



## BRIGHT VISION

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### **Developing Structured Song-Based Learning Materials for English Language Teaching: A Needs Analysis of and Material Prototype Design**

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#### **ABSTRACT**

This study aims to develop structured song-based learning materials for English language teaching for grade 11 students of SMA Swasta RK Serdang Murni Lubuk Pakam. Utilizing a Research and Development (R&D) method with the ADDIE model, this study integrates songs as authentic learning media into English language teaching. Data collection was conducted through questionnaires and needs analysis involving one English teacher and seventeen students. The findings showed that teachers face difficulties in finding age-appropriate songs, connecting songs with the curriculum, and designing structured activities. Teachers need ready-to-use worksheets, curated song recommendations, and practical teaching guidelines. Students reported difficulties with unfamiliar vocabulary, unclear pronunciation, and fast song tempo. Students prefer pop music with clear lyrics and interactive activities such as karaoke and gap-fill exercises. Based on these findings, a prototype of structured song-based learning materials was developed. The prototype consists of a teacher's guide, student worksheets, and curated song selections. Due to time limits, this study was limited to the needs analysis and design stages of the ADDIE model. The implications suggest that song-based learning materials should include vocabulary support, structured activities that move from listening to speaking tasks, clear guidance for teachers, and song selections that match student preferences while remaining appropriate for classroom use. Future research should conduct expert validation, classroom trials, and effective studies to assess the quality of the prototype.

Keywords: Song-Based Learning Materials, Needs Analysis, English Language Teaching, Addie Model, Senior High School.

#### **INTRODUCTION**

Good learning materials are very important for teaching English as a foreign language. Teachers need to make learning interesting and meaningful for students. However, in many classrooms, learning still depends too much on textbooks and teacher-centered activities. These methods may not match what students like or need. At the same time, many students listen to English songs outside the classroom. This gives teachers a good chance to use songs as learning tools.

Many experts have shown that songs are useful for language learning. Songs give students natural language input in a meaningful way. When students listen to songs, they learn pronunciation, vocabulary, and grammar at the same time. (Krashen, 1992) explained that language learning happens when students understand what they hear or read. Songs can provide this kind of input because they repeat words and phrases in a real context. (Murphey, 2010) also found that songs stick in people's minds, which helps students remember new words.

Recent studies have confirmed that songs work well in English teaching. In Indonesia, (Annuri et al., 2025) studied teachers' views on using songs for listening lessons. They found that teachers believe songs are helpful, but they struggle to pick the right songs and connect them to the curriculum. Similarly, (Pratiwi et al., 2025) reported that senior high school students like pop music with clear lyrics. However, students need guidance to understand songs well. (Ibrahim et al., 2024) developed a song-based workbook for eleventh-grade students. They found that songs work well for teaching vocabulary, grammar, speaking, and listening if the tasks are well-organized. (Zuhriyatul, 2016) also developed song-based tasks for young learners and confirmed that songs help vocabulary learning when activities are varied and supportive. (Utami et al., 2025) further demonstrated that song-based instruction can improve vocabulary mastery by over 80% in senior high school students.

Despite all these benefits, many teachers still face real problems. Teachers find it hard to choose songs that are not too hard or too easy for students. They also struggle to find songs that are appropriate for the classroom. Some songs have words or themes that are not suitable for students. In addition, designing activities based on songs takes a lot of time and skill. As (Griffie, 1995) noted, songs can teach vocabulary and pronunciation well, but their effect on grammar and speaking depends on how teachers use them in well-designed materials. This means that good materials are very important.

At the same time, students show great interest in English songs. They listen to artists like Bruno Mars, Charlie Puth, Coldplay, Westlife, and One Ok Rock. Music is already part of their daily lives. However, many students still find it hard to understand song lyrics. They struggle with new words, fast singing, unclear pronunciation, and figurative language. This shows that while students enjoy songs, they still need help to learn from them. Teachers need to provide structured guidance to connect music with learning goals.

Many studies have talked about the benefits of using songs. However, only a few have focused on developing structured song-based materials based on what teachers and students really need. Therefore, this study conducted a needs analysis as an important first step. The purpose is to develop materials that are practical, relevant, and effective.

Based on this rationale, the present study aims to develop structured song-based learning materials for English language teaching by examining the needs of teachers and students. Specifically, this study seeks to answer the following research questions:

1. What learning materials based on songs are needed by teachers and students to support English language teaching and learning?
2. How can structured song-based learning materials be developed effectively to meet these needs?

