EFL LEARNER'S PERCEPTION TOWARD THE USE OF

ENGLISH SONGS ON VOCABULARY KNOWLEDGE

A Paper

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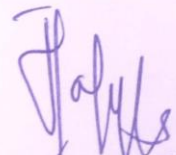
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DECLARATION

I hereby declare, that the paper entitled "EFL Learner's Perception Toward the Use Of English Songs On Vocabulary Mastery" is completely my work. I am fully aware that I have quoted some statements and ideas from various sources, and that all citations have been properly mentioned in the text. If there are any claims to the authenticity of this paper, I am willing to take legal responsibility

Bogor, June 2024

Nida Haniyatul A'lya

PREFACE

First of all, the researcher would like to give a great thanks to Allah SWT who has given her health and the opportunity to complete this paper entitled "EFL Learner's Perception Toward the Use of English Songs on Vocabulary Mastery" This paper is submitted to English Language Education Study Program, Faculty of Teacher Training and Educational Science, Pakuan University of the requirements for the *Bachelor of Education* Examination. The researcher hopes this paper can be useful for readers or other researchers. However, the researcher realized this is still far from being perfect. Therefore, any suggestions or constructive criticism that are welcome to improve this paper are highly appreciated.

Bogor, June 2024

Nida Haniyatul A'lya

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ABSTRACT

Language is a tool of communication that has an important role in delivering various information, and how it can express opinions and feelings to others in daily life. The student still has a lack of interest in learning English, especially in listening skills, because the student still have difficulty interpreting what the native speaker says because of the lack of vocabulary knowledge, unclearly audio, the speaker who speaks too fast, and less comprehension during the class. The purpose of this study is to find out the learner's perception of applying English songs to enhance vocabulary knowledge. This study applied a qualitative method and narrative inquiry as design research, with the interview and the documentation, the respondent is taken from a student in the 6th semester of the English Language Education Study Program, at Pakuan University. The results showed that the influences of using English songs can be achieved because it helped the respondent to enjoy the learning process and easily remember new words, it has done consistency.

Keywords: Student's Perception, Songs, Vocabulary Knowledge.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool of communication that has an important role in delivering any kind of information, and how it can express opinion and feeling to others in daily life. If the language used can be understood based on the purpose of what someone says, then the language has success in conveying information; the language used should follow the rules, in case both speaking and writing or formal and informal situations. They cannot interact easily as well if they do not master the purpose itself between each other without correlation; so, they will not get the point of what they talk about (Isnaini & Aminatun, 2021).

Lolong (2019) says this era, English is an unofficially international language in a few countries. The Indonesian government is slowly applying the English lessons as a priority, starting from the primary formal education school level until the university. Furthermore, non formal institutes such as English Courses are easier to find, even on social media providing English language training online sessions or visiting the place directly (Chairina, 2019).

Learning English skills has two main aspects; skills and components (Sekeon et al., 2022). There are four skills in the English process; the receptive language includes two skills; Listening and Reading. Listening is how to understand the information delivered by the speaker, and reading is how to

understand the information in writing by reading the text. Mailawati & Anita (2022) claim, that listening skills are more difficult than reading skills because humans often recognize by reading written words more easily than spoken words. Two skills of productive language are speaking skill and writing skills. Speaking is a skill about how to produce an oral speech. Meanwhile, writing is a skill how to produce a text in writing. The learning process starts with how they listen to their surroundings, how they try to speak, how to read, and finally how to write.

According to Samad & Paris (2022), learning English skills still lacks interest for the learner, especially listening activities. Almost they still have difficulty in interpreting what the native speaker says because of the lack of vocabulary mastery, unclear audio, the speaker who speaks too fast, and less comprehension during the class; because the education institute pays more attention only to writing, reading, and speaking instead the limitation of listening material, also the teacher applying in old strategies (Alzamil, 2021).

The listening process starts with receiving the information what the speaker says, then giving feedback, and how to respond to the message by choosing and remembering what the right information should be delivered to interpret the message to be understood (Yuliarini, 2022). Isnaini & Aminatun (2021) says in fact, student have their way of doing listening activities and the teacher should find the right media and do so occasionally. There are many ways to do for the learner to enhance vocabulary mastery; such as listening to the song which is an effective media to master new vocabulary. Sekeon et al., (2022)

claim, it helps the beginner to practice the hearing senses by recognizing the pronunciation and intonation and focusing on how to interpret what they hear.

So, the researcher decided to analyze the learner's perception of applying English songs to enhance vocabulary mastery in addition this research will makes they more aware of the listening barrier, also it is not only used as teaching-learning media but can be used as a personal improvement to enhance listening ability, basically in vocabulary mastery which has a main role in English proficiency. The research method that will be used is a qualitative description and the participants from English Education who have an interest in listening to English songs and how consistency they used English songs to improve vocabulary mastery.

B. Research Question

"What is the learner's perceptions toward the use of English songs on vocabulary knowledge?"

C. Research Focus

The researcher focused on the component of learner's perception by seeing cognitive, affective, and conative toward the use of English songs on their vocabulary knowledge (Zuraida, 2023).

D. Operational Definition

1. Perception: Perception is a point of view to understand based on how someone looks at particular things through the human senses starting from observing, comprehending, and responding. By trying to interpret what they receive. (Havip, 2022).

2. Vocabulary Knowledge: Vocabulary is several words that a person knows when studying a foreign language as well as being the main element in understanding the text, from the process of arranging words into sentences, as expressing opinion in writing even speaking (Utami, 2018).

3. Song: Song is defined as an excellent "tool" to help students in the English learning process (Simatupang et al., 2023).

E. Research Significance

This research finding can be used as a reference for future researchers who want to pick a similar topic, such as looking at the results of the effectiveness of interest in using English songs to see whether it has an impact on student's vocabulary. Besides, this research can be used as a reference for students to find out more about the benefits of using listening media such as English songs to improve listening skills, especially in increasing vocabulary mastery.

CHAPTER II

THEORETICAL FOUNDATION

A. Perception

1. Definition of Perception

Perception is a process of interpreting points of view and emotional surroundings, especially in communication ability, related to sensory and responding based on experience. Some experts have descriptions of the perception.

In terms of Havip (2022), it can be defined as a point of view to understand based on how someone looks at particular things through the human sense starting from observing, comprehending, and responding by trying to interpret what they receive.

While the statement from Sekeon et al., (2022) says, perception is the brain process' in receiving the stimulus by the individual through the sensory process and becomes understanding. The process is shaped by what someone experiences and collaborates by comprehending, certainly, the result each person has different from another.

Fauziah et al. (2018) claims, perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. perception is a process to know something

through human sense, which involves awareness of people's belief about something.

It can be concluded, that perception is defined as the ability to receive the stimuli that enter the human sense organs. Human perception has different points of view based on sensory experiences which perceive something good or worse perception will affect the real action. Besides, the perception process will take place and time, processed by the senses organs through the eyes for sight, nose for smell, tongue for taste, and skin for touch, it ends become interpreting a thought or point of view.

2. **Type of Perception**

Lindawati et al., (2022) state, that there are two types of perception based from point of view between human perception and object perception ;

a. Positive perception describes all knowledge and responses that focus on the object being perceived positively.

b. Negative perception describes all knowledge and responses that focus on the object being perceived negatively.

