

ANALYSIS OF LISTENING ENGLISH SONGS ON STUDENT'S VOCABULARY LEARNING

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Abstract

Listening is a skill that is acquired from birth. Meanwhile, listening to English songs is becoming a trend among young students. The purpose of this research is To analyze the English songs to enhance student's vocabulary learning at As-Syafi'iyah Islamic Senior High School 02 academic year 2020/2021. Therefore the research question is: How is the role of English songs to enhance student's vocabulary learning at As-Syafi'iyah Islamic Senior High School?

The research was conducted in August - November 2020. The research sample was 6 students of class X SMA As-Syafi'iyah 02 Bekasi academic year 2020/2021 who were selected based on a purposive sample. The research instrument uses an interview. The results of this study found that English songs have a role in the vocabulary learning of students. Listening to English songs not only makes them relax and enjoy but can also enrich their vocabulary and tell them how to pronounce a word in English.

Key words: Vocabulary, Vocabulary Learning, Listening English Song

Introduction

English is very familiar in this era of globalization, especially for the young generation. In addition to learning in schools, English is also widely used in social media. In fact, because of its use to develop communication, technology, software programming, etc. English has dominated the web where 70% of all information on the web is written in English (Boyanova, 2011). Young people are the biggest contributor to the use of the internet and social media. The easier it is for us to connect with the outside world thanks to the internet and the more familiar English will feel.

Due to the global development of English making English the lingua franca, we become more and more often unconsciously or consciously intersecting with the language. In everyday life we often encounter English, from simple words pasted on the door, words on social media to hits played on smartphones, and songs played by places we visit.

As we know, English songs now dominate the world's charts because they are easily accepted and enjoyed by song lovers around the world. People have become accustomed to listening to English songs, especially young people who are vulnerable to following trends due to social and social media influences. Plus listening to music has become a habit and hobby among young people. Because usually, young people feel a song can represent their feelings.

Based on the background above, the writer proposes the study of listening to western songs that have also become a habit in the young generation to learn vocabulary. So, the study focuses on: "**Analysis of Listening English Songs on Student's Vocabulary Learning**"

Theoretical Underpinning

A. Vocabulary

Vocabulary is one of the components in language learning. As pointed out by (Harmer, 2002) who says that without grammar very little can be said but without vocabulary, there is nothing to say. Hammer argues that vocabulary is the most important component in a language and cannot be separated. There are several definitions of vocabulary according to several experts. Another definition stated by (Hatch, 1995) of vocabulary is "a list or collection of words for a particular language or a list or collection of words that may be used by speakers of a particular language". Another expert, (Newman, S.B., & Dwyer, 2009) said that vocabulary can be interpreted as words that a person must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). So to communicate effectively we need a vocabulary set, which if we know the vocabulary, it becomes easier for us to understand what we hear (easy to accept exposure/input / receptive) and we can produce something from what we understand (production / expressive))

Language serves as a means of communication. In its definition, language is a system/way to convey ideas/information, either orally, in writing, or in signs (Muttaqin, 2013). In language learning, one of the components of language learning besides grammar and pronunciation is vocabulary. Vocabulary in the form of language includes words, phrases, sentences, and clauses. vocabulary plays an important role in language. because vocabulary is the core support of the four skills in English, namely reading, writing, listening, and speaking.

1. Part of vocabulary

There are several ways to state or present the meaning of the word, namely:

- a. Class words; play different roles in a text. They fall into one of eight different classes of words such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determinants.
- b. Family words; how words can have the same root or root but have a different ending. A word family consists of a root plus inflexions and their most common derivatives (e.g. play. Play + er = player, re + play = replay, play + full = playful).
- c. Collocation; how words "couple up" to form compounds, and how they "hunt in packs" in the shape of multi-word units.
- d. Synonyms; words that share a similar meaning.
- e. Antonyms; words with opposite meaning.

B. Vocabulary Learning

Vocabulary is the first step to make it easier to understand and apply English in the world of education and communication (Tim English biMBA2, 2017). Because it will be difficult to master the language without mastering or understanding several vocabularies. Vocabulary is the first step you have to learn before learning other aspects of the language. Especially in learning a new language. Many researchers, such as Xiaowei (2010) as cited in (Limbong, 2012) found that learning vocabulary using several methods will help students to enrich their vocabulary. Some interesting techniques that have the potential to make English lessons more engaging and motivating young learners include realia, pictures, story reading, pantomime, action, gestures, and songs. Among these, music and songs are among the most effective.