## **RESEARCH METHOD**

This study used research and development (R&D) design. The goal was to develop structured song-based learning materials for English teaching. The study followed the ADDIE model, which has five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). However, because of time limits, this study only covered

the first two stages: Analysis and Design. The Analysis stage involved finding out what teachers and students need, lack, and want when using songs for learning English. The Design stage involved making a prototype of the song-based materials based on the findings from the needs analysis. The next three stages are suggested for future research.

The study was conducted at SMA Swasta RK Serdang Murni Lubuk Pakam. The participants were one English teacher and seventeen grade 11 students. The participants were chosen using purposive sampling. This means they were selected because they had relevant experience and knowledge about using songs for learning English. Including both the teacher and students gave different views and made the needs analysis more complete.

The main tool used in this study was a questionnaire distributed through Google Forms. The questionnaire was designed based on a needs analysis framework that covers three areas: needs (what participants require), wants (what they prefer), and lacks (what difficulties they face). Two different sets of questions were made: one for the teacher and one for the students. The needs analysis framework used in this study follows similar approaches in recent song-based research (Park et al., 2025).

The teacher questionnaire had closed-ended and open-ended questions. It aimed to find out what problems the teacher faces when using songs, what language aspects are hard to teach through songs, what features are needed in learning materials, what activities the teacher wants to develop, and what format of materials is preferred.

The student questionnaire was designed to find out how often students listen to English songs, what difficulties they have in understanding lyrics, how they see the benefits of songs for learning English, what types and genres of songs they like, and what classroom activities they enjoy. The questionnaire included multiple-choice questions, rating scale items, and short-answer questions to collect both numbers and written responses.

Data were collected through an online questionnaire using Google Forms. The researchers first made two sets of questionnaires for the teacher and students. Then, the questionnaires were sent to the participants. They were given enough time to complete them voluntarily. The responses were automatically saved in a spreadsheet, which made it easy to organize and analyze the data. This method was chosen because it is practical, easy to access, and can collect data from many people at once.

Data analysis used both quantitative and qualitative methods. Quantitative data from closed-ended questions were analyzed using descriptive statistics. This included frequency, percentage, and mean scores. The results were presented in tables to show patterns in the participants' answers. Qualitative data from open-ended questions were analyzed through several steps: reducing the data, grouping the data into themes, and interpreting the data. In the data reduction step, only relevant responses were selected. Then, the responses were grouped into themes based on needs, wants, and lacks. Finally, the data were interpreted to explain the findings clearly.

## **RESULTS AND DISCUSSION**

### **1. Analysis Stage**

#### **Teacher's Need Analysis**

The teacher's needs analysis was conducted with one English teacher from SMA Swasta RK Serdang Murni Lubuk Pakam. The findings are presented below.

##### **➤ Lacks: Difficulties Faced by the Teacher**

The teacher reported several challenges when using songs as a teaching medium.

**Table 1. Challenge Faced by the Teacher**

Challenge	Response
Difficulty finding age-appropriate songs	✓
Difficulty connecting lyrics with curriculum	✓
Students focus more on music than content	✓
Most difficult language aspect	Speaking

The first challenge was finding songs with lyrics suitable for students' age. The teacher explained that not all English songs have appropriate content for high school students. Some songs contain words or themes that are not suitable for the classroom. This requires the teacher to spend additional time carefully selecting songs.

The second challenge was connecting song lyrics with the curriculum. The teacher found it difficult to link songs with the learning objectives that must be achieved. Without clear guidance, songs may be used as entertainment rather than as integrated learning materials.

The third challenge was students focusing more on the music than the learning content. The teacher observed that when songs are played, students often become more engaged with the rhythm and melody than with the language tasks. This indicates that songs can distract learners if not accompanied by structured activities.

Additionally, the teacher identified speaking skills as the most difficult language aspect to teach through songs. While songs are commonly used for listening activities, developing productive skills such as speaking requires more structured support.

➤ **Needs: What the Teacher Requires**

The teacher identified several features needed to use songs effectively in the classroom.

**Table 2. Features Required by the Teacher**

Required Feature	Response
Ready-to-use printable worksheets	✓
Curated song recommendations by level and theme	✓
Guidelines for connecting songs with curriculum	✓
Variety of game-based activity ideas	✓

The teacher expressed a strong need for ready-to-use worksheets that can be printed and implemented directly. This reflects a desire for practical materials that reduce preparation time while maintaining pedagogical quality.

