3RD INTERNATIONAL LANGUAGE AND TOURISM CONFERENCE

THEME: Sustaining Global Development Goals Through Languages, Education, and Tourism

18th –19th October 2019 | **Kulliyyah of Languages and Management, IIUM Pagoh**

ENGLISH LANGUAGE

PARTNERS:

Arab Researcher iD

ORGANIZED BY:

KLM KULLIYYAH OF LANGUAGES & MANAGEMENT

KULIYYAH OF LANGUAGES AND MANAGEMENT
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA PAGOH CAMPUS

3rd INTERNATIONAL
LANGUAGE AND
TOURISM
CONFERENCE
2019

SUSTAINING GLOBAL DEVELOPMENT GOALS
THROUGH
LANGUAGES, EDUCATION, AND TOURISM

PROCEEDING OF ILTC 2019
(ENGLISH LANGUAGE)

INTERNATIONAL LANGUAGE AND TOURISM CONFERENCE 2019

Sustaining Global Development Goals Through Languages, Education, and Tourism

FIRST PUBLISHED 2019

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9 789674 670139

ORGANIZED BY:
Kulliyyah of Languages and Management,
International Islamic University Malaysia,
Pagoh Campus

PUBLISHED BY:
Kulliyyah of Languages and Management,
International Islamic University Malaysia,
Pagoh Campus

CONTENT

SUB-THEME 2: EDUCATION

LEARNING STRATEGIES: PERCEPTIONS ON USING SONGS AND MOVIES IN LEARNING A FOREIGN LANGUAGE

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ABSTRACT

In the current era, movies and songs are very common in our daily lives; hence language learners should utilize these strategies in acquiring a new language, especially when their benefits and advantages have been highlighted in many studies. However, there are still some limitations that are faced by instructors and learners when integrating songs and movies in language learning. Thus, this paper aims to explore i) the perceptions of IIUM students on the integration of movies in foreign language learning and ii) the perceptions of IIUM students on the integration of songs in foreign language learning. This study employed the quantitative research design. It used online questionnaires which were analysed using descriptive statistics. From the findings, it is found out that the majority of the students have positive perceptions towards the integration of both songs and movies as a strategy in learning a foreign language. Upon completing the paper, the main limitations that were faced by the researcher were to get the targeted respondents to answer the questionnaires and also time constraint.

Keywords: Language; Learning; Strategies

1. INTRODUCTION

For centuries long, English has become the lingua franca of the world. It emerges as the language conversed and used by more than a quarter of the world's total population (Crystal, 2012). Tom and Pham (2010) assert that English has been identified and officially recognized as the international language among people of different language backgrounds across the globe. Apart from being the world's lingua franca, English is also a central language of communication in the world (Susanna, 2007). Thus, learning English has been regarded as important by many. One of the strategies in learning English is by using songs and movies, and numerous research has been done on the effects of incorporating songs and movies in language learning.

Kabooha (2016) finds that learners would be able to acquire the knowledge of beginning and filling a conversation exchange, as well as negotiate meaning and the nonverbal cues directly from the native speakers through the use of movies. Not only that, Ulate (2008), with reference to the Krashen's Input theory, mentions that since language is acquired rather than learned, using song is a great mechanism that helps learners to acquire a new language. However, several researchers have also argued against the effectiveness of these methods in language acquisition. For instance, learners might give up in keeping up with the conversation in the movies due to the natives speaking English in a fast pace (Silviyanti, 2014). Wahyu (2018) identifies three problems pertaining to these strategies which are related to semantic confusion, unfamiliarity and proficiency level. For example, misunderstandings may occur among the learners due to the use of unfamiliar words in the movies and their low proficiency levels.

