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**Advantages of Using the English Songs to Improve Listening Skills in
the Teaching and Learning Process of English as a Foreign Language in Ninth
Grade Students at Colegio Técnico Profesional Regional of San Carlos.**

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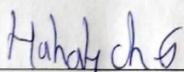
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ADVANTAGES OF USING THE ENGLISH SONGS TO IMPROVE LISTENING SKILLS IN THE TEACHING AND LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE IN NINTH GRADE STUDENTS AT COLEGIO TÉCNICO PROFESIONAL REGIONAL OF SAN CARLOS.

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Abstract

This study aims to analyze the use of English songs for improving English listening skills in the teaching and learning process of English as a second language in ninth-grade students. The findings of the study are based upon the information gathered as the result of the methodology, most of all information that backs up this research are secondary sources, such, articles about the topic, academic magazines, blogs, and so forth.

According to Barrock (2019) "the primary purpose of high-quality education is to create rational, critical methods of thinking, implement solid values, provide a deep understanding of the world surrounding us and widen the views of students" (para. 1). The use of English songs may be active and effortless for students to keep learning the language day by day, professors could prepare a series of activities and often facilitate their work. All things considered that "tutors can help students by using English music to present language points in a more accessible way". (O'shea, 2019, para.5). By the same, music can have a physical effect on your body; music can help decrease emotional distress and amplify a variety of moods" (Sam, 2016, para.1).

Este estudio tiene como objetivo analizar el uso de canciones en inglés para mejorar la habilidad de escucha en inglés en el proceso de enseñanza y aprendizaje del inglés como segunda lengua en estudiantes de noveno grado. Los hallazgos del estudio se basan en la información recopilada como resultado de la metodología, la mayor parte de la información que respalda esta investigación son fuentes secundarias, como artículos sobre el tema, revistas académicas, blogs, etc.

Según Barrock (2019), “el propósito principal de una educación de alta calidad es crear métodos de pensamiento racionales y críticos, implementar valores sólidos, proporcionar una comprensión profunda del mundo que nos rodea y ampliar la visión de los estudiantes” (párr. 1). El uso de la canción en inglés puede ser activo y sin esfuerzo para que los estudiantes sigan aprendiendo el idioma día a día, los profesores podrían preparar una serie de actividades y muchas veces facilitar su trabajo. A fin de cuentas, “los tutores pueden ayudar a los estudiantes utilizando la música Ingles a para presentar los puntos del idioma de una manera más accesible”. (O’shea, 2019, párrafo 5). Del mismo modo, la música puede tener un efecto físico en tu cuerpo; la música puede ayudar a disminuir la angustia emocional y amplificar una variedad de estados de ánimo” (Sam, 2016, párrafo 1)

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CHAPTER I

INTRODUCTION

1.1 Introduction

Education gives humans beings knowledge of the world, teaches everyone so many significant things relevant values, how to behave in the different places, what not to do, and on top of that, it brings out the best in the students. Besides, it provides opportunities for them to apply their skills in creative ways and become more professional. It is a fact, education starts at home, where parents do their work teaching kids, all important things in life. Kids do not need to be gowned to learn important principles and values. Surely, education support all people to build up opinions and have points of view on things in life, and that is exactly what society needs, so grown-ups should worry about providing good, worthy, and most importantly modernized education.

Over time, the internet has become a key tool for communication, advertising, accessing massive amounts of information, marketing, and all most everything, it has made humans life easier. Devices like computers, laptops, tablets, and smartphones have made all these positive things about the internet work out and changed life to more convenient and enjoyable. Further, it is being useful when learning a second language, it makes interactive learning and helps learners in many ways; they can easily practice and improve the four basics skills; listening, speaking, writing, and reading.

Today, learning a second language, English in this case, should be innovative with virtual reality and benefit all learners no matter where they are. It is a fact, the way of teaching English has widely changed, some years ago teachers did not have access to tons of different webs and apps, for speeding up the learning process of a second

language, now there are plenty of them where they can choose from, depending on the need or the skill. Present-day, teachers have the chance to try out a different approach to teaching the four basic skills, hence, students can improve listening throughout different ways, like the use of English songs in the classroom.

Lastly, English songs have been used by teachers in their classrooms. Popular songs among Spanish students are helping to practice vocabulary, grammar, sounds, and so forth. So, it may be active and effortless for learners to listen to songs and keep learning the language day by day, since, teachers could prepare a series of activities and often facilitate their work, as well as the pedagogical method when it comes to student learning. That not only motivate learners but also encourage them to keep on working on the second language, they should not see it as a real task instead as something they have much fun with. This thesis is about an analysis of the advantages of the use of English songs to improve listening skills in the teaching and learning process of English as a second language. Further, it will be shown the advantages of the use of English songs, the different techniques/strategies to use songs to enhance listening skills in foreign language classes. Finally, the needs and interests of the pupils to improve listening skills in the second language classes.

1.2 Problem Statement.

English teachers have been split up into two groups; the ones who despite all the issues try to change English class into something more enjoyable, engaging, and above all updated to young people preference, on the other hand, the ones who refuse to modernize English classes and still keep with old fashioned teaching. Usually, the first

ones try to provide updated education in which learners take the listening skills to another level with the help of the entertainment English songs, to suit the needs and interests of the students by creating and motivating methodologies and techniques.

The use of the internet in schools, universities, academies, and many other places is present for many reasons, not only in daily life but also in professional life internet can increase the quality of education in different ways. For educational purposes, it is widely used to complete tasks, assignments, and to reinforce learning opportunities, and beyond the classroom.

The world of education is constantly changing one of these changes is due to the incorporation of new technologies in the classroom. There are various free webs (and paid) online tools and apps available for teachers and students to help themselves in the learning process of a second language. People know that music can get anyone up and move, using songs could be useful, it not only helps learners out improve either grammar, listening, pronunciation but, wake them up and motivate them in a good way. Base on the previous mentioned, the problem statement is the following. How English songs are used as a tool to improve listening skills in the teaching and learning process of English as a Second Language?

1.3 Justification

The purpose of this research is to analyze the advantages of the use of English songs to improve listening skills in the teaching and learning process of English as a Foreign Language. To accomplish this goal, first at all, is required to improve the methods and learning strategies to prepare effective lessons, to point out the

advantages of the use of English songs to improve listening skills, also, to recognize different techniques/strategies to use songs to enhance listening skills, and to distinguish the needs and interests of the pupils to improve listening skills in foreign language classes. Everything, for providing interesting learning with the use of easy interactive teaching methods, supported by English songs.