The teacher also needed curated song recommendations organized by difficulty

level and theme. This would simplify the song selection process and ensure that songs used are appropriate for students' proficiency levels and learning objectives.

Another need was clear guidelines on how to connect songs with the curriculum. Such guidelines would help ensure that song-based activities align with learning objectives and competencies.

Finally, the teacher required a variety of game-based activity ideas using songs. This indicates that the teacher values interactive and engaging approaches that can maintain students' interest while facilitating language learning.

➤ **Wants: Teacher's Preferences**

The teacher also shared preferences regarding activities and materials.

**Table 3. Teacher's Preferences**

Aspect	Preference
Activities	Collaborative projects (song covers, lyric modification)
	In depth analysis of implied meaning
	Grammar-based learning activities
Format	Digital modules for free download
Recommended Artist	Westlife

Regarding activities, the teacher wanted to develop collaborative projects such as creating song covers or modifying song lyrics. These types of activities allow students to engage creatively with language while developing both receptive and productive skills.

The teacher also wanted to incorporate in-depth analysis of implied meanings in songs. This activity encourages students to move beyond literal comprehension and develop critical thinking skills as they interpret figurative language and cultural references.

Additionally, the teacher expressed interest in grammar-based learning activities using songs. This indicates a desire to integrate explicit language instruction with authentic song materials.

In terms of preferred format, the teacher wanted learning resources in the form of digital modules that can be downloaded for free. This suggests a preference for flexible, accessible materials that can be used in various classroom contexts.

Finally, the teacher mentioned Westlife as an artist whose songs are considered representative for classroom teaching. This provides practical guidance for selecting songs that may resonate with both the teacher and students.

**Student's Needs Analysis**

The students' needs analysis was conducted with seventeen students from SMA Swasta RK Serdang Murni Lubuk Pakam. The findings are presented below.

➤ **Lacks: Difficulties Faced by Students**

Students reported several difficulties when trying to learn English through songs.

**Table 4. Student's Difficulties in Understanding Song Lyrics**

Difficulty	Frequency (n=17)	Percentage
Unfamiliar vocabulary	9	52.9%
Unclear pronunciation	7	41.2%
Fast tempo	6	35.3%
Idioms/figurative expressions	4	23.5%

The most frequently reported difficulty was unfamiliar vocabulary. Nine out of seventeen students indicated that they often encounter unknown words when listening to English songs. This finding suggests that vocabulary knowledge remains a major barrier to comprehension.

The second most common difficulty was unclear pronunciation or singing style. Seven students reported that the way singers pronounce words sometimes makes it difficult to understand the lyrics. This shows that authentic listening materials can pose challenges due to variations in articulation and vocal delivery.

The third difficulty was fast tempo. Six students identified that when songs are performed quickly, they struggle to process the language in real time. This challenge is particularly relevant for learners who are still developing their listening fluency.

The fourth difficulty was understanding idioms or figurative expressions. Four students reported difficulty understanding figurative language in song lyrics. This highlights that beyond literal comprehension, students also face challenges with expressions that require cultural and contextual understanding.

When asked about their experiences with song-based assignments, twelve students (70.6%) stated that they had encountered difficulties. The reasons provided included lack of vocabulary, unclear pronunciation, fast tempo, and unfamiliar accents such as British English. These responses confirm that students' difficulties span multiple aspects of language processing.

**Table 5. Student's Experience with Song-Based Assignments**

Experience	Frequency (n=17)	Percentage
Experienced difficulties	12	70.6%
Did not experience difficulties	5	29.4%

#### ➤ Needs: What Students Require

Students' needs were examined through their perceptions of how songs help them develop various language aspects. Students rated each aspect on a scale of 1 to 5, with 5 being the most helpful.

**Table 6. Perceived Benefits of Songs for Language Learning**

Language Aspect	Mean Score (1-5)	Interpretation
Listening skills	4.6	Very helpful
Vocabulary	4.4	Very helpful
Pronunciation	4.2	Helpful
Grammar	3.8	Helpful
Cultural awareness	3.5	Moderately helpful

Listening skills received the highest mean score of 4.6. This indicates that students recognize the value of songs in training their listening comprehension. They find that exposure to songs helps them become more accustomed to English sounds, rhythm, and intonation patterns.

Vocabulary development received the second highest mean score of 4.4. Students acknowledged that learning through songs helps them acquire new words in meaningful contexts. The repetitive nature of song lyrics also supports vocabulary retention.

Pronunciation awareness received a mean score of 4.2. Students find songs useful for improving their sensitivity to English sound patterns and articulation. Singing along provides opportunities to practice pronunciation in a low-anxiety environment.