According to (Burns, Paul C. and Broman, 1975) in society, a person's position can be determined by the extent of their knowledge of words and how to use these words in a way that is appropriate to a certain place, time, and situation. In social life, it is very important to understand social skills. Knowing how to act in socializing can keep us from misunderstanding. In socialization in this modern era, we more often use social media socializing. There is a lot of exposure on the internet such as trends from fashion, lifestyle, English, and songs. Young people tend to easily follow the flow of globalization and relationships. As with vocabulary in the present era, many use English due to exposure to globalization in which English becomes the lingua franca. The teenagers become accustomed to listening to English songs and try to find out the meaning by looking for the meaning of it.

From the definitions of vocabulary above, it can be concluded that vocabulary is one of the language components that must be mastered in learning a language. vocabulary is all the words in a particular language that someone knows or uses to communicate effectively. vocabulary learning is a basic element of language that a person needs, especially to communicate effectively with others. In today's society where exposure due to globalization is increasingly felt, especially among young people who are starting to use English words in adjusting their communication. By leveraging their habit of listening to English songs, the authors want to learn whether this habit fosters the desire of adolescents to learn vocabulary and creates a comfortable way to learn vocabulary and then enables them to speak.

C. Listening English Song

Hearing can be interpreted as catching sound with the ear. If there is a sound, whether we are conscious or not our ears will pick up on the sound. Hearing is an activity that is very familiar to humans because listening is an ability that humans are born with. As stated by (Robbins, P.S, dan Jugge, T. A, 2012) he explains that skill is the ability from birth, or is the result of training or practice. Since birth we have been introduced to listening, listening is also the first skill we have before other skill such as speaking, reading, and writing. Howat and dakin in (Hien, 2015) state that listening is ability to understand and identify what people say. Listening is a response when receiving sounds on purpose. Listening skills can also be trained. The definition of listening is based on Lancaster's point of view, he states that listening is "the ability to hear spoken language and sentences learned. Listeners cannot confirm or clarify what is heard or said such as in reading or writing, so listening skills are much more important than reading or writing skills. Listening skills must be learned and practiced "(1974: 79). Meanwhile, according to Djago Tarigan, Listening can be defined as an activity that includes listening to language sounds, identifying, observing, and responding to the meaning contained in listening material.

Listening skills are very important when learning a language. By listening to a language or a spoken word, we can know how to pronounce and mean a word in a language. The habit of hearing has become a human habit, since childhood we have been accustomed to listening unconsciously, our ability to be trained little by little.

According to the above understanding, it can be concluded that the definition of listening is an activity of listening when our ears pick up on a sound and try to understand the meaning of the sound. Listening skills can be honed and honed over time. It depends on how fast we handle it. The song is defined as a variety of rhythmic sounds (Anton M. Moeliono, 2003).

The song is also a work of art related to sound art and language art as well as sound art that involves the melody and color of the voice of the singer. Likewise, according to Krij Kristiyanti (2012) song is a combination of sound art and language art which has short, poetic language and has a rhythm with a solid sound. The choice of kias words sometimes seems imaginative, involving the melody and voice of the singer.

The maturity of the world of education was marked by the entry of the world of media, where learning activities were suggested to reduce lecture methods and replace them with the use of a lot of media. especially in teaching and learning activities that currently apply process skills and active learning, therefore the role of learning media is becoming increasingly important (Nurseto, 2011) This opinion is reinforced by (Habidin, M. M., B.E. Purnama., 2013) which states that learning media is a tool that serves to explain a part of the whole learning program that is difficult to explain verbally. The learning material will be easier and clearer if learning uses learning media.

There are many ways to know how to learn English effectively, one of them by using music as learning media. Language learning related to sound can use audio media. (Daryanto, 2013) argues that audio comes from the word audible, which means the sound that can be heard naturally by the human ear.

