

Students' Perception on the Use of Pop Songs in English Language Learning

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Abstract: English is an international language, which in the globalization era is a mandatory to master and taught in schools. However, sometimes it is still encountered where the process of learning English at school is scary and boring for students. This research aims to describe the use of English pop songs in English language learning, using a descriptive qualitative approach and providing important information from the study. Interview, observation, and documentation were used in collecting data. This research found that English songs could help students in their learning process, especially improving their learning motivation and desire to learn English. Students enjoyed learning songs because it made them not feel bored. Moreover, students could learn new vocabulary and pronunciation from the songs. However, there were also some challenges that were faced by the students because not all students could have good concentration in learning English while listening to pop songs. The English pop song can be incorporated into the English language teaching process to encourage students to engage with authentic materials and embrace the English learning process without fear by considering students' needs and characteristics and concentrating on achieving the learning objective.

Keywords: authentic materials, English language learning, learning media, pop songs.

INTRODUCTION

As the world's major language and an international Lingua Franca, English is inevitably and without a doubt essential for speaking in many workplace settings. Many important aspects of daily living in the contemporary globalization period involve the use of English. Students in middle school are among the many who are keen to study this international language. English is a mandatory subject for senior high school pupils, but the learning approach must still yield the intended results. According to Pendi (2020), teachers must be proactive and creative in handling, identifying, and selecting the best learning strategies to achieve learning objectives related to the learning process and results under this learning scenario.

However, learning English as a second language is a challenging task. Adults take longer and go through more stress when learning English as a foreign language than do young children (Caldwell-Harris & MacWhinney, 2023). Additionally, teachers have certain difficulties. For instance, students' lack of vocabulary, their lack of drive, and the inadequate facilities in schools are all factors in English language instruction (Falah et al., 2023). Task-Based Language instructional (TBLT), Communicative Language Teaching (CLT), Direct Method, Audiolingual Method, and Grammar-Translation Method (GTM) are the five instructional approaches (Bureković et al, 2023). Among the techniques that have arisen in language acquisition is the Grammar-Translation Method. The main goal of the GTM is to help students learn how to read and write while also improving their vocabulary and grammar in the target language. The GTM allows students to interact with literature in foreign languages by requiring them to translate literary pieces and memorize vocabulary. The GTM was regarded as a helpful

mental exercise that facilitated comprehension of grammatical rules and their application in translation jobs.

Second, in reaction to all the shortcomings of the Grammar-Translation Method, the Direct Method—also called the Natural Method—appears. The consistent goals of this method have been the improvement of oral competency and the ability to think in the target language. To achieve this, the Direct Method calls on learners to minimize their use of their mother tongue and maximize their use of the target language. Native language usage should be limited or avoided since the goal is to enable learners to communicate directly in the target language. Third, because the Audiolingual Method focuses on oral-based communication skills, it is suitable for educating soldiers to become skilled in a language for practical military applications. This method is founded on behaviourist theory, which highlights how external factors—like things we see or encounter—can shape and affect our behaviour and education. Key elements of language learning include memory and repetitive tasks, with a focus on precise responses and helpful critique. Repeating something often leads to stronger habits and more successful learning. The Audiolingual Method is a combination of the Direct Method and the GTM. It includes some GTM elements, such as drilling exercises, in addition to the previously mentioned Direct Method elements, such as utilizing the native language and avoiding translation.

Fourth, CLT's popularity stems from its problem-solving method of instruction. This method became popular in large part because of linguistic studies that prioritized communication above drilling activities. To help learners use the target language correctly and smoothly, CLT places more emphasis on understanding and conveying meaning than it does on formal grammatical rules. The instructor also acts as a facilitator to help students engage with each other. The final one is Task-Based Language Teaching, or TBLT, which was developed in response to the limitations of traditional language teaching methods. The concept of making tasks the primary focus of instruction gained popularity in the 1980s because of the work of practitioners like Prabhu, Willis, and Nunan. Task-Based Language Teaching (TBLT) emphasizes the use of tasks for grammar education and encourages students to communicate meaningfully with one another. The goal of TBLT is to enhance students' communication skills by assigning them meaningful, challenging, real-world, and enjoyable activities. Instead of being explicitly taught, language is learnt by doing.

