Pop Culture in Education: Amusing Way to Enhance Students' Listening Skill

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Abstract
Listening was one of the four skills that must be taught in teaching for Senior High Schools in Indonesia. However, students are found to be struggle with listening skills based on the observations conducted in the classroom of a Senior High School in Indonesia. One of the pedagogical media for improving listening skills was by using a pop culture. The goal of this study was to see how to utilize a pop culture as a formative assessment in teaching English language that might help the students in developing their listening skills for an enjoyable way. Because it is connected to students' lives and experiences, a pop culture served as a stimulus for eliciting ideas, knowledge, inspiration, and interest in listening comprehension. The participants of this study were 11 students in the Senior High School having good grade in English Subject. The data were collected by using interview and questionnaire. The result revealed that pop culture can improve listening skills of the school students.

Keywords: ELT, Listening Skill, Pop Culture

I INTRODUCTION

"Listening was a deliberate, purposeful activity in which we attempt to make sense of what we hear," as mentioned in Nunan (2003). Listening was an active skill because it required us to interpret the meaning of what we heard. As a result, we might define hearing as the ability to recognize and comprehend what others are saying. Comprehending the meaning of the words, phrases, clauses, sentences, and related discourse was part of listening. Hearing was not the same as listening, even though most individuals caught what was said. When we listened, we needed to make a concerted endeavor not only to hear but then also to digest, comprehend, and grasp what was being said. Listening was one of the most crucial skills in the English language. When humans were born, the first skill to obtain was to listen. Then, it was proceeded to learn our first language by listening to our surroundings. According to Brown (2014), listening was one of the most crucial English skills in the classroom alongside speaking skills. Without

listening to the materials in the first place, we would not be able to understand a thing and how to operate the language itself. We learnt language by listening to it firstly.

DeVito (2017) already divided the listening process into receiving, understanding, remembering, assessing, and responding as the five steps of listening. This procedure made listening what it was. To understand what was being said, first there must be a stage of receiving information. Listening, according to Hamouda (2013) was the ability of the listener to understand what he or she has heard and regardless of the likelihood that the receiver might repeat the noises before understanding them, to repeat the text, therefore, the next stage was understanding the information that has already been received. The further stage was to remember that information and then evaluated it. The next and last stage of listening was to respond to the information earlier.

Complex processes were involved in language learning and used when it came to listening. Listening can be classified in a variety of ways depending on how these activities were examined. Rost (2011) characterized "six sorts of listening technique" as forms of interaction with material and how those techniques enabled learners to grasp and gained additional content from it: (a) intensive listening, (b) selective listening, (c) interactive listening, (d) comprehensive listening, (e) responsive listening, and (f) autonomous listening which were all the various types of listening. In line with Rost, Brown & Abeywickrama (2011) discussed the listening evaluation by mentioning intensive listening, responsive listening, selective listening, and extended listening as four different sorts of listening tasks. In deep listening exercises, the learner concentrated on deciphering correct pronunciation, phrases, and grammatical, or recognizing what the speaker was stating.

Brown (2007) provided an overview of micro and macro-skills. Micro-skills were those that were related to the discourse level of organization, whereas macro skills were those that were related to the sentence level of organization. The macro skills that were included in Brown's theory, were:
1. Recognizing how spoken language uses cohesiveness devices.
2. Recognizing the communication roles of utterances in a variety of contexts, with a variety of participants and goals.
3. Using real-world knowledge to infer settings, participants, and goals. (pragmatic ability)
4. Identifying correlations such as the core idea, supporting the concept, fresh relevant data, supplied knowledge, pattern recognition, as well as elaboration from events, ideas, and other sources.
5. Recognizing the difference between literal and inferred meanings.
6. Deciphering meanings using nonverbal clues such as facial expressions, facial expressions, body language, and other nonverbal indicators are all examples of nonverbal indicators.
7. Acquiring and practice a variety of listening techniques, such as recognizing terms, predicting the definition of words contextual cues, requesting assistance, and indicating comprehension or lack of comprehension.

Meanwhile, the micro-skills were:

1. Retaining language chunks of various durations in relatively brief remembrance.
2. Examining the different types of English sounds.
3. Examining stress patterns in English, such as stressed and unstressed syllables, repetitive patterns, and intonation outlines, and related importance in information transmission.
4. Examining words in their shortened forms.
5. Examining a basis of phrases, distinguish word borders, also understand the meaning of textual variations.
6. Examining pauses, errors, corrections, and other aspects of speech performance.
7. Examining speech at various delivery rates.

