

The Scholars' Perceptions of Integrating Popular Culture into Academic Speaking and Writing

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Abstract. This research explores the impact of integrating popular culture elements such as music, film, and social media on language acquisition and overall student learning. Through surveys and questionnaires, the study examines students' perceptions of pop culture's role in their educational journey. A survey was conducted with 36 pre-service teachers at a private university in Jakarta to support this research. A descriptive statistical analysis of the data is conducted to identify trends and patterns in learner experiences. This study argues that popular culture, with its wealth of authentic materials, can serve as a valuable tool for effective teaching and learning for pre-service teachers in the EFL context. While recognizing the potential benefits of increased engagement and cultural understanding, the research also addresses challenges like limited vocabulary exposure and the need for careful material selection. Ultimately, this study aims to promote the effective integration of popular culture into EFL Academic Speaking and Writing classrooms by identifying best practices and addressing the diverse needs of learners. The findings of this study have the potential to further motivate pre-service teachers to engage in English language teaching and learning, as well as enhance their communicative and socio-cultural competence.

Keywords: Popular Culture, EFL, Pre-Service Teachers

Introduction

The integration of popular culture into language learning has emerged as a powerful tool for enhancing language acquisition and cultural understanding. By leveraging music, films, television shows, and social media, educators can create engaging and culturally relevant learning experiences. This approach offers numerous benefits, including increased motivation, improved language skills, and deeper cultural insights.

In an era characterized by rapid technological advancements and global interconnectedness, the method we employ to educate the next generation must adapt to meet the ever-evolving needs of our students. Teaching and learning a language pose significant challenges for pre-service teachers, particularly concerning the contrast between popular culture and traditional textbook-based approaches. Popular culture's complex character makes it deeply ingrained in daily life, representing the forefront of broadly accessible culture communicated through mass media. As Wijirahayu, Dhani, and Ayundhari (2019) noted, one element of popular culture can influence changes in other elements. It now plays a pivotal role in various aspects of everyday existence, including entertainment, fashion, and its potential impact on education and society's knowledge accessibility.

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By tapping into learners' existing interests and cultural references, popular culture can bridge the gap between formal classroom instruction and informal language learning experiences. Popular culture offers authentic language input, exposing learners to real-world language use and cultural nuances. Engaging with familiar and enjoyable cultural products can significantly boost learners' motivation and create a more enjoyable learning experience. Analyzing popular culture texts can help learners develop critical thinking skills and a deeper understanding of different cultures.

In this study, we argue for the crucial role of popular culture's effectiveness in teaching and learning the English language as a pre-service teacher. Embracing popular culture in language education can lead to a more engaging and successful learning experience. When utilizing popular culture in language learning, it is crucial to consider ethical implications, such as copyright issues (Csomay, E., & Young, R., 2020) and potential cultural biases (Jang, K., 2020). Additionally, empowering learners to choose their popular culture materials can foster autonomy and personalization in language learning.

To maximize the benefits of popular culture, teachers need adequate training to effectively integrate it into their classrooms. This includes developing critical media literacy skills and understanding how to adapt popular culture materials to different language learning contexts (Wooten, J., Geerling, W., & Calma, A., 2020).

While the integration of popular culture into language education has been explored in various studies, this research offers a unique contribution by directly surveying English language learners; this study provides firsthand insights into their perceptions and experiences. This approach offers a more authentic and nuanced understanding of the impact of pop culture on language learning. The study emphasizes the importance of considering learners' literacy levels when integrating pop culture into language education. By tailoring instruction to different literacy levels, educators can ensure that all learners can benefit from this approach. The study delves into the specific ways in which pop culture can enhance language proficiency and cultural understanding. By analyzing learner perceptions, the research can identify the key factors that contribute to these positive outcomes. By addressing these aspects, this study offers a novel perspective on the use of popular culture in language learning, contributing to the ongoing discourse on effective language teaching methodologies.

By addressing these factors, we can harness the power of popular culture to create more engaging and effective language learning experiences. How do language learners perceive the use of popular culture in their language-learning process? What are their attitudes towards this approach, and how does it impact their motivation and engagement? By exploring these questions, we can gain valuable insights into the potential of popular culture to revolutionize language education.

Theoretical Framework

Learning English through pop culture is a dynamic and engaging approach to language acquisition. It capitalizes on the idea that students are more receptive to learning when exposed to the language in a fun and relatable context (Wijirahayu et al., 2024).