One approach to education that puts the instructor first rather than the students is called teacher-centred learning (TCL) (Dewi et al., 2021). The teacher provides the primary information and has complete control over the teaching and learning process in the classroom. However, students will only have hours to listen to the teacher. Among the traits of TCL are the following: the teacher instructs, the students learn; the teacher tells, the students listen; the teacher is the subject of learning, the students are the object of learning; the teacher establishes the rules, the students follow them; and other elements (Innovative Teacher Editor, 2022).

ELT can be carried out in a fun and soothing manner by incorporating English songs into the lessons. Very few songs are utilized in language schools, despite the long-standing evidence that songs significantly enhance the language acquisition process of English learners. Their hearing skills can be enhanced by using English songs (Afriyuninda & Oktaviani, 2021). Additionally, by practicing listening to English songs, kids can learn new vocabulary and improve their pronunciation. They found it easier to recall how to pronounce these words when they were singing a song. Additionally, songs can be utilized to improve students' listening and pronunciation skills, as well as to teach vocabulary and sentence structures (Millington, 2011).

Few individuals understand why listening to music has an influence, even though everyone is aware of its benefits. In ELT classes, songs can be a useful teaching tool (Oh, 2015).

Songs could be used to both boost pupils' interest and alleviate their discomfort. Since songs were more engaging than other fake materials, integrating them as part of actual materials may help boost pupils' motivation. In ESL, teachers may use music as well. English language teaching may become more engaging and creative with ELT sessions. Second language learners would have less stress, and both teachers and students would achieve the aim.

Prior research had been done by Lems (2018); however, the author provided a basic explanation of how music may be used to teach English. The researchers wanted to pay more attention to the use of pop music for English language learning in the next study. It was hoped that the reader would be able to use this teaching strategy to increase the students' motivation to study English after reading this research report. The children' listening abilities improved dramatically in 2019 when Andriani used an English song on the Spotify app. First-semester English department students at Muhammadiyah University of Makassar showed this by improving their average orientation score by 17.2% before and after treatment.

Even though English pop songs are frequently used in ELL classrooms, there is still a dearth of research that examines students' affective reactions, learning difficulties, and coping mechanisms in a comprehensive way. Most earlier research places more emphasis on linguistic results than on students' actual learning experiences. Teachers who want to successfully integrate songs into English instruction face a vacuum in practical guidance due to this lack of student-centred insight. Therefore, by examining students' emotions, difficulties, and methods when learning English through English pop music, this study fills this vacuum.

However, the idea was that it would help overcome the challenges that teachers and students would encounter when engaging in English teaching and learning activities. Thus, there were three questions that guided this research:

1. How do students feel when learning English while listening to English pop songs?
2. What are the challenges that arise when learning English using English pop songs?
3. How do students overcome the challenges when they learn English while listening to English pop songs?

Through this study, the researchers hoped to help readers — teachers in particular — understand the effects of using English pop songs in the classroom and how they might be used effectively. ELT teachers found it difficult to include songs in their lesson plans because there were not many experts in the field who were skilled in both language acquisition and song. It was hoped that this study would help boost the students' enthusiasm for learning English. They would eventually grow more proficient in all facets of speaking and hearing English thanks to this. Additionally, as most students struggle with pronunciation, learning English pop songs performed by native English speakers might help them get better at it. Thus, this initiative would be helpful for effectively instructing ELT students.

This research is based on the theories of Suggestopedia and multiple intelligences. According to Deny et al, (2016), Suggestopedia is a technique for managing focus and relaxation to fully comprehend the materials provided by the lecturers. One approach that incorporates both the classroom environment and physical surroundings is Suggestopedia. The teaching and learning approach allowed the pupils to unwind, have fun, and feel at ease. Suggestopedia, Lozanov's method, attempts to help pupils overcome psychological barriers to learning. As the dialogue is delivered, music plays. Before participating in a fun language activity, students simply relaxed and listened to them read aloud during an activation period. One advantage of the Suggestopedia method is that it gave children incentives to read while making them feel relaxed and at ease. Students' emotions played a big part in the Suggestopedia

technique. Additionally, they mentioned that suggestopedia was a helpful resource for students to improve their comprehension while reading in a laid-back setting.

