LEARNING VOCABULARY THROUGH SONGS

THESIS

Submitted in Partial Fulfillment of the Requirements

For The Degree of Sarjana Pendidikan

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LEARNING VOCABULARY THROUGH SONGS

Dedin Eka Nurpratama

Abstract: This research study is aimed to find out the advantages and strategies which students of English Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana found and used to learn vocabulary through songs based on their learning experience. The research questions that guide this research are (1) what are the advantages of learning vocabulary through songs? And (2) what are the strategies that students use to learn vocabulary through songs? The participants of this research are ten students who have experiences in learning vocabulary through songs. Through interviews with those ten students, this research found six advantages that explained how songs help them learn vocabulary, and four ways or strategies that those students usually use to learn vocabulary through songs. They found that songs (1) offer ease of access, (2) offer flexibility, (3) offer fun and enjoyable atmosphere, (4) arouse motivation, (5) offer motivation atmosphere, and (6) offer pronunciation samples. Moreover, the strategies they usually use include (1) only listening to the song, (2) taking notes, (3) reading the lyrics, (4) translating the lyrics, and (5) using new vocabulary in communication. This research is expected provide ideas to those who wish to independently learn vocabulary through songs in a fun way.

Keywords: learning vocabulary, songs, students’ learning strategy

INTRODUCTION

People may agree that learning vocabulary is one of the important basic aspects learning in learning English in addition to learning grammar. Learning vocabulary is the major part of the process to learn a foreign language (Alqahtani, 2015). It is very important to learn vocabulary because a word may have different meanings in different contexts. Wilkins stated, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"(2002, p.13).
Learning vocabulary can be done by doing some strategies like reading a text or listening to something. Teaching vocabulary can also be done by teachers by using many strategies, but not all strategies that teachers use to teach their students match to the students’ learning style. In classroom learning activities, sometimes students feel that the teacher’s strategy in teaching them about vocabulary does not really match to their learning style. Therefore, students may find their own way to learn vocabulary by themselves outside the class to help them learn vocabulary more easily.

Based on my experience when I was in junior high school, most of my classmates and I were not interested in reading if the reading materials were not interesting for us, and we usually also found some difficulties in learning the use or the context of the vocabulary through reading without listening to the word pronounced by the native speaker or even our teacher. However, if students found something interesting in the reading materials, it could help them remember and understand the vocabulary although they did not really like reading. Therefore, it can be inferred that students prefer learning vocabulary through something that they can read and listen to or maybe say and pronounce in a fun way like when students are listening to songs.

I can be an example of that kind of student. I like playing music and also love songs. Whenever I am listening to songs and try to remember the lyrics, at the same time I also get some new vocabulary. Not only that, but I am also enjoying learning vocabulary through songs because the rhythm of the music reduces my boredom. From listening to songs, I can find the appropriate context
of when I shall use some vocabulary because I know that each word has its own meaning and appropriate context.

Likewise, through songs, students can listen to and read the lyrics while they are enjoying the music. That enjoyable activity may help students enjoy learning the vocabulary and somewhat understand the use, the meaning, and the context of the vocabulary. Dzanic and Pejic stated, “Songs are on type of listening activity that have a broad potential. Music and songs are essential parts of growing and learning. Children love to sing and teachers naturally use songs to teach them concepts and language in a fun way.” (2016, p.40). It can be inferred that music and songs may play an important role in one’s growing and learning, and they may provide fun atmosphere for learning.

Learning vocabulary through songs is the focus of this research. The research questions that guide this study are; 1) What are the advantages of learning vocabulary through songs? and 2) What are the strategies that students use to learn vocabulary through song? Those research questions are the key to get the objectives of this research. The objectives of this research are to find how songs can help students to learn vocabulary and to find what the students do to learn vocabulary through songs. For the significance of the research, this study is expected to motivate other students to use songs not only for having fun or wasting their time but also use songs as an optional independent learning strategy to learn vocabulary outside the classroom.
LITERATURE REVIEW

The Importance of Vocabulary

Vocabulary is very important for those who are learning a language such as English because vocabulary is the basic thing that they must master before they learn more about the language. As stated previously, Wilkins (2002) proposed, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.13). His quote shows how important mastering vocabulary is. He even saw vocabulary as more important than grammar, especially in communication.

The Advantages of Learning Vocabulary through Songs

“Listening to English songs easily embed new vocabulary and grammatical structures in learners’ both conscious and unconscious memory” (Shen, 2009, p.93). Learning vocabulary through songs is not a common strategy that people usually use in their learning process. In addition to be a method to learn vocabulary, listening to music or songs can also make ourselves become more relaxed when we are doing other activities to learn vocabulary such as reading books. However, it can be one of some ways to make learning vocabulary become easier especially for those who do not like reading, and listening or singing as their hobby. As we know that when we are listening to songs or music, the rhythm and the lyrics are very easy to be remembered in our brain. “Music has always played a big part of humans’ lives, beginning with child’s birth and mothers singing lullabies to their children. It is used during all important
occasions of human lives beginning with child’s christening, through weddings, to funerals.” (Šišková, 2008, p.9). In this study, the problem that students faced in learning vocabulary was about the learning vocabulary strategy from the teacher which was not match to their learning style so when they were learning in the class, they found difficulties in understanding the vocabulary. Therefore, students tried to find their own way to help they learned vocabulary easier outside the school which the strategy was learning vocabulary through songs.

