

Students Perception on The Use of Islamic Song In Teaching English At Solihuddin Elementary School in Songkhla Thailand

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ABSTRAK

Lagu islami adalah salah satu materi pengajaran yang dapat digunakan untuk membantu siswa dalam belajar bahasa Inggris. Penggunaan lagu Islami dapat memberi manfaat bagi siswa dalam belajar bahasa Inggris. Dengan mengajarkan lagu Islami, siswa dapat membangun keterampilan bahasa Inggris disertai pemahaman agama. Lagu Islami dapat memotivasi siswa dan mengembangkan bahasa mereka dan berbicara dalam belajar. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa tentang penggunaan lagu islami dalam mengajar bahasa Inggris di solihuddin sekolah dasar. Data persepsi siswa tentang penggunaan lagu islami di sekolah dasar diperoleh melalui kuesioner, wawancara, dan foto suara. Penelitian ini menggunakan penelitian kualitatif dengan melibatkan 26 responden yang berasal dari empat sekolah dasar di sekolah Solihuddin. Hasilnya adalah sebagai berikut; Persepsi siswa tentang penggunaan lagu islami dalam mengajar bahasa Inggris memberi energi positif kepada siswa sehingga mereka merasa senang dan membantu siswa menikmati belajar bahasa Inggris di kelas sampai mereka tidak bosan dalam belajar. Hasil penelitian ini juga menunjukkan bahwa lagu islami dalam pengajaran bahasa Inggris mencapai 74,45% untuk rata-rata kesepakatan.

Kata Kunci: persepsi siswa, lagu islami, pengajaran bahasa Inggris.

ABSTRACT

Islamic song is one of the teaching materials which used to help students in learning English. The use of islamic song as teaching materials in class bring up many benefits in teaching English. By teaching Islamic song students be able to build English skills with religious understanding. Islamic song also motivate students and developing their language though and their speaking in learning. The porpuse of this research is to know the students perception on the use of Islamic song in teaching English at solihuddin elementary school. The data of students' perception on the use of Islamic song at elementary school were obtained by questionnaire, interview and photo voice. This research employed qualitative research. This study involved 26 respondents who come from four grade elementary school at Solihuddin school. The result are as follow; students perception of the use islamic song in teaching English gives positive energy to students so they feel happy and help students enjoy learning English in classroom until they not bored in learning. The finding also shows that islamic song for teaching English reach 74,45% for the average of agreement that concluded to Agree perception .

Keywords: students perception, Islamic song, teaching English

INTRODUCTION

English as a foreign language has been learned by Thailand learners since they were in kindgarden. English is an international language which becomes the key of communication in the world. According to Cristamia (2014) English is the key to the international comunication and commerce. It means that learning English is very important because it is a media to communicate with other people around the world. Its also mentioned by Goh & burns (2012, p.6) that the students development in the target language can be helped

considerably proficient in learning a foreign language.

Teaching is guiding and facilitating learning, enabling the learnes to learn, setting the conditions for learning. It is mentioned by Brown (2000 p:7) "Teaching is defined as showing or helping someone to learn how you do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand". Beside this, teacher should know about teaching activity and the behavior of students. However in this modern era of teaching English, teacher

face the serious challenges of teaching especially in primary school. In primary school teacher should focus to keep students attention and interest in teaching. In other hand in teaching, teacher should give motivation to the students. It is supported by Mcdonough (1983) as cited in Kinanti (2016) that state “the motivation of the students is one of the most important factors influencing success or failure in learning the language.

Students of primary school enjoy playing while studying and focusing on whiteboard. In fact, in Thailand, the students have been introduced English since they were in kindgarden. However, they were still unable understand English properly. The students still find it difficult to memorize the certain English words. Furthermore, the students also have limited English vocabulary. They do not know the meaning of many words in English until they are confused when the teacher gave instruction of class activities in English.

