

# EFL STUDENTS' RESPONSES TOWARDS THE USE OF ENGLISH TREND SONGS IN LISTENING CLASSROOM

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## Abstract

This study entitled "EFL Students' responses towards the use of English Trend songs in listening lesson". This study aims to determine student responses in learning listening through songs. This research is motivated by the phenomenon of listening to trending English songs among teenagers which has a big impact on learning English, especially in listening lessons. This study was conducted to see if listening to English songs could help them in listening lessons. In this study, researchers used qualitative research to find data with a case study model. 16 participants of this research are in the same university with different majors. Data were collected through a questionnaire. The results show that the use of songs in the listening class gets a positive response. They felt it introduced a unique learning environment, one that was more relaxed and pleasurable. Students were additionally motivated by English songs during the teaching and learning process.

**Keywords:** Case Study, EFL Student, English Trend Songs, Listening Classroom

## INTRODUCTION

Listening is one of the four major skills in language acquisition, and it plays a crucial role in learning. According to (Lukong, 2016; cited in Solehudin, 2018) listening is an active activity in which the listener contributes significantly to the overall message that is subsequently shared between the listener and the speaker. And also (Yustahzah, 2013) states listening is not a passive skill because it requires active engagement from the listener's comprehension. It means that listening is an essential aspect of communication because it is necessary for offering a substantive and meaningful response. (Vandergrift, 2004) states listening is a more challenging language talent to master than the others. When some English words are mixed with other words, their pronunciation changes. Furthermore, quantitative research by (Vu & Shah, 2016) investigated students' ability to self-direct in learning among Vietnamese students in English listening skills (ELS) Moreover, that quantitative research shows Vietnamese students in the institutions assessed are not yet prepared to study ELS independently and require further guidance from teachers in order to be able to be self-directed in learning a challenging ability like English listening skill and they lack the motivation, the right learning strategy, instructor, vocabulary, and tools to learn ELS effectively on their own.. As seen in the example study above, the researcher wanted to know how EFL students' responses the use of English trend songs in listening classroom. This research was also expected to identify difficulties and challenges in listening classroom at a university in Indonesia. Students are still having trouble identifying the words, according to a previous study. They struggled to distinguish words, especially nouns, verbs, and adjectives, due to their limited vocabulary. The ability to listen is a deliberate and conscious activity in which the listener derives meaning from context and prior knowledge. As previously stated, a competent listener must be able to decipher the speaker's intent in addition to other skills such as dealing with listening in an interaction, understanding the actual statement contained in the discourse, comprehending the message without knowing

every word, and recognizing different genres. It means that, depending on the communication's goal, the listener must be able to make meaning of what is said using a variety of methods and interactive processes, as well as respond to what is said in a variety of ways.

Students are not engaged in the teaching and learning process in the classroom, which is posing a problem. When the teacher conducted the listening test, for example, they continued to talk to each other instead of paying attention to the issue. Furthermore, several of them did not finish the task by leaving the response blank. They were not motivated to listen, and their enthusiasm and desire in doing so were harmed. Given that universities place a greater emphasis on English grammar, reading, and vocabulary, EFL students struggle to understand English listening. The most important components that should be emphasised are the importance of listening, the study of listening teaching theory, and the implementation of the most recent listening teaching methods (Gilakjani & Ahmadi, 2011). Teachers of English must employ a learning technique that allows them to improve their listening abilities. It can be difficult to follow fluent English speakers' conversations. When native speakers speak, the most difficult things to understand are the tempo of speech, the speakers' tone, and new vocabularies. Based on that explanation, It can be stated that the teacher's ability to manage the classroom and establish an atmosphere is critical. It has an impact on the students' success in reaching the goal in addition to encouraging them.

"Music and songs have an important role in development and learning. Songs offer a lot of key characteristics, including the ability to entertain and engage students." a state (N. Lestary, 2019). English songs can be a good way to teach listening skills in English. English songs and movies are everywhere these days, especially in the media. English songs and films are widely available, and many young people appreciate them. It would be quite simple to locate English music, and many teenagers enjoy it. Presenting a song in class can sometimes make learning English more fun and fascinating. For example, Bruno Mars is a very well American artist who is often recognized as the best at expressing love via beautiful and insightful lyrics. According to a similar study, kids can improve their listening and learning skills by listening to English music. According to (Vernon, 2006; cited in Xiao, 2013) English songs boost students' confidence and passion in the classroom. If students are interested in both the topic and the lesson, they may enjoy listening.

Students can strengthen their listening abilities one of their valuable tools for overcoming their listening issues by using songs in the learning process, particularly in listening sessions. Music has the potential to motivate students as well. Popular songs nowadays are based on people's own experiences. Those songs share a common topic, such as friendship, goals, and love, all of which are universal emotions. Because most young people nowadays are engaged in a wide range of cultural forms outside of school, songs can be a very stimulating and distinctive educational tool (Baoan, 2008; cited in Putri, 2018) Not only that, but music has the power to make people joyful. People can also listen to music whenever and wherever they wish till they feel at ease with English and enjoy the experience.