The reason why students prefer using songs to others strategies may be related to the previous problem which is show that each person has different learning strategy from the other persons. Some people may feel that music or songs can make them be more relax in learning something. Students will listen to some new vocabulary for several times during they are listening the songs and also followed by the grammatical rules and the accent. Not only that, but they also will have a good mood and enjoyable learning time that can motivate them to learn more vocabulary (Panich & Pisuththangkoon, 2016). For those who do really like and have the passion on learning vocabulary through songs will feel that this strategy is the best way that they have to choose to help them develop their comprehension in vocabulary aspect.

A research study conducted by Murphey (1992) found that music or song has an impact in developing the students’ comprehension in vocabulary aspect. The result showed that not only the comprehension of vocabulary but listening to songs can also help students to develop their listening and pronunciation skills and then those skills will also help them to improve their speaking skill. It may be
because they are listening to the words and how to pronounce the words, phrases, or sentences directly from the native speakers who sing the song. What makes them enjoy learning vocabulary through songs is related to their passion in music. It may be caused by their interest in some genres of music or maybe because they idolize the band or the singer.

The Weaknesses of Learning Vocabulary through Songs

Learning vocabulary through songs still has weaknesses in addition to its advantages. The weakness here is more about students misunderstanding of new vocabulary that they found and may try to understand them by themselves because there is no one who can explain the meaning to them. The research from Milington (2011) found that it would be better if students learn vocabulary together with their teacher in the class rather than they learning by themselves outside the class. In addition to do that, students should ask their teacher to guide and accompany them to learn vocabulary through songs together in the class. He said that it will be more flexible because students can find the vocabulary which may be difficult for them to understand and then they can directly ask the teacher to explain more about their findings.

Another weakness is that students may only focus on the lyrics that they are trying to remember without giving attention to the new vocabulary which are needed by the students to learn, and it will make students get nothing (Alipour, Gorjian, & Safari 2012). Songs can make the listeners become relaxed and comfortable in doing something but if they feel the songs too much, it may make
them be even more relaxed and not doing anything but listening to the songs itself.

Learning vocabulary through listening to songs outside the school and not at the class time makes students have to learn and work to understand about the meaning and the use of vocabulary by themselves. It means that their vocabulary comprehension may not totally clear and perfect. Actually, students still need the guidance from their teacher. They still need the explanation from their teacher to make sure that they are on track. For example, teachers can help to make sure that the meaning of the vocabulary and how to use it are correct.

Vocabulary Learning Strategy

Learning vocabulary through songs may be chosen as a vocabulary learning strategy by some students. However, students who use this strategy are not always being succeeded because of some weaknesses which will be found in learning vocabulary through songs. Therefore, students should have something to do to help them understand the new vocabulary more. According to Asghari and Mustapha (2010) quoted from Schmitt (1997), there are five definitions of sub-categories of vocabulary learning strategy related to what students do in learning new vocabulary which were reported by there are:

1. Determination strategy, an individual strategy where students will guess the meaning of a word by their perception. If they cannot guess, they will find the clear meaning through dictionary.
2. Social strategy, a strategy to learn new vocabulary through interaction. Students will get new vocabulary by asking someone for the meaning.

3. Memory strategy, students will learn a new vocabulary by associating background knowledge with the new word. For example, if someone explains that an animal that has four legs is dog to them, then they will group word “dog” under the category of a four-legged animals.

4. Cognitive strategy, a strategy that students use to link new information by doing some activities such as taking a note, highlighting the new vocabulary, using flash card to remember the new vocabulary, and many more.

5. Metacognitive strategy, a strategy related to process involving monitoring, decision-making, and evaluation of one’s progress.

Review of Previous Studies

The topic discussed in this research is similar to the previous research studies of Šišková (2008) titled Teaching Vocabulary Through Songs and Kerekes (2015) titled Using Song And Lyrics In Out-Of-Class Learning. The former examined the effectiveness of the use of songs and music in vocabulary learning by the students. Referring to Šišková (2008), songs or music can make students learn effectively because they can enjoy the learning better. The latter, Kusnierek (2016) found that songs can make students be motivated because they will be curious about the meaning of the songs, and then they will read and translate the lyrics that can help them find or learn new vocabulary subconsciously.
THE STUDY

Learning vocabulary through songs is the topic which is discussed in this research that focused to find the advantages of learning vocabulary through songs and the strategies that students use to learn vocabulary through songs. The findings were found through interview. The topic was chosen because songs have a good impact for students to learn vocabulary.

Context of the Study

This research was done in Salatiga, at the Faculty of Language and Arts, Universitas Kristen Satya Wacana. This research was about how students learn vocabulary through songs. The objectives of this research were to find the advantages of learning vocabulary through songs and to find the strategies that students use to learn vocabulary through songs. This research is a qualitative research and it found how students learn vocabulary through songs based on their experiences.

Participants of the Study

The participants were ten English Education and Literature students from the Faculty of Language and Arts at Universitas Kristen Satya Wacana consist of seven male students and three female students who have experienced learning vocabulary through songs. The chosen participants were found by a pre-observation and interview during my study in the respective.
Data Collection Instrument

Interview with the participants was used to collect the data for this research. The interview consists of nine main questions which were followed by relevant follow up questions. Interview was used in this research in order to get answers that were more informative and clearer. The questions focused on how songs help the participants learn vocabulary and how students learn vocabulary through songs. The interview was audio-recorded using a smartphone.

Data Collection Procedure

Ten students were interviewed and given several questions for about 7-10 minutes. The location where the interview was be done was adjustable, it depended on the interviewees whether they wanted to do it at campus or outside campus. Each of the question was followed by some follow up questions. The language which was used was Indonesian language because it helped me get more information by using our first language. The answers from each interview questions found the point that I need supported by the follow up questions.

