STUDENTS' EXPERIENCES IN LEARNING ENGLISH VOCABULARY INDEPENDENTLY THROUGH SONGS

THESIS

Submitted in partial fulfillment of the requirement for the degree of

Sarjana Pendidikan (S.Pd) in Teaching English

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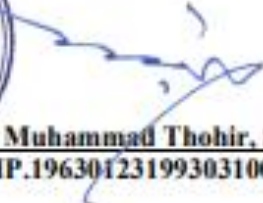**Afida Safriani, MA, Ph.D**
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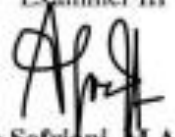NIP.196301231993031002

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ABSTRACT

Iswarani, Novita Dwi (2022). *Students' Experiences in Learning English Vocabulary Independently Through Songs.* A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State University, Surabaya, Advisor I: Afida Safriani, M.A, Ph.D, Advisor II: Hilda Izzati Madjdid, M.A.

Key Words: *Selecting Songs Independently, Learning English Vocabulary, and Independent Learning.*

Songs are currently recognized as one of the most well-known English vocabulary learning media since students cannot be isolated from the influence. Most students, however, still do not completely understand the need to choose suitable songs and obtain beneficial English vocabulary autonomously. This study intends to investigate; (1)What do students consider in selecting songs to learn English vocabulary independently (2)cWhat do aspects of English vocabulary are learned by students from their selected song. This study used a descriptive quantitative survey by distributing an online questionnaire to 173 eighth-grade students at MTs. Darul Ulum Waru Sidoarjo. The findings revealed that; (1)The students considered two principles in selecting songs: first, suitable to their criteria, such as having a relevant theme to their recent feelings, one of the viral songs on their social media, and an attractive song; second, that could be listened to or downloaded through their music streaming service preference like Spotify as it provided complete features; (2)The students in this study believed that they were able to learn two aspects of vocabulary, including word grammar as their verb comprehension was improved and word meaning as they understand the denotative meaning of their selected song thus far. This research is expected to be able to encourage students' enthusiasm to learn English vocabulary independently through songs or other media, so that students are not limited to expand their vocabulary mastery in class.

ABSTRAK

Iswarani, Novita Dwi (2022). *Pengalaman Siswa Dalam Mempelajari Kosakata Bahasa Inggris Secara Mandiri Melalui Lagu.* Sebuah Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing I: Afida Safriani, M.A, Ph.D, Pembimbing II: Hilda Izzati Madjdid, M.A.

Kata Kunci: *Memilih Lagu Secara Mandiri, Mempelajari Kosakata Bahasa Inggris, dan Pembelajaran Mandiri*

Lagu saat ini diakui sebagai salah satu media pembelajaran kosakata bahasa Inggris yang paling terkenal karena siswa tidak dapat dipisahkan dari pengaruhnya. Namun, sebagian besar siswa masih belum sepenuhnya memahami kebutuhan untuk memilih lagu yang sesuai dan memperoleh kosakata bahasa Inggris yang bermanfaat secara mandiri. Penelitian ini bermaksud untuk menyelidiki; (1) Apa yang siswa pertimbangkan dalam memilih lagu untuk belajar kosakata bahasa Inggris secara mandiri; (2) Apa aspek kosakata bahasa Inggris yang dipelajari siswa dari lagu yang mereka pilih. Penelitian ini menggunakan survei deskriptif kuantitatif dengan menyebarkan kuesioner online kepada 173 siswa kelas delapan di MTs. Darul Ulum Waru Sidoarjo. Temuan mengungkapkan bahwa; (1) Siswa mempertimbangkan dua prinsip dalam memilih lagu: pertama, sesuai dengan kriteria mereka, memiliki tema yang berkaitan dengan perasaan mereka saat ini, salah satu lagu viral di media sosial mereka, dan lagu yang menarik; kedua, yang dapat didengarkan atau diunduh melalui layanan streaming musik pilihan mereka seperti Spotify karena menyediakan fitur yang lengkap; (2) Para siswa dalam studi ini percaya bahwa mereka mampu mempelajari dua aspek kosa kata, yaitu tata bahasa kata karena pemahaman kata kerja mereka meningkat dan makna kata karena mereka memahami makna denotatif dari lagu yang mereka pilih sejauh ini. Penelitian ini diharapkan mampu mendorong semangat siswa untuk mempelajari kosakata Bahasa Inggris secara mandiri melalui lagu maupun media lain agar tidak hanya terbatas untuk mengembangkan penguasaan kosakata di kelas.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher reports the theories related to the area of Students Experiences in Learning English Vocabulary Independently through songs that will be investigated into some subheadings: (1) background of the study, (2) research questions, (3) objectives of the study, (4) significance of the study, (5) scope-and limitation, and (6) definition of key terms.

A. Background of the Study

The song is regarded as one of the most popular media for learning English vocabulary. Nowadays, students cannot be separated from the power of songs in real life. It is because the song has been regarded as a part of the human experience.[1] The song provides many aspects related to human experiences, like history, culture, folklore, the current idiom of countries, and many more. Many people also listen to a song every day in their regular activities since the song's context is closely linked to what they have been through. For vocabulary learning media, the song has certain benefits that may be utilized to achieve a variety of learning goals, including: first, the song presents linguistic information by reinforcing vocabulary and grammar, it allows the frequency of language repetition naturally and joyfully. Second, the song is an emotive resource capable

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[1] Etika Rachmawati, Rita Apollonia, and Imelda Ratna Meila, 'Male and Female Students ' Perception on the Use of Popular Song to Improve Students ' Vocabulary Mastery', *Journal of Development and Innovation in Language and Lierature Education*, 1.2 (2020), 245.

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of motivating kids and instilling a favorable attitude toward the English language. Third, the song is an intellectual resource because it helps people focus, remember things, and work together.[2] These benefits encourage song to be used as a medium for English vocabulary learning.

Meanwhile, most pupils did not take full potential of songs for learning English vocabulary on their own. At school, all students fully concentrate on using songs from their teachers as an English learning medium, whereas outside of the classroom, most of them frequently utilize songs only as an entertainment tool. It can be said that many students did not recognize the use of songs as an autonomous learning medium since they did not attempt to do autonomous experiment of it. The vocabulary development involves a greater degree of autonomy and increased responsibility on the part of the learners.[3] But, there is a lack of students' responsibility to prepare and control their conditions for developing English vocabulary individually outside of the classroom. Therefore, It is necessary for students to practice utilizing songs to learn English words on their own.

Several studies have investigated songs as a medium for learning to enhance students' English vocabulary. The first research examined the use of songs in English classes to help pupils improve their vocabulary[4]. Second, a study

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[2] Brewster J, et.al, *The Primary English Teacher's Guide*. (England: Penguin English, 2002), 125

[3] Luu Trong Tuan, 'An Empirical Research on Self-Learning Vocabulary', *Theory and Practice in Language Studies*, 1.12 (2011), 1689.

[4] Wulan Wangi, 'A Descriptive Study of Using English Songs in Teaching Listening to Develop Students' Vocabulary Mastery at Tenth Grade Students of IPA 1 MAN Srono Banyuwangi', *Sosio Edukasi*, 6.1 (2017), 30–37.

investigated the English teaching vocabulary through songs to students' better recitation of vocabulary.[5] The third study examined students' perspectives on the usage of English songs to assist them memorize vocabulary.[6] There is also a study that is essentially identical to the previous one, namely, a study of female and male students' views of using popular songs to develop vocabulary achievement, but this one additionally focuses on the teacher's way of teaching popular songs.[7] Those studies have the same goal in mind to investigate the use of songs inside the classroom or during the English teaching to enhance students' vocabulary mastery.

Even though those studies were conducted, there is still insufficient evidence to support the use of songs for learning English vocabulary independently. Those studies did not explicitly state that students may also have a part in selecting and using songs outside of the classroom. It is need to be evidenced that independent learning English vocabulary through songs contributes to expand vocabulary mastery of students. Then, the researchers lack an explanation of how the students do song selection autonomously and is there any aspect of vocabulary that they can learn through their selected song. Therefore, the questions that arise in this study are *what do students consider in selecting songs to learn English vocabulary independently.* Moreover, *what aspect of English vocabulary do students learn from their selected song.* Those

[5] Anna Kuśnierek, 'The Role of Music and Songs in Teaching English Vocabulary to Students', *World Scientific News*, 43.1 (2016), 1–55.

[6] Desika Dian Erviana, 'Senior High School Students' Perception on the Use of English Song to Help Students Memorize Vocabulary at the Tenth Grade Students of SMAN 1 Tuntang' (State Institute for Islamic Studies (IAIN) Salatiga, 2020).

[7] Rachmawati, Apollonia, and Meila.

questions are investigated in this study to understand the songs students can use as media in learning vocabulary independently outside the classroom.

B. Research Questions

Based on the research background, the researcher formulated two research questions, which are as follows:

1. What do students consider in selecting songs to learn English vocabulary independently?
2. What do aspects of English vocabulary are learned by students from their selected song?

C. Objectives of the Research

There are some objectives of the research study:

1. To explore students' considerations in selecting songs independently to learn English vocabulary.
2. To find out the aspect of English vocabulary learned by students from their selected songs.

