derived from a study conducted on 29 students from SMA Rosa de Lima Tondano. Below are the responses to the questionnaire: The response options are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The subsequent table presents the findings of the research:

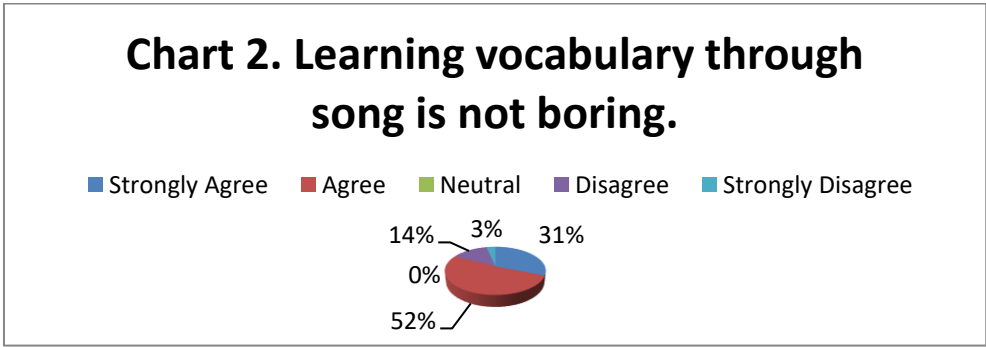
**Table 1. Questionnaire data**

<b>NO</b>	<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>TOTAL</b>
<b>1.</b>	I enjoying learning English through songs.	<b>19</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>29</b>
<b>2.</b>	Learning vocabulary through song is not boring.	<b>9</b>	<b>15</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>29</b>
<b>3.</b>	I could access English songs easily.	<b>10</b>	<b>14</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>29</b>
<b>4.</b>	By playing songs while doing other task could make me think clearer	<b>15</b>	<b>9</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>29</b>
<b>5.</b>	Playing songs while doing other task could make me think clearer.	<b>15</b>	<b>11</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>29</b>
<b>6.</b>	English songs are useful for vocabulary mastery.	<b>10</b>	<b>16</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>29</b>
<b>7.</b>	English songs are very effective for learning English.	<b>9</b>	<b>14</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>29</b>
<b>8.</b>	I could remember the vocabulary better through songs.	<b>11</b>	<b>15</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>29</b>
<b>9.</b>	I could pronounce English words correctly through song.	<b>10</b>	<b>14</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>29</b>
<b>10.</b>	Spending time by listening to English songs make me more familiar with the English vocabulary.	<b>13</b>	<b>11</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>29</b>

<b>11.</b>	English songs facilitate me to be able to precisely listen to the English words.	<b>9</b>	<b>16</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>29</b>
<b>12.</b>	I could listen to English songs anytime.	<b>11</b>	<b>14</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>29</b>
<b>13.</b>	Listening to songs make it easier to memorize new vocabularies in the lyric.	<b>17</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>29</b>
<b>14.</b>	My vocabulary increased by learning English through songs.	<b>10</b>	<b>14</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>29</b>
<b>15.</b>	I like listening to English songs.	<b>13</b>	<b>12</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>29</b>

