English Songs in Vocabulary Learning: Higher-Education Students' Perceived Views

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ABSTRACT

This survey study investigated students' perceptions of using English songs towards their vocabulary learning. It involved 59 sixth-semester English Language Education Study Program students at a private university in Central Java. Data were collected from a closed questionnaire distributed to the research participants via a Google Form. The quantitatively analyzed questionnaire data demonstrated that the average percentage of the three perceptions indicators – perceived object, sensory organs or receptors, and attention – was 86%, included in the 'Strongly Agree' criterion based on the interval measurement. The results mean that the students perceived that English songs could help them learn, acquire, and retain new vocabulary. The results showed that students deemed that English songs could attract their interest in learning vocabulary. Using English songs helped them remember the forms, meanings, and uses of newly acquired vocabulary. The students considered listening to English songs a practical and fun learning method for learning, developing, and retaining vocabulary. Therefore, the results of this study can be used as a consideration for lecturers to use English songs to help students boost their interest and motivation to learn vocabulary; consequently, they can use vocabulary suitably.

Keywords: English songs, students' perceptions, vocabulary learning

1. Introduction

Vocabulary is an essential part of learning English. Similarly, Alqahtani (2015) noted in his study that vocabulary is central to teaching and learning foreign languages. Vocabulary is an element of language that has an essential role in learning foreign languages, and students must be able to master vocabulary to express their ideas, emotions, and opinions (Yohanna, 2016). Students will easily communicate with other people using spoken and written forms by mastering vocabulary. Anggraini and Fauzi (2019) claimed that vocabulary and communication could not be separated. Because when they communicate with other people, they need vocabulary so that their communication can run well.

Furthermore, teaching vocabulary is the primary step before teaching other aspects of language (Faliyanti, 2017; Purnomo, 2021). Schmitt (2019) shared one ordinary observation with this view: no one can use English appropriately and correctly without mastering vocabulary. Students with sufficient vocabulary can suitably demonstrate four English skills reading, writing, listening, and speaking. Without adequate vocabulary, students will have difficulties developing and mastering the four English skills (Frijuniarsi & Marlianingsih, 2016; Nurnaningsih, 2022).

Hornby (1984, as cited in Zalmansyah, 2013) stated that the four English skills could not be separated from the vocabulary. Similarly, Da Silva Wadu and Supeno (2021) wrote that students

would not encounter difficulties understanding what they read should they have the sufficient vocabulary. The students can write their ideas, thoughts, and opinions with diverse yet appropriate writing styles as long as they possess a wide range of vocabulary. Vocabulary mastery helps students become competent writers (Da Silva Wadu & Supeno, 2021).

Concerning listening skills, students can understand the meaning and intent of what they hear. The more vocabulary the students possess, the better their listening ability will be (Frijuniarsi & Marlianingsih, 2016). Dealing with speaking skills, students can communicate their ideas using English appropriately. Alqahtani (2015) claimed that students could not convey their ideas without sufficiently mastering vocabulary because vocabulary is one of the main bases of their speaking skills.

The literature has acknowledged that listening to English songs is one of the ways that can help students improve their vocabulary mastery. Pavia et al. (2019) claimed that English songs could stimulate students to acquire new vocabulary in English songs, and repetition of English songs makes it easier for students to remember vocabulary. Nurnaningsih (2022) and Isnaini and Aminatun (2021) noted that in their studies, this way could help their students overcome such problems as difficulties mastering vocabulary and conveying their ideas in English.

Furthermore, Wardiman et al. (2022) claimed that using English songs supports active and fun learning and improves students' vocabulary mastery. Similarly, Lestari and Hardiyanti (2020) noted that using English songs created a relaxed and entertaining understanding atmosphere; thus, it helped students minimize their anxiety while studying. In addition, it helped students acquire and retain new vocabulary easily because the learning process using English songs becomes fun for students, Faliyanti (2017) asserted.

