

CHAPTER I

INTRODUCTION

This chapter discusses some information to find the basic concept of this research. This explains the study's history, problem statement, purpose, scope, and limitations.

A. Background of Study

In recent years, research has increasingly highlighted the effectiveness of songs as a learning tool in English language acquisition. Studies have shown that music aids in vocabulary retention, pronunciation, and listening comprehension by creating an engaging and enjoyable learning environment.¹ Exposure to comprehensible input in a stress-free atmosphere facilitates language learning². Songs provide this natural input, making English more accessible and memorable for learners.

Learning media is important in increasing students' interest in language learning. Educators can use songs to capture students' attention, create a positive classroom atmosphere, and increase motivation.³ Studies have shown that music stimulates emotional engagement, leading to better cognitive processing and retention of language structures.⁴ In Indonesia, English is one of the subjects being taught in the classroom as a foreign language. English is an international language, so mastering it is essential for academic and professional success.⁵ In Indonesia, English is taught as a foreign language, and innovative teaching approaches—such as using songs in learning—can significantly improve student learning outcomes; with the

¹ Rifa Suci Wulandari, Ananda Reka Putri, and Wiwin Widyawati, "The Role of Song as a Media to Improve English Vocabulary on Teenagers," *SALIENCE : English Language, Literature, and Education* 4, no. 1 (2024): 36–44,

² Stephen D. Krashen, *Second Language Acquisition and Second Language Learning*, Reprinted, Language Teaching Methodology Series (Oxford: Pergamon 1985).

³ Yogi Rohana and Annisa Auliya Saharani, "The Use of Song as Learning Media in Teaching Listening to EFL Students," *Indonesian Journal of Multidisciplinary Educational Research* 1, no. 1 (2023): 71–81, <https://doi.org/10.30762/ijomer.v1i1.1123>.

⁴ Urwatul Wusqo, Abdul Aziz Wahab, and Feri Ferdiyanto, "Students' Perceptions of Using English Songs for Listening Skill" 06, no. 01 (2024): 1–10,

⁵ Maftukh Ghulam Mursyidin, Kinanti Puspita Wahyudi, and Majidatun Ahmala, "Utilization of Digital Application as English Learning Media," *English Education : English Journal for Teaching and Learning* 10, no. 2 (2022): 186–204,

advancement of technology and digital platforms, learning English through songs has become more accessible, allowing students to practice their listening skills outside the classroom. This study explores how English songs affect students' learning experiences in a *Pesantren* environment by discussing the positive and negative perceptions of this approach. Understanding these perspectives will contribute to developing effective teaching strategies for integrating music into English language education.

The teacher must make the language enjoyable for the students to increase their enthusiasm for studying it. One way to do this is to use a song as a teaching tool.⁶ Songs are a fantastic tool for learning languages. They help words stick in students' memory, motivate students to understand and use words correctly, expand students' vocabulary in an easy-to-enjoy way, and explore rhythm. Many students may have preconceived notions regarding the use of music in language learning and development.⁷

Singing increases a student's sensitivity to sounds, which makes song learning an essential part of learning English. When instructors incorporate engaging songs into lessons, learners often exhibit greater motivation and enthusiasm for studying English.⁸ Listening to English songs can help students relax while studying the language. Because they are not pressured to learn the words or pronunciation, they can comprehend a limited vocabulary in English. Songs are also utilized because they can improve memory function in the brain, which is essential for learning language, vocabulary, listening, and speaking skills. Additionally, songs can elicit favorable emotional attitudes toward learning English.⁹

Pesantren Walisongo Ngabar is an Islamic educational institution with a dormitory system and all forms of discipline that use Arabic and English

⁶ Evi Fatonah, "Students' Perception on the Use of Song Enhance Their Motivation in Learning English," 2024, 96–107,

⁷ Lariva Mantika, "Improving the Students' Vocabulary Mastery Using Songs," *English Education Journal* 10, no. 1 (2021): 25–37.

⁸ Master Meriati Simanjuntak and Yenita Usuar, "Improving Students' Listening Skills By Using Song," *Journal MELT (Medium for English Language Teaching)* 5, no. 2 (2021): 142,

⁹ Nanda Wirdayarti, Febriyantina Istiara, and Akhmad Sutyono, "The Use of English Song for Improving Students' Vocabulary Mastery: Action Research," *IJLHE: International Journal of Language, Humanities, and Education* 5, no. 1 (2022): 15–21,

as introductions and conversations in everyday life. Therefore, many activities at *Pesantren* have improved Arabic and English, including the daily English songs program. Daily English songs are music played every afternoon in *Pesantren* Walisongo Ngabar. The songs usually played in *Pesantren* with an Islamic nuance, such as Number One for Me by Maher Zain and O Allah by Harris J and others. The researcher chose the participants because the researcher wanted to know the students' perception of the selected songs played every afternoon at the *Pesantren* Walisongo Ngabar, Ponorogo. English songs are played, along with Arabic songs, every afternoon following the provisions of the language section at the *Pesantren*.

