

Students' Perception on Learning English through Songs to Enhance Students' Speaking Ability

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Abstract

songs are one of the effective teaching resources to improve students' speaking in English, the use of songs in learning English has many benefits, therefore, this study aims to determine students' perceptions of learning English through songs and to determine student responses to their abilities after learn to speak through songs. This research was conducted in one of the private vocational schools in the city of Cirebon. This research uses qualitative research with case study design. The data source of this research is using questionnaire and interview. To analyze the data, it is done through three stages, namely reduction, data display and verification. Then triangulation of data and sources is used to check the validity of a data. The results of this study illustrate that the use of songs is very effective as a learning resource to improve speaking English through songs. students give a positive perception of learning through songs that have been taught by their teachers in the classroom in the teaching and learning process they are more active and enjoy, become more enthusiastic in learning languages English, by learning through this song makes it easier for them to get more new vocabulary not only that students also know how to pronounce it properly and correctly, learning through this song students can use it in class or even outside class.

Keywords: Student perception; student speaking; use of songs

INTRODUCTION

English has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. According to Kridalaksana and Kentjono (in Chaer, 2014: 32), language is arbitrary sound symbol system used by group members social to work together, communicate, and identify themselves. The main function of language is as a means of communication between humans. Language as a tool an intermediary between community members in a group and a means of interactive interaction in individual or group. In short, language is a means of communication (Tarigan, 1987: 22-23). English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Harmer (2007) states that we

use language in terms of four skills, reading, writing, speaking and listening. These are often divided into two types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves.

Speaking ability is one of the language skills used in everyday life. It is used as a communication tool because it is more effective if it is done by speaking (Alek & Acmad, 2011). Another experts state that speaking ability is the articulation of sounds or words to express, convey thoughts, ideas and feelings (Arsjad & Maidar, 1988). In line with these ideas, Nurgiyantoro (2013: 399) argues that speaking is a language activity used by humans in everyday life after listening. Humans speak the language starting from the sound they hear which then humans learn to speak and finally can speak. From those statements above, the researcher concludes that speaking is one of the ways used to communicate that can tell the other humans what we feel and what we want to express to them. This verse explains that the role of speaking clearly is very necessary in communicating something to others. This verse implicitly states that one of the domains of language, namely the ability to speak, has a very large role in communicating.

Nowadays, there are so many students use music in order to improve their English skill especially in speaking. Music is also present as a language that can be used to communicate that brings satisfaction and certain feelings to cultural values. Apart from musical elements, tone and theme lyrics are also an important element of the beauty of a song. Even sometimes the lyrics can also affect the feelings of those who hear them. Quoted from the Encyclopedia Britannica (2015) says music is an art that combines vocal or instrumental sounds for the beauty of form or emotional expression. Lestiana (2012: 2-3) states that usually music adjusted to cultural standards regarding rhythm, melody, and harmony. When a song's lyrics are compiled and listened to the public, then it has a big responsibility for the spread of a song of certain beliefs, values, and even prejudices. From several explanations about the meaning of the song, it can be concluded that the song is a sound that is emitted with a rhythm that is interesting, so that the listener can. Songs can be an outpouring of feelings of joy, sadness, emotions, and more. In this regard, it can be seen that lyrics or songs are an important element in musical composition, as a means of conveying meaning and messages to listeners.

But there are so many students as well say that song is just an entertainment and it is not as a tool in which they can improve their speaking ability. According to Pride and Ferrel in Fadila and Lestari (2013: 45) explains that perception is the whole process of selection and organization and interpreting information input, the sensations received through sight, feeling, hearing, smell and touch to produce meaning. Furthermore, Walker and Larreche in Fadila and Lestari (2013: 45) explains perception

is the process by which a person selects, organizes and interprets information. Meanwhile, according to Kotler (2013: 179) perception is where we select, organize, and translate information input to create a meaningful picture of the world so it can be concluded from the above understanding of the perception that perception is the process of using something that is accepted through the five senses so that each individual can choose, organize and translating information to create a picture world of meaning.

The researcher found several problems faced in the learning process. Students have low motivation in learning English, especially in speaking. The researcher also found that students were still unfamiliar with the sounds and pronunciation of English in songs so that students did not feel that songs can improve their speaking ability.

