STUDENTS’ PERCEPTION ON THE SUPPORT OF ENGLISH SONGS TO STUDENTS’ ENGLISH DEVELOPMENTS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfilment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Bagas Raharjo Ranggen
Student Number: 111214101

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by
Concilianus Laos Mbato, M.A., Ed.D.

Date
June 14th, 2016
A Sarjana Pendidikan Thesis

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Defended before the Board of Examiners
on July 14, 2016
and Declared Acceptable

Chairperson: Paulus Kuswandono, Ph.D.
Secretary: Christina Lhaksmita Anandari, S.Pd., Ed.M.
Member: Concilianus Laos Mbato, M.A., Ed.D.
Member: Made Irda Yulia, M.Pd.
Member: Carla Sih Prabandari, S.Pd., M.Hum.

Yogyakarta, July 14, 2016
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Rohandi, Ph.D.
DEDICATION PAGE

Friedrich Nietzsche

Without music, life would be a mistake.

I dedicate this thesis to

My Lord, Jesus Christ,

My family, Guruh Harianto, Sri Rahayu, Pradana Aditya Ranggen, and Rizky.
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, July 14, 2016
The Researcher

Bagas Raharjo Ranggen
111214101
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Yang menyatakan

Bagas Raharjo Ranggen
ABSTRACT

**Ranggen, Bagas Raharjo.** (2016). *Students’ Perception on the Support of English Songs to Students’ English Developments*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers and Training and Education, Sanata Dharma University

Songs are one of the teaching sources which is used to help English language developments. The implementation of songs in class bring up many benefits into the learning process. Thus, the study is conducted to see if using songs in class are able to give benefits, especially in scope of English Language Education Study Program (ELESP) of Sanata Dharma University.

The aim of the research was to add options on teaching sources for both lecturers and students. The question on the research was what influence do songs bring to support students’ English developments of listening skill, speaking skill, and language elements?

In order to answer the research question, the research conducted a survey research with help of two instruments, questionnaire and interview. The participants for the research were 200 students of ELESP and one ELESP lecturer.

Based on the research findings, the students and lecturer were agree with the help of song in the learning process. This could be seen in the responds of the participants. The participants found that every aspect in songs were able to be used to help them to have better development on their listening skill, speaking skill, and language elements (pronunciation, vocabulary, and grammar).

**Keywords:** English songs, learning source, English language developments
ABSTRAK


Lagu adalah salah satu sumber pengajaran yang digunakan untuk mengembangkan kemampuan bahasa Inggris. Penggunaan lagu di dalam kelas membawa banyak sekali keuntungan dalam pengajaran. Maka dari itu, penelitian ini dilaksanakan untuk melihat apakah menggunakan lagu di dalam kelas dapat memberikan keuntungan terutama di lingkungan prodi Pendidikan Bahasa Inggris (PBI) Universitas Sanata Dharma.

Tujuan dari penelitian ini adalah untuk menambah opsi dalam pemilihan sumber pengajaran, untuk para dosen maupun para murid. Pertanyaan yang terdapat dalam penelitian ini adalah efek apa yang diberikan oleh lagu untuk membantu mengembangkan kemampuan mendengarkan, kemampuan berbicara, dan unsur kebahasaan.

Untuk menjawab pertanyaan penelitian, penelitian ini menggunakan metode survey yang dibantu oleh dua instrumen, kuisisioner dan wawancara. Peserta dalam penelitian ini adalah 200 murid dari prodi PBI dan satu dosen PBI.

Berdasarkan dari apa yang ditemukan dalam penelitian, para murid dan dosen setuju dengan bantuan yang diberikan oleh lagu di dalam proses pembelajaran. Hal ini dapat dilihat dari respon para peserta. Menurut para peserta, setiap aspek di dalam lagu bias digunakan dalam membantu untuk mendapat perkembangan yang lebih baik dalam kemampuan mendengarkan, kemampuan berbicara dan, unsur-unsur kebahasaan (pelafalan, kosa kata, dan tata bahasa).

Kata Kunci: English songs, learning source, English language developments
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My special thanks are dedicated to my family, Guruh Harianto, Sri Rahayu, Pradana Aditya Ranggen and Rizky (†), for all the prayer and motivation that always accompany me through the hard times. I send my gratitude to my best friends who struggle together from the very beginning; Mega Oktaviana Kusuma Dewi, Ayu Wulan Kinanti, and Ghina Rindiana Ariesty. Equally important, I thank Yulyana Shinta Romauli Purnama Simanjuntak, an absurd woman who always accompany me since our childhood. Also, I thank the Sexen Family for giving me the opportunity to develop myself during my study. My next gratitude goes to the ELESP students, for sharing the laugh and giving me new knowledge. My life would not be the same without all of them.
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Bagas Raharjo Ranggen
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CHAPTER I
INTRODUCTION

In this chapter, the researcher presents the research background, research problem, problem limitations, research objectives, and research benefit.

1.1 Research Background

Songs are very common in human culture. There are songs in every aspect on human’s life. However, people tend to think that their experience in songs are just some fleeting moments. In other words, the power of songs are underestimated by most people. Conversely, it hides many benefits which are very useful for education purpose. It is supported by Claerr and Gargan (1984, p.31) who say “with some imagination, songs can be used to teach all aspects of foreign languages”.

English songs are often used in learning process. The main purposes for using songs are both for introducing and improving English language. It is because songs offer great assistances in developing English language. As cited from Berne (2004), listening is the first encounter with the target language in language learning journey. Thus, improving the essential skill is crucial for further developments.

Falioni (1993, p.98) states that “practically all grammar points can be found in music texts, and the texts also offer a wide variety of vocabulary, all of which can be utilized to practice the four communication skills”. From above statement, it can be seen that it is the reason of the songs’ implementation in learning English. It is basically a complete package of learning media. Certainly, it is able to help the
students to improve listening skill, speaking skill, and the language elements (pronunciation, vocabulary, and grammar).

The idea of the research is based from researcher’s personal experience. Songs have a big role in helping the researcher to develop his English developments. However, there are not many researchers who are doing the research about the songs implementation into the learning process, especially in English Language Education Study Program of Sanata Dharma University. In view of that background, the researcher wants to see the feedback from students of English Language Education Study Program (ELSP) in Sanata Dharma University. There are many benefits from songs that can help the students to improve their English developments. Those benefits will be discussed thoroughly in the research. Through the research, the researcher has hopes toward the implementation on English songs in class. It is hoped that both of the lecturers and students are able to use songs as the source in maximizing the result of the English learning process.

1.2 Research Problem

The intention of the thesis is to answer question related to the influence of English songs in improving listening skill, speaking skill, and language elements; pronunciation, vocabulary, and grammar. The research question is What influence do songs bring to support students’ English developments of listening skill, speaking skill, and language elements?
1.3 Problem Limitations

The researcher focuses the limitation on the benefits of English songs in English developments on students of English Language Education Study Program in Sanata Dharma University. Under the circumstances, the English developments are limited to listening, speaking, pronunciation, vocabulary, and grammar. The researcher wants to see the influence of English songs in students’ English developments.

1.4 Research Objective

The objective of the research is to see the influence of songs towards the English developments of listening skill, speaking skill, and language elements. The researcher wants to see whether songs are able to give assistance in student learning process.