8. Distinguishing patterns, norms, and confusing varieties are all grammatical phrase categories (nouns, verbs, and so on). Structures (tense, agreement, and pluralization, for example) were also grammatical phrase categories.
9. Detecting and distinguishes between the main and the slight sentence elements.
10. Distinguishing several grammatical forms can communicate the same concept.

Listening occupied 40-50 percent of overall communication time, speaking took up 25-30%, and reading and writing took up around 9%, according to Gilakjani & Ahmadi (2011), listening was critical for communication. Despite the fact that listening was by far the most fundamental and vital skill in language learning, to L2 learners, it might not be that easy. Countless problems were encountered when students learned a language, moreover if it was a foreign language. According to Graham (2006), various variables contributed to learners' difficulties with listening comprehension, such as a narrow portion of terminology, grammatical errors, and misinterpretations of listening activities. Furthermore, according to Goh (2000), there were eleven different listening comprehension difficulties. During perceptual processing, five of them indicated issues with memorizing vocabulary and attentiveness. The remaining five problems came from L2 students' incapacity to comprehend and employ mental representations of processed information. Hasan (2000) also noted that textual elements impacted listening comprehension; unknown vocabulary, long, complex texts, and complicated grammatical structures, for example, all contributed to listening misinterpretation.

Chen (2005) also looked into the listening comprehension issues of 190 students. The following were the top five issues he discovered. First, students initially concentrated on deciphering the meaning of a portion of the spoken text and missed what followed. Second, learners had trouble breaking down speech streams into smaller bits. Third, they were unable to decode words that they were familiar with. Fourth, they felt unsure about the key elements of the material. Fifth, they could not make an image in their mind out of the words they had heard. Technically, the prior explanations had something to do with word recognition. Yan (2007) went on to argue that listening comprehension was hampered by 10 primary difficulties. She noted that learners struggled with listening comprehension as there were too numerous new terms, they did not understand the context of new words, they could not memorize what the speaker had spoken, and they could not grasp the important themes in the subject matter.

Technology had evolved into one of the most important tools in the teaching and learning process, according to Richard and Haya (2009). Students nowadays can access information online easily. Prior to the outbreak of COVID-19 many educational institutions, schools, and colleges utilized partially online lessons to assist with language learning (Farrah & Al-Bakry, 2020). Today, however, all schools and universities had made the switch to totally online classrooms, with all learning and teaching taking place there. According to Dhawan (2020), the most important issue was responding to the epidemic and, more importantly, providing excellent online education and the mechanism of transmission from traditional to online learning. Currently, social web learning was used as a substitute for traditional classroom instruction. In particular, its popularity grows in unison with coronavirus outbreaks. This has encouraged teachers to make a determined effort to aid students in accessing engaging multimedia content, which had been shown to have a major impact on the learning process. Due to the obvious vastness of the Internet as well as the convenience by which technologies can be accessible, the need for web-based education and learning had increased dramatically (Chaney, 2010). Online classes were a rapidly expanding field that allowed the users to work outside of traditional time and geographic boundaries.

This way, online learning helped teachers and students to have an easier way to conduct an interactive learning process due to the unfortunate event we were in right now. Due to the abundance of reasons why students were drawn to online learning, it was hard to underestimate the importance of flexibility in virtual classrooms. Apart from versatility and convenience, online education had become more and more popular as a result of the numerous other perks, including curriculum selection and time savings (Wladis et al., 2015). In addition, as mentioned by

Lundberg et al. (2008), distance learning allowed for more flexible study hours, a student with a job may want to take an online course or an entire online-based college degree. For instance, a student with a job could access the online class upon labor hours and watch educational films and streaming videos of lectures. Because of this accessible learning situation, anybody can learn anywhere.