Popular culture, encompassing music, movies, television shows, and books, provides a rich environment for language learning. Students can watch movies and TV shows in English, followed by classroom discussions, fostering both language skills and cultural understanding (Šindelář, J., 2022), listen to music in English, analyze the lyrics to expand vocabulary and grasp word meanings. They can also read books in English and participate in class discussions, refining their comprehension of the language and its cultural nuances. By integrating these elements, learning English becomes an enjoyable and effective journey, fostering language fluency and cultural awareness.

Popular Culture and Language Learning

Popular culture, a pervasive force in contemporary society, offers a rich and engaging resource for language learning. Defined as a set of shared practices and beliefs that are widely disseminated through mass media (Rets, 2016), popular culture can be integrated into

language classrooms to enhance motivation, cultural understanding, and language proficiency.

Early research (Cheung, 2001) recognized the potential of popular culture in language education, focusing on specific elements like music, films, games, and technology (Wijirahayu & Sutiwan, 2023; Visco, 2018; Sherry & Lawrence, 2019; Dewan, Murshed, & Lin, 2019; Wijirahayu & Roza, 2022). More recent studies have broadened this perspective to explore the broader implications of popular culture for language teaching (Cheung, 2001).

Pre-service teachers, as future educators, play a crucial role in shaping the next generation of language learners. Their understanding and willingness to incorporate popular culture into their teaching practices can significantly impact student engagement and learning outcomes. However, various factors, including educational systems, teacher preparation programs, and individual teacher motivation, can influence their adoption of innovative teaching methods. By understanding the potential benefits of popular culture and addressing the challenges associated with its integration, pre-service teachers can effectively leverage this valuable resource to create dynamic and effective language learning environments.

Leveraging Popular Culture for Effective English Language Learning

Popular culture offers a dynamic and engaging approach to learning English. By incorporating various forms of media into language learning, students can enhance their skills in multiple areas. Watching movies and TV shows in English improves listening comprehension (Dilsado, 2024). Reading books, magazines, and other written materials enhances reading skills. Listening to English music helps improve pronunciation and vocabulary acquisition. Additionally, interacting with native English speakers on social media provides opportunities to practice speaking and writing skills in real-world contexts. By leveraging popular culture, language learners can make the learning process more enjoyable, effective, and relevant to their interests.

This paper delves into the multifaceted relationship between popular culture and English language acquisition (Ohmann, R., 2022). It explores various methodologies for utilizing popular culture as a powerful tool to not only facilitate English learning but also to cultivate a genuine passion for the language among learners.

The research examines a wide range of popular culture mediums, including music, film, television, and social media. It analyzes how each medium can be strategically integrated into language learning activities to create engaging and effective experiences. Additionally, the paper explores various pedagogical approaches, such as the use of authentic materials (Chachi, M. R., 2022) and the creation of interactive activities based on current trends.

Some approaches relate to popular culture. Communicative Language Teaching (CLT) is an approach to language instruction that emphasizes the use of language for real-world communication. It focuses on developing learners' communicative competence by providing opportunities to interact in meaningful contexts. CLT is grounded in the belief that language is a tool for communication, and learning should be purposeful and meaningful (Santos, 2020). Task-Based Language Teaching (TBLT) is an approach to language instruction that emphasizes the use of authentic tasks to promote language learning. This method is rooted in the belief that language learning is most effective when it is meaningful and purposeful (Lambert, 2019). Throughout the task, the teacher monitors the student's progress, providing feedback and guidance as needed. The focus is on the process of completing the task, rather than on achieving a perfect product. At the end of the task, the teacher can facilitate a class discussion to review the language used and to identify any areas for further practice (Cutrone, 2024; Makori, 2024). Content-Based Instruction (CBI) is a language teaching approach that integrates language learning with subject-matter instruction. Instead of teaching language skills in isolation, CBI uses content from academic subjects such as science, history, or literature as the vehicle for language learning (Sariani, 2022). By immersing learners in authentic content, CBI fosters language acquisition in a meaningful and contextualized way. It helps learners develop both language skills and subject-matter knowledge simultaneously.

Advantages of Popular Culture

Popular culture can significantly enhance language learning by making it more engaging and effective. By incorporating elements of popular culture, such as music, films, TV shows, and social media, educators can create dynamic and culturally relevant learning experiences.

