

## **IMPROVING STUDENTS' LISTENING SKILL BY USING SONGS' LYRICS A STUDY CONDUCTED AT SMAN 1 MELONGUANE**

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**Abstract** : The purpose of the study was to find out whether the used of songs' lyrics could improve the students' listening skill. The subjects of this research were the third grade in the A class consisted of 25 students. This research was quantitative research through pre-experimental design with pretest and posttest. Prior to treatment, the students were given a pre-test. The post-test was given to students after they had received treatment or had used the lyrics of songs to improve their listening skills. The result of this research shows that the mean score of the posttest was higher (8,08) and pretest (6,36). It means that the used of songs' lyrics were effective to improving students' listening skill. Results of the data analysis indicated that students' performance in listening comprehension were better than before. As in the posttest result the students' score and abilities were increased. This research is still far from perfection, however by doing so, it is believed that students will obtain a higher level of achievement or outcome in English class, and English teachers will be encouraged to employ this strategy to improve students' listening skills.

**Keywords:** *listening skill, songs, use of song lyrics, students' listening comprehension.*

### **INTRODUCTION**

English is becoming increasingly popular among Indonesian scholars, bureaucrats, and elites as the use of information technology grows (Liando, 2009:146). English is crucial in absorbing and developing science, technology, culture, the economy, and tourism. "In order to achieve the goals of learning

another language, the function of foreign languages in general should be based on the purpose of education, which is to serve as a tool for the formation of skilled and constructive Pancasila human beings" (Posumah and Damopolii, 2021:434).

Students and teachers face some challenges when learning English as a second language, particularly in listening skills. The obstacles include the use of techniques by teachers and a lack of motivation on the part of the students (Paranduk & Karisi, 2020). Teachers should be able to strive to improve students' skills in English in order for students to master and understand English. As a result, teachers must be well-versed in a wide range of interesting approaches, methods, techniques, and media for use in the classroom (Rorimpandey, 2019:44). As a result, it is hoped that the goal of teaching listening will be met.

English has four abilities as a foreign language (reading, listening, writing, and speaking). Listening is one of the more difficult skills to master as it necessitates a higher amount of focus and intensity to fully understand the sound. It is possible to argue that listening is the important part in learning English. Listening is one of the languages in the world that has an important role for communication. It has been used as an International Language (Mee, 1990:24).

There are several reasons why students found listening difficult to master. First, students start learning English by reading rather than listening. In fact, reading differs from listening in the same way that writing differs from speech.

Second, the materials on the recording are usually read by English-speaking individuals. There are a few accents. The English teachers are typically locals (Lalogiroth & Tatipang, 2020). Indonesian English learners rarely hear native English speakers speak English. Students who are unfamiliar with native speakers' pronunciation of English find it more difficult to listen to texts spoken by native speakers of English. (Lengkoan, Andries, Tatipang, 2022:41). As a result, the students may be unfamiliar with the accents of foreigners. They find it difficult to understand English speakers.

Third, when native English speakers speak in English, they typically do this at a regular speed. It moves too quickly for students to keep up with. While listening, the students are unable to select a comfortable listening speed. As a result, they may not understand the first sentence's meaning until the second sentence has already passed. Fourth, the students are not always familiar with the contents of the tape. Some of the contents are meaningless for the students. Students may be unfamiliar with foreign cultural backgrounds. As a result, they are not really sure what it means.

Motivation is essential in learning to listen because students may need to be understood, fast sounds or phrases must be heard more than once. Teachers can use activities to encourage students to improve their listening skills. Watching a movie, listening to a media report, and listening to English songs are all examples of activities. When watching a movie, students can extend the subtitles with a sheet of parchment for a few minutes and try to determine what will happen. When listening to a media report, students could select a topic that make them curiosity, the example is sports, fashion, technology, or the education topic. Students could listen to the pronunciation of words and sing alongside English songs while listening to them. To investigate whether students' listening skills could be improved by using songs in order for them to be able to use English properly, as well as change the pattern of their studying instead of the students' hobbies and interests that really can add to their knowledge or enjoy even as studying (Lengkoan, 2017:219).

Songs could provide a calming lesson on a hot, boring day. It can also be used as the base for a variety of lessons. It could be used for a large variety of English language part of teaching and learning activities. It has the potential to spark discussions and even become the central focus of a debate. (Futonge & Kisito, 2005:15). Using songs in the classroom is an excellent way to bring listening activities to life. To make the listening activities more effective, a couple of steps that have been used successfully can be added to the process.

