STUDENTS' PERCEPTION ON THE USE OF ENGLISH SONGS IN LEARNING LISTENING

Nurul Ilmi Amalia[1], Baso Jabu[2*], Amirullah Abduh[3]

[1,2,3]English Department, Universitas Negeri Makassar, Indonesia

E-mail: [1]nurulilmiamaliaa@gmail.com, [2*]basojabu@unm.ac.id, [3]amirullah@unm.ac.id

*corresponding author

Abstract

This study aims to determine students' perceptions on the use of English songs in learning listening for students of English Education, Universitas Negeri Makassar. The researcher applied mixed methods, namely quantitative and qualitative to achieve the objectives of the research. The data collected was in the form of a Likert questionnaire using the Google Form and interviews. The subjects of this study were students of the 2019 English Education Study Program. The sample from the questionnaire consisted of 40 students and interviews with 8 students who were taken using a voluntary sampling technique. The results of the data analysis show that: (1) Students' perception on the use of English songs in learning Listening with a percentage of 55% of students are classified in the very positive category, 40% of students are classified as positive, 5% of students are classified as moderate, and no students have negative perceptions and very negative. (2) The results of the interviews show that students have a positive perception on the use of English songs in learning Listening.

Keywords — *Perception, English Song, Listening.*

INTRODUCTION

Language is quite possibly of the main thing in this world. People can't survive without language, in light of the fact that as friendly creatures, people need to speak with one another and language makes communication easier. And one of the most generally communicated in language in the world is English.

English is the universal language that people use to communicate worldwide and become the most widely studied foreign language in the world. English consists of 4 skills, namely speaking, reading, writing, and listening. Speaking skill is the skill which allow us to communicate effectively, this skill can give us the ability to get information verbally and in a way that the listener can understand. Reading skill is the ability that a person can get an information by reading texts, this skill can obtain information to readers through reading.

Writing skill is the ability that all knowledge related to something can expressed through written words, this skill can express ideas through writing. And listening skill is the ability that allows a person to understand the information that other people convey to them either directly or indirectly.

Listening skill is one of the main language abilities. Listening is a part of communication; with great listening abilities we can give and get data or stories from one another individuals. This ability becomes the most frequently used skill in everyday life include school life for students. Hidayat (2013: 21) said that listening is considered as an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others. It means that listening is the ability to understand the messages being expressed by the speaker through the sound. If we have good listening skills, then communication using English will also be smoother. And one of an interesting way that can be used to learn English, especially in listening skills, is using songs.

Song is a work made by people as a form of expressing their feelings by being delivered through sound and accompanied by beautiful instruments. When listening to English songs, listeners will get used to hearing unfamiliar vocabulary. English songs that are suitable for practicing listening skills are songs with slow English pronunciation and calm songs because listeners will find it easier to understand and know the spoken vocabulary. Listening to English songs can help improve English listening skills. Songs can be a fun and enjoyable way in students' perception to learn English.

A perception is something they see as reality to them and something they believe will happen, regardless of whether it is true or not. Students' perceptions are influenced by their experiences and expectations. Perception is an external awareness of two objects, namely the mind and absolute space at the moment, so that something students see sends a message to their minds that something they see is the truth. And students' perceptions can be obtained when they have felt or used something related to the object.

This study seeks to find out students' perceptions about the use of English songs in learning listening and what are the challenges faced by students in learning listening using English songs as media.

LITERATURE REVIEW

1. Perception

Perception is the process of perceiving and processing sensory data in order to develop a mental image and grasp of things. An upgrade is detected by an individual, organized, and afterward deciphered with the end goal that the singular knows and grasps what has been detected. Walgito (2010: 99) makes sense of that discernment is an interaction which is gone before by a detecting cycle, viz is the most common way of getting an upgrade by a person through the receptors or likewise called tactile cycles. Kusumoputro et al. (2022) perception is divided into two, namely positive and negative perception. A positive perception if all the knowledge and responses described are followed by acceptance and support for the object to be perceived. And a negative perception if all the knowledge and responses described are passed on with a passive attitude and rejection of the object to be perceived.

2. Song

Song is a little piece of music and it has a few components that cause melody to vary from the verse or discourse despite the fact that they are have numerous closeness. Melodies are a characteristic method for getting kids to focus on rhymes and a pleasant method for learning. English melodies are one of the fascinating learning media and can work on understudies' comprehension. By standing by listening to English tunes, understudies look exceptionally invigorated and more dynamic.