On the other hand, Multiple Intelligence is a theory that discusses that humans are capable of eight common multiple intelligences (Gardner, 1983). The eight multiple intelligences are linguistic intelligence (the ability to use linguistic function effectively), logical intelligence (the ability to use number effectively), musical intelligence (the ability to auditory functions that perceive the pitch and tone of music), spatial intelligence (the capacity to perceive the visual-spatial world accurately), bodily intelligence (the ability to use whole body to express ideas and feelings), naturalist intelligence (the ability in recognizing and classify numerous species of an individual's environment), interpersonal intelligence (the capacity to perceive and make distinctions in the moods, intensions, motivations, and feelings of others), and intrapersonal intelligence (self-knowledge and the ability to act adaptively on the basis of that knowledge). Linguistic intelligence (the ability to analyse and produce written and spoken language), musical intelligence (the ability to recognize and convey various sound patterns), and interpersonal intelligence (the ability to comprehend and engage with the emotions of others) are examples of multiple intelligences.

RESEARCH METHOD

This study employed a qualitative research approach to explore students' perceptions of learning English through English pop songs. Qualitative data in the form of classroom observations and interviews were used to examine students' classroom behavior, learning performance, and responses during English learning activities involving pop songs.

The population of this study consisted of eleventh-grade students. The sample was limited to one class, XI-A, comprising thirteen students. This class was selected through purposive sampling because the researchers had prior teaching experience with the class and were familiar with its characteristics, making it suitable for the implementation of the instructional treatment.

Data were collected through classroom observations and semi-structured interviews. Observations were conducted four times during regular class sessions and were documented using video recordings and photographs. Following the observations, several students were selected for interviews based on their classroom participation, performance, and task outcomes. Interviews were conducted at least once, with follow-up interviews carried out when additional clarification was needed.

The collected data were analysed using reflexive thematic analysis. Observation data were reviewed through video recordings and field notes, while interview data were transcribed verbatim. The data were then coded and categorized to identify themes related to students' feelings, challenges, and strategies in learning English through English pop songs. Conclusions were drawn based on the emerging themes from both observation and interview data.

RESULTS AND DISCUSSION

There were three themes discussed in this section. The first one is about the students' feelings because of learning English using pop songs. Secondly, the challenges that arose when they learnt English using pop songs, and the last one is the ways the student respondents coped with the challenges.

Three themes, "The Influence of Pop Songs on Students' Feelings When Learning English," "The Challenges that Arise When Learning English Using Pop Songs," and "The Way Students Perceive the Use of Pop Songs in the English Language Learning Process"—would be used to present the study's findings.

The Influence of Pop Songs on Students' Feelings When Learning English

Students were emotionally affected by a song. The majority of respondents believed that incorporating well-known songs in English language learning activities facilitated their learning process, as indicated by their answers to questionnaire question number 1. The children were able to concentrate while learning thanks to those songs, which was incredibly helpful. The majority of students found pop songs to be helpful, according to the survey.

Pop songs could be utilized to teach English, according to the students' statements in the following excerpts.

Excerpt 1

Sangat nyaman.

I feel comfortable.

(Respondent 1's statement, interview, February 14th, 2024)

Excerpt 2

Saya masih merasa nyaman.

I still feel comfortable.

(Respondent 2's statement, interview, February 14th, 2024)

Excerpt 3

Sangat nyaman karena saya orang yang gampang bosan, sehingga dengan bantuan lagu tidak akan terlalu bosan buat saya.

I feel comfortable because I am an easily bored person. With the help of songs, I do not feel bored.

(Respondent 3's statement, interview, February 14th, 2024)

Excerpt 4

Saya merasa rileks.