METHOD

This research uses qualitative research using a case study design. According to Creswell (1988) a case study explored a system that is believed to be or a case (it could be several cases) that occurred during a certain period of time through in-depth and detailed data from various sources of information whose testimony is believed to be true. Information gathering in the case study according to Creswell can be done by conducting interviews with informants, as well as various documents and reports that have previously existed and audiovisual materials. According to Sugiarto (2017: 12) a case study is a type of in-depth qualitative research on individuals, groups, institutions and so on in a certain time. The purpose of a case study is to try finding meaning, researching processes, and gaining understanding and a deep and complete understanding of the individual, group, or situation certain. Case study data obtained by means of interviews and questionnaire.

The researcher selected students of class X OTKP at Veterans Vocational School which is located on Jl. Pemuda No.33, Sunyaragi, Kesambi District, Cirebon City, because the school was the place where researchers first implemented the teaching internship program (PPL). Thus, to a certain extent the researcher knows the condition of the students who are the research subjects. This school has four classes, namely (OTKP, AKL, TKJ and BDP) the average number of students per class is 19 students, in this study researchers only used class X OTKP because students in this class have different abilities from other classes, researchers take 5 students to be interviewed, 5 people were taken from students who have different levels or speaking skills.

The data source was the source of the data obtained from the research subjects. The data that used is data related to students' perceptions of speaking through songs. The source of this data collected based on the data collection of class X OTKP who interviewed and answer the questionnaire, and then the results of the interview and the questionnaire was used by the researcher.

FINDING AND DISCUSSION

In this section, the researcher obtains the results of data collection from questionnaires and interviews. These instruments were the questionnaire and interview data used to obtain specific information results.

1. Students' Perception on Learning English through Song

To get the data, researcher used a questionnaire in the form of distributed to students. The statements in the questionnaire represent students' experiences and attitudes towards learning English through songs. The questionnaire consists of fifteen statements.

a. Learning Needs

There were two statements given to reveal whether or not learning English through songs can cover the students' learning needs.

Statement	1	2	3	4	5
I was already fluent in speaking before following the speaking learning method by using songs.	6%	6%	73%	15%	0%
The assignment with speaking activities using songs given by the teacher has covered my speaking needs.	0%	0%	37%	42%	21%

Table 4.1 Learning through Song and Students' Learning Needs.

First, in this case the data obtained in the questionnaire are presented that no one chose to strongly agree, 6% strongly disagree, 6% disagree, 73% neutral and 15% agree the researcher concludes that students are impartial and then deepened with further interviews, the results are that their answers have learned through songs in class.

In the questionnaire the data is presented that no one chooses strongly disagree, disagree and strongly agree, 32% neutral and 68% agree, therefore the researcher concludes that assignments with speaking activities using songs can give a big role in students' speaking needs.

b. Learning Reinforcement

There was a statement given to reveal whether or not learning English through songs can be used a language and learning reinforcement for the students. The result of the questionnaire is in the table 4.2.

Statement	1	2	3	4	5
Learning activities using songs can	0	0	3	5	1

improve my understanding of English.	%	%	2%	3%	5%
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Table 4.2 Learning through song and Language Reinforcement

Based on the statement above, the data obtained in the data questionnaire is presented that no one chooses strongly disagree, disagree, 32% neutral, 53% agree, 15% strongly agree.

c. *Language Practice and Presentation*

Meanwhile for the aspect of language practice and presentation is as follow.

Statement	1	2	3	4	5
Speaking activity using songs can provide sufficient space for my speaking practice.	0%	0%	47%	47%	6%

Table 4.3 Learning through song Language Practice and Presentation

Based on the statement above, the data obtained in the questionnaire shows that there are two similar results, namely agree as much as 47% and neutral as much as 47% with the question and 6% strongly agree, from these results it can be concluded that half of the students feel that speaking activities use songs this feels agreeable and impartial.

d. *Learning Enjoyment and Motivation*

Meanwhile, aspects of Learning Enjoyment and Motivation are as follows.

Statement	1	2	3	4	5
I often hesitate in speaking English, for fear of being wrong.	0%	6%	26%	57%	1%
Listening to the music can motivate me to practice speaking.	0%	0%	11%	2%	7%
Learning speaking using this song is very interesting for me.	0%	0%	11%	7%	2%
I enjoy taking part in the speaking activity using songs.	6%	0%	11%	8%	5%

Table 4.4 Learning through song Enjoyment and Motivation

The data obtained from the questionnaire is presented that no one chooses strongly disagree, 6% disagree, 26% neutral, 57% agree and 1% strongly agree, therefore in learning to speak through this song students do not hesitate to speak English for fear of being wrong in pronunciation.

