

# **STUDENTS' FEELINGS IN LEARNING ENGLISH USING ENGLISH SONGS: A NARRATIVE INQUIRY**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree  
of *Sarjana Pendidikan* in English Education



by:

**ALZA NAROHMAH**  
**SN. 2519055**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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*Assalamu 'alaikum Wr.Wb.*

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah

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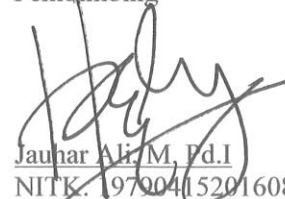
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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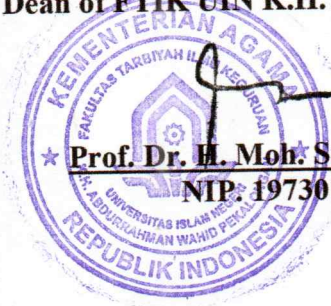
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## MOTTO

*“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.”*

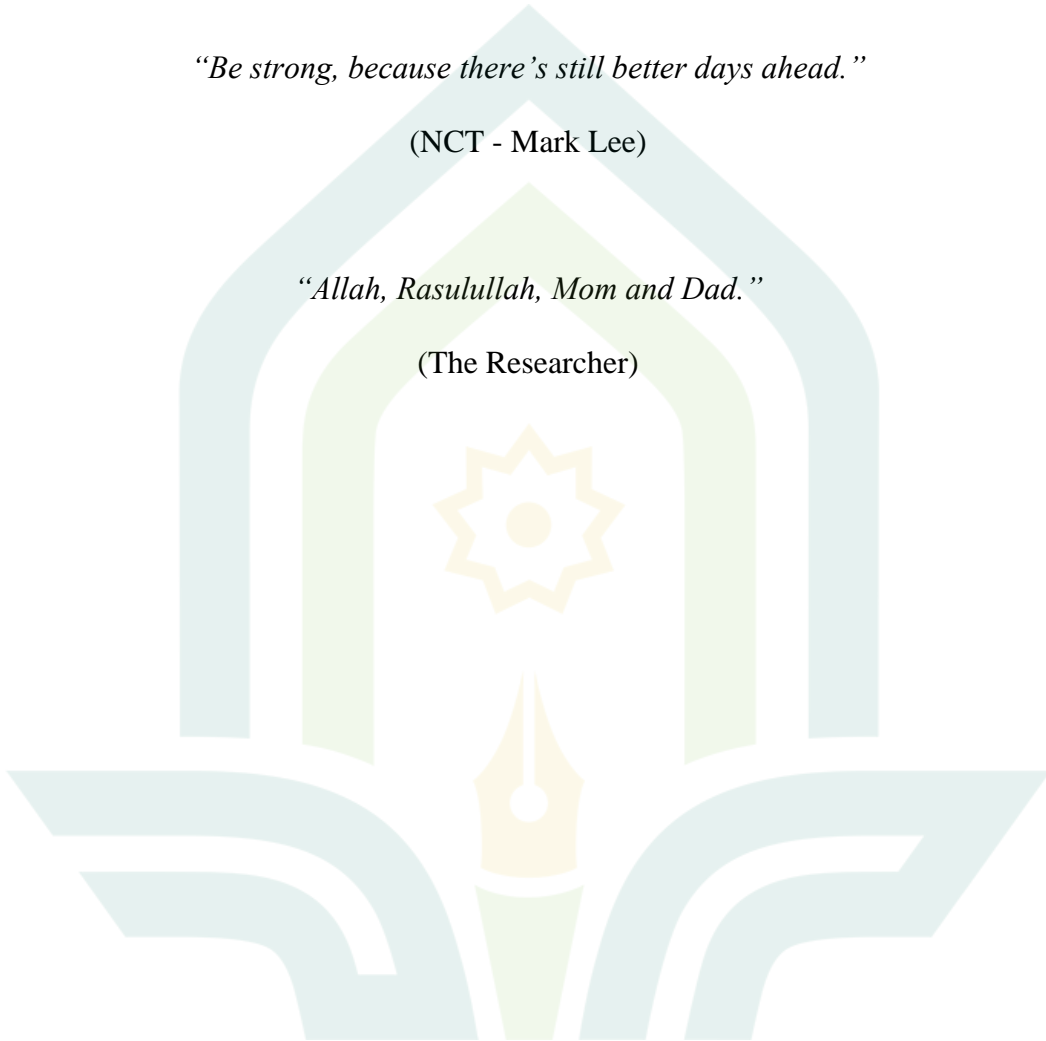
(Al-Insyirah: 5-6)