1.4 Objectives

Some teachers always keep in mind how to create an interactive learning process to engage their students and get them interested in education, it adds up to use authentic material, such as English songs for improving listening skills.

4-1-1 General Objective

- To analyze the use of English songs for improving English listening skills in the teaching and learning process of English as a second language in ninth grade students at Colegio Técnico Profesional Regional of San Carlos.

4.1.2 Specific objectives

- To identify the advantages of the use of English songs for improving students' English listening skills.
- To describe the use of songs in English classes for improving students listening skill in ninth grade students at Colegio Técnico Profesional Regional de San Carlos
- To recognize different techniques/strategies for enhancing English listening skills through the use of songs.

1.5 Scope

This study focus on the analyze of the use of English songs for improving English listening skill in the teaching and learning process of English as a second language. The purpose of the investigation is to know the effectiveness of English songs when taken to the classroom for educational purposes. Hence, the subject investigated is English songs inside the classroom, which, has some variables that should always be considered, such as school, students, location, and so forth. The setting of this qualitative research is Colegio Técnico Profesional Regional of San Carlos, true, because of the nature of the study the data gathered is based on bibliographic research. It is a fact, there were some variables omitted from the research scope, like the application of instruments, it was one of the limitations throughout the whole process of the creation of the research.

1.6 Limitations

This study does not cover the application of instruments or face-to-face interaction between the population selected and the researchers. Due to the pandemic situation is facing the world, this became evident one limitation for gathering the data and seeking more about both teachers and learners' side about the topic. The survey, for the most part, did not has significant results, because of the absolute quarantine during the last year of 2020. It came with major limitations such as the restrictions around the country and the school institutions were closed. The study would be done with the utilization of a questionnaire to the students and teachers as a survey and reference, likewise, sort of interviews with experienced professors who have used songs with their students.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 Introduction

Internet is a global system that can be used to provide a variety of information and communication facilities; as time goes on, the internet has become a key tool for advertising, marketing, and almost everything, it has made humans' life easier. Different types of devices that enable web browsing like computers, laptops, tablets, and smartphones have made all these positive things about the internet work out and changed life to more convenient and entertaining. Complemented it with education, there is no doubt that appropriate use of internet makes life easy, as a great platform for pupils, it is useful when learning a second language, for it makes interactive learning and helps learners in many ways in the learning process.

Education is needed for success in daily life, it gives people knowledge and skills to improve one's life. It gives individuals an understanding of the world around them, which changes it into something one step ahead. It develops a new way of looking at life, it gives efficacy growth and impact goals. According to Barrock (2019) "the primary purpose of high-quality education is to create rational, critical methods of thinking, implement solid values, provide a deep understanding of the world surrounding us and widen the views of students" (para. 1). Undoubtedly, good education brings peoples' life qualities of socializing as good citizens, with the learning process human beings are continuing getting a sense of conscience of how to conduct through life.

The use of the internet in education helps teachers to enhance their English lessons, for example, there are advantages of using English songs to improve listening skills in the teaching and learning process of English as a second language. Make use

of English songs encourage students to acquire knowledge in a very dynamic way, professor and learners work as a functional and practical instrument in the education process improving listening skills because they involve entertaining offering a change from the routine procedures in the classroom. Palacios and Chapetón (2014) say that they are practical and helpful tools to build up language abilities; besides, learning English through music brings a different environment for pupils who are usually nervous in a classroom, so they can feel confident and capable when speaking the foreign language in a formal classroom setting. (para.16). Additionally, improved listening which is the ability to receive and interpret messages in the communication process, listening skills can lead to improved self-efficacy or a student's belief that they can succeed in class. This means that students who develop better listening skills are more likely to feel confident, comfortable, and prepared to succeed in school. (Webford, 2020, para. 7). In other words, it says how English songs benefit listening skills, it brings confidence-building; therefore, it turns out to be a huge success where both students and teachers have a blast in the learning process acquiring interest to improve listening. Learners develop an ability to discriminate sounds with listening skills, Opitz (2017) says that "listening reinvolves the identification of the differences among sounds. This identification and discrimination lead children to the understanding that sounds are grouped to form words" (para.3). Listening helps direct attention to the words of the other, trying to achieve an exact perception of the spoken word and extract the essentials of the message to the ear.

Moreover, students realize the value of listening for the following reason:

Listening makes up a great percentage of a student's day, both in and out of school. Expanding their views of listening and the benefits of using good listening skills can impact how they use listening. For instance, listening precisely to verbal instructions has a direct impact on student's success in the classroom. They know exactly what they are to do as a result of being able to perform this type of listening. (Opitz, 2017, para. 4)

Listening takes time and effort when it comes to improving communication, some skills involve focusing the other person's attention. This implies paying attention to how it is said, what is not said, and also when something is expressed.

O'shea (2019) explains that "music is important in language teaching because our brains naturally process information and new language more easily if presented in a given rhythm. As a result, music activities can and should be used in your classroom whenever possible" (para.2). Songs are an amazing and fun way to help students learn English and improve their listening skills.

According to Webford (2020), effective listening can also instruct students on how to build and convey their ideas. The reason is that learners receive more knowledge to deliberate critically about before they respond. The use of English songs has a lot of advantages to improve listening skills in the teaching and learning process of English as a Second Language.

When students hear songs, they will feel familiar with hearing that, getting an easier understanding of what was said:

When learning the English language, especially in listening, there are many media to help the learner to improve the ability to listen to skills such as video, movie, and song. Songs as media can improve listening. A song can be the media to improve the listening skill because it is easy to get a song and it can train our ears to listen. (Listyaningsih, 2017, p., 43).

When teachers innovate their English lessons, they will have a successful interest for their students, teachers have decided to introduce innovative elements in their classes to consolidate concepts more playfully and simply.

The incorporation of innovative activities manages to develop the changes that are constantly advancing by their very nature within educational institutions. There is a variety of strategies that manage to enhance the curiosity of students and encourage their creativity, this is the case of songs when teaching content to improve listening skills, according to Listyaningsih (2017):

There are many media used to improve listening skills, people can improve the listening skill through song as media. People can listen to the song and after listening to the song, they can try their ears to learn to listen. To apply song as media to improve listening skill, the first that should people do is search for the English song that they like. People should search the English songs 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. The songs that like every people are different, some people like to listen to a

song that slow, and some people like to listen to a song that fast song and the genre of music that liked by someone with other people are different too. (p.45).

