

Teenagers Perception on the Use English Song in Learning Vocabulary

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Abstract

The purpose of this research was to investigate and describe the perceptions of teenagers about using English songs in learning English vocabulary. This study used a qualitative approach as a research design. This research was conducted in Metro District, East Metro City. The participants of this study were ten teenagers aged 14 to 17 years. Furthermore, the data was collected from interviews as the main source in this study. This study used thematic analysis to analyze the data findings. The results of this study indicate that teenagers have a positive perspective regarding the advantages of using English songs in learning English vocabulary such as English songs can increase teenagers motivation in learning and increase knowledge about English vocabulary. The researcher also found several challenges faced by teenagers when learning English vocabulary using English songs such as several vocabularies that have different spelling and pronunciation

Keywords: English Song, Learning English Vocabulary, Teenagers Perception

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INTRODUCTION

Vocabulary is important to the reading process, and learners who are unable to master the vocabulary of the texts that are being used in their classes frequently find it difficult to understand the reading that is assigned in class Coxhead et al. (2010) Understanding a sentence's vocabulary makes it simple for us to comprehend its meaning. Similar to this, by understanding the vocabulary used in a discussion, we may quickly understand what the other person saying and respond accordingly.

One of the most important skills in learning English is mastering vocabulary. According to Nahid Shahriarpour and Zahra Kafi (2014), students usually learn English vocabulary by rote learning, therefore, it can be very boring for them because of the lack of motivation for students who want to continue memorizing vocabulary. By memorizing vocabulary continuously as a basis for being able to communicate well.

To be able to speak English well, students must master vocabulary. Trakulphadetkrai et al (2020), explain For English as additional language learners to succeed in technical disciplines like math and science, vocabulary knowledge is also essential. Learning English requires a method that is easy to understand. Learning English through songs is one of the best methods to focus students on better lessons. According to Hilda Israel (2013), song is a moving poem. Songs provide a good learning atmosphere, eliminate tension, develop inspiration and motivation, and can improve student memory

(Ulate in Raudyatuazzahra, 2020). A song has a variety of new words and phrases with many different themes, students can learn some vocabulary, rhymes and grammatical structures related to any topic (Etty Pratiwi, 2018). The song method can also be used by teenagers to learn outside the school environment. As a teenager who is in a transitional stage between children and adults. Norma Novianto (2020), explain the song method can be an option for teenagers to make it easier as a learning medium in developing the vocabulary they want to learn.

Based on the observations of researchers in East Metro District, Metro City, teenagers (students) do not know at all about the characteristics of appropriate learning styles. Teenagers only carry out routines, namely going to school to study by listening to the teacher's explanation or copying textbooks. Likewise, after the clock is over, they only study if they are given assignments or homework by the teacher. From several interviews with these teenagers, they also lack the ability to understand what senses are appropriate or are often used in absorbing knowledge in learning, especially for learning English, they tend to have difficulty understanding the material conveyed by the teacher. They dominantly answered that they only often listened to the teacher's explanations to understand the subject matter. Some teenagers also have low interest in learning English. Every individual including adolescents (students) uses all three senses (vision, hearing, touch) or has all three learning styles (visual, audio, kinesthetic/tactual). The difference in each individual/student is which learning style or sense is dominant or suitable for use in the learning process. Basically, every student has all three learning styles, but not all of them develop in a balanced way, but some dominate with their learning style. (Wahyuni in Momon Dt. Tanamir, 2020).

Learning English requires a method that is easy to understand. Learning English through songs is one of the best methods to focus students on better lessons. According to Hilda Israel, song is a moving poem. Songs provide a good learning atmosphere, eliminate tension, develop inspiration and motivation, and can improve student memory (Ulate in Raudyatuazzahra). A song has a variety of new words and phrases with many different themes, students can learn some vocabulary, rhymes and grammatical structures related to any topic (Etty Pratiwi). The song method can also be used by teenagers to learn outside the school environment. As a teenager who is in a transitional stage between children and adults. Norma Novianto, explain the song method can be an option for teenagers to make it easier as a learning medium in developing the vocabulary they want to learn. The song that will be used in this study is a song from a foreign band, namely Westlife. In this way teenagers can learn easily and flexibly outside the school environment.

Therefore, the hope of this study is to see how the effects and their perceptions of the effects of using English songs affect vocabulary in teenagers. Research and literature review is carried out by surveying various scientific sources such as journal articles on related issues. The method chosen is able to provide an in depth understanding of the perceptions of using English songs in vocabulary learning

Literature Review

Perception

Perception is one of the learning media, as said by Koul & Fisher in Saung Lolong (2019) both of which explain that student learning involves student perceptions which act as mediators in the learning process. This understanding can explain that students and perceptions have definite involvement in every student learning process.

