

TEACHERS PERCEPTION ON THE USE OF SONG AS AUTHENTIC MATERIAL IN TEACHING LISTENING

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Abstract: This research aimed to know the teacher's perception toward the use of songs as authentic material in teaching listening and to identify the factors that affect the teacher's on using songs to teach listening. This qualitative research involved two English teachers who teach listening by using songs as authentic material at SMAN 2 Malang as subjects. The data were collected through interviews. The result of this research is teachers believe that authentic materials are real material produced by native speakers, teachers consider some criteria when choosing songs to teach listening, authentic material could be given to all levels of student ability, song as authentic material is important to use since it could enhance students' vocabulary, memory and pronunciation. Factors that affect teachers on using songs in teaching listening are using songs is more effective, the availability of equipment, the teacher's role in using songs, students' achievement, and using songs in teaching listening to increase students' scores. The result implies that teachers' concept of using songs as authentic material has shaped their perception.

Keywords: *Perception, Songs, Authentic Material, Listening*

INTRODUCTION

Teachers are heroes in school management, actual owners of education, and key to student success (Oktay & Unutkan, 2008). The teachers contribute to the English-learning success of their students. All English teachers generally share particular perspectives regarding the best way to teach. Their social interactions, cultural backgrounds, and prior educational experiences may impact their perception of English instruction.

Learning English requires mastery of four skills: listening, speaking, reading, and writing. Listening is an essential daily activity for receiving information (Nushi & Orouji, 2020). Even though listening is essential, it is the most complex skill to learn and teach in the classroom. The students are not accustomed to hearing English spoken by native speakers. Assaf (2015) speculates that students need help with listening comprehension for various reasons, including disliking the listening text, needing to learn more about the topic, background noise, defective listening equipment, and speech rate. It can cause students to lose interest in the materials provided by the teacher, thereby reducing their motivation to learn English. Therefore, many English teachers and facilitators seek innovative teaching and skill development approaches. Using authentic material in the classroom to teach English is one of them. According to Ghanbari, Maili, and Shamsaddini (2015), authentic material can present motivation and cultural awareness to bring reality into the classroom, providing real exposure and creative instruction. Authentic language samples show native speakers' natural form and cultural and situational context.

Providing songs as authentic material in the teaching and learning process is one way to minimize the problems mentioned above. Shen (2009) states that ELT (English Language Teaching) can be used in EFL (English as a Foreign Language) classes in a fun and relaxed way by using English songs. Everyone is familiar with songs as a means of aiding students in learning English by making it easier to remember words. According to Qiu (2006), using English songs to teach listening improves students' memory and pronunciation. It can help students memorize and recite words.

According to Fauziati (2002) in Nurpratiwi and Zuhri (2012), English songs are recommended to engage students and make them more interested in paying attention to the subject. English songs can increase students' interest in the material while improving their listening skills. This situation can assist the students in understanding stories because sounds provide them with enjoyment. The teachers must choose methods or strategies containing the students' preferences.

Additionally, teachers can introduce students to contemporary media and use it to further their understanding of the subject. By doing this, the teachers can teach students about media in addition to content. Songs are one of the best forms of media for teaching and learning listening. Thus, this research is conducted to identify teachers' perception on the use of songs as authentic material in teaching listening.

METHOD

This research used a qualitative design. The researcher investigated and described the characteristics of a population or phenomenon based on the specific research question. This research focuses on analyzing teachers' perception of using songs as authentic material in teaching listening and teachers' perception of the factors of using songs to teach listening. The participants in this research were two English teachers namely teacher M and teacher W who teach listening for the eleventh-grade student. The data were collected through structured interview consisted of thirteen questions. The interview was analyzed by using Interactive Model proposed by Miles and Huberman.

FINDINGS AND DISCUSSION

This section presents about the teacher's perception on the use of songs as authentic material in teaching listening and teacher's perception of the factors of using song to teach listening. The researcher has interviewed two teachers in SMAN 2 Malang.

Five main issues related to teachers' perceptions on the use of song as authentic materials to teach listening are explained below.

1. Teachers' Definition of Authentic Material

Data are obtained from interview to the teachers by asking them a question about what authentic materials according to them. The following are the perceptions of the teachers:

Authentic materials are materials used for teaching can be taken from various sources that were not originally intended to teach. You can take it from the internet, basically, it's authentic, it's from native speakers. (Interview/Teacher M)

In my opinion, authentic materials are real learning methods, the material is real, it comes directly from the source, like that. (Interview/Teacher W)

The teachers' responses to the question reveal the definitions of authentic materials. As defined by Nunan (1989), authentic materials are examples of language use that were not developed with the intention of language teaching. Teacher M emphasizes the importance of authenticity in materials and that authentic materials are created by native speakers. Teacher W also stated that authentic materials are genuine learning methods.