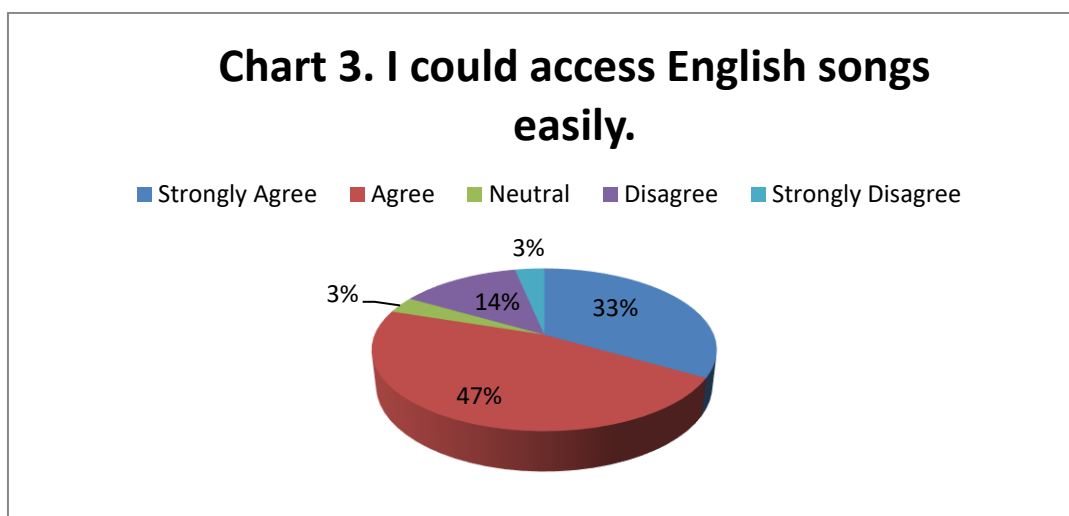


The data indicates that 66% of the students have a strong agreement, 21% agree, 3% are indifferent, and 10% disagree. The data suggests that a significant proportion of the students derive pleasure from acquiring English skills through the medium of music.

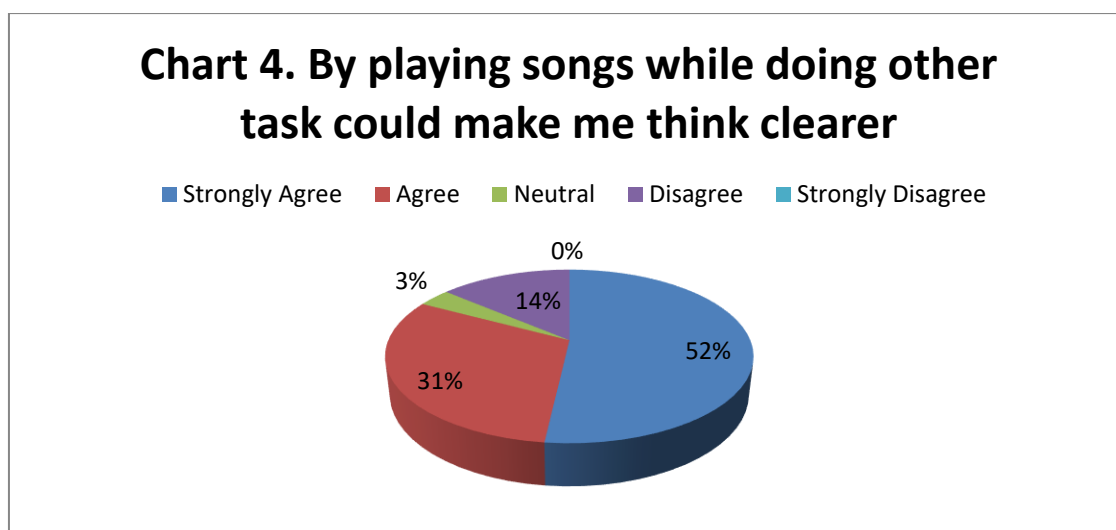


Based on the provided chart, it is evident that. Over half of the students approved the message. Nevertheless, a notable 14% of the students expressed

dissent, asserting that the process of acquiring language through music can be monotonous or that they had yet to realise the extent of its enjoyment.

