

THE BELIEF OF EFL STUDENTS USING SONG FOR INDEPENDENT LISTENING ACTIVITY

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Abstract: The latest research explores the benefits of including English songs in self-study, particularly concerning listening skills. The study thoroughly researched the students' results in using English songs as a medium to improve their listening ability and other skills outside of class. The study uses a qualitative description of the students who have completed the course Listening IV and are studying in Universitas Islam Malang majoring in English education. There are two types of data: data and analysis collections. The first stage involved data collection through interviews that answered the first research questions: What benefit do EFL students derive from listening to English songs in the independent listening activity? Seven questions are specifically designed to know the students' experiences listening to the song for independent listening activity. In addition, the second stage describes how a participant answers his or her answers to find the differences as well as the benefits the participants gained while listening to an English song. The study's findings indicate that students have shown positive results regarding using English songs as a tool both in and out of class to improve their listening ability. Based on interviews, listening to English songs helps them improve their ability in English, relating what they hear watching to their life experience, supporting them to think mastering when in the listening class, and focusing on the new detailed grammar presented in the English song. In turn, according to the interview, each participant responded favorably to how English songs helped to develop other English skills. Overall, participants believed that learning through the song was fun. In the English song, participants paid more attention to what the lyrics of the song meant, singing the song as a delight and also to help students understand the new way of grammar.

Keywords: English Song, EFL Students, independent listening activity.

INTRODUCTION

Every aspect of life has changed in the globe of the twentieth century. Technological advances encouraged people to adjust their routines so that man could not survive without them. People can benefit from the technology of education, transportation, and

communication. By providing a more comfortable and productive learning environment, rapid technological advances in an educational setting enable students to engage in new, meaningful, and authentic learning experiences that involve their efforts and behaviour. Now it is no longer limited to students in kindergarten, primary school, first school, high school, or college. Then it allows students to work together and prepare to gain knowledge to increase their educational experience in learning and going out. English is an international language that people must learn to gain various aspects, such as listening.

One of the essential skills to be concerned about is listening because listening to the first language seems to be easily developed, but it needs great effort to understand listening to a foreign language (Zuhairi, 2017). Effective interaction occurs when the listener and the speaker control or master the atmosphere of the conversation. There are a lot of engaging materials for kids to listen to on a regular basis, including podcasts, movies, songs, and discussions. The listening activity requires the mind to engage because it requires students to focus and concentrate when listening. Listening skills get little attention compared to other skills. In fact, people mostly used listening 45%, speaking 35%, reading 16%, and writing 9% (Ni'mah & Ismiatun, 2018). In contrast, listening is one of the most used English skills in daily life, as well as in learning and outside learning. According to Afriyuninda & Oktaviani, (2021), listening to English songs is one way to improve your listening skills. When someone listens to an English song, their ears become so accustomed to it that when they hear it in class, that person will find it simpler to comprehend what the narrator is saying.

Listening is one skill that also plays a vital role in learning pronunciation and speaking (Septiara & Hamzah, 2023). Students can utilise memory to learn English by seeing the lyrics and listening to the music. This implies that pupils can acquire English by using memory techniques like pronunciation and vocabulary. They can read scripts and commit English sounds to memory. Students can benefit from singing by learning about accents and dialects, which is vital to improving their understanding of the various speakers of the language they are learning.

METHODOLOGY

The research uses a narrative inquiry. The reason for using the design of this study is that it includes the experience of students majoring in English education but who want to learn their own English, so using the research design is well suited to a more detailed and intimate process. The study may find how students majoring in English education experience using English songs for independent listening activities. A framed narrative adapted from (Barkhuizen & Wette, 2008) and a narrative interview guide are used in the study to collect data. In the current study, the story framework, the story pattern consists of an incomplete set of sentences, focusing on examining each phase the participant goes through while using the lyrics video to learn independently. This research uses an instrument with an interview, giving

the question the assessment has created to look for whether the song can help and benefit students to listening skills, There were eight questions using Bahasa Indonesia that were asked of the students to make it easier for them to answer the questions that were given.

The interview itself is performed face to face and online using a Zoom app, and it's recorded using a voice recorder and a screen recorder. For an interview, researchers use either English or Indonesian to create a comfortable situation and make it easy to answer questions asked by researchers. The interview had only one session, a question and answer session, before asking questions the researchers had introduced themselves first and asked whether they would be willing to participate in the study. Afterward, the researcher instructed participants to identify themselves, and then the researcher asked prepared questions. Every interview session lasts about 10 minutes until the researchers have answered every question. After the interview is over, there is a follow-up to confirm answers given by the students to the researcher. The data collected remained kept secret by the researcher to protect the privacy of the participants. The participants' names are only initialed to record the interviews. Before the start of the data collection, however, the researcher struck a deal with the students who were the source of the data for the study.

