

**DEVELOPING CRITICAL THINKING ABILITY USING ENGLISH
SONGS AT ENGLISH COMMUNITY (AL MARKAZ FOR KHUDI
ENLIGHTENING STUDIES)**



A THESIS

*Submitted to the Cultural Science Faculty Hasanuddin University
In Partial Fulfilment to obtain Sarjana degree in English Department*

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**ENGLISH DEPARTMENT
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
2024**

LEGITIMATION

THESIS

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SONGS AT ENGLISH COMMUNITY (AL MARKAZ FOR KHUDI
ENLIGHTENING STUDIES)

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It has been examined before the Board of Thesis Examination on Friday, 11
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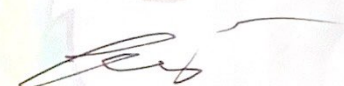
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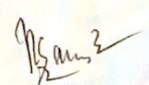

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AGREEMENT

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AGREEMENT

On October 11, 2024, the Board of Thesis Examination has kindly approved a thesis by Muh. Yusril Arya A. (F041201085) entitled "*Developing Critical Thinking Ability Using English Songs at English Community (Al Markaz For Kudi Enlightening Studies)*" submitted in fulfilment of one of the requirements to obtain *Sarjana* Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, October 11, 2024

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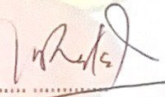
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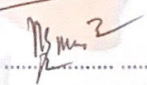
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The thesis by Muh. Yusril Arya A. (F041201085) entitled Developing Critical Thinking Ability Using English Songs at English Community (Al Markaz For Kudi Enlightening Studies) has been revised as advised during the examination on Friday, October 11th 2024 and is approved by the Board of Undergraduate Thesis Examiners:

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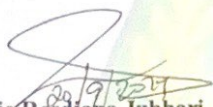
With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1938/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Muh. Yusril Arya A. (F041201085) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.


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Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, October 11th, 2024

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Praise the researcher for the presence of God or blessing Health opportunity and mercy that given to the writer so that can complete this thesis in a timely manner, the thesis entitled “Developing Critical Thinking Ability Using English Songs at English Community (Al Markaz For Kudi Enlightening Studies)”.

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With the completion of the final project of the writer, the researcher intends to convey her gratitude and appreciation to:

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At the end of the sentence, may God almighty bestow of the mercy and affection on all of us Aamiin Ya Rabbal Alamin.

Makassar, October 11th, 2024
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ABSTRACT

Muh. Yusril Arya A., 2024, “Developing Critical Thinking Ability Using English Songs at English Community (Al Markaz For Khudi Enlightening Studies)”. English Department. Faculty of Cultural Science Hasanuddin University. Supervised by Ria Rosdiana Jubhari and Abidin Pammu.

In this research, the researcher examined to know how the English Community of Al Markaz for Khudi Enlightening Studies responds to English songs by thinking critically and what the respondents think about English songs as a learning medium in the English Community of Al Markaz for Khudi Enlightening Studies. The researcher used to obtain data by observational, test design of 6 questions in 10 of each English songs, and documentation. To collect data, a critical thinking skills essay test was given to participants after they listened to the audio of the song. The results of the study showed the analysis of English songs serves as a powerful medium for enhancing critical thinking skills when implemented thoughtfully. Through lyric analysis, participants engage in deeper meaning exploration and social context, fostering a richer understanding of the material. Evaluating artistic quality and discussing personal interpretations further sharpen their logical and argumentative thinking abilities. The study conducted at Al Markaz Community for Khudi Enlightening Studies Makassar underscores the positive impact of using English songs on learning motivation and comprehension of content. However, it is essential to select appropriate songs, especially for beginners, as not all lyrics are suitable for this purpose. Songs with simple vocabulary and meaningful themes are recommended to maximize the effectiveness of this educational approach. With careful selection and guidance, English songs can indeed be a dynamic tool for promoting critical thinking skills among learners.

Keynote: Critical Thinking, Listening, English Songs

ABSTRAK

Muh. Yusril Arya A., 2024, “Pengembangan Kemampuan Berpikir Kritis Menggunakan Lagu-lagu Berbahasa Inggris di Komunitas Bahasa Inggris (Al Markaz untuk Studi Pencerahan Kudi)”. Jurusan Bahasa Inggris. Fakultas Ilmu Budaya Universitas Hasanuddin. Dibimbing oleh Ria Rosdiana Jubhari dan Abidin Pammu.