Therefore, teacher tried to use islamic song for increasing the spirit of their English learning. By islamic song students can easily respond English such as; the students will be interested in learning English by the beautiful sound of song and the students will enjoy until they keep on in their study. As the result the students would be comfortable and develop their competences in learning English. According to Kurnianto (2016) song also can be used in various learning activities, for example to introduce new language, practice the language, fix the language, as a transition between one to another activities and also to give more energy for the students. Therefore, the researcher hope that by islamic song students will be enjoy working study English in order to maximize their learning experience and thus increase their English.

THEORETICAL FRAMEWORK

Challenge of Teaching English

Teaching is art foam. Its explained by Cremin (2009) Teaching is not only knowledge and understanding of the core areas of learning, but also the ability to teach these creatively and effectively and foster learner creativity in the process. Teaching is a big challenge for teacher because teacher bringing up the students to be successful in future. Especially in teaching English, teaching English as a foreign language is a challenging task, particularly when it is done in places where English serves a very limited purpose. According to Songbatumis (2017, p. 5-7) there are five teacher's challenging that will be faced by the teacher: (1) Severe Shortage of Training, (2) Crowded Class, (3) Students' Motivation, (4) Psychological Problems, (5) Students' Boredom. So it could be conclude that teaching English is not easy for teacher.

Islamic Song For English

Islamic is the first and last religion in the word and many people believe it. Islamic religion teaches humans to be able to get some good attitude, discipline and cleanness. Islamic song is the connection median to bring students closer to the creator. The power of islamic song is the lyrics and poetry, because it has a deep meaning. Therefore its supposed to be effective media for teaching English because students are more interesting study by beautiful voice and motivate the students in learning English. Its also supported by Zahro (2010) explained that song is an interesting media that offers the high imagination. However, islamic songs become a teaching source to students and found it from Quran because its has many Islamic lessons . Prophet sunnah in Robson cited in Djamdjuri (2016) “*Jabir reported God's Messenger as saying, “to proceed: the best discourse is Allah's Book, the best guidance is that given by Muhammad, and the worst things are which novelties. Every innovation (in religion) is error.” (Muslim transmitted it).*

There are many reasons that the writer use islamic songs as part of the selection of teaching English. Islamic songs provide vocabulary, grammar, cultural aspects, attitude, and also fun for students. Therefore, islamic song is motivate the development of skills in learning English. There are many advantages of using islamic song in teaching and learning English. That are (1) Language Religion, (2) Motivate Students and (3) Develope Brain and Language. Teachers find singing islamic song as a media because enjoyable and relaxing. Using islamis song only for get students' interest in learning and to grown up their enthusiasm in knowing Islamic knowledge by religious understanding.

Students Perception

George and jones (2006) as cited in Ranggen (2016) state that perceptions is how an individual see others and how other perceive individual. It mean that perception is the procees to select, organize the human vision, hearing, tauching, smelling and tasting to give meaning to other. Perception on themselves have been often defined as how students understand and make sense of themselves in their own learning. Besides learning perception of the learning situation have included how students experience and understand aspects of the classroom, such us the behavior of the teacher and the students. Therefore perception base on students mind of they learning, felling and experience.

According to Gibon et al (1982) as cited in Adipranata (2009) that there are six factors influencing someone's perception; stereotyping, self-concept, situation, need, and emotions. In this case the writer only choosed four of them that related with the researcher; selectivity, need, situation, emotions.

A study of Djamdjuri (2016) entitle "Islamic Songs for Children (Immerse Morals or Religious Understanding Toward Children)". Based on her researcher result, she concluded that by using islamic songs children could get a moral understanding of

learning and make them behave politely and also could develop their understanding of English with religious understanding.

RESEARCH QUESTION

How are students' perception on the use of islamic song in teaching English?

Purpose of The Study

To know of students percetion on the use of islamic song in teaching English.

RESEARCH METHODOLOGY

In this research, the resercher use qualitative as the research approach. The method that the writer use decriptive qualitative. According to Lambert (2012) as cited in Kurnianto (2016), a qualitative descriptive approach needs to be the design of choice when a straight forward description of a phenomenon is desired. The study was a qualitative research because the researcher used quesionare interview and photo voice to collect the data and to know students' perception towards on the use of islamic song in teaching English at elementary school.

