

Songs in the Teaching of Listening for Elementary School Students

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Abstract

Lack of motivation among students may cause teachers to be less successful in teaching a foreign language. To help the students to be motivated in listening, the teacher should find an appropriate technique to apply in teaching listening. Generally, the children like listening to song because they like something cheerful. If they feel happy, they will do it over and over again. If the students enjoy listen to the songs, they will enjoy learning listening by using the song, too. Promoting the students to love learning English will motivate to study. Songs are authentic materials and can make the students fun. Songs as media are very useful to help students improve their motivation. By enhancing the students' motivation, the English teachers have a chance to enhance the students' listening achievement by using the songs in the classroom learning.

Key words: listening, songs, elementary school

A. PENDAHULUAN

Four skills in English language are taught in the English teaching, namely listening, speaking, reading, and writing. Each of the four skills is important in communication. Being able to use English as the tool of communication becomes the goal in learning the language. For that that reason, the English teacher must put emphasis on the development of the four English skills. One of the important skills is listening which is the English teachers should pay an attention.

In learning English, developing the skill of listening comprehension is really important. Brown (2001:247) states that the students with good listening comprehension skills are better participate effectively in class. Listening is a medium for learners to get information and to understand the language. A good listening comprehension supports to produce the words in the form of speaking. The teachers can be the role of listening to develop the communicative competence in learning a

foreign language. It is the teacher's responsibility to help the students to acquire this skill.

Listening skill is considered to be important because it has essential role in facilitating learners to the mastery of English proficiency. Skill in listening can help learners participate well in oral communication, for communication cannot take place successfully if the message said is not understood. Knowing that listening is important for the communication, English teachers should create the student's interest when they follow the listening class. So far, they rarely used the various media in teaching learning process; they only use the same method (speech, demonstration). This case can make the students are bored.

In the teaching of listening, the English teacher should know the difficulties of the students in listening. Many students of English as a foreign language encounter more difficulties in listening and speaking than in reading and writing (Lam, 2002:248). The Students of English as a foreign language often have difficulty acquiring this skill, because they are not familiar with native speaker's speech and cannot control the speed of the speaker's speech. The facts of teaching and learning listening often show that the students' achievement in listening is a problem. When they join the class of listening, they get difficulties to understand the speakers' utterances. The problems in listening influence the students' achievement in completing the listening tasks. As a result, their listening achievement is still unsatisfactory.

Those listening problems can be caused by some factors. First, the teachers seem to lack creativity to use available listening material. The teachers only take the materials from text books without fitting students' interest. Second, the teachers seem to lack varieties in teaching listening. The teachers usually read passages or play a tape. Then the students are given some questions related to the material. All of the activities such as reading passages or playing a tape have values, but they are difficult sources for practice in listening. The unsatisfactory results also might be due to the set of techniques implemented in the instructional process in the class was mostly teacher-centered. There should be an attempt to make listening class became more interesting for the students. In short, the students' low motivation and unsatisfactory achievement in listening could be caused by several aspects such as: monotonous and unsystematic teaching strategies and techniques, minimum listening tasks, and teacher's lack of creativity to use available authentic materials for listening tasks, and learning facilities.

The listening problems above are considered crucial to be solved, since in order to complete the listening task, the students should give attention to the listening material. In designing lessons and teaching materials to develop listening skills, students need to be motivated. If students are to continue to be motivated, they clearly need to be interested both in the subject they are studying and in the activities and topics presented (Harmer, 2001:53). Lack of motivation among students may

cause teachers to be less successful in teaching a foreign language. Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001:51). Brown (2001:72) added that motivation is a term that is used to define the success or the failure of any complex task. To help the students to be motivated in listening, the teacher should find an appropriate technique to apply in teaching listening.

The English teachers should take an action solving those problems by finding various strategies and materials suitable for students' needs and topics covered to make students highly motivated to learn English. One of the techniques that can be used in teaching listening is song. Nowadays, the majority of young learners like singing. Singing, according to Hoffer (1984), is inevitable from man's real life, because the use of voice to make music is a basic means of expression. These facts indicate that singing is by no means obsolete. The young learners or teens often enjoy singing individually or collectively anywhere such as at home, at school, or on the street, at least they only enjoy listening to the music. Generally, the children like singing and listening to song because they like something cheerful. If they feel happy, they are motivated to study. Therefore, in this case songs as media are very useful to help student improving their motivation.