One of the primary advantages of using popular culture in language learning is its ability to increase learner engagement. By tapping into learners' interests and preferences, educators can foster motivation and enthusiasm, leading to a more positive learning experience (Leyn, T., Wolf, R., Abeele, M., & Marez, L., 2021; Dietrich, N., Jimenez, M., Souto, M., Harrison, A., Coudret, C., & Olmos, E., 2021).

Popular culture provides authentic language input, exposing learners to real-world language use and cultural nuances. This exposure can significantly improve learners' language skills, including listening, speaking, reading, and writing (Leyn, T., Wolf, R., Abeele, M., & Marez, L., 2021; Labuschagne, V., & Burger, E., 2022).

By exploring popular culture, learners can gain valuable insights into the culture of English-speaking countries. This can help them develop cultural awareness and intercultural competence, fostering a deeper understanding of different cultures and perspectives.

Some pop culture content may be unsuitable for language learners, particularly younger learners, due to explicit language or themes. To mitigate the disadvantages, it is crucial to carefully select and curate pop culture materials, providing guidance and support to learners as they engage with these resources. By combining the advantages of pop culture with effective teaching strategies, educators can create engaging and effective language learning experiences.

Material and Method

This research delves into the integration of popular culture into English language learning classrooms. By examining the evolution of language teaching methodologies and the increasing role of pop culture. Through this comprehensive exploration, the research seeks to provide valuable insights into the potential and challenges associated with pop culture integration, ultimately informing future pedagogical practices.

This study employed a descriptive quantitative research approach, utilizing surveys or questionnaires to collect data from English language learners who have used pop culture to learn English. This method allows for the collection of numerical data that can be statistically analyzed to identify trends and patterns in learner experiences. By analyzing this data, the study aims to gain a deeper understanding of the impact of pop culture on English language learning. The potential indicators of the survey instrument are the frequency of Pop Culture consumption, perceived effectiveness of Pop Culture in language learning, motivation and engagement, challenges and limitations, and teacher preparedness and training.

Data for this study was collected through a 10-item survey questionnaire. This questionnaire was designed to assess pre-service teachers' perceptions of incorporating popular culture into English language teaching and learning. Participants were selected from a class on Public Speaking and Scientific Writing in English education at a private university in Jakarta. A total of 36 pre-service teachers participated in the study.

The survey covered a range of topics, including The definition and characteristics of popular culture. The representation of popular culture in classroom materials. Pre-service teachers' awareness of the benefits of using popular culture. Specific activities based on popular culture materials. The survey aimed to gain insights into pre-service teachers' perspectives on integrating popular culture into English language instruction.

Results and Discussion

Positive Impact of Pop Culture on Learning English

The research findings demonstrate a strong interest in pop culture integration for learning English, with over 58% of learners finding it particularly appealing in public speaking classes. Students report that pop culture makes the learning process more engaging and enjoyable, leading to increased motivation and active class participation. This resonates with the concept that integrating relevant interests and daily life experiences into learning materials can significantly boost student motivation (Lee et al., 2017).

I am familiar with the term of "Popular Culture"

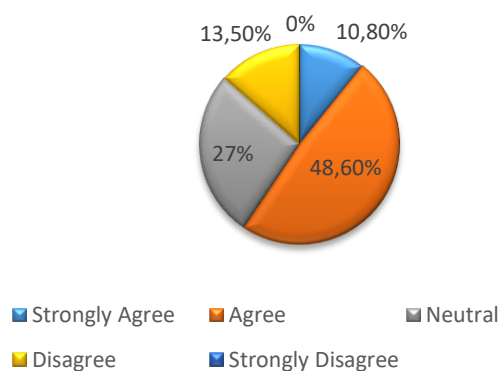


Figure 1
Students' understanding of Pop Culture

The study also highlights the diverse perspectives on the definition of pop culture. Some pre-service teachers view it as encompassing "new ways, patterns, and systems of cultural experiences, trends, entertainment, and social media," suggesting a dynamic and ever-evolving nature heavily influenced by contemporary trends and media. Interestingly, a few participants associated pop culture primarily with "globalization, western culture, and mainstream media."

This highlights the need for educators to consider the varying viewpoints on pop culture within their student population. By incorporating a diverse range of pop culture materials that cater to these varied definitions and interests, teachers can create a more inclusive and engaging learning environment.