Knowing the students' perceptions of using English songs towards their vocabulary mastery is essential because students have different perceptions. As Savitra (2017) stated, each individual has their perception of seeing the same thing. In other words, each student has a different way of expressing their thoughts, opinions, and perceptions of the same thing, especially in using English songs towards students' vocabulary mastery. Therefore, it is essential to study students' perceptions of the use of English songs towards their interest in learning vocabulary in depth.

Regarding the concern mentioned above, this study explores how the students perceived using English songs towards their interest in learning vocabulary. This subsection will discuss theories related to the students' perceptions of using English songs towards students' vocabulary mastery, namely, perception, vocabulary mastery, and English songs. The following paragraphs intend to elaborate on the definition and indicators of perception. Furthermore, it helps articulate a functional purpose of the perception pertinent to the current study.

All people have their own opinion, view, and description of seeing the same information and situation. Each individual perceives seeing the same thing (Savitra, 2017). Wagner and Hollenbeck (1995, as cited in Savitra, 2017) stated that perception is the process of selecting, processing, storing, and interpreting information received through the five senses of seeing, hearing, touching, smelling, and tasting. Robbins (2003, as cited in Savitra, 2017) defined perception as a process by which individuals organize and interpret their views through their senses to give meaning to the surrounding environment. Perception is the assessment process carried out by individuals on particular objects (Shafaruddin, 2013). Citing Sunaryo (2004), Shafaruddin (2013) stated that perception transmits a stimulus by the human senses to the brain. After the impulse is sent to the brain, the individual will know what is perceived.

It can be concluded that perception is the act of organizing, recognizing, and interpreting sensory information resulting from physical and chemical stimulation through the five human senses.

The five human senses are seeing, hearing, touching, smelling, and tasting, representing the individual's description and understanding of information and situations presented in their environment. Therefore, each individual's perceptions will differ in assessing a thing, condition, and status. The students' perceptions of using English songs towards their vocabulary mastery can be the key to answering the research question.

Walgito (2004) claimed that indicators utilized to identify the perception of information and situation in the surrounding environment are perceived objects, sensory organs or receptors, and attention. The first indicator is the perceived object. In this respect, things cause stimulation when they hit the human senses. A stimulus does not only come from outside of the perceiving individual. Still, it can also come from within the individual concerned, directly hitting the receiving nerve that acts as a receptor. In the questionnaire of this study, this indicator was used to know whether English songs can stimulate students' interest in learning English vocabulary. One of the two questions regarding this indicator was whether listening to English songs affects their vocabulary mastery.

The second indicator is sensory organs or receptors. The sense organs are recipients of stimuli, while nerves are the successors of the stimuli received by the senses to the brain or the centre of consciousness. To respond requires a motor that can form a person's perception. The sensory organs or receptors indicator was used in the questionnaire to identify that listening to English songs can help students learn and acquire vocabulary.

The last indicator is attention. Attention is the primary step in giving perception. Attention here focuses on all activities aimed at an object or group. The attention indicator was used in the questionnaire. There will be seven questions regarding this indicator. One must know that listening to English songs effectively helps students acquire and retain vocabulary.

This study underpinned its theoretical framework by perception indicators Walgito (2004) coined: perceived object, sensory organs or receptors, and attention To investigate students' perceptions of the use of English songs towards students' vocabulary. The framework helps explain how individuals obtain their respective perceptions. Every stimulus will affect the perception of each individual. This is what underlies why each individual has a different perception of seeing the same object. This recent study investigated students' perceptions of using English songs towards their vocabulary mastery. As a result, those indicators were utilized to design the questionnaire in this study.

The following paragraphs will elaborate on vocabulary definitions and good mastering of vocabulary.

The term 'vocabulary' is a collection of words in a language that have meaning and are used by individual speakers (Hatch & Brown, 1995, as cited in Alqahtani, 2015). Hornby (2001) defined vocabulary as forming a language consisting of a collection of words that have a meaning in a particular language. Vocabulary is the total number of words or a list of words in a specific language owned or used by a person or individual (Cesarini et al., 2021; Utebaeva, 2022). From the definitions above, it can be concluded that vocabulary is a collection of words in a language, especially English, that has meaning and is used in sentences to communicate.