D. Significance of the Research

This study contributes to students, teachers, and other future researchers with the following practical implications of the study:

1. For the English teachers

    Teachers may use this study as a compelling reason to support their arguments when offering songs to students as a learning medium outside of

the classroom. Then, the teachers may follow the students consideration of selecting songs when deciding what songs that they will be used to attract students' attention in teaching English materials. As a result, the teacher may introduce new vocabulary more easily through the selected songs and attract the students' enthusiasm during the language learning process. Teachers can also use the methods used by students in this research to help students choose a new song and use it to learn more about English words.

2. For the students

Students can obtain inspiring ideas about how to select songs and learn vocabulary particularly aspects of vocabulary as a benefit from their selected songs. The author then hopes that this study will encourage students to use songs independently outside the classroom for vocabulary learning. The students can utilize the songs more effectively in their extra practices outside the classroom and decrease their reliance on learning vocabulary in the classroom with their English teachers. As a result, they will be enthusiastic about doing extra practice for learning vocabulary outside the classroom more frequently. The parts of speech they receive as a result of applying the findings of this study may lead to and accompany the development of their vocabulary mastery. Then it will be easier for them to improve their English skills automatically.

3. For the future researchers

Other researchers with a similar research interest can use the findings of this study as a reference for developing further research. The researchers may also do further exploration for each aspect of the findings of this study.

E. Scope and Limitation of the Research

This study focused on students' experiences of learning English vocabulary using songs independently outside the classroom. The researcher tended to know students' consideration in selecting songs independently. The researcher also focused on aspects of vocabulary that the students learn through their selected song.

Meanwhile, this study only included eighth-grade students from MTs. Darul Ulum Waru Sidoarjo, East Java as the participants. The researcher conducted this study by involving them for the following reasons: (1) This level was a transitional period from seventh to ninth grade, which can show the students' curiosity about trying something new. In the seventh grade of junior high school, the students learned how to use songs as a way to learn English; (3) the students were given an English exercise that asked them to choose songs on their own and learn new words from them; and (4) the students had more relevant experiences with song-based learning.

F. Definition of Key Terms

Several terminologies will be found in this study. As a result, the researcher determined to break it down into some operational words for this study, which are:

1. **Students' Learning Experiences**

   Students' active participation in the learning process is indicated by learning experience. The learning experiences can be defined as a program, course, or other involvement that demonstrates learning occurs.[8] In the context of this research, learning experience refers to the students' involvement in selecting the songs individually outside the classroom. Moreover, they also used the selected song aiming to master English vocabulary independently without guidance from their teachers or others. This word is defined as students' proof who have already chosen and used the songs in learning vocabulary independently outside the classroom.

2. **Consider in Selecting songs**

   Students need to outline their own standard before doing song selection for independent vocabulary acquisition. The students should also be given the freedom to choose the songs they prefer to listen not only songs that others have selected for them. The selection of songs that bore the students could result from the students lose interest to listen to them and lose their focus.[9] In the context of this study, consider in selecting songs refers to the principles used by students before selecting a song as learning vocabulary media

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[8] James Anthony, "Importance of Learning Experience and How It Impacts Learner Engagement" Finances Online (http://financesonline.com, accessed on January 21, 2022).

[9] I.S.P., Nation & Webb, S. *Researching and analyzing vocabulary*. (Boston: Heinle, 2011).

3. Selecting Song Independently

The term "Independently" means "without being influenced or controlled in any way by other people, events, or things".[10] It indicates that when choosing a song for learning English vocabulary, pupils choose it as the greatest or most valued after thorough consideration based on their own decisions. Consequently, the phrase "independently select song" refers to students' self-awareness that carries itself in choosing appropriate songs for learning English vocabulary focused only on their judgments and without influence and assistance from others.

4. English Vocabulary

Vocabulary refers to a language's words, which might be single words or phrases of words with a clear meaning.[11] The vocabulary also refers to the words stock utilized by a person.[12] Within the context of this research, vocabulary refers to English words found in English songs chosen by students for independent vocabulary acquisition outside of the classroom.

5. Aspect of Vocabulary

English words are complex due to aspects that accompany learners during vocabulary learning. According to Harmer, "Knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word

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[10] "Independently", def. 1. Cambridge Online Dictionary. Cambridge University Press. 2022. Retrieved from dictionary.cambridge.org on March, 18th 2022

[11] Kittiya Phisutthangkoon and Metas Panich, 'Effectiveness of English Song Activities on Vocabulary Learning and Retention', *The International Academic Forum*, 2016. 2

[12] Yokie Prasetya Darma Ilinawati, 'Improving Students' Vocabulary through Songs', *Journal of English Educational Study*, 1.2 2018, 66.

grammar".[13] It implies that there are four aspects of vocabulary in learning

English such as:

A. Word meaning is a theory that seeks to elucidate what meaning-
determining information is encoded by words in natural language
(semantics) or the facts by which words acquire their semantic qualities
for their users.[14] The categories of this aspect are polysemy, antonym,
synonym, hyponymy, and denotation.

B. Word use refers to the use of words to help us decide how to use a
language and which words to employ in a given situation.[15] For
example, metaphorical, idiom, and cliché.

C. Word formation is the process of forming new words from existing
ones.[16] As examples are etymology, coinage, borrowing, compounding,
etc.

D. Grammar is a collection of rules that enable a language's user to convey
meaning through meaningful words and sentences.[17] As an example is
word classes or part of speech.

In this research, aspect of vocabulary means all aspects of vocabulary that

learned by the students through their selected song. The students in this study

will show their aspects of vocabulary from their chosen songs, which will be

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[13] Jeremy Harmer, *The Practice of Language Teaching.* (New York: Longman, 1991). 158

[14] Luca Gasparri and Diego Marconi, "Word Meaning", *The Stanford Encyclopedia of Philosophy* (Spring 2021 Edition), Edward N. Zalta (ed.) retrieved from https://plato.stanford.edu/archives/spr2021/entries/word-meaning/ on March, 19th 2022

[15] Lumen Team, *Guide to Writing Outcomes* (Washington: Lumen Learning, 2017). 125

[16] Intan Savira and Fitrawati, 'Types of Word Formation Used in Chapter Sixteen of Harry Potter and the Sorcerer ' S Stone Novel Written', *E-Journal of English Language & Literature*, 8.1 (2019), 68.

[17] Karen Marie Wilcox, *Defining Grammar : A Critical Primer* (Montana State University, 2004). 23

acknowledged as experience result of learning English vocabulary independently.

6. **Selected song**

Song is fun and may attract students interested in learning English vocabulary. The song could be fundamentally played with instrumental accompaniment and composed for at least one voice.[18] It also provides an act of singing and a meaningful lyric to be pronounced. In this study, students choose one or more songs to listen to while autonomously learning English vocabulary from a platform or other source. This song is referred to as the "chosen song". Therefore, the term "selected song" refers to English songs that are chosen and used by the students from a platform or source for learning English vocabulary independently based on their own preference. There is no limitation to the title and genre of the songs for students as long as it contributes to give benefits of parts of speech as an aspect of vocabulary to them.

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[18] Friedman. "Encyclopedia of Americana". *Connecticut: Grolier Incorporated*. Vol.19, 1998, 42

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter addresses the theoretical framework and the previous study on the area of Students' Experiences in Learning English Vocabulary Independently Through Songs that will be covered in some subheadings such as (1) Aspect of Vocabulary, (2) Concept of Vocabulary as Parts of Speech, (3) Vocabulary Learning Approaches, (4) Importance of Students' Experience in Learning English Vocabulary Independently, (5) Role of Songs as Vocabulary Learning Media, (6) Procedures of Selecting Song Independently.

A. Review of Related Literature

This section includes various expert theories into the discussion of the studies in terms of the students' experiences in learning English vocabulary through song. The researcher used some theories given in the following description to support the current study.

1. Aspect of Vocabulary

In language learning, the existence of a vocabulary aspect is frequently discussed to be gained. The aspects of vocabulary are divided into four parts, which are mentioned by Harmer, namely word meaning, word use, word grammar, and word formation.[19]

First, word meaning, this aspect can be defined as a collection of sounds and letters that can have a variety of meanings. This aspect is highly often

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[19] Jeremy Harme*r, The Practice of English Language Teaching.* (Longman publishing: New York, 1991). 158

discussed and becoming a problematic issue as some words have lots of different meanings, quite apart from situational meaning. These are several parts of word meaning: 1) Polysemy is defined as multi-meaning grammatical forms. 2) Antonym represents one word's meaning as opposed to another's. 3) Synonym is defined as words that are identical or nearly identical to each other word. 4) Hyponymy expresses a relationship when the word belongs to a lower rank or class. 5) Denotations are words that describe a thing and not the feelings or ideas they imply. 6) Connotations, often based on the existence of context. [20]

Second, there is word use. The word use is a concept of determining the words appropriately to match the intended meaning. Determining the appropriate word is challenging because it requires a language user to find the best word in a given context. As stated by Harmer, "Do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses".[21] Harmer also categorized this aspect into several parts, including, firstly, metaphorical which may help us to extend our scope in expressing and interpreting, then allow people to express feelings about things in a way that may easily represent the existence of images. Secondly, an idiom is an expression whose meanings cannot be deduced from the ordinary meanings of the words that make it up. Thirdly, a cliché is not attractive as it contains lots of original thoughts like metaphors, similes, idioms, and adages.[22]

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[20] Jeremy Harme*r, The Practice of English Language Teaching.* (Longman publishing: New York, 1991). 158

[21] Harmer, XVII. 36

[22] Harmer, XVII. 37

Additionally, to express various meanings, words may change their form[23]. It is usually called "word formation". Based on Yule's theory about word formation, there are lots of basic processes, including:

1) Etymology refers to the study of history and the study of a word is recognized as its.