Population in this research is the four grades in elementary school of Thailand school and The sample of the study is 26 students from four grade of elemtary chool school in Thailand school. After all the data have been collected, the researcher analyses the questionnaire from 26 studendes. So the researcher asked three of the students to be interviewed and then analyses the foto voice to get more .

FINDINGS AND DISCUSSIONS

The result of students' perceptions on the use of islamic song in teaching English is divided into three parts of advantade islamic song. They are speech production (Kurnianto,2016) and Sachs and (Truswell,1976 as cited in Djamdjuri,2016) , develop of brain (Djamdjuri,2016) and students motivation (Khusnah,2015). Each stetments ranged 1-4 value. The students should choose the stetments that compatible

with the students opinion. So in this way that the writer find their perception on the use of islamic song in teaching English.

The result of data was taken from the respondents on students perception on the use of islamic song in teaching English will be represented in the chart below:

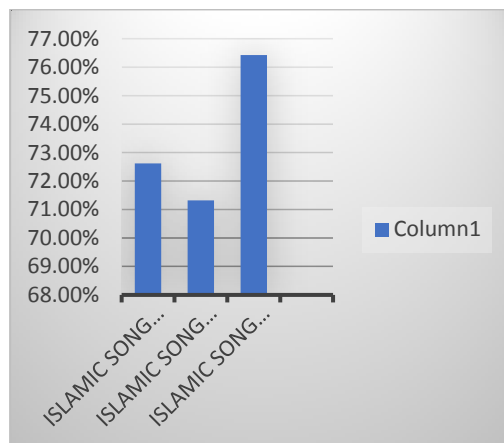


Chart 4.1 students perception on the use of islamic song in teaching English

Based on the chart above, its could be seen that the students have a good enough perception on the use of islamic song in teaching English. It is seen from the average of each advantage as the indicator of close ended questions. Based on the point that has been showed the percentile on islamic song provide speech production is 75,62%, the percentile on islamic song provide developmen of brain is 71,32% and the percentile on islamic song develop students motivtion is 76,43%. From the reult that can be rech that the avarage of students perception on the use of islamic song in teaching English that 74,45% .

The result of the data that can be analize that 1-25% point its mean “very less category” or “strongly disagree”, if the result 25-50% point it mean “less category” or “disagree”, if the result 50-75% point its mean “enough category” or “agree” and if the result 75-100% its mean “extremely category” or “strongly agree”. It could be conclude that the data obtained from students on islamic song provide speech production is “enough catagory” or “agree”,

islamic song provide developmen of brain is “enough category” or “agree” and islamic song provide students motivation is “extremely category” or “strongly agree”. And the highest point that reached from the advanta6tges on the use of islamic song is islamic song provide students motivation.

From the result above the data is divided into 3 parts that (1) islamic song provide speech production (2) islamic song provide developmen of brain (3) islamic song provide students motivation.

Islamic Song Provide Speech Production

The result of questionnaire of speech production by students perception represented below by the table:

Table 1. Islamic Song Provide Speech Production

| N o | Statements | Prese nt | Result |
|-----|--|----------|-----------------|
| 1. | I more confidents speak infront of class then before. ฉันรู้สึกมั่นใจในตนเองเมื่อออกพูดหน้าชั้นเรียน มากกว่าเมื่อก่อน | 78,80 % | Strong ly Agree |
| 2. | Islamic song are not increase my interest on speaking in front of class. เพลงอิสลามไม่สามารถทำให้ฉันอยากเรียนมากขึ้น ในคาบการฝึกพูด | 65,38 % | Disagr ee |
| 3. | Teacher helped me when i speak English ครูช่วยฉันในการพูดภาษาอังกฤษ | 82,69 % | Strong ly Agree |

Based on the table 1 above islamic song provides speech production that seen from 26 participants. So that can be concluded that it is considered as “ Agree” on the use islamic song could promote speech production.

