

## **Chapter Four**

### **Finding and Discussion**

This chapter explains the findings and the discussion of this research. There are two findings of this study. Firstly, reporting the students' reasons to learn vocabulary through listening to English songs. Secondly, it discusses the students' strategies in listening to English songs to learn vocabulary.

#### **The students' reasons to learn vocabulary through listening to English songs**

Based on four participants, there were four findings related to the students' reasons to learn vocabulary through listening English songs. It was found that there were four categories namely, creating fun learning, creating easy memory, and creating easy understanding

**Creating fun learning.** The first reason was creating fun learning. It was found from statement of Jean, Sally, and Audrey. Jean said that "I felt bored when I read a book, it makes me sleepy, and I do not understand what the content of book is. However, if I learn through listening to English songs, I felt fun" (P1.6), besides "Listening to English songs do not make me bored" (P1.7). Then, Sally said that "I just feel not bored. Sometimes, I just read a book to improve vocabulary. Suddenly, I feel bored, so I think learning vocabulary through listening to English songs is not boring" (P2.5), besides "I felt fun when learning vocabulary through listening to English songs" (P2.4) and it is like not too serious in learning vocabulary" (P2.6). In addition, Audrey's statement is the same as Jean and Sally. She said that "I just felt fun because I do not like read a book" (P4.6), also she said that "Actually, I do not like reading a book. If I read a book, I

was bored automatically. Therefore, I prefer listening to English songs to learn vocabulary” (P4.7)

These findings showed that the students’ reasons to learn vocabulary through listening to English songs were creating fun learning. Sally explained that the reason in vocabulary learning through listening English songs was that she felt boring when she read a book, it is made her sleepy, and she did not understand what the content of book was, so that if she learn through listening to English songs, she felt fun . This statement was relevant to Faliyanti (2017) that the students will not feel sleepy when they are listening songs in learning process. Furthermore, Sally mentioned that it was fun when listening to English songs, and it was not too serious in learning vocabulary. Also, Audrey explained that she felt more fun listening to English songs than reading a book because she did not like reading a book. According to Lynch (2018) and Devi (2009), song was natural and fun. From those three participants, listening to English songs was fun, and the student did not feel too serious in vocabulary learning.

**Creating easy memory.** The second reason was creating easy memory. The results were found from Sally and Maya. Sally said that “If I learn vocabulary through listening to English songs is easy to remember because it is often done while listening to songs and singing too” (P2.3). In addition, Maya stated that “I think listening to English songs was more enjoyable and easy to remember. When I was in the classroom, I learn vocabulary one by one then it makes me forget. On the other hand, the vocabulary in songs was easy to remember.” (P3.4).

Sally explained that learn vocabulary through listening to English songs was easy because she can listening to songs and sing too. Furthermore, Maya explained that the vocabulary in songs was easy to remember. This in line with Lynch (2018) and Devi (2009) that songs are highly memorable. Also, Lynch (2018) and Devi (2009) stated that songs include word repetition that helps students make language memorable. Based on the finding above, memorizing vocabulary is easier by listening to English songs. Hence, using English songs can help the students remember word easily.

**Creating easy understanding.** The last reason was creating easy understanding. It was found only from Maya's statement. From Maya's statement, she found the meaning of the songs. It was stated by Maya that "I know the meaning so I do not only listen but also know the message from the song, and it can enrich my vocabulary" (P3.5)

From that participant, it could be concluded that she did not just listen, but also she knew the message from the song. Thus, listening to English songs was as a reason to improve students' vocabulary. Maya's statement is in line with Phisutthangkoon (2016) that the music video provides the song's story which helps the students understand the words in context.

### **The students' strategies in listening to English songs to learn vocabulary**

Based on four participants, there were three findings related to the students' strategies in listening to English songs to learn vocabulary. It was found that there were three kinds of the strategies namely, cognitive strategies, metacognitive strategies, and memory strategies. The first, is a cognitive strategy,

including taking a note, reading the song lyrics, and finding the meaning of new vocabulary. The second, is a metacognitive strategies including sticking new vocabulary on the wall and the last is memory strategies including remembering new vocabulary.

**Cognitive strategies.** There are several findings related to cognitive strategies. They include note taking, reading the song lyrics, and finding the meaning of the new vocabulary. The detail explanation is on follows:

**Note taking.** The first strategy was cognitive strategies (note taking). It was found from Jeans' and Sally's statement. Jean said that "I took a note in a book when I found the new vocabulary" (P1.8), Besides, Sally also stated that "I have a book to write down vocabulary from song lyric" (P1.11). Jean and Sally did the same way such as taking a note to be the strategies that they employ when listening to English songs to improve their vocabulary. In addition, Sally mentioned that "Sometimes, I took a note of the vocabulary whether the word is difficult or not" (P2.7) and "I write on mini white board" (P2.9).

These findings showed that the strategy that the students did when listening to English songs to learn vocabulary was note taking. Jean explained that the strategies that she did was taking a note in a book. Also, Sally explained that she wrote on mini white board. They explained that they take a note when they found a new vocabulary. This in line with Goh (2002; O'malley & Chamot, 1990; Vandergrift, 1997) who stated that the listening strategies is note taking (writing the key word). Therefore, taking a note was a listening strategy when they found a new vocabulary.

***Reading the song lyrics.*** The second strategy was reading song lyrics. It was found from Maya's statement. Maya said that "I read the English song lyrics" (P3.10). Also, she said that "Usually, I have to make sure that what I predicts the lyric whether it is correct or not" (P3.11).

Maya revealed that she read the song lyrics, and then she had to make sure that what she predicted from the lyric was correct. This in line with Goh (2002; O'malley & Chamot, 1990; Vandergrift, 1997) that the listening strategy is prediction of the contents of a text. This finding showed that the strategy that she did when listening to English songs to learn vocabulary was reading the song lyrics.

***Finding the meaning of the new vocabulary.*** The third strategy was finding the meaning of the new vocabulary. It was also found from Sally's statement. Sally said that "I find the meaning of the vocabulary" (P2.8). Sally explained that the strategy that she did was finding the meaning of the new vocabulary. According to Goh (2002; O'malley & Chamot, 1990; Vandergrift, 1997), the listening strategy is to translate the ideas from one language to another language. The finding showed that she translated the meaning of the new vocabulary.

***Metacognitive strategies.*** There was only one finding related to Metacognitive strategies; it included sticking new vocabulary on the wall.

***Sticking new vocabulary on the wall.*** The third strategy was sticking a new vocabulary on the wall. It was found from Jean's statement. Jean said that "Usually I stick the new vocabullary on the wall" (P1.10). Jean mentioned that when she found new vocabulary, and then she put a new vocabulary on the wall.

This statement was relevant to Goh (2002; O'malley & Chamot, 1990; Vandergrift, 1997) that metacognitive strategies are activities that regulate the language-learning process, and it is composed of selective attention (deciding which part of the text should be focused on).

**Memory strategies.** This finding showed one strategy related to memory strategy; it was remembering new vocabulary.

***Remembering new vocabulary.*** The last strategy was remembering new vocabulary. These statements were found from Jean, Maya, and Audrey. Jean said that "I just remember it" (P1.9). Then, Maya said that "I just remember it or if I forgot then I search the meaning again" (P3.12). In addition, Audrey was the same as Jean and Maya, she said that "I just remember and do not take a note or more" (P4.7).

These findings showed that remembering new vocabulary as the strategies that the students do when listening to English songs to improve their vocabulary. From those three participants, it could be concluded that they memorized when they found new vocabulary. This in line with Cook as cited in Oxford (1990) memory strategies is remembering the spelling of a new word in your mind.