This study aims to investigate whether the use of songs and movies brings positive effects to students' foreign language learning. It focuses on the learners' perceptions on integrating the use of movies and songs in language learning. This research would mainly benefit the language learners as they explore learning strategies that are more accessible and entertaining to them, while learning foreign languages. The research questions of this study are: 1) What are IIUM English majoring students' perceptions on foreign language learning using movie? 2) What are IIUM English majoring students' perceptions on foreign language learning using songs?

2. LITERATURE REVIEW

2.1 Movies and Language Learning

Movies are one of the useful language learning strategies that can be used to improve students' listening and speaking skills. Taking into account the fact that movies present conversational English in a real-world context rather than an artificial one, it creates the opportunity for the viewers in getting exposure to the varieties of native speaker voices, slangs, reduced speech, stress, accents and dialects - making movies a valuable and rich resources for teaching (Kings, 2002). In addition to that, the audio-visual aids also provide language learners with linguistic diversities and supply a rich means of

content as it provides tremendous cross-cultural values and offers a remarkable base for the development of critical thinking of the learners (Chapple & Curtis, 2000). Movies are interesting as it provides not only visual and verbal languages, but also sounds, colors and movement, making it more appealing to language learners. Films seize students' attention and gain their interest (Xhemaili, 2013). Among the advantages of integrating movies into language learning are in improving various language skills such as speaking, listening, writing, reading and grammar (Tuzi & Mori, 2008).

The benefits of using movies for language learning are more pertinent to improve learners' speaking and listening skills. Movies can be considered as representing authentic materials that instructors can bring into a classroom situation in order to let the learners to experience an almost "real-life" situation. Mock (1970) and Spencer (2003) believe that "imagination lies at the heart of learning". Through movies, learners are able to imagine the socio-cultural background of the language they are learning, and thus motivate them to enhance their language skills. This can be related to the language learners' context as they would become fonder of the language once they are accustomed to the culture, background, and norms of the target language, which are portrayed in movies. Second, movies help learners to improve their speaking skills. Liu (1995) states that just like how we acquire our first language through listening, speaking, imitating and cooperating, our second language should also be acquired in the same ways. Watching movies provides the learners with an avenue for them to listen and imitate the target language. Additionally, Silviyanti (2014) discovers that learners are more hyped and eager to watch movies and practice their pronunciation and speak like the natives. In addition, the language in movies usually includes numerous types of speeches such as the speech of different levels of formality, the speech of children and non-native speakers, slangs and jargons, rural and urban speech and a range of regional dialects that language learners will encounter in the country of the target language (Kaiser, 2011). Through the use of movies, learners would be able to learn and improve their intonation, stress and rhythm properly as they work on their pronunciation. Moreover, Qiang and Wolff (2007) believe that movies actually make learners' articulatory organs work, even though they are merely watching them silently, as shown by the listeners' silent imitation of the speaker's pronunciation and utterances in the movies.

Apart from the speaking skills, learners' listening skills are also enhanced through the use of movies as they listen to the utterances and pronunciation of the actors apart from all the other sounds presents. Their ears would be trained to become more familiar with the native's pronunciations, stress, rhythm, accents and slangs. In addition, since movies are more appealing to learners, it would usually stretch to longer discourse, as the purpose is more towards general pleasure rather than academic purposes (Flowerdew & Miller, 2005). A study was done by Bahrani (2015) to investigate the extent in which movies improve learners' listening comprehension. She identifies that movies do indeed significantly improve listeners' listening comprehension because of the language input that exists. Furthermore, since movies provide the viewers with real life listening experience apart from having simple language and short sentences,

students would be able to yield memory of words and phrases that were repeated frequently (Yiping, 2016). Through the exposure given through movies, learners are able to observe and identify how the natives initiate and sustain a conversational exchange, negotiate meaning and also their nonverbal cues (Kabooha, 2016).

However, some limitations of this method have also been discussed. The learners might not be able to follow the pace of the conversation in the movies. Silviyanti (2014) states that since native speakers speak English in a speed that is rather fast to be captured by the untrained ears of the learners, they might give up in trying to follow the conversation, and thus making the strategy ineffective. Apart from that, another obstacle that learners might face includes having a memory span that limits the learners to catch up with the pace of the speakers and process the information that are present in movies (Zohdi, 2010).