Based on the understanding, it can be concluded that in general perception is the way a person receives information and processes it according to what they feel or experience. Perception is also one of the media in learning. From the understanding of student perception above, it can be concluded that student perception is a way of thinking

or student belief in capturing the learning that is conveyed. This is based on something they feel, see, hear or from their experience which will have a big impact on motivating and guiding them to do or achieve something, especially in the learning process.

Teenager

Teenager is a phase of human life. In the cycle of individual development, teenager is a very important life and a transitional period that needs to be directed towards development towards adulthood. Humans will experience development in their lives, both advanced and vice versa. One of the developments that humans must go through is the developmental period in adolescence. Teenager is a period of transition from childhood to adulthood which involves many changes. Teenager between children and adults. According to WHO in Retno Yuli Hastuti & Erlina Nur Baiti (2019), teenager are students in the age range of 10 year to 19 year.

Every teenager has their own personality. Rakhmat in Rahma Putri Puspita Sari (2012), explains that personality is formed throughout our lives. Therefore communication becomes an important part of our growth. Teenager is a phase of a person when they have a sense of self. Most no longer identify with their childhood or parental identities. They see who they want and decide which path to take. In addition, they learn to deal with negative feelings such as shame, guilt and anger. They also find ways to express themselves creatively through art, music and/or writing. This sense of independence is only attained through strong coping mechanisms and healthy eating habits.

Vocabulary

Learning a large vocabulary in the target languages is a key component of effective language learning, as is widely known to those who study languages. It is believed that vocabulary knowledge plays a significant role in learning a foreign language (Schmitt, 2008). The most efficient techniques to increase learners' vocabulary knowledge have been hotly debated. Which vocabulary items are learnt often depends on the demands of the learners and how effective the vocabulary items are. There are two main categories of vocabulary learning: incidental and intentional (Ansarin et al, 2013).

In learning vocabulary, participants used English song lyrics, this was explained by Nurkhaeni in Saung Lolong (2019), which stated that by using english songs in teaching vocabulary, students could easily understand and memorize new vocabulary. This is because songs can help students to enjoy the learning process and make students easily remember new words. Singing songs and finding out the meaning of foreign vocabulary from the lyrics of the songs they hear allows students to know what the lyrics or new words mean by asking other people or looking in a dictionary.

Songs As Learning Media

Song is a great "tool" for helping students learn English (Maru in E Sekeon et al, 2022). Songs that are said to be helpful in motivating students, particularly those studying English. Since songs heighten students' sensitivity to sound, which is essential for language learning since languages are nothing more than collections of meaningful sounds, songs are also an essential part of learning English. Additionally, music may help to increase the interest and vigor of a lecture (Hampp, 2019). While engaging in a variety of tasks and listening to. Many people have the habit os singing a song. For instance, song has been a loving "friend" who always goes with you when you work, study, read or drive.

The use of songs is one of the media that can be used to make the learning process more enjoyable. Song is poetry that moves (Hilda Israel, 2013). Songs in the target language help someone learn it better. Songs provide a good learning atmosphere, remove tension, develop inspiration and motivation, and can also improve student memory (Ulat

in Raudyatuzzahra, 2020). Songs contribute to all forms of learning and learners benefit from increasing important developmental goals including creativity and self-esteem themselves.

METHOD

The approach used in this study is a qualitative approach. A qualitative approach is a research procedure that produces descriptive data in the form of words written or spoken by people and behaviors that can be observed directly. according to dr. Farida Nugrahani, M.Hum., (2014), explained that, qualitative research is a research method that can be used to explore and understand the meaning that arises from social or humanitarian problems. This qualitative research process usually involves important efforts such as asking questions, developing procedures, collecting specific data from informants or participants. Analyzing data inductively, reducing, verifying, and interpreting or capturing meaning from the context of the problem under study. Qualitative research is research that has the aim of understanding the state of a context by directing it to a detailed and in-depth description of the portrait of conditions in a natural context (natural setting) about what actually happened according to what was in it. field of study. Qualitative research uses various data collection methods, such as observation, interviews, open questionnaires, oral reports, diaries, and discourse analysis.

The subjects of the research that the researchers will conduct consist of 10 students who are teenagers. Students as research subjects who are taken are the parties who will be examined with the aim that the subjects can provide data appropriately in accordance with their perceptions regarding the use of English songs as learning media outside the school environment to increase English vocabulary. The research was conducted on teenager, the majority of whom lived in East Metro District, Metro City.

Instruments

In this study, the researcher used observation, interview questions and questionnaire as the main method of data collection. The researcher held an interview session with the subject to get the subject's opinion about the use of English songs to learn vocabulary. In collecting data from subjects, researchers interviewed 10 teenagers to get data from the results of their answers. In collecting data the researcher also used an audio recording device to record conversations with the subject during the interview and sheets of paper to record important data from the subject's answers. The data collected by the researcher will be equated from spoken language to written language, after which it will be analyzed using several important theories related to the research problem.

