

## **Song as an Authentic Material to Support Students' Critical Thinking in Senior High school**

**Rani Eka Ayu Lestari**

English Department, The Faculty of Languages and Arts, Universitas Negeri Surabaya

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### **Abstrak**

Pada saat ini, berpikir kritis telah menjadi fokus terbesar karena berpikir kritis adalah kemampuan terpenting yang harus dikuasai oleh murid yang mempelajari Bahasa Inggris sebagai bahasa kedua. Tidak mudah bagi guru untuk mendorong siswa untuk berpikir kritis. Guru harus menemukan teknik dan stimulasi yang baik untuk memancing siswa berpikir kritis. Rencana pembelajaran yang dipersiapkan dengan baik dan materi yang sesuai juga dibutuhkan untuk menunjang siswa berpikir kritis. Salah satu materi yang sesuai yang dapat digunakan untuk menunjang siswa berpikir kritis adalah lagu. Sejak menyadari bahwa lagu sangat mempengaruhi kehidupan manusia, banyak guru berusaha untuk menggunakannya sebagai media belajar. Lagu sering digunakan oleh guru Bahasa Inggris sebagai media untuk mengajar kemampuan mendengarkan di kelas. Akan tetapi, di kurikulum 2013, lagu telah menjadi salah satu KD karena ditemukan bahwa lagu memiliki banyak manfaat untuk murid yang mempelajari Bahasa Inggris. Selain itu, lagu dapat menjadi materi otentik untuk mendukung kemampuan berpikir kritis siswa. Penelitian ini diaplikasikan pada murid kelas sepuluh SMA dan dideskripsikan secara kualitatif. Peneliti memperoleh data dengan mengadakan observasi, memberi soal pada murid dan melakukan interview. Peneliti juga menggunakan catatan lapangan, hasil kerja siswa, dan interview sebagai instrumen. Menurut data yang diperoleh, dapat disimpulkan bahwa kegiatan belajar mengajar berjalan dengan baik. Akan tetapi, guru tidak menggunakan strategi untuk mengadakan berpikir kritis secara lengkap sehingga murid tidak mampu untuk berpikir kritis dengan maksimal. Walaupun murid mendapat nilai minimal menurut rubrik berpikir kritis, mereka mendapat nilai yang lebih tinggi menurut rubrik kemampuan menulis. Namun, sebagian besar murid mengatakan bahwa mempelajari lagu sebagai material otentik sangat menyenangkan. Mereka juga mengatakan bahwa lagu dapat menjadi alternatif untuk membantu mereka mengembangkan kemampuan berbahasa Inggris.

**Kata kunci:** Lagu, Materi Otentik, Kemampuan Berpikir Kritis Siswa

### **Abstrac**

Nowadays, critical thinking becomes the biggest point to focus on because it is one of the most important skill that has to be mastered by the students who learn English as the second language. It is not easy for teachers to encourage students to think critically. Teachers have to find good techniques and stimulation to stimulate students' critical thinking. Well-prepared lesson plan and a suitable material are also needed to support their critical thinking. One of suitable materials that can be used to support students' critical thinking is song. Since realizing that song really affected people's lives, many teachers tried using it as a learning media. Song was frequently used by English teacher as a media to teach listening skill in class. However, in curriculum 2013, song became one of basic competences because it was found that song has many benefits for students who learn English. Besides, song can be an authentic material to support students' critical thinking. This study was applied to the tenth graders of Senior High School and described using qualitative design. Researcher collected the data by conducting an observation, giving the students tasks, and doing an interview. Researcher also used field notes, students' work results, and interview as the instruments. Based on the data, it could be seen that the teaching and learning activity was running well. However, the teacher did not use the strategies to conduct critical thinking completely so that the students could not use their critical thinking maximally. Although the students got standard scores based on critical thinking rubric, they got better scores according to writing rubric. Nevertheless, most of the students said that learning song as a material was fun and enjoyable. They also said that song can be a suitable way to help them mastering English skills.

**Key terms:** *Song, Authentic Material, Students' Critical Thinking*

## **INTRODUCTION**

Song can affect human's emotions. It has great power to change our mood. And the reason behind this is the release of dopamine while listening song and it is called as a good mood relaxing chemical. It forces people to feel happy, calm and relax. According to Botha and

Puhl (1988) and Lozanov (1978) suggested song from the Baroque and classical eras for best results in relaxation and concentration, due to meter, tempo, and instrumentation. Using the classical song for relaxing the students has an effect on their brain. Therefore, they can absorb easier and in greater quantities because they use all of brain's parts.