Improving a didactic strategy in the learning process of a student is essential to acquire better listening skills, but also the development of attitudinal and cognitive skills to learn English as a second language, in a meaningful way.

2.2 Advantages of the use of English songs

Overall, there are many advantages of the use of English songs to improve listening skills, such as:

a- Listening to English songs can improve pronunciation.

Pronunciation is away, in which a language or a particular word or sound is spoken. Listening to English songs, the listener can improve the pronunciation because while learning an English song, the native speaker will say the correct pronunciations and the listener can learn the correct pronunciation from it.

(Listiyarningsih, 2017, p.45). This depends on the accent, teachers have to be careful with the pronunciation because of the accent, students can also hear different ones. According to with American Speech-Language-Hearing Association (n.d.) "Accents are a natural part of spoken languages. No one accent is better than another. It is important to know that accents are NOT a speech or language disorder" para, 5.

b- Listening to English songs can improve mastery of vocabulary.

To improve vocabularies through listening to English song, people can be obtained it by taking a note, remembering the vocabulary that repeated in the song, and finds 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 to the word that said in song and then they will find the meaning of the word. When people improve the vocabulary by remembering the vocabulary that repeats in the English song, they will comprehend the word that repeats in English song vocabulary. Usually, in a song, there is a word that is repeated, and it makes it easy for 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 is repeated in the English song. (Listyaningsih, 2017, p.47)

c- Music can grab attention.

Few things get students' attention quite like a catchy song. Teachers inevitably have students that struggle to focus their attention during your lessons. And sometimes students will have a more difficult time grasping certain language points that they present. So, tutors can help students by using English music to present language points in a more accessible way. (O'shea, 2019, para.5)

Altogether brings advantages to engage students in the learning process, thanks to the use of English songs. To improve listening skill using music brings benefits in

receiving results improving pronunciation, and also vocabulary: as well as, catching students' eye, and in the most emotional area, music will give them sensitivity and help them to get closer to others, making students improve their socialization working in pairs or as teamwork. The songs manage to exert a very good and positive influence, as long as it is managed to use properly, teachers do not have to see it as an obligation because it is part of their job to look for the best methods and techniques to engage students in the educational trail even if it is difficult to motivate students, and also they have to know how to choose the ideal music for each moment, if students receive the flawless song, they will love to hear and practice English to improve their listening skills. If they are not motivated, they will not learn effectively. They will not retain information about the subject, participate and some of them may even become disorderly, therefore teachers need to get creative teaching through different methods to encourage students to be motivated to learn attentively.

On the other hand, there are psychological benefits of using songs in the classroom, Vishnevskaja, and Zhou (2019) mention "the use of songs in a lesson establishes a favorable psychological climate, reduces mental stress, activates the brain hemisphere linked to language, induces emotional state, and promotes interest in learning English" (p. 1809). As a professor it is important to use multiple resources to increase the attention of students, also it is important to remind them about the things to incorporate to receive that capture of them. Getting the best from the students might not be easy, but it is necessary to try to achieve it all the time, because, students have different demands and have to live up to new expectations, so as a teacher, it is to be prepared to understand them and offer the best class.

Another important aspect is a positive atmosphere this brings, with the use of English songs exist a lot of benefits and advantages:

Music is one of the most effective ways of influencing the emotional behavior of school children because they perceive singing not as an educational process, but rather as a game or an activity for relaxation. Such activities not only completely change the atmosphere of the lesson but also contribute to the unconscious recognition of new words and expressions. (Vishnevskaja and Zhou, 2019, p.1809).

Music is very useful to achieve a positive atmosphere in the educational trail, and if it is even accompanied by some movement or dance it is really fun. A good song will be the best recipe to raise the spirits of the students.

The song plays a special role in the sources of cultural information. At the same time, unlike educational texts of a general cultural nature, which primarily inform the student in that his intelligence and memory are affected, the song as a linguistic and cultural component has an impact on human emotions and his creative memory. As a carrier of cultural information, the song also forms the spiritual core of students. (Vishnevskaja and Zhou, 2019, p. 1819)

Besides, listening to music can bring one to heights of beauty and spiritual revelation. In the same way, it contributes to the spiritualization of thought in daily life and maintains an elevated atmosphere that helps keep the environment healthy for students and teachers.

The tabernacle choir blog (2018) says that “music has been scientifically proven to have a powerful effect on the brain. Recent research shows that music can help in many aspects of the brain, including pain reduction, stress relief, memory, and brain injuries” (para. 1). As a result, the powerful effect of music on the brain not only helps students improving listening skills but also helps in many aspects of the brain depending on the music students listen they will have a lot of advantages in their learning process and their success of education.

2.3 Listening skills.

Listening in a second language can be hard for second language learners, and sometimes considered a difficult skill to teach, yet, a problem may not be the language, a vocabulary, or grammar, but be able to understand sounds that do not exist in the first language and process them into something that means something, can take some time. The fact that, there are many accents, that learners must pay careful attention to the message, the speaker, connected speech, stress, intonation, and on top of that, each speaker has his/her way of talking, some speak faster than others, others speak lower than others, unquestionably, all those details make listening skills challenge not only for students but also for teachers, who no matter what, always have to find the way to guide students to keep up with learning listening skills.

Especially in learning a language for a communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax, and the comprehension of messages conveyed can be

based solely on tone of voice, pitch, and accent, it is only possible when we listen. (D. Renukadevi, 2014. p 60)

Therefore, listening plays an important role in a language setting. Learners do need not only grammar structure, vocabulary, and rules, they entail real input, for then to start acquiring all those essential elements that cannot be gained but, only when being emerged in the target language. Listening helps language learners to understand the beauty of the language, which could help learners develop some interest in the acquisition of a second language learning, if not, students may feel bored and thus unmotivated to learn. Teaching listening is not an easy task it requires interaction between teachers and students. Nevertheless, “every study conducted regarding the language skills acquisition has proved that when we communicate, we gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing”. (D. Renukadevi, 2014. p 60). This means, listening skills cannot be substituted by any other skill, learners need listening activities to acquire pronunciation and learn many useful words, phrases, and sentences.