Mastering sufficient vocabulary is an essential part of English. Students who want to master English must acquire vocabulary first. Wilar et al. (2021) corroborate this view, saying that vocabulary is essential in language teaching and learning. With adequate vocabulary, language users can produce sentences in spoken or written forms to communicate with others appropriately and acceptably. Wilar et al. (2021) further claimed that "No matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way" (p. 40). It can be concluded that students need to master vocabulary

if they want to communicate using English because, without mastering vocabulary sufficiently, students will not be able to master the English language. Hence, mastering vocabulary is an important part of being able to master English.

Students can be good speakers, listeners, readers, and writers by mastering vocabulary. Frijuniarsi and Marlianingsih (2016) claimed that the better students in mastering vocabulary, the better their listening skills will be since vocabulary mastery significantly influences students' listening skills. In addition, mastering vocabulary affects students' ability to identify the main ideas in a reading text; hence, mastering vocabulary positively affects their reading comprehension (Sumantri & Siron, 2017). Mahmudah (2014), based on the results of her research, claimed that vocabulary mastery improved students' writing skills, as evidenced by the scores of the story rewriting test. Therefore, the students with sufficient knowledge will be competent English speakers because vocabulary mastery significantly influences students' speaking skills (Fithriani, 2021).

The subsection elaborates on the definition of English songs and the role of English songs in vocabulary mastery. In addition, it helps articulate the functional purpose of English songs and the position of English songs towards vocabulary mastery pertinent to the current study.

Citing Shen (2009), Faliyanti (2017) asserted that a song is a complex collection of words and sounds with many qualities and consists of lyrics containing idiomatic expressions, so songs can be a perfect resource in language learning. Songs are works of art that combine tones with the human voice and are accompanied by musical instruments to produce rhythmic musical results (Linia, 2020). Griffee (1995, as cited in Rachmawati et al., 2020) explained that song refers to music consisting of words, prevalent songs often heard on the radio, and the music here is instrumental such as symphonies, chambers, and guitars.

Concerning definitions identified in the literature, a song in this study refers to a work of art that consists of a collection of words in lyric form accompanied by human voices and musical instruments. From the definitions above, this study will focus on songs that use the English language to facilitate the design of the questionnaire. The following paragraphs will elaborate on previous research relevant to this current study.

The recent literature indicates that scholars have investigated various vocabulary-related research dimensions in the English-as-a-second and -foreign language contexts. It includes applying specific media for vocabulary improvement and studying students' perceptions of such applications to their vocabulary learning interest or motivation. They have tested the effectiveness of computer- or multimedia-assisted-language-learning applications in teaching and enhancing higher-degree students' vocabulary (e.g., Arumugam & Noor, 2021; Katemba, 2019; Octaviani & Sari, 2022; Sari et al., 2022). As one part of the investigations, Fithriani (2021) used a questionnaire whose indicators were adapted from the studies of Abdul and Talib (2017) and Vahdat and Behbahani (2013) to find out how her Indonesian-state-university students perceived a mobile game in their vocabulary learning. The tournament benefited them by upgrading her students' learning outcomes, enjoyment, and motivation. Other scholars, including Agustin and Ayu (2021) and Putri (2022), examined whether or not social media applications like Instagram improved their university students' vocabulary mastery. Nurnaningsih (2022) and Hardiyanti and Herda (2023) are researchers examining using flashcards to teach and upgrade their participants' vocabulary repertoire.

Other researchers have examined how English songs have improved students' vocabulary. Wardiman et al. (2022) involved their state-university students in responding to a listening-to-English-song-habit questionnaire and a semi-structured interview. They summed up that English songs improved the students' vocabulary mastery. In a classroom-action-research study, Wilar et al. (2021) used English songs to teach vocabulary to students of a junior-secondary school in North

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Sulawesi. Regarding the statistical analyses, they concluded that English songs significantly impacted students' mastery of vocabulary. Five seventh-semester English Education Department students at a private university in East Java took part in Chaidir's study (2021). Utilizing an analyzed interview as the sole instrument, he concluded that English songs helped learn vocabulary; hence, the students significantly improved their vocabulary repertoire.