2.2 Songs and Language Learning

Music is similar to language, as it manifests meaning and emotions (Iwasaki, 2009). With reference to the Krashen's Input Hypothesis, Ulate (2008) claims that songs are a great tool for students to acquire new language. Songs would also attract learners' interest towards the English language as they are exposed to the beauty and variability of the language (Vinyets, 2013). Considering the fact that there are various types of songs that can be used in a classroom setting, ranging from nursery rhymes to contemporary pop music (Mol, 2009), it is something that learners from all levels can take advantage of.

By listening to English songs, learners would be able to improve their listening skills. Sevik (2011) discovers that songs are crucial in developing the young learners' listening skills. This is due to the fact that songs are more entertaining and are also accessible outside classroom, hence making it more appealing to the learners. By listening to English songs, learners are able to familiarize themselves with the native speakers' pronunciation apart from offering them with a wide range of vocabulary and expressions based on a context (Arevalo, 2010). By listening to songs, it could also increase their memory as they listen to it repeatedly, and it would facilitate their vocabulary recalling apart from vocabulary learning (Tabatabaei & Etaat, 2016). The integration of songs in language learning would also allow the students to listen to the native's various pronunciation, intonation and rhythm, hence allowing the students to train their ears to identify these sounds (Millington, 2011).

Another language skill that can be enhanced by listening to songs is the speaking skill. Bahas (2011), he finds out that initially, students are insecure when they are required to speak, however, through the use of songs, the students become more confident as they have an alternative method to practice their speaking skills. This is true as when listening to a song repeatedly, the learners would be able to imitate and improve their pronunciation which would influence their confidence in speaking the language. When they are able to pronounce the word correctly, it would boost their confidence, therefore, allowing them to speak the language confidently. Moreover, songs allow the

learners to practice new sounds in a more entertaining and enjoyable way (Millington, 2011). In addition, Jiminez (2013) mentions that students would develop their pronunciation and articulation gradually, hence improving the speaking skill which is the most difficult skill to develop for most students. Moreover, the learner's phonemic awareness can also be increased through singing (Abbott et al., 2007, as cited in Farmand & Pourgharib, 2013). Therefore, it could be concluded that songs are helpful in improving the learners' speaking skills.

However, similar to any other language learning strategies, there might be some limitations that the learners might face when using this method. The first limitation would be for the learners to grasp the words that are sung by the singer due to the speed of the song. This might cause confusion for the learners as they are unable to process the words, hence making it difficult for them to understand the meaning of the word and might result in them pronouncing a word wrongly. In a study by Tri (2017), one of the respondents stated that a slow song is more suitable for learners to train their ears to listen to the pronunciation of the English word and acquire new vocabulary. Wahyu (2018) in her paper finds out that in total, there are three limitations that hinder effective language learning through songs, which are; i) confusion when understanding the meaning of a song; ii) unfamiliarity with the method; and iii) different proficiency levels of the students.

3. METHODOLOGY

The study employed the quantitative research design. It was conducted in International Islamic University Malaysia. Purposive sampling was used to select the participants. The participants were 65 undergraduate students from IIUM, majoring in English for International Communication (ENCOM) and English Language and Literature (BENL). This study employed the questionnaire as the instrument, which was adapted from Bahas (2011) and Liando, Sahetapy and Maru (2018). It consisted of 16 close-ended questions that was divided into two sections; demographic and students' perceptions on language learning through songs and movies. The second section was further divided into two subsections which are; students' perceptions on language learning through movies and students' perceptions on language learning through songs, with eight questions each.