Validation of participants or member checking is implemented to ensure the researchers' interpretation of the data accurately reflects the participants' point of view. The draft questions are sent and shown to participants after the data is taken and after the data is retrieved, so they can read them carefully and not repeat the answers intentionally. After that, the participants confirm the data based on their experience. If there is something wrong with the interpretation of the researcher, then it takes participants to clarify it.

DATA ANALYSIS

Data analysis for this research uses qualitative research. Qualitative data was used to analyze and explain how students utilized and improved their listening skills using the song. Qualitative data instruments such as observation, in-depth interviews (video and audio), and field notes were used to collect the data from participants in their natural environment. Before researchers process data, data retrieved from the rewritten interview data is analyzed using a theme analysis proposed by (Anggieta et al., 2023). Three activities were incorporated: 1) repeatedly reading the data, 2) coding and categorizing the data extracts, and 3) recognizing the thematic headings.

FINDINGS

Findings from the Interview related to “How do EFL students experience using English songs in independent listening activities?”

Based on the interview results, all participants more effectively said there was an improvement in skills, listening, speaking, and vocabulary mastering for songs made into independent learning. Students can look for different ways to improve and learn something; for example, when in class, they learn to use audio from native speakers, which, according to students this method is very dull. According to describing independent learning in general, since students get separated from their teacher by time and space in their autonomous learning, this triggers students to look for ways to improve English skills without boredom when learning, to find material that can be used at any time, namely using songs (Moore, 1973).

The question is distributed to the participants and produces information about the effects of the students listening to English songs outside the listening class. There were seven statements to which participants responded. The interview statement includes participants' responses to the impact of listening to English singing in increasing their English skills, their interest in using English songs as a learning tool, and the effectiveness of English songs as a means to increase their listening ability.

However, students who use this learning method need to find the material that suits their level of English proficiency (Damayanti et al., 2018). Therefore, there will be no distractions, and I will stay focused on writing notes and focus on hearing. Native speakers, improving their vocabulary mastery and ability to pronounce English words can help improve all four skills: listening, speaking, reading, and writing. In addition, (Isnaini & Aminatun, 2021) added that English songs are a valuable resource for improving learning to listen, speak, read, and write. They can also teach language skills such as pronunciation, spelling, meaning, and grammar. The results above also show that learning English has changed from conventional to technology-based learning (Rahmania & Mandasari, 2021).

Findings from the Interview related to “What benefit do EFL students get from listening to English songs in independent listening activities?”

Benefits for Listening Skill

Using English songs in independent English learning, participants benefit significantly from their ability to listen. One example is the reduction of interference from native speakers with accents in English that are different from his and new vocabulary pronunciation. When listening to English songs indirectly trains and improves listening skills.

(P1): Songs benefit my listening learning, especially when I listen to English songs. I can distinguish confirmed native speakers on how to pronounce vocabulary correctly. When listening automatically, we listen to the song and understand it and understand its meaning; that is why songs help me when learning listening skills.

(P2): I think this can improve listening skills. It directly improves them. For example, if we listen to one song and the singer mentions a word that we have never heard in the lyrics, we try to see or read the lyrics, we try to find the meaning of the word, and indirectly, we have increased our vocabulary.

(P3): Songs can improve my listening skills. Listening to English songs can make learning to listen fun, and I like to listen to songs. When looking for a new vocabulary word, I must listen to the song

(P4): I think we can find new vocabulary with songs. Most importantly, songs now follow many vocabulary hits, often in use or trends, and interesting English phrases, which helps his listening skills.

(P5): From listening, I take vocabulary that is not rigid for everyday life, for example, to get along. In socialising, I take the benefit of this song more to the language that is often spoken in everyday life or casual language (non-formal)

All participants almost had the same anxiety or problem with the accent, and the way of saying a word from a singer felt less disturbing; now, all five participants stated that they could also focus more on the meaning of the lyrics in a song. He pointed out that English songs have many benefits. He not only listens to and enjoys the song but also learns lessons that can be taken from the song, such as how to practice the vocabulary he has heard and understand the meaning of the vocabulary and lyrics.

Benefit For Pronunciation

Listening to songs greatly influences pronunciation. However, the songs listened to benefited other aspects of the participants' pronunciation skills. The song itself gives Participants several ways to pronounce the correct word.

(P1): When I listen to English songs, I can distinguish confirmed native speakers regarding pronunciation and vocabulary. When listening automatically, we listen to the song and understand its meaning.

(P2): We can search for songs sung by British singers. This automatically gives us British accents and listening skills.

(P3): Singing and listening to the song can be recorded, so we do not know pronunciation or intonation. However, if we record, we can correct anything wrong, such as pronunciation, intonation, and vocabulary.

(P4): There are some changes or improvements. When listening specifically to certain types of English songs, pronunciation is more relaxed and awkward. I can learn to be used as an addition to communication in everyday life.