A significant portion of respondents (27.8%) expressed neutrality towards the concept of popular culture, suggesting a limited understanding or familiarity with the term. Additionally, 13.9% of respondents admitted to being unfamiliar with the concept altogether. The participants' definitions of popular culture varied. Some viewed it as a dynamic and ever-evolving phenomenon encompassing "new ways, patterns, and systems of cultural experiences, trends, entertainment, and social media." This perspective highlights the broad scope of popular culture and its constant adaptation to changing societal trends.

Others associated popular culture with "globalization, technology, Western culture, and mainstream media." This perspective emphasizes the global reach and influence of popular culture, particularly Western cultural products and trends. Understanding these diverse perspectives is crucial for effectively integrating popular culture into language teaching practices. By acknowledging the varying levels of familiarity and understanding, educators can tailor their approach to meet the needs and interests of their students. The survey results suggest a widespread recognition of the concept of popular culture among the participants. It expressed interest in utilizing pop culture for language learning, highlighting its prevalence and familiarity (Wijirahayu et.al, 2024). This establishes a baseline understanding of the concept, allowing us to delve deeper into the participants' specific perspectives on its definition and application in language learning.

The Role of Pop Culture in English Language Teaching

The integration of popular culture into classroom activities is crucial for effective English language teaching. The survey results indicate that a significant majority of respondents (58.3%) agree, with 8.3% strongly agreeing that popular culture can be effectively incorporated into classroom materials. This suggests a widespread recognition of its potential to enhance language learning. This investigates the learners' past exposure to pop culture integration within their English language learning. The survey results indicate a positive perception of using popular culture in the classroom. This also suggests a widespread recognition of the potential benefits of using popular culture to enhance learning experiences.

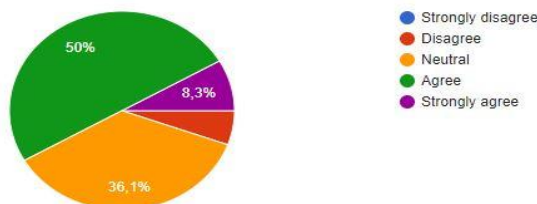
While 36.1% of respondents remained neutral, the overall trend indicates a positive sentiment toward the integration of popular culture in education. This indicates a need for comprehensive training and guidance for educators to effectively utilize popular culture in their classrooms. By providing teachers with the necessary tools and strategies, we can maximize the benefits of pop culture while mitigating potential challenges.

This aligns with the increasing recognition of popular culture's influence on contemporary society and its potential to engage learners. Pop culture is considered an effective tool for language learning due to its relevance to learners' lives, particularly for younger generations. By incorporating pop culture elements into English language instruction, teachers can create more engaging and relatable learning environments, boosting student motivation and interest (Stratton, 2019).

Furthermore, pop culture offers authentic language exposure, cultural insights, and opportunities for critical thinking, all of which are essential for language acquisition. These findings align with other research demonstrating the positive impact of pop culture on language learning outcomes. Students in this study who engage with pop culture in their language learning often exhibit increased motivation and active class participation.

2. "Popular Culture" may have representative in classroom materials. Salin

36 jawaban



Name an example of pop culture that can help teacher to teach English Salin

36 jawaban



Figure 2
Perceptions of Popular Culture in the Classroom

The relevance of the materials to their interests and daily lives fuels their desire to learn. They believe that elements such as movies, songs, games, social media, and technology can enhance the learning process. This aligns with previous research (Wijirahayu & Sutiwan, 2023; Visco, 2018; Sherry & Lawrence, 2019; Dewan, Murshed, & Lin, 2019;

Wijirahayu & Roza, 2022; Ata & Yildirim, 2019) that has highlighted the effectiveness of integrating specific aspects of popular culture into language instruction.

The Importance of Pop Culture Integration

It explored the learners' belief in the overall value of pop culture as a learning tool. The survey results reveal a strong endorsement for integrating popular culture into English language learning. A sizable majority (80%) of respondents agreed, with 20% indicating strong agreement. This highlights a clear consensus that popular culture is a valuable tool in the educational process.