2) Coinage makes people recognize a/an or more commercial products words becoming standard terms for the distinct version of that product as long as it has little similarity.

3) Borrowing is the process of adopting a word from one language to use in another.

4) Then, finding a new word after joining two separate words to make a single form is defined as compounding.

5) Blending is defined as a process that combines the words into a single new term by putting just the initial of a word and mixing it with the final of the word.

6) If a term contains more than one syllable, it will be clipped to a condensed form.

7) Back-formation is the process of new word-forming by using the reduction of affix.

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[23] Harmer, XIVV. 32

8) Then, conversion is defined as using an existing word in another function without any reduction or is often familiar with zero reduction.

9) Acronyms happen when putting the beginning letters of a set of other words.

10) Derivation is the formation of a new word by giving affixes or changing the form.

11) One or more words can be processed into a new word that can happen through multiple processes. [24]

Those processes of forming words may produce a word for the new word creation which is formed based on other words or morphemes.

Last, a theory of language which addresses practically all aspects of synchronic linguistics and binds together through a comprehensive claim is a definition of the word grammar.[25] It is more probable to determine the vocabulary of most languages into grammatical words. In a certain grammatical context, an item may have an unexpected variation of form, or it may represent some idiosyncratic with other words in phrases.[26] Many words can change even if without prediction, it may represent more than one meaning depending on the grammatical context of a sentence. The meaning of words

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[24] George Yule, *The Study of Language*, Fourth (New York: Cambridge University Press, 2010). 53-60

[25] Richard Hudson, *The New Word Grammar* (Oxford: Oxford University Press, 2007), 8.

[26] Rohmatillah, 'A Study on Students' Difficulties in Learning Vocabulary', *English Education Journal : Tadris Bahasa Inggris*, 6.1 (2014), 75.

can be categorized by part of speech or word classes[27]. The parts of speech are generally taught in English lessons as it is regarded as the most basic language aspect.

2. Concept of Parts of Speech Grammar

Understanding grammatical context in a sentence and learning word classes and parts of speech are critical aspects of learning a language. Hornby stated that part of speech is defined as one of the classes into which words are grouped based on their grammatical function as a verb, noun, adverb, adjective, etc.[28] In other words, word classes or parts of speech are categorizations of words based on syntactic methods within a language into groups with identical features.[29] The term "parts of speech" shows the function of a word in a sentence.[30] It means that, in understanding the context of a sentence, a part of speech is taking on a role to indicate the function of words.

Each vocabulary item has different meanings depending on the context of a sentence, and even they are identical in writing. For example, 'I can use this dictionary' (can in this sentence has function as a modal verb), however, if 'We opened food can yesterday' (can represent a thing or called noun) in this

[27] Parena Wati, 'Students' Ability in Identifying Part of Speech in Reading Descriptive Text at the Second Year of Smpn 4 Rengat Regency of Indragiri Hulu' (State Islamic University of Sultan Syarif Kasim Riau, 2010). 7

[28] A.S Hornby, *Oxford Advance Learner Dictionary of Current English*. (Oxford: Oxford University Press, 2000). 924

[29] Barbara Miller, 'Grammar Efficiency of Part of Speech Systems', 2011. 5

[30] Riri Mardhatillah, 'An Analysis of Students' Writing Ability on Parts of Speech in Their Descriptive Text at Assalam Islamic Senior High School Naga Berail Air Tiris Kampar Regency', 2020. 16

sentence. Those examples show that a similar word may be in one or more of the eight-word classes to give the appropriate meaning of a sentence.

According to the Oxford Guide to English Grammar by John Eastwood, parts of speech in English consist of eight parts.[31] The explanation of each part of speech will be shown below:

1) Verb

Verbs, in a nutshell, are the acts and situations of human beings or things. The verb is classified into many types: regular verbs (those that follow a regular pattern) and irregular verbs (which have a different pattern). Finite verbs (verbs that are frequently used as the principal verb in a phrase) and non-finite verbs (can be infinitive, gerund, or participle). Auxiliary (additional verbs that support the primary verb in a phrase) and Ordinary verbs (have a position as a predicate in a sentence. Action verbs might be transitive or intransitive (implying that something is occurring and changing) and state verbs (indicating something staying the same and showing meaning).[32]

2) Noun

A noun is a term that relates to someone, a location, an item, or even a concept. This word class is divided into two subcategories

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[31] John Eastwood, *Oxford Guide to English Grammar*, Seventh (Oxford: Oxford University Press, 2002). 3
[32] Eastwood. 75-81

based on its meanings. First, nouns that are both countable and uncountable. Second, concrete and abstract nouns.[33]

3) Pronoun

The term "pronoun" relates to a noun or a noun phrase. There are some kinds of pronouns with each function such as: Personal pronoun is used both as subject and object. Possessive pronoun is used to demonstrate a relationship of ownership in a broad sense. The pronoun used to give connection is called a relative clause. A reflexive pronoun refers shows to a person or thing in the same sentence or phrase. An emphatic pronoun is used to emphasize a noun phrase. A reciprocal pronoun is for indicating an action going for each of two or more subjects. The definite pronoun is used to show a specific object. Indefinite pronoun is a pronoun that does not indicate any specific object (person, thing, or amount).[34]

4) Adjective

These word classes give descriptions for nouns or pronouns.[35] Always representing the same form is a common characteristic of an adjective, except for comparison (shorter, shortest)[36].

5) Adverb

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[33] Eastwood. 144-145

[34] Eastwood. 234-240

[35] John Langan, *Exploring Writing : Sentences and Paragraphs*, Second (New York: McGraw Hill, 2010). 276

[36] Eastwood. 197

Modifying a verb, an adjective, or another adverb is the primary function of this part of speech. It probably appears in the front, mid, or end position[37]. This word class has several groups, namely manner, place, time, degree, and purpose.

6) Preposition

A preposition is a word that joins a noun or a pronoun in a phrase to another word.[38] Two types of the preposition are commonly known such as the preposition of place to express a place where something or someone is located, and the preposition of time, which is used to show a specific time or period.

7) Conjunction

This word class has the benefit of joining two main clauses, sentences, or words simultaneously.[39] The conjunction is divided into three parts: coordinating, which is used to coordinate equal parts of words, phrases, or independent clauses; Subordinating is a word that is used to show the relationship between two clauses and to stress the independent clause's central theme; and within a sentence, correlative is used to combine words or phrases of equal weight.

8) Interjection

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[37] Eastwood. 260
[38] Langan. 591
[39] Eastwood. 323

This word class is a small class that may express a spontaneous reaction or feeling[40]. It may be oh, ah and hmm, ouch! Etc.

Additionally, John stated that open word classes refer to the verbs, nouns, adjectives, and adverbs. In the meantime, close word classes namely preposition, conjunction, pronoun, determiner, quantifier, numeral, ordinal, auxiliaries, and interjection.[41] In other words, he grouped the parts of speech into two groups.

3. Vocabulary Learning Approaches

The vocabulary learning strategy should not be overlooked as it demands considerable attention to assist learners to acquire more vocabulary successfully. Vocabulary learning is extremely necessary in English language acquisition as it helps students communicate. Hunt and Beglar described three vocabulary learning and education approaches as follows:[42]

1) Incidental Vocabulary Learning

There was one of the key vocabulary learning approaches, namely incidental vocabulary.[43] This approach refers to the possibility that everyone can expand their vocabulary by engaging in any language activity, even if the main objective is not to concentrate on vocabulary. Participating in conversations, reading

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[40] Eastwood. 3

[41] John Lyons, *Linguistics Semantics: An introduction* (Cambridge University Press, 1977), 424.

[42] Hunt, A., & Beglar, D. (2002). Current research and practice in teaching vocabulary learning. In J.C. Richard, & W.A. Renandya (Ed.), Methodology in Language Teaching: an Anthology of Current Practice (pp255-266). Cambridge: Cambridge University Press

[43] I.S.P Nation. *Learning Vocabulary In Another Language*. (Cambridge: Cambridge University Press, 2001). 232

a lot, listening to radio and song, watching television shows and films, or engaging in any other sort of input and output exposure both within and beyond the classroom are all examples of this strategy.[44] In other words, learning words incidentally is frequently described as acquiring words mostly by context.

2) Explicit Vocabulary Learning

This method is referred to as a subscale that consists of techniques like reliance on L1, rote memory, and a metacognitive aspect of scheduled and regular revision. Even though this is the best way to learn and this method of teaching vocabulary makes a big difference in vocabulary development, this method of teaching vocabulary still contributes a big difference in vocabulary development[45], it is too difficult for pupils to apply.

