STUDENTS' PERCEPTION TOWARD USING SONG LYRICS TO ENRICH VOCABULARY MASTERY
(A STUDY CONDUCTED AT POLITEKNIK PELAYARAN SULAWESI UTARA)

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Abstract: The purpose of this study is to analyze the students' perceptions toward using songs to enrich students vocabulary mastery. The research used quantitative methods with a descriptive approach and questionnaire as the instrument. The population of this study is students at Politeknik Pelayaran Sulawesi Utara. Moreover, the sample of this study is engineering cadets in the 4th semester at Politeknik Pelayaran Sulawesi Utara consisting of 30 students. In academic years of 2023/2024. The result showed the majority of the participants have positive opinion toward the use of song lyics to enrich vocabulary mastery and can be seen as they picked strongly agree and agree in most of the statements. The positive vibes which English songs spread to the English learning process may be the reason behind that. Researcher finds that songs can be very useful and bring positive impact on learning process. The responses toward 14 items in questionnaire proved that students enjoy to learn English vocabulary through songs.

INTRODUCTION

A thorough understanding of the English language requires proficiency in several key components. The first is vocabulary, which refers to the selection of words and their interpretations. A broad vocabulary enables the clear and precise expression of thoughts and ideas. Grammar comes next, and it covers the rules that govern word formation and sentence structure. Proper grammar encourages clear and effective communication between people (Kumayas & Lengkoan, 2023). It covers topics such as verb conjugation, subject-verb agreement, tenses, parts of speech, and more. The third section, punctuation, discusses the symbols used in text to separate phrases,

clauses, and sentences, as well as to indicate rhythm and intonation. Proper punctuation enhances readability and comprehension.

A deficiency in vocabulary could potentially be a contributing factor to the ongoing challenges. Students gain a greater understanding of the four language skills such as listening, speaking, reading, and writing along with other elements such as pronunciation and grammar, when they possess a larger vocabulary (Hendrawaty, 2019). According to Oxford, R. (2020), Vocabulary is not explicitly taught in most language classes, and students are expected to "pick up" vocabulary on their own without any guidance. Hence, in order to enhance their language acquisition, learners must acquire vocabulary through everyday situations (Kasuwan & Chatupote 2013). Consequently, teaching strategies are essential for enhancing the success of vocabulary instruction and acquisition in the target language (Katemba, et al., 2022).

Recently, there has been an increase in the use of song lyrics as a teaching aid, particularly in the teaching of literacy and language. This method uses music's ability to motivate and help with memorization to improve vocabulary. Songs' lyrics frequently contain complex, contextually relevant language, which makes them an interesting and immersive media for vocabulary learning. When integrated into the curriculum, songs can stimulate students' interest in learning new words and phrases.

On the other hand, if the learning method respects the student's perception and comfort level, it can create a positive and comfortable learning environment. This can lead to reduced anxiety and better concentration. An appropriate learning method that aligns with a student's needs and perception is essential for creating a conducive learning environment, promoting engagement, and ensuring that education is effective and inclusive. In the context of students' perception toward using song lyrics to enrich their vocabulary, perception would encompass their attitudes, beliefs, and understanding of the effectiveness and value of using song lyrics as a tool for vocabulary enrichment. This includes how students view the use of song lyrics in the learning process, their receptiveness to this approach, and their opinions on its potential benefits and challenges.

In different circumstances, to find out other thoughts on the problems above, we must also understand the perceptions and interests of students themselves. In

this case, the researcher took a study at Politeknik Pelayaran Sulawesi Utara, This study aimed to determine how students' perception of the approach to learning English vocabulary by using interactive media such as songs.

RESEARCH METHOD

The design of this research used quantitative methods with a descriptive approach to determine the information about the students' perception toward using song lyrics to enrich vocabulary. Quantitative is a technique of gathering, analyzing, deciphering, and writing the results of the study (Dilago, Liando & Kukus, 2022).

