

## Improving Student Participation in Online English Using Song Lyrics at SMAN 2 Tualang

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### Abstract

*This study aimed to determine the increase in students' engagement in English language learning through the use of song lyrics. The study was conducted in a cycle of five sessions. The study design was a Classroom Action Research (CAR) of 35 XI MIPA 4 students at SMA Negeri 2 Tualang. The instruments of this study were observation sheets and interviews. From the findings, the researchers found an increase in students' engagement, which was characterized by more enthusiasm in teaching and learning, like collecting more homework and being on time in online learning, asking more questions, and answering the teacher's questions. At the same time, the interview results indicated that several factors affecting active participation in online classrooms were interesting media and easy song lyrics. The English teachers, referring to students' perspectives, we're able to improve students' engagement and interest. This implies that students who are actively involved in online English learning tend to be more enthusiastic, characterized by students collecting assignments and students actively asking and answering questions from teachers. A good internet network and the availability of devices such as smartphones, laptops, and tablets for online learning also support student engagement. The novelty element of this research focuses on increasing student participation in online English learning through lyrics. To conclude, the teacher's strategy in the use of song lyrics can make students actively participate in the online classroom and make the teaching atmosphere lively.*

**Keywords:** Song lyrics; Students' participation; online learning.

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## 1. INTRODUCTION

Mahatma Gandhi said, "Live as if you will die tomorrow, study as if you will live forever" (Brilio.Net, 2021). Learning is a right as well as an obligation for all children on this earth. It provides many benefits such as being able to develop intelligence, train thinking skills, and further to improve the ability to process information. It does not only increase knowledge and ways of thinking but also acquires life values and norms in order to become a civilized human being (Asrori, 2016). However, since the COVID-19 pandemic, the teaching and learning process in schools has become less than optimal. The government's policy on online learning has made teachers and students carry out the teaching and learning process from home. Online learning, in some ways, makes students easy to learn anywhere because the learning resources can be obtained quickly if there is an internet connection (Herliandry et al., 2020).

The phenomenon of online learning, usually so called e-learning, facilitates teachers to be ready to use ICT in 21st Century Learning (Syahdan et al., 2022; Ali & Maksum, 2020; Bhattarai, 2021). Therefore, educators are required to master the times for its progress, including being able to utilize technology in education, so that they can proceed to creative and innovative learning (Nurgiansah & Sukmawati, 2020). But in fact, many of them are still technology stuttering, including English teachers who are constrained by the use of technology in online learning. They find it difficult to teach English because of their lack of knowledge of technology. So when they want to explain the material virtually, they need help from other people to be able to use the media. In addition to the difficulty of using the media, other difficulties are the difficulty of controlling students remotely and poor internet connectivity that limited teaching time (Fatoni et al., 2021). Yet, the impact of continuous use of technology is also a physical obstacle for them, such as eye strain due to

eye muscles working optimally in front of a gadget or laptop screen (Marpaung, 2018).

Learning English with interesting, creative, and innovative ways can increase students' participation. By using various methods, expectedly, they are able to attract their students' interest in learning. Yet, the learning method is the stage of interaction between students and educators based on the materials and mechanisms of learning methods to achieve the learning objectives that have been set (Afandi et al., 2013). The suitable learning method will make it easier for students to receive and know the material to be presented (Nasution, 2017). By applying the correct method, students will be more interested in learning English and as it is part of learning motivation. Added with interactive and fun games and quizzes, the teacher will increase students' participation during online learning. In addition, it is important to provide exercises to improve students' understanding of the material presented (Maulani et al., 2021).

Among the many existing learning methods, one of the interesting methods that can be applied to online learning is through the use of lyrics. Using lyrical songs improved students' vocabulary and engagement, and the benefit of using song lyrics in the classroom is that songs are fun (Khoirulhadi, 2020). Also, most song lyrics feature frequently repeated words. This repetition provides more opportunities for continued listening, so it can help improve vocabulary skills and can help them focus more on recognizing each lyric in a song. The repeated words help students to expand vocabulary actively (Holidazia & Rodliyah, 2020), and it is an important part of improving students' language skills (Tamrin & Yanti, 2019).

## **2. LITERATURE REVIEW**

Using lyrics when learning English is nothing new, as there are several advantages and disadvantages to using this method. The benefit

that can be gained is that learning English using this method is fun, as the use of interactive methods in the teaching and learning process is expected to help teachers improve student achievement (Maesaroh & Malkiah, 2015). Another achievable advantage is that it is easy to implement in online learning, and of course, students will not get bored and confused. In contrary, monotonous learning can lead to students becoming bored and bored with what is being taught, and making it difficult for them to understand the material and thus to think (Fauziyah, 2013). Also, in view of the shortcomings of this method, it is difficult for teachers and students to use this method due to the lack of network connection due to online learning. As well as using fun and innovative methods and learning tools that can be used in the teaching process. In addition, teachers must be able to develop learning activities with varied teaching materials (Syahdan & Lusandi, 2018).