Based on the statement above, regarding students' perceptions related to listening to music can motivate me to practice speaking. At the eleventh point the data obtained in the questionnaire the data is presented that no one chooses strongly

disagree and disagree, 11% neutral, 52% agree and 37% strongly agree therefore the researcher concludes agree that listening to music can motivate to practice speaking.

Based on the statement above, students' perceptions related to learning speaking using this song is very interesting. At the twelfth point the data obtained in the questionnaire the data is presented that no one chooses strongly disagree and disagree, 11% neutral, 57% agree and 32% strongly agree therefore the researcher concludes agree that learning speaking by using this song is very interesting.

Based on the statement above, regarding students' perceptions regarding students feeling enjoy when participating in speaking activities using songs. at the thirteenth point the data obtained in the questionnaire the data is presented that no one chooses strongly disagree and disagree, 11% is neutral, 68% agree and 15% strongly agrees therefore the researcher concludes agree that speaking activities using songs students feel enjoy.

2. Students' Perception on Learning English through Song

The research problem is to investigate students' perceptions regarding speaking learning by using songs. To answer the first research question, the researcher used students' answer on the questionnaire which was given to them the sample consisted of 19 students. Additionally, research also conducted interviews with five students to strengthen and obtain additional information.

a. Learning Needs

Students' opinions regarding speaking fluency before following the learning method of speaking through songs. In the first point, in this case the data obtained in the questionnaire presented no one chose strongly agree, 6% strongly disagree, 6% disagree, 73% neutral and 15% agree the researcher concluded that students were impartial and then deepened. Then deepened by interviews, where students have learned to speak English through songs. Based on these answers, most of the students answered that the method of learning through songs had been taught in class. It can be concluded that students' opinions about speaking fluency before following the method of learning to speak through this song were more students who answered neutrally in this case there were several factors, namely students were still confused or lacked confidence with their fluency in class.

Students' opinions related to assignments with speaking activities through songs given by the teacher can meet the speaking needs of students. At the tenth point in the data questionnaire, it is presented that no one chooses strongly disagree, disagree and strongly agree, 32% neutral and 68% agree, therefore the researcher concludes that tasks with speaking activities using songs can provide a big role in students' speaking needs. It can be concluded that the assignment with speaking activities through songs given by the teacher can meet the speaking needs of students, more students who answered agree in this case there are several factors, namely students are more happy

in the assignments given by the teacher because in learning through this song students are more eager to learn.

The questions about learning needs were focused both for the time before and after that song method was given to the students. The answer for this aspect was gathered from question number 1) have you ever learned to speak in English through songs before?

“sebelumnya saya pernah di ajar melalui lagu waktu belajar speaking bu, tapi cuma beberapa pertemuan tidak banyak”. (“Previously I had learned through songs when I was learning to speak mrs, but only a few meetings mrs”). (Q.1 DW).

“iya saya pernah belajar bahasa inggris menggunakan lagu bu”. (“yes I've studied English using the song mrs”).(Q.1 MNM).

“iya bu pernah bu”. (“Yes ever mrs”).(Q.1 NR).

“iya bu, saya pernah belajar bahasa inggris melalui lagu bu”. (“yes Mrs I've studied English through the song Mrs”). (Q.1 SNS).

“iya saya pernah bu”. (“Yes I've been Mrs.”). (Q.1 SK).

From the five students that were interviewed, the differences so far were only minor differences. Based on the answers of the majority of students, it is known that the learning method through songs has been taught in class.

b. Learning Reinforcement

Students' opinions regarding learning activities using songs can improve students' understanding of English. On this fourth point, the data obtained in the data questionnaire is presented that no one chooses strongly disagree, disagree, 32% neutral, 53% agree, 15% strongly agree. Then deepened by interviews whether students know how to learn to speak through songs, Based on the answers most students know how to learn effectively through media such as Youtube, Spotify and other media, therefore this Youtube media provides some convenience for students to learn to speak easily because of this is an easy-to-use music streaming application providing recordings and lyrics so that students can improve their speaking skills through lyrics, students are easier when listening to music because they can listen to music while pronouncing good and correct vocabulary besides that students can add new vocabulary. It can be concluded that learning activities using songs can improve understanding of English more students who answered agree in this case there are several factors, namely that learning through this media is more effective in learning and students are easier when listening to music.

In the interview section, this point was delivered through interview question number 4) Do you know how to learn to speaking through songs?

“paling melalui lirik-liriknya aja bu”. (“only through lyrics Mrs’). (Q.4. DW).

“cara untuk mempelajari berbicara melalui lagu yang pertama kita harus memilih lagu bahasa inggris yang menurut kita mudah lalu praktekan bu”. (“The way to learn to speak through songs we must first choose an English song that we think is easy and then practice mrs”). (Q.4. MNM).