In this study, researchers used interviews in data collection carried out by two parties (interviewers and interviewees) to gather information. In this study, the interviews used were structured interviews, namely interviews that had prepared a list of questions. Therefore, researchers have prepared control interviews to develop research instruments in the form of interviews. This interview technique was used to collect information about adolescents' perceptions of the use of English songs for vocabulary learning. The researcher also added a questionnaire for data collection. It is hoped that the youth will be helped by the table of questions so that they are used to answering questions from researchers. This questionnaire will also be used as a reference to strengthen the data that has been obtained by researchers.

Collecting data in the field is certainly related to data mining techniques, and it is also related to sources and types of data, at least data sources in qualitative research are in the form of words and actions, the rest is additional data such as written documents or data sources, photos, and statistics (Ahmad Rijali, 2019). The analysis technique used is descriptive data analysis technique, namely by collecting factual data and describing it. Data comes from all information obtained from interviews and documents through several stages. After data collection, data recording, the researcher conducted an interaction

analysis consisting of data reduction, data presentation and verification. The analysis from this study took place together with the data collection process, or was carried out after the data was collected.

1. Data Collection

Exploring information and data from various sources or respondents, namely by interviews, analysis of documents and photographs of existing activities.

2. Data Reduction

The data reduction step involves two stages. The first stage is to organize activities and notes on various matters related to the data being studied so that researchers can determine themes, groups, and data patterns. In the second stage of data reduction is drafting concepts and explanations regarding the theme, pattern, or group concerned.

3. Presentation of Data

The results of organizing the data presented systematically can be formed in a report. The form of presentation of the report is in the form of analytical and logical descriptive which leads to conclusions. In this stage the researcher is required to interpret the data in the interview.

4. Drawing Conclusions/Verification.

Drawing conclusions concerns the researcher's interpretation, namely the development of meaning from the data displayed. Conclusions that are still 50 rigid are always verified during the research, so that conclusions are obtained whose credibility and objective are guaranteed. Verification can be in the form of rethinking what goes through the researcher's mind when making notes or it can be in the form of a review of the notes in the field. Collectionthe truth of the data generated by the researcher so that the data obtained is correctvalid and accountable for its validity. inspection techniquethe validity used by researchers is extensionand increased persistence.

RESULT AND DISCUSSION

This section discusses the findings found by the researcher when conducting this research regarding teenagers perception on the use english song in learning vocabulary. In this study, the researchers interviewed ten teenagers who were still students in the East Metro sub-district with different age ranges from 14 years to 17 years. Participants were given a number of questions and answered questions according to the experiences they had while learning vocabulary using five English songs belonging to an international group, namely Westlife, the five songs including You Raise Me Up, Home, I Have a Dream, My Love and Seasons In The Sun. In this study, researchers recorded and transcribed the results of the recording into a written transcription. An example of transcription is shown below.

Table 1 Result Interview's Transcript

Subject	Line	Transcription
T3	10	Yes, it is very helpful sis, because vocabulary is a necessary basic reference we have to communicate in english, so i think have a lot of vocabulary will help us become fluent in English, and of course if we are fluent and understand in English we will be happy Sis, because I can speak international languages
MF		okay, then how does Rani feel when learning vocabulary in English?

T3 **11** yes happy, basically I like English and because we learn vocabulary indirectly we become more familiar with English like that What.

Interview's transcript (Raudyatuzzahra, 2020)

From this study the researchers found that the research participants provided various kinds perspective on the benefits of using English songs in learning English vocabulary. Based on the results of the interviews, the participants demonstrated this English songs have many benefits in learning vocabulary. Furthermore, in this case, the researcher found several problems faced by the participants while studying English vocabulary using English songs. Although the participants felt that way using songs in English vocabulary lessons has many advantages, no means that they have no difficulty when using songs in learning English vocabulary. Then, the researcher classifies several themes from the most prominent answers to those that are mentioned the least. This study has four major themes which will be discussed in the discussion section.

Table 2 Thematizing and Coding

Construct	Theme	Sub-Theme	Code	Total Trend
The Use of Songs to Learn English Vocabulary	The Role in Learning English Vocabulary	- The Importance Of Having Knowledge Of Vocabulary	ILV	9
		-The Benefits Of Using Songs To Increase Teenagers Motivation In Vocabulary Learning	BTM	13
	The Challenges of Using Songs In Learning Vocabulary	-Increasethe vocabulary knowledgeof teenagers	ETVS	10
			CUSL	12

Thematizing and Coding (Raudyatuzzahra, 2020)

In the previous table, the researcher represent the examples of coding basedon the thematizing process. Furthermore, the researcher will show the meaning of coding in the table below.

