



(RESEARCH ARTICLE)



## Designing a supplementary English workbook by using songs as the English language teaching (ELT) media

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### Abstract

This research aims to design a supplementary English workbook by using songs as the media regarding the target needs and learning needs. This research is classified into Research and Development (R&D) with a modified model by Borg and Gall. The held steps began with conducting a need analysis, composing the course grid, designing the first draft, getting an expert judgment, designing the final draft, and conducting a small-scale field test for the students in the eleventh grade of SMAN 2 Gorontalo Utara as the subject of research. The data were obtained qualitatively and quantitatively through interviews and questionnaires. There were three questionnaires applied in this research which were administered to students' need analysis, expert judgment, and field test validation. The qualitative data were analyzed through essay description meanwhile the quantitative data were analyzed by using a statistical description. The output of this research is a workbook of unit 7 entitled *Meaning Through Song* which is designed based on students' target and learning needs. The unit consists of four parts of learning tasks, they are *Let's Check Your Vocabulary*, *How Good is Your Tense ?*, *Let's Talk about Song*, and *How does It Sound Like?*. Those learning tasks are orderly and purposed to assess students' vocabulary, grammar, speaking, and listening ability which are classified into cognitive and skill assessment. Based on the expert judgment result that consists of content, presentation, language, and graphics, the overall workbook design is categorized as highly appropriate with a Mean score of 3.68. The result is close to the field test validation gained from the students which is 3.63 categorized as highly appropriate.

**Keywords:** Workbook; Song; English Language Teaching Media; English Workbook; Research and Development Study

### 1. Introduction

Teaching English as a foreign language tends to make an English teacher more challenging to teach students in every stage of education. The government, somehow, has tried to develop a set of English curriculums that fit this condition each period and are designed to carry out a particular language program. This aimed to make education in Indonesia, especially English lessons easier to be delivered to the students with proper preparation.

There are many things that need to be considered before coming to the classroom to design an effective learning. It begins with understanding the students' condition, deciding what the students need to learn, determining how to measure their learning, and planning the materials, activities, and assignments that support the students learning. To conduct these activities, a teacher should formulate an appropriate lesson plan and provide a proper textbook based on the current curriculum.

In an EFL textbook published by National Education Department based on curriculum 2013, there is one lesson material learned by the tenth to twelfth grade of senior high school with a similar purpose which is interpreting an English song. As an English teacher in the whole grade at SMAN 2 Gorontalo Utara, the Author found it hard for the students to accomplish this activity as seen in their final score and process of learning. For the tenth grade as the former class, it is

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categorized as a normal situation if students have difficulty in settling this lesson, yet for the eleven and twelve grades, who have already learned this lesson twice, this surely ought to be easier for them. However, students remain confused and lack of competence to execute this lesson as seen from students in the twelfth-grade final score in basic competence of interpreting an English song lyric since grade ten to eleven source from Dapodik.

Considering this condition, the teacher, as a researcher, conducted a plain analysis of students' difficulties in carrying out this course through a simple interview and a textbook review. The initial interview was conducted early semester with the students of XII IPA as they had experienced the topic twice, therefore researcher could gain some information about the problems students faced on this topic. The former interview gave some findings about students' difficulties in this lesson material such as lack of vocabularies which directly impact to listening skills, weak understanding of phrases or structure, and the unpopular song selection in the textbook which led to the students' boredom in learning the topic. In addition, the researcher also conducted a review of the eleventh-grade textbook on this topic and found some uncertain activities designed in the textbook that confused students in interpreting the song. There are no specific language skills students could learn in the textbook but interpreting the song.

This circumstance gave a huge compulsion to the teacher to create a supplementary learning task in the grade eleven textbook as the representative since they had once learned this topic. This could help students in increasing both cognitive and skill aspects based on students' needs instead of asking the students to interpret the song quite over. Song, in this study, becomes the major medium of teachers in teaching the language aspect as it is positioned as the main lesson in this basic competence. Moreover, learning through song is considered can fully engage students' motivation and easily organize the classroom very well as supported by Jadhav (2015, p.76) that song can play a vital role in helping the students learn the language in anxiety-free situations. As well as Murphey (1992) in Kusnierek (2016, p.24) said the use of music and song can stimulate very positive associations with the study of language, which otherwise may only be seen as a laborious task, entailing exams, frustration, and correction.

This study is mainly aimed at designing supplementary English workbooks for students in SMAN 2 Gorontalo Utara in grade eleven.