2.4 The importance of teaching listening skills.

Effective second language learning acquires much effort from both parts learners and teachers. Learners need to develop listening skills to develop conversations. The listening skill needs to be sharpened so that they can be able to understand and thus respond to messages and give their opinions. If students cannot understand what teachers are saying or when they are out of the classroom, they do not understand spoken English, they will not be able to maintain small talk. Accordingly, the importance

of teaching listening skills. “Even though the other skills such as reading, speaking and writing are essential to developing language proficiency, listening contributes primarily for language expertise” (D. Renukadevi, 2014. p 59). Certainly, it provides input that can be very significant for second language acquisition in general and the development of speaking skills in particular.

2.5 Criteria for selecting songs in language teaching.

As mentioned, there are numerous advantages students can get to have when using English songs in language classes, truly they can be memorable and enjoyable for the students if used in the right way and minute. Nevertheless, educators can consider some vital things to have good results every time they take songs to the class, for instance; learner’s age, choices can be quite different between children, teenagers, and adults, in the same way, learner’s choices, the context can cause the student’s tastes to vary. In other words, it is not just about selecting songs at random, there has to be a reason based on the real purpose of it. Under this circumstance, educators could take a look at some important points to consider before selecting a song for educational purposes.

2.6 Things to think about:

- a) Musical taste – teenagers will have a very clear idea about the music they like and do not like! Ask them (perhaps as a class survey) and use a range of different types of music in your classes.
- b) Appropriacy of lyrics, videos, and ads – read and listen carefully to the lyrics and watch the video all the way through before the lesson to make sure it is

appropriate. Be aware of songs and videos that are hosted on websites with ads that might not be appropriate. If necessary, just play the audio rather than the video.

- c) Music and emotions – when you select a song, be aware that listening to music can bring up different emotions. Also, the themes of some songs might be sensitive for some of your learners.
- d) Song versions – make sure the lyrics match the version of the song you are using. Covers or live performances might be slightly different. Cambridge (English, 2020. para 4).

In terms of language learning, student's likes are crucial. It is important to ask students about their favorite songs and singers. With that information, educators can have a picture of the possible selection of songs. As the article mentioned, a class survey, can help a lot or, maybe by making a list of different songs for students to select. By doing so, educators involve students in their learning and motivation, the last one can impact how likely a student is either to give up or push forward in the learning process.

Motivation is the state that can maintain students' attention and behavior as well as provides more energy needed to lead tasks to completion. Thus, it can help sustain activities over some time. In education, motivation can have a variety of effects on students' behavior, preferences, and results. (Silva,2020. Para 2)

Teachers can play a very efficient role in motivating students. There are ways of teaching or developing a class that can lead to uninteresting, boring, and not-so-

effective learning. An environment far from being a place where students get energy and interest to keep forward chasing their goal, in this case, would be to acquire a second language.

Finding the way to have motivated students can be challenging, some students are very enthusiastic, they enjoy and feel good to use the second language, some students feel demotivated and do not feel like have fun while learning a second language. Therefore, involving students in their learning and motivating them by allowing them to decide the music they like the most, the songs they enjoy listening to can make a change of mood from negative to positive. "Music can have a physical effect on your body; music can help decrease emotional distress and amplify a variety of moods. It's said that music is one of the few activities that involves using the majority of the human brain" (Sam, 2016, para.1). Positive songs, happy students, good vibes, and effective activities could turn the learning process less challenging for the students, as well as make the class a positive atmosphere.

Certainly, it is needed to pay attention and not only select a song that deals, for example, with love, but also songs that deal with social, humans issues and other topics. Music and emotions are linked up in some way, therefore, it is really important to know as much as possible about the student's background, and whatever situation they went through in the past or maybe going through at the moment, any educator would want to end up making students emotional.

As is shown, Cambridge English mentioned some things to take into account before selecting a song for language learning. On the other hand, the University of Jakarta also

stated a list of four elements to be considered while choosing a song to be used in the class as follows:

- a) Classroom environment (number, age, and interests of students; lesson hours)
- b) Teacher (teacher's age, interest in music and aim to use the song in the class)
- c) Classroom facilities (flexibility in the lesson plan, classroom equipment).
- d) Music (lesson plan and equipment such as the volume, sources of music, copying machine, board, etc. (University of Jakarta, 2014. pa 6).

Meaningful and popular songs are not the only thing to consider in advance to provide songs to the classroom. In addition to that, there are other really important elements professors could go through to make sure that what will be shown in the class could provide the expected results. It would not make sense to take songs to the classroom just because, in that case, students could listen to songs just for fun, as they do at home, at the park, or while they take a taxi, at the restaurant, and so forth.

2.6 Difficulties encountered while using songs in language teaching.

Unfortunately, besides all the positive effects while taking songs to the classroom, there are some difficulties encountered by researchers that educators can be concerned about and try to find out the way those negative things do not affect that much. Educators must possess some skills to be successful in the classroom sometimes, a level of experience is needed to identify all different factors that may interfere in the learning process of a second language. Difficulties can differ depending on the context, the school, the students, their choices may vary depending on age, the place they belong to when taking songs to the classroom.

- a. Pop songs are not scientific. Therefore, some teachers and students do not think that they are effective tools in education.
- b. As each student has a different way of learning, some students may have difficulty in studying through music.
- c. Inefficient sound systems in schools may cause problems while listening to songs.
- d. The types of music favored by students may not match with each other.
- e. Songs that are not grammatical or those involving complicated sentence structures may confuse students.
- f. In some songs, there may be embarrassing parts that cannot be explained to students.
- g. Repetition of a limited number of words may cause the song to seem boring or ineffective. (University of Jakarta, 2014, p, 5).

Concerning those problems, teachers have to grow day by day on the use of songs as a way of teaching listening skills. Teaching listening possesses much effort, indeed, teaching listening with English songs can be a bit harder for those teachers who are not so into music type thing, yet they as students get to learn listening through songs, they can develop some ability and master to select the right songs, equally, fun, and effective activities that for sure can provide some knowledge.

Using English songs can be a good way of teaching learners listening since English songs have their characteristics. Though it is important for teachers' aptitude and skill with the use of music, some of them do not know much regarding how to utilize music in

language teaching. Another disadvantage of using songs is the lack of the ability to use the internet or devices used for second language teaching.

Being flexible while utilizing songs in the class could make less challenging the use of music as a tool to improve listening skills. It comes to be essential the relationship between teachers and students. Some teachers do not ever care about students' opinions even if they are right, accordingly, students end up being stressed out, bored, and uninterested. Getting along with students, of course, showing respect to each other may help a lot in the teaching setting. Classes do not need to be that serious to be successful, besides students need to have fun and enjoy what is being taught. Hence, when designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated.