Grammar understanding received a mean score of 3.8. While students perceive some benefit, this relatively lower score suggests that they may require additional support to connect song lyrics with grammatical structures explicitly.

Cultural awareness received the lowest mean score of 3.5. This indicates that students may not automatically make connections between songs and cultural content without guided reflection and discussion.

These findings suggest that students' primary needs are related to listening support, vocabulary expansion, and pronunciation practice, while grammar and cultural understanding require more structured instructional guidance.

➤ **Wants: Student's Preferences**

Students expressed various preferences regarding song topics, music genres, and classroom activities. These preferences provide valuable insights for developing engaging instructional materials.

Regarding song topics, the majority of students preferred songs with clear and easy-to-understand lyrics. Students also showed interest in storytelling songs and popular songs from social media.

**Table 7. Student's Preferred Song Topics**

<b>Song Topic</b>	<b>Frequency (n=17)</b>	<b>Percentage</b>
Clear and easy to understand lyrics	12	70.6%
Storytelling elements	6	35.3%
Popular songs from social media	6	35.3%
Motivational themes or daily Life	4	23.5%

The strong preference for clear and easy-to-understand lyrics aligns with the difficulties students reported, as clear lyrics help reduce comprehension barriers. Interest in storytelling songs indicates that narrative songs may capture students' attention and support comprehension through coherent plots. Preference for popular songs from social media reflects students' engagement with current music trends, suggesting that familiar and contemporary songs may increase motivation and engagement.

In terms of music genres, pop music was the most preferred genre. Other genres mentioned included R&B/Soul, Hip-hop/Rap, Rock/Alternative, and Jazz/Acoustic.

**Table 8. Student's Preferred Music Genres**

<b>Genre</b>	<b>Frequency (n=17)</b>	<b>Percentage</b>
Pop	12	<b>70.6%</b>

R&B/Soul	5	29.4%
Hip-hop/Rap	4	23.5%
Rock/Alternative	4	23.5%
Jazz/Accoustic	4	23.5%

The dominance of pop music suggests that materials should primarily feature pop songs, but occasional inclusion of other genres can accommodate students with different musical preferences.

Regarding classroom activities, students showed strong interest in interactive and engaging activities.

**Table 9. Student’s Preferred Classrom Activities**

Activity	Frequency (n=17)	Percentage
Karaoke together in class	11	64.7%
Lyrics completion (gap-fill)	8	47.1%
Analyzing song meaning with peers	5	29.4%
Learning grammar from song lyrics	5	29.4%
Rewriting stories from songs	2	11.8%
Creating simple music video projects	1	5.9%

Karaoke together in class was the most desired activity. This finding suggests that students enjoy active, performance-based activities that allow them to practice pronunciation and fluency in a supportive environment.

Listening with gap-fill lyrics was preferred by eight students. This activity combines listening practice with focused attention on specific words and phrases, making it both engaging and pedagogically valuable.

Five students expressed interest in analyzing song meanings and discussing them with peers and learning grammar from song lyrics. This shows that some learners are ready for deeper engagement with song content and explicit language instruction.

Other activities such as rewriting stories from songs and creating simple music video projects were also mentioned, indicating openness to creative and project-based learning approaches.

When asked to name their favorite English songs, students mentioned various titles. Their responses provide practical guidance for selecting songs that resonate with learners.

**Table 10. Students’s Favorite Songs and Reasons**

Student	Favorite song	Artist	Reason
Fira	Wherever you are	One ok rock	Beatiful song
Mayfa	Salvatore	Lana del rey	Pleasant melody, good for studying
Cosy	Someone like you	Adele	Story of letting go of a loved one
Mutiara	Que sera sera	-	Represent oneself
Fantinus	Sparks	Coldplay	Relatable meaning

Rahayu	Long live	Taylor swift	Celebrates victory, interesting lyrics
Lica	One call away	Charlie puth	Meaningful, about being there for someone
Cyhntia	Perfect	Ed Sheeran	Relatable
Rey	Ocean & Engine	NIKI	Relatable
Miguel	It will rain	Bruno Mars	Enjoyable to listen to
Jekwin	When I was your man	Bruno mars	Fun
Hani	Risk it all	-	relatable
Aninditya	Slipping through my fingers	-	Likes the meaning
Jamila	Die on this hill	-	Just enjoyable
Rose	Send my love	Adele	Good meaning

The reasons students provided for liking these songs included relatable lyrics, beautiful melodies, meaningful messages, and emotional connections. These responses confirm that students value songs that they can connect with personally.