The population of this study are the students in Politeknik Pelayaran Sulawesi Utara. Moreover, the sample of this study were 30 students at the 4th semester in engineering class. In academic years of 2024/2025. The researcher was use a student perception questionnaire in order to collect information on the student's responses about their perceptions toward using song lyrics to enrich their vocabulary. The questionnaire used a Likert scale. According to (Sugiyono, 2020), the Likert scale is used to measure a person's attitude or opinion or number of groups against a social phenomenon where the answer to each instrument item has a gradation from very positive to very negative. Furthermore, students were asked to respond to a questionnaire the researcher already prepared with 14 statements adapted from (Virtaza et al., 2023)

Table 1: Likert Scale

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

(Sugiyono 2013)

The data collected from the questionnaire determined an individual's level of agreement with each 5 assessments, categorizing it as either strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD), with each statement. Besides, the questionnaires were analyzed in diagram bar.

In analyzed the percentage, the researcher calculated the students' final score as follows: $P = \frac{fq}{N} \times 100\%$

P = Percentage

fq = Frequency

N = Total Sample   (Sudjana, 2005: 50)

FINDINGS AND DISCUSSION

Findings

As thirty students have already responded the questionnaires, the researcher has gathered the necessary data using the instrument. There are fourteen valid statements have been addressed in the responses provided by the participants. The overall data result in the main section of the questionnaire is then presented in the following table.

Table 2: Overall Data Result of Questionnaire

Statements	SA (Strongly Agree)	A (Agree)	U (Undecided)	D (Disagree)	SD (Strongly Disagree)
1	21	5	1	3	-
2	16	4	2	7	1
3	15	8	4	3	-

4	20	2	3	5	-
5	17	3	5	3	2
6	20	2	6	2	-
7	14	3	8	4	1
8	16	4	6	4	-
9	21	3	1	5	-
10	15	3	7	4	1
11	8	4	12	4	2
12	11	3	10	4	2
13	17	5	6	2	-
14	19	5	3	3	-

Table 3: Overall Data Precentage of Questionnaire

Statements	SA	A	U	D	SD
	(Strongly Agree)	(Agree)	(Undecided)	(Disagree)	(Strongly Disagree)
1	70%	16,7%	3,3%	10%	-
2	53,3%	13,3%	6,6%	23,3%	3,3%
3	50%	26,6%	13,3%	10%	-

4	66,6%	6,6%	10%	16,6%	-
5	56,6%	10%	16,6%	10%	6,6%
6	66,6%	6,6%	20%	6,6%	-
7	46,6%	10%	26,6%	13,3%	3,3%
8	53,3%	13,3%	20%	13,3%	-
9	70%	10%	3,3%	16,6%	-
10	50%	10%	23,3%	6,6%	3,3%
11	26,6%	13,3%	40%	13,3%	6,6%
12	36,6%	10%	33,3%	13,3%	6,6%
13	56,6%	16,6%	20%	6,6%	-
14	63,3%	16,6%	10%	10%	-

The table shows that the overall items received positive response on each statement. The research design was the primary consideration when creating each item. Generally, the majority of participants gave positive comments, as evidenced by the high number of strong agree and agree scales. In contrast with the disagree and strongly disagree scales that were received limited response. Therefore, this finding detailed is presented in the following diagram bar.
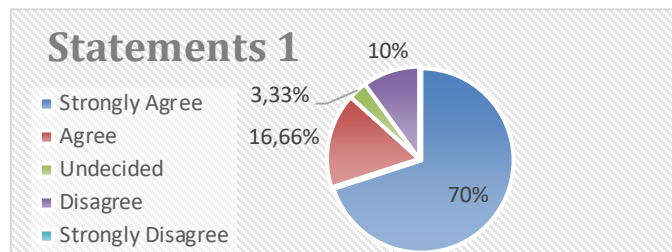
Figure 1. I like listening to English songs

