

**NON-ENGLISH MAJOR STUDENTS FEELINGS TOWARD LEARNING
ENGLISH VOCABULARY THROUGH SONGS**

A THESIS

Submitted In Partial Fullfilment of the Requirement for the Degree
of *Sarjana Pendidikan* in English Education



By:

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SN. 20522093

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN**

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2026

**SURAT PERNYATAAN KEASLIAN SKRIPSI
DAN PENGGUNAAN BANTUAN KECERDASAN ARTIFISIAL**

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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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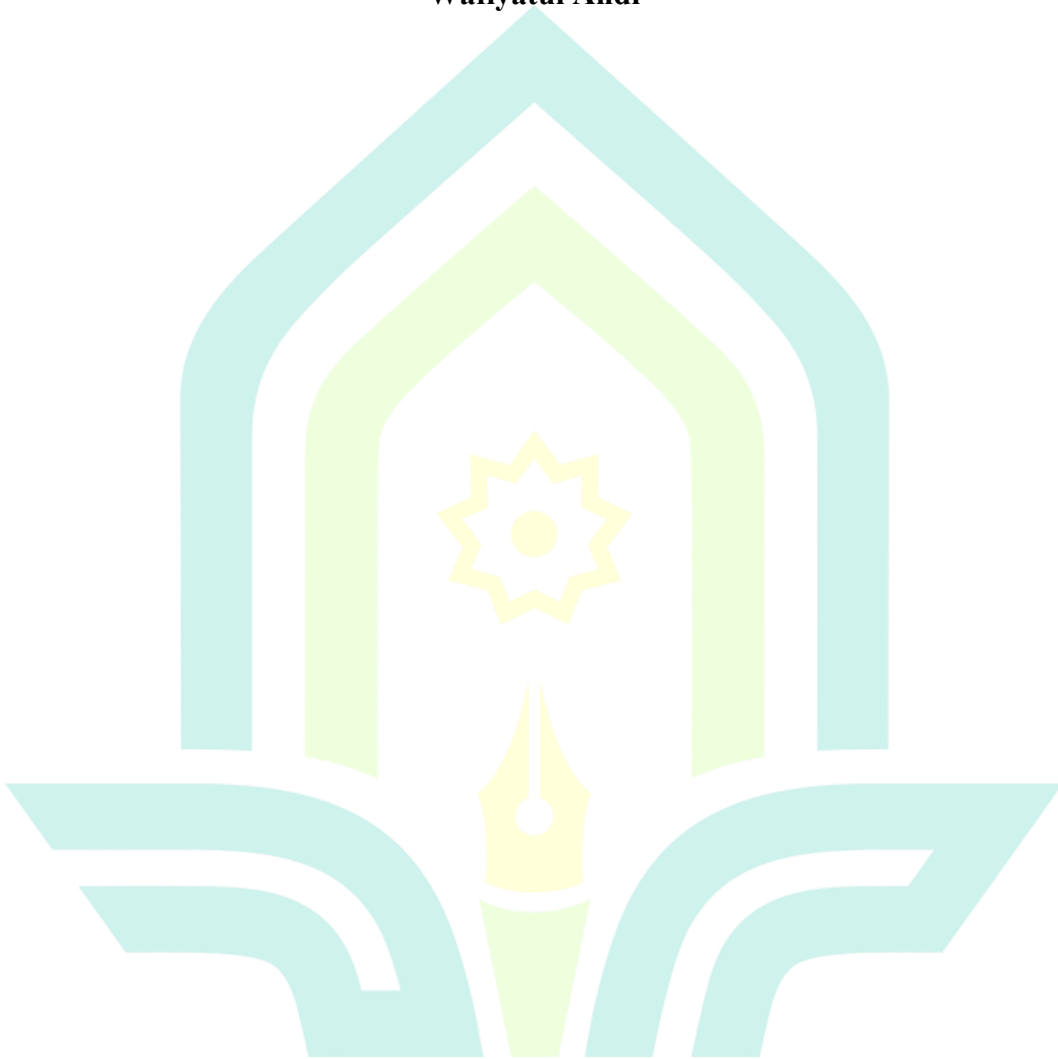
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MOTTO

Fata Viam Invenient.