Based on those explanations, song can be applied as a tool in teaching and learning process for non-native speakers or L2 learners. Song brings a variety to the classroom, which can help maintain classroom motivation. Moreover, Songs are very easily obtainable and they can be selected to suit the needs and interests of the students. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs. It is related with the grammar and cultural aspects that can be introduced through songs. The last, the content of song's lyrics can build students' critical thinking.

Critical thinking itself is a mode of thinking – about any subject, content, or problem – in which the thinkers improve the quality of their thinking by taking charge of the structures inherent in thinking and applying intellectual standards upon them. The critical thinking perspective is comprehensive and includes creativity, problem solving, intuition, and insight (Lipman, 1991; Bowell & Kemp, 2002).

Song as an appropriate material to support students' critical thinking is also stated in curriculum 13 for Senior High School. There are a lot of songs that can support students' critical thinking, such as; "Stronger" by Kelly Clarkson which teaches people to stay strong even in the rough times, "Heal the world" by Michael Jackson which teaches people to maintain and take care of the environment or nature, "You raise me up" by Josh Groban which tells people if God will always be near and never leaves, etc. Those songs have wonderful messages to catch. However, how to apply song in long teaching process effectively is very important. It is not easy for the teacher to apply this basic competence in class.

Beside, how students' works and responses when teacher apply it should be concerned too. You have to know whether it works well on students or not. Therefore, based on those problems, it is necessary to conduct the research on how teacher implement KD of song in classroom language, how the students' works and responses. In particular, the present research is intended to investigate the following problems: to what extent does the song material will be successful?

From the background of the study above, the research questions that have to be answered in line with the problem stated above are formulated as follows:

1. How does the teacher implement song as an authentic material to support students' critical thinking?
2. How are the students' works when teacher implement song as an authentic material to support students' critical thinking?
3. How are the students' responses when teacher implement song as an authentic material to support students' critical thinking?

The researcher hopes this research will be beneficial for teachers and students. For teachers, this research can be a reference or benchmark when they are implementing KD of song at classroom in a good way. For students, they will know the purpose of the implementation of this KD which is can help them to improve their listening skill.

## RESEARCH METHOD

In this research, the researcher used basic qualitative analysis as research design. It was supposed to be qualitative because the researcher got the data in the form of words.

Setting of the study is where the place where the data obtained. The research conducted in one of tenth grade class at MAN 1 Gresik; one of senior high school in Bungah, Gresik. The researcher conducted this study in English lesson class in tenth grader. The reason why the researcher chose this school to gain the data was because it is one of the school that has a good facilities to support researcher in getting the data. Moreover, the most important thing is MAN 1 Gresik has implemented KD of song before. The research will be conducted in X MIPA 1, one of the classes in MAN 1 Gresik, as a class to gain the data.

The subject of this research is not chosen randomly. The researcher chose the subject that match with the research questions. Therefore, English teachers who implement KD of song in the classroom was the first subject to answer the first research question about how teacher implement song as an authentic material to support students' critical thinking. The second subject was the tenth grader students who learnt song as one of basic competence to fulfill the second and third research question about the result of students' work and their response when teacher implement song as an authentic material to support their critical thinking. The research will be conducted in two until three meetings to fulfill the research questions.

In this study, the researcher used three instrument to collect the data. The first instrument of this study was to answer the first research question about how the teacher implement song as an authentic material to support students' critical thinking. The data which have been obtained were the field notes that contain the way teacher implements song as an authentic material, the atmosphere of students' activities, and facilities that support teaching and learning process.

The second instrument of the study was the result of students' work. This instruments was used to answer the second research question about the students' work when teacher implements song as an authentic material to support their critical thinking. The data which has been obtained was the result of students' work to fulfill the missing lyrics, analysis the content of the lyrics to find out the main message and answer some questions related to the song. The students' work are in the form of written. The researcher used 2 rubrics; writing rubric adapted from Brown (2007) and critical thinking rubric adapted from Finken and Ennis (1993) that had been modified

before. In writing rubric, there are 5 writing aspects to be concerned to find out how well the students writing skill after answering the tasks. Those aspects are content, order of writing, grammar, vocabulary and mechanics. In categorizing the students' level, the researcher used four categories namely excellent, very good, good, and poor. Meanwhile, in critical thinking rubric, there were five categories namely excellent, very good, good, fair, and poor.