*“Be strong, because there’s still better days ahead.”*

(NCT - Mark Lee)

*“Allah, Rasulullah, Mom and Dad.”*

(The Researcher)





## ABSTRAK

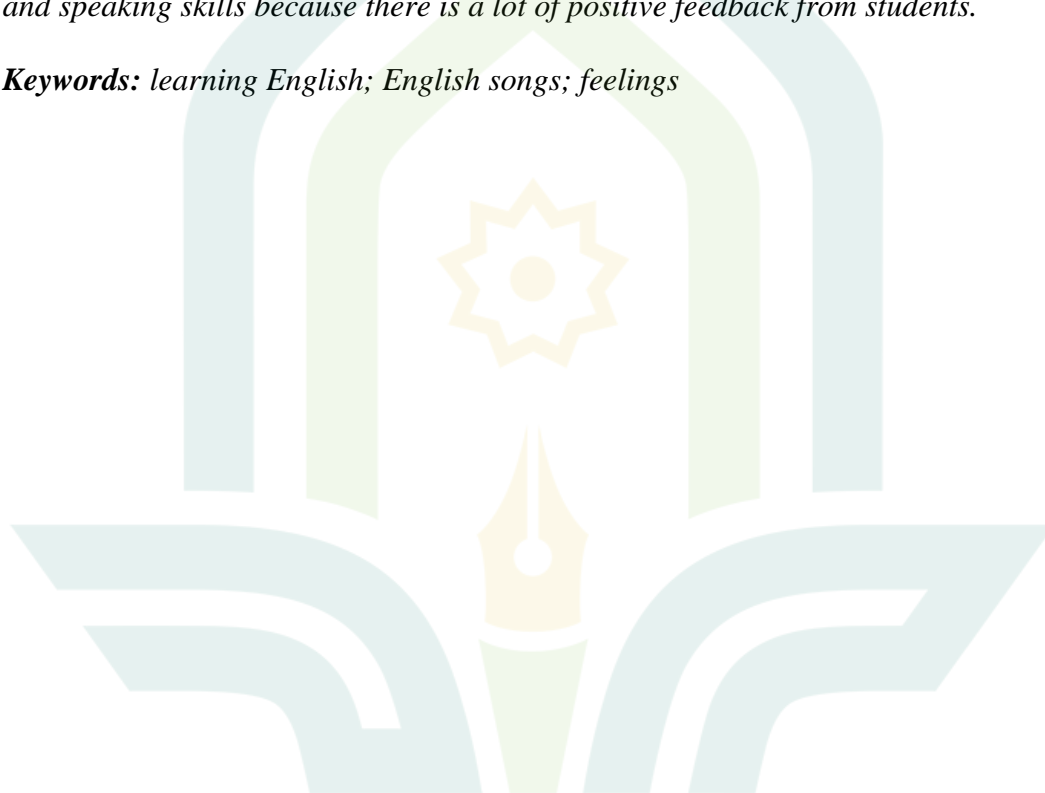
*Lagu menjadi salah satu media dan alternatif bagi guru dalam menyampaikan materi pelajaran, terutama Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengeksplorasi cerita dan perasaan siswa selama proses belajar menggunakan media lagu berbahasa Inggris. Secara lebih khusus, penelitian ini menyelidiki perasaan mereka secara mendalam saat menggunakan lagu Bahasa Inggris dalam mempelajari Bahasa Inggris. Untuk mencapai tujuan penelitian, peneliti menggunakan metode kualitatif dengan desain narrative inquiry. Peneliti menggunakan wawancara semi-terstruktur untuk mengumpulkan data. Data dianalisis menggunakan analisis tematik dari Braun dan Clarke. Empat siswa di tingkat SMA berpartisipasi dalam penelitian ini dan membagikan perasaan mereka selama mempelajari Bahasa Inggris menggunakan lagu Bahasa Inggris. Hasil dari penelitian ini menunjukkan bahwa terdapat perasaan positif dan perasaan negatif, serta perasaan langsung yang terbagi menjadi dua kategori, yaitu keadaan emosional dan ekspresi fisik. Penelitian ini menyarankan penggunaan lagu Bahasa Inggris dalam mempelajari materi Bahasa Inggris, terutama dalam meningkatkan kemampuan mendengar dan berbicara pada siswa karena banyak umpan balik positif dari siswa.*