As a result, the writer attempts to alleviate the students' difficulties with listening ability and planned to discover what could be taken to assist the students in improving their listening skills. So, in this study, the writer would like to look into the research entitled "IMPROVING STUDENTS' LISTENING SKILL BY USING SONGS' LYRICS" with following research question as follows "Did songs' lyrics could improve the students' listening skill?", and the purpose of this study was to find out if by using the songs' lyrics could improve the students' listening skill. Therefore, this study want to answer the question whether songs' lyrics can improve students' listening skill or not.

## **REVIEW OF LITERATURE**

According to (Brown, 2004:118) Listening is defined as a student's verbal or written response that reflects correct (or incorrect) auditory processing. Learners must think actively while listening in order to improve their listening skills. Listening is a component of several language-learning practices, both inside and outside of the language classroom. Listening ability relates to a student's ability to thoroughly listen to listening materials. (Hidayat, 2013:16). The development of other language ability would be based on the improvement of listening skills.

"Listening entails understanding the meaning of words, phrases, clauses, sentences, and linked discourse." In addition, according to the Bulletin in (Lengkoan, Andries & Tatipang, 2022), "listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation." According to Rivers in (Hasyuni, 2006:8), "listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance."

. Listening effectively is very important in the process of building trust not only between organizations, but also between individuals.”

According to (Courtland and John, 2013:69), there are three types of listening:

1. Content listening

Listening to the content is essential for comprehending and mastering the speaker's message. Where the focus is on information and comprehension in explaining a material

2. Critical listening

Critical listening entails comprehending and assessing the message's meaning on multiple levels, including the meaning of an argument, solid evidence, valid inferences, the message's implications for both you and your group, the speaker's purpose and motivating factors, or any relevant information or steps that are omitted

3. Emphatic listening

Emphatic listening includes understanding the speaker's feelings, needs, and passions in order to respect the speaker's point of view.

According to (Hidayat, 2013:21), “listening ability is also important to be mastered for its benefit in building a good communication.” Individuals must fully understand the meaning of the messages transferred by their partners throughout a conversation in order to communicate effectively and build good communication with others. Listening ability is needed in order to understand the message conveyed by others.

So, the ability to recognize and understand what the others are saying is referred to as listening. It is also a challenging task, and teachers can assist students in comprehending what they hear by drawing on foreknowledge. Listening is an important skill for language teaching because it is the most commonly used

skill in daily life and evolves faster than some other language skills, implying that it aids in the development of other language skills (Gilakjani, 2016:123).

Furthermore, it will suggest another way for teachers to help students overcome the difficulties of listening by teaching them in various types of listening.

## **Song**

"Song a set of words, short poem, etc. to be sung, usually with accompanying music." (Jamalus, 1988:7). "Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons" (Futonge & Kisito, 2005:22). Songs are pieces of music that have lyrics that are sung. (Jack, 2020:34). A song is a brief musical composition that includes lyrics. (Date, 2015:3).

(Lynch, 2008:23) claims that "almost everyone loves music. It is a part of our language and life from before birth onwards. As babies, we hear lullabies. As young children we play, sing and dance to a myriad of nursery rhymes. As adolescents, we are consumed by the beat of popular music artists worldwide. As adults, every form of advertising we hear, every special event we experience, is in part, music. Music pervades television, movies, theater, and even the nightly news. When we exercise, when we work, when we play, when we worship and even when we die, music is there to reinforce or alter or every mood and emotion".

According to (Jamalus, 1988:5), songs that have been sounded (sung) with instrumental or musical devices can be considered works of art.

From explanation above, the writer concluded that song was the works of art meant to be sung both with and without instrumental accompaniment. Song could also be used to aid in language learning.

## **The Criteria of Song Selection**

(Lynch, 2008:21) identifies three primary song selection criteria, which are as follows:

- a. When possible, use songs that seem to be popular among the students. Unfortunately, students commonly choose songs for classroom use which is in some way inappropriate, rendering the song unusable.
- b. Lyrics have to be clear and easy to understand. Song lyrics could have a variation of textual meanings. Listeners generally have different interpretations of the song's meaning (Tampenawas, Ollie & Posumah, 2020:2). Nothing is more annoying than a song that no one really understands. Try a different song if you're having trouble understanding the lyrics while listening.
- c. Songs should get a relevant theme. The world already has enough bad news, negativity, and violence. Negative-themed songs must be avoided. There are numerous songs that are positive, upbeat, and even humorous.

Furthermore, (Orlova, 2003:35) states that while encouraging students and choosing songs for discussion is important, it is also useful to ask students to meet the following criteria:

- a. The song should be part of a particular musical genre.
- b. It may not involve any violent act.
- c. A specific artistic image should be present in the song.