1. Writing Rubric: Adapted from Brown (2007)

Aspect	Score	Performance Description
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.
	3	The topic is complete and clear but the details are almost relating to the topic.
	2	The topic is complete and clear but the details are not relating to the topic.
	1	The topic is not clear and the details are not relating to the topic.
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives.
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.
	1	Identification is not complete and descriptions are arranged with misuse of connectives.
Grammar (G) 20% - Use present Tense - Agreement	4	Very few grammatical or agreement inaccuracies.
	3	Few grammatical or agreement inaccuracies but not affecting on meaning.
	2	Numerous grammatical or agreement inaccuracies.
	1	Frequent grammatical or agreement inaccuracies.
Vocabulary (V) 15%	4	Effective choice of word and word form.
	3	Few misuse of vocabularies, word form, but not changing the meaning.
	2	Limited range confusing words and word form.
	1	Very poor knowledge of words, word form, and not understandable.
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization.
	3	It has occasional errors of spelling, punctuation and capitalization.
	2	It has frequent errors of spelling, punctuation and capitalization.
	1	It is dominated by errors of spelling, punctuation and capitalization.

$$3C + 2O + 2G + 1.5V + 1.5M$$

$$\text{Score} = \frac{\quad}{4} \times 10$$

2. Critical Thinking Rubric: Adapted from Finken and Ennis (1993)

Score	Description
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5	<ul style="list-style-type: none"> <li>All the concepts are correct, clear and specific.</li> <li>All the answers are correct, clear and specific, supported by strong reasons and clear arguments.</li> <li>Flow of thinking is good, all the concepts are interrelated and integrated.</li> <li>The grammar is good and correct.</li> <li>All the aspects are appeared, supported by good and balanced proofs.</li> </ul>
4	<ul style="list-style-type: none"> <li>Most of the concepts are correct, clear but less specific.</li> <li>Most of the answers are correct and clear but less specific.</li> <li>Flow of thinking is good, most of the concepts are interrelated and integrated.</li> <li>The grammar is good and correct, only few mistakes appear.</li> <li>All of aspects are appeared but less balanced.</li> </ul>
3	<ul style="list-style-type: none"> <li>Some of the concepts are correct and clear.</li> <li>Some of the answers are correct and clear but less reasons and arguments are not clear enough.</li> <li>Flow of thinking is quite good and few of concepts are interrelated.</li> <li>The grammar is quite good, a few mistakes of spelling.</li> <li>Most of appeared aspects are correct.</li> </ul>
2	<ul style="list-style-type: none"> <li>The concept is less focused or excessive or dubious.</li> <li>No supporting answers.</li> <li>Flow of thinking is not good, the concepts are not interrelated.</li> <li>The grammar is mostly not correct, the sentences are incomplete.</li> <li>Only few aspects are correct</li> </ul>
1	<ul style="list-style-type: none"> <li>All of the concepts are not correct.</li> <li>No reasons or arguments or all of the reasons are not correct.</li> <li>Flow of thinking is poor.</li> <li>The grammar is very poor.</li> <li>Overall, the aspects are not enough or only few aspects are appeared.</li> </ul>
0	<ul style="list-style-type: none"> <li>No answers or all of the answers are totally wrong.</li> </ul>

The third instrument of this study was interview. It was used to find out what the students felt when teacher implements song as one of basic competence. This instrument is chosen to answer the third question about how the students' responses when teacher implements song as an authentic material to support their critical thinking. The indicators of the questions that will be elaborated are: (1) Students' opinion about the song (the instrument or the pitch); (2) Students' opinion about the content of the lyrics (the main message).

After getting the data, the researcher will do collection technique. The researcher collected the data by conducting observation, collecting students' work and interpreting interview.

After completing the data, the researcher organized observation with field note as the instrument. Field note included all the aspect of teaching and learning process



and the indicators needed as the information. As what the researcher has been explained before, the field notes that contain the way teacher implements song as an authentic material, the atmosphere of students' activities, and facilities that support teaching and learning process.

The researcher collected students' work in the form of students' listening task. This listening task includes how far students understand about the content of song' lyrics that can be seen from how many correct students' answers in completing the missing lyrics, answering some question related to the song and explaining the main message of the song.

After collecting students' work, the researcher interviewed some students and interpreted it to know their response and opinion toward the implementation of song as one of basic competence which use "I Have a Dream" song by Westlife in class.