(P5): There are some changes or improvements. When listening specifically to some types of English songs, the pronunciation of pronunciation is more relaxed and trendy now. I can learn to use them as additional communication in everyday life. It is usually easier to pronounce pronunciation in class or in the classroom

Participants said they were having trouble and were still learning to pronounce vocabulary words, so after listening, they would try or practice pronunciation what they had listened to in English songs. However, there is only one participant who has an exciting way and can use it as a strategy to help improve speaking skills after what is said (P3) by recording when singing and checking for the pronunciation that has been recorded. With the fifth English song, participants learned how to pronounce the vocabulary they had obtained in the lyrics correctly.

Likewise, when listening to a song, we automatically listen to the pronunciation of the English song lyrics and the accent of the song's singer, as said by (P2).

Benefits for Vocabulary Mastering

Before listening to English songs, many students are confused by foreign vocabulary, and many students, when in the classroom, use audio from native speakers as learning media. This gave him less pressure and trouble when in the college classroom. Sometimes, they lose focus on listening to explanations or audio used in learning and are confused in choosing a few words when speaking English in class. After using English Songs, they felt a massive improvement in her vocabulary. Participants not only acquired a large amount of vocabulary, they also knew the right time to use a specific type of vocabulary in a given situation.

(P1): When listening to English songs, I focus on increasing vocabulary and the song's meaning. For example, in the song, we express an extensive vocabulary combined in one sentence. Sometimes, one vocab combination of 1 sentence has a different meaning, so I develop or improve my listening skills using English songs for English listening.

(P2): Suppose listening to 1 song, then the singer mentions a word that we have never heard in the lyrics, and we try to see or read the lyrics, we try to find the meaning or meaning of the word, indirectly we have increased our vocabulary.

(P3): The main benefit is that it teaches us to listen with pleasure. We can learn two skills, namely listening and speaking. When listening to songs, we can listen and say new songs and use vocabulary that we learn from the lyrics. It can improve vocabulary and listening.

(P4): I listen to English songs. I prefer English songs to local songs. I look at the lyrics when I find a word difficult to understand.

(P5): But at the beginning of the beginning, first in a position ready to learn with songs, I always play songs that have lyrics while learning pronunciation and matching my hearing or listening to the pronunciation or pronunciation of the pronunciation of the song.

However, participants noticed that his vocabulary was still vague. They said he was very focused on improving his vocabulary. When listening again, many vocabulary words became the same sentence but with different usage and meaning. By using English songs, they have increased his vocabulary.

CONCLUSION AND SUGGESTION

This investigative inquiry examines the contents of EFL students' stolen songs for independent listening activity. The findings reported here highlight the crest-ridden EFL student process to dominate the centrality skills songs for the self-study media. From the experience, the researcher also pointed out the improvements the students had after listening to English songs. The discovery reported here sheds new light on the gated EFL student process, dominating the listening skills of using songs for independent learning media. The discovery of this study increases our understanding of how a student deals with each stage of learning English through an English song, which is a new learning medium for him. The phases started when she had a lot of trial and error processes, and then she reached the stage where she could do something like understand the meaning, how pronounce it, and master foreign vocabulary. At first, students faced a problem, and they did not realize that the song was one of the easiest media learners to use at any given moment. It happened because the student was not completely committed to using English songs then. However, the difficulty disappeared after the student regularly used the English songs he heard independently. He began to feel good and enjoy, getting more.

Additionally, the findings highlighted the progress of some of the student's English skills. The skill is much better when continuing to use English songs that are heard during times outside the study. For listening skills, the researcher found that using an English-language song could help the student get used to the lyrics of some listening songs. Knowing and visualising the words the singer says in audio is another improvement that the researcher knows about listening skills. The researcher also reveals that the student often studies and mimics the singer's accent in some songs. In addition, by listening to an English song, the student may know the correct pronunciation of some words that he finds difficult. Besides knowing the pronunciation, the song next door also gave the students many new vocabularies. All such findings suggest that a multilingual song greatly helps a learner to learn whether a vocabulary that listens, speaks, or has a vocabulary.

However, the results of the study are applicable and could give beneficial information to some sides. firstly, EFL students must use the same steps the participants took at each stage of learning English using English songs. It should be noted that the process of mastering several skills in English songs does not take very little time. However, students can also use some of the participants' tricks in the beginning to master the English skills contained in the faster English songs. Teachers should include English songs as a learning medium in some of their lessons. In addition, teachers could also give their students several assignments that included listening activities outside of class. It should be noted that teachers also need to support them when they have difficulty learning to use English songs outside of class. When in a lecture classroom as much as possible, teaching two to three songs in this way facilitates a less serious atmosphere. This can help build students' morale. Last for the future researcher or next researcher, Because of the study's limitations, the researcher suggests that incoming researchers should increase the number of participants and use more than one gender.

Moreover, prospective researchers must be more specific in choosing selected skills to make more specialized discoveries.

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