The result of questionnaire above can be supported by the interview by three

participans from four grade elementary school.

1. What did you get from islamic song?

“ya sayo dapat, ketika saya nak belajar saya bulih cakap bismillah ngan pasa angkit.” P1

(yes i did, when i leaned it i could say bismillah by English language)

“sayo bulih paham kalau nak lakukan apapun cakap bismiilah”. P2

(yes i did, when i do anything should say Bismillah)

“sayo tengok pleng pasa angkit semuo keno cakap bismillah masuk yame pun keno baco bismillah. P3

(from islamic song, that every do anything should say Bismillah included come out bathroom. P3

Based on data questionnaires and inetrvieu the reearcher concluded the advantagess of using islamic song on speech production that students could product some word of vocabulary from the islamic song and they could get a positive attitude when they want to do anything they should say bismillah. Not olnly that, the researcher will show the photo voice as a support this research.



Based on the picture above, that the first picture the writer choosed some of students to come forward and sing a song between the other students while the song played. The second picture shows that the writer asked one of students on her understanding about the vocabulary that she got from islamic song. It mentioned Kurnianto (2016) that “a song can be used to develop all language skills as integrated, including improving students’ pronunciation skill.” Therefore in the classroom not allowed speak Thailand to English teacher.

Islamic Song Provide Development of Brain

The result of questionnaire of development of brain by students perception represented below by the table:

Table 2. Islamic Song Provide Developmen of Brain

| N o | Statement | Pres ent | Resul t |
|--------|--|-------------|---------------------------|
| 1. | I got easier on learning English using islamic song ฉันรู้สึกเรียนง่ายขึ้นเมื่อเรียนโดยใช้เพลงอิสลาม | 67,3 0% | Agre e |
| 2. | Islamic songs are very difficult to learn เพลงอิสลามยากสำหรับใช้ในการเรียน | 53,8 4% | Disag ree |
| 3. | This Islamic song can increase my learning interest in learning English. เพลงอิสลามทำให้ฉันมีความอยากเรียนม | 84,6 1% | Stron gly Agre e |

| | | | |
|-----|--|------------|----------------|
| | มากขึ้นในวิชา ภาษาอังกฤษ | | |
| 4. | I got new vocabulary from this song. ฉันได้พบเจอคำศัพท์ใหม่ๆในนี้ | 84,6 1% | Strongly Agree |
| 5. | Islamic song are easier understanding than another song. เพลงอิสลามเข้าใจง่ายกว่าเมื่อเทียบกับเรื่องอื่นๆ | 81,7 3% | Strongly Agree |
| 6. | I can not follow islamic song while its playing. ฉันไม่ได้เข้าร่วมเพลงอิสลามในขณะที่เพลงกำลังเล่นอยู่ | 63,4 6% | Disagree |
| 7. | I was nothing when teacher taught islamic song in front of class. ฉันไม่เข้าใจคุณครูในการอธิบายเพลงอิสลามในหน้าชั้นเรียน | 67,3 0% | Disagree |
| 8. | I prefer teacher taught in front of class than using islamic song. ฉันชอบให้ครูสอนหน้าชั้นมากกว่าการใช้เพลงอิสลาม | 57,6 9% | Disagree |
| 9. | Islamic song are getting my interest and my knowing on English subject เพลงอิสลามทำให้ฉันรู้สึกอยากเรียนในวิชา ภาษาอังกฤษ | 79,8 0% | Strongly Agree |
| 10. | Islamic song are not give me an islamic knowledge. เพลงอิสลามไม่ได้ให้ความรู้เกี่ยวกับอิสลามเลย. | 74,0 3% | Disagree |
| 11. | Islamic song are not relevan with my daily activity. เพลงอิสลามไม่มีความเกี่ยวข้องกับการใช้ชีวิตประจำวัน | 70,1 9% | Disagree |

Based on the table 1 above islamic song provides develop of brain that seen from 26 participants. It can be concluded that it is considered as “ Agree” on the use islamic song could develop of brain.