After conducting observation, the researcher got the data and analyzed it. The researcher used some phases. There are three stages in analyzing data; familiarizing and organizing, coding and reducing, and interpreting and representing. However, the researcher only used coding and interpreting.

## RESULTS AND DISCUSSION

### Result

#### The Implementation of Using Song as an Authentic Material in MAN 1 Gresik

There were 27 students in X-MIPA 1 class. For English lesson, it began at 13.00 p.m. All students sat in their own seat when the teacher entered the class. Both students and teacher were praying together before starting the lesson. Meanwhile, the researcher sat in the backward of the class to observe the teaching and learning process. There are three stages of the activities; pre-activity, whilst-activity, and post-activity.

#### ➤ Pre-activity

In this stage, the teacher greeted the students after praying together and check the attendance list. Then, the teacher introduced the researcher to the students. After that, teacher did the small talk with the students about song as the material as warm-up activity. Teacher explained to the students about the activity that they were going to do. Some of the students asked some questions to the teacher about the activity.

#### ➤ Whilst-activity

In the next session, the teacher directly gave the task paper to the students. The teacher instructed them to listen to the song while do the task. The song was 'I Have a Dream' by Westlife. The first task was missing lyrics. To do the first task, the teacher told them that the song would be played twice. After finishing the first task, they must do the second task. It was translating some of the words in the lyrics from English into Bahasa Indonesia. Students must translate the words based on the context that

connected with the story that singer tells in the lyrics of the song, not randomly just translated them. The third task was about answering some question based on the lyrics of song. This part was one of the important parts because here, the researcher can analyze how critical the students thought are when they answered those questions. For the fourth task, students were asked to listen to another song entitled 'Hero' by Mariah Carey. The complete lyrics was already on the paper, so the students just listened to the song while read the lyrics. After the song had been played, they must do the fifth task that was about answering some questions. There were three question, first and the second question were related to the second song while the third question was related to both songs so the students should compare those songs. This part was also important for the researcher to be analyzed in order to find out whether the students were thinking critically or not.

#### ➤ Post-activity

After finishing all the tasks, the teacher collected all of students' works. Then, the teacher discussed the answers of the first task. The teacher showed the missing words to the students while playing the song. For the last session, the teacher gave feedback motivation for students to listen western song as many as they could so that it can improve their listening skill. Before ending the lesson, the teacher and students and also the researcher prayed together. The teacher also asked students to learn the next material for the next meeting.

#### The Result of Students' Works

There were two rubrics that the researcher used for analyzing students' works; writing rubric and critical thinking rubric. In writing rubric that were adapted from Brown (2007), there were five writing aspects to be concerned by the researcher to find out how well the students writing skill after answering the tasks. Those aspects are content, order of writing, grammar, and vocabulary. The ESL composition profile is used to categorize the students' work based on each category. There were four categories namely excellent, very good, good, and poor.

Result of first student's task:

1. From the content, it can be seen that this student had misunderstood the main message of the second song. This student thought that "hero" was someone else who can help him or her when she or he gets trouble.
2. From the organization, this student could explained her or his answer well although some sentences are copied from the lyric text. Identification is complete while the description are well-arranged with proper connectives.
3. From grammar aspect, There are only few mistakes in the text, such as *will comes*, *believe to*, *there will a hero help us*. However, it still can be understood what the student wants to explain.
4. From vocabulary, the word choices in the text above are simple and understandable.



5. The last from mechanics, there are few missing mechanics in the text, such as punctuation (comma), and this student also forgot to write capital letter after full stop.

Meanwhile, according to critical thinking rubric, first student was classified into very good level because her concept in her writing was correct but not clear and specific. Some of the sentences were copied from the song lyrics and she was difficult to find out the specific sentence to explain the implicit messages in some parts of the song lyrics.

Result of second student's task:

1. The concept of second student's writing was not complete because it wasn't supported by complete detail. Some of the sentences were copied from the lyrics text and this student also did not catch the main message of the second song so that it was hard for him or her to explain her or his answer.
2. From order of writing, the researcher found that this student wrote directly to the main point and she or he didn't put further explanation.
3. From grammar aspect, this student missed the article (such a/an, the), missed the modal (such as; *can, must, should, etc.*), and forgot to change subjective pronoun into objective pronoun.
4. From vocabulary, the word choices were simple. However, there were some words that did not common to be used in representing someone's feeling such as *There is person dislike*.
5. from mechanics aspect, From the whole sentence, it has frequent error of spelling (such as the word *gete* that should be *get*), punctuation and capitalization.

