

THE ROLES OF ENGLISH SONGS IN LISTENING SKILLS: STUDENTS' PERCEPTIONS

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Abstract: Listening to English songs can be said to help improve students' listening skills. This study aims to reveal students' perceptions of listening to English songs outside the classroom that can help improve students' listening skills. This study used a qualitative approach with a single case study design. Participants in this study were 45 students majoring in English education. Data collection was carried out through questionnaires and interviews. Participants who were interviewed participants who had positive perceptions of the questionnaire results. The findings from the questionnaire show that most of the students had a positive perception. From the results of the interviews, it was concluded that the participants believed that learning through songs was enjoyable and relaxing, and it helped them understand the main idea of a song. They also found that listening to songs outside the classroom can help them understand native pronunciation and help them acquire new vocabulary. Listening to English songs outside the classroom is one of the ways students could improve their listening skills. In future research, researchers can examine the duration of songs listened to by male and female students.

Keywords: English songs, Listening skills, Student perception.

INTRODUCTION

Listening is arguably the first skill to develop in humans (Renukadevi, 2014). Listening is very important for everyone. Listening has the main goal of capturing, understanding, or experiencing a message conveyed by another person. There are several aspects of listening. Listening skills also have several types including intensive listening, selective listening, responsive listening, and extensive listening (Tyagi, 2013) Typically, in-class intensive listening is

conducted with an emphasis on main ideas, details, and other elements. Extensive listening is typically done outside of the classroom, with the emphasis being on grammar, pronunciation, and cultural issues. All listening exercises that provide students with lots of intelligible and enjoyable auditory input are referred to as extensive listening (Ivone & Renandya 2019). One of the media to help extensive listening is songs (Rosová, 2007) stated that songs can foster an interactive language learning environment in the classroom, She said that songs are a powerful teaching tool. Songs can also be categorized as authentic material, especially if the song was created as art and entertainment for the general public. Usually, learning activities that use songs will be more exciting and interactive.

In recent years, research on using songs to enhance students' listening skills has been implemented. A study (Solihat, 2014) used a quasi-experimental design method. This study demonstrates how well English songs help with listening skills. Another study also researched through interviews showing that listening to English songs can improve listening skills (Listiyaningsih, 2017). According to the study from (Mailawati & Anita, 2019) incorporating songs into lessons might be beneficial and will probably help students' listening comprehension abilities. Another previous study demonstrates how well English songs help with listening skills among 5th and 7th-semester students (Afriyuninda and Oktaviani 2021).

Other studies also examine students' perceptions of using songs to improve listening skills. This study uses a survey to collect data. The results of this study, students agree with the help provided by songs in the learning process (Sekeon et al., 2022). In previous research, researcher examined that listening to English songs in class can help students improve their listening skills. By using several methods such as experimental design, interviews, and surveys among junior high schools, high schools, and colleges. The results also show that English songs can help students improve their listening skills through English songs in class. Most of the previous studies investigated the use of songs in the classroom. The weakness of previous research is that researchers did not examine listening outside of class. The researcher researchers found that listening to songs outside the classroom could improve students' listening skills only slightly. To this end, this study used a

qualitative approach with a single case study to examine the 4th-semester students in Indonesia regarding students' perceptions of listening to songs outside of learning English to improve students' listening skills.

METHOD

This study used a qualitative approach with a single case study design. The participants in this study were students who were majoring in English education, 45 students (17 male and 28 female) at a university in Malang, East Java, Indonesia. In this study, the researcher did not consider about gender differences, only describing demographic information to clarify how many male and female students filled out the questionnaire. The participants of this study were around 17-21 years old. To collect data, researchers used two instruments: a questionnaire and an interview guide. Data collection was carried out from around June 2023. The first phase was to obtain data using a questionnaire. The questionnaire was distributed online using Google Forms. After the data was collected, the data was analyzed by researchers using descriptive statistical analysis.

Then the next phase is collecting the data through interviews. Three students were interviewed according to the researcher's criteria. Students were individually interviewed online via Zoom. Each session took approximately 20-30 minutes. After the interview was complete there was a follow-up tone to ask or reconfirm the answers the students gave to the researcher.

The data obtained from the questionnaire were analyzed with the following table which was later bring out positive perceptions of students

Score Percentage	Interpretation
0% - 49.99%	Negative
49.99%- 74.99 %	Neutral
75 %- 100%	Positive

The researcher needed to check the data multiple times from Google Forms to get the correct information from the respondent. After grouping the data according to the table above, interviews were conducted with students who had positive perceptions. Interview results are analyzed by transcribing the data,

reading all through the data, and representing the data through narratives (Creswell, 2015).