The purpose of this study was to determine what are the benefits of listening to English songs and whether listening to English songs can aid students in their listening lessons. As a result, the benefits of listening to English songs will be known through the research title "Students' experiences the use of English songs in listening class." However, based on personal experience, using music in English listening lessons is quite beneficial. When someone listens to music, they attempt to decipher the meaning of the lyrics. When people grasp the word that was plainly expressed in the song, they can figure out what it means. After knowing the

definition of the word, people will develop new vocabularies. Furthermore, because the speaker of the English song is a natural English speaker, those who listen to English songs learn the correct pronunciations that should be stated. As a result, it may be claimed that listening to songs in an English listening lesson can assist people in a variety of ways. They will be motivated to learn to listen as a result of this scenario, particularly through music. As a result, the goal of this research is to find out how people react to the usage of English songs in English listening songs. Furthermore, the researcher expects that this study will determine whether listening to English songs alone is beneficial.

## METHOD

To collect data for this study, the researcher conducted qualitative research. In this study, a case study was employed to use a qualitative method. As a test, the study was conducted at an Indonesian university. 16 participants were from the same semester and university, but each student had a different major, allowing for an overview of EFL students. Questionnaire is the data collection techniques used in this study. Because the students are Indonesian, the questionnaire was modified and translated into Bahasa before being given to them to avoid any misunderstanding. Questionnaires were provided to EFL students who studied English for roughly one semester for research reasons and to answer research questions about their attitudes to the usage of English songs in listening classes. The questionnaire's questions will be based on the 5-point Likert scale evaluation of (Lee, 2019). The results from the questionnaires were analyzed using descriptive statistics analysis. The method of analyzing data using numerical indices is known as descriptive statistics analysis. Students' reactions and outcomes when music is used in a listening classroom for EFL students.

## RESULTS AND DISCUSSION

### Results

The results of this study used descriptive statistics analysis to analyze the data from the questionnaires. The researcher presented the research results based on what was answered by 16 EFL students

Table 1. The Students' Responses Toward the Use of English Trend Song

No.	Question	1	2	3	4	5	Percentage (%)	Conclusion
1	I listen to songs in English more often than songs in Indonesian.	0	0	6	6	4	77,50	Agree
2	I use songs as a medium for learning English	0	0	1	7	8	88,75	Strongly agree
3	I'm looking for words that I don't know in English songs	0	1	1	6	8	78,75	Agree
4	Learning activities using English songs made me have a high willingness to take lessons.	0	3	6	7	0	65,00	Agree
5	Learning activities using English songs made it easier for me to understand the material in listening class.	0	1	6	9	0	57,50	Neither agree nor disagree

6	Learning activities using English songs that are carried out in class make it more interesting, fun and not boring	0	0	1	6	9	90,00	Strongly agree
7	By using songs as a medium, the time spent understanding the material being studied is shorter	0	4	9	2	1	60,00	Agree
8	Learning activities using songs improve my listening skills	0	0	1	$\frac{1}{2}$	3	82,50	Strongly agree
9	Using songs as a medium makes me motivated to learn English	0	0	2	8	6	91,50	Strongly agree
10	I prefer songs as a learning medium because it is more effective than other learning media (e.g. Movies, Podcasts, Audio Recordings)	0	0	4	7	5	81,75	Strongly agree
<b>Conclusion</b>							70,33	Agree

**Note:** 1 - *Strongly disagree*; 2 - *Disagree*; 3 - *Neither agree nor disagree*; 4 – *Agree*; 5 - *Strongly agree*

## Discussion

From the questionnaire data above, it shows that students are more interested in using English songs as learning media in listening lessons. From these results, we can conclude that 70.33% of students gave a good response to the use of English songs as learning media in the listening class. which means students are happier and attract their attention more during teaching and learning activities. It can also be concluded that students use English songs as learning media in the listening class, while listening to songs as many as 78.75% of students look for new words that they did not know before. This can improve their English skills, especially listening skills. Even so, according to the students, using English songs as a medium of learning in the listening class did not make it easier for them in class, but using English songs could motivate students to increase their interest in learning English.

## CONCLUSION

Based on the research that has been done, the conclusion is that there is a positive response from the use of English songs as a medium of learning in the listening class. by using songs as learning media in the listening class can increase motivation to take part in class learning because it makes the class atmosphere fun and not boring so that students can learn in a relaxed manner. Furthermore, listening to English songs is likely to contribute 81.75% to their listening skills while 18.25% of their listening skills is contributed by other factors. Students' listening skills have increased as a result of the employment of English song. Students were additionally motivated by English songs during the teaching and learning process. In conclusion, this study may be able to address the research question of whether or not using English songs improves

students' listening skills. The confirmation of the problem that was discussed in the result and discussion part should be included in the conclusion.

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