

# **STUDENTS' PERCEPTION OF USING ENGLISH SONGS FOR LISTENING COMPREHENSION AT EIGHT GRADE IN SMPN 01 DAU MALANG**

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**Abstract:** This research presents the students' perception of using English songs for listening comprehension. This study aimed to investigate and describe the students' perceptions of using English songs for listening comprehension, at the eighth grade students of SMPN 01 Dau Malang. The design of this research is descriptive qualitative research. The participants of this research are the eighth grade students of SMPN 01 Dau Malang in 2022 academic year, which consisted of 30 students. To know the students' perception of using English songs for listening comprehension, questionnaire and interview were used as the instruments for collecting data. The instruments are adapted from Pitaloka (2019), by considering on three aspects which include: students' perception of using English songs, the benefit or advantages of using English songs for listening, and the challenges of using English songs for listening comprehension. The process of data analysis included data reduction, data display, and conclusion drawing and verification. The findings of this study showed the students' perceptions of using English songs for listening comprehension were positive in some aspects such as the students felt enjoy, happy and fun in learning listening using English songs. Besides, the students can improve and develop several English skills, especially listening, vocabulary and pronunciation skills. Most students also felt easy to understand the meaning content in the songs. Just a few of students stated that they were difficult to understand the message meaning in the songs. In addition, English songs in learning listening process also made them difficult to concentrate because they friends were noisy.

**Key Words:** Students' Perception, English songs, Listening Comprehension.

## **INTRODUCTION**

Listening is a mental activity that is conscious of what is being heard. Through listening, someone can listen information by understanding the information well (Durmus, 2015). Listening is the ability to identify and understand what others say. The process of understanding the spoken language is often called listening comprehension. Listening comprehension is the ability to listen, process it and understand its meaning.

According to Rost (1994) and Ziane (2011), listening comprehension is very important because it is a process through which students get input and without its comprehension learning does not happen. When teaching listening, especially listening

comprehension, the teacher is necessary to select the right media and materials for the students to use in listening comprehension process. The media and materials should be interesting to catch the students' attention and possess the comprehensible input to help the students to comprehend the meaning in listening comprehension process (Ananda, 2019).

Moreover, Lynch (2008) mentions that there are three factors that contributed to the listening comprehension of the song. First, the use of new vocabulary, idioms, and expressions which needs to address the new material offered in each song. Second, pronunciation and accent of the singer, In this case, the students may be exposed to an accent which is outside the realm of what they might normally hear in context. Third, the use of new grammar and structure song, In short, by listening the song students will get new vocabulary, idioms, and expressions, learn how to pronounce the words, and learn new grammar and structure so that they build up their knowledge to develop their listening skill.

Furthermore, Song is one of the interesting media for teaching listening to Junior High School students. Songs are useful for listening comprehension, students can memorize the words because it is familiar and easy to listen and repeat for them. Besides, students also feel happy and enthusiastic about learning English. It also provides an enjoyable situation for students. According to Sari (2022), songs can create a positive atmosphere in the classroom and thereby reduce effective filters. Using song is actually very fun because of the suggestions of music and songs can bring the students unto the rest, relax and free from under pressure environments (Oktafiani, 2019: 20).

Same research about songs for listening comprehension was done by several researchers. First, in the research that conducted by Nurhasanah (2022) in her research "Students Perception on the use of English Songs in Auditory Learning = Listening Skill". The purpose of this study was to take a look at how the use of English song affects students who have an Auditory learning style and their perception on the effects. The result of this research showed that music has an enormous impact on learning, especially language learning. Although the helpfulness of English song in auditory learning is proven, there are still some students who feel like this learning method is not for them because students feel that they have different competences and different ways to comprehend or memorize lessons they receive.

Secondly, a study was conducted by Chaidir (2021) entitled "Students' Perception on the Use of Songs in the English Learning Process". The purpose of this study was to explore of English students' perception on the use of English song in the learning process". The result of the research showed that the use of English songs could give many good effects that can be very useful for the students. Therefore, it gives benefits to students' speaking and listening skill, also give a support to increase students' writing skill and give positivity to their English language elements comprehension.

From the several previous studies above, the researcher found that there are some results that are obtained related using song. It is concluded that the students' use of songs for listening activities was effective and give enormous impact for students. Moreover, this

study is conducted for listening comprehension, whereas, previous researchers have not researched related listening comprehension. There is also a different level of subject between the recent and the previous studies.

Therefore, based on explanations above the researcher is interested in doing this research. The researcher believes that many perceptions would emerge, such as the pro and contra of changing the listening learning system. The research was conducted in eighth grade of SMPN 01 Dau Malang in the academic year of 2022/2023. The researcher chooses SMPN 01 Dau Malang as object research, because there were no previous researchers who used this school as the research area, especially about the English subject. There is also no previous research that had been conducted in this school related to the English songs as material in teaching Listening comprehension. So, this study aims to determine the students' perceptions of using English songs for listening comprehension.

## **METHOD**

This study uses descriptive qualitative design. The qualitative method is a type of study to analyze someone's perception or opinion about something. According to Cropley (2021), an essential feature of qualitative research is to find out how individuals give meaning to real-life experiences in their minds and languages.

