

## STUDENTS' PERCEPTIONS OF USING ENGLISH SONGS FOR LISTENING SKILL

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### Abstract

The aim of this research is to identified, classified, and described students' perceptions of learning English by using songs for listening skills. Also, it is to Analyzed and described the learning aspects that can improve students' listening skills through listening to English songs. This research used qualitative methods. The researchers collected data from ten students in the sixth semester of English Education Department at Zainul Hasan Genggong Islamic University. The researcher found five perceptions as a result of this study, namely the use of English songs in English learning is fun, not boring, effective learning media, entertaining and improves brain ability. In this study, researchers also found an improvement in students' listening skills, namely there were fifteen students who felt an improvement in their listening skills

**Keywords:** *Students' Perception, Song, Listening Skill*

### INTRODUCTION

At present, English is now one of the essential languages (Ferdiyanto F, at al.2023). It is used all over the world. English, as one of the international languages has a pivotal role in the globalization era (Ferdiyanto, F., & Kholili, A. 2022). English is language that begins from the United Kingdom, which is exceptionally powerful language in a few nations on the planet (Crystal & Potter 2023). English continues to be the most commonly spoken language internationally (Hamdani, B. 2023). Learning English is of paramount importance because this is placed in a strong position as an international language in communication (Kholili, A. 2023). English clients are very various, so it makes English in the position linguofacial worldwide. English is notable as the worldwide and all-inclusive language. English is global necessary language by everybody to confront the advanced time. The development of global features like technology, business, economics, agriculture, science, research, social contact, and application depends heavily on the English language (Syaripuddin, 2022).

One of the primary that should be drilled while learning English is listening. According to Mahdi, et Al (2023) listening skills are one of the most important aspects of communication. The listening skill is one of those unlimited abilities that are very important. Listening activities are additionally required in the scholastic setting, where understudies should comprehend by listening then offer a viewpoint. According to Hasibuan, et al (2022) If students do not receive real-world listening feedback, they may have trouble writing or speaking English accurately. Fundamental listening skills foundation all other aspects of English skills. Students can improve their conversational comprehension of phonemes,

vocabulary, phrases, and sentences through the process of listening. In students' listening abilities, many methods are used, one of which is the song method. Afriyuninda and Oktaviani (2021) said that students' listening skills can be improved by listening to songs and watching movies.

A song is a collection of phrases that are well made and supported by harmonious music. One enjoyable method of learning English is to listen to songs in the language. There are several kinds of songs, including jazz, reggae, pop, and another. Hasanah (2022) says that songs always follow us wherever we go, for example: at school, at home, at work, and so on. And also According to Sari (2022), songs can create a comfortable atmosphere in the classroom so that it can eliminate boredom. According to Nurani (2021), songs have a variety of functions and benefits such as shaping one's creativity. In that case, songs may be used to education and information. Next, a song that entertains the listeners. One of the best ways to influence students' emotional behavior is through song. Because they might think that listening to music in class isn't a learning process, but rather a game or an activity to relax their minds.

Some previous studies have conducted several studies about this issue. The study used a quantitative approach with closed and open-ended questionnaires (Guzel and Altay, 2023; Kolin and Rusijono, 2023; Damayanti, 2023; Maisarah, 2023; Zulfa et al, 2022; Sari and Ayu, 2021; Anggraini et al, 2022; Pamungkas and Tohir, 2023; Melalolin, 2020; Harsono, 2020; Ratnawati and Angraeni, 2021; Aprianti et al, 2022; Noviyanti, 2020; Simatupang et al, 2023; Faizah, 2022; Hariati, 2022; Abdelghani and Mohammed, 2023). the purpose of the study was to explore teachers' approaches and practices in using songs for vocabulary teaching and to find out what factors influence them to use songs as a medium in vocabulary teaching. the results of the study were that they showed the importance of vocabulary teaching using songs because it can motivate students to increase vocabulary acquisition (Auliam, 2023). The research design used by the researcher is an interview that focuses on the teacher's strategy in using songs as a medium for student learning and its challenges with the aim of knowing what are the teacher's strategies in teaching pronunciation to students using songs on the cocomelon YouTube channel and its challenges. the results of the study found that the teacher has several strategies used to teach pronunciation through cocomelon and there are also several obstacles, such as students' lack of confidence and limited time in teaching (Nguyen, T. C., & Nguyen, H. B., 2020). This research considers disused about the teachers' perceptions about this instructional delivery at a foreign language center in the Mekong Delta. This research used A descriptive study was conducted with seventy-five teachers from an English language center in the Mekong Delta. There were two steps for collecting the data through the questionnaire and follow-up semi-structured interviews as part of a wider study over fifteen-week semester time. The findings indicate that teachers had positive perceptions about songs used in vocabulary instruction for young learners. Also, the findings provide teachers with insightful views of the effectiveness of implementing songs in promoting young learners' vocabulary and serve as a useful resource for teachers and practitioners by suggesting how to use songs to facilitate young learners' vocabulary. From the previous research mentioned above. There are no researchers who have studied song perception and listening ability. but most of the previous researchers explained about the use of songs for vocabulary, apart from that they also explained teachers' strategies for using songs in learning.