3. I believe it is important to integrate "Popular Culture" when teaching and learning English.

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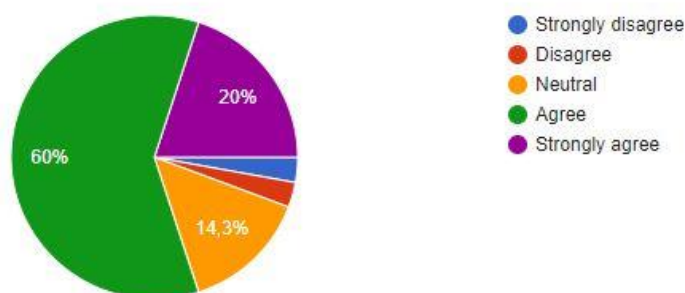


Figure 3

The Importance of Pop Culture Integration in English Teaching and Learning

This positive sentiment stems from the recognition of popular culture's relevance and influence on learners' lives, particularly younger generations. By incorporating pop culture elements like movies, songs, games, and social media, teachers can create engaging and relatable learning environments. This fosters student motivation and interest in learning English (Stratton et al., 2019). Additionally, pop culture provides authentic language exposure, cultural insights, and opportunities for critical thinking, all crucial aspects of effective language acquisition.

The relatively small percentage (14.3%) remaining neutral suggests that the value of pop culture integration is generally well-accepted. This positive sentiment aligns with the growing body of research supporting the effectiveness of this approach.

Learner Perceptions of Pop Culture's Impact on Language Learning

The survey results overwhelmingly support the integration of popular culture into English language learning, with 86.1% of respondents agreeing. This strong endorsement suggests that learners recognize the positive impact of pop culture on their language acquisition. By incorporating elements of popular culture, such as music, movies, and social media, learners are exposed to authentic language use, cultural nuances, and real-world contexts. This can enhance motivation, engagement, and overall language proficiency.

To effectively integrate popular culture into academic discourse, it is crucial to consider the literacy levels of learners. As Ata and Yildirim (2019) argue, learners with varying levels of literacy may require different pedagogical approaches to fully engage with popular culture texts. By tailoring instruction to the specific needs of learners, educators can help students develop the critical thinking and analytical skills necessary to critically analyze and evaluate popular culture.

4. Using "Popular Culture" produce a positive impact in teaching and learning English language.

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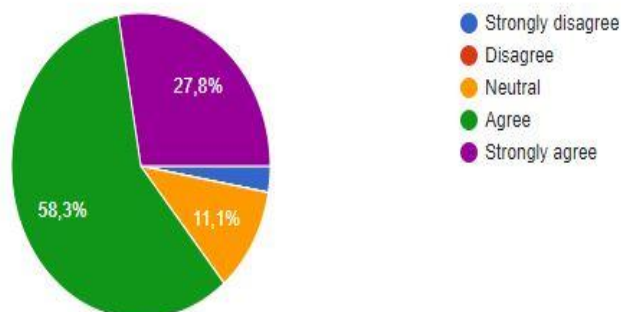


Figure 4
Perceived Impact of Pop Culture

The relatively low percentage of respondents (11.1%) remaining neutral suggests that the value of using popular culture in English language instruction is widely recognized and accepted. This positive sentiment underscores the potential of pop culture to transform language learning into a more enjoyable and effective experience.

Sustaining Language Learning with Pop Culture

The survey results indicate that learners have a strong interest in continuing to use pop culture materials for their future language learning. This suggests that the positive impact of pop culture on language acquisition can be sustained beyond the classroom.

5. I am interested to Integrate certain products of popular culture such as songs, films, or technology in the future teaching and learning English language.

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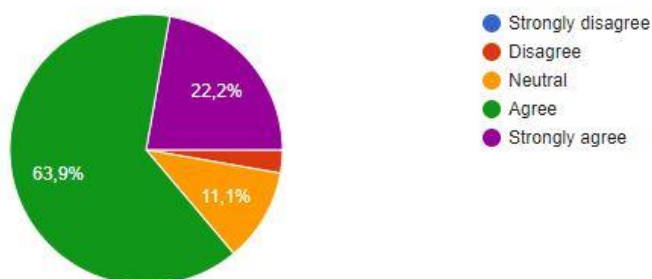


Figure 5
Support for Pop Culture Integration

The survey results indicate strong support for integrating popular culture resources into English language teaching and learning. A significant majority (86.1%) of respondents agree

or strongly agree with this approach. This positive sentiment highlights the potential benefits of using popular culture to enhance language acquisition.

By incorporating elements like songs, films, and technology, educators can create more engaging and relevant learning experiences. This can boost student motivation and interest, making language learning more enjoyable. Additionally, popular culture provides authentic language exposure and cultural insights, fostering a deeper understanding of the target language and culture.