In addition, Richards & Rogers (1986:142) states that English songs possess the functions of delighting and teaching and they are potential for fun and pedagogy. Songs are authentic materials, fun and appealing, and comment that most language learners, whether young or old, are interested in listening to songs. Therefore, songs can be used as a source for teaching and learning to encourage students' success and motivation in listening skills.

B. ENGLISH FOR YOUNG LERANERS

The Board of National Education Standard (BNSP) states that the English national curriculum is from forth class to sixth class of elementary school. So, the English curriculum of the first class to third class is supposed to be developed by the regional or provincial curriculum board. The main reason to do this is due to the basic meaning of the local content curriculum and the fact that the conditions of elementary schools vary from region to region. Therefore, it would be better if the school itself makes a decision whether or not English is included in the school curriculum. In other words, English as a local content subject can be included as additional lessons in elementary schools based on the students' need or the community and environment situation. The school has its authority to make its own curriculum for the first to the third class of elementary school.

Teaching elementary school students is different from teaching high school students and adults. Elementary school students are young learners with their own characteristics: biological, cognitive, affective, personality, and social. The

elementary school students are young learners who like doing things, playing games, and singing songs. For this purpose, the main objective of teaching English for young learners is to let students know that beside their native and national languages, they can also have a foreign language. They are expected to be interested in learning languages. It is not hoped that they are able to comprehend simple oral and written English expressions.

Teaching English in the Elementary School level needs different techniques. Elementary school students are usually like to imitate through drills or repetition. This is caused by the psychological aspects of young learners. Young learners like to work with play or imitating teachers.

Most of the elementary school students are in the age of 6 or 11. For the English learners, they are called young learners. Scott & Ytreberg (1999:1) defines young learners into two groups – the five to seven year olds and the eight to ten year olds. The English teachers should consider some characteristics in teaching young learners. They are: words are not enough, play with the language, language as language, variety in the classroom, routines, cooperation and competition, and grammar. In teaching English, especially young learners, the teachers should apply children-centered lesson. The teacher should know the children world. Paul (2003:19) states that teaching children should be a child-centered lesson.

The teaching of English at elementary school is intended to enable students to be able to communicate using the target language in literary form and literary functional. Literary form comprises performative, functional, informational, and epistemic. In performative level, students should be able to read, write, listen, and speak using the language expressions and symbols that have been learned. In functional level, students should be able to apply their communicative competence in everyday life such as reading newspapers or magazine, procedures, etc. In informational level, students should be able to access other knowledge by using the target language. In epistemic level, students should be able to express their thoughts and ideas by using the target language. The English knowledge in the elementary school level is expected to be a preparation in learning English for a higher education level, such as: junior high school level.

Harmer (2007:83) states that in teaching young learners, teacher should involve puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs. A good primary classroom mixes play and learning in an atmosphere of cheerful and supportive harmony. Brown (2001:87) states there are five categories to give practical approaches in teaching young learners; intellectual development, attention span, sensory input, affective factors, and authentic or meaningful language.

The teaching and learning process basically depends on the interaction among the students and the teacher. The interaction that is built by the teacher will determine whether the teaching and learning process will succeed or not. Brown (2001:169) states the most important key to creating an interactive language classroom is the initiation of interaction by teacher.

C. THE NATURE OF LISTENING

Listening is the activities of comprehending the information. Goss (1982) states that listening comprehension is a process in which the listener constructs a meaning out of the information provided by the speaker. Listening comprehension is considered as an activity in which listeners employ a variety of mental process in an effort to comprehend information from oral texts focusing on selected aspects of aural input, constructing meaning from passage, and relating what they hear to existing knowledge. While Russel (1982:146) states that listening is hearing with attention or giving attention to someone. Who is talking or to a sound that is heard. It means that listening is one of the language skills that should be mastered by the students because it can help to identify and understand what other people say. Listening is an important skill because of its essential role in facilitating learners to master English proficiency.

Listening skill can help the students participate well in oral communication. People cannot succeed in communication if the message said is not understood. However, students may find it is difficult to follow what is spoken to them. Therefore, huge opportunities should be given to the students to listen to both non native and native speakers of English to train them to use English a media of communication.