The findings of this needs analysis provide important insights into the requirements of both teachers and students when utilizing songs as instructional media in English language teaching.

### **Teacher's Needs, Lacks, and Wants**

The teacher in this study faced several problems when using songs in the classroom. The difficulty in finding age-appropriate songs and connecting lyrics with the curriculum reflects a common concern in EFL teaching. As (Griffie, 1995) noted, songs can be effective teaching tools, but their value depends on how they are used in structured materials. Without proper guidance, songs may become entertainment rather than real learning resources. This finding aligns with (Annuri et al., 2025), who reported that EFL teachers in Indonesian senior high schools face similar challenges in selecting age-appropriate songs and connecting lyrics to curriculum objectives.

The teacher's need for ready-to-use worksheets and organized song lists shows a practical demand for materials that save preparation time while keeping good quality. This finding highlights the importance of designing materials with teacher usability as a main concern. When teachers have structured and ready-to-use materials, they can spend more time helping students learn rather than spending too much time preparing materials.

Furthermore, the teacher's interest in group projects and deep analysis of song meanings aligns with communicative language teaching principles. Activities such as making song covers or changing lyrics give students chances to use language creatively while developing both understanding and production skills. Such tasks also support the development of thinking skills as students interpret hidden meanings and cultural references in song lyrics.

### **Student's Needs, Lacks, and Wants**

Students reported unfamiliar vocabulary as their main difficulty when listening to English songs. This finding is consistent with (Murphey, 2010) observation that while songs can help vocabulary learning, students still need structured support to process and remember new words. The finding that vocabulary is the primary difficulty for 52.9% of students is supported by (Utami et al., 2025), who demonstrated that song-based

vocabulary instruction can improve mastery by up to 83.3% in senior high school contexts.

The second most common difficulty was unclear pronunciation, which reflects the real nature of songs as listening materials. Unlike classroom recordings that usually have clear and slow speech, songs have natural differences in how words are said, rhythm, and speed that can challenge learners. The high student preference for karaoke activities (64.7%) reflects findings by (Daris et al., 2025), who confirmed that English songs effectively enhance pronunciation skills when implemented through active singing activities.

Students rated listening skills and vocabulary development as the most helpful aspects of song-based learning. These high ratings support (Krashen, 1992) theory that meaningful input plays a central role in language learning. Songs provide input in a real and enjoyable way, which can lower emotional barriers and increase student motivation. Students' highest rating for listening skills (mean 4.6) is consistent with (Masyudha, 2025), who reported significant improvements in listening comprehension after song-based instruction.

However, the lower ratings for grammar and cultural awareness suggest that students may not develop these skills automatically without direct teaching guidance. The teacher's interest in grammar-based activities aligns with recent findings that explicit instruction using songs produces more durable vocabulary and grammar gains compared to implicit approaches (Mannarelli P et al, 2024).

The students' strong preferences for pop music, clear lyrics, and interactive activities give practical direction for material development. Karaoke activities emerged as the most desired classroom activity. This finding supports the view that songs can create a supportive, low-anxiety environment where students feel more comfortable practicing pronunciation and developing fluency.

### **Integration of Findings with Material Development**

The needs analysis reveals a clear gap between students' interest in English songs and their ability to understand and learn from them. Although students regularly listen to English songs outside school, they still face understanding problems that need teacher help and support. This gap represents an opportunity for structured materials that can connect informal exposure with formal learning goals. The C.A.R.E. framework proposed by (Spaan, 2024) provides a methodological foundation for designing structured song-based activities, particularly for connecting song selection with pedagogical objectives.

The teacher's needs and student preferences both point toward the importance of materials that are both structured and engaging. Teachers need resources that are practical and match curriculum requirements. Students want activities that are interactive and connected to their musical interests. These findings directly guided the development of the song-based learning material prototype, which includes teacher guides, student worksheets, and organized song selections.

The prototype was designed to address the specific needs found in this study. The teacher's guide provides clear instructions for connecting songs with learning goals. The student worksheets include vocabulary support, gap-fill exercises, and discussion questions. The organized song list features pop songs with clear lyrics and themes appropriate for high school students.

## **2. Design Stage** **Design Framework**

The development of the song-based English learning module followed a systematic, six-step design process. Each step was informed by the needs analysis conducted previously and aligned with the Indonesian Kurikulum Merdeka for Grade XI English.