1.5 Research Benefits

Through this research, there are some benefits that could be achieved. The benefits are useful for:

1.5.1 Lecturers

The researcher believes that the research will make the lecturers understand the benefits of the songs implementation in class. For this reason, the researcher expects that the lecturers will have a new perspective to their way of teaching by considering to add songs into the class activities.
1.5.2 Students

The researcher believes that the research will help the students to have new learning source to help to develop their English language. The results of the research are able to show the students some methods to support their learning process.

1.6 Definition of Terms

1.6.1 Perception

George and Jones (2006) define that perception is how an individual see others and how other perceive individual. They also said that perception is a process to select, organize, and interpret the input from their sense (vision, hearing, touch, smell, and taste) to give meaning. From the definition, the students’ perception toward English songs are able to be the key to answer the research question.

1.6.2 English Songs

Songs are defined as follows “The word songs refers to pieces of music that have words, especially popular songs such as those one hears on the radio. By music is meant instrumental music, for example, symphonic, chamber, easy listening, or solo instruments such as the organ, flute or guitar” (Griffee, p. 3). From the explanation, songs are the combination between the music and words. However, the research is focused about English songs that made all the related songs are using English language.

1.6.3 Listening

Listening is defined as an active and focusing process which allows for a quick and precise analysis of sounds that are heard (Hartley, 2007). From the given
definition, listening is a skill which is able to give students assistance to adapt English language. It makes the students get some glimpse of the language, how it sounded and used. As a matter of fact, River agrees to it (1968, p.140) as he says “as he listens, he gradually perceives some orders in the noise: a regularity in the rise and fall of the voice and in the breath groups.”

1.6.4 Speaking

The definition of speaking from Chaney (1998, p.13) is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The process of sharing the meaning through speaking also supported with additional manner, which is the gestures of the body. Widdoson (1978, p.59) explains the role of the body gestures in speaking “the act of speaking involves not only the production of sounds but also the use of gesture, the movements of the muscles of the face, and indeed of the whole body”. As a matter of fact, the body gestures are used to help the speaker to give an extra indication of what he is extracting (Rivers, 1968, p.190).

1.6.5 Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning (Adult Migrant English Program [AMEP] Research Centre, 2002, p.1). Pronunciation is an important aspect which assures the communication to be on track. AMEP Research Centre (2002, p.1) gives the explanation on the importance of pronunciation “Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose
pronunciation is difficult to understand will not be understood, even if their grammar is perfect!”.

1.6.6 Vocabulary

Vocabulary broadly defined as knowledge of words, including explanations of word meanings (Raphael, 2011). Having good knowledge on English vocabulary assures the students to be able to understand the meaning on English sentences, both verbal and non-verbal. The importance of vocabulary knowledge is explained by Wilkins (1972) as cited from Clouston (2012, p.2) who writes that “... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

1.6.7 Grammar

The definition of grammar based on Rivers (1968, p.56) is the rules of a language set out in a terminology, with many exceptions appended to each rule. In other words, grammar become the core of a language (Rivers, 1968, p.71). It leads the students in putting words in a right order to be an understandable sentences (Debata, 2013). A good grammar would guarantee a clear communication.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents review of theoretical writings related to the study. These theories are used to provide information in case of answering the question about the study. This part is divided into two big sections; theoretical description and theoretical framework.

2.1 Theoretical Description

In this part, the discussion will be the theories that are related to the influence of songs in supporting students’ English developments. It will discuss the perception, language exposure, and songs as the learning source.

2.1.1 Perception

Based on Altman, Valenzi, and Hadgetss (1985) perception can be affected by four factors, those factors are selection of stimuli, organization of stimuli, situation, and self-concept.

The first factor is the selection of stimuli. On this stage, people select and perceive things differently, mainly focus on small number of stimuli which make each person has different way to perceive things.

The second stage is the organization of stimuli. After the information is gathered, that information organized to make it meaningful. The mind tries to arrange the random data by selecting certain data and putting them together.
The next stage is the situation. Based to Altman, Valenzi, and Hadgetss (1985), the situation which influences someone to perceive can be in form of someone’s familiarity with, expectations about, a situation, as well as his or her past experiences.

The last stages is the self-concept. It means the way people feel or look to her/himself. That image important to help them to look things outside. When they become stable, people has self-concept which lead them to get positive perception about certain things from outside.

The theories explained how people get her/his perception. It started with small stimuli which lead to bigger influence on the perception. It make each person has its perception.

2.1.2 Language Exposure

Language exposure is important to the students’ English developments. Franklin (1974) explained how important the language exposure to the English developments “the development of language depends on exposure to some specific linguistic experience” (as cited in Ajileye, 1998, p.1).

Lubega (1979) also adds “language exposure is vital to language learning and the type and level of language proficiency that emanates from the language learning process is almost entirely determined by language exposure” (as cited in Ajileye, 1998, p.3). Basically, the developments of English language is obtained by experience the English language, not only by studying.
2.1.3 Songs as the Learning Source

The main key to master English language is by practicing and spending time with it. Curtain and Dahlberg (2004) as cited from Ara (2009, p.167) explain the key to master a language “when language learning begins early, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness.”

One of the benefits from songs are said by Sharpe (2001) as cited from Sevik (2012, p.12), songs provide an occasion for real language use in a fun and enjoyable situation. Thus, by creating an enjoyable environment in learning process, it gives great advantages for the class’ activities. Loomans and Kolberg (1993) as cited from Minchew (2001) also praises the power of play as a tool for learning. When students feel the leaning process as a play, the impacts are not only on the increasing of students’ motivation in the learning process, but also in their better understanding of the material. T. Murphey (1992) as cited from Rosova (2007, p.12) also adds music has the potential to change the atmosphere, but what is more important than his confirmation of this fact is that in this case he means the atmosphere in a classroom, and describes music as follows: It seems to give energy where was none, and to spark off images when students complain of having nothing to write about. “Music is the stuff dreams grow on.

Therefore, Schoepp (2001) as cited from Sevik (2012) believes that songs are valuable in the classroom “to make an enjoyable activity that is able to contribute to a supportive, nonthreatening setting with confident and active learners”.

Further, songs also provide excellent opportunities for repetition and practice that might otherwise be tedious. It is an alternative method for drilling method which could be a burden for some people. Repetition of language with
songs are more pleasurable. Activities such as repeating choruses or singing cumulative songs where each verse borrows words from a previous verse are the activities that make learning more pleasurable. While doing the repeating activities by singing, it is also makes the word memorized by the students. As cited from Falioni (1993), music is an effective memory aid for the classroom, many people often remember rhyme, rhythm or melody better than ordinary speech.

2.1.4.1 The Role of English Songs in Learning Listening

Listening is meant to be focused on the meaning of the messages. Camaron (2001) as cited from Sevik (2012, p.10) adds the definition of listening, “listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language”. Therefore, by listening to some English songs, it can be a good source in introducing some English accents. Some examples are British English, American English, African-American English, Aboriginal English, and Geordie. It is caused by the singers who have the different English accent. It makes the English words become more familiar to the students. Therefore, it will improve their listening accuracy.

Moreover, listening skill is a great start to learn English. The reason of it is explained by Nation (2014) who says, a useful thing to do in the very early stages of learning another language is to listen to the way in which the language is spoken, even when you don’t understand anything at all. In addition, listening to English language, especially from the native speaker, is able to stimulate the students to be able to get the correct pronunciation of the language.
Ward (1980) says the presence of rhyming words and such poetic device as alliteration and onomatopoeia help to focus on certain sounds, thus giving valuable ear-training and giving us the opportunity to repeat the same structural item many times, thereby aiding correctness and fluency of expression. The method that is used by taking songs as learning source is an alternative method from the drilling method. It is because words which have catchy melodies can decrease the level of boredom from the students.