Any learning will inevitably encounter challenges its implementation, though in every challenge, there must be a solution to every problem (Kusumanungputri, 2017). Using song lyrics as a learning method certainly comes with some challenges, including poor internet connectivity that makes it difficult for teachers and students to use this method during studying online. Limitations of the devices students have prevented some students from engaging in learning or engaging in learning in an optimal way. Coupled with the lack of class time, learning has become hectic, with many students asking for homework instruction again after studying.

The difference between this study and previous studies is that this study focuses on improving students' participation in online English learning, using lyrics as a learning medium. Given the lack of motivation of students to learn English, the researchers wanted to understand how students participated in English learning with lyrics as a medium in the teaching process.

This study aimed to determine the increase in student engagement in English language learning through the use of lyrics. This follow-up study builds on gaps identified in a previous study by (Sari et al., 2019) found. This study only focuses on improving students' word fluency through English songs and does not consider all aspects of students' participation in English learning. This study suggests further research to cover aspects not examined in the study.

From the arguments above, the researchers are interested in investigating the benefits of using song lyrics in online English learning. Specifically, this study answered the research questions: (1) Can the use of song lyrics increase students' English participation; (2) What are the supporting factors in increasing students' participation using song lyrics?

### 3. METHODS

This research design used Classroom Action Research (CAR). It is a research activity carried out in the classroom to overcome learning problems faced by teachers. The method aimed at improving the quality of learning, and trying new things in learning to improve quality and learning outcomes (Widiyawati, 2008). This research was conducted at Senior High School 2 Tualang located in Tualang District, Siak Regency, Riau Province, which was carried out in August to October 2021. The subjects of this study were 11th-grade students at group of XI MIPA 4 with 35 students involved in the online learning during the pandemic. The instruments of this research were observation sheets and interviews.

This study used song lyrics media, as the strategy to increase students' participation in learning English by using song lyrics. The group action design used refers to Kurt Lewin which consists of 4 phases, namely:

### 3.1. Planning

Planning is the most important stage in conducting research. In this phase, the researchers are planned the learning design by: designing learning preparations for five meetings, making observation format to observe students' participation in the learning process and an observation format to observe the teacher's learning process, preparing learning media, namely song lyrics, preparing exercises and quizzes to improve students' understanding on the material being taught and prepare reflection notes for the teacher as a self-evaluation.

### 3.2. Acting

This stage is the implementation of the design, created according to the given plan. Teachers are both researchers and teachers, following the steps outlined in the Lesson Plan (RPP) executed online. In implementing learning, teachers increase students' participation by providing text in the form of blank text, providing audio in the form of English songs corresponding to the learning materials, prompting students to fill in the blank text after filling in the blank text, and asking students to create a word list. The assignments provided were to ask students to find out the meaning of a given list of difficult words, ask students to choose the 5 words they think are the most difficult, ask students to form sentences from the 5 selected difficult words, and to ask questions to give students a chance to answer. The teacher's allowed other students to answer the student's question. The teacher gave examples of how to make a sentence and instructs the students to put difficult words in and write notes.

### 3.3. Observing

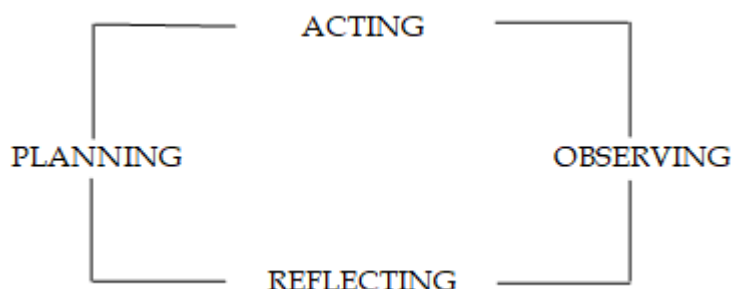
Observation and action go hand in hand. While the teacher was teaching, other teachers are also observing and filling in the observation form according to the actual situation. Students were also observed to participate in the learning process. There was a space on the observation

sheet next to the control sheet for notes that provided additional explanation. Observation sheets were used to obtain data on actions taken by teachers (during learning and assessment). During this phase, the executive teacher took notes, records, and documents that appear as the action takes place in order to obtain accurate data.

### 3.4. Reflecting

This stage is to repeat the completed activities. Teachers review, reflect and evaluate observations of actions taken in lessons, including teacher and students' behavior. The teacher tried to figure out what was satisfying as it fit the design and carefully identified areas for improvement. During the reflection phase, the teacher must also overview insights by revealing strengths and weaknesses in the learning process.

**Figure 1.** Kurt Lewin's Classroom Action Research Cycle



## 4. RESULTS AND DISCUSSION

Implementing action research in the classroom, using lyrics, was to increase students' interest in learning English. Using songs can effectively improve students' vocabulary mastery, because it can stimulate students to learn and encourage them to remember, and can improve and master the four skills of English, namely listening, speaking, reading, and writing (Kemma, 2020; Paendong et al., 2021; Nurteteng et al., 2019; Izzah & Sukrisno, 2017). The study was conducted in 4 phases. The benefits of this research are not only for students but also for teachers, whether in terms of

academic progress or student engagement or in improving the quality of teacher teaching. Not just teaching, but understanding students' weaknesses in the classroom and being able to improve them better.