Human perception is more difficult because they have different perception results both in terms of reactions to experience and understanding. Sometimes, perception becomes a guess that someone interprets based on the data they have, even if the known understanding is neither true nor false. Of course, the perception creates related to conditions that impress' a person's point of view.

3. Process of Perception

Lindawati et al., (2022) also claims the process of perception requires attention, because individuals will get kinds of stimuli caused by the surroundings, and the brain selectively chooses which stimuli will be processed into a perception depending on a person's focus. Thus, what is perceived by an individual depends not only on the stimulus but also on the circumstances of the individual concerned. One factor is the individual's focused attention, which is a psychological aspect of generating perception.

4. Component of Perception

Lindawati et al., (2022) state, three components of perception affect perception ;

a. Cognitive Component (Perceptual Component)

The cognitive component is a component related to knowledge, views, and beliefs, namely things related to how people perceive attitude objects.

b. Affective Component (Emotional Component)

The affective component is the component related to feelings of pleasure or displeasure towards the attitude object. Feeling happy is a positive thing while feeling unhappy is a negative thing.

c. The Conative Component (The Behavioral Component)

The conative component is the component related to the tendency to act towards the attitude object. This component shows the intensity of an attitude, namely the size of a person's tendency to act or behave towards the object of the attitude.

5. Factors of Perception

Based on terms by Lindawati et al., (2022), two factors affect the perceptions are internal factors and external factors ;

a. Internal factors based on experience and knowledge. Experience is one of the factors in the learning or socialization process that gives form and structure to what is seen or based on what a personal experiences, while knowledge and experience provide meaning to certain psychological objects.

b. External factor based on the object of perception is defined as objects that can be perceived very much by surroundings through humans.

B. Vocabulary Knowledge

1. Definition of Vocabulary

A person's ability to use English as a tool of communication is determined by vocabulary knowledge. Junaidi et,.al (2019) say, that many students think their vocabulary knowledge is still imperfect because learning the English language does not provide a special understanding of vocabulary, and vocabulary written word is always different from pronunciation. The function of vocabulary knowledge is still the lowest and still not achieved for earning purposes.

In terms of Richard (2003) cited in Utami (2018), vocabulary is several words that a person knows when learning a foreign language, as well as being the main element in understanding the text, through the process of

arranging words into a sentence, both in expressing opinions in writing even speaking. It means that the students should be able to do oral or written communication in many situations. To master the four language skills, students should have a good number of words and they should know how to use them well. It affirms that vocabulary is one of the important parts of learning English (Purwanti et,.al 2015).

Vocabulary is the one of important things in the English learning process, especially in listening activities. Because, it will be affected by the ability to interpret meaning based on what is heard, whether what the speaker is said, or the text being read. Andriani & Sriwahyuningsih (2019) claim, that no matter how well students learn grammar, no matter how successfully pronunciation is mastered, without vocabulary, they will have difficulty in expressing various kinds of meaning. This explains that word is the gateway to the world, and word is defined as communicating between humans: words enable to think, and words are the basic for communicating with each other.

Based on the description above, it can be concluded that vocabulary is a component of language. Words are signs or symbols to express ideas, the importance of vocabulary mastery is understanding and the ability to use several words found in a language. The more words the students used, the more ideas they mastered, and they could communicate their ideas well and effectively, it means individuals with larger vocabularies appear to be able to access their knowledge faster than individuals with smaller vocabularies.

2. Definition of Vocabulary Knowledge .

Many researchers argue that vocabulary knowledge is one of the most important components in learning a foreign language. Vocabulary is needed in human communication since the basis of communication is words. Therefore, having a broad knowledge of words is a must in human communication. Support for the importance of vocabulary knowledge is strongly conveyed Anggaira et.,al (2022) state that "Sentences that have good grammar will not be produced if there is no vocabulary needed to convey what they want to say, while without grammar very little to say, without vocabulary nothing to say". In addition, In other words, to communicate fluently and smoothly, language learners need to enrich their vocabulary, for vocabulary is the key to communication."

Recent research has shown that vocabulary knowledge has problems. Among them are the doubt of a lot of English instructors in choosing a suitable method for vocabulary learning. Al-Efeshat & Baniabdelrahman, (2020) claims vocabulary knowledge is not something that can be fully mastered; it is something that expands and deepens over the course of a lifetime. Vocabulary knowledge can be viewed as the number of words a person knows, as Santillan & Daenos, (2020) argue that vocabulary knowledge refers to the depth and breadth of words that people use, recognize, and respond to and is essential in communication. While comprehension and communication are possible with incorrect grammar, they are far fetched without vocabulary. That is why developing knowledge on

vocabulary is a lifelong process and is of life-like importance. Moreover, vocabulary is necessary in the development of all the macro skills which are speaking, reading, writing, and listening. People need rich vocabulary to grasp messages encountered in text and in conversations. Thus, when the learners are effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, they have the knowledge and meaning of that word.

3. **Breadth of Vocabulary Knowledge**

The breadth of the vocabulary of knowledge is called quantity or the number of words that a learner knows at a certain level of language competence. This number of words is the words that native speakers can use in everyday life or as a verbal skill or during reading. According to Nation and Waring (1997) cited by Susanto (2018) , students need to know a minimum of 3000 or more high frequency words because these words provide coverage of at least 95% of the running text. This 95% is expected to enable language learners to understand what someone is saying / understand the contents of the book they are reading.

4. **Factor Lack of Vocabulary**

The purpose of learning English is to communicate actively and passively, but this cannot be achieved effectively due to limitations in vocabulary.

Isnaini & Aminatun, (2021) state, there were some factors and difficulties that affected in enhancing vocabulary, as follows ; the written form

is different from the spoken form in English, the sources' limitations of information about words, the complexity of word knowledge; knowing the words involves much more than knowing dictionary definition, the incorrect pronunciation is often caused by the lack of sound, the learners had difficulty selecting the right word meaning and were unsure how to use the term depending on the context, limited facilities during the English learning process.

5. Strategy to Enhance the Vocabulary

Estisari (2018) states, that some students have limitations in mastering vocabulary, they use strategies to understand or to produce language with limited abilities. Sometimes, students use tools to find the meaning of words whose meaning they do not understand. They choose these tools for the reason of making it easier.

To maintain the vocabulary they have learned, students use several strategies/techniques. There are various strategies they use to master vocabulary. Some students learn new vocabulary by themselves without involving the other. Some learners use tools in the form of dictionaries, either book dictionaries or electronic dictionaries, even those who learn vocabulary through songs. Vocabulary can be acquired because people usually listen to English words through English songs which will automatically enrich new vocabularies (Lestary, 2019). This method can be done by taking a note, remembering the unknown vocabulary from songs which is played repeatedly, or using an English dictionary, slowly English language skills will

increase and of course, someone can achieve their goal of being able to interpret the meaning.

Regarding English vocabulary learning strategies, Listiyaningsih (2017) claims, that students perceive not all strategies are effectively used. The learning strategies they have chosen and implemented are changed/replaced with other strategies so they can more quickly and effectively learn the vocabulary. This is following the principle that to achieve goals look for and obtain the right strategy.