2.7 The use of song procedure

The content of the songs may become one of the influential factors which may determine the improvement of the students' listening ability. The use of songs also should consider students' needs so that it will help students to learn and achieve the learning objective, some uses may not be that useful, but just for entertainment. Teachers' ability in using the songs at the right moment will also influence the improvement of the students' listening ability. Activities that can be carried out with songs in a second language class can be used at the beginning of the lesson, in the middle, or at the end as closure. Besides, there are various ways of using songs in the classroom, the song itself has a determinant role in the procedure, but it all depends on teachers'

creativity since some activities can take some of them up while others can be play it by ear. The following are the way how listening songs are used in the classroom.

a) Pre-listening activities

Pre-listening activities enable students to be aware of the purpose of listening to the song and to focus on the meaning of the song while listening. In this stage, to activate students' background information, it may be suitable to ask the students to guess the theme of a song, to brainstorm about it, to present or to discuss the cultural information that the song includes or to state the keywords and the ideas in the song.

b) While-listening activities

Listening activities are directly related to the text. Students are expected to carry out these activities in the course of listening. In this stage, activities such as removing certain parts of the text which are related to the grammatical form, word, or pronunciation type in question, checking the accuracy of the predictions made about the song before listening, ordering the lyrics of the song, answering multiple-choice or open-ended questions about the song, picking the words that students hear in the song from a long wordlist given before listening, pausing the song and asking students to repeat the last word they have heard or correcting lexical, grammatical or syntactical mistakes deliberately involved in the lyrics.

c) Post-listening activities

Various activities for assessing the whole process of listening can be conducted in this stage. This stage consists of follow-up activities for developing speaking and writing skills. Use activities such as reading a text about the singer or the theme of the song, commenting and interpreting the song, and dramatizing the plot of the song. These activities may vary following the language level and the areas of interest of students. The teacher can check the answers to the questions from the listening stage. (University of Jakarta, 2014, p, 7).

The three stages of listening lessons, pre-listening stage, while-listening stage, and post-listening stage are essential, teachers must go stage by stage for achieving a specific goal. It is important to plan and organize a listening lesson to support students and help them succeed at listening in English, is not about jumping into listening to the song going to be used with the activities. By assigning tasks and focusing attention on different aspects of a listening text, teachers can help students develop their listening skills and identify where they need to improve.

For that reason, the teacher needs to follow those stages, a disorganized classroom without procedures makes it difficult for the teacher to do his/her job, also that, the acquisition of the listening skills may be discontinued, and students would not improve as much as when following the format of how listening activities should carry out to have successful results.

Having a reliable format of developing listening activities, does not mean to say that, teachers cannot ever use their creativity, it concerns the importance of knowing the

purpose of each stage, for instance, pre-listening activities, besides other purposes, are used for activating prior knowledge, as well, students can have an idea about the main topic of the lesson. If teachers jump right away to while-listening, students will not know details that may be used in the following stages. Everything has to build up equally strong, the three stages are different for totally different purposes.

2.8 Techniques for enhancing English listening skills through the use of songs.

It can be said, without listening skills, language learning is impossible. That is because there is no communication where there is no human interaction. Learners need to practice and use the language, inside and outside the classroom, in that way, they can acquire enough input for using it later once they were to be in a real-life setting, for instance, a restaurant, at the airport, or even any time they encounter foreign people. To acquire high-level listening skills, exposure is given to learners with a vary of listening comprehension.

Input is necessary for students. Students may have different appetites, which is a key to fulfill the majority of the students' requirements. Some may get it without sophisticated strategies while others need teachers' creativity with different, fun, and effective strategies. D. Renukadevi mentioned some general strategies for effective teaching of listening skills to take into account. Teachers may have numerous strategies, but not all of them can work out to acquire high listening skills.

2.9 Strategies for effective teaching of listening

Listening strategies can be broadly classified as Top-down strategies and Bottom-up strategies. Top-down strategies are listener-based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they help the listener to interpret the ideas he has listened to. Top-down strategies are for:

- listening for the main idea
- predicting
- drawing inference
- summarizing

On the other hand, Bottom-up strategies are text-based listeners who use linguistic knowledge to understand information. Here, the listener relies on the language in the message, that is, the combination of sounds, words, and grammar to arrive at the final message. Bottom-up strategies are to

- concentrate on specific details while listening.
- recognize word-order patterns. (D. Renukadevi, 2014, p, 61)

The classification of the activities drives teachers to know how and when to use them, it is to say, educators play an important role in teaching learners' strategies and how to apply them to the listening task. They can help students develop sound strategies for comprehension through a process approach for being able to comprehend the language no matter the accent and the speaker.

Teachers should be careful and considerate of all strategies, for teaching listening skills. It can drive their decisions in the teaching setting and help see where to focus depending on the students' needs or environment. Music teaching strategies provided by String Ovation may lighten the atmosphere and enhances students' motivation to learn, in the article is stated what to think about when taking songs to the classroom.

2.9.1 top music teaching strategies

a) Use technology.

Depending on the age of your students, many of them may already have experience with digital video and audio editing tools. Learning how to use more sophisticated digital audio workspace (DAW) tools will likely be of interest to all older students. Apple's GarageBand is a popular version of this sort of app.

Also, take a look at what music-related apps they are already using. Think about ways you could use any of them in the classroom.

b) Pull them in with the music they already love.

Some students in a music class are genuinely interested in learning music. Some may not be. In either case, sparking interest and keeping them engaged is at least half the battle. Using popular music to capture their attention is a tried-and-true method. Start by playing a short clip of a song they will recognize. Pick a clip that is a clear example of certain musical forms.

c) Expanding their horizons.

Bring a personal dimension that expands their cultural horizons and continues to help them develop an understanding and ear for distinct musical forms. Have each student prepare a presentation to teach the class about a lesser-known music genre. They can choose a kind from their background, like zydeco, Klezmer, or spirituals. Or they can pick music from an entirely different country or culture to their own.

d) Let them jam.

When students learn new music skills let them practice with digital audio tools, (as is age-appropriate). Give them some general guidance or a short passage as a foundation. Then play a sort of a musical version of "Simon Says." Ask them to perform the passage faster and add some syncopated rhythm, switch keys, and so on. After they get used to messing around with the passage let them freestyle play with it.

e) Always mix it up

Lastly, keep mixing up activities as often as necessary to keep them engaged. If they have been sitting for too long, switch to an activity where they can move around. If they have all been working independently, set up an activity for small groups. (StringOvation Team, 2019, para. 1,3, 8, 11, 12).