Listening involves several competences. When we listen to a new language we use our linguistic competence as well as non linguistic competence (Rivers, 1981:160). The linguistic competence includes vocabulary, grammar and pronunciation. Non linguistic competence includes the situational context and intentions of the speaker.

Rost (2002:2) states that four orientations are provided through the definitions of listening; they are receptive, constructive, collaborative, and transformative. Receptive orientation defines listening receiving information from other speaker accurately according to what he originally says. Constructive orientation defines listening as meaning construction and representation. Collaborative orientation defines listening as a meaning of negotiation with the speaker, and as a means of response. Then transformative orientation defines listening as the meaning of creation through involvement, imagination, and empathy. In order to be effective listeners, they need to take an active role in constructing meaning with the speaker.

From the above explanation, it can be summed up that listening is vital in the language classroom because it provides input for the students. They can grasp the meaning of what they listen without understanding input at the right level, any

learning simply cannot begin. In order to achieve the learning objective of listening, the students need to follow the process of listening.

1. The Process of Listening

Listening comprehension is viewed as comprehension of a speakers' message as the internal reproduction of the message in the listener's mind, so that successful listening reproduce the meaning much as the speaker intended. When the listener focus on the internal meaning such as stricter, the listener could not get the meaning, but rather constructs meaning (Celce-Murcia, 2001).

Anderson and Lynch (1988) distinguish between reciprocal listening and non-reciprocal listening. Reciprocal listening refers to those listening tasks where there is the opportunity for the listener to interact with the speaker, and to negotiate the content of the interaction. Non-reciprocal listening refers to tasks such as listening to the radio or a formal lecture where the transfer of information is in one direction only –from the speaker to the listener. They point out that in addition to the linguistic skills, the listener must also command a range of non-linguistic knowledge and skills. These include having an appropriate purpose for listening; having appropriate social and cultural knowledge and skills; and having the appropriate background knowledge.

Byrne (1980) explain that listening can be analyzed as involving two levels of activity, both of which must be taught. Firstly, the recognition level, involves the identification of words and phrases in their structural interrelationships, of time sequences, logical and modifying terms, and of phrases which are redundant interpolation adding nothing to development to the line of thought. Secondly, it is the level of selection, where the listener is drawing out from the communication those elements which seem to concentrate the attention on certain sound groupings while other elements are aurally perceived without being retained.

Two views of listening have dominated language pedagogy over the last twenty years. These are the bottom-up processing and view and the top-down interpretation view. Richards and Renadya (2002) classify listening tasks according to whether they require the learner to engage in 'bottom-up' or 'top-down' processing. In other occasion, Nunan (1997) explains that "the bottom-up processing model assumes that listening as a process of decoding the sound that one hears in linier fashion, from the smallest meaningful units (phonemes) to complete texts". This view describes that phonemic units are decoded and it is linked together in order to form words, words to form phrases, phrases to form utterance, and utterances to form complete meaningful texts. We can say that the process is a linear one. The meaning itself is derived as the last step in the process. The other view is top-down process. It suggests that the listener actively constructs or reconstructs the source/original meaning of the speaker using incoming sound as clues. The listener can use prior

knowledge of context and situation within which the listening takes place to make sense of what the listeners hear.

The alternative, top-down view suggests that the listener actively constructs (or more accurately, reconstructs) the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hears. Context and situation include such things as knowledge of the topic at hand, the speaker or speakers and their relationship to the situation as well as to each other and prior events. An important theoretical underpinning to the top-down approach is schemata theory. According Nunan (1999: 201), Schemata theory is based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experience.

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To sum up, listening is a complex process in which listeners interact with a speaker to construct meaning, within the context of their experiences and knowledge. Listening is more than hearing because listening involves the use of language and thought. The ability to listen effectively develops as students' language abilities develop..

2. Types of Listening

Basically, like reading, the reasons for listening are divided into two broad categories, namely instrumental and pleasurable. A large amount of listening takes place because it will help us to achieve some clear aim. It is known as instrumental. Another kind of listening takes place largely for pleasure, for instance, people listen to the music from the radio (Harmer, 2001).