Estisari (2018) also states, that there are several strategies used by students including:

a. Memory Strategies

This strategy is used by students to keep information that can be used later when it is needed. Students use this strategy to memorize the words. Besides, pictures are the most effective tools for remembering visual material in retaining and maintaining the vocabulary that has been mastered. They use these tools to more quickly know the word's meaning and use it for the need to understand the text correctly.

b. Cognitive Strategies

Cognitive strategies are strategies that include direct manipulation and transformation of language, such as through reasoning, analysis, notes, practice in natural settings, and formal practice with structure and sound. This category of learning strategy is carried out when students repeatedly in memorizing vocabulary.

c. Compensation Strategy

Compensation strategy is defined as helping learners to use the language both to understand and to produce language with their limited abilities.

These strategies' purpose is to facilitate student learning with the most effective strategy they can use. The learning process will be said to be successful if what they learned can be mastered and can be applied in daily life.

6. Teaching Vocabulary

Vocabulary is an important aspect in language teaching. One of the biggest mistakes that the teacher make in vocabulary teaching is selecting all the words for students and not giving them explained what defined it is or function of. Musurmonov (2021), choosing effective teaching methods is very important to develop students' vocabulary when in the teaching classroom. Teaching vocabulary involves more than just looking up words in a dictionary and using words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word learning strategies.

Musurmonov (2021) also says, that research shows that teaching vocabulary can be difficult because teachers lack of confidence in using vocabulary teaching methods and struggle to determine how to prioritize word learning in teaching process. They have problems with how to teach their students in order to obtain satisfactory results. Teachers should care that teaching vocabulary is something new and different from the students' native

language. Teachers should prepare and find out the right techniques that will be applied to students.

6. Vocabulary in Teaching Media

Understanding vocabulary means more than just knowing the definition of a word; it also involved understanding how the word related to the world around it. Abdulazizovna (2024) states, there are two categories: active and passive vocabulary, different categories have been defined and classified in vocabulary studies making a clear distinction between the two types of vocabulary. The initial category of vocabulary consists of words that are taught to students as they are expected to be used. While the second refers to words that students will be able to understand when they faced the obstacles how to saying it out loud.

Bawawa (2020), there are many media for teaching vocabulary to the student and can develop student vocabulary, as puppets, cartoon films, tape recorders, passing colors, games, and audio visuals can be songs as media of learning vocabulary. Because, the use of songs can develop the quality of students' vocabulary and can motivate students to acquire new words that they hear. This means that one way to create a fun learning atmosphere is to use songs as a teaching media in class to develop students' vocabulary mastery easily and feel more motivated in class because they learn in an interesting way.

7. The Benefits of Song on Vocabulary

According to Isnaini & Aminatun (2021)**,** there are the benefits of songs to enhance vocabulary, as follows;

a. Song provided linguistic material, such as vocabulary, pronunciation, and grammar.

b. If a song is used as learning media, the student will learn new vocabulary, or develop pronunciation.

c. Song is a trusted learning media to increase the ability to remember new vocabulary as a communication tool, in learning purpose can be achieved optimally, also people find it much easier to memorize something fun and melodic than a standard sentence.

d. If someone has an interest in listening to music, and applying it to daily life, would improve vocabulary mastery.

e. The use of songs as learning media would help the student to more relax and make it easier to receive the material provided by the teacher.

f. The song helps the learners to retain focus and concentration.

C. Song

1. Definition of Song

In the English language learning process, students should learn four main skills: listening, speaking, reading, and writing. Song is one of the effective media to teach students. Song can be used in various types of

learning activities; as an ice-breaking from one activity to another or to introduce a new vocabulary.

According to Simatupang et al., (2023), song is defined as an excellent 'tool' to help students in the English learning process, especially to be able to motivate students during the learning process. It can be said, that song is one of the important parts of learning English, because the song makes the students more sensitive to sounds, and learning the English language can be defined as learning various types of meaningful sounds. It also be used to make the class more interesting and lively. When the students like the song taught by the teacher, they will feel happy and enthusiastic.

Setia et al., (2012) claims song is a form of language that uses tones and rhythm as it is also the media of universal language that can be a source of language for presenting and practicing grammar and syntax, vocabulary, pronunciation, and the skills of listening, reading, speaking, writing and translation. It can defined that song positively affected language accent, memory, and grammar as well as mood, enjoyment, and motivation. Therefore, teachers and educators should feel confident using music to facilitate the language acquisition process. It means that song can improve functionality in English Language teaching (ELT). When a student listens to and memorizes a song involved in the class, the lyrics are embedded in his long-term memory.

2. The Function of Song

Song is known as an entertainment media, part of an art that is expressed by words through musical instruments, occasionally used to relieve anxiety, improve mood, and create a positive atmosphere. From a linguistic perspective, a song is a useful tool for learning vocabulary, sentence structure & patterns, and analyzing communicative function and meaning by choosing lyrics that are easy to understand (Mailawati & Anita, 2022).

Besides that, a song can be used as an educational learning media. Suyanto (2007) cited in Triayulin & Java (2012) claim, that song and education have a strong connection. This is inseparable from various studies that have proven, that the use of song in the learning process can make students' brains more comfortable and feel happy. It makes easier to recognize sensory hearing abilities as well.

Suciati & Zakarsih (2018) define that song as one of the effective media to use as a learning process, especially in listening activities. Because it has two elements, which are music and lyrics. Music facilitated language learning because it has similarities in tone, and has a balance in musical rhythm and sentence patterns. Meanwhile, a song helps the student to understand the meaning through the lyrics, as they listen to the song while reading the lyrics carefully to be able to interpret the meaning.

Having an interest in listening to song will show a new habit, which will produce positive results, such as increasing English vocabulary and how to pronounce it well. If the song is used as a teaching media, teachers should

give more attention to choosing a song's criteria, because it will affect the students when doing the listening activities, especially in avoiding the perplexed (Teppa et al., 2022).

3. **The Advantages of Using Song as Learning Media**

Based on Brewster (2002) cited in Nurhayati (2009) claims, the song has many advantages as a learning media ;

a. First, song is a linguistic resource. In this case, aa song becomes a media for introducing new languages as grammar and vocabulary. Song represents language that students are familiar words in new and fun ways. It also allowed for repetition. It can be used to develop language skills in an integrative manner, including improving students' pronunciation ability.

b. Second, a song is an effective/psychological resource. Besides being enjoyable, a song can motivate students as well a positive manner. The song is not terrible for the students, even a song can help to increase the student's self-confidence. As proof, that they have mastered something new as fluent in English speaking through a songs, the students can be proud to sing English songs in front of their parents.

c. Third, a song is a cognitive resource. The song helps to improve memorization, concentration, and coordination. Students become more sensitive to rhyming signs as a tool to interpret meaning.

d. Fourth, a song can be a cultural resource and social resource.

From the explanation, those are functions and linguistic explanations regarding a song, that are not only used for entertainment but can be used as

a learning media for education or personal needs, especially in mastering vocabulary.

