

**STUDENT PERCEPTION TOWARD THE USE OF ENGLISH SONGS IN TEACHING  
ENGLISH PRONUNCIATION**

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**ABSTRACT**

*English songs can be a fun and effective medium for learning English pronunciation. This study aims to explore students' perceptions of the use of English songs in learning pronunciation at SMK Negeri 1 Bandung, specifically in the extracurricular English Club for the 2024/2025 academic year. This study used a descriptive qualitative method involving questionnaires and interviews with 10 students as participants. The results of the questionnaires and interviews showed that most of the students 8 out of 10 had positive perceptions. Students stated that songs made learning pronunciation more fun, easy to remember, and increased confidence in speaking. However, 2 students preferred other methods such as movies or live teacher practice. Overall, however, it can be concluded that English songs in pronunciation learning are still seen as a motivating and helpful medium in pronunciation learning.*

*Keywords: Student Perception, English Songs, Pronunciation*

## INTRODUCTION

Language is a important tool for human communication. Through language, individuals can express ideas, emotions, and thoughts, and it becomes a bridge to understanding one another. According to Wiranata et al., (2024), language plays a crucial role in human life, and every country has its own language. English, as a global language, is taught in schools to prepare students for the era of globalization, where cross-cultural communication is essential. Similarly by, Mailani et al., (2022) emphasize that language is the most effective medium for expressing opinions, presenting arguments, and communicating.

Basically, communication is an important function of language that supports human interaction. As explained by Uttarakhand Open University (2015), communication helps in building relationships, organizing activities, and achieving group goals. Effective communication involves clear goals and supports mutual understanding. Supporting this, Okocha et al. (2024) define communication as the exchange of messages between individuals through verbal or non-verbal means, such as speech, writing, gestures, and signs.

In addition, communication is not only about the transfer of information but also about how the information is conveyed. According to Ilyas & Kaniadewi, (2023), effective communication- especially in formal contexts and between people from different regions and cultures- requires good listening, speaking, grammar, and pronunciation skills. Among these elements, pronunciation plays a crucial role in ensuring that messages can be accurately understood and effectively conveyed.

Therefore, pronunciation becomes an important part of the communication process. According to Hilmi et al., (2018) pronunciation is the most important aspect when conveying information to others. Clear and accurate pronunciation prevents misunderstandings and ensures that the message reaches the listener as intended. This forms the basis of speaking, which allows one to express ideas and emotions clearly. In addition, those with good pronunciation skills tend to have greater confidence in using English, especially in public or formal environments.

However, for many students in Indonesia, mastering pronunciation is not an easy task. As noted by Judijanto et al., (2024), Indonesian students often struggle with pronunciation because English is a foreign language, and they are more accustomed to their native language, which has a very different phonetic structure. This difference often becomes a barrier that hinders their progress in developing accurate English pronunciation.

Consequently, the importance of improving pronunciation. when one improves pronunciation, their confidence in expressing opinions and engaging in conversations also increases, which in turn increases their confidence in expressing opinions and engaging in conversations. So that, in this case it also has an effect on education. According to Ananda Aditya Sari Harahap et al., (2023) education contributes greatly to the development of children because it is able to improve the quality of human beings in general and meet the challenges of advances in knowledge.

To address these pronunciation challenges, educators have explored various innovative learning media, one of which is the use of songs. Songs are not only a source of entertainment but also serve as a powerful educational tool. They help learners engage with language through rhythm, intonation, and natural speech patterns. In this way, songs can make the process of learning pronunciation more enjoyable and effective. In line with this, Raudyatuzzahra, (2020) explains that songs can be a motivating method for students, particularly in improving pronunciation. Since music is part of everyday life, using it in language learning feels natural and accessible.

Through songs, students can better remember vocabulary, improve word stress and intonation, and mimic authentic pronunciation. Songs also expose students to different English accents and dialects, broadening their understanding of global English. Moreover, songs help bridge the gap between textbook learning and real-world language use. When students are exposed to music from various cultures, it increases their interest and motivation to learn. The familiarity and repetition found in songs make it easier for learners to absorb pronunciation patterns, making them more confident speakers over time.