The questionnaire was an online questionnaire which was created in Google Form, and was administered through various social media platforms such as Facebook, Whatsapp, Twitter and Instagram. The purpose of the questionnaire was to elicit the respondents' perceptions on using songs and movies as language learning strategies. The questionnaire used likert-scale (1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree) to measure the respondents' responses, which were indicated by 16 statements. A reliability test was conducted for all the items in the questionnaire to test its reliability and validity. The globally approved Cronbach's Alpha value is 0.7 or higher, and all the items in the questionnaire exceeded the value, proving the reliability of the questionnaire. The Cronbach's Alpha value for both sections in the questionnaire is 0.938. Data from the

questionnaires were analyzed using descriptive statistics, where the frequencies and percentage of the responses were counted using SPSS.

4. MAIN RESULTS

This section presents the findings of the research and further discusses and compares the findings with previous studies. This section is divided into four parts in which the first two subsections aims to answer the research questions of the study, and the following two subsections will discuss the findings with reference to previous research.

4.1 Demographic Profile

Table 1: *Number of Respondents*

	Frequency (N)	Percent (%)
ENCOM	29	44.6
BENL	36	55.4
Total	65	100.0

Table 1 shows the number of respondents, where 44.6% of the respondents were from ENCOM, while 55.4% of the respondents were BENL students. The total number of respondents were 65.

4.2 Students' Perceptions on the Integration of Movies in Language Learning

This section aims to find out whether the data collected from the online questionnaires answered the first research question which is on the students' perception on the use of movies in language learning.

Table 2 below shows the respondents' responses to the statement that watching movies are beneficial for their language acquisition.

Table 2: *Movies are beneficial for English language use in daily life*

	Frequency (N)	Percentage (%)
Disagree	1	1.5
Neutral	3	4.6
Agree	24	36.9
Strongly Agree	37	56.9
Total	65	100.0

As shown in Table 2, the majority of the respondents strongly agreed that movies are beneficial for language learning. 56.9% of the total respondents answered 'strongly agree' and majority of the respondents gave positive responses as 93.8% of the respondents answered 'agree' and 'strongly disagree'. Only 1.5% of the respondents answered 'disagree', while the rest (4.6%) answered 'neutral'.

Table 3: *Movies help me to learn correct pronunciation*

	Frequency (N)	Percentage (%)
Neutral	6	9.2
Agree	23	35.4
Strongly Agree	36	55.4
Total	65	100.0

Table 3 shows the students' responses to the statement on the benefit of movies in helping them to learn correct pronunciation. The majority of the respondents (55.4%) strongly agreed with the statement, followed by 35.4% who agreed. The rest of the respondents chose to be neutral. All in all, the responses were all positive.

Table 4: *Movies help me to apply correct pronunciation in practice*

	Frequency (N)	Percentage (%)
Neutral	6	9.2
Agree	27	41.5
Strongly Agree	32	49.2
Total	65	100.0

As shown in Table 4, we can see that the majority of the respondents strongly agreed that movies help them to apply correct pronunciation in practice. A total of 49.2% answered 'strongly agree', while 41.5% answered 'agree', followed by 'neutral' (41.5%). None of them disagreed with the statement.

Table 5: *Movies help me to apply unfamiliar accents and dialects*

	Frequency (N)	Percentage (%)
Strongly Disagree	2	3.1
Disagree	1	1.5
Neutral	6	9.2
Agree	23	35.4
Strongly Agree	36	55.4
Total	65	100.0

In Table 5, although some responses to the benefit of movies in helping the respondents to apply unfamiliar accents and dialects are negative (3.1% strongly disagreed, 1.5% disagreed), the majority of the respondents (55.4%) answered strongly agree.

Table 6: *Movies improve my foreign language listening skills*

	Frequency (N)	Percentage (%)
Disagree	1	1.5
Neutral	9	13.8
Agree	21	32.3
Strongly Agree	34	52.3
Total	65	100.0

With regard to the benefit of movies in improving the respondents' listening skills, Table 6 shows that the majority of the respondents (52.3%) answered 'strongly agree', and only 1.5% of the respondents disagreed. 13.8% of the respondents answered 'neutral' and none of them answered 'strongly disagree'.

