

Exploring Students Perceprions On the Use of Songs in Learning English Vocabulary

Yanuarti Apsari, M.Pd.

¹ Ghaida Salsabila Azzahra, 24220023

¹ salsabilaghaida05@gmail.com

Abstract

Keywords: Keywords, Keywords, Keywords

INTRODUCTION

Language functions as an important mediator of human communication and allows for the exchange of ideas. When studying a foreign language, the development of vocabulary is crucial for each of the four basic language skills: listening, speaking, reading, and writing. Good vocabulary allows one to perceive information from reading and communicate effectively while a lack of words might prevent both of these processes (Allal-Sumoto et al., 2023). Thus, vocabulary plays an important role in foreign language learning.

However, learning new vocabulary seems quite difficult for many students who can't pronounce foreign words. The reason lies in the rather boring way foreign languages are taught, which reduces interest and motivation, and consequently, hinders vocabulary acquisition and overall language learning progress. Learning a foreign language requires a sincere intention. Here, the teacher's role is crucial in providing effective guidance if students are on the verge of giving up (Liu et al., 2025).

Therefore, it is necessary to apply interesting teaching methods. One option that is quite effective is to incorporate music into the teaching process. First, music creates a pleasant atmosphere that makes memorization easier. Second, music is affordable and cheap for educators (Moncada Cevallos & Chancay Cedeño, 2023). Using this learning method has a positive impact, making it easier for students in class to be more interested in learning English vocabulary.

In classroom practice, the use of songs often receives positive responses from students, as it makes learning more enjoyable and engaging. Students also have the opportunity to access English songs through digital technology outside the classroom (Putriani & Hamzah, 2026). However, despite these advantages, there is still limited research that specifically explores students' perceptions and experiences when using songs as a medium for learning English vocabulary. This indicates a need for further investigation to better understand how this method influences students' learning process.

Therefore, this study aims to explore students' perceptions of the use of songs in learning English vocabulary at a junior high school. The focus of this study is to examine students' experiences during the learning process, including their level of interest, ease of vocabulary

comprehension, and its impact on their learning motivation. This study will be conducted with junior high school students using a qualitative approach to gather in-depth insights into students' perspectives. The findings of this study are expected to show that the use of songs can enhance students motivation and facilitate vocabulary learning more effectively. Researching this method can provide practical insights for teachers in selecting more effective and engaging teaching methods, particularly in improving students' vocabulary learning outcomes.

METHOD

This study used a qualitative research design with a survey approach to explore students perceptions of the use of songs in English vocabulary learning. The survey method was chosen because it allowed the researcher to collect data from a large number of respondents to determine their experiences, attitudes, and responses to the use of songs as a learning medium. Therefore, this design was deemed appropriate for systematically uncovering students' perceptions based on data obtained from the questionnaire (Hall & Liebenberg, 2024).

The participants in this study were 25 students, aged approximately 19-20. Respondents were selected using a purposive sampling technique, selecting individuals who had experience learning English vocabulary through songs (Ahmad & Wilkins, 2025). Prior to data collection, participants were informed about the purpose of the study, and their participation was voluntary. Furthermore, participant consent was obtained, and their identities were kept confidential to comply with research ethics standards.

The main instrument in this study was a questionnaire used to identify students' perceptions of the use of songs in vocabulary learning. The questionnaire consisted of several items covering aspects of interest, learning motivation, ease of vocabulary comprehension, and students' learning experiences. Each statement was measured using a Likert scale ranging from strongly disagree to strongly agree, allowing the researcher to gauge respondents' level of agreement with each aspect studied.

The questionnaire was distributed to participants in digital form. Respondents were given clear instructions on how to complete the questionnaire and asked to answer all statements based on their experiences learning using songs. The data collection process was carried out over a period of time until all responses were collected. The data obtained were then compiled as a basis for further analysis.

The data obtained from the questionnaire were analyzed using a qualitative descriptive approach supported by simple quantitative analysis. First, all respondents answers were collected and tabulated. Next, each response was classified using a Likert scale to determine the trends in student responses. Data were then calculated as frequencies and percentages for each questionnaire item, thus indicating students level of agreement with the use of songs in vocabulary learning. The results were then grouped into several key aspects: interest, motivation, and ease of vocabulary comprehension. Through this process, general patterns of student perceptions were identified, which then served as the basis for presenting the research results in the following section.

RESULTS AND DISCUSSION

Results

Discussion

CONCLUSION

ACKNOWLEDGMENTS

REFERENCES

- Ahmad, M., & Wilkins, S. (2025). Purposive sampling in qualitative research: A framework for the entire journey. *Quality & Quantity*, 59(2), 1461–1479.
- Allal-Sumoto, T. K., Miyoshi, K., & Mizuhara, H. (2023). The effect of productive vocabulary knowledge on second language comprehension. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1049885>
- Hall, S., & Liebenberg, L. (2024). Qualitative Description as an Introductory Method to Qualitative Research for Master's-Level Students and Research Trainees. *International Journal of Qualitative Methods*, 23. <https://doi.org/10.1177/16094069241242264>
- Liu, H., Li, X., & Yan, Y. (2025). Demystifying the predictive role of students' perceived foreign language teacher support in foreign language anxiety: The mediation of L2 grit. *Journal of Multilingual and Multicultural Development*, 46(4), 1095–1108. <https://doi.org/10.1080/01434632.2023.2223171>
- Moncada Cevallos, C. M., & Chancay Cedeño, C. (2023). Songs for enhancing oral communication through the acquired of vocabulary. *UNESUM-Ciencias. Revista Científica Multidisciplinaria*. ISSN 2602-8166, 7(1), 23–36. <https://doi.org/10.47230/unesum-ciencias.v7.n1.2023.707>
- Putriani, M., & Hamzah, I. (2026). The Impact of Task-Based Language Teaching on Students' Listening Proficiency Using Song Lyrics. *International Journal of Research in Education*, 6(1), 1–10.

Tables

Figures