Several scholars have specifically researched how students perceived English songs towards their interest and motivation in learning vocabulary. In her experimental research involving the first-year students of a private university in Lampung, Faliyanti (2017) found that using English songs created fun and enjoyable learning processes. Students looked happy to learn new vocabulary from English songs; eventually, their motivation increased. Wulandari and Mandasari (2021) investigated the perceptions of a midwifery academy's students in East Java. The analysis showed that their students perceived that English songs, with their interactive nature and attractiveness, could boost their vocabulary-learning interests and motivation. Involving secondary-school students, the studies of Florentina (2021), Rachmawati et al. (2020), and Yohanna (2016) have one observation in common that English songs significantly affected their perceptions of English songs due to their effectiveness, usefulness and easiness influencing their enthusiasm to learn vocabulary.

This small-scale study investigated how the English Language Education Study Program perceived the use of English songs towards their interest in learning vocabulary. It was undertaken to fill two gaps in previous studies. First, most of the research reviewed has not utilized any particular perception indicators underpinning the questionnaire designs. Second, this study intentionally involved the sixth-semester students of a faith-based private university. In contrast, preceding studies included first and second-year students at public and non-faith-based private universities.

2. Methodology

This section explains the methodological framework to address the research question. First, it presents the research design this study has adopted to achieve the objective of this research and the reason for this choice. Second is a description of the research setting, including the place and time of this research. Third, the participants of this study will be discussed. Finally, the data collection technique and data analysis procedures will be elaborated.

2.1. Research Design

This study adopted a descriptive quantitative research approach. Creswell and Creswell (2017) explained that quantitative research is a study that collects numerical data analyzed by mathematical-based methods to explain phenomena. It applied a descriptive quantitative method aimed at describing actual events in the present in significant numbers, Creswell and Creswell (2017) further elaborated.

2.2. Place and Time of Research

This study was conducted at a private, faith-based university in Banyumas Regency, Central Java, Indonesia. It took eight months, spanning from November 2021 to June 2022.

2.3. Participants

This study involved 59 sixth-semester students aged 19-20 from the English Language

Education Study Program (ELESP) at a private, faith-based university in Central Java. Following Arikunto's suggestion (2006), it employed convenience sampling because the population was smaller than 100. They were selected because they have taken vocabulary-related courses ELESP (2020) offers. In addition, it was considered that they might have applied various learning strategies, including using English songs, to help them learn vocabulary.

2.4. Data Collection Technique

This study used a questionnaire to collect and obtain data (Dörnyei & Chan, 2013; Dörnyei & Csizér, 2013) from participants. In this respect, the data concerned students' perceptions of using English songs towards their vocabulary mastery. The questionnaire was distributed to the students through a Google Form. Given that learning activities were conducted online due to the COVID-19 Pandemic.

This study underpinned its theoretical framework of perception with the propositions Walgito (2004) suggests. It further served as the basis for designing the blueprint of the questionnaire described in the following table.

Table 1. Blueprint of Questionnaire

Factors of perception	Indicators	Items Number	Total Number
Perceived object	Stimulus (English songs as a stimulus of students' interest)	1, 2	2
Sensory organs	Repetitive action (listening to English songs)	3, 4, 5	3
Attention	Focusing attention on the object (English songs improve vocabulary)	6, 7, 8, 9	4
	English songs are an effective method for learning, acquiring, and retaining vocabulary	10, 11, 12	3

A scale is needed to measure social behaviour, personality, cultural aspects, and the environment. This study, accordingly, employed the Likert-scale assessment technique. Sugiyono (2015) explained that the Likert scale measures individuals' or groups' attitudes, opinions, and perceptions about social phenomena. Furthermore, he stated that the measured variables would be translated into indicator variables using a Likert scale (2015). The Likert-scale assessment used in this study was with five alternative answers (1) Strongly Agree, (2) Agree, (3) Neutral, (4) Disagree, and (5) Strongly Disagree.

