



## **The Influence of Listening English Song to Improve Listening Skill in Listening Class**

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### **Abstract**

This article is written to describe the influence of listening English song to improve listening skill, especially in the listening class. What influence that embossed by listening English song also will explain in this article. Through the qualitative method, the data gathered showed that listening English song can improve listening skill. Listening skill is one of skill in the English language that should be mastered. People who learn the English language should master the listening skill. To improve listening skill, people can exercise through listening English song because listening English song has the benefit to improve listening skill.

**Keywords:** Listening, English song, Improve, Listening-skill

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## Introduction

In studying the English language, there are four skills that must be mastered. They are reading, writing, speaking and listening. The fourth such capabilities must be mastered in order to master the English language very well. Listening is one of the skills that must comprehend in learning English. There are many ways to improve listening skill, one of them is using song. Some people like to listen song and it can be used to improve the listening skill. When listening song, especially English song, unconsciously it learns the ears to can listen comprehensively and when there are in listening class, people who listen to the English song can comprehend the mean of the text in listening.

Traditionally, people overlook the role of listening, while overemphasizing the role of reading and writing in learning. Listening is one of the indispensable abilities in language. As a kind of input, listening is the foundation of speaking and writing. If a student does not receive effective listening input, He or She may not perform well in writing and speaking since the two output abilities are more difficult. Listening is important because listening helps students lay the foundations of speaking and writing. Through listening, students can acquire decent pronunciation and learn many useful words, phrases, and sentences. Although there is an increasing recognition of importance of listening, there are still many problems for teaching listening to second language learners in the classrooms. For example, many Chinese teachers seem to rely too much on textbooks and overlook the interaction with students. The class is full of teacher-lecturing and group discussions are rare (Jack, 2013).

Listening activities also required in academic context, where the students have to deal with listening comprehension in the class. In EFL (English Foreign Language) class, the students face difficulties in communication. These problems are not only because of their ability, but also from the teachers. To overcome this problem, developing such an interactive way to teach listening is recommended. Considering learning styles also necessary when creating lessons, presenting material, and eliciting effective listening (Beall et.al, 2008). Particular listening strategy is needed not only to overcome the students' difficulties, but also to improve their listening abilities. The importance of

finding listening strategy also suggested by Wallace et.al. (2004), He states that experience with a variety of reading, writing and speaking activities in school can help learners acquire the skills they need to be successful (Hidayat, 2013).

Listening comprehension is regarded theoretically as an active process in which individual concentrate on selected aspects of aural input, from meaning from passages, and associate what they hear with existing knowledge. Saricoban (2004) cited in Milasari (2008) stated that in listening to English as a foreign language the most important feature can be defined as: (1) Coping with the sound (2) Understanding intonation and stress (3) Coping with redundancy and noise (4) Predicting (5) Understanding colloquial vocabulary (6) Fatigue (7) Understanding different accents (8) Using visual and environmental clues. This will bring us to the thought that, while planning exercises, listening materials, tasks and visual materials should be taken into consideration.

A present purpose, ongoing learner response, motivation, success, simplicity, and feedback should be the thing considered while preparing the task. Visual materials are useful for contextualization. The goals of listening can be categorized as listening for enjoyment, for information, for perception, for comprehension and to solve the problems. He also added that listening for comprehension can be divided into three stages: (1) Listening and making no response (following a written text, informal teacher talk). (2) Listening and making short responses (obeying instructions-physical movement, building models, picture dictation, etc.) (3) Listening and making longer responses (repetition and dictation, paraphrasing, answering question, answering comprehension question on texts, predictions, filling gaps, summarizing, etc.) (Sabinus, 2013).

In face to face interaction, listening entails complex interpretive processes. An intricate web of situational variables interacts to determine what meanings are derived in conversation. Processing requirements such as reciprocity of interlocutors' perspectives, the etcetera principle (filling in the gaps of what one hears with knowledge of the language and the world), and combined retrospective and prospective meanings all come into play. This multi-faceted processing spells a heavy demand when the medium of communication

is a foreign or second language. Theoretical models that attempt to capture the intricate nature of the listening process cannot hope to account for the myriad of cognitive and external environmental factors that influence reception, interpretation, and response construction. In short, rendering a complex activity like listening into a single construct has proved difficult. Models that have been attempted however, share one underlying assumption: Listening is not simply a receptive act multiple physiological and cognitive processes are engaged simultaneously.