*“Life doesn’t always go as planned, but what is meant for you
will always find its way.”*

Wafiyatul Ahdi



ABSTRAK

Pembelajaran kosakata merupakan salah satu aspek penting dalam pembelajaran bahasa Inggris. Namun, mahasiswa nonjurusan Bahasa Inggris dapat memiliki beragam perasaan ketika menghadapi kosakata yang tidak familiar. Meskipun lagu berbahasa Inggris sering dimanfaatkan sebagai sumber paparan bahasa, penelitian yang berfokus pada perasaan mahasiswa dalam konteks tersebut masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi perasaan yang diungkapkan oleh mahasiswa nonjurusan Bahasa Inggris dalam pembelajaran kosakata bahasa Inggris melalui lagu. Penelitian ini menggunakan pendekatan kualitatif dengan desain narrative inquiry. Partisipan penelitian terdiri atas tiga mahasiswa nonjurusan Bahasa Inggris di salah satu universitas di Pekalongan yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik Braun dan Clarke (2006). Teori Appraisal dari Martin dan White (2005), khususnya sistem Affect, digunakan untuk menginterpretasikan perasaan yang diungkapkan partisipan. Hasil penelitian menunjukkan bahwa partisipan mengungkapkan perasaan positif berupa kebahagiaan, kenyamanan, kepuasan, dan ketertarikan untuk mengeksplorasi kosakata baru, serta perasaan negatif berupa kebingungan dan ketidakpastian ketika menghadapi kosakata yang tidak familiar atau pelafalan yang kurang jelas. Temuan penelitian menunjukkan bahwa pembelajaran kosakata melalui lagu dipahami sebagai pengalaman belajar yang bersifat personal dan emosional, di mana mahasiswa membangun pemaknaan melalui interaksi mereka dengan lirik lagu.

Kata Kunci: *Mahasiswa Nonjurusan Bahasa Inggris; Perasaan Mahasiswa; Pembelajaran Kosakata; Lagu Berbahasa Inggris*

ABSTRACT

Learning vocabulary is an important part of learning English, yet non-English major students may experience different feelings when encountering unfamiliar vocabulary. Although English songs are commonly used as a source of language exposure, studies focusing on students' feelings in this context remain limited. Therefore, this study aimed to explore the feelings expressed by non-English major students while learning English vocabulary through songs. This study employed a qualitative approach using a narrative inquiry design. Three non-English major students from a university in Pekalongan participated in the study through purposive sampling. Data were collected through semi-structured interviews and analyzed using Braun and Clarke's (2006) thematic analysis. Martin and White's (2005) Appraisal Theory, particularly the Affect system, guided the interpretation of participants' expressed feelings. The findings revealed that participants experienced both positive and negative feelings during vocabulary learning through songs. Positive feelings included happiness, comfort, satisfaction, and inclination to explore unfamiliar vocabulary, while negative feelings involved confusion and uncertainty when participants encountered unfamiliar words or unclear pronunciation. These findings suggest that learning vocabulary through songs is experienced as a personal and emotional process in which students construct meaning from their interactions with song lyrics. The study contributes to a deeper understanding of non-English major students' learning experiences and the role of feelings in vocabulary learning through songs.

Keywords: *Non-English Major Students; Student Feelings, Vocabulary Learning; Songs*

PREFACE

All praise and gratitude be to Allah SWT for His endless blessings, mercy, and guidance, which have enabled the researcher to complete this undergraduate thesis entitled "Non-English Major Students Feelings Toward Learning English Vocabulary Through Songs" Peace and blessings be upon Prophet Muhammad SAW. This thesis is submitted as one of the requirements for obtaining a Bachelor's Degree in the English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. The researcher realizes that this thesis could not have been completed without the support, guidance, and encouragement of many people. Therefore, the researcher would like to express her sincere gratitude to:

