

DEVELOPMENT OF BLUE SONGS BY YOUNG KAI TO TEACH DISCUSSION TEXT IN 2ND SEMESTER ENGLISH EDUCATIONAL DEPARTMENT PEKALONGAN UNIVERSITY

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ABSTRACT

This study aims to develop instructional materials using Yong Kai's Blue Songs to teach discussion texts in the Writing for Professional Context course for English Education students at Pekalongan University. The research employed a qualitative development method using the ADDIE model: Analyze, Design, Develop, Implement, and Evaluate. Data were collected through observations, interviews, questionnaires, and expert validation. The findings showed that students often struggled with expressing arguments and identifying debatable issues in traditional writing instruction. By integrating emotionally expressive songs, students were more engaged and motivated in writing activities. The implementation of the developed materials showed improved student performance in organizing arguments, writing coherent texts, and expressing balanced perspectives. Expert assessments also confirmed the instructional design's quality, practicality, and effectiveness. The results suggest that Blue Songs are a promising alternative to conventional text-based instruction and can foster critical thinking and engagement in EFL writing classrooms.

Key Words: Blue Songs, Discussion Text, ADDIE Model, Writing Instruction, Student Engagement

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan bahan ajar dengan menggunakan Blue Songs karya Yong Kai dalam pembelajaran teks diskusi pada mata kuliah Writing for Professional Context bagi mahasiswa Pendidikan Bahasa Inggris Universitas Pekalongan. Penelitian ini menggunakan metode pengembangan kualitatif dengan model ADDIE: Analyze, Design, Develop, Implement, dan Evaluate. Data dikumpulkan melalui observasi, wawancara, angket, dan validasi ahli. Hasil penelitian menunjukkan bahwa mahasiswa sering mengalami kesulitan dalam menyampaikan argumen dan menentukan isu yang dapat diperdebatkan saat menulis secara konvensional. Melalui integrasi lagu yang emosional dan ekspresif, keterlibatan serta motivasi mahasiswa dalam kegiatan menulis meningkat. Implementasi bahan ajar yang dikembangkan menunjukkan adanya peningkatan kemampuan mahasiswa dalam menyusun argumen, menulis teks yang koheren, serta mengemukakan perspektif yang seimbang. Penilaian dari ahli juga mengonfirmasi bahwa desain instruksional yang dikembangkan memiliki kualitas, kepraktisan, dan efektivitas yang baik. Hasil penelitian ini menunjukkan bahwa Blue Songs dapat menjadi alternatif pembelajaran yang menjanjikan dalam meningkatkan pemikiran kritis dan keterlibatan siswa dalam pembelajaran menulis bahasa Inggris sebagai bahasa asing.

Kata Kunci : Blue Songs, Teks Diskusi, Model ADDIE, Pembelajaran Menulis, Keterlibatan Mahasiswa,

INTRODUCTION

The integration of music into English language teaching has gained considerable attention in recent years due to its potential to increase student engagement, motivation, and comprehension. In English as a Foreign Language (EFL) contexts, particularly in writing classes, students often struggle with constructing coherent arguments, understanding abstract concepts, and maintaining enthusiasm for academic writing tasks. These challenges become even more evident when students are asked to produce discussion texts, which require the ability to present both supporting and opposing viewpoints on complex, often sensitive topics.

Traditional approaches to teaching discussion texts tend to rely heavily on textbooks, rigid templates, and instructor-led explanations. While these methods may provide structure, they often fail to engage students on a deeper emotional or cognitive level. As a result, many students view the writing process as

disconnected from their personal experiences and interests. This disconnect frequently leads to passive classroom participation and a lack of critical thinking in student writing.

In response to these issues, this study was motivated by the idea of integrating Blue Songs—a genre of emotionally expressive music popularized by Yong Kai—as a medium for teaching discussion texts. Blue Songs are characterized by meaningful, thought-provoking lyrics that address personal, emotional, and societal themes. These qualities make them suitable for classroom use, especially for promoting analysis, reflection, and argumentative writing.

In addition, previous literature supports the use of music as a learning tool. Several studies (Embogama, 2023; Avdiu, 2021; Simanjuntak, 2023) have emphasized that songs help reduce learner anxiety, build emotional connections, and create a more relaxed learning environment. However, there is limited research on the specific use of emotionally driven songs—such as Blue Songs—in developing writing skills at the university level, particularly in the context of discussion texts.

Therefore, this study aims to develop instructional materials using Yong Kai's Blue Songs to support the teaching of discussion texts in the Writing for Professional Context course at Pekalongan University. The purpose of this research is to offer a more engaging and emotionally relevant alternative to conventional writing instruction, and to evaluate its effectiveness in enhancing student motivation, critical thinking, and writing performance.

RESEARCH METHOD

This study employed a qualitative development research design aimed at creating and evaluating instructional materials using Yong Kai's Blue Songs for teaching discussion texts. The research followed the ADDIE model (Analyze, Design, Develop, Implement, Evaluate), which is widely used in instructional design to ensure a systematic development process.

The research was conducted in the Writing for Professional Context course for fourth-semester students of the English Education Department at Pekalongan University during the even semester of the 2024/2025 academic year. The setting was a real classroom environment, allowing natural interactions and authentic feedback to emerge during the teaching and learning process.

The research subjects consisted of a purposively selected group of students from one class of the English Education Department. These students were chosen because they were actively studying discussion texts and thus directly aligned with the research focus. According to Mahmud (2011, p. 159), qualitative research does not require large samples; a minimum of five participants is considered adequate if the aim is to explore rich, contextual insights rather than generalization.