I feel relaxed.

(Respondent 4's statement, interview, February 14th, 2024)

Based on the aforementioned statistics, all interviewees agreed that adopting popular songs to aid in English language learning was highly advantageous. The interviewees claimed that listening to pop music helped them focus better, which made them felt more at ease and relaxed. Additionally, the observation's results showed that using well-known songs to teach English helped students feel more comfortable. Some students were relaxed and had no issue following the learning process, based on the observation field notes. The teacher's explanation of the day's topic allowed the students to concentrate on the instruction.

Furthermore, it was clear from the observation field notes that when the teacher used songs to help the class learn, most of the students were able to do well in class activities. The questionnaire response did, however, also show that all instructional procedures were executed successfully. The teacher could carry out the teaching procedure in accordance with the lesson plan. Thirteen out of thirteen students (100%) found the teaching and learning procedures were fascinating, according to the questionnaire results, which were displayed in Table 1.

Table 1.
Students' Understanding Toward the Topic Learned While Listening to Pop Songs

Questionnaire Question	Respondents' Answers
1. Were the lessons interesting?	1. Yes
	2. Yes
	3. Yes
	4. Yes
	5. Yes
	6. Yes
	7. Yes
	8. Yes
	9. Yes
	10. Yes
	11. Yes
	12. Yes
	13. Yes
4. Which part of the learning was boring?	1. No one
	2.
	3. No one
	4. Nothing
	5. No one
	6. No one
	7. Nothing at all
	8. Nothing
	9. Nothing
	10. Not at all
	11. Nothing at all
	12. No one
	13. Nothing
	14. No one

The statistics showed that all students agreed that the learning processes were interesting. They enjoyed the educational experience as they listened to the English hit tunes the teacher played during the class. Additionally, the observation's results showed that using well-known songs to teach English helped the students feel more comfortable. Throughout the observation, the teacher continuously included pop songs into the English teaching and learning process, whether it was when introducing the day's topic or giving assignments. The teacher also performed a range of pop songs.

The results mentioned above support Yulianto's claims, which Andriani (2019) referenced. Yulianto asserts that "One way to get students more engaged in the learning process is to use music in the classroom." Because songs facilitated learning, made tasks more fun, and subtly developed skills, students thought it was a good idea to utilize them to boost their interest in class. Furthermore, Andriani pointed out that pop songs in English could boost students' self-esteem and made learning in the classroom more enjoyable. Her research also showed that English pop songs raised students' attention and motivation, which resulted in results that were roughly 10 times higher.

According to Adawiyah (2017), pop songs could also successfully boost students' motivation for studying English in the classroom. They were enthralled by the use of well-known songs whenever English time started. They wanted to know what kinds of pop music was played when class started. They were having fun throughout the class activity as well. They listened to their favourite music as they studied. Students were encouraged to participate in class because each assignment required them to pay attention and gave it their all, Adawiyah continued. On that day, they also enjoyed competing to show off their knowledge of the material.

Additionally, Phisutthangkoon and Panich (2016) asserted that because music and songs could activate the brain, pupils found it easier to learn through them. Music was processed by the right hemisphere of the brain, whereas classroom learning was processed by the left. Thus, music instruction stimulated students' right brains, and facilitated communication between their left and right hemispheres. Songs provided a comforting atmosphere that lowers anxiety in language learners, claims Febrina (2023). Songs were helpful because, in addition to being entertaining, they maintained children's interest throughout the school day, which improved their performance. Additionally, when students viewed songs as entertainment rather than teaching tools, a nice atmosphere would result.

Usually, young students were encouraged to learn in a laid-back environment. Not all students in this research, nevertheless, enjoyed using pop tunes. Some students favoured listening to slow pop music while studying or finishing their homework.

Excerpt 7

Untuk saya, saya bisa keduanya. Kalau lagunya yang happy, saya tidak akan bisa fokus. Tapi kalau lagunya slow, saya masih bisa mengerti.

For me, it is a mix. It disturbs me when the songs are too happy and I cannot focus at all. But if the songs are slow, I can still understand.