Nunan (1999: 204) states that there many different types of listening, which can be classified according to a number of variables, including listening purpose, the role of the listener, and the type of text being listened to. Listening purpose is an important variable. Listening to a news broadcast to get a general idea of the news of the day involves different processes and strategies from listening to the same broadcast for specific information, such as the result of an important sporting event. Listening to a sequence of instructions for operating a new piece of computer software requires different processes and strategies from listening poem or a short story.

Numerous classifications exist of the different functions and purposes for which people use language. Nunan (1999) and Brown (2001) assert that one common division is between monologues (for example, lectures, speeches, news broadcasts, and the like), and dialogues. Monologues can be further subdivided into those that

are planned and those that are unplanned. One useful distinction is made by Brown and Yule (1983) between interactional and transactional functions of language. Interactional uses of language are those in which the primary purposes for communication are social interactions between participants rather than for communicating information, such as greetings, making small talk, telling jokes, and giving compliments. The latter, transactional uses of language are those in which language is being used primarily for communicating information and emphasized on the messages oriented rather than on “listener oriented”, such as news broadcasts, lectures, descriptions, and instructions.

Another way of characterizing listening, as stated by Anderson and Lynch (1988), is in terms of whether the listener is also required to take part in the interaction. This is known as reciprocal listening, where there is at least the opportunity for speaker and listener to exchange roles. When listening to a monologue, either live or through the media, the listening is, by definition, nonreciprocal. In the real world, it is rare for the listener to be cast in the role of non reciprocal “eavesdropper” on a conversation.

According to Harmer, (2002: 228) the students can improve their listening skill and gain valuable language input through a combination of extensive and intensive materials. Extensive listening will usually take place outside the classroom, in the students’ home, car, or on personal stereos as they travel from one place to another. The motivational power of such an activity increases dramatically when students make their own choices about what they are going to listen to. Material for extensive listening can be found from a number of sources. Simplified readers are now published with an audio version on tape. In intensive listening, many teachers use taped materials, and increasingly material on disk, when they want their students to practice listening skills. A popular way of ensuring genuine communication is live listening where the teacher and/or visitor to class talk to the students. The students can, by their expression and demeanor, indicate if the speaker is going too slowly or too fast.

D. THE TEACHING OF LISTENING

Nunan (2002: 238) states that listening has great importance in foreign language classroom. In language learning process, listening provides input for students. If students cannot understand the input, the learning process cannot begin. Vandergrift (1999: 174) noted that the process of developing useful listening strategies is best achieved when teachers provide students with abundant opportunities for listening practice. He emphasized that the application of listening strategies will help students to achieve greater success in language learning. A student with good listening comprehension skills will be able to participate more effectively in communicative situations.

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, grammar, vocabulary, and grasping the meaning (Howatt & Dakin, 1974). An able listener can do the four aspects simultaneously. By understanding these aspects simultaneously, a skilled listener will not have problem in communication.

The teaching of listening can be done explicitly with plenty opportunities for students to use so that listening becomes habitual. It is essential for language teachers to help their students become effective listeners. Teaching the comprehension of spoken language is of primary importance if the communication aim is to be achieved (Rivers, 1981:151). In the communicative approach to language teaching, the teacher can provide listening strategies and listening practice in situations that learners encounter when they use the language outside the classroom.

The teaching of listening should includes the process of meaning that consists of some micro-skills; they are; a) to recognize the incoming speech into meaningful sections, b) to identify redundant material, c) to use language data to anticipate what speakers are going to say, d) to store information in memory and know how to retrieve it later, by organizing meaning as efficiency as possible and avoiding too much attention to immediate detail (McDonough & Show, 1993).

1. The Use of English Songs in EFL Teaching

Orlova (2003) states that music is an extremely powerful art. It may evoke a strong emotional response. Listen to the song (choose any song you like) and determine the mood the song evokes as well as the feelings it arouses. Useful vocabulary: quiet, peaceful, active, buoyant, calm, restful, happy, dreamy, mysterious, self-pitying, intimate, sad, somber, festive, joyful, etc.). Music gives rise to our imagination and feelings. Bring to class several instrumental pieces of different genres of your preference. Play them and compare the associations caused by them among your fellow students.

