THE USE OF ENGLISH SONGS IN INCREASING STUDENT INTEREST IN LEARNING AND LISTENING SKILLS DURING THE COVID-19 PANDEMIC

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Abstract

There are many obstacles faced by students in high school in learning English, such as lack of interest in learning English and seeing English as a frightening specter. Less developed learning methods and carried out rigidly, cause boredom in learning. Generating a will and interest in English is one of the tasks and challenges for English teachers. One of the interesting English teaching strategies is through songs. Especially in the process of honing listening skills.

The COVID-19 pandemic or also commonly called the corona virus has hampered the conventional learning process or face-to-face learning in schools. Of course it is necessary to find a way out to overcome these obstacles. Online learning is a way that can be used by teachers and students to overcome these problems. Online learning is a way that can be used by teachers and students to overcome these problems. The purpose of this research is to find out the positive things that can be taken from using songs as a medium for learning English online in the midst of the covid 19 pandemic. This research is a qualitative research in which the authors use observations (observations), question and answer (interviews) and study documents. The results of this study indicate that by utilizing the media song can increase students' interest in learning and listening skills in English lessons, so that student achievement also increases.

Key words: Learning Media, Song, English, Listening Skills

INTRODUCTION

English is a global language and mostly used as an international communication around the world (Aminatun, 2021; Isnaini & Aminatun, 2021; Nadya et al., 2021). Being able to communicate in English has more opportunities in daily life and career. Indonesia is one of a development country that use English as a foreign language (Endang Woro Kasih, 2018; Qodriani, 2021; Sari & Aminatun, 2021). English is taught as a first foreign language and become as a compulsory subject at primary until secondary level (Handayani & Aminatun, 2020; Kardiansyah & Salam, 2020; Keanu, 2018). In the age of globalization, English plays a significant role in educational institution (Firdaus et al., 2022; Pratomo & Gumantan, 2020, 2021).

English language was announced formally as a foreign language since 1955 by a conference of teacher trainer in Indonesia and continues until now (Mandasari & Agusty, n.d.; Nurmala Sari & Aminatun, 2021; Zuhud, 2014). English language is used to teach academic subject in countries where English is not as first language (L1) of the majority in the area (Ayu et al., 2017; Dian Puspita et al., 2021; Putri & Aminatun, 2021). Gaining mastery of English language leads a better opportunity and access to education and work whereas in the same time raise their competitiveness in the global markets (Dian Puspita, 2021; Sasalia & Sari, 2020; Wahyudin, 2017). There are four skills in learning English to be mastered, they are speaking, reading, writing and listening. However, some of students realize that English is difficult subject to be mastered because some students don't have

interest in learning other languages of other cultures (Ambarwati & Mandasari, 2020; Apriyanti & Ayu, 2020; Sinaga & Pustika, 2021). Listening is one of the skills that must be mastered in English (Heri Kuswoyo & Wahyudin, 2017; Mandasari, n.d.; D Puspita, 2004). Not only that, listening is also an important role in communicating (Agustin & Ayu, 2021; Mandasari & Wahyudin, 2019; Dian Puspita & Amelia, 2020). Listening is also said to be a very difficult skill and the teachers are also more focused on teaching reading skills, writing skills, or speaking skills (Aminatun et al., 2021). Therefore, many students say that listening is a very difficult skill to learn. In listening learning, students are not only required to listen, but students are also expected to pay attention, understand, analyze and conclude the information they get (Kuswoyo & Wahyudin, 2017; Mandasari & Aminatun, 2020; Pranoto & Suprayogi, 2020). Because listening is a difficult skill, many teachers make the material as fun as possible for students so they don't feel bored (Ayu, 2020; Novawan et al., 2020). When learning English, especially listening, there are many media to help students improve their listening skills, such as videos, films, and songs (Indonesia, 2022; Journal et al., 2021; Journal & Kiranamita, 2021). One way that teachers can use in teaching listening or listening material is by using English songs (Kuswoyo, 2013; Yunara & Kardiansyah, 2017). Using English songs in EFL classrooms can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students' anxiety, growing their interest and motivating them to learn the target language (Choirunnisa & Sari, 2021; Rahmania & Mandasari, 2021; Yudha & Mandasari, 2021). Students will consider English songs as part of entertainment rather than work and thus learn English through fun and relaxing songs. Songs can attract students' attention so that they can take listening or listening classes.

LITERATURE REVIEW

Several important characteristics of the song are fun and can make students excited (Aminatun & Oktaviani, 2019; Oktaviani et al., 2020; Suprayogi & Eko, 2020). Some teachers also argue that the use of songs can also make students happy. listening learning experience for students. They suggest that using songs in teaching practice can be a motivating factor for students in their learning experiences. By using English songs, students can increase their vocabulary, understand the meaning of the song. One of the advantages of using songs in teaching is that the texts in the lyrics represent authentic examples of English language structure and actual use, and this is the time when working with songs takes on important relevance in today's language teaching . In addition, teachers can also use up-to-date English pop songs so that students are more enthusiastic about learning.