➤ **Step 1: Determining Learning Objectives**

Learning objectives were derived from two main sources: (1) Basic Competencies (Kompetensi Dasar – KD) 3.9 and 4.9 of the Grade XI English syllabus, and (2) findings from the needs analysis (e.g., 70.6% of students preferred pop music and struggled with fast-tempo lyrics). The objectives were designed to bridge curriculum requirements with student interests.

The specific learning objectives for the module were:

- ❖ Identify the social functions of English pop songs (entertain, motivate, express feelings, tell a story).
- ❖ Analyze figurative language (simile and metaphor) in song lyrics.
- ❖ Interpret implicit meanings and moral messages from song lyrics.
- ❖ Present interpretations of song meanings orally and in writing.

➤ **Step 2: Selecting Songs**

Song selection was guided by two sets of criteria:

- ❖ Student-oriented criteria:
  - Pop music genre (preferred by 70.6% of students)
  - Clear, intelligible lyrics (not too fast or noisy)
  - Themes relevant to teenage life (love, friendship, struggle, self-reflection)
- ❖ Teacher-oriented criteria:
  - Age-appropriate content
  - Alignment with social functions and figurative language objectives
  - Availability of clean, school-safe versions
- ❖ Selected songs and justification:

**Table 11. Selected Song and Justification**

Song Title	Artist	Justification
Perfect	Ed Sheeran	Clear lyrics; exemplifies love/appreciation; contains metaphorical language.
Someone Like You	Adele	Slow tempo; ideal for heartbreak/letting go theme; rich in simile.
When I Was Your Man	Bruno Mars	Narrative style; illustrates past regret and apology; contains phrasal verbs.
Firework	Katy Perry	Motivational theme; explicit use of metaphor (“you’re a firework”).
Long Live	Taylor Swift	Reflection and nostalgia; suitable for friendship/achievement themes.

➤ **Step 3: Designing the Teacher’s Guide**

The teacher’s guide was structured to provide a practical, ready-to-use teaching resource. Its components included:

- ❖ Curriculum connections: KD 3.9 & 4.9, time allocation (4 x 45 minutes, 2 meetings).
- ❖ Teaching procedures: Step-by-step instructions for two meetings, including apersepsi (warming-up), core activities, and practice exercises.

- ❖ Answer keys: Complete answers for all multiple-choice, matching, true/false, and essay questions.
- ❖ Scoring rubrics: Analytic rubric for essay assessment (max 10 points) and formula for final grade calculation.
- ❖ Self-reflection form: A student checklist for metacognitive awareness.

➤ **Step 4: Designing Student Worksheets**

Student worksheets were organized into a three-stage activity structure based on listening comprehension best practices:

**Table 12. Student Worksheets Structured Activity**

Stage	Purpose	Example Activities from Module
Pre-listening	Activate prior knowledge & set context	30-second song clip (Perfect by Ed Sheeran); teacher asks: "How does this song make you feel?"
While-listening	Focus on specific linguistic elements Identify	simile/metaphor; match lyrics to social functions; gap-fill (implied but not shown in PDF).
Post-listening	Interpret and produce meaning	Matching meaning (Practice 1 KP2); true/false comprehension; essay writing.

- ❖ Types of activities included:
  - Social function identification (multiple choice)
  - Simile vs. metaphor classification (table completion)
  - Meaning matching (lyric to interpretation)
  - True/false with textual evidence
  - Short essay (choose one song, identify social function + figurative language + explain meaning)

➤ **Step 5: Designing Assessment Tools**

- ❖ Formative assessment was embedded throughout the two meetings:
  - Practice 1 (KP1): Identifying social function – 3 items
  - Practice 2 (KP1): Simile or metaphor – 5 items
  - Practice 1 (KP2): Matching meaning – 4 items
  - Practice 2 (KP2): True/false – 3 items
- ❖ Summative assessment (final evaluation) consisted of:
  - 5 multiple-choice questions (based on lyrics from Bruno Mars and Ed Sheeran)
  - 1 essay question (choice of three songs)
- ❖ Scoring system:
  - Multiple choice: 5 items × 2 points = 10 points (converted to ×10 multiplier)
  - Essay: Rubric-based (max 10 points) with criteria: correct title/artist (3), correct social function (3), correct figurative language example (2), logical explanation (2)
  - Final score formula: (PG score × 10) + (Essay score × 2), scaled to 100.

➤ **Step 6: Prototype Format and Layout**

Physical/Digital format: The prototype was designed as a printable PDF module (8 pages) suitable for both print and screen use. This format allows teachers to print worksheets or project them in class.