Based on the background, this research can contribute to English learning and teaching theory by providing songs that can be a medium for learning English. This research is expected to be able to provide information to readers, especially students or those who want to learn English that there are so many ways to make learning English fun and easy, one of which is using songs and also making lecturers believe that songs have a big impact in English learning. Therefore, the researcher hopes that this can provide a new perspective to lecturers about the application of songs for classroom activities and as a reference for further research in the future.

The purpose of this study is to determine students' perceptions of the use of songs as a medium in learning English, because by listening to English songs one can train students' listening skills so that they can begin to understand what others say. Songs are easy to find in all places, because songs exist in every aspect of human life. However, songs are often underestimated by most people, they do not know that songs can be used to teach all aspects of learning, one of which is listening skill. Songs can be an exciting and fun way for students to learn English. Based on the explanation above, the researcher identified the problem as follows: What are students' perceptions of English language learning using songs with the aim to identify, classify, and describe students' perceptions of English language learning using songs.

To understand student perceptions, the researcher will use several theories. Angraini and Faturokhman (2021) states that perception involves the observation of a particular situation or environment. Perception is the process of collecting and analyzing sensory information in order to form an understanding and mental image of something. Perception is the process by which a person selects and organizes inputs so that they can be understood in a meaningful way. In short, perception can be understood as the result of an experience, and an experience can lead to an opinion. The perception formed by experience is hard to change because someone feels more impressed when they experience it (Fatmawati R, et al, 2022). Instructors are better able to use the right approach and methods in class when they are aware of their students' perceptions (Meilinda, 2019).

Based on the definition of student perception above, it can be concluded that student perception is their opinion or belief. It is based on something they feel, see, hear or from their experience that will exert a great influence to motivate and guide them to do or achieve something, especially in the learning process.

The use of songs is believed to improve students' English learning. There are several aspects of learning that can be developed using songs, one of which is the ability to listen. Nushi and Orouji (2020) states that listening is a routine practice that is essential for getting information. Students benefit much from listening as it can improve their social skills and introduce them to new vocabulary. However, a number of things could influence listeners, some of which they might not be able to control, such background noise, which could impair their ability to understand what is being said (Sahlen, et al., 2020). Listeners are not able, for example, to control a speaker's speech tempo and might not be able to get them to repeat specific words or sentences. Moreover, a learner's vocabulary can be quite important in the listening process because a limited vocabulary will make comprehension difficult. Finally, Listeners may not be familiar with a speaker's cues or words when they transition from one

point to another. Listening is additionally crucial ability that we need to possess in order to improve our language proficiency (Agustin and Ayu, 2021).

According to Mahdi, et Al (2023) listening skills are one of the most important aspects of communication. Listening to English songs can improve your ability to listen. When someone listens to an English song, their ears will unconsciously get used to hearing so that when in class listening, someone who is used to listening to songs will more easily get the meaning of what is said by the narrator. Afriyuninda and Oktaviani (2021) said that students' listening skills can be improved by listening to songs and watching movies. When learning English, especially in listening, there are many media that can help learners to improve listening skills such as in videos, movies, and songs.

Songs are one of the media that can improve listening skills because we can find songs all over the place and can train our ears to listen. According to Teppa, et al (2022) a song is a work of art that is meant to be sung both with and without instrumental accompaniment. Nurani, (2021) stated that songs have functions and benefits such as creating one's creativity. Songs have an important role in language learning, especially when it comes to English. Songs have various benefits and have many functions in the learning process. One is that it can help improve students' listening comprehension skills, allowing them to better understand spoken English in a variety of contexts.

## **METHOD**

This research was conducted using qualitative research as said by Muhammad Adnan (2013) qualitative research is an inquiry method that aims to build a detailed and complex description of the social and cultural framework in which human activity occurs. The participants of this research are the students in the sixth semester and there were ten students of English Education Department at Zainul Hasan Genggong Islamic University. In order to facilitate the data, the researchers used interviews. Researchers chose interviews to find out the perceptions of students and also wanted to find out deeper information from participants. The researchers asked several questions related to research questions. In conducting the interview, the researchers identified and classified the interview data according to the students' perceptions that emerged from the data. The researcher also analyzed and described the aspects of learning that were improved by listening to songs.

