

# English Song-based Learning Strategies to Improve English Students' Listening Skills of English Education Department at the University of Mataram

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**Abstract.** In English, there are four skills which are reading skills, listening skills, writing skills, and speaking skills. English students have to improve their listening skills through the learning process, which has an impact on the development of student's skills. Learning activities can change and develop students' English skills to become more proficient and understand what they are learning. And there are several methods used in developing students' English skills. This study investigated students' listening skills improvement through English songs, and the purpose of this study was to determine how English songs can be used to improve the listening skills of English students. The participants of this study were seventh-semester students consisting of 21 students from 210 students in seven classes. This research method is a qualitative study, and data collection was done by distributing a questionnaire to 21 students who had taken the listening course. The results show that English songs are moderately effective in improving students' listening skills.

## 1 Introduction

One of the language skills is listening. The students ought to be able to master it because it is an essential part of the process of telecommunication. The students can learn a lot about the speakers by listening to them. Brown says that listening is putting what they've heard into practice[1]. This indicates that students need to have the ability to listen, especially during the teaching and learning process. Additionally, listening is the process of understanding what the speaker is saying and trying to infer or understand the speaker's meaning [2]. In addition, the most important skill in language is listening, which is also a part of communication; by tuning in, we can impart our considerations to other people. English is now a language of communication, particularly during pandemics when online activity is at its highest. To gain a competitive advantage in the workplace or in a collection developed by the university, every student must therefore master English as one of their essential life skills.

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Purcell claims that students are more likely to become bored if they listen to a narrative or dialogue over and over again when they are trying to understand the meaning of new words or phrases in context [3]. Then again, the cadence and tune of a melody can make it more invigorating to pay attention to it again and again. Paying attention to English melodies is likewise recommended as a strategy for further developing one's listening abilities [4]. English melodies can assist one with listening even more obviously. In a listening class, somebody who is accustomed to standing by listening to tunes will find it more obvious what the storyteller is talking about on the grounds that their ears will become acclimated to hearing English melodies unwittingly. As per Simamora and Oktaviani, different media, including melodies, recordings, and films, can help learners further develop their listening abilities while mastering English, especially in tuning in [5].

Songs are a type of media that can assist us with getting better at tuning in. At the point when a learner pays attention to and retains the expressions of a tune that is examined in class, the verses become implanted in their drawn-out memory. Moreover, listening is an imaginative ability since it expects us to utilize the unrefined components of words, word mixes, and voice expressions to comprehend the sounds we hear. As listeners, we construct our own significance from this material based on linguistic data, the context of the situation, and the speaker's goals [6].

Listening includes three parts: 1) Listening, the capacity to segregate among sounds, mix sounds, and hold groupings of sounds in memory; 2) Listening is a demonstration of insight; 3) Auditing is a comprehension-based activity [7].

Some students find it difficult to learn to listen because they have trouble with the sounds, need to comprehend every word, are unable to understand rapid-fire native speech, require repeated hearings of information, find it difficult to keep up, and get tired [8]. We cannot dismiss the importance of student motivation in developing listening skills in light of those concerns. Another theme will be motivation [1]. Due to the difficulty of listening, teachers must carefully consider how to make the activities and the content engaging.

Since listening exercises depend on a mimicked genuine circumstance, they are likely more captivating and rousing to finish than produced course reading cognizance errands [8]. The following characteristics define real-world listening:

- a) We listen with a goal in mind and preconceived notions.
- b) When we hear anything, we respond right away.
- c) The individual we are paying attention to is noticeable.
- d) There are signals from the climate or the visual world that assist with interpreting what is heard.
- e) Stretches of hand conversation differs from formal spoken language in terms of volume, noise, colloquialism, and auditory quality since it is spontaneous.

The components referenced above exhibit that the melody is one of the genuine listening assets. As per Ross, an illustration of genuine listening material is paying attention to a tune to study notable groups that sing in English [9]. Everywhere we go, including at home, work, school, and in our cars, songs accompany us. We may immediately listen to the music and be curious to find out how language is used in it. Griffe advises utilizing brief, slow tunes for beginners [10]. In addition, such songs can be used for crosswords, drawing, or picture-showing exercises. Songs that move quickly and tell a story should be used with students whose language skills are higher. The song that should be chosen should be understandable and have a clear sound; In the song, there shouldn't be too many loud instruments played. As a result, the researchers will carry out this study.

