# TABLE OF CONTENTS:

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>i</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xii</td>
</tr>
<tr>
<td>ABBREVIATIONS</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## 1.0 INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 English in Malaysian Schools</td>
<td>1</td>
</tr>
<tr>
<td>1.2 The Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Rationale</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Research Questions</td>
<td>8</td>
</tr>
<tr>
<td>1.5 The Significance of the Study</td>
<td>9</td>
</tr>
<tr>
<td>1.6 Limitations of the Study</td>
<td>10</td>
</tr>
<tr>
<td>1.7 Definition of Terms</td>
<td>10</td>
</tr>
<tr>
<td>1.8 Summary</td>
<td>11</td>
</tr>
</tbody>
</table>

## 2.0 REVIEW OF RELATED LITERATURE

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Theories in Language Learning</td>
<td>12</td>
</tr>
<tr>
<td>2.1.1 Behavioural theory – Imitation</td>
<td>12</td>
</tr>
<tr>
<td>2.1.2 Krashen’s Theory</td>
<td>13</td>
</tr>
<tr>
<td>2.1.3 Piaget’s Egocentric Language</td>
<td>21</td>
</tr>
<tr>
<td>vs. Vygotsky’s Inner Speech</td>
<td></td>
</tr>
<tr>
<td>2.1.4 Motivational</td>
<td>25</td>
</tr>
<tr>
<td>2.1.5 Attitude</td>
<td>28</td>
</tr>
</tbody>
</table>
2.1.5.1 Origin of Attitude 28
2.1.5.2 Theoretical Definitions 29
2.1.5.3 Practical Applications 32

2.2 Songs and Language 34
2.2.1 The Origin of Songs 34
2.2.2 Speech and Song 35
2.2.3 Rhythm, Intonation and Pronunciation 38
2.2.4 Listening 38
2.2.5 The Communicative Approach 41
2.2.6 Authenticity 42
2.2.7 Meaning / Discourse 43
2.2.8 Culture 45

2.3 Research Done in Areas of Pop Songs 46
2.3.1 Research of Pop Songs 46
2.3.2 Linguistic Studies of Pop Songs 48

2.4 Pedagogical Implications 49

2.5 Summary 51

3.0 RESEARCH PROCEDURES

3.1 Access 52
3.2 Time Frame of the Lessons Using Pop Songs 52
3.3 Agents 53
3.4 Samples 53
3.5 Procedure 54
3.6 Choice of Songs 55
3.7 The Instrument 56
3.8 Pilot Study 57
3.9 Data Collection 58
3.10 Treatment of the Data 58
4.0 FINDINGS

4.1 Background 59
4.2 What are the students’ general attitudes towards listening to English pop songs as a Leisure activity 61
4.3 What are the students’ general attitudes towards listening to English pop songs as a technique in classroom teaching 64
4.4 Is there an interest in learning English among students after conducting the lessons using English Pop Song? 68
4.5 Summary 78

4.5.1 Listening to Pop Songs as a Leisure Activity 78
4.5.2 The Use of Pop Songs as a Classroom Activity 79
4.5.3 The Interest of Students after Conducting Lessons Using English Pop Songs 80

5.0 CONCLUSIONS AND IMPLICATIONS

5.1 General Attitude of Students 82
5.2 Impact of the study 82
5.3 Strength and Limitation of the Study 83
5.4 Implications of the Study 83
5.4.1 Implications for Teachers and Trainers 83
5.4.2 Implications for Curriculum Developers 85
5.4.3 Implications for Textbook Writers 85
5.5 Recommendations 85
5.5.1 Recommendations for Teachers and Trainers 85
5.5.2 Recommendations for Curriculum Developers 87
5.5.3 Recommendations for Textbook Writers 87
5.6 Implications on further research 88
5.7 Summary 89