Data Analysis Procedure

The data was analysed using content analysis based on the interviewees’ answers. The point has been taken from the interviewees’ experiences when they were learning vocabulary through songs whether it was about the problem or the reasons why they chose this strategy.
FINDINGS AND DISCUSSION

Learning vocabulary through songs was proven by some people that it has some beneficial ways for them to improve their vocabulary mastery. In this research, ten students who had been interviewed proved that learning vocabulary through songs is beneficial for them. In the interview, each of the students reported the advantages, the strategies how they do the learning process and their reasons of why they choose learning vocabulary through songs as their learning vocabulary method. Most of them usually choose some songs which are suitable to their mood and the type of song that they like so that they can enjoy the learning. They also explained what they usually do when they learn their new vocabulary through songs which make them feel easier not only to find new vocabulary but also to understand the vocabulary itself.

The findings of this research showed that there are advantages and strategies of learning vocabulary through songs by the students of English Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana Salatiga. There are six advantages of learning vocabulary through songs which help students to learn vocabulary, which answer the first research question, “What are the advantages of learning vocabulary through songs?” and five strategies that students usually do while learning vocabulary through songs, which answer the second research question, “What are the strategies that students use to learn vocabulary through songs?”. It also found the fact that actually students also
found some problems in learning vocabulary through songs. Those are discussed below.

A. The Advantages of Learning Vocabulary through Songs

Listening to songs helped students learn vocabulary through advantages that might not be found in other learning strategies by the students. Based on the research, the advantages that they got were they could learn anywhere and anytime they want, listening songs was easy to get the access, and many more. However, there were six advantages which were found in this research but only four advantages which were stated by all those ten students who participated in this research. The diagram below is the result of the six advantages that students found in learning vocabulary through songs based on the interview and the most four advantages will be discussed here.

![Figure 1. The Advantages of Learning Vocabulary through Songs](image-url)
The most supported four advantages of learning vocabulary through songs compared by others strategies based on the students opinions are:

1. Learning vocabulary through songs is fun and enjoyable.
2. Motivating because the vocabulary can be easier to understand if the songs are suitable to their mood.
3. The lyrics of the songs contain various vocabulary that unusual for them.
4. They can also learn how to pronounce the vocabulary by listening to the singer.

Those advantages are the most supported four advantages that all those ten students who have participated get when they learn vocabulary through songs.

1. Offering Fun and Enjoyable Atmosphere

Some people may agree that listening to songs or music can encourage themselves to do something, some of them utilize the advantages of listening to music or songs to encourage themselves to study especially those who are easy to get bored whenever they have to study by only reading. The students proved that learning vocabulary through songs is fun and enjoyable.

Excerpt 1

“Dibandingkan dengan cara atau strategi lain, belajar lewat lagu itu lebih asik khususnya kita yang suka musik. Kita bisa menikmati lagunya jadi kita gak mudah bosan saat belajar.” (Student Y)

“Compared to the other strategies, learning vocabulary through songs is more fun especially for those who love listening to music like me. It is fun because we can also enjoy the music on the song so I
will not get bored easily and enjoy the learning.”
(Researcher’s translation)

Excerpt 2

“Belajar lewat lagu itu menyenangkan dan santai soalnya kita gak cuma baca tapi juga mendengarkan musik dari lagunya yang bisa bikin santai.” (Student Ad)

“Learning vocabulary through songs is enjoyable because we are not only reading but also listening to the music that can make me enjoy the learning.” (Researcher’s translation)

They could enjoy the learning activity that they did because they not only had to listen or read something but also could listen to the music which made them not get bored. This finding about the mood of the song can motivate students to learn is also stated by Panich and Pisutthangkoon (2016) on their research study that found that alongside to make the person who listens to a song become more relax in learning something, it also can motivate someone in their learning activity because songs can make them enjoy the atmosphere and their mood will also be good.

2. Arousing Motivation

People usually listen to a song which is suitable to their mood whether they are happy, sad, excited, or any other feelings. This benefit is also utilized by the students to encourage their mood in the learning activity. It was proved by the participants who said that if the songs are suitable with their mood, they will also become more curious about the lyrics and then they try to remember the lyrics of the song. The remembering lyrics process here is the chance for the students to get some new vocabulary.
This finding is still related to the previous advantages and the point here is also already stated by Panich and Pisutthangkoon (2016) on their research which is already mentioned in the previous advantage.

3. Offering Various Vocabulary

Songs may have a lot of various vocabulary which is unusual for us and maybe rarely use in our daily communication to make the listeners interested to
listen. Therefore, it also makes the students prefer to choose this learning vocabulary strategy than others. Because of that, students think that songs can help them to find more various vocabulary that they have never known before.

Excerpt 5

“Saya suka dengerin lagu soalnya lagu itu mengandung kosa kata yang gak kita temui di percakapan sehari – hari ibaratnya itu kata katanya asing yang cuma ditemui di lagu yang dinyanyikan. Kalo itu asing berarti itu vocabulary baru buat saya.” (Student N)

“I like listening to songs because sometimes songs have uncommon language which is used by the singer and put it in the lyrics. If it is uncommon, it means the word is new for me.” (Researcher’s translation)

Excerpt 6

“Biasanya kan lagu itu punya frasa yang biasanya gak dipakai di percakapan sehari hari. Dari frasa tersebut saya belajar banyak vocab baru dan biasanya saya coba pakai di percakapan sehari-hari saya.” (Student K)

“Sometimes songs use metaphor which will not be found in our daily communication. From those metaphors, I learn so many new vocabulary and also I usually apply it on my communication in daily life.” (Researcher’s translation)

Excerpt 7

“Sebagai penikmat musik, jika ada lagu yang saya suka saya akan mencoba untuk mencari dan memahami arti dari lagu tersebut. Dan yang paling saya suka itu frasa frasa dalam lagu itu yang kedengeran keren kalo dipakai di komunikasi sehari hari.” (Student G)

“As a music addict, if I like a song I will try to find the meaning of the song itself. And what I love the most is the metaphor of the song, it sounds
cool if we can use it in our daily communication.”
(Researcher’s translation)

The metaphor which usually appears in a song may contain a new vocabulary for
the students, and the metaphor itself which makes them become curious so they
want to understand the meaning well. The aim is absolutely because they want to
add some new vocabulary to use for their communication in daily life.