Even though the online learning were just started not long ago, students already felt bored in some of the learning media. One of the reasons was the pressure in this era of pandemics, online learning seemed challenging for most students, especially young folks. Besides, students' anxiety levels were increased by the burden of online lecture assignments, which demanded them to utilize freshly learned and they needed to quickly understand it. Teachers needed to round up their creativity and found ways to keep their students' focus, moreover in listening skills. Listening required a lot of focus to follow the process and comprehended the material properly. Without listening to the material first, students could not really understand what was given, therefore they could not fully understand English moreover the learning objectives. Kul (2010) stated that it was important to have good listening comprehension and to emphasize the learning process. One of the usual ways was to entertain them with popular and fun things such as movies, music, games, and many more things in popular culture that can be used to engage students' attention. Students felt related to these kinds of things because based on what Biggs (2000) stated that students felt more motivated to learn the things they felt connected and important to their lives. Not only was pop culture relatable, it was also interesting to talk about to their peers. It added more reason for them to practice their English to have conversation about pop culture that was always updating every day. Students also used a lot of gadgets and devices for their learning in this situation, it made pop culture easier to be accessed. According to Cheung (2001), popular culture created an environment conducive to learning. Popular culture was rooted in daily life, reaching into neighborhoods, homes, vehicles, and classrooms, and affecting what was purchased, worn, listened to, seen, spoken about, and thought about (Dolby, 2003 as cited in Stack & Kelly, 2006).

Moreover, using popular culture as a lesson topic made the learning process quicker for students. Students were more likely to be active in class, think critically, and contribute more when learning content was connected to popular culture, such as music, current events, or the way various pop culture themes. Pop culture also helped students to correlate keywords with engaging stuff they enjoy, which helped them remember what they had studied. Some previous studies showed that every teacher who had supplemented his or her curriculum with music, cinema, or other popular culture texts may claim to have a positive impact on teaching (William, 2009 as cited in Ratnawati, 2016)). Though using popular culture as a pedagogical tool was not a groundbreaking way anymore, it was still one of the effective approaches to grasp the students' attention. As mentioned by Liu & Lin (2017), popular culture was full of learning with a sense of adventure, excitement, desires, and ambitions, as well as societal issues. According to Cheung (2001), television showed, films, songs, tabloid newspapers, comics, fashion and style, video games, and the Internet had a tremendous influence on youngsters' behavior, societal perceptions, and knowledge. As a response, teachers had been encouraged to leverage students' "experienced understanding" to build compelling and expressive challenges in the classroom setting in order to encourage the enthusiasm of students for learning English.

EFL/ESL teachers can choose understandable, coherent, and meaningful non or native English speech examples for teaching listening from YouTube videos and Ted Talks, based on a previous study from Izzah et al. (2020). In order to counteract the impacts of native speakers in learning the grammatical, paralinguistic, and rhetoric qualities of easy-to-understand English speeches, learners must perform substantial non-native English speech samples were analyzed and imitated as part of this process. Lai (2014) identified substantial linkages between out-of-school activities and popular culture (e.g., the Internet, films, Television programs, music) and

English competency with a group of junior secondary L2 learners in a metropolitan part of southern Mainland China using both quantitative and qualitative data. She noticed that in a non-school environment English learning, this set of kids preferred English movies and English songs.

The researchers hoped to discover more about how popular culture influences students' learning and whether it was beneficial for them to improve their listening skills through this study. Students can learn how to listen fluently to English words and vocabularies by listening to music and watching movies, and there were many branches in popular cultures that may be useful in L2 learning experiences. To see how much the skill had been improved, it can be upgraded to watch movies without subtitles or listening to music without seeing the lyrics. The researchers were also curious as to how many learners were interested in developing listening skills using popular culture as a teaching medium. Because listening was a challenging yet underrated skill for learners to master, creative approaches to gain their attention must be applied.

II METHOD

The point of the study was to see how pop culture can help students enhance their listening skills. The researchers utilized a descriptive qualitative research methodology. As Merriem (1998) stated that the qualitative method was usually focused on innovative educational programs and practices, as it provided a complete explanation of the issue under investigation. This study is based on the students from a Senior High School in Tanjungpinang. The study is conducted with 11 students from second grade in the same class. Researchers would like to know whether pop culture really helped the students' development in listening or not.

The data were collected via questionnaires by Rusmati et al. (2015) with 10 questions and interviewing the students. The information for this study was gathered in order to understand more about the impact of pop culture on students' listening abilities. As an outcome of the study's findings, the participants' viewpoints were exposed. The survey was completed in English. There were 10 statements on the questionnaire, each with five possible responses scale from 1 to 5: strongly disagree, disagree, uncertain, agree, and highly agree. The research was to find out about the student perspective in pop culture as a means to enhance their listening skill and was it amusing for the student to mix pop culture in their study for listening as a way to enhance it.