D. Related Research

According to research by Isnaini & Aminatun (2021) entitled "Do you like listening to music?: Students' thought on their vocabulary mastery using English songs". This research focused on perceptions of using English songs and their impact on vocabulary mastery, It also used the descriptive qualitative method which 30 participants from the English Education study program of the Faculty of Art and Education in Teknorat Indonesia University through a questionnaire consisting of 17 questions in 3 aspects and interview. The first aspect category analyzed in this research as stated above is about students' interest in English songs. This aspect is used to know whether the students are interested in listening to English songs or not. The result above showed a positive response because more than 80% of the students said that they like to listen to English songs. The second aspect the researchers want to know how English song influence their English skills such as speaking skills, listening skills, reading skills, and writing skills. For the first statement, it showed that (90.3%) of the participants agreed that English songs make them interested in learning listening and speaking skills and the others (9,7%) disagreed with this statement. The third aspect or the last aspect of this research is about the use of English songs on students' vocabulary mastery. There are eight statements for this aspect, and the first aspect was about their point of view on their happiness in studying

vocabulary through English songs and the result showed almost (96.8%) said yes, and the rest of them (3.2%) said no. It revealed that English songs have a strong influence on their English skill. Also, the students think that English songs help them learn new vocabulary, unfamiliar vocabulary, and how to pronounce the word correctly.

Research by Sekeon et al., (2022) entitled "Students' perception toward English song as a learning of listening comprehension". This research aimed to find out students' perceptions of whether the use of songs in the classroom has benefits during the learning & teaching process in the classroom, This research was conducted on 6th semester English Education Student at Manado University (Universitas Negeri Manado), and it also used the survey method assisted by a questionnaire instrument through google form consisted 18 participants in class. Based on what is found in the research, students agreed with the help provided by the song in the learning process. Students felt that the improvement in listening ability because spending time listening to English songs makes them more familiar with the English words, and also makes it easier to memorize new vocabulary in the lyrics.

Research by (Mailawati & Anita, 2022) entitled "The Impact of English Songs to Improve on English Listening Skills". This research aimed to determine the impact of songs on the language learning process, especially in improving listening skills. This research used the Qualitative Descriptive method, the data were collected through questionnaires, and the participants were teenagers between the gap ages of 15 until 25 years old. The study found that the use of

songs can have a good impact and is likely to improve students' listening comprehension skills.

Based on the previous above, those researchers have similarities with this research, which analyzes the correlation between the use of English songs and vocabulary through the English learning process.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

In the research process, the researcher needs a concept to prove an accurate fact based on phenomena that occur in the surroundings. Basrowi & Suwandi (2008) cited by Fadli (2021) claimed, that research design is a plan that guides researchers in the process of collecting, analyzing, and interpreting observations, aiming to find out the accuracy of a fact by explaining the researcher's point of view in responding to a problem through phenomena that occur in daily life as well as criteria for basic of producing the answer. Determining the design research and method always provides a clear explanation of what should be done and also provides any kind of difficulties that may be faced during the process.

Based on the phenomenon, the researcher decided to use a qualitative approach in applying design research. Sarosa (2021) said, qualitative research is a research strategy in which the researcher needs to investigate the event, phenomena, and individual experiences as relationships, similarities, and differences between one phenomenon to another.

To find out the accuracy, the method that researcher used a narrative inquiry method during the process, as the book *Narrative Inquiry in Language Teaching and Learning Research* by Barkhuizen et, al (2014), Narrative Inquiry, described human action and experience term for research approaches that focus

on individual stories by retold past experiences, such as language learning history, experience, autobiography in a sequence time chronology (Zhang, 2020).

This study's purpose that the researcher wants to describe the EFL learner's perception of the use of English songs on vocabulary mastery. Here is the figure of the research design ;
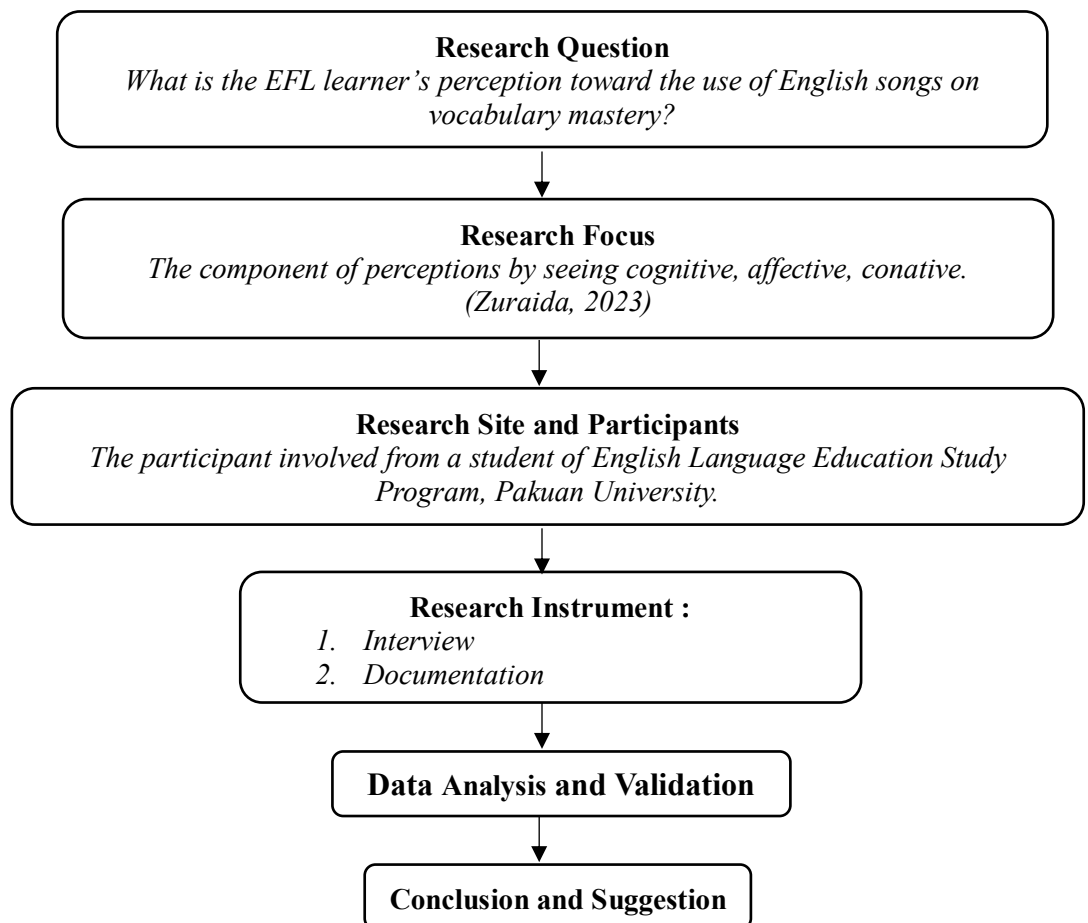
Research Question
What is the EFL learner's perception toward the use of English songs on vocabulary mastery?

Research Focus
The component of perceptions by seeing cognitive, affective, conative. (Zuraida, 2023)

Research Site and Participants
The participant involved from a student of English Language Education Study Program, Pakuan University.

Research Instrument :
1. Interview
2. Documentation

Data Analysis and Validation

Conclusion and Suggestion

Figure 3.1: Research Design

B. Research Site and Participants

The researcher decided to use convenience sampling to select the participant. Firmansyah & Dede (2022) stated, convenience sampling is the sampling technique chosen considering the ease of the researcher in collecting data, sampling was carried out on people known to the researcher. This sample is widely used by the researcher because it is the quickest and easiest to carry out. After all, the researcher can have freedom in choosing what to find. The aim is to look for initial clues about a condition that is of interest. The results obtained from these samples can provide sufficient evidence.