2.1.4.2 The Role of English Songs in Learning Speaking

The main problem for the students to improve their speaking skill is they do not have enough courage to practice. Therefore, songs are able to help the students through the problem. The role of songs are explained by Dakin (1992) as cited from Rosova (2007, p.15) that asserts, “For most learners, singing or reciting a rhyme is much easier than talking. This way, the learning process could be done in a fun way.” Piaget (1923) as cited from Rosova (2007, p.15) also adds that he describes singing of songs resembles as an egocentric language, in which students talk, with little concern for an addressee. They simply enjoy hearing themselves repeat. Essentially, songs reduce the students’ concern to support the students to practice their speaking skill.

2.1.4.3 The Role of English Songs in Learning Pronunciation

For some language learners, some English sounds can be very difficult to be pronounced. The reason is because some of English sounds are not exist in their mother tongue. In that case, songs can be effective in improving pronunciation skills in a variety of ways. Leith (1979) as cited from Engh (2013, p.119) states the
support of songs “there is probably not a better nor quicker way to teach phonetics than with songs.” Furthermore, it can be a big help because the rhythm of the verse helps the learner to put the stress in the right places, creating a natural flow of language and building up fluency to help the pronunciation (Ward, 1980).

2.1.4.4 The Role of English Songs in Increasing Vocabulary

In order to have a great knowledge on vocabulary, songs are able to help the students. Schoepp (2001) as cited from Sevik (2012) believes that songs are valuable in the classroom because songs provide exposure to a wide variety of the authentic language students will eventually face in non-academic settings. Thus, English song could be an interesting learning source that is able to support student in learning English language.

In addition, songs are a great way to remember many words. It helps the students in remembering the new words easier. Wallace (1994) as cited from Salcedo (2010, p.22) comes with his study result, when comparing recall ability, found that spoken text was the least frequently recalled, followed by rhyming text, and then with melodic text as the easiest to remember. Wallace compared immediate and long-term recall of spoken texts to texts learned with music. Results of the study indicated that recall was significantly greater for the sung condition than for the spoken condition, revealing that “music, when repeated, simple, and easily learned can make a text more easily learned and better recalled than when the same text is learned without any melody.

As mentioned on Wallace’s study result, songs are able to make the process of learning the new word become easier.

2.1.4.5 The Role of English Songs in Learning Grammar

Songs also have its function to help the students through grammar. As a matter of fact, one easy way to learn basic grammar is actually to sing English
songs. Sharpe (2001) says the power of songs on learning grammar makes the students gradually internalize the structures and patterns of the foreign language as well as the specific language items that the teacher wants them to learn.

Moreover, singing is not only to make the students conscious to grammar, but also help the students to adapt the grammar. Schoepp (2001) as cited from Sevik (2012, p.3) believes that songs are valuable as it contributes to fluency and the automatic use of meaningful language structures.

2.2 Theoretical Framework

This section is emphasizing the relation between the theories and the study that will able to answer the research question. The research question in the study is what influence do songs bring to support students’ English developments of listening skill, speaking skill, and language elements?

In order to answer the research question, the researcher use the theory of perception from Altman, Valenzi, and Hadgetss (1985) who say that perception happens because of the stimuli. Therefore, each person has different perception like what George and Jones (2006) say “perception is how an individual see others and how other perceive individual.”

The study puts the capability of songs to help the students in learning English. The main problem from the students in learning English is the lack of real practice occasions. Thus, songs are able to provide the solution to students with the problem as it said by Sharpe (2001) as cited from Sevik (2012, p.12), songs provide an occasion for real language use in a fun and enjoyable situation.
Therefore, the first skill that has to be developed to support others skills is the listening. Nation (2014) says a useful thing to do in the very early stages of learning another language is to listen to the way in which the language is spoken, even when you don’t understand anything at all. With the support of songs, students have good sources in trying to adapt to the language. In addition, Ward (1980) says the presence of rhyming words and such poetic device as alliteration and onomatopoeia help to focus on certain sounds, thus giving valuable ear-training and giving us the opportunity to repeat the same structural item many times, thereby aiding correctness and fluency of expression.

Songs also give support on the speaking skill. The support of songs are explained by Dakin (1992) as cited from Rosova (2007, p.15) that asserts, “For most learners, singing or reciting a rhyme is much easier than talking. This way, the learning process could be done in a fun way.”

Moreover, songs also give benefits to the language elements. Leith (1979, p.119) as cited from Engh (2013) states the support of songs in pronunciation “There is probably not a better nor quicker way to teach phonetics than with songs.” As an example, singing songs become good practice for students to learn pronunciation, it can be a big help because the rhythm of the verse helps the learner to put the stress in the right places, creating a natural flow of language and building up fluency to help the pronunciation (Ward, 1980).

In the same way, songs are able to increase students’ vocabulary list. Schoepp (2001) as cited from Sevik (2012) believes that songs are valuable in the
classroom because songs provide exposure to a wide variety of the authentic language students will eventually face in non-academic settings.

The support of songs in learning English also provides the students to internalize the grammar. Sharpe (2001) says the power of songs on learning grammar makes the students gradually internalize the structures and patterns of the foreign language as well as the specific language items that the teacher wants them to learn.
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses several things which are; research method, research respondent, and research instrument.

3.1 Research Method

This research dealt with the problem that was stated in Chapter 1. The researcher wanted to see what influence that songs bring to support students’ English developments of listening skill, speaking skill, and language elements. Thus, survey research was used in the research. Survey research is a systematic method of collecting data from a population of interest. It tends to be quantitative in nature and aims to collect information from a sample of the population such that the results are representative of the population within a certain degree of error (The Health Communication Unit, 1999).

Furthermore, Kraemer (1991) as cited from Glasow (2005) identified three distinguish characteristics of the survey research,

First, survey research is used quantitatively describe specific aspects of a given population. These aspects often involved examining the relationship among variables. Second, the data required for survey research are collected from people and are, therefore, are subjective. Finally, survey research uses selected portion of the population from which the findings can be later be generalized back to the population.

One of the reason that the researcher used surveys were because its capability to obtain information from large sample of the population (McIntyre,
1999, p.74). Therefore, that capability was really needed to be able to get a big number of the respondents.

3.2 Research Setting

The research was using purposive sampling to get the respondents. It was conducted in Sanata Sharma University, specifically in English Language Education Study Program (ELESP) batch 2011 up to 2015. The respondents were 200 students with at least 20 students from each batch to represent the batch. The data gathering took place outside the class such as Student Hall, “Lorong Cinta”, PBI’s T-Junction, and places where the ELESP students’ are used to hang out.

3.3 Research Respondents

The participants for the research were students of ELESP and also a lecturer from ELESP. The students’ criteria for being the participant was the students must be a students of ELESP from the batch range of 2011 up to 2015. The respondents were 200 students and taken from different batch to be able to get different point of view from different experience in learning English. The lecturer was selected to be the interviewee because of his experience in using songs in the class to support the learning process.

3.4 Research Instruments

The research used two instruments to gather the data. The instruments were questionnaire and interview.
3.5.1 Questionnaire

Questionnaire became the main instrument in the research. It was chosen because it gave advantages for the researcher. The first advantage was the cost of sampling respondents over a wide geographic was lower. The second advantage was the time required to collect the data typically was much less (Gall, Gall, & Borg, 2007).

