

**Students' Perception about Learning
Listening Skill Through English Songs at
An English Language Education**

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ABSTRACT

Most of people in the world love music, and so do students at English Language Education Department (ELED) in an Islamic University in Yogyakarta. In addition, music is useful for learning English skills, especially in listening skill. Every student has their own ways to improve their listening skill and lots of methods can be used in listening skill, including using English music and song lyrics.

Based on the researcher experience, the English songs is easy to listen, it is easier for the students to understand the meaning of the song and it is also easier for them to remember every word in the song. So, the researcher wanted to know what are students' perception about learning listening skill through English songs at ELED of the

university. The data for the research was collected using qualitative design, the researcher will use individual interviews method. The participants interviewed were three students of batch 2013.

Based on the data, the researcher found several things in learning listening skill through English songs. The first thing is the students get the benefit when they are learning listening skill through English songs. Such as improving listening skill, helping to find new words, improving students' pronunciation , helping in study English language, and the last the fact that listening English songs in learning listening skill become a hobby. Secondly, beside the benefit the students still get the problem when they listen an English songs. Amongst them is pronunciation, sometime the lyrics

were incomplete sentences or use metaphor language and sometime too fast, the last is depending on the kinds of the songs. The last is the researcher found what is the strategy that students use to solve the problem. Those strategy were searching the lyric in internet, and finding another song that suit to them.

INTRODUCTION

Listening skill is important in learning English. Unconsciously, we spend hours for listening. We use listening skill to understand about something we heard since we were a child. With listening skill, we can understand the lesson, news, new language or song. So, we must increase our listening skill in every condition in our life. According to Hidayat (2013:21), listening is an important ability and must be mastered, it can show how well someone listen on their relationship with others. So, the listening is an ability to understand the meaning of messages from speaker or the songs.

As mentioned by Murcia (2001:84), listening is the language skill used every day, and limited only by availability of the target language in the school, the community, and the media.

Keywords: Listening skill, English songs

In this world, when we meet someone or listen to something we always use our listening skill. This is different from person to person depends on their listening skill ability. Some students can improve their listening skill through English songs, and other students prefer with a real conversation.

Lynch (2008:23) stated, almost every person loves music. It can be part of our language. Additionally, English song in relation to practice in listening skill can be guided for the students to focus more on the meaning of the song and understand how to pronounce each word.

The student always needs listening skill no matter where. It can be at school, college, or when they get a job. Students who listen to an English song and understand the meaning from the lyrics of the song have more advantages in listening skill. They can listen everywhere they want as long as they need.

When the student likes the song they listen, they will easier to remember the sentence in the song and make them more focus on what the singer says. For example, the songs from Adele “Hello”. “Hello, it’s me a was wondering if after all these years you’d like to meet”. From the lyric we can use in conversation.

Most of the students at an Islamic University in Yogyakarta just learn listening skill from the lecturer in the classroom, and sometimes the students cannot understand what the lecturer says because their friends disturb, they sit far away the lecturer, or maybe they cannot focus on the learning. But, the researcher believes there are other ways of learning the listening skill. According to Raharjo (2016), English songs can give a good effect in developing the English language, that makes English songs are mostly used in the learning process. Thus, improving the essential skill is crucial for further developments.

This study is important because of some reasons. The first thing, this study can be a guide for the student to find out how to learn the listening skill through English songs. This study also explains how learning the listening skill through English songs, so it can make the students gets the motivation in learning a listening skill.

Based on the background, the researcher is interested in conducting the research about the students perception about learning listening skill through English song at English Language Education Department of an Islamic university in Yogyakarta.

According to Chastain (1971) the aim of listening is to “understand about what you listen”. When listen something, our sense will concentrate in what we heard. In correlation with Chastain, Steinberg (2007) mentioned listening process as “the individual perceiving another via sense, aural organs, assigning a meaning to the message “. After listen, our brain will process the information and we will understand about what we listen. Based on Mustafa (2014), students spend 50% learning foreign language through listening. The easy way to learn foreign language is through listening skill, in school we listen our teacher explain the lesson and in outside we listen from all things it can be from a songs or something else.

Mustafa (2014) assumed that, When the students find the topic of the listening is interesting, the comprehending would be easier. Therefore, the researcher assumes that the student must focus on what they listen. However, when the topic of the listening was too boring, although they are interested in the topic they can miss the meaning. Not only that,

the problem of the listening process is speed of the speaker speech. According to Underwood (1986, p. 16) when listening to something or someone else the listener cannot control the speed of the speaker and this became a trouble for the listener.