This research conducted at Pakuan University. The participants used based on the criteria ;

1. Having an interest in listening to English songs, and decided to focus on using one media (song) to improve vocabulary knowledge.

2. Through English songs, the respondent can be mastering the component vocabulary, such as spelling and meaning.

3. Consistency for a length of period

C. Research Instrument

In research, the researcher needs an instrument to facilitate in analysis of the data. Subandi (2011) stated, that research instruments are the tools that are used in collecting data, so it make it easier to process, and the results are better to be more careful, complete, and systematic. The researcher also determines the right participants to do an interview, and times and places are conducted. Sarosa (2021) explained the research data can be obtained as presented as follows :

1. Interview

Sarosa (2021) explained, to further clarify data collection was carried out by interviews. An interview is the process of obtaining information for research purposes through face-to-face questions and answers between the interviewer and the informant or interviewee, with or without using an interview guide, where the interviewer is involved in the informant's social life. The similarity between a questionnaire and an interview, the researcher can gain in-depth information.

Alhamid & Anufia (2019) state, that the researcher decided to use semi-structured interviews to gain in-depth information based on who has been selected according to predetermined criteria. Before starting the interview, the researcher introduced herself first in turn to the participants, while recording and taking notes during the interview process. It ended with the researcher stating thanks to the participants involved.

2. Documentation

The word 'document' comes from the Latin word *docere*, which means teaching. The meaning of the word 'document' according to Louis Gottschalk (1986) cited by Nilamsari (2014) that the experts often use it in two senses. First, meaning written sources for historical information as opposed to oral testimonies, artifacts, painted remains, and archaeological remains. The second meaning is intended for official letters and state documents such as agreements, laws, grants, concessions, and etc.

D. Research Procedure

This procedure presents the stages clearly and thoroughly in carrying out the narrative of questions, then operationalized into the research context. The steps are explained as follows :

First, the researcher focused on the phenomenon of using English songs to enhance vocabulary, for the respondent who has selected through pre-determined criteria to analyze perceptions based on personal experiences. Then, to identify the phenomenon, the researcher searched for respondents who have an interest in listening to English songs and decided to use English songs as media to improve vocabulary mastery by looking at the length of period on how long they have been learning through English songs. Next, to collect the data, the researcher has done the interview to find the result by analyzing the respondents' experiences. The last, the researcher wrote the result through the description

script, by dividing it into three indicators of component perceptions to provide

the conclusion statements.

E. Data Analysis and Validation

During research, those are a few components consisting of data analysis and validation (Sarosa, 2021). The activity taken the form of a systematic interaction as follows :

1. Data Reduction

   Data Reduction is a method used by researchers in carrying out analysis to emphasize, summarize important points, and organize data in such a way that they can draw conclusions or obtain main findings.

2. Data Display

   Besides displaying data through narrative text and transcribing and classifying them based on indicators.

3. Conclusion

   The conclusion is still temporary and will change if no evidence can be proven for the next data collection. However, if the conclusions have strong evidence supported by valid and consistent when the researcher returns to the field to collect data, then the conclusions are credible. Concluding has started from the first process of obtaining data. Because researchers are part of the research instrument, each data has been checked for accuracy and validity. The first problem and the formula are still temporary and will be developed after the research is in the field. The expected conclusions in this research are new findings that have not previously existed.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

1. Data From Interview

There are 8 questions to find the indicator that the researcher needs is student's perceptions to determine cognitive, affective, and conative.

1) Cognitive

The first indicator is cognitive, which refers to his perception of knowledge learning by using English songs as media to improve vocabulary mastery. He shared his first time interested in English songs. Excerpt 1 explained, that what made him interested in learning vocabulary through English songs, was Radio Prambors media.

This statement is found in excerpt 1.

#Excerpt 1

> **A :** *"Pertama kali saya tertarik dengan bahasa inggris, saat berada di sekolah dasar, dan yang membuat saya tertarik ialah saya senang mendengarkan lagu-lagu bahasa inggris melalui radio prambors."*
> [The first time, I was interested in the English language when I was in elementary school, and what made me interested was that I loved listening to English songs on Prambors radio.]

He added information about the song's genre that usually he heard to enhance his vocabulary mastery. It can be found in excerpt 2 that explained, that the song genre affected the learning process, pop music

has catchy melodies and lyrics, which helps the learner improve the vocabulary process.

#Excerpt 2

> **A :** *Genre yang biasa didengar yaitu Pop genre terutama biasanya menjadi top hits radio prambors, penyanyi yang saya sukai lagu nya cocok, karena biasanya mendengarkan sesuatu yang kita suka lebih cepat prosesnya belajarnya.*
> [The genre that I usually hear is the Pop genre, especially the top hits on Prambors radio, I suited with the songs, and the singer was my favorite because if we love listening to something we like is more quicker process to learn.]

He told the result of his interest in listening to English songs as enhancing vocabulary mastery. It can be found in excerpt 3, where he said, that having a broader vocabulary than his peers can be a great advantage, and it's wonderful that he was able to achieve that through something he enjoyed. It can be found in excerpt 3

#Excerpt 3

> **A :** *Saat berada di SD, vocabulary saya sedikit lebih meningkat dari teman-teman saya, begitupula saat berada di SMP bahkan di SMA. Terkadang ada beberapa vocabulary yang teman-teman sekelas asing (belum mengetahui arti nya), namun saya pernah mendengar kosa kata tersebut.*
> [When I was in elementary school, my vocabulary was a little more advanced than my friends, as was in middle school and even in senior high school. Sometimes there was some vocabulary that my classmates were unfamiliar with (don't know the meaning yet), but I had heard the vocabulary before.

2) Affective

The second indicator is affection, which refers to his emotional feeling that influences to use English songs' on vocabulary mastery. He talked about the obstacles during learning the vocabulary mastery through English songs. This statement is found in excerpt 4. Mishearing lyrics is a common experience, especially when the music adjusts the pitch or when singers have unique pronunciation styles, and when it comes to looking up new vocabulary, it's natural to interpret the meanings based on his understanding at the time.

#Excerpt 4

> **A : *Terkadang saya mengalami salah pendengaran, biasanya musik menyesuaikan nada, yang mana saya pikir pronounce saya sudah tepat ternyata tidak sesuai mengikuti pelafalan penyanyi. Lalu saat saya mencari kosa kata "vibes" secara deskripsi, terkadang saya tidak memahami secara arti deskripsi, maka saya interpretasikan sesuai pemahaman pribadi.***
> [A: Sometimes I misheard, that usually, the music adjusts the pitch, where I thought my pronunciation was right, but it turns out doesn't match the singer's pronunciation. Then when I look for the vocabulary "vibes" based description, sometimes I don't understand the meaning description, so I interpret it according to my understanding.]

This statement is found in excerpt 5, he added that what made his favorite part when learning process is delving deeper into the meaning of the lyrics and researching related articles, he is not only expanding his vocabulary but also gaining a better understanding.