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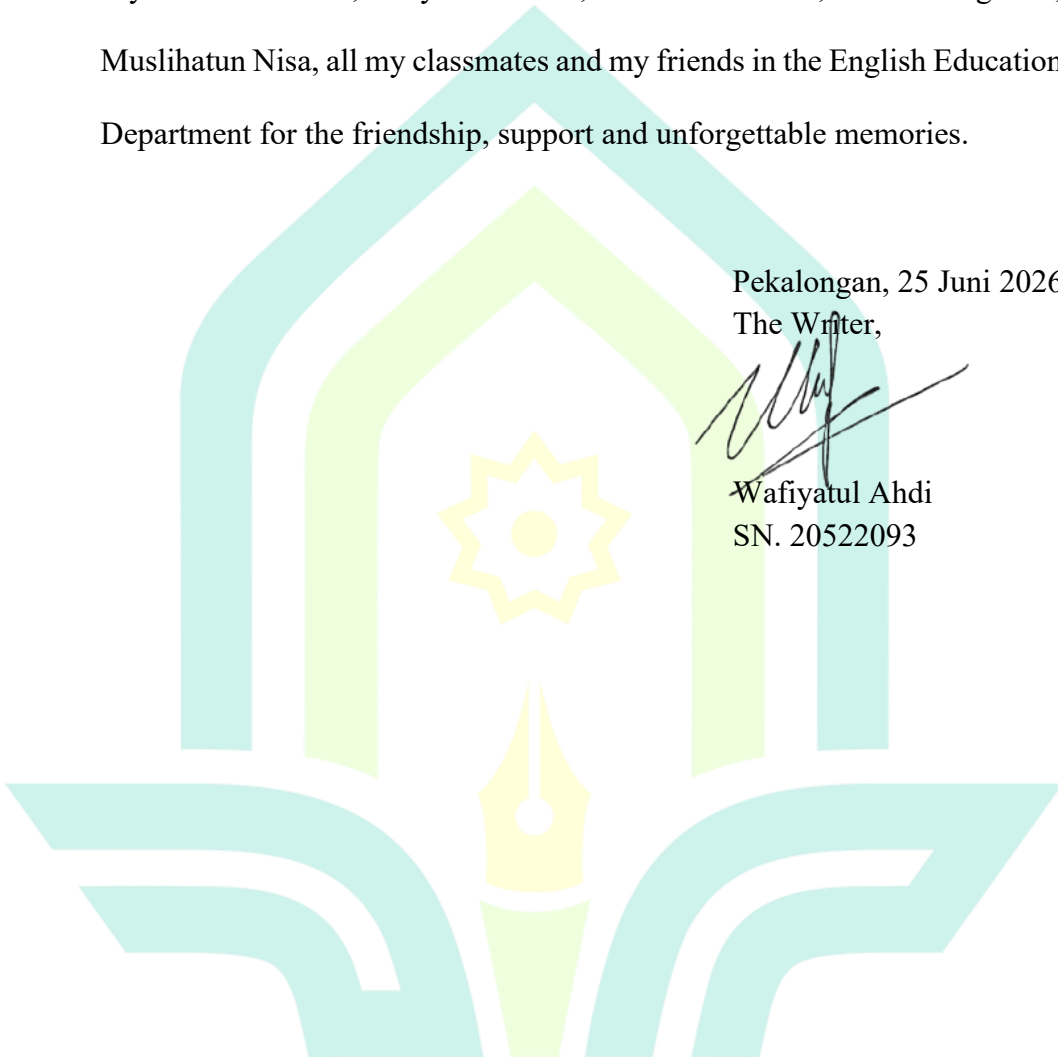
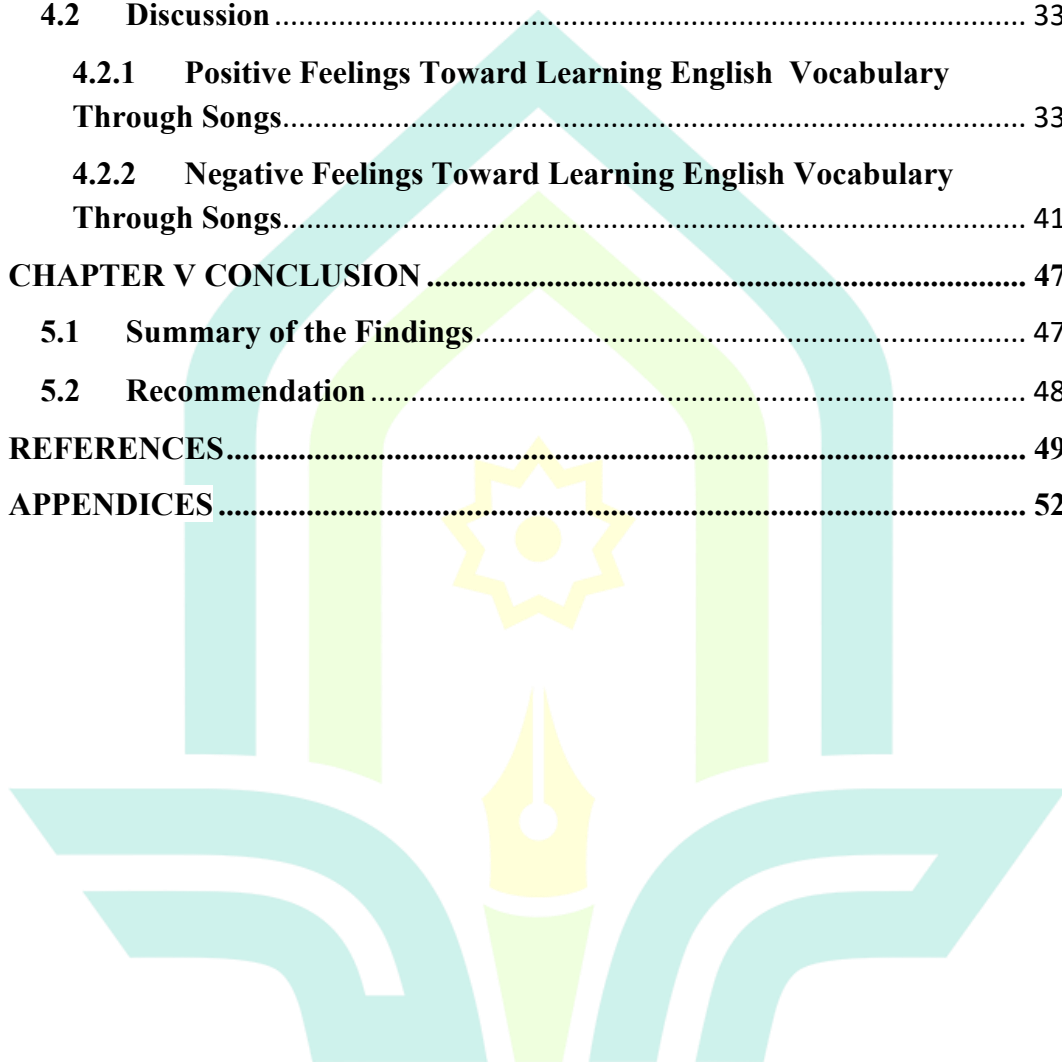