Table 3 Coding Translation

CODE	TRANSLATION
T1	Teenager 1
T2	Teenager 2
T3	Teenager 3
T4	Teenager 4
T5	Teenager 5
T6	Teenager 6
T7	Teenager 7

T8	Teenager 8
T9	Teenager 9
T10	Teenager 10
ILV	The Importance of Learning Vocabulary
RLV	The Role in Learning English Vocabulary
BTM	Boosting Teenagers' Motivation in Learning Vocabulary
CUSL	The Challenges of Using Songs in Learning Vocabulary
ETVS	Enhancing Teenagers' Vocabulary Skill
BUSV	Benefits of Using Songs in Learning Vocabulary

Coding Translation (Raudyatuazzahra, 2020)

In this section, the researcher will describe and describe the results of the interviews with the theories that have been described in the previous chapter. Researchers will focus on discussing the role, benefits and challenges of use songs in Vocabulary lessons

The Importance Of Having Knowledge Of Vocabulary

In learning a language we also need to know the vocabulary of that language. Without vocabulary, we cannot arrange words to form sentences and pronounce the language properly. Based on the interview results, the participants expressed their opinion that being able to speak English fluently is necessary because English is widely used in social life, education, and also in the workplace. It is important to learn vocabulary from English, it will help us to arrange words into sentences so that we can communicate properly. According to Rivers (Nunan) in I Nyoman Mahardika (2008) stated that vocabulary is important in order to be able to use a second language. Without a broad vocabulary, a person will not be able to use the structures and functions of language in communication comprehensively.

As stated by the participants, T1 said that having vocabulary knowledge is the basis for being able to speak English well, having sufficient vocabulary will help him to be able to communicate easily.

"..um, because the more we know about vocabulary, the more we can communicate using English, sis, it's easier for us to communicate like that" **(ILV-MI/T1-9)**

Likewise with the narrative delivered by T2, he said that when going to communicate, you must have knowledge of vocabulary to be able to give or receive information. T3 added that vocabulary itself is the basic reference of a language, from knowing vocabulary words will be arranged to form sentences that will be used to communicate, and when someone already has vocabulary knowledge, it will greatly facilitate him to be able to speak well.

"..because if we want to communicate, we have to know the words first sis, so how can we talk if we don't know what we want to say." **(ILV-MI/T2-10)**

"..because vocabulary is a reference for being able to compose the words we want to say, so it's like when we memorize vocabulary we don't need to think, what does this mean? it's easier to speak english. **(ILV-MI-BTM/T3-8)**

Having knowledge of English vocabulary is very helpful in communicating, as stated by several participants, namely T4, T6, T7, T8, T9, and T10. They had the same opinion, that the more someone has vocabulary knowledge, the more it will help them to speak

easily. T5 said that English vocabulary is one of the insights in language. The more someone has insight in vocabulary, then he will be able to speak easily.

"..the more we know a lot of vocabulary in English, of course it will help us communicate properly and easily and we can also understand someone when speaking English because we have a lot of vocabulary" **(ILV-RLV/T4-9)**

"..in my opinion, having a lot of vocabulary will allow us to know more about English, lots of insight too sis." **(ILV-RLV/T5- 9)**

"..in my opinion the more we have knowledge of vocabulary the more we can also speak English." **(ILV/T6- 9)**

"...yes, if we have more vocabulary, we will know more and we won't be confused when we want to communicate, sis." **(ILV/T7- 9)**

"..because English is an international language, right, so I think why vocabulary is important because as a basis we can speak English." **(RLV/ILV/T8-8)**

"..yes, it helps sis, because the more we know a lot of vocabulary, the easier it will be for us to speak, and if we can understand English, we'll be happy sis **(ILV/T9-10)**

"..ummm because we have enough vocabulary so we can communicate in English easily because we know the meaning of the words, miss." **(ILV/T10- 8)**

From the opinions that the participants gave, the researcher concluded that teenagers and students really need vocabulary learning, because from the vocabulary itself a person can speak, the participants speculate that when a person has sufficient vocabulary, then he can communicate well.

The Benefits Of Using Songs To Increase Teenagers Motivation In Vocabulary Learning

Using songs as a medium in Vocabulary lessons is fun when used on a daily basis or applied in class. Based on the research findings above, we can see that teenagers often show an advantage in using songs in their Vocabulary learning. Seven out of ten participants also agreed that using songs has many benefits in learning Vocabulary.