Based on the figure one above, it could be seen that twenty one (70%) students strongly agreed, five (16,66%) students agreed, one (3,33%) student still couldn't decide, and three (10%) students disagreed with the starement one. Result shown that most of the students like listening to English songs.
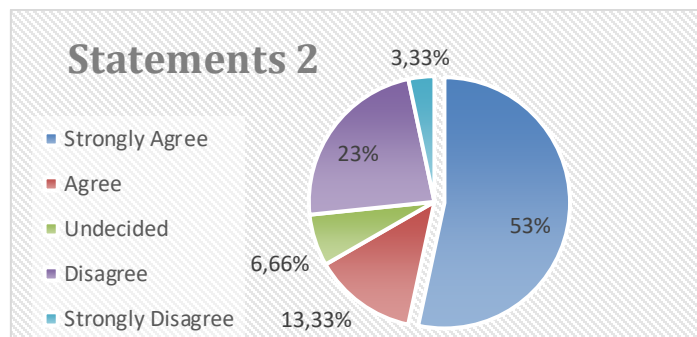

Figure 2. I listen to English Songs Everyday

That diagram above showed that sixteen (53%) students strongly agreed, four (13,33%) students agreed, two (6,66%) undecided, seven (13,33%) students disagreed, and one (3,33%) student strongly disagreed. This result stated that half of the participants listen to English songs everyday, though there are some participnts that don't actually listen to English songs everyday.
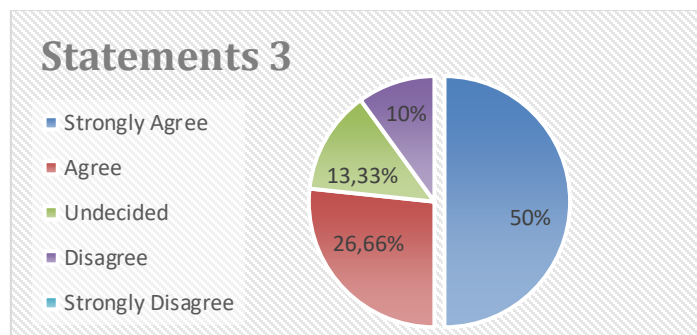
Figure 3. I Feel Comfortable when I Listen to English Songs

In the collected result from figure three above, it showed that most of the students which are fiveteen (50%) students and eight (26,66%) students strongly agreed and agreed with the statements three. It tells that they are comfortable when listen to English songs.
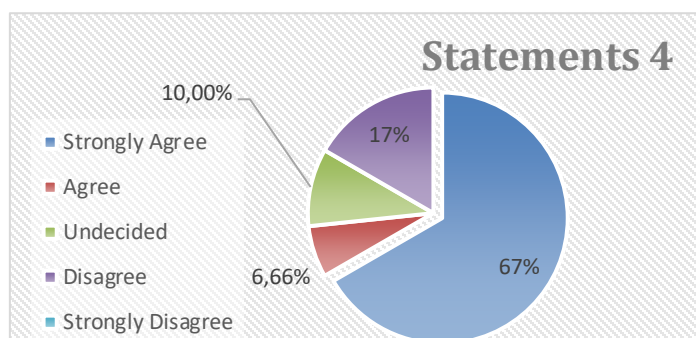

Figure 4. *English Songs Motivate Me to Learn English Vocabulary*

It could be pointed out in the figure above that twenty (67%) and two (6,66%) students strongly agreed and agreed, meanwhile three (10%) students still didn't decide, and five (17%) students disagree. The result described that most of the students thought that English songs can motivate them to learn English vocabulary, but in addition there are also several students did not thought the same.
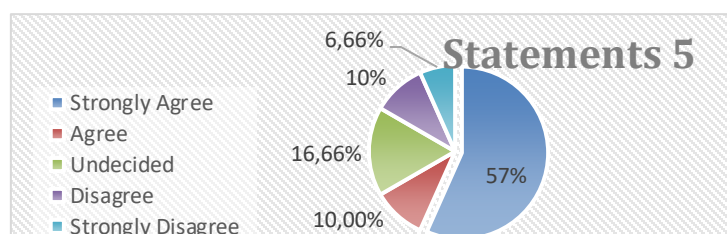