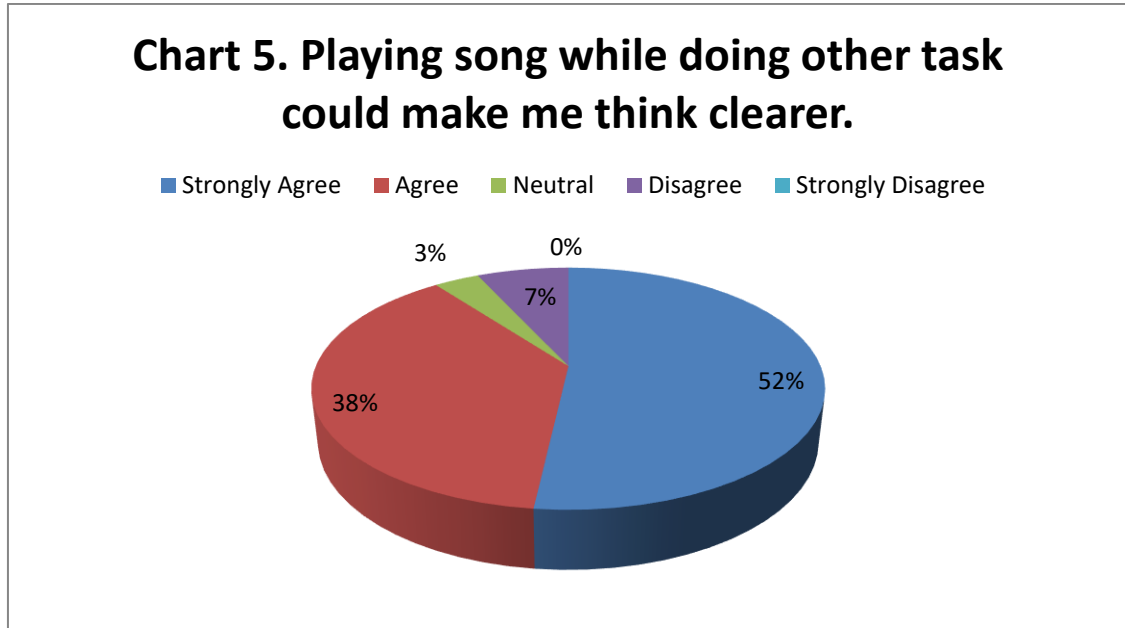


More over 50% of the pupils had convenient access to English songs, as indicated by the table provided. Nevertheless, some students disagreed with the statement. They may encounter challenges when trying to obtain English music.

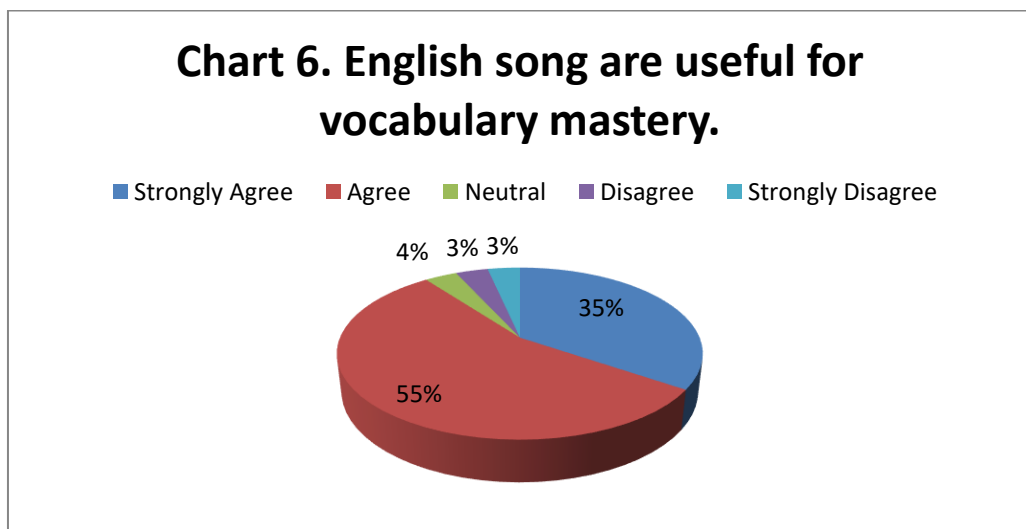


Based on the provided statistics, 83% of students expressed that listening to songs enhances their ability to retain new vocabulary for an extended period of

time. In addition, 14% of students expressed disagreement, while 3% remained neutral.