BIBLIOGRAPHY 90
APPENDICES 97
<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 : SPM English result at NS State &amp; National level from year 1991 to 1999</td>
<td>2</td>
</tr>
<tr>
<td>1.2 : PMR English result at NS State &amp; National level from year 1996 to 1999 according to grades</td>
<td>3</td>
</tr>
<tr>
<td>3.1 : Percentage of Students’ Race, Gender and Place of Residence</td>
<td>53</td>
</tr>
<tr>
<td>4.1 : Percentage of Students’ Perceived Proficiency in Writing, Reading and Speaking</td>
<td>59</td>
</tr>
<tr>
<td>4.2 : Percentage of Students’ Actual Grade in their First Terms Examination</td>
<td>59</td>
</tr>
<tr>
<td>4.3 : Students’ General Preference Towards Listening to English Pop Songs</td>
<td>61</td>
</tr>
<tr>
<td>4.4 : The Frequency Students Listen to English Pop Songs Weekly</td>
<td>61</td>
</tr>
<tr>
<td>4.5 : Usual Time Students Listen to English Pop Songs</td>
<td>62</td>
</tr>
<tr>
<td>4.6 : Occasions When Students Listen to English Pop Songs</td>
<td>62</td>
</tr>
<tr>
<td>4.7 : Students’ Preference for Spending More Time Listening to English Pop Songs</td>
<td>63</td>
</tr>
<tr>
<td>4.8 : Other Members in the Family who Listen to English Pop Songs</td>
<td>63</td>
</tr>
<tr>
<td>4.9 : Media Used for Listening to English Pop Songs</td>
<td>64</td>
</tr>
<tr>
<td>4.10 : Previous Experience of Learning English in Classroom using English Pop Songs</td>
<td>64</td>
</tr>
<tr>
<td>4.11 : Students’ Inclination towards learning English Using Pop Songs</td>
<td>65</td>
</tr>
<tr>
<td>4.12 : Students’ Perception of Improvement in learning English Using Pop Songs</td>
<td>65</td>
</tr>
<tr>
<td>4.13 : Students’ Preferred Skills for use of English Pop Songs in Classroom according to Skills</td>
<td>66</td>
</tr>
</tbody>
</table>
4.14: Language Skills that Respondents Find Most Difficult to Learn 66
4.15: Frequency of Lesson Preferred using English Pop Song 67
4.16: Students’ General outlook on Using English Pop Songs 67
4.17: Students’ General outlook on Using English Pop Songs 68
4.18: Language Skills that Respondents Think they have Learnt during the Lessons 68
4.19: Frequency of Lesson Preferred using English Pop Songs after the Lessons 69
4.20: Students’ Desire for the Next Lesson using the English Pop Songs in the Classroom 70
4.21: Students’ Desire to listen more to English Pop Songs during Leisure after the Lessons 70
4.22: Enjoyment of Songs 71
4.23: Hope on more Classes Using Pop Songs 71
4.24: Confidence of Students 72
4.25: Motivation of Students 72
4.26: Length of Time for the English Lesson 72
4.27: Shyness Towards Answering Questions During Lesson 73
4.28: Teasing By Friends 73
4.29: Cooperation From Friends 73
4.30: Willingness to Bring their Favourite English Pop Songs to Class 74
4.31: Willingness to Get the Lyrics of the Songs for Lessons 74
4.32: Willingness to Discuss with Friends 75
4.33: Whether they Think they have Learnt Listening during the Lessons 75
4.34: Whether they Think they have Learnt Comprehension during the Lessons 75
4.35: Whether they Think they have Learnt Grammar during the Lessons 76
4.36: Whether they Think they have Learnt Vocabulary during the Lessons 76
4.37: Whether they Think they have Learnt Writing during the Lessons 77
4.38: Whether they Think they have Learnt Speaking during the Lessons 77
LIST OF APPENDICES

Appendix A: Questionnaire A 97

Appendix B: Questionnaire B 102

Appendix C :

i). Song – “Father and Son” by Boyzone 107

ii). Lesson plans and song activities for the song “Father and Son” 109

iii). Worksheets

Differentiated worksheets of the same exercise.

a). Worksheet A (I)
Worksheet for learners with high proficiency in English 112

b). Worksheet A (II)
Worksheet for average learners of English 114

c). Worksheet A (III)
Worksheet for low English proficiency level 116

Appendix D :

i). Song – “Child” by Freddie Aguilar 119

ii). Lesson plans and song activities for the song “Child” 120

iii). Worksheet 123

Appendix E

i). Song – “Some People” by Cliff Richard 125

ii). Lesson plans and song activities for the song “Some People” 126

iii). Worksheets 130
Appendix F

i). Song - "Earth Song" by Michael Jackson 133

ii). Lesson plans and song activities for the song "Earth Song" 134