Many problems in mastering the English listening skill (Sayuri, 2016) wherre the English teachers need to think on how to improve the quality of the students' listening skill (Putri, et al., 2018). Many ways to improve the students' listening skill, such as using BBC Radio (Cendra, 2017), youtube, or songs (Lestary & Seriadi, 2019).

Song plays an important part in the language classroom. It is a great motivator that can change the atmosphere in the classroom. English songs are listened to around the world and students can often feel real progress in their level of English when they can begin to sing along to the chorus or even just to be able to separate what at first seemed to be a constant stream of word. It can amuse and entertain, and it can make a satisfactory connection of music between the world of leisure and the world of learning. (Harmer, 2001: 241-244).

According to Dubin (1974:1), the use of songs in language learning and teaching is an “overlooked resource at least one that has been overlooked by the ‘establishment’ in our profession.” Similar to him, Kembaren (2011) added that basically anyone who likes to sing and listen to pleasant music. Rhythm of the song is one of the methods / techniques that can be used in the process of learning English vocabulary and learn character building. Through singing and learning activities are varied, teacher foster interest for more fun and study hard, even facilitate the understanding of teaching materials. Thus, professional and qualified teacher who are able to use and develop a method of learning well will greatly influence the success of an English language learning process, especially on memorizing vocabulary and character building. The atmosphere is made happy, not bored in following the learning process.

2. The Advantages of Using English Songs in ELT Classroom

There are some reasons of using songs in language teaching. Hubbard et al. (1994:92) states that songs can increase motivation to learn the language as students, especially weaker ones, feel a real sense of achievement when they have been able to learn a song. Songs, like, structure drills, also give students intensive practice in selected patterns, but without boredom. They also have the added advantage of being memorable. Songs can provide students with insight into English culture. Finally, singing a song is a group activity, an act of cooperation, which helps to bring the group together and break down the barriers of reserve which can sometimes prevent students from learning a language effectively. According to Dubin (1974), songs have a great tendency to attract the attention of the people that other forms of the mass media may lack. Songs, especially current pop songs, exert a great influence over the younger generation from which our students come. This is because the songs deal with the whole realm of human emotions and experience.

The main reasons for using song in language teaching and learning according to Orlova (2003:1) are as follows:

- ☐ As a cultural phenomenon, songs can introduce students to the musical and cultural patterns typical for the target language community.
- ☐ Songs belong to a synthetic genre, which includes both lyrics, and music and these two constituents may be used as a good incentive for speaking English in class.
- ☐ Songs can effectively contribute to the students' development of esthetic appreciation since they may help them shape their artistic tastes in formulating a critical evaluation of the songs they listen to and discuss.

Meanwhile, Saricoban & Metin (2000) explained some advantages of using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms they may constitute a powerful subculture with their own rituals. Furthermore, through

using traditional folk songs the base of the learners knowledge of the target culture can be broadened. Correctly chosen, traditional folk songs have the dual motivating attack of pretty tunes and interesting stories, plus for many students- the added ingredient of novelty (Hill, 1999:29).

The use of song in the ESL classroom can be both enjoyable and educational. Gasser and Waldman (1979, cited in Celce-Murcia & McIntosh, 1979:49) suggest that songs can be used as a useful aid in the learning vocabulary, including idiomatic expression, pronunciation, structures, and sentence patterns. Moreover, songs can also be used to teach aspects of culture. It can be a way of introducing various aspects of culture of American, British and English-speaking people or of stimulating a conversation on cultural contrasts and similarities.

Besides those above explanation, there is also a linguistic reason for using songs in the classroom. Some songs are excellent examples of colloquial English, that is, the language of informal conversation. Of course, the majority of language most ESL students will encounter is in fact informal. Using songs can prepare students for the genuine language they will be faced with. Through songs, students can earn new vocabulary and expression, proper pronunciation and intonation, and variety of sentence. Songs are excellent source for discussion of dialectal variations and differences between and spoken and written variety of language.

3. The Activities of Using Songs in Teaching Listening

According to Ur (1991:64-66), songs are taught for a variety of purposes. They are taught for the sake of the vocabulary or structures they contain; for getting students to produce oral English by singing them; for an aspect of English-language culture; and for fun. Naturally in teaching the two aspects are mixture to some extent: One hope students will enjoy language-teaching songs and that they will learn something from the language of authentic ones. The English teachers can choose to teach authentic songs for the sake for their pleasure-giving and cultural value, treating the language aspect as ancillary advantages.