“yang pertama itu melalui media khusus nya seperti media youtube atau media music lainnya bu seperti sportyfy”. (“The first is through special media such as youtube media or other music media like sportyfy”). (Q.4 NR).

“saya mengetahui bu apalagi sekarang jaman nya serba media bu, kita bisa belajar melalui youtube juga bisa bu apalagi di youtube banyak pilihan pilihan lagu bahasa inggris dan di youtube pasti ada terjemahannya bu, oleh karena itu bisa mempermudah kita untuk belajar terutama dalam kosa kata ya bud an selain itu kita bisa mengikuti ucapan- ucapan yang baik dan benar bu”. (“I know Mrs., especially now that her era is all media, mrs, we can learn through YouTube too, especially on YouTube there are many choices of English songs and on YouTube there must be a translation, ma'am, therefore it can make it easier for us to learn, especially in vocabulary and besides that we can follow the sayings of good and true mrs”). (Q.4 SNS).

“ya saya mengetahui, trus banyak juga contoh-contoh yang ada di youtube itu sangat membantu sekali bagi aku bu”. (“yes I know, there are also many examples on YouTube that are very helpful for me mrs”).(Q.4 SK).

Based on the answers on how to learn to speak through this song, most students know how to learn effectively through media such as Youtube, Spotify and other media, therefore this Youtube media provides some convenience for students to learn to speak easily because this is a music streaming application that is easy to use. provide recordings and lyrics so that students can improve their speaking skills through lyrics, students are easier when they listen to music because they can listen to music while pronouncing good and correct vocabulary besides that students can add new vocabulary.

c. Learning Practice and Presentation

Students' opinions about speaking activities using songs can provide sufficient space for my speaking practice on this third point, the data obtained in the questionnaire shows that there are two similar results, namely agree as much as 47%

and neutral as much as 47% with the question and 6% strongly agree, From these results it can be concluded that half of the students feel that speaking activities use songs this feels agreeable and impartial then deepened with the results of interviews that students' opinions about the use of songs in the learning process, especially in improving speaking skills, Based on the answers to the use of this song, most of these methods make students more active, enjoy and happy therefore, have several advantages, Among them are students can learn more efficiently and increase knowledge through interesting activities, especially those related to visuals, colors, acting, music, and students' social activities in general. There are several factors, namely student learning is more efficient, and students also enjoy learning more this.

The result of the interview was used to deepen the finding from questionnaire, the result obtained that their answers were very good and effective in the use of songs in the learning process. This was asked through question number 3) what do you think of the use of songs in the learning process, particularly in improving speaking ability?

“sebenarnya kalau metode lagu itu enak bu karna kita belajar tidak hanya 1 metode aja bu ada metode lain jd tidak bosan tuh bu”. (“actually if the song method is good Mrs because we learn not only one method Mrs there is another method so it's not boring Mrs”). (Q.3 DW).

“pendapat sy menggunakan lagu dalam proses pembelajaran khususnya pembelajaran berbicara itu sangat efektif bu sangat membantu dalam berbicara bahasa inggris”. (“My opinion is that using songs in the learning process, especially learning to speak, is very effective, Mrs. is very helpful in speaking English”).(Q.3 MNM)

”menurut saya mengenai pembelajaran ini sangat bagus ya bu yah soalnya metodenya bikin semangat gitu ya bu yah belajar nya lebih have fun”. (“In my opinion about this learning is very good Mrs because this method makes the spirit of learning and has more fun”) (Q.3 NR)

“pendapat saya mengetahui lagu proses belajar ini sangat bagus ya bu , karena metode ini sangat efektif khususnya dalam berbicara”. (“In my opinion knowing the song learning process is very good Mrs, because this method is very effective especially in speaking”). (Q.3 SNS).

“pendapat saya mengenai penggunaan lagu itu sangat membantu banget dalam proses pembelajaran berlangsung karena kita bisa mempraktekkan nya langsung dengan kosa kata yang baru”. (“My opinion on using the song really helped Mrs, In the learning process takes place because we can practice it directly with new vocabulary”). (Q.3 SK).