**Kata kunci:** belajar bahasa inggris; lagu bahasa inggris; perasaan

## ABSTRACT

*Songs are one of the media and alternatives for teachers in delivering subject matter, especially English. The purpose of this study is to explore students' stories and feelings during the learning process using English songs. More specifically, this study investigates their feelings in depth when using English songs in learning English. To achieve the research objectives, the researcher used a qualitative method with a narrative inquiry design. The researcher used semi-structured interviews to collect data. The data were analyzed using Braun and Clarke's thematic analysis. Four students at the high school level participated in this study and shared their feelings while learning English using English songs. The results of this study showed that there were positive feelings and negative feelings, as well as direct feelings which were divided into two categories, namely emotional states and physical expressions. This study suggests the use of English songs in learning English materials, especially in improving students' listening and speaking skills because there is a lot of positive feedback from students.*

**Keywords:** *learning English; English songs; feelings*



## PREFACE

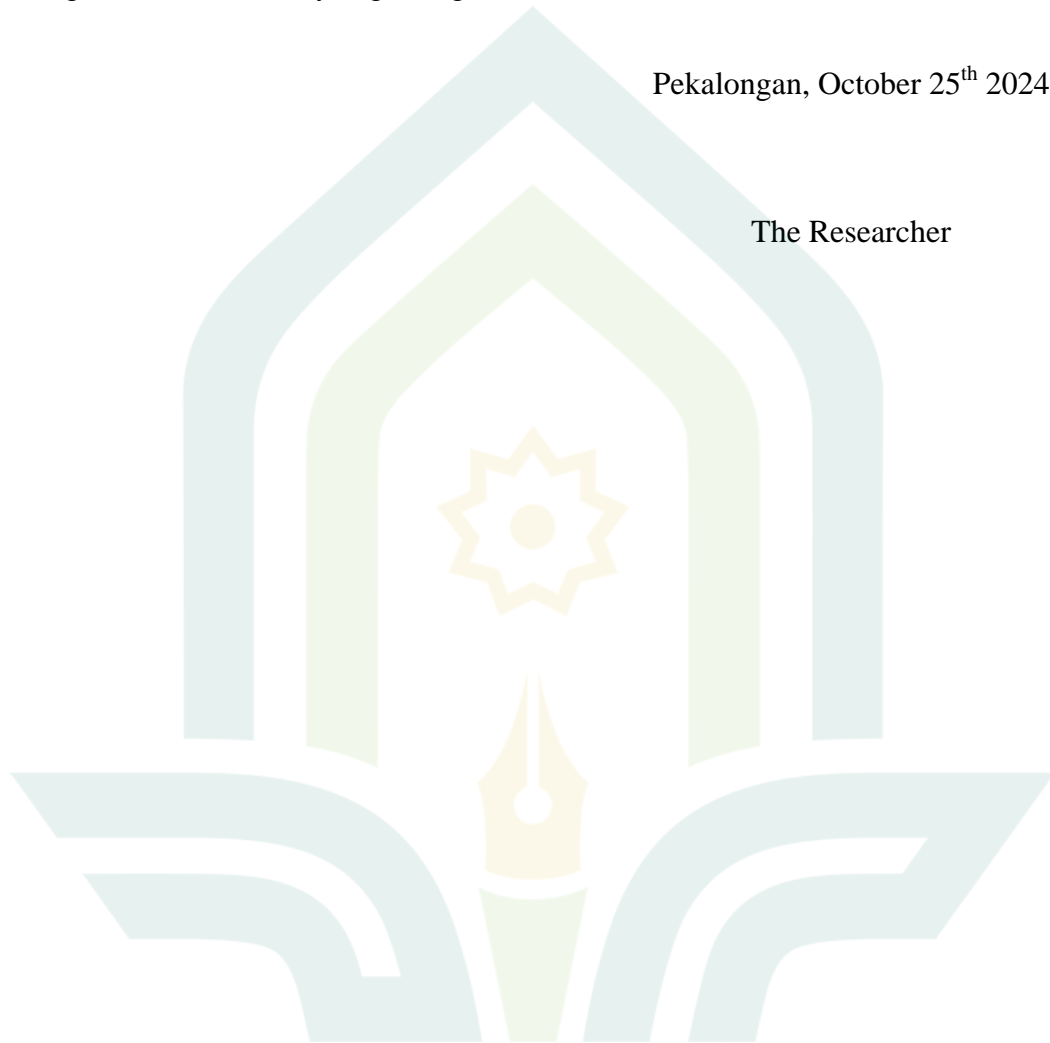
Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Students' Feelings in Learning English Using English Songs: A Narrative Inquiry”** can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of support from several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