(Respondent 3's statement, interview, February 14th, 2024)

Excerpt 8

Saya lebih memilih untuk tidak mendengarkan lagu apapun, karena jika saya mendengarkan ketika saya belajar, saya tidak akan bisa fokus untuk belajar.

I would rather not listen to any songs, because if I listen to them while learning, I will not focus on learning.

(Respondent 4's statement, interview, February 14th, 2024)

The remark above made it evident that not all students could concentrate when listening to lively pop music. Some students might prefer to listen to slow pop music. Respondent 4 said she would like to listen to slow pop music or no music at all while learning since she was often distracted by popular, lively pop tunes.

The findings were in line with those of Febrina (2023), who found that the broad variety of subjects and genres addressed in children's songs could make them difficult. For instance, not every children's song was appropriate for the cultural backgrounds of young students. To put it another way, even while Western songs were well-liked by the general population, not all of them were suitable for usage in the classroom. Additionally, not all of the English words used in songs were suitable for young ears. Many English songs did not adequately reflect how native speakers pronounced common English terms. They occasionally employed uncommon terminology, slang, or regional accents. Furthermore, a lot of songs did not really teach the language components.

Even though they could use the songs to master vocabulary and grammar, students preferred learning through slow, familiar tunes, according to the respondents cited below.

Excerpt 9

Saya bisa memahaminya dengan mudah. Akan tetapi jika tempo lagunya cepat saya agak kesulitan untuk memahaminya.

I can understand it easily. But sometimes if the songs tempo is fast, I cannot understand it.

(Respondent 1's statement, interview, February 14th, 2024)

Excerpt 10

Untuk saya, tergantung dari temponya. Jika temponya pelan, saya bisa memahaminya dengan baik. Tetapi jika temponya cepat dan liriknya tidak jelas, saya tidak bisa memahami kosa katanya.

For me, it depends on the tempo. If the tempo is slow, I can understand it well. But if the tempo is fast and the lyrics are not clear, I cannot understand the vocabulary.

(Respondent 2's statement, interview, February 14th, 2024)

Excerpt 11

Jika tempo lagunya cepat, terkadang lirik dan kosa katanya susah untuk dipahami.

If the songs are fast, sometimes the lyrics and the vocabulary are hard to understand.

(Respondent 3's statement, interview, February 14th, 2024)

Excerpt 12

Untuk saya, tidak hanya temponya yang harus pelan, tetapi juga lagunya harus yang saya sudah familiar. Kalau saya tidak tahu lagunya, saya tidak bisa memahaminya.

For me, not only the tempo has to be slow, also the songs should be familiar for me. If I do not know the song, I cannot understand it.

(Respondents 4's statement, interview, February 14th, 2024)

The previous comments suggested that listening to popular music could help students picked up new vocabulary and grammar. However, because the words and meaning would be simpler for them to understand, the students would choose to listen to slow, well-known music.

The English language would soon become second nature to learners thanks to songs that used the same words over and over again (Febrina, 2023). The songs were easy to follow and more understandable due to their repetitious language. When students were engrossed in a song, they would continue to sing along and begin to retain the lyrics. Through song listening, students could improve their linguistic awareness. As they learned and performed the songs, students would have the chance to assess and contrast their language proficiency with that of the native speakers.

Furthermore, English songs could aid students in learning vocabulary, grammar, and pronunciation, according to Febrina (2023). Songs worked well as teaching tools for many different linguistic concepts. Songs may aid students in independently memorizing material. Students who found the song engaging would often sing along and repeat the lyrics, which aided in their unconscious acquisition of English vocabulary. Additionally, Phisutthangkoon and Panich (2016) claimed that songs further inspired students to pick up new language. Students were better able to recall new concepts when they were motivated. Songs were an effective way to gain and hold students' attention.

The Challenges That Arose When Learning English Using English Pop Songs

Even though the majority of students chose to use pop music to study English, some students found it challenging to do so. The two respondents discussed their perspectives on the challenges faced by students in the following excerpts:

Excerpt 13

Lagunya membuat saya susah untuk memahami terutama ketika lagunya merupakan lagu bahagia karena saya akan ikut bernyanyi.