A questionnaire was defined as a document containing questions and other types of items designed to solicit information appropriate to analysis (Babbie, 1990, p.377). The questionnaire was distributed to the students to get some information about the influence of songs in learning process. The questionnaire used likert-scale that consisted of 20 close-up statements with 5 choices of answer. As Joshi, Kale, Chandel, and Pal (2015) state that likert-scale is a set of statements offered for a real situation under study. The choices of answer were strongly agree, agree, undecided, disagree, and strongly disagree.

3.5.2 Interview

Interview became the second instrument. Based on Cohen, Manion and Morrison (2007), there were three purposes of interview in a study. The first purpose it was used as the principal means of gathering on the research objectives. The second purpose was to be used to test hypotheses or to suggest a new hypothesis. The last purpose of the interview was that it can support the other methods which were used in a study. The first purpose was used to gather the information from the lecturer. It was done to get the different point of view from the implementation of song in learning English.
Kerlinger (1970) states that interview could be used to follow up unexpected results or to go deeper into the motivation of participants and their reasons for responding as they do (as cited in Cohen, Manion, & Morrison, 2011, p.411). Therefore, the researcher was able to get more specific data from the students.

### 3.5 Data Analysis Techniques

In analyzing the data, the first data to be analyzed was the quantitative data. Quantitative data was numerical data from the study (Cohen, Manion, and Morison; 2011). The quantitative data was gathered from the questionnaire.

The questionnaire consisted of close-ended statement which had to be chosen based on the students’ experience. Cohen et al (2007) defines that scale contains degree of agreement which was set to gain the expressions of opinion, interest, or value, problems to react to, or statement to agree or disagree by the Likert scale. The respondents were given 5 options to each statement on the questionnaire which are strongly agree, agree, undecided, disagree, and strongly disagree.

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I use English songs as one of my media in learning English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SA:** Strongly agree; **A:** Agree; **U:** Undecided; **D:** Disagree; **SD:** Strongly Disagree

After all the questionnaire were collected, the data were processed. Therefore, it was able to be presented in percentage form. The used formula was:

\[
\chi \times \frac{\eta}{100}
\]

\[
\eta = \text{Number of respondent based on the degree of agreement}
\]
\( \chi = \text{Number of all respondents} \)

Along with the questionnaire, the qualitative data also needed to be analyzed. The qualitative data was gathered by using interview. The result data then analyzed by taking the main ideas of each answer that given from the interviewee. According to Cohen, Manion, and Morrison (2011, p.537) “qualitative data involved organizing, accounting for, and explaining the data; in short, making sense, noting patterns, themes categories, and regularities.”

### 3.6 Research Procedure

In conducting the research, there were five steps that researcher had to do. Those steps were: defining population, formulating instruments, conducting the study, processing the data, and reporting the data.

The first step that the researcher did was to select the population. The participants were selected based on the purpose of purposive sampling, it is based on specific purpose rather than randomly (Tashakkori & Teddlie, 2003, p. 713). The participants were 200 students of ELESP and one ELESP lecturer.

The second step was to formulate the instruments. After selected the participants, the instruments were needed to gather the data due to answer the research problem. The first instrument was questionnaires that consisted of twenty close-ended questions. After the questionnaires were gathered, it was processed to be able to make the guideline for the next instruments, which was interview. The interview was used to gather more specific data, the interview was recorded to make the data processing easier.
The next step was conducting the study. The researcher distributed the questionnaires to 200 students that fulfilled the criteria. After done with the questionnaire, the researcher conducted the interview to get more specific data. The interviewees were one lecturer and five students that represented each batch.

After all the data were gathered, the next step was processing the data. This step was done to get research findings and to answer for the research problem.

The last step to do was reporting the data. The result of the study was used to make the conclusion for the study.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents the findings and discussion. In this chapter, the gathered data provided in case of answering the research problem in the research. This chapter divided into two big section, which are research result and research discussion.

4.1 Research Results

The section presented the result of the gathered data from questionnaire and interview. The quantitative data were represented the students’ experience and impact by using English song in English learning process. In case of supporting the data, the interview used to get specific information which could not be gathered by using questionnaire.

4.1.1 Quantitative Data

In order to get the students’ data, researcher used questionnaires which were distributed to the students. The statements in the questionnaire represented the students’ experience and attitude toward the English learning through English songs. The questionnaire consisted of twenty closed-ended statements. However, several statements were omitted due to its validity. Those statements were statements number 1, 9, and 10.

In case of getting students’ respond, each statement had given five degree of agreement to be chose by the students. Those were SD (Strongly Disagree), D
(Disagree), U (Undecided), A (Agree), and the last was SA (Strongly Agree). The result of the data then processed to be presented as percentage form.

### 4.1.1.1 Students’ Perception Towards The English Songs

This part shows the students’ data on the influence of songs in learning process. From the gathered data, researcher gained the students’ perception towards learning English through English songs. The following table presented the result of the gathered data.

| Table 4.1 General Introduction About Learning English With English Songs |
|:-----------------------------|:----|:-----|:-----|:------|:-----|
| No | Question | SA | A | U | D | SD |
| 2 | English songs are suitable for me as the learning material | 43% | 49% | 7.5% | 0.5% | 0% |
| 3 | Playing English songs while doing other task could make me think clearer. | 26.5% | 42% | 24% | 5.5% | 2% |
| 4 | When using English songs, the atmosphere of learning become more relaxing. | 36% | 48% | 13% | 3% | 0% |
| 5 | I enjoy using English songs as my learning media in learning English | 41% | 52% | 6.5% | 0.5% | 0% |

SD: Strongly Disagree; D: Disagree; U: Undecided; A: Agree; SA: Strongly Agree

Table 4.1 shows the students’ perception about the influence of songs in English learning process. The statement number two was about students’ experience when using songs on their learning process. The data on the table 4.1 showed that none chose strongly disagree, 0.5% chose disagree, and 7.5% chose undecided. On the other hand, 49% of the respondent chose agree while the rest of respondents (43%) chose strongly agree. It meant that songs were a great help for the respondents in learning process.

The third statement dealt with the supportive use of songs in learning process. Table 4.1 showed that 2% chose strongly disagree and 5.5% chose
disagree. About 24% of respondents chose undecided, while 42% chose agree and the other 26.5% of respondents chose strongly agree. Despite of the strongly disagree, disagree, and undecided respondents (31.5%), more than half of the respondents chose to agree with the statement. However, it showed that the use of songs in helping other tasks depends on how the students used the songs as their learning source.

The fourth statement presented the other supportive use of songs in learning process. The data showed that none of the respondent chose strongly disagree but there were 3% of respondents who chose disagree and followed by 13% of the respondents who chose undecided. On the other hand, 48% respondents chose agree and 36% chose strongly agree. From the data above, it could be seen that songs did help them to build the mood in learning process.

The fifth statement was about the songs compatibility with the students’ way of learning. The questionnaire result on 0% strongly disagree, 0.5% disagree, 6.5% undecided, 52% agree, and 41% strongly agree. From these result, the researcher knew that most of the students were enjoying using songs in learning English.

4.1.1.2 English Songs’ Integration in English Language Skill

The next part to discuss in this part was about the English songs integration in English language skill. The researcher wanted to know whether English songs had a big role in improving students’ English language skill. The first to discuss is the receptive skill, listening to be exact. In the following table, there were the data from the respondents in responding the questionnaire.
Table 4.2 presented data about the role of English Songs in students’ learning process. This part of the questionnaire consisted of six statements. Statement number six discussed the students’ attitude toward the use of English songs, while the rest of the statements discussed about the role of the English songs in helping the respondents with their learning process.