4. Offering Pronunciation Samples

The last most advantage that students found in learning vocabulary
through songs is they can also learn how to pronounce the vocabulary by listening
to the singers. The pronunciation is one of the problems that students find in
learning vocabulary through songs, but it is also an advantage for the students
because they do not only know or find some new vocabulary but also can learn
how to pronounce it directly.

Excerpt 8

“Keuntungan lain itu ya saya gak cuma mempelajari atau mendapatkan vocabulary yang baru tapi juga sambil belajar cara pengucapannya dari penyanyinya langsung.” (Student K)

“Another advantage is I am not only learning or finding a new vocabulary, but I also learn about how to pronounce the word by listening to the singer in the song.” (Researcher’s translation)

Excerpt 9

“Dibandingkan dengan strategi yang lain, pas saya coba mencari vocab yang baru dari sebuah lagu, saya juga belajar cara pengucapan katanya tersebut dengan benar. Karena saya kan ga cuma baca lirik tapi juga mendengarkan vocalistnya.” (Student P)
“Compared to the other strategy, if I try to find some new vocabulary from a song I can also know how to say or pronounce the word in the correct way. Because I am not only reading the lyrics but also listening to the vocalist.” (Researcher’s translation)

This finding is related to the previous research which is done by Murphey (1992), whose result showed that not only the comprehension of vocabulary but listening songs can also help students to develop their listening and pronunciation skills and then those skills will also help them to improve their speaking skill.

B. The Strategies Used by Students to Learn Vocabulary through Songs

This research found that there are five ways or strategies that students usually do in learning vocabulary through songs. However, there are only three out of five ways or strategies that all ten students who have participated in this research study do. The diagram below will show all the strategies but only the most three strategies which are going to discuss.

![Figure 2. The Students' Strategies in Learning Vocabulary through Songs](image-url)
The three mostly used strategies are:

1. Listening songs while reading the lyrics.
2. Translating the lyrics.
3. Using the new vocabulary in communication.

1. Reading the Lyrics

First of all, those ten students who participated in this research have the same interest in listening to songs. They have various ways or strategies in learning vocabulary through songs. The first strategy that those ten students who have participated do is reading the lyrics while they are listening to a song. Sometimes the pronunciation and accent of the singer are difficult to listen clearly by the students. That is the reason why they usually will read the lyrics while listening to a song. Some students usually read the lyrics of the song which already provides the translation, some of them read without the translation, it depends on the students’ need.

Excerpt 10
“Saya biasanya baca lirik pas dengerin lagunya. Jadi saya bisa tau apa yang penyanyinya katakan di lagunya dan juga bisa paham maksud dari vocabnya itu apa. Saya bias tahu maksud dari katanya itu dari kontes lagunya itu sendiri” (Student P)

“I usually read the lyric while listening to the song. It can help me to know what the singer says in the song and also know the meaning of the vocabulary well. I can understand the meaning of the vocabulary based on the context of the songs.” (Researcher’s translation)
Excerpt 11

“Pas dengerin lagu kayak lagu baru saya akan baca liriknya juga. Jadi saya kan suka mengingat lirik lagunya jadi itu juga buat saya menemukan kosa kata baru lalu jadi pengen tahu lebih tentang maksudnya.” (Student K)

“While I listen to the song especially a new song, I will also read the lyrics. In order to remember the lyrics of the song, it also helps me find some new vocabulary and makes me want to try the meaning of the word itself.” (Researcher’s translation)

Excerpt 12

“Jadi tu sembari mendengarkan kita juga baca liriknya nah disitu kita jadi tahu ada vocabulary yang baru kaya contoh misal waktu dengerin lagu All I Ask itu kan ada kata kata vocab baru yang namanya ‘vicious’ nah kan nggak tahu artinya tu awalnya terus saya cari di kamus ternyata ‘vicious’ tu artinya seperti ini, gitu.” (Student P)

“While listening to a song I also read the lyrics, from that I can know that there is a new vocabulary that I have not known before. For example when I listen to a song called All I Ask, I found a new vocabulary there which is vicious. I have not known about the meaning before but from that song I know the meaning of vicious.” (Researcher’s translation)

Reading the lyrics could also make them feel sure about the vocabulary that they have just heard and also made students get easier to remember the word, and also learn how to pronounce the word correctly by listening to what the singer says. They also would be more encourage to find the meaning of the vocabulary, whether they will translate the vocabulary or understand the meaning based on the context of the songs. Related to vocabulary learning strategy definition by Asghari and Mustapha (2010), the strategy used by the students is considered as
determination strategy and memory strategy which the students learn new vocabulary by themselves without seeking for others’ help by translating the vocabulary through vocabulary and trying to understand the meaning based on the context of the songs.

2. Translating the Lyrics

The next strategy is translating the lyrics into their L1 (first language). Seven of ten students prefer to translate word by word of the new vocabulary that they find in the song, three of ten students prefer to translate the whole sentence to get the clear meaning of the lyric. The objective of translating the lyrics here is to understand well about the lyrics especially the exact meaning of each word that the students just find which usually has different meaning.