Figure 5. *I like to learn English vocabulary through English Songs*

The result of figure five above shows that seventeen (57%) and three (10%) students had strongly agreed and agreed, but there also five (16,66%) students picked undecided, while three (10%) and two (6,66%) other students had disagreed and strongly disagreed. It proofs that English song is one of the media that students mostly choose to learn vocabulary.
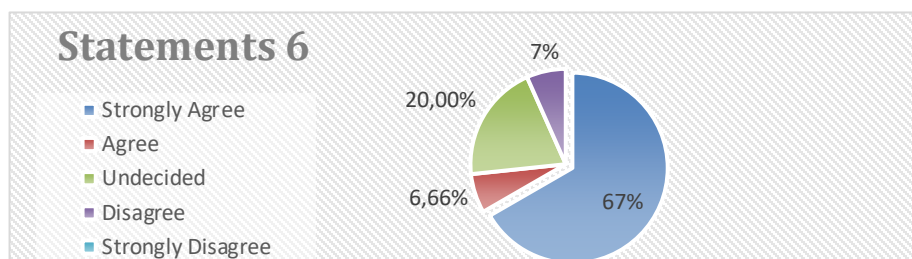

Figure 6. *English Songs Are Useful in Improving My English Vocabulary*

From the figure above, there are twenty (67%) and two (6,66%) students had strongly agreed and agreed with the statements, while six (20%) students choosed to didn't gave opinions and two (6,66%) other students disagreed with the statements that English songs are useful in improving their English vocabulary.
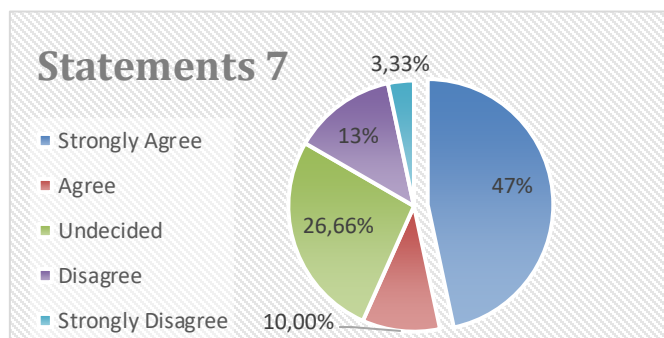

Figure 7. *English Songs Are Useful in Improving My Long-Term Memory*

In the result above, there is almost half of the students strongly agreed with statements 7 and three (10%) of the students agreed. Eight (26,66%) students had not decide their opinion about it, while four (13%) and one (3,33%) students had disagreed and strongly disagreed with the statements. It shows that there is only half

of the students think that English songs are useful in improving long-term memory, while the others may had different opinion about it.
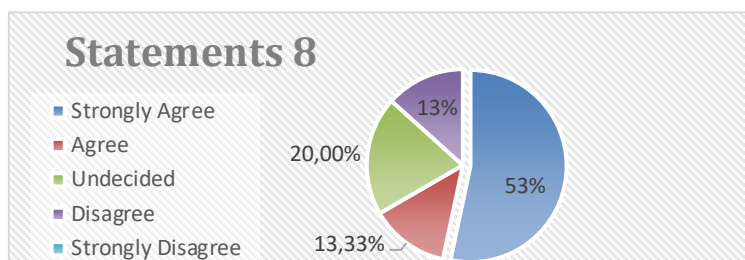

Figure 8. *I Can Memorize English Vocabulary Easily With the Help of the Lyrics of English Songs*