Statement number six dealt with the supportive benefit from English songs. From the questionnaire result, none chose strongly disagree, 1% chose disagree, and followed by 7.5% respondents chose undecided. Meanwhile, 52% of the respondent chose agree and the rest of respondent (39.5%) chose strongly agree. By the most agree answer of the statement (91.5%), it could be concluded that the respondents felt the benefit from using English songs.

Statement number seven dealt with students’ medium in sharpening listening skill. The result from the respondents answer showed that none of the respondents chose strongly disagree nor disagree, while 9.5% respondents chose undecided. Meanwhile. The majority of the respondent chose agree (65%) and strongly agree (25.5%). The result of the data indicated that songs were helping respondents in sharpening the listening skill.

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>SA</th>
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<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The English songs are a great media in supporting speaking and listening activities</td>
<td>39.5%</td>
<td>52%</td>
<td>7.5%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>7</td>
<td>English songs facilitate me to be able to precisely listen to the English words</td>
<td>25.5%</td>
<td>65%</td>
<td>9.5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>The English songs help me to adapt to a native speaker’s pronunciation</td>
<td>28.5%</td>
<td>55.5%</td>
<td>13%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

SD: Strongly Disagree; D: Disagree; U: Undecided; A: Agree; SA: Strongly Agree
Statement number eight was to confirm whether English song helped respondents to adapt to English accents. The data showed that none of the respondents chose strongly disagree while 3% chose disagree and 13% chose undecided. The 55.5% respondent chose agree and 28.5% chose to strongly agree with the statement. The data convinced the researcher that English songs helped the respondents to adapt to certain accents.

While the previous table discuss about the integration with the receptive skill (speaking skill), the following table will discuss about the productive skill which was related to the previous one that is speaking skill. The researcher wanted to know about the speaking skill improvement which was caused by the habit of listening to English songs. Statement number eleven discussed the students’ attitude toward the English songs relate to their improvement in speaking skill.

Table 4.3 Influence on Speaking Skill

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>The English songs help me to be more fluent in speaking English</td>
<td>35.5%</td>
<td>50%</td>
<td>12.5%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

SD: Strongly Disagree; D: Disagree; U: Undecided; A: Agree; SA: Strongly Agree

Statement number eleven discussed about what the English song gave to the respondents in their Speaking skill improvement. The data presented that none chose strongly disagree, 2% disagree, and 12.5% undecided. On the other hand, half of the respondents (50%) agree to the statements, also followed the 35.5% of respondents who chose the strongly agree. The researcher concluded that English songs gave a big role in students’ English fluency improvement.

The next table on this part discussed about the integration of English songs to the students’ vocabulary skill. Researcher wanted to know the influence of songs
to the respondents learning process, especially its integration with vocabulary skill.

The following table consisted the data from the respondents.

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Spending time with listening to English songs make me more familiar with the English words</td>
<td>58%</td>
<td>39%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>13</td>
<td>Listening to songs make it easier to memorize new vocabularies in the lyrics</td>
<td>44.5%</td>
<td>48.5%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>14</td>
<td>Listening to songs, the new vocabularies stay longer in mind</td>
<td>45.5%</td>
<td>44.5%</td>
<td>9.5%</td>
<td>0.5%</td>
<td>0%</td>
</tr>
<tr>
<td>15</td>
<td>The English songs help me to understand some informal words</td>
<td>46%</td>
<td>46%</td>
<td>7.5%</td>
<td>0.5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

SD: Strongly Disagree; D: Disagree; U: Undecided; A: Agree; SA: Strongly Agree

Table 4.4 presented the students’ experience in the implementation of English song in their learning process. These 4 statements discussed about the influence of English songs in vocabulary skill.

Statement number twelve was about the use of English song to make the language more familiar to the respondents. The data showed that none chose strongly disagree and disagree, but there were 3% of the respondents that chose undecided. On the other hand, 39% chose agree and 58% strongly agree. From the gathered data it could be seen that majority of the respondent use songs to make English more familiar to them.

Statement number thirteen was to investigate the other benefit on using song in learning English which was memorizing the vocabulary. Like the previous statement, none of the respondents chose strongly disagree and disagree, with 7% of the respondents chose undecided. The 48.5% chose agree and 44.5% chose
strongly agree. The data convinced researcher that songs helped the respondent to memorize new vocabulary.

Statement number fourteen was the deeper investigation from previous seven. Based on the data, none chose strongly disagree but there were 0.5% of the respondent chose disagree. About 9.5% respondent chose undecided, 44.5% agree, and 45.5% with strongly agree. The data showed that English Songs not only helping to memorize vocabulary, but it also helped the respondents to maintain the new vocabulary stays longer in mind.

Statement number fifteen revealed the support of English songs in increasing students’ vocabulary. The data from table 4.4 showed that none chose strongly disagree, 0.5% disagree, and 7.5% chose undecided. There were 46% chose agree and also 46% chose strongly agree. By the majority of the respondents (92%) agreed to the statement, researcher knew that English song helped the respondents in increasing vocabulary with informal words.

4.1.1.3 English Songs Implementation in English Language Learning

The third subpart discussed the implementation of English songs on students’ English learning. The researcher wanted to know how English songs could help the respondents to their writing skill. The statement on this subpart was only one, the result presented on table 4.5.

Table 4.5 provided the data about the integration listening and writing. There were five statements which were discussed the implementation of English song in English learning. Statements number sixteen to nineteen discussed about the way which used by the respondents to get the benefit from English songs.
Meanwhile, the last statement discussed about the general perception on how listening English music influence their English language skill.

Table 4.5 Influence on Pronunciation and Grammar

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Stopping and playing some parts of the English songs help me to hear the detail from native speakers’ habit in speaking, such as connected speech</td>
<td>23.5%</td>
<td>57%</td>
<td>16.5%</td>
<td>2.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>17</td>
<td>I am learning to imitate the correct sound of English words by singing English songs</td>
<td>38.5%</td>
<td>49.5%</td>
<td>11%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>18</td>
<td>Singing English songs help me to learn to speak like native speakers</td>
<td>29%</td>
<td>47.5%</td>
<td>20.5%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>19</td>
<td>Singing English Songs help me to learn how to arrange a proper English sentence</td>
<td>22.5%</td>
<td>48.5%</td>
<td>21.5%</td>
<td>6.5%</td>
<td>1%</td>
</tr>
<tr>
<td>20</td>
<td>With the support of English song in I could improve my skill quicker than before</td>
<td>27%</td>
<td>56%</td>
<td>15%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

SD: Strongly Disagree; D: Disagree; U: Undecided; A: Agree; SA: Strongly Agree

Statement number sixteen revealed the implementation of English song in helping the respondent to be able to hear the native speaker habit when speaking. There were 0.5% who chose strongly disagree and 2.5% chose disagree. About 16.5% chose undecided while 57% chose agree followed by 23.5% chose strongly agree. The result that researcher gained from the data were most of the students were able to hear some detailed habit from the native speakers.

Statement number seventeen investigated the support of English song in students’ speaking skill. Just like previous statement, none chose strongly disagree. About 1% chose disagree, 11% chose undecided, 49.5% chose agree, and 38.5%
chose strongly agree. The data showed that the respondents were helped by English songs to imitate the correct English words.

