

## ENGLISH SONGS AS MEDIA TO TEACH ENGLISH

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**Abstract:** There were various kinds of media and methods available that can be used in teaching English. One kind of them is song. Song is not only a media of entertainment, but also could be used to learn the language. By using song, we could practice our skills, especially in listening and speaking. The song is a source of learning English through the spelling, writing, listening, pronouncing, and reading comprehension. Based on these views, the researcher is interested to conduct the research on the use of the foreign song as media to teach English to the 8<sup>th</sup> grade students at MTS Al-Huda Bandung. The formulation of the research problems were; how is foreign song used as media to teach English and what are the advantages on using foreign song as media in teaching English. The purposes of this research were to; describe how to use the foreign song as media to teach English, and describe the advantages on the use of foreign song as media in the teaching-learning process.

**Keywords:** Song, media, teaching English

At present, there are a lot of English teaching methods. The methods, among others are; adapted methods and methods that were created by teachers themselves. But, even so, we still encounter when teaching-learning process in the classroom, there are some students who seem dislike to learn English. It is because they felt English is difficult and do not understand anything about English.

In the connection with those problems, we need to hold action improvements as effort to improve English language skills possessed by students. In this case, we can use a variety of methods, strategies, media, and other learning resources which are able to attract the attention of students in learning and to improve the skills in English language.

Generally, most people, both children and adults like the music or songs. It could be utilized for a material or media in learning English language skills. The skills could include the four basic skills that must be mastered in learning English. They were listening, reading, writing, and speaking.

Music or songs had a strong appear to attract the attention of students, so that, students can be more interest to following the process of learning English. In this case, the songs that we would use are the songs of English-speaking foreigners. Because of, the subject that we learn is English. Using songs as media in teaching-learning process, it should we make planning and choose the

song that appropriate with the subject that be taught and the level of students. In the application of this media, we could use many kinds of method, especially audio lingual method. But, this method can be adapted and made a new creation of it.

Then, this research would take place at MTS Al-Huda Bandung of the 8<sup>th</sup> grade students. It was because, based on observations, the students of 8<sup>th</sup> grade students is still not able to master English properly. Most of the students looked lazy in learning English in the classroom as well as the abilities in English are still bad. Therefore, it is expected with the implementation of the method and the use it as media of foreign songs in English language learning is able to increase the willingness and ability of students in English.

Within this research would described clearly in the use of foreign songs as media in the process of teaching-learning English that can improve students' achievement and English language skills which include the skills of listening, reading, writing, and speaking. Thus, based on the description above, the formulation of the problems that researcher ask are; how is foreign song used as media to teach English by the 8<sup>th</sup> grade students at MTS Al-Huda Bandung, and what are the advantages on using foreign song as media in the teaching-learning English. So, this research titled "*The Use of A Foreign Song as Media To Teach English To The 8<sup>th</sup> Grade Students At MTS Al-Huda Bandung*".

There are two objectives of the research. Firstly, this research was conducted with the aim to describe how to use the foreign songs as media to teach English. Then, it would describe the ways to use foreign songs of the English language to learn English and the strategies or techniques on using of the foreign songs as media in the teaching-learning English. Secondly, this research is aimed at finding out the advantages of using the foreign songs as media to teach English to the 8<sup>th</sup> grade students at MTS Al-Huda Bandung.

The scope and limitation of this research included the descriptions about the ways, methods, strategies or techniques, tools, and the selection of the foreign songs that used in teaching English for the 8<sup>th</sup> grade students at MTS Al-Huda Bandung. Also, this research would describe about phenomenon in the field when this strategy was used. The advantages and the students' responses on using foreign songs as media in teaching-learning English would be described too.

## **MEDIA IN TEACHING ENGLISH**

The media used in the teaching-learning process has some functions and benefits. They were; 1.) media as a teaching tool that also affect the climate, conditions, and learning environment that is organized and created by teachers, 2.) the use of media in teaching and learning can awaken new desires and interests, motivational, and stimulating learning activities, 3.) it can help to improve understanding, presenting data and information with interesting and reliable way, 4.) the use of media will make more varied of teaching method, not merely verbal communication through the narrative of words by the teacher, 5.) it helped to foster a sense that can help the development of language skills, and 6.) provide experiences that are not easily obtained in other ways, and help the

efficiency and diversity in learning. However, the use of media must be adapted to the teaching process in English. The media should also be able to keep students' interest and enjoyable to make them learn English and must be able to improve students' skills in English.

