

LEARNERS' PERCEPTIONS OF USING ENGLISH SONGS AS A MEDIA FOR OUT OF CLASS LISTENING ACTIVITIES

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Abstract

The statement of the problem is formulated as follows: "How do learners' perceptions of using English songs as a media outside of the classroom impact their listening comprehension." This research was conducted in qualitative research. Qualitative research is a type of research that aims to explore information deeply and openly on various responses. This research tries to get people to express their thoughts on a topic without giving them much guidance or direction. In this study, the researcher distributed interview questions to the subjects, then recorded each subject's answers using a voice recorder. The results of the questionnaires and interviews show that English songs help students to learn and improve their listening comprehension. In addition, from the students' habit of listening to English songs every day, the students feel that English songs have a high influence on their English skills. In addition, the students also feel that English songs can improve their listening skills and improve their English pronunciation correctly. The students feel comfortable when listening to songs as learning media and feel familiar with listening to music. The use of English songs as media for listening comprehension is well received because of the positive impact it can have on the acquisition of listening comprehension by learners. English songs offer a fun learning experience, thus making the listening comprehension process more interesting for learners. Its entertaining nature while giving comfort to the listener adds to the pleasure and enjoyment associated with using songs as a media for listening comprehension. This is also the reason why the participants in this study were more interested in using English songs as the media used compared to traditional media.

Keywords: *Learners Perceptions, English Songs, Learning Media, Listening Comprehension*

Sari

Pernyataan Masalah dirumuskan sebagai berikut: "Bagaimana persepsi pembelajar terhadap penggunaan lagu bahasa Inggris sebagai media di luar kelas berdampak pada pemahaman mendengarkan mereka." Penelitian ini dilakukan dengan menggunakan metode penelitian kualitatif. Penelitian kualitatif adalah jenis penelitian yang bertujuan untuk mengeksplorasi informasi secara mendalam dan terbuka mengenai berbagai respons. Penelitian ini mencoba membuat responden mengekspresikan pemikiran mereka tentang suatu topik tanpa memberikan arahan atau panduan yang terlalu ketat. Dalam penelitian ini, peneliti menyebarkan pertanyaan wawancara kepada subjek, kemudian merekam setiap jawaban subjek menggunakan alat perekam suara. Hasil dari kuesioner dan wawancara menunjukkan bahwa lagu bahasa Inggris membantu siswa belajar dan meningkatkan kemampuan pemahaman mendengarkan mereka. Selain itu, dari kebiasaan siswa mendengarkan lagu bahasa Inggris setiap hari, mereka merasa bahwa lagu bahasa Inggris memiliki pengaruh yang besar terhadap keterampilan bahasa Inggris mereka. Selain itu, siswa juga merasa bahwa lagu bahasa Inggris dapat meningkatkan keterampilan mendengarkan dan memperbaiki pengucapan bahasa Inggris mereka dengan benar. Siswa merasa nyaman saat mendengarkan lagu sebagai media pembelajaran dan merasa familiar dengan kegiatan mendengarkan musik. Penggunaan lagu bahasa Inggris sebagai media untuk pemahaman mendengarkan diterima dengan baik karena dampak positif yang dapat diberikan pada peningkatan kemampuan pemahaman mendengarkan oleh pembelajar. Lagu bahasa Inggris menawarkan pengalaman belajar yang menyenangkan, sehingga membuat proses pemahaman mendengarkan menjadi lebih menarik bagi pembelajar. Sifatnya yang menghibur sekaligus memberikan kenyamanan kepada pendengar menambah kesenangan dan kepuasan terkait penggunaan lagu sebagai media pemahaman mendengarkan. Hal ini juga menjadi alasan mengapa para peserta dalam penelitian ini lebih tertarik menggunakan lagu bahasa Inggris sebagai media dibandingkan media tradisional.

Kata kunci: *Persepsi Pembelajar, Lagu Bahasa Inggris, Media Pembelajaran, Pemahaman Mendengarkan*

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Introduction

English is a unifying language across countries in the current century, making it a fundamental skill recommended for mastery (Goni, Muntuuntu, Sanger, 2021). Indonesian learners have been exposed to English education from an early age, with English being a compulsory subject in schools due to its significance in universal communication. Learning English entails two crucial aspects: language skills, which encompass listening, speaking, reading, and writing, and language components,

including vocabulary, structure, and pronunciation (Lengkoan, 2017:218). The School Based Curriculum aims to equip elementary school learners with the ability to speak and communicate in English to meet the demands of a globalized world (Qordawi, 1991).

English, the most widely spoken language worldwide, is utilized in various aspects of life, such as business, trade, academics, and tourism, and holds the status of being Indonesia's primary foreign language (Mogea, 2019). Learners are encouraged to master language functions that enable them to express and respond effectively in classroom contexts, such as giving instructions, making requests, and introducing themselves (Pikirang, Liando & Wuntu, 2021). To enhance listening skills, various strategies, including the use of English songs, are employed, providing an enjoyable way to teach vocabulary and pronunciation (Djalaludin, 1999). With the ease of accessing English songs through smartphones and multiple platforms, learners can engage with this creative approach to language acquisition. In the context of this study, the researcher explores learners' perceptions of using English songs as a medium for out-of-class listening activities.