In classroom students who are sitting on the back may not hear what teacher says, (Mustafa, 2014). Because the distance between a teacher and the students who are sitting on back. Sometime what teacher says cannot be heard.

As we know, the students can learn listening skill not only in the classroom.

The students can also learn the listening skill everywhere, for example listening to English songs. The students tend to choose listening over the english songs as they learning English (Millington, 2011). So the students can learn listening skills through English songs. Therefore, this research is designed to know what are students perception's about learning the listening skill through English songs.

As we know, for sensing a voice we use our ears to capture the voice. When listen something we use our listening skill. Based on Saricoban (1999), listening is accepting the information and give way. When someone wants to know something or study about something the first thing is through listening.

From listening we can give an opinion about what we are listen.

Pinter (2006) likewise argues that, learning English language can start with listening. The learners need to start with plenty of listening practice, and rich input will naturally lead young learners more confident in learning. Otherwise, listening is the ability to identify and understand what others are saying. Learn English language with listening make the leaner more confident and the information will easier get to the leaner.

Sancoban (1999) state that, lot of factors can be guide for the listeners understand likes speaker's accent or pronunciation, his grammar and his vocabulary. Through listening, we can get lots of information and all knowledge we need in learn English language. According to Mustafa (2012:328) the listening skills is Indeed in every language learning process, be it language acquisition.

The listening skill cannot be separated from the learning process, because when we learning something the first things we do is listening, after that the information comes to the brain. For the result, we can give an opinion about something we listen.

In learning listening we can use English song. Mustafa (2012) says, using songs in listening activities will ease both internalization and

taking processes of phonologic forms of language. The repetitive nature of the songs, the joy songs impose the learning activity and the associative power between the melody and the content of the world reinforce the attainment of the language to be internalized.

When the learners listen English song, they can easily remember the sentence. Listen a songs can grow the students mood in learning. According to Lo and li (1998), songs play important role in motivating the students to learn English, as well as provide opportunities for learning pronunciation, rhythm, grammar and vocabulary. From English songs we can get knowledge about word, how to pronoun it, and make a good sentence.

In learning listening skill through English songs we need a strategy. Ur (1996) stated, the objective of listening is the students can learn successfully in real-life listening situations. In the real-life a person need to concern about their listening, because the listening also help we communicated with other person. To increase the ability of listening skill, the students can practice their listening everywhere. Siftina (2016) stated, the best way to learning listening skill through English songs which is choose the easy English songs. The students should chose the easier English songs which is easy language and easy

to remember. Actually, the English songs should be in the same level as the students' ability in the listening the English songs.

In learning the listening skill through English songs, the students have a problem. As Demirel (2004) state that, the listening skill is on of difficult ability to develop. In the classroom students can get lots of destruction comes from their friends, smartphone, far from the teacher or lecturer, not focused in the lesson and anything else. The listening skill that the students know, they get from school. The students need practice listening skill outside of school, such as listening English songs.

In listening English songs the student still get the problem such as pronunciation. Shen (2009) mentioned that, even the native speaker they speak smoothly like a river, and not fast, so that the students may fail to understand what is going on. So the students must really focus about what the singer says.

However, the students still get the problem in learning listening skill through English songs. Based on Siftina (2016), Nnot all kind of music can be used to help learning listening skill, likes the music to much dominant, and the songs use metaphor language. Therefore, not all of English songs can be used to learn listening skill. Moreover, sometimes the singer sings to fast when sings

the song. When listen a songs, sometime we do not focus on lyric and more focus on the music.

METHODOLOGY

Based on the title of this study, this research use qualitative approach about learning listening skill through English songs. According to Cochran (2002:2), qualitative is characterized by its aims, it can relate to understanding some aspect of social life, and the methods generate words rather than a number, as data analysis. With qualitative research, the researcher can know the research object deeper than with number. If the data change into a number, the researcher lost the character from human behavior itself. Mason (2002:134) state, from qualitative research we can explore a wide array of dimensions of the social world. From qualitative research, the researcher can understand the participants more personal and see the participant develop they definition about their feeling.