At this time, there has been known for a variety of media that can be used in teaching and learning in the classroom. Generally, there are four different groups based on the development of the technology of the media, namely print media, audio-visual media, computer-based media, and mixed media. The examples of the print media are; books, text, images, etc. Examples of audio-visual media are: tape recorders, film projectors machine, etc. Meanwhile, the examples of computer-based media are; computer-assisted instruction (learning with computer assistance), etc. And, an example of the combined technology media, namely some form of media that is controlled by a computer, such as videodisk player, etc. In addition, there are also a variety of other media, such as media of games, television, pictures, songs, cards, puzzles, papers, etc. The use of the medias is available for use in the classroom at all-level. It is adapted to the purpose of the learning materials provided in the classroom. The use of the material should be effective, so it is able to achieve the learning targets.

In this research, the researcher used the song as a media in teaching English. The use of the tools of media can use audio-visual, computer, and even print media such as the text of the lyrics of the song. Its use is tailored to the needs of teaching in the classroom. The choice of songs as the media that is used in teaching English, because; song is very well recognized to sense of hearing, the song is able to attract attention and arouse students' motivation, and the language of song is learnable and enjoyable. As well, its use can be developed and adapted to the subject matter which language is being taught. The songs are flexible for language teaching materials, contextualization, authentic teaching materials, easily available, it offers opportunities for integrated language use, it can develop a progression of skills, understandings and language items. In addition, it is good to improve language skills.

### **SONG AS MEDIA IN TEACHING ENGLISH**

The song is one of the media. Songs can be used as teaching material in English. As noted earlier, the song is something very familiar to us. It is assumed that students are already very familiar with the songs, and some even say that the song could not be separated from human life.

We can make a choice in using it as a media in teaching English. We know, that, there are situations when learning a language, especially in learning foreign language, there are tendency students will feel very bored if in the process of learning continues to discuss the tenses, the grammar while the teaching of oral explanation in front of the students, then after that do the task in the student worksheet. This will make in studying feel bored and the students feeling of tiredness. Therefore, to avoid these things, it is necessary to use media to attract students' attention and motivate students to learn and even to love learning English.

Literatures mention that the learners who are still in a young age to learn a foreign language at school or who are usually referred to *Young Learners*, often feel bored quickly and do not like learning English. They think that English is considered to be complicated and difficult lesson to learn. Thus, while at the lesson, they often feel lazy, and so forth. As we know, makes people to like something for the children, especially liked a particular lesson, it is very difficult. Media are needed to interested in learning the English language.

Moon (2000:17) argued that motivation is very important in a learning process. Without the motivation, Learners will be difficult to develop the learning and ability to learn languages. In addition, Nunan (1999:232) stated that, "Motivation is a key consideration in determining the preparedness of learners to communicate. Motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language".

Based on an article on [tefltunes.com](http://tefltunes.com) (accessed on March 10<sup>th</sup> 2012), there are 20 reasons why using songs in teaching language lesson are meaningful to the students;

1. Most students are highly motivated by song-based activities, which they perceive to be fun.
2. You can create lessons around songs that can be used to practice any of the main language skills.
3. Grammar can be surreptitiously presented or practiced through songs.
4. Music can relax, disinhibit and simultaneously stimulate students. These affective responses to music are optimum for learning.
5. Playing a song immediately affects class atmosphere.
6. There is often a lot of repetition songs, which can aid long-term memory.
7. The rhythmical aspect of music also aids rote memorization.
8. Research show that students may retain more vocabulary when presented through a song.
9. Pop music is a highly accessible source of authentic language. Music is not scary; it is part of students' lives outside the classroom. Even your beginner level students probably listen to music with lyrics in English.
10. Bringing pop music to class can help break down barriers, enabling students to better relate to their teacher and classmate.
11. Students may feel more fluent singing along to song lyrics than they do speaking a foreign language, so this builds confidence.
12. Music with lyrics engages both sides of the brain so becomes a powerful learning tool.
13. Using music to teach a second language is consistent with Gardner's theory of multiple intelligences. Sheppard (2005:42), "Intelligence can be defined as; ability to understand, ability to interpretation, ability to take benefit from experiences".
14. A range of colloquial language can easily be introduced through songs.
15. Most lyrics need to be interpreted, and regular practice of this may improve prediction and comprehension skills.
16. Pop songs cover a wide variety a means to integrate cultural dimensions in a lesson.