METHOD

In this research, the researcher uses qualitative methods with survey approach and interview to gather the data needed in this study. A qualitative method is used to emphasize the understanding and exploring individual or groups problems as social issues (Ahluwalia, 2020; Nuraziza et al., 2021). On the other hand, a qualitative method is used to explore individuals or groups by behavior, perspective, feeling and experiences and interpret it to social reality in the description of human beings. A qualitative research helps the researcher to gather information by conducting a case study about the students' behavior and perspective or students' feeling to relate in an unpredictable situation (Pahdi et al., 2020; Suwarni & Handayani, 2021). The researcher will present the result in the descriptive research, it means the researcher needs to analyze how English song will

impact teaching and learning process during COVID-19 pandemic and how students perceive in learning English toward the implementation English song as learning media. All the instruments will be analyzed to refer to the result of data collecting. Besides that, the researcher uses several steps in analyzing the data. They are describing, classifying, interpreting and representing the finding data.

The researcher uses purposive sampling to gather the relevant information that can help the researcher to verify the data. The researcher will choose 20 respondent who have relevant and complete information. By defining the qualities of information from the student, the researcher will be easily to identify the data collected.

RESULTS AND DISCUSSION

In this questionnaire, the researcher asked several questions, namely:

Table 2

Scale			
1	2	3	4
Very Disagree	**Disagree**	**Agree**	**Strongly Agree**

No	Statement	1	2	3	4
1	Learning English is important for me.	-	-	7	13
2	Learning English using song media increases my interest in learning	-	-	9	11
3	I prefer to learn English using the song method rather than the usual method	-	-	3	17
4	I listen to English songs at my spare time moment	-	3	11	6

Based on the students' answers above, these results indicate that the use of English songs can still have an effect on increasing student interest which has an impact on increasing listening skills.

1. Post-test Data Results

At the second or last meeting, the researcher gave a final assignment which was a question of fill in the blank or completing the missing lyrics on the answer sheet. The researcher made 10 missing lyrics. One lyric is worth 10 points. The song played is a Pop genre with a fairly easy vocabulary.

The following are the results of the post-test scores obtained by the students:

Table 3

No	Name	KKM	Score

1	Abdul Hafidz	60	100
2	Firda Marta	60	100
3	Trio Pambudi	60	90
4	Deni Pamungkas	60	90
5	Nanang Dwi Putra	60	90
6	Luluk Addini	60	90
7	M. Royan Sanjaya	60	80
8	Awit Kurniawan	60	80
9	Ubaidillah Mafhfudz	60	80
10	Dian Pujiastuti	60	80
11	Nur Baiyti	60	70
12	Jaki Alfiansyah	60	70
13	Joni lutfiadi	60	70
14	Safinah Rani	60	70
15	Nurul Amanah	60	70
16	JIhan Aini Putri	60	70
17	Fajeri	60	70
18	Panji Setiawan	60	60
19	Aisyah Nurlaila	60	60
20	Ananda Asmi	60	60

Based on the table data above, the post-test scores collected by students for the fill in the blank questions are already above the KKM.

Discussion of the results obtained by the questionnaire

Based on the students' answers on Table 1, these results indicate that the use of English songs can still have an effect on increasing student interest which has an impact on improving listening skills.

Discussion of the results obtained from the Post-test

The results obtained from the test indicate that students are able to follow the lesson well. This is evident from the 20 students who attended had reached the KKM above. These results indicate that the listening method has succeeded in increasing students' ability in learning according to expectations, especially for increasing vocabulary.

CONCLUSION

In learning and teaching English, students are required to master 4 skills, namely listening skills, reading skills, speaking skills and writing skills. One of them is the ability to listen or listening skills. Because listening material is quite difficult, therefore the teacher must create a class atmosphere so as not to get bored. The use of songs is the right thing for learning listening or listening material. In this era, there are a lot of media that teachers can use to support listening learning, for example, such as Youtube, Spotify, Joox or even being able to find teaching materials by searching on Google is already widely available. Based on the research results obtained, the authors suggest students to listen to a lot of English songs, because of their great influence on listening skills. For teachers, the authors suggest to motivate students to listen to a lot of English songs, and take advantage of language songs English in teaching listening skills. Teachers should be able to familiarize themselves with utilizing and using other media in making learning fun, effective and efficient. Especially during the COVID-19 pandemic like now. But of course, you have to choose and sort out good media.

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