3) Independent Development Strategy

Independent vocabulary learning, according to Nunan, was primarily concerned with practicing pupils how to infer from context and how to use dictionaries.[46] It represented that language should be based on contexts and then learned from them. Students as subjects of learning process to study how to use several clues,

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[44] Nation. 233

[45] James Coady and Thomas Huckin. *Second Language Vocabulary Acquisition.* (New York: Cambridge University Press, 1992*).* 225

[46] David Nunan. *Second Language Teaching and Learning*. (Massachusetts: Heinle & Heinle Publisher, 1999). 101

including images, songs, videos, diagrams, verbal and nonverbal

affixes, and others to identify the meaning of new lexical items.

4. **Importance of Students' Experiences in Learning English Vocabulary Independently**

A pupil who cannot comprehend words would not be able to understand

a language because vocabulary was one of the keys to comprehend it. Thus,

vocabulary development is frequently influenced by a student's prior

knowledge and experiences. When acquiring vocabulary, a competent

language student would be able to obtain opportunities for learning and, if

required, establish their own. The distinction between "learning the meanings

of specific words" and "learning independent word learning skills" was crucial

in this case.[47] Students should therefore take responsibility for their own

vocabulary development in order to learn how to acquire new terms

autonomously.

In the case of being responsible for vocabulary development, learning

English vocabulary independently is crucial for the students. It refers to

independent learners who designed and implemented their own English

vocabulary learning strategies. Independent learners were those who can devise

approaches and procedures that are adjustable to their specific and typical

needs[48]. Additionally, students need to have decision-making skills in order to

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[47] Camille L. Z. Blachowicz - Peter Fisher "Vocabulary instruction". In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Ed). *Handbook of Reading Research,* Vol. 3, 503-523. (Mahwah, NJ: Lawrence Erlbaum, 2000), 505

[48] Naginder Kaur, 'The Need for Autonomous Vocabulary Learners in the Malaysian ESL Classroom', *GEMA Online Journal of Language Studies*, 13.3 (2013), 11.

be competent independent learners. Holec listed some aspects of learning for a learner to be capable of making judgments, including creating objectives, choosing and assessing content, choosing techniques and strategies, controlling the information-gathering process, and evaluating what has been learned.[49] Those decisions are generally based on the students' own consideration and without any instruction from others.

Some educators, such as Holec[50] and Benson[51], had emphasized the value of autonomy in the learning process. According to those researchers, students who consider and commit autonomous learning gradually were more motivated to study and had a greater sense of self-efficacy, or belief in their own capacity for learning. Thus, by relying on the students' own learning vocabulary strategy, academic success is reached rather than those who do not have good self-learning strategies.

5. **Role of Songs as Vocabulary Learning Media**

Songs are regarded as popular learning media and bring lots of benefits to promote new words for students. Songs are a simple vocabulary learning media for learners as this media supports them to recall the vocabulary easily.[52] The use of song as language learning media cannot be disregarded as it provides convenience for students. As songs provide a meaningful context for

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[49]Henri Holec. *Autonomy in Foreign Language Learning*. (Oxford: Pergamon, 1981). 3

[50] Holec. 5

[51] Philip Benson. 'Learner autonomy in the classroom'. *Practical English language teaching*: 2003. 289.

[52] Rahmatika Kayyis, 'Building Vocabulary Using Pop Songs', *Jurnal SMART*, 1.1 (2015), 33.

the vocabulary, this media is capable for introducing a collection of words.[53] Those meaningful contexts are beneficial for students because it was excellent as an instance. It was relevant to Schoepp's argument that songs are outstanding examples of frequently used English that become students more ready for the authentic language they will be met with[54]. Those statements show that the popularity of songs as media makes it often used to introduce vocabulary for students in learning English vocabulary.

Additionally, songs might create a supportive atmosphere in learning vocabulary. The songs were capable of enhancing people in remembering new words as they found it much easier to recall the fun and melodic sentences rather than common sentences.[55] This media may change the learning atmosphere directly, especially reducing boredom. Using song was more pleasant and comfortable, because the learners could sing the song.[56] It might be very profitable for teachers to utilize it in their classroom when students feel bored during learning.

Those explanations above demonstrated that the song has a big contribution to EFL students' vocabulary development. Through songs, pupils may learn a set of vocabularies by utilizing convenience, good and fascinating

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[53] Dale T Griffee. *Songs in Action: Classroom Techniques and Resources (ix-x)*. (New York: Prentice Hall, 1992). 58

[54] Schoepp, K. (2001). "Reasons for using songs in the ESL/EFL classroom". *The Internet TESL Journal*, 7(2), 2.

[55] Georgi Lozanov. *Suggestology and Outlines of Suggestopedia*. (New York: Gordon and Breach, 1978). 47

[56] Mega."The Use of Song Lyrics in Improving Students Grammar Mastery of Past Tense". (Bandung: Unpublished Paper). 28

examples, and fun media for learning vocabulary. So that they can gain more vocabulary through this media.

6. **Considerations in Selecting Songs Independently**

For learning English vocabulary through songs, song selection is one of the most crucial thing that should be given more attention. It is because not all songs can be used as learning media and provide more vocabulary for students. A theory by Macancela, Acosta, and Stag that most students were able to consider their preferred songs[57]. It represents the students are required to consider individually to obtain the suitable song. Here are the following favorite considerations recommended by Alan[58] and Krumme et., al.[59]

The first thing to be decided is song criteria. Based on Coromina's point of view, the teacher or students who intended to choose a song should keep many aspects in mind, such as: the lyrics must be recognizable or noticeable; Second, every syllable must be spoken out; Third, the vocabulary should be broad and varied; Fourth, the music should have a message or tell a compelling story; The final need is that the song tells a compelling story to draw kids' attention to it.[60] Meanwhile, three main criteria suggested by Abrate such as the

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[57] Irlanda. Macancela, Brigita. Acosta, and Graham. Stagg, 'Applying English Songs and Their Effects on English Language Learning', *Revista Ciencia y Tecnologia*, 10, 2016, 19.

[58] Alan, "Learn English with Songs and Lyrics: 9 Catchy Tips and Music Resources", *FluentU* (http://www.fluentu.com/blog/english/learn-english-with-songs-3. Accessed on April, 3 2006)

[59] Coco Krumme, Manuel Cebrian, Galen Pickard, and Sandy Pentland, 'Quantifying Social Influence in an Online Cultural Market', 2012. 7(5).

[60] I Coromina,. 'An Original Approach to the Teaching of Songs in the Classroom'. 2000. 27: (http://exchanges.state.gov/forum/vols/vol31/no3/p27.htm, accessed on August 15, 2021).

students' ability, the musical accompaniment, and the speed of the song.[61] By paying more attention to the song's criteria, it will be easier to find the best song before searching it.

The second is music streaming services as song resource. The resource for a song could be anything that conveys a song, a rendition of the song, or the context of the song to future generations[62]. It was essential at this point to decide because a song source facilitates students with vast libraries of music.[63] Recently, the music streaming services are popular and accessible song source as it is stored on the consumer's device within the memory of streaming service app. It also offers several functions to its users, being the main focus of the supply of extensive libraries of songs and albums, from the internet connection.[64] Users can effortlessly stream their preferred musicians on their own devices with a monthly subscription, whether it is free or paid.

B. Previous Studies

Several previous studies researched the use of the song for developing vocabulary, the first was by Desika Dian Erviana in 2020. In her study entitled *"Senior High School Students' Perception on The Use of English Song to Help Students Memorize Vocabulary at The Tenth Grade Students of SMAN 1 Tuntang"*, the researcher utilized a qualitative research method with aimed to

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[61] Abrate J.H., (1983). 'Pedagogical Application of the French Popular Song in the Foreign Language Classroom'. The Modern Language Journal, 67. 10
[62] Spitzer
[63] Gerogia Coats..19
[64] Usman Noor 126

know the students' perception about optimizing English songs in vocabulary memorization.[65] The study objects were 25 students from X MIPA 4 at SMAN 1 Tuntang and collected by purposive sampling as the researcher needs to filter the participants in several stages. The researcher made online observations and distributed online questionnaires for collecting data. From this study, the author discovered a more positive perception that students who were involved in this research feel that English songs are not tedious although they should play the songs frequently. Meanwhile, a negative view derives from this study that song use is less effective because it incorporates multiple meanings.

The second study by Dedin Eka Nurpratama was administered under the title *"Learning Vocabulary through Songs"*.[66] The goal of this study is to discover the advantages and tactics used by students when learning vocabulary through songs. The participants involved in this study are ten students from the English Education Program, Faculty of Language and Arts, Christian Satya Wacana University, and who have experience in learning vocabulary through songs. Qualitative design and interview of the participants are conducted by the researcher. The researcher found that there are six advantages of songs in helping them to learn vocabulary namely; providing ease of access, flexibility, fun and enjoyable atmosphere, high motivation, motivation atmosphere, and pronunciation samples. Five strategies that are often used by the students such as

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[65] Erviana.

[66] Dedin E K A Nurpratama and others, 'Learning Vocabulary through Songs', 2019.

listening to the song, taking careful notes, reading the available lyrics, interpreting the lyrics, and applying new words from the song in their communication.

The third research was conducted by Kurniarti Dwi under the title *"The Effectiveness of Song Lyrics to Teach Student's Vocabulary (An Experimental Research) for First Grade Student of MAN Sukoharjo"*.[67] This research used quasi-experimental methods. All first-grade kids at MAN Sukaharjo were chosen as the population, and there were 214 pupils separated into three classes: science, religion, and social. When an English instructor uses song lyrics to teach vocabulary, the researcher claims that they are successful.