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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocabulary is one of the essential components in learning a foreign language because it contributes to students' ability to understand and produce language in listening, speaking, reading, and writing. Vocabulary knowledge enables students to comprehend texts, express ideas, and convey meaning in various communication contexts (Nation, 2001). In English as a Foreign Language (EFL) learning, vocabulary becomes an important aspect because limited vocabulary knowledge may create difficulties for students in understanding and using English (Schmitt, 2008). Therefore, vocabulary learning is considered an important part of the process of developing English language ability.

However, learning English vocabulary is not always an easy process for students. Vocabulary learning is often associated with activities such as memorizing word lists, translation, and repeated practice, which may cause students to experience different feelings during the learning process (Nation, 2001). These learning conditions may shape students' experiences, including their interest, enjoyment, confidence, or difficulties when learning new vocabulary (Schmitt, 2008). The challenges may be more noticeable among non-English major students because English is not the main focus of

their academic studies. Therefore, their experiences in learning English vocabulary may differ from students who study English as their major field.

The experiences of non-English major students in learning vocabulary indicate the need to consider learning resources that are related to students' daily activities. Learning materials connected to students' personal interests may provide opportunities for meaningful encounters with English vocabulary (Nation, 2001). One medium that is commonly encountered in students' everyday lives is English songs. Through song lyrics, students are exposed to authentic language use, including vocabulary, pronunciation, and expressions in meaningful contexts (Engh, 2013).