## 2 Method

This study uses qualitative research to analyze the data. The song's contribution to students' use and development of their listening skills was examined and explained using qualitative data. To accumulate subjective information, members were noticed, addressed with unassuming inquiries, participated in extended interviews (sound or video), and field notes were utilized. The questionnaires were adapted from Isnaini and Aminatun's previous work [11].

The English Education Department at the University of Mataram recruited participants for this study who were in their seventh semester. The analysts circulated the survey to 21 learners who had taken listening classes. Twenty statements make up the questionnaire used to collect data. The answers on the Likert scale used by the researchers range from Strongly Agree to Strongly Disagree.

## 3 Findings and Discussion

The results of the descriptive statistical analysis are used to present the data gathered from the questionnaires. The researchers tabulated data from the questionnaire as follows:

### 3.1 Students' eagerness of students to listen to English songs

**Table 1.** Data from the questionnaire (Questionnaires adapted from [11])

No.	Statements	Alternative Answers					Total
		SA	A	N	D	SD	
1	It takes me 5-6 hours daily playing music.	32.4%	27.5%	38.3%	0%	0%	100%
2	I started to listen to English songs when I was in primary school.	29.4%	51%	14.7%	0%	0%	100%
3	I mostly listen to an English native-speaker singer.	25.5%	19.6%	54.9%	0%	0%	100%
4	I am updated with the newest song	29.4%	27.1%	19.6%	0%	0%	100%
5	English provides an enjoyable approach for me to improve my listening comprehension and pronunciation.	49%	48%	0%	0%	0%	100%
6	Because there are many different kinds of songs, I use services like (JOOX, Spotify, Youtube, etc.) to listen to music.	53.9%	37.3%	7.8%	0%	0%	100%
7	To improve my listening, I listen to well-known music (pop, jazz, rock, metal, etc.).	43.1%	38.2%	17.6%	0%	0%	100%
8	I often listen to English songs every single day.	23.5%	41.2%	31.4%	0%	0%	100%
9	I prefer English songs to Indonesian songs.	21.6%	31.4%	43%	1%	0%	100%
10	By listening to English songs, I am getting more active in class	38.2%	13.7%	43.1%	0%	0%	100%

According to **Table 1**, 59.9% of learners frequently go through 5-6 hours daily playing music. One learner stated that he enjoys listening to music in his spare time. However, the first statement was not agreed upon by all students. The data above indicate that 0% of

students disagree. Consequently, we are aware that almost all participants frequently listen to music five to six hours per day.

Moreover, the subsequent assertion uncovers that 80.4 percent of understudies agree that they have appreciated paying attention to tunes since primary school. Be that as it may, 14.7% of understudies were all the while deciding whether they had paid attention to music since grade school. Additionally, no different understudies contradicted the subsequent attestation. As a result, the majority of students, or 80.4%, in the second statement have listened to music since elementary school.

Regarding the third claim, 45.1% of learners concurred that they like to listen to vocalists who are native English speakers. However, 54.9 percent of students are undecided as to whether or not they prefer to listen to English-language vocalists. No other students disagreed with the third claim, either. As a result, 54.9% of students in the third statement are undecided about whether they like listening to singers who speak fluent English.

In agreement with the fourth answer, which reads, "I always listen to the most recent songs by my favorite singers," 56.5 percent of students. However, 19.6% of learners can't conclude whether they consistently pay attention to the latest melody by their number one craftsman. No different learners contradicted the fourth case by the same token. Hence, it is obvious from the fourth explanation that 56.5% of learners generally pay attention to the freshest songs by their vocalist specialists.

According to the fifth statement of the research, 97% of students agree that they enjoy listening to English songs because they provide them with amusing opportunities to practice their listening and pronunciation skills. No different students can't help but contradict the fifth affirmation.

As indicated by the sixth proclamation, 91.2 percent of understudies agree that they regularly stand by listening to music through applications like Spotify, YouTube, and others since there are various sorts of tunes. In addition, a study by Astutik found that students who used JOOX to play English songs could improve their ability to read the lyrics and learn how to pronounce the words[12]. However, none of the other students disagreed with this sixth statement, and 7.8% of students were unable to decide whether or not always to use the application to listen to songs.

