

The Use of Songs in Teaching Online Listening Class : A Descriptive Qualitative Research

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ABSTRACT

This study aims to find out the use of songs as a media in teaching listening skill in the online classroom. The descriptive qualitative research design was conducted in grade seven of middle school which involved 23 students as the participants. This study used three types of data collection techniques including observation, questionnaire and interview. The results of data analysis show that by using songs in online listening class could facilitate the students in improving their listening skill, especially in improving their vocabulary and pronunciation. Furthermore, the results of the interview show that the students feel enjoy while studying through songs. The students agreed that the use of songs in online class can help them to improve their listening skill. Due to the limitation of the study, it is recommended for every teacher who wants to use songs in online class to fully select the appropriate songs for students. Despite the need for further study, songs can be used as a media in teaching online listening class to EFL learners.

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Introduction

Listening is one of the most important skills in English language learning besides reading, speaking, and writing. Listening is not just hearing, but also understanding. The success of listening is measured in terms of the ability to understand the words what the speaker is saying. Moreover, based on the 2013 curriculum and Lippke (1974), listening is one of the skills that must be taught in junior high school.

However, many students have difficulties in listening especially in the recent year when the students have to study online because of the pandemic. Besides that, there are some reasons causing listening difficult for the students, as cited in Dahir (2018) the reasons why students have difficulty in listening is that students find it difficult to distinguish the sounds of words so that they are difficult to identify the words and sentences that are heard that it leads to difficulty in capturing the meaning of the text as a whole. Furthermore, Dahir (2018) also argued that ineffective teaching method used by classroom teacher also can give the impact to the students' motivation in learning in listening class.

The result of the observation and interview in the research site showed that the English teacher faced problems in teaching the students in listening skill especially in online

classroom. He said that the students are less motivated during the online teaching and learning process. Many of them still let the answers go blank and did not complete the task. They are not motivated in listening and it affects their passion and interest in listening.

Due to that fact, the teacher decided to use songs as a media in order to help the students to learn listening through online application effectively. Nurvia (2016) stated that songs are musical works with sung words. The words sometimes have interesting meanings that can make people more enjoyable. Furthermore, she also argued that the lyrics of the song use simple vocabulary so that students can identify the words and at the same time understand the moral values of the song.

A number of studies have been conducted by researchers proving that English songs can improve students' listening. Because the song can attract attention, students will be interested and enjoy the class (Kurniadi, 2014; Putri, 2018; Dahir, 2018; Lestary, 2019). The result of their studies showed that English songs could improve the students' listening skill, brings energy to the class and increase students' self-confidence. None of the studies was conducted in online class. They were undertaken in offline class.

Based on the facts above, this study aims to fill the gap by investigating the use of songs as media in online listening class at SMPI Al Azhar 12 Jakarta.

Method

This study is used qualitative method. A qualitative research study is needed to explore this phenomenon from the perspective of distance education students (Creswell, 2012). Furthermore, he argued that aim of qualitative research is to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others experience to establish decision.

The subjects of the study were students of grade seven at SMPI Al Azhar 12 which consists of twenty-three students. The instrument and the procedure of data collection were used observation, interview and questionnaire. The activities of the implementation involved the use of songs in teaching listening during online class

This study was conducted at SMP Al Azhar 12, West Jakarta. This school was chosen because the location of the school can be easily accessed by the researchers. This reason made the researchers easily manage the time and cost in finishing study. In choosing research site, it should make the researchers more feasible and suitable in terms of time, mobility, and skills (McMillan and Schummer, 2001). Secondly, after interviewing the English teacher, it was found that most of the students in his class face many difficulties answering the listening task and the ability of the students in learning English especially in listening material that tended to be lower than that was expected during online class.

The participants selected in this study were students of grade seven especially class 7B of SMPI Al Azhar 12 which consists of twenty-three students. They were chosen because the researchers found that most of the students in 7B face difficulties in answering the questions on listening part. As Hatch and Lazaraton (1991) state in selecting participant, it is based on the historical factors and pre-existing ability.

This study used qualitative instrument which are observation, interview and questioner that will be distributed to the students of grade seven class B at SMPI Al Azhar 12. All of the instruments were done through virtually by using video conference application.

The observation was held in the beginning of the study to observe the students' ability and to find out the teacher's way in delivering the material in online class.

After doing the observation, the researchers spread the questionnaire to twenty-five students of class 7B. This study used closed-questionnaire based on the theory of Sperling (1982) and the basic elements of implementing the song. It consisted of five indicators with fifteen item numbers related to the use of song in online listening class. They consisted of some positive and negative ones to avoid a response set in which the respondents will only on side of the scale (Dornyei, 2002).

Closed-questionnaire was chosen since it aimed to check responses that provided for making a yes/no, a short response, or checking an item from a list of suggested responses (Best, 1950). This form was arranged with the scale of attitude using Likert scale with five options and the score from 5 to 1: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The design of the questionnaire was based on Sperling's theory (1982) with some adjustable on it.

