STUDENTS' PERCEPTION OF THE USE OF ISLAMIC ENGLISH SONGS IN LEARNING LISTENING AT MADRASAH ALIYAH OF PESANTREN MODERN IMMIM PUTRA MAKASSAR

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Abstract

The objective of this study was to find out students' perception of the use of Islamic English songs in learning listening at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar. This research used the mixed methods approach. The population of this research was the students of the third-grade Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar. Through a purposive sampling technique, there were 21 students in the third grade were chosen to be the sample of this research. The instruments of this research were a questionnaire and an interview. The research findings showed that there are 8 students (38.1%) in the category of strongly positive perception, and 7 students (33.3%) in the category of positive perception. It is supported by the data obtained based on the three aspects of perception. From the cognitive aspect, 8 students (38.1%) were in the strongly positive category and 8 students (38.1%) were in the positive category. From the affective aspect, 8 students (38.1%) were in the strongly positive category and 8 students (38.1%) were in the positive category. From the conative aspect, 10 students (47.62%) were in the strongly positive category and 6 students (28.57%) were in the positive category. The researcher also found some additional information from the interview results. It was found that the students "agreed to", "were comfortable about", and "were motivated to" the use of Islamic English songs in learning listening at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar.

Keywords — Students' Perception, Learning Listening, English Song.

INTRODUCTION

Perception is a person's opinion of something they believe to be true. Perception refers to someone's opinion of or vision of a specific object. The way people react to information is also part of perception. People can think of perception as a process in which they take in sensory information about the environment and utilize it to interact with them. Perception permits people to interpret sensory data and turn it into something meaningful.

In addition to speaking, listening is a crucial aspect of communication. Referring to Nunan, Ziane (2011) said that listening comprehension is a difficult talent but an extremely important process. It derives its significance from the significant part it plays in first- or second-language learning.

The use of learning media as a middleman in the educational process can boost the efficacy and efficiency of achieving instructional goals. The book, cassette players, video cameras, video recorders, slideshows, photographs, television, computers, and other visual media are among the tangible instruments that are utilized to physically transmit the contents of educational materials, according to Gagne and Briggs (1974). The existence of learning media in the classroom will facilitate and support learning activities, if the media makes students comfortable, it will make students interested and more active in learning.

Song can be a learning media in improving listening skill. It is possible to develop effective listening skills in students through strengthening their listening skills through song. Practice listening through song to make the learning process more enjoyable. When students are not under any time constraints, they are more likely to practice listening. Song also can be a useful tool for achieving relaxation and harmony, as well as improving learning effectiveness. Song is carefully picked and determined to aid students in enhancing their listening skills.

Islamic songs have lyrics that contain sentences that worship God, religious values, and inspire goodness. Besides that, Islamic songs also had an impact on people in the prophetic era. Indrawan (2011) stated that Islamic song began in Arabia, although we must remember that song existed long before the Islamic period. Because the Prophet Muhammad SAW did not destroy Arab culture during Islam's golden age, Islamic melodies are inextricably linked to Arab culture. Qasida, Madh, and Mu'allaqat, for example, are genres of Islamic literature that do not obliterate Arab culture. Then, several variants of Islamic song were made such as using English and others.

There are a few earlier studies that scientists have done on how students feel about using Google Classroom for learning. Anggraini and Fauzi's (2019) initial investigation in this area discovered that students responded favorably to the use of songs for listening practice. The fact that 68% of the students think Joox may help them improve their vocabulary is evidence of this. 60% of students concur that using Joox has improved their ability to listen.

The second study by Raudyatuzzahra (2020) found that using English songs for education English pronunciation may make it simpler for students to improve their pronouncing abilities,

create an enjoyable learning environment in the classroom, and motivate students more to engage in English pronunciation sessions.