Table 2. Scoring Scale of Questionnaire

Alternative answers	Score Item questions
Strongly Agree	5

Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

2.5. Data Analysis Technique

Descriptive statistics were used to analyze the quantitative data collected in this study using SPSS. Citing Fisher and Marshall (2009), Rachmawati et al. (2020) explained that descriptive statistics is a numerical and graphical method used to organize, present, and analyze data. The data analyzed in this study were students' perceptions of using English songs towards their vocabulary mastery, collected using a closed-question questionnaire.

The steps in analyzing the data were as follows. The first step was checking the completeness of the respondents' answers to the closed-questions questionnaire. Second, the respondents' responses obtained were tabulated. Tabulation here attempted to present data in the form of a table. For the data tabulation, the data from the questionnaire was exported into Microsoft Excel because the data was processed using SPSS. The third step was to analyze the data using descriptive statistics in SPSS. The descriptive statistics aspect used was the percentage of frequency distribution which aimed to interpret the results of data analysis. Finally, an interval measurement was used to divide students' perceptions into categories. As Suharsaputra (2012, as cited in Dana, 2021) suggests, this measurement aims to conclude the results of research data processing. For example, if the percentage of the frequency distribution of the students' questionnaire results is 70%, it is in the 'Agree' category. Meanwhile, if the result is 20%, it is in the 'Disagree' category.

Table 3. The Criteria of Interval Value

Interval Value	Criteria
0% - 19.99%	Strongly Disagree
20% - 39.99%	Disagree
Interval Value	Criteria
40% - 59.99%	Neutral
60% - 79.99%	Agree
80% - 100%	Strongly Agree

Source: Adiwisastra et al. (2020)

3. Results and Discussion

This section is dedicated to presenting the quantitative analysis results and discussion. In particular, the gathered and analyzed data is provided in the case to address the question. It has two sections: Results and Discussion.

3.1. Results

As previously elaborated, the indicators of perception concerned perceived objects, sensory organs, and attention (Walgito, 2004). The first perception indicator was English songs to stimulate students' interest. The indicator was used to investigate students' perceptions of English songs' usefulness in learning vocabulary. The second indicator was to know students' repetitive actions, in this case, listening to English songs, as sensory organs of perception. The last indicator concerns the effectiveness of English songs in helping the students develop their interest in learning vocabulary. The analysis results of each factor can be seen in the following table.

Table 4. The Descriptive Statistics of Data Distribution regarding the Perceived Object

Factor of Perception	Item	Percentage of Distribution	The interval measurement
Perceived Object	1. Saya sangat tertarik mendengarkan lagu bahasa Inggris untuk meningkatkan kosakata saya.	91.6%	Strongly Agree
	2. Saya tertarik untuk belajar kosakata baru dengan mendengarkan lagu bahasa Inggris.	89.8%	Strongly Agree
	Average	90.7%	Strongly Agree

Table 4 demonstrates the quantitative analysis of the two items stimulating individuals to perceive an object (Walgito, 2004), in this case, listening to English songs. It shows that the average value was 90.7%. In the measurement interval (Adiwisastra et al., 2020), 90.7% was included in the 'Strongly Agree' criterion. The criterion indicates that students were perceived to be interested in listening to English songs to help them learn new vocabulary.

Table 5. The Descriptive Statistics of Data Distribution regarding the Sensory Organs

Factor of Perception	Item	Percentage of Distribution	The interval measurement
Sensory Organs	3. Lagu bahasa Inggris mampu membantu saya dalam mempersiapkan diri untuk belajar bahasa Inggris.	85.4%	Strongly Agree
	4. Lagu bahasa Inggris mampu membantu saya mengingat bentuk, makna, dan penggunaan kosakata dalam belajar.	80.6%	Strongly Agree
	5. Lagu bahasa Inggris mampu menguatkan bahasa ingatan saya setelah mempelajari kosakata.	82%	Strongly Agree