Dalam penelitian ini, peneliti meneliti untuk mengetahui bagaimana Komunitas Bahasa Inggris Al Markaz untuk Studi Pencerahan Khudi menanggapi lagu-lagu berbahasa Inggris dengan berpikir kritis dan apa yang responden pikirkan tentang lagu-lagu berbahasa Inggris sebagai media pembelajaran di Komunitas Bahasa Inggris Al Markaz untuk Studi Pencerahan Khudi. Peneliti menggunakan metode observasi, desain tes dengan 6 pertanyaan dalam 10 lagu berbahasa Inggris, dan dokumentasi. Untuk mengumpulkan data, tes esai keterampilan berpikir kritis diberikan kepada peserta setelah mereka mendengarkan audio lagu tersebut. Hasil penelitian menunjukkan analisis lagu-lagu berbahasa Inggris berfungsi sebagai media yang ampuh untuk meningkatkan keterampilan berpikir kritis jika diterapkan dengan bijaksana. Melalui analisis lirik, peserta terlibat dalam eksplorasi makna dan konteks sosial yang lebih dalam, sehingga menumbuhkan pemahaman yang lebih kaya terhadap materi tersebut. Mengevaluasi kualitas artistik dan mendiskusikan interpretasi pribadi lebih jauh mempertajam kemampuan berpikir logis dan argumentatif mereka. Studi yang dilakukan di Komunitas Al Markaz untuk Studi Pencerahan Khudi Makassar menggarisbawahi dampak positif penggunaan lagu-lagu berbahasa Inggris terhadap motivasi belajar dan pemahaman konten. Namun, penting untuk memilih lagu yang tepat, terutama untuk pemula, karena tidak semua lirik cocok untuk tujuan ini. Lagu-lagu dengan kosakata sederhana dan tema yang bermakna direkomendasikan untuk memaksimalkan efektivitas pendekatan pendidikan ini. Dengan pemilihan dan panduan yang cermat, lagu-lagu berbahasa Inggris memang dapat menjadi alat yang dinamis untuk mempromosikan keterampilan berpikir kritis di kalangan pelajar.

Keynote: Berpikir Kritis, Mendengarkan, Lagu-lagu Berbahasa Inggris

CHAPTER I

INTRODUCTION

A. Background

As an international language English is most commonly used to communicate with the people among the different countries. It is needed as a means of communication in spoken, listening, and written language. English can help people to communicate in many different nations all over the world because it is a global language. In Indonesia, English is used as a foreign language. Indonesian people use English to communicate for several circumstances. Not only is English used as a foreign language, but also it is learnt as a compulsory subject in junior high school up to university level. Listening, speaking, reading, and writing are parts of English and there are language components such as vocabulary, pronunciation, and grammar.

Listening activities also required in academic context, where the students have to deal with listening comprehension in the class. In EFL (English Foreign Language) class, the students face difficulties in communication. These problems are not only because of their ability, but also from the teachers. To overcome this problem, developing such an interactive way to teach listening is recommended. Considering learning styles also necessary when creating lessons, presenting material, and eliciting effective listening (Beall et.al, 2008). Particular listening strategy is needed not only to overcome the students' difficulties, but also how the student had a critical thinking when their listening abilities. Critical listening involves listening carefully and actively to the listening material to comprehend, evaluate, analyze, criticize, and reform it based on personal experiences and objective criteria (Basyoni et al., 2020). Using English songs in EFL classrooms with the critical thinking can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interests and motivating them to learn the target language. One definition for critical

thinking is “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.” Critical thinking involves observation, interpretation, analysis, inference, evaluation, and explanation. Students will regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxed. According to Murcia (2001: 84), listening is the most used language skill in life and should be a central focus—all day, every day limited only by the availability of the target language in the school, community, and media.

Listening to English music, especially for the critical thinking by students, is one technique to strengthen the ability to listen, provides critical thinkers with what is needed to organize the information they hear, understand its context or relevance, recognize unstated assumptions, make logical connections between ideas, and draw conclusions. especially on the lyric of the songs that is rarely heard by students. Songs have been an amusing companion for human beings for as long as or even longer than we can speak. As an integral part of our language experience, it can be of great value to foreign language teaching. And the many-faceted merits songs possess may enrich and activate our foreign language class. Georgie Lozanov incorporates music into his teaching method—Suggestopedia, for music is instrumental in creating a relaxing and comfortable environment, which can propel language learning (Freeman & Dianne, 1985). Besides music, another indispensable element of songs is lyrics which serve as a direct genuine source of teaching materials in foreign language classes, so why should songs be overlooked by the teachers? There have been abundant researches abroad on songs as an authentic teaching resource in language teaching (Maley, 1997; Eken, 1996; Gaston, 1968; Geoff, 2003), but a paucity of such studies was reported in China. This paper demonstrates the value of English songs in ELT by reporting some specific teaching activities

as a serious attempt to implement them in EFL classrooms in English language learning.