17. References in lyrics provide a means to integrate cultural dimensions in a lesson.
18. Music can help language learners to learn good pronunciation. Melodies and rhymes guide learners to speak in a native cadence.
19. Students may learn to segment new words more effectively when learning through song. This could be especially beneficial in the first phase of language learning.
20. Using songs in a lesson is a great way to encourage students to do so outside of class, providing essential extra-curricular listening practice.

Suyanto (2007:113) stated the description of song. "The song is a series of words that are sung with a certain rhythm and tone". He is also stated that, "actually, song is created by two aims. They are; songs that were created simply to be enjoyed and songs that were created for the purpose of learning, for example, to teach vocabulary, phrases, or patterns of a particular sentence." For its use as a media of language learning, teachers must pick and choose songs that fit the needs and learning objectives to be achieved. The song that was created for language learning in the classroom usually have the following traits; a) contains word, phrase, and sentences with a particular theme, b) the elements of language is repeated, c) generally, the song have context so easy to memorized, d) the song sung by the body movements (action songs), e) the song can be sung by learners outside of the classroom, and f) have happy pitched and fast (Suyanto, 2007:114).

### **Song to Improve Skills in English**

In learning of language, we have to be able to master the language skills. Allison (1999) had given the explanation about what is language ability (skill) like. They are four forms of language ability (skill). The description as follows; Firstly, Allison mentioned that language ability is knowledge of an inventory of language items. It has been to present in terms of knowledge of the language systems, even though it is not the whole. Second, language ability is a single language competence. Third, language ability is a set of language abilities (a divisible competence). And the last, language ability is a set of contexts of language use.

In general, we already know the four skills that must be mastered in learning the language. Allison (1999:45) stated that, "a four skills model offers a useful preliminary framework for describing a language course and the range of skills and contexts that it seeks to develop. This can be valuable for both testing and evaluation purposes". The four skills are speaking, writing, listening, and reading. Of the four skills, it can be divided into the classification. Johnson (2001:269) described that, "there are two conventional ways to dividing the four skills up. The first is into medium, with listening and speaking occurring in the spoken medium, reading and writing in the written medium. The second division is the receptive skills of listening and reading, and the productive skills of speaking and writing".

Listening and speaking divided into spoken medium, it is because listening is an ability to identify and understand spoken language. Meanwhile, speaking

is an ability to speak in spoken language. And, reading and writing divided into written medium, because those related with written. The second division is the receptive and the productive skills. These include into the communicative skills. Different with the first division above, the receptive skills are listening and reading. Because, in listening and reading, the students passively receive and process the information through these skills. Meanwhile, the productive skills are speaking and writing. Because, learners doing these to produce language. Speaking and writing are also known as active skills.

In the teaching process, usually the four skills are taught separately. There are lessons of listening comprehension, a speaking lesson, a reading and a writing lesson. But, actually, we must realize that there are the similarities and relationships between these abilities. Reading skill, for example, it is related to the speaking skill. For example, in reading aloud, it requires the speaker to speak up. In speaking, it is always associated with the ability to listen. So, it can be concluded that, speech, reading, listening, and writing are interrelated.

Marylin Lewis stated in "Methodology Language Teaching; An Anthology of Current Practice" (2002:41) that, "language is a skill, and a skill needs to be applied, not just stored in the head or admired at a distance". This is consistent with the use of language in a song. Language that echoed in the song gives the impression that the language used to convey a message to the listener. Song could improve skills in English. As we have seen, there is a lyric in the song or the spoken word. These words are a language. In the words, there are the sentence structures that there was stringing words into a message or information. By using songs, if we want to practice speaking, we can sing the lyrics of the songs. This can be trained to pronounce the vocabulary in the English language properly and correctly.