Meanwhile, according to critical thinking rubric, this student belonged to good level because some of the concept were correct and quite clear. Her flow of thinking was good enough, it can be seen from some of the concepts that were interrelated. The grammar was not really good because there were some mistakes but the answer still could be read. The last, most aspects that appear were correct.

Result of third student's task:

1. From the concept, this student could not explain her answer in more detail. This student was also not able to make proper sentences. The topic was not complete and the detail was not relating to the topic.
2. From order of thinking, this student wrote directly to the main point and she or he did not add more sentences. The identification was not complete and the sentences were mostly arranged with few connectives.
3. From grammar aspect, this student was unable to write sentence in good sequence. It can be seen from the sentence *we if have a dream we must tell the dream*. Moreover, this student missed to put to be, an article and preposition in sentence.
4. From vocabulary, the researcher found that the word choices are very poor. This student was unable to differentiate verb, noun and adjective. For example, in the sentence such *in the song I conclusion* is not

correct because *conclusion* is a noun. It should be replaced by the word *conclude* as a verb.

5. The last from mechanics, it only had frequent error of punctuation and capitalization because the sentences were limited.

Meanwhile, according to critical thinking rubric, this student belonged to fair level because the concepts were dubious, coupled with less supportive answers and arguments. The concepts were not interrelated. The grammar was very poor with incomplete sentences and the last only few aspects that appear were correct.

### **The Result of Students' responses after the implementation of song as an authentic material to support their critical thinking**

After the researcher conducted the research and observation, she interviewed some students of X MIA 1 students in MAN 1 Gresik. The interview was conducted on Thursday, February 28<sup>th</sup> 2019. This interviewed was given to the students who followed the teaching and learning process. The interview is used by the researcher in order to know their opinion and how the students feel toward the use of song as an authentic material to support their critical thinking.

The following are the results of the interview:

Most people in the world are often listening to songs because they like listening to them. Song is basically defined as the art of combining vocal and instrumental sounds together to create expressions, emotions and situations. It can describe people's feelings and thoughts, therefore some of them prefer to listen to song when they are bored and they use it as a mood booster. When the researcher asked the students whether they like listening to song or not, most of them said that they like listening to songs. Some of them even said that they cannot live without songs. However, there are few students who declared that they do not like listening to song because they prefer to watch television or video on the internet when they are bored.

Most students told the researcher if they listen to songs almost every day. Whenever they feel bored, then they will play the songs. Sometimes when they are tired, they also play the song so that they will be more enthusiastic to do their works. Some of them said that they play the songs after they study while the others said that they listen to songs before they are going to sleep.

When the researcher asked whether the teacher had played a western song once or not, most students answered that the teacher never played the song before starting the lesson or as the exercise. Therefore, many students do not feel familiar in listening to songs. The teacher only focus on the material that are going to be learnt by the students.

Although many students do not feel familiar in listening to western songs, most of them told the researcher that they like studying song as a material in the classroom. They like it because the activity that involves song is enjoyable. Most of the students said that they enjoyed learning song as a material as long as the

song has slow speed or tempo, contains of simple and understandable words and the most important thing is the song must have good main message that suit students' lives as adolescents and able to motivate them.

Some of them said that they do not often listen to song because they do not like listening to song. Nevertheless, they said that they enjoyed learning song as a material. They also said that they can improve their skill such as listening ability, pronunciation and increase their listening ability through songs.

Only a few of the students stated that they are not interested in learning song as a material because they do not like listening to western songs. They said that listening skill is one of the skills that they have not mastered yet so it would be difficult for them to listen to western songs due to the lack of vocabulary and pronunciation. They were difficult to recognize word by word in the lyrics of the song. That is why they could not fulfill the blank spaces in the missing lyrics task. Moreover, they could not analyze the songs to find out the implicit or explicit messages of the songs.

## Discussion

### The Implementation of Song as an Authentic Material to Support Students' Critical Thinking

The songs that had been selected by the researcher to be played for the students were the songs that suited the criteria such as contain of simple and understandable words, suitable with students' level or age, the instrument is enjoyable and related to the topic or to students' lives as adolescents which are stated in chapter 2. Among many western songs that had been analyzed by the researcher, she finally chose two song by titled 'I Have a Dream' by Westlife and 'Hero' by Mariah Carey because those songs suit all the criteria. The researcher also hoped that these songs could stimulate or support students' critical thinking when they were analyzing the songs.