Until recently, listening comprehension activity in foreign or second language classrooms was limited to testing listening comprehension. The underlying rationale was that if students are success in learning the target language, they should automatically be able to decode the aural version of structures and vocabulary they learn in their textbooks. Success at this decoding was typically measured by correct responses to WH (information) questions. Responses to such questions tagged successful retrieval of information from an aural text. Knowledge of target language syntax and lexis was deemed sufficient to enable this retrieval. Listening is now treated as a much more complex activity and one that is the cornerstone of language acquisition (Krashen, 1994).

Recognition of listening as complex activity and of its critical role in the language acquisition process has greatly influenced contemporary language teaching practice. The view that listening as an active and interactive process has, for example, cast the learner in a role other than the passive receiver of aural input (Rost, 1993). Classroom emphasis is now on aural intake through active negotiation of meaning with others. This mutual negotiation of meaning between speakers activates the cognitive and socio-cognitive processes necessary for language acquisition to occur (Breen & Candlin, 1980; Pica & Doughty, 1985; Meskill, 1996).

In the other previous study, also said that the shift of focus from the teaching of language as a system to the teaching of language as communication has brought the four language skills-listening, speaking, reading, and writing into prominence. In the last four decades, communication and proficiency oriented approaches to language teaching placed an increasing importance on

listening comprehension. James Brown, Ralph Nicholes, Carl Weaver were the eminent linguists of 1940s who established listening as a skill and are considered to be fathers of listening". From 1950s till late 1970s the researchers focused on listening for understanding and listening for acceptance or rejection of messages. Later in 1979, the International Listening Association was established and this brought together various fields of study like psychology, education, science, business, sociology etc., into the service of understanding listening.

As a result, the focus of listening is shifted from listening for understanding to listening for the identification of specific listening skills. More recently, the emphasis is on relational listening where the total environment is of importance. Moreover, in the present system of education, up to primary grades, listening is accepted as the most effective learning mode. In the university, the lecture system draws heavily upon listening skills. Brown (in Nagendra, English, Reddy, & College, 2014) states:

"Listening ability lies at the very heart of all growth, from birth through the years of formal education. The better those learning skills are developed, the more productive our learning efforts".

Thus, listening serves as a primary channel for learning. Yet, most of our students are not given any training in listening. Hence this paper. Listening is the ability to identify and understand what others say or speak. This involves understanding a speaker's accent or pronunciation, her grammar, her vocabulary and gauging her meaning. It is a language experience that operates in contexts ranging from simple conversation to academic debates (Nagendra, English, Reddy, & College, 2014).

The previous research about listening ever did and that study investigated the effect of training under different levels of cognitive load by including narration and text in game-based training interventions as well as determine how the use of synthetic speech affects training outcomes specific to damage control communication skills. Using synthetic speech may increase cognitive load, which may damage learning and training outcomes. The study tested whether Mayer's guidelines for cognitive load management applied to skills such as listening, or whether training under more cognitive load improved outcomes. It appears that neither was true, at least in the present setting. For

skills, higher fidelity seems to be more important. While this study examined fidelity in part with the manipulation of speech generation, and found that human voices were optimal, further examination of multimedia learning theory and skill acquisition as it relates to fidelity is warranted.

Specifically, further study of whether these results generalize across different methodologies (Bowers, Hussain, Procci, Florida, & Technologies, 2014). This article focuses on the influence listening English song to improve the listening ability especially in listening class. Listening is very important because it is one of the skill that should mastered in learning English language. If people have mastered listening skill, they will learn English language fluently. Through this research, people who will learn English language, especially people who will improve the listening skill can choose the suitable way to do it and the way is not difficult, so the learner can learn English language especially in listening skill easily. The English song can be the good way to learn listening skill because usually people like to listen to the song and song is media that easy to find.

