3.0 RESEARCH PROCEDURES

The purpose of this study is to look at the secondary students' attitude towards pop songs in their daily lives and their attitude to the use of pop songs in the ESL classroom. The type of survey instrument used was questionnaires. The questionnaires were used to ask about their attitude towards English pop songs before and after teaching English lessons using pop songs. The questionnaires were used to see whether there was any obvious interest among the students towards learning English when English pop songs were used as a means in teaching the English language. These methods were also capable of ensuring the reliability and validity of the research. The researcher used subjects who were students in her school because it was cost effective. Although the convenience strategy was used, the validity of the research was maintained.

3.1 Access

Permission to do the study at Sekolah Tinggi Port Dickson was obtained from the Principal of the school. As the researcher was one of the teachers in the school, there was no difficulty in getting the permission.

3.2 Time Frame of the Lessons Using Pop Songs

The classes were conducted within three months starting August 2001 to mid October 2001. The songs were used in the classroom about once a fortnight. This was to create a possible realism for pop songs to be used for teaching purposes.
3.3 Agents

The researcher taught the lessons herself so as to maintain the validity of the research. Furthermore, she could see for herself the students' reaction while the lessons were conducted. Together with the questionnaires, observation in the classroom was also conducted. This was to ensure the validity and reliability of the research.

3.4 Samples

Lessons on English pop songs were conducted in a class of forty-five students from Form Four Arts I of Sekolah Menengah Kebangsaan Tinggi Port Dickson.

<table>
<thead>
<tr>
<th>Race</th>
<th>Total</th>
<th>%</th>
<th>Gender</th>
<th>%</th>
<th>Home</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td></td>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malays (M)</td>
<td>34</td>
<td>75.6</td>
<td>17</td>
<td>50</td>
<td>17</td>
<td>50</td>
<td>21</td>
</tr>
<tr>
<td>Chinese (C)</td>
<td>6</td>
<td>13.3</td>
<td>4</td>
<td>66</td>
<td>2</td>
<td>4.4</td>
<td>3</td>
</tr>
<tr>
<td>Indians (I)</td>
<td>4</td>
<td>8.9</td>
<td>3</td>
<td>6.7</td>
<td>1</td>
<td>2.2</td>
<td>1</td>
</tr>
<tr>
<td>Others (O)</td>
<td>1</td>
<td>2.2</td>
<td>1</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Overall total</td>
<td>45</td>
<td>100</td>
<td>25</td>
<td>55.6</td>
<td>20</td>
<td>44.6</td>
<td>25</td>
</tr>
</tbody>
</table>

Source: Questionnaire A (Section A no 1 – 4)

The above table shows that out of 45 respondents, 34 of them or 75.6% are Malays, 6 respondents or 13.3% are Chinese, 4 respondents or 8.9% are Indians and 1 respondent or 2.2% is from the 'others' category. Out of 45 respondents, 25 respondents or 55.6% are boys and 20 respondents or 44.6% are girls. Out of
45 respondents, 25 respondents or 55.6% come from urban area and 20 respondents or 44.4% come from rural area. The rationale for choosing the class is that it has students of various races and both gender. The students in the class are also from rural and urban areas. Therefore, they are suitable to represent attitude of teenagers generally.

3.5 Procedure

Students were given a set of questionnaires before the English language classes using pop songs were conducted. This questionnaires elicited information about their preference in listening to pop songs as a leisure activity and as a technique in classroom teaching.

Then English language classes using pop songs were conducted once a fortnight. The researcher chose four English pop songs. (Appendix C-F) Language activities based on the pop songs were created. The activities created were targeted for average students in the English language. This is because during the piloting the researcher noticed that majority of students were of moderate ability in the English language.

After conducting all the four songs that took three months, another set of questionnaires was given to students to ascertain their interest in learning English.
3.6 Choice of Songs

Firstly, the songs were chosen based on their contents which were adaptable to the syllabus. Secondly, some of the songs were currently popular and some were categorised as evergreen.