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Factor of Perception	Item	Percentage of Distribution	The interval measurement
	Average	82.6%	Strongly Agree

Table 5 shows three items regarding sensory organs or receptors (Walgito, 2004). They are deemed to influence individuals to perceive an object after receiving a stimulus from the thing. Of the three items, the average value was 82.6%, and in the measurement interval (Adiwisastra et al., 2020), this percentage was included in the 'Strongly Agree' criterion. It could be then considered that students perceived English songs as being able to help them in preparing to learn English and acquire vocabulary in learning. Moreover, they perceived that listening to English songs could help them boost their interest in vocabulary learning and strengthen their memory; eventually, they retain newly learned vocabulary.

Table 6. The Descriptive Statistics of Data Distribution regarding Attention

Factor of Perception	Item	Percentage of Distribution	The interval measurement
Attention	6. Lagu bahasa Inggris memudahkan saya untuk mendapatkan banyak kosakata baru.	87.4%	Strongly Agree
	7. Mendengarkan lagu bahasa Inggris memudahkan saya untuk menghafal kosakata baru.	85.4%	Strongly Agree
	8. Mendengarkan lagu bahasa Inggris membuat bentuk, makna, dan penggunaan kosakata baru lebih lama diingat.	80.6%	Strongly Agree
	9. Mendengarkan lagu bahasa Inggris membuat saya tahu banyak kosakata yang belum pernah saya ketahui sebelumnya.	86.8%	Strongly Agree
	10. Kosakata saya meningkat setelah mendengarkan lagu bahasa Inggris.	82%	Strongly Agree
	11. Lagu bahasa Inggris memotivasi saya untuk meningkatkan kosakata.	83.4%	Strongly Agree
	12. Lagu bahasa Inggris adalah salah satu metode belajar yang efektif dan menyenangkan dalam meningkatkan kosakata.	87.8%	Strongly Agree
	Average	84.7%	Strongly Agree

Table 6 shows that seven items belong to the 'attention' indicator as defined by Walgito (2004), which measures perception in response to a stimulus from the perceived object. Of the seven items, the average percentage of attention indicator was 84.7%. In the measurement interval (Adiwisastra et al., 2020), 84.7% was included in the 'Strongly Agree' criterion. In summary, students believed that English songs made vocabulary learning easier and aided in memorizing new words. They also considered that English songs helped them learn and retain forms, meanings, and uses of new vocabulary. Furthermore, English songs were considered as one of the effective and fun learning methods for improving vocabulary. Therefore, learning vocabulary through English songs might have boosted their motivation to improve their vocabulary mastery.

The overall quantitative analysis can be seen in the following table.

Table 7. Overall Analysis Results

Factors of Perception	Indicators	Percentage of Distribution	The interval Measurement
Perceived object	Stimulus (English songs as a stimulus of students' interest)	90.7%	Strongly Agree
Sensory organs	Repetitive action (listening to English songs)	82.6%	Strongly Agree
Attention	Focusing attention on the object (English songs improve vocabulary)	84.7%	Strongly Agree
	English songs are an effective method for learning, acquiring, and retaining vocabulary		
Average		86%	Strongly Agree

Table 7 is descriptive statistics of the data distribution based on the underpinning theory by Walgito (2004). The average percentage of the three indicators is 86%. Regarding the interval measurement that Adiwisastra et al. (2020) suggest, this percentage is categorized into the 'Strongly Agree' criterion, with the highest rate – the perceived object (90.7%), the second highest – the attention (84.7%), and the lowest value – the sensory organs (82.6). It could be summarized that three indicators influencing perception – perceived object, sensory organs, and attention that Walgito (2004) pointed – have been deemed to have affected the participants' perception of an object that each individual wants to perceive.

The findings in the preceding paragraphs are in line with several previous studies. Faliyanti (2017) identified that English songs helped students learn, acquire vocabulary, and understand the meaning of the English songs they listened to. Chaidir (2021) claimed that students considered that English songs motivated them to learn and enrich their vocabulary. Students perceived that English songs positively affected the learning process in English class (Lestari et al., 2020).