It is recognized that when teaching students, the teacher must also select songs with a suitable level of challenge. The song's suitability is a critical consideration. It should be determined whether or not the students will enjoy the song.

### **The Use of Song Procedures**

According to (Lengkoan, 2017), the prosodic features of the language are highlighted at the primary level of singing the song. Songs could be used in a variety of ways at higher levels, where grammar point exercise is focused.

According to (Yoo, 2002:29), the song activity procedure can be fulfilled in the following steps:

a) Pre-listening

1. As a warm-up or schema-building activity, ask students what they know about American pop culture. You also might want to bring some photos or CDs of well-known actors or singers to class.
2. Share the cloze activity handout to students, and have them read the lyrics and use their grammar knowledge to figure out what the missing words might be. Have the students tried to compare their guesses to those of their classmates? Volunteers should be requested to describe their educated guesses with the class.

b) While-listening

The students are told to listen for the missing words. After playing the song once, ask students if they want to hear it once more. If they do, you can play it again.

c) Post-listening

Discuss the answers with the class after the while listening process is done. Replay the sections where students had difficulty understanding the words if necessary. As needed, go over grammar points. However, there are three stages in teaching listening through songs: pre-listening, while-listening, and post-listening. Aside from that, the learning process could consist of gap fills or close texts, true-false statements, and dictation.

## **RESEARCH METHOD**

### **Research Design**

This research was pre-experimental design with pretest and posttest. The pretest was a test given to students prior to treatment. The post-test was given to students after treatment or after using the lyrics of songs to improve students' listening skills. According to (Putra, 2012:20), "one group pretest and posttest design is similar to the one-shot case study".



## Population and Sample

A population is any group of people who share one or more characteristics that are of interest to the writer (Arikunto, 2013:121). Sample is part of the population which used was the source of the real data of research (Arikunto, 2008). The population of this research was the students of SMAN 1 Melonguane, Academic Year 2020/2021. The third grade that was the sample in the A class consisted of 25 students.

## Data Collection

The writer visited the school to make an observation. To collect data, the writer used a pre-test and a post-test. The purpose of the pre-test data was to determine the students' listening ability prior to treatment. Following the treatment, a post-test was administered to determine the students' ability in listening skills.

## Research Instrument

This study's instrument was a test; song sheets (lyrics) have been distributed in pre-test, while listening, and post-test. The pre-test and post-test instruments were all the same, according to (Futonge, 2005:25). The test was based of 20 items, 10 fill in the blank lyrics' parts, and 10 identifying the correct words.

## Data Analysis

The data statistically analyzed by the formula from (Pearson, 1933:41):

$$\bar{x} = \frac{\sum x}{N}$$

Where:

- $\bar{x}$  for the "sample mean"
- $\Sigma$  is summation notation, which means "add up"
- $x$  "all of the x-values"
- $N$  means "the number of items in the sample"

#### IV. FINDINGS AND DISCUSSION

##### The Description of the Data

*Table 1. The Result of Pre-test and Post-test data.*

No.	Pretest Data (X)	Posttest Data (Y)
1	8	9
2	7	9
3	6	7
4	6	8
5	7	8
6	5	7
7	8	9
8	6	9
9	5	8
10	5	7
11	7	9
12	7	9
13	6	8
14	8	9
15	8	9
16	5	8
17	6	7
18	7	8
19	6	7
20	6	8
21	5	8
22	7	8
23	7	8
24	5	6
25	6	9

Since the data above were analyzed statistically used descriptive statistics, frequency distribution, mean, and standard deviation should be computed.

### Data Analysis

As already pointed out, the measures were taken in analyzing the data: calculation of frequency distribution, mean, and standard deviation.

### Data Analysis: Frequency Distribution

Based on the data mentioned in Table 1, frequency distribution of pretest and posttest data was calculated. The result is presented in Table 2.

**Table 2. Frequency Distribution of Pretest Data**

Score	Tally	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
8	<i>IIII</i>	4	16	25	100
7	<i>IIIII II</i>	7	28	21	84
6	<i>IIIII III</i>	8	32	14	56
5	<i>IIIII I</i>	6	24	6	24

Result of frequency distribution calculation showed that of 25 subjects taking the pretest, 4 (or 16%) got an eight, 7 (or 28%) got a seven, 8 (or 32%) got a six, 6 (or 24%) got a five. The highest score in the pretest was 8, and the lowest was 5. Frequency distribution of pretest scores were displayed in Figure 1.