#Excerpt 5

> **A : *Proses yang menjadi menarik yaitu, pada saat menemukan kosa kata baru, saya ingin lebih memahami apa yang disampaikan sang penyanyi melalui lirik lagu tersebut, selain itu saya harus mencatat kosa kata yang asing, lalu mencari artikel yang berkaitan dengan kosa kata asing tersebut untuk bisa menginterpretasikan lirik lagu tersebut.***
> [The interesting process was, that when I found new vocabulary, I wanted to be more understand what the singer was conveying through the lyrics of the song. While I had to note down the unknown vocabulary, and then look for articles related to being able to interpret the lyrics of the song.]

He explained his decision to use English songs to improve his vocabulary mastery. This statement is found in excerpt 6, he recognized the potential of English songs as a tool for improving vocabulary skills early on. Making the learning process more enjoyable is important; integrating it being his habit can make it much more enjoyable and effective.

#Excerpt 6

> **A : *Berawal dari hobi mendengarkan lagu bahasa inggris sejak SD, sejak saat itu saya menyadari bahwa lagu bahasa inggris bisa menjadi media untuk meningkatkan kemampuan kosa kata. Selain itu musik menyenangkan, dengar musik sambil belajar, bukan belajar sambil mendengarkan musik.***
> [It began as a hobby in Elementary school when I realized that English songs can be a media improving vocabulary mastery. Music is fun, so listening to music while learning, not learning while listening to music.]

He also talked about what made his interest in enhancing vocabulary mastery through English songs. This statement is found in excerpt 7, learning vocabulary through songs indeed offers a lot of flexibility and allows for a more personalized approach to understanding the language. It's not just about translating word for word but also about grasping the

overall meaning and context, which can be a more holistic way of learning.

#Excerpt 7

> **A : *Hal yang menarik dari belajar vocabulary melalui lagu, tidak seperti kegiatan formal selama pembelajaran, namun dapat dilakukan dengan flexible. Selain itu, bukan hanya sekedar menerjemahkan lirik lagu, namun saya juga bisa belajar bagaimana menginterpretasikan sesuai pemahaman saya.***
> [What made me interested in this process is learning vocabulary through songs; this is not a formal activity during in-class sessions, but it can be done in flexible time. Besides, it's not just about translating song lyrics, I can also learn how to interpret the lyrics according to my understanding.]

3) Conative

The third indicator is conative, which is the processing of the habit into daily life. He explained the process of practicing vocabulary mastery while listening to English songs. This statement is found in excerpt 8, he said this combination of methods can deepen his understanding and help him remember the vocabulary more effectively.

#Excerpt 8

> **A : *Seperti saya menemukan kata "listening", saya biasanya mencari ke google translate lantas saya memahami secara deskripsi atau memahami dengan bahasa sendiri, terkadang saya membaca lirik lagu untuk memahami anonym kosa kata asing***
> [When I find the word "listening" I usually search for Google Translate then I read the description, or interpret it in my language, sometimes I read song lyrics to understand unknown anonym.]

B. Data Analysis

The research is entitled "EFL Learner's Perception Toward the Use of English Songs on Vocabulary Knowledge", and the researcher focused on the

components of student perception to prove whether the results of using English songs have positive results or vice versa. The researcher used 2 instruments, as the interview used the semi-structured interview type with 8 questions to prove the results, and documentation.

Similarly, the interview results used 3 indicators components of perception. From the cognitive aspect, the respondent explained the experience while learning vocabulary through English songs, the thing that made respondents interested in learning English vocabulary through English songs was Prambors radio when he was in Elementary School. Besides, knowing that English songs can be an effective way to learn vocabulary since it looked from the first time he began to be interested in listening to English songs until he decided to learn vocabulary from it, song genres are also affected in improving vocabulary knowledge. Based on the affective aspect, he explained his emotional feeling while learning vocabulary through English songs, no matter how hard the process of learning vocabulary was, it made him more motivated to improve his vocabulary ability, and he still enjoyed the process in his way because it can be done in flexible time. As a result, his vocabulary improved a lot, he knew more about the slang words/idioms from the lyrics. Meanwhile, based on the conative aspect, how he explained the process during vocabulary learning, several times he looked for appropriate strategies to apply consistently while learning vocabulary through English songs, it started from looking for the meaning lyrics through Google Translate while reading the text, taking notes, or even guessing the meaning of the lyrics based on personal understanding.

Based on the analysis results above, these were the main reasons he decided to learn vocabulary through English songs. He realized there were many positive results on vocabulary abilities while listening to English songs. He agreed that he was done consistently, and his vocabulary abilities have been increasing better than before. These findings are consistent with the results of previous research, this is in line with Junaidi et,.al (2018) that vocabulary is the basic material for learning English and helps them in improving their vocabulary mastery. This is also in line with the opinion of Isnaini & Aminatun (2021) that students who have high-level vocabulary mastery will get used to listening to English songs. This is in line with Lolong (2019) that effectiveness can be achieved because a song helps students enjoy the learning process and easily remember new words, especially making the student know new words without asking other people or looking up in the dictionary. Thus, learning vocabulary through English songs is an effective and fun approach, it makes easier to help students improve their vocabulary knowledge better than before.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This research is entitled "EFL Learner's Perception Toward The Use Of English Songs on Vocabulary Knowledge", the researcher focused on the components of perception to prove whether the results of using songs show positive results or vice versa. This research used qualitative methods and narrative inquiry as research design by using two research instruments: interview and documentation. The respondent for this research is one of the 6th-semester, a student from the English Language Education Study Program, at Pakuan University, who has consistently studied vocabulary through English songs since in Elementary school until now.

The researcher used 3 indicators of the components of perception, including cognitive, affective, and conative. The cognitive results showed that the use of English songs is influenced in helping him to expand his vocabulary. This is evident from the his ability incread to know more about the idioms and slang words, which are difficult to learn through conventional methods, also song genre turns out to play an important role in the development of vocabulary learning. He tend to be more consistent in learning when the song when he listen to match his musical preferences. Besides, the affective results showed Motivational factors is one of important in learning vocabulary through English songs. Even though the learning process may be difficult, this activity still

motivated him to continue learning and improve his abilities. Then, the results of the conative showed how he practiced his vocabulary knowledge through English songs, several time he looked for appropriate strategies to learn the vocabulary through English songs, he showed a tendency to develop his own personal learning strategies. This explained that the use of English songs provided flexibility in the way students learn. Overall, this research supported that learning vocabulary through English songs is an useful and enjoyable approach. This not only helps improve students' vocabulary mastery but also makes the learning process more interesting and memorable.

B. Suggestion

Based on the results, suggestions are directed to other researchers and the students who would pick similar topics.

1. The other researchers

    The weakness of this research is the lack of respondents because the researcher only had 1 respondent. Because this research used a narrative inquiry research design, there are special terms in determining the criteria for filtering respondents based on experience, the length of time, and the consistency of the process. So, it is recommended to have more than 1 respondent to dig deeper into analyzing information about the respondent's experience, and have better comparison accuracy of the positive and negative results based on what the researcher needed from more respondents. Besides, the researcher can collaborate with school teachers to

obtain more specific data, such as knowing whether the learning materials at the school use songs and whether there is a correlation with vocabulary mastery.