## **FINDINGS AND DISCUSSION**

### **Identification of Student Perceptions of the Use of English Songs for English Language Learning**

The author will classify student perceptions into several sections according to the data or answers that appear in the data collection process.

#### **a. Fun**

Six students said that learning English by listening to English songs was fun. Below is a quote from one of the interviewees who said that learning English by listening to English songs is fun.

*“ In my opinion, because I experienced it myself so I think it's really fun to listen to songs to learn English. Because basically we enjoy it more, people who even though they don't like listening to songs but if they learn through songs, especially if the song*



*affects their mood with different genres, I think the technique of learning English by using English songs is very effective.”*

**b. Not Boring and Relieves Boredom**

Aside from being fun, the most common answer was also not boring and relieves boredom. Two interviewees said they like listening to English songs to learn English because songs are a non-boring medium for learning. The following is one of the quotes from the interviewees who said that songs are a medium that is not boring to use as a learning medium.

*“ In my opinion, it's great to learn English from songs, but I think there are also many who like this because I don't find it boring myself.”*

**c. Effective Learning Media**

One interviewees said that songs are an effective medium for learning English. Here is a quote from one of the interviewees about this.

*“ I think learning English using songs is effective, because songs are easy to get and can be downloaded anywhere. So it really helps those who want to learn English, especially to practice listening.”*

**d. Entertaining**

Learning while entertaining yourself also emerged in the interviewees' perceptions based on their opinions.

*"Yes, it's very fun. I listen to music to entertain myself but by listening to English songs I can also learn the four skills in English."*

**e. Improve Brain Performance**

One of the speakers said that songs can also improve brain performance, namely in memory.

*"In my experience, listening to English songs can improve brain performance especially in memory."*

**Students' Perception of Using English Songs in Learning Listening Skill**

After conducting the interview and asking the participants about their participants about the use of English songs in the learning listening skill, the researchers found some new findings. There were many varieties of answers found in the interview. Most of the participants stated that the use of English songs in English learning process was good to be implemented continuously. As stated by one of the participant in the interview. he said,

*“I totally support and agree with the implementation of English song in learning listening skill. English songs can give many useful information in every time the listener listen to them. They can learn something new from the lyrics brought by the songs ”.*

From the statement given by the participant, the researcher found that English songs were able to give good effect for the listeners. They could find many information and new knowledge inside the lyrics. This statement was equal with the researcher's statement which was cited in the background of study of this research, where it said that English songs' lyrics were really useful and it had many good benefits, one of the benefits is to improve listening skills.

And some participant also said the use of English songs certainly could increase students' listening. He said :

*“When I'm listening to English songs in the classroom, my ears will listen to them in serious way. And my brain will automatically catch the words sung in the song lyric, then it will automatically makes our listening skills better”.*

Listening to English songs frequently will train students' ear to always listen to English words and it will make them to be used to listen to many strange English words. Through English songs students might find strange English words, or even a new sentence that they never ever found at the previous time.

In this chapter researchers will discuss the findings of the ten students who have been interviewed. The researcher found that songs can be one of the solutions for students who feel bored in class because songs can create a fun atmosphere so that it can make it easier for students to learn English. Students who are used to listening to song will find it easier to get the meaning of what is said by others when speaking English.

Based on the finding above, songs are considered to be an effective medium for students to learn English. In addition, choosing the right English song media can create a fun learning atmosphere. Moreover, the words used in songs tend to be simple, making it easier for students to learn English easily.

## **CONCLUSION AND SUGESTION**

Based on the results of the research conducted, it can be concluded that all participants have a positive perception of the use of English songs for English language learning. Six participants said that songs are a fun medium. Two participants said that songs are a non-boring medium to use as English learning materials. One participant said that songs are an effective medium to use for learning English. Another participant said that songs are an entertaining and motivating medium to learn English and can also improve brain performance, especially in memory. From the songs, one can feel the progress in their English proficiency. In terms of listening skills, there were seven participants who felt good progress in their listening skills. They discovered new words in the song that they had never heard before. That means that songs are a good medium for learning.

A valuable direction for future research on students' perceptions of using English songs for listening skills would be to explore the impact of different genres and cultural contexts of English songs on listening comprehension. Investigating whether specific genres, such as pop, classical, or folk, offer varying levels of linguistic complexity and engagement could provide deeper insights into how song selection influences learning outcomes. Additionally, examining how cultural familiarity or unfamiliarity with the content of the songs affects students' motivation and comprehension could further enhance the effectiveness of this approach in diverse educational settings.

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