To conduct critical thinking, teacher also needs some strategies or appropriate techniques. However, the teacher did not give any stimuli to the students before playing the songs to make them easier to answer the question in the task. After the researcher got the data from the observation on Thursday, February 21<sup>st</sup> 2019, the researcher analyzed it and noticed that the teacher followed the procedures that corresponded to the lesson plan (RPP). In conclusion, the implementation of song as an authentic material to support students' critical thinking to tenth graders in MAN 1 Gresik was running well. However, there were some missing points the researcher realized after the teacher ended the class. The teacher did all the strategies except make peer groups so that the teacher only did testing to the students and not comprehending by holding discussion session among the students. The teacher did not lead the students to the correct answer before giving the task paper by giving some hints or explaining the lyrics verse by verse until the students understand the main message of the songs.

The teacher also did not explore students' critical thinking more so that the students only simply answered the questions.

### Students' Works and Critical Thinking

Question stems are really important and needed to provoke students' critical thinking. According to Taxonomy Bloom, there are some question stems to build critical thinking in each stage (see chapter 2). In the chapter two stated that there are six stages in building students' critical thinking: 1) knowledge; 2) comprehension; 3) application; 4) analysis; 5) evaluation, and; 6) creativity. However, the researcher only focus on knowledge and comprehension stages that suitable for song material.

In the task 1, the students were asked to fill the blank spaces to complete the lyrics. As the beginning, task 1 should be the easiest task among 5 tasks. The aim of this task was to improve students' listening ability and to add their vocabulary. From this task, the researcher could see how sharp the students' listening skill are and how many vocabulary that have been mastered by the students.

The instruction of the task 3 was answering some question related to the first song 'I Have a Dream' by Westlife that had been played by the teacher. Here, the researcher used the question from knowledge stage to stimulate students' critical thinking, such as; 'what is the best title of the song?'; 'what can you learn from the song?'; and 'write short summary about the song based on your understanding'.

Task 4 was basically same with task 1 but in task 4 the students were asked only to listen to the second song, that is 'Hero' by Mariah Carey. They must listen the song carefully while read the complete lyrics. The aim of this task was the researcher wanted the students to focus on how the singer pronounce word by word in the lyrics. It could practice students to pronounce the words in the lyrics correctly and fluently.

The instruction of task 5 was same with the instruction of task 3. In the task 5, students were asked to answer three question that related to the first and the second song that had been played. Question number 1 and 2 were related to the second song while question 3 was related to both songs. The aim of this task was to deepen students' knowledge about the songs before moving to comprehension stage. Question number 1 and 2 were about the best title for the song and short summary about the song or the main messages that could motivate people who listen to it which were included in the knowledge stage. Meanwhile, question number 3 was about comprehending between the first and second song. The students were asked to find out what was the difference between the first and second song. The difference meant by the researcher here was from the main messages of both songs. Therefore, the students must compare both songs. What made it difficult was the story of the first and second song that the singer wants to tell were similar because both songs tell about struggle. If they were not careful when they did the assignment, they

would miss the point and could not find the difference between both songs.

### **The Students' Opinion about Song as an Authentic Material to Support Their Critical Thinking**

Most of students that had been interviewed by the researcher stated that they like studying song as a material because it was enjoyable. This fact is in line with Harmer (2001) statement that song is a powerful stimulus for students' engagement precisely because it speaks directly to their emotions while still allowing them to use their brains to analyze it. As Lynch (2008) stated that almost everyone loves song, most students said that they like listening to song because it can be their mood booster when they are bored. Some students told the researcher that they accustomed listening to the songs after studying and before going to sleep. Although they do not understand the meaning of the song, they still listen to it and unconsciously they will try to sing it based on what they hear even though they sing it with wrong vocabulary or pronunciation.

As the EFL learners, they realized that western song can be used more than just being mood booster when they are bored because it has many benefits which can be used to help them mastering their English skill. Most students stated that listening to songs can help them mastering their listening skill as mentioned by Shen (2009) that English Language Teaching (ELT) can be implemented in a relaxed and enjoyable way by using English songs in EFL classes, especially in listening class. The others stated that they are able to master more vocabulary and pronounce it correctly through songs. As Kanel (1997) pointed that using songs improves students' listening comprehension and develops their pronunciation. Moreover, teaching vocabulary through songs allows the students to learn vocabulary in alternate way, one is that is less threatening yet still provides the repetition needed to learn new vocabulary. Songs greatly affect people's lives. This is what makes the song become so important and as one of the basic competences in 2013 curriculum.