As seen in the figure eight, sixteen (53%) and four (13,33%) students strongly agreed and agreed, six (20%) other students undecided, and four (13,33%) students disagreed with the statements. Shows that most of the students can memorize English vocabulary easily with the help of English song lyrics.
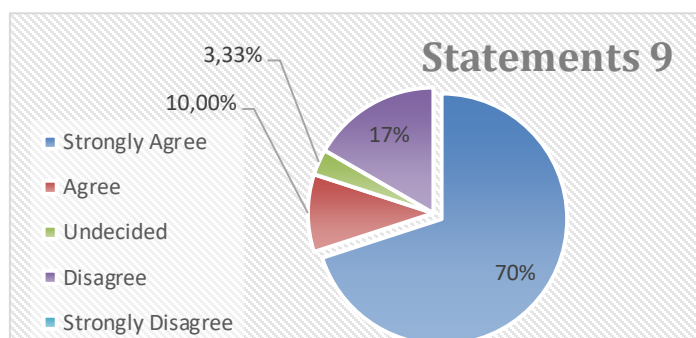

Figure 9. *I like to See the Lyrics of English Songs While Singing A Song*

In the figure nine, there is big contrast on the diagram because it shows that twenty one (70%) students had strongly agreed with statements 9, while three (10%) other students agreed, one (3,33%) student undecided and five (17%) students disagreed. The majority of the sample like to see the lyrics of English songs while singing.
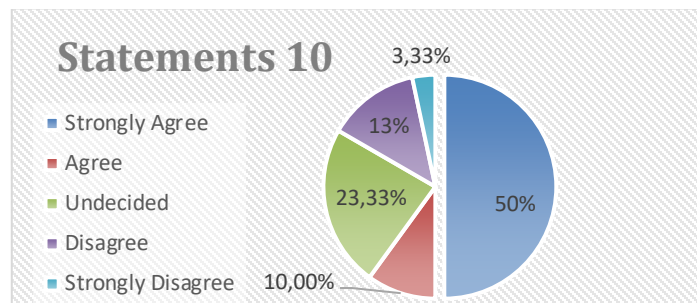
Figure 10. *I Found A Lot Of New English Vocabulary Through The Lyrics Of English Songs*

The obtained result shown that half of the sample which is fiveteen (50%) students strongly agreed and three (10%) students also agreed. While seven (23,3%) students undecided, four (13%) students disagreed and just one (3,33%) student strongly disagreed. It showed that just half of the students found a lot of new English vocabulary through the lyrics of English songs.
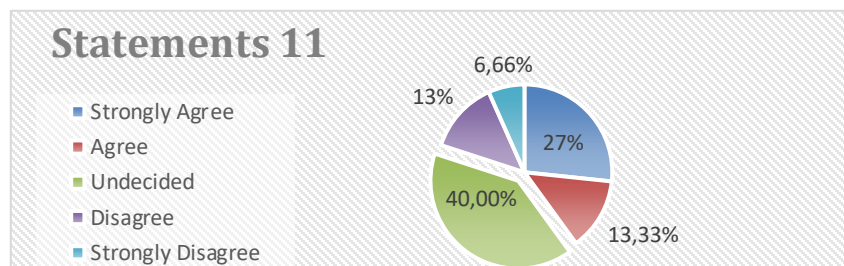

Figure 11. I Always Find Out The Meaning Of A Difficult English Vocabulary

Statements eleven collected various responses, there is only eight (27%) students had strongly agreed and four (13,33%) students agreed, but twelve (40%) students might not gave their opinion about the statements, while four (13%) and two (6,66%) students disagreed and strongly disagreed with it. The result states that not majority of the participants always find out the meaning of a difficult English vocabulary.
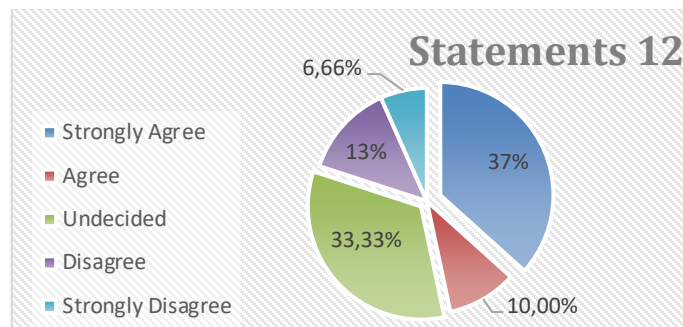
Statements 12