In this research design the researcher use descriptive analysis. Based on Sussana (2017) ,”Descriptive analysis is a fundamental component of this process because of the role it plays in helping us to observe the world or a phenomenon and, subsequently, in identifying research questions and generating hypotheses based on what has been observed”. The result from qualitative research is descriptive data

which mean the data is from participant says or feeling.

This method can give lots of data which the researcher need, likes what the participants feel and the experience of the participants. About students’ perceptions about learning the listening skill through English songs, the researcher must get the data from participants feeling and their experience. And other advantages are the participants can give the data more honest than with a number. That make qualitative research are suitable in this study.

The research was conducted in an Islamic University in Yogyakarta, specifically in English Language Education Department (ELED) batch 2013. The researcher chose this location for some reasons. The first, it was to make the researcher easier obtain the data because the researcher is studying at ELED. Secondly, to make the participant more comfortable to give their answer. Third, the researcher let the participants to make a schedule for the interview. The data was collected from March to May 2018.

The participants for this study were three students of ELED batch 2013. The student’s criteria for being the participants was the students must be a students of ELED Batch 2013. The researcher chose the students from

ELED because to make the researcher easier collecting the data from the students.

The second reasons is like to listen English songs. Because, it can make the data more relevant. The last reason is ever learn listening skill through English songs. Because this research wanted to know what the benefit in learning listening skill through English songs.

The researcher use that criteria to make this study more quickly done and the researcher can give a limitation when colleting the data. The researcher used class whatsapp's group for shared the criteria in the study so, the students who want to join can contact the researcher first.

For helping the researcher collected the data, the research instrument used interview. Based on Cohen, Manion and Morrison (2011), there were three purposes of interview in a study. The first purpose was used as the principal means of gathering on the research objectives. The second purpose is to be used to test hypotheses or to suggest a new hypothesis. The last purpose was that it can support the other methods which use in a study". The aim of interview was to know the students perceptions about learning listening skill through English songs.

In interview, the researcher gave some questions to the participants related to the research questions. There are about what the benefit from learning listening skill through English songs, what the problem in learning listening skill through English songs and the last is what the strategy in learning listening skill through English songs. With interview, the participants can get closer than before and can give more personal experience in gives an answer which means good for the data. Therefore, the researcher was able to get more specific data from the students.

The researcher make interview guideline from three research question in this study. For helping the researcher give a question to participants. The researcher put it in the appendix. When the researcher and the participant doing interview, the researcher used smartphone to record the conversation. The researcher also brought a note and pen, if needed to note.

In data collection method, several steps were applied. After making an interview guideline, the researcher chose the participants based on criteria for this study. To do the interview, the researcher made an appointment with the participants where and when the researcher meets the participant. When the interview was ready to start, the researcher asked the respondent's willingness to be recorded.

The researcher used Indonesian language when doing the interview with the participants, the researcher used Indonesian language to make the participant easier to understand the questions and the participants also answer the questions easily. The researcher used smartphone to record the conversation between the researcher with the participants. All of the conversations should be cooperative in giving detail information about the perception about learning listening skill through English songs.

Data Analysis

In data analysis, the researcher used in depth-interview. The researcher did the interview based on research questions. There are six steps in making data report in qualitative research. There are interview, member checking to prove what the participants said in interview. Transcribing such as open coding, axial coding, selection coding,.

To check the data is strong enough to answer the research questions, the first things that the researcher do is member checking. According Barbour (2001), “quality control process by which a researcher seeks to improve the accuracy, credibility and validity of what has been recorded during a research interview”. In general during an interview, the researcher will restate or summarize information and then question the participant to determine accuracy.

After do the member checking, the researcher do open coding. Based on Shahedul (2008),”to build concepts from textual data source, we need to open up the text and expose the meaning, idea, and thoughts in it”. Open coding includes labeling concepts, defining and developing categories based on their properties and dimensions.

Next is axial coding, based on Strauss and Corbin (1998) that, axial coding is the term used to denote the way in which connections are made in new ways between categories and sub-categories. Which a phenomenon is analyzed in terms of its context, conditions and consequences.

The last is selective coding. According to Vera (2005) that, this stage involves identifying one or two core categories to which all other sub-categories relate. Selective coding involves integrating categories and subcategories with a central concept and providing sufficient detail and density for the evolving theory.

