



## Students' Perceptions toward the Use of English Songs in English Language Learning

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**Abstract:** English songs have become an engaging and effective medium for learning English, offering benefits in vocabulary retention, listening comprehension, and pronunciation practice. This study explores students' perceptions of using English songs in English language learning through a qualitative descriptive approach. Five ninth-grade students from MTS NWDI Darul Muttaqin participated in semi-structured interviews, sharing their experiences and opinions on learning with songs. The findings show that students perceive English songs positively, as they make lessons more enjoyable, relaxed, and motivating. Singing along with songs helps students memorize vocabulary, practice pronunciation, and improve listening skills in a natural and interactive way. Overall, integrating English songs into classroom activities is seen as both enjoyable and effective, fostering active engagement and supporting essential language development.

**Keywords:** *English songs, language learning, student perceptions, vocabulary, listening skills, pronunciation.*

### 1. INTRODUCTION

English has become the most widely used international language and serves as a crucial tool for global communication (Putri et al., 2022). English plays a big role in global communication because so many people use it around the world. It functions not only as a means of interaction among people from different linguistic backgrounds but also as the primary language in various fields such as education, business, science, and technology. The ability to communicate effectively in English is now considered an essential skill for students who wish to participate in the global community (Millington, 2011; Rahmania & Mandasari, 2021). As a result, mastering English is no longer limited to linguistic competence but also reflects one's ability to engage in cross-cultural communication and access a vast range of information and opportunities worldwide.

Many students face various challenges in learning English as a foreign language, which often hinder their overall progress. One of the most common difficulties is the lack of motivation, especially when learners find English lessons monotonous or disconnected from their daily lives (Pandey et al., 2022). Mastering vocabulary and pronunciation presents a significant obstacle, as students frequently struggle to remember new words or produce sounds that do not exist in their native language. These difficulties highlight the need for engaging and meaningful learning strategies that can sustain students' interest and improve their language proficiency effectively. The use of engaging learning media plays a vital role in enhancing students' motivation to learn English. When teachers incorporate interesting and interactive

materials such as videos, songs, games, or visual aids students tend to become more enthusiastic and actively involved in the learning process (Millington, 2011).

Songs serve as one of the most effective forms of authentic learning media that are easily accessible, enjoyable, and highly relevant to students' daily lives. (Nurhasanah & Suryaman, 2022) As an integral part of popular culture, songs naturally attract students' attention and provide real examples of language use in meaningful contexts. According to (Sevik, 2011) Through listening to English songs, students are exposed to authentic pronunciation, rhythm, and expressions that are commonly used by native speakers. Moreover, songs can create a relaxed and enjoyable learning atmosphere, allowing students to absorb new vocabulary and grammatical structures without feeling pressured. Because of their relevance and emotional appeal, songs can bridge the gap between classroom learning and real-world language use, making the process of learning English more engaging and effective.

Songs offer multiple benefits in improving students' listening skills, vocabulary mastery, and pronunciation (Yuhariah & Syafryadin, 2023). When students listen to English songs, they are exposed to various accents, speech speeds, and authentic expressions, which help sharpen their listening comprehension and ability to recognize sounds in different contexts. At the same time, the repetitive and melodic nature of songs makes it easier for learners to remember new words and phrases, thereby enriching their vocabulary in a natural and enjoyable way. Furthermore, by singing along, students practice pronunciation and articulation, gaining better control over stress, rhythm, and intonation. Through these combined effects, songs serve as an effective and enjoyable medium that enhances essential language skills in an integrated and engaging manner.

Previous research has shown that using songs in English learning can effectively enhance students' motivation, vocabulary mastery, and listening skills by creating a fun and relaxed learning atmosphere (Millington, 2011; Salem, 2017). The repetitive of songs helps learners to improve language patterns naturally. However, most studies have focused on the effectiveness of songs as teaching tools rather than examining students' attitudes toward their use (Saricoban & Metin, 2000). This gap highlights the need to explore how students perceive songs in English learning to better understand their role in fostering engagement and motivation. So, the purpose of this study is to know the perceptions of students about learning English using song in.....

## 2. METHOD

This study applied a qualitative descriptive approach to explore students' perceptions toward the use of English songs in English language learning. The qualitative descriptive approach is a research method aimed at providing a direct and straightforward depiction of a phenomenon based on participants' experiences (Kostere & Kostere, 2021). The qualitative method was chosen to gain a deeper understanding of students' personal experiences, feelings, and perceptions when learning English through songs. Rather than focusing on numerical data, this study emphasized interpreting students' opinions and explanations about how songs influence their motivation, vocabulary learning, and pronunciation practice.

The participants of this study were 5 students from the ninth grade in MTS NWDI Darul Muttaqin who had been exposed to English songs as part of their learning activities. Participants were selected using a purposive sampling technique, ensuring that only those with relevant experiences were included. Data were collected through semi-structured interviews allowing students to express their thoughts freely. Each interview lasted about more than 5 minutes and was conducted in a comfortable setting to encourage honest responses.