3.2. Discussions

This part provides discussions relevant to the research problems. As indicated by the quantitative analyses in the previous section, the research results showed that students perceived that

English songs helped them learn and acquire new vocabulary. In addition, the students deemed that English songs assisted them in remembering and memorizing the forms, meanings, and uses of new words. English songs could help them learn vocabulary. Moreover, they perceived that English songs were influential and fun learning methods for improving their vocabulary.

3.2.1. Perceived Objects

This study has two items regarding the indicator of the perceived object. The first item of this indicator demonstrated that students were interested in listening to English songs to learn, acquire, and retain vocabulary, as evidenced by the 91.6% percentage in Table 4. Based on the interval measurement (Adiwisastra et al., 2020), this percentage is categorized into the 'Strongly Agree' criterion. Regarding the second item of this indicator, students were perceived to be very interested in learning new vocabulary by listening to English songs, as evidenced by the percentage (89.8%) in Table 4. Such a percentage is also included in the 'Strongly Agree' criterion, referring to the interval measurement (Adiwisastra et al., 2020).

The overall percentage of the 'perceived object' indicator measured by the interval measurement (Adiwisastra et al., 2020) is 90.7%, which belongs to the 'Strongly Agree' criterion. It could be the perceived object – English songs, in this case – stimulates individuals to perceive an object. Specifically, objects cause stimulation when they hit the human senses. Not only does a stimulus come from outside of the perceiving individual, but it can also come from within the individual concerned, directly hitting the receiving nerve that acts as a receptor (Walgito, 2004). Moreover, English songs are generally considered to be able to attract students'' interest. They assist students in learning and acquiring new vocabulary and understanding its meanings through the English songs they listen to (Faliyanti, 2017). They also help students actively search for the importance of difficult words they find and phrases they do not understand (Wilar et al., 2021).

This study's finding that English songs were perceived to have attracted students' interest and boosted their motivation in learning vocabulary supports that of other studies. Faliyanti (2017) and Wulandari and Mandasari (2021) indicated that their students felt motivated to learn vocabulary due to the usefulness and interactive nature of the English songs; therefore, their grammatical knowledge and vocabulary repertoire eventually improved.

3.2.2. Sensory Organs or Receptors

The 'sensory organ' or 'receptor' has three items. Regarding the first item of this indicator, English songs could help students prepare to learn English. As evidenced by the percentage in Table 5, the value was 85.4%, categorized using the measurement interval (Adiwisastra et al., 2020) as the 'Strongly Agree' criterion. Regarding this indicator's second item, English songs could help students remember the forms, meanings, and uses of newly acquired vocabulary in learning, as indicated by the percentage (80.6%) in Table 5. Such a percentage was categorized into 'Strongly Agree'. Regarding the third item of this indicator, English songs could strengthen students'' memory after learning vocabulary. As Table 5 shows, the percentage of 82% belongs to the 'Strongly Agree' criterion.

The overall gain of this indicator is 82.6% which is classified into the 'Strongly Agree' criterion. It could be that the sensory organs or receptors influence individuals to perceive an object after receiving a stimulus from the thing (Walgito, 2004). Sense organs are recipients of stimuli. In contrast, nerves are successors of stimuli the senses receive to the brain or centre of consciousness. To respond requires a motor that can form a person's perception (Walgito, 2004). In this case, English songs are generally considered to be able to stimulate students to repeat the vocabulary they have

heard in English songs (Faliyanti, 2017). Students can understand the meaning of repeatedly listening to English songs. Repeated listening makes students understand the importance of the English songs they hear. Listening repeatedly also makes students unconsciously memorize vocabulary so that they keep and retain every vocabulary contained in the lyrics of English songs (Faliyanti, 2017).

The finding that English songs were thought to have positively affected the learning process in English class accords with other earlier observations by, for example, Florentina (2021) and Rachmawati et al. (2020). Their studies found that the students perceived that English songs helped to create fun and lively atmospheres.