The fourth research in this area with the caption *"Male and Female Students' Perception on the Use of Popular Song to Improve Students' Vocabulary Mastery"* was conducted by Etika Rachmawati, Rita Apollonia, and Imelda Ratna Meila.[68] The researcher used the popular songs to know students' perceptions when using them to enhance their vocabulary knowledge. A qualitative study was employed by doing observation and distributing questionnaires for 32 tenth grade students of an English club in a vocational high school in Ciamis. The researcher found that most students in this study give positive perceptions regarding the utilization of popular songs. The students feel more motivated in learning vocabulary, and it makes their knowledge of vocabulary were increase.

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[67] Dwi Kurniati. 'The Effectiveness Of Song Lyrics To Teach Student's Vocabulary (An Experimental Research) For First Grade Student Of Man Sukoharjo In The Academic Year Of 2016/2017.' *English Education Departement Islamic Education And Teacher Training Faculty The State Islamic Institute Of Surakarta* (2017).

[68] Rachmawati, Apollonia, and Meila.

The study from a different country was also investigated by Azim Javadi-Safa' from Iran, *"Effects of Using Songs on Adult EFL Learners' Vocabulary Learning"* became the title of this research.[69] The researcher used an experimental design to investigate the effect of song on the acquisition of English vocabulary. Through simple random sampling, the researcher has selected 60 participants as a sample from intermediate Persian students of a language institute where Top Notch is not the students' course book. There were sixty participants divided into two groups namely experimental (used songs for learning vocabulary) and control (used prose version of the song as listening) group fairly. The result showed that using songs on adults' vocabulary learning is effective as there is a substantial difference between tapping into song listening and prose listening.

Another study by Ika Wahyuni Lestari and Nuri Hardiyanti with the title *"Vocabulary Learning Autonomy through Incorporation of English Songs: Indonesian EFL Students' Perspectives"*.[70] This research was explored by utilizing a qualitative study with aimed to know in-depth the Indonesian students' perspective in using English as vocabulary learning media autonomously outside the classroom. The participants are four students from second-year English Department students who have experience in utilizing songs as media to learn English independently. The researchers elected in-depth interviews for those participants as data collection. After doing this research, the author discovered

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[69] Azim Javadi-Safa, 'Effects of Using Songs on Adult EFL Learners ' Vocabulary Learning', *Journal of Applied Linguistics and Language Research*, 5.3 (2018), 101–12.

[70] Lestari and Hardiyanti.

that students preferred songs with a slow beat pace to obtain a deeper grasp of the lyrics. They also indicated that the primary motivations for adopting English songs were to portray learners' experiences, expose authentic and contextual English lexicons, illustrate learners' sensations and emotions through songs, create a pleasant environment, and retain vocabulary. The participants used cognitive and metacognitive strategies while playing and listening to the songs to acquire additional vocabularies more effectively.

Almost all of the researchers in the previous studies, focus on the achievement of songs for students during and after vocabulary learning in the classroom with their English teachers. Some studies only investigate the perception of students especially advantages and strategies for learning vocabulary through songs. Well, there are also genres and lyrics of songs used to gain more vocabulary but the songs were selected by the English teacher. The last study from those examples is one of several that looked into students' autonomy in learning vocabulary through songs that focused on genre, reasons, and tactics. It can be concluded that the use of songs for learning English vocabulary independently outside the classroom, was only a few examined and investigated particularly focusing on students' way in selecting the songs and benefits from their selected songs. Hence, the researcher tends to fill the gaps by doing this study. The researcher will explore the experiences of students in learning vocabulary independently through songs. In particular, students' ways in selecting the songs for learning vocabulary individually and the benefits of their selected songs give new insight about vocabulary related to the part of speech.

CHAPTER III

RESEARCH METHOD

This chapter explains the methodology used by the researcher to investigate the students' experiences in learning English vocabulary independently through songs that involved (1) Research design, (2) Research setting (3) Data and source of data, (4) Research instruments, (5) Data collection techniques, (6) Data analysis techniques, (7) Checking validity of research instrument, and (8) Research stages.

A. Research Design

In this study, the researcher employed a descriptive quantitative design because this method allowed the researcher to utilize descriptive statistics and the presentation of the research's findings as numerical data in frequency and percentage tables. According to Cresswell's argument, the researcher is allowed to decide on a study question based on relevant patterns or the requirement to explain why something happens and describe a population's views, beliefs, habits, or attributes by giving a survey to a sample or the full population[71]. The researcher employed simple random sampling in this study to give same opportunity. So that the probability of a population member being selected was unaffected by the selection of other population members[72]. Therefore, the descriptive quantitative survey was appropriate for this study.

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[71] Creswell.

[72] Louis Cohen, et.al., *Research Methods in Education*, Sixth (New York: Taylor & Francis e-Library, 2007). 110.

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B. Setting and Subject of Study

1. Setting

This research was conducted at the early of April 2022 in MTs. Darul Ulum Waru or known as Tsanduwa. This school is an Islamic private school in Kureksari, Waru, Sidoarjo, located at Kolonel Sugiono Street, number 101-103. In doing this study, the researcher has several supportive decisions in choosing this school as the setting of the current study. In the previous grade, the pupils of MTs. Darul Ulum Waru obtained some activities and tasks from their English teachers related to song material as follows:

1) The activity and task in the classroom

    The students have to understand an English song that was given by the English teacher. They were required to listen and read the lyric of a selected song from their teacher. Then, they filled several missing words with correct words (fill the blanks) and concluded the content of a song.

2) The homework outside the classroom

    The English teacher asked them to find an English song individually. They were free to choose a song with their way. Then, they were asked to make a summary of the chosen song. So, the task required them to autonomously select song learn all vocabulary of the song before concluding.

Therefore, those students' experience was suitable with the intention of this study. Their involvement encourages them to have more understanding to find, use, and take advantage of songs rather than just listening to them.

2. Subject

a. Population

The population of this study was 305 eighth-grade junior high school pupils of MTs. Darul Ulum Waru Sidoarjo (see table 3.1 on appendix).

b. Sample

A formula by Slovin was used to determine the quantity of sample. This formula allowed the researcher to sample a population with a high level of precision[73]. The formula is presented as follows:

$$n = N/1+N.e^2$$

n = the sample size

N = the population size

E = the desired margin of error

Further, the researcher counted the sample size using this formula with N = 305 (see table 3.1) and E = 5% or 0, 05 as follows:

$n = 305/1+305. (0, 05)^2$

n = 305/1+305.0, 0025

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[73] Ellen Stephanie. *Slovin's Formula Sampling Techniques*. (Houghton-Mifflin: New York, 2003).

n = 305/1+0, 7625

n = 298/1, 7625

n = 173, 05

From that formula, the result showed 173, 05 which can be rounded into 173 students of the eighth grade of MTs. Darul Ulum Waru Sidoarjo. Those samples were taken from ten classes namely 8A until 8J.

C. Data and Source of Data

Returning to the two research questions being discussed, this study take the students who experienced in selecting songs independently and learned aspects of vocabulary from their selected songs as the main source of data. The researcher collected the data from online survey questionnaire. There are two sections of questionnaire, namely likert-scale and multiple response section.

To answer the first research question, the data needs to be collected are the students' response through the section two of questionnaire. It design with likert-scale and multiple response. While to answer the second research question, the data need to be collected are the students' responses to section three of questionnaire. It contains likert-scale and multiple response.

D. Research Instrument

The researcher developed an online questionnaire on google form by adapting and synthesizing from two sources, namely Paul Dachs about a survey on music

discovery[74] and Lengga Pradita about the exposure of English songs and vocabulary mastery[75]. The online questionnaire was close-ended questions because it was more structured and useful to gather and analyze the data from plenty of respondents.

The instrument for two research questions would be oriented to likert-scale and multiple answer (checkboxes) questions. The likert-scale form consisted of five options and it was used to obtain a general perception of respondents (see appendix). Then, the checkboxes form enabled the respondents to choose more than one answers. Additionally, the questionnaire used Bahasa and was divided into four sections: demographic data, an initial question, likert-scale, and checkboxes section.

E. Data Collection Technique

On balance, the researcher obtained approval first from the school before doing this research. After the approval was obtained, the questionnaire link distributed in two ways such as: First, met and asked permission to the English teachers to distribute the link through English class group social media (WhatsApp/telegram) or e-learning that used frequently (Google classroom, Schoology, etc). Second, recruited some eighth-grade students (2-4 students) as

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[74] Paul Dachs. "Hear What I've Found-A survey On Music Discovery " *The Sound of AI*, (http://medium/com/the-sound-of-ai/hear-what-ive-found-a-survey-on-music-discovery-3869b6bcbe4, accessed on February 13, 2022)

[75] Lengga Pradita, 'Relationship between Exposure to English Songs and the Vocabulary Mastery among Eleventh Grade Students at SMA Negeri 1 Sedayu in the Academic Year of 2009/2010' (Yogyakarta State University, 2011).

captains that assisted the researcher during collecting the data. The captain was chosen randomly as a mediator to obtain more respondents to fill the link and shared the updated information from the researcher about the limitation of the time and total of respondents to their friends both online or offline. The researcher decided to give one week as the first period and one week more as additional for the participants to fill the link.