Many writers suggest that songs and music can be used for the full range of language skills such as listening, speaking, reading and writing with the language elements such as vocabulary, pronunciation, and grammatical structures. Listening comprehension is involved in nearly every category of use which follows, whether that is listening for pronunciation, grammar, vocabulary, or the meaning and story line. There are different types of activities of using song lyrics in listening as follows:

- a) Using Cloze and Dictation
- b) Showing Total Physical Response (TPR) Songs
- c) Giving Comprehension Question and Information Search
- d) Discriminating Sound and Phonological Features
- e) Jumbled Lyrics

- f) Cultural/Social Background
- g) Similes and Metaphor
- h) Grammatical Features
- i) Vocabulary Clustering
- j) Comic Strip
- k) Substituting and Changing the Lyrics
- l) Singing Along

Many ways can be chosen in using English song in the teaching of listening, but it is up to the teacher to remain creative, selective and flexible to make language learning more interesting. The need for the interesting learning is a pressing one, as this seems to be one of the way of motivating students who want to learn a new language. Teachers should, therefore, throw away the archaic idea that a language can only be taught and learned through the use of a textbook.

4. Selecting English Songs

Murphey (1990:162) give four factors to consider when choosing songs: appeal of the tune/sound, intelligibility, degree of difficulty, and theme and content. While it seems clear that probably the teacher is the best judge of intelligibility and degree of difficulty. Songs should be carefully selected for the ESL classroom. Poppleton (2001), make the following suggestions:

1. Song lyrics should be clear and loud, not submerged in the instrumental music.
2. The vocabulary load for the song should be appropriate to the proficiency level.
3. Songs should be pre-screened for potentially problematic content, such as explicit language, references to violent acts or sex, or inappropriate religious allusions.

Griffie (1990) recommends using short, slow songs for beginning-level students and discusses activities such as creating song word puzzles, drawing a song, or showing related pictures. In addition, Orlova (2003) suggest teachers of EFL follow the following criteria (though they are not free from being subjective): the song must be an example of a particular musical trend; there shouldn't be any form of violence in it; and the song should contain a certain artistic image.

In choosing the song, Saricoban & Metin (2000) suggest the songs that encourage the students in fulfilling the following tasks:

- 1) Study the song lyrics by your favorite group. Select those ones you believe would be effective for language teaching while discussing the topics "Friendship", "Parents and Children", "Love in Song lyrics and Poetry".
- 2) Collect interesting stories about music and musicians. Explain why these texts may be effective tools for language instruction; work out pre-reading and post-reading activities.
- 3) Select five pieces of music that belong to different musical genres; etc.

- 4) Listen to the song and think of the questions you could ask your pupils to help them understand the song.
- 5) Give a two-minute introductory talk on the importance of being a careful listener.

Saricoban & Metin (2000) gives suggestion in using song in the teaching of listening for primary students. They explain that the best songs would be those that are either familiar to the children or those, though maybe not familiar, which have an international nature, such as Old MacDonald. Since there is not a strict teaching procedure, the teacher can mainly concentrate on what to teach rather than on how to teach. For instance, while teaching them individual letter sounds or spelling the words, the traditional camp song 'Bingo', or while teaching them counting 'Johnny Works with One Hammer' will be useful. In order to make the songs more meaningful and more enjoyable, motions can be added to the song which parallel the words of the song. Some songs can be used in the teaching of listening are listed below:

1. Animal song
2. Apple round
3. Bingo
4. Clementine
5. Finger song
6. If you happy
7. Little sister
8. London bridge
9. Long long ago
10. Mary and her mary doll
11. My bonny
12. Oh susanna
13. Skip to my lou
14. The song of abc
15. This old man
16. You are my sunshine
17. Two little eyes
18. Twinkle twinkle

E. CONCLUSION

Generally, the children like singing and listening to song because they like something cheerful. If they feel happy, they will do it over and over again. If the students enjoy in learning, they will be motivated to study. English songs possess the functions of delighting in teaching. Songs are authentic materials and fun, and most language learners are interested in listening to songs. Songs as media are very useful to help students improve their motivation. By enhancing the students' motivation, the songs will be able to enhance the students' listening achievement.

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