It made me hard to understand especially when the songs were happy because I will sing along.

(Respondent 4's statement, interview, February 14th, 2024)

Excerpt 14

Lagunya juga membuat saya kesusahan untuk berkonsentrasi ketika mengerjakan tugas.

The song also made it hard for me to concentrate on the tasks.

(Respondent 4's statement, interview, February 14th, 2024)

According to the statistics, not all students had the same benefits or pleasant conditions, even though employing well-known songs to teach English was very beneficial and may aided them along the road. Some students may become distracted by the songs and lost concentration on their work. These conclusions were corroborated by the researchers' observations made in the classroom. Some children were pretty comfortable with the songs' presence, and when they

recognized the music being played, they would join in. Some students stopped to listen to the song for a bit before starting their assignment.

Some students were having trouble when specific songs were performed. The students' body language showed that they momentarily stopped their activities when specific songs were played. It happened when the teacher was explaining the material and when the students were working in groups on projects. It seems that some students who had trouble focusing paid little attention to the group discussion until several of the songs were over. After those songs ended, the children participated in the group discussion.

According to the questionnaire results, not every student was able to understand every topic while learning while listening to the music. Three out of thirteen students said that they could not fully understand every topic that was covered in class, as shown by the figures in Table 2.

Table 2.
Students' Understanding Toward the Topic Learned While Listening to Pop Songs

Questionnaire Question	Respondents' Answers
1. Did you understand the learning material?	3. Not all of the topic
	8. Not all of the topic
	9. Not all of the topic I understand

According to the data above, not all students were able to understand every learning topic, even though all respondents said the learning process was pleasurable. Respondents three, eight, and nine said they could not understand the topic completely. During the observation process, it was also clear that those three responders had trouble understanding the material and only finished a few of the exercises. They had to occasionally ask their teacher or friends to restate the lesson or the topic.

According to the statistics, students most frequently mispronounced English words that contained fricative consonants, pure vowels, connected speech, and diphthongs. These findings were corroborated by Muhamad and Rahmat (2020). The most difficult consonants were fricatives. Students' comprehension of English songs was also influenced by the song's tempo, their comprehension of the singers' accents, their capacity to match the singers' speed, and the calibre of the media they consume.

Students' Ways to Overcome the Challenges When Learning English Using Pop Songs

Students may still learn English while listening to the well-known songs, despite the fact that some found them distracting. One of the students claimed that in the following paragraphs,

Excerpt 15

Saya sebenarnya masih bisa jika belajar sambil mengerjakan lagu. Akan tetapi lagunya harus yang pelan dan juga dengan volume yang pelan.

I can still listen to songs while learning but the song must be slow and the volume must be low.

(Respondent 4's statement, interview, February 14th, 2024)

Excerpt 16

Saya akan mengganti lagunya dengan lagu yang lebih pelan jika saya tidak sengaja mendengarkan lagu yang cepat dan bahagia. Atau saya bisa sekedar menunggu sampai lagunya selesai lalu setelah itu baru melanjutkan aktifitas saya.

I will change the song to the slower song if I accidentally listen to the happy song, or I will wait until the songs finish and then continue my activity after that.
(Respondent 4's statement, interview, February 14th, 2024)

The aforementioned statistics made it clear that the students were able to go above the challenges they had when learning English while enjoying popular music. It also showed their perspectives on the utilization of well-known songs in their English language acquisition. It showed that the learner was still able to determine which song best matched their learning process, despite the fact that they might be distracted by the song itself.

This assertion was also made by Phisutthangkoon and Panich (2016). They claimed that listening to music could help with language retention and memorization. It was suggested that the songs could be a useful tool to improve children's language retention and help them love the language. Because of its repeating structure, music was an effective tool to help pupils retain a wide range of language-related topics. Vocabulary could be taught via well-known songs and song activities. Students were better able to remember the material in their long-term memory when teachers played their preferred tunes.