## 3. RESULT AND DISCUSSION

The findings revealed that students generally expressed positive emotional responses toward the use of English songs in the learning process. Many participants stated that learning through songs made the classroom atmosphere more enjoyable and engaging. The participant stated that learning through songs made the classroom atmosphere more enjoyable and engaging. A key perception highlighted by the a student was the feeling of "*senang karena seru*" (happy because it was exciting), indicating that the incorporation of songs created a lively and pleasant learning experience.

This indicates that English songs contributed significantly to creating an entertaining learning environment, which in turn enhanced students' motivation and willingness to participate. The element of excitement embedded in musical activities helped reduce anxiety, making learners feel more relaxed and enthusiastic (Takiguchi, 2025). The students see English songs not just as learning material but as something fun and refreshing to use in class. Using songs makes the lessons feel more relaxed, enjoyable, and less stressful, so they don't feel pressured while learning. This helps them stay interested in English and feel more positive about the learning process.

Building on this positive experience, the student also stated, “*Lagu membantu saya menghafal kosa kata dan melatih pendengaran*” (“Songs help me memorize vocabulary and practice listening skills”). The repetition and rhythm in songs make it easier to remember new words, while listening to the lyrics regularly trains the ability to recognize pronunciation, sounds, and intonation (BOULANOUAR et al., 2024). Based on this, it can be concluded that English songs are an effective tool for enhancing vocabulary retention, improving listening comprehension, and supporting overall language development in a motivating and enjoyable way.

English songs serve as an effective tool for language learning. They not only improve vocabulary retention but also enhance listening comprehension by exposing learners to natural language patterns (Baills et al., 2021). In this era, of course all the students follow the trend. Mostly of the trending music is western and it uses English. Student can hear the song by intagram, tik-tik, youtube and so on. With the popularity, students always repeat the song and it make them easier to memorize and learn new vocabularies and phrases. They also practice listening skill many time. In addition, learn English with song is really impactful for students’ listening skill.

Morover, the student said using English songs is “*good because they can learn while singing*”. Singing along while learning makes lessons more enjoyable and helps students feel more relaxed in the classroom. It also makes it easier to remember new words and phrases because they are actively involved in the learning process. In addition, singing allows students to practice English in a fun and interactive way, which encourages participation and reduces boredom during lessons (Roland, 2024). This combination of fun and active engagement highlights how songs can transform a regular lesson into a more dynamic and memorable experience.

Singing while learning proves to be an effective strategy because it naturally combines enjoyment with language practice (Karolina, 2024; Millington, 2011). It provides opportunities to improve pronunciation, intonation, and listening skills, while keeping students actively engaged with the language. The enjoyable and lively atmosphere created by singing also boosts motivation, helping students retain information more effectively. Overall, incorporating singing into English lessons not only makes learning more entertaining but also supports the development of essential language skills in a meaningful and memorable way.

Additionally, the students also reported that learning English through songs is enjoyable and feels effortless. They mentioned that the combination of music and language makes them easier to understand and remember new vocabulary and phrases. Using songs as a learning

media also creates a relaxed atmosphere. It allows students to engage actively without feeling pressured, which makes the overall learning experience more positive and motivating.

Furthermore, students have a positive view of using English songs in learning. Songs make lessons more fun. They create a relaxed classroom atmosphere that motivates students to participate. Singing also helps students memorize vocabulary and improve their listening skills. It also allows them to practice pronunciation and intonation naturally. Learning through songs feels enjoyable and effortless. The combination of fun and active involvement reduces anxiety and keeps students interested and relax. Overall, using English songs is not only entertaining but also an effective way to support vocabulary retention, listening comprehension, and overall language development.

#### **4. CONCLUSION**

The study shows that students view the use of English songs in learning positively. They feel that songs make lessons more fun, engaging, and less stressful, creating a motivating environment where they are eager to participate and enjoy the activities. Singing along makes the classroom feel lively and interactive, which encourages active involvement. Students also mentioned that learning through songs helps them remember vocabulary more easily and improves their listening skills. The enjoyable nature of songs makes them feel more confident and interested in practicing English regularly.

The students also believe that English songs help them improve important language skills. Singing helps them memorize new vocabulary, practice pronunciation, and train their listening abilities. By combining learning with enjoyment, songs support both understanding and retention, making students feel more confident when using English. using English songs in language learning is not only enjoyable but also effective. It boosts vocabulary, listening, and pronunciation skills while keeping students motivated and engaged. Teachers can use songs as a practical tool to make lessons more dynamic, memorable, and meaningful.

In conclusion, the teachers are encouraged to integrate English songs into classroom activities to make learning more interactive and enjoyable. Selecting songs that are appropriate in difficulty and content can help maximize both language learning and student interest. Additionally, combining songs with other activities, such as discussion or vocabulary exercises, may further enhance students' understanding and retention of the language. Future research could explore the long-term effects of using English songs on different language skills or investigate students' perceptions across various age groups and learning contexts.

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