Nunan (1999:237) said, that, "giving speaker experience in the hearer's role is more helpful than simple practice in tasks in which a speaker is having real difficulties in appreciating what a particular task requires." Actually, indirectly, when we listen to foreign songs, it trains us in listening. By constantly listening to foreign songs, over time, we will be familiar with the language spoken in the song. After we used it, we will begin to look for know the meaning of the song that we listen to them.

Sheppard (2007:83) stated that, "one of the most important language skills that we have is the ability to translate the meaning of a word by how it sounded." Also, by using songs, it can improve our reading skill. Sheppard (2007:82) described, that, "The experts believe that there are three stages of learning reading that is important. These stages are; 1.) recognizing words, 2.) say it - read aloud, 3.) recognize whole words without having to utter the elements." We can also write the lyrics of the songs that we listen, then we find out whether the written of the words that we have written it is right or wrong. Except it can add to the mastery of the vocabulary we know, this is also good to practice our writing in English. These activities can we do together in class, but it can also do outside the classroom.

### **Using English Song in Teaching-Learning Process**

The use of songs in the process of teaching and learning in the classroom, we can use some examples of activities. The summary of an article on [teachingenglish.org.uk](http://teachingenglish.org.uk), as follows;

1. Use songs to prompt discussion about the song.
2. Play song once, ask students to write down as many words as they can, pair them up, and ask them to create a new song with the words.
3. Play a song as students come into room at beginning of a class and do nothing with it; can have a great impact on general mood.
4. Ask students to participate in song selection too for ownership and deeper engagement! Give them 5 songs and have them vote on top 3.
5. Ask students to draw while listening, then talk about what they drew. The students must describe what they drew orally.
6. Look at songs as poetry: form, metaphor, emotion. working extensively with lyrics post-listening can be very powerful.
7. Lyrics race: teams memorize one line of written song and race across classroom/hall to recorder who writes down. At end all listen.
8. Eliciting a class story from a song or piece of music.
9. Do grammar revision through song titles.
10. Play bits of songs and ask students to write adjectives they think of on the board – no repetition allowed.
11. Scrambled lyrics: give students lyrics but put lines out of order. Students reorder, then listen.

Of these activities, while fun, it can also be to improve students' ability to master language skills. But, keep in mind, the role of teacher is very important. Teachers' roles are to provide equipment and regulate the passage of the learning activities. As has been described in the previous section, the teacher must design a material that is used effectively and in accordance with the learning targets. It mainly depends on the creativity of the teacher.

In using song as media in teaching-learning process, it should to play more frequently the song. It is necessary with "listen-repeat" activities. Scoot and Ytreberg (1990: 27) stated, that "listen and repeat' exercises are great fun and give the pupils the chance to get a feel for the language: the sounds, the stress and rhythm and the intonation. This type of activity also helps to establish the link between words and meaning."

### **The Advantages of using Foreign Song as Media**

Based on the summary of the related literature, the use of songs as media of learning language gives advantages to the students. The following are several advantages of using songs; songs can provide the knowledge, new vocabulary and the grammar through the lyrics, songs are interesting to learn language, songs are great for pronunciation practice especially sound linking, intonation, stress and reduction, can be practiced on drilled by listening songs, songs contain repetitions and repetitions enhance learning, songs can improve the language skills, etc.

## **METHOD**

In general, research is a systematic and scientific ways or steps to answer a problem. Thus, a study stemmed from the existence of a problem that raises a question to find out the required answer and action called the study. Before carrying out the action research, researcher needed a systematic planning for the research can proceed smoothly and obtain satisfactory results. The planning of research is known as the research design. Thus, research design was the planning of activities that the researcher would like to do conducting a research. (Bogdan and Biklen, 1998:50).

This research used case study. Generally, case study is a research design in which focus on a particular person, a particular group of person or a particular institution which has specific characteristic. In addition, case study is an empirical inquiry, in which focus on a contemporary phenomenon within its real-life context and boundaries between phenomenon and its context are not clearly evident. It was suitable for studying complex social phenomena. The procedural characteristic in the situation include; many variables of interest, multiple sources of evidence, theoretical propositions to guide the collection and analysis of data. The types of case study might be explanatory, exploratory, or descriptive. The designs could be single- or multiple-case studies. The used methods could be qualitative, quantitative, or both. In this study, the approach has been used is quantitative approach. It was dealing with a quantity or numbers of some sort to prove a point.