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## 2. Method

This research design is categorized as a Research and Development (R&D) study. This study was conducted at SMAN 2 Gorontalo Utara. The subjects of this study are taken from grade XI, in this case, represented by 28 students of class XI IPA. In this research, the researcher used two kinds of research techniques. They were questionnaires and interviews. In analyzing the qualitative data, the researcher used a data analysis technique proposed by Miles and Huberman as cited in Sugiyono (2010, p.337). They state that the activities in analyzing qualitative data include data reduction, data display, and conclusion drawing.

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## 3. Results

### 3.1. Description of Target Needs

#### 3.1.1. Goal of learning

In this research, the term "goal" refers to the overarching objective of the learning task presented in the workbook. As evidenced by the responses to the first inquiry in Table 1, a substantial proportion of students (71.4%) aspire to enhance their abilities in reading, writing, speaking, and listening in the context of English language learning in school. Furthermore, the responses to the second inquiry, regarding the ability to communicate effectively in both spoken and written English, yielded comparable results. The second question regarding the potential benefits of learning English pertains to the ability of students to master English vocabulary, particularly those encountered in everyday life. This option was selected by 16 students, representing 57.1% of the total sample. The second option pertains to the capacity of students to comprehend and utilize every word, sentence, and expression in English, particularly in everyday contexts. This option was selected by 25 students, representing 53.6% of the total sample.

**Table 1** The Goal of Learning

No.	The Statement of Learners' Need	N	%
1	What is your purpose for learning English at school in general?		
	To speak English well	11	39.3
	Able to communicate in English, both oral and written	11	39.3
	To increase the skills of reading, writing, speaking, and listening	20	71.4
	To pass the national examination	0	0
	Other	1	3.6
2	You want to learn English to help you to...		
	Able to master English vocabulary properly, especially those encountered in everyday life	16	57.1
	Able to master English grammar well	7	25
	Able to comprehend and utilize every word, sentence, and expression in English, particularly in everyday life	15	53.6
	Other ...	1	3.6

### 3.1.2. Language skill and subskill

As the workbook is intended as supplementary material, the researcher analyzed numerous articles containing English lessons that could be learned through song. Additionally, a syllabus review of the eleventh grade was conducted. The syllabus indicated that the basic competence of this learning material is "interpreting the social function and language features of song lyrics relate to the life of a teenager as the high school students." If the basic competence is expanded to the indicator, it can be concluded that there are some language skills and subskills that could be utilized appropriately in this learning topic, such as listening, speaking, grammar, and vocabulary. Based on several studies, the researcher has designed the material in this workbook as follows:

**Table 2** Language Skill and Subskill

Assessment	Language Skill / Subskill
Cognitive Assessment	Vocabulary Grammar
Skill Assessment	Speaking Listening

## 3.2. Description of Learning Need

### 3.2.1. Input

The first learning need is the input used in the workbook. Input are the spoken, written, and visual data that learners work with in the course of completing a task (Nunan, 2004: 47-49).

The initial inquiry concerns the preferred genre of music among students. As illustrated in Table 3, most students (26 out of 28, or 92.9%) selected pop as the genre of music included in the workbook. The remaining students opted for rock and other (not specified) genres. The second question pertains to the learning task model preferred by students. From the table, both picture and color have the same workbook percentage, which is 42.9%. This may be a factor for the researcher to consider when creating the workbook. The last question is about the design of the workbook model that students prefer. The table clearly defines that cartoons are the model that students prefer, with 60.7% (equaling 17 students). The alternative model that students expressed a preference for was a real-life picture, with eight students (28.6% of the total) indicating this as their preference.

**Table 3** The Inputs the Students Prefer

No	The Statement of Learners' Need	N	%
1	What kind of music do you like?		
	Pop	26	92.9
	Rock	1	3.6
	Rap	0	0
	Jazz	0	0
	Other	1	3.6
2	The learning task model you like the most is ...		
	Picture	12	42.9
	With color	12	42.9
	Black and white	2	7.1
	Other	2	7.1
3	The design model that you wish is ...		
	Caricature	2	7.1
	Cartoon	17	60.7
	Real-life picture	8	28.6
	Other	1	3.6

### 3.2.2. Procedures

The procedures delineate the actions learners will undertake to achieve the specific objectives of each task (Nunan, 2004). The procedures comprise a series of activities that learners must complete. In this study, the procedures encompass listening skills, pronunciation, vocabulary, and grammar.