Table 7: *Movies helps me to understand unfamiliar accents and dialects better*

	Frequency (N)	Percentage (%)
Disagree	1	1.5
Neutral	9	13.8
Agree	17	26.2
Strongly Agree	38	58.5
Total	65	100.0

Table 7 shows that the majority of the respondents (58.5%) strongly agreed that movies help them to understand accents and dialects better and only 1.5% disagreed. 13.8% of the respondents were neutral, while the rest agreed.

Table 8: *Movies help me to obtain and apply new vocabulary in practice*

	Frequency (N)	Percentage (%)
Neutral	7	10.8
Agree	25	38.5
Strongly Agree	33	50.8
Total	65	100.0

Table 8 shows the respondents' responses on the advantage of using movies to obtain and apply new vocabulary in practice. More than half of the respondents (50.8%) answered 'strongly agree', while none of them gave negative response. 10.8% of the respondents answered 'neutral', while the rest agreed.

Table 9: *Movies help me learn new vocabulary*

	Frequency (N)	Percentage (%)
Disagree	1	1.5
Neutral	6	9.2
Agree	23	35.4
Strongly Agree	36	55.4
Total	65	100.0

As shown in Table 9, more than half of the respondents, with the percentage of 55.4% strongly agreed that movies help them in learning new vocabulary. Only 9.2% of the respondents answered 'neutral' and only 1.5% disagreed.

4.3 Students' Perceptions on the Integration of Songs in Language Learning

This section aims to find out whether the data collected from the online questionnaires answered the second research question on the students' perception on the use of songs in language learning.

Table 10 below shows the respondents' response to the statement on the suitability of songs as a language learning material for them.

Table 10: *Song is a suitable language learning material for me*

	Frequency (N)	Percentage (%)
Disagree	3	4.6
Neutral	11	16.9
Agree	19	29.2
Strongly Agree	32	49.2
Total	65	100.0

Table 10 shows that the majority of the responses are positive. 49.2% of the respondents answered 'strongly agree', followed by 49.2% who agreed. However, there are negative responses as well where 4.6% of the respondents disagreed with the statement.

Table 11: *Songs are a great media that supports speaking and listening activities*

	Frequency (N)	Percentage (%)
Disagree	1	1.5
Neutral	15	23.1
Agree	21	32.3
Strongly Agree	28	43.1
Total	65	100.0

Table 11 shows the students' perceptions on whether songs are a great media tool that supports speaking and listening activities. The majority of the responses are positive. 43.1% of the total respondents strongly agreed with the statement and 32.3% agreed. As for the negative response, only 1.5% of the total respondents disagreed with the statement.

Table 12*: Songs help me to adapt to the native speakers' pronunciation*

	Frequency (N)	Percentage (%)
Disagree	2	3.1
Neutral	13	20.0
Agree	23	35.4
Strongly Agree	27	41.5
Total	65	100.0

Table 12 shows the responses of the respondents on the statement that songs facilitate them to adapt the pronunciation of the natives. The majority of the respondents gave positive responses, with the most response being 'strongly agree' (41.5%). Only 3.1% of the total respondents disagreed.

Table 13: *Songs help me to be more fluent in speaking English*

	Frequency (N)	Percentage (%)
Strongly Disagree	1	1.5
Disagree	3	4.6
Neutral	18	27.7
Agree	19	29.2
Strongly Agree	24	36.9
Total	65	100.0

Table 13 reveals the perceptions of the students' on whether songs affected their fluency in English. Although the majority of the responses are positive, 1.5% of them strongly disagreed, while 4.6% of the respondents disagreed. 27.7% of the respondents answered 'neutral' while the rest gave positive responses, with 36.9% of the total sample strongly agreed.