3. Listening

Listening is the primary expertise and fundamental capacity in mastering another dialect that novices need to learn. It is an open expertise implying that the language gaining fledglings get new words from what they have heard or paid attention to. Listening is essential for correspondence in language. The way that we listen more than our ears and that we tune in undeniably more than the sound is extremely evident.

4. Challenges

Kamus Besar Bahasa Indonesia (KBBI) explains that challenges are things or objects that inspire determination to improve our ability to solve problems, meaning something that makes us more determined to do something and get results. The problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. The problems were believed to cause by the speech rate, vocabulary and

pronunciation. The challenges in learning listening are lack of effort to understand each and every word while listening, laziness to build up their vocabulary, problem with different pronunciation and accents, and the listener's concentration.

METHODS

1. Research Design

The design of this research is a descriptive quantitative method because the data are presented in numerical data and descriptive form. Quantitative methods emphasize the purpose of measuring and analyzing statistical, mathematical, or numerical data collected polls through questionnaire. This research method is used to determine students' perceptions on the use of english song in learning Listening.

2. Time and Place

This research is about students' perception on the use of English song in learning listening by 8th semester of English Education Students, at Universitas Negeri Makassar. This research was conducted in the end of March 2023. This research was conducted at English Department, Faculty of Language and Literature, Universitas Negeri Makassar, which is located in Jln Mallengkeri Raya, Parang Tambung, Kec. Tamalate, Kota Makassar, Sulawesi Selatan.

3. Population and Sample

The population in this research are English Education students class of 2019 at Faculty of Languages and Literature in Universitas Negeri Makassar. English education students class of 2019 consist of 4 classes, namely A, B, C and D. Then the researcher took 10 people from each class to be used as research samples.

4. Research Variable

This research used single variable, which were students' perception. Students' perception contained about how Universitas Negeri Makassar students perceived the use of English songs in learning listening.

5. Techniques of Data Analysis

a. Questionnaire

The result of the questionnaire was scored using a Likert Scale. After all the data was collected, the researcher analyzed the data using descriptive statistics. In this research, the data was analyzed quantitatively taken from the number of respondents who filled out the distributed questionnaires. The data interpreted using the following categories:

Table 1. Classifications of Average

Range of Scale	Classification
52 − 65	Very Positive
46 - 51	Positive
35 − 45	Moderate
24 − 34	Negative
13 − 23	Very Negative

The questionnaire itself used Likert Scale as which consisted of the following five-point scales :

Table 2. Likert Scale

Statement	Score	
	Positive	Negative
Very Highly Perceived (VHP)	5	1
Highly Perceived (HA)	4	2
Moderate (M)	3	3
Weakly Perceived (WP)	2	4
Very Weakly Perceived (VWP)	1	5

(Gay et al., 2012)

The percentage score is calculated by using the formula:

$$P = \frac{f}{N} \ X \ 100\%$$

(Surachmad, 1987:15)

Ket :

P = Percentage (%)

f = Total responses/item

N = Total respondents

b.   Interview

The researcher use interview as an adjunct to obtain more detailed information. The researcher took 8 people out of a total of 40 students to be interviewed, 2 people each from a total of 4 existing classes.

RESULTS

The research findings display analysis of the results from the questionnaire and interview that were conducted to answer the research questions in the first chapter. The research questions are "What is the students' perception on the use of English song in learning listening?" and "What are the challenges faced by the students in using English song in learning listening?". The researcher collected data through questionnaire. There are 40 students of English Education Study Program batch 2019 taken as respondents in this research.

According to data analysis from the questionnaire, the most of the students' perception on the use of English songs in learning lstening in English Department, Faculty of Languages and Literature, State University of Makassar are positive.

The total score from students of English Education Study Program Batch 2019 was 2045 has 40 respondents in total. It indicates that the students' perception on the use of English song in learning listening in English Department, Faculty of Languages and Literature, State University of Makassar is positive with the mean score of 51.35%. The results of the mean score were supported by frequency and percentage of the questionnaire, as indicated in the table below:

Table 3. Classification of Perception

Range of Scale	Frequency	Percentage (%)	Perception
$52 - 65$	22	55	Very Highly Perceived (VHP)
46 - 51	16	40	Highly Perceived (HP)
$35 - 45$	2	5	Moderate (M)
$24 - 34$	0	0	Weakly Perceived (WP)
$13 - 23$	0	0	Very Weakly Perceived (VWP)
Total	40	100	

Table 3 shows that there are 22 (55%) students who get scale range 52-65 which indicates that the students are classified as having a very highly perceived, there are 16 (40%) students who gets a scale range of 46-51 which indicated that the students are classified as having a highly perceived, and there are 2 (5%) students who gets a scale range 35-45 which indicated that the students classified as having a moderate perception.