In this case, this study has conducted observations on June 13, 2024, and collecting research data has begun on June 20, 2024. The specific reason why they want to take a sample of the community in the English is because researcher want to see how the level of English students captures or critical thinking on listening skills. Listening critically to English songs at the student level is different from high school and junior high school students when listening to English songs as a learning medium. Many English education students listen to international songs on music platforms like Spotify, Joox, YouTube Music, and Apple Music. From here, researcher took the title of the study by focusing on abilities *Developing Critical Thinking Ability Using English Songs at English Community*.

B. Identification of Problems

The problem identification in this thesis, are:

1. Not all participants in community can think in critically when listening using English songs.
2. Not all song genres can be used as a way to critical thinking in listing skills.
3. Some of English songs have very less vocabulary.
4. Accent and pronunciation in English can make them hear wrong when their try to critical listening.

C. Scope of Problem

In this research, it limited to the following matters:

1. The critical thinking of participants English community in Al Markaz for Khudi Enlightening Studies on listening skill because of English songs.
2. The critical thinking of participants of English Community in Al Markaz for Khudi Enlightening Studies when their listening to English songs as a learning medium.

D. Research Question

Based on the problem above, the research questions are formulated as follows:

1. How do the English Community of Al Markaz for Khudi Enlightening Studies respond to English songs by thinking critically?
2. What do respondents think about English songs as a learning medium in the English Community of Al Markaz for Khudi Enlightening Studies?

E. Objective of Study

Based on the question above, the objectives of the research are:

1. To know how do the English Community of Al Markaz for Khudi Enlightening Studies respond to English songs by thinking critically.
2. To know what do respondents think about English songs as a learning medium in the English Community of Al Markaz for Khudi Enlightening Studies.

F. Significance of Study

The findings of this study are expected to be useful for students or readers, especially for participants of the English Community in Al Markaz for Khudi Enlightening Studies. Theoretically, this study result is expected to contribute to educational studies, especially for the theory of critical listening skills and authentic material. Practical Benefit, the study is expected to be significant for the students, lecturers, academic institutions, and future researchers. It will inform students to use English songs as an effective method in learning methods to improve their listening skills in thinking of critically with the media of application online such as Spotify, Joox, Youtube, Music or Apple Music etc. Also, it will help the lecturers know that English songs also can be an effective method in the class to improve students' listening skills with the critical of listening and the educational institution about the benefits that the students can achieve by using English songs as their effective method to improve listening skills especially how the student to used their critical thinking. Lastly, it will help

other researchers in their research in studying the influence of English songs in education.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

The researcher makes an effort to provide support for her research by searching for similar research on the efficiency of listening to English music to the students' critical listening skills. The author then makes an effort to compare his research to the research done by others. According to the author's analysis of the prior studies, they noticed three research resemblances as well as dissimilarities. The following is a list of the earlier studies that have been mentioned:

The first research relating to this research has been conducted by *Achadiyah and Izmi (2023) "The Use of Songs to Activate Students' Critical Thinking Skill"*. In this research, the researcher examined the use of song in teaching listening skills integrated with critical thinking skills. The researcher used to obtain data by observational field notes as a design of the case study. The researcher stated several ways revealed by the teacher to activate students' critical thinking such as providing critical questions related to the content of the song and stimulating students constantly to eager them to answer critically. Several strategies adopted by these teachers include: highlighting several words and asking about the meaning, connecting to students' real-world settings, assigning them to make a judgment, and examining the current situation and conditions.

Furthermore, the second research concerned with critical thinking has been carried out by *Nainggolan & Hanifah (2020) "University Students' Critical Thinking Ability Listening Skill"*. The researcher presented this research analysed university students' critical thinking ability on their listening skills. 25 of the students taking the listening subject participated in the study and were chosen as the sample of this study. To gather the data, the essay test of critical thinking skills developed by Facione was administered to the participants after they had listened to related audio of

conversation and/or monologue. The obtained data from this research were then analysed using a holistic critical thinking scoring rubric. The results showed that the core critical thinking skill of interpretation possessed by the students is 61% categorized as low, analysis skill is 65% classified as medium, inference skill holds 68% ranked as medium, evaluation skill gets 56% categorized as low, explanation skill is 54% classified as low, and self-regulation is 68% classified as medium. In addition, the total average of students' skills related to critical thinking is 62% and is categorized as low. This research considered that students in higher education are faced with complex problems and decision-making, and education practitioners are called to develop critical thinking in language teaching particularly listening skills