2. Student

This research can be used as a reference for students to learn about the benefits of using listening media such as English songs which had an impact on vocabulary mastery, and students can use the English songs to develop listening skills, especially in improving vocabulary mastery.

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A. Appendix 1 : Research Instruments

INTERVIEW

Research Focus	Indicator	Statement
The components of perceptions are cognitive, affective, and conative. (Zuraida, 2023)	**Cognitive** The respondent explains the experiences while mastering vocabulary through English songs	- When was the first time you were interested in using English songs as learning media to improve vocabulary mastery? - What the results you get after using English songs as media to increase the vocabulary? - What kind of songs genre will you choose to learn?
	Affective The respondent motivates himself to enhance his vocabulary mastery through English songs.	- What are the obstacles do you find when do you learn vocabulary through English songs? - What was your decision to learn vocabularies through English songs? - What make you interested to learn vocabularies through English songs? - What did you like about the process during to increase the vocabulary through English songs?
	Conative The respondent explains the process of practicing vocabulary mastery while listening to English songs	- How do you find out the unknown meaning while you are listening to English songs?

Appendix 2 : The Result Instrument

INTERVIEW

Pewawancara : Kapan pertama kali kamu mulai tertarik menggunakan lagu bahasa Inggris sebagai media untuk meningkatkan penguasaan kosa kata?

Responden : Dari SD, karena alhamdulillah saat itu saya sudah mendapatkan akses untuk mendengarkan lagu-lagu bahasa inggris, terutama dulu itu menggunakan komputer di warnet atau radio, spesifiknya radio prambors yang mana selalu muter-muter lagu bahasa inggris yang lagi hit

Pewawancara : Genre seperti apa yang biasanya kamu pilih buat belajar vocab?

Responden : Pop genre, karena biasanya yang sedang hits di top up list radio prambors dan disisi lain ada artis yang suka dan lagu-lagu nya cocok dengan telinga saya, biasanya saat kita mendalami sesuatu yang kita suka lebih cepat prosesnya.

Pewawancara : Hasil apa yang telah kamu dapatkan setelah menerapkan lagu bahasa Inggris sebagai media untuk meningkatkan penguasaan vocabulary?

Responden : Pada saat itu saya merasa vocabulary saya sedikit lebih banyak dibanding teman-teman saya, begitu pula dirasakan saat SMP dan SMA, terkadang ada beberapa vocabulary yang memang kawan-kawan sekolah saya masih belum familiar tapi setidaknya saya pernah dengar, sampai saat ini.

Pewawancara : Nah, kesulitan apa saja yang kamu temukan selama proses tersebut?

Responden : Biasanya ada *misheard,* kadang musik itu biasanya menyesuaikan nada yang mana mempengaruhi pronunciation. Jadi saya kira pelafalan saya betul, ternyata saya malah mengikuti pronounciation si penyanyi bukan sebenarnya kalimat itu, terkadang dengan misheard begitu saya ada gambaran penggunaan vocab ini untuk seperti apa. Selain itu, saat saya mendapatkan kosa kata baru, saya langsung mencari ke google, missal "vibes" saya mencari secara makna deskripsi, lalu saya interpretasikan dengan pemahaman yang saya miliki.

Pewawancara : Hal apa yang membuat kamu memutuskan untuk mempelajari kosa kata melalui lirik lagu bahasa Inggris?

Responden : Karena berawal dari hobi sebetulnya, yang mana dari SD saya sudah terbiasa mendengarkan lagu bahasa Inggris, dan saya sadar kalau lagu itu bisa digunakan untuk belajar vocabulary, ataupun language feature lain nya kayak grammar. Karena kita dengar music sambil belajar, bukan belajar yang kayak dikelas, serunya sambil mencari kata-kata baru dari lirik lagu.

Pewawancara : Apa yang buat kamu tertarik untuk mempelajari vocabulary lewat lagu bahasa Inggris?

Responden : Yang menarik nya, karena ngga kayak belajar di kelas, seenggaknya kita membiasakan telinga kita untuk mendengar vocabularies, dan kita jadi tau bagaimana native speaker melafalkan kalimat tersebut. Secara sadar ngga sadar, bukan cuma menerjemahkan secara words, tapi saya belajar bagaimana untuk menginterpretasikan apa yang ingin disampaikan si penyanyi.

Pewawancara : Bagaimana cara kamu mencari arti "kosa kata asing" saat kamu lagi setel lagu bahasa Inggris?

Responden : Biasanya saya cari kata ke google tersebut, "what is listening means" , nah nanti muncul secara deskripsi bahasa inggris, jika deskripsi tidak membantu, biasanya saya memahami nya sesuai yang saya pahami / menggunakan U-Dictionary, nah kalau anonym meaning biasanya dari kata unfamiliar juga ya terdengar, kadang kita mau dengar dengan pahami liriknya ; tiba-tiba ada lirik unfamiliar blank, maka dari itu saya mencari ke google untuk memahami secara deksripsi makna nya, dan itu sangat membantu untuk saya bisa menginterpretasikan anonym tersebut.

DOCUMENTATION

Vocab Bank (Take a notes)

```
Hit Me Hard and Soft - Billie Eilish

Skinny

"Bird in a Cage" means feeling trapped and exposed in their fame.
dehumanisation = depriving somone positive human qualities.
"I'm a dog in a dog pund" = dehumanisation herself.

Lunch
overeat = eat too much
craving = nafsu yang pengen banget
she's the headlights, i'm the deer = kyk too stunned to speak, let them come to you

Cope = deal with something difficult
what in store = what's next, kyk ada apalagi nih (kedepannya) ya gitu lah pokokny
wringing = squeeze and twist something ( sebenernya di pake buat meres kyk baju dll yang basah)
which kalau di interpret berarti meluk diri sendiri sambil/sampe nangis(?)\

Birds of a feather = very mush alike, banyak samanya, banyak kesamaan

admiration = respect and warm approval
passion = strong and barely controllable emotion
jaded = tired, bored, lack of enthusiasm

mediocre = not very good
pity = feeling of sorrow caused by the suffering and misfortunes.

all i see is green = means jealousy, kyk joy di inside out, kan warna dia kuning means happy, sadness bi

paranoid = anxious
patrified = unable to move
```
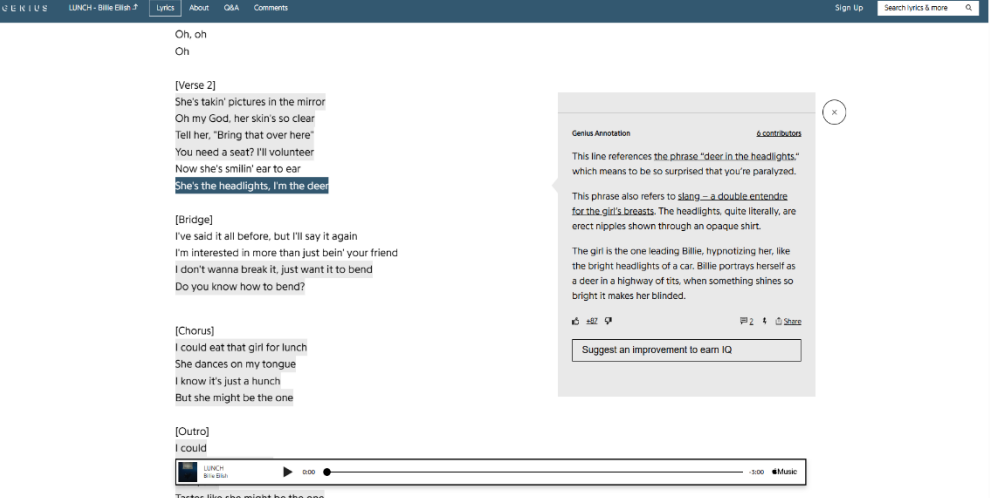
Google Translate

BLUE - Billie Eilish

Read the lyrics and the meaning

Google search for slang word meaning

August 28

Ambitionless : having, showing, no emotion
immaculate : clothes perfectly clean, neat or tidy.
Screwed : in very bad trouble or difficult
Pennies : coin - alot of coin.
bragging : proud and boastful talk about one's achievement.