## **Research Method**

This article was written with qualitative approach about the influence of listening English song to improve listening skill. This article written to know the influence of listening English song to improve listening skill and how the English song can be media to improve listening skill. To get comprehensive result, the authors conducted interviews with five informants were considered relevant to determine whether the influence of listening English song to improve the listening skill. Five informants interviewed by the author are student majoring in English education in fifth semester which author assumes already have the ability to listen and have experience in learning English, especially have experience in learning to acquire the ability to listen. To enrich the primary data, the authors also reviewed the literature from various sources such as books, internet, journal, and other resources related to research key issues.

### Learn Listening by Media

Learn is to get knowledge or skill in a new subject or activity. People need media to get the knowledge. The media that use is called learning media. There are many learning medias that can used when learning such as song, picture, and video. To improve the listening skill, song can be used as a media to help the learner. Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood-communication breaks down and the sender of the message can easily become frustrated or irritated. Listening is different with hearing. Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. When hearing, the sounds that hear in ears can entered but the people that hear did not understand what the content of the sounds but in listening, someone should comprehend what the contain and what the main of the text or something that listen (Sanggam, 2008).

Song is short piece of music with words that you sing. Song in general is music for singing (Oxford Dictionary, 2008). Pronunciation is the way we pronounce a word, especially in a way that is accepted or generally understood. The way we speak also conveys something about ourselves to the people around us. Learners with good pronunciation are more likely to understood even if they make errors in other areas. Pronunciation also includes attention to the particular sounds of language and aspects of speech beyond the individual sounds, such as; intonation, stress, rhythm, vowel and consonants, voiced and voiceless “sounds”.

Intonation refers to the way the voice goes up and down in pitch when we are speaking and the rise and fall of our voice as we speak. In the Random House Unabridged English Dictionary, intonation is defined as the pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence. Stress means that speakers of English make certain syllables of energy or effort that we use to pronounce words that are more important in a sentence. The rhythm of a language is created by the strong stress or syllables in a sentence.

A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no built up of air pressure above the glottis. Vowel sounds are produced by air from lungs which vibrate when the air in the mouth is not blocked. There are five vowels in English (a, e, I, o, u). One definition of a diphthong would be a combination of vowel sounds.

A consonant is a part of speech and a sound that is articulated with complete or partial closure of the upper vocal tract. There are 25 consonant sounds in English language which consist of 21 letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z. And the 4 consonants cluster, ch, sh, th, and ng. Scarcell and Oxford (1994) defined consonants as noises produced with some sort of blockage in the air passage. Some consonant sounds are voiced, while others are voiceless. All the sounds produced in the English language are either voiced or unvoiced. All vowels in English are voiced. But some of the consonant sounds are voiced. Nunan noted that most people think of pronunciation as the sounds we make while speaking as speakers of a language, we need to be able to understand each other, in terms of speech production, the Longman dictionary of applied linguistics defines pronunciation as “the way sounds are perceived by the hearer (Nunan, 2003; Farmand & Pourgharib, 2013)

### **Song as Media to Improve Listening Skill**

When learn about English language, listening skill is skill that should comprehend. If someone is not accustomed to listen, then when that person is in a class listening then that person will be difficult to get the contents of what is in an existing text. Therefore, in order to easily understand the existing text, someone needs to get used to train the ability to listen. The ability to listen is very important to master especially in learning English because listening is one skill that must be mastered in learning English. There are several ways that can increase the ability to listen such as often try to do listening exercises, learn about pronunciation of the word, try to listening, and listening to English song. One of the way to increase the listening ability is listening to English song. Listening to English song can improve the ability to listening. When a person listening English song, their ears will unconsciously accustomed to hearing so



that when it is in a class listening, someone who is already accustomed to listening song will be easier to obtain the intent of what was spoken by the narrator.

When learning English language, especially in listening, there are many media to help learner to improve the ability of listening skill such as video, movie, and song. Song as media that can improve listening. Song can be the media to improve the listening skill because it is easy to get song and it can train our ears to listen. From the interview to five people, they said that song can be the media to improve the listening skill.