One of the learning principles that (Brown, 1994) is automaticity. Some factors tend to inhibit the emergence of this automaticity: excessively analyzing language,

consciously memorizing language rules, and thinking too much about form (structure/grammar). In this case, songs can help the occurrence of automatic processing of language where someone does a learning activity accidentally.

A song can be an important thing to develop English learning because most people love listening to a song. So, when people learn English by using English songs, it can be kind of interesting especially for young learners who are facing globalization and the development of the times by listening to western songs because listening to western songs has become a habit in this country.

Based on some of the definitions above, it can be concluded that learning media is needed to support learning activities in an era of increasingly developing science as it is today. Songs can be important to develop learning English because most people like to listen to songs. So, when people learn English by using English songs, it can be interesting especially for young students who face globalization and the times by listening to western songs because listening to western songs has become a habit in this country. As one of the principles of learning is automation. Songs can be an alternative in learning vocabulary unconsciously where when they listen to songs they make them learn vocabulary by accident.

Methodology

This study uses qualitative methods, namely interpretive and inductive research. Research with qualitative methods aims to examine the subject of study in depth which is intended to gain insight into the process of students' language learning by understanding the language development and the background of the theory of phenomena being observed (Strauss and Corbin, 1998: 426). Qualitative studies are robust in reality and capable of providing insight and interpretation into other similar situations; this implicitly marks the transferability and generalizability of qualitative study research (Leung Lawrence, 2015).

The setting of the study is Bekasi on students of As-Syafi'iyah 02 Islamic Senior High School located at Raya Jatiwaringin Street No. 8 RT. 001/RW. 009, Jaticempaka, Kec. Pondok Gede, Bekasi 17411. The school was built in 1970 and the chain of KH pioneering and concerned. Abdullah Syafi'ie on Islamic education and developing the quality of the Ummah. English Lesson is taught as one of the lessons in that school. The research was conducted at As -Syafi'iyah 02 Islamic Senior High School from August until November. This research consisted of interviews and observations in the 6 students who were interested in listening to English songs. The first was used for interviews. The main subject of this study is 6 students of the third class of As-Syafi'iyah Islamic Senior High School who have a habit of listening English songs. The object of this study is an analysis of listening to English songs on students' vocabulary learning.

This research focuses on the student's vocabulary learning and their perception of using English songs on study vocabulary. The students learn vocabulary by listening to English songs and the writer interviewed 6 students to find the students' experience and perception about learning vocabulary by using English songs. Research instruments are measuring tools such as tests, questionnaires, interview guidelines, and observation guidelines that researchers use to collect data in a study

(Sugiyono, 2014). In this study, the data needed is related to students' perceptions of the use of English songs in vocabulary learning. Therefore, the data collection instruments used are interviews. The research instrument is a set of tools that will be used by researchers to collect research data (Kristanto, 2018).

In this study, the writer used the instruments that are the interview and observation. In conducting research, the instruments play an important role to gather the data accurately.

One of the instrument of this research is interview questions. There are several data collecting methods in qualitative research, the most commonly used namely interview. Interview consisting of some questions carried out to investigate the student's perceptions about the using English song in their English language learning especially on vocabulary. The questions are as follows :

1. Do you like listening to an English song? Why?
2. When do you start listening to an English song?
3. How often and when do you listen to English songs in a day?
4. What English song do you often listening lately and what vocabulary do you remember from that song?
5. Do you think that listening to English songs helps you in learning vocabulary?
6. What difficulties of memorize vocabulary?
7. Do you think learning vocabulary by using English song make vocabulary easily to memorize? Why?
8. What is the advantage of listening to an English song for yourself?

Interviews in qualitative methods are believed to be able to provide data on a deeper understanding of social phenomena than those obtained by questionnaires from pure quantitative methods. Therefore, in this study, the interview used in data collection is the most appropriate way to do it in which the researcher already knows about the necessary research phenomena as well as the detailed insights and experiences of each participant. Through these interviews, the researcher tries to ensure that participants feel in control and can share information about personal experiences related to life in listening to English songs. Interviews are useful to explore experiences, views, opinions, or beliefs on specific matters. Accounts can be explored and compared to others, to develop an understanding of the underlying structures of beliefs (Greg Guest, 2013).