The relatively low percentage of respondents (11.1%) remaining neutral suggests a general acceptance of this approach. This positive outlook supports the notion that popular culture can be a valuable tool in the English language classroom. Online discussion forums have emerged as a valuable tool for facilitating student interaction and engagement. Wilton & Brett (2020) provides a comprehensive overview of the theoretical foundations and practical applications of this pedagogical approach. By carefully designing and moderating online discussions, instructors can create opportunities for students to share ideas, ask questions, and develop critical thinking skills.

The Power of Pop Culture in Language Learning

The survey results provide valuable insights into learners' perceptions of the benefits of integrating pop culture into language learning. The overwhelming majority of respondents (91.7%) expressed agreement or strong agreement, indicating a clear understanding of the potential advantages. By incorporating elements of popular culture, learners can benefit from increased motivation, enhanced language skills, and a deeper cultural understanding. It results overwhelmingly support the integration of popular culture materials into English language teaching and learning and highlight the widespread recognition of the potential benefits of this approach.

The quality of pre-service teacher education programs has a significant impact on the quality of teaching and learning in schools. Zein (2019) highlights the need for policy reforms to improve the preparation of primary school English teachers in Indonesia. By addressing the challenges faced by pre-service teachers, policymakers can contribute to the development of a more effective and equitable education system.

6. There are benefits to integrate "Popular Culture" materials in teaching and learning English.

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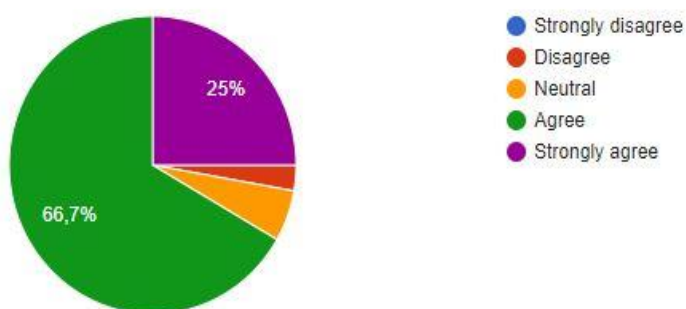


Figure 6
Understanding of Pop Culture Benefits

This positive sentiment aligns with growing research that demonstrates the effectiveness of using popular culture in educational settings. By incorporating elements of

popular culture, such as music, movies, and social media, teachers can create engaging and relevant learning experiences. The concept of habitus, as proposed by Pierre Bourdieu, offers a valuable lens for understanding the complex interplay of social, cultural, and personal factors that shape teachers' pedagogical practices. Makori (2024) explores how habitus influences the way pre-service science teachers approach teaching and learning. By recognizing the role of habitus, teacher educators can develop innovative approaches to prepare pre-service teachers for the challenges and opportunities of contemporary science education. This fosters student motivation, enhances language acquisition, and promotes cultural understanding.

The relatively low percentage of respondents (8.3%) remaining neutral suggests that the value of using popular culture in English language instruction is widely accepted. This positive outlook underscores the growing recognition of pop culture's influence on modern society and its potential to enrich the learning experience.

The Connection Between Pop Culture and Daily Life

The survey also explored learners' perceptions of the link between pop culture and daily life and its relevance to language learning. By understanding how learners connect pop culture to their personal experiences, educators can tailor their teaching strategies to create more meaningful and engaging learning experiences. The results indicate a moderate level of agreement regarding the importance of popular culture in English language teaching and learning. While 52.8% of respondents agree with this statement, a significant portion (30.6%) remains neutral, suggesting a nuanced perspective. However, a notable 13.9% strongly agree, highlighting the potential benefits of integrating popular culture into language instruction.

7. Popular culture is essential part of everyday life, especially when it comes to teaching and learning English.

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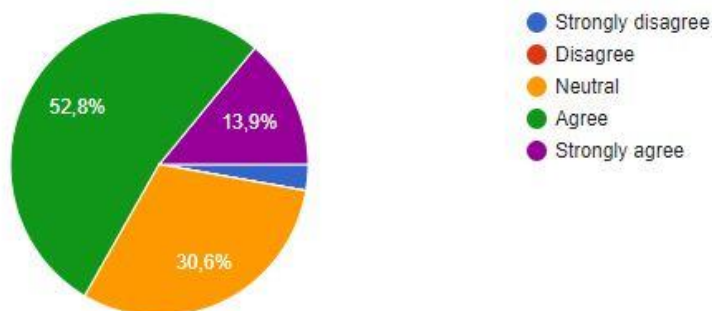


Figure 7
Connection to Daily Life

Popular culture can undoubtedly influence everyday life, particularly for younger generations. By incorporating elements of popular culture into language learning, educators can create more engaging and relevant learning experiences. This can lead to increased motivation, enhanced language acquisition, and a deeper understanding of cultural nuances.

