

The Use of English Songs to Teach Listening Skill

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Abstract

There are four English skills that determine the learner's performance in English. One of the very important skills is listening. The successful learning not only depends on the learner but also to the teacher. Teaching listening is one of the important thing that English teacher must know how to teach it. Teaching listening is not easier because not all of learners like listening. The teacher must create the enjoyable atmosphere, fun and interesting situation as possible as teacher can. The enjoyable atmosphere will have good effects on the education, because if they dislike the subject it will drop their spirit as soon as possible. In other word, the teacher should make learning enjoyable because many students like listening song and learn well when they are enjoying themselves. Using song can be boastful to motivate the students in learning English as well to enhance their ability in listening skill.

Keywords: English songs, listening teaching, listening skill

A. INTRODUCTION

Language is one of the most important parts of human life. People use language to communication with the other, people can know the another culture of the world. Language can express what someone feeling. Language is the identity of the country. Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of given community to communicate intelligibly with one another .

There are some languages can be used around the world by people to communicate with other people with difference nationality when they cannot communicate with their language called as international language. International language is a language which people can use it in other country except that country itself, we can use it to communication with other people who has other nations. The common international

language people use such as English, Mandarin, French, Malay, Spanish, etc. The one of the international languages we always use is English.

Huda's mention five factors that have made English an international language. First is its internal linguistic features. Second is the large number of English speakers. Third is the wide geographical spread of where it is used. Fourth is its importance in fields such as politics, international diplomacy, economic and business, science and technology, and culture. The last is the use of English by countries which currently dominate world affairs economically, politically and culturally.

English in Indonesia is adopted as a foreign language. It has four skills (reading, listening, writing, and speaking) that have to be mastered. The skills in English divided by two parts, the receptive skill and the active skill. The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. They can be contrasted with the productive or active skills of speaking and writing. From these skills, listening is a skill that is felt difficult to be mastered, because it needs more attention and concentration to comprehend the sounds. It means, listening is an important skill because if students can focus with it, they can understand properly what the native speaker means when they said something.

Listening in another language is a hard job, but we can make it easier by applying what we know about activating prior knowledge, helping students organize their learning by thinking about their purposes for listening. It is so challenging, teachers need to think carefully about making our activities successful and our content interesting. We need to capitalize on the knowledge and interests so they already possess. Then we need to help them apply that knowledge and those interests so they can become effective listeners. So, the teacher needs to find the media can make the students enjoy and active when they learn it in the class.

Teaching listening is one of the important things that English teacher must know how to teach it. Teaching listening is not easier because not all of learners like listening, there are some reasons why learners not like learn listening especially for learners who use English as a foreign language. The reasons why some people find listening in a foreign language difficult vary just as much, so eleven possible reasons why it might be so are given below. The first is they are trying to understand every word, second is they get left behind trying to work out what a previous word meant, third is they just don't know the most important words, fourth is they don't recognize the words that they know, fifth is they have problems with different accents, sixth is they lack listening stamina/ they get tired, seventh is they have a mental block, eighth is they are distracted by background noise, ninth is they can't cope with not having images, tenth is they have hearing problems, and eleventh is they can't tell the difference between the different voices. Based on those problems, it can be concluded, the most problem of students' listening is lack of concentration when

they learn listening in the class. They cannot concentration in the class because of the class situation. If they can have the good class situation it can help them to concentration with the listening properly.

B. NATURE OF LISTENING

1. Concept of Listening

There are some definition of listening based on the experts statements. First is according to Natasasmita Hanafi, listening is hearing specifically and centered on an object that listened. Second is according to Djago Tarigan listening can be defined as an activity that includes the hearing of the sounds of language, identifying, judging, and reacting the meaning contained in the material gathering .

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously. Willis lists a series of micro-skills of listening, which she calls enabling skills . They are: first is predicting what people are going to talk about, second is guessing at unknown words or phrases without panic, third is using one's own knowledge of the subject to help one understand, forth is identifying relevant points; rejecting irrelevant information, fifth is retaining relevant points (note-taking, summarizing), the sixth is recognizing discourse markers, e. g. , Well; Oh, another thing is; Now, finally; etc. Recognizing cohesive devices, e. g. , such as and which, including linking words, pronouns, references, etc. The seventh is understanding different intonation patterns and uses of stress, etc. , which give clues to meaning and social setting. The last is understanding inferred information, e. g. , speakers' attitude or intentions .