According to Bogdan and Biklen (1998:54), “the general design of a case study is best represented by a funnel. The start of the study is the wide end: The researchers scout for possible places and people that might be the subject or the source of data, find the location they think they want to study, and then cast a wide net trying to judge the feasibility of the site or data source for their purpose. They look for clues on how they might proceed and what might be feasible to do. They begin to collect data, reviewing and exploring them, and making decisions about where to go with the study. They decide how to distribute their time, who to interview, and what to explore in depth. They may throw aside old ideas and plans and develop new ones. They continually modify the design and choose procedures as they learn more about the topic of study. In time, they make specific decisions on what aspect of the setting, subject, or data source they will study. Their work develops a focus. They formulate questions. The data collection and research activities narrow to particular sites, subjects, materials, topics, questions, and themes.”

### **Research Subject**

The subjects of this research were the students and English teacher of 8<sup>th</sup> grade students at MTS Al-Huda Bandung. MTS Al-Huda Bandung is an Islamic Junior High School that organized by the educational foundation of Darunnajah under the auspices of educational institutions of Ma'arif NU that was founded since January 1966. This school is located in Bakalan - Suruhan Kidul - Bandung - Tulungagung. The school is private school that categorized into supreme school.



At MTS Al-Huda Bandung, there were six classes of the 8<sup>th</sup> grade students. The classes divided into full day class and regular class. Two classes were in the full day class and four classes were in the regular class. The researcher had conducted the research in the regular class only. They were classes from 8 B, 8 C, 8 D, and 8 E. It enabled the researcher to obtain a lot of data from the subjects who represent the whole eighth grade students. Moreover, the eighth grade students in regular classes received English lesson three times in a week. In two times are two meetings, and one time is one meeting. In each of the meetings, the time is 40 minutes. The schedules have allowed the researcher to conduct research in just one week so it would not be too long disrupt the teaching and learning activities.

The song used by researcher as subject to conduct research was Clean Up Song. It was a song featured in the American television show “Barney and Friends”. This song has a theme of cleanliness. This song is appropriate to be taught to the students in the eighth grade. The language in the lyrics was not too difficult. It could attract the attention of the students. It had a melody that can be easily remembered by the children.

### **Research Instruments**

Since this present research was case study, the main instrument of the study is researcher herself. The researcher acted as an instrument and data collector at the same time. Researcher took an action directly to collecting data with the subjects of research. Researcher made an observation on the class activities when the researcher was explaining the use of foreign song as a media of learning English by the 8<sup>th</sup> grade students. Also, researcher gave questionnaires to the students to collect the data. Beside, researcher did interview with English teacher. And, all of researcher’s activities were written in the fieldnotes.

### ***Interview Guide***

In this research, researcher did interview with the English teacher of 8<sup>th</sup> grade students. Her name is Mrs. Diyah Suharmin. In the interview, researcher used an instrument. It was interview guide. Researcher used this as a guide to ask about the topic being studied. In the practice, researcher used a model of free guided interview (mixed interview). The interview was happening when researcher and the subject was talking about some things. It began with small talk. And then, Researcher asked a few things that appropriate with the interview guide.

In the interview guide, it had two points to be asked. They are; a. How is the foreign song used as media in teaching English?, b. What are the advantages of using foreign song as media to teach English?

### ***Questionnaire***

A questionnaire is a research instruments consisting of a series of question and other prompts for the the purpose of gathering information from respondents. Generally, there are two types of questionnaire. They are; Close-ended questions and Open-ended questions. In the closed-ended questions, the

subjects are asked to select from a fixed list of replies. Respondents have to choose any one of the options given. They don't have to think much and answer within the options given. Meanwhile, in the open-ended questions, the subjects are free to answer the question in their own sentences. In this research, researcher used the closed-ended questionnaire.

### ***Observation Sheets***

To observe all of the activities of the students to collect the data, researcher used observation sheets in the form of fieldnotes. Fieldnote is the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study (Bogdan and Biklen. 1998:107).