1. Students' perception on the use of English song in learning listening

Table 4. Classification of Students Perception

Perception	Statement										Range of Scale	F	(%)
	1	2	3	4	5	6	7	8	9	0			
VHP	5	1	21	11	10	8	13	16	25	7	$52-65$	137	55
HP	10	18	11	26	24	19	20	22	11	19	46 - 51	180	40
M	19	1	4	3	5	11	6	2	4	12	$35-45$	67	5
WP	6	0	3	0	1	2	1	0	0	2	$24-34$	15	0
VWP	0	0	1	0	0	0	0	0	0	0	$13-23$	1	0
TOTAL												400	100

The first students' perception on the use of English song in learning listening there are several aspects that the researcher can conclude based on the results of interviews that have been conducted by the researcher. It is strength with the following extracts:

Extract 1

"...lagu/musik lebih mudah dihafal karena adanya bantuan komponen irama..." ("...songs/music are easier to memorize because of the help of rhythm components...")

(NS, May 19th 2023)

Extract 2

"...lebih sering mendengarkan lagu berbahasa inggris, dari lagu saya mendapat banyak peningkatan pada kosakata hingga pelafalan..." ("...listen to English songs more often, from songs I get a lot of improvement in vocabulary to pronunciation...")

(NRR, May 19th 2023)

Extract 3

"...lagu juga dapat memberikan efek positif dan rasa bahagia bagi pendengarnya. Dengan kondisi ini, proses pembelajaran akan lebih efektif dan maksimal..."("...song can also have a positive effect and make the listeners happy. Under these conditions, the learning process will be more effective and maximal...")

(AP, May 19th 2023)

Extract 4

"...lagu yang easy listening sangat membantu saya dalam mengupgrade listening skill..." ("...easy listening songs really help me in upgrading my listening skill...")

(MSTA, May 22nd 2023)

Extract 5

"...penggunaan media lagu dapat meningkatkan kemampuan listening saya karena lagu itu memiliki kekuatan untuk menarik perhatian..." ("...using song media can improve my listening skills because the song has the power to attract attention...")

(AM, May 22nd 2023)

Extract 6

"..liriknya mudah diingat dapat mempengaruhi kecekatan kita. Karena liriknya mudah diingat, dengan kata-kata yang sudah dipahami ataupun mudah dihapal..." ("...the lyrics are easy to

remember can affect our dexterity. Because the lyrics are easy to remember, with words that are understood or easy to memorize...")

(MW, May 27th 2023)

Extract 7

"...yang memiliki hobi mendengarkan musik, saya sangat menikmati media belajar listening menggunakan lagu..." ("...who has a hobby of listening to music, I really enjoy learning listening media using songs...")

(CR, May 27th 2023)

Above are the results of the interviews that the researcher conducted and all of them showed positive responses based on the questionnaire and interview answers from qualified respondents Very Highly Perceived (VHP).
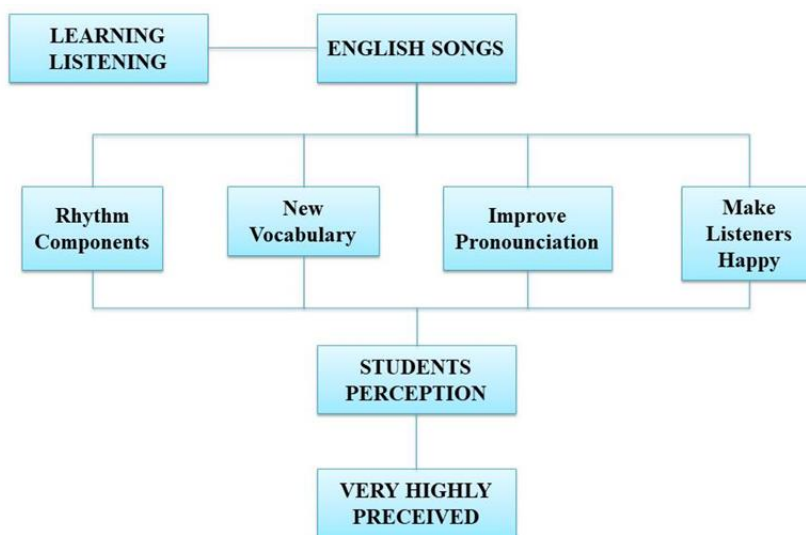
Picture 1. Several Aspects of Students' Perception