In addition, 81.3 percent of members consented to pay attention to famous music, including pop, rock, metal, and jazz, in the seventh statement. In English to enhance their English-language listening and listening skills. Students can improve their ability to memorize and comprehend the pronunciation of unfamiliar words by listening to English songs. However, 17.6% of students are unable to choose between listening to pop, rock, metal, or other popular songs. In English to enhance their English-language listening and listening skills. Furthermore, no other students dispute this seventh assertion.

The eighth truth uncovered that 64.7% of understudies day to day paid attention to English melodies consistently. One member referenced that in his spare energy, he jumps at the chance to pay attention to music. However, this remark leaves 31,4% of students indecisive about whether they listen to music daily or not. Nearly all of the participants, according to the data above, routinely listen to music.

Conversely, 53% of learners concurred with the 10th assertion, which said that they pay attention to Indonesian tunes more every now and again than English melodies. One member asserted that when he has leisure time, he pays attention to English music by staying aware of the ongoing well-known music. Nevertheless, 43% of learners are unable to pick, and 0% of students disagree with the assertions because the majority of students listen to both languages.

Additionally, a statement stated in the tenth question in the table that English songs can stimulate students to participate in class (I find this intriguing) was agreed upon by nearly 51.9 percent of students. This is because the use of music in the classroom makes learning

entertaining and fun from the outset. In addition, about 43.1% of students had to decide whether or not the statements in this tenth statement piqued their interest. The first element of this study that was examined was the pupils' interest in English music.

This metric is used to gauge the interest of students in listening to English songs. The data described before, which point to a positive reaction, are also apparent. Because they can be heard and accessible through music apps like Spotify, Joox, and others that students utilize, songs can also be used as a tool. To reiterate, using media to learn English will increase students' motivation and focus [14].

### 3.2 English songs for student's English learning

**Table 2.** Data from the questionnaire (Questionnaires adapted from) [11]

No.	Statement	Alternative Answer					Total
		SA	A	N	D	SD	
11	Because songs can be used as a medium to enhance listening abilities, I listen to English songs to do so.	24.5%	63.7%	10.8%	0%	0%	100%
12	English songs can expand my vocabulary, enhance my pronunciation, and increase my ability to comprehend what I'm hearing.	59.8%	30.4%	9.8%	0%	0%	100%
13	As one of my effective techniques to deal with my listening skills issues, I can increase my listening abilities.	57.8%	21.6%	18.6%	0%	0%	100%
14	I study songs in English, and their usefulness—such as their simple-to-remember lyrics—increases my desire to keep learning.	53.9%	24.5%	19.6%	0%	0%	100%
15	My ability to listen has improved because of English music.	63.7%	25.5%	10.8%	0%	0%	100%

In the second element, the researcher is interested in learning whether listening to English music specifically affects their English and listening abilities. The 11th point examines how standing by listening to English melodies can upgrade one's listening abilities since tunes can be a device for doing as such. Just 10.8% of learners were concluding whether they were keen on the proclamations in this 11th inquiry, though almost 88% of learners concurred with this affirmation.

The 12<sup>th</sup> attestation guarantees that 90.2% of learners pay attention to English music to expand their English words, clean their articulation, and figure out how to tune in and foster their listening skills. Only 9.8% of students were unable to tell whether or not the remarks made in this statement had helped their position, and the majority of students agreed with it.

According to the thirteenth statement, 79.4% of students can effectively address the listening skills issue by improving their listening skills. Just 18.6% of learners couldn't conclude whether the assertion introduced in this explanation could tackle their concern.

As per the fourteenth assertion, 78.4% of learners can learn tunes in English and experience their viability, incorporating the simplicity with which they can retain verses and their

expanded inspiration to find out more. With this fourteenth assertion, just 19.6% of learners couldn't decide if they could feel its adequacy, for example, making it simpler to remember verses and furthermore expanding inspiration to learn or not.

The findings of the second component reveal that practically all learners think that practicing their listening abilities while listening to English songs, particularly in listening class, is a good idea. Furthermore, 89.2% of learners concurred with proclamation number fifteen on the best English music to increment listening abilities, and the excess learners' responses went from unbiased to 10.8%. According to a previous study, the practice of reading lyrics, learning vocabulary, and listening to various songs may assist children in becoming more familiar with popular songs and feeling more assured in their capacity to listen to and comprehend the world around them [1].