This article discusses two things, one is how students use lyrics media to participate in the learning process, and the other is the factors that affect students' active learning and their perceptions in the process of using lyrics.

#### **4.1. Students' participation During Online Learning by Using Song Lyrics**

As students firstly used learned lyrics for the medium, students were confused, and many did not actively participate in the learning process. The negative attitude of the students is caused by the lack of ability of the students to listen to English songs, so it takes a long time to understand the songs. The limited English vocabulary also leads to a lack of participation of students in the learning process. A lot of students don't understand this either, because learning takes place online. The students also asked a lot of questions about the courseware and fill-in-the-blank lyrics. Filling the text with blank lyrics takes a long time. Students were also asked to list difficult words that they did not know the meaning of, and when asked to list difficult words, very few students filled in. After making a list of difficult words, students are given the task of making sentences and collecting them individually. When collecting assignments, only a few students submit assignments, and some students submit but are late from the predetermined limit.

In the next material, the teacher first explains the topic to the students. After students understand the material being taught, listen to the lyrics and fill in the blanks as in the previous lesson. While it will take a long time to fill out, student engagement is increasing. The students gained a better

understanding of what they needed to do and became accustomed to listening to the song being played. Teachers also help students understand the lyrics of songs. This makes the interaction between teachers and students more intense. When students were given the task of making sentences, there were still errors in the sentences, but not as many as before. Many students also collect assignments, and they have begun to understand how to make sentences from each difficult word listed.

Through multiple applications of lyrical media, students demonstrate their enthusiasm for learning more. Since many students participated in the study, the students liked to study with lyrics. You'll also get better at filling in blank text and building sentences, although there are still some mistakes. By giving students the freedom to choose which difficult words they want to use to form sentences, it is hoped that this will challenge them to form their sentences. This allows teachers to see how well their students understand and how they can create something new and different for each student. A variety of sentences increases student engagement as they want to form their version of a good sentence, and it also increases their vocabulary and understanding of the topic being discussed. To gain a better understanding as they learn, several fun quizzes are added to keep them interested in learning.

#### **4.2. Factors That Affect Student Activity in Class**

After using the lyrics of the medium, most of the students liked it while they were studying. Of course, since the song is in the form of English songs, every word in the song is difficult to understand and understand, so it takes several repetitions to understand. Not only had that, but the genre of the original song also had an impact on the students. Factors influencing student activity in online courses through the use of interesting media, including the use of lyrics, the type most in need of today's millennial

students or children. Some students prefer pop genres, popular music, or what is commonly known as pop music. This is the type of music that many listeners hear and is commercial (Amrizal, 2014). Delightful pop music keeps them engaged in learning, including singing along as the song plays.

Another factor affecting student activity in online courses is the internet and smartphones. Stable network quality determines the fluency of online learning (Syahdan et al., 2021). In previous interviews with several students, they said that when studying online, difficulties with the internet made it difficult for them to attend lectures and were often left behind due to poor signals. They also found it difficult to understand the material the teacher taught, as the material was less interesting, and internet connectivity was also responsible for lower classroom engagement. Another reason is the smartphone they use. Some students come from financially disadvantaged families, so they have to share with their families, like siblings who are also studying online, because schools on the same schedule require them to share their devices at the same time. Due to the limitations of the tools in learning that is what causes students to be less active in class.

Furthermore, the unappealing nature of teachers' teaching approaches might have an impact on students' participation in class, particularly when studying English as a foreign language. Due to their lack of vocabulary and mastery of the foreign language, students become bored more rapidly. Learning becomes boring and unappealing as a result of teachers' common instructional practices. Bsharat et al., (2021) As a result, teachers must be instructed on how to successfully employ songs and music in the classroom to make the teaching and learning process more entertaining. Not only do we need fascinating and fun learning materials, but we also need apps to help people learn English during a pandemic. Rizkina et al., (2021) Teachers can use Google Classroom, Zoom Meeting,

Whatsapp, and Google Form to explain material during the covid-19 pandemic so that students can understand it. Students will also not be bored with the material created by the teacher because the teacher can be creative in creating subject matter by using a fun theme that piques students' interest in learning. As a result, the researchers used song lyrics as a learning medium to make learning exciting and enjoyable. Where this media can boost students' interest in learning English as well as make the classroom ambiance more exciting. Ilmi et al., (2021) Learning English through song lyrics can raise students' enthusiasm for learning, causing them to be more active during class and expand their vocabulary. It's a definite technique to improve students' abilities.

#### 4. CONCLUSION

The study's findings indicate that employing song lyrics to improve student learning involvement is a viable option. Pupils' active participation in the learning process can influence learning results; students will be more motivated to study, especially when learning English if they use enjoyable media. As a result, students' perception of difficult English learning will change if all English teachers can employ entertaining and engaging ways to increase student involvement while simultaneously improving their academic ability.

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