The second instrument in this study is the observation the result of the assignment, there are two tasks carried out by the participants; fill in the blanks and write the meaning of the lyrics. The song related to this task is entitled lose from NIKI. The song was chosen because it was the song because the song was only released in 2020 and is being listened to by many of them.

Finding and Discussion

The results of the research conducted by the writer found that their habit of listening to English songs was proven to make it easier for them to learn vocabulary. Because of the songs they listen to, they look for the meaning of the lyrics of the song and they sometimes consciously or unconsciously sing along and repeat the songs they are listening to. Vocabulary that is often spoken or heard naturally is easy for their brain to remember. This is the results of phenomenological research that was developed through data taken from 6 participants through PM interviews (personal messages) and video calls. The participant of this study is 6 students of class 10 IPA. They are chosen by purposive sampling data that students who are active in listening to English songs.

Figure 1. Participant Demographic

No	Participants	Age	Gender	Platform Music	City
1.	AT	15	Male	Youtube	Bekasi
2.	FD	16	Female	Youtube	Bekasi
3.	US	16	Female	Youtube	Bekasi
4.	G	16	Female	Spotify	Bekasi
5.	MZI	17	Male	Google Play Music	Bekasi
6.	H	16	Female	Google Play Music	Bekasi

The sample included two men and four women aged between 15 and 17, which proved to be a combination of their demographics and experiences. The participants in the study included six participants. Participants are people who like to listen to English songs and actively listen to English songs. This research can not only compare students' experience of language learning through these media but also find out whether students feel like they are actively listening to English songs and are motivated to learn the language purposefully while listening to English songs.

After obtaining the data through interviews, the authors began grouping the codes to make them clearer and more flexible. Here are some codes that apply to interview transcript data.

Figure 2. Data Coding

Transcript	Code	Themes
<p>1. Do you like listening to English songs? Why?</p> <p>a. (AT): Yes, I do. Because I am used to listening to English songs so it is a habit and comfortable to listen to English songs</p> <p>b. (FD): Yes. It is cool to sing that song on trend</p> <p>c. (US): I like listening to English songs because those songs have deep feeling and I can feel gloomy but don't looks exaggerated.</p> <p>d. (G) : Yes, of course. Because I like Taylor Swift's voice and her songs are good</p> <p>e.(MZI): Yes I do, I like listening to English song because the rhytm makes me enjoy</p> <p>f. (H): Yes, I do. I love the beat of the songs turn me on a good mood</p>	<p>interest in listening to English songs</p>	<p>interest</p>
<p>2. When do you start listening to English songs?</p> <p>a. (AT): Since childhood, when my mother liked to listen to English songs like Westlife or Celine Dion, I became familiar with listening to English songs.</p> <p>b.(FD): Arround 13 years old, when my friends of junior high school also listen to English songs that are trending.</p> <p>c.(US): When I was 11 years old because of Justin Bieber' song</p> <p>d. (G): It has been a long time, maybe since childhood</p> <p>e. (MZI): Since elementary school</p> <p>f. (H): Elementary school, when my English tutor taught me to sing English songs</p>	<p>The begining of listening English song</p>	<p>Exposure</p>
<p>3. How often and when do you listen to english songs in a day?</p> <p>a. (AT) : 3times or everytime on my free</p>	<p>Habit of listening English song</p>	<p>Continuitas/ frequency Hobby/habit</p>

<p>time</p> <p>b.(FD) : when I do my homework and house chores</p> <p>c. (US): when I was sad or happy</p> <p>d. (G): 4 times a day</p> <p>e. (MZI): everytime when i want to sleep</p> <p>f. (H): when i want to sing and I love sing</p>		
<p>4. What English song do you often listening lately and what vocabulary do you remember from that song?</p> <p>a. (AT) : Bad Liar (Imagine Dragon). Trust, year, me, daring, tears, eyes, tell, fake, bad, liar, see, go, free, dreams, problem, perfect, paradise, believe, you.</p> <p>b. (FD) : Mad at Disney (Salem Ilese). Felt, now, call, sad, bad, know, star, mad, nothing, love, hurt, strong, believe.</p> <p>c. (US): Lose (NIKI). Love need, know, mine, lonely, kiss, everytime, strong, only, go, yours, reason.</p> <p>d. (G): Lose (NIKI). Lose, fool, need, never, strong, yours, mine, thousand times, everytimes.</p> <p>e. (MZI): Bad Liar (Imagine Dragon). Free, paradise perfect, you, believe, eyes, know, go, see, fake.</p>	<p>The vocabulary of the song they were listening lately</p>	<p>Remaind</p>
<p>5. Do you think that listening to English songs helps you in learning vocabulary?</p> <p>a. (AT): Yes, because in the song there is a vocabulary collection where I always look for the meaning of the song's lyrics and while singing it I add my vocabulary.</p> <p>b. (FD): It is very helpful because to understand the meaning or meaning of the song we have to know what it means first. So if there is a vocabulary that I don't know, I will immediately translate it into Indonesian. And it really helped me in increasing my vocabulary.</p> <p>c. (US): Yes of course</p> <p>d. (G): Yes, because there are a lot of</p>	<p>Improvement of vocabulary</p>	<p>Prespective</p>