3.2.3. Attention

This study has seven items regarding the attention aspect. The average percentage of the seven items regarding the attention aspect was (84.7%). It could be that the 'attention' was the primary indicator in perceiving an object after receiving a stimulus from the thing to be perceived (Walgito, 2004). The 'attention' here focuses on all individual activities aimed at an object or group of objects (Walgito, 2004). Relevant to 'attention', English songs, in this case, are generally considered to be able to assist students in learning, acquiring, and retaining new vocabulary. Faliyanti (2017) suggests that English songs help students achieve new vocabulary, and students can understand the meaning of the English songs they listen to. Hence, English songs can improve their vocabulary.

Furthermore, Faliyanti (2017) claimed that English songs could make students happy during the learning process. Students were delighted to receive information from English songs, especially new experiences in learning to listen. Accordingly, English songs are an effective method to learn, acquire, and retain vocabulary.

The overall findings that all indicators are categorized into the 'Strongly Agree' criterion appear to be able to address the researchers' basic assumptions that using English songs affects students' interest in learning vocabulary. Moreover, using English songs impacts students' positive perceptions of using English songs towards their motivation to learn vocabulary by looking at the whole percentage of the data analysis from their answers to a closed-question questionnaire.

Regarding the findings, this study would suggest using English songs for students' vocabulary learning. The suggestions would be given to lecturers, students, and future researchers. Lecturers could consider using English songs to help their students to master vocabulary. In addition, they could provide appropriate and pertinent English songs for students to learn. Selecting the right English songs will assist their students in getting optimum learning outcomes from listening to English songs (e.g., Faliyanti, 2017; Rachmawati et al., 2020; Wulandari & Mandasari, 2021). In turn, the students can use English songs as a learning resource to help them to use the vocabulary they learn.

In addition, English songs can stimulate students to listen to English songs repeatedly. Repeatedly listening to English songs can help students understand the meaning of English songs, and subconsciously this action helps students memorize and retain the vocabulary obtained from English songs. English songs are thought to have increased their interest in learning vocabulary; hence, they can learn, acquire, and retain new vocabulary (e.g., Faliyanti, 2017; Wulandari & Mandasari, 2021). Moreover, English songs are effective methods for learning, acquiring, and retaining vocabulary mastery. It could be that English songs help students provide a pleasant learning atmosphere during the learning process and help students receive information from English songs, Florentina (2021), Rachmawati et al. (2020), and Yohanna (2016) claimed.

This study could be a reference for other researchers investigating a similar focus in English as a foreign or second language. Furthermore, it could be the source of information for those wanting to research whether or not English songs could positively impact students' vocabulary mastery.

4. Conclusions

This study addressed the research question: "*What is students' perception of using English songs towards their vocabulary learning?*" The answers can be obtained by looking into the research findings. The quantitatively analyzed questionnaire data demonstrated that the students perceived that English songs could attract their interest in learning vocabulary. Using English songs can help the students remember the forms, meanings, and uses of newly acquired vocabulary. Moreover, students believed listening to English songs was a fun way to learn vocabulary. In conclusion, students perceived that using English songs could help them uplift their interest in learning and using the vocabulary in various contexts.

This current small-scale study is a survey. The results are expected to be considerations for teachers of English as a second or foreign language to utilize English songs in their vocabulary teaching. Based on the research results, relevant implications can be stated as follows. Teachers, as facilitators, should encourage their students to learn and acquire new vocabulary using English songs. The results of this study can be used as a consideration for all lecturers to utilize English songs to help their students learn new vocabulary. English songs could attract their interest in learning vocabulary. It could be that English songs help them understand meanings through the English songs they hear.

It is envisaged that this study could at least fill in two of the gaps identified in the current literature regarding using English songs to attract students to learn vocabulary. First, it investigates how students perceived listening to English songs towards their interest in learning vocabulary by applying perception indicators Walgito (2004) coined. Second, future research might involve higher-than-the-sixth-semester students of any study program at any university.

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