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Research method.

The Sage Encyclopedia of Communication Research Methods mentioned bibliographic documents requiring collected information from published materials. These kinds of materials include resources such as magazines, newspapers, and reports. They may also consist of electronic media such as videos, and online resources like websites, blogs, and bibliographic databases. The challenging part of the use this method is to look for the appropriate resources to include in academic research; however, a formulation of information will have better development and elaboration of the investigation.

3.2 Type of investigation.

This investigation is descriptive, as the word represents its goal is to describe. According to Everythingwhat blog (2020), descriptive investigations involve "collecting qualitative and/or quantitative data to conclude a natural or man-made system"(para.3). Descriptive studies have an important role in the educational investigation.

3.3 Research Approach

This research is a qualitative investigation. Qualitative research seeks to answer questions about why and how people behave in the way that they do. It is used to gain an understanding of underlying opinions, reasons, and interests. According to Pathak, Jana, and Kalra (2019) describe "qualitative method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data"(para.2). This type of investigation focuses on understanding a humanistic or idealistic approach. "Qualitative research can have a significant impact on data

collection, its examination, and the evaluation of results. Qualitative studies should be well-designed the aims, procedures of the study should be meticulously adjudicated" (para. 3). Qualitative Research is a primarily exploratory study.

3.4 Sources and subjects of information

Most information that backs up the investigation is secondary sources, among which can be mentioned, articles about the topic, academic magazines, blogs, and so forth. No requirement of applying instruments or develop interviews just the use of bibliographic sources for all development of the research.

Primary sources provide a first-hand account of an event or period and are considered to be authoritative. Secondary sources involve analysis, synthesis, interpretation, or evaluation of primary sources. They often attempt to describe or explain primary sources.

3.5 Population and sample

The participants are a group of 12 students, five boys, and six girls, from ninth grade, specifically group 9-1, at Colegio Técnico Profesional Regional of San Carlos. The representative group brings relevant information for developing this investigation. Ninth-grade students are in the middle of the journey. They will provide all details, if needed, regarding listening skills with English songs. The population has gained experience about the different ways of approaching this skill, and that experience would mean a lot for this investigation.

CHAPTER IV

RESULTS ANALYSIS

4.1 Results Analysis

This research is a qualitative study. The findings of the study are based on the information gathered as the result of the methodology. To find a possible answer to the research question, which is, How English songs are used as a tool to improve listening skills in the teaching and learning process of English as a Second Language? researchers gathered bibliography data. The data is divided into categories, so the categories that emerged in the data analysis were:

Table 1: Results and analysis

<p>1. Importance of English songs to improve listening skills in the teaching and learning process of English as a second language.</p>
<p>1.1 (O'shea 2019): O'Shea stated in his article that "music is important in language teaching because our brains naturally process information and new language more easily if presented in a given rhythm. As a result, music activities can and should be used in your classroom whenever possible"</p>
<p>1.2 (Listyaningsih, 2017)</p> <p>The author <i>Listyaningsih</i> claims that media may help learners enrich listening by watching videos, movies, and listening to songs. Songs as media can improve listening. Besides, it is easy to get lyrics and train the ears with the sounds.</p>
<p>2. Concerning the benefits and advantages of the use of English songs: the following author talked about:</p>
<p>2.1 (Listyaningsih, 2017)</p> <p><i>Listyaningsih</i> summarized in his study some of the benefits of the use of songs inside the classroom.</p> <ul style="list-style-type: none"> d- Listening to English songs can improve pronunciation. e- Listening to English songs can improve mastery of vocabulary.

f- Music can grab attention.
<p>2.2 (Vishnevskaja and Zhou, 2019)</p> <p>The two authors referred to the same theme in a specific way. Music is one effective way of influencing the emotional behavior of school children, they perceive singing not as an educational purpose but as a game or an activity for relaxation. The activities not only change the atmosphere of the lesson but also contribute to the unconscious recognition of new words and expressions.</p>
<p>2.3 (D. Renukadevi, 2014)</p> <p><i>D. Renukadevi</i> supported the previous authors' thoughts and added that in learning a language for a communicative purpose listening plays a vital role. It helps the language learner acquire pronunciation, word stress, vocabulary, syntax, and the comprehension of messages conveyed are base solely on tone of voice, pitch, and accent. It is only possible when we listen.</p>
<p>3. Selecting songs in language teaching is not random, so the following researchers detailed some points to consider before any decision.</p>
<p>3.1 (English, 2020)</p> <p>The article mentions four points to consider before selecting a song for educational purposes. (Musical taste, appropriacy of lyrics, music and emotions, song versions).</p>
<p>3.2 (University of Jakarta, 2014)</p> <p>The university sees the importance of go through some steps before taking songs to the classroom as; classroom environment, classroom facilities, music like lesson plan and equipment such as the volume, sources of music.</p>

4. Besides all positive aspects about the use of songs in the classroom there are difficulties mentioned at the University of Jakarta.

4.1 (University of Jakarta, 2014)

According to the article, there are some difficulties encountered by researchers:

1. Each student has a different way of learning. Some may have difficulty studying through music others may not.
2. Inefficient sound systems in schools may cause problems while listening to songs.
3. The types of music favored by students may not match with each other.

4. Educators do not have to make any rash decision when selecting a song for educational purposes researchers provided some techniques for enhancing English listening skills.

5.1 (D. Renukadevi 2014)

The author focuses on the use of top-down strategies like listening for the main idea, summarizing, and predicting, also bottom-up strategies for example concentrate on specific details while listening and recognize words – order patterns.

5.2 (StringOvation Team, 2019)

Instead, this study acknowledged five top music teaching strategies to be used for acquiring positive results inside the classroom. First of all, the use of technology, pulls them in the music they already love, expanding their horizons, and last but not least, always mix activities up.

Source: Elaborated by researchers.

CHAPTER V

STRATEGIES

5.1 Remedial Measures.

The purpose of this study is to examine the advantages of English songs to improve listening skills. Besides other themes, the investigation includes points such as the advantages of taking lyrics to the classroom, equally, the negatives aspects of it, and so forth. Therefore, based on the findings presented researchers come along with some activities that may be suitable and possibly come up with positive results in the learning process of a second language.

The following strategies are adopted to improve the use of English songs as a tool for learning a foreign language. They are designed to use with the population selected.

Table 2: Mixed-Up.