Moreover, the researcher ensured gradually the questionnaire link. The researcher did some procedures in this activity: (1) checked-up the total of respondents and answers that have been filled and submitted; (2) updated the information about the limitation of time and total respondents through the description at the beginning of google form link; (3) asked help the English teachers and students' captain to remind the participants to fill out the link before the deadline.

F. Data Analysis Technique

The procedures of analysis in this study are:

1. Data preparation and organization

   This technique entailed the researcher extracting data from a google form questionnaire that was distributed to the participants and converted it into a spreadsheet. The researcher next created a codebook, which turned the raw data containing the participants' responses into a code that made data analysis easier. Following that, the researcher entered all of the data into the Microsoft Excel application, which served as a computer tool to

assist the researcher in selecting scale types and ensured that the data was suitable.

2. Analyzing the data

As this study used a close-ended questionnaire, the researcher took advantage of Microsoft Excel 2016 for Windows. Such statistics did not draw any conclusions or make any forecasts; instead, they merely recorded what had been discovered in several ways.[76] First, the Likert-scales statement, the researcher used standard deviation, percentages figures of frequency distribution. Then, for check-boxes or giving checklist questions used mode, percentage, and figure frequency distribution. The researcher applied the formula to represent the percentage as proposed by Hatch and Farhady below[77]:

$$P = (F/N) \times 100$$

Where

P = Percentage from the questionnaire

F = Frequency

N = Number of students

3. Reporting and Interpreting the data

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[76] Cohen and others. 504

[77] Evelyn Hatch - H. Farhady, *Research Design and Statistic for Applied Linguistics*. (London: New Bury House Production, Inc, 1982)

The result of all frequencies was shown based on the aspects of questions, then the researcher interpreted it by combining and elaborating the previous studies and theories to strengthen the data into sentences.

G. Checking Validity and Reliability of Research Instrument

Because the questionnaire was the primary data in this study, hence content validity was used. This type of validity was suitable as it ensured that the study's questionnaire was relevant for the study's goals after being measured by professional judgments. Typically, researchers presented their questions to a panel of judges or experts to determine whether they are valid.[78] Therefore, the researcher asked one of the lecturers of the English education department from UIN Sunan Ampel Surabaya to examine if each item of question was representative and covered all components of the construct being measured. In this study, the research questionnaire had been validated by Titis Kusuma Dewi, M.Ed.

Test reliability measures an instrument can give consistently and predictably results after testing the instrument to the sample size at a different time. The Cronbach Alpha method was employed by the researcher in this study using Microsoft Excel. The reliability result of this study was very reliable (see appendix 8) because it showed score >0,80. Therefore, the researcher was able to apply this questionnaire to conduct a study.

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[78] Creswell. 162

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents data from MTs. Darul Ulum Waru Sidoarjo on students' experiences in learning English vocabulary independently through songs. To be more precise, this chapter discusses two sub-topics: findings and discussions of the results. The findings are about data presentation from the questionnaire and the discussion presents the main findings and integrates with relevant theories and previous studies.

A. Research Findings

The descriptive statistics (See table 4.1 and 4.2 on appendix), percentage and frequency figures were displayed in this section by using Microsoft Excel. There were actually 173 students who were involved in filling out the questionnaire, but eight of them did not select and use songs independently. Thus, the researcher eliminated the eight students out of 173 students, who then became 165 students. The findings categorized in two sections; the students consider in selecting songs to learn English vocabulary independently, and the aspects of vocabulary learned by students from their selected songs. The detailed findings are described in the following sections:

1. Students Consider in Selecting Songs to Learn English Vocabulary Independently

Consider in selecting songs refers to principle used by students in selecting a song as learning vocabulary media. There are two principles of

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song selection in this study, namely students' song criteria and students' song source. The detailed explanations are described as follows:

The first principle.is students' song criteria. This term refers to various standards of song that must be fulfilled so that students will select and listen to the song. The data showed that the majority of students agreed that they had certain criteria in selecting the song. To be more specific, 60 students (35%) agreed with this remark, while 49 students (28%) strongly agreed with it (See figure 4.1).
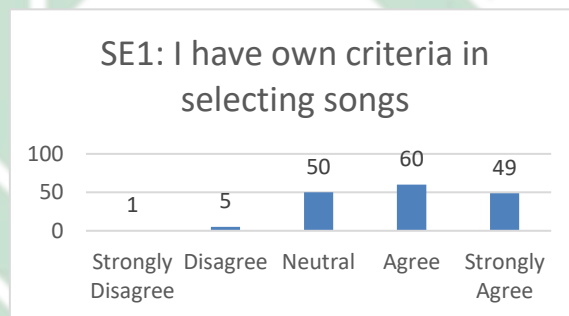

Figure 4. 1 Students' Statement About Having Song Criteria

Similarly, the researcher found that 123 students (75%) would choose a song based on category particularly theme that relevant to their recent feelings (See figure 4.2).
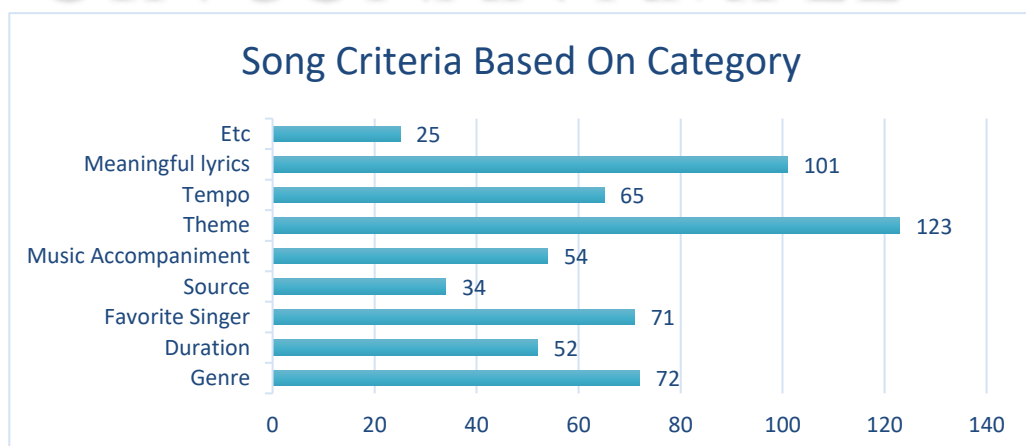

Figure 4. 2 Students' Song Criteria Based On Category

Also, there were 140 students (84,8%) would select a viral song after accidentally playing and listening to the song through their social media (see figure 4.3).
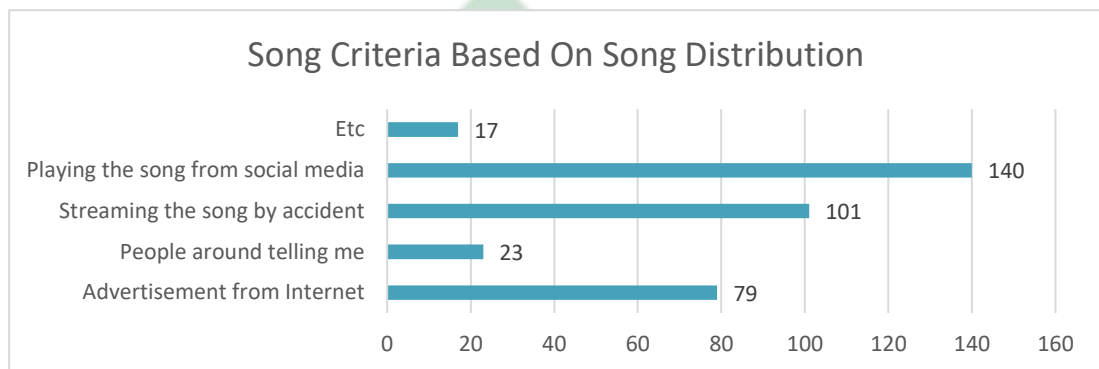
Figure 4. 3 Students' Song Criteria Based on Song Distribution

The students preferred to select attractive songs. The attractive song means ability of a song encourages the curiosity of listeners to find and connect more. As supported by the following data, there were 90 students (54,5%) who strongly agreed, followed by 61 students (37%) who agreed that they were curious about a song after listening to a part of a song (see figure 4.4).

Figure 4. 4 Students' Curiosity to A New Song

Based on the study's findings, the students considered in selecting a song if it had some criteria such as had a suitable theme, was often emerged and played from their social media, and attracted students to have curiosity to listen further.