Data collection techniques included interviews, observations, questionnaires, and document analysis. Interviews were conducted with the course lecturer to explore current teaching practices and the potential of song-based instruction. Student needs and experiences were captured through pre- and post-instruction questionnaires. Observations were carried out during the implementation phase to assess student engagement and participation. Documents in the form of student worksheets, lyric analyses, and discussion texts were collected as evidence of learning outcomes.

To ensure the validity of the data, this study used triangulation by comparing information gathered from multiple sources: interviews, student feedback, classroom observations, and expert evaluations. Additionally, the developed instructional materials were validated by material and media experts through structured questionnaires assessing design quality, media use, language clarity, and feasibility.

For data analysis, this study applied the Miles and Huberman (1994) interactive model, which consists of three stages: data reduction, data display, and conclusion drawing/verification. Data from interviews and questionnaires were organized and coded to identify patterns and themes related to student needs, experiences, and outcomes. The analysis aimed to interpret how the use of Blue Songs influenced students' understanding, engagement, and writing abilities in discussion text learning.

Through this method, the study ensured a deep, reflective understanding of how music-based instructional materials can enhance the teaching of academic writing in EFL contexts.

RESULTS AND DISCUSSION

This study aimed to develop instructional materials using Blue Songs by Yong Kai to improve students' writing skills in composing discussion texts. The research process followed the ADDIE model, which includes five stages: Analyze, Design, Develop, Implement, and Evaluate. The results of each stage are presented below and discussed in relation to previous studies and supporting theories.

1. Analyze Stage

In the analysis stage, data were gathered through interviews with lecturers and questionnaires distributed to fourth-semester students of the English Education Study Program at Universitas Pekalongan. The results revealed that students often found it difficult to generate argumentative ideas, identify relevant issues, and maintain engagement during traditional writing lessons. Most students preferred materials that were emotionally relatable and thematically relevant. These findings support Embogama (2023) and Febrina (2023), who emphasized the motivational impact of music in EFL classrooms.

2. Design and Development Stage

Based on the analysis results, instructional materials were designed using selected Blue Songs by Yong Kai. The materials included:

Lyric analysis worksheets

Discussion text graphic organizers

PowerPoint slides explaining the discussion text structure

A writing rubric for assessment

After designing the materials, expert validation was conducted. Material and media experts evaluated the content, structure, and language of the materials. The feedback was positive, indicating that the materials were feasible, thematically relevant, and aligned with student needs. This aligns with

Febrina's (2023) view that songs should be used as structured learning tools rather than entertainment.

3. Implementation Stage

The implementation of the materials took place in a Writing for Professional Context class. Students were introduced to the Blue Songs, analyzed the lyrics, identified debatable issues, and then composed discussion texts based on the themes found in the songs. Observations showed that students were more engaged, motivated, and willing to participate in discussions. The themes of emotional resilience, identity, and social expectations drawn from the lyrics became meaningful entry points for critical reflection and argument development.

These results confirm Avdiu's (2021) research, which found that music reduces language learning anxiety and encourages classroom participation. Similarly, Ali (2020) emphasized that songs can enhance language input and comprehension, both of which were evident in students' improved ability to organize arguments and express opposing viewpoints.

4. Evaluation Stage

To assess the effectiveness of the developed materials, student writing tasks were evaluated using a rubric measuring structure, content relevance, argument development, grammar, and originality. The majority of students successfully applied the structure of a discussion text and were able to present both pros and cons with balanced reasoning. While a few students faced challenges in grammar and word choice, their overall content and engagement levels showed improvement.

Post-lesson questionnaires revealed that over 90% of the students found the lesson more interesting than conventional writing lessons and stated that the songs helped them express their opinions more confidently. The results reinforce Simanjuntak's (2023) finding that songs capture student attention and aid in language retention through emotional connection.

The findings of this study provide evidence that using emotionally themed music like Blue Songs in writing instruction can enhance learning outcomes. The songs provided a relatable and reflective context that encouraged students to think critically and structure their ideas more effectively. The use of the ADDIE model ensured that the materials were developed systematically and adapted to actual student needs.

In conclusion, the research supports the integration of music in language instruction—not just as a supplementary tool, but as a central instructional medium. The combination of emotional content and structured learning strategies contributes to a richer, more meaningful writing experience for EFL students.

CONCLUSION

The findings of this study affirm that the integration of Yong Kai's Blue Songs into discussion text instruction can transform the learning process from a traditionally rigid and text-heavy experience into a more engaging, reflective, and student-centered activity. Through the application of the ADDIE model,

this research demonstrated that emotionally expressive music can serve as an effective pedagogical tool for developing critical thinking, argumentative writing skills, and learner motivation in EFL classrooms at the university level.

The instructional materials developed in this study successfully addressed key challenges students faced in writing discussion texts—such as lack of interest, difficulty identifying debatable issues, and expressing arguments clearly. With the incorporation of music that resonates with students' emotions and experiences, learners became more actively involved in classroom activities, and their writing products showed improvement in structure, coherence, and creativity.

Beyond the classroom, this research highlights the broader potential of integrating artistic and emotionally-driven content into academic writing instruction. Music, particularly Blue Songs with socially relevant and introspective lyrics, allows students to explore deeper meanings and real-world issues while practicing language skills in a meaningful way.

Recommendations for future research include testing the materials across different student levels, comparing the effects of different music genres on writing outcomes, and examining the long-term impact of music-based instruction on writing fluency and critical literacy. Additionally, future studies may integrate digital platforms or multimedia tools alongside music to enhance interactivity and accessibility. Researchers are also encouraged to collaborate with music educators or composers to design customized songs that align closely with curriculum goals.

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