FINDING AND DISCUSSION

Findings

Students' perception about learning listening using English songs

The questionnaire that was distributed to the participants resulted in students' perceptions about listening to English songs outside the classroom. Questionnaire statements include how often participants listen to English Songs. How English Songs help them improve their listening. This questionnaire involved students' perceptions of using English Songs as a way to improve their listening skills. From the results of the questionnaire distributed to 45 students from the fourth semester, the top three students who have positive perceptions will be selected to be interviewed. The Table below shows the results of the answers to the questionnaires that had been distributed.

The result of Questionnaire

No	Statements	SA %	A %	N %	D%	SD%
1	I often listen to English Songs every single day	62.2%	26.7%	6.7%	4.4%	0%
2	I spend 2-3 hours a day listening to English Song	40%	26.7%	28.9%	2.2%	2.2%
3	I like listening to English Songs since I was in elementary school.	28.9%	15.6%	35.6%	17,8%	1%
4	I like to listen to an English native- speaker singer	37.8%	40%	20%	2.2%	0%
5	I always listen to the newest song by my favorite singer	35.6%	37.8%	20%	6.7%	0%
6	I like listening to English songs because it helps me increase my listening skill and pronunciation in a fun way	53.3%	26.7%	17.8%	2.2%	0%
7	I listening music using applications like (JOOX, Spotify, Soundcloud, etc.) because there are various types of songs.	53.3%	22.2%	11.1%	8.9%	4.4%
8	I listen to popular songs (pop, jazz, rock, metal, Etc) in English to improve my listening/listening skills in English.	44.4%	40%	11.1%	4.4%	0%
9	English songs can make motivate me to speak English outside the class	46.7%	31.1%	15.6%	6.7%	0%
10	I listen to English songs to improve my listening skill because the song can be media to improve listening skills.	53.3%	33.3%	6.7%	4.4%	2.2%
11	I listen to English songs to add vocabulary,	53.3%	31.1%	11.1%	4.4%	0%

	improve pronunciation, and can make comprehend in listening skills					
12	I Learn songs in English and I feel the effectiveness, like easy-to-memorize lyrics, and also increases my motivation for further learning.	40%	40%	15.6%	4.4%	0%
13	I can improve my listening skill as one of my meaningful strategies to overcome my problems in listening skills.	37.8%	42.2%	17.8%	2.2%	0%
14	Practice reading lyrics, studying vocabulary, and listening to various songs can help me become more familiar with the meaning of the words.	46.7%	37.8%	11.1%	2.2%	2.2%
15	English songs help me to connect with what I heard with my ideas, experience and encourage interpretive and critical listening and reflective thinking.	37.8%	31.1%	24.4%	6.7%	0%
TOTAL		40 %	40%	20 %	17.80%	0%

From the Table above a total of 45 students have filled out the questionnaire that has been distributed. The results prove that on average students have positive perceptions about songs that can help improve students' listening skills. As many as 40% of students chose to strongly agree, 40% students agreed, then there were 20% of students chose neutral, there were also 17.80% of students who disagreed, and only 1% of students who chose strongly disagree. Of the 45, 33 students had positive perceptions, 11 students were neutral and only 1 student had a negative perception. So, overall students have positive perceptions about songs that can help improve their listening skills. More than half of them have a positive perception. Of the 33 students, the top three were followed up to be willing to be interviewed.

What aspects of songs can help the students' listening skills based on their perception?

This section presents research findings about English songs being able to improve students' listening skills. After distributing the questionnaires and analyzing them, three selected students had positive perceptions and were willing to be interviewed. Participant names will be disguised as P1, P2, and P3. The interview data will focus on additional information and answer the second research question from three participants who have positive perceptions of using

songs to improve listening skills. There are five categories of listening aspects that correspond to the answers given by the participants, including enjoyment, listening to specific information, listening to the main idea, how to pronounce it, and adding a new vocabulary.

Enjoyment

At this point, the researcher discusses the use of English songs in listening activities. Participants were asked about their beliefs by listening to English songs and their feelings or experiences when listening to English songs. P1, P2, and P3 answered that they believed that English songs could make learning fun. The participants' answers are in the following quotations.

P1: *"Yes, I believe, it is enough to make the learning process more fun and interesting because learning English songs is enough to make me relax."*

In addition, P2 also provides an answer that is not much different from P1, the statement is as follows:

P2: *"If I believe it, because songs are art, and most likely many students are more interested in learning English by listening to songs."*

P3 also gave a statement that was not much different from the 2 participants above, P3 *In my opinion, of course, it is entertaining and fun. Because by learning through English songs I am usually more relaxed, and it feels good because there are rhythms that motivate me to study quietly."*

It can be concluded that the three participants above believe that listening to English songs can make the listening-learning process more enjoyable. They feel more relaxed and there are rhythms that can make them even more motivated to study harder. Participants felt that the song was an art, and most likely today's students can be more interested in learning through listening to the song.