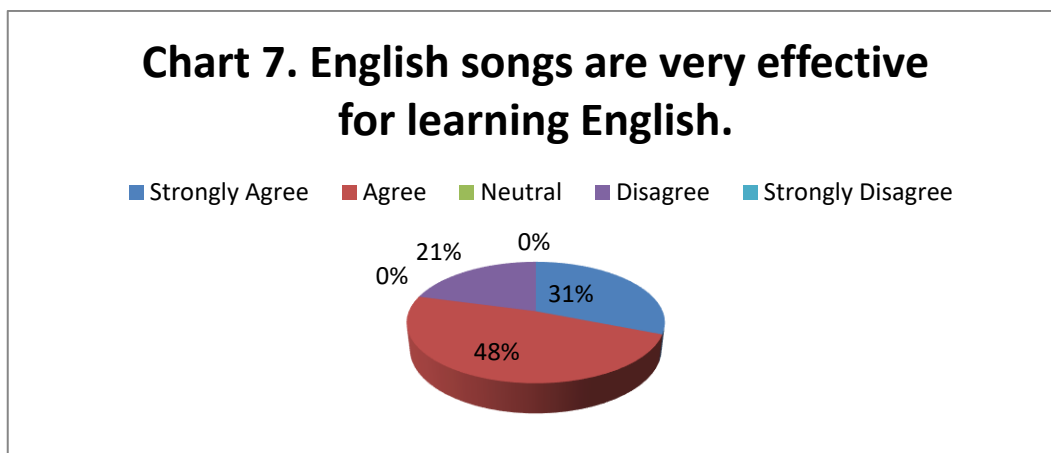


The data depicted in the chart reveals that 52% of students expressed strong agreement, 38% of students expressed agreement, 3% remained neutral, and 7% of students expressed opposition. The prevailing consensus among the students was that engaging in tasks while listening to music improved their cognitive clarity.

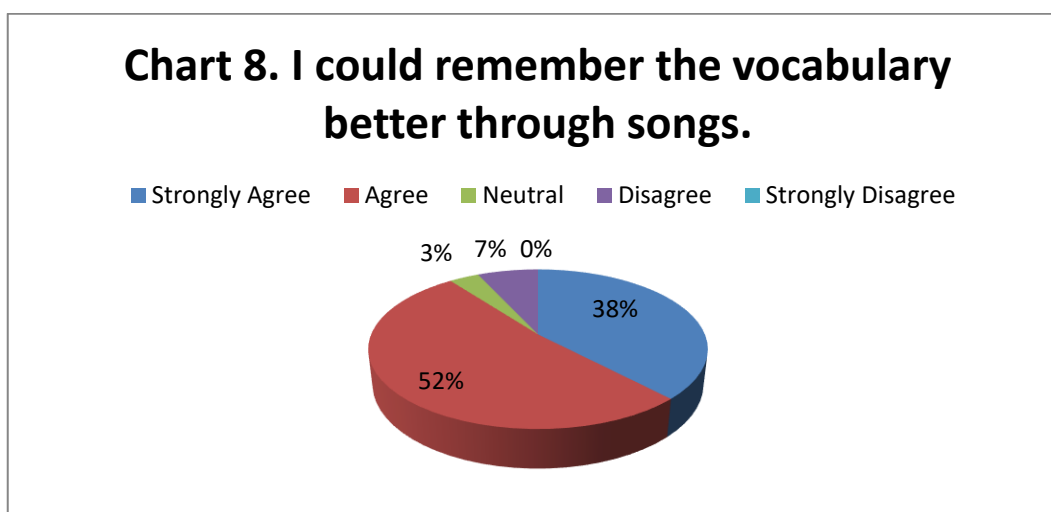


The chart displays the following distribution: 35% of students highly agreed, 55% of students agreed, 4% were neutral, 3% disagreed, and 3% of students

severely disagreed. The majority of pupils agreed that English songs are beneficial for mastering vocabulary.