English songs provide opportunities for students to encounter vocabulary through repeated exposure to lyrics and the connection between language and music. Repeatedly listening to songs may allow students to notice unfamiliar words and understand their meanings based on the context of the lyrics (Lems, 2001). In addition, songs may create personal and enjoyable learning experiences because they are often related to students' interests and daily activities (Engh, 2013). These experiences may lead students to develop various feelings while learning vocabulary through songs.

Although songs provide opportunities for vocabulary exposure, learning English vocabulary through songs may also involve certain difficulties. Song lyrics may contain figurative expressions, informal vocabulary, and unclear pronunciation that can make it difficult for students

to understand the meaning of words (Lems, 2001). These difficulties may result in different emotional experiences among students, such as enjoyment, curiosity, uncertainty, or frustration when they encounter unfamiliar vocabulary or challenging lyrics. Previous studies have discussed the use of songs in language learning, particularly in relation to vocabulary learning, motivation, and language development. However, fewer studies have focused on students' feelings during the process of learning vocabulary through songs, especially among non-English major students.

Based on preliminary observation, non-English major students showed various feelings toward learning English vocabulary through songs. Some students expressed positive feelings because songs created a more engaging learning experience and helped them remember unfamiliar words. Meanwhile, other students experienced difficulties related to unfamiliar vocabulary. These different experiences indicate that students may have different feelings when learning vocabulary through songs. Therefore, this study aims to explore non-English major students' feelings toward learning English vocabulary through songs in order to understand their learning experiences more deeply.

1.2 Formulation of the Problems

This study provides one research question: “What feelings do non-English major students express when learning English vocabulary through songs?”

1.3 Aims of the Study

Based on the problems described, this study aims to explore the feelings expressed by non-English major students when learning English vocabulary through songs.

1.4 Operational Definitions

The researcher provides several definitions related to the research to avoid misunderstandings regarding the various terms in this research.

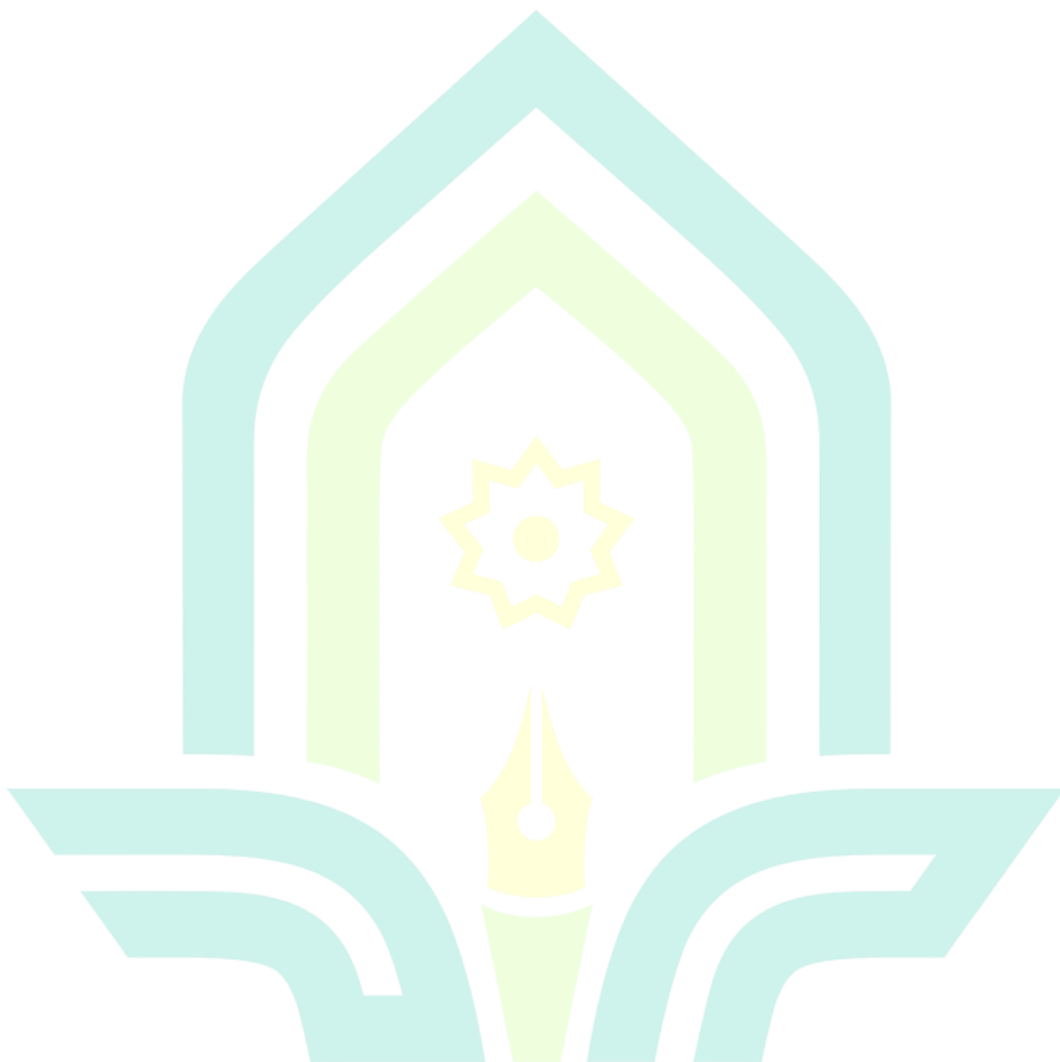
1. Songs : Songs refer to musical compositions consisting of lyrics and melodies that are used as a medium for language learning, providing students with exposure to authentic language use, including vocabulary, pronunciation, and expressions (Lems, 2001).
2. Feelings : Feelings refer to students’ evaluative attitudes toward the process of learning English vocabulary through songs as expressed through language (Martin & White, 2005).