2. Challenges for Students in using English song in learning listening

Table 5. Classification of Students Challenges

Perception	Statement			Range of Scale	F	(%)
	11	12	13			
VHP	3	11	3	$52 - 65$	17	55
HP	21	25	19	46 - 51	65	40
M	14	4	10	$35 - 45$	28	5
WP	2	0	8	$24 - 34$	2	0
VWP	0	0	0	$13 - 23$	0	0
TOTAL					112	100

In addition to the results of the questionnaire, the additional data that the researcher obtained from the questionnaire in the form of entries at number 14 with the question, "Apart from the limited vocabulary and the pronunciation of the lyrics that are too fast, other

challenges that I experience when listening to English songs in learning listening is/are ...” with the following answers :

Table 6. Student Answer about Challenges

STUDENTS' INNITIAL	ANSWER
S	Sometimes the world used in the lyrics of the song have another meaning, so i have to looking for the other meaning of it.
AM	Unfamiliar vocabulary.
AN	Singer's accent, the instrument is louder than the singer voice, the song's theme.
D	Accents and slang terms.
AA	Usually what is a challenge is the meaning of the vocabulary that is spoken in the song and the lyrics are fast and the pronunciation is not clear to hear.
NN	To practice a great pronunciation after listening English songs.
ZR	Sometimes find songs that use accents that are rarely heard in everyday life and sometimes find words that are not in the dictionary.
SS	Too focused on enjoying the song so forget the real purpose is to learn.
AND	Accents and slang terms.
AAN	Unfamiliar pronunciation.
SFT	Most of the grammar is incorrect.
NY	Sometimes there are words that are difficult to pronounce.
TA	The pronunciation of the words is quite different.
UK	There are many idioms that is hard to understand.
NRR	The use of slang words/words that seem artificial in songs sometimes makes us confused in understanding their meaning.
WNS	English songs sometimes use idioms that are difficult to understand, so I sometimes have trouble guessing which song is which.
AAS	I think to understand the whole meaning of certain songs.
AM	I think there are several songs whose lyrics use figurative language.
MSTA	The use of figurative words in the lyrics so that if you don't understand it will make you unable to fully understand it.
AP	Accents and slang terms.
MAR	There are differences in the accent of each singer.
FAA	The problem of fast pronunciation in my opinion is the second problem in using music in learning English, because sooner or later usually I still don't understand what is being said. My main problem is that the words I hear are not clear. Even when I watch normal English videos, sometimes I don't know what they are saying, be it fast or slow. I think that my problem arises because I am not familiar with hearing the pronunciation of certain vocabulary when spoken by a native speaker. I usually have to look at the lyrics or turn on the subtitles to know what word was being said.

Based on table 6 above, out of 40 respondents only 23 respondents had additional opinions or opinions about the challenges. From all these opinions the researcher can conclude that ability to focus define in two, focus on ears for listen the audio and focus on eyes for read and match the text with the audio. Such as eyes may not be adapting well to the numerous distractions in a typical classroom and some noisy sound from the outside of classroom.

DISCUSSIONS

In this section, the researcher specifically discusses the findings that have been presented in the previous section. The findings were obtained by the researcher through a questionnaire distributed by the researcher to 40 students of the 2019 batch of English Education Study Program. The focus on the discussion was divided into two, the first being about students' perception on the use of English song in learning listening and challenges for students in using English song in learning listening.

1. Students' perception on the use of English song in learning listening

Yusuf (1991: 108) said that call perception the significance of the consequences of the perceptions. Kusumoputro et. al (2022) stated that perception is divided into two, namely positive perception and negative perception. The results of the questionnaire produce positive perceptions, positive perception is said that the positive perception obtained from the overall opinion shows that related matters can be well received without any obstacles. So, in this study there were no negative perceptions at all according to Kusumoputro et al. (2022) negative perception if all the knowledge and responses described are passed on with a passive attitude and rejection of the object to be perceived.