Listening to details

From the results of the analysis, at this point, the participants were asked questions about listening to songs to get detailed information. Unfortunately, only 1 participant listened to the song and then also listened to specific information. As in the quote below:

P1: *For detailed information, I usually don't capture it in detail, but I can catch what the content/meaning of the song is, but not very detailed. Just understand what is being said.*

P2: *For detailed information, I did not capture the details, but I can understand what the meaning of the song is*

In contrast to P3 who answered that participants could get detailed information on their favorite songs. The quote is as follows

P3: *For detailed information, I sometimes ask for help from translators to understand the song so I can get detailed information about the song. But on my favorite songs, usually, I can get detailed information.*

From the results of the interviews above, it can be concluded that the two participants did not get detailed information when listening to the English song, but they were able to understand what the meaning of the song meant. Not all the information contained in the song can be obtained in detail. Participants could not get detailed information, but they could catch the meaning or main idea of what was conveyed. The third participant had a different answer, P3 could get detailed information through his favorite song. P3 feels that through his favorite song, he can get detailed information about the song.

Listening to the main idea

From the results of interviews with three participants, all three said that they could get the main idea from listening to English songs. Participants need to listen carefully and focus to get the main idea. However, P1 and P3 said that from the title of the song they could already guess the main idea, but afterward, they listened carefully to the lyrics. Here's the quote:

P1: *Usually to get the main idea, I first look at the title and also the lyrics section. And also usually if there are lyrics that touch me, starting from that I can understand what the meaning of the song is.*

P3: *first it is usually fixed on the title, if the title already has an image, and by understanding a few verses of the song then they are connected to form the main idea or what the singer wants to express in the song. From the title, it will be easier to guess what the singer is going to say.*

Meanwhile, P2 answered that he had to listen to the song as a whole to catch the main idea of the song. As P2 says in the following quote:

P2: *By reading the lyrics first, then listening carefully, and then immediately listening to the whole song.*

It can be concluded that if we listen to the song as a whole and carefully, we will get the meaning of what is in the song. But each participation has its own way. P1 and P3 said that through the title of the song, participants can guess or have a little idea about what a singer will convey. However, not only that, followed by listening to the lyrics/verses carefully will help find the main idea or meaning of an English song.

Native pronunciation

From the interview results, the researcher discussed that listening to English songs that are heard outside the classroom can help understand the native pronunciation in the listening text in the classroom. The three participants agreed that the English song could help understand the speaker's pronunciation in class. Some of the quotes below prove it:

P1: *“Listening to English songs is quite helpful in pronunciation. So, sometimes when listening in class, if there is vocabulary that is the same as what I heard before, I am also familiar with the pronunciation of the vocabulary, so it's easier”*

The statement is reinforced by P2 as follows:

P2: *If me, the vocabulary is already familiar. From listening to the song, we can also know how the pronunciation is. So, it's not too difficult to pronounce. It is very helpful if there is the same vocabulary when listening in class.*

The statement is again reinforced by P3

P3: *In my opinion, it is very helpful in training and understanding the pronunciation of vocabulary in English.*

From the results of the interviews, P1, P2, and P3 said that listening to English songs outside the classroom can also help understand the speaker's pronunciation when listening in class. Because when listening to English songs, they also get new vocabulary. So that when in class, there may be vocabulary that

has been heard before, they find it easy to hear because it has been heard before. So listening to English songs can help understand the native pronunciation of the listening text in the classroom.

New vocabulary

Based on the interview results at this point, P2 and P3 have their own way of acquiring new vocabulary through listening to English songs. However, P1 feels that singing has not added to his new vocabulary. P2 and P3 have their own way, namely: starting by listening to songs carefully and focusing, in this way they can learn new vocabulary. Like the quote below:

P2: There must be a song that is booming, so it's like a song that's going viral. From that song, you will find a lot of new vocabulary. So the way to improve it is to listen to songs that are currently viral and then from listening to these songs we get new vocabulary.

P3: to listen to it, listen carefully or focus, then usually I analyze the words to record and look for new words that we might not know the meaning of before so that it makes it easier to understand the song.

From the interview results, it can be concluded, that the participants have their own way of getting new vocabulary through English songs, such as listening to songs that are booming and are listened to carefully and focused. By listening to songs that are booming, participants can get new vocabulary because the songs they listen to have never been heard before. Automatically, they will get new vocabulary to be recorded and memorized. From this method, students have their own way to continue learning English, especially learning to listen to any media. They make their own way to feel comfortable to continue to improve their listening skills.