Table 14: Songs help me to imitate the correct sound of English language by singing out loud

	Frequency (N)	Percentage (%)
Strongly Disagree	1	1.5
Disagree	2	3.1
Neutral	9	13.8
Agree	24	36.9
Strongly Agree	29	44.6
Total	65	100.0

As shown in Table 14, we can see that the majority (44.6%) of the respondents strongly agreed that songs help them to imitate the correct sound of English words by singing out loud. While only 1.5% of the respondents strongly disagreed, 3.1% disagreed and 13.8% answered 'neutral'.

Table 15: *Songs facilitate me in listening precisely to English words*

	Frequency (N)	Percentage (%)
Disagree	3	4.6
Neutral	11	16.9
Agree	25	38.5
Strongly Agree	26	40.0
Total	65	100.0

From Table 15, it can be seen that more than half of the responses are positive, with 40.0% of the total respondents strongly agreed that songs facilitate them in listening precisely to the English words. 16.9% of the total respondents answered 'neutral' while only 4.6% disagreed.

Table 16: *Spending more time listening to English songs makes me become more familiar with English words*

	Frequency (N)	Percentage (%)
Strongly Disagree	1	1.5
Disagree	1	1.5
Neutral	8	12.3
Agree	26	40.0
Strongly Agree	29	44.6
Total	65	100.0

With regards to listening skills, Table 16 shows the students' responses on the use of English songs to become more familiar with English words. The majority of the responses are positive, with the highest percentage (44.6%) of them strongly agreed. However, negative responses are present as well with 1.5% of the respondents answered 'strongly disagree' and 'disagree'.

Table 17: *Songs make it easier for me to memorize new vocabulary*

	Frequency (N)	Percentage (%)
Strongly Disagree	1	1.5
Disagree	2	3.1
Neutral	5	7.7
Agree	27	41.5
Strongly Agree	30	46.2
Total	65	100.0

Finally, from Table 17, we can see that the majority of the respondents strongly agreed that songs make it easier for them to memorize new vocabulary, with the percentage of 46.2%. However, 1.5% of the respondents strongly disagreed while another 3.1% disagreed with the statement.

5. Discussion

This section discusses the findings of the study with reference to previous studies, and show how they answer the research questions. The first research question is 'what are IIUM English majoring students' perceptions on foreign language learning using movies?' and the second research question is 'what are IIUM English majoring students' perceptions on foreign language learning using songs?'.

5.1 Findings for Research Question 1

The first research question aims to find out the students' perceptions on using movies as a language learning strategy. First and foremost, based on the findings of this study, the majority of the students agreed that movies are beneficial for language improvement. This can be related to Kings (2002) who stated that movies are a valuable

and rich resources for teaching, hence allowing the learners to expose themselves to various original context and instances of the language. Apart from that, when asked whether movies improve their foreign language skills, more than half of the respondents strongly agreed, and only 1.5% of the total respondents disagreed. This can be compared with a previous study by Tuzi and Mori (2008), where they identified the advantages of integrating movies in language learning in various aspects such as speaking, listening, writing, reading and grammar.

Furthermore, with regard to speaking skills, the study has identified that the majority of the students believed that movies help them in improving their pronunciation. Over 50% of the respondents answered 'strongly agree', and none of them chose a negative response. Not only that, the respondents also gave positive responses when asked if movies help them to apply correct pronunciation in practice, where 41.5% of them strongly agreed, and none of them gave negative responses. This finding is similar to the research by Silviyanti (2014), where she finds out that learners were more hyped and eager and even practiced their pronunciation like the natives. Not only that, when asked on the advantage that movies have in helping them apply unfamiliar accents, the majority of the responses are positive, but there are three respondents who responded negatively in which they answered 'strongly disagree'. This finding can be compared with Qiang and Wolff's (2007) study. They stated that movies actually make learners' articulatory organs work, even when they did not produce any sound while watching it

As for the listening skills, the findings show that the majority of the respondents found movies helpful in facilitating them to familiarize themselves with unfamiliar accents and dialects better. In comparison, Kaiser (2011) discusses that movies include various forms of speeches; hence, the learners are more exposed to the original source of the language and its speaker. In addition, Yiping (2016) finds out that learners would be able to store the memory of words and phrases that were frequently repeated as they watch movies since it provides real life listening experiences. This is similar to the findings from this present study where the majority of the respondents believed that movies help them in obtaining, applying and learning new vocabulary.

