

**SINGING ENGLISH SONGS IN SUPPORT OF ENGLISH  
LANGUAGE DEVELOPMENT: A CASE STUDY**

**A THESIS**

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



**By :**

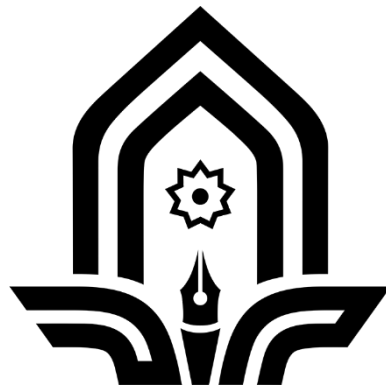
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FACULTY OF EDUCATION AND TEACHER TRAINING  
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K.H. ABDURRAHMAN WAHID PEKALONGAN  
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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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*Wassalamu 'alaikum Wr. Wb.*

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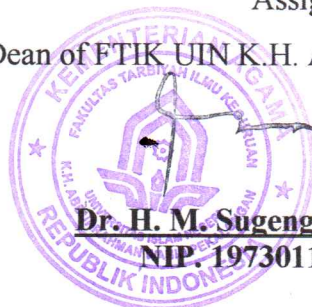
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## **MOTTO**

*“If everything was perfect, you would never learn and grow.”*

(Beyoncé)

*“Percayalah pada dirimu sendiri dan semua yang kamu miliki. Ketahuilah bahwa ada sesuatu di dalam dirimu yang lebih besar dari rintangan napa pun.”*

(Ade Ardian Pramudya)

## **ABSTRACT**

*The use of English songs in English learning is one of the supporting methods in the learning process. This research uses qualitative methodology. The research design used in this study was a case study with as many as six students who participated in a musical arts organization at one of the state universities in Pekalongan, consisting of men and women aged around 20–25 years. Data were collected using the interview method, and the data analysis technique used in this study was from Miles and Huberman. The purpose of this study is to find out the characteristics of songs chosen by college students that can develop English and how English songs have many benefits. The results show that when university students sing English songs, their English language skills develop because of the characteristics of the songs and the benefits that can be obtained through songs as a language development process.*

**Keywords:** *Singing English Songs, Characteristic, benefit singing English Songs*



## ABSTRAK

*Penggunaan lagu-lagu berbahasa Inggris dalam pembelajaran bahasa Inggris merupakan salah satu metode pendukung dalam proses pembelajaran. Penelitian ini menggunakan metodologi kualitatif. Desain penelitian yang digunakan dalam penelitian ini adalah studi kasus dengan subjek penelitian sebanyak enam orang mahasiswa yang mengikuti organisasi seni musik di salah satu perguruan tinggi negeri di Pekalongan, yang terdiri dari laki-laki dan perempuan yang berusia sekitar 20-25 tahun. Data dikumpulkan dengan menggunakan metode wawancara, dan teknik analisis data yang digunakan dalam penelitian ini adalah dari Miles dan Huberman. Tujuan dari penelitian ini adalah untuk mengetahui karakteristik lagu yang dipilih oleh mahasiswa yang dapat mengembangkan bahasa Inggris dan bagaimana lagu-lagu berbahasa Inggris memiliki banyak manfaat. Hasil penelitian menunjukkan bahwa ketika mahasiswa menyanyikan lagu-lagu berbahasa Inggris, kemampuan bahasa Inggris mereka berkembang karena karakteristik lagu dan manfaat yang dapat diperoleh melalui lagu sebagai proses pengembangan bahasa.*

***Kata kunci:*** *Bernyanyi Lagu Bahasa Inggris, karakteristik, manfaat bernyanyi*

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of study

A song is a short musical work that sets a poetic text with equal importance between music and lyrics. Songs can be written for one or several people and are generally presented with instrumental accompaniment. It is also known as a short composition written, adapted for singing, or a short musical composition with words (Middle English, from Old English *sing*: 1999). Song is an interesting medium used in the language learning process. The advantages of song, according to Brewster (2002), are introducing new languages to students; improving students' knowledge of the English language; increasing students' motivation to learn the English language; and helping students' memory.

