



Students' Perception of the Daily English Songs Program in *Pesantren* Walisongo Ngabar Female Campus

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Abstrak

Penelitian ini mengeksplorasi persepsi santriwati terhadap program lagu bahasa Inggris harian (*Daily English Songs*) di *Pesantren* Walisongo Ngabar Kampus Putri pada tahun akademik 2024/2025. Penelitian ini menjawab kebutuhan akan strategi yang efektif dan relevan secara kontekstual untuk memperkuat kemahiran bahasa Inggris di lingkungan pesantren, yang keterampilan komunikasi globalnya harus diseimbangkan dengan pendidikan agama. Desain kualitatif deskriptif diterapkan dalam penelitian ini, dengan melibatkan sepuluh santriwati dari kelas satu hingga enam yang dipilih melalui *purposive sampling*. Data dikumpulkan melalui wawancara dan observasi. Analisis data mengikuti kerangka kerja Miles dan Huberman yang terdiri dari reduksi data, penyajian data, serta penarikan kesimpulan/verifikasi. Temuan menunjukkan bahwa program tersebut merupakan metode yang menarik untuk mendukung pembelajaran bahasa. Santriwati mempersepsikan lagu sebagai alat yang efektif untuk meningkatkan penguasaan kosakata, memperbaiki pengucapan, dan memberikan hiburan guna meredakan kebosanan dalam kehidupan asrama. Meskipun persepsi positif mendominasi, beberapa santriwati melaporkan rasa bosan akibat pemutaran lagu yang sama secara berulang, yang menunjukkan perlunya rotasi materi yang lebih sering. Hasil penelitian ini menekankan pentingnya media pendidikan kreatif di lingkungan pesantren. Dengan menggunakan lagu-lagu bernuansa Islami, program ini berhasil mengintegrasikan penguasaan bahasa internasional tanpa mengabaikan nilai-nilai spiritual. Studi ini menyimpulkan bahwa paparan musik bahasa Inggris setiap hari memfasilitasi internalisasi bahasa secara alami dan meningkatkan motivasi belajar santriwati.

Kata Kunci: lagu bahasa inggris harian, media pembelajaran, penguasaan kosakata, pesantren, persepsi siswa

Abstract

This study explores students' perceptions of the Daily English Songs program at Pesantren Walisongo Ngabar Female Campus during the 2024/2025 academic year. It addresses the need for effective, contextually relevant strategies to strengthen English proficiency within an Islamic boarding school environment in which global communication skills must be balanced with religious education. A descriptive qualitative design was employed, involving ten students from grades one through six selected via purposive sampling. Data were collected through interviews and observations. The analysis followed the Miles and Huberman framework, consisting of data reduction, data display, and conclusion drawing/verification. Findings indicate that the program is an engaging method for supporting language learning. Students perceived the songs as effective tools for enhancing vocabulary acquisition, improving pronunciation, and providing entertainment to alleviate the monotony of dormitory life. While positive perceptions dominated, some students reported boredom due to the repetitive playback of the same songs, suggesting a need for more frequent rotation of material. The outcomes underscore the importance of creative educational media in a pesantren setting. By using songs with Islamic themes, the program successfully integrates international language mastery without compromising spiritual



values. The study concludes that daily exposure to English music facilitates natural language internalization and increases students' motivation.

Keywords: daily English songs, learning media pesantren, students' perceptions, vocabulary acquisition

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Introduction

Learning media plays a crucial role in increasing students' interest and engagement in language learning. Educators are encouraged to use creative and interactive media to foster a positive learning atmosphere and enhance students' motivation. One effective approach is the use of songs as a learning medium, as songs can capture students' attention and make the learning process more enjoyable (Yogi et al., 2023). Previous studies have demonstrated that music stimulates emotional engagement, which in turn enhances cognitive processing and supports the retention of language structures (Urwatul et al., 2024). In addition, songs have been widely recognized as effective tools for improving vocabulary, pronunciation, and listening skills while creating a relaxed learning environment (Nanda et al., 2022; Meriati et al., 2021).