According to Bulletin, listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically, he says . Forseth Rol, Forseth Carol, Ta & Nguyen say that "listening is decoding sounds and understanding the meaning behind those sound". It is noticeable that there is a similarity in these two definitions in which the authors emphasize listener's comprehension in listening .

2. Type and Process of Listening

We can distinguish two broad types of listening:

1. One-way listening—typically associated with the transfer of information (transactional listening).

2. Two-way listening—typically associated with maintaining social relations (interactional listening).

Again, we can distinguish traditional, conventional views of listening from more contemporary views. Traditionally, listening was associated with transmission of information, that is with one-way listening. This can be seen in the extensive use of monologues in older listening materials.

While this is fine if we are relating primarily to listening in academic contexts for example, it fails to capture the richness and dynamics of listening as it occurs in our everyday interactions (two-way listening). Most contemporary materials reflect this re-emphasis with a move towards natural sounding dialogues.

There are two processes of listening, first is bottom-up processes and second is top-down processes.

Bottom-up Processes. These are the processes the listener uses to assemble the message piece-by piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

Top-down Processes. Top-down processes involve the listener in going from the whole—their prior knowledge and their content and rhetorical schemata—to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.

When we put these two types of processing together we see listening not as a single skill, but as a variety of sub-skills.

C. STRATEGY OF LISTENING

Listening strategies are conscious plans to deal with incoming speech, particularly when the listener knows that he or she must compensate for incomplete input or partial understanding. For representative studies in this area, see Rost and Ross; Kasper; Vandergrift. Rost and Ross's study of paused texts found that more proficient listeners tend to use more 'hypothesis testing' (asking about specific information in the story) rather than 'lexical pushdowns' (asking about word meanings) and 'global reprises' (asking for general repetition). They also report that, following training sessions, listeners at all levels could ask more hypothesis testing questions. Their comprehension, measured by written summaries, also improved as a result.

Kasper's study using 'think aloud' protocols found that L2 listeners tend to form an initial interpretation of a topic (a 'frame') and then stick to it, trying to fit incoming

words and propositions into that frame. LI listeners were better at recognising when they had made a mistake about the topic and were prepared to initiate a new frame.

Vandergrift's study involving retrospective self-report validated O'Malley and Chamot's strategy classifications. He found explicit examples of learner use of both metacognitive strategies (such as planning and monitoring), cognitive strategies (such as linguistic inferencing and elaborating) and socio-affective strategies (such as questioning and self-encouragement). He also found a greater (reported) use of metacognitive strategies at higher proficiency levels. Based on his findings, Vandergrift proposes a pedagogic plan for encouraging the use of metacognitive strategies at all proficiency levels.

Learners can benefit from training in listening strategies. Two types of useful strategies are:

1. Communication strategies—strategies to assist comprehension, for example making predictions before listening, listening selectively, knowing how to interrupt politely, etc.
2. Learning strategies—strategies for noticing language forms in the input in their independent listening, for example negotiating (seeking clarification), listening for patterns, focused listening.

D. TEACHING LISTENING IN INDONESIA

English teaching in Indonesia as a EFL. In teaching English divided into four skills there are speaking, reading, writing, and listening. In each skill has a problem in teaching, like listening skill has a problem to student to understand the material because they not accustomed to listen a native speakers.

English teaching in Indonesia has been based on the curriculum designed by the central government throughout provision of curriculum policies. Indonesian curricula have changed for several times during the past fifty years as responding to worldwide ELT methodologies; (a) 1945's grammar translation-based curriculum, (b) 1958's audiolingual based-curriculum, (c) 1975's revised audio lingual-based curriculum, (d) 1984's structure-based communicative curriculum, (e) 1994's meaning-based communicative curriculum, (f) 2004's competency-based curriculum.

English Teaching in Indonesia has been dominated mostly by conventional grammar teaching that emphasizes memorization of language and linguistics rules and conventions. Depdiknas assumed despite a number of curriculum changes in Indonesia, this approach continues to prevail in most English Classrooms throughout the archipelago. This practice English language teaching is not without criticism.

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As one of receptive skills, which is, influencing the EFL learner's productive skill, listening skill play pivotal role in learning English. The teacher or lecturer needs to try hard enough to enhance quality of listening skill of the EFL students . The teacher should figure out the student's listening problem whether it is caused from the extremal factor or internal factor. The teacher or lecturer should prepare an appropriate listening material for the students . The teacher is suggested to use various media and ways in teaching listening, such as: technology integration , mobile-assisted language learning , or using Radio .