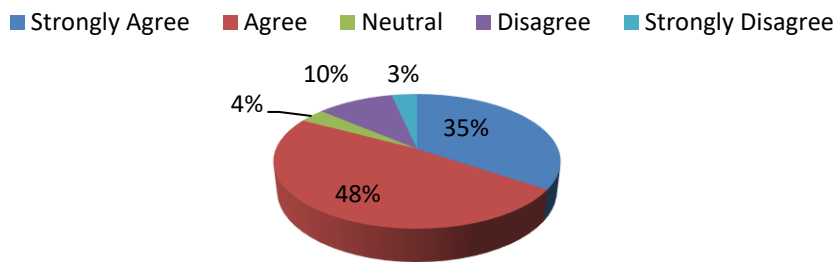


Based on the above chart, it can be inferred that 79% of the students agreed with the statement, while 21% of the students disagreed, indicating that they perceived English songs as ineffective for learning English.



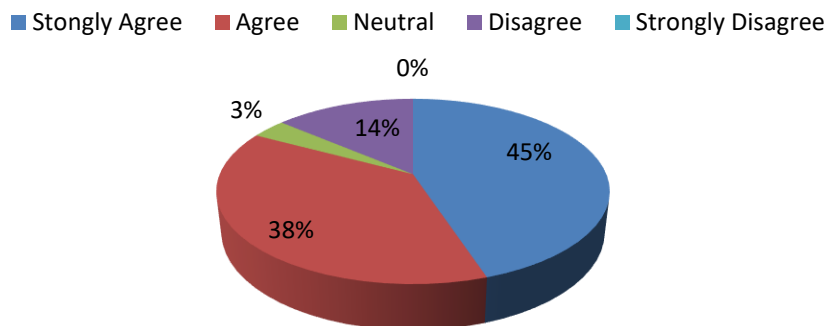
According to the chart provided, the majority of students expressed agreement that memorising vocabulary is more effective when done through the use of songs. However, 3% of the students expressed a neutral stance, while 7% of the students disagreed with the notion that they may potentially improve their vocabulary retention through the use of songs.

### 9. I could pronounce English words correctly through song.



According to the chart, a majority of students agreed with the statement that English words may be spoken correctly through song. In addition, 10% of the pupils express disagreement and 3% remain neutral. The findings demonstrated that pupils were able to accurately articulate English words by means of singing.

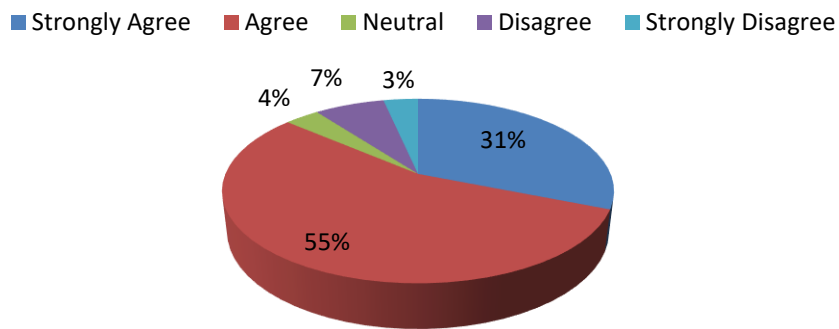
### 10. Spending time by listening to English songs make me more familiar with the English vocabulary.



The data above indicates that 45% of students strongly agreed, 38% of students agreed, 3% were neutral, and 14% of students disapproved. It signifies that the majority of students dedicate their time to listening to English songs, so enhancing their familiarity with English terminology.