From the interviews, the first informant said that the listen to English song can improve ability in listening because people are accustomed to listening. When listen English songs, the listener will be familiar to listen to unfamiliar vocabulary. According to the first informant, the English songs that suitable to train the ability in listening is song that slow in English pronunciation and quiet songs because listeners will be easier to understand and can know the spoken vocabulary. The first informant also said that in listening English songs, someone will be able to know how the pronunciation of English vocabulary correctly because the singer who singing is native speaker, beside that the listener also can know the linking sound of the word (Interviewed Fatnia, 19 December 2016).

The second informant said that listening to English songs can improve the ability to listen because through listening to English song, someone wants to know the content of the song. So, when listening to the song, someone is not only listened, but also want to know its contents and with a sense of curiosity that, then someone who listening to English song will try to find the meaning of vocabulary words in the song. According to the informant, the English songs that suitable to train the ability to listen is an English song for the song you like, then someone will surely be happy to learn to train the ability to listen. According to the informant, the ability that can get when listen English song is pronunciation, grammar, speaking, and vocab. It will help in improving listening skills (Interviewed Istiana, 19 December 2016).

The third informant said that listening to English songs can help in improving the ability to listen. According to the third informant, songs that suitable to train the ability to listen is a slow song. By listening to the English song with the pronunciation is slow, then the listener will know the pronunciation of the English language and will add new vocabulary. By listening to the songs speak English, the vocabulary that found in listening is easy because the vocabulary is already familiar and learn to listen will also be fun (Interviewed Jamilatul, 19 December 2016).

The fourth informant said that listening to the English song can help to improve listening skills for English language. By listening to songs, the ear will get used to listening to. English song that suitable for improving listening skills is slow song and soundtrack. By listening to the English song, it will increase vocabulary, grammar, and will increase the ability of pronunciation. By listening to the English song, learn English language especially in listening will be fun (Interviewed Aulia, 29 December 2016).

The fifth informant said that listening to English song can help to improve listening skills for English language. By listening to the English song, someone will acquire new vocabulary and be more fluent in capturing something is being said in English. According to the fifth informant, song that appropriate to increase the ability to listen is a song that fast pronunciation because the slow pronunciation song will make the listener feel sleepy and unable to concentrate on listening. By listening to the English song, someone will improve the ability in listening skill (Interviewed Salma, 29 December 2016).

From the interviews conducted by the author to five informants, they mention that listening to English song can help in improving the ability of listening. When listening to English song, our ears will be used to capture the sound of song, so that when it is in a class listening, someone who is already accustomed to listening English song, they will be easier to understand the text of existing listening. When listening to song especially English song, people who listen will get more vocabularies in English because when listening to English song, someone who listen will get new vocabulary and are not aware that vocabulary will be recorded in the memory and while in class listening,

vocabulary can be helpful in understanding the existing text in a conversation or text is in listening. From the interview with author, there are found that with listening English song, someone can improve the listening skill especially in listening class, improve the pronunciation, and improve the vocabulary mastery.

There are many medias used to improve listening skill, people can improve the listening skill through song as media. People can listen the song and after listening the song, they can try their ears to learn listening. To apply song as media to improve listening skill, the first that should people do is search the English song that they like. People should search the English song that like because if people who will improve the listening skill using the English song which did not like, it will be difficult to learn the listening skill through that song. Song that like every people are different, there are people like to listen song that slow, and there are people like to listen song that fast song, and the genre of music that liked by someone with other people are different too.

After getting the song that like, people listen to the song that have find and try to know the word that said in that song. After know the word that said in the song clearly, people can find the meaning of the word. After know meaning the word, people will get the new vocabularies. Besides that, with listening to English song, people also know the right pronunciation of word that should said because the speaker of the English song is native speaker of English. With listening the English song, people will usual to listen and it can sharpen the ears to listen. It shows that song can be media to improve listening skill.

### **Listening English Song Can Improve the Pronunciation**

Pronunciation is a way in which a language or a particular word or sound is spoken. In listening English song, listener can improve the pronunciation because while learning English song, the native speaker will say the correct pronunciations and the listener can learn the correct pronunciation from it. Listener can distinguish the word that has barely same pronunciation, but actually it is different. For example, the word “though, thought, and tough”

in a flash, they have same pronunciation, but actually they are different pronunciation and they also have different meaning.