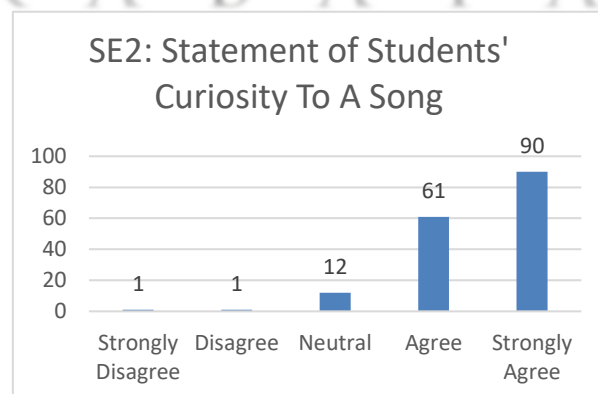The second principle is students' song source preference. The song source means a song site that provides vast libraries of song in order to assist students in downloading and listening to their selected song. Based on the following data, 69 students (41,8%) strongly agreed and 45 students (27,3%) agreed that they went to their trusted digital song source to find, download, and listen their preferred song (See figure 4.5).
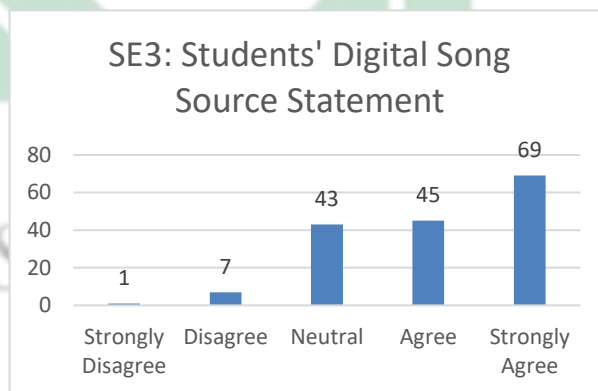
Figure 4. 5 Students' Preference to The Digital Song Source

The students chose Spotify as the most successful song streaming services. It was supported by the data that 119 students (72,1%) (see figure 4.6).
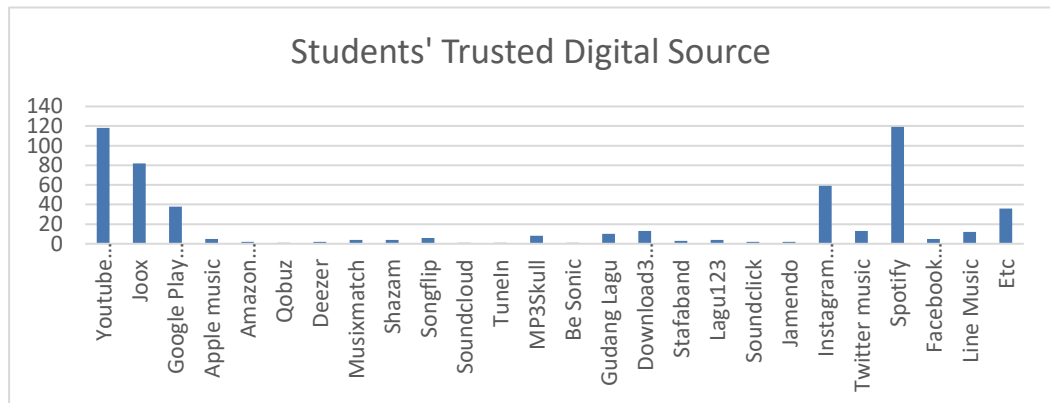
Figure 4. 6 Students' Trusted Digital Source

The students had personal reasons for selecting Spotify as their trusted digital source. It was because the song streaming services provided complete features (78,8%) (See figure 4.7).
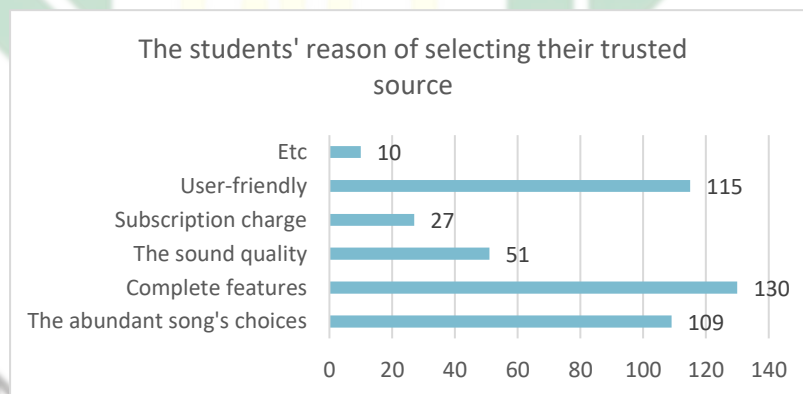
Figure 4. 7 Students' Reason of Selecting Their Trusted Source

To sum up, the student's song source in this study was one of digital streaming services, namely Spotify which provided complete features for students in selecting their songs independently.

2. Aspects of English Vocabulary Learned by the Students from Their Selected Songs

Aspects of English vocabulary means all aspects of vocabulary that learned by the students through their selected song. There are two criteria of aspects of vocabulary learned by the students in this study, namely word grammar from their selected songs and word meaning from their selected song. The detailed explanations are described as follows:

The first category is word grammar from students' selected song. The word grammar is the system of a language that enables language user to comprehend and produce it. The accompanying figure represented that the majority of respondents agreed to focus on one or more word grammar from their chosen song. This assumption was supported by 59 students (35,8%) who strongly agreed and 48 students (29%) who agreed with this statement (see figure 4.8).

SE6: Learning Word Grammar Statement
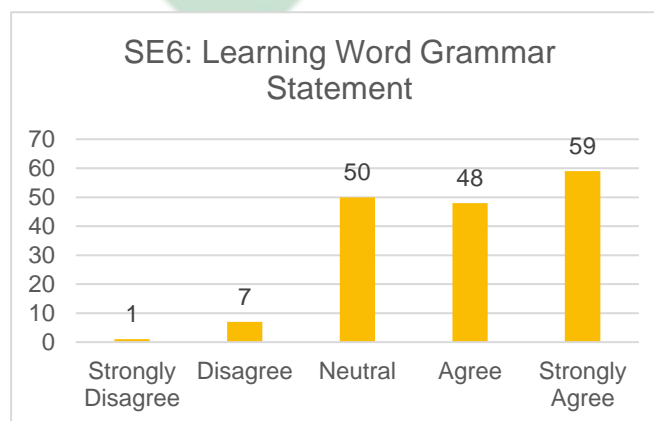
Figure 4. 8 Learning Word Grammar Through Students' Selected Song Statement

Apparently, verb was selected by the students in this study as the most word grammar particularly parts of speech that they believed they learned through their selected song. According on the diagram provided, 73 students (44,2%) selected the verb as one of word grammar that they believed was improved. (See figure 4.9)

Figure 4. 9 Word Grammar Learning Result
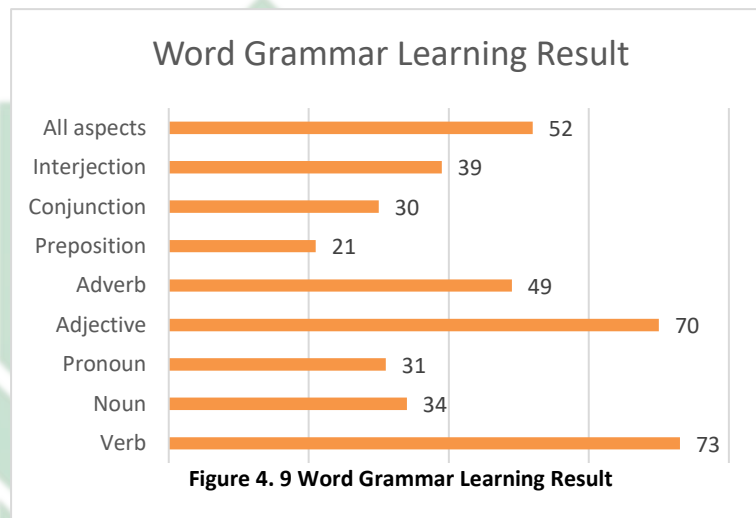
In conclusion, the majority of students in this survey believed that they were able to learn parts of speech as the most word grammar. They mostly learned verb rather than other parts of speech through their selected song.

The second category is word meaning from students' selected song. This term refers to a collection of words that has meaning on students' selected song. According to the finding, the students believed that they learned word meaning through their selected song. As shown in the

diagram below, 55 students (33,3%) agreed and 52 students (31,5%) strongly agreed (See figure 4.10).
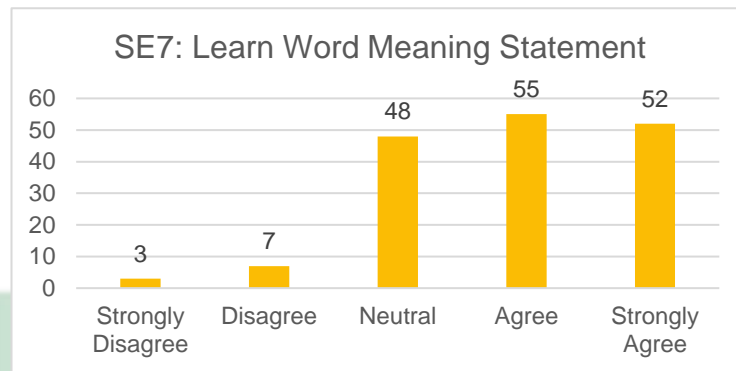
Figure 4. 10 Learning Word Meaning Through Students' Selected Song Statement

As stated by 99 students in this data, they were able to recognize new meaning of denotation after listening to their selected song (60%) (See figure 4.11).
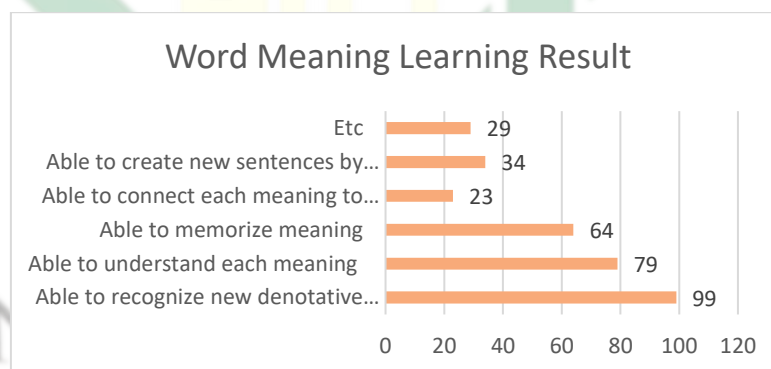
Figure 4. 11 Word Meaning Learning Result

To sum up, the students in this study believed they learned word meaning through their selected song. In more detail, they were capable to recognize new word meaning of denotative from their selected song.