Excerpt 13

“Biasanya kalo pengen paham tentang artinya saya translate vocabnya dulu ke bahasa Indonesia tapi gak seluruh kalimat yang di translate. Cuma kata perkata. Paling sering saya translate nya lewat Google Translate.” (Student W)

“If I want to understand well about the meaning of a word, I usually translate them into Indoneisan, but not always translating the whole sentence. Just word by word. I usually translate the new vocabulary through Google Translate” (Researcher’s translation)

Excerpt 14

“Saya biasanya menerjemahkan kata katanya kalo misal bingung sama artinya. Biasanya lirik yang saya baca itu lirik yang menyediakan terjemahannya juga. Saya menerjemahkan liriknya ya dari baca lirik yang beserta terjemahannya itu,
dari baca terjemahanya saya jadi tau artinya”
(Student Al)

“Sometimes I will translate the word if I still confused about the meaning. I also read the lyrics which provide the translation. I translate and understanding the meaning of the new vocabulary through reading the lyrics that also provides the translation.” (Researcher’s translation)

Excerpt 15

“Saat saya kesulitan memahami arti vocabularynya saya akan mencatat kata katanya lalu menerjemahkanya. Biasanya saya akan translate pakai online dictionary semacam Google Translate itu.” (Student Y)

“When I have a difficulty on understanding the new vocabulary, I will note them and translate them. I usually translate the vocabulary through online dictionary such as Google Translate.” (Researcher’s translation)

Related to the definition of vocabulary learning strategy by Asghari and Mustapha (2010), this strategy is also considered as determination strategy and cognitive strategy which students are translating the new vocabulary by themselves and also taking notes of the new vocabulary to help them remembering and understanding the meaning.

3. Using New Vocabulary in Communication

The last strategy that was done by all ten students is about learning vocabulary through songs by using the new vocabulary that they found in learning vocabulary through songs in their daily life and also in classroom presentation. Students claimed that the vocabulary they found have good impacts for their communication in daily life and also classroom presentation. It is very helpful
because they can use more various vocabulary when they have to speak or say something.

Excerpt 16

“Membantu sih mas, kaya contoh kan tadi saya baru tau arti dari Affectation yang saya kira awalnya itu sama kaya artinya Affection nah trus kebetulan waktu presentasi itu kata itu saya gunakan buat bahas materi saya, kebetulan aja katanya pas kalo dipakai dipresentasi waktu itu.” (Student W)

“It is helpful for me, for example when I just knew about the meaning of Affectation which I thought that the meaning is the same with Affection before and then evidently I used the word Affectation in one of my presentation because the word was appropriate to explain the topic that I discussed at that time.” (Researcher’s translation)

Excerpt 17

“Oh ada ada, saya kan kebetulan sastra inggris dan sedang skripsi jadi vocabulary yang saya temukan bisa saya implementasikan ke skripsi saya tersebut jadi bisa jadi saya bikin metafora yang bagus dan juga saya bisa belajar cara mengucapkan yang benar itu gimana, pronounciationnya bisa saya mengerti.” (Student N)

“Yes, I am a literature student and doing my thesis right now so vocabulary that I found can be used to make some good metaphors. I also learn how to pronounce the vocabulary correctly.” (Researcher’s translation)

Related to the definition of vocabulary learning strategy by Asghari and Mustapha (2010), this strategy is considered as social strategy and metacognitive strategy which students try to use the new vocabulary in their interaction to others in daily communication.
Those strategies are the most beneficial strategies that students usually do in learning vocabulary through songs. Students feel much easier to understand the new vocabulary that they find in the lyrics of the songs by doing those strategies, they also find some advantages while learning it compared to the other strategies of learning vocabulary.

C. Problems Found by Students in Learning Vocabulary through Songs

In learning vocabulary through songs, students also found some learning problems. Therefore, they also used those strategies to overcome the problems that they found. The problems here were mostly about the difficulties of listening to the singers who usually pronounce the lyrics by their own accent, or it could be also because of the singers use some unusual vocabulary on their songs which made the students should work more to understand the new vocabulary.

Excerpt 18

“Ya biasanya masalah yang saya dapat saat belajar vocabulary lewat lagu itu logat dari penyanyinya. Kita sebagai yang bukan native speaker kan gak biasa dengar jelas apa yang penyanyi sebagai seorang native katakan dalam lagu, kadang itu buat saya bingung karena yang kedengaranya iut ga jelas apa yang dia katakan. Masalah lainya itu saat lagunya mengandung frasa frasa di liriknya yang membuat saya berfikir lagi itu artinya tentang apa.” (Student T)

“Well, usually the problems that I found in learning vocabulary through songs are about the singer’s accent. We as a non-native speaker cannot listen clearly to what the singer who is the native speakers say in the song, sometimes it makes me confused about what is the word that he or she just said because I can’t hear it clearly. The other problem is when the lyrics contain metaphors, it will
make me think to find what is the meaning of the lyrics.” (Researcher’s translation)

Excerpt 19

“Masalah yang saya dapat biasanya karena logat dari si penyanyi, penyanyinya bernyanyi menggunakan logat mereka sendiri dan kadang itu menjadi kesulitan saya untuk mendengar dengan jelas kata apa yang terucap kalau gak baca liriknya.” (Student Ad)

“The problem that I find usually because of the singer’s accent, they sing by their own accent and sometimes it will be hard to hear the right word without reading the lyrics.” (Researcher’s translation)

D. Overcoming the Problems

In addition, if students could not solve the problems or the difficulties that they found in learning vocabulary through songs by themselves, they would seek for help from others who are mastering or having more information about vocabulary. Eight of ten students prefer to ask for someone’s guidance to help them mastering the new vocabulary that they just learn well.