Based on the various studies and perspectives mentioned above, it is clear that pronunciation is a fundamental element in language learning, particularly in the ability to speak. Songs offer authentic exposure to language and present pronunciation elements in a natural, engaging and memorable way.

Therefore, this study aims to know students' perceptions toward the use of English songs in teaching English pronunciation. Specifically, this study investigates students' opinions, perceived benefits, and perceived experiences, as well as the impact of using songs to learn pronunciation.

Understanding students' perspectives is crucial to developing more effective teaching strategies and improving the quality of pronunciation learning in schools. The focus of this study was to describe students' perceptions of the use of English songs, and to determine whether they perceived songs as a positive or negative medium for pronunciation learning. It should be noted that this study did not include other language skills such as vocabulary or grammar, which may also be influenced by the use of songs. Therefore, this type of perception refers to (Makasoe et al., 2022) theory, which classifies perception outcomes into two categories, because perception is a crucial aspect for individuals, as it represents how they interpret and express information:

Positive perception, which involves a positive response to the perceived object. Individuals with positive perceptions are more likely to accept, support, and be motivated by the object or situation in question.

Conversely, negative perceptions involve responses that oppose or reject the perceived object. Negative perceptions are often shaped by previous negative experiences, fear, or a discrepancy between expectations and reality.

## **RESEARCH METHODS**

This study uses a descriptive qualitative method that aims to describe students' perceptions of the use of English songs in learning pronunciation. This approach was chosen because it provides an in-depth explanation of student behavior responses, and experiences in a natural context without manipulation of variables. This is in line with the opinion of (Hanyfah et al., 2022) which states that descriptive qualitative research explains the data as it is through direct interviews without intervention of variables.

This research was conducted at SMK Negeri 1 Bandung, especially at the English Club extracurricular activities, during the period March to June 2025. The research subjects were 10 students who were purposively selected from 30 English Club members.

The researcher arranged several stages of research procedures which included the pre-field stage, the researcher determined the location and subject of the research and prepared instruments in the form of questionnaires, interview guidelines, and documentation. In the fieldwork stage, data was collected through the completion of a digital questionnaire (Google Form), semi-structured interviews with students, and documentation in the form of video recordings and pictures. Semi-structured interviews were chosen because they provide flexibility for researchers to explore deeper information based on participants' responses, as described by (Alshenqeeti, 2014). The questionnaire instrument used was a combination of closed and open-ended questions to obtain consistent data while allowing students to explain their opinions in more detail. Documentation in the form of student notes, questionnaire results, and interview recordings were also used as complementary data.

The data analysis technique used was the interactive model of (Miles & Huberman, 2014) which includes three main stages, namely data reduction, data presentation, and conclusion drawing/verification. After the data was collected, the researcher conducted a process of filtering and organizing the data, presenting it systematically, and drawing conclusions based on the patterns found. To ensure data validity, a method triangulation technique was used, combining data from interviews, questionnaires, and documentation to see a phenomenon from various perspectives.

## **RESULTS AND DISCUSSION**

### **Positive Perceptions of Using English Songs in Pronunciation Learning**

The findings from both the questionnaire and interviews reveal that students generally hold positive perceptions toward the use of English songs as a medium for learning pronunciation. All participants (100%) good response in the questionnaire, agreeing that songs made the learning process more enjoyable and engaging. Specifically, students reported that English songs:

- Made the learning process more enjoyable and engaging.
- Helped them memorize and recall correct word pronunciation more effectively.
- Increased their confidence in speaking English.
- Exposed them to natural speech features such as rhythm, intonation, and stress.
- Were more interesting compared to traditional pronunciation learning methods.

For instance, a participant (IP) noted that:

“It makes the class more enjoyable and less formal.” Another student from (Nzc) commented that, “English songs help me to memorize the pronunciation of words because I keep listening to the song

even after class.” And also from BP added that, “I became more confident because I know how the word is pronounced and I understand it better.”