The latest research covering critical thinking was put forward by *Rahmah, Islamiah and Nurhasanah (2020) "The Relationship Between Critical Thinking Ability and Vocabulary Learning Strategy in 6th Semester of English Department at the Islamic University of Kalimantan"*. The purpose of this study was to determine the kinds of vocabulary learning methods that the learners use and to look into the relationship between vocabulary learning strategies and critical thinking for the sixth semester of the English department at the Islamic University of Kalimantan. The Islamic University of Kalimantan's sixth-semester students made up the research population. There were forty pupils enrolled in all. The Vocabulary Learning Strategies Questionnaire (VLSQ), which consists of 20 items, was used to gather data on the different types of vocabulary learning strategies used by the learners. The California Critical Thinking Skills Test (CCTST), which consists of 34 questions, was used to assess the critical thinking abilities of the learners. Google Forms was used to distribute those instruments over a WhatsApp group. The result of the study revealed that determination strategies were most frequently used followed by memory, metacognitive, and determination; while social strategies and memory were found as the least frequently used strategies. On the other hand, the Pearson

Moment Correlation demonstrated that there was a relationship between learners' critical thinking ability and vocabulary learning strategies.

B. Theoretical Background

1. Listening

Listening is the process of actively receiving, interpreting, and comprehending auditory information. It involves paying attention to and understanding spoken or written words, as well as non-verbal cues and contextual nuances. Pan (2016) states that the aim of listening comprehension skills. Consequently, "focus," "attention," and "understanding" are necessary. Top-down listening strategies are frequently used in listening comprehension: listening for the main points, themes, context, and essence of the text; listening for precise details; sequencing the content; and drawing conclusions, educated guesses, and predictions (Wah, 2019; Sulistyani et al., 2023, p. 768). According to the journal article "Effective Listening: A Framework for Practice" by S. Purdie and L. Ellis (Australian Journal of Adult Learning, 2005), listening encompasses not only hearing the words being spoken but also engaging in active cognitive processes such as attending, interpreting, and evaluating the message. Effective listening is crucial for effective communication and has been linked to improved relationships, problem-solving, and decision-making skills. It requires concentration, empathy, and the ability to suspend judgment.

From the two opinions above on listening, it can be concluded that, active listening techniques, such as paraphrasing, summarizing, and clarifying, facilitate better understanding and mutual comprehension between the listener and the speaker. By actively listening, individuals can gather accurate information, gain insights, and build stronger connections with others. Practicing active listening leads to more meaningful and productive interactions, promoting effective communication and collaboration in various personal and professional settings.

2. Critical Thinking

Critical thinking means the ability to analyze, evaluate, and judge information or arguments objectively and thoroughly. People who think critically do not just accept information at face value, but they question assumptions, seek evidence, understand context, and assess the reliability of sources of information before reaching a conclusion. Critical thinking also involves the ability to identify biases, recognize logical fallacies, and make decisions based on rational, informed judgment. Critical thinking (CT) is becoming a prime goal of student and teacher education (Birjandi and Bagherkazemi, 2010; Casas, 2018, p. 16). Critical thinking is organized for the students to take responsibility for their own learning, to become active learners, and seek to enhance their own individual characteristics (Cırık, Çolak, & Rich, 2015; Marlowe & Page, 2005; Tuncel & Bahtiyar, 2015; Rahmah et al., 2020). According to the journal article *“Kemampuan Menyimak Kritis Dengan Media Audio Visual Pada Siswa Kelas XI IPA dan IPS SMA Negeri 09 Kota Bengkulu”* by Febri Narapadia, Didi Yulianto, and Suhartono (Jurnal Ilmiah Korpus, 2019), Dawson (as cited in Tarigan, 1986:29) defines critical listening as an activity where a listener must observe for bias, inaccuracy, or lack of authenticity. Critical listening requires objectivity, the ability to recognize emotional cues, and the capacity to analyze and reach conclusions that are factual and well-supported.

Based on some of the views of the above experts on critical thinking, it can be concluded that critical thinking needs to be done to find out how students are able to think critically to look for errors or mistakes and even good and correct points. The need for critical thinking is also to examine where there are deficiencies, errors and inaccuracies in the speaker's speech. In this case, through critical thinking, whether through music, video or audio, listening activities in which there is a lack or absence of authenticity or the presence of prejudice and inaccuracy will be observed. Students need to learn a lot to listen, listen critically to obtain the truth. Critical thinking

needs to be done to find out how students are able to think critically to look for errors or mistakes and even good and correct points.