In the context of English as a Foreign Language (EFL), particularly in Indonesia, English is taught as a compulsory subject to support students' academic and professional development (Maftukh et al., 2022). Innovative teaching strategies are therefore needed to improve students' learning outcomes. The integration of songs in English language learning has become increasingly relevant with the advancement of digital technology, which allows students to access learning materials beyond the classroom. Several studies have explored the effectiveness of songs in improving students' motivation and language skills (Lariva et al., 2021; Evi et al., 2024). However, these studies primarily focus on general classroom settings and tend to emphasize the positive impacts of songs, with limited attention given to students' critical perspectives, including

potential challenges such as boredom, limited focus, or contextual constraints. Moreover, research on the use of songs in language learning has rarely been conducted in pesantren contexts, where learning environments are shaped by unique cultural, religious, and institutional values. In pesantren, language learning is integrated into daily life activities, creating a distinctive learning atmosphere that differs from formal schools. This indicates a clear research gap, as little is known about how students perceive the use of English songs as a daily learning medium in such settings, particularly in terms of both its benefits and limitations.

Pesantren Walisongo Ngabar, Ponorogo, is an Islamic boarding school that implements a bilingual environment using Arabic and English in daily communication. One of its unique programs is the use of daily English songs played every afternoon, often featuring Islamic-themed songs such as *Number One for Me* by Maher Zain and *O Allah* by Harris J. This program aims to enhance students' exposure to English in an engaging way. However, students' responses to this program vary. While some students show increased interest and vocabulary acquisition through repeated exposure, others experience decreased engagement due to limited focus during activities or boredom from repetitive songs.

Based on this background, this study offers a novelty by exploring both positive and negative student perceptions of using English songs as a learning medium in a pesantren context, which has been underexplored in previous research. Understanding these perspectives is important for developing more effective and context-sensitive teaching strategies.

Therefore, this study aims to investigate how English songs influence students' learning experiences in Pesantren Walisongo Ngabar. Specifically, this study explores students' perceptions of the use of English songs as a learning medium in the pesantren, as well as the perceived benefits in enhancing language skills and the challenges or limitations encountered in its implementation.

Method

This study employs a descriptive qualitative research design. This design is appropriate as it aims to describe and interpret research findings. Descriptive qualitative research involves searching, categorizing, and analyzing natural phenomena as part of the methodology. This study employs a particular kind of qualitative descriptive research. Qualitative research has a natural setting as the direct data source, and the researcher is the key instrument. It is concerned with processes rather than outcomes or products. The researcher is the primary instrument, and data collection techniques are triangulated (combined). In this study, the researcher applied a descriptive qualitative approach to analyze students' perceptions of the Daily English Songs program in a pesantren context. This method allows the collection of in-depth information about students' experiences related to English learning activities.

The population refers to all students in the *Pesantren* that involved in English learning. Since English is part of the curriculum, all students are considered part of the population. Purposive sampling was used to select participants. It could be purposive sampling. The researcher took a sample of 10 students from all classes, following the purposive sampling formula, to represent each class. The selection is based on specific criteria, such as their involvement in English learning activities. Interviews were conducted] to obtain in-depth information. The study focuses on interpreting meanings derived from participants' experiences. Then, interviews were used to collect data and explain the observed phenomena.

The researcher formulated several questions based on the results of the observation. In addition, the researcher had fourteen guiding questions that were asked to several students as research samples. The interview questions contained the 5W+1H aspects that asked about

students' perceptions of the songs being played, the influence of songs on increasing students' vocabulary, and student's understanding of the meaning of songs that were played repeatedly. The interview questions were validated by an expert] to ensure their appropriateness. to ensure their suitability and to be a benchmark for the researcher's performance results. The questionnaire was adopted from Clément et.al (1994) and was entitled Motivation, Self-Confidence, and Group Cohesion in the Foreign Language Classroom. To support the completeness of the research results, the researcher used important notes that occurred during the research, starting from observation and conducting interviews.