However, it is important to approach the integration of popular culture with care and consideration. Not all popular cultural materials are suitable for educational purposes. Educators must carefully select materials that are aligned with learning objectives, are culturally sensitive, and promote positive values. To facilitate active learning and critical thinking, educators can employ strategies that put students in the game. As Sherry and

Lawrence (2019) argue, experiential learning approaches can enhance student engagement and motivation. By providing opportunities for students to apply their knowledge and skills in real-world contexts, educators can help them develop deeper understanding and critical thinking abilities. Additionally, providing guidance and support to students is essential to help them critically analyze and interpret popular culture messages.

The neutral responses from a significant portion of respondents highlight the need for a balanced approach. While popular culture can be a powerful tool for language learning, it should be used judiciously and integrated into the curriculum in a meaningful way. By carefully considering the potential benefits and challenges, educators can effectively leverage popular culture to enhance language learning outcomes.

Learner Perceptions of Pop Culture-Based Activities

The survey results provide valuable insights into learners' perceptions of the effectiveness of specific activities based on popular culture materials. By understanding how learners experience these activities, educators can tailor their instruction to maximize engagement and learning outcomes. It indicates a moderate level of support for the effectiveness of popular culture-based activities in the English language classroom. A majority of respondents (69.5%) expressed agreement or strong agreement, highlighting the potential benefits of this approach.

8. Specific activities based on popular culture materials may have usefulness in classroom.

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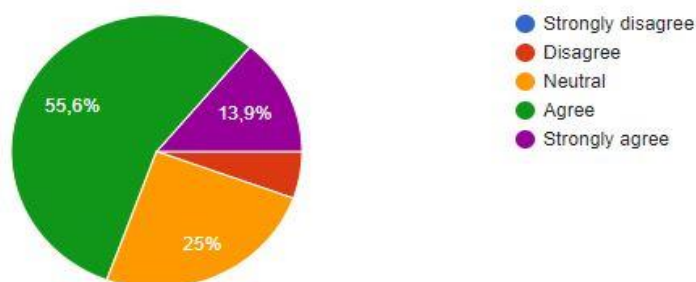


Figure 8
The Impact of Pop Culture-Based Activities

This positive sentiment aligns with research that demonstrates the effectiveness of using popular culture materials in education. By incorporating elements of pop culture, teachers can create engaging and relevant learning experiences, motivating students and fostering language acquisition.

However, it is important to acknowledge that the success of these activities depends on careful planning and implementation. Educators must select appropriate materials, provide clear instructions, and offer support to ensure that students can fully benefit from these activities.

The neutral stance of 25% of respondents may reflect a need for more specific guidance on how to effectively integrate popular culture into language instruction. Their findings suggest that while teachers recognize the importance of culture, they often encounter difficulties in effectively incorporating it into their lessons. The integration of culture into EFL classrooms has been a topic of much discussion and debate. Baltaci & Tanis (2018) explored the perceptions and challenges faced by pre-service and in-service English teachers in this

regard. By providing practical examples and strategies, educators can overcome potential challenges and maximize the benefits of pop culture-based activities.

Learner Autonomy and Pop Culture

The survey also assessed learners' comfort level in independently using pop culture materials for their learning. This information provides insights into the extent to which learners can take ownership of their language learning and utilize pop culture resources effectively. The results overwhelmingly support the use of popular culture materials for learning English. A significant majority (83.3%) of respondents expressed agreement or strong agreement, demonstrating a strong belief in the effectiveness of this approach.

9. I am comfortable to use "Popular Culture" when learning English language.

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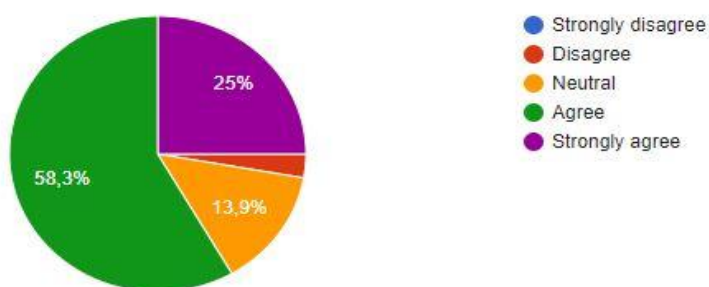


Figure 9
Comfort Level with Pop Culture

This widespread endorsement aligns with the growing recognition of popular culture's influence on language learning. By incorporating elements such as songs, movies, and social media, educators can create engaging and relevant learning experiences. This fosters motivation, enhances language acquisition, and provides cultural insights.