To find out the effects or results of using English songs to improve the listening skills of Fourth Semester English Education students at private universities, the researcher conducted this research to find out perceptions to improve their listening skills, and the researcher wanted to find out how students could improve their listening skills. Overall, the results of this study indicate that

students have a positive perception of having ways to improve their listening skills in their own way.

Discussion

The first research question focuses on students' perceptions that using songs can improve their listening skills. In general, they have positive and negative perceptions that the use of songs can improve listening skills. Referring to the data obtained from questionnaires and interviews, students can improve their listening skills through songs. It is proven that 32 out of 45 students have a positive perception that songs can improve listening skills which is in accordance with previous research by (Sekeon et al., 2022). Who found that students believe that listening to English songs has enhanced their ability to listen, partly because doing so increases their familiarity with English vocabulary. When listening to English songs, the participants who filled out the questionnaire could be seen listening to English songs 2 to 3 hours a day, and they liked listening to English songs through their favorite songs from their favorite singers as well. This is in accordance with what was also conveyed by (Listiyarningsih 2017).

The first thing that needs to be done to apply songs as a medium to improve listening skills is to find English songs that you like. At this point, it can be said that listening to a favorite song will help students improve their listening skills. Because then, they have their own motivation to improve their listening skills. This is also reinforced by previous research by Mailawati and Anita (2022) that revealed that incorporating songs into lessons might be beneficial and will probably help students' listening comprehension abilities. So, English songs can help improve students' listening skills, students also have a positive perception that songs can help students improve their listening skills.

Furthermore, the second research question focuses on, how students can improve their listening skills. There are several ways they can help them improve their listening skills. As was the result of the interviews, they had to listen to English songs carefully and focus on what they were listening to, after listening they would get new vocabulary then record it and find out the meaning of the new vocabulary so they could get the meaning of a song. Similar to previous research

from (Listiyaningish 2017) says that someone who is listening to an English song will attempt to interpret the vocabulary terms in the song to satisfy their curiosity while also learning more about the song's content. In this case, it proves that listening to English songs carefully will be able to understand the context of the song.

Next, the participants had another way to help them improve their listening skills, namely by reading the lyrics. With the help of the lyrics, it will make them listen to the same vocabulary as what is heard. In addition, they can also understand the meaning of what is conveyed by the singer. According to (Craven, 2004) students need to listen to get the main idea. Students need to listen completely and concentrate to understand the main idea. This statement can be strengthened by the answers from the participants that they listened to the English songs carefully and concentrated completely to get the main idea of the songs they listened to. They also listened to some touching verses and then connected them so they could find the main idea.

In conclusion, the research findings indicate that English songs can improve students' listening skills. The participants believed that learning through songs is enjoyable and relaxing, and it helps them understand the main idea of a song. They also found that listening to songs outside the classroom can help them understand native pronunciation and helps them acquire new vocabulary. Each participant had their own strategies for utilizing songs to enhance their listening skills.

CONCLUSION AND SUGGESTION

This study aimed to find out the student's perspectives on the use of English songs to improve the listening skills of fourth-semester students of English Education at a private university in Malang. There are two findings from this research. The first is the finding from the results of the questionnaire which shows that most of the student has a positive perception of using English songs outside the classroom which can improve students' listening skills. Furthermore, in the interview findings, three students were in the top three who had positive

perceptions and were willing to be interviewed. Participants who had a positive outlook said that listening to English songs could improve their listening skills.

Participants believe that listening to songs in English can make the listening-learning process more enjoyable. They feel more relaxed and there is a rhythm that can make them more motivated to learn. Not only that, they also have a way to improve their listening skills, namely by listening to songs carefully and focusing. Through songs, they also gain vocabulary that has not been obtained before. Besides that, the main idea is also obtained when listening to the song. When the students want to get the main meaning or idea of a song students need to listen to the song carefully, this can also be repeated several times so that they can catch what the singer wants to convey. Everyone also has their own perception of the information heard through English songs. Students capture detailed information only on the songs they like, students do not always get detailed information, but students catch the meaning of what is in the songs they listen to.

However, the researcher is also aware of the limitations of this study. Future researchers suggested to add to combining many factors or involving students who are not from the English Faculty. In future research, researchers can examine the duration of songs listened to by male and female students. On the other hand, researchers can also compare student learning outcomes using English songs with other learning techniques or they can find elements that influence the use of English songs as a learning tool. They can also research the use of specific English songs, for example, the use of the song "the effect of Listening to payphone songs in the classroom on students' listening skills" and so on.

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