<p>vocabularies that we can hear and we imitate how they are pronounced. Because I prefer to learn English through songs because I think it's easier to understand and fun</p> <p>e. (MZI): Yes of course because music sometimes has difficult words that I didn't understand so I look for the meaning on google translate and know the meaning.</p> <p>f. (H): It really helps me to know basic vocabulary in English such as hate, love, like, bad, good etc.</p>		
<p>6. What difficulties of memorize vocabulary ?</p> <p>a.(AT) : The different between the written and the pronunciation</p> <p>b.(FD) : Because English is not daily language</p> <p>c.(US): Lazy to memorize</p> <p>d.(G): Didn't know how to pronun the words</p> <p>e.(MZI): Forget the vocabularies easily because rarely used</p> <p>f. (H): Lazy to memorize</p>	<p>The difficulties of vocabulary's application</p>	<p>Application Motivation</p>
<p>7. Do you think learning vocabulary by using English song make vocabulary easily to memorize? Why?</p> <p>a. (AT): Yes, i do. Because by listening to songs continuously, it becomes easier for us to remember.</p> <p>b. (FD): Yes, because if we like a song, we will continue to listen to it so that the vocabulary in the lyrics of the song is easy to remember.</p> <p>c. (US): Yes, of course. Something we often hear is easy to remember.</p> <p>d. G): Yes. I feel like the songs I often listen to ringing out so automatically make me mumble to sing and remember</p> <p>e. (MZI): Yes surely</p> <p>f. (H): Yes, especially for me who likes</p>	<p>Enjoy with the songs</p>	<p>Memorizing Feeling</p>

<p>rap songs, I often repeat sentences in the song and remember the vocabulary, besides I also find out the meaning first.</p>		
<p>8. What is the advantage of listening to English songs for yourself?</p> <p>a. (AT): I can learn vocabulary and pronunciation besides I feel relax of listening that music.</p> <p>b. (FD): Enriches my English vocabulary and I know how a word is pronounced, I know some vocabulary that help me in social media also make me confident to say something in english especially singing English song.</p> <p>c. (US): Can add vocabulary and practice pronunciation alsofrom the song that I listened, I can tell what I feel without speak it to anyone.</p> <p>d. (G): I can learn new vocabulary, memorize the vocabulary that I have, and learn how to pronounce vocabulary well.</p> <p>e. (MZI): Helps me learn English in the way I like and enriches my English vocabulary. As well as English songs make me comfortable and enjoy.</p> <p>f. (H): I add knowledge and if I read or hear a conversation in English I understand quite a bit, but I still can't speak it.</p>	<p>The benefit of listening English song</p>	<p>Pronunciation Confident</p>

This section focuses on the explanation/interpretation of the authors' findings. The data obtained from this study is from interviewing participants using an interview analysis approach. This section contains data encoding, the relationship between code and data according to thematic procedures. In this study, the authors are interested in analyzing how the role of English songs in enriching students' vocabulary. The results of the research findings are categorized thematically. From the confirmation of the research interview, there are some of the most relevant topics are interests, perceptions, difficulties, and how often they listen English song. Based on these data, it will be analyzed into an interest in listening to English song, their perception in listening to English song for learning English, their difficulties of learning vocabulary and benefit of listening English song for them.