Teardrops : a single tear.
rattle : knobby sound.

Agustus 2.
    Cheating on you : cheating partner.
Cocky : overly self-confident, arrogant
adnal - allowing some one

1 Hear a symphony
bore : make a hole in something, through-ing something.
Symphony : musical composition something complex

Shaved : cut hair off one's face
mansion : a large house
adore : love and regard someone deeply
most : most securely

deflated : having been emptied of air or gas
lifeless : dead.

reckless : showing lack of character.

Stick around : to stay or wait somewhere.

puddle : a small pool of water
North pole : the location in earth.

sorrow : disappointment.

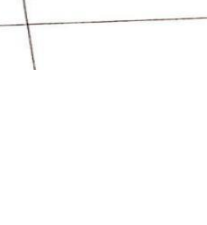detached : disconnected.

Take the notes

B. Appendix 3 : Surat Keputusan Pengangkatan Pembimbing Skripsi

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452 E-mail fkip@unpak.ac.id Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 3274/SK/D/FKIP/III/2024
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang	:	1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku
		2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan
		3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana
		4. Ujian Sarjana harus terselenggara dengan baik.
Mengingat	:	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
		2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan
		3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
		4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
		5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.
Memperhatikan		Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan	:	
Pertama	:	Mengangkat Saudara
		Abdul Rosyid, M.Pd : Pembimbing Utama
		Poppy Sofia Hidayati, M.Pd : Pembimbing Pendamping

Nama	:	NIDA HANIYATUL A'LYA
NPM	:	031119062
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Judul Skripsi	:	EFL LEANERS' PERCEPTION TOWARD THE USE OF ENGLISH SONG ON THEIR VOCABULARY MASTERY

Kedua	:	Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
Ketiga	:	Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 07 Maret 2024
Dekan,

Dr. Eka Suhardi, M.Si
NIK. 1 0691 021 205

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

C. Appendix 4 : Surat Izin Penelitian

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Nomor : 8124/WADEK I/FKIP/V/2024

07 Mei 2024

Perihal : Izin Penelitian

Yth. Dekan FKIP
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama	:	NIDA HANIYATUL A'LYA
NPM	:	031119062
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Semester	:	Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 8 Mei s.d 8 Juni 2024 mengenai: EFL LEARNERS' PERCEPTION TOWARD THE USE OF ENGLISH SONG ON THEIR VOCABULARY MASTERY

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

Dr. Sundi Budiana, M.Pd.
NIK. 1006025469

D. Appendix 5 : Berita Acara Bimbingan Skripsi

Tanggal	Bab	Catatan Bimbingan	Paraf
Senin (16/24/05) (Bu Poppy)	4	- Jangan lupa pakai grammarly - Data Analysis terlalu sedikit	
	4	- Data Analysis masih belum spesifik. - Responden jangan menggunakan nama asli	
Selasa (19/24/05)	4	- Ganti kalimat "superior"	
	5	- A- conclusion result per indikator masih kurang - B. suggestion kurang spesifik.	
Rabu (22/24/05)	5	- B. suggestion (the school teacher) not (school place)	
Senin 27/25/05 (Pak Rosyid)	5	- "The other suggestion "/ siapa? "	

Tanggal	Bab	Catatan Bimbingan	Paraf
Rabu 13/24/12 (Bu Poppy)	3	- revisi Instrumen "pre-observasi - statement interview untuk aspek-aspek cukup 1 point macam	
Selasa 01/24/12 (Bu Poppy)	3	- format instrumen belum ubah - tabel instrumen terlalu lebar - Bari keterangan setiap format tabel (table 1 ... table 2 ...) - bila instrumen ditampilkan terakhir kosong dengan format like ert scale CSA, A, D, SD)	
Jum'at 17/24/01	3	- instrumen di demonstrasi masih tidak sesuai. "(pembahasan question/statement masih ada topik tentang listening saja) sedangkan topik sebenarnya perception).	
Rabu 11/23 (Pak Rosyid)	3	- format instrumen ganti , dan "pilih perception " menjadi " component perception	
Senin (22/24) (Pak Rosyid)	4.	- Data Analysis masih berantakan. (tidak beraturan)	
Selasa (7/24)	4	- Data Analysis dibuat sesuai per point paragraf. (Hasil question > interview's tan > Related research)	
	4	- Data Analysis berantakan. - Awal Paragraf Data Analysis jangan di mulai dengan kalimat "It supported by " - Data Description interview tidak ada penjelasan lebih dari kutipan - Hasil questioner tidak ada penjelasan (change berupa tabel hasil) maka di jelaskan lebih spesifik)	
Senin (15/24)	4	- Jangan tambahkan lagi tabel result di Data Analysis (cukup dengan result yang di rangkum)	

Lampiran 2 Catatan Bimbingan

Tanggal	Bab	Catatan Bimbingan	Paraf
Kamis, 27/09 (Bu Poppy)	1.	- Perbaiki penulisan "background of study" jangan menggunakan kapital untuk subtopik. - Perbaiki penempatan citation - Penambahan Operational Definition (Perception) - Perbaiki "research significance" lebih spesifik.	dl
Jum'at, 04/10/08 (Pak Rosyid)	1	penempatan - Perbaiki citation di per paragraf - Penambahan opening background di paragraf - Research Question & Focus dipejelas spesifik tentang perception.	JR
Kamis, 31/10/08 (Bu Poppy)	2	- Listening skill lebih baik tidak dicantumkan karena tidak ada di judul. - Referensi tentang vocabulary mastery diperbanyak. (strategies, dsb) - Related research masih kurang rinci (hasil research)	dl
Jum'at, 29/10 (Pak Rosyid)	2	- Sub topic "song" dibagi per point (jangan full di definition) - Paragraf belum rapi - Menambahkan point "benefits of songs of vocabulary mastery".	JR
Rabu, 04/10 (Bu Poppy)	2.	- di "definition song" tidak terdapat sitasi - sub point "factor of lack vocabulary mastery" & "factor of perception" lebih dipejelas (internal & eksternal) - Perbaikan kalimat yang masih kurang tepat.	dl.
Rabu, 25/10 (Pak Rosyid)	3	- Buat kuisioner terlebih dulu / pra observasi - Perjelas partisipan yang dituju. (apakah mahasiswa / sekolah). # Jika sekolah cari modern tentang song # Jika mahasiswa cari kelas listening tentang song	JR