PERCEPTIONS ON THE EFFECTIVNESS OF USING SONGS IN TEACHING ENGLISH AT SMAN MODEL TERPADU MADANI PALU

*Bella Vicha Hulai[1], Aminah [2], Anjar Kusuma Dewi [3], Mochtar Mahrum[4]

[1,2,3,4]English Education Study Program, Faculty of Teacher Training and Education
Tadulako University, Palu

bellavicha00@gmail.com

ABSTRACT

The Songs can provide attractive and instructional media in learning activities. Song has been designed to motivate students to participate the English teaching and learning. The study aims to identify the students' perception on using songs in teaching English. Interviews are conducted as the research instruments to get students' perceptions towards English songs in teaching English. The interviews show that most students feel English songs are very helpful for them in improving their Speaking skill. They also feel that the English song they listen to have the power to encourage students' motivation to learn the. Correct pronunciation and learn English more deeply. In addition, the beauty of the tone and rhythm of the music also makes students feel happy and relaxed. They also feel that by listening to the lyrics of English song carefully, they can easily get information about the correct pronunciation from native speakers. It makes them enthusiastic and increases their interest in learning.

Keywords: Perceptions; Song; Teaching English

INTRODUCTION

English learners in Indonesia get difficulties to study English. Many learning problems are caused by different element found between the two languages that is their first language and the target language. There are two kinds of factors that affect someone in learning English. Those are internal and external factors. Internal factors come from the learners, such as motivation, interest, aptitude, and intelligence. The external factors come from outside of the learners, such as situation and condition of the environment, learning, materials, and learning program. Beyond those factors, the teachers should have special trick to make their students motivated in learning English. The students can be interested in learning English by using some interesting media and enjoyable activities and we can adjust them to their ages and grades so that they can integrate themselves into English, for example singing English songs. Singing English songs can contribute many things to improve students' motivation. The contributions of singing English songs can enrich vocabulary and develop listening as well speaking skills.

Songs can provide attractive and instructional media in learning activities. Song has been designed to motivate students to participate the English teaching and learning. This research tries to find out the students'perception on the effectiveness of songs to improve students' motivation in learning English. Saricoban (2000) claims inclass environment amuses students, can make them feel enjoy and get rid of the uncomfortable atmosphere while learning a lingual structure through a song Additionally, the positive atmosphere and relaxing mood brought by songs make it easier to resolve the problem in the class,especially for certain students' emotional cases like anxiety, lack of selfconfidence and feeling of being threatened, and influencing learning processes positively or facilitating it by stimulating the student emotionally (Kramsch, 1993). Songs are also motivating the students as they provide a good atmosphere. The students are encouraged to be actively involved in the learning process by making use of their musical knowledge. In this case, songs are an effective way to help students to expand confidence for language learning (Şahin, 2008).

In this study the researcher identified the effectiveness of using songs as a media to motivate students to study English at SMA Madani Palu.

METHOD

This is a chapter where the researcher shares what the foundations of the methodology are. This research was qualitative research. The research used interview as technique of data collection. The comprehensive explanations are needed, so that this research is arranged systematically, starts from research design, an object of the study, and method of data collection.

The researcher identified the perception of studentson the effectiveness of teaching English using songs can improve students' listening and focus before and after treatment. The researcher only takes a class which in interview consist of 5 students.

This research was conducted in SMAN Model Terpadu Madani Palu. This school is located on Jalan Soekarna Hatta Bumi Roviga. The subjects of this research were 5 students of at SMAN Model Terpadu Madani Palu.

In this research, the researcher used interview given to the 5 students. According to Creswell (2014), when researcher ask one or more subjects general, open-ended questions and record their responses, they are conducting an interview. The data is subsequently transcribed and typed into a computer file for analysis by the researcher.

In qualitative research, the researcher needs a lot of deeper and clearer information about the case that the researcher wants to know. As stated by Creswell (2009), the methods of collecting data in qualitative research are basically based on interviews, observation, and some documents. In this research, the researcher will use interview questions as the primary data collection to get in- depth information from the participants. In addition, the researcher will have an interview session with the participants by asking their perceptions related to the effectiveness of using songs in teaching English. The researcher will interview the participants using the audio recording to record the discussion between the researcher and the participants. In addition, the data that will be collected by the researcher will be transcribed from the spoken words into the written words and then it will be examined using some of the relevant theories that are related to the research topic. The instrument of the interview displays below.

In this research, the researcher uses thematic analysis to analyze the data which the data comes from interviews. According to Alhojailan (2012), thematic analysis enables the

researcher to precisely specify the relationship between the draft and compare it with the data that was gathered by the researcher. Then, the researcher will analyze the data using the step guide from Braun & Clark (2006). The first step, familiarize the data, from the collected data, it is important for the researcher familiar with all aspects of the data. This step might implicate transcribing the interview, reread the entire data, and taking notes. The second step, generating initial codes, in this step the researcher needs to code the data by highlighting the participants answer related to the theoretical framework with comments. The third step, search the themes by classifying different codes into potential themes and organize all the relevant coded data. In the fourth step, reviewing themes, the researcher must review and make sure that the themes are useful and accurate. The next step, defining and naming themes. Defining themes involves formulating exactly what we mean by each theme and figure it out how it helps us to understand the data. After that, naming the theme. It involves coming up with a short and understandable name for each theme. The last step is writing the report. After the researcher analyzes the data, the writer will present the dataand make a conclusion based on the data findings.