Other experts claimed that the majority of issues with listening to English songs were caused by speech traits or features of pronunciation, such as the vowels and consonants utilized in the song lyrics (Muhamad and Rahmat, 2020). Learning pronunciation became increasingly challenging due to the variances between the learners' mother tongue and the target language. Mispronouncing fricative consonants, like the θ sound in the word teeth, was usually more common among students. The reason for the learners' errors was their lack of experience with the sounds. Asking them to speak those odd sounds could cause them to make mistakes.

The data and conclusions made it clear that listening to English-pop music while learning English made the majority of students feel comfortable. Additionally, based on their responses to questionnaire questions 1 and 4, 13 students stated that the songs made the class more interesting and less boring for them (Table 1). According to Andriani (2019), songs could be utilized in listening classes to keep students' attention throughout the learning process. Students appreciated utilizing songs to increase their interest in listening classes since they made the information easier to understand, made the exercises more fun, and indirectly improved their skills.

Unlike other approaches, the utilization of songs might also help students get better because it would allow them to acquire a lot of new terms through fun activities. It was further supported by Adawiyah (2017), who claimed that because pop songs were used in the classroom, students were interested in the well-known tunes that would be played when class began. She added that because the students were learning while listening to their favourite music, they were having fun.

However, there may be some challenges for the students. Respondents 3, 6, and 10 stated that they found it challenging to completely understand the content they were learning because

they were listening to famous music. That may be the result of their inability to concentrate on their work or the lessons they had learned during the song.

Respondent 4 stated that, in addition to happy music, she liked to listen to slow-paced music, which they called "sad songs," as they believed that happy music would hinder their learning. Additionally, because songs often contained repetitive words, students could use them to improve their focus and motivation to study English while also learning new grammar and vocabulary. This particularly applied to the lyrics. However, respondents 3, 6, and 10 encountered some challenges as they discovered that learning English while listening to popular music is challenging. Because it was hard for them to concentrate on the assignments, respondents 4, 5, and 9 said they would join in if the music was lively. Students sometimes struggled to understand the words because of the singer's pronunciation, which also made it hard for them to concentrate. Some students found it difficult to concentrate while listening to the songs, but they overcame this challenge on their own. They would either wait for the music to complete, change to the slower version of the song, or (1) turn down the volume. However, because it lifted their spirits, they kept enjoying learning English while listening to popular music.

Not every student prefers to learn through music, and teachers may find it difficult to choose the ideal song for their pupils, claim Aprianti et al. (2022). They must therefore choose their songs carefully. Students also struggled to understand the lyrics of the songs, which distracted them from their academics. Furthermore, some folks might not be accustomed to learning English music. Every student also learned differently and possessed distinct levels of focus and competency (Winasih, 2018).

CONCLUSION

The current study's objective was to explain how pop songs were used in English language learning. The primary findings showed that most students felt more at ease when listening to English pop songs while learning the language. These include the following: (1) Students were not disinterested in their studies while listening to the music; and (2) the songs might have helped them feel more at ease. Additionally, other students preferred to listen to fast-paced music, which they called "happy music."

This study aimed to provide readers—teachers in particular—with a better understanding of the impact of pop song in English language courses. Since few professionals in the field were proficient in both song and language acquisition, it was challenging for ELT teachers to incorporate song into their lesson plans. Additionally, it was intended that this study would increase the students' motivation to learn English. It was hoped that this would eventually help them become more proficient in all aspects of speaking and listening English. Additionally, studying English pop songs sung by native English speakers might assist students improve their pronunciation, as most students had trouble with it. Therefore, the research's findings would be useful for teaching ELT students.

Future research is expected to include more critical or inquisitive analytical viewpoints, such as the teachers' perspectives on the usage of English pop songs in the classroom and their potential as instructional aids. In the end, the viewpoints of the participants can be presented from the students' points of view. To get a more complete picture of the employment of English pop songs in the English language teaching process, it was advised to take into account the viewpoints of a wider variety of participants (such as educators, parents, or lawmakers).

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