3. Vocabulary : Vocabulary refers to the set of words that students need to understand and use effectively to communicate meaning in a language (Nation, 2001).

1.5 Significances of the Study

1. Theoretical Significance : This study contributes to English language education by enhancing the understanding of students' feelings toward learning English vocabulary through songs. It also applies Martin and White's Appraisal Theory to analyze how students express their feelings and evaluations in the learning process.
2. Empirical Significance : This study provides empirical evidence on non-English major students' expressed feelings when learning English vocabulary through songs. The findings, drawn from interview data, may support previous qualitative studies on affective aspects of vocabulary learning in EFL contexts.
3. Practical Significance : This study is expected to provide useful insights for English teachers and lecturers about students' feelings toward using songs in vocabulary learning. The findings may help educators better

understand students' emotional responses and consider more appropriate ways of using songs, especially for non-English major students.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Songs have long been recognized as one of the resources for learning English, including English vocabulary learning. This study found that non-English major students expressed a range of feelings while learning English vocabulary through songs. Based on Martin and White's (2005) Appraisal Theory, the participants expressed positive feelings of Happiness, Security, and Inclination, as well as negative feelings of Insecurity. These feelings were reflected through experiences of happiness after understanding unfamiliar vocabulary, comfort while learning through songs, interest in exploring unfamiliar words, confusion when encountering unfamiliar vocabulary, and uncertainty caused by unclear pronunciation. The findings also showed that participants responded to these feelings by employing various vocabulary learning strategies, such as using translation tools, inferring meanings from the context of lyrics, checking song lyrics, replaying songs, and utilizing digital resources such as ChatGPT to understand unfamiliar vocabulary..

The findings indicate that learning English vocabulary through songs was experienced as a process in which students' feelings influenced the ways they responded to unfamiliar vocabulary and constructed meaning from song lyrics. Since this study involved only three non-English major

students from one university, the findings are not intended to be generalized to other contexts. Nevertheless, this study contributes to a deeper understanding of non-English major students' feelings toward learning English vocabulary through songs and highlights the importance of considering students' feelings alongside their responses during the vocabulary learning process.

5.2 Recommendation

Based on the findings of this study, students are encouraged to use English songs as one of the learning resources for exploring English vocabulary while reflecting on unfamiliar words encountered in song lyrics. English teachers and lecturers are also encouraged to consider students' feelings when incorporating songs into vocabulary learning activities by providing opportunities for students to discuss lyrics and share their learning experiences. Future researchers are recommended to involve participants from different educational backgrounds or institutions to obtain a broader understanding of students' feelings toward learning English vocabulary through songs. They may also explore other affective dimensions or different learning contexts to enrich qualitative research on vocabulary learning through songs.

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