1. Observation

Observation is a process that involves interaction with natural settings. To determine what to look for, the researcher makes a list before starting the observation checklist). Observation can assist the researcher in gathering specific information about the behavior, situation, or observed interaction. In this research, the researcher created an observation sheet that focused on the condition of students during afternoon activities, including students' responses to the songs being played, the influence of songs on students' English vocabulary, and how enthusiastic students were about listening to English songs played every afternoon. Observations were conducted on August 23, 2024, and September 12, 2024.

2. Interview

Interviewing is a fundamental method in social research. Through interviews, researchers can obtain in-depth insights into participants' experiences and perspectives. Many studies in the social sciences rely on formal and in-depth interviews as primary data sources. Interviews were conducted to obtain more comprehensive information for this study. This study focuses on interpreting meanings derived from participants' responses.] Interviews were used to collect data and explain the observed phenomena. In this research, the researcher created an interview guideline that contained several questions related to students' perceptions of the songs being played, the influence of songs on students' English vocabulary, students' responses when songs were being played, students' perceptions of playing English songs in *Pesantren* and students' interest in learning English through songs. The

interview questions in this research were divided into two variables: students' perceptions of using English songs in *Pesantren* and students learning English using songs in modern *Pesantren*. They were divided into six sub-indicators. Thus, interviews provide the researcher with a means to better understand how participants interpret a situation or phenomenon, which can be achieved through observation.

The data analysis adopted by Miles and Huberman describes the elements used to obtain the data along with the data reduction, data display or presenting data, conclusion, and verification. Therefore, ensure that the data collection techniques are appropriate for the research questions and objectives.

1. Data Reduction

The data obtained from the field is quite a lot, so it needs to be recorded carefully and in detail. The researcher uses data reduction to select, summarize, and simplify information from written notes and transcriptions. Data reduction can involve classification, summarization, and coding. Thus, data reduction is needed to make the data easy to understand and use. The researcher then carried out the reduction using the research question regarding students' opinions about English songs played at *Pesantren* every afternoon.

2. Data Display

Displaying data in a structured manner helps to outline the results from the research instruments used clearly. This systematic arrangement allows the researcher to provide relevant notes as evidence of research findings. Information gained from qualitative research can be communicated effectively using narrative descriptions. Tables, charts, and visual aids such as maps or diagrams can also present data. In this study, the data obtained by the researcher is presented in narrative and text form and then analyzed according to the researcher's interpretation.

3. Conclusion and Verification

After reducing the data by looking for patterns, using conclusions, or verifying the data. This means considering the research findings, existing literature background, and theoretical frameworks. To ensure the interpretation describes the data accurately by reviewing and validating the data. In this study, the researcher reviews and presents the data obtained in the

form of conclusions that follow the formulation of the problem.

This study aims to collect qualitative data on students' perceptions of English songs by conducting interviews and surveys with students in *Pesantren*. The following chapter presents and analyzes the results based on the collected data.

Results and Discussion

This section presents the findings of the study. This study was conducted to describe students' perceptions of English songs played every afternoon at *Pesantren* Walisongo Ngabar in the 2024/2025 academic year. The findings indicate that students hold various perceptions of the songs played every afternoon with several things explained by students during interviews: the songs played are enjoyable to listen to, to understand the meaning, to cover up loneliness, and entertain students in the afternoon when on picket or doing other things, Students' prior interest in English songs also influences their engagement in listening to the songs played every afternoon, increasing students' vocabulary, increasing students' ways of learning English by listening to songs, English songs played in *Pesantren* help students to master an international language.

In this chapter, the researcher summarizes the research's findings. *Pesantren* Walisongo Ngabar Female Campus students had access to the data acquired via interviews and observations.

1. Interview Result

a. Students' Perception of Using Daily English Songs in Modern *Pesantren*

Based on the interview transcripts, the researcher found that students have several perceptions of English songs played every afternoon. After analyzing the data, the researcher categorized students' perceptions into several points as follows:

1) Students' Interest in English Songs played every afternoon

a) Students' Positive Perceptions

Based on the data obtained, the researcher found that students are interested in the songs played every afternoon in the *Pesantren* environment. This is because the songs played are songs increase their knowledge. This is proven by

several interview results that the researcher has summarized below:

Apart from being able to increase knowledge, the songs played every afternoon are also songs that can entertain.