In data analysis, the researcher collect the data by using a recorded from interview. After the researcher do the interview, the researcher listening to the record of conversation and transcribe all of conversation. The data from interview was transformed into paragraph format. After that, the researcher conducted member checking by finding the analysis back to participants to fulfill trustworthiness and

dependability of the research. It indicates suitability between records with the real condition of setting. Next was coding, the researcher believed there were 3 steps in coding. The first is open coding, the researcher ought to code the transcribing with by giving a sign for information that important. The researcher did the categorize the data from the result of open coding and moved into axial coding. The researcher divided the categories from open coding related to research questions. After that the researcher did the selection coding. In selection coding, the researcher analyzed to find and reported the findings and discussion. In this part, the researcher analyzed the data that had already been gathered. The last, the researcher analyzed the result of the data based on research questions. The supporting theories were used in analysis process.

Trustworthiness

In the research, valid data is important to make sure that the data is right for the study. No matter quantitative research or qualitative research they have their own ways to make sure the data. In quantitative research, to know whether the data is true or not, we can use validity and reliability. However in qualitative studies, this concept is more obscured because it is put in different terms. In qualitative

research the researcher do not use an instrument with established metric about validity and reliability, it is pertinent to address how qualitative researchers establish that the research study's findings are credible, transferable, confirmable, and dependable. Trustworthiness is all about these four things. Based on Satu (2014), trustworthiness was described for the main qualitative content analysis phases from data collection to reporting of the results. It is important to scrutinize the trustworthiness of every phase of the analysis process. From all the phases, trustworthiness give a reader a clear indication of the overall content in analysis study.

Based on Henderson(2006) and veal (2011), a through reporting the data is the key to justifying and assuring that trustworthiness exists in the study. Trustworthiness is more obscured because it is put in different terms. According to veal (2011), Bryman (2012) and Loh (2013) "Trustworthiness consists of four different components credibility, transferability, dependability, and reliability". For this study, the researcher used credibility. According to Lincoln and Guba (1985) said, credibility is the most important factor in establish the trustworthiness. The following provisions maybe made by researchers to promote confidence that they have accurately recorded the phenomena. Credibility is the

how confident the qualitative researcher is in the truth of research study's findings. By using member checking technique. In member checking, the researcher can found the accurate data and found a several findings. The researcher hope the result of this study can guide to the other researchers or students, to solve their problem in learning skill through English songs.

FINDINGS AND DISCUSSION

it can be concluded that students' interests in listening to English songs make them easier when learning listening skill. English songs can make the student more relax

CONCLUSION

Conclusion

Learning listening skill through songs can be an option for the students who like to listen songs, especially English songs. However, in learning listening skill through English songs the student can get some effects it's depends

and enjoyable when learning English language. According to Lynch (2008), "Everyone loves music, it is part of our language. We can listen a songs everywhere we want. The students spend their time to listen English songs, and become a hobby.

In conclusion, based on data above, there were two strategies that students usually used to solve the problem in learning listening skill through English songs. The first is finding the lyric in internet, and the second is find another songs that suit to them.

how the students use their knowledge. In this research, the researcher wanted to know the students' perceptions about learning listening skill through English songs.

The researcher chose qualitative research as a research design, and the interview become the instrument to collect the data. This study was conducted at an

Islamic University in Yogyakarta.

The researcher chose three students who like to learning listening skill through English songs.

Based on the data, the researcher found that there were five effects that students got when learning listening skill through English songs such as improving listening skill, helping to find new vocabularies, improving English language skill, helping in study in general, and the last the fact that listening English songs in learning listening skill become a hobby. However, in learning listening skill through English songs they had some problems. From the data, there were three problems in learning listening skill through English songs. The first is pronunciation and vocabulary, next is sometime the lyrics were

incomplete sentences or use metaphor language and sometime too fast, the last is depending on the kinds of the songs. In additions, there were two strategies that students use to overcome the problem. Those strategy were searching the lyric in internet, and finding another song that suit them.

Recommendation

The researcher states some suggestions for the students, lecturer, and the other researchers.

Students. The findings show that there are some effects, problem, and strategies in learning listening skill through English songs. Therefore, the students should read this research to know what the students get in learning listening skill through English songs.

Lecturer. For the options teaching in classroom, the researcher recommends the lecturer to use English songs in their teaching method. It can be the ice breaking or when to explain the lesson, that would be easier using English songs.

Other researcher. For the researcher, the functions as the reference and can get the knowledge about learning listening skill through English songs. This study gives another method in learning listening skill through English songs. The researcher also hopes this research can help the researcher's listening skill more improved.

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