Statement eighteen was getting information about the use of English songs in speaking skill. Based on the data, none of the respondent chose strongly disagree, but there were 3% respondents chose disagree and 20.5% chose undecided. On the other hand, 47.5% respondents chose agree and 29% respondents chose strongly agree. The result indicate that most of the respondent agree to the statement which could be concluded that English song could help the respondents to speak like native speaker.

Statement nineteen dealt with the influence in writing skill by the use of English song. The data showed that 1% of the respondents chose strongly disagree, 6.5% chose disagree, and followed by 21.5% chose undecided. Meanwhile, 48.5% respondents chose agree and the rest of the respondents (22.5%) chose strongly agree. By the fact that majority of the respondents chose agree, it could be concluded that the respondents helped by the English songs to write a proper English sentence.

The last statement dealt with the students’ attitude toward the English learning using English songs. From the gathered data, none chose strongly disagree but 2% chose disagree and 15% chose undecided. However, more than half the respondent chose the other way, 56% chose agree which followed by 27% respondents who chose strongly agree. In conclusion, English songs had a positive effect to the respondents, English learning process.
4.1.2 Qualitative Data

This part contained the qualitative data from the lecturer about his teaching process which was integrated to English songs. The data obtained by conducting the interview in April 2016. The data presented in form of themes. Those are the lecturer’s belief toward English songs, teaching-learning activities in class, and the benefits of the English songs integration in class.

4.1.2.1 Lecturer’s Data

The first reason to integrate songs into his course was based on his big interest in songs itself. The lecturer’s belief toward songs made him integrated songs into his course.

“Sebenarnya, alasan utama saya untuk memakai musik karena saya menyukai musik, sehingga terbesit pikiran untuk memasukkan musik di dalam pembelajaran.”
[Actually, the first reason in using songs is because my big interest on songs. It makes me think to use it in class.]

However, besides from his interest in songs, the lecturer also believed that song cannot be separated from human’s life. Thus, he took the advantage and use it to help the students learning process.

“Musik/lagu itu tidak bisa dipisahkan dari hidup manusia, bahkan alam juga menyajikan musik/lagu yang alami. Maka saya memakai musik untuk membantu dalam pembelajaran murid-murid.”
[Songs cannot be separated from human’s life, even the universe provide its own songs to us. Thus, I use songs to help the students in their learning.]

On above statement, it showed that the lecturer tried to use the most familiar things to support students’ learning. He believed by teaching with some familiar sources which could be found in students’ daily basis could make them have more comfortable learning.
Furthermore, while using songs to make a comfortable learning process, songs had a strong relation to language skills.

“Kebetulan musik sangat erat hubungannya dengan kemampuan berbahasa, sehingga itu bisa membantu saya dalam kelas. Khususnya antara kemampuan mendengar dengan kemampuan berbicara.”
[Coincidentally, songs have a strong relation to the language skills. So, it is able to help me on the class, especially on listening and speaking skills.]

Based on the interview, it found out that songs are related to language skill, especially listening and speaking skills. This fact was the other reason that the lecturer consistently used song in his course. The lecturer used two activities that involve songs as the learning source. Those two activities were listening to songs and singing songs.

The activities that mostly used in class was playing the songs. By listening to the song, students were able to get a great language exposure that was able to support their English developments.

“Dengan mendengarkan lagu bahasa Inggris, para murid bisa mendengar bagaimana bahasa tersebut diucapkan oleh penutur aslinya. Para murid bisa menjadikan lagu tersebut sebagai patokan mereka.”
[Listening English songs could make the students listen to the right pronunciation from the native speaker. The students make the songs as their references of a right pronunciation.]

The second activity was the singing songs. It was an underestimated activities in class. However, singing was able to provide real practices for the students.

“Untuk bisa menyanyikan lagu dengan baik, dibutuhkan beberapa kemampuan antara lain kemampuan pengucapan, penekanan, dan ritmis yang tepat.”
[To be able to properly sing a song, some skills are needed such as pronunciation skills, stress placement, and the great rhythmical]
From above statement, the lecturer believe that using songs to help the student to learn English was a good learning source. It was because basically singing was speaking, with the addition of notes.

Furthermore, for the purpose of giving extra practice, the lecturer made the sing activity as the progress test 2.

In the first place, the reason of the lecturer to set a singing test as the progress test 2 is because the students are able to give more attention to the detail on the pronunciation.

“Tujuan saya dalam menetapkan progress test dengan tes bernyanyi adalah untuk para murid supaya bisa lebih memperhatikan bagaimana cara pengucapan oleh penutur aslinya.”

[My main purpose to set singing as the progress test is to make the students to focus on how the singer pronounce the word.]

An act as simple as singing was actually gave the students some chance to improve students’ language skill. It might be seen as a simple activity, but it actually makes the students have more practice on their pronunciation.

“Ketika progress test 2, saya memberi ujian berupa ujian menyanyi. Satu lagu dipilih dari lagu yang saya rekomendasikan dan lagu kedua adalah lagu bebas.”

[In progress test 2, I gave the singing test. The first song was chosen from my songs recommendations and the second song was the free-choice-song.]

He continued,

“Tujuan dengan adanya lagu bebas ini adalah untuk bisa membuat para murid untuk lebih nyaman dalam pelaksanaan progress test tersebut.”

[The purpose of the free-choice-song is to make the students feel comfortable on the test.]

Those statements showed that by giving a singing as the progress test, the students could concentrate on their pronunciation and stress. Moreover, the lecturer
understood that by giving the students one free-choice-song it was able to help the students to feel relaxed when the test was held.

4.1.2.2 Students’ Data

From the students’ interview, all of the five students were agree that songs were a great learning source. However, according to the students, each student had different aspect that most affected. Those aspects were the pronunciation, vocabulary, and also grammar.

The interview result showed that all of the students started to use the songs as their learning source from listening to the beat of songs.

“Pertama-tama, aku mendengarkan lagu cuma karena senang dengan musiknya untuk belajar, tapi kebelakannya malah terasa membantu di pengembangan skill.

Interviewee #4

[At first, I listen to the song because I love the music that is able to support my learning. However, as I listen to it, it actually help to improve my language skill.]”

Interviewee #4

On above statement, the language developments with the support of songs were happened unintentionally. Nonetheless, as they feel how songs helped their developments, they started to use it more often. As mentioned before, each students feel difference aspects that mostly affected.

One of the students were feel that the songs were really help her on her development on her pronunciation. She used the songs to hear the detail on the pronunciation on each word and also practice the pronunciation by sing the songs.

“Membantu banget! Soalnya kan banyak tuh kata-kata bahasa Inggris yang disambung, nah dari situ aku bisa mempelajari bagaimana cara dia menyanyikannya.”

Interviewee #1

[It is very helpful! It is because many word in English are connected speech. Thus, that example can give teach me how he/she sing that word.]
Interviewee #1
Different development was feel on the other student. The students said that songs were able to give her new words knowledge. When she listened to her favorite song she was curious on what the songs was about. Thus, she searched the lyric and learned new words. In addition, she also practice on how the words pronounced.

“Karena aku suka sama lagu tersebut, jadi aku penasaran untuk tau liriknya. Terus aku cari liriknya dan dipelajari gimana cara pengucapannya. Masa aku cuma ngedumel nyanyi-nyanyi gak jelas.”

Interviewee #2
[I got curious to the lyrics of the song if I really love that song. Then, I search for the lyric and learn to pronounce it. It is better rather than I sing with mumble lyrics.]

Interviewee #2
Further, the students also feel that songs helped them in learning grammar, the basic grammar for exact.