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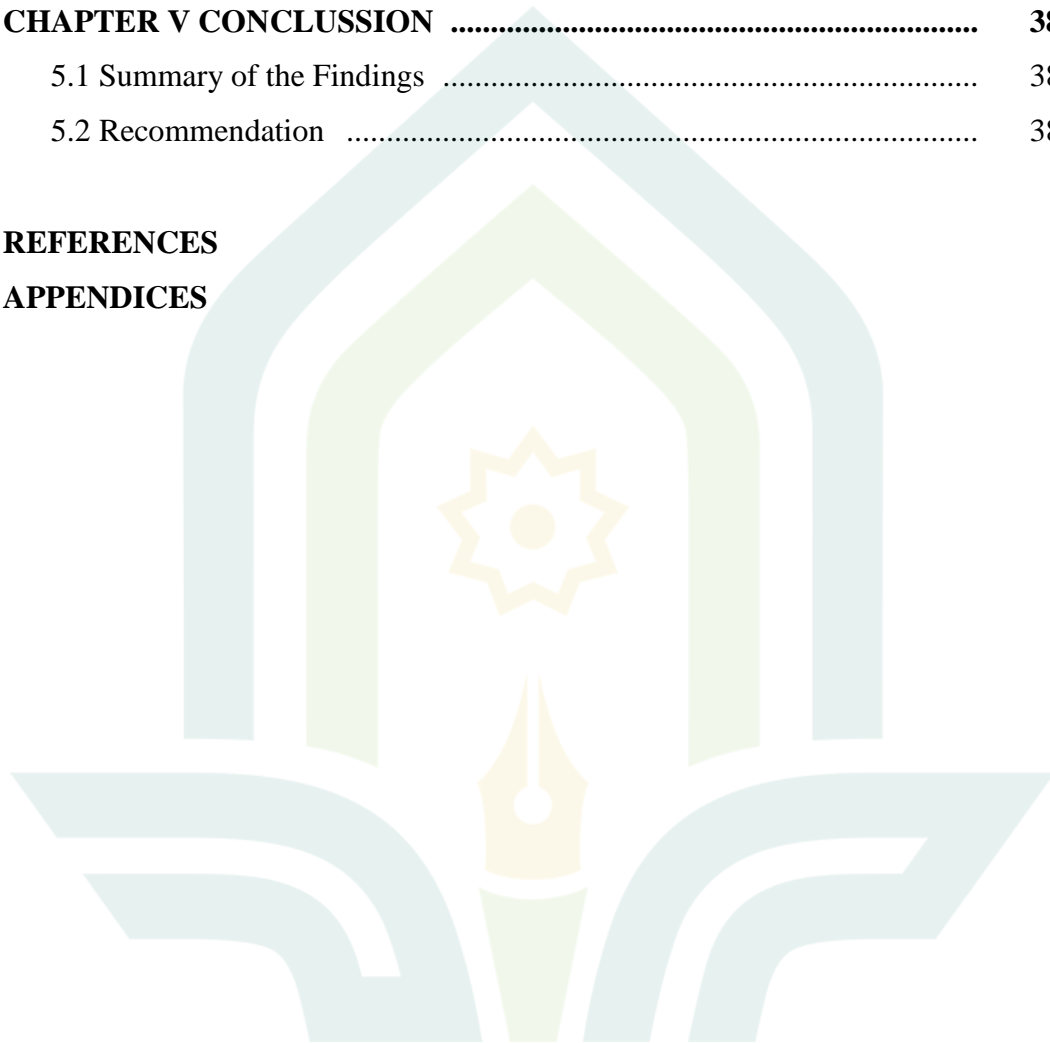
The Researcher



