

CHAPTER I

INTRODUCTION

1.1. Background of the Research

English is the most widely used language in the world, not only by Anglophone speakers but also by the global community, especially those with a modern bent (Tabarok, 2021). English is used for communication in various situations, such as studying, shopping, and vacations, making it an essential language to master (Sukha *et al.*, 2025). As an international language, English language skills are essential for a wide range of audiences, especially students.

When learning a foreign language, one of the most crucial elements to learn is vocabulary. Vocabulary consists of many common words in a language. Vocabulary plays a crucial role in language proficiency because it serves as the foundation for communication skills, namely reading, writing, speaking, and listening (Zaharani, 2023). One way considered effective for students to improve their English vocabulary is by listening to English songs.

Music is one of the recommended areas for language teaching because it allows students to express themselves more enjoyably, provides more opportunities for communicating with others and expressing themselves, and also helps them relax (Tavsanli *et al.*, 2021). Some songs can influence listeners and increase brain activity during learning (Virtaza *et al.*, 2023). Listening to English songs can spark students' curiosity about unfamiliar vocabulary. For example, while listening to a song, they may be distracted by unfamiliar words, prompting them to look up their meaning (Butar-butur & Katemba, 2023).

Perception is the act of organizing, recognizing, and interpreting sensory information resulting from physical and chemical stimuli through the five human senses. Each student has a different perception of things. This means that each student has a different way of expressing their opinions and thoughts on the same topic (Faisal & Putri, 2023). Understanding students' perceptions regarding the use of English songs to improve vocabulary is crucial because students have different perspectives. Therefore, this study was conducted to examine students' perceptions about improving vocabulary using English songs.

1.2. Identification of the Problem

Based on the background above, it is possible determined problem identification in this research:

1. Many students struggle to expand their English vocabulary, even after formal classroom instruction;
2. Traditional teaching methods are often perceived as unengaging, leading to decreased student motivation;
3. English songs are a popular medium among students, but their effectiveness in improving vocabulary has not been systematically researched; and
4. It remains unclear how students perceive the use of songs as a learning medium, how often they listen to English songs, and to what extent this actually impacts their vocabulary development.

1.3. Research Question

Based on the problem identification above, the question of this research is “how do students’ perceive the use of English songs to enhance vocabulary?”

1.4. Research Purposes

Based on the problem formulation, the objectives of this study is to determine students' perceptions about the use of English songs to improve vocabulary.

1.5. Benefits of Research

This research is expected to provide the following benefits:

1. For Further Research
 - a. Provide an empirical basis for other researchers who wish to study ★ vocabulary learning methods through songs.
 - b. Serve as a reference for developing more creative, student-interest-based English learning strategies.
 - c. Open opportunities for further research using different approaches, such as experiments or longitudinal studies.
2. For Teachers
 - a. Provide insight into students' perceptions of the use of songs as a medium for vocabulary learning.
 - b. Help teachers design more engaging learning methods that align with student preferences.
 - c. Serve as an alternative learning strategy that can increase student motivation and engagement in learning English.

3. For Students

- a. Increase student awareness that English songs can be a fun and effective learning resource.
- b. Encourage students to be more active and independent in enriching their vocabulary through media they enjoy.
- c. Help students develop English skills naturally through exposure to vocabulary in authentic contexts.