2. Criteria in Choosing Song

The researcher is interested in finding out what factors teachers consider when selecting songs for teaching listening. The following are the perceptions of the teachers:

Of course, not all songs are suitable to be taught to students. Some songs may be difficult, so what must be considered is the theme of the song, and the duration of the song is also not more than 4 minutes because songs that are too long can disperse interest. Students will be bored. (Interview/Teacher M)

I choose a song that I like, because some students will prefer the song chosen by their teacher. So, when choosing a song, it is an easy song, the lyrics should be clear, the rhythm shouldn't be fast and the context should be easy to understand. (Interview/Teacher W)

Based on the interview result, teacher M and teacher W have different ideas about teachers' considerations in choosing songs. As stated by Hidayat (2013) The teacher must choose the appropriate songs to help students learn the language and achieve learning objectives. Teacher M confirms her beliefs that the theme and duration of the song are the teacher's M considerations when selecting a song. Whereas teacher W states that she chooses songs with rhythms that are slow and simple to understand.

3. The Use of Song Matched to the Level of Students Ability

The researcher wants to know whether the song used in this study is appropriate for the level of students in the class. The following are the perceptions of the teachers:

In my opinion, there is no difference between students with above-average and below-average intelligence when using authentic materials because it is a real material. (Interview/Teacher M)

I think it's appropriate, and I don't differentiate between students' levels because I gave songs as authentic material to all students. (Interview/Teacher W)

Based on the interview results, they both have the same ideas about using songs to the level of the student's ability. Teacher M and teacher W stated that authentic material does not differentiate between student levels. They believe that authentic material could be given to all students. This finding is consistent with Morrison (1989) suggested using authentic listening materials from beginner to advanced.

4. Types of Song to Teach Listening

The next indicator of the teacher's perception on the use of songs as authentic material is the song type. The following are the perceptions of the teachers:

I usually use an easy listening pop song. Sometimes, I use song that are more popular, so many students memorized. (Interview/Teacher M)

Sometimes, I use Charlie Puth's song, Westlife's song also often I use when teaching listening, and sometimes I use an old song in teaching listening, I use song that clear vocabulary, and the tempo of song is not fast. That is the important things. (Interview/Teacher W)

Teacher M and Teacher W have similar opinions. They both stated that they were using a song with precise vocabulary. Furthermore, teacher M used a popular and easy-listening song. While, teacher W states that sometimes she used an old song to teach listening in class.

5. The Importance of Using Song in Listening

The last indicator is the importance of using song in listening. The following are the perceptions of the teachers:

I think using authentic materials is a good way to teach listening because what the teacher says will be different from what a native speaker says. Also, the rules for written and spoken English are different. The student also know how to pronounce the words better. (Interview/Teacher M)

I think when we use a song, it can improve vocabulary, improve understanding, improve memory, and practice pronunciation for students. So far, the point is that using songs has a good effect on listening. (Interview/Teacher W)

Using songs has a positive impact on the students. It can accelerate vocabulary memorization. Students were more cooperative and motivated to learn vocabulary items using songs (Gorjian, Pazhakh & Naghizadeh, 2012). Teacher M and Teacher W believe that songs are important in teaching listening. The students show a positive attitude toward songs as authentic material. Teacher M believes that students should learn English pronunciation directly from a native speaker through songs.

The second part of research finding explores the factors that affect teachers beliefs. The researcher found that there are some indicators of teacher's point of view on the factors on using song to teach listening. The factors are explained below.

1. Using Song is More Effective

The first issue is the participants reasons to use songs as authentic material to teach listening. Teacher M and teacher W confirms their beliefs in the interview.

The reasons I using songs to teach listening is because it's more comfortable and the students are also more interested and entertained than using conversation, if we use movies it's actually good but sometimes the duration is longer than using song, so it's not effective. (Interview/Teacher M)

In my opinion, using songs is more effective, and also can create a relaxed and fun in class atmosphere. Moreover, each song has a distinctive rhythm, which is easy for students to memorize. (Interview/Teacher W)

The data indicate that teacher M and teacher W share the same ideas. As stated by Ur (1996) student are more interested and motivated when using real-world situation rather than based on textbook material. Teacher M stated that using songs made students more engaged and entertained. Additionally, Teacher W noted that using songs could create a relaxed and enjoyable classroom environment. Besides that, they share the same belief that they use songs to teach listening because it is more effective and means shortening the time.

2. The Availability of Equipments

The availability of equipment is the second factor examined in the study of factors influencing teachers' on using songs to teach listening. The following are the teacher's statement.

The media I have prepared is a laptop, speaker, sometimes I also use handphone to connect it to the speakers. (Interview/Teacher M)

I prepared internet connection if using songs in application (joox, spotify), speakers, laptop/computer, and headphone sometimes. (Interview/Teacher W)

All teachers have the same preparation in teaching listening. They both prepared laptops/computer, speakers, and Handphone. The availability of this media is one of the teacher's supporting factors in teaching listening.

3. Teachers' Role in Using Song to Teach listening

The third issue is teachers role before and after using songs in teaching listening. Below are the statements of the teachers.

