

# CHAPTER I

## INTRODUCTION

### A. Research Background

In this digital age, many students use English songs as a fun way to learn. These songs can be found on platforms like Spotify, YouTube, or TikTok, so anyone can access them at any time. Besides being entertaining, songs can also help improve listening skills and add new vocabulary. The rhythm and repetition of lyrics in songs make English words easier to remember compared to the usual memorization method.

A study shows that 60% of students find learning through songs intrinsically appealing, which may indicate that they feel songs can make the learning process more interesting and enjoyable (Damayanti, 2023). Additionally, the use of English song in the classroom can enhance student engagement and memory retention of vocabulary, as the rhythmic and melodic elements of songs can help them memorize new words more effectively. Students may also note that songs provide cultural context, making the learning experience more relevant and meaningful. Furthermore, 75% of study participants stated that the use of songs reduced their anxiety in learning English, creating a more relaxed and enjoyable atmosphere (Damayanti, 2023). This shows that English songs not only increase motivation but also serve as a practical tool for improving language skills interactively.

However, some challenges need to be considered. The use of songs can sometimes face difficulties, such as when students struggle to understand lyrics with a fast tempo and complex vocabulary. Another study revealed that students

are often unable to grasp the meaning of lyrics when they are unfamiliar with the context of English music (Suci & Setyowati, 2023).

This study aims to determine students' perceptions of the use of English songs in the process of learning listening and vocabulary mastery. Songs were chosen because they are a medium that is familiar to students' daily lives and have the potential to increase interest in learning, enrich vocabulary, and support understanding through repetition and real-life contexts. This topic is important to study, because although songs are often used informally, there has been little research exploring how college students view their use in the English language learning process. By understanding students' perceptions, educators and curriculum designers can better assess whether songs can be integrated into potential challenges students may face when learning through songs. This study was conducted at one university in Purwokerto. The student subjects were selected because they were at the final stage of language learning and could provide relevant perspectives on the use of songs as a learning medium, using a descriptive quantitative method with a questionnaire as the data collection tool.

## **B. Reason for Choosing Topic**

The topic of this research was chosen because English songs are one of the learning media that are widely used by students to improve language skills, especially in listening and vocabulary. However, although songs are often used, there are still challenges faced by students in using them effectively as learning tools.

In addition, this study also aims to understand how students can perceive the effectiveness of songs as learning media and the obstacles they face. By knowing students' perceptions, it can be expected that the results of this study

provide insights for educators in developing more interesting and effective learning strategies.

### **C. Research Question**

1. What are students' perceptions of using English Songs for learning listening?
2. What are students' perceptions of using English Songs for learning vocabulary?
3. What challenges do students perceive when using English songs for learning listening and vocabulary?

### **D. Aim of the Research**

1. To explore students' perceptions of the use of English songs as a learning tool for listening skills.
2. To examine students' views on the use of English songs for learning vocabulary.
3. To identify the challenges perceived by students when using English songs to learn listening and vocabulary.

### **E. Definition of the key terms**

1. Perceptions

Perception is a person's process of understanding, interpreting, and giving meaning to information that can be received through the five senses. Perception can be influenced by experience, background, beliefs, and individual perspectives so that each person can have a different understanding of the same thing. In the context of education, students' perceptions of learning media such as songs play an important role in determining their interest and learning effectiveness. Positive perceptions tend to foster higher motivation and interest in learning, while negative perceptions can be an obstacle to understanding the material. According to (Safitri, 2021) students' perceptions

of learning media determine the extent to which the media tends to have a greater impact on their learning outcomes.

## 2. Song

A song is a musical work consisting of lyrics and melodies that are sung. Songs can convey emotions, stories, and certain messages. In language learning, songs can be used as a medium that can connect language with cultural context and can create a fun learning atmosphere. According to (Ratminingsih, 2016) the use of songs as English learning media can increase students' enthusiasm because it can provide a more pleasant learning atmosphere. Songs can also help students understand learning materials in a more contextual and meaningful way because they not only memorize words but also understand their use in the context of the song.

## 3. Listening

Listening is one of the basic language skills that includes the ability to listen, understand, and interpret messages conveyed orally. In English language learning, listening skills are very important because they can be the basis for other skills such as speaking, reading, and writing. Songs are also an ideal medium for practicing listening skills because they contain pronunciation, intonation, and rhythm that resemble native language. According to (Rizki et al., 2014) songs are very effective for improving micro skills in listening, such as recognizing word stress, intonation, and pronunciation. Songs can also create a learning atmosphere that is not monotonous and can become more relaxed, which can help students focus more and receive information optimally.

## 4. Vocabulary

Vocabulary is a collection of words that can be known and used by someone in communicating both orally and in writing. The more vocabulary a person has, the better the ability to communicate. In English language learning, vocabulary mastery is fundamental because it can be the foundation for forming sentences, understanding texts, and conveying ideas. The use of songs in the English learning process is proven to improve students' vocabulary mastery. This is because songs often use vocabulary in a context that is easy to understand and fun. The rhythm and repetition in songs can help students remember new words without pressure. According to Mahayana et al (2022) stated that teaching vocabulary using songs will have a positive impact on students' memory because of the fun nuances offered in the media.

#### **F. Contribution of the research**

The researchers hope that this study contributes to all parties as follows:

1. For students, the researchers hope that the results of this study can help students recognize the benefits of using English songs as a learning tool to improve their listening skills and vocabulary. It can also encourage them to improve their English proficiency.
2. For teachers, the researchers hope that this study can provide insight into how university students perceive the use of English songs in language learning and can help educators integrate songs as an interesting and interactive teaching method.
3. For future researchers, the researchers hope that this study can serve as a reference for future research related to the use of music in language learning. Future researchers can also expand the scope by exploring additional age groups, proficiency levels, or language skills that are affected by songs.