This finding supported by the interview from students four grade.

1. Did islamic song develop your English language?

“ya” P1

“ya, saya bulih dapat siki siki, saya bulih tahu pasa ngkit tidu sleep” P2

(yes i did, i got little of vocabulary such as sleep). P2

“bulih, saya tahu pasa angkit tidu sleep, make eat” P3

(Yes i did, i know the meaning of sleep and eat). P3

Based on data questionnaires and interview the researcher concluded the advantages of using islamic song on develop brain and thought that students could memorize one word of vocabulary every listened the islamic song. Not only that the researcher will show the photo voice to support this research.



Based on the picture above that the students understood the vocabulary of the song by the gesture from the teacher. Besides this they look easily to get the main point of it. According to Djarmidjuri (2016) state the use of songs in a learning environment will not only change the dynamic of the situation, but also cheer the children and help their brains to learn more effectively and it could be held that the maturation of the brain permits the development of ideas, which in turn, allow for the development of language.

Islamic Song Provide Students Motivation

The result of questionnaire of develop of brain by students perception represented below by the table:

| No | Statement | Present | Result |
|----|--|---------|----------------|
| 1. | I enjoyed using islamic song in English subject. ฉันสามารถฟังเพลงอิสลามในวิชาภาษาอังกฤษ | 82,69% | Strongly Agree |
| 2. | Islamic song are very boring เพลงอิสลาม ทำให้รู้สึกเบื่อ | 72,11% | Disagree |
| 3. | Teacher did not motivate and support me in learning. ครูไม่ให้คำแนะนำ และสนับสนุนฉันในการเรียน. | 66,34% | Disagree |
| 4. | Islamic song are very usefull for me. เพลงอิสลามมีประโยชน์ต่อฉัน | 82,69% | Strongly Agree |
| 5. | I like learning English language. ฉันชอบเรียนภาษาอังกฤษ | 81,73% | Strongly Agree |
| 6. | I was unhappy when teacher taught islamic song as media teaching. ฉันไม่ชอบเมื่อครูนำเพลงอิสลามมาเป็นสื่อในการเรียนการสอน | 73,07% | Disagree |

Based on the table 1 above islamic song provides students motivation that seen from 26 participants. So that can be concluded that it is considered as “ Agree” on the use islamic song could make students motivation.

The result of questionnaire above can be supported by the interview by three participans from four grade elementary school.

1. Was you happy study English using islamic song?)

“Suko, sebab sedap dan bahaso tak sulit” P1

Yes i was, because nice and the language was not difficult

“Suko, sebab gama pun mole’ tengok” P2

Yes i was, because the view picture was beautiful.

“Suko, sebab gama mole’ macan tidu keno baco bismillah apopun baco bismillah” P3

Yes i was, because the view of song was nice and tough use a good attitude such as sleep shoud say bismillah.

Based on data questionnaires and inetrvievw the researcher concluded the advantagess of using islamic song on studennts motivation that the students enjoyed the beautiful of islamic song and the picture until they felt not bored when learning in the classroom. Not olnly that the researcher will show the photo voice of it.



Based on the picture that the students very excited and comfort when the researher give the islamic song as a teaching media. Its supported by zahro (2010) the language of song is easly understood for students and they can emagination by picture of song. But its could be see that three of the students they look so boring until they did not follow the learning process. For overall that islamic song give positive effect to students.

CONCLUSION

The researcher found that most of the students have a positive perception on the use of Islamic song as teaching material. These findings were supported by three types of data: questionnaire, interview and photovoice. By using Islamic song in teaching English the students felt helped in speech production and developed their brain. Not only that the students felt better than

before. They can develop their brain in language and vocabulary. It means that many of students have positive perception on Islamic song. Islamic song is equally interesting in English learning process in the classroom. Because the students felt comfortable in learning English while Islamic song played.

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