This study used a qualitative research design. The researcher used purposive sampling to select ten students from grades one through six as respondents. The study analyzed students' perceptions of the songs played every afternoon in Modern *Pesantren* to determine whether English songs influence improving students' English at *Pesantren*.

Many students at *Pesantren* Walisongo Ngabar are toward English, which is often associated with student activity when hearing English songs played every afternoon in *Pesantren*. Students interested in English are more active in listening to English songs even while doing other activities. Students have a greater English vocabulary obtained from the songs that students hear every afternoon. Based on these findings, students' engagement with English decreases when afternoon activities limit their focus on the songs being played. In addition, repeated exposure to the same songs can cause boredom, thus reducing students' motivation to listen carefully and reducing the potential benefits of this learning media. This causes students to be uninterested in listening to English songs and not get vocabulary from the song. Therefore, the researcher wants to discuss the problem titled **"Students' Perception of the Daily English Songs Program in *Pesantren* Walisongo Ngabar Female Campus in the 2024/2025 Academic Year"**.

This study involves students' perceptions of English songs played every afternoon. Many previous studies have discussed English songs, such as Yogi (2023), Maftukh, (2022), and Abigail (2022), but this study discusses the daily English songs program, which has never been studied before. What distinguishes this study from previous studies is that this research was conducted in *Pesantren*, which has compulsory languages, Arabic and English. This study discusses the daily English songs program played in the afternoon at the *Pesantren*, and there has been no previous research that examines the daily English songs program in public schools because this program only exists in several modern *Pesantren* in Indonesia.

B. Statement of the Problem

Based on the research background, the researcher formulates the research question as follows:

1. How do the students' feel of using daily English songs in Modern *Pesantren*?
2. How do the students learn English using English songs in Modern *Pesantren*?

C. Purpose of Research

According to the research questions above, the researcher formulates the purpose of the research as follows:

1. To describe students' perception of using daily English songs in Modern *Pesantren*.
2. To explain how the students learn English using English Songs in Modern *Pesantren*.

D. Scope and Limitation of the Study

The primary goal of this study is to characterize and clarify how students view the employment of daily English songs in *Pesantrens*. This research was conducted among students at Modern *Pesantren* in Walisongo Ngabar. The benefits of listening to songs in *Pesantren* are that they increase students' auditory sensitivity and that songs can also add interest and energy

to the students.¹⁰ Listening to songs can help *Pesantren* students learn English. There has been much research on this topic, specifically on songs used in the classroom, but no researchers have discussed this research for daily songs played in Modern *Pesantren*.

E. Significance of Study

The research is estimated to give information for:

1. Institution

This study will strengthen the institution. It is hoped that it will help institutions better understand and adapt to students' conditions and make it comfortable for students to handle future relevant problems, especially English ones.

2. Students

The results of this study are expected to inform students about the songs played every afternoon at the *Pesantren* Walisongo Ngabar. This can have a beneficial effect and assist students in overcoming obstacles when learning English.

3. Further research

It is anticipated that the findings of this study will serve as a foundation for future investigations, particularly those about students' perception of the daily English songs program.

F. System of Writing

The following are the systematics of the discussion to help readers comprehend this title:

CHAPTER I

INTRODUCTION

The introduction discusses the background, problem statement, study purpose, scope, limitation, and significance.

¹⁰ F I Wulansari, "The Use of English Songs to Improve Students' Speaking Ability on Tenth Grade of SMAN 13 Samarinda," 2022, <https://dspace.umkt.ac.id/handle/463.2017/3317%0Ahttps://dspace.umkt.ac.id/bitstream/handle/463.2017/3317/SKRIPSI.pdf?sequence=9>.

CHAPTER II

REVIEW OF RELATED LITERATURE

The Literature Review discusses the study of students' perception of the daily English songs program in *Pesantren*, including the definition of perception, English language learning in *Pesantren*, English songs, and learning English in *Pesantren* through English songs.

CHAPTER III

RESEARCH METHODOLOGY

Research methods that discuss research design, research settings, research instrument, trustworthiness of the data, data collecting technique, and data analysis technique.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter presents the research discovery and enriches the researcher's discussion based on factual evidence obtained and collected during the investigation over one month. In this chapter, the researcher presents a picture taken during ongoing observations and interviews. This chapter also discusses the findings obtained and compares them with previous discoveries so that this research obtains a new solution to a problem.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher presents two explanations regarding conclusions and suggestions. In the conclusion section, the researcher explains this conclusion regarding the result of the analysis of research evidence and provides suggestions to all those involved in the research, such as students, institutions, government, and future researchers.