The aim or the advantage of the activity of song material is to realize the students that songs can be a great way to learn English. After the activity was done, they noticed that songs could be analyzed so deeply and also could stimulate their critical thinking to find out the best title for the song, the implicit or explicit messages of the songs which motivate people and how to explain it into proper sentences or a summary with correct grammar. It is in line with the statement of Janine (2016) that song is wonderful fodder for critical thinking because it speaks to the hearers in ways that they cannot explain or even understand. Instrumental music requires some level of critical thinking simply to translate it into words. Therefore, students need to build their critical thinking when they are analysing the song. Song can practice students' critical thinking when they analyse it deeply. However, the disadvantage of this activity is that injustice obtained by students who sat in the back row because they cannot listen as clear as students in the front row.

### **CONCLUSION**

Based on the result of the study, the researcher deduces that the activity in learning song as a material to support students' critical thinking was running well. It can be seen from the observation sheet that shows students' enthusiasm when the teacher played the songs and they did the tasks. Most of them enjoyed the activity and the songs.

Based on the result of students' work, it also shows that song can support students to think critically. It can be seen from the number of students that classified in each category and the biggest number was classified in excellent to very good category. Song can help them to think deeper about the content of the song in order to catch the main messages that the singer wants to tell. Some reverses in the lyrics contain of symbols or parable sentences that represent something else. It challenges students to find out the implicit meaning of them. Besides, songs are able to make the students enjoy the activity as a mood booster, able to improve their listening skill and increase their vocabulary.

The last, from the interview results, it can be concluded that students were enjoying learning song as the material because some of them like listening to songs. They often listen to them when they are bored. As people know that the instrument of the songs can influent their emotions and moods. Students also said that song can be a practice way to learn English from practicing their listening skill and improving their vocabulary.

### **SUGGESTIONS**

Since the songs became one of basic competence in 2013 curriculum (K13) in English lesson, it can be concluded that songs have many benefit for EFL students to master English. As one of basic competence, students have to fulfill the objectives and they cannot underestimate this basic competence by comparing to other basic competence. Therefore, the teacher must emphasize to them that song as a material is as important as other materials. To make students easier to fulfill the objective of this basic competence, the teacher has to be able to find the appropriate songs for them that are easy to be analyzed. The songs must be appropriate with the topic and their age; the lyrics must contain of simple and understandable words; the sound must be clear, not too fast but not too slow either; and the most important thing is the content of songs in songs' lyrics must contain of good messages that can motivate students. Before playing the song, the teacher must ensure that she or he gives stimuli to the students about the song as a hint to make them easier to do the tasks. Teacher also must check and make sure that all students from the front to the back line can listen to the songs clearly. To be good teachers, they have to improve their teaching style with modern ways and variety techniques that suitable with adolescents' style especially to stimulate students' critical thinking. Teachers have to be smart in sorting the question stems and giving stimulation to the students when they are answering the questions in the tasks so that it can stimuli their critical thinking. Teachers also need to be careful in



making lesson plan so that the teaching and learning process can run well and the objectives can be achieved because all the activities in the classroom depend on the teachers as the controllers.

For the students itself, they have to pay more attention to teacher's explanation. They also have to practice their grammar more by reading some books or trying some simple sentences with right order. As EFL students, they must enrich their English from the smallest part to the biggest part. They can start with vocabulary, learn how to spell it and pronounce it correctly, also how to differentiate the verb, noun and adjective. Then, they can move to the grammar, they have to pay attention to the example of a simple sentence with correct order and try to write another simple sentence like the example as well. If they have mastered the vocabulary and the grammar after making some sentences with correct grammar, then they are able to make a longer sentence or a paragraph or even a passage.

The last, for the researchers who want to get the data for their research, they have to make sure that they have prepared everything well. When they observe the class as the setting, make sure that they do not miss anything and write the situation on the observation sheet. Before starting the activity in class, try to make a good communication to the teacher and students as the subject. They must be polite by maintaining their attitude and obeying the school rules in where you gain the data so that everything can run well and they are able to get the data maximally.

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