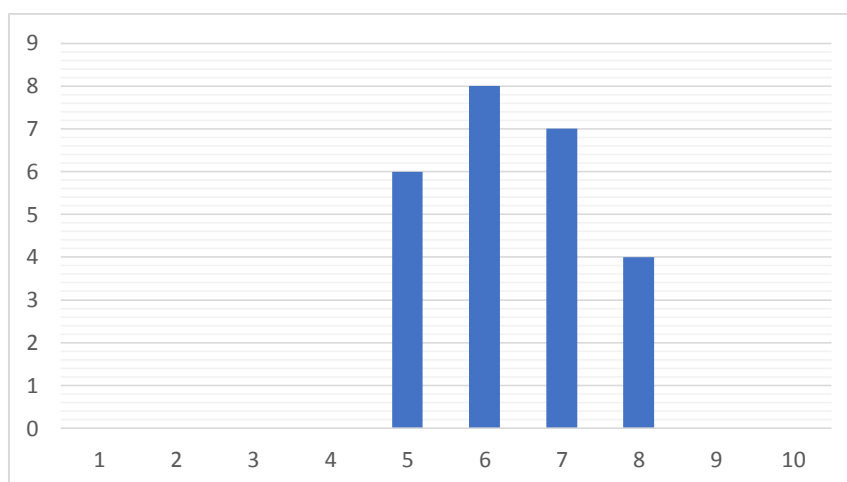


Figure 1. Frequency Distribution of Pretest Data

Calculation of posttest data was done in the same way as that of pretest data. Result of the calculation were presented in Table 3.

Table 3. Frequency Distribution of Posttest Data

Score	Tally	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
9	<i>IIII IIII</i>	9	36	25	100
8	<i>IIII IIII</i>	10	40	16	64
7	<i>IIII</i>	5	20	6	24
6	<i>I</i>	1	4	1	4

Result of frequency distribution calculation showed that of 25 subjects taking the posttest, 9 (or 36%) got a nine, 10 (or 40%) got an eight, 5 (or 20%) got a seven, 1 (or 4%) got a six. The highest score in the posttest was 9, and the lowest, was 6. Frequency distribution of posttest scores were displayed in Figure 2.

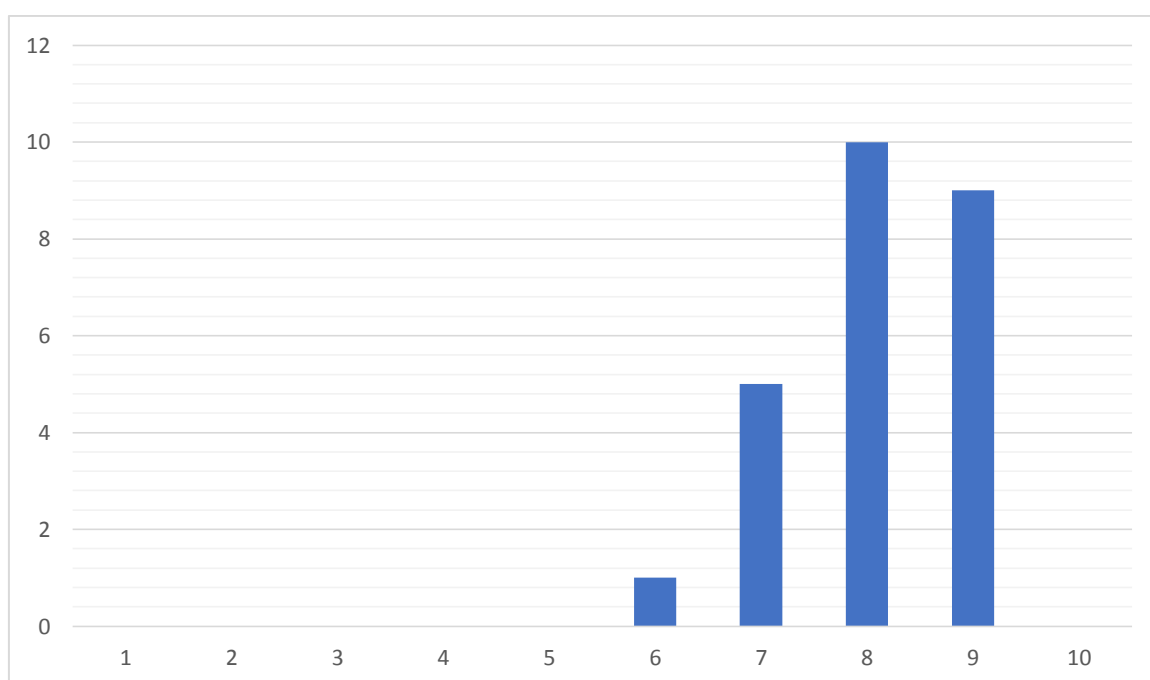


Figure 2. Frequency Distribution of Posttest Data

### Data Analysis: Mean Calculation and Standard Deviation

To calculate pretest and posttest mean and standard deviation, it is necessary to first calculate the sums and sum square of pretest (X) and posttest (Y) data. Results of the calculations of the sum and sum square of pretest and posttest data were presented in Table 4. It should be noted that total number of subjects, mean, sum, sum square, and standard deviation were symbolized as  $N, \bar{X}$  ( $\bar{Y}$ ),  $\Sigma$ ,  $\Sigma^2$ , and  $s$  respectively.