The relatively low percentage of respondents (13.9%) remaining neutral suggests that the use of popular culture in English language learning is generally well-accepted and considered a valuable approach (Cutrone, 2024).

Challenging and Promoting Pop Culture in Language Teaching

The survey results highlight learners' awareness of the potential benefits of integrating pop culture into language learning. By incorporating elements of popular culture, learners can enhance their language skills, cultural understanding, and overall learning experience. This aligns with the growing recognition of pop culture as a valuable tool for language education. It strongly supports the integration of popular culture into language classrooms. A significant majority of respondents (75%) express agreement or strong agreement, dispelling stereotypes about the value of pop culture in education.

By incorporating popular culture elements like songs, movies, and social media, teachers can create engaging and relevant learning experiences. These materials can motivate students, enhance their language skills, and foster critical thinking. Music can be a powerful tool for engaging students and enhancing their learning experiences. Viscom (2018) explores the use of music to connect curriculum and improve literary analysis skills. By incorporating music into lessons, educators can create a more dynamic and engaging learning environment that motivates students and helps them develop a deeper understanding of the text.

10. It is essential to dispel the stereotype and raise awareness of Pre-service teachers' concerning the advantages of using "Popular Culture" in teaching and learning language in classroom.

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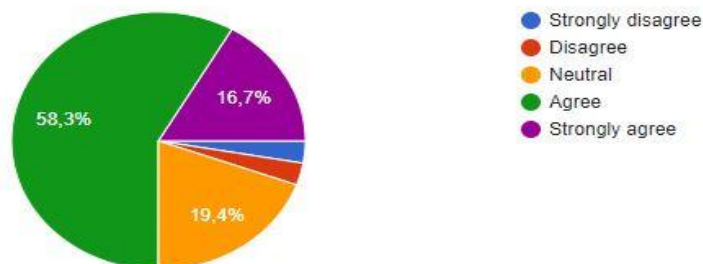


Figure 10
Awareness of Advantages

However, it's crucial to select and use pop culture materials thoughtfully. Teachers should align them with specific learning objectives, consider age appropriateness, and guide students to critically analyze the messages conveyed. By doing so, educators can harness the power of popular culture to create dynamic and effective language learning environments.

Conclusion

This research underscores the potential of popular culture to significantly enhance English language teaching and learning. By integrating elements of popular culture, such as music, movies, and social media, educators can create more engaging and relevant learning experiences. This approach can foster student motivation, enhance language acquisition, and promote cultural understanding. The findings of this study provide valuable insights into learners' perceptions of using popular culture in their language learning journey. The overwhelming majority of respondents expressed positive attitudes toward the integration of pop culture into language instruction. They recognized the potential of popular culture to enhance motivation, engagement, and language acquisition. This suggests that pre-service teachers value the role of popular culture in language education. However, it is essential to provide adequate training and support to equip educators with the necessary skills to effectively integrate popular culture into their teaching practices. By addressing potential challenges, such as selecting appropriate materials and designing meaningful activities, teachers can maximize the benefits of this approach. Learners highlighted the following benefits of using pop culture. (1) Pop culture can make language learning more enjoyable and relevant to learners' interests. (2) Exposure to authentic language through pop culture can improve listening, speaking, reading, and writing skills. (3) Pop culture provides insights into different cultures and helps learners develop intercultural competence. (4) Analyzing pop culture texts can foster critical thinking and problem-solving skills. However, it is important to note that the effectiveness of using pop culture in language learning depends on careful selection and integration of materials. Teachers should consider factors such as age-appropriateness, cultural sensitivity, and specific learning objectives. By thoughtfully incorporating pop culture into language instruction, educators can create more engaging and effective learning experiences. Future research should explore the long-term impact of using popular culture on language learning outcomes. Additionally, further investigation is needed to examine the specific strategies and techniques that are most effective in different contexts and with diverse learners. By building on the insights gained from this study, educators can continue to innovate and improve language teaching practices.

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