In this study, researcher chooses a qualitative description method because it is appropriate to use in this study to analyze the perceptions of students of using English songs in listening comprehension. This makes sense in the definition of this method. The researcher uses questionnaires and interviews to collect the data.

In this study, the researcher used a questionnaire and interview to collect the data. the questionnaire contains 14 items of questions and uses a close-ended questionnaire to determine students' reactions to the perception about using English songs in listening comprehension; there is adapted by (Pitaloka, 2019). Originally, there were 20 statements in the questionnaire. In this study, the questionnaire was modified into 14 statements. The questionnaire was accomplished in written text. The types of the questionnaire in this study used a rating scale, consisting of a 5-point Likert Scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The questionnaire is translated into Indonesian to make it easier for students to understand.

The interview uses open-ended questions to gain as much information as possible. In addition to strengthening the data and obtaining additional information, 6 students took part in the interview session. The interview consisted of 6 questions. The questions included three parts; they were students' perception on motivation in learning listening using English songs, which is the first and second question. Students' perception on the use of songs in listening activity, which is the third and fourth questions and the students' perception on the advantages and disadvantages of using English song for listening comprehension, which is the fifth and sixth questions.

The data in this study was analyzed refers to the data analysis model of Miles Huberman. Miles and Huberman (1994) explain that qualitative data analysis activities were carried out interactively and continuously until the data was saturated. Activities in data analysis are data reduction, data display, and conclusion drawing/verification.

## **FINDINGS AND DISCUSSIONS**

The researcher obtained the findings from questionnaire and interviews about students' perceptions of using English songs for listening comprehension. To answer the research question of this study related to the students' perceptions of using English songs for listening comprehension, questionnaires and interview data are needed from 6 statements. In this study, the researcher distributed an written text questionnaire consisting of 14 items to be filled out by students. A total of 32 students answered the questionnaire.

The researcher distributed the findings from the interview to strengthen the data by obtaining additional information, 6 students took part in the interview session. The interview consisted of 6 questions that were adapted from the questionnaire. The researcher gave openended questions to the interview to gain as much information as possible.

The result of this study indicated that most of the perceptions at eight grade in SMPN 01 Dau Malang were also perceived positively in other aspects such as by listening to English songs made them enjoy in learning listening. It was like what have been said by Rismi in Sari (2022) that the song can also help us feel energized, confident, reduce fear, relieve stress, release stress, and reduce fear and anxiety.

However, some students also stated that using English songs for listening comprehension, the students felt happy and excited, because they felt that learning is not bored. It is related to the theory from Nurhayati (2009) who stated that the song is a good tool to help the process of learning English, because song can make people feel happy and comfortable.

In addition, several students also stated that using English songs in listening help they improve several skills in English such as Pronunciation, speaking, spell English words, and grammar and Vocabulary. It related to the statements of Sari (2022) who said songs can help improve the atmosphere in the classroom and develop language skills. Moreover, more than half students agree that pronunciation and vocabulary could improve more when they learn using English songs for listening comprehension. It is related with the statements of Griffie in Murniaty (2017) who said that the songs can be used to improve vocabulary and pronunciation

Nevertheless, just a few of students stated that sometimes the use of English songs in the English learning process made them difficult to concentrate. The things that made it felt difficult to concentrate were that they friends were noisy. Moreover, also several students stated that there are some difficult words in listening English songs because they felt difficult to understand the meaning in the song. It is related with statement Sari (2022) who said that the students realized that understanding the meaning in listening is not easy to learn.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the finding in the previous chapter, the researcher concludes that the use of English songs for listening comprehension at eight grade in SMPN 01 Dau Malang can be got positive perceptions or agree of using English song for listening comprehension. The students also agree that songs were good and appropriate to be applied in listening class, which made the students enthusiastic in learning English. Another advantage from learning through songs was that the students did not feel bored or sleepy in the class because the lesson became enjoyable and the class' atmosphere became fun. It can be seen from the significantly percentage from the questionnaire and result of interview.

Most students stated that learning listening using English songs could improve several English skills such as vocabulary, pronunciation, speaking, spell English, grammar and listening, because it is easy to learn. Moreover, more than half students agreed that pronunciation, vocabulary and listening could improve more when the students learn using English songs for listening comprehension.

Besides the positive perceptions of using English songs for listening comprehension, some students stated that using English songs for listening comprehension also has negative perceptions. The first was a few students felt concentration was distracted because some students were too noisy. The second was came from the weakness caused by the song, some words found in the song were unfamiliar, so the students felt difficult to understand the meaning in the song.

The suggestion for the teachers, Teachers usually have a difficulty in selecting the most appropriate songs to be used in class. The researcher found that some students get difficulty to understand the words because the pronunciation in the songs was unclear and sometimes the songs were too fast, so they could not hear the words. In order to overcome this problem, teacher also should be able to select songs that are not too slow or too fast.

The suggestion for the students, they will be able to increase their listening comprehension by using various media in learning, especially using English songs. English songs can make students fun, enjoy and very interesting in learning listening. In addition, English songs are one of the media that suitable for students to be used in any situation.

For future researchers, this research is expected to be useful for other researchers and also can be a reference or inspiration for future researchers who are interested in the field of students' perceptions of using English songs for listening comprehension. In the next research, to verify the result clearer and more detailed, future researchers can use more instruments and participants in data collection.

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