RESULT AND DISCUSSION

RESULT

Based on the responses from the students, the researcher can discuss the effectiveness of English songs as a learning medium for English language learners.

Question 1: Do you use English songs as one of your mediums in learning English?

Student 1 and Student 4 use English songs often or occasionally, finding them helpful for vocabulary improvement.

Student 2 does not prefer songs, favoring other methods like movies or books.

Student 3 and Student 5 use songs less frequently or find them less effective for focusing on language learning.

Most students (3 out of 5) use English songs as a learning medium, albeit to varying degrees. They find it enjoyable and less stressful than traditional studying methods. However, two students do not find English songs effective for their learning, citing reasons such as the fast pace of songs and the difficulty in understanding lyrics.

Question 2: Is an English song suitable for you as a learning material?

Student 1, Student 3, and Student 4 find English songs suitable depending on the song or as a break from traditional methods.

Student 2 and Student 5 do not find songs suitable, preferring structured learning materials.

It can be inferred that students have different preferences when it comes to learning materials. Some students, such as Student 1, Student 3, and Student 4, find English songs to be suitable learning materials. They might find songs enjoyable and engaging, which can enhance their motivation to learn.

On the other hand, Student 2 and Student 5 prefer structured learning materials over songs. They might find structured materials more effective for systematic learning.

Question 3: Is the learning atmosphere more relaxed when used?

Student 1, Student 3, and Student 4 agree that songs create a more relaxed learning atmosphere.

Student 2 and Student 5 do not find the atmosphere relaxed when using songs for learning.

It can be inferred that the use of songs in a learning environment is perceived differently by different students. Three out of five students (Student 1, Student 3, and Student 4) agree that songs create a more relaxed learning atmosphere. This aligns with research suggesting that music can help create a conducive learning environment, reduce stress and anxiety, and improve focus and concentration.

However, Student 2 and Student 5 do not find the atmosphere relaxed when using songs for learning. This could be due to individual learning preferences, as different people have different ways of learning and what works for one might not work for another. For instance, some students might find music distracting, especially if it has lyrics.

Question 4: Do you enjoy using English songs as your learning medium in learning English?

Student 1, Student 3, and Student 4 enjoy using English songs as a learning medium.

Student 2 and Student 5 do not enjoy it as much, finding other methods more effective.

It can be inferred that students have different preferences when it comes to learning English. Some students, such as Student 1, Student 3, and Student 4, find using English songs as a learning medium enjoyable and effective.

On the other hand, Student 2 and Student 5 do not find using English songs as effective, preferring other methods instead. This reflects the fact that individuals acquire learning styles and techniques according to their individual differences.

Question 5: Do English songs make it easy for you to listen to English words correctly?

Student 1 finds songs helpful for understanding pronunciation and intonation.

Student 4 agrees but also needs to read the lyrics.

Student 2, Student 3, and Student 5 have mixed feelings or do not find songs effective for listening to English words correctly.

It can be inferred that Student 1 finds songs beneficial for understanding pronunciation and intonation. Student 4 shares Student 1's view but also relies on reading the lyrics. This implies that visual aids like lyrics can boost some learners' comprehension of the song and help them notice pronunciation and vocabulary.

On the other hand, Students 2, 3, and 5 have mixed feelings or do not find songs effective for listening to English words correctly. This reflects the diversity in learning styles among individuals. While some learners may find music a helpful tool for language learning, others may not find it as effective.

Question 6: Are you able to distinguish the correct pronunciation of English sounds through English songs?

Student 1 and Student 4 can distinguish pronunciation to some extent, especially with clear enunciation.

Student 2, Student 3, and Student 5 find it challenging due to unusual pronunciation in songs.

It can be inferred that the ability to distinguish correct pronunciation of English sounds through songs varies among students. Student 1 and Student 4 have some ability to distinguish pronunciation, especially when the enunciation is clear.

On the other hand, Student 2, Student 3, and Student 5 find it challenging to distinguish pronunciation in songs, particularly due to unusual pronunciation. This could be because songs often contain colloquial language, slang, and sometimes artists may not enunciate

words clearly or may use regional accents. These factors can make it difficult for learners to understand and replicate the correct pronunciation.

Question 7: Do English songs help you become more fluent in speaking English?

Student 1 feels more confident in speaking English after singing along.

Student 4 finds it somewhat helpful, but also needs separate speaking practice.

Student 2, Student 3, and Student 5 do not think songs have much impact on their fluency.

It can be inferred that the impact of English songs on fluency in speaking English varies among students. Student 1 feels more confident in speaking English after singing along. Student 4 finds English songs somewhat helpful but also needs separate speaking practice. This suggests that while songs can be a beneficial supplement to language learning, they may not be sufficient on their own for some learners.