Based on these findings, it is clear from the researcher's research questions that the students' perception on the use of English songs in learning listening is positive, which is confirmed by statements 1 – 10 in the questionnaire. As in statement number 5 "Listening to English songs can be a very effective strategy as it helps students improve their listening skills" 25% think they strongly agree and 60% think they agree.

Based on the result of the interviews with the Very Highly Perceived (VHP) classification, there are several factors that influence positive perceptions on the use of English songs in learning listening. Based on the results of the questionnaire, researcher can draw conclusions about what factors influence song as a way to learn English, especially listening, namely:

a. Songs are very accessible, even if they don't know time and place, and it becomes easier because there is a rhythm that makes you comfortable.

b. There are lots of very interesting English songs that give the impression of being comfortable and relaxed while studying.

c. Through English songs, it is very helpful for listeners to speak with native speakers.

d. Listening to songs, our left and right brains are active simultaneously, and the activation of both brains can maximize the learning process and improve our memory. Under these conditions, the learning process will be more effective and maximal.

2. Challenges for Students in using English song in learning listening

Kamus Besar Bahasa Indonesia (KBBI) explains that challenges are things or objects that inspire determination to improve our ability to solve problems, meaning something that makes us more determined to do something and get results. Usually when listening to songs you have to be really present at that moment or carefully pay attention to what the speaker is talking about. Your goal so far is to target the speaker, not yourself. You try to understand from the speaker's point of view.

Yagang (1994:2) stated that the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. The problems were believed to cause by the speech rate, vocabulary and pronunciation. As Flowerdew & Miller (1996) assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. Apart from perceptions, the researcher also took data about the challenges for students in using English song in learning listening in questionnaires number 11-13 and the opinions of respondents who were not in the questionnaire.

Apart from mentioning the lyrics which were too fast and limited vocabulary making it difficult to understand the meaning of the song that the researcher used as a statement on the questionnaire, it turned out that there were many challenges faced by respondents when learning English through songs, namely as follows:

a. Many new vocabulary words are known because they use slang words and idioms.

b. The accent of each singer is different which affects the pronunciation of the vocabulary in the song.

c.   Some songs make listeners forget that they are learning English through songs because listeners get carried away.

d.   There are several songs whose lyrics use figurative language.

CONCLUSIONS

Based on the findings and discussion described, several conclusions can be formulated as follows:

1.   All participants have a positive perception of the use of English songs in learning Listening. There are 95% of students class of 2019 at Faculty of Languages and Literature in Universitas Negeri Makassar are enthusiastic about the effectiveness of using English songs in learning listening.

2.   There are several challenges in using English songs in listening lessons. In the classification, there are several factors that pose a challenge to students in using English songs in learning listening including accents, slang words, idioms, unfamiliar vocabulary, and unclear pronunciation.

REFERENCES

Baruchson-Arbib, S. (2004). A Study of Students' Perception. *The International Review of Information Ethics*, 1-7.

Gay, et al. (2012). Educational Research Competences for Analysis and Application. *10 Edition*.

Hidayat, A. (2013). The Use of Songs in Teaching Students' Listening Ability. *Journal of English Education*, 21-29.

Kusumoputro, B. I. (2022). Optimization of fuzzy neural structure through genetic algorithms and its application in artificial odor recognition-system. *Asia-Pasific Conference on Circuits and Systems*, 47-51.

Lolong, S. (2019). Students' Perception on the Use of English Songs for Learning English. *Thesis*.

Prasetia, A. (2017). The Effectiveness of Using English Songs on Students' Listening Ability. *Thesis*.

Yagang, F. (1994). Listening: Problems and solutions. *Teacher Development: Making the Right Moves. Washington, DC: English Language Programs Divisions, USIA*, *43*(8), 626-636.

Flowerdew, J., & Miller, L. (1996). Lecturer perceptions, problems and strategies in second language lectures. *RELC journal*, *27*(1), 23-46.

Yusuf, Q. (1991). Islamic Economic Norms and Ethics, translated by Didin Hafiudindan setiawan.

Sekeon, E. R. (2022). Students' Perception Toward English Song as A Learning Media of Listening Comprehension. *JoTELL: Journal of Teaching English*, 23-43.

Surachmad, W. (1987). *Berkomunikasi dalam Nilai Hidup.* Bandung: Tarsito.

Walgito. (2010). Pengantar Psikologi Umum. 86.