The results of the interviews in this study indicate that the use of songs in Vocabulary learning can increase students' enthusiasm and interest in learning English Vocabulary. Basically, songs are really loved by students because the songs are entertaining and give a sense of comfort. In fact, in everyday life, teenagers often listen to songs in Indonesian and English, songs that have become a part of a teenager's life cannot be missed. Starting from the desire of teenagers to listen to songs, it can make teenagers feel happy if the song is used in English lessons, especially when learning English vocabulary. Even though in general, the songs were fun, the participants still had their own views on using songs that could make students more motivated. In addition, according to T1, by using songs in Vocabulary learning the learning atmosphere becomes more enjoyable. Then, T1 explained that some of the songs provided by the researcher were easy so that T1 could sing comfortably along with the song and some were difficult because the lyrics of the song were sung at a fast tempo.

"..it's fun sis, it's like I'm just enjoying it, from the songs that you gave, some are easy like me so you sing along and some are difficult because the tempo of the song is fast hehe." **(BTM/T1-22)**

Furthermore T2, T5 and T8 have the same opinion that the use of songs in learning is not boring. According to the three, learning to use music is very helpful, because the learning process becomes more fun because they don't feel like they are studying because they sing along to the song that is being played. T2, T5 and T8 like listening to songs while studying, and when they apply Vocabulary learning using songs, T2, T5 and T8 really enjoy the learning process. they feel that using songs can make them comfortable and more enthusiastic when learning Vocabulary.

"Yes, I'm happy sis, because I like studying while listening to music, so it doesn't feel like I'm studying, it's less boring, sis hehe." **(BTM/T2-19)**

"..I feel more enjoy sis, while singing like that, so it doesn't feel like I'm actually learning." **(BTMP-ETVS/T5-24)**

"..because yesterday Sis Nana told me there is a song method, so I can while learning the lyrics sis and it turns out that I don't really enjoy it when I'm learning." **(RLVP-BTM/T8-18)**

Furthermore, the opinions expressed by T3 and T10, according to both of them really like listening to songs, every day they always listen to songs, after both of them knew this song method they felt they found an easy learning media to be able to learn vocabulary, T3 and T10 felt when listening to songs, they can also learn vocabulary through the song.

"..I'm really happy, obviously, and basically I like the song, so I'm happy sis, especially after knowing that there's a song method, so it's like feeling that through the song you can learn vocabulary too." **(BTM/T3-17)**

"..I like listening to songs, and the feeling after understanding the method of the song is that it makes me happy, like there is a new way to learn vocabulary." **(BTM/T10-17)**

Furthermore, according to T4, the presence of the song method can help him to spend free time, T4 feels motivated to learn vocabulary using songs, according to T4, he is challenged, whether this song method can help him learn vocabulary properly or not, T4 also adds by using The song method can make learning easier and provide a fun and more relaxed atmosphere.

"..quite often sis, when I have free time I try to listen to songs, because I'm curious about this song method whether this song is useful to facilitate my learning or not, like that." **(BTM-BUVS/T4-20)**"..because according to I think the song method makes it easier for me to learn, it's more comfortable and it's not tense, sis." **(BUSV/T4-27)**

Then T6 said that he liked the song method, it's just that he was less capable of listening, so when T6 was going to learn to use song media, T6 would immediately see the lyrics and listen to the song being studied in vocabulary learning, T6 also said that the song

method was more motivating himself to better understand the meaning of a song lyric, making him continue to learn through songs, not just listening to them.

"...for me, for listening it's not enough sis, because Caucasians don't have enough pronunciation it's clear, it's difficult there, so for example learning through songs you have to look at the lyrics sis." **(MI-CUSL/T6-18)**

which I think is difficult or what I just heard, then I find out, to understand that one sentence what does it mean." **(BM-CUSL/T6-22)**

while the last two opinions are from T7 and T9, according to them, they are not too like to listen to songs, only occasionally, T7 explained that when he have an interest in a song, T7 will find out about the lyrics and meaning of the song it, but when he is less interested in the song, then T7 will just just listen, don't find out more about the song. as well as with T9's opinion himself stated that when listening to songs, it was just that just listen and if T9 knows the lyrics of the song then T9 will follow sing along to the lyrics of the song.

"..umm, because I rarely listen to songs, so I'm used to it, sis, just listening, sis." **(RLV/7-17)**

"..sometimes, if i really want to know, I'll look for it, but all this time, if i listen to a song, just listen to it." **(RLV/T7-20)**

"..ummm because I don't like songs so I think it's okay sis." **(RLV-ETVS/T9-20)**

Summarizing the perspective put forward by the 7 participants above who agree that using English songs in learning vocabulary can create a fun and relaxed learning atmosphere, it can make teenagers more active in learning, it can change the learning atmosphere to be more active and make teenagers more active. motivated in vocabulary lessons. English songs can increase teenagers' motivation in learning vocabulary because of their preference for the songs they hear. Some familiar songs can also increase students' motivation in learning vocabulary because they already know the song being played and they enjoy the song. Then, out of curiosity and wanting to know the meaning of the song in English words, it can also increase interest in learning vocabulary lessons. As stated by Ghanbari & Hashemian quoted in Audyatuzzahra (2020), songs have an important role in increasing students' motivation in learning. Then, songs can also be used as a medium to make students more relaxed during learning.