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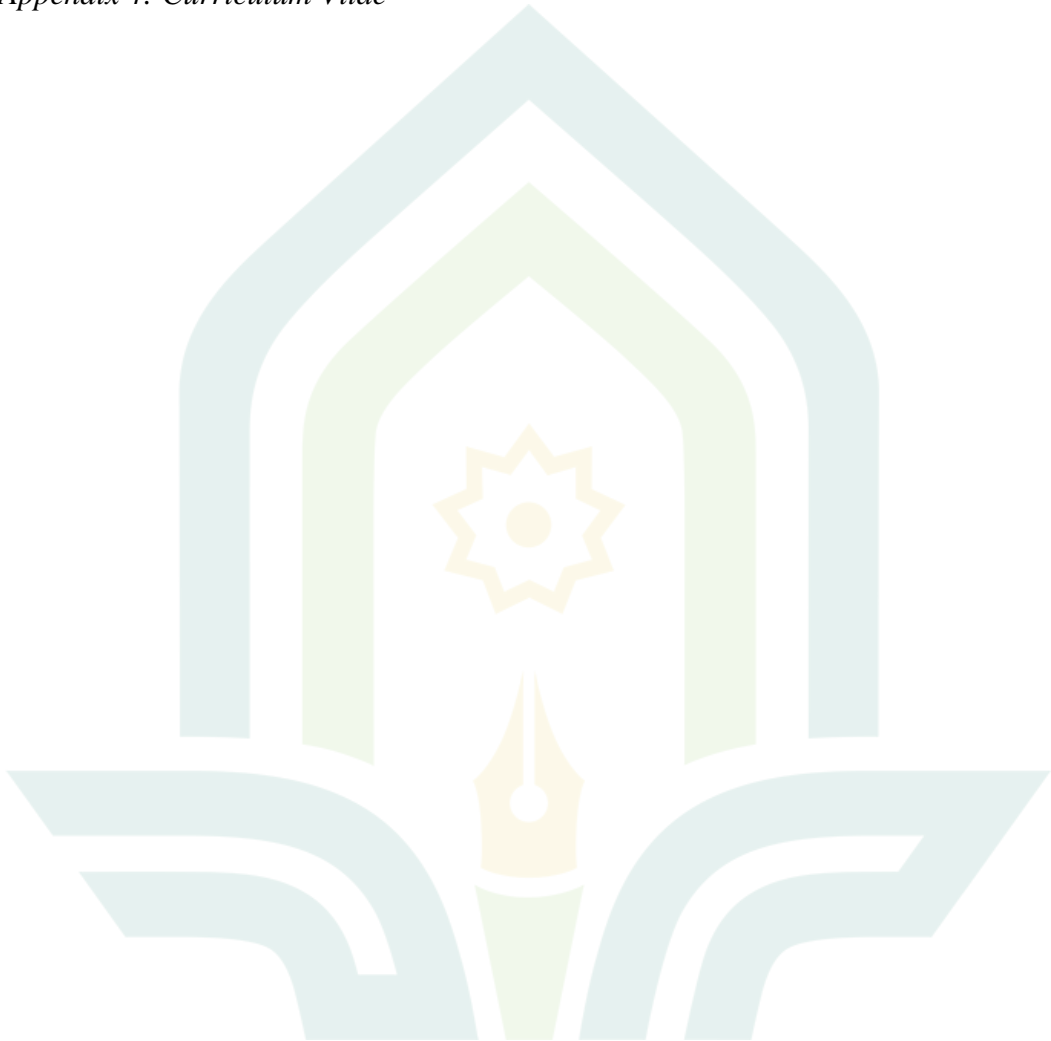
## **APPENDIX LIST**

*Appendix 1: Consent Form*

*Appendix 2: Interview Questions*

*Appendix 3: Transcription of Interview*

*Appendix 4: Curriculum Vitae*





# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

English has become a very important international language in this modern world. Good English proficiency not only provides access to the latest knowledge and technology, but also opens up opportunities in the global workforce. Therefore, teaching English in schools has become one of the main focuses in education in many countries, including Indonesia. However, although many students realize the importance of mastering English, most have difficulties and feel less motivated in the process of learning the language.

One of the main challenges in learning English is creating an enjoyable learning atmosphere that can arouse students' interest. Conventional approaches that often focus on grammar and vocabulary sometimes make students feel bored and lose interest in learning. Therefore, more innovative and interesting learning methods are needed.

In English learning, four main skills must be mastered by English learners, including Reading skills, Writing skills, Listening skills, and Speaking skills. However, in addition to the four main skills, there are several components such as pronunciation, grammar, and vocabulary, that need to be learned because they are still related to all skills. According to Dewi and

Sukarni (2020), students will learn their skills and their components when learning English so that they can communicate effectively.