Excerpt 20

“Kadang kalau saya masih kurang paham saya bakal tanya sama teman yang menurut saya dia lebih paham dan mempunyai pengetahuan tentang vocab yang lebih dari saya.” (Student Al)

“Sometimes if I still do not understand, I will ask for help to my friends whom I believe that he or she has better vocabulary competence than me.” (Researcher’s translation)

Excerpt 21

“Saya akan tanya ke teman saya yang lebih pintar dari saya di bidang ini. Contohnya kalo saya masih tidak paham arti atau peletakan dalam kalimat saya akan tanya ke orang yang lebih paham.
“Saya minta dia jelasin arti sama penggunaanya tepatnya.” (Student V)

“I will ask to my friends whom I think that they are smarter than me on this case. For example if I still cannot understand about the meaning and when we should put the vocabulary when we talk to someone who understand, I will ask her or him to explain me clearly about the meaning and the use of that vocabulary.” (Researcher’s translation)

In the definition of vocabulary learning strategy by Asghari and Mustapha (2010), the way how students overcome their problem by seeking help from others is considered as metacognitive strategy which the students are aware to their decision of understanding the meaning of the vocabulary.

However, not all of the participants need some help from others in learning vocabulary through songs. Two of ten students are still trying to overcome their problems by themselves in order to make them understand the vocabulary well.

Excerpt 22

“Kalo saya pribadi akan mencari cara sendiri kalo misal ada vocab yang saya rasa gak paham. Kan udah bisa translate sendiri jadi saya rasa ga terlalu butuh bantuan dari orang lain.” (Student T)

“For me, I will overcome the problem about understanding the vocabulary by myself. I can translate the vocabulary by myself so I think I do not need help from others.” (Researcher’s translation)

The students’ way to overcome their problem by themselves is considered as determination strategy.
E. Correlation to the Previous Study

This research found that learning vocabulary through songs is beneficial for those ten students who had been interviewed. There are 4 most supported advantages and 3 mostly used strategies which were found on this research. This research also found that students who learn vocabulary through songs do not really like to learn vocabulary through reading books or other paper then they choose to learn vocabulary through songs which is beneficial if the songs are suitable to the students’ interest whether it is about the type of the song or the song is their favourite song, this finding also found on the previous research which is done by Šišková (2008). On her research, it stated that students will not learn effectively through their coursebook, they are learning effectively when they learn through songs especially when they are listening to their favourite songs.

The finding from this research also found similar point of how students learn vocabulary through songs with the previous study from Kusnierek (2016). The point is that students will read and translate the lyrics to know the meaning of the song and the new vocabulary itself, and by doing so, they learn subconsciously.

“Since people find listening to songs as a good technique for learning a foreign language, thus in order to know what a song is about, they read and translate lyrics on their own. Subsequently, they learn new words subconsciously; it does not resemble a study.” (Kusnierek, 2016, p.42)
CONCLUSION

The purpose of this research is to find out the advantages that students got and the strategies used by the students of English Education Program, Faculty of Language and Arts Universitas Kristen Satya Wacana Salatiga based on their experience learn vocabulary through songs. It is hoped that this research can motivate the other students to use songs not only for having fun but also for learning vocabulary.

Based on the findings of the research, it shows that there are various advantages that the students get, but there are four out of six advantages which were claimed by all ten participants who had been interviewed. The students found that learning vocabulary through songs is fun and enjoyable, it can motivate them to learn because the song is suitable with their mood that makes them be more curious, songs have various vocabulary that the students never heard before and they also can learn how to pronounce the vocabulary directly by listening to the singer.

There are also five strategies that students do in learning vocabulary through songs. The strategies that students usually do are various depending on their needs. In the findings, there are three mostly used strategies that students do. The first one is reading the lyrics while listening to the song which is considered as determination strategy and memory strategy in vocabulary language strategy. It makes them easier to know what is the exact vocabulary that they just heard well. The second one is translating the new vocabulary that they just get. They translate
or find the meaning of the new vocabulary by understanding the context of the songs and also translating through online dictionary such as Google Translate which is considered as determination strategy and cognitive strategy in vocabulary learning strategy. It makes them also understand about the meaning of the new vocabulary. The last one is using the new vocabulary that they found in their communication which is considered as social strategy and metacognitive strategy in vocabulary learning strategy. It helps students to practice using the correct vocabulary in speaking aspect.

Referring to the findings of the research, it seems that students could use songs not only for having fun or spending time but also use it as an independent learning strategy. Students could learn vocabulary through songs by doing the strategies which are mentioned in the findings. There are also many advantages that can help students to learn vocabulary through songs as mentioned in the findings.

Although the research questions of this research study have been answered well, the result is expected to get more information about the advantages of using songs and student’s strategies in learning vocabulary through songs by doing another data collection method such as observation. As a suggestion for the further research, it is expected for the other researchers who are interested to conduct the same topic will have more participants and also add an observation as a method to collect the data. It is hoped that the further research will get more data about how students do when they learn vocabulary and also the other advantages of learning vocabulary through songs as students’ independent learning.
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APPENDICES

Appendix A: Interview Questions

1. What kinds of songs do you usually listen to?
2. Can those types of songs help you to learn more vocabulary?
3. How can those songs help you to learn vocabulary?
4. What do you do when you learn vocabulary through songs?
5. Is it effective to you?
6. Do you find any problems in learning vocabulary through songs?
7. If yes, How do you solve/handle those problems?
8. Do you still need some guidance from other people if you find any problems?
9. In your opinion, what are the advantages from learning vocabulary through songs than the other strategies?
10. Do the new vocabulary that you found in learning vocabulary through songs help your speaking fluency in daily communication?
Appendix B: Interview Transcript Samples

Students W

D : Jenis lagu apa yang anda biasa dengarkan? Lagu dengan lirik berbahasa inggris gitu?