Students 2, 3, and 5 do not think songs have much impact on their fluency. This suggests that the effectiveness of songs in language learning can depend on individual learning styles and preferences. Some learners may not find songs as helpful as others in improving their language skill.

In summary, the effectiveness of English songs as a learning tool varies among students. While some find it engaging and helpful for vocabulary acquisition and pronunciation, others prefer more structured learning methods and find songs less effective. The research supports the idea that English songs can be an effective learning tool, especially for vocabulary acquisition and creating a relaxed learning atmosphere. However, the effectiveness can depend on individual preferences and learning styles.

DISCUSSION

Most students (3 out of 5) use English songs as a learning medium, finding it enjoyable and less stressful than traditional studying methods. English songs have been widely used as a learning medium, particularly in the context of language learning. Research findings suggest that the effective use of music and songs in language teaching has the potential to address multiple intelligences, reduce anxiety, increase motivation, facilitate memory retention, and establish an affectively conducive learning environment (Bokiev et al., 2018). Furthermore, the use of English

songs in class can help bring effective learning by providing fun learning classes, reducing student anxiety, fostering students' interest in learning, and improving students' motivation to learn a foreign language (Sari et al., 2019).

While most students may find English songs enjoyable and less stressful than traditional studying methods, some students may not find them effective for their learning. Reasons cited for this include the fast pace of songs and the difficulty in understanding lyrics user's task. This variation in perception aligns with the findings of a study that examined non-native language influence on learning a melody, where most participants felt that grasping meaning was more important if the song was in their native language (Cohen et al., 2015).

CONCLUSION

The research findings explain important points related to students' perceptions on the effectiveness of using songs in teaching English. Based on interviews, it can be concluded that most students feel English songs are very helpful for them in improving their Speaking skill. They also feel that the English song they listen to have the power to encourage students' motivation to learn the correct pronunciation and learn English more deeply. In addition, the beauty of the tone and rhythm of the music also makes students feel happy and relaxed. They also feel that by listening to the lyrics of English song carefully, they can easily get information about the correct pronunciation from native speakers. It makes them enthusiastic and increases their interest in learning. By looking at the reasons for choosing the topic, this study collects data and explains the phenomenon of students' perceptions of using English song to find out how their perceptions get positive results that using English song can improve their pronunciation skills and speaking skill.

REFERENCES

Alhojailan, M. I. (2012). Thematic analysis: a critical review ofits process and evaluation. In WEI international European academic conference proceedings, Zagreb, Croatia.

Allport. (1996). Personality: A psychological interpretation. New York: Henry, Holt and company.

Altman, S., Valenzi, E., & Hodgetts, R. M. (1985). Organizational behavior: theory and practice. Orlando, Florida: Academic Press, Inc.

Ayuningtyas, P. (2008). Improving vocabulary mastery through listening to songs for the students of SMK N 2 Depok Sleman Yogyakarta. Unpublished Thesis. Yogyakarta: SANATA DHARMA UNIVERSITY.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101.

Creswell, J. W. (2009). Qualitative inquiry and research design: Choosing among five traditions. Thousand Oaks, CA: Sage

Ersoz, Aydan. 2000. "Six Games for the EFL/ESL Classroom", http://iteslj.org/Lessons/Ersoz-Games.html, accessed on May 20th 2019, 8.38 p.m.

Gardner, D., & Miller, L. (1999). Establishing self-access: From theory to practice. Cambridge. Cambridge University Press.

Gazda, 1984. Group Counseling A Developmental Approach. Third Edition. Toronto: Allyn and Bacon. Inc

George, J. M., & Jones, G. (2006). Understanding and Managing Organizational Behavior. New Jersey: Upper Saddle River.

Harmer, Jeremy. 2000. How To Teach Writing. England. Oxford: Person Education Limited.

Kramsch, C. (1993). Context and culture in language teaching. Oxford university press.

Sahin, I., & Shelley, M. (2008). Considering students' perceptions: The distance education student satisfaction model. Journal of Educational Technology & Society, 11(3), 216-223.

Sevik, M. 2012. Developing Young Learners' listening skills through songs. Kastamonu education journal, vol.20 no 1 (2012), pp. 327-340. Retrieved january 2016, from www.kefdergi.com/pdf/20_1/20_1_21.pdf

Sharpe, K. 2001. Modern foreign languages in the primary school: The what, why and how of early MFL teaching. London: Kogan Page

Taha, H.A. (2003) Operations Research. Pearson Education, Inc., Fayetteville.

Terhune, T ., (1997). Pop songs, The English Connection, 1, pp 8-12

Zeni, M. (2009). Students' perception on the teachers use of english at an efl context: a case study at one state senior high school in Yogyakarta. Bachelors Nonpeer Reviewed Book. Institude Universitas Pendidikan Indonesia. Gedung Perpustakaan Universitas Pendidikan. 24(3), pp.5-13

Saricoban, A., & Metin, E. (2000). Songs, verse and games for teaching grammar. The Internet TESL Journal, 6(10), 1-7.