Using the aforementioned earlier study, the researcher can conclude that students' perception on the use of English songs have significant results in its implementation. Unfortunately, some information is not available or research is still infrequently conducted, which is students' perception on the use of Islamic English songs in learning listening. Therefore, the researcher is interested to carry out the research under the title "Students' Perception on The Use of Islamic English Songs in Learning Listening at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar".

LITERATURE REVIEW

1. Perception

a. Definition of Perception

There are various definitions about perception, Dange (2016) stated that perception is the capacity to perceive anything through a sense, such as sight, sound, or awareness. Perception is the way something is viewed, comprehended, or interpreted. According to Altman et al. (1985), perception is the process through which a person chooses and organizes inputs such that they may be meaningfully interpreted. In short, perception can be interpreted as the result of an experience and produce an opinion from that experience.

b. Forms of Perception

Slameto (2010) stated that perspective was split into good and negative aspects. Forms of perception are perspectives that are based on an evaluation of an item that happens whenever and whenever a stimulus affects it.

1) Positive Perception

Positive perception is when an object is regarded or seen in a way that encourages the perceived subject to accept the observed thing because it corresponds to his person.

2) Negative Perception

Negative perception is the sight or vision of an item that causes the perceived subject to reject the image because it does not match his or her self.

From the explanations above, we can conclude that when a person is faced with an experience and then gets a perception, we can determine his perception leads to positive

perception or negative perception. When a person shows interest, enthusiasm, and motivation from the experience, it means leading to a positive perception. Yet if the contrary attitude is displayed, such as disinterest, boredom, or even hatred, it will result in a bad perception.

c.   Aspects of Perception

Gerungan (1991), citing Baron and Byrne, claims that the structure of perception is composed of three elements, as follows:

1)   Mental component (Perceptual Component). Knowledge, opinions, and other factors affecting how people see the subject of attitude are considered cognitive components. In addition, Bernann (2015) stated that the cognitive is interpreted as the thoughts and beliefs adopted towards the subject. Furthermore, Garcia-Santillan et al. (2012) stated that cognitive component concerns the perception of an individual's ability to understand and perceive an object. From the explanations, it can be concluded that the cognitive aspect refers to what is believed or thought, then applied in the mind to an object.

2)   Emotional Substance (Emotional Component). Feeling content or discontent with the attitude object is a part of the emotional component. Pleasure is something unpleasant, whereas happiness is something positive. Meanwhile, Haddock in Euler (2010) stated that the affective component of attitude is emotions and feelings which are triggered by a certain attitude object such as joy and fun, anxiety, and scared. The emotional will be influenced by the experience, whether it includes a positive or negative thing.

3)   constructive element (Behavioral Component). The tendency to act on the viewed object is connected to the conative component. This element demonstrates the degree to which an individual has a predisposition to act or behave in a certain way toward the subject of their attitude. In addition, Kara (2009) said that engaging in good conduct results in the manifestation of positive attitudes, kids demonstrating a want to learn more, students being more willing to solve problems and gain knowledge, and students developing valuable abilities. So, the cognitive aspect deals to the way someone acts or motivated to particular situation, and also, they get benefits once they acquire the appropriate information.

2.   Listening Skills

a.   Definition of Listening Skill

Early language acquisition in a person's first language depends on listening as it is a natural precursor to speaking (Nation and Newton 2009). Additionally, according to Machado (2012), a child should learn to listen before they can talk. This cannot be ignored, because hearing is the first process in language mastery for babies when they are born.

b.   Stages of Listening

DeVito et al. (2000) stated that there are five hearing, comprehending, remembering, assessing, and responding are the five stages of listening;

1)   Hearing. Sound waves are perceived as sounds, and hearing is the physical response that results from the activation of the ear's sensory receptors. While listening is a prerequisite for hearing, hearing is not a prerequisite for listening (perception necessary for listening depends on attention). Effective hearing requires attention, which is a crucial precondition for the brain's filtering of inputs and allowing just a chosen number to come into focus.