Based on Gale's view, songs are one of the components that can help develop students' language skills. One of the components of language skills that can be developed by using songs is vocabulary mastery. It is because the language in songs is believed to have many variations and can expand students' vocabulary and improve their ability to learn English vocabulary.

A study conducted by Nadia and Nicoleta (2015) entitled *Belief in Using English Songs to Improve Students' Pronunciation* shows that song content can be used and implemented to improve any language skill, such as listening, speaking, vocabulary, pronunciation, and grammar rules. In

addition, Zuhri and Nurpratiwi (2012) have also shown how songs can teach pronunciation and how using songs as a teaching tool can help students improve their pronunciation of English terms.

After looking at some previous research, the use of song media as a medium to improve English language skills has been around for a long time. Based on the initial survey that researchers conducted and several times conducted an observation, there were several student participants who participated in the EL-Fata Music Student Activity Unit (UKM) who often sang English songs, for example on the agenda when practicing solo voice or singing songs in the form of a choir. It turns out that their English skills are getting better. They seem to be better at pronouncing words and also have a lot of vocabulary. This is because they are encouraged to perform English songs, and they have to convey the meaning of the songs well. In this case, there are also things that need to be considered, such as the articulation of words and also the meaning of words.

Referring to the empirical studies above, this study aims to explore and explain students' perceptions about singing English songs in support of their English development. Even though there has been a lot of previous research discussing the use of songs in language learning, there is still little that discusses singing English songs to support English language development,



## 1.2 Formulation of the Problems

Based on the research I will be doing, there will be two questions. That is;

1. What are the characteristics of English songs that students choose to support their language development?
2. How are the benefits they got in their language development from frequently singing English songs?

## 1.3 Definitions of Keyterms

The researcher provides several definitions relevant to the research she conducted in order to prevent misconceptions of the terms used in this study, as follows:

1. Songs : Hornby (1995) stated that a song is a work of musical art whose words are neatly arranged and then sung.
2. Perception : : The way of regarding, understanding, interpreting something; a mental impression (Taylor, 2019).
3. Vocabulary : Vocabulary is an essential component in language learning besides pronunciation and grammar. Vocabulary includes words, phrases, sentences, and clauses which then form a language. As stated by Harmer (2002).
4. Pronunciation :According to AMEP (2002), pronunciation is the creation of sounds that are normally employed to produce meaning, including segments and features of language such as stress, intonation, and rhythm.

5. Language development: According to Vigotsky (McInnerney and McInnerney, 1998: 38–40) in Jamaris (2006), language development is related to cognitive development. Language development is related to cognitive development, meaning that intelligence factors greatly influence the development of language skills. The child's intellectual level will continue to develop. Along with the growth and development of children, their language skills also begin to develop from a very simple level to a complex level.

#### **1.4 Aim of the research**

The aim of this study is to investigate what the characteristics of songs chosen by university students are that can develop English and how English songs have many benefits.

#### **1.5 Significance of Study**

1. Theoretical Use : The results of this study are expected to support the theory of Futon in Arevalo (2010) related to the use of songs in language learning.
2. Empirical Use : This study provides insight into students' experiences of singing English songs as a way to practice English speaking and pronunciation skills.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the Finding**

The characteristics of songs that can help them in their language development are songs with simple lyrics, songs with clear and good articulation, songs with varied and diverse vocabulary, songs with good moral values and interesting stories.

Based on the results of the research, there are several facts related to the activity of singing English songs that are done regularly and often can help students in terms of their English language development. According to them, singing English songs can increase their interest in English, the repetition of lyrics in songs can make English easier to remember, and the existence of pieces or fragments per lyric in a song can help facilitate the memory and understanding of lyrics, and songs can encourage me to learn more spelling or master vocabulary.

Through songs, language learning can be more interesting because songs have advantages that can be used in the process of developing English language learning. On the other hand, songs also have characteristics that can help with the development of learning English and make it easy to learn.

## **5.2 Recommendation**

In this section, the researcher provides some suggestions for future research on students' activity experiences in singing English songs. For future research, the researcher suggests changing the research design to get deep exploration of the data. In addition, the setting can be changed from student activity units to schools or other places



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