The interview data also mentioned more specific responses about making the learning process more fun and interesting.

For example, one participant (ETF) said that:

“I think about the use of English songs as learning media is that, we listen to songs in class, so the class feels more enjoyable so that it can help the students to learn.”

Another student from (AY) said that: “Previously felt bored and stiff, after using the song media, it was more exciting and more enjoyable.”

And also (PF) commented that: “It's easier to use the song method, because there is musical accompaniment or melody, so it's more enjoyable, the impact is also different.”

These responses suggest that the use of English songs not only enhances student engagement but also supports their pronunciation development in an enjoyable and memorable way.

### **Negative Perceptions of Using English Songs in Pronunciation Learning**

Despite the overall positive perceptions, some students expressed disagreement or negative perceptions on pronunciation learning. Although these concerns were not very dominant in the questionnaire answers, some students added comments indicating the need for teacher support and further practice.

For example, JA mentioned that, “Yes, but I still need teacher help to be more accurate,” and “Yes, it helps, but I also need more practice.”

A more critical perspective, arguably a negative perception, emerged during the interviews, where students stated that the songs may have limited instructional value.

One of the student (FAA) said that, “I don't think songs are very significant. There is the movie method which I think is more helpful because it speaks directly, the impact is different. Songs are like poetry, if it's a movie, I can know how to speak directly.”

These findings suggest that while songs are useful, they may not fully address all aspects of pronunciation learning. The students recommended integrating songs with other learning strategies to maximize their effectiveness.

The results highlight that English songs are widely perceived as a helpful and enjoyable tool in the process of learning pronunciation. They promote student motivation, confidence, and exposure to authentic language features. However, the findings also underscore the importance of complementing songs with teacher guidance and other media such as films to provide a more comprehensive and effective learning experience.

## **DISCUSSION**

The findings from the questionnaires and interviews show consistency that the use of songs creates a positive emotional atmosphere that supports the learning process. This is in line with (Murphey, 1992) view that songs provide repetitive and memorable linguistic input, thus helping students to master pronunciation patterns more effectively. The affective dimension of learning was also evident in how students described their increased confidence and motivation - a finding that supported by (Fonseca-Mora, 2011) view that music can lower anxiety levels and increase students' willingness to speak.

However, the analysis also revealed a critical view that emphasized the importance of using songs in an integrated manner with other learning methods. This is in line with (Miles & Huberman, 2014) statement that qualitative analysis needs to consider variations and contradictory views in the data. As stated by (Ara, 2009) songs need to be chosen carefully to suit students' ability levels and learning objectives. In addition, from stated by (Medina, 1990) emphasizes that songs will be more effective if used as part of a broader pedagogical strategy, rather than as a single tool in learning.

According to (Della aryadi et al., 2023) despite the various discussions above, the researcher of this study is expected to provide valuable insights for educational institutions in developing appropriate strategies to overcome student tardiness and improve their academic achievement.

## CONCLUSIONS

The results of this study show that students at SMK Negeri 1 Bandung generally have a positive perception of the use of English songs in learning pronunciation. Data obtained through questionnaires and interviews indicate that English songs are considered an interesting and effective medium to improve students' pronunciation skills, as they make the learning process more enjoyable, support memorization and recall through repetition, increase students' confidence in speaking, and provide authentic exposure to natural speech elements such as intonation, stress, and rhythm. Despite these advantages, the study also revealed some limitations, as a small number of students stated that songs alone may not be sufficient to master accurate pronunciation, emphasizing the need for teacher guidance and suggesting that other media, such as movies or practical speaking activities, could provide additional benefits. These findings highlight the importance of integrating songs within a broader learning approach. In conclusion, English songs serve as a valuable tool in teaching pronunciation; although not the only solution, they make a significant contribution to the pronunciation learning process and can be regarded as an effective and positive medium for improving students' English pronunciation skills.

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