In general, there were two aspects of fieldnotes. They were; descriptive fieldnotes and reflective fieldnotes. In the descriptive fieldnotes, it presented the researcher's best effort to objectively record the details of what has occurred in the field. Researcher wrote the actual things that exist in the field detailly. Like as; portraits of the subjects, reconstruction of dialogue, description of physical setting, accounts of particular events, depiction of activities, and the observers behaviors. Meanwhile, in reflective fieldnotes, fieldnotes contain sentences and paragraphs that reflect a more personal account of the course of the inquiry. Here, it recorded the more subjective side of the researcher's journey. The emphasis was on speculation, feelings, problems, ideas, hunches, impressions, and prejudices. The reflecting part of fieldnotes was one way of attempting to acknowledge and control observer's effect. It insisted that research, like all human behavior, was a subjective process. Researcher's goal was to purposefully take into account who they are and how they think, what actually went on in the course of the study, and where their ideas come from. It was dedicated to putting this on the record in order to accomplish a better study. The process of writing fieldnotes would be done after the researcher had done the activities in the subject's place.

In this study, researcher used descriptive fieldnote. Researcher described in detail way the description about the situations of the school, how many students in the class, what happened during in the teaching-learning process, researcher actions, and student behaviors.

### **Data Source**

The data are obtained from researcher's interaction with students, student questionnaires, the results of observation in the classroom, and the results of conversation with teacher. It also used fieldnote that researcher had written.

### **Data Collection Method**

The data was collected during research at MTS Al-Huda Bandung have been doing. The research was started from May 7<sup>th</sup>, 2012 and finished on May 14<sup>th</sup>, 2012. Researcher was collecting data in five times. It depended on the schedule of English lesson at MTS AL-Huda Bandung. So lucky, researcher was given a time by teacher in the allocation time of the lesson. The duration was 2 x 40

minutes. The data was collected in four classes. They are; 8 B class, 8 C class, 8 D class, and 8 E class. In that time, researcher was done observation and given questionnaire to the students.

Researcher collected the data by meeting with the subjects directly. Interview was happening when the researcher was making conversation with the teacher. Questionnaire was collected by the researcher in the class. Observation was collected at that time and researcher wrote for the result after that. For fieldnote, researcher wrote her objective after she finished the research. And, the written of some reviews of related literature was collected by collecting and reading some books, and browsing the internet.

### **Data Analysis**

Bogdan and Biklen (1998: 157) stated that; Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to presents what you have discovered to others. Analysis involving working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others. for most projects, the end products of research are dissertations, book, papers, presentation, or, in the case of applied research, plans for action.

Data analysis in this research was done with collecting data. It is by three steps, they are; data reduction (data management), data display (organization determining form), conclusion drawing and verification (explanation and conclusion).

## **FINDINGS AND DISCUSSIONS**

### **The Application of Foreign Song as Media to Teach English**

When researcher asked about how foreign song is used as media to teach English, she answered that, firstly, teacher should have planned what materials are to be taught to students. This can be adapted to the material. For example, if teacher wanted to teach the students the materials of speaking and wanted to try something other than conversation, songs can be used as alternatives. She can provide the lyrics to the students and asked them to read directly in front of the class with the correct pronunciation. The things that might be difficult to do were to convince the students to want to perform and not embarrassed in front of the class.

Then, she stated that there were three stages when teaching to the students in the teaching-learning process. The stages were as follows; Pre-teaching, While-teaching, and Post-teaching. Following were the descriptions;

#### ***Pre-Teaching Activities***

This stage was the stage where teacher was planning the learning materials, the selection of songs, and preparing the necessary tools. Teacher had to design the activities that in accordance with the learning objectives.

### ***While-Teaching Activities***

At this stage, teacher was already in the classroom to teach the students. Teacher started doing the activities as in the lesson plan.

### ***Post-Teaching Activities***

At this stage, teacher has been reflecting on the learning that has been done. If she felt less effective on the learning, the teacher would find out the mistake and the lack of the teaching-learning process, then, fixed it in subsequent learning. And, if in the learning activities, teacher gave the students assignments, then, at this stage she was assessing students' answers and seeing the results of student progress.