The first lesson used the song “Father and Son” by Boyzone. This lesson incorporated listening, speaking, reading and writing skills. Grammar skills that were discussed were Simple Present Tense and Simple Past Tense. Vocabulary items, which were discussed, were words like “settle down, take your time and ignore”. The sound system that is in the song include stress in two and three syllable words and contraction- ‘re’, ‘m’.

The second lesson used the song “Child” by Freddie Aguilar. This lesson incorporated listening, speaking and writing skills. Grammar skills that were discussed were ‘Wh’ questions and responses, Simple Present Tense and Simple Past Tense. Vocabulary items, which were discussed, were words like “astray and fulfilled”. The sound system in the song included “Past tense form – ed / d /”.

The third lesson used the song “Some People” by Cliff Richard. This lesson incorporated listening, speaking, reading and writing skills. Grammar skills that were discussed were Simple Present Tense, subject and verb agreement and modifiers – adjectives before nouns - few, some, many. Vocabulary items, which were discussed, were words concerning feeling such as “hurt, pride, understand and cry”. The sound system in the song is Vowel sound (e.g. “hurt”). In this song, idiomatic language is also presented in the lesson. This is in terms of idiom (e.g. “keeping the other one down”), metaphor e.g. (“when a heart is moved, when a heart is stoned”) and poetic sentences or unusual word order e.g. (“in a word unspoken with a voice unheard”).
The fourth lesson used the song -“Earth Song” by Michael Jackson. This lesson incorporated listening, speaking, writing and reading skills. Grammar skills that were discussed were Present Continuous Tense, Simple Present Tense and Simple Past Tense. Vocabulary items, which were discussed, were words like “pledge”. The sound systems in the song are consonant clusters e.g. “pl: pledge and sh: shared”, stress in compound word e.g. “SUNrise”, sentence stress and intonation e.g. “What about…? and Did you ever stop to notice?” and contractions e.g. “‘re, ‘ve – you’re, we’ve”.

3.7 The Instrument

The questionnaires consisted of close-ended and open-ended questions. Closed-ended questions were chosen because it was easy for the researcher to collate and analyse them. However, open-ended question helped the subjects to justify their choices of answer from the close-ended questions.

There were two sets of questionnaires. One set was administered before the lessons and another set after the lessons. The questionnaires were written in English and Bahasa Malaysia. This was to ensure that students really understood the questions. The first set of questionnaire was divided into three sections A, B and C. The first or section A asked the personal particulars such as sex, age ethnicity, background and competency in the language. The second or section B asked the sample population about the nature of exposure to English pop songs in their daily lives. This was to determine the extent of students’ desire to listen to pop songs in their daily lives. The last or section C asked the subjects' personal opinion on the use of English pop songs in their classroom. This was to
determine students' attitude toward the use of pop songs as a means of teaching materials.

After the English language lessons using pop songs had been conducted, another set of questionnaire was administered to the students. It asked about their personal opinion about learning English after being exposed to English language classes that use pop songs. This was to determine whether there was an added interest in learning English after being exposed to such lessons. The questionnaires can be referred to in Appendix A and B.

3.8 Pilot Study

The questionnaires were piloted to form 4 Arts II class in the school before being used. For actual lessons using pop songs, students of form 4 Arts I were chosen. Both sets of questionnaires (before and after conducting lessons using pop songs) were administered to them. The song entitled "Father and Son" by Boyzone was introduced to them. Three sets of activities based on this song were conducted with them to see which one was more relevant to their abilities so that researcher would have the idea to create activities for other songs. The researcher found that a few questions in the questionnaires needed to be adjusted. These were modified accordingly so that the questionnaires could be understood easily.
3.9 Data Collection

The researcher administered and collected both sets of questionnaires after and before the lessons from the students personally. The researcher also conducted the lessons.

3.10 Treatment of the Data

The purpose of the questionnaires was to know students' personal views of pop songs in their daily lives and their preference of the use of pop songs in the ESL class. Therefore, the findings were not data driven. For example, responses for the close-ended questions, was derived. Data collected was analysed using the Microsoft Excel, Microsoft Office 2000 Premium. The data was presented in appropriate tables. For open-ended questions, reasons and justifications were given. The data was explained using Microsoft Word, Microsoft Office 2000 Premium.