Therefore, in helping the development of students' English skills, teachers seek various ways, one of which is by using the song in learning English. Song is one of the media that attracts a lot of students' interest in learning, and rather than reading text, songs are more memorable and easy to remember. According to Georgieva (2017), music is a basic human need because it can make people feel happy, joyful, and comfortable. Music can help students form learning patterns, overcome boredom, and blackout distracting external noise. Teenagers' emotional intelligence is also influenced by music. With music and rhythm in a song, it will be more interesting to motivate students to learn English.

In this regard, technological advances also affect a person's development. With increasingly advanced technology, information from anywhere in the world can be received by someone, including students who spend a lot of time with gadgets. Because of this, students' knowledge can expand, including information.

In the current era of globalization, it is easy for foreign cultures to enter Indonesia due to the rapid development of technology, one of which is music. Music from outside is very easy to enter Indonesia, only by using gadgets and the internet, everyone can listen to and enjoy music. Everyone has different tastes in music. The popularity of songs originating from Western countries today makes many Indonesians mostly like songs from abroad.

The benefits of English songs are to make it one of the media in learning English. This is also supported by a statement from Setia et al. (2017) that there are numerous benefits associated with it. Music positively affects language accent, memory, and grammar as well as mood, enjoyment, and motivation. Therefore, teachers and educators should feel confident using music to facilitate the language acquisition process.

However, what teachers believe is not necessarily by field conditions. Most teachers think that songs can be an alternative for students in learning English because it will attract students' interest. Nurhayati in Rahadiyanti and Suwartono (2016) strongly believe that songs are a versatile medium for language learning. However, not all students will agree with it. Every student has feelings that cannot be seen by teachers. Students who like English songs not necessarily will like them if the song is used as learning media. They like songs as a form of healing or just a hobby, not to be used as thinking material. Miswari (2017) stated that according to Hukstra, the feeling is a function of the soul that can consider and measure things according to pleasure and displeasure. From the explanation above, each student may have their feelings towards the use of song during English learning, whether it is enthusiastic, happy or even they may not like it. The feelings students experience in the school environment and the reasons for experiencing these feelings should be described (Çetin et al., 2021).

While many have suggested the use of songs in language learning, very few have examined how students feel about using this method. Some

students may feel more interested and comfortable when learning English with songs, while others may find it unsuitable or difficult to follow the material delivered through this medium. Therefore, it is important to understand how students respond to and experience the process of learning English involving songs, in order to find out the extent to which this method can improve their motivation and learning outcomes.

For this reason, the researcher decided to conduct a study on students to explore and describe their feelings about the direction of using English songs to learn English. This study presents whether all participants gave a positive response to the use of English songs or whether some felt interested at all. That way, it is hoped that teachers can also improve and adjust the way and selection of songs as learning media so that students can feel better when learning and can maximize learning outcomes.

## **1.2 Formulation of the Problems**

This study provides one research question. The researcher explored “How are students’ feelings when learning English using English songs as learning media?”. By employing this formula, the researcher hoped to find out more about students’ feelings and experiences in learning English using English songs.

### 1.3 Operational Definitions

To prevent misunderstandings of the terms used in this study, the researcher gives some definitions as follows:

#### 1. Feeling

The feeling can be emotions and mood. As written in Sizer (2006), in his discussion of emotions and moods, Tye (1995) employs a similar strategy regarding the intentionality of feelings, but Tye concludes that emotions and moods are feelings.

#### 2. Song

A song is a piece of music that contains lyrics and words. So, English songs are songs or kinds of music which in the lyrics and words contained in it use English.