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

6,66%
13%
33,33%
37%
10,00%

Figure 12. I Can Figure Out The Meaning Of The English Vocabulary Through The Lyrics In The Song

Based on the figure above, eleven (37%) and three (10%) students strongly agreed and agreed with statements twelve, meanwhile there are ten (33,33%) students stay neutral, four (13%) and two (6,66%) other students disagreed and strongly disagreed with the statements that say they can figure out the meaning of the English vocabulary through the lyrics in the song.
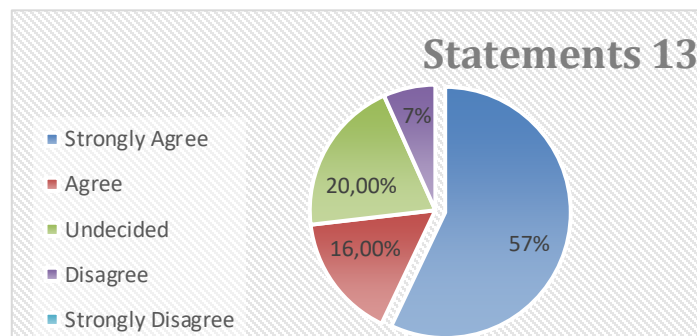

Statements 13

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

7%
20,00%
16,00%
57%

Figure 13. Finding New English Vocabulary Through English Songs Is Very Interesting

The figure above showed seventeen (57%) and six (16%) students strongly agreed and agreed, while six (20%) students undecided and two students (7%) disagreed. It describes that most of the students found its interesting to find new English vocabulary through English song.
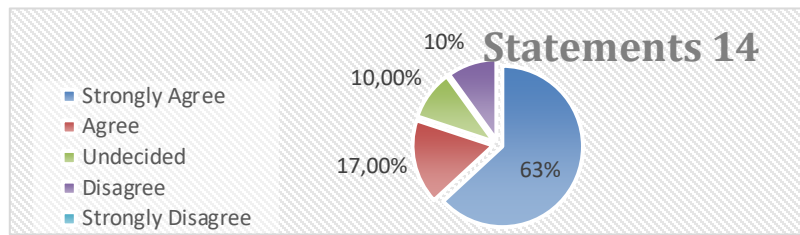
Figure 14. Learning English Vocabulary Through English Songs Is Very Intresting

The result of figure fourteen showed that there are nineteen (63%) and five (17%) students or majority of the participants strongly agreed and agreed that learning English vocabulary through English songs is very interesting.

Discussion

From the result above, the majority of the participants have positive opinion about the statements. It can be seen in the response of statements four on the questionnaire, almost 70% students strongly agreed that English songs can motivate them to learn English vocabulary and there are half of the students gave positive response in statements ten that said "I found a lot of new English vocabulary through the lyrics of English songs". This research findings proof that applying English songs in learning process has a great influence in improving vocabulary for the students. English songs contain a large number of words and vocabularies that students can pick up and use. Therefore, songs are good at introducing vocabulary as it provides a meaningful context. Besides, students could express themselves easily and pict up new words. Using English songs to learn and memorize vocabulary will make the process much more enjoyable (Karim et al. 2022).

Based on the explanation above, researcher find that songs can be very useful and bring positive impact on learning process. More of that, majority of the students had agree perception about using song lyric to improve their vocabulary. The outcome is that students may feel happy and can be more comfortable to learning vocabulary with song as a media.

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