Increasing the vocabulary knowledge of teenagers

Teenagers really appreciate interesting media such as video, audio, and games. One way is to use songs to learn Vocabulary. Using songs in learning vocabulary is believed to help teenagers master more English vocabulary. According to T1, he loves songs and also listens to them a lot. When listening to a song, he can follow some of the words that the singer says in the song he is listening to.

T1 is also used for listening to songs while learning vocabulary from those songs he listens. Later, T2 added that he could follow what the singer was saying from the song by playing it many times. If only once, T2 can't catch the words of the singer, he has to play it over and over again. Moreover, according to T3, he admits that when he listens to English songs he often follows the lyrics and tries to imitate the pronunciation of the songs he listens to. He really want to say the lyrics of the song according to what the

singer said and also when listening to English songs he can add new vocabulary to him. T4 and T5 also mentioned that they would play the song accompanied by reading the lyrics of the song, they would search for it on Google or on Youtube.

T6, T8, and T10 added that by reading the lyrics and looking at the meaning of the song being played, it would make it easier for them to learn new vocabulary from the song.

"...yes sis, so I immediately saw it on YouTube, then the one with the translation made it clear, oh, the meaning of the word that I didn't understand before, now I know sis." **(ETVS/T1-28)**

"...look at the lyrics directly on google sis. And if there is new vocabulary I will translate it for you do you understand the lyrics of the song." **(ETVS/T2-22)**

"..I listened and saw the lyrics sis. And if there is new vocabulary, I will translate it to understand the contents of the song lyrics, sis. And I also like to guess the vocabulary before I search it on Google, sis hehe." **(BTM-ETVS/T3-21)**

"..I listened to the song on YouTube sis, with subtitles it's easier to follow the song." **(ETVS/T4-29)**

"..I listen to it on YouTube sis, or search for lyrics on Google, I repeat it over and over and it's me understand and remember sis." **(ETVS/T5-27)**

"..not one by one, sis, I'm more likely to find vocabulary that I think is difficult or I just hear it, then I find out, to understand what that one sentence means." **(ETVS/T6-22)**

"..I opened YouTube right sis, at first I sang like karaoke and I was curious about the lyrics, so I opened translate and then I searched for the lyrics." **(BTM-ETVS/T8-19)**

Isn't that a song, miss, I opened YouTube where there is a translation, there are a lot of words that I don't know, right? Then I wrote them down, then I memorized the words, Miss." **(BTM-ETVS/T10-24)**

Using songs can increase teenagers knowledge of new vocabulary. So, songs really help teenagers in correcting the pronunciation of vocabulary that was previously mispronounced by teenagers so that teenagers can pronounce the correct pronunciation of English vocabulary. According to Murphy in Raudyatuazzahra (2020), songs can support teenagers to develop their pronunciation skills. Ulate in Raudyatuazzahra (2020), emphasized this by using songs in learning to provide a good learning atmosphere and also improve adolescent memory.

From the interview excerpts mentioned earlier, it can be seen that using English songs in learning the English Vocabulary can help teenagers increase their knowledge of English words more broadly. While listening to the song, teenagers can follow and imitate the pronunciation of the words spoken by the singer. Then, if teenagers listen to songs a lot, they will find it easier to remember English words and remember how they are pronounced. Thus, the song is a material that is very influential in developing the ability to pronounce teenagers vocabulary. by listening to and following the pronunciation of the singers can improve the pronunciation skills of teenagers. Then, by using songs, it will be easier for teenagers to remember the words spoken by singers, and can also improve memory for teenagers if they often listen to songs.

Challenges of Using Songs in Vocabulary Learning

There are many benefits in learning vocabulary using the song. However, the fact is that teenagers sometimes find it difficult to learn English vocabulary and teenagers also have difficulty learning vocabulary using songs. All participants in this study agreed that there were still many challenges they faced in learning vocabulary. In this study, the researcher found several challenges experienced by the participants. According to Penny in Raudyatuzzahra (2020), some of the things that make teenagers wrong in pronouncing English words are caused by some English word sounds that don't exist in their mother tongue and if teenagers have the right sound but haven't learned the word stress system or they use an accent. intonation of their native language that does not match the target language. In this study, teenagers also mentioned the same thing as what Penny said. T2, T3, T4, T5, and T10 think that English vocabulary is quite difficult to learn, according to them, English vocabulary has different spelling and reading sounds. Because of that, it was difficult for them to know the vocabulary that was being sung in an English song, they said, in the process of learning English vocabulary, apart from listening to the song being played they also had to look at the lyrics of the song, it was aimed when they heard the song and saw lyrics simultaneously they will be easier to know the English vocabulary.