1. Strategy: Mixed–up.		
Level: Ninth grade	Unit: 1	Theme: Let us Workout
Objective: To extracts important information about experiences related to exercise, sports, and games in print materials		
Materials: Song, worksheets.		
Song: I have been working on the railroad.		
Instructions:		
<ul style="list-style-type: none"> • Learners work individually. • Select 8 to 14 words from the selected song. These may be words students already know or new words the teacher introduces and explains before beginning the activity. Arrange the words in a grid alphabetically. • Before students listen to the song, say the words out loud and have the students repeat them. • Then play the song. Students number the words in the order in which they hear them. After the first listening teens compare it with a partner, then the lyrics are played again; they check out their answers. The third time teacher elicits the order from the class and provides the final result. 		

See annexes 1.

Source: Elaborated by researchers.

Table 3: Fill in the black.

<p>2. Strategy: Fill in the blank</p> <p>Level: Ninth grade Unit: 1 Theme: Once Upon a Time I Enjoyed.</p> <p>Objective: Identify vocabulary about past activities.</p> <p>Materials: Worksheet of song lyrics.</p> <p>Song: Someone like you.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • The teacher prepares a worksheet for the students using song lyrics with keywords removed about the past tense. • The teacher plays the song three-time Learners have to fill in the blanks on their own. • Then the teacher plays the song so that they can check their work. (Kristi Marie, n.d., par 40) In the end, learners and teachers as teamwork check out the answers. <p>See annexes 2</p>

Source: Elaborated by researchers.

Table 4: Rewrite the lyrics.

<p>3. Strategy: Rewrite the lyrics</p> <p>Level: Ninth grade Unit: 1 Theme: The Most Fun I have Ever had!</p> <p>Objective: To test the students' songwriting abilities.</p> <p>Materials: Pencil, a sheet of paper – song https://www.youtube.com/watch?v=-YUAbW_YDm4&list=PL0J5xb8JH3VukoRHgk86Yr9BSVeBewCuZ.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Learners work in small groups, depending on the group could be 3 or 4.
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- Learners rewrite the lyrics using the melody of the song. They listen to it three times.
- Learners have to change some words and include the ones the teacher gives them; each group has specific keywords that the new lyrics should include. (Kristimarie, n.d., par 55)
- In this case, Learners use the present perfect tense changing one part of the Present Perfect sentence each time.
- Learners present their original script in front of the class. See annexes 3.

Source: Elaborated by researchers.

Table 5: Song skits

4. Strategy: Song skits

Level: Ninth grade

Unit: 1

Theme: Try it!

Objective: To challenges students' listening, comprehension, and speaking abilities.

Materials: Song https://www.youtube.com/watch?v=-YUAbW_YDm4&list=PL0J5xb8JH3VukoRHgk86Yr9BSVeBewCuZ.

Song: Right here waiting for You.

Instructions:

- Teachers choose specific vocabulary words like verbs from the song for the students to incorporate into a skit about different things to do for fun, such as collecting stamps, traveling, and exploring.
- The teacher divides students into small groups, 3 or 4, and asks them to write a short script that incorporates the keywords.
- This activity is a good way to make sure students truly understand the different phrases and vocabulary of the song by using them in real-world communication scenarios. (Kristimarie, n.d., par 59-60)
- Learners draw one of the different things to do for fun, and later prepare a short oral presentation, and one present it to the class.

Source: Elaborated by researchers.

Table 6: Drawing the scene.

<p>5. Strategy: Drawing the Scene</p> <p>Level: Ninth grade Unit: 3 Theme: The Best Show Ever.</p> <p>Objective: To improve listening skills by understanding specific information when people speak about leisure activities.</p> <p>Materials: A song, pencils, and colors, a big sheet of paper.</p> <p>Song: The police, every breath you take.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Learners work in smalls groups 3 or 4. Learners first listen to the song. • Then, they brainstorm in their small groups about what they envisage is happening. • After getting some ideas in their groups, the professor has learners focus more on drawing the scene. Play the song while they are drawing and put it on repeat. • Once students have finished their posters of the scene, they compare with the class to see if there are any similarities or differences. Have to listen to the song below to see what sort of image or scene you think is happening. (Sketchley M, n.d. para 13). • After they finished and explain it they get together in their groups and organize a short scene of a specific part of the song. Later, they present it to the class. • The educator divides the song into different parts, so each group gets to have a different one. <p>See annexes 4</p>

Source: Elaborated by researchers.

Table 7: Voki website, fictional characters come to life.

<p>6. Strategy: Voki website, fictional characters come to life.</p> <p>Level: Ninth grade Unit: 2 Theme: The magical world of Apps.</p> <p>Objective: To describes experiences with the magical world of apps (Voki).</p> <p>Materials: Voki website. https://l-www.voki.com/site/create.</p>

Instructions:

- Learners work in pairs. The professor introduces the app and explains it in detail.
- Each pair chose a specific singer, but cannot be repeated, they have to customize characters to resemble living people.
- Learners have to research relevant details about the singer they selected it has to be a small paragraph.
- Learners design their interpretations of famous singers. Then they use one of the three audio input methods to record their paragraph about the singer they choose.
- Right after they finish they present their animations to the class (educational world, 2013, para 6).

See annexes 5

Source: Elaborated by researchers.

Table 8: What is the topic?

7. Strategy: What is the Topic?

Level: Ninth grade **Unit:** 3 **Theme:** Once Upon a Time I Enjoyed.

Objective: To familiar with the topic about experiences, events, past experiences.

Materials: 3-5 songs

Songs: Castle on the hill, the essential, Driving my car.

Instructions:

- It is an engaging way to start a lesson by getting learners to guess the topic of today's class.
- Choose between 3-5 songs, all related to the topic, and play the first twenty seconds of each song.
- For example, if the topic of today's lesson is related to travel and tourism you could play the following songs below and get students to predict the lesson topic. (Sketchley M, n.d. para 5).

- Once they get the theme, travel, and transport, learners get two pieces of color paper where they have to write a word related to the topic, then all of them paste it in a big poster. In the end, the professor goes through all the terms and explains them with learners' help.

See annexes 6

Source: Elaborated by researchers.

Table 9: Word selection.

8. Word Selection.

Level: Ninth grade **Unit:** 1 **Theme:** Once Upon a Time I Enjoyed

Objective: To recognize events, past experiences by using English songs.

Materials: Song lyrics.

Song: Lying Eyes.