- ❖ Layout design principles:
  - Clean, two-column layout where appropriate
  - Clear headings and subheadings (A, B, C, D, E, F)
  - Numbered pages for easy reference
  - White space for student answers
  - Tables for structured practice (e.g., simile/metaphor table, matching table)
- ❖ Visual elements:
  - Simple typographic hierarchy (bold for key terms: Simile, Metaphor, Social Function)
  - No excessive illustrations (keeps file size small and printable)
  - Icons or boxes to separate practice questions from instructional text

### **The Developed Prototype**

The final prototype consisted of two integrated components: a Teacher’s Guide and Student Worksheets, combined into a single 9-page PDF module titled “MODUL AJAR BAHASA INGGRIS KELAS XI – THIS IS OUR SONG”.

- Overview of the Teacher’s Guide (embedded in pages 1–2 and 8–9)
  - ❖ The teacher’s guide includes:
    - Module identity (subject, class, time, title)
    - Basic competencies (3.9 & 4.9)
    - Learning objectives (4 objectives)
    - Main materials (social functions, figurative language, phrasal verbs)
    - Teaching procedures for Pertemuan 1 (What is the Song About?) and Pertemuan 2 (Catching the Meaning)
    - Answer keys (page 7)
    - Essay scoring rubric (page 8)
    - Self-reflection checklist for students (page 8)
    - Notes for teachers based on R&D findings (page 9)
  - Overview of Student Worksheets (pages 3–7)
- The student worksheets are organized by meeting and practice number:

**Table 13. Overview of Student Worksheets**

<b>Section</b>	<b>Activity</b>	<b>Format</b>	<b>Number of Items</b>
KP1- Practice 1	Identify Social Function	Table completion (lyric → function)	3
KP1- Practice 2	Simile or Metaphor?	Table classification	5
KP2 – Practice 1	Matching Meaning	Lyric–interpretation matching	4
KP2 – Practice 2	True or False	Statement verification	3
Final Evaluation A	Multiple choice	5 options (A–E)	5
Final Evaluation B	Essay (choose 1 of 3 songs)	Open-ended	1

- Curated Song List Table
- The following table summarizes the songs used throughout the module, their

function in instruction, and the linguistic elements highlighted.

Table 14. Currated Song List

No.	Song Title	Artist	Used in Section	Social Function	Figurative Language Example
1	Perfect	Ed Sheeran	Apersepsi (Meeting 1), Evaluation Q4-5	Love / Appreciation	“Dive right in” (idiom/phrasal verb)
2	Someone Like You	Adele	Practice 1 (KP1), Practice 2 (KP2), Evaluation Essay	Heartbreak / Letting go	“Sweet like candy to my soul” (simile)
3	Firework	Katy Perry	Practice 1 (KP1)	Motivation	“You’re a firework” (metaphor)
4	When I Was Your Man	Bruno Mars	Evaluation Q1-3, Evaluation Essay	Past regret / Apology	“Although it hurts” (implied metaphor)
5	Long live	Taylor Swift	Practice 1 (KP2) - matching	Reflection / Nostalgia	“Watch your life in pictures” (metaphor)

This prototype was declared ready for implementation in Grade XI SMA/MA based on the R&D validation process described in the original module (page 9).

**MODUL AJAR BAHASA INGGRIS KELAS XI**  
**THIS IS OUR SONG**

**Penyusun** : GROUP 3  
**Sekolah** : SMA RK SERDANG MURNI  
**Kelas/Semester** : XI / Genap  
**Alokasi Waktu** : 4 x 45 Menit (2 Pertemuan)  
**KD** : 3.9 & 4.9 (Lirik Lagu Terkait Kehidupan Remaja)

**A. PENDAHULUAN**

**1. Identitas Modul**

- Mata Pelajaran: Bahasa Inggris
- Kelas: XI
- Alokasi Waktu: 4 JP (2 x Pertemuan)
- Judul Modul: This is Our Song

**2. Kompetensi Dasar (KD)**

- 3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA.
- 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA.

**3. Tujuan Pembelajaran**

Setelah mempelajari modul ini, peserta didik diharapkan mampu:

1. Mengidentifikasi fungsi sosial dari lagu-lagu berbahasa Inggris.
2. Menganalisis unsur kebahasaan (figurative language: simile dan metaphor) dalam lirik lagu.
3. Menangkap makna tersirat dan pesan moral dari lagu.
4. Menyajikan interpretasi makna lagu secara lisan maupun tulisan.