"It's exciting because, at the Pesantren, it's kind of monotonous, usually when there's nothing to do, so if there's a song, we're just happy, sing along, listen to it." (S9)

"Interesting, because at the Pesantren, it's usually boring. Then there's an English song playing, so it's entertaining." (S3)

The ninth and third students stated that the songs played every afternoon at the *Pesantren* were enjoyable to listen to because the environment was monotonous and quiet, and playing English songs could make the atmosphere more exciting and less tense.

b) Students' Negative Perceptions

Students stated that the English songs played every afternoon in the *Pesantren* were interesting because they could fill the emptiness and reduce the feeling of loneliness. Still, some students felt that the program was less interesting because the songs played continuously every afternoon could make students bored of listening to them.

"Maybe the English song was interesting at that time, it had only been played for a week, maybe if it were played continuously, it would get boring, so maybe there was a change every week so the kids wouldn't get bored, like that." (S10)

"For me, it's not interesting. For children who learn Tiktok, suddenly, a new song is played, but an old song appears, and the tune makes them enthusiastic to work, picket, that's what." (S4)

The fourth student explained that he didn't like the songs played every afternoon at the *Pesantren* because they weren't new songs on Tik Tok. However, the fourth student felt that the song's tune could excite her to work and be on picket.

2) Influence of Students' Background on Students Perception of English Songs

Based on the data obtained from the observations and interview transcripts, the researcher found that students experienced differences and perceptions regarding background knowledge. Some students like English songs, and some students do not like English songs; this affects their interest in listening to English songs played every afternoon at the *Pesantren*. Therefore, after

analyzing the data, the researcher categorized the students' backgrounds in several ways as follows: *"I like it because it can improve our mood, make us happy, make what was initially sad happy, or maybe because we just want to listen to it."* (S7)

The seventh student said that listening to English songs can improve their mood.

"I like it because the genre has much confusion. There's also in Indonesia, but only in English; usually the meaning is deeper, and they are indeed my favorite artist, making me more interested". (S9)

Most students like English songs because they are interesting to listen to, can be made more fun, and are an international language. This dramatically influences students' interest in listening to English songs played every afternoon at *Pesantren*.

"I like it because English is like, how about it, maybe it's an international language too; after all, English is an interesting language, easy to understand, especially since it has a grammar that makes us want to have a high level of knowledge." (S10)

Some students like English songs because they can influence their interest in the songs, which are played every afternoon at the *Pesantren* Walisongo, Ngabar Female Campus.

3) Students Feel Bored

Based on the data obtained from the observations and interview transcripts, the researcher found that students experienced boredom with the songs played every afternoon. The researcher categorized the background of students in several ways as follows:

"Yes, I was bored because that's the same song; why not change it." (S3).

"I'm bored repeatedly, but because that's how it is, let's just listen to it." (S9).

The researcher summarized the description above because some or many students feel that listening to songs that are played repeatedly bores them, but doing so can also make them feel familiar with English songs.

b. Learning English through English Song in Pesantren

Based on the results, the researcher analyzed the transcript of observations and interviews and found that some students like to learn to use songs. Students can improve their insight into

learning English and English vocabulary by listening to songs played repeatedly at *Pesantren*. Then, after the researcher analyzes the data, the researcher categorizes the achievement of students by listening to the song as follows:

1) Students are Getting New Vocabulary from Songs

In this sub-chapter, the researcher explains in more detail the data analysis results regarding the development of student perceptions. Then, the researcher summarizes the statements below into several pieces of evidence.

"Yes, you should get it because it's true that English songs make it easier to catch the vocabulary when we're happy and more memorized." (S1)

The first students explained that it was possible to learn new vocabulary from the songs listened to every afternoon at the *Pesantren* because listening led to a curiosity about the meaning of the song.