“Kalo grammar sih sebenarnya membantu juga sedikit-sedikit, tapi lebih untuk keperluan bicara biasa sih. Jadi buat ngomong dalam keadaan gak terlalu formal.”

Interviewee #3
[It helps me in grammar too. However, it is for the daily conversation only.]

Interviewee #3
From the result of the students’ interviews, it could be seen that songs did help the student in learning English. However, each student had his/her most-affected aspect from the use of songs to learn English.

4.2 Discussion
In this part researcher provides discussions in case of answering the research problem. Some supporting theories will be used in case of supporting the discussion. The research resulted that the songs help the students to develop their
listening skill, speaking skill, and language elements (pronunciation, vocabulary, and grammar).

From the research findings, it is found that songs are a good learning source in learning English. The reason of it is explained by Nation (2014) who says, a useful thing to do in the very early stages of learning another language is to listen to the way in which the language is spoken, even when you don’t understand anything at all. Moreover, listening allows quick and precise analysis of sounds that are heard (Hartley, 2007), with the support of songs the students are able to have bigger chance in listen carefully to the language.

As a matter of fact, one of the lecturers on Sanata Dharma University uses songs as the learning source. He believed that songs are able to give a real practice to the students’ listening skill.

“Dengan mendengarkan ke lagu bahasa Inggris, para murid bisa mendengar bagaimana bahasa tersebut diucapkan oleh penutur aslinya. Para murid bisa menjadikan lagu tersebut sebagai patokan mereka.”

[Listening English songs could make the students listen to the right pronunciation from the native speaker. The students make the songs as their references of a right pronunciation.]

Based on the lecturer statement, songs do help the students to be able to practice on their listening skill. Ward (1980) also says the presence of rhyming words and such poetic device as alliteration and onomatopoeia help to focus on certain sounds, thus giving valuable ear-training and gives us the opportunity to repeat the same structural item many times, thereby aiding correctness and fluency of expression.

Another support from songs that is able to develop students’ speaking skill. From table 4.3 it can be seen that more than half of the students agree that songs
help them to improve speaking skills. The biggest problem that they face is they do not feel brave enough to try to practice speaking. However, songs are able to courage the students to learn speaking by giving an alternative method to learn speaking. Dakin (1992) as cited from Rosova (2007, p.15) asserts the support of songs in learning speaking “For most learners, singing or reciting a rhyme is much easier than talking. This way, the learning process could be done in a fun way.”

Furthermore, not only listening and speaking skill that are affected by the use of songs in learning process. On the other hand, some students also have experienced that their pronunciation, vocabulary, and grammar also developed from the use of songs.

One student said that she really feels that the songs helped her to develop her pronunciation. With attention to the development of the pronunciation, the researcher takes one example of popular song from Rihanna – Work that able to develop the students’ pronunciation.

Work, work, work, work, work, work
He say me have to
Work, work, work, work, work, work!
He see me do me
Dirt, dirt, dirt, dirt, dirt, dirt!
So me put in
Work, work, work, work, work, work
When you all gon’?
Learn, learn, learn, learn, learn
Me no care if him
Hurt, hurt, hurt, hurt, hurting
From the example above, it is a popular song that has interesting music. The interesting music that makes the students interested in listening to the songs.

“Pertama-tama, aku mendengarkan lagu cuma karena senang dengan musiknya untuk belajar, tapi kebelakannya malah terasa membantu di pengembangan skill.

Interviewee #4
[At first, I listen to the song because I love the music that able to support my learning. However, as I listen to it, it actually helped to improve my language skill.]

Interviewee #4

Leith (1979) as cited from Engh (2013, p.119) states the support of songs “There is probably not a better nor quicker way to teach phonetics than with songs.” While the students are interested by the music, the songs provide the students a practice of listening and pronunciation skills. The lyrics are sang pretty fast and it makes the students to be able to imitate the pronounced words. It can be a big help because the rhythm of the verse helps the learner to put the stress in the right places, creating a natural flow of language and building up fluency to help the pronunciation (Ward, 1980).

In the same way, songs are also able to help the students to increase their vocabulary. Schoepp (2001) as cited from Sevik (2012) believes that songs are valuable in the classroom, songs provide exposure to a wide variety of the authentic language.

“Karena aku suka sama lagu tersebut, jadi aku penasaran untuk tau liriknya. Terus aku cari liriknya dan dipelajari gimana cara pengucapannya. Masa aku cuma ngedumel nyanyi-nyanyi gak jelas.”

Interviewee #2
[I got curious to the lyrics of the song if I really love that song. Then, I search for the lyric and learn to pronounce it. It is better rather than I sing with mumble lyrics.]
As mentioned above, the student is helped with the support of songs on learning language. From the student’s statement, the study result from Wallace (1994) as cited from Salcedo (2010, p.22) is proven,

“when comparing recall ability, found that spoken text was the least frequently recalled, followed by rhyming text, and then with melodic text as the easiest to remember. Wallace compared immediate and long-term recall of spoken texts to texts learned with music. Results of the study indicated that recall was significantly greater for the sung condition than for the spoken condition, revealing that “music, when repeated, simple, and easily learned can make a text more easily learned and better recalled than when the same text is learned without any melody”

Furthermore, the support of songs also helps the students through grammar. Sharpe (2001) says the power of songs on learning grammar makes the students gradually internalize the structures and patterns of the foreign language as well as the specific language items that the teacher wants them to learn. With attention to the development of the grammar, the researcher takes one example of popular song from The Beatles – Hey Jude. The songs provide great lyric with a great grammar use.

Hey Jude, don’t make it bad
Take a sad song and make it better
Remember to let her into your heart
Then you can start to make it better

Hey Jude, don’t be afraid
You were made to go out and get her
The minute you let her under your skin
Then you begin to make it better

And anytime you feel the pain, hey Jude, refrain
Don’t carry the world upon your shoulders
For well you know that it's a fool who plays it cool

By making his world a little colder

Nah nah nah nah nah nah nah nah nah

From the quoted lyric above, the songs provide an excellent example of a great use of grammar. The same fact was stated from one of the students in his interview.

“Kalo grammar sih sebenernya membantu juga sedikit-sedikit, tapi lebih untuk keperluan bicara biasa sih. Jadi buat ngomong dalam keadaan gak terlalu formal.”

Interviewee #3

[It is helped me in grammar too. However, it is for the daily conversation only.]

Interviewee #3

From the gathered data, it could be concluded that songs helped the students in their learning process. The developments are different to each of the students. It depends on how they use the source on their learning process.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two parts. The first part is the conclusion of the research. The second part contains the recommendation toward the Implementation of English songs in class.

5.1 Conclusions

The purpose of the research is to answer the research problem. The research problem is what influence do songs bring to support students’ English developments of listening skill, speaking skill, and language elements? The answer from the question is able to be obtained by looking into the research findings.

After conducting the study, the researcher found that more than the half of the students used songs as their learning source in developing their English skill. The students found many benefits from the use of songs as their learning source.

Through the questionnaire and interview, the researcher obtained the data about the support of songs toward the students’ English developments. The result showed that songs were capable in helping the students in learning English as one of their learning sources. Every aspect on songs is able to give the students support in learning English. Those aspects were giving support to listening skill, speaking skill, pronunciation, vocabulary, and grammar.
In conclusion, using songs as the learning source for the developments of the English skills and its elements is a great choice. The students are able to use it in class or even outside of the class.

5.2 Recommendations

After managing to finish the research, the researcher also wanted to give some recommendations toward the implementation of English songs in class. The recommendations would be given to the lecturers. Also, the researcher wanted to give some recommendations for the future researchers who want to have similar research to the relation of language skills and English songs.