Obviously, the role of the teacher is very important, as the teacher must prepare the RPP. Before teaching, teachers must prepare it. In addition, the

teacher is responsible for preparing media like laptops, phones, and speakers. (Interview/Teacher M)

In line with the statement given by teacher M, Teacher W also states her belief :

Must prepare the material first before teaching, the lesson plans also be prepared, from the lesson plans we will see the material that will discuss. Sometimes I often give students a choice of 2-3 songs, then the song that are chosen by many students are what I will later used for listening. (Interview/Teacher W)

Based on the data above, each teacher needs to prepare before teaching listening in order to have a positive impact on students' learning outcomes when using songs. Before using songs to teach listening, both teachers (Teacher M and Teacher W) held the same opinion; they claimed that the main role of a teacher is to prepare the lesson plan. In addition, the teachers must provide media such as a speaker, laptop, mobile phone, etc. It helps them in explaining the material's contents.

Besides the role before using songs in teaching listening, the teacher also has a role after teaching using songs in teaching listening. Teacher M and Teacher W have their own statement.

After teaching, I usually correct the results of the assignments, and sometimes also discusses together about vocabulary that students don't understand what it means. (Interview/Teacher M)

After using song in class, sometimes the students and I play the song that was used and sing, correcting with the students and the tasks that have been done by the students. (Interview/Teacher W)

Based on the interviews' results, both have different roles after teaching listening using songs. Teacher M stated that after using the song, she corrected the results of the assignments given to the students and sometimes discussed vocabulary if the students did not understand. On the other hand, Teacher W occasionally repeated the songs she had taught to the students after class and revised the assignment they had completed together.

4. Students Achievement

The next issue in teacher's point of view on the factors that affect teachers on using song is student's achievement. The following are the teacher's statement.

The skills that I think have improved are the way they pronounce it. For example, the difference between bad and bath, they will immediately know the difference how to pronounce bad and bath. (Interview/Teacher M)

I think in vocabulary mastery is increasing, because when I use a new song, the students can find out unfamiliar vocabulary. In pronunciation ability also increases, because when I finish song, I replay the song that was used, I often observe when they sing a song they often imitate the native singer. (Interview/Teacher W)

According to the interview, teachers can improve student achievement by using songs as authentic material. The teachers stated that students could improve their vocabulary mastery and pronunciation ability. From the previous study finding from Mandasari (2015) she also stated that authentic materials motivate students and teach English pronunciation and word stressing.

5. Increase Students Score

The last issues in teacher's point of view on the factors that teachers on using song is to increase students' assessment. The following are the teacher's statement.

I use songs to increase students' vocabulary, more precisely, to warm up and increase students' grades. (Interview/Teacher M)

My goal in using songs is to increase student scores so that students with poor English scores can be helped by the listening assignments I give them. (Interview/Teacher M)

From the interview above, Teacher M and Teacher W have the same purpose. Teacher's use songs in teaching listening are to increasing students' English scores. Students with low English scores will be helped by the score of the listening task using songs.

CONCLUSION AND SUGGESTIONS

Based on the findings and the discussion, the researcher reached a conclusion. The conclusion is based on the teacher's perception regarding using songs as authentic material for teaching listening. Teachers who participated in this study

believe that authentic materials are those created by native speakers of the target language for purposes other than instruction. Teachers consider some criteria when selecting songs for listening instruction. They believe that songs are carefully selected before being taught to students. They also use songs to all level of the students ability. English pop and old songs are commonly used by the teachers to teach listening. They believe that using song in teaching listening is important because it motivates students and provides some aspects of English from which students can learn. Including student's pronunciation and increase their vocabulary mastery.

The last conclusion is from factors that affect teachers on using song in teaching listening included teaching using songs is more effective, teachers choose to use song because the duration is shorter than using movie. The availability of equipment in class also become the supporting factors, teacher's role before and after using song in teaching listening, students' achievement, and using song is to increase students score.

This research is expected to be useful for students. Authentic materials are materials that are easily accessible to students. This study will inform students about the importance of songs as authentic listening material, allowing them to use the materials to learn English inside and outside the classroom. They should practice their English listening skills by using authentic materials.

Teachers are suggested to use authentic materials in their classrooms to expose students to the real language spoken by native speakers. Carefully chosen materials increase students' interest and motivation, assisting them in developing communicative skills in the target language and cultural knowledge. The findings of this study can be used by teachers to investigate their perceptions toward using songs to teach listening.

The last suggestions is for the future researchers, this study can be used as a reference, particularly those dealing with the same issue and interested in conducting research. The researcher hopes that these findings will assist future researchers by serving as a useful resource for future research into teachers' perceptions of using songs as authentic materials in teaching listening.

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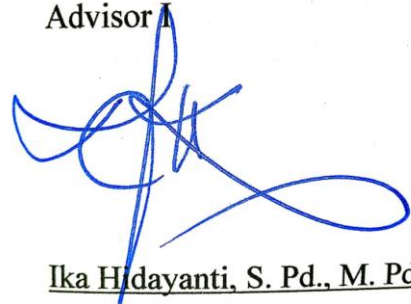
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