In the selection of songs, she explained that there were some things to consider. They were; choosing songs that were known or liked by the students, the songs must contain materials that will be taught both language skills and language elements, the songs should have a level of difficulty to suit of the student's ability, the song should contain a message or a value corresponding to the age and maturity level of students. Mistake in choosing it may interfere with the achievement of learning objectives. To know the songs were known by students, teachers could ask directly to students. Usually, the teacher chose songs with lyrics that were easy and sung with a slow tempo. For example; Songs of Nursery Rhymes, The Beatles, Westlife, etc. Material selection, song selection, and design activities must be appropriate and in accordance with the conditions of the students so that learning activities could be effective and affective.

### ***The Activities Carried Out***

Listening practice and repetition drill. Listening practice, this was an activity by comparing the words in the song when spoken sounds similar. For example; to distinguish between word "bad" and "bed". Repetition drill by the form of oral drill. The activity, while the teacher read certain words in the song and then, the students pronounce the words.

Gap filling activity. The students were asked to fill or complete words or phrases were important in a song deliberately omitted by the teacher. The words or phrases were usually the important terms that must be mastered by students. In this activity, teacher repeated several times through a tape recorder playback and students complete the word or phrase is missing. Then, students and teachers were together to check and write on the board.

Recording words. The students were asked to arrange the words of the text of a song were randomized after their teachers listen to the song that is played through a tape recorder.

Dictate activity. This activity was to determine students' skills in writing. The words spoken by the teacher must be in accordance with the words that students wrote on the answer sheet.

### **The Student's Responses on the Use of Foreign Song**

Researcher used questionnaire to find out the student's responses about the use of foreign song as media in teaching English. The subjects were all of the 8<sup>th</sup> grade students at MTS Al-Huda Bandung. They are; 37 students were in class 8 B, 34 students were in class 8 C, 36 students were in class 8 D, and 36 students were in class 8 E. Thus, the amount of the subjects was 143 students.

After the questionnaire distributed to the students, researcher collected the answers that have been answered by the students. Then, the data from questionnaires were analyzed and adjusted to obtain the accurate results. After the data were sorted in accordance with the overall results were available, verified, and then given explanations and conclusions.

The results of questionnaire analyze are summarized below; Based on the result, researcher concluded that the responses of the 8<sup>th</sup> grade students at MTS Al-Huda Bandung on the use of foreign song as media in teaching English, were; 1.) 95 % of the 8<sup>th</sup> grade students liked listening songs, 2.) 95 % of the 8<sup>th</sup> grade students stated that learning English in the classroom by using song was fun and joyful, 3.) 100 % of the students agreed that after the teacher used songs as media to teach English, they got enrichment of knowledge, vocabulary, grammar, and pronunciation, 4.) 63 % of the students agreed that if they were listening foreign songs and practice with them continuously, they could improve their English language skills, 5.) 98 % of the students stated that they have liked the teacher teach English by using the foreign songs.

### **The Advantages of Using English Song**

Because of the students liked listening songs, the songs could make the students like to learn English. It could attract their interesting and motivation. From the interview, the teacher said that there was a difference when the teacher taught English by using song and when she explained the lessons as usual. The students were more enthusiastic and like to listening songs. Based on observations made by researcher in the each class of subjects, researcher found that the use of foreign songs as a media in teaching English is perfect to teach students about the vocabulary and pronunciation. The use of this song in the classroom could be very enjoyable for the students and teacher. However, the thing to keep in minds that teacher must keep the classroom atmosphere is conducive, so the delivery of knowledge through the song could be effective.

### **CONCLUSION**

The foreign songs are a media that can be used to learn the language in the classroom. The use of songs as media in teaching English language had several stages in its implementation. The first stage was the activities of Pre-teaching. At this stage the researcher had set up the instruments, materials, songs, lesson plans, and the additional equipment. The selection of the songs was very important, because it must appropriate with what will be taught to the students. The second stage was the activities of While-teaching. At this stage was the implementation of all the things that have been prepared in advance. And, the last stage was Post-teaching. At this stage the researcher conducted an evaluation and reflection about the methods that have been executed.

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