Methods

The research employed a qualitative instrumental case study design to delve into students' perceptions of the impact of English songs on their listening skills. Qualitative research seeks to elucidate and expound on perspectives and experiences related to specific phenomena, aiming to offer deeper insights into issues. In this study, in-depth interviews and questionnaires were utilized to gather data, shedding light on students' perspectives on using English songs as a learning medium for enhancing listening skills. This qualitative approach allowed for a natural data collection process, emphasizing interpretation and analysis, where the researcher serves as a crucial instrument. The data collection techniques consisted of interviews and questionnaires conducted online, ensuring convenience for the student participants.

The research location was one of the universities in Cirebon City, with students as the target audience. Employing the case study approach alongside purposive sampling, participants were selected based on specific criteria, including their Indonesian nationality, prior experience in learning English in Indonesia, a penchant for

and regular engagement with English songs, and familiarity with using songs in their language learning. This methodology aimed to provide valuable insights aligned with the research objectives, particularly relevant to qualitative research and scenarios involving unique populations or expert informants. The researcher, in adherence to ethical guidelines, informed participants about the study's purpose, secured their voluntary participation, and assured the confidentiality of their responses, upholding the principles of responsible research conduct.

Name	Gender	Age
FD	Male	21
YP	Male	21
FR	Female	21
DF	Male	20

Table 1. Participants

Results and Discussion

This study centers on students' perspectives regarding the efficacy of using English songs to enhance listening comprehension. The researcher utilized a combination of questionnaires and interviews to gather insights and opinions from four students at a university in Cirebon, selected based on specific criteria crucial for the research. Among the participants, including three males and one female with diverse language backgrounds and varying experiences in learning English for listening comprehension, there was a unanimous acknowledgment of the positive impact of English songs on their language skills. These students attributed significant improvements in listening comprehension, English pronunciation, and overall language learning comfort to the incorporation of English songs.

Furthermore, the participants' responses emphasized their shared recognition of the benefits associated with integrating English songs into their language learning routines. They highlighted advantages such as improved pronunciation, enhanced intonation, and a better grasp of vocabulary, findings consistent with previous research emphasizing the constructive role of songs in language learning. The students

underscored the importance of proficiency in pronunciation, intonation, and vocabulary for effective listening comprehension, crediting much of their progress to their use of English songs. They also praised the flexibility and practicality of English songs as a learning medium, expressing a sense of comfort and familiarity when incorporating music into their language learning activities. Despite some challenges reported by a few participants, including fast song tempos and unfamiliar word pronunciations, these issues were frequently mitigated by selecting songs with appropriate tempos and clear lyrics, ultimately enhancing comprehension. In summary, the questionnaire data demonstrated unanimous agreement among the participants regarding the significant enhancement of English skills, particularly in the realm of listening, through the use of English songs, marking a departure from prior research that reported students' lack of motivation and interest in listening (Al Jawad & Mansour, 2021).

No	Questions	SA (5)	A (4)	N (3)	D (2)	SD (1)
1	I learn English listening using English songs as a learning media.	II	II			
2	I listen to English songs to learn English for more than 1 hour/day.		I	III		
3	Song could be media of learning English especially listening because I can access it anytime and anywhere.	III	I			
4	English songs can help me to improve my listening comprehension.	IV				
5	My listening skill has improved because of hear an English Song.	II	II			
6	I am feeling more comfortable learning listening skill on English Song rather than common teaching-learning process.	I	III			
7	My pronunciation skill has improve because of hear an English song.	III	I			

8	The English songs are a great media in supporting listening activities.	II	II
9	With the media of English song, I could improve my listening skill quicker than before.	II	II
10	Spending time with listen to English songs make me more familiar with the English pronunciation of some words.	III	I
11	Listening to English songs helps me to learn to pronounce like a native speaker.	I	III
12	Using English songs as learning media improves my English pronunciation and intonation skills.	I	III
13	Using English songs as learning media makes me able to differentiate the intonation of each spoken word.	I	III

Table 2. Questionnaire Data

Conclusion & Recommendation

This study delved into learners' perceptions of using English songs as a means to enhance listening comprehension. Employing a case study research method, the author conducted interviews and questionnaires with four students at a university in Cirebon to address the research questions. The chosen participants, who had experience listening to English songs, expressed a high level of confidence in the utility of songs in improving their English language skills. A significant majority, comprising FD, YP, and DF, responded with "strongly agree" to 69% of the questions, with 23% indicating "agree." While some "neutral" responses were noted, the overall data indicated that songs made a positive contribution to enhancing the language skills of these participants. Even in the case of FR, though a smaller portion (31%) responded with "strongly agree," a majority (69%) expressed agreement, highlighting the beneficial role of songs in developing her English skills. In conclusion, language learners exhibited a positive perception of English songs as a valuable and effective medium for listening comprehension. The interview results revealed that English songs not only contribute to

improving listening comprehension skills but also enhance learners' comfort in the learning process.

The use of English songs for listening comprehension is favorably received due to its positive impact on learners' acquisition of listening skills. English songs offer an enjoyable learning experience, making the process of listening comprehension more engaging and interesting for learners. Their entertaining nature and comfort factor contribute to the pleasure and enjoyment associated with using songs as a medium for listening comprehension. This explains the participants' heightened interest in using English songs as a medium compared to traditional methods.

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Conflict of Interest

Potential conflict of interest, if any, should be reported here during data collection.

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