B. Discussion

This discussion session talks about the previous findings by reflecting on the related theory and past studies. This session focused on two discussions: the students consider in selecting songs to learn English vocabulary independently, and the aspects of vocabulary learned by students from their selected songs. This section examines the following specifics in depth:

1. Students Consider in Selecting Songs Independently to Learn English Vocabulary Independently

The criteria of song is one of the most crucial consideration for students in selecting songs independently, because the students will participate directly by using their considerations as song. The students have two principles of song selection as the findings mentioned earlier, namely students' song criteria and students' song source.

The first principle is song criteria. The song criteria would assist them to find a suitable song effectively rather than choose a song randomly without criteria. According to Lestari and Hardiyanti's beliefs, students would use the song for autonomous vocabulary learning, although they may get minor help from their surroundings. In this study, most students tended to choose a song based on theme relevant to their recent feelings. The data supports a theory by Rinanda that when someone feels sad, they will select and enjoy listening to a sad song then it affects their motivation to arise from their sadness[79]. It also supported by Vishnevskaia and Zhou

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[79] Rinanda Rizky Amalia Shaleha, 'Do Re Mi: Psikologi, Musik, Dan Budaya', *Buletin Psikologi*, 27.1 (2019), 43 <https://doi.org/10.22146/buletinpsikologi.37152>.

theory that learners can obtain benefits from the use of English songs because they can relate songs to their interests, emotions, own lives, and experiences[80]. It represents clearly that the students will love a song if it provides a theme that may reflect their feelings. The students also prefer to select viral songs on their social media. The use of social media as a distribution channel for viral songs is reasonable. Ashtiani's theory fits with the fact that the relationship between musicians and fans has changed a lot since the rise of social media.[81] By sharing the music on their various social media accounts, this has made it simple for musicians to become well-known. Similarly, selecting attractive songs is often chosen by the students as the songs are able to encourage their curiosity. This finding corroborates a theory by Peterson and Seligman that a student can increase their curiosity for learning by becoming more interested in the subject being studied, seeking out unfamiliar objects, and developing their desire to acquire knowledge through in-depth exploration in order to solve difficulties.[82]

The second principle is the students' song source preference. This term means a platform that is used by the students to download or listen to their selected songs. Most students in this study prefer to utilize digital song

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[80] Margarita Vishnevskaia and Zhen Zhou, 'The Impact of Using Music and Songs on Teaching EFL in China by Non-Native English Teachers', *Universal Journal of Educational Research*, 7.8 (2019), 1809.

[81] Jaleh Ashtiani, 'Social Media Marketing For An Artist Using Engagement to Build A Loyal Fan Base', 2012. 11

[82] Christoper Peterson - Seligman, M. E. *Character strengths and virtues: A handbook and classification*. (Britania Raya: Oxford University Press, 2004). doi: 10.1176/appi.ajp.162.4.820-a.

sources. A theory by Tronvolli supports the finding of this study that there are no longer any time or location limitations on the digital source because users can stream an infinite number of song every day[83]. The findings also showed that Spotify was the most streaming music service by the students. It corroborates a research conducted by Aguiar that since 2010, Spotify users have increased from 15 to 100 million globally.[84] It can be said that this music streaming service is one of the fastest-growing music options. Similarly, the complete feature set attracted the students in this study to choose Spotify as their favorite song source. It is relevant to a study conducted by Zimmer claims that a music streaming service provides its consumers with several functions, including the provision of large libraries of songs and albums, via an internet connection[85]. Additionally, the official Spotify website's list of 21 features that may satisfy the user[86].

2. **The Aspects of English Vocabulary Learned by The Students Through Their Selected Songs**

According to the students' answer through the survey questionnaire, there are two classifications of the aspects of English vocabulary learned

[83] Bard Tronvolli, 'Digital Enabled Experience – the Listening Experience in Music Streaming', *International Journal of Music Business Research*, 8.1, 2019, 8

[84] Luis Aguiar, 'Let the Music Play? Free Streaming and Its Effects on Digital Music Consumption', *Information Economics and Policy*, 41 (2017), 1–14.

[85] S. J. Zimmer, "Rise of Music Streaming. Salem Press Encyclopedia*" Ebschost*, (http://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=129814641&lang=ptpt&site=eds-live&scope=site, accessed on June 15, 2022)

[86] https;//support.spotify.com/us/app-help/features/ accessed on June 11, 20221

by the students; word grammar and word use. The detailed explanation is presented in the following.

Based on the data, the students believed they were able to learn word grammar through their selected song. Mostly, they learned new verbs from their selected song as word grammar. The preference for word grammar is in line with the result of a study by Zamin. He showed that utilizing song gives a noticeable good impact on verb.[87] Previously, Zamin did a quasi-experimental study in which he investigated the students' understanding of verbs after giving intervention through two selected songs that met the song's criteria, such as popular song, containing collocation, and interesting to the students. Therefore, learning verbs becomes the highest word grammar learned by the students through their selected songs thus far.

The last is about word meanings from their selected songs. The students in this study believe that they were able to learn word use through their selected song. This finding corroborates a belief by Suhadi that one of reason makes a song interesting is because the song meaning both implicit and explicit.[88] Similarly, they only recognized the new word meaning of denotative from their selected song. This finding is in line with the results of a study by Diman that showed most students focus on the denotation meaning of a song because they do not realize the full context

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[87] Ainun Azmin Md Zamin, Nor Azrul Hardi Adzmi, and Maslawati Mohamad, 'Learning Vocabulary through Songs: A Study on the Role of Music in Teaching Verbs', *Humanities & Social Science Review*, 8.1 (2020), 555.
[88] Agung Suhadi, 63

of sentences in a song[89]. Since the students only translate the entire real

meaning of the word song, it suggests that denotative meaning is dominant

in what they learn through a song.

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[89] Hasniati Diman..38

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter provides the researcher's conclusion and suggestion for the parties concerned, in relation to the students' experiences learning English vocabulary independently through songs.

A. Conclusion

The results of this study provide for the following two conclusions:

1. Songs are regarded as a suitable autonomous vocabulary learning media by the students in this study. They have two particular principles for choosing it; First, the songs must be suitable for their own criteria included having theme that related to their current emotions, ability to attract curiosity, and popularity on social media; Second, the song can be downloaded or listened to their preferred song source like Spotify as it offers comprehensive features.

2. Students in this study believe that they can learn two aspects of vocabulary through their selected song, such as word grammar and word meaning. In learning word grammar, they are able to concentrate on one or more word grammars and believe that their verbs understanding have improved well. Also, through the song they choose, students learn a lot of denotative meanings rather than other word meaning.

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B. Suggestion

Based on the results and limits of this study, the researcher several suggestions for students, teachers, and future researchers. As follows:

1. For Students

    The researcher hopes the students are motivated to select songs as independent learning vocabulary media because this study showed so many students have relevant experiences and good results of their vocabulary mastery. In addition, they may encourage other students to learn English vocabulary through their selected songs, thus they should inspire others to do independent vocabulary mastery. The students may also do further experiments to use other media except songs in order to expand their strategy of independent vocabulary mastery.

2. For Teachers

    The researcher suggests the teachers should give their students more autonomy to study the English vocabulary on their own. Teachers may use this study as evidence to offer songs to their pupils as an autonomous vocabulary medium for learning outside the classroom. Aside from that, teachers may use this research to identify a better song for learning English vocabulary in the classroom in order to attract and reduce boredom among learners. As a result, the teachers will have an interesting vocabulary learning classroom.

3. For Future Researchers

    By reflecting on these findings, the researcher suggests conducting a study about the comparison of students' vocabulary improvement who are

learning English vocabulary independently through songs and other media. In the future, researchers may also investigate the song theme preferences of students because of the vast types of song themes recently created. Not only that, as this study found word grammar and word use as aspects of vocabulary benefits through the students' selected songs, future researchers may choose other aspects of vocabulary such as word use, , and word formation. Other than that, the researcher does not restrict other researchers from conducting the same cases in this study on different participants, such as college students who have more experience with autonomous vocabulary development strategies. Hence, the current researcher allows the future researcher to explore deeper by looking for the gaps that the current study has not yet covered, either as one of the references or as a basis to examine and validate the results of this study.

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