3. English Songs

English songs are musical compositions written and performed primarily in the English language. They encompass various genres and styles, including pop, rock, country, hip-hop, and more. Due to metre, speed, and orchestration, songs from the Baroque and classical eras are recommended by Botha and Puhl (1988) and Lozanov (1978) for the best effects in relaxing and concentration, employing a classical tune to help pupils unwind has an impact on their brains, because they make use of every region of the brain, they may therefore absorb more and more easily (Lestari, 2019, p. 9). According to the journal article "The Influence of Listening English Song to Improve Listening Skill in Listening Class" by Tri Listiyaningsih (2017), English song is native speaker of English. With listening the English song, people will usual to listen and it can sharpen the ears to listen. English songs serve as a means of artistic expression, storytelling, and cultural representation. They often convey emotions, personal experiences, social commentary, or universal themes through their lyrics and melodies. English songs have a wide reach and global impact due to the prominence of the English language in the music industry. They connect people from different cultures and backgrounds, serving as a shared language of emotions and experiences.

4. Songs in Education

The term "English songs in education" refers to the practice of utilizing songs in the English language as a kind of instructional media in order to improve the quality of educational experiences and language acquisition. The use of songs in the classroom can be advantageous for a variety of learning objectives, including but not limited to: language acquisition, vocabulary growth, enhancement of pronunciation, cultural understanding, and engagement. According to research that was published in 2010, music has been shown to activate the brain, which in turn helps

with memory retention and cognitive processing. The beneficial influence that songs have on language learning outcomes is highlighted in the paper "The Effects of Songs in the Foreign Language Classroom on Text Recall, Delayed Text Recall, and Incidental Vocabulary Learning" written by P. Holtrop and M. A. H. Verhoeven and published in the journal *Language Teaching Research* in 2007.

Which is, the use of English songs in educational settings creates an environment that is dynamic and engaging for learning, which aids the students' language and cultural growth. Students may improve their English listening, speaking, reading, and writing abilities by singing along to songs, which is a fun and participatory method to learn the language. They are useful tools for presenting novel concepts, reinforcing grammatical structures, instructing vocabulary, and fostering fluency in the target language.

C. Theoretical Framework

The main theory that the writer refers to is Achadiyah and Izmi (2023) as reference for Students' Critical Thinking Skill Using English Songs. The researcher aimed that used of songs' lyrics technique are effective in students' critical listening skill.

Based on research, data examination was carried out by carefully selecting a song, in some of these songs there are lyrics that are used by students to analyse their critical thinking abilities by listening to the song. After receiving the experimental treatment, the students were more encouraged to learn English and felt more confident because they used song of English. Based on this information, it can be concluded that teaching critical thinking skills to children through the medium of song lyrics is an effective way to evaluate what the lyrics of the song convey. The researcher's main focus is the benefits of critical thinking to English songs in education, because the use of media to improve students' critical thinking skills or abilities is similar to the author's main focus. The researcher's main focus is to find out the benefits of English songs to activate critical thinking

skills in students which is in line with the author's main focus. Therefore, the author assumes that the use of English songs can improve students' critical skills.

D. Al Markaz for Khudi Enlightening Studies

This organization is called Al Markaz for Khudi Enlightening Studies, which is abbreviated as MAKES. This organization was started in December 1998 or a week before the month of Ramadan 1418 Hijriah with the name Al-Markaz Exclusive Meeting and changed its name to MIKES in July 1999 then became MAKES since 2000.

MAKES is located at the Al-Markaz Al-Islami Jend Mosque. M Yusuf Makassar, South Sulawesi. MAKES is an organization under the auspices of the Islamic Education Agency (BPI) of the Al-Markaz Al-Islami Mosque, General. M Yusuf. MAKES is basically based on Islam. MAKES is *ukhuwah Islamiyah*, preaching, open, educative, creative, participatory and dynamic.

The background of the MAKES community consists of several different educational backgrounds, some are university students, teachers and lecturers and some come from high school students. The people who join this community also have different age gaps starting from the age of 19 to 45 years old.

The aim of establishing MAKES is to form an enlightened generation that utilizes the potential of thought, dhikr and cares about the social conditions of humanity. Some of MAKES' main activities include:

1. Member Education and Empowerment.
2. Study of community problems.
3. Development of information through publications and documentation.
4. As well as other activities that are not binding and do not conflict with the Basic Rules (KD) and Rules

The MAKES symbol is in the shape of a circle and in the middle, there is a picture of an open book with the word MAKES, and above it is the symbol of the Al-Markaz Al-Islami Mosque Jend. M. Yusuf, namely in the form of 4 (four)

writings of Allah in Arabic which intersect at the ends. Meanwhile, the MAKES attributes are the organization's stamp and letterhead.