The participants were chosen from one class as a means they had the same ideal condition, following the collecting of the sample, the researchers distributed the questionnaire to the participant in order to learn their perspective of using pop culture to enhance their listening skills. The questions were as follows: (1) In my spare time, I watch English movies to learn new words, (2) I spend a few minutes/hours listening to English songs to memorize/remember new English vocabulary, (3) I listen to English songs while studying English to learn the grammar/grammar of English song lyrics, (4). I listen to English audiobooks in my spare time to learn how to apply grammar/grammar structures in English, (5) I listen to English podcasts at night to practice my pronunciation in English, (6) I listen to popular songs (pop, jazz, rock, metal, etc.) in English to improve my listening/listening skills in English, (7). I listen to English pop songs to practice my speaking skills in English, (8) I remember the vocabulary of the video that I watched, (9) I write the lyrics of the English pop songs I listen to, (10) I listen to English songs in my spare time to create a sense of pleasure when learning English.

III FINDING AND DISCUSSION

FINDING

In this study, students in the second grade were used as a sample. A questionnaire was used to collect information regarding the students' research findings. Students were given the questionnaire so that researchers could learn more about the effects of popular cultures on their capability in listening. The data on the students' abilities were measured by giving them questions on a questionnaire. The result was as follows:

1.1 Table score of students' questionnaire

No.	Initial	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10
1	KPN	4	4	5	2	5	5	2	5	5	5
2	MEI	5	5	4	3	4	4	4	3	1	5
3	NRC	5	3	3	2	3	2	4	4	3	5
4	RSD	5	3	4	4	4	5	2	2	1	5
5	RDH	5	4	4	3	4	3	4	4	2	5
6	RK	3	2	1	1	5	2	5	5	1	1
7	DNS	5	5	5	3	5	5	3	5	3	5
8	AND	4	5	4	4	3	5	4	5	4	4
9	AF	4	3	3	2	5	5	1	4	1	4
10	BRW	4	4	2	4	1	5	5	5	1	5
11	ZAM	3	3	4	5	5	5	3	5	2	5

DISCUSSION

As seen in the table, the responses range from the highest to the lowest. Question number one, "In my spare time, I watch English movies to learn new words.", had 5 students who strongly agree with this statement. In fact, the majority of them were on the same page because none of them gave a score of less than 3. Meanwhile, there was one student who disagreed with the statement "I spend a few minutes/hours listening to English songs to memorize/remember new English vocabulary" in question #2. The other students agreed with the statement, demonstrating that listening to pop culture and in this case, an English song, contributed to the memorization of new English phrases. On the other hand, there was one student who strongly disagrees with the notion "I listen to English songs while studying English to learn the grammar/grammar of English song lyrics" in the third question.

The responses to number 4 were rather low, due to the lack of awareness about audiobooks as a tool to practice listening while also strengthening students' reading needs. Only one of the students who responded strongly agreed. The responses, notably in statement number

5, were quite high. Only one student strongly disagreed with the idea. Similarly, there were seven students who strongly agree with the statement of number six which was "I listen to popular songs (pop, jazz, rock, metal, etc.) in English to improve my listening/listening skills in English". For the seventh statement, which was "I listen to English pop songs to practice my speaking skills in English" there were 4 students who agreed and two students who strongly agreed.

The eighth statement on the questionnaire received six strongly agrees from the students, indicating that they agreed with the statement "I remember the vocabulary of the video that I watched" that listening to videos helped them expanding their vocabulary. For statement number 9, one of the students strongly agreed with the notion. For the last statement, "I listen to English songs in my spare time to create a sense of pleasure when learning English", eight students strongly agreed with the statement. Lastly, the researchers conducted the interview to each student to confirm their answers in that questionnaire. All of them agreed that pop culture gave positive impact towards their listening skills.

V CONCLUSION

Listening was a crucial and fundamental skill for learners to develop. The goal of listening education was to encourage students to enhance their listening comprehension. Listening, on the other hand, was one of the hardest skills to master. Without a listening skill, students had a hard time in learning other skills. Given this, teachers must employ specific strategies, methods, realistic resources, or new programs in teaching listening in order to stimulate students' attention and facilitate their growth. As a teaching and learning media, pop culture had a lot to offer to advance students' listening skill and their interest to learn English. The results of the students' listening skills were found to be beneficial when using popular culture, and the results of the questionnaire and interview revealed that students' interest, comfort, and motivation appear to be significantly high. It was fair to say that popular culture, as an authentic resource, had a significant influence on learners' listening abilities.

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