St. W : Ya biasa sih mas kaya pop, alternative, rock gitu.

D : Apakah dengan genre lagu yang spesifik tersebut bisa lebih membantu dalam belajar vocabulary yang baru?

St. W : Bisa mas

D : Nah missal kaya tadi kan suka dengerin pop gitu itu membantunya bagaimana?

St. W : Misal kan kalo ada lagu yang baru itu kan jadi tertarik dan biasanya kita nanti jadi search search sendiri lagunya nah dari tertarik itu nanti bisa menemukan vocabulary yang baru dari lagu itu. Kalo genrenya ga suka kan pasti nanti ga bakal jadi tertarik.

D : Ok berarti awalnya dari suka dulu baru penasaran sama lagu beserta liriknya gitu ya. Baik, nah lalu itu tadi kan dari genrenya. Kalo dari lagunya sendiri itu membantunya seperti apa?

St. W : Ya kalo lagunya mungkin karena jalan ceritanya yang menarik terus kebetulan sesuai sama mood gitu.
D : Ok berarti mood dan cerita dari lagunya juga membuat tertarik untuk dipelajari ya. Lalu biasanya yang dilakukan dalam belajar vocabulary lewat lagu itu apa?

St. W : Mostly kalo saya iseng sih mas, biasanya kalo lagi dengerin lagu itu kan sambil lihat liriknya nah terus biasanya sambil diinput ke google translate biar tau ini tu maksudnya apa gitu.

D : Oh mendapatkan vocab yg baru itu dari baca lirik ya? Lalu setelah dapet langsung di translate lewat google translate tadi biar sekalian tau meaningnya?


D : Ok lalu menurut anda cara seperti itu efektif nggak?

St. W : Kalo menurut saya sebenernya tidak terlalu efektif sih

D : Alasanya?

St. W : Ya soalnya tergantung mood sama lagunya juga sih kalo lagi mood translate ya saya translate tapi kalo lagunya udah bisa dipahami ya gak perlu. Ya tergantung lah pokoknya

D : Lalu dalam belajar vocabulary lewat lagu itu pernah mengalami kesulitan nggak?
St W : Kalo buat saya pribadi mungkin masalahnya tu kaya, apa ya.. kecepatan mereka ngomongnya sih saat penyanyinya improfisasi, trus sama bahasa bahasa singkatan kaya ain’t gonna die gitu misalnya.

D : Nah kalo misal ada kata kata yang sulit dipahami gitu biasanya cara mengatasi masalahnya apa yang dilakukan?

St. W : Biasanya sih cari tau langsung sama artisnya mas kaya contoh band Dream Theater itu dia abis bikin lagu baru nanti dia bakal ngadain fun based meeting via sosmed nah biasanya disitu dia bakal kasih tau ke kita itu lagu arti atau maksudnya apa gitu.

D : Ok tapi itu kan berdasarkan arti lagunya nah kalo vocabulary yang baru tadi kalo misal masih kurang paham cara mengatasinya gimana?

St. W : Ya dengan cara translate itu tadi sih mas

D : Ok nah biasanya kalo sedang mengatasi masalah tersebut itu butuh bantuan dari orang lain tidak?

St. W : Kalo saya enggak sih biasanya cari solusi sendiri aja

D : Lalu menurut anda apa sih keunggulan dari belajar vocabulary lewat lagu dibandingkan dengan strategi yang lain?

St. W : Yang pertama saya gasuka baca trus jadi ya enjoy aja jadi santai kalo lewat lagu itu. Dan rasanya gak seserius gitu belajarnya jadi enjoy dan relax. Ditambah bisa belajar cara pengucapanya juga dari penyanyinya.
D : Nah biasanya kalo udah dapet vocabulary yang baru itu berguna nggak untuk digunakan di percakapan sehari hari atau dikelas?

St. W : Berguna banget sih mas buat ngobrol sama presentasi tapi biasanya yang saya terapkan itu ekspresinya, gimana cara mengucapkan dengan ekspresi yang tepat. Membantu sih mas, kaya contoh kan tadi saya baru tau arti dari Affection nah trus kebetulan waktu presentasi itu kata itu saya gunakan buat bahas materi saya, kebetulan aja katanya pas kalo dipakai dipresentasi waktu itu.
Student Ad

D : Biasanya mendengarkan jenis music apa?

Ad : Wah kalo saya boleh jujur sebenarnya gaada spesifik genre jadi asalkan enak dan meaningnya masuk saya suka.

D : Kalo misal mendengarkan jenis lagu tertentu kaya lagu Pop contohnya, apakah bisa membantu anda dalam mempelajari vocabulary yang baru.

Ad : Sebenarnya kalo belajar vocabulary itu ya membantu kalo bahasa inggris ya cuma itu kaya nggak langsung jadi kalo kita suka lagu kita pengen tau artinya kan nah kita cari tau artinya sampai kita tau dan mungkin kedepannya kita menemukan kata yang sama nah dari situ kita belajar vocabulary yang baru.

D : lalu bagaimana caranya lagu itu membantu anda dalam mempelajari vocabulary yang baru?