Instructions:

- Teachers prepare some lyrics for a specific song.
- Learners have to listen carefully and choose the correct word from the three.
- For example, you could have the following lyrics prepared below from the song "Lying Eyes".
City girls just see/seem/sell to find out early. She will dress up all in lace and go in make-up/heels/style. (Sketchley M, n.d. para 11).
- The professor plays the song as many times as is needed. In the end, teachers play the lyrics and check the answers for learners to have them right.

See annexes 7

Source: Elaborated by researchers.

Table 10: Lyric grab.

9. Strategy: Lyric Grab.

Level: Ninth grade **Unit:** 2 **Theme:** Yesterday, Today and Future Media

Objective: To discriminate simple instructions with some visual support (e.g., safe use of social networks)

Materials: 20-30 words from the song, the song.

Song: Social media is here to stay.

Instructions:

- Teachers prepare a list of words from the song. Around 20-30 words.
- For example, they could get all the types of social media mentioned in the song, "Social media is here to stay", and put one word on one slip of paper which you stick to the whiteboard. All mix up the name of the social media and a picture of it would be pasted on the whiteboard.
- Before the activity, the teacher has learners recognize the name and pictures of all types of social media to be used.
- Learners into two teams. They stand in single file facing the whiteboard, the teacher plays the song when a student hears a word from the song, they grab both picture and name, run to the back of their queue, and then the next student continues.
- Continue the song until it has finished; the team with the greatest number of words are the winners. (Sketchley M, n.d. para 4) See annexes 8.

Source: Elaborated by researchers.

Table 11: Song cards-take-sort-write.

10.Strategy: Matching Meanings.

Level: Ninth grade

Unit: 1

Theme: Let us Workout.

Objective: L.2. To discriminate main ideas and key points about experiences related to leisure time activities.

Material: Sets of cards with words or phrases.

Song: On top of old smokey.

Instructions:

- From the lyrics, select the vocabulary (8 to 15 words) you want to test or reinforce and write out definitions in the order the words are heard in the song.

- The definitions must be written in the correct order; otherwise, the activity is substantially more difficult.
- Divide the class into pairs or teams. Hand out the sheet with the definitions.
- First, play to song ones for learners to recognize the song they are working on.
- Have students guess each word from the definition and write their answers in the Guess column. After some time, elicit guesses from the class and write them on the board.
- Play the song and have students write down the correct words in the Actual Word column as they hear them. Have students check with their partner or group.
- Play the song again. Distribute the lyrics and ask students to find any words they did not catch.
- (Lorenzutti N. 2014. p 17)
See annexes 9.

Source: Elaborated by researchers.

CHAPTER VI

CONCLUSIONS

6.1 Conclusions

- a. All things considered that “tutors can help students by using English music to present language points in a more accessible way”. (O’shea, 2019, para.5)
- b. Related to Vishnevskaja and Zhou (2019) the use of songs in the classroom’s lessons establish a favorable psychological climate, reduces mental stress, activates the brain hemisphere linked to language, induces emotional state, and promotes interest in learning English (p.1809)
- c. According to Vishnevskaja and Zhou (2019) music is effective for influence emotional behavior, not for an educational process, but rather as a game or an activity for relaxation. This also contributes to unconscious recognition of new words and expressions (p.1809)
- d. The tabernacle choir blog (2018) mention that “music has a powerful effect on the brain, recent research shows that music can help in many aspects of the brain, including pain reduction, stress relief, memory, and brain injuries”(para.1)
- e. “Music can have a physical effect on your body; music can help decrease emotional distress and amplify a variety of moods. It is said that music is one of the few activities that involves using the majority of the human brain”(Sam, 2016, para.1).
- f. Therefore, there are some difficulties encountered by researchers that educators can be concerned about and try to find out the way those negatives things do not affect that much. Difficulties can differ depending on the context, the school, the students, their choices may vary depending on age, the place they belong to when taking songs to the classroom. (University of Jakarta, 2014, p, 5).

CHAPTER VII

RECOMMENDATIONS

7.1 Recommendations

- a. There are four relevant points to consider before choosing a song for educational purposes according to the article (Musical taste, appropriacy of lyrics, music and emotions, song versions). (English, 2020)
- b. The university Jakarta sees the importance of go through some steps before taking songs to the classroom, such as classroom environment, classroom facilities, and music like lesson plan and equipment such as the volume, sources of music. (*University of Jakarta, 2014*)
- c. The author focuses on the use of top–down strategies like listening for the main idea, summarizing, and predicting, also bottom-up strategies for example concentrate on specific details while listening and recognize words – order patterns. (*D. Renukadevi 2014*).
- d. This study acknowledged five top music teaching strategies to be used for acquiring positive results inside the classroom. First, of all, the use of technology, pulls them in the music they already love, expanding their horizons, and last but not least, always mix activities up. (*StringOvation Team, 2019*)

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ANNEXES

Annexes 4



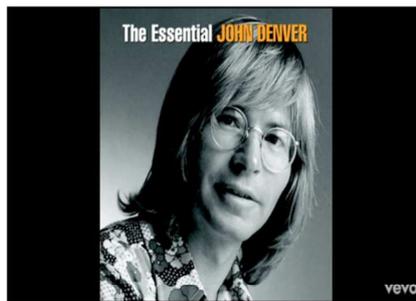
The Police - Every Breath You Take (Official Video) - YouTube



Annexes 5



Annexes 6

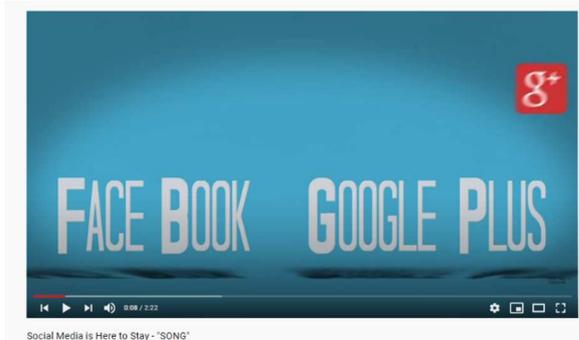


Ed Sheeran - Castle On The Hill [Official Lyric Video] - YouTube

Annexes 7



Annexes 8



Annexes 9

Instructions: Read the definitions and try to guess each word. Then listen to the song and write down the actual word used by the songwriter.

	Guess	Definition	Actual Word
1		frozen water from the sky	
2		opposite of <i>fast</i>	
3		a person who steals	
4		steal	
5		put your arms around someone	
6		lights in the sky at night	