E. SONG AS A MEDIA

The teacher can teach the listening skill in many ways, the important thing to teach the English skill what is the media teacher use in the class to make the student easier to understand the material and enjoy the learning process. One of the media teacher can use to teach listening skill is song. First we must know what is the definition of song according to the experts. There are some definitions of song from the experts below.

A song, most broadly, is a single (and often standalone) work of music that is typically intended to be sung by the human voice with distinct and fixed pitches and patterns using sound and silence and a variety of forms. that often include the repetition of sections. Written words created specifically for music or for which music is specifically created, are called lyrics. If a pre-existing poem is set to composed music in classical music it is an art song. Songs that are sung on repeated pitches without distinct contours and patterns that rise and fall are called chants. Songs in a simple style that are learned informally are often referred to as folk songs.

Songs that are composed for professional singers who sell their recordings or live shows to the mass market are called popular songs. These songs, which have broad appeal, are often composed by professional songwriters, composers and lyricists. Art songs are composed by trained classical composers for concert or recital performances. Songs are performed live and recorded on audio or video (or in some, cases, a song may be performed live and simultaneously recorded). Songs may also appear in plays, musical theatre, stage shows of any form, and within operas.

Cullen state that songs are significant teaching tools in teaching English foreign language because, as most teachers find out, students love listening to music in the language class-room and they often hold strong views about music. Claudia, S. S state that songs as a language learning tool are only recently being recognized as a methodology to be used in the foreign language classroom on all levels .Jamalus states that songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices .

Song can be used as a media to teach listening skill, because song is the media what the people always listen everyday. Song can be easier media to teach listening skill to all age because people can receive the song easier. People in awareness learning listening by listening song because when they listening a song they want to know the meaning of the song they listening.

F. SONG

Songs have been part of the human experience for as long as we can remember. Humans use songs daily, be it in bars, in the shower, listening to the car radio, etc. Therefore, songs have become an essential part of our language experience, and if used in coordination with language they can be of great value. Songs usually stick to the students' minds, and unlike anything else; are not forgotten so easily. Therefore, the use of songs in a classroom should be to teachers' advantage, providing a number of various activities to practice listening comprehension.

According to Medina, She thinks the main advantage of using songs and music is the enjoyable experience they bring to students and the relaxed atmosphere they create in a class. The more relaxed the students, the more receptive to learning they are. In addition, through songs, learners are exposed to authentic examples of the second language . It is also important to know that music and songs in the classroom can stimulate positive associations to the study of a language, which otherwise may only be associated with exams, frustration and corrections. Also, not every student will have the opportunity to go abroad to practice English in real life, but there are opportunities to listen to English in a useful way. Among others, According to Rixon, suggests that pop music is a relation with the English speaking world.

Lake states that supports the idea of using music and songs in the English lessons for various reasons. As he suggests, language and music are closely tied together in the brain when processing pitch, rhythm and syntactical phrasing. Music provides a fun and relaxing way to acquire process and produce English. Through songs, language learners get to see the beauty and variability of English and therefore they become more interested in the English language. Music also helps them to understand some cultural differences and the various pronunciations of English .

Brown states that agrees with other authors on the listening skills and cultural knowledge benefits music gives to students and teachers of English, and adds another important value of the use of music in a language classroom. Practicing lyrics reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular music and make them more confident in their ability to understand the world around them .

Mol states there are many types of songs which can be used in a classroom, ranging from nursery rhymes to contemporary pop music . There is also a lot of music that was written specially for English language teaching, although these have met some

criticism in that they lack originality and musical appeal. Some good examples of music appealing to the preferences of language learners can be found among stimulating, modern song.

English song has many genre such as a love, ballad, pop, R&B, Hip-hop, rock, etc. love song is one of the most song genre we always listen everywhere. English song can be used for a wide variety of ESL learning and teaching activities. They can start discussions on topic or even become the centre of debate. This is especially true of songs that develop a particular theme. Songs are also great for teaching listening,

G. CONCLUSION

In English language teaching and learning, the teacher must create the enjoyable atmosphere, fun and interesting situation as possible as teacher can. The enjoyable atmosphere will have good effects on the education, because if they dislike the subject it will drop their spirit as soon as possible. In other word, the teacher should make learning enjoyable because many students like listening song and learn well when they are enjoying themselves. Using song can be boastful to motivate the students in learning English as well to enhance their ability in listening skill.

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