5.2.1 English Teachers

By looking into the research results, the lecturers might consider the use of songs to support students’ English developments as one of their teaching sources. It is able to make the process of learning achieve higher result.

5.2.2 English Learners

Based on the benefits that songs are able to give, the English learners are able to use songs as their learning source. It makes the English learners have more time to spend with the English language to be able to improve their English skills.

5.2.3 Future Researchers

The researcher hopes that there are more researchers that will conduct a similar study. However, the researcher hopes that the future researchers make different objectives than what the researcher has done on the study.
REFERENCES


APPENDICES
## Appendix 1:
The Questionnaire

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<td>3</td>
<td>Playing English songs while doing other task could make me think clearer.</td>
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<td>When using English songs, the atmosphere of learning become more relaxing.</td>
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<td>5</td>
<td>I enjoy using English songs as my learning media in learning English</td>
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<td>Listening to songs make it easier to memorize new vocabularies in the lyrics</td>
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<td>Listening to songs make the new vocabularies stay longer in mind</td>
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<td>16</td>
<td>Stopping and playing some parts of the English songs help me to hear the detail from native speakers’ habit in speaking, such as connected speech</td>
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<td>I am learning to imitate the correct sound of English words by singing English songs</td>
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<td>With the support of English song in I could improve my skill quicker than before</td>
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SA : Strongly Agree  
A : Agree  
U : Undecided  
D : Disagree  
SD : Strongly Disagree
Appendix 2:  
The Sample of Finished Questionnaire

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<td>12</td>
<td>Spending time with listening to English songs make me more familiar with the English words</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Listening to songs make it easier to memorize new vocabularies in the lyrics</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Listening to songs make the new vocabularies stay longer in mind</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The English songs help me to understand some informal words</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Stopping and playing some parts of the English songs help me to hear the detail from native speakers’ habit in speaking, such as connected speech</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I am learning to imitate the correct sound of English words by singing English songs</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Singing English songs help me to learn to speak like native speakers</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Singing English Songs help me to learn how to arrange a proper English sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>With the support of English song in I could improve my skill quicker than before</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Key:**
- **SA**: Strongly Agree
- **A**: Agree
- **U**: Undecided
- **D**: Disagree
- **SD**: Strongly Disagree
Appendix 3:
Interview Guidelines

Lecturer’s Interview Guidelines:

1. Apa alasan bapak dalam menggunakan lagu bahasa Inggris di dalam kelas?
2. Apa saja manfaat yang didapat dari penggunaan lagu bahasa Inggris di dalam kelas?
3. Apa saja kegiatan yang bisa dilakukan dengan memakai lagu bahasa Inggris di kelas?

Students’ Interview Guidelines:

1. Apakah kamu menggunakan lagu untuk menambah kemampuan berbahasamu?
2. Gimana sih cara kamu untuk mengembangkan kemampuan berbahasamu dengan bantuan lagu?
R: Selamat siang pak.
L: Ya selamat siang.
R: Saya mau minta tolong bapak untuk menjadi narasumber saya pak. Karena yang saya tahu bapak ini konsisten memakai lagu dalam pengajarannya.
L: Oh iya baik, jadi apa saja yang ingin Anda ketahui?
R: Jadi, yang pertama yang ingin saya ingin tanyakan adalah mengapa bapak memakai lagu dalam kelas?
L: Sebenarnya alasan saya untuk menggunakan lagu dalam kelas itu sangat simpel. Karena saya menyukai musik. Lalu saya mencoba mengaplikasikan penggunaan lagu di dalam kelas yang menurut saya bisa membantu para siswa. Saya juga menyadari bahwa lagu itu tidak bisa dipisahkan dari hidup manusia, bahakan alam semesta pun memberikan music yang lamai bagi manusia. jadi saya pikir penggunaan lagu di dalam kelas akan bisa membantu para siswa.
R: Lalu pak, apa manfaat dari lagu yang bapak rasakan ketika diaplikasikan di dalam kelas?
uniknya media di dalam kelas, membuat para murid akan selalu mengingat kelas tersebut.

R: Wah, ternyata banyak sekali ya pak manfaat dari penggunaan lagu di dalam kelas. Lalu kegiatan apa saja yang bisa dilakukan untuk memanfaatkan lagu pa?


R: Sepertinya cukup segitu saja pak yang ingin saya ketahui, terimakasih banyak sudah meluangkan waktunya pak.

L: Ya sama-sama.
Interviewee #5/may 12th, 2016

R: Researcher  S: Student

R: Halo, kita mulai wawancaranya ya. Ini kelanjutan dari kuesioner yang kemarin. Kamu seneng gak mendengarkan musik?

S: Wah seneng, malahan saya hampir tiap hari mendengarkan musik.

R: Itu lebih sering dengerin yang lagu bahasa Inggris atau Indonesia?

S: Lebih sering lagu bahasa Inggris daripada lagu bahasa Indonesia.

R: oke ya, berarti kamu hamper tiap hari dengerin lagu bahasa Inggris.

S: He’eh.

R: Nah, kamu pernah gak kepikiran untuk belajar menggunakan lagu atau musik itu?


R: Nah itu kan pas didalam kelas, kalo misalnya yang di luar kelas atau secara pribadi gimana?

S: Dari dengerin music aku bisa mendapat vocab yang baru eee… kalo grammar sebenernya gak terlalu. Tapi sebenernya, dari dengerin kata baru di lagu tertentu itu, kita bisa ngambil grammar yang dipake di lagu tersebut.

R: Jadi buat grammar lebih ke basic grammar ya? Semacam daily conversation gitu?

S: Iya bener, secara otomatis bisa ngerti grammar.

R: Tapi sebenernya kamu nyaman gak sih kalo belajar pake lagu itu?

S: Nyaman sih, malah sebenernya lebih seneng pake lagu buat belajar bahasa Inggris.

R: Nah terus, dalam berbahasa kana da 4 kemampuan dasar nih, menurut kamu semuanya bisa dibantu dengan lagu atau gimana?

R: Oke, terimakasih ya udah membantu.

S: Siap, sama-sama.

---

Interviewee #3/May 6th, 2016

R: Researcher  
S: Student

R: Halo-halo, kita mulai *interview* sekarang ya.

S: Oke.

R: Jadi, kamu itu seneng gak dengerin lagu? Khususnya lagu-lagu bahasa Inggris.

S: Iya, kalo ditanyain seberapa sering, ya jawabannya lumayan sering.

R: Berarti hampir tiap hari ya?

S: Iya bener banget.

R: Kamu pernah gak sih pake lagu ini buat ngembangin kemampuan berbahasa kamu?


R: Tapi itu sebenernya kamu sadar gak sih memakai lagu itu? Dalam artian kamu sengaja atau tidak buat belajar dengan lagu itu?

S: awalnya gak sadar, tapi lama-lama malah ngebantu banget. Terutama setelah kuliah di PBI ini jadi semakin sering pake lagu untuk belajar.

R: Nah untuk masalah kenyamanan, kamu nyaman gak pake lagu buat belajar?
S: Lebih nyaman pake lagu sih sebenarnya.

R: Nah, kemampuan yang paling signifikan kena itu yang mana?

S: kalo aku sih yang paling signifikan ya pronunciation, kadang structure tapi kan itu cuma basic structure-nya aja.

R: okedeh kalau begitu terimakasih banyak untuk keterlibatannya ya.

S: Oke sama-sama.