The word “though” has the pronunciation [ðoʊ] and has the meaning in bahasa “meskipun”. The word “thought” has the pronunciation [θɔ t] and has the meaning in bahasa “pemikiran”. The word “tough” has the pronunciation [tʌf] and has the meaning in bahasa “tabah” (Holt, Rinehart and Wiston. 1984). The three words actually is different, but they are barely similar. Listener who listen the song, can distinguish them because the word has mixed with other word and the listener can know the meaning of the word and can distinguish the pronunciation. The pronunciation can help to have the good listening skill in listening class.

Listening English song can improve the pronunciation of words in English language. The way to improve the pronunciation is when listen to English song, someone can imitate the pronunciation of the word of English that said in the song. So, people who listen to the English song can learn about pronunciation from the word of song that heard. The other way to learn pronunciation from listening English song is the listener write the word that said in the song, after that the listener search the right pronunciation word that written in dictionary and said the pronunciation like in the dictionary said, it can help to learn the pronunciation.

To measure the improving pronunciation through listening English music, it can look at the score that had by someone who do in speaking test. When someone do in speaking class, there are some aspect that must mastered, such as fluently in speaking, intonation, the content, and pronunciation. In this case, people who listening English music can get the better score in pronunciation than before they do not learn the pronunciation through listening to English music. Before learning the pronunciation using song, the score that they get in speaking test in pronunciation aspect is medium or intermediate, but after learning the pronunciation through listening to English song, the score that get in speaking test in pronunciation aspect is better (Interviewed Fatnia, 19 December 2016).

### **Listening English Song Can Improve Mastery Vocabulary**

Listeners who listen the English song, they will improve mastery vocabulary because they get more vocabularies from the song that hear. The first informant said that when listen English songs, the listener will be familiar to listen to unfamiliar vocabulary. When listen to English song, there are many vocabularies that can get by listener. Vocabulary in English have many synonyms and if listener did not know the synonym of word, they will be difficult to catch the purpose of meaning that said by speaker. The word synonym in English like word “eternal” and word “everlasting”, they have same meaning and with the listening English song, vocabularies can mastery. Beside of that, in the song there are some idioms and listener can mastery idiom vocabularies from listening English song. Example of idiom is “miss the boat”, it does not mean that someone really miss the boat, but it means that someone miss the opportunity. If have mastered the vocabularies, when we are in the listening class, if there are some idioms, we can differentiate them easily.

To improve vocabularies through listening to English song, people can be obtained it with take a note, remembering the vocabulary that repeated in the song, and find the synonym of the word that said in the English song. When people improve the vocabulary through take a note, when listening to the English song they will concentrate to listen the word that said in song and then they will find the meaning of the word. After they find the meaning word that said in the song, they will improve the vocabulary because they add the vocabulary.

When people improve the vocabulary through remembering the vocabulary that repeat in the English song, they will comprehend about word that repeat in English song vocabulary. Usually in song, there are word that repeated and it make easy the listener to remembering the word. After remembering the word, the meaning of the word can find by open the dictionary and after that, the listener can get the new vocabulary by remembering the word that repeated in English song. When people improve the vocabulary through find synonym of the word that said in English song, the listener listen comprehensively about word that said in English word and after that, the listener find the other word

that have same meaning with the word that find when listening to English song. With listening English song, when in the listening class, people can know the mean of word that said by the speaker because the people know many vocabularies from the song that listen. With know many vocabulary, people will get better score in do listening task than they do not listen to the English song (Interviewed Jamilatul, 19 December 2016).

## Conclusion

From the text above, this article showed that listening English song can improve the listening skill because song can be media to improve listening skill. When someone learn about English language, they should comprehend in listening skill because listening is one of skill that must comprehend in learning English language. Listening to English song can add the vocabularies, improve pronunciation, and can make comprehend in listening skill and there is way to improve listening skill. Vocabularies can be obtained because people will usual to listen the English word and it can add new vocabularies. Improve pronunciation can obtained because when listen English song, the singer usually is native speaker of English and they will pronounce English well. So that people can use the English song to improve the ability.

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