**Table 4** The Procedures the Students Prefer

No.	The Statement of Learners' Need	N	%
1	What kind of listening activity do you want in interpreting a song?		
	Listening to a song and then filling in the missing lyrics	10	35.7
	Listening to a song and then answering the question	2	7.1
	Listening to a song and then choosing the correct lyrics	15	53.6
	Other	1	3.6
2	What kind of activity do you like to help increase your vocabulary in terms of interpreting song lyrics?		
	Grouping the word classes	2	7.1
	Finding synonyms and antonym	7	25
	Filling the missing lyric	3	10.7
	Finding new vocabulary and then translating it	16	57.1
	Other	0	0
3	What do you want to do to increase your grammar ability in terms of interpreting song lyrics?		

	Identifying the possible tense contained in a song lyric	14	50
	Determining the noun phrase containing in song lyric	5	17.9
	Identifying the lyric with an apostrophe	6	21.4
	Composing w(h) question based on the song lyric	7	25
	Other	4	14.3
4	What kind of activity do you like in terms of pronouncing?		
	Memorizing song lyrics based on the native singer	14	50
	Identifying the song lyric pronunciation correctly	10	35.7
	Playing board game containing the song lyric	4	14.3
	Other	0	0

Table 4 of the procedure component presents the results of a survey on the listening activity students prefer when interpreting song lyrics. The data indicates that 51.3% of students select the option of choosing the correct lyric as the activity in listening skills. The next most popular choice was filling in the missing lyrics, with 10 students, or 35.7% selecting this option.

The second question pertains to activities designed to enhance students' grammatical abilities. In this section, the researcher presented a selection of grammar topics that students could choose from. The three most popular topics, as determined by the students, will be included in the workbook. The results indicate that identifying tenses in song lyrics is the most popular topic among students, with approximately 50% of students selecting this topic. The second most popular choice was composing wh-questions, which was selected by seven students, or 25% of the total. The third most popular choice was identifying song lyrics with apostrophes, which was selected by 21.4% of the total.

The third question in the procedure concerns students' activity in pronouncing. Approximately half of the students selected memorizing song lyrics based on native singers as their activity in pronouncing. This represents approximately 50% of the total number of students. The remaining students selected identifying song lyrics (35.7%) and playing board games based on song lyrics (14.3%).

### 3.2.3. Setting

**Table 5** The Setting the Students Prefer

No.	The Statement of Learners' Need	N	%
1	What setting do you want in carrying the task?		
	Do the task individually	5	17.9
	Do the task in pairs	8	28.6
	Do the task in groups	15	53.6
	Other	0	0
2	What setting place do you want in performing the task?		
	In the classroom	23	82.1
	Outside the classroom	1	3.6
	Library	4	14.3
	Multimedia Room	0	0
	Other	0	0

In the context of classroom management, setting refers to the way a task is carried out (Nunan, 2004). Regarding the setting, it can be observed that the majority of students (53.6%) prefer to work in groups. In contrast, the majority of

students (66.4%) expressed a preference for learning in the classroom rather than outside the classroom or library. Moreover, no students selected the option of learning in a multimedia room. Furthermore, the results of the needs analysis informed us about the roles that students want teachers to play in the teaching and learning process. This allows teachers and learners to collaborate effectively in teaching and learning activities.

#### 3.2.4. Teacher roles

Teacher roles are defined as the parts that teachers are expected to play in carrying out learning tasks, as well as the social and interpersonal relationships in the classroom (Nunan 2004). From the results, it can be assumed that students require the teacher to provide more opportunities for discussion. Approximately 50% of students selected this topic. Additionally, 11 students indicated a preference for the teacher to teach communicatively, while 10 students selected the option to explain the students' task. The remaining options were selected by fewer than seven students.

**Table 6** Teacher Roles

No.	The Statement of Learners' Need	N	%
1	What should an English teacher do in the process of teaching and learning English?		
	Give the information to the students	3	10.7
	Teach communicatively	11	39.3
	Explain students' task	10	35.7
	Observe students' achievement in learning English	7	25
	Give students the opportunity to ask and answer the questions	14	50
	Give feedback	6	21.4
	Others	1	3.6

#### 3.2.5. Learners' roles

The concept of learner roles refers to the various roles that learners are expected to assume in the context of learning tasks, as well as the social and interpersonal relationships that are present in the classroom. Based on the results of the survey, it can be concluded that students desire to listen and engage in activities based on teacher instruction. This is evidenced by the fact that 60.7% of students selected this option. Furthermore, the second most popular choice among students regarding their role in class was that of an active learner, with 15 students (53.6%) selecting this option.