"It's possible because everyone listens to it, so hmm, some of them are curious about the meaning, to the point of memorizing the song and then trying to find out what it means, what the song is about, so it's possible." (S7)

"I'm the type who listens to a song repeatedly and then memorizes it and studies it. "What's this sentence? What's this?" So you know what it is." (S10)

The researcher summarizes the description above: Some or many students feel that listening to the songs played every afternoon increases their vocabulary. They can discuss the song with friends to find out its meaning.

2) Students are Exploring Different Ways of Learning English Through Songs

This section explains the exploration of students' ways to improve English. Students choose the fundamental way to improve English by getting vocabulary from English songs played every afternoon. Based on the results of data, interviews, and observations, the researcher analyzes the following:

"It's an easier song because it's more fun and has a beat to it, so it's more interesting." (S1)

The first student explained that listening to English songs is a non-formal way of learning English.

"Dominant music everyone can listen to can sing along. "Oh, so this means, that means this." But if it's a club, not everyone can follow that. Clubs are effective, but for me, it's more about listening to music". (S4)

The fourth student explained that listening to songs is easier when learning English because songs are more enjoyable. Still, some students prefer formal learning, such as language clubs, *Muhadasah*, and *Muhadoroh*. Language clubs are classroom activities held in the morning for English learning at *Pesantren* Walisongo Ngabar. However, not all students attend them; they are only for students who want to add English learning outside class hours.

"It's equally interesting, but if this song covers everything, you'll like listening to the song, whether you like it or not, but they hear it because they have ears, they'll understand it themselves, but if the program is like muhadoroh, it makes some students monotonous, and they don't like muhadoroh, so they don't study the language there." (S9)

Like the previous student, the tenth student explained that listening to English songs makes them more curious about the lyrics and meaning of the song.

3) Students are Understanding Lyrics and Their Meaning Through English Songs in *Pesantren*

Based on the research data obtained from observations and interviews, researchers found that students have perceptions of English songs played in *Pesantren*. After analyzing the data, researchers examined the following:

"It's okay; it's better because we can get to know the outside world. What's more, English can help us go abroad. Now, English is an international language, so it can help us learn little by little, step by step." (S4)

The fourth student explained that implementing English songs in *Pesantren* makes it easier for students to learn English. It becomes more integrated if they must use English daily and listen to English songs. It can help them learn English step by step.

"It's excellent, especially since this boarding school has two languages, English and Arabic, so that they can also love English, they can learn English, especially since it is also used every day during English week, it's effective, it's good." (S9)

The ninth student explained that implementing English songs in *Pesantren* helps improve language, especially in *Pesantren*, where Arabic and English are required. Songs can make students feel it is easier to learn English. “*That’s fine, but the English songs have to have a good meaning, so it can’t be just any random song like that.*” (S10)

The tenth student explained that playing English songs in *Pesantren* is perfect, but songs that have positive meanings and impact students.

Based on the data, the researcher discussed the study's results. This study was conducted to determine students' perceptions of English Songs played every afternoon for Students at the *Pesantren* Walisongo Ngabar in the 2024/2025 Academic Year.

The researcher proved that students have their perceptions of the songs played every afternoon with several things explained by students during interviews: the songs played are enjoyable to listen to, to understand the meaning, to cover up loneliness, and entertain students in the afternoon when on picket or doing other things, the background of students who really like English songs influences students' interest in listening to the songs played every afternoon, increasing students' vocabulary, increasing students' ways of learning English by listening to songs, English songs played in *Pesantren* help students to master an international language.

1. Students Get New Vocabulary from Songs

According to the students' answers, listening to English songs can help students understand English and improve their vocabulary. English songs can also be utilized as an alternative technique in delivering English because they provide the chance for vocabulary practice. A similar previous study by Ainun (2023) states that English songs as a vocabulary learning method have a positive impact. Learning with songs can help students overcome understanding and increase flexible knowledge. It can be shown that when applying this method, students actively participate in learning.