"..there sis, when I heard the song I couldn't understand what he was saying so it was a challenge to find out sis." **(CUSL/T2-30)**

"..the difficulty is when I like the song but the tempo of the song is really fast so it's hard for me to follow it or learn it, and the pronunciation is difficult, because what is said is not clear, sometimes the writing and reading sounds are very much different sis" **(CUSL/T3-25)**

"..from this song there is a lot of vocabulary with different readings and pronunciations so I want to learn more sis" **(CUSL-BTM/T4-32)**

"..the reading is difficult or even when you hear it you don't know what to say, maybe it's because of the speed it's hard to understand sis." **(CUSL/T5-34)**

"..the vocabulary is difficult sis, it's difficult to read because the spelling method is different from Indonesian Sis, then the pronunciation is also different from the writing." **(CUSL/T10-34)**

Then, T1 has a different opinion from the previous opinion. According to T1, the real challenge in learning English vocabulary using songs is that he is increasingly challenged to increase his knowledge of English vocabulary, because according to him in a song there are lyrics or sentences, to understand a sentence or lyrics in the song requires sufficient vocabulary to able to find out the meaning of the song, T1 said that he was increasingly challenged to learn more vocabulary so he could understand English, which was difficult to write and pronounce.

"..yes, sis, it's a challenge every time I hear a song, I immediately want to find out the meaning from the vocabulary in the song, let me know what the song means." **(CUSL-BTM/T1-35)**

"..the challenge, um, because English songs are difficult, and I have minimal vocabulary, so I'm challenged to find out the vocabulary in the song so I can understand the song and the way I find out so I want to know more vocabulary

sis." (CUSL-BTM/T6-35)

"..um, after I learned the method of this song, I became more curious about the meaning of the words in the song, sis, so I feel challenged to study harder and try to find out your vocabulary sis" (BTM-CUSL/T7-33)

"..um, the challenge is, so I want to learn more vocabulary from songs so I know more about it sis, because indeed we are trying to find it out of curiosity about the song, it will be easier to understand sis" (CUSL-BUSV/T8-32)

"..so I want to have a lot of vocabulary, so it's easy to understand English sentences (CUSL/T9-35)

In this study, the researchers concluded that not all Indonesian teenagers students find it difficult to learn English vocabulary, among the challenges in learning English vocabulary such as English vocabulary having spelling that is difficult to read and pronunciation that is different from the proper spelling, some teenagers actually challenged to find out more vocabulary using songs, regardless of the difficulties they experience, they are increasingly challenged to be able to find out the meaning of a song by finding out the meaning of the vocabulary contained in the lyrics of the song. Thus these teenagers will have a sense of challenge and curiosity to keep looking for the meaning of the vocabulary and lyrics of the songs they listen to.

DISCUSSION

From the presentation of the results of the research above, the main findings of this study show the results that songs have a positive impact on the process of learning English vocabulary in teenagers. According to their respective perceptions, songs can influence teenagers learning styles and can be used as a learning method that is considered easy to use in everyday learning activities. Songs can motivate teenagers to grow interest in learning English vocabulary, which so far in the process of learning vocabulary is very difficult and boring but by using songs that have a positive impact on learning one of them songs can create a fun learning atmosphere and eliminate boredom, teenagers find another alternative to continue learning English vocabulary. In addition, by learning to use English songs, it can affect the vocabulary knowledge of teenagers, in learning to use songs, teenagers reveal that they get a lot of new vocabulary that they have never known before, with fun music they will also be interested in knowing the contents of the lyrics the song.

Songs are one of the methods that can be used as an option for learning English vocabulary, because according to the opinions or perceptions of teenagers, using songs as learning media can be very helpful in the learning process. But of course, using the song method in learning does not rule out the possibility of several challenges and obstacles that arise in learning to use songs in learning vocabulary. According to the perceptions of teenagers, one of the challenges in learning to use songs is that the vocabulary they just got from the song has different writing and pronunciation, so according to them it is quite difficult to understand the vocabulary. Then the teenagers also mentioned the obstacles that arose when they learned to use the song method in learning vocabulary, one of the obstacles they often experienced was that it was difficult for teenagers to remember the vocabulary they had acquired from the songs they listened to, so they had to play the song repeatedly so they could hear it. remember and understand the new vocabulary they get from the song.