Ad : Ya seperti yang saya bilang kalo kita suka itu minimal kita harus tau meaningnya supaya biar bisa menghayati lah nah dengan mencari tau itu sendiri bisa menambah vocab kita sendiri jadi secara gak langsung belajar lewat situ.

D : Lalu biasanya dalam belajar vocabulary melalui lagu biasanya apa yang dilakukan?
Ad : Ehmm mungkin pertama kita dengerin kan gamungkin kan kita gatau semua terus pas kita menjumpai kata yang kita gak tau itu pertama saya ulang dulu lalu kalo masih belum bisa nebak baru kita cari artinya itu dengan buka lirik.

D : Lalu apakah cara itu menurut anda efektif?

Ad : eee sejauh ini efektif sih.

D : Lalu dalam mempelajari vocabulary melalui lagu apakah anda menemukan kesulitan?

Ad : Ah kesulitan tuh seperti kaya gini kan lagu itu gak selamanya literally meaning jadi kadang itu ada kiasan gitu kan jadi mungkin artinya begini tapi penyair tu ngungkapinya gitu. Dan kalo kita ngartiin tu kok nanti katanya jadi aneh contohnya tu kayak Yesterday I saw a lion kissed a deer, kan itu kaya gak mungkin gitu loh. Masalah yang saya dapat biasanya karena logat dari si penyanyi, penyanyinya bernyanyi menggunakan logat mereka sendiri dan kadang itu menjadi kesulitan saya untuk mendengar dengan jelas kata apa yang terucap kalau gak baca liriknya.

D : Lalu cara untuk menangani masalah masalah tersebut biasanya ngapain?

Ad : Ya mungkin pertama kita artikan semua, jadi kita cari kesimpulan arti bukan dari salah satu lirik lah tapi harus dari keseluruhan lirik. Lalu mungkin diulang ulang lagi.
D : Lalu masih butuh bantuan dari orang lain gak jika menemukan vocab yang belum diketahui?

Ad : Kalo saya biasanya sharing dulu keteman ini tau gak sih artinya apa. Kalo teman gak tau ya baru beralih ke yang ahli kaya guru bahasa inggris atau dosen lah.

D : Yang terakhir ni mas, menurut anda apa kelebihan dari belajar vocab lewat lagu dibandingkan dengan strategi lain?


D : Apakah belajar vocabulary lewat lagu berdampak baik untuk digunakan dalam percakapan sehari hari atau presentasi dikelas?

Ad : Ya pasti berdampak baik karena kita jadi bisa menggunakan kata yang lebih variatif lagi dalam percakapan sehari hari.
Student P

D : Pertanyaan pertama, jenis lagu apa yang biasanya anda dengarkan?

P : Jenis lagu banyak biasanya saya mendengarkan lagu Pop, K-Pop, Rock n’ Roll. Terus kadang juga Heavy Metal, banyak sih.

D : Lalu dengan genre music itu apakah dapat membantu anda dalam mempelajari vocabulary yang baru?

P : Ya bisa, sangat bisa.

D : Jadi bagaimana caranya?

P : Jadi gini, kan ada masa dimana dinamakan masa galau. Nah masa galau itu kan pasti nyari lagu yang melo melo terus apa, kadang tug a cuma dengerin tapi juga dibaca liriknya. Jadi tu sembari mendengarkan kita juga baca liriknya nah disitu kita jadi tau ada vocabulary yang baru kaya contoh misal waktu dengerin lagu All I Ask itu kana da kata kata vocab baru yang namanya Vicious nah kan gatau artinya tu awalnya terus saya cari di kamus ternyata Vicious tu artinya seperti ini, gitu.

D : Lalu biasanya apa yang anda lakukan dalam mempelajari vocabulary yang baru melalui lagu?

P : Kalo apa.. yang saya lakukan ya baca liriknya kalo ada vocabulary yang baru dicatat. Saya biasanya baca lirik pas dengerin lagunya. Jadi saya bisa
tau apa yang penyanyinya katakan di lagunya dan juga bias paham maksud dari vocabnya itu apa.

D : Lalu dengan cara belajar vocabulary lewat lagu apakah efektif untuk anda?

P : Menurut saya efektif sih karena apa ya, nggak semua orang suka membaca. Mereka kadang lebih suka mendengar dan mendengarkan lagu tu udah kaya part of our daily life kan setiap hari jadi tu semakin banyak orang mendengar lagu dengan kata kata yang berfariasi semakin mungkin vocabulary baru tertanam dalam diri gitu.

D : Dalam mempelajari vocabulary yang baru apakah anda menemukan kesulitan?

P : Iya, ya kesulitanya adalah biasanya gak jelas prounonciation dalam lagu. Dalam menyanyi kan kadang dibuat buat di improvisasi jadi kendalanya disitu. Makanya kenapa dari situ harus baca lirik.

D : Lalu dalam mengatasi masalah tersebut biasanya gimana?

P : Pertama kalo saya pribadi diulang lagunya, kalo sampai diulang itu masih belum jelas baru saya buka liriknya dan mengartikannya gitu.

D : Lalu dalam mempelajari vocabulary yang baru itu apakah masih butuh arahan dari orang lain?
P : Kalo saya pribadi tu lebih suka mengira-ira kadang, misal kata ini kalo dia letaknya disini itu artinya apa gitu.

D : Lalu apa kelebihan belajar vocabulary melalui lagu ketimbang strategi lainnya?


D : Untuk dipercakapan dan presentasi dikelas apakah dampak dari belajar vocabulary lewat lagu itu berguna?

P : Iya berguna banget sih apalagi kalo buat presentasi, biasanya kan saya bingung milih kata yang tepat itu apa tapi dengan bertambahnya vocabulary saya itu sangat membantu.