A. Interest in listening to English song

The results of the interviews with 6 participants answered that they were interested in listening to English songs for several reasons. 2, namely MZI and H stated that they like listening to English songs because they feel that the rhythm and tone make them comfortable and enjoy while US explained that he listens to English songs because he feels comfortable listening to sad songs. AS argues that by listening to the sad song in English, he seems to be living the song without overdoing it. As said by Katherine Kolcaba, comfort is a condition that has met basic needs that are individual and holistic, thus creating a feeling of well-being in one's own self (Kolcaba, 2003). Similarly, according to Mc Cormick (Cormick & Ernes, 1993), the concept of comfort is a feeling condition that is very dependent on the person experiencing the situation.

So it can be seen that the comfort obtained by the 2 participants in terms of their interest in the song is because the author first asked what made them interested and could deny that the two participants were interested because the rhythm and tone of the song made them enjoy. One of the participants expressed his interest in English songs because of his dance to the Taylor Swift singer. According to Cohen (2008) who instigated us to follow, imitate, and follow. So respondent G is interested in listening to English songs because of the role model he follows.

From the above statement, it can be concluded that their interest in listening to English songs is caused by publications from outside and inside. Those are because of convenience and role models.

B. Their perception in listening to English song for learning English

From the results of the interview data obtained by the writer, it found that several perceptions of the participants about listening to English songs to learn vocabulary. Most of them think that English songs are a collection of many English vocabulary words, they can learn the vocabulary by reading the lyrics and looking for the meaning of the lyrics. They learn through what they love, namely listening to songs. Like the participant FD, who argued that to know the meaning of a song he likes, he must know the translation of the song as a whole. By opening the translation of the song lyrics, he came to know the new vocabulary that he did not previously understand. Participant G said that by listening to a song in English, he knew how to pronounce a word from the way the singer pronounced it and imitated the pronunciation. Meanwhile, participant H stated that listening to English songs made him know the simple vocabulary that is usually found in songs such as; love, like, hate, shine, and bad. It can be concluded that listening to English songs can play a role in the way of learning vocabulary.

C. Their difficulties of learning vocabulary through English song

The awareness of learning English among young people is still low, it is due to their lack of motivation in learning English and they feel that vocabulary is difficult. There are several reasons for their difficulty in learning vocabulary which was found from the interviews. AT and GSA stated that differences in language and pronunciation in different vocabulary and make them confused and often mispronounced. The MZI participant argued that in learning vocabulary conventionally it was sometimes easy to forget and the FD participants argued that English is not the everyday language used so if it is not used often it will be easy to forget. AS and H argues that they are lazy to memorize vocabulary.

In these various cases, the use of English songs can be used for them to learn vocabulary. Because in English songs there are pronunciations that are spoken by native speakers which are very useful for knowing how a word is pronounced. This statement is suitable for AT and GSA students who feel that learning vocabulary is difficult because of the difference between writing and pronunciation. The activity of listening to English songs that are carried out continuously can also make listeners remember vocabulary because indirectly because the brain will catch and remember the exposure that is given continuously. It is suitable for participants such as MZI and FD who feel that they are easy to forget in terms of memorizing because they felt English is not their everyday language. It also applies to US and H participants who feel that they are lazy to memorize vocabulary but in this case, they like listening to their English songs get exposure indirectly to the English songs they like.

Likewise, English songs have also become a trend among young people who sometimes listen to them often, English songs that are played repeatedly make the words in the song easy to remember.

D. The benefit of listening to English song

There are many benefits that participants get from listening English songs. AT and MZI stated that listening English song makes him learn about vocabulary and pronunciation besides he could feel enjoy and relax. FD said that she knew how to pronun the word and more confident so say something in English because she has practiced when she sing while listen to that music. It could be drawn that listening English song could make student more confident. H stated that listening English song makes her understand the simple conversation even she couldn't speak in complete sentence.

The other data collection is observation result of the assigment. The first test is fill in the blank. From the first test, 5 of the 6 participant's answer are correct. Just one of participant is lose the words "and" and "lose" because the pronounce go through with the word after those words. It can be concluded that students who often listening English song can find and know about what word the singer sang. The second test is answer the meaning of the word. All the participants did not know about meaning of fickle and rogue because those word are seldom used in daily life. They stated that they find and study new vocabulary from the song.

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