2)   Understanding. This process helps us understand the use of symbols is common. The importance of the stimulus we have must be assessed noticed. In addition to words, symbolic inputs often include gestures like winks and nods. that metaphorically portray concepts. These symbols' meanings are a result of our prior connections with them and the context in which they appear. These symbols' interpretations depend on our prior connections and the context in which they appear.

3)   Remembering. Remembering is an essential component of hearing since it shows that a person has taken in and understood a message as well as retained it in their memory. As we listen, we pay attention and recall just certain things. It's possible that what was first seen or heard is quite different from what is recalled.

4)   Evaluating. Only listeners who are actively engaged are permitted to participate at this stage of the listening process. The effective listener makes sure not to Start this action too soon and we cease hearing and paying attention to the incoming message, which stops the listening process. Now the active listener examines the data, distinguishes truth from opinion, and assesses whether or not a communication includes bias or prejudice.

5)   Responding. At this stage, the receiver must finish the process by responding verbally and/or nonverbally. This process becomes the sole explicit method because the speaker

has no other method of knowing if a message has been received, by which the sender may evaluate the level of message sending success.

3. Song

a. Definition of Song

Linguistically, song and music have differences meaning. Hornby in Arevalo (2010) stated that Song is a form of vocal music. "The art of blending vocal or instrumental sounds (or both) to generate beauty of form, harmony, and expression of emotion" according to Oxford Dictionary. While song is a short piece of music with words that you sing.

b. Islamic Songs

Islamic songs are music that contains Islamic religious lyrics. According to Baghdadi (1991), there is evidence in some hadiths that the Prophet Muhammad SAW permitted music to be heard alone or for the public in general to perform certain social and religious functions, such as war-motivating songs, hajj pilgrimage chants, wedding celebration songs, or Islamic celebration days.

METHODS

1. Research Design

This study employs the mix-method. Creswell (2017) defines the mix-method as a research methodology that combines or connects two stages, namely qualitative and quantitative forms. The researcher chose this approach because it allows for the combination of quantitative and qualitative data to corroborate the research findings. Therefore, the researcher in this study uses mix method to analyze the opinions of the students about the usage of Islamic English songs for listening education at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar. The researcher used the questionnaire as the data of quantitative and the interview as the data of qualitative for supporting the quantitative data.

2. Research Variable

The variable of the research was students' perception on the use of Islamic English songs in learning listening at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar.

3.   Research Time and Location

This research was conducted at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar, located in Moncongloe Bulu, Kec. Moncongloe, Kab. Maros. During the first semester of the academic year 2022/2023, this study was carried out.

4.   Population and Sample

The population of this research was the third-grade students of Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar. The sample for this study consisted of 21 students from class XII MIPA 1.

5.   Research Instrument

In this study, the researcher used a questionnaire and an interview as two different instruments.

6.   Procedure of Data Collection

In data collection, the researcher will apply some steps as follow;

a.   Observation. The researcher goes to the students' dormitory and monitor students' activities when listening Islamic English songs.

b.   Gathering information via conducting interviews and distributing questionnaires to students in order to have a thorough understanding of how they feel about the usage of Islamic English songs.

c.   Analyzing the data gained from questionnaire and interview.

7.   Technique of Data Analysis

a.   Questionnaire

1)   Likert Scale

Table 1. Likert Scale

Statement	Score	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

Gay et. al (2012)

2) Perception Classification

Table 2. Perception Classification

Range of Scale	Students' Perception
4.20 – 5	Strongly Positive
3.40 – 4.19	Positive
2.60 – 3.39	Moderate
1.80 – 2.59	Negative
1 – 1.79	Strongly Negative

Alonazi et.al (2020)

3) Finding the Mean Score

The formula was used to determine the Mean score:

$$\chi = \frac{\sum x}{N}$$

Where:
χ = Mean Score

$\sum x$ = Total row score

N = The total number of participants

(Gay et al., 2012)

4) Finding the Percentage

The formula was used to compute the percentage score:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage

f = Frequency

N = Amount of sample

(Gay et al., 2012)

b.   Interview

In order to determine the research's outcome, the researcher used data analysis techniques to analyze the data. The results of surveys were analyzed using data analysis techniques. The interactive model of analysis suggested by Miles and Huberman was used to analyze the data (1994). There are three different sorts of data analysis techniques:

1)   Data compression This section describes how the researcher chooses, concentrates, simplifies, and transforms the data in order to examine it. Large and sophisticated amounts of data are acquired from the surveys. Data reduction is therefore required to make the data comprehensible and usable.

2)   Presentation of data. Data display refers to a structured, condensed collection of information that enables inference. We can understand what is occurring and take action thanks to data visualization. In this study, the data are presented using a table and brief remarks.

3)   Conclusion Illustration. Verification is another name for coming to a conclusion. The process of extracting conclusions from data collected must come after data reduction and data presentation (Miles and Huberman, 1994). The researcher in this study begins by selecting the crucial factors from which to infer the result. The final judgment will thus be supported by reliable and consistent data that has been gathered.

RESULTS

According to the results of the questionnaire's data analysis, Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar's pupils believe that Islamic English songs may be used to teach listening skills. That is evident from the questionnaire's mean score results.

The total score from the students' mean score was 78.9, with the total sample 21 students. It shows that the mean score of the students' perception on the use of Islamic English songs in learning listening at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar is 3.76, which is classified as positive perception. The frequency and percentage of the questionnaire, which are shown in the table below, supported the mean score result:

Table 3. Students' Perception Results

Range of Scale	Frequency	Percentage	Students' Perception
4.20 – 5	8	38.1	Strongly Positive
3.40 – 4.19	7	33.3	Positive
2.60 – 3.39	3	14.3	Moderate
1.80 – 2.59	2	9.5	Negative
1 – 1.79	1	4.8	Strongly Negative
TOTAL	21	100	

According to the Table 3 above, eight students (38.1%) have a highly positive impression, seven (33.3%) have a positive perception, three (14.3%) have a moderate perception, two (9.5%) have a negative opinion, and one (4.8%) has a severely negative perception. Based on the data, it can be concluded that the students' have positive perception on the use of Islamic English songs in learning listening at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar. Total score of questionnaires also divided into three aspects, including cognitive aspect, affective aspect and conative aspect.

1. Students' Responses on Islamic English Songs Used to Teach Listening (Cognitive Aspect)

Table 4. Cognitive Aspect

Range of Scale	Frequency	Percentage	Student's Perception
4.20 – 5	8	38.1	Strongly Positive
3.40 -4.19	8	38.1	Positive
2.60 – 3.39	2	9.5	Moderate
1.80 – 2.59	2	9.5	Negative
1 – 1.79	1	4.8	Strongly Negative
TOTAL	21	100	

From the Table 4 above, it is obvious that the cognitive component contains of 6 questionnaire items, there are 8 (38.1%) students in the category of "Strongly Positive" perception and also 8 (38.1%) students in the category of "Positive" perception. Then, in

category "Moderate" and "Negative" perception each have 2 students (9.5%). Only one kid (4.8%) falls into the "Strongly Negative" group.

Furthermore, based on the result of interview in cognitive aspect, the researcher found most of students support using Islamic English songs to teach listening skills. The researcher can thus draw the conclusion that students concur with using Islamic English songs to teach listening.

2. Students' Mood in Learning Listening Using Islamic English Songs (Affective Aspect)

Table 5. Affective Aspect

Range of Scale	Frequency	Percentage	Student's Perception
4.20 – 5	8	38.1	Strongly Positive
3.40 -4.19	8	38.1	Positive
2.60 – 3.39	2	9.5	Moderate
1.80 – 2.59	2	9.5	Negative
1 – 1.79	1	4.8	Strongly Negative
TOTAL	21	100	

From the emotional aspect, which is represented in the table above and consists of 4 questionnaire items, there are 8 (38.1%) students in the category of "Strongly Positive" perception and also 8 (38.1%) students in the category of "Positive" perception. Then, in category "Moderate" and "Negative" perception each have 2 students (9.5%). Only one kid (4.8%) falls into the "Strongly Negative" group.

Furthermore, based on the result of interview in affective aspect, the researcher found most students are at ease using Islamic English songs for studying and listening. So, the researcher can conclude that students have good mood on the Islamic English songs are used to teach listening.

3. Motivation that Students Gained from learning Listening by Using Islamic English Songs (Conative Aspect)

Table 6. Conative Aspect

Range of scale	Frequency	Percentage	Student's Perception
4.20 – 5	10	47.62	Strongly Positive
3.40 -4.19	6	28.57	Positive
2.60 – 3.39	2	9.52	Moderate
1.80 – 2.59	2	9.52	Negative
1 – 1.79	1	4.76	Strongly Negative
TOTAL	21	100	

A listening is crucial to any remaining sorts of tuning in. It alludes to paying attention to somebody and furthermore grasping the expressed substance simultaneously.

It is evident from the table above that the conative aspect, which includes of 5 questionnaire items, there are 10 (47.62%) students in the category of "Strongly Positive" perception and also 6 (28.57%) students in the category of "Positive" perception. Then, in category "Moderate" and "Negative" perception each have 2 students (9.52%). Only 1 student (4.76%) fell into the "Strongly Negative" group.

Furthermore, based on the result of interview in conative aspect, the researcher found most of students are motivated on the use of Islamic English music for education and listening. So, the researcher can conclude that students will be motivated on the use of Islamic English music for education and listening.

DISCUSSIONS

The discussion shows the interpretation of findings on how students see the usage of Islamic English songs in learning listening at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar. The study's findings indicate that the majority of students see the employment of Islamic English songs in the classroom favorably listening at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar.

According to Slameto's (2010) theory, positive perception is the perception or view of an object that results in a condition in which the perceived subject tends to accept the captured object because it corresponds to his person. This research's findings indicate that 38.1% of the students have strongly positive perception, 33.3% have positive perception, 14.3% have moderate perception, and 9.5% have negative perception.

The result of data analysis obtained based on the three aspects. They are cognitive, affective and conative. Most students agree to use Islamic English songs for learning listening

in the cognitive area, as demonstrated by a questionnaire that reveals the students' dominance in "Strongly Positive" and "Positive" perception, as well as an interview result that demonstrates the students' agreement with this statement.

Second, the students' perception based on the affective aspect. The majority of students are at ease using Islamic English songs to practice listening, as evidenced by the questionnaire's findings that the majority of students had "Strongly Positive" and "Positive" perceptions. In addition, the students show responses on the affective aspect that indicate good mood on the use of Islamic English songs in learning listening.

Third, the students' perception based on the conative aspect. This remark is supported by a questionnaire that reveals the majority of students had a "Strongly Positive" assessment of the usage of Islamic English songs in listening instruction. The findings of the student interview and the student's experience show that most students are inspired to study more when Islamic English songs are used to teach listening.

CONCLUSIONS

According to the results of the study, which involved 21 students in third grade at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar, there are five categories of perception: "Strongly Positive" perception, which includes 8 students (38.1%), "Positive" which includes 7 students (33.3%), "Moderate" which includes 3 students (14.3%), and "Negative" which includes 3 students (14.3%). Based on the data, it can be concluded that the students have a positive perception of the use of Islamic English songs in learning listening at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar.

Additionally, it is found that most students agree that Islamic English songs should be used to teach listening skills in the cognitive and affective domains. When using Islamic English songs to teach listening skills, most students exhibit relaxed, excited, and calm moods, and when using Islamic English songs to teach listening skills in the conative domain, most students are motivated to learn more.

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