In conclusion, to answer the first research question of this study, we can deduce that generally, the majority of the students have positive perceptions towards the incorporation of movies in language learning.

5.2 Findings for Research Question 2

The second research question aims to find out the perceptions of English majoring students of IIUM on the integration of songs as a language learning strategy. First and foremost, based on the findings of the present study, the respondents responded variously when asked if songs are a suitable learning material for them. Although the majority of the respondents gave positive responses, 4.6% percent of the total respondents responded negatively. In addition, the majority of the respondents also strongly agreed with the statement that songs are a great media that supports speaking

and listening skills. Thus, although songs are a great tool for language learning (Ulate, 2008), it can be said that not all learners enjoyed using it as a learning strategy.

With regards to speaking skills, Jiminez (2013) states that songs allow the learners to improve their pronunciation and articulation gradually. However, this study has identified that the students have mixed responses to the advantages of songs in helping them to become more fluent in speaking the language. Although the majority of the respondents gave positive responses, the number of respondents who answered neutral are relatively numerous, followed by negative responses. On other questions in which the learners were asked if songs help them in adapting the native speaker's pronunciation, the majority of the students strongly agreed with the statement, and only 3.1% of the total respondents disagreed. Not only that, on another question aiming to find out the benefits of songs in helping the learners to imitate the correct sound of English words by singing it out loud, the responses varied as well, although almost half of the students strongly agreed. These findings proved that songs are indeed an alternative method for learners to practice their speaking skills, hence improving their confidence level (Bahas, 2011).

Moreover, regarding the perceptions of the students on the effects of integration of songs in their listening skills, the majority of the students believed that songs helped them in listening precisely to the English words, and only 4.6% of the total respondents disagreed. In addition, the majority of the students also agreed that by spending more time listening to English songs, they became more familiar with the English words. These findings are similar to the findings from Arevalo (2010) which show that learners were able to familiarize themselves with the native's pronunciation, expression and vocabulary. Not only that, almost half of the total respondents believed that songs make it easier for them to memorize new vocabulary obtained from the lyrics, while only 4.6% of them disagreed. This finding can be linked to the research by Tabatabaei and Etaat (2016), where they found out that songs facilitated vocabulary recalling and vocabulary learning as they are listened to repeatedly.

To summarize, the majority of the respondents have positive perceptions on the integration of songs as a language learning strategy, but there are relatively a number of those who do not think that music is a useful tool for language learning.

6. CONCLUSION

Songs and movies are a form of entertainment that is widely used for various purposes in the current era. Their availability in multiple languages and in various platforms makes accessing them easy. Therefore, it is a waste if they are not used in language learning as they can help the learners in acquiring various language skills, particularly speaking and listening skills. Previous research has identified the many benefits of integrating songs and movies as a language learning strategy, though there are some limitations that the learners or instructors might face.

The paper aims to answer the research questions which are: i) What are IIUM English majoring students' perceptions on foreign language learning using songs?; and ii) What are IIUM English majoring students' perceptions on foreign language learning using

movies? It is found out that the majority of the students have overall positive perceptions towards the use of movies and songs in language learning. The respondents believed that movies and songs are helpful in improving and enhancing their speaking and listening skills, apart from allowing them to attain new vocabulary in the process. Thus, foreign language learners should utilize these strategies in language learning as it is a form of learning that not only is interesting, but also beneficial for their language learning process.

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