**4. Materi Pokok**

- **Fungsi Sosial Lagu:** Menghibur, memotivasi, mengekspresikan perasaan (patah hati, semangat, cinta, refleksi).
- **Unsur Kebahasaan:** Simile (menggunakan *like/as*), Metaphor (perumpamaan langsung), dan Phrasal Verbs.
- **Topik:** Lirik lagu pop yang relevan dengan kehidupan remaja (cinta, persahabatan, perjuangan, dan refleksi diri).

**B. KEGIATAN PEMBELAJARAN 1 (Pertemuan 1)**

**Judul:** *What is the Song About? (Social Function & Figurative Language)*

**1. Tujuan KP1**

- Menentukan tema tujuan lagu.
- Menentukan kalimat kiasan (Simile & Metaphor) dalam lirik lagu.

**2. Uraian Materi**

**A. Let's Talk (Apersepsi)**  
Guru memutarakan cuplikan lagu "Perfect" by Ed Sheeran (30 detik).

- *Teacher asks:* "How does this song make you feel? Happy? Sad? In love?"
- *Student answer:* (Mengarah pada fungsi sosial = mengekspresikan perasaan dan menghibur).

**B. Materi Inti: Fungsi Sosial Lagu**  
Lagu tidak hanya untuk didengar. Berikut fungsi sosial lagu:

1. To entertain (Menghibur)
2. To express feelings (Cinta, sedih, marah, bahagia)
3. To motivate (Memotivasi seperti *Fight Song*)
4. To tell a story (Bercerita)

## DISCUSSION

The needs analysis showed that students struggle most with unfamiliar vocabulary (52.9%) and unclear pronunciation (41.2%). These findings directly influenced the design of the student worksheets. The researcher developed while-listening activities such as gap-fill exercises and lyric-interpretation matching. These tasks require students to focus on specific words and phrases while listening. This design choice is supported by Murphey (2010), who stated that repetition in songs helps vocabulary learning when combined with focused tasks.

Students also preferred karaoke activities (64.7%) over other classroom activities. Based on this finding, the teaching procedures in the module include singing along during the warming-up stage. Each meeting begins with a 30-second clip of a song such as "Perfect" by Ed Sheeran. Students are invited to listen and sing along briefly. This activity serves two purposes: it builds student motivation and provides low-pressure pronunciation practice. This approach aligns with Daris et al. (2025), who found that singing activities effectively improve pronunciation skills.

The teacher in this study reported difficulties in finding age-appropriate songs and connecting lyrics to the curriculum. To address this, the module includes a curated song list. The list contains five songs with clear information about their social function, figurative language examples, and recommended use in specific sections of the module. This feature reduces the teacher's preparation time and ensures that every song used has a clear learning purpose. This finding supports Annuri et al. (2025), who reported that teachers need guidance in selecting suitable songs.

The teacher also requested ready-to-use printable worksheets. In response, the module was designed as a PDF document that can be printed or projected. The worksheets include answer keys and scoring rubrics. This allows the teacher to implement the materials immediately without additional preparation. The design prioritizes practicality while maintaining alignment with the basic competencies (KD 3.9 and 4.9) of the Grade XI English curriculum.

## CONCLUSION

This study analyzed the needs of teachers and students to develop structured song-based learning materials for English teaching at SMA Swasta RK Serdang Murni Lubuk Pakam. The results showed that teachers have difficulty finding suitable songs, linking lyrics to curriculum goals, and designing structured activities. Teachers need ready-to-use worksheets, song lists organized by level and theme, and practical teaching guides. Students have trouble with unknown words, unclear pronunciation, and fast song tempo. Students prefer pop music with clear lyrics and fun activities like karaoke and fill-in-the-blank exercises. Based on these findings, a prototype was developed. It includes a teacher's guide, student worksheets, and a list of age-appropriate pop songs with clear lyrics and relevant themes. Because of time limits, this study only covered the analysis and design stages of the ADDIE model. The prototype has not yet been checked by experts or tested in real classrooms.

Future research should do expert validation to review content and teaching quality, classroom trials to see how the materials work in actual lessons, and effective studies to measure the impact on student learning. These steps will help show the quality of the prototype and its value for English language teaching. The findings also suggest that good song-based learning materials should meet several criteria: include vocabulary support, guide students step by step from simple to complex tasks, give teachers clear guidance on connecting songs with curriculum goals, and choose songs that match student preferences while remaining age-appropriate.

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