Before being tried out, it was validated by having others to read and to give feedback whether it was vague or incomprehensible. To enhance the validity of the questionnaire and interview, the researcher tried out to the students out of the researcher participants in order to know more that the statement in the questionnaire and interview were understandable. Meanwhile, the reliability of the questionnaire was measured by the Cronbach Alpha coefficient in SPSS16. Below is the result of the reliability of the questionnaire.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.810	26

Table 1.1 shows that the score of Cronbach Alpha was .810 with a total number of items were 26. It means that the questionnaire was reliable. It is in line with Dornyei (2003, p. 112) that in short scales of items, we should aim at reliability coefficients in excess of 0.70; if the Cronbach Alpha of the scale does not reach 0.60, this should sound warning bells. From the result of the Cronbach's alpha above, it shows that the item questionnaire was reliable because the score was higher than 0.70.

The last way of collecting the data was doing the interview. This study used interview in order to clarify questions, pursue promising lines of inquiry, and give the interviewees an opportunity to qualify or expand their answers (Linn and Grondlund, 1995). The interview was addressed to five students related to the use of song in listening class. The data from the interview aimed to support the information from the questionnaire.

The collect data were analyzed by using a descriptive method with a qualitative approach. According to Frankel and Wallen (2008) analyzing the data in a qualitative study basically involved synthesize the information the researchers obtain from various source into a coherent description, even when simple calculations are presented (Frankel and Wallen, 2008).

The data were taken from the students of grade seven which consists of 23 students. The analyses of data included two data collection techniques which was questioner and interviews. The questionnaire is given to the participants in the Google form and the interview was done through Zoom video conference.

Furthermore, the result of questionnaire was calculated in the tabulation which way processed by changing the questionnaire to the percentage.

Results and Discussion

The data were obtained by giving the questionnaire to twenty-three students and interviewing five students of grade seven class B. The questions were concerned with students' experience, opinion, and feeling, in learning listening before and after the use of songs in online class. The data were classified into four categories based on the theory of Sperling (1982) as follows:

The Sensory Nature of the Stimulus

The sensory aspect of the stimulus is the first category. According to Sperling (1985), the stimulus on resemblance, closeness, continuity, and closure of a phenomenon on the basis of interpretation influenced this category. He goes on to say that one or more of the senses could impact this signal. This category attempts to learn about students' attitudes toward using Group Investigation to improve their reading skills. It includes items 6,10, 11,18,22, The percentages and descriptions of each item are shown in the table below:

Table 2. The Sensory Nature of the Stimulus

Number of items	SS	S	TS	STS
6	30.4	47.8	21.7	0
10	26.1	60.9	13	0
11	13	78.3	8.7	0
18	21.9	62.5	0	0
22	21.9	68.8	3.13	0

Based on the table 2, it can be seen that 78,3% of the students agree that songs help them to improve their ability in listening skill. Moreover, there are 60,9% of the students agree that song help them to enhance their vocabularies based on its context, 43,5% of them agree that song also help them to improve their pronunciation. Last, 56,6% of the students are also agree that songs help them to learn grammar. It is in line with the Lestari (2009) studies that song helps the students to learn new vocabulary, pronunciation, and grammar for some of the songs. The data of the questionnaire are supported by the interview, some of the students stated:

"yeah, I enjoy it. I learn many things from the songs, like vocabulary" (S1)

"I knew some new verbs from the song today" (S2)

"... the first song has correct grammar, but the second ones no. We have discussed it" (S3)

In fact, there are also some songs that have ungrammatical lyrics, so then the teachers should be fully selected the song that contain good grammar and appropriate for students' age.

The Background or Setting of the Stimulus

According to Sperling (1985), the stimulus's background or setting is influenced by the contacts or setting due to the fact that we do not view objects as a remote element. Students were influenced in this study by direct contact with the teacher who used GI in the classroom. For this category, there are three indicators: (1) Students' Learning Process, (2) Teacher's role in implementing the Song, (3) Process of Listening Class through Song.

Students' Learning Process has to do with the students' perceptions of the classroom learning process. It consists of items 13 and17. The percentages and descriptions of each item are shown in the table below:

Table 3. Students' Learning Process

Number of items	SS	S	TS	STS
13	43.5	43.4	26.1	0
17	0	8.7	60.9	30.4

Based on the table 3, it shows that 43.5% and 43.4% of the students strongly agree and agree that they like the process of discussion after the listen to the song, and 60.9% of them disagree that they do not like the atmosphere of the process of listening class. While, the data from the interview are also slightly similar with the questionnaire, the students said:

"I like the class. before, I only listen to Pak Andri" (S5)

"I like it, Pak Andri explain the song, we listen it, and play again" (S4)

This data was the same with the previous studies (Kurniadi, 2014; Putri, 2018; Dahir, 2018; Lestary, 2019) that most of the students like to learn listening subject through the songs. Because the song can attract attention, students will be interested and enjoy the class.