#### 3. Narrative Inquiry

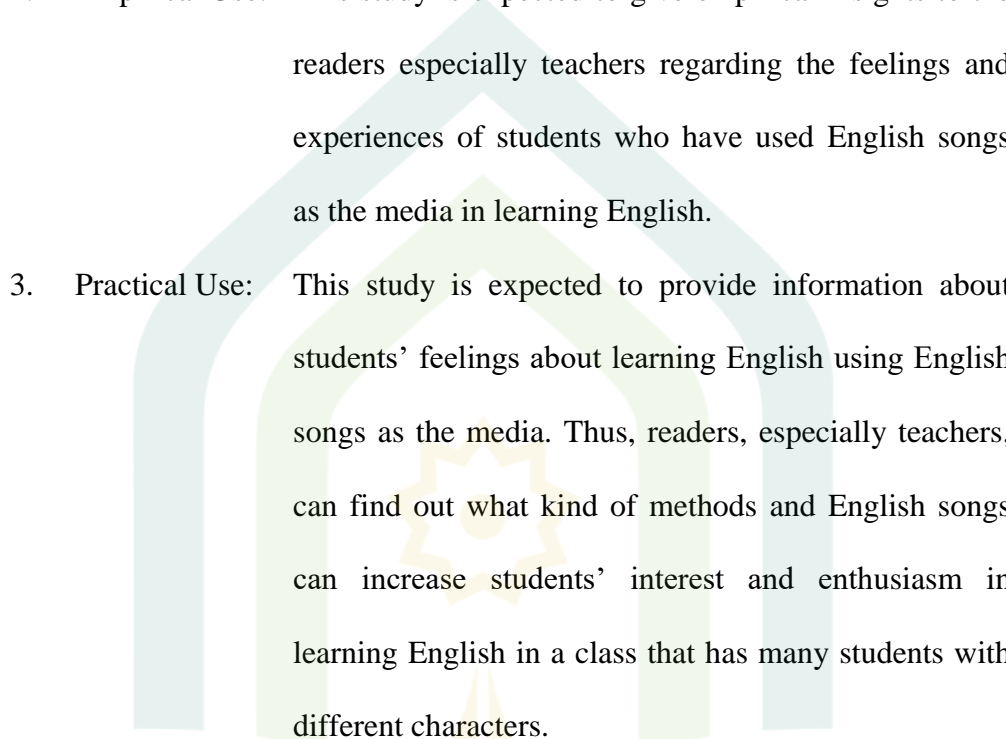
Narrative inquiry is a way of understanding human experience through stories. (Kim, 2020)

Narrative inquiry combines storytelling and research. The stories can be research data and also use storytelling as a tool for data analysis or data presentation. (Barkhuizen et al., 2014)

### 1.4 Aims of the Study

Based on the problem that has been described, this study aims to explore students' feelings in learning English using English songs.

### 1.5 Significance of the Study

1. Theoretical Use: This study is expected to contribute to the appraisal theory put forward by Martin and Rose (2007) and support theories related to the students' experience.
  2. Empirical Use: This study is expected to give empirical insights to the readers especially teachers regarding the feelings and experiences of students who have used English songs as the media in learning English.
  3. Practical Use: This study is expected to provide information about students' feelings about learning English using English songs as the media. Thus, readers, especially teachers, can find out what kind of methods and English songs can increase students' interest and enthusiasm in learning English in a class that has many students with different characters.
- 

## CHAPTER V

### CONCLUSION

#### 5.1 Summary of the Findings

In this chapter, the researcher presents the conclusion of this study. Based on the findings and discussion above, it was concluded that there are three important points in the appraisal theory proposed by Martin and Rose (2007), that are contained in this study, namely *affect*, *judgment*, and *appreciation*.

The first is affect, in this study, participants showed three kinds of feelings from four kinds of feelings proposed by Martin and Rose (2007), namely *positive feelings*, *negative feelings*, and *direct feelings*.

The second is judgment, there are two categories: *personal judgments* and *moral judgments*. In the personal judgments, participants showed positive and negative personal judgments. Whereas in the moral judgments, participant only showed a positive moral judgments.

The third is appreciation, in this study, the object of appreciation is the English lesson. Participants showed positive and negative appreciations.

#### 5.2 Recommendation

This research has some limitations, one of which is the lack of participants who joined. Therefore, further research can be developed by examining the feelings or experiences of the teachers who use English songs as media for learning English. Thus, the research on this topic has resulted from two sides, the student and the teacher. For further research, the researcher also would



like to suggest further researchers to expand this research with different methods.



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*Appendix 4: Curriculum Vitae*

**CURRICULUM VITAE**

Name : Alza Narohmah

Student Number : 2519055

Place and Date of Birth : Pekalongan, 9<sup>th</sup> of March 2000

Gender : Female

Address : Wiradesa, Pekalongan.

Educational Background :

1. SD N 1 Wiradesa (2012)
2. SMP N 2 Wiradesa (2015)
3. SMK N 2 Pekalongan (2018)
4. English Education Department, Faculty of Education and Teacher Training, UNIVERSITAS ISLAM NEGERI K.H. Abdurrahman Wahid Pekalongan (2024)