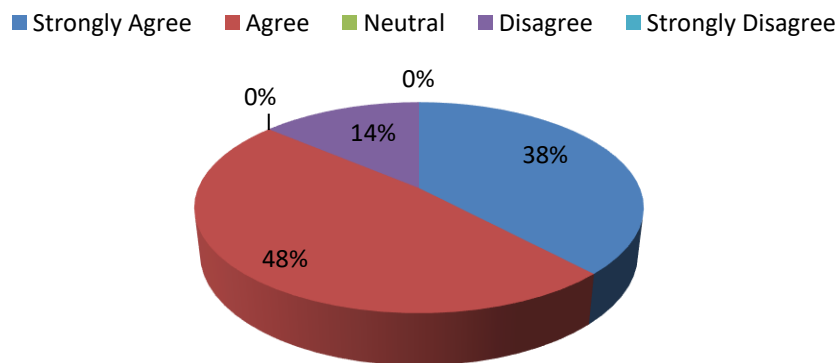


### 11. English songs facilitate me to be able to precisely listen to the English words.



Based on the provided chart, 33% of the students expressed a strong agreement, 55% expressed agreement, 4% remained neutral, 7% expressed disagreement, and 3% strongly disagreed. Mostly, pupils rely on English songs as a technique to accurately comprehend English language.

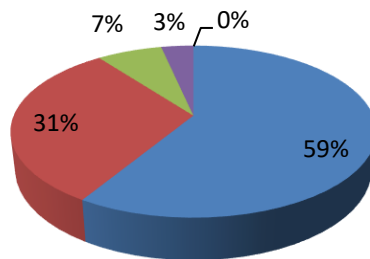
### 12. I could listen to English songs anytime.



According to the provided statistic, it is evident that 38% of the students expressed strong agreement, 48% expressed agreement, and 14% expressed disagreement. It signifies that the majority of students have the ability to listen to English songs at any given time.

### 13. Listening to songs make it easier to memorize new vocabularies in the lyric

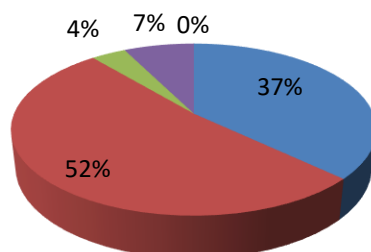
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



The data indicates that 90% of the students agreed, 7% were neutral, 3% objected, and none of them severely disagreed. Listening to music facilitates the memorization of new vocabulary in the lyrics.

### 14. My vocabulary increased by learning English through songs.

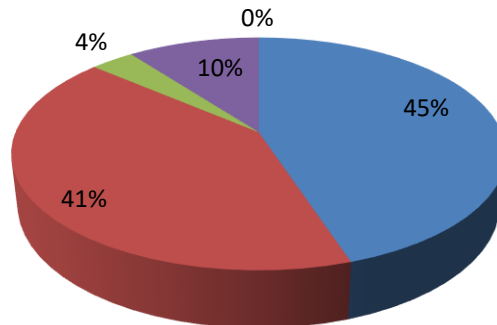
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



According to the provided figure, it is evident that 37% of the students expressed strong agreement with the statement, while 52% agreed, 4% remained neutral, and 7% disagreed. It signifies that their lexicon expanded as a result of acquiring English language skills through the medium of music. However, there were still a few pupils who expressed their disagreement with the message. Several students did not experience an increase in their vocabulary despite learning through songs.

## 15. I like listening to English songs.

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



The provided graphic indicated that 41% of students were in agreement, 4% had a neutral stance, and 10% opposed, while 45% of students strongly agreed. Primarily, students exhibit a preference for listening to English songs. However, there are still certain pupils who do not enjoy listening to English songs. Certain students harbour a dislike for English songs due to their perception that memorising and enunciating English sentences is challenging.

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