The teacher's role in the online listening class is the second indicator. As mentioned before, each stage plays a unique role in the online class. The percentage and description of the questionnaire connected to the teacher's role in using songs are shown in table below:

Table 4. Teacher's role in implementing the Song

Number of items	SS	S	TS	STS
24	17.4	70.3	4.3	0
25	13	78.3	8.7	0
27	21.7	69.6	8.7	0

Items number 24,25, and 27 on the questionnaire were asking the students about the teacher's role in online class. There are 70,3% of the students agree that their teacher guide them in online class before and after the listening section. Then, 78,3% of the students are also agree that by using song in listening class help them to have a chance to communicate with the teacher. It is in line with the theory of Davenellos (1999) that for three stages of listening class, teacher plays an important in the class. The data also supported by the result of the interview, the students said:

"Pak Andri help me a lot in understanding the new vocabulary" (S1)

"...and the discussion was fun. I talk to Pak Andri" (S3)

"in the beginning I was not interest, but after he played the song, then I enjoy it" (S4)

"we pronounce the words together" (S5)

The listening process is the next sign. Item numbers 5,9,26 make up the questionnaire. To find out what percentage of each item you scored, look at the percentage and the questionnaire explanation below:

Table 5. Process of Listening Class through Song

Number of items	SS	S	TS	STS
5	21.7	69.6	8.7	0
9	39.1	52.5	8.7	0
26	13	78.3	8.7	0

From the table 5, it can be seen that items number 5,9, and 26 were asked the students about the process of the listening class through the song. The listening test were delivered to the students at the post listening stage and 78.3% of the students agree that the songs help them in answering the questions, and 69.6% of them agree that songs also help them to improve their listening skill in online class. These facts are in line with the previous studies (Kurniadi, 2014; Putri, 2018; Dahir, 2018; Lestary, 2019) that students are not only enjoy the class but also make them enhance their ability in listening skill.

Students' Learning Experience

According to Sperling (1985), this category is influenced by habitual behavior based on prior experiences, and it becomes habitual if it occurs regularly. It exposes students' perceptions throughout the learning process, which are continually altered by the use of songs. Item numbers 3, 4, 8, 16, 19, 23 make up this set. The percentages and a description of the questionnaire are shown in table below:

Table 6. Student's Learning Experience

Number of items	SS	S	TS	STS
3	43.5	43.5	13	0
4	26.1	60.9	13	0
8	21.7	65.2	13	0
16	34.8	43.5	21.7	0
19	43.5	56.5	0	0
23	26.1	47.8	26.1	0

Table 6 shows the students learning experience. There are 60.9% of the students agree that the songs help them understand the material easily, and 43.5% of them state strongly agreed and agreed that song help them to improve their listening skill. Moreover, there were 56.5% of the students agree that song which implemented in online class were the same with material from the school, and 47,8% of them agreed that their problem in listening section is solved by using songs. This is in line the theory of Nunan (2003) that in giving the task and the material, the teacher has to refer to the curriculum of the school. Moreover, the data from the questionnaire also similar with the statement from the result of the interview, they said that they understood more in learning listening if the teacher using the song in online class, they stated:

"I enjoy and also understand if Mr. Andri uses song in online class..." (S1)

"I feel easy to answer the questions on task" (S2)

Furthermore, the data also in line with the theory Nunan (2003) that song is contain an authentic material which can make those who listen to it to imitate the lyric text, either in full or in part. So, in the process of learning, the students learn by using authentic materials.

Students' Attitude toward the Use of Song in Online Listening Class

The last indicator in knowing students' personal feelings, attitude, and goals is students' attitude toward the use of song. The table below is the percentage of the last indicator related to the students' attitude toward the use of song.

Table 7. Students' Attitude toward the Use of Song in Online Listening Class

Number of items	SS	S	TS	STS
1	43.5	52.5	4.3	0

2	30.4	52.2	17.4	0
12	43.5	47.8	8.7	0
14	4.3	0	65.2	0
15	69.6	26.1	4.3	0
20	4.3	4.3	73.9	0
21	0	4.3	73.9	21.7

Items number 1,2,12,14,15,20, and 21 were asking the students about their attitude of the use of song in online listening class. Based on table 7, it can be seen that 52,5% agree and 43.5% strongly agree that the students like to learn through the song, then only 17.4% of students are disagree that song make them like listening class. Furthermore, there are 47,8% agree and 43.5% of the students strongly agree that the class is more enjoyable by implementing the song, and 69,6% of the students strongly agree that listening to songs is fun. This percentage also supported by the result of the interview:

"Listening to song is very fun" (S3)

"I learn many things today, such as understanding the lyrics" (S4)

"I wish Mr Andri plays more and more song during online class. I enjoy it" (S5)

During the listening process, the students are not only learning from the authentic material (Nunan, 2003) but also, they enjoy every stage of it class (Kurniadi, 2014; Putri, 2018; Dahir, 2018; Lestary, 2019; Boorgian, 2012).

Conclusion

Based on data and discussions, there are some conclusions that can be drawn as follows. First, the result of the findings and discussion of the data collected from questionnaire shows that the songs can be used in online learning to help the students in improving their listening skill. By using the song as an authentic material, the students can improve their listening skill in terms of enhancing their vocabularies, pronunciation. However, there are also some of songs that cannot provide the good grammar on its lyrics. Second, the result of the interview also reveals that the students enjoy learning through song. The use of song in online listening class can help the teachers to provide an authentic material for helping the students in improving their listening skill.

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