2. Exploring Students' Interest in Other Ways of Learning

Many programs provided by *Pesantren* Walisongo Ngabar, S10, say that English songs are an effective medium for learning an international language in today's era. Maybe some students want to study abroad and can learn English through songs. Similar research by Darmayanti (2023) stated that songs are an effective medium for learning English. The S7 explained that by listening to songs, students can learn words they did not know before, and in that way, they can also learn pronunciation. Songs are an easy medium for understanding English words and help students learn how to pronounce English correctly. Similar research by Loso (2024), it was explained that English songs can make it easier for students to learn pronunciation.

3. Students' Interest in English Songs Played Every Afternoon

This study proves that students like to Learn English through English Songs and enjoy it more.¹ From the interview results, all students said listening to English songs can make learning English more fun and easier—similar research to Urwatul's (2024). The study explains many ways to make learning English fun and easy, one of which is by using songs, and that songs significantly influence learning English. Urwatul (2024) only explains students' perceptions of songs at Zainul Hasan Genggong Islamic University.

4. Students Feel Bored

Based on students' answers, many students said that listening to songs that are played repeatedly can make students more familiar with the English vocabulary in the song, but S3 said that sometimes students get bored because the song is played repeatedly. A similar study by Dewi (2023) stated that students sometimes get bored with certain songs. In the context of the research, the songs that are meant to make students feel bored are songs that have been modified and played too often, but students at the *Pesantren* Walisongo Ngabar feel the same thing, that songs that are played very often can cause students to feel bored.

5. English Songs in *Pesantren*

In *Pesantren*, there are many ways for students to improve their English and Arabic skills, one of which is through English and Arabic songs that are played. Based on the S9 answer, applying English songs in *Pesantren* is beneficial for improving language skills, especially in *Pesantren* that require English and Arabic; besides that, songs can make students feel easier to learn English. But this contrasts with previous research. Maisarah (2018) stated that songs are a medium that is less under the culture in *Pesantren* because English songs are identical to Western culture. Still, in this study, the songs played at the Walisongo Ngabar have an Islamic nuance and do not reduce the spiritual values in *Pesantren*. Based on the differences that the researcher made with previous researchers, the researcher found that no prior research discussed students' perceptions of playing English Songs in *Pesantren*. The researcher discussed this study with various sources of reinforcement, including students from grades one to six at the *Pesantren* Walisongo, Ngabar in the 2024/2025 academic year.

After the data collection process, it took approximately one month. Students have their perceptions of English Songs played every afternoon at *Pesantren*, which is another way to learn English more fun, increase students' vocabulary, and make learning international languages easier. Most students stated that the songs played every afternoon were enjoyable to listen to because they could entertain during the picket. Students could also learn English through English songs, starting from unknown vocabulary and making students discuss after listening to the song. Songs often played became boring, but from songs played repeatedly,

students became more proficient in the English language.

Conclusion

This research analyzes students' perceptions of English songs played every afternoon at the *Pesantren* Walisongo Ngabar female campus in the 2024/2025 academic year. Data were collected through interview results, observation, and recordings. Learning English through daily English songs in Modern *Pesantren* involves multiple aspects that contribute to language acquisition. Listening to songs enables students to recognize new words, understand the meaning, and improve listening comprehension. Based on the research findings, it is concluded that English songs are used in *Pesantren* as a supporting tool for learning English. Implementing English songs in *Pesantren* Walisongo Ngabar occurs through daily listening sessions, where songs are played every afternoon. The songs help students become more familiar with English vocabulary, pronunciation, and sentence structures. Additionally, listening to English songs makes students more engaged and motivated in their learning process, providing an enjoyable and non-formal learning experience.

Furthermore, students are learning English through English songs in various ways. Students actively listen to the lyrics, identify new vocabulary, and discuss the meaning of words with their friends. Some students also sing along to improve their pronunciation and fluency. Continuous exposure to English songs enables students to internalize new words and phrases naturally. This process fosters their interest in English and encourages them to practice their language skills in a fun and interactive manner.

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