This study has findings that are different from the findings of several previous studies. Several previous studies include research conducted by Research conducted by

Saung Lolong (2019) with the research title "Student Perceptions of the Use of English Songs for Learning English", this research uses qualitative methods with students as research subjects. This study discusses student perceptions of the use of English songs for learning English. The findings in this study were that 12 participants had different perceptions of the use of songs in learning English, among the participants' perceptions that using songs as a learning medium was fun and not boring. From the songs, one could feel progress in their English proficiency. Other research finding by Raudyatuzzahra (2020) with the research title "Students' Perception On The Use Of English Songs To Learn English Pronunciation At A Private English Course In Mataram" this study used qualitative methods with 3 students as research subjects. In this study, it discusses students' perceptions of using songs in pronunciation learning. The findings in this study are Based on the findings, the researcher concluded that the participants who had learned English Pronunciation using the song still felt challenges when the song was used in the pronunciation class. The main challenge was that the sound of English was difficult to pronounce by Indonesian students whose mother tongue was different from English. While research conducted by Nurhasanah & Maman Suryaman (2018) with the research title "Students' Perception On The Use Of English Songs In Auditory Learning: Listening Skills", this study used the literature review method. A literature review was conducted by conducting surveys on several scientific sources such as journal articles. about a particular problem aims to see how the influence of the use of English songs according to their perceptions of students who have an auditory learning style. The findings in this study are about how different students have different learning styles. Researchers say classical music increases concentration in learning so it will increase motivation in students. Motivation increases because there is less pressure to study when music is present, hence music is also found to improve students' attitudes at school.

From some of the previous studies above, it has findings in the form of benefits that students get in using songs as a learning method. While the research that the researchers conducted had different findings from previous research, namely in this study the researchers found findings that songs could be used as an alternative method for learning vocabulary according to participant perceptions, out of ten participants eight of them gave positive perceptions and two other participants felt the song method was not suitable for their learning media because they both don't like songs. In this study the researchers found that using English songs in learning had benefits in the form of increasing motivation, interest and enthusiasm for learning, creating a pleasant atmosphere so that through learning to use English songs they could influence their vocabulary knowledge.

This study has a contribution and impact on vocabulary learning. The contribution made by this song method is that the song can be used as an alternative for students who have difficulties when learning vocabulary, because the benefits derived from this song method can be a solution for students when learning English vocabulary. Although the song method also has challenges and obstacles in learning, the impact given by the use of songs as a learning method according to adolescent perceptions is that the process of learning vocabulary becomes easier because it has a pleasant atmosphere that will form enthusiasm and interest in learning, it motivates them to continue learn vocabulary through english songs.

Research Limitations

The research was conducted using qualitative methods and using primary data obtained through in-depth interviews. Limitations on this study includes the subjectivity that exists in researchers. This research really depends on the researcher's interpretation of the meaning implied in the interview so that the tendency to bias still exists. To reduce bias then do triangulation process, namely triangulation of sources and

methods. Source triangulation carried out by cross-checking data with facts from different informants and from the results of other studies. While the method triangulation is done by using several methods in data collection, namely the interview method depth and observation.

Recommendations

Based on the research results, the researcher would like to convey some recommendations that can help future researchers to develop research in the field of vocabulary, especially the use of songs in English vocabulary lessons. Because researchers examined ten teenagers with different English backgrounds, the researcher found that teenagers who had basic English skills and had poor knowledge of English vocabulary were where they learned to find out through an English dictionary or now, those who search faster can through Google Translate for vocabulary they don't understand. Then, in terms of learning vocabulary using songs, teenagers must be able to sort out the appropriate songs that contain foreign vocabulary for themselves so that they can learn about new vocabulary. In addition, as a research recommendation, the researcher believes that further investigation of the teacher's opinion when teaching English vocabulary, as well as discussing the strategies and techniques used by the teacher when teaching English vocabulary and then how the teacher responds to problems that arise when teaching vocabulary using songs .

CONCLUSION

The conclusion of this study is based on the findings and discussion of teenagers perceptions about the use of English songs in learning English vocabulary from ten teenagers between the ages of 14 and 18 years. Based on these findings, the researcher concluded that participants who had learned English vocabulary using songs still felt a challenge when the song contained difficult vocabulary but that was the main challenge, when they found difficult vocabulary they would look for it which meant they learned something new. Each participant had their opinion on the experience they had when learning vocabulary using songs, some of them, learning vocabulary using songs could provide a fun and comfortable learning atmosphere, because they felt relaxed by listening to songs accompanied by singing along with the songs being played. Learning vocabulary using songs is an easy way to learn new vocabulary found in a song, the way they find new and difficult vocabulary, they find new things to learn. Some participants also said that learning vocabulary using the song method really helped them to have motivation to learn, because by using songs in learning vocabulary they became enthusiastic in learning and had a sense of curiosity to keep looking for and learning the contents of the song. From these teenagers perceptions it can be concluded that using the song method can be an option for teenagers as a medium for learning English vocabulary, because song media is very easy to apply to learning in everyday life.

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