Based on the answers regarding the use of this song, most of these methods make students more active, enjoy and happy. Therefore, it has several advantages, among which are students can learn more efficiently and gain more knowledge through interesting activities, especially those that related to visuals, colors, acting, music, and social activities of students in general.

d. Learning Enjoyment and Motivation

Students' opinions about student activities are often hesitant in speaking English, for fear of being wrong on this second point, the data obtained from the questionnaire is presented that no one chooses strongly disagree, 6% disagree, 26% neutral, 57% agree and 11% strongly agree, therefore in learning to speak through this song students do not hesitate to speak English for fear of being wrong in pronunciation. Then it was deepened by interviewing the students' feelings when learning to speak through a song. Based on the answers, most of the students felt happy to take part in learning through songs, because this method did not make them bored, therefore the use of this method really helped students to increase their enthusiasm for learning English in class but there are also students who answer that the method of learning through songs is not appropriate because it is spoken with different vocabularies, so students feel less effective. This is due to several factors, namely the pronunciation of different vocabularies.

Students' opinions about listening to music activities can motivate students to practice speaking this eleventh point regarding students' perceptions related to listening to music can motivate me to practice speaking. At the eleventh point the data obtained in the questionnaire the data is presented that no one chooses strongly disagree and disagree, 11% neutral, 52% agree and 37% strongly agree therefore the researcher concludes agree that listening to music can motivate to practice speaking In this case, there are several factors, namely student motivation in learning.

Students' opinions about the activity of Learning to speak using this song is very interesting in this Twelfth point, about students' perceptions related to learning speaking using this song is very interesting. At the twelfth point the data obtained in the questionnaire the data is presented that no one chooses strongly disagree and disagree, 11% neutral, 57% agree and 32% strongly agree therefore the researcher concludes agree that learning speaking by using this song is very interesting in this case, there are several factors, namely students' learning interest in speaking through songs.

Students' opinions about activities Students enjoy participating in speaking activities using songs and the thirteenth, regarding students' perceptions regarding students feeling enjoy when participating in speaking activities using songs at the thirteenth point the data obtained in the questionnaire the data is presented that no one chooses strongly disagree and disagree, 11% is neutral, 68% agree and 15% strongly

agrees therefore the researcher concludes agree that speaking activities using songs students feel enjoy In this case, there are several factors, namely enjoy in this learning method.

On this point, the data obtained by the interview result question number 2) how do you feel when you learn to speaking through a song?

“menurut saya metode pembelajaran melalui lagu itu tidak cocok bu karena terkadang di ucapannya gimana tapi sama kosakatanya beda bu jadi ngerasa kurang efektif aja”. (“In my opinion the method of learning through mrs, song is not suitable because sometimes what is said in different vocabulary just feels less effective”). (Q.2 DW).

“Perasaan saya ketika belajar berbicara melalui lagu itu saya sangat senang karena, belajar lebih asik dan happy bu”. (“My feeling when learning to speak through the song I was very happy because learning is more fun and happy Mrs”).(Q.2 MNM).

“perasaan saya sangat senang, belajar berbicara melalui lagu itu kita merasa enjoy bu”. (“My feeling is very happy, learning to speak through the song we feel enjoy Mrs”).(Q.2 NR).

“perasaan saya tentunya sangat senang ya bu, khususnya belajar bahasa inggris melalui lagu ini sangat tidak membosankan bagi saya, di kelas lebih enjoy apalagi saya tipe orang yang tidak suka belajar yang menegangkan bu”. (“My feeling is of course very happy Mrs, especially learning English through this song is not boring for me, in class I enjoy it more, especially I am the type of person who doesn't like stressful learning Mrs”).(Q.2 SNS).

“saya sangat senang belajar berbicara dengan menggunakan lagu Karena dengan pembelajaran tersebut efektif bagi kita”. (“I really enjoyed learning to speak using the song Because with the learning is very effective Mrs”).(Q.2 SK)

Based on the answers, most students feel happy in participating in learning through songs, because this method did not make them bored, therefore the use of this method really helps students to increase their enthusiasm for learning English in class but there are also students who answer that the method of learning through songs is not suitable because what is said with the vocabulary is different, therefore students feel less effective.

CONCLUSION

As mentioned in the previous chapter, the objective of this research is to determine the students' perception of learning English through songs and to determine students' speaking ability in learning English through songs. The researcher found that more than half of the students used songs as their learning resource in improving their English speaking.

The students found many benefits from using songs as their learning resource. Through questionnaires and interviews, researcher obtained data about the support of songs on students' English development, the results showed that songs were able to help students in learning English as a source of their learning. Every aspect in the song is able to provide support to students in learning English these aspects are supporting speaking skills, pronunciation skills, vocabulary and grammar.

In conclusion, using songs is very effective as a learning resource to develop speaking English through songs and students can use it in the classroom or even outside the classroom.

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