Table 4. Sums and Sum Square of X & Y

<b>N</b>	<b>25</b>
<b><math>\Sigma X</math></b>	159
<b><math>\Sigma X^2</math></b>	1037
<b><math>\Sigma Y</math></b>	202
<b><math>\Sigma Y^2</math></b>	1650

The means of pretest and posttest data were calculated based on the results shown in Table 4:

$$\bar{X} = \frac{159}{25} = 6,36$$

$$\bar{Y} = \frac{202}{25} = 8,08$$

The mean of the pretest was 6.36, and the posttest 8.08. The mean of posttest was bigger than the pretest. In other words, it's indicated that the improving students' listening skill by using songs' lyrics performance after being exposed to the experimental treatment were better than before the treatment.

Standard deviations of pretest and posttest data were calculated using *Raw Score Method* (Moore: 1983;251).

$$s_x = \sqrt{\frac{1037}{25} - (6,36)^2} = \sqrt{41,8 - 40,45} = \sqrt{1,03} = 1,02$$

$$s_y = \sqrt{\frac{1650}{25} - (8,08)^2} = \sqrt{66 - 65,29} = \sqrt{0,71} = 0,84$$

Results of the calculation showed that the standard deviation of the pretest data was 1,02 whereas the posttest data was 0,84. It means that after being exposed to the experimental treatment (using songs' lyrics technique), the subject's performance in improving students' listening skills improves slightly when compared to their previous listening skill performance.

**Recapitulation of Pre-test and Post-test result.**

***Table 4. Calculation of Sums and Sum Square of X & Y.***

<b>No.</b>	<b>Pretest Data (X)</b>	<b>X<sup>2</sup></b>	<b>Posttest Data (Y)</b>	<b>Y<sup>2</sup></b>
1	8	64	9	81
2	7	49	9	81
3	6	36	7	49
4	6	36	8	64
5	7	49	8	64
6	5	25	7	49
7	8	64	9	81
8	6	36	9	81
9	5	25	8	64
10	5	25	7	49
11	7	49	9	81
12	7	49	9	81
13	6	36	8	64
14	8	64	9	81
15	8	64	9	81
16	5	25	8	64
17	6	36	7	49
18	7	49	8	64
19	6	36	7	49
20	6	36	8	64
21	5	25	8	64
22	7	49	8	64
23	7	49	8	64
24	5	25	6	36
25	6	36	9	81
<b>N=25</b>	<b>159</b>	<b>1037</b>	<b>202</b>	<b>1650</b>

## **Discussion of the Finding**

Based on the existing findings and supported by the current theories, which included calculations of frequency distribution, mean, and standard deviation for both pretest and posttest data, show that: (1) in the pretest, the highest score was 8, and the lowest score was 5, whereas in the posttest, the highest score was 9, and the lowest score was 6; (2) The mean of the pretest was 6,36 whereas in the posttest, the mean was 8,08. This indicated that the students' performances in the posttest were better than in the pretest or before being exposed to the treatment. This, in other words, means that by used songs' lyrics were effective to improving student's listening skill.

## **CONCLUSION AND SUGGESTION**

Results of the data analysis indicated that student's performance in listening comprehension were better than before being exposed to the experimental treatment (using songs' lyrics technique). By using songs' lyrics, the students were more motivated to learn English and felt more confident after the experimental treatment, as in the posttest result, students' score and abilities were increased. Based on this, it can be concluded that by using song's lyrics technique were effective in improving students' listening skill.

The present study reveals that used of songs' lyrics technique are effective in improving students' listening skill. After doing the research, the writer could give some suggestions: Hopefully the results of this study can be useful or become a reference for the future or next researchers. The research is still far away from the perfection and it is suggested that they develop more methods, techniques, or strategies for teaching listening that are more effective and interesting. It was expected that by doing so, students would achieve a higher level of accomplishment or result in English. The present study was conducted which to indicated that by using songs' lyrics technique was an effective for teaching English especially in listening skill. Therefore, English teachers are suggested to use this technique to improve the student's listening skill.

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