### 3.3 The use of English songs on learners' listening authority

**Table 3.** The use of English songs on learner' listening authority (Questionnaires adapted from [11])

No.	Statement	Alternative Answer					Total
		SA	A	N	D	SD	
16	Do you think it's important for someone learning the English language to understand listening skills because it's one of the abilities they need to master in order to acquire the language?	55.4%	29.7%	14.9%	0%	0%	100%
17	I can learn more about the meaning of the words by reading the lyrics of songs, learning new terminology, and listening to diverse musical genres.	64.4%	28.7%	12.7%	0%	0%	100%
18	English songs enhance interpretative and critical listening as well as reflective thinking by allowing me to relate what I heard to my ideas and experiences.	63.7%	12.7%	22.5%	0%	0%	100%
19	I can become more engaged and active in class by listening to English songs, and I also perform well on listening exercises.	8.8%	45.1%	17.6%	0%	0%	100%
20	The classroom is made more enjoyable, and I find it easier to absorb the information when songs are used as part of the learning process, particularly in the listening session.	17.6%	57.8%	23.5%	0%	0%	100%

The third component involves using English songs to teach pupils how to improve their listening abilities. The sixteenth assertion uncovered that 85.1% of learners concurred that listening abilities ought to be perceived while concentrating on English since hearing is one

of the capacities that should be perceived while learning English, while 14.9% of learners gave unbiased reactions.

The seventeenth statement states that 93.1% of students believe that reading song lyrics, learning new phrases, and listening to a variety of music can help them understand the meaning of the words better. They claimed to have put their reading of song lyrics, vocabulary building, and listening to various songs into practice. Only 19.6% of students struggled to understand this assertion. For instance, research led by Andriani discovered that listening to English music while standing still can improve a student's elocution [14]. Nobody else in the class disagrees with this assertion, and practically everyone agrees.

The Eighteenth Assertion viewed that 76.4% of understudies concurred that "English tunes assist me with associating with what I hear with my thoughts, encounters, and support tuning in, interpretive, and basic intelligent reasoning." In response to this assertion, students understood that singing along to English-language songs has a variety of advantages that they might employ to enhance their listening abilities. Only 22,5% of pupils were unable to disagree with this assertion.

Also, the nineteenth assertion exhibits that 53.9% of understudies agree that standing by listening to English music can further develop learners' listening abilities and support dynamic cooperation in class. There were no understudies who couldn't help contradicting this thinking, and only 17.6% of respondents depicted themselves as impartial. As a result, it is clear that most students believe that listening to English songs has helped them learn to listen better—by a factor of 53.9%.

In conclusion, the twentieth statement shows that 75.4% of learners concurred that the utilization of music in the educational experience, especially in listening learning, makes the homeroom climate beautiful and makes it more straightforward for them to figure out the material utilizing the listening procedure. This is on the grounds that singing English melodies decidedly affects learners' tuning-in and pronunciation capacities. Only 23.5% of the students gave this statement a neutral response, and there were no pupils who disagreed. As a result, the majority of students in this survey claimed that hearing English music made it easier for them to comprehend the subject.

Nearly all students support listening to English songs, according to the survey's average replies. Many pupils in listening classes can understand what the speaker is saying since they are familiar with the song's vocabulary. Additionally, engage the pupils in the lesson because they are smart and have good listening skills. However, there are issues with employing songs in the listening process, including the lack of scientific support for pop songs, inefficient sound systems in schools that make it difficult to listen to songs, and the possibility that the kind of music that children enjoy cannot go together.

By practicing lyric reading, picking up new terminology, and listening to a variety of songs, students can improve their familiarity with popular songs as well as their confidence in their capacity to listen to and understand the world around them [1].

## **4 Conclusion**

The English pupils need to practice listening by playing English music. This investigation focuses on the usage of English songs to enhance listening abilities. According to this study, listening to English songs might assist students not only in developing their listening abilities but also in practicing proper pronunciation and picking up new vocabulary. They concentrate on the song's lyrics. As a result, students sing a song to aid in word pronunciation memory. As a result, listening to English music helps pupils' listening abilities immensely.

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