**Table 7** Learners' Roles

No.	The Statement of Learners' Need	N	%
1	What is the student's role in the process of teaching and learning English?		
	Active Students	15	53.6
	Listener and performer in the classroom	4	14.3
	Listen then do the teacher's instruction	17	60.7
	A creative student in problem-solving	10	35.7
	Others	1	3.6

### 3.3. Need Analysis Interview Result

The interview, which aimed to ascertain students' interest in learning English through song, was conducted immediately following their completion of the need analysis questionnaire via Google Form. This activity was initially planned to be conducted in a small group of 10 students; however, in consideration of the students' circumstances, the researcher elected to proceed with seven students as participants. The interview yielded data regarding the activities students prefer to engage in when interpreting English songs, the type of song they most enjoy, and the design of the workbook.

Students expressed a preference for activities that facilitate the interpretation of English songs, including identifying the song's theme, completing the lyrics, recognizing lyrics written in specific tenses, and engaging in games. Additionally, students recommended incorporating popular songs from the Tik Tok application into the workbook as a medium for interpreting English songs. Regarding the graphic and design aspects, students requested that the researcher create a colorful and illustrated workbook.

### 3.4. Small-Scale Field Test

To assess the efficacy of the final workbook design in facilitating the learning process, a small-scale field test was conducted as the final step of this research. In this phase, the researcher administered the workbook to 28 students, after which a questionnaire was distributed via Google Form to evaluate the effectiveness and efficiency of the designed workbook (Sugiyono, p. 302). The questionnaire comprised four elements, each drawn from the BSNP. These were content, presentation, language, and graphics. The results of each element are presented in tabular form below.

**Table 8** Small-Scale Field Test Result of Content

No.	Statement	Score				Mean	Category
		4	3	2	1		
1	The task in the workbook relates to the topic	15	13	0	0	3.54	Highly Appropriate
2	The task eases me to reach the learning goal	20	8	0	0	3.71	Highly Appropriate
3	Workbook activities help me to increase my reading, writing, speaking, and listening ability	16	12	0	0	3.57	Highly Appropriate
4	The workbook can increase my vocabulary	22	6	0	0	3.78	Highly Appropriate
5	The illustration can clarify the aim of the task given	18	10	0	0	3.64	Highly Appropriate
Result of the Content						3.64	Highly Appropriate

The results of the students' field test of the content element, which comprises five indicators, indicate that the workbook is aligned with the topic of Unit 7, which is conveyed through song. The final mean score of approximately 3.64 is classified as a highly appropriate workbook.

**Table 9** Small-Scale Field Test Result of Presentation

No.	Statement	Score				Mean	Category
		4	3	2	1		
1	The song selections are popular and up to date, therefore I can enjoy the activities.	22	6	0	0	3.78	Highly Appropriate
2	Workbook activities are technology-integrated	12	14	2	0	3.35	Appropriate
3	There are available spaces in the workbook to perform the answer	19	9	0	0	3.67	Highly Appropriate
Result of Presentation						3.60	Highly Appropriate

The researcher analyzed three statements related to the presentation aspect and found that the mean score was approximately 3.6. This score is categorized as highly appropriate, indicating that the workbook is applicable to students in terms of presentation.

**Table 10** Small-Scale Field Test Result of Language

No.	Statement	Score				Mean	Category
		4	3	2	1		
1	The workbook used simple language	15	13	0	0	3.53	Highly Appropriate
2	The diction is common and easy to understand	16	12	0	0	3.57	Highly Appropriate
3	The imperative sentences are clear and structured	22	6	0	0	3.78	Highly Appropriate
Result of Language						3.62	Highly Appropriate

The results of the language aspect indicate that students can comprehend the activities in the workbook. The mean score of 3.62 categorizes the language aspect as highly appropriate.

**Table 11** Small-Scale Field Test Result of Graphic

No.	Statement	Score				Mean	Category
		4	3	2	1		
1	The workbook layout is interesting	15	12	1	0	3.50	Appropriate
2	Table and illustration are applicable	18	9	1	0	3.60	Highly Appropriate
3	The color choice is charming and non-tedious	21	7	0	0	3.75	Highly Appropriate
4	The phone is readable	21	7	0	0	3.75	Highly Appropriate
Result of Graphic						3.65	Highly Appropriate

In the final component of the questionnaire, the result of the graphic is positioned in the mean score of 3.65, which was derived from four statements. This result indicates that students were interested in the workbook design. From the fourth element of the questionnaire, the general result of the small-scale field test yielded a mean score of 3.63, which is classified as highly appropriate. This result suggests that the supplementary English workbook is perceived as an appropriate medium for teaching English through the use of English songs.

#### 4. Discussion

This supplementary English workbook was designed to assist students in mastering one of the topics in the English textbook for grade eleven, which is the interpretation of meaning through song. In developing the workbook, the researcher conducted a needs analysis in the preliminary stage through the administration of a questionnaire. The questionnaire encompassed six components of the task, namely goal, input, procedure, teacher's role, learner's role, and setting (Nunan, 2004). These were the aspects that were considered in the design of the questionnaire. In addition to administering the questionnaire, the researcher conducted a syllabus review to analyze the target needs. The questionnaire yielded information about the target needs with regard to the goal, while the learner needs were obtained from the input, procedure, and setting. The questionnaire also described the teacher's role and the learners' roles that students preferred. The result of the need analysis was used to design the course grid.

The researcher then proceeded to the next stage of the research, which involved the creation of the course grid. This grid informed the design of the learning tasks included in the workbook. The grid comprises several components, including basic competence, indicators, learning materials, language skills and sub-skills, learning activities, time allotment, sources, and media. In this grid, the researcher identified four language skills and sub-skills: listening, speaking, vocabulary, and grammar. The listening and speaking skills were designated for assessment within the skill domain, while the grammar and vocabulary skills were placed within the cognitive assessment domain.

Once the course grid had been created, the researcher proceeded to design the initial draft of the workbook. In developing this first draft, the researcher applied the theory of six components, which had been previously validated in the context of language skills. The four language skills and their associated sub-skills were titled as follows: "Let's Check Your Vocabulary," "How Good is Your Tense?," "Let's Talk about Song," and "How Does It Sound Like?" These titles were chosen to reflect the representative nature of vocabulary, tenses, speaking, and listening, respectively. Each learning



component is comprised of a variety of learning activities, including instruction, warm-up, task, homework, and reflection.

The design then proceeded to be evaluated by the expert. In this research, two experts were engaged to evaluate the initial draft through a questionnaire. The evaluation focused on content, presentation, design, and graphic elements. The researcher employed a Likert scale to assess the appropriateness of the task, categorizing responses as strongly agree or very good (score 4), agree or good (score 3), disagree or poor (score 2), and strongly disagree or very poor (score 1). The results were then analyzed using the central tendency measure proposed by Suharto (2006). The final result obtained from the questionnaire was 3.68, which was categorized as a very good design. However, the researcher still had to revise the workbook, as the data obtained from the open-ended question included in the questionnaire about the weaknesses of the workbook and suggestions to improve the quality of the workbook had to be considered. The revisions made by the experts became the reference for the final draft.

Once the workbook had been revised to the final draft based on the expert judgment validation, the final step of designing this workbook was to conduct a small-scale field test. In this step, the researcher applied two learning tasks to the students as the representative of unit 7, meaning through the song, they were "Let's Check Your Vocabulary" to assess students' vocabulary and "How Does It Sound Like?" to assess student's listening skills. Both assessments were classified as cognitive and skill assessments. The field test concluded with the distribution of a questionnaire to the students to ascertain their perceptions regarding the efficacy of the designed workbook in the teaching and learning process. The questionnaire encompassed four elements in accordance with the BSNP framework, namely content, presentation, language, and graphics. The final result of this questionnaire was 3.63, which was categorized as highly appropriate. The results thus demonstrated the applicability of the designed workbook to the students.

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## 5. Conclusion

The output of this research is a workbook of unit 7 entitled "Meaning Through Song." It was designed based on students' target and learning needs. The unit consists of four parts: "Let's Check Your Vocabulary," "How Good is Your Tense?," "Let's Talk about Song," and "How Does It Sound Like?" These learning tasks are designed to assess students' vocabulary, grammar, speaking, and listening abilities. They are classified into cognitive and skill assessments. The overall workbook design was categorized as highly appropriate based on the expert judgment result, which consisted of content, presentation, language, and graphics. The mean score was 3.68, which was close to the field test validation gained from the students, with a mean score of 3.63 and a category of highly appropriate.

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

No